TRANSCRIPT – IMPLEMENTING THE PARTICIPANT INDIVIDUAL RECORD LAYOUT (PIRL) IN ADULT EDUCATION: A QUALITY MODEL FOR STUDENT SUCCESS

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This webinar is part of our series of webinars regarding the WIOA implementation. Specifically, this is regarding the Participant Individual Record Layout, or what you'll also hear referred to as the PIRL. As I mentioned previously, you'll also hear me say "Student Success Quality Model" as we'd really like to begin thinking about the required data collection for WIOA in kind of a bigger sense of how the data collection for WIOA can not only be used to collect and report performance data, but how you can use this data to support students in your program.

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I want to start by talking about what this webinar is, and what this webinar is not.

So, this webinar is essentially an introduction to data collection requirements under the Workforce Innovation and Opportunity Act – it's really a place to start thinking about a model of intake that's perhaps longer, takes place over a period of time, and collects information in a way that can be used to support student success. So, again, this is a place to start thinking about a model of intake that is perhaps longer, takes place over a period of time, and collects information in a way that can be used to support student success.

This webinar is not specifically a training on how this data will need to be collected under WIOA, nor is it the end-all-be-all for WIOA data collection and reporting preparation. This is not a point-by-point webinar to train you on how to collect all these different data requirements, and as you'll hear me say throughout the webinar, we still have a lot of information that we don't know, but we do know some, and we want to share that with you today. We don't have yet final regulations or guidance from the department of Education and their full plans for WIOA integration and implementation. So, what we have here are best guesses based on the information we've received, information from various workgroups various agency staff participate in, and a little bit of foresight into how we expect things to roll out.

While we'd obviously prefer to share information when we know more, something we also don't really know is the timeline; officially, we should be implementing new performance requirements under WIOA July 1, but the information we've received tells us we won't have final regulations until June. So, right now we're doing our best to tell you what we know, and support you in your initial stages of planning for WIOA performance and accountability implementation in your local program.

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SO, let's start with the basics – what is the PIRL? What are we talking about?

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The PIRL, or the Participant Individual Record Layout, is essentially a document that defines the specific data elements to be reported under WIOA for all core programs. The PIRL specifies the elements, what the elements mean, and in some cases some unique nuances about what the elements mean and what specific staff may need to consider when they're doing intake under WIOA.

As a reminder, under WIOA there is an aligned accountability system under all core programs – so, when we talk about the core programs under WIOA – and I know you'll hear us refer to this – we've mentioned it in our last few webinars – but we're talking about the *Title I Adult and Dislocated Worker and Youth Programs*. Sometimes these are referred to as two separate programs, so we've got them both listed here under title I. We've got Title II which is *Adult Education and Literacy* services, also authorized under the adult education and family literacy acts that we are all used to. *Title III* which authorizes *Wagner-Peyser* services, and then *Title IV* which is *Vocational Rehabilitation Services.*

We are very fortunate at TWC to have all of these core programs within our agency, with the transfer of DARS, the department of Assistive and Rehabilitation Services, on September 1. So, we're very fortunate to have all of these programs under one agency; it definitely supports us in aligning services and accountability reporting – and we'll talk a little more about that throughout this webinar.

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So let's review the performance and accountability framework under WIOA.

WIOA requires that the following indicators of performance be reported, again, for all core programs – the programs that I mentioned on the last slide.

So this is the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program; the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program. So, these are essentially your entered and retained employment measures – these are now kind of generally two different measures that show individuals reported in unsubsidized employment after they exit the program.

The median earnings of program participants who are in unsubsidized employment –so this is a new one in adult education – we've typically reported on individuals who are in employment, but not information on specific wages.

The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program.

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 toward such a credential or employment.

And finally, another one that is fairly new - the indicators of effectiveness in serving employers established pursuant to information in the act.

This, again, is what is in the act itself –the indicators of performance that have to be reported for all core programs. In a law, however, that law is then interpreted in rule or regulations which come from the relevant agencies.

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So, while the law tells us that there is an alignment of indicators, how those indicators actually get reported – all of that is essentially interpreted by the individual Federal Agency that oversees the program. So, in our case, the department of Education defines requirements for reporting under the National Reporting System, or NRS, guidelines. At this time, these guidelines have been revised for this program year- you can view these on the NRS website, but they are still not final under WIOA – and you will see many reference in the guidelines to things that are not finalized, because there are certain aspects of these guidelines that are pursuant to whatever is decided under the final regulations for WIOA which have not come out yet.

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So, knowing that there is an aligned accountability system – we also know that there is/will be some joint reporting taking place under WIOA. Again, while individual agencies may require certain types of reporting, key elements will be reported for all core programs together. What this looks like – we don't yet know – but we know some possibilities, based on draft regulations.

I would like to point your attention to a joint reporting statement issued by the Departments of Labor and Education in conjunction with the draft PIRL and some of the draft templates…so, as it says:

> "The Office of Career, Technical, and Adult Education (OCTAE) will modify its currently-approved information collection instrument, which obtains aggregate data from States using a set of reporting tables developed by The Department of Education (ED) (*Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education,* OMB Control No. 1830-0027). For the purposes of the Adult Education and Family Literacy Act (AEFLA) program, States will be required to complete and submit the WIOA Annual State Performance Report template, in addition

to the aggregate data tables that States are required to submit to OCTAE under OMB Control No. 1830-0027"

So essentially what this is saying that for the purposes of WIOA, individual information will have to be submitted in addition to the aggregate template data that are submitted in the data tables.

So, the data tables for those of you that are adult education and literacy providers or are familiar with adult education and literacy performance, are essentially the tables we often refer to and are the first reports available in TEAMS. So, for instance, table IV tells you your educational functioning level gains for each of your 11 educational functioning levels. So, these table are what we as a state report to the feds every year, and are what is outlined in the NRS. So, what this is essentially saying is that the tables will still exists – the tables will obviously change based on the new requirements for reporting under WIOA – so, for example, there is a measureable skills gain focus, so, again, it may be different than what we are used to hearing as the educational functioning levels. Again, a lot of this is still draft, a lot of it we don't know, but this just the basic information, so we will continue to report aggregate, but this also states that states will be required to report and submit additional reporting in addition to that information pursuant to the requirements under the law.

So, what this is basically saying is that "yes" we will still report aggregate information like we've have, but there is additional information we will have to collect and report as a part of our joint reporting which is unknown and uncertain at this point in time based on the draft regulations.

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So, let's talk a little bit about the point of the PIRL – why collect all this data.

So, there's the simple piece, which is essentially the importance of knowing about the participants served under the act – these characteristics lead to a better understanding of how the money – taxpayer dollars – are being used. So, that information gets reports so that stakeholders, legislators, individuals have an idea of the individuals who are being served under this act.

But under WIOA, there is some additional important "WIFM" – What's in it for me – for the PIRL, and that is that the law specifies that this data – this information – is specifically used in the establishment of targets.

Many of you tell us how important it is to consider local characteristics in target setting –so, for example, it may be more difficult to recruit students in a rural area is something we hear a lot. Under WIOA, there is use of what's call the statistical adjustment model used in establishing a state's performance targets.

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And this model, specifically takes into account factors – factors collected in the PIRL – in setting targets, and further allows us, the agency, to use these factors in local target setting. So, essentially, the harder the population that the state is serving, is to serve, is taken into account when setting targets as part of this statistic adjustment model. If you're interested in the statistical adjustment model, it's something there's been some great webinars on that we can refer you to understand how this works. Examples of these factors are on this slide and include…

- ❑ Indicators of poor work history
- ❑ Low levels of literacy
- ❑ Low levels of English proficiency
- ❑ Lack of educational or occupational skills attainment
- ❑ Disability status
- ❑ Homelessness
- ❑ Ex-offender status
- ❑ Welfare dependency
- ❑ Barriers to employment (including cultural)
- ❑ Dislocation from high-wage and high-benefit employment

So these are just some examples, and these are the types of categories that when we get into the types of data that's collected as part of the PIRL, and again that information is used in general reporting, but is used in the Statistical Adjustment Model. So, it becomes very important that as a state we're doing a quality job of collecting this information, so that we can ensure our targets are appropriate for the specific targets that we're serving. But beyond that, and something you'll hear me refer to throughout this webinar, is something that's not just important for data collection for ensuring that our targets are set, so on and so forth, but also, how you can use this information to better support students you serve in your program to ensure their overall success.

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So, we essentially collect this information already – you're familiar with the required intake fields, and a lot of the characteristics you saw on the last slide are familiar, or you're collecting something similar. So the question becomes, what has changed- what is different that the information we currently collect on our registration forms, and that are required to be put in as a part of a student's participant profile.

Slide 12: And I like to start this explanation by having you think about TEAMS. I know TEAMS is not something you probably want to think about right now, but it's very helpful in thinking about specifically the participant profile screen and how the PIRL is different, and what to consider when you're doing intake for an individual.

So, this is the participant record screen in TEAMS where you document various characteristics about a participant. And, if I were doing this webinar in person, I'd ask for a show of hands of how many of you 1) use this information – so after you collect this information you use it to make decisions about your students, support them, provide them additional information and 2) know how this information is used by the state. And I'd applaud those of you who are using this information (and will ask you to share those practices in the future as we roll this out) because as we roll this out, we want programs to think of how this information is different than what is currently reported and how we can use this information to support our students, make better and smarter decisions in how we're recruiting our students, in serving our students and in our partnerships. I will tell you that, while some of this data is currently used at the state level – and can tell you it's being used a lot more since the program moved to TWC – our division of operational insight is regularly looking at these various characteristics and how they can explore our data based on them, it's limited. You can tell the historical importance of the data by the available canned reports in TEAMS. So, many of you know you can filter various reports by some of these characteristics, but you will also notice there's not a simple report that tells you certain of these characteristics just readily available. SO that indicates, historically what the importance has been. Further, given current collection practices, there's uncertainty about what is indicated in TEAMS really means. So, obviously again, the practice is you put these on a registration form, students complete the registration form – there may be some verification, there may not, there may be some explanation, so it becomes uncertain about what it means. So,for example, if "disability" is unchecked, why? Is it because you didn't ask? Is it because the individual doesn't want to disclose? Or is it because the individual doesn't have a disability? How is disability defined? What type of disability?

This is all important – it all indicates something different. So, if we were to look at all the data over the last year and make a grand assumption about the number of individuals we have with disabilities, that assumption may be wrong, because we may have a certain number of individuals that either did not disclose their disability, or didn't understand the question, or weren't asked the questions – so it becomes difficult to discern what that data is saying based on how a lot of these questions have traditionally been recorded by us at the state and by the local program.

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So, let's think about that same category under the PIRL. According to the PIRL, the reporting requirements are to…and these numbers basically have to do with how we as the state would report these in a series of numbers -

- Record 1 if the participant indicates that he/she has any "disability", as defined in Section 3(2)(a) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

  It's very specific about what is considered a disability.

- Record 0 if the participant indicates that he/she does not have a disability that meets the definition.
  So, if they indicate they do not have a disability or do not have a disability that meets the definition.

- Record 9 if the participant does not wish to disclose his/her disability status.

So, again, saying no is very different than saying that a participant chooses not to disclose. And I like to compare this to something very similar we're used to which is employed, unemployed, unemployed, not in the labor force. Unemployed not in the labor force is a very different characteristic than unemployed. Similarly here, identifying that an individual that doesn't have a disability is different than an individual does not want to disclose that they have a disability. So, this information is very different – so if we were to say do a comparison of the number of individuals who have disabilities, versus those who don't, we wouldn't include those who did not disclose; we wouldn't just assume that those individuals didn't have a disability. So, thinking about every single field we ask in this context, we start to see that this is a very different type of intake process when we're thinking through all these different fields that we collect. SO, obviously thinking forward, this has a lot of implications on how we collect data, how we report data, and how we record data in TEAMS, and I'm sure a lot of people are thinking right now – how will report these in TEAMS – we'll talk about that a little more later, there are some modifications taking place.

But, again, whenever people ask "what is the big difference with the PIRL" – and taking a look, if you do a side-by-side analysis, there's not a large number of new fields or new information being collected; it's more about *how* the information is being collected and how the information is being reported that is the drastic difference.

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So, thinking towards a student success quality intake model, under this model, questions need to be asked – not simply placed on a self-completed registration form. So, as opposed to having a registration form full of check boxes, questions need to be asked, Questions need to be clarified for individuals to understand exactly what they mean. Responses must be clarified.

But beyond the basic data entry, consider the possibilities for use of data. If you knew not only that an individual had a disability, but the nature of the disability, how could you assist? How could you ensure that the student is receiving all the appropriate services and accommodations to which they are entitled?

Thinking towards other special populations – how could you better serve Veterans in your program, by understanding the nature of their service, what benefits they might be eligible for, and what unique needs they may have?

How could you better serve migrant seasonal farmworkers by understanding the constraints of the time they have for you to serve them?

So, understanding these different characteristics of different student populations and thinking about these different student populations can also help you think towards where are the different types of partnerships we want to have an engage with, and how can we better ensure students are receiving all the different types of services to which we can connect them to so that they can truly be successful while they're in your program.

So, again, we'd like to start thinking about this less as *data collection*, and more about the development of a student success focused *quality intake model*. So, again something that is focused on ensuring students are successful and how to best support students using the information that you've collected to assist students in their path forward.

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So thinking back to TEAMS - here's just a sneak peak of what the system *may* look like – but something for you to think about – in terms of how you collect data…how you report data…what intake looks like. So, think back to what you're used to seeing - So, rather than a series of check boxes on a form, these questions will need to be asked, with answers to each question that specify yes, no, it's did not disclose. And, beyond that for some of these there's additional categories and additional things that need to be clarified. So, for example, going back to disability – just confirming that the individual has a disability, and the specific category of the disability that the individual may have. And you'll notice there's a new category for learning disabled adult. So, thinking through all these different categories and those categories that need to be collected, but also thinking towards how that information will be used.

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So when we talk about a student success quality intake, we're talking about a method of intake more akin to what takes place in the workforce centers. A one-on –one model. But this really goes beyond enrollment – think back to the core indicators of performance – these indicators require collection – and reporting – of information beyond a measurable skills gain…beyond high school equivalency completion.

So, in this model, we're really thinking towards, not just what information collection needs to change on the front end – we need to collect more data – but also what are the changes that are happening in the back end for reporting and thinking back towards those indicators of performance. So, under WIOA you, the AEL provider, have a greater responsibility to ensuring a successful route to entering and completing postsecondary education, training and/or employment. We've stressed this emphasis over the last year, and will continue to – gone are the days where you throw a GED graduation and bid students farewell. The vision of WIOA is an integrated system where you work with your workforce partners to ensure longevity in student success. So, again, it's not just a change in how you're taking students in, but also in how you're serving students in the long-term. So, you can think of the PIRL as the first step in that more focused model, more holistic model, more high-touch model which you'll hear us say a lot. Much stronger student touch to ensuring students have a route to entering and completing post-secondary education and training and employment.   Again, all new focuses of performance that are a lot different under WIOA than what we have been used to measuring under WIA.

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But I know what many of you are thinking (or yelling at your computer monitor right now) – how do we do this with our current resources – you keep telling us more student touch – there needs to be more student touch – so how do we do this with our current resources and ensure we meet our enrollment targets? How do you keep serving the very large number of students many of you are serving?

And this is what we are committed to helping you figure out. So, let's think about what you told us.

So, I want to start by thanking you, and for those of you who are not adult education and literacy providers or are not familiar, we sent a survey to our adult education and literacy providers to find out a little more about what is actually taking place at intake, what's taking place at registration, what's taking place at orientation, because the last thing we want to do is roll out our ideas for this model, making grand assumptions about what is going on. So, we had a survey and all of our grant recipients and many sub recipients responded and we're grateful for that – we got some very good information – and I want to thank you all for your time for that. And that information was very helpful for us explaining to our agency leadership the constraints around implementing the PIRL for our adult education and literacy providers.

So, what you see on the screen and what many of you have been looking at while I've been talking is, what is the largest registration event – so we asked our grant recipients – what is the size of your largest registration event? How many students are there?

Almost half of you have registration events that exceed 100 people. We know that the intake model for a workforce center is based on a 1-1 ratio, year-round, 8 hours a day, weekday model, whereas adult education has peak enrollment periods and these very large registration events where that's not feasible. But again, knowing you need to collect this information and find a way to do so reasonably here…I want to assure you we're aware of these constraints – and that is why we are starting these conversations. But we also want you to think about this creatively – how can you continue to recruit and enroll large numbers of students, while still collecting – and using – all this extra information? So, I'll stress it again – it's not just about collecting information, but it's also about using that information to have a student success quality model. Can you rethink your orientation to collect information over a longer period of time? Can you set up a model to collect information in stages? These are the things we want you to start thinking through and start working through as you starting thinking about rolling out this model.

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So, something else we know – and were thrilled to see – we over half of you currently do some type of 1 on 1 interview with participants, and again we specified that this is not the BEST plus, this is some other type of interview – so, the next step is to find out how is this different? How might that model be useful in rolling out the PIRL, and how might it need to change? And what are some things you might be able to roll into the model to make it work for you?

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So, now a question most of you are asking – what is the data? What do we need to collect? This is the piece people want to know –give us the data, let us start planning. So, I want to back track a minute and remind you about what we know and what we don't know.

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So what we know is that draft regulations for the PIRL have been published and I'll point you to these in a second, and we know that final regulations are scheduled to come out this summer – we've heard June. We know that intake for adult education and literacy – registration- as we know if for AEL will need to change – we just don't know to what extent yet. We don't know just how different things are going to need to look.

But we don't know what the regulations are, and we don't know what the final regulations will say about data collection.

I do have to say – and if you heard me get distracted and trail off at one point I got a message from Anson while I was doing this webinar – we have verified that the department of Education will be implementing the PIRL, again to what extent we don't know. We will share with you the draft data fields – there was some uncertainty to how the PIRL would be tied in to the national reporting system requirements, but we have confirmed that this PIRL will be a part of the adult education and literacy reporting as well, so we just want to update you and tell you we know the information.

But we also don't know – or have set idea- of how the PIRL will be tied into the NRS, we just have the draft regulations, the draft fields we're going to have to collect, but we don't exactly know how these will be tied to the NRS and what that will all look like.

We don't know how best to collect this information, when to collect this information during peak enrollment periods.

I really want to stress to you, we don't know everything - We by no means have a set idea in our minds of what this actually looks like. But we know that across the state we have immeasurable amounts of creativity, so we're looking to you to develop these models, locally, within your own constraints. And we're looking to you to find out how we can best help and support you, and what are the models that work best for you and what additional assistance can we provide for you that will help with those constraints.

So, again, I really want to stress this last point here – and that's that we don't know how best to collect this information. We know how this information is collected by the workforce centers. We know roughly how the new PIRL requirements will be collected – but even on that we're having conversations and identifying key needs and even talking about creating some demos on how exactly to ask these questions; how exactly to conduct these interviews to ensure that you're collecting the information correctly. So, again, we don't even know everything in the workforce side of the house. But, we will stress that we don't know on the adult education and literacy side how to best collect this, we're really looking to you to assist us in ensuring that the way we collect this is most appropriate; that you're able to collect the information you need, but that you're also able to use the information in your local programs and that it works within your local constraints.

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So let's get back to what we know. As I mentioned, we know there is a draft PIRL – the link that I have here is the draft version from DOL; it's not incredibly user-friendly. It does have the fields; it does have what each of the variable means, what the various pieces are that need to be collected. But we've also developed – what we have is a data sheet used internally within our agency to align various data systems, figure out what data is being collected, how it's being collected – how it's different from what's currently being collected – but we've taken that and developed a draft sheet custom for AEL – specific to what we know, reasonably, may be included in AEL requirements, what data needs to be collected, and how it's different from what is currently collected. So, again I keep going back to the first field – it's first on the list - disability status – what is currently collected, what needs to be collected under the PIRL, and how are those two things different. In terms of what's different, for a lot of these it's really just going beyond a checkbox into yes, no, did not disclose – What does yes mean, what does no mean, what does did not disclose mean? As I mentioned previously, a lot of these fields have some unique nuances to them that the PIRL explains. But beyond that, there are some changes in some of the different things – the level of education is slightly different and how that gets reported; things that we're used to reporting under separation reason are now more considered "exclusionary reasons" – why an individual may not be considered in data reporting – and those things are very different from the things that you're used to. So, this draft information sheet that we'll share outlines these different fields. But I cannot stress it enough – these are draft – it's very draft –we don't know what's going to be final yet; some of these things could go away; some could be modified to read differently, so we really must stress again, this is all just based on draft – we're just trying to prepare programs for what we know right now.

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So, getting back to what else we know. We know that there will be changes to TEAMS. I showed you a sample of what those changes may look like and what our developers are working on. I will share with you that those changes are pretty substantial for those of you that are familiar with databases, this is a significant structural change that is needed to be able to collect the types of responses we need. We're going from a system where you just have a series of different flags for students into an actual table where all this information is stored for each participant – so it's very different and what that means is that a lot of the reports will be affected, and we're working towards how we can have reports available for you July 1, which reports will be affected, information on which reports you'll be able to run and which reports you won't. But, again, it's a pretty substantial change we're making to the structure of TEAMS to just be able to collect this information in the way that we need to. We're making changes based on the draft regulations, and essentially we know for each of these fields, we're going to have to collect, a yes, a no, a did not disclose. While some of those fields may change, we're making at least the changes based on the fields we know based on the draft regulations and the structural changes so that we are prepared beginning July 1 to roll these out.

This is one of those, "plan for the worst case" situations.

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So, we know there will need to be changes to how intake is currently done for AEL. For some of you, the changes may be minor; as we mentioned previously over half of you are currently doing some kind of one-on-one interviews as part of your registration process – the question is how long is that interview; can you incorporate additional questions; things like that – so, for some of you it may be a very minor change; for others, it may be a complete overhaul.

While I mentioned that we'll share draft regulations with you, and we are planning TEAMS changes *now* so that we are prepared, you should not print anything right now. You should prepare, internally, the best you can, but thinking towards document development, etc, you should not use the draft regulations to print anything. Again, we're talking here about general structural changes until we have the final regulations approved.

As I've mentioned previously, this webinar is just the beginning of a conversation. In order to plan for just how significant of a shift this is, we are devoting the next few months to being on the road to help you, and give you as much information as we can. We are planning one day events in major cities (we are finalizing the list, but there will be 10-12) across the state. During these events, we will cover the basic principles of intake from a more case management/workforce perspective, how to design a student success focused quality model, and how to use information collected in your intake to improve student success.

We cannot stress enough, however, that we want your engagement in these sessions. We want to hear from you, what your plans are, help us in identifying best practices, and help us understand your constraints and the challenges that you are having.

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So let's talk about this road show that we are planning.

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Who should attend? Directors, supervisors, and any key staff involved in participant intake and registration. You'll also want to think about Career navigators; student support staff; any staff that may be key in utilizing the data collected.

Also think about partner staff and Board staff. We'll be presenting this road show plan to all the Board Executive director's next Tuesday, and we want you to consider how your Board can help you in implementing this model. One of the things we've been talking about internally is how the Board staff may be able to support grant recipients in the implementation of this model in some way. Again, the goals of WIOA are to have an integrated system and really utilize our resources, so again, thinking towards how your Board and your Board partners can support you in this implementation will be helpful. We know we have a lot of Boards already eager and ready to help roll out this type of model in adult education and literacy.

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As I mentioned previously, these events will cover a variety of information – again, it's not specifically related to the intake fields of the PIRL – we may not still know those – so it'll be more focused on a variety of information related to student success model implementation. SO, we will provide the best we can Up-to-date information on required data collection- and we obviously won't just provide these to participants at the road show but to all of our providers as we receive it. We'll provide, as we know it, best-practices in "intake". We'll talk about how intake is done at the workforce centers right now – obviously as we mentioned at the beginning of this webinar, we know that model can't be transplanted into adult education, but what are some things that may work as we start to think towards your student success model.

We'll talk about Ideas for incorporating detailed intake into your registration process.

We will discuss ways to ask questions to collect required information, and we'll have some activities to plan actually asking these questions and collecting the information in the way you want to.

These events will have time to plan/discuss/prepare for implementing a quality model in your program.

We will also discuss changes to the AEL assessment guide to address WIOA. Most of these, again, have to do with implementing the participant individual record layout and the required added fields that need to be added to the assessment guide.

And finally we'll talk about requirements around protecting Personally Identifiable Information (PII). This is something we've been talking about for a while in adult education and literacy. Adult education and literacy comes with its own set of challenges around collecting and protecting PII, and now we are asking you to collect even more information, so we will discuss the current requirements and agency regulations around PII but we can also open up a conversation around what that looks like under the implementation of the PIRL.

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So, let's talk about next steps. This is a lot of information, but remember, this is just the first step – there will be time to think, develop, absorb and plan.

I would recommend taking a look at that joint reporting statement just to get an idea about how the agencies have approached joint reporting, but also taking a look at the various resources we've provided in this webinar. You can download this power point in your adobe connect right now.

As I mentioned previously, we are able to share with you some of the draft requirements under the PIRL So, first, we're going to ask you to give us something before we'll give you more information. We've got a brief survey link listed here; it's a very brief survey – we just want to just gauge some general temperatures after this webinar; get a sense of how you're feeling after this; some ideas, concerns, questions, things like that have come up as a result of the webinar.

Once you've completed the survey, we'll be sending you *draft* documents regarding the possible PIRL collection fields, but we'll also be sending you a planning document – essentially a questionnaire to help you plan for these one day events. We want these events to be as valuable for you and your team as possible, so the questionnaire will help you think through who should attend, what you may want to meet with your team on beforehand, think through various things, and ensure that you feel prepared for the event.

Slide 28:

As a reminder, this webinar is being recorded and we will share the recording in about a week. You can also download the power point in the "files" pod of the adobe connect. I want to thank you for your participation today.

So with that, I will conclude our webinar. Please use the survey link to submit questions – this will assist us in getting questions to the right folks, and getting answers out to the group as is relevant.