

# HUD Standards for Success Pilot

## Data Collection: Participant Education Data Elements

Virtual Conference

June 7, 2017

# Today's Presenter

D. Rob Haley PhD, MBA, MHS  
Co-Founder and  
Executive Vice President  
StrategyGen



# Objectives of Session

1. Increase understanding of data integrity and collection
  - a. Participant Education data elements
2. Answer questions

# HUD Exchange website

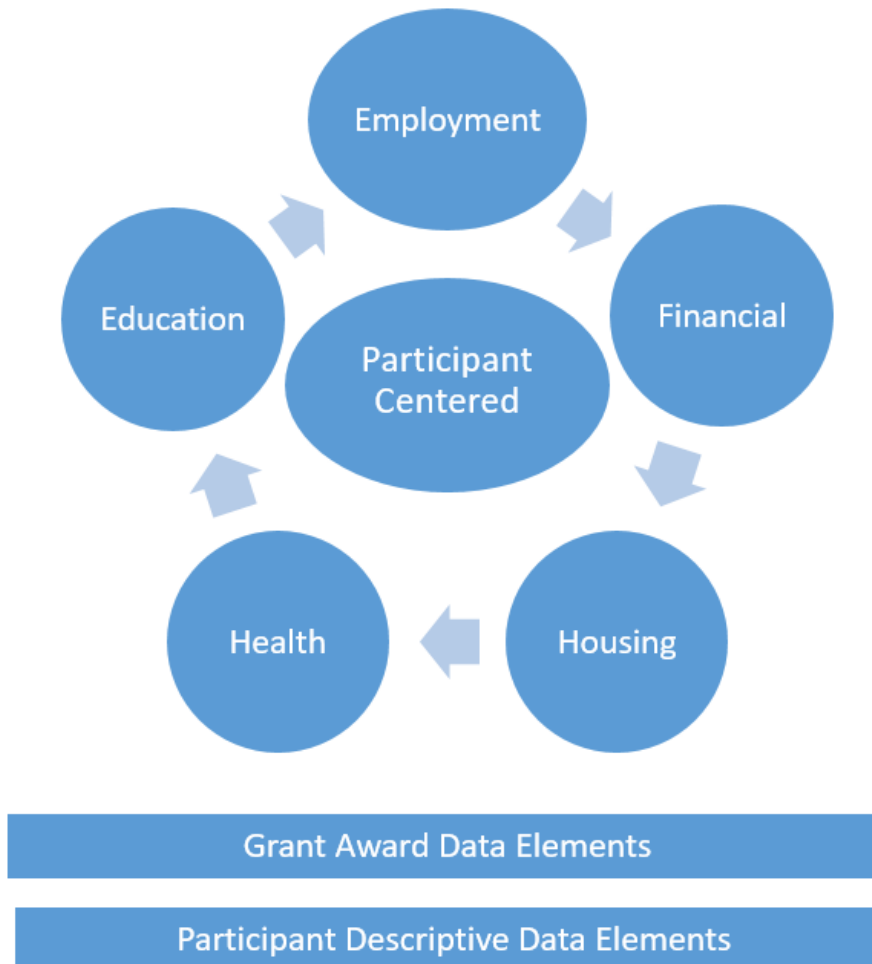
<https://www.hudexchange.info/programs/standards-for-success/>



# Background

# Participant Centered Data Elements

## Focus Areas for Participant Self Sufficiency



## Previous Virtual Conference - Participant Housing Data Elements

- HUD provided the following updates:
  - Information for Budget-based Service Coordinators applies to 202.
  - A new response option of “Information not collected” is added to response options that include “N/A”.
- Needs Assessment documents reveal the past and current details of a Participant’s strengths and needs to match the Participant to appropriate housing and supportive services.
- A person is considered homeless if the person lacks a fixed, regular, adequate night time residence.
- Housing Placement Services describe assistance for transfer to another property, a different unit within the same property, or alternative care facilities.
- Fair housing and civil rights assistance promotes:
  - Communities with diversity along multiple dimensions; and
  - Integrated living patterns.

# Participant Education Data Elements



# Participant Education Data Elements – List

Data Element	Data Element
Highest Education Level Code	Household Skills/Life Skills Service Code
High School/GED Preparation Service Code	Housing Retention Service Code
Post-Secondary/College Education Service Code	Conflict Resolution Service Code
Degree Attainment Code	Parenting Skills Service Code
Enrollment in Educational or Vocational Program	3 to 5 Years Childhood Education Service Code
License or Certificate Attainment Code	ESL Class Service Code
Adult Basic Education Service Code	Service Coordination Service Code

## Meeting of Service Coordinators – John and Kathy



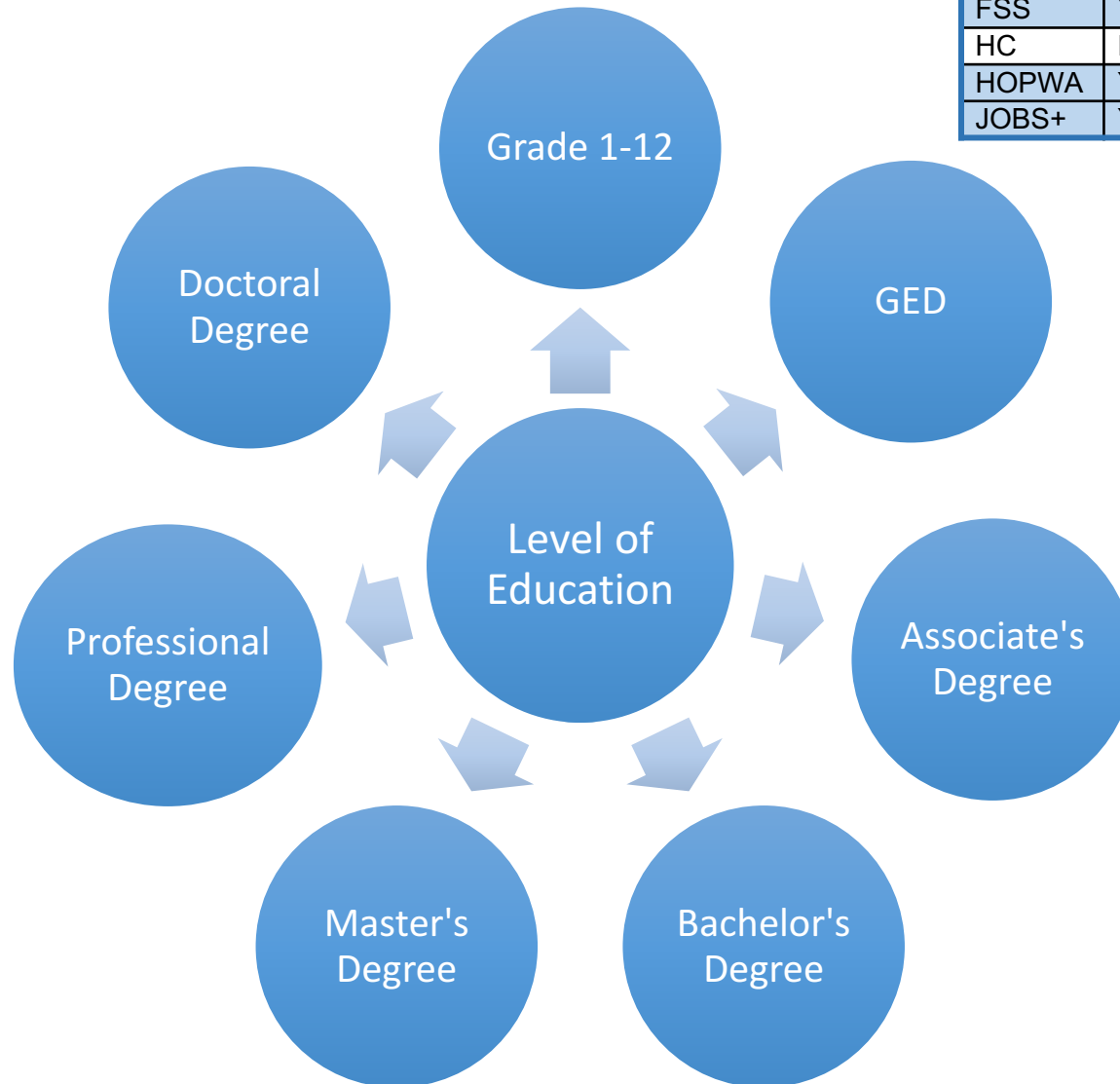
## Meet our Hypothetical Participant - Chris

- Did not graduate high school
- Obtained a:
  - GED
  - Bachelor's Degree



# Highest Education Level Code

Applies to Programs:			
B-b SC	Y	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	Y
JOBS+	Y	ROSS	Y



# Highest Education Level Code

**Title:** Highest Education Level Code  
**Question:** What is the highest grade level or educational degree that the Participant completed?  
**Focus Area:** Education  
**PRLI Fixed ID:** 40

Applies to Programs:			
B-b SC	Y	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	Y
JOBS+	Y	ROSS	Y

## Highest Education Level Code

✓ Select

- 0 = No schooling completed, Nursery school, or Kindergarten.
- 1-11= Grade 1 through 11.
- 12 = 12<sup>th</sup> grade, no diploma.
- 13 = High school diploma.
- 14 = GED or alternative credential.
- 15 = Less than 1 year of college credit.
- 16 = 1 or more years of college credit, no degree.
- 17 = Associate's degree.
- 18 = Bachelor's degree.
- 19 = Master's degree.
- 20 = Professional degree (e.g., MD, DDS, DVM, LLB, JD).
- 21 = Doctorate degree
- 88 = Individual refused.



# Highest Education Level Code

**Title:** Highest Education Level Code

**Question:** What is the highest grade level or educational degree that the Participant completed?

**Focus Area:** Education

**PRLI Fixed ID:** 40

Applies to Programs:			
B-b SC	Y	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	Y
JOBS+	Y	ROSS	Y

## Highest Education Level Code

✓ Select

- 0 = No schooling completed, Nursery school, or Kindergarten.
- 1-11= Grade 1 through 11.
- 12 = 12<sup>th</sup> grade, no diploma.
- 13 = High school diploma.
- 14 = GED or alternative credential.
- 15 = Less than 1 year of college credit.
- 16 = 1 or more years of college credit, no degree.
- 17 = Associate's degree.
- 18 = Bachelor's degree.**
- 19 = Master's degree.
- 20 = Professional degree (e.g., MD, DDS, DVM, LLB, JD).
- 21 = Doctorate degree
- 88 = Individual refused.





Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

- Participant who is participating in an organized high school study program or GED preparation program
- Program prepares the student to attain a high school diploma or its equivalent



# High School/GED Preparation Service Code

**Title:** High School/GED Preparation Service Code

**Question:** Did the Participant participate in an organized high school study program or GED program?

**Focus Area:** Education

**PRLI Fixed ID:** 86

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

## High School/GED Preparation Service Code

✓ Select

- 1 = Received service directly through the grant.
- 2 = Received service through grant-facilitated referral.
- 3 = Both 1 and 2.
- N/A
- Information not collected.



# High School/GED Preparation Service Code

**Title:** High School/GED Preparation Service Code

**Question:** Did the Participant participate in an organized high school study program or GED program?

**Focus Area:** Education

**PRLI Fixed ID:** 86

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

High School/GED Preparation Service Code

✓ Select

1 = Received service directly through the grant.

2 = Received service through grant-facilitated referral.

3 = Both 1 and 2.

N/A

Information not collected.

# Post-Secondary/College Education Service Code

**Title:** Post-Secondary/College Education Service Code

**Question:** Is the Participant applying to attend or attending a post-secondary school or college?

**Focus Area:** Education

**PRLI Fixed ID:** 87

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

## Post-Secondary/College Education Service Code

✓ Select

- 1 = Received service directly through the grant.
- 2 = Received service through grant-facilitated referral.
- 3 = Both 1 and 2.
- N/A
- Information not collected.

# Post-Secondary/College Education Service Code

**Title:** Post-Secondary/College Education Service Code

**Question:** Is the Participant applying to attend or attending a post-secondary school or college?

**Focus Area:** Education

**PRLI Fixed ID:** 87

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

## Post-Secondary/College Education Service Code

✓ Select

- 1 = Received service directly through the grant.
- 2 = Received service through grant-facilitated referral.
- 3 = Both 1 and 2.
- N/A
- Information not collected.

# Degree Attainment Code

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y



- Identify if the Participant attained an educational degree and the type of degree.
- Degree must have been attained while receiving HUD program-funded services.

# Degree Attainment Code

**Title:** Degree Attainment Code

**Question:** Did you attain an educational degree while receiving HUD program services and what type of degree?

**Focus Area:** Education

**PRLI Fixed ID:** 43

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

## Degree Attainment Code

### ✓ Select

- 1 = High school diploma/GED.
- 2 = AA or AS diploma.
- 3 = BA or BS diploma.
- 4 = Other degree.
- 5 = No degree attained.
- 88= Individual refused.
- 99= Individual does not know.
- N/A
- Information not collected.



# Degree Attainment Code

**Title:** Degree Attainment Code

**Question:** Did you attain an educational degree while receiving HUD program services and what type of degree?

**Focus Area:** Education

**PRLI Fixed ID:** 43

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

## Degree Attainment Code

✓ Select

- 1 = High school diploma/GED.
- 2 = AA or AS diploma.
- 3 = BA or BS diploma.
- 4 = Other degree.
- 5 = No degree attained.
- 88= Individual refused.
- 99= Individual does not know.
- N/A
- Information not collected.



# Enrollment in Educational or Vocational Program

**Title:** Enrollment in Educational or Vocational Program

**Question:** Is the Participant currently enrolled in an educational or vocational program?

**Focus Area:** Education

**PRLI Fixed ID:** 41

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

## Enrollment in Educational or Vocational Program

✓ Select

- 1 = Individual is enrolled in educational training.
- 2 = Individual is enrolled in vocational training.
- 3 = Not enrolled in educational or vocational training.
- N/A  
Information not collected.

# Enrollment in Educational or Vocational Program

Vocational Programs
Construction
Manufacturing
Trucking
Carpentry
Welding
Transportation
Cosmetology
Auto Servicing

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y



## License or Certificate Attainment Code

- Identify if the Participant attained an occupational or vocational license or certificate and the type of license or certificate.
- Vocational and occupational training emphasizes skills and knowledge required for a particular job function.
- Participant must attain the license or certificate while receiving HUD program-funded services.

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y



# License or Certificate Attainment Code

**Title:** License or Certificate Attainment Code

**Question:** Did you attain a vocational or occupational license or certificate while receiving HUD program services?

**Focus Area:** Education

**PRLI Fixed ID:** 42

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

## License or Certificate Attainment Code

### ✓ Select

- 1 = Occupational skills license.
- 2 = Occupational skills certificate.
- 3 = Other license or certificate recognized by state.
- 4 = Individual did not attain a license or certificate.
- 88= Individual refused.
- 99= Individual does not know.
- N/A
- Information not collected.

# Adult Basic Education Service Code

## Includes:

Developing basic reading, writing, literacy, and math skills

Pre-admission college prep courses

## Excludes:

English as a second language (ESL) classes

GED preparation

Post-secondary education

Occupational skills training

Work readiness classes

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y



# Adult Basic Education Service Code

**Title:** Adult Basic Education Service Code

**Question:** Did the Participant receive adult basic education services?

**Focus Area:** Education

**PRLI Fixed ID:** 61

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

## Adult Basic Education Service Code

### ✓ Select

- 1 = Received service directly through the grant.
- 2 = Received service through grant-facilitated referral.
- 3 = Both 1 and 2.
- N/A
- Information not collected.

# Adult Basic Education Service Code

**Title:** Adult Basic Education Service Code

**Question:** Did the Participant receive adult basic education services?

**Focus Area:** Education

**PRLI Fixed ID:** 61

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

## Adult Basic Education Service Code

✓ Select

- 1 = Received service directly through the grant.
- 2 = Received service through grant-facilitated referral.
- 3 = Both 1 and 2.

N/A

Information not collected.

## Sarah, Jenny and Chris

- Chris met Sarah after completing his Bachelor's Degree.
- Sarah has a 5 year old daughter named Jenny.
- They are learning to live together as a family.





# Household Skills/Life Skills Service Code

Applies to Programs:			
B-b SC	Y	JRAP	N
FSS	N	LBPHC	N
HC	N	LHRD	N
HOPWA	N	MFSC	Y
JOBS+	N	ROSS	Y



# Household Skills/Life Skills Service Code

**Title:** Household Skills/Life Skills Service Code

**Question:** Did the Participant receive household or life skills training and education?

**Focus Area:** Education

**PRLI Fixed ID:** 81

Applies to Programs:			
B-b SC	Y	JRAP	N
FSS	N	LBPHC	N
HC	N	LHRD	N
HOPWA	N	MFSC	Y
JOBS+	N	ROSS	Y

## Household Skills/Life Skills Service Code

✓ Select

- 1 = Received service directly through the grant.
- 2 = Received service through grant-facilitated referral.
- 3 = Both 1 and 2.
- N/A
- Information not collected.



# Household Skills/Life Skills Service Code

**Title:** Household Skills/Life Skills Service Code

**Question:** Did the Participant receive household or life skills training and education?

**Focus Area:** Education

**PRLI Fixed ID:** 81

Applies to Programs:			
B-b SC	Y	JRAP	N
FSS	N	LBPHC	N
HC	N	LHRD	N
HOPWA	N	MFSC	Y
JOBS+	N	ROSS	Y

Household Skills/Life Skills Service Code

✓ Select

1 = Received service directly through the grant.

2 = Received service through grant-facilitated referral.

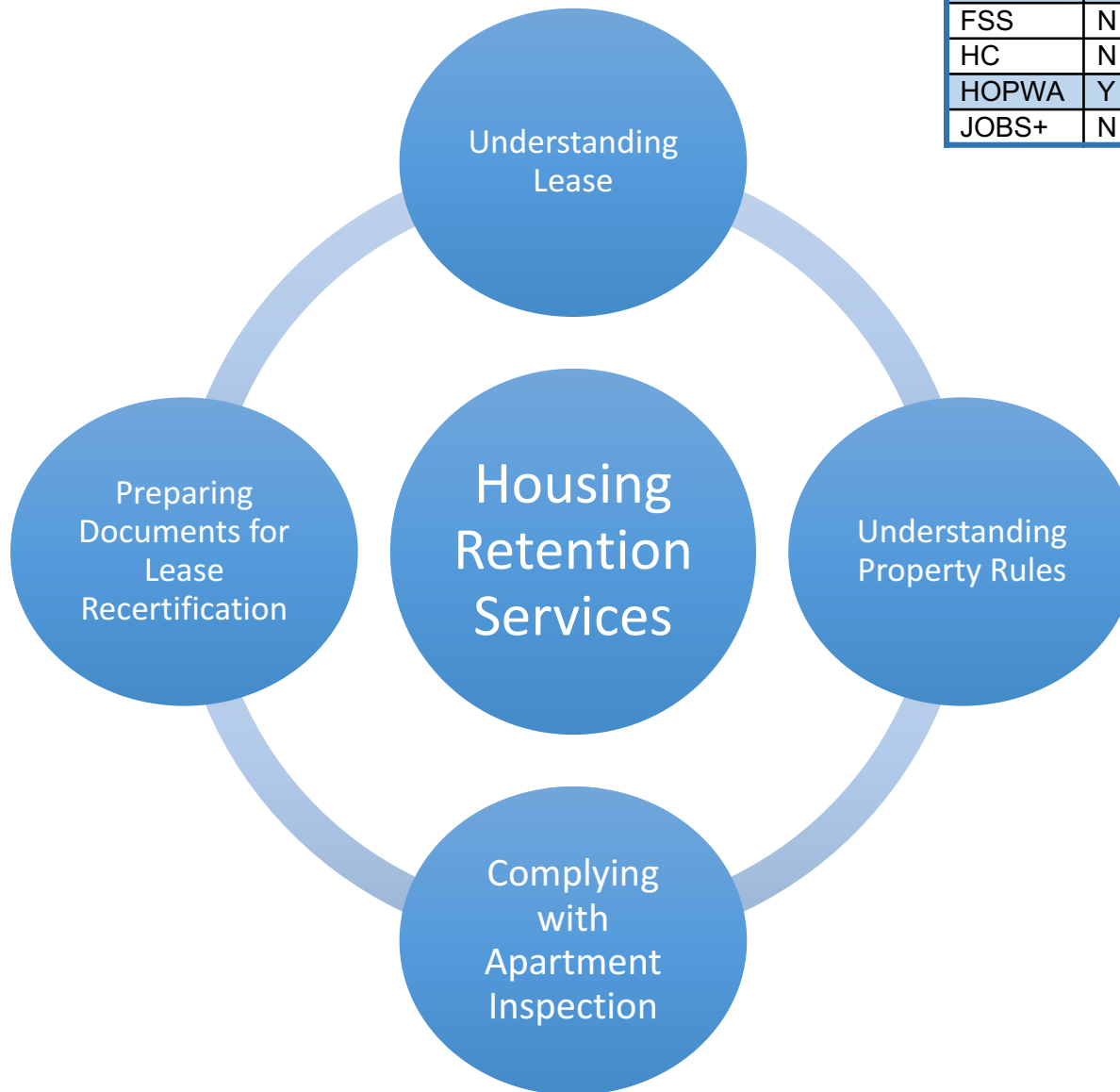
3 = Both 1 and 2.

N/A

Information not collected.

# Housing Retention Service Code

Applies to Programs:			
B-b SC	Y	JRAP	N
FSS	N	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	Y
JOBS+	N	ROSS	Y



# Housing Retention Service Code

**Title:** Housing Retention Service Code

**Question:** Did the Participant receive housing retention assistance services?

**Focus Area:** Education

**PRLI Fixed ID:** 80

Applies to Programs:			
B-b SC	Y	JRAP	N
FSS	N	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	Y
JOBS+	N	ROSS	Y

## Housing Retention Service Code

✓ Select

- 1 = Received service directly through the grant.
- 2 = Received service through grant-facilitated referral.
- 3 = Both 1 and 2.
- N/A
- Information not collected.

# Housing Retention Service Code

**Title:** Housing Retention Service Code

**Question:** Did the Participant receive housing retention assistance services?

**Focus Area:** Education

**PRLI Fixed ID:** 80

Applies to Programs:			
B-b SC	Y	JRAP	N
FSS	N	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	Y
JOBS+	N	ROSS	Y

Housing Retention Service Code

✓ Select

1 = Received service directly through the grant.

2 = Received service through grant-facilitated referral.

3 = Both 1 and 2.

N/A

Information not collected.

# Conflict Resolution Service Code

- Conflict resolution or counseling services include assistance in resolving conflict by helping to:
  - Clarify;
  - Educate;
  - Mediate; and
  - Propose solutions to parties who are in disagreement.
- These services may be applied when conflict occurs between Participants or between a Participant and property management, service providers, or other parties.
- Services also include Participants in conflict resolution activities ordered by a judge.

Applies to Programs:			
B-b SC	Y	JRAP	N
FSS	N	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	Y
JOBS+	N	ROSS	Y



# Conflict Resolution Service Code

**Title:** Conflict Resolution Service Code

**Question:** Did the Participant receive conflict resolution services?

**Focus Area:** Education

**PRLI Fixed ID:** 78

Applies to Programs:			
B-b SC	Y	JRAP	N
FSS	N	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	Y
JOBS+	N	ROSS	Y

## Conflict Resolution Service Code

### ✓ Select

- 1 = Received service directly through the grant.
- 2 = Received service through grant-facilitated referral.
- 3 = Both 1 and 2.
- N/A
- Information not collected.

# Conflict Resolution Service Code

**Title:** Conflict Resolution Service Code

**Question:** Did the Participant receive conflict resolution services?

**Focus Area:** Education

**PRLI Fixed ID:** 78

Applies to Programs:			
B-b SC	Y	JRAP	N
FSS	N	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	Y
JOBS+	N	ROSS	Y

Conflict Resolution Service Code

✓ Select

1 = Received service directly through the grant.

2 = Received service through grant-facilitated referral.

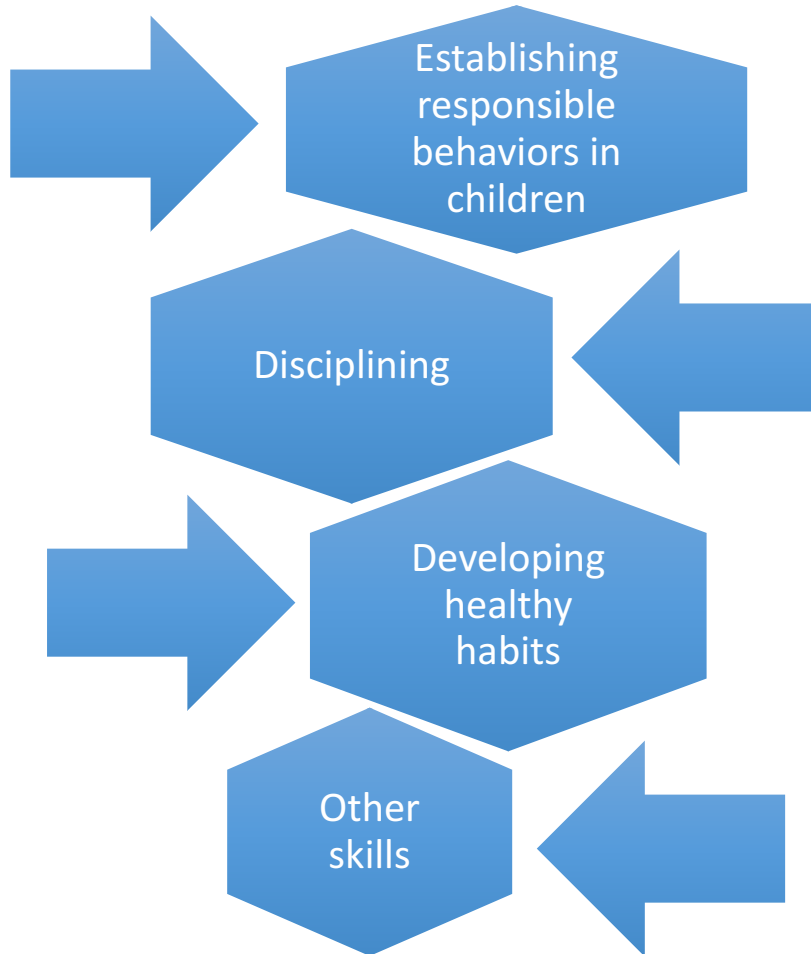
3 = Both 1 and 2.

N/A

Information not collected.

# Parenting Skills Service Code

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	N





# Parenting Skills Service Code

**Title:** Parenting Skills Service Code

**Question:** Did the Participant receive parenting skills training?

**Focus Area:** Education

**PRLI Fixed ID:** 84

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	N

## Parenting Skills Service Code

✓ Select

- 1 = Received service directly through the grant.
- 2 = Received service through grant-facilitated referral.
- 3 = Both 1 and 2.
- N/A
- Information not collected.

# Parenting Skills Service Code

**Title:** Parenting Skills Service Code

**Question:** Did the Participant receive parenting skills training?

**Focus Area:** Education

**PRLI Fixed ID:** 84

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	N

## Parenting Skills Service Code

✓ Select

1 = Received service directly through the grant.

2 = Received service through grant-facilitated referral.

3 = Both 1 and 2.

N/A

Information not collected.

## 3 to 5 Years Childhood Education Service Code

Participant  
Received  
Assistance

- This service is delivered to the head of household.
- Participant received assistance obtaining early childhood education for the Participant's children between the ages of 3 and 5, or prior to the age the law requires a child begin education at a primary school.

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

# 3 to 5 Years Childhood Education Service Code

**Title:** 3 to 5 Years Childhood Education Service Code

**Question:** Did the Participant receive services to obtain early childhood education?

**Focus Area:** Education

**PRLI Fixed ID:** 85

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

## 3 to 5 Years Childhood Education Service Code

### ✓ Select

- 1 = Received service directly through the grant.
- 2 = Received service through grant-facilitated referral.
- 3 = Both 1 and 2.
- 4 = Household has children aged 3-5 years and did not receive child care services.
- 5 = No children in the household aged 3-5 years.
- N/A
- Information not collected.

# 3 to 5 Years Childhood Education Service Code

**Title:** 3 to 5 Years Childhood Education Service Code

**Question:** Did the Participant receive services to obtain early childhood education?

**Focus Area:** Education

**PRLI Fixed ID:** 85

Applies to Programs:			
B-b SC	N	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	N
JOBS+	Y	ROSS	Y

## 3 to 5 Years Childhood Education Service Code

### ✓ Select

- 1 = Received service directly through the grant.
- 2 = Received service through grant-facilitated referral.
- 3 = Both 1 and 2.
- 4 = Household has children aged 3-5 years and did not receive child care services.
- 5 = No children in the household aged 3-5 years.
- N/A
- Information not collected.

# ESL Class Service Code

**Title:** ESL Class Service Code

**Question:** Did the Participant receive English as a second language instruction?

**Focus Area:** Education

**PRLI Fixed ID:** 62

Applies to Programs:			
B-b SC	Y	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	Y
JOBS+	Y	ROSS	Y

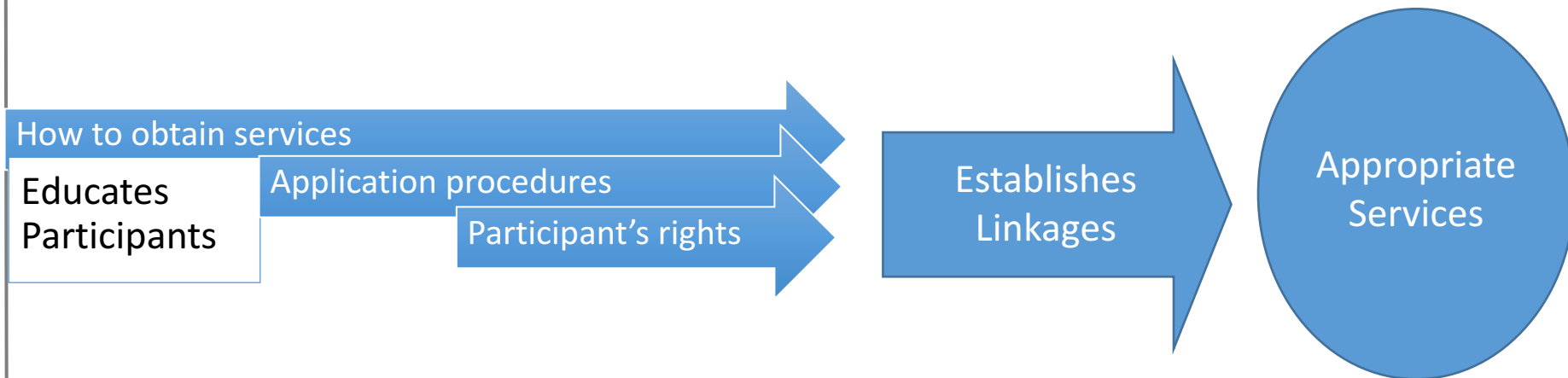
## ESL Class Service Code

✓ Select

- 1 = Received service directly through the grant.
- 2 = Received service through grant-facilitated referral.
- 3 = Both 1 and 2.
- N/A
- Information not collected.

# Service Coordination Service Code

Applies to Programs:			
B-b SC	Y	JRAP	Y
FSS	Y	LBPHC	N
HC	N	LHRD	N
HOPWA	Y	MFSC	Y
JOBS+	Y	ROSS	Y



# Summary



# Summary

- Education data elements include instruction in a variety of areas including academics, family relations, household skills, and additional life skills.
- Response options that identify the Highest Education Level range from “no schooling completed” to “doctoral degree”.
- Education also encompasses parenting skills and conflict resolution skills.
- Household Skills/Life Skills expand from:
  - Activities in the home, such as food management, to
  - The community (community resources and community involvement) to
  - The nation (U.S. citizenship).
- Service coordination assistance educates Participants regarding available services based on the Participant’s needs, and connects the Participant with the appropriate service providers.

# Questions and Answers

## Questions or Feedback Contact Information

**HUD e-mail: [askgmo@hud.gov](mailto:askgmo@hud.gov)**



Include:

- Standards for Success in the e-mail's subject line
- Name of program in e-mail

## HUD Standards for Success Virtual Conference 6 – Participant Education Data Elements – Speaker's Comments

### Page 1: Cover Page

- Welcome to HUD's Standards for Success Pilot Program's Virtual Conference addressing Participant Education Data Elements.
- If you are participating in a scheduled virtual conference I want to provide a few technology reminders:
  1. If you are having trouble hearing, make sure your computer's speakers are not muted. Audio is through your computer not the telephone conference call number.
  2. Are you having trouble viewing the presentation?  
At the top of your screen, there is a gray options bar. Click on the box of arrows on the right side to increase the size of the screen.
  3. In the lower left side of your screen, a link is provided to this presentation for download from the Adobe Acrobat platform.
  4. Do you have any questions or suggestions? Please submit them throughout the session using the Q&A box on the lower right corner of your screen. It is helpful to include the name of your HUD Program with the question as clarifying information. Do you have a specific topic or need that you would like to hear more information about? We welcome your suggestions and requests for additional training topics. You can submit that information via questions also.
  5. Please complete the evaluation form of this session before you leave the virtual conference. The link to the evaluation can be accessed at the right side of your screen, middle of the page.

### Page 2: Today's Presenter Page

- My name is Dr. Rob Haley and I am the Co-Founder and Executive Vice President of StrategyGen. StrategyGen is an 8(a), woman-owned business that specializes in quality and performance improvement. StrategyGen is contracting with Housing and Urban Development (HUD) to facilitate the HUD Standards for Success framework.
- We are working with Thaddeus Wincek who is with HUD's Office of Strategic Planning and Management.
- This virtual conference is part of a series of training sessions regarding the Standards for Success framework and methodology.
- Recordings of previous virtual conferences are available through:
  - Links that HUD e-mailed to you; and
  - On the HUD Exchange website.
- Now, let's move on to today's discussion topic of Participant Education Data Elements.

### **Page 3: Objectives of Session**

- There are two objectives for this session.
  - Our first objective is to understand the Participant Education Data Elements. Understanding these topics will facilitate your collecting the data for subsequent submission to HUD. Practical data integrity and collection tips are included as part of the discussion.
  - Second, we are glad to answer your questions.
- At the end of this session, you will:
  - Understand Participant Education data elements including:
    - A deeper understanding of education terminology; and
    - Increased knowledge regarding collecting data on services to attain educational degrees, licensures, and certificates.

### **Page 4: HUD Exchange Website**

- We are very excited to announce that HUD completed the Exchange website and it is available for use. Here you will find all the previous virtual conferences and reference materials for your use.
- To visit the HUD Exchange website, simply go to the web address on the slide.
  - <https://www.hudexchange.info/programs/standards-for-success/>

### **Page 5: Background**

- Before we begin, let's quickly revisit major points from the preceding virtual conference.
- There have been six virtual conferences discussing HUD's Standards for Success framework including Thaddeus Wincek's Kickoff conference.
- We understand that the experience levels of Grantees and Service Coordinators vary as they relate to collecting and reporting data. Many of you have collected Participant data for years. Other Grantees and Service Coordinators may be in a Service Coordinator role for the first time and all this information is new. Some Grantees and Service Coordinators are transitioning from one data collection tool to a new tool. Our discussions attempt to meet the diverse needs of these individuals viewing the teleconference.
- Reminder: if you would like a more detailed review of any previous virtual conference, I encourage you to view the recording of any of the training sessions presented to date.
- We also provide reference materials such as the:
  - Data Integrity Reference Manual;
  - Fact Sheets;
  - Quick References;
  - Shortcuts; and
  - Frequently Asked Questions.
- These references are found on the HUD Exchange website.
  - The HUD Exchange website has all the reference materials for your convenience.
- In addition, HUD has distributed reference materials by e-mail.

- I want to take a few moments to review some of the major points from the previous virtual conference.

#### **Page 6: Participant Centered Data Elements**

- To review, the Standards for Success Indicators and related Data Elements are organized in the focus areas pictured in this graphic.
- The data elements pertaining to Participants' Housing situations, represented in the circle on the lower right, were covered in the last virtual conference.
- Today we are focusing on the Education Data Elements, pictured in the circle on the upper left of the graphic.
- Collecting and reporting data allows identification of the number of individuals you serve, the need for services, and services delivered. It is a great way to communicate the hard work you do.

#### **Page 7: Previous Virtual Conference – Participant Housing Data Elements**

- I want to cover some highlights from our previous virtual conference regarding Housing Data Elements.
- HUD provided the following updates:
  - Information for Budget-Based Service Coordinators applies to 202.
  - A new response option of "Information not collected" is added to response options that include N/A. This is appropriate to use when the Grantee or Service Coordinator does not receive information about a data element from a Participant.
- Needs Assessment documents reveal the past and current details of a Participant's strengths and needs to match the Participant to appropriate housing and supportive services.
- A person is considered homeless if the person lacks a fixed, regular, adequate night time residence. A Participant is considered homeless if their primary night time residence is:
  - A public or private shelter operated for temporary accommodation;
  - An institution providing temporary residence for individuals intended to be institutionalized; or
  - Other place not ordinarily used as a regular sleeping accommodation.
- There is a Temporary Housing Placement Service Code for short-term transfers and a Permanent Housing Placement Service Code for long-term transfers.
- Fair housing and civil rights assistance promotes:
  - Communities with diversity along multiple dimensions; and
  - Integrated living patterns.

#### **Page 8: Data Elements – Participant Education Data Elements**

- Now, on to today's topic. The focus area Participant Education Data Elements will be explored in this session.

## **Page 9: Housing Data Elements – List**

- There are 14 Participant Education Data Elements.
- These data elements pertain to an individual Participant’s situation related to education.
- This is a smaller number of data elements than in our last virtual conferences.
- We will provide exhaustive examples of data elements to help you understand what each data element represents.
- We are not asking you to pursue data you aren’t collecting. We respect your program and your approach to collect these data elements. We are simply providing an exhaustive point of view for educational and reference purposes.

## **Page 10: Meeting of Service Coordinators – John and Kathy**

- Do these two faces look familiar? We are joined today by John and Kathy. If you participated in either of our last two virtual conferences, you know that John and Kathy bring examples of how to collect and record data elements to our hypothetical examples.
- Kathy is a seasoned veteran Service Coordinator when it comes to data collection. John is still quite fresh to the role, and Kathy has been a great mentor to him.
- I am very excited to see what examples these two have for us today regarding Education Data Elements.
- The conversations between John and Kathy are used to illustrate data elements. Standards for Success is not recommending you change the way you conduct your work. We understand that you rely on information volunteered by the Participants in your program and may not be asking questions directly of the Participants.
- We are providing exhaustive examples to accommodate the range of approaches used by various programs and Grantees and Service Coordinators with varying levels of data collection experience.

## **Page 11: Hypothetical Participant – Chris**

- Let’s get started by introducing our hypothetical Participant, Chris.
- Chris will be referenced throughout the virtual conference today. You will hear some of the ways our Service Coordinators have affected his life. He is great about volunteering information to our Service Coordinators.
- Let’s listen in to Kathy and John. This conversation occurs shortly after Kathy’s initial encounter with Chris.

- 
- John: Kathy, it’s good to see you again. How has everything been lately?
  - Kathy: I’ve been great, John. Thanks for asking. Also, thanks for meeting with me today. I have a story that will help you with collecting Education Data Elements.
  - John: That’s perfect, Kathy. Education is one of the areas I’m not as familiar with. I could definitely use some guidance regarding a few of those data elements.

- Kathy: Sounds good. I had recent experiences with a Participant that I met named Chris. Chris is very easy to work with, he volunteers much of the information I need regarding the data elements we collect. Chris talks about how much the program has done for him and he just wants to give back anyway he can.
  - John: That's good of Chris. By collecting the data elements, I feel like it really shows the hard work we put in as Grantees and Service Coordinators.
  - Kathy: Agreed. So, a little background about Chris. Chris never really enjoyed learning in high school. He did not complete his high school degree because he felt like he should begin working early. This is something he ended up regretting in the end and he reached out to us about some GED preparation courses. John, do you know what the GED is?
  - John: Sure, it's courses you can take and upon completion it acts as a high school diploma or its equivalent, correct?
  - Kathy: That's correct. So, Chris attained his GED after we referred him to some preparatory courses and from there he decided that to pursue a professional career, he would need to attain some sort of degree. When he reached out to us, we helped him apply to some schools. He was accepted and later completed his Bachelor's degree.
  - John: Wow, Kathy, that's great for Chris.
- 

#### **Page 12: Highest Education Level Code**

- After listening in on John and Kathy's conversation let's look at our first data element, Highest Education Level.
- This involves identifying the highest-grade level or degree completed by the Participant.
- Grade level and degrees include primary and secondary schools and post-secondary degrees.

#### **Page 13: Highest Education Level**

- As shown in the response options box, the following are potential options:
  - Option 0, no schooling completed;
  - With option 1-11, each number corresponds with the same grade level, meaning a response option of 3 states the Participant finished 3<sup>rd</sup> grade;
  - Option 12, the Participant has begun 12<sup>th</sup> grade but has no diploma showing completion; and
  - Option 13, the Participant graduated high school;
  - From this point on, response options go up by one digit for each year of progress in education starting with option 13, high school diploma, to option 21, doctorate degree.
- Note: Professional degrees for MD, DDS, DVM, LLB, or JD are different response options than a PhD, a Doctor of Philosophy, or a doctoral degree. The professional degrees fall under response option 20, while a doctoral degree will be response option 21. The professional degrees include:

- MD, which is a Doctor of Medicine;
- DDS, which is a Doctor of Dental Surgery;
- DVM, or a Doctor of Veterinary Medicine; and
- LLB, which is The Bachelor of Laws degree. The LLB is a bachelor's degree for legal studies originating in England.
- The JD is the Juris Doctor degree. The JD degree is a professional degree earned by completing law school in the United States, Australia, and Canada.

#### **Page 14: Highest Education Level**

- Regarding Chris, Bachelor's degree, or option 18, is the correct response option.
- We know this from John and Kathy's initial discussion regarding Chris and his most current educational status. Kathy said Chris completed his Bachelor's degree.

#### **Page 15: High School/GED Preparation Service Code**

- Next is High School/GED Preparation Service Code. This identifies a Participant who is participating in an organized high school study program or GED preparation program.
- An organized high school study or a GED preparation program prepares the student to attain a high school diploma or its equivalent.
- It may take the form of individual or group instruction.

#### **Page 16: High School/GED Preparation Service Code**

- Preparation for the GED or a high school study program can be serviced either directly through the HUD program, or, through a grant or program-facilitated referral.
- We know Chris ultimately received a Bachelor's degree. Kathy and John will discuss the path Chris took moving from no high school diploma to his degree.

- 
- Kathy: John, as you can imagine, it was quite tough for Chris to attain his Bachelor's degree after leaving high school without graduating from high school.
  - John: I was wondering how he got to that point. That must have been quite difficult for him.
  - Kathy: Chris says he had to put in a lot of work, but that it was worth it in the end. He left high school early so he could start working. Very shortly after, he regretted this decision. This is when he got involved in the GED preparation courses, completed the courses, and got his GED.
  - John: Did the HUD program help Chris apply to some of the colleges to earn a Bachelor's degree? I know this is a service that we can provide as Service Coordinators.
  - Kathy: Yes, John. The HUD program helped Chris apply to a few different colleges and they assisted Chris in remaining eligible for classes. After Chris was accepted to college, he continued his work in the day and attended classes at night. It took some time, but Chris graduated with his Bachelor's degree.



- John: That's so great, Kathy. I'm glad to see that Chris's program could offer him those services to help with attaining his degree.
- 

#### **Page 17: High School/GED Preparation Service Code**

- As we heard, Chris did not finish high school because he wanted to begin working. He then realized that this was a mistake on his part and decided to complete his GED. Chris reached out to his program in search for preparatory classes that would prepare him for this test.
- The HUD program referred Chris to the proper resource to receive the GED instruction classes resulting in the completion of his GED.
- Therefore, the correct response is option 2, Received service through grant-facilitated referral for the reporting year in which Chris received his GED.

#### **Page 18: Post-Secondary/College Education Service Code**

- Our next data element is simply identifying a Participant who is attending a post-secondary school or college.
- Postsecondary refers to education beyond high school.
- Post-secondary schools can include:
  - Trade schools;
  - Vocational schools; or
  - Other career colleges that offer professional certifications.
- The Participant is assisted in enrolling and/or remaining in an organized program of study.
- This can include attendance in the program as either full or part-time.

#### **Page 19: Post-Secondary/College Education Service Code**

- From our previous conversation between Kathy and John, we know that Chris did continue his education at the college level.
- Chris was given assistance in applying to schools, maintaining eligibility, and remaining in the program to attain his Bachelor's degree.
- This shows that option 1, Received service directly through the grant, is the correct response option for the reporting year in which Chris received his Bachelor's degree.

#### **Page 20: Degree Attainment Code**

- Next, we have the Degree Attainment Code.
- When collecting this data element, we can identify if the Participant attained an educational degree and the type of degree they earned.
- The Participant's degree must have been attained while receiving HUD program-funded services.

### **Page 21: Degree Attainment Code**

- The response options for Degree Attainment Code range from a high school degree to a Bachelor's or other degrees, to no degree attained.
  - Option 2, AA or AS diploma, stands for Associates of Arts or Associates of Science degree.
  - Looking at Option 3, BA stands for Bachelor's of Arts while BS stands for Bachelor's of Science.
  - Option 4 is for Other degree.
  - There is also Option 5, No degree attained.

### **Page 22: Degree Attainment Code**

- Thinking back to our hypothetical Participant, Chris. We can recall that John and Kathy discussed how Chris went back to school, with the help of his HUD program, and attained his Bachelor's degree.
- For Chris's hypothetical situation, Option 3, BA or BS diploma, is the correct response option.
- If a Participant volunteers that they have not attained any educational degree while using the services from their respective program, choose Option 5, No degree attained.

### **Page 23: Enrollment in Educational or Vocational Program**

- Our next data element regarding education is Enrollment in Educational or Vocational Program.
- This data element identifies a Participant who is currently enrolled in an educational or vocational program.

### **Page 24: Enrollment in Educational or Vocational Program**

- I want to take this opportunity to give more information on these programs. As you can see in our graphic, there are many programs available to Participants.
- Educational programs refer to a Participant receiving education beyond high school.
- Vocational programs refer to specific skills training.
- Vocational programs can focus on industries including:
  - Construction;
  - Manufacturing;
  - Trucking;
  - Carpentry;
  - Welding;
  - Transportation;
  - Hair styling and cosmetology; or
  - Auto servicing.

### **Page 25: License or Certificate Attainment Code**

- Let's transition to our next data element, License or Certificate Attainment Code.
- This code identifies if the Participant attained an occupational or vocational license or certificate and the type of license or certificate.
- Occupational and vocational licenses are forms of regulation requiring a license to pursue a particular profession or vocation.
- Vocational and occupational training emphasize skills and knowledge required for a particular job function, which we described in our previous data element.
- Remember, the Participant must attain the license or certificate while receiving HUD program-funded services.

### **Page 26: License or Certificate Attainment Code**

- If we refer to the Participant's response for Enrollment in Educational or Vocational Program, this can provide us with the correct response option.
- For example, if the Participant informs you that they were enrolled in and completed a vocational program awarding a welding certificate, you would choose Option 2, Occupational Skills Certificate.
- If a Participant volunteers that they were never enrolled in an educational or vocational program, the correct choice is simply Option 4, individual did not attain a license or certificate.

### **Page 27: Adult Basic Education Service Code**

- Adult Basic Education Service Code identifies a Participant who received instruction to strengthen their understanding and ability to work with written information.
- This means they received training to improve literacy and numeracy skills.
- Literacy skills are skills related to reading and writing, while numeracy skills are best defined as being able to reason with numbers and solve a variety of numerical problems.
- These services may take the form of individual or group instruction.
- Adult Basic Education services do not include:
  - ESL classes;
  - GED preparation;
  - Enrollment in post-secondary education;
  - Occupational skills training, OR
  - Work readiness classes.

## Page 28: Adult Basic Education Service Code

- A simple way to understand this data element is to ask yourself, “Did the Participant receive adult basic education services?”
- Depending on the information volunteered by the Participant, services could be delivered:
  - Directly through the HUD program;
  - Through program-facilitated referral; or
  - Both of those options;
  - Other response options include N/A and Information not collected.
- Kathy and John’s conversation regarding Chris gives an exhaustive example of how the correct response option could be determined.
- Chris received services directly through a HUD program referral to complete his GED. While these services were delivered through the referral program, the Adult Basic Education Service Code does not include GED preparation.

## Page 29: Adult Basic Education Service Code

- Therefore, the correct response option is N/A or “Not Applicable” because GED preparatory classes are not included under the Adult Basic Education Code.

## Page 30: Sarah, Jenny and Chris

- Speaking of Chris, we have a very interesting update. Listen to the following conversation between Kathy and John.

- 
- Kathy: John I want to give you some exciting news regarding Chris. The newly volunteered information can be quite beneficial when looking at a few of our remaining Education data elements.
  - John: I’d enjoy hearing some updates on Chris. Hopefully it helps answer any remaining questions I have regarding Education Data Elements.
  - Kathy: So, Chris got married to a woman named Sarah after completing his Bachelor’s degree. He now lives with Sarah and her daughter, Jenny.
  - John: That’s great to hear.

- 
- This information will prove to be very beneficial in answering a few of the remaining data elements regarding education. We will check back in with Kathy and John in a moment.

### **Page 31: Household Skills/Life Skills Service Code**

- Our next data element is Household Skills/Life Skills Service Code.
- This involves identifying a Participant who received household or life skills education.
- Household or life skills education includes instruction regarding:
  - Household management;
  - Food preparation;
  - Good neighbor behaviors;
  - Community resources;
  - Community involvement;
  - U.S. citizenship; and
  - Driving a vehicle.

### **Page 32: Household Skills/Life Skills Service Code**

- Let's check in with Kathy and John to see if this data element applies to Chris's hypothetical situation.

- 
- Kathy: As I mentioned, Chris got married to Sarah and they moved into an apartment together with Sarah's daughter, Jenny. As you might expect, this was a big change for Chris. There were some areas in which he had to adjust.
  - John: What type of areas did Chris need help adjusting with, Kathy?
  - Kathy: One of Chris's focus areas was in food preparation skills. He had lived alone after moving out of his parents' house and had to adjust to living with his new wife and her 5 year-old daughter. This included cooking for 3 instead of 1.
  - John: I can only imagine the changes that were going on in Chris's life. So, this information will help us with the Household Skills/Life Skills Service Code, correct?
  - Kathy: Yes, that's correct. Chris received services related to food preparation skills.
  - John: Was this training conducted by a third party, or was it a service provided through the HUD program?
  - Kathy: That's a great question. Chris received services through the program to improve his food preparation skills. That is a key component to know for answering this data element correctly.
  - John: Thank you for that information. That gives a great example of how to correctly respond to the Household Skills/Life Skills Service Code.
- 

### **Page 33: Household Skills/Life Skills Service Code**

- From what we heard, we can determine that Chris received services directly through the program when it came to food preparation skills.

#### **Page 34: Housing Retention Service Code**

- Next, I will discuss Housing Retention Service Code.
- The goal for this data element is to identify a Participant who received housing retention assistance services.
- Housing retention assistance relates to instructing Participants regarding and assisting with requirements for maintaining leases.
- Services include helping a Participant understand:
  - Their lease and how to avoid violating the lease and eviction;
  - Apartment inspection compliance;
  - Preparing documents for lease recertification; and
  - Property rules and whether accommodation is necessary due to a Participant's disability.
- For example, some of the behaviors that can lead to lease violations include:
  - Noise,
  - Odors, and
  - Unsanitary or unsafe conditions, such as hoarding and clutter, in apartments or common areas.
- The Housing Retention Service Code activities include assistance with:
  - Complying with inspections of apartments; and
  - Preparing, organizing, and understanding documents for lease recertification.
- It includes linking individuals with a member of the property management team for assistance with understanding their lease and house rules.
- Services also include:
  - Working with property management staff to provide reasonable accommodation as defined by the Rehabilitation Act of 1973 when an individual's mental, physical, or social disability is impeding compliance with the lease.
- The Rehabilitation Act of 1973 relates to prohibiting discrimination due to disability in federal agency programs, federal employment, and in the employment practices of federal contractors.

#### **Page 35: Housing Retention Service Code**

- This is a good opportunity to check back in with Kathy and John and see what information they may have for us regarding the Housing Retention Service Code.
- 
- Kathy: I have some more information that can help you better understand the Housing Retention Service Code data element.
  - John: Great, that data element can be quite confusing at times. Is this information regarding Chris?

- Kathy: Yes, this information was provided to me by Chris in our last conversation. When Chris and Sarah moved into their new apartment, there was some confusion over the term length of their housing contract. Chris was not sure how to determine the length he was signing for, due to complicated language in the lease agreement. So, before signing, Chris brought the lease agreement to me and asked for some assistance in determining this information.
  - John: Were you able to assist Chris with his question?
  - Kathy: In a way, yes, I was. I assisted with questions regarding lease agreements before, so I normally understand what to look for in a contract. For this contract, the language was more advanced than I am used to. I was able to answer some of Chris's questions. Chris had the correct idea of how long his lease would last. I referred him to services outside the HUD program to confirm his thoughts and explain his contract in detail.
  - John: So, Chris received services through the program and through a grant-facilitated referral when it comes to Housing Retention Service Code?
  - Kathy: Yes. I answered some of his questions and then referred Chris to a third party that helped him to understand his lease agreement.
- 

#### **Page 36: Housing Retention Service Code**

- As you heard, Chris received services through the grant program and through a grant-facilitated referral when he was assisted in understanding his lease agreement.
- This shows that the correct response option is, Option 3, Both 1 and 2.

#### **Page 37: Conflict Resolution Service Code**

- Conflict resolution or counseling services include assistance in resolving conflict by helping to:
  - Clarify;
  - Educate;
  - Mediate; and
  - Propose solutions to parties who are in disagreement.
- These services may be applied when conflict occurs between Participants or between a Participant and property management, service providers, or other parties.
- Services also include Participants in conflict resolution activities ordered by a judge.
- Remember, you can refer to the Data Integrity Reference Manual for additional information regarding this data element.

#### **Page 38: Conflict Resolution Service Code**

- Conflict resolution is an area where Chris requested assistance. You will hear more about this in the following conversation
-

- John: Did Chris have any experience with the Conflict Resolution Service Code? I don't fully understand how this data element is collected.
  - Kathy: John, I'm glad you asked. Chris did have a conflict with his neighbor in his apartment complex. Chris informed me that his neighbor, another Participant, was continuously leaving trash in the hallways which is against the housing rules. Chris had mentioned this to his neighbor who said they would take care of it, yet they continued to leave their trash outside their door. Chris didn't like the trash and he sure didn't like Sarah and Jenny having to regularly step around it.
  - John: How did they handle this tension?
  - Kathy: Well, a HUD program representative was able to educate Chris and his neighbor about the housing rules and the consequences of not following them. Chris and his neighbor then agreed that Chris's neighbor would take his trash out immediately and it would no longer stay in the hallway.
  - John: That's terrific that the program can assist our Participants through these direct services.
- 

#### **Page 39: Conflict Resolution Service Code**

- This dialogue gives an example of how Chris utilized the HUD program to help resolve the conflict that was likely to escalate with another Participant.
- The correct response is Option 1, directly through the grant.

#### **Page 40: Parenting Skills Service Code**

- The next data element is Parenting Skills Service Code.
- This data element identifies a Participant who received parenting skills training.
- A Participant can receive training to promote the well-being of their children such as:
  - Establishing responsible behaviors in children;
  - Disciplining;
  - Developing healthy habits; and
  - Other skills.

#### **Page 41: Parenting Skills Service Code**

- You may be thinking, "Chris is not technically Jenny's parent, so does Parenting Skills Service Code apply to him?" Let's check in with Kathy and John and see what we can find out.
- 

- Kathy: I have some more interesting information that will provide great examples of collecting data related to the Parenting Skills Service Code.



- John: This question can prove to be confusing, so I'd like to hear your example.
  - Kathy: Chris and Sarah are doing very well. Chris has even gone through the process of adopting Jenny. He is now her legal guardian along with Sarah. To be better prepared for this, Chris reached out to the HUD program for assistance with parenting skills. The program does not offer Parenting Skills education, so we referred Chris to an outside agency that offers these services.
  - John: That is great for Chris, Sarah, and Jenny. What kind of services did the other agency offer him?
  - Kathy: The referral agency provided services in teaching Chris how to establish responsible behaviors in children, how to appropriately discipline, how to develop healthy habits, and other skills that are meant to improve the life of his child.
  - John: Chris really received an array of services that will help develop him as a parent and Jenny as his daughter. Would Chris qualify for these services if he had not adopted Jenny?
  - Kathy: Yes, an adult does not have to adopt a child to receive parenting skills training.
- 

#### **Page 42: Parenting Skills Service Code**

- As we know, Chris had no previous experience with parenting skills. Raising a child can be a challenge. Chris wanted to improve his parenting skills after adopting Jenny. From the dialogue provided to us, Chris received service through a grant-facilitated referral, which is Option 2.

#### **Page 43: 3 to 5 Years Childhood Education Service Code**

- Another data element applicable to Chris's situation is 3 to 5 Years Childhood Education Service Code.
  - Let's listen to Kathy's explanation of this data element.
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- John: Kathy, I don't have any children. Will you explain the data element 3 to 5 Years Childhood Education Service Code?
  - Kathy: Sure. This starts with identifying a Participant who received assistance obtaining early childhood education for their children including Head Start and Pre-K. This service is delivered to the head of household, which in our situation would be Chris. This data element states the Participant received assistance obtaining early childhood education for the Participant's children between the ages of 3 and 5, or prior to the age the law requires a child begin education at a primary school.
-

#### **Page 44: 3 to 5 Years Childhood Education Service Code**

- Response options include:
    - Received service directly through the grant;
    - Received service through grant-facilitated referral;
    - Both 1 and 2;
    - Household has children aged 3-5 years and did not receive child care services;
    - No children in the household aged 3-5 years;
    - N/A; or
    - Information not collected.
  - Let's get back to Kathy and John so we can determine which response option is best.
- 

- Kathy: To wrap up my meetings with Chris we talked about how Jenny was going to be educated going forward.
  - John: I now know more about this data element regarding education for children that are within Jenny's age range. Did Chris receive this service?
  - Kathy: No, John. Sarah and Chris stated that these services would be unnecessary for Jenny. She is already in school so they would not need any of these services.
  - John: I see that the correct response option would be that the children did not receive child care services. I always enjoying hearing your stories about Participants who truly benefit from the services we offer and those that are willing to provide this information to us for reporting.
  - Kathy: This is very true, John. By reporting the data regarding Participants, HUD will utilize the aggregated data to help with future planning.
- 

#### **Page 45: 3 to 5 Years Childhood Education Service Code**

- Chris and Sarah did not receive any child care services for Jenny. The services were unnecessary for their hypothetical situation. This means the correct choice is option 4, Household has children aged 3-5 years and did not receive child care services.

#### **Page 46: ESL Class Service Code**

- ESL Class Service Code, or English as a Second Language Class Service Code, details when a Participant with limited English proficiency (LEP) (e.g., non-native English speaker) received English as a second language instruction.
- English as a second language is the use of English by speakers with different native languages.
- This means the Participant was in one or more programs and activities designed to help the Participant learn English.

- ESL instruction reduces language barriers that can preclude meaningful access by limited English proficiency persons to important government programs, services, and employment.
- Services can be in the form of individual or group instruction.

#### **Page 47: Service Coordination Service Code**

- Rounding out our Participant Education Data Elements we have Service Coordination Service Code.
- This involves identifying a Participant who received service coordination assistance.
- Service coordination assistance educates Participants regarding available services based on the Participant's needs, and connects the Participant with the appropriate service providers.
- Services coordination provides education regarding how to obtain services, application procedures, and Participant's rights while establishing linkages with appropriate service providers in the community.
- If a Grantee or Service Coordinator provided or referred a Participant to a service, the response option should reflect that activity.

#### **Page 48: Summary**

- This completes our discussion of Education Data Elements. I want to summarize a few key points for your reference and as a reminder.

#### **Page 49: Summary**

- Education data elements include instruction in a variety of areas including academics, family relations, household skills and additional life skills.
- Response options that identify the Highest Education Level range from "no schooling completed" to "Doctoral degree".
- Education also encompasses parenting skills and conflict resolution skills.
- Household Skills/Life Skills expand from:
  - Activities in the home, such as food management, to
  - The community (community resources and community involvement) to
  - The nation (U.S. citizenship).
- Service coordination assistance educates Participants regarding available services based on the Participant's needs, and connects the Participant with the appropriate service providers.

## Page 50: Questions and Answers

- We welcome your questions and feedback! Contact HUD by e-mail at [askgmo@hud.gov](mailto:askgmo@hud.gov) to:
  - Provide feedback regarding the Standards for Success framework, methodology and tools; and
  - Submit questions. It is helpful to identify your HUD Program with the question as clarifying information.
- Make sure to include Standards for Success in the e-mail's subject line.

For those of you participating in a group virtual conference on Adobe Connect, we will respond to questions submitted through the Q&A dialogue box on Adobe Connect.

I will ask my StrategyGen colleagues, Bridget Booth and Soulis Lindsey-Pangalos to help with the answers to your questions. Please submit all questions through the Q&A box on the lower right corner of your screen.