



# WIOA Wednesday

---

## Measurable Skill Gains

November 16, 2016

COMMUNITY COLLEGES &  
WORKFORCE PREPARATION  
*Prosperity Through Education*

# OBJECTIVES

- ▶ Joint Final Rule
- ▶ Joint Report
- ▶ Periods of Participation
- ▶ Measurable Skill Gains
- ▶ NRS Table 4 – Measurable Skill Gains by Entry Level

# NATIONAL REPORTING SYSTEM (NRS)

- ▶ <http://www.nrsweb.org/>
- ▶ New tables - <http://www.nrsweb.org/foundations/tables.aspx>
- ▶ Slides adopted from <http://www.nrsweb.org/trainings/events/L-EAP.aspx>

# WIOA JOINT FINAL RULE

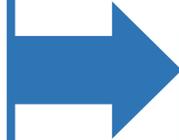
- ▶ WIOA SECTION 116 and Joint Regulations PART 677 – PERFORMANCE ACCOUNTABILITY UNDER TITLE I OF WIOA (with Subparts A-F)
  - ▶ Subpart A – State Indicators of Performance for Core Programs
  - ▶ Subpart F – Performance Reporting Administrative Requirements

# WIOA JOINT FINAL RULE

- ▶ WIOA SECTION 116 and Joint Regulations PART 463 – ADULT EDUCATION AND FAMILY LITERACY ACT
  - ▶ Subpart H – Unified and Combined State Plans
  - ▶ Subpart I – Performance Accountability

# WIOA PERFORMANCE MEASURES

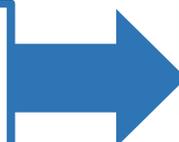
(Title I & III)



(Title II)



(Title IV)



WIOA Primary Indicators of Performance

- Employment 2nd Q after Exit
- Employment 4th Q after Exit
- Median earnings
- Credential Attainment Rate
- **Measurable Skill Gains**
- Employer Measure

# JOINT REPORT

- ▶ All Core Programs must submit
- ▶ <https://www.doleta.gov/performance/pfdocs/ETA-9169-WIOA-State-and-Performance-Report-Template.pdf>

# REPORTING ON THE JOINT ICR

- ▶ Aggregated performance outcomes broken out by 11 groups and by age, gender, race
  - ▶ Employment rate (second quarter)
  - ▶ Employment rate (fourth quarter)
  - ▶ Median earnings (second quarter)
  - ▶ Credential rate
  - ▶ Measurable Skill Gains rate



# STATEWIDE JOINT PERFORMANCE REPORT PARTICIPANT CHARACTERISTICS SECTION

BY PARTICIPANT CHARACTERISTICS												
	Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)		Employment Rate (Q2) <sup>2</sup> (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) <sup>2</sup> (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate <sup>3</sup> (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains <sup>3</sup> (Cohort Period: 07/01/2019 - 06/30/2020)	
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
<b>Total Statewide</b>	Populated from Table 4	6,456	Target	<b>2905</b>	<b>45%</b>	<b>2134</b>	<b>33%</b>	<b>\$5,400</b>	<b>2590</b>	<b>40%</b>	<b>2841</b>	<b>44%</b>
			Actual	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 4

The Date ranges for the sections marked with Green will be automatically populated.

Total Participants Exited will need to be manually entered because the date ranges do not match up with NRS Tables.

The target Num and Rate cells will be manually entered based on the negotiated targets set between the State and OCTAE.

The Actual Performance sections, marked in green, will be automatically populated based on the performance data from NRS Tables 4 and 5.



# STATEWIDE JOINT PERFORMANCE REPORT

## PARTICIPANT CHARACTERISTICS SECTION

### BY PARTICIPANT CHARACTERISTICS

		Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)		Employment Rate (Q2) <sup>2</sup> (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) <sup>2</sup> (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate <sup>1</sup> (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains <sup>3</sup> (Cohort Period: 07/01/2019 - 06/30/2020)	
					Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
<b>Total Statewide</b>		Populated from Table 4	6,456	Target	<b>2905</b>	<b>45%</b>	<b>2134</b>	<b>33%</b>	<b>\$5,400</b>	<b>2590</b>	<b>40%</b>	<b>2841</b>	<b>44%</b>
				Actual	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 4
Sex	Female	5,600	3394		2533	38%	2162	32%	\$5,200	3152	45%	2688	49%
	Male	5,120	3,062		2255	40%	2162	42%	\$5,225	2825	40%	2233	46%
Age	< 16	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	16 - 18	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	19 - 24	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	25 - 44	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	45 - 54	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	55 - 59	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	60+	0	0		0	0%	0	0%	\$0	0	0%	0	0%
Ethnicity/Race	American Indian / Alaska Native	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	Asian	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	Black / African American	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	Hispanic / Latino	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	Native Hawaiian / Pacific Islander	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	White	0	0		0	0%	0	0%	\$0	0	0%	0	0%
	More Than One Race	0	0		0	0%	0	0%	\$0	0	0%	0	0%



# STATEWIDE JOINT PERFORMANCE REPORT

## EMPLOYMENT BARRIERS SECTION

BY EMPLOYMENT BARRIER <sup>4</sup>												
	Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)		Employment Rate (Q2) <sup>2</sup> (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) <sup>2</sup> (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate <sup>3</sup> (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains <sup>3</sup> (Cohort Period: 07/01/2019 - 06/30/2020)	
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
<b>Total Statewide</b>	Populated from Table 4	6,456	Target	<b>2905</b>	<b>45%</b>	<b>2134</b>	<b>33%</b>	<b>\$5,400</b>	<b>2590</b>	<b>40%</b>	<b>2841</b>	<b>44%</b>
			Actual	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 5	Populated from Table 4
Displaced Homemakers	0	0		0	0%	0	0%	\$0	0	0%	0	0%
English Language Learners, Low Levels of Literacy, Cultural	0	0		0	0%	0	0%	\$0	0	0%	0	0%
Exhausting TANF within 2 years (Part A Title IV of the Social	0	0		0	0%	0	0%	\$0	0	0%	0	0%
Ex-offenders	0	0		0	0%	0	0%	\$0	0	0%	0	0%
Homeless Individuals / runaway youth	0	0		0	0%	0	0%	\$0	0	0%	0	0%
Long-term Unemployed (27 or more consecutive weeks)	0	0		0	0%	0	0%	\$0	0	0%	0	0%
Low-income Individuals	0	0		0	0%	0	0%	\$0	0	0%	0	0%
Migrant and Seasonal Farmworkers	0	0		0	0%	0	0%	\$0	0	0%	0	0%
Individuals with Disabilities (incl. youth)	0	0		0	0%	0	0%	\$0	0	0%	0	0%
Single Parents (Incl. single pregnant women)	0	0		0	0%	0	0%	\$0	0	0%	0	0%
Youth in foster care or aged out of system	0	0		0	0%	0	0%	\$0	0	0%	0	0%



# PERIOD OF PARTICIPATION (POP)

- ▶ Every entry is counted as a period of participation, even if it occurs during the same program year
- ▶ Participants with more than one program entry will have multiple periods of participation in a program year.



# PERIODS OF PARTICIPATION (POP) MSG INDICATOR EXAMPLE



Program Entry/ Reentry



Program Exit  
(90 days since last service)



- MSG is evaluated.



- MSG is evaluated **again.**



- MSG is evaluated **again.**

Jul 1<sup>st</sup>



Jun 30<sup>th</sup>



# MEASURABLE SKILL GAIN (MSG)

- ▶ The measure used to demonstrate participants' progress toward achieving a credential or employment. For adult education programs, the NRS includes two ways participants can demonstrate MSG:
  - ▶ EFL gain
  - ▶ Receipt of a secondary credential
- ▶ Exit not required
- ▶ Only 1 gain per participant per POP

# MEASURABLE SKILL GAINS

- ▶ **Five types** of gain to measure progress toward academic, technical or occupation credential, or employment
- ▶ **Two types** of gain apply to adult education:
  - (1) Educational functioning level gain
  - (2) Receipt of a secondary credential



# MEASURABLE SKILL GAIN INDICATOR

- ▶ **(1) Documented achievement of at least once educational functioning level of a participant who is receiving instruction below the postsecondary education level.**
- ▶ **(2) Documented attainment of a secondary school diploma or its recognized equivalent. Exit not required to count and can include participants at all levels.**
- ▶ (3) Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards.
- ▶ (4) Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of 1 year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.
- ▶ (5) Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.



# EDUCATIONAL FUNCTIONING-LEVEL GAIN

**An educational functioning level (EFL) gain may be measured by the following:**

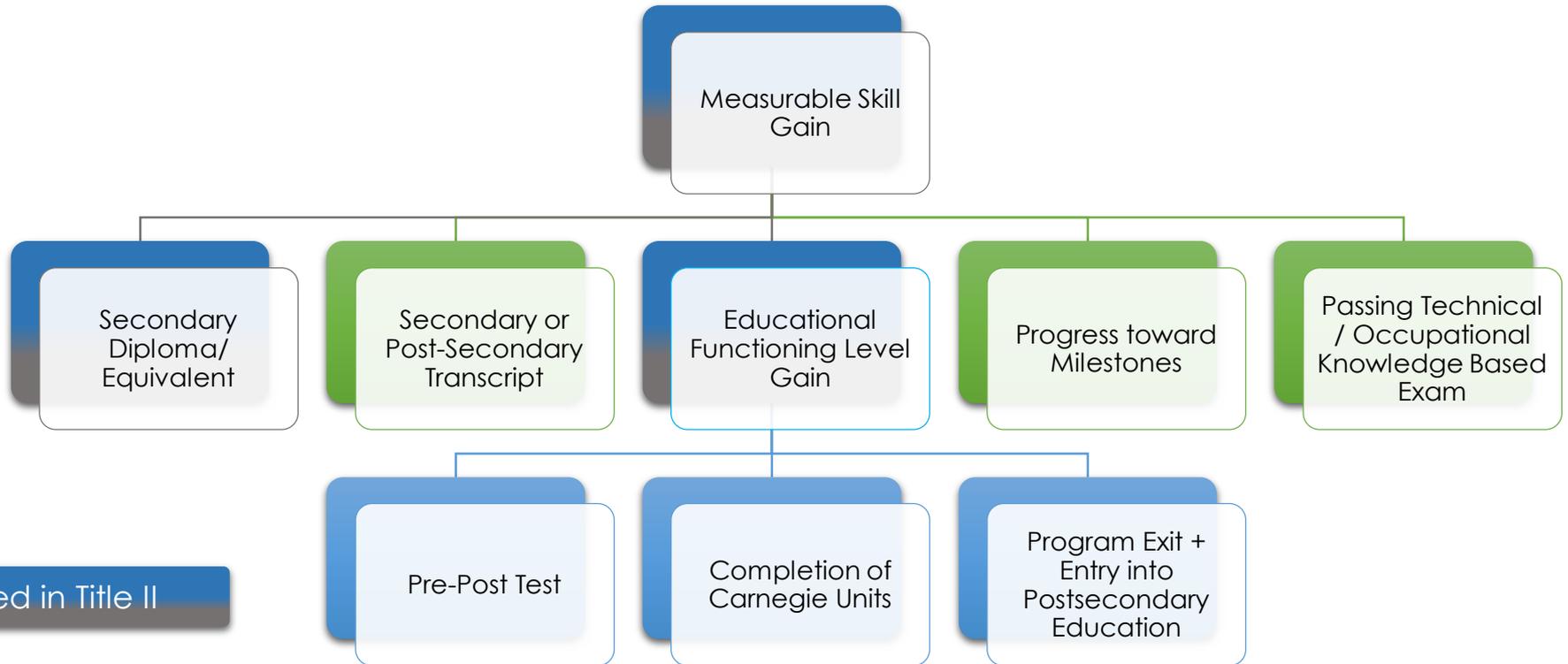
1. Comparing the participant's pretest with the participant's posttest, using an NRS approved test
2. Awarding of Carnegie Units or credits in an adult high school program
3. Enrollment in postsecondary education and training after exit



# CARNEGIE UNIT

- ▶ 120 hours of contact time with an instructor
- ▶ Most public high schools award credit based on this 120-hour standard
- ▶ State and district coursework requirements for graduation vary
- ▶ Most states require a minimum number of units

# 5 TYPES OF MEASURABLE SKILL GAIN



Used in Title II



# TABLE 4. MEASURABLE SKILL GAINS, BY ENTRY LEVEL

- ▶ NRS report
- ▶ Provides participant numbers and rates of MSG, broken down by EFL *and* for periods of participation.
  - ▶ MSG is broken down into educational functioning–level gain and secondary credential.
  - ▶ Provides participant retention (number separated and remaining), broken down by EFL.
- ▶ Provides performance data on MSG *by type, and by EFL level and period of participation; allows examination of participant flow by level.*

# NRS TABLE 4 CHANGES

- ▶ Measurable Skill Gains, by Entry Level
- ▶ EFL Levels have been renamed
- ▶ Secondary Diploma column added
- ▶ Initial POP – columns B thru H
- ▶ Additional POP – columns I thru K
- ▶ Column K is negotiated rate
- ▶ [http://www.nrsweb.org/docs/AEFLA\\_ICR\\_June\\_2016\\_508.pdf](http://www.nrsweb.org/docs/AEFLA_ICR_June_2016_508.pdf)

# PERIOD OF PARTICIPATION REPORTING: EXAMPLE FOR TABLE 4

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation With Measurable Skill Gains (J)	Percentage of Periods of Participation With Measurable Skill Gains (K)
ABE Level 1	100	4000	38	12	20	30	50%	110	52	47%
<b>ABE total</b>										
ESL Level 4	200	20000	100	20	40	40	60%	220	125	57%
<b>ESL total</b>										
<b>Grand total</b>	300	24000	138	32	60	70	57%	330	177	54%



# TABLE 4: ASSESSMENT AND PERIODS OF PARTICIPATION

- ▶ Participant must be placed in appropriate EFL every period of participation.
  - ▶ May change from prior period, on the basis of the pretest.
- ▶ Policy and procedures for assessing students should not change because of period of participation.
- ▶ Good assessment practices should always be followed.



## TABLE 4: ASSESSMENT AND PERIODS OF PARTICIPATION, CONT'D

- ▶ Assessments may carry over to new periods of participation if student returns before test has “expired.”
  - ▶ That is, time has not exceeded the publishers’ guidelines for retesting.
  - ▶ If the publisher does not have retesting guidelines, the state must establish a policy for retesting time that local programs must follow.
  - ▶ Retesting policy must be based on sound assessment practice.



# RETESTING AND PERIODS OF PARTICIPATION

- If the test has expired according to publisher or state policy:
  - Participant must be retested, with no carryover from the prior period of participation.
  - A new period of participation is recorded, using the results of the new assessment:
    - EFL at second period of participation may differ from that at first period of participation.
    - EFL for first period of participation is recorded in Column B.
    - EFL for second period of participation is recorded in Column I.



# RETESTING AND PERIODS OF PARTICIPATION, CONT'D

- ▶ If the test has *not* expired according to publisher or state policy
  - ▶ Participant does not need to be retested, and EFL placement can carry over from prior period and be reported in Column I.
  - ▶ The next valid posttest given may be used to determine EFL gain in the new period of participation and, if achieved, reported in column J for the second period (not first).
  - ▶ Assessment results may not be used for EFL achievement once a period of participation has ended.



# FOCUS

- ▶ Meeting EFL benchmarks
  - ▶ State Goal Average is 43%
  - ▶ <https://www.educateiowa.gov/documents/ael-assessment-guidelines/2016/08/benchmark-projects-py17>
- ▶ Includes Secondary Diploma or Equivalent

SKILL GAIN MEASURE BY EFL	Actual 2015-16 PERFORMANCE	2016-17 TARGET
ABE Level 1	36%	40%
ABE Level 2	47%	42%
ABE Level 3	38%	44%
ABE Level 4	36%	40%
ABE Level 5	53%	50%
ABE Level 6		
ESL Level 1	54%	47%
ESL Level 2	51%	48%
ESL Level 3	53%	48%
ESL Level 4	46%	42%
ESL Level 5	48%	45%
ESL Level 6	33%	25%
<b>Average</b>	<b>45%</b>	<b>43%</b>



# MEASURABLE SKILL GAINS

## What's New?

EFL gain is expanded to include postsecondary entry after exit for all participants.

Receipt of a secondary diploma counts as type of gain for any participant

Entry into postsecondary and receipt of a secondary diploma counted until the end of the program year (June 30).

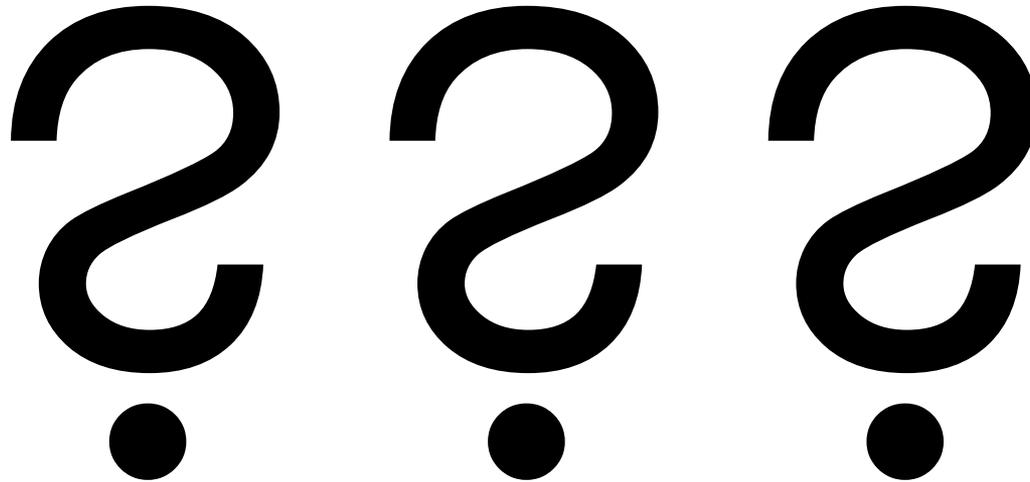
Only one type of gain can count per period of participation

## What's Not?

Pre- and posttesting, and assessment procedures and policy, remain the same.



# QUESTIONS





**Lisa Gard, Education Consultant**

*Division of Community Colleges &  
Workforce Preparation*

Lisa.Gard@iowa.gov

515-281-3125

---

More information on community colleges and the Division of Community Colleges & Workforce Preparation is on the Iowa Department of Education's website.

[www.educateiowa.gov](http://www.educateiowa.gov)

COMMUNITY COLLEGES &  
WORKFORCE PREPARATION  
*Prosperity Through Education*