

6/27 Webinar: Adult Education and Literacy Measurable Skills Gains Target for Program Year 2016-2017

Hello this is Carrie Tupa with the Texas Workforce Commission. I want to welcome you to this webinar regarding the adult education and literacy measurable skills gain target for the program year 2016-2017.

I want to start by talking a little bit about the changes to the measurable skills gain under the workforce innovations and opportunity act. Under the workforce innovation and opportunity act, Measureable Skills Gain is one of the core accountability measures and is defined as the percentage of program participants who during a program year are in an education or training program that leads to a recognized postsecondary credentials or employment and who are achieving measurable skill gains toward such a credential or employment.

Slide4

For the program year 2016-17, Department of Education required TWC to set targets for each of the 11 educational functioning level measures. To be measured in a manner consistent with how these were measured under WIA. Performance on this measure in subsequent years may be calculated differently based on final regulations. At this time, we are still waiting final regulation and we need to move forward with the measure in the way that the department of education is requesting that we measure this specific target this year.

Slide5

So as many of you know TWC has been trying to encourage year-round enrollment for AEL programs to ensure that those who are seeking to improve their literacy and numeracy skills and pursue a diploma/equivalent have enrollment options when they are ready as opposed to having to wait for a particular program year to start. Historically, far less than 25% of those served during the program year become participants in the 4th quarter. This is the model that we are all very familiar with that we know that a lot of it has been driven by the department of education method of measuring performance. We are hoping this year in an effort to move towards enrollment that they really promote year-round enrollment and serving customer needs immediately that we can provide a model or a performance model locally at the end that will allow the process to be easier.

Slide6

In this webinar you are going to hear me refer to a term key "casemix". "Casemix" refers to the mixture of students enrolled across the various quarters which results in two population groups: a population group consisted with quarters 1-3 at the program year and a population group for quarter 4. So the term casemix that we are talking about have to do with the number of participants enrolled again in total in quarters 1-3 and the number of participants enrolled or first enrolled in quarter 4.

Slide7

For this year, approval of commission is what known for a blended proportional target. So essentially we set separate target for each of the two populations of casemix and then combined them together. This particular method recognizes inherent differences in results likely to be achieved for each population. If a grantee has a significant shift in their casemix (i.e. a much larger proportion of students in Q4), the overall target will be adjusted. For this particular model, and I'm going to work through as an example. Grantees are expected to meet their sub-targets and adjusted overall target. If the casemix changes,

meaning if a larger portion of participants enrolled in Q4, a grantee's overall target will be adjusted accordingly.

Slide8

As I begin to talk through this model, I want to clarify what I need when I talk about the quarter of performance and the two performance groups that have a different casemix. Quarters referenced are the quarter a participant *first* becomes enrolled in the program year (reaches 12+ hours): the first quarter in which they become an actual participant. For participant is considered is a part of Q1-3 casemix that means that participant first becomes enrolled meaning they reach 12+ hours from July 1 to March 31. If the participant is considered as a part of Q4 casemix, that participant first becomes enrolled or reaches 12+ hours between April 1 and June 30 during the 4th quarter. When we talked about the period of performance and the period of enrollment, again we are grouping two groups: Q1-3 and Q4.

Slide9

Let's look at this sample target. What I have here is the ABE Beginning Literacy target that was sent out and what was sent out to current recipient was the Q1-3 of target, a Q4 sub-target and the department of education target or the blended target. So you will see here there is one target for Q1-3 and a different target as it is a lower target for Q4 which would be blended together and become the department of education target. The way the sub-target was established was by looking at our casemix of the state and establishing what proportion of students was enrolled in Q1-3 in the last complete year performance. The numbers of students enrolled in Q4 what performance looks like for those various casemix in order to get up to a negotiated department of education target which meet the requirement placed by the department of education.

Slide10

Students included in the Q1-3 target are any students who reaches 12+ hours between Q1-3 regardless of when or if they progress test. As you know, right now a participant count towards our educational function level target as soon as they reach 12+ hours and have that base line matches regardless of whether not student progress test. Any student that counted or participant that counted towards this particular sub-target and will be placed in this sub-target if any student reaches 12+ hours between Q1-3.

Slide11

For the Q4 sub-target, any student who reaches 12+ hours in Q4 will be counted towards this outcome, regardless of whether they progress the test. This is why this particular target is lower because we know that students have less time to progress test if they are enrolled in Q4.

Slide12

Let's talk through the example scenario of what does it look like at the end. What I am referring now is a tool that we have provided to you that will help you to see what your individual casemix, what does it looks like in terms of performance based on the last complete year of enrollment, and how this might result in a different combined target for you. In program year 14-15 for adult basic, again we are just looking at one level right now that is all based on levels. We are looking at the ABE Beginning Literacy level, a grantee enrolled 98% of participants in Q1-3, and 1.82% of participants in Q4. This is the casemix

for this particular target for this year. That results in 54 students for Q1-3 and 1 participant in Q4. If that casemix meaning the various proportion doesn't change, the sub-target's target was what originally set out. We are looking at the sub-target and the blended target. But let's say that in the scenario, again we are looking here and we are looking at the current proportion changes. If you take a look at the various columns here, you got this first column here what was the original casemix of the last complete year performance participants.

Slide16

Let's say we wanted to decrease Q1-3 enrollment and we wanted to increase the enrollment that happened in Q4. So we want to enroll more students in Q4 results in a different casemix than we have above of 75% and 25% on opposed to 98% and 1.82%. So again we are enrolling a higher proportion of students in Q4. As I mentioned previously, the sub-target don't change. For any students that become participants in Q1-3, the expectations is that you need 65% of educational function level gain for those participants. For any participants that become the participants in Q4, the expectation is that you meet that 47.7% educational gain for participants who become a participant in that level. But what that results in is a lower overall target, because you increase the number of participants who are now being counted towards this sub-target. So again if you count the same casemix that you didn't change your casemix, all you again have to do is to sub-target that becomes your overall target. But if you change your casemix, your overall target is automatically adjusted. Again you still have to meet this sub-target, but your overall performance target is adjusted that will allow you to enroll more participants in Q4.

Slide17

So let's take a look at what this actually looks like using the planning tool that is provided. This planning tool again allows you to see what will happen if you adjust your Q4 and Q1-3 either total number of students enrolled or total percentage of students enrolled and allows you to see what that looks like in terms of your overall target. Our expectation is that you need each sub-target so this is the target that we will be looking at when we measure your performance based on what your casemix is like at the end of the year your overall target will be adjusted. So in the planning tool, you have the options to select and this is the new second tab and the first tab actually have instructions. In the second tab you have the options to select from a drop down list of your grant recipient's name.

Slide18

What that then does on the top section is that it generates your PY'14 performance again this is the last complete year performance that is available and this is the performance that you should negotiate with your department of education for the federal target. So this year when we negotiated our target, we looked at the PY'14 performance and next year we looked at PY'15 or for the year that is completed now. And what that shows you is that for every single functioning level your total performance meaning of all your participants that were enrolled for 12 more hours and have a base line assessment what your educational function level gain for those participants looks like. That shows your Q1-3 performance and then shows your Q4 performance. So again much lower performance have to complete for Q4 because participants that you enrolled in Q4 you have less time to make it educational gain on. This also breaks down for you how many participants were considered participants in Q1-3 and how many participants were considered participants in Q4. This also breaks down your percentage that you can see your percentage of a total number participants that become participants in Q1-3 and your total number

participants become participants in Q4. For each of this that we are looking at right now this is actually our statewide performance for PY'14. So again you can see at a state how these different trends look like. These trends are what we viewed to develop our sub-target because as a state we are still expected to meet our department of education target. However locally, we provide a flexibility for you to possibly meet a lower target. Because we want to encourage Q4 enrollment or enrollment that meets the needs of participants when they are ready to enroll. Section 1 is the historical performance.

Slide 19

What section 2 does is allows you to plan based on a number of participants. So this particular section there is actually a section A and B. Section A lets you plan on specific number of participants. Section B let you plan on a percentage of participants. So let's see when you wanted plan based on numbers of participants. So again this is definitely not the way program plan throughout the year but kind of the things that how it move towards adjusting your enrollment in Q4 or service more students in Q4. This allows you to play around and see so one thing you may want to do to plan to see what things look like if you did enroll additional students in Q4. We will get you PY'16 total serve target, look at you year to date PY'15 % across all levels, what percentages of your students are beginning adult basic education and what percentages of your students are adult secondary education and so forth and consider how you want to shift your population you potentially have more participants in the spring.

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Let's say it is an example, my PY'16 target is a total of 200 students. Year to date I have about 10 % of the students in Adult Basic Beginning Literacy so I'm going to use that level as my example as I walked through to kind of plan how I might shift for that particular level. So that will look like 20 students. So let's say that I want to shift to enroll $\frac{3}{4}$ of students. Sorry to crossing this out. I want to enroll $\frac{3}{4}$ of students in the fall and $\frac{1}{4}$ of students in the spring. I want to kind of shift to enroll more students in the spring in that Q4. So what I would do is I would use that section 2A as in the highlighted cell you can put in information. So again I know I'm going to serve or planning on serving based on my historical enrollment of a total 20 students in that particular level. I'm going to enroll $\frac{3}{4}$ of the students in the fall and $\frac{1}{4}$ of the students in the spring so that results in 15 students and 5 students. Again my break downs become I enroll 75 % students in Q1-3 and 25% in Q4. I still need to meet sub-target so my sub-target for all the students enrolled in Q1-3 at 65% and my sub-target for students to enroll in Q4 is still 47% at 47.7%. Any participants that become participants in Q1-3 is including in this nominator and any students that become participants in Q4 including in this nominator regardless of when or if they get their progress assessment. But what this does is this changes my overall target. So if you recalled that from the target that we sent out are the department of education target for this level is actually 65%. But your grantee's target because you shifted your casemix, your blended target and the target that we are going to be looking for or that you will achieve for your overall target is 60.7%. As long as you meet that 65% in Q1-3 and 47.7% for Q4, your overall target will be adjusted to 60.7% because you have adjusted the casemix and you know there are more students enroll in this particular quarter.

Slide 25-26

Here is another example, so let's say I wanted to do a 50-50 plan. I want to enroll 10 students in Q1-3 and 10 students in Q4. You can see a graphically changes my overall target to 56.4% because I now have more students to which I'm being held to this 47.7% sub-target versus the 65% target. So again in this

model you still need to meet your sub-target but your overall target will be adjusted based on the number of students or the proportion of the students that you enrolled in either Q1-3 or Q4.

Slide27

So just a question that we kind of thought through at this model would be developed we talked through. What if you plan there is a 25% of students in the 4th quarter and what if you don't want to serve that many students in the 4th quarter? As long as you meet your total enrollment target and you meet each of the sub-target. Again you need this 65% for Q1-3 and this 47.7% for Q4. This target your overall target get adjusted. So even if you plan for one thing and you want to executive something else, as long as you met your total enrollment target, your blended over target will adjust for whatever your casemix looks like. So again this kind of adjusted itself throughout the year based on what your casemix looks like allowing you the flexibility to kind of shift based on students or participants need. So as long as you meet that sub-target for each of the various period of performance.

Slide28

The next question obviously have to do with TEAMS and whether or not TEAMS let you monitor this way. The basic response is yes. For Q1-3, there is no difference. Your target for Q1-3 so anyone who becomes the participant in Q1-3 is succeed 65% for the first level so on and so forth down to the other level. So kind of taking a look at those 11 levels. You are monitoring those various sub-levels that I can't find enough examples that I have done all my examples webinar based on one level. You have a different target for every single level. As was required by the department of education this year, you don't have a combined measurement skills gain target, we still have 11 different targets. But all you are doing is running table IV and you could possibly have monitoring as you normally have for these participants. So again for the first level your Q1-3, you're just seeking towards that particular target you have for this level. Obviously, the challenge comes when we get to Q4, meaning that you will need to filter based on participants that are in Q1-3 and participants that are in Q4. We are currently working on all of our various tables and of course TEAMS to make all kinds of adjustments that are needed for accountability model under WOR. So there will be an option by the time we get that point to see what your performance is looking like for Q4 to be able to segment Q1-3 and Q4 based on that option. You can actually do it right now which requires you to run several these reports and combine that information. We will develop something so you will be able to use and run that easily and not have to combine various reports to be able to monitor in this way.

Slide29

In terms of useful applications for planning using this model. Let's say for example. You want start a transition class late in the year because you want to enroll participants for the fall enrollment. You want a transition class to start at the beginning of June. Historically, if you are going to start an enrollment model or any kind of enrollment in June, you are very limited on being to make a certain level of outcome gain for that level. Now again you are still required to meet a certain level of performance, so if you can't enroll 100% participants in Q4 and not progress any of them. But this model is based on a lower target for Q4 allowing you to increase your enrollment in Q4 maintaining a certain level of behavior still achieve the progress task during that time. So if you want to plan for a transition class, you could use the planning tool to plan for a higher enrollment in Q4 in this model to see how that adjust your overall target that you are going to achieve, but still knowing that you need to achieve that sub-

target for that particular level. One thing that I want you to stretch that I don't have it written on here. We have been talking all of our quality models regarding the statistical adjustment model and this have nothing to do with the statistical adjustment model. The statistical adjustment model is a federal model that you use to adjust target based on the type of the individuals that enrolled in the program based on their various years of employment. This is a completely different model that is our model that we are using in Texas just for educational or setting those educational gain target for our grantees. This is a very different thing that kind of sounds the same seemed very similar it is an adjustment model but not the statistical model that we have been talking about in our quality model.

Slide30

So after most of our webinar, we have a survey link here for you to submit questions regarding this model. We have in surveys your contact information, we will determine whether we will contact you directly regarding your questions or it is a question we can add to a Q&A for the entire group. I encourage you to submit your questions to us so that we can address your questions regarding this model and get you move into this year and again kind of being able to have a little more flexibility to enroll students though the year. I want to thank you for your time in reviewing this webinar and we look forward to the coming year, we'll see you. Thank you.