

## **Welcome to TEAMS 3.2**

### **An Introduction**

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#### **Slide 1**

Hello this is Carrie Tupa with the Texas Workforce Commission and I want to welcome you to part two of the TEAMS 3.2 webinar.

#### **Slide 2**

So, just to review in the last webinar we covered changes to the training services screen and the new Educational Outcomes screen. In this webinar we will be reviewing the tracking of Measurable Skill Gains (MSGs), we will review the tracking of Credentials and we will review the tracking of Post-Exit Educational Enrollment.

#### **Slide 3**

I want to remind you that you can use the matrix found in part one of this webinar for an overview of where you kind of add or view the new types of outcome.

This matrix very useful as an at-a-glance guide if you can't remember where different pieces of information are added in the system.

#### **Slide 4**

So I want to start by reviewing a helpful diagram. This diagram covers the various types of Measurable Skill Gains. The reason I'm showing you this diagram is as we start to go through adding the different types of Measurable Skill Gains, it's important to understand the hierarchy of structure of how these Measurable Skill Gains exist in the Workforce Innovation and Opportunity Act. You'll notice that there are three types of Measurable Skill Gains here but they are Type 1, Type 2, and Type 5. This is because there's two types of Measurable Skill Gains that are not recognizable under Title 2 of the Workforce Innovation and Opportunity Act. So we do not have the types here in our system.

So under the Measurable Skill Gains we have Type 1 which is Educational Functioning Level Gain. Educational Functioning Level Gain is actually broken into 2 other types of gains. Type 1A which is Achievement on a Pre/Post test, and Type 1B, which is Enrollment in Post-secondary Adulation After Exit. So you'll hear me refer to several times this is a Measurable Skill Gain. The type of Measure Skill Gain is Educational Functioning Level Gain, but within that, it's one of the types of Educational Function Skill Gains. And this information will be useful to have handy when we get to that particular part of the webinar.

Type 2 Measurable Skill Gain is Achievement of a High school Equivalency and Type 5 we've shortened quite a bit to just simply call Skills Progression, but Type 5 is essentially the trial measure of the measure that we've been given the ability to do on a trial basis, that is, for individual in an Integrated Education Training Program only and measures progress made toward the Achievement of a Certificate or Credential in that Training Program.

So again these are the three types of Measurable Skill Gains allowable with types of Educational Functioning Level Gains.

## **Slide 5**

Now let's take a look at actually adding these different types of Measurable Skill Gains,

## **Slide 6**

and I want to start with adding a baseline assessment.

## **Slide 7**

So, as you heard me state ad nauseam on the first webinar, there are no differences to adding assessments. You still add them on the "Assessment" screen or the "Assessments" tab in TEAMS.

I also want to take this opportunity to remind you that all participants need a Baseline Assessment for eligibility purposes. So just because there's new ways to measure progress, you still have to establish that baseline level for all participants with an approved NRS assessment.

## **Slide 8**

So let's watch real quick as we review the process of adding in assessment. Again, clicking on the "Assessment" screen and clicking "add assessment". We select our "instrument" and our "instrument date". We then select "Add Scores". And if you're very familiar with this course and the levels, you'll notice that I've made a little mistake here. And we will "update that level" and "save". And that is the process for adding an assessment. So again, no changes to that process of adding a baseline assessment.

## **Slide 9**

So now let's move in to adding that first type of Measurable Skill Gain. So this is a Type 1A which is an Educational Functioning Level Gain. The Type of Educational Functioning Level Gain is achievement on a Pre/Post test.

## **Slide 10**

So again I'm going to go to my "Assessment" screen. And I'm going to "Add My Assessment", and then I'm going to "Select my date", and my "level". And my "scores", and save changes.

But I want to show you real quick here where you can actually view the outcome for this particular participant. So if you see here I clicked on this "Pre/Post test Gains" tab. This is the same tab that used to be called "Outcomes". We obviously renamed it because we now have an "Educational Outcomes" screen and we didn't want there to be confusion and the only type of outcome that's on the screen is that "Pre/Post test Gain". You will see here that this particular participant completed a level in reading and in math. Math is their domain of significance, it's highlighted in purple, but again that domain of significance is no longer relevant for the purpose of measuring gains of "credit", it's only relevant for the purpose of our federal reporting.

I also want to show you that you can see these gains on the "Educational Outcomes" screen. If I go down here and I take a look at the middle here you can see my Educational Functioning Level Gain" in which I've completed one level in total math from the Baseline Level to the Progress Level, and similarly below that I have one level in reading. So again, these gains can be viewed in a couple of different places. We went ahead and kept the Pre/Post test Gains simply for the purpose of being able to view the

information as you historically could. We didn't want to take that away even though you can still view all of the information on this “Measurable Skill Gains” screen.

#### **Slide 11**

So now let's move into the first type of Measurable Skill Gain for which you add a new record essentially into the system that is not an assessment. So this is Measurable Skill Gain Type 1B, Educational Functioning Level Gain, Educational Function Level Gain Type Enrollment in Postsecondary Education After Exit.

#### **Slide 12**

So what you're going to see here is I'm going to go to my “Educational Outcome” screen and click on “Add Gain”. That's going to then take me to the “Record” page where I'm going to add the date that that gain was achieved. I'm then going to select my Measurable Skill Gain Type.

Now again the type of Measurable Skill Gain here Educational Functioning Level Gain. Underneath that Educational Functioning Level Gain, again there's those two types of Educational Functioning Level Gain. I'm going to click “Educational Function Level Gain” and you'll see that my “Educational Functioning Level Gain Type” auto populates. And the reason this auto populates is there's only one type of Educational Function Level Gain that you can add in the manner. So there's nothing to select here we just wanted it to auto filter so there's no confusion and no incorrect collecting of information.

So the next thing I'm going to add to is my Educational Provider. These Educational Providers filter from the list of essentially “Approved Providers” which is “any provider that has what's called a FICE code”. This means that that organization is eligible and accredited to receive federal financial aid. So again we went ahead and added in the filter option to ensure that the type of educational institution that you're selecting is approved here. Keep in mind this isn't just public and private institutions, this is also a proprietary school, but these are institutions that are approved to select and enter and consider Postsecondary Education under WIOA.

So I'm adding detail here and I mention in the first webinar we don't have rules for details but we highly recommend that as a Consortia Provider or Grant Recipient, that you have a set of rules that you use. And then scrolling down here you'll see that I have my Educational Functioning Level Gain, Enrollment in Postsecondary Education with my details.

Keep in mind though here, the data in this table needs to be considered as “Potential Gains” until verified by TWC. So as a reminder, this gain requires that a participant exit in the Program Year, and enrolled in post-secondary education in the Program Year and is enrolled at some point after exit still in the Program Year.

Obviously as I've mentioned several times, TEAMS does not calculate an exit at this time. So it's absolutely imperative that you keep in mind that this gain may not count if that participant has not exited. TEAMS will calculate an exit in the hopefully near future, but until then we needed to add this sort of disclaimer that everything that you add to this table needs to be considered “potential” until we have had a chance to verify that the participant has indeed exited.

#### **Slide 13**

So, to sum up, this particular gain requires the Date, the Measurable Skill Gain type, the Educational Functioning Level Gain type, the Educational Provider and the details.

#### **Slide 14**

The next thing I want to show you is how to actually edit a record and I'm only going to show you this for this particular type of gain because it's the same for all gains, all Educational Enrollment, and all Credential types. But as with a lot of thing in TEAMS, when you click on a link in the system, that will actually take you to the location where that record actually lives. So, in the instance of the record that we just added, if you click on that link, that will take you back to the record we just added, you will have the opportunity to edit, and save.

And one thing I want to show you here is something I didn't show you before, which is: anytime you save one of the new type of records, you're going to get this disclaimer. And let me scroll back here so you can see that disclaimer again here. But this disclaimer is essentially just a reminder from TEAMS that just because you've added this Gain doesn't mean that that's it. It's absolutely imperative that you have the appropriate documentation in the participant file in order to maintain appropriate records for this gain. The forthcoming guidance will have specifics on the type of documentation that you can use for these different types of Gains, Enrollments, etc. But we went ahead and added in this functionality so that as you're adding records you get kind of this little reminder that yes I understand I need to have this information documented in the participant file.

#### **Slide 15**

The other thing I wanted to show you here is that for that particular type of Gain, it actually falls or lives in two places. This is a Measurable Skill Gain but it's also an Educational Enrollment. So when you add this type of record it appears essentially in two places. It shows up in the place you added it, which was under "Measurable Gains", but then it also shows up down at the bottom under "Educational Enrollment". So you don't have to double add records that count toward more than one thing. And we'll show a few different examples of this throughout the webinar. But again the system does not require you to duplicate add records if there is an instance that that record count towards more than one thing in the system.

#### **Slide 16**

So now let's look at Measurable Skill Gain Type 2, High school Equivalency In-State.

#### **Slide 17**

In-State High school Equivalencies are added through Data Match with the Texas Education Agency. So this process has not changed on your end, on the back end there have been considerable changes because essentially the field of individuals that can count and the amount of time that an individual has to essentially count toward this gain and changed. So we've changed all of that on the back end.

#### **Slide 18**

The Certificate Date of a High school Equivalency must be in the Program Year to count the Measurable Skill Gain for that Program Year. So if you have a participant that has earned a Measurable Skill Gain, but they don't earn the Measurable Skill Gain until the following year, after the year you're looking at, it will

not count as a Measurable Skill Gain for that particular Program Year. If they enroll in the following year then it would count as a Measurable Skill Gain. If they don't, then it will only count as a Credential, and it will only count the Credential if the other criteria for it to count as a Credential are met, which we'll talk about it just a little bit here.

But again I want to remind everybody that that achieving has to happen in the Program Year because Measure Skill Gains are Program Year based. Every participant has to have a Measurable Skill Gain every Program Year.

### **Slide 19**

So what we're going to look at here it just the verification that a participant earned a high school equivalency. First off, you will continue to see the match on the "Participant Profile" screen. You will see that for every single match, whether it happened moving forward or whether it happened in the past.

We went ahead...we had some kind of back and forth conversation about removing this because it was always in kind of a strange location. We went ahead and kept it here because we wanted folks to be able to see that right away on the "Participant" screen where they were used to seeing it, in addition to seeing it on the "Educational Outcomes" screen. We also needed a location to house high school equivalencies that happened prior to the New Educational Outcomes under WIOA. So again that certificate information will continue to live on the "Participant Profile" screen. It also lives though on "Educational Outcomes" screen, so here you see what it looks like with the match and the information related to the match come in under the details.

The other thing that I wanted to highlight is you see "Verified with the original certification by". if you have a situation where you have done a match or a "potential match" rather, you will see the user name or the name of the individual that has actually verified the original under the details here, and that has put "verified the original" while performing the potential match.

So again I don't have the ability to edit this record but I was able to click on the link to look at the details. I also want to remind you that a high school equivalency can count as a Credential. So here when it gets imported, it gets imported as a Credential is well. But again keep in mind that there are conditions. For a high school equivalency to be counted, the participant must also be enrolled in Post-secondary Education or employed. So again, absolutely critical that you keep that in mind for those particular Credentials to count as a Credential.

### **Slide 20**

But as I mentioned in the first webinar you have the ability to add another skill gain out of state. So if a participant let's say traveled to Louisiana to take one of the exams, you could log that here if you have the appropriate documentation on file.

### **Slide 21**

So let's take a look at adding that type of record. So again I'm going to go to my "Educational Outcomes" screen, and I'm going to click on "Add Gain", I'm going to do my "Date Achieved", and my "Measure Skill Gain Type" here is Achievement of a Diploma or Equivalency.

My state... First I want to show you what happens if you try to pick “Texas” because you cannot select this and again this is because in order to have a Texas high school equivalency we are still utilizing the TEA data match. This is the approved process for high school equivalency for Texas. So if you try to select “Texas”, you will get this error message.

So I'm going to select “Louisiana” here. Again the Educational Functioning Level Gain Type is blank, or is not clickable because it's not relevant. This is not an Educational Functioning Level Gain. This is just a Measurable Skill Gain. The Educational Provider is also not necessary because it is not relevant for this type of gain, but I'm going to add my details here regarding that particular outcome. And I'm going to save, and I now see my Achievement of a Diploma/Equivalency.

## **Slide 22**

Now let's take a look at adding a Measurable Skill Gain Type 5 Skills progression. This looks very similar to the other type of records we've added.

## **Slide 23**

As a reminder, this type of gain is only applicable for participants in an Integrated Education and Training Program, but this particular section of the system does not yet tie to the training component of the system. So it's absolutely imperative that you keep in mind that for your participant, this will not count unless we have them registered in an Integrated Education and Training Program. Skills Progression includes successful passing of an exam that is required for a particular occupation or Achievement of Progress in attaining a technical or occupational skill as evidenced by trade related benchmark such as Knowledge Based Exams.

## **Slide 24**

So let's take a look at adding this type of record and again it's fairly similar to the other types of records we've added. We're going to add a gain, we're going to select the date achieved, the type of Measurable Skill Gain, which is “Skills Progression”, and the details, and save.

And my Skills Progression now shows up on my Measurable Skills Gain.

## **Slide 25**

So what I've provided here is just a little summary of the information that's required for each of the Measurable Skill Gains that you manually add on the “Educational Outcomes” page. So for Measurable Skill Gain Type 1B Enrollment in Post-secondary Education, you can see using the date, the MSG type, you do not need a state, you need the Educational Functioning Level Gain Type, the Educational Provider and the details. For Type 2 you need the date, the MSG type, you do need the state because this is out-of-state high school equivalency, the ESL gain type it's not relevant, neither is the Educational Provider, and need to provide details. And finally the Skills Progression, you need the date achieved, the Measurable Skill Gain Type, the state, the Educational Function Level Gain Type, the Educational Provider is not relevant. Those three are not relevant and then you need details.

## **Slide 26**

So now let's move on to “Credentials”. And let's start with In-state high school equivalency.

### **Slide 27**

So again keep in mind for In-state high school equivalency, this particular type of gain is added through match with TEA,

### **Slide 28**

And for credential high school equivalency, a participant typically has up to one year after exit to earn their high school equivalency and enroll in Post-secondary Education or become employed, but TEAMS does not calculate exit at this time. So what TEAMS does to determine a "year" is it looks at the last year with a profile to establish the passing of the year. So if the participant's last profile would in 2016-17 they have until 2017-18 to earn that high school equivalency even though a year may pass somewhere in between those. TEAMS does not target employment at the time, so whether a credential counts, and whether a credential counts in term of date, happens by TWC after the additional criteria has been met.

### **Slide 29**

For out-of-state high school equivalencies the process very similar

### **Slide 30**

to how we added a high school equivalency out-of-state under the Measurable Skill Gain with a few differences. You need to add your "Date Achieved", it's a high school equivalency, you need to indicate the "Issuing Entity", so if it's that particular State Department of Education, etc. Here I'm just going to put the Louisiana Education Agency, I'm going to select "my state", which is required, I'm going to add a credential name, which should be "Certificate of High School Equivalency", and I'm going to add my details.

So, this can be what exam they passed, etc. The details that are going to be pertinent to this record. Again this gives you the requirement that you need to have proof of the information on file. I wanted to again point out that once you've added this credential you should be able to see that particular credential in two locations.

### **Slide 31**

So now let's look at the Credential Type AA/AS degree, BA/BS degree. I have these combined because they're essentially identical in terms of how they get added and they are probably going to be one of the more rare degree that we would be tracking, particularly the BA/BS that is almost likely to be irrelevant to be something that we would track at that point in our participant educational career, but we did keep it in the system because it is an allowable credential.

### **Slide 32**

So in terms of adding that credential you're going to select the dated achieved, the credential type, and the issuing entity. The issuing entity in this instance going to be a Post-secondary Institution. As with other types of institutions, once I start typing the name the list will auto-generate from the FICE codes. The state is not relevant here. So again my dropdown, and now my "Credential Name". So I need to describe whatever degree my participant had gotten and list the actual name of that degree and then include the details of that particular degree.

And that is the process of adding an AA/AS degree. Again I got that little reminder on the screen that reminds me that I need to have the appropriate documentation on file after that diploma or degree has been added, but you can see that in my record here.

### **Slide 33**

So now let's look at "Occupational Licensure". And again you're going to notice the theme, these all look very, very similar in terms of adding, but I did want to go ahead and go through all of them just so you can see example of each of these types.

### **Slide 34**

And at the end, much like I did with the Measurable Skill Gain, I have a nice little matrix that tells you which fields are required for which type of credential.

So again I'm going to add my Credential, my Date Achieved, my Type, my Issuing Entity. Occupational Licensure is not going to come from a Postsecondary Institution, it's going to come from some type of Accrediting Certification Licensure Board. In that instance, while a state is not required, it is pertinent and relevant, so you are definitely welcome to add a state (and I have to apologize I misspelled "American"). I'm going to add the name of my particular credential. So this would be the type of credential that the participant had earned, so the "Type of Licensure", and then the detail. And again the details may just be a reiteration of what that particular credential or licensure was, but it may also be "is on file here", "can be found here", "is certified by this individual", so on and so forth. So up to you all how you decide to utilize that, but we highly recommended to use it to your advantage and to document in a consistent way.

### **Slide 36**

Occupational certificate not drastically different but a little bit different. So let's go ahead and add that type of credential again. I'm going to go to my "Date Achieved", my "Type", my "Entity". In this instance your entity will likely be a Community College because this is essentially a State GED or Postsecondary Certificate. State, again not necessarily relevant or required but allowed. I'm going to need to enter the name of whatever this certificate was and the details. And my "saving a reminder".

### **Slide 37**

And one more, we have our "Occupational Certification" different than a Certificate. Again we'll get into more detail about "certificates" versus "certification" versus "licensure" in our guidance and in future training where we dive deeper into these type of things but we wanted to at least go ahead and go into how you add these various types of things in the system that folks could get familiar.

### **Slide 38**

Add credential. State, Type, Issuing Entity. Again it's likely going to be a Board or a National Organization. At this point in the game I have to apologize, I was running out of ideas. So decided to get a little fun with this one. And my details. And Save. So who are my Credential? Again adding credential is pretty self-explanatory, pretty easy to follow. For credential it's more about understanding what the different types of credentials are and what the requirements are for those credentials to count.

### **Slide 39**

As with the other information, or the other section measure Skill Gains, I've got a nice little table here that outline for each credential whether or not it meets the date achieved, the type, that's obviously required for all, the issuing entity is required for all but I've indicated here where it filters from the FICE codes where those FICE codes are not relevant. I've indicated where that state is required, again you can add a state regardless, but it's required obviously for the out of the high school equivalency. The name is required and for high school equivalency, you should always name that certificate of high school equivalency, and then the details.

### **Slide 40**

So finally let's move into Post Exit Educational Enrollment, and this is the one that's probably the most new to folks and you may be asking why are we tracking these and why are we tracking these here.

### **Slide 41**

So "Educational Enrollments" or "Post Exit Educational Enrollments" rather a relevant for both Measurable Skill Gains or one of the Educational Functioning Level Gain, Type 1B. It helps qualify credentials, so again, keep in mind for every single type of credential there is a requirement that within a year of exit, a participant is either enroll in Postsecondary Education, or is employed. So we track this enrollment so that if an individual isn't an employee, they may be enrolled in Postsecondary Education and want to track that. We also have "Manual Entry" for this as opposed to just match with the Higher Education Coordinating Board because certain types of programs are not reported to the Higher Education Coordinating Board and wanted to make sure we were capturing as much information as possible.

### **Slide 42**

This also fulfills other required fields for tracking on the PIRL. So there are other locations where we as a state report whether or not participants are enrolled in some type of post exit Postsecondary Education.

### **Slide 43**

So now for the somewhat cumbersome part. Because of how we report this information, you need to either add an end date for each Educational Enrollment or you need to update for every quarter if that enrollment is continuing. Otherwise the system will assume that the Educational Enrollment has ended at the end of the quarter. The reason this is done by quarter is because we need to report things on a quarterly basis or track things on a quarterly basis in relation to how we do post exit qualification for that credential, and the PIRL, and we can't have a situation where an educational enrollment is left open indefinitely because that will continue to be reported for a participant even if it ended, and so we're essentially misreporting.

We will obviously develop some future reports that will give you the option to check participant enrollment statuses, so if you need to update a status, check on a status, things like that, you can see a quick at-a-glance report. It will obviously be more cumbersome. Keep in mind however, though for the credential attainment measure there is no requirement that a participant is enrolled the entire year after exit, it's just during the year after exit. So it's essential you need to capture Post-secondary Enrollment in education once. Obviously ideally you would continue to add those quarterly, but once

will capture that for the purposes of that enrollment if that participant has exited. I also want to stress, I see that the place where there is likely going to be the most confusion: this is not IET. This is post-exit educational enrollment and I apologize for my typo on the slide here. This has nothing to do with IET. Enrollment in Post-secondary Education. It's not Post Exit. They are still enrolled in Adult Education. IET Training activities is tracked under training service, so do not put Educational Enrollment in this section. This is not IET.

#### **Slide 44**

So let's talk about Educational Enrollment in a Registered Apprenticeship.

#### **Slide 45**

Registered Apprenticeship is of all the Educational Enrollments is probably the most involved and it does require that you know specific details on the Registered Apprenticeship that you're doing. So you'll see here just to show you. I'm adding an end date that's actually going to be outside the quarter and you'll see what happened here in a minute. But let's look at what happens when I select "Add a Registered Apprenticeship". So it actually brings up a new window, and allows me to search. I want to stop right here briefly, and I want to show you that you can actually put in the number, which each Registered Apprenticeship Program has or the name. Obviously with any searching we always tell you if you're not one hundred percent sure of how it's labeled in the system, the fewer character you use the more results you're going to view. You also have the option to see more details, but again this information is required for us to track a Registered Apprenticeship we have to have the exact details on that Registered Apprenticeship, which is why this section requires this level of detail.

You're going to select, and you're going to select "Occupation". Again "Occupation" is only relevant for the Registered Apprenticeship and the occupation options that appear are going to be the only occupations that are tied to that particular Registered Apprenticeship. You'll have a nice friendly dropdown that addresses the particular occupation that this Registered Apprenticeship is for. You're going to add your details, and save. So this is as they mentioned previously, the start date and the end date have to be in the same quarter. So you cannot create a record that crosses multiple quarters. So if you add an end date that end date has to be within that same quarter, but you don't have to add an end date to the particular record. It will assume the quarter end date if you do not add one. And here I'm going to update this to a date that is actually was in the particular quarter, and click OK. And I now have this information on my Educational and Page.

And I want to circle back to talking just for a minute about this. So as I mention this Post Exit Educational Enrollment. You are not prevented from tracking enrollments here that are during a participant's participation in a program. There is nothing preventing you from that and that actually does affect where a participant falls in additional denominators. And that information kind of gets us into a little bit more complex or complexity around how the various measures are calculated, which will be in the forthcoming guidance related to the information. So I wanted to sort of reiterate that and to ensure that there is no confusion. I mainly just want to stress this is not IET. This is not where you track every Educational Enrollment for a participant in an IET program, you track that on the training service screen. So again this is not where you track every single IET Postsecondary Education Enrollment for a participant.

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So let's move into Enrollment in an Occupational Skills Training Program.

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And again, for this particular type of enrollment it's pretty self-explanatory, not super complex. You need to obviously if you're going to select an end date, select an end date that's within a quarter. Going to add the type. Going to add the provider and you're going to add the details. Again here an Educational Provider that is a Community College would be relevant, and then I have my details.

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So let's review the type of information that is required for Educational Enrollment. Obviously we have the Type of Enrollment, the start date, the end date, which needs to be within the quarter or the end of the quarter, the Type of Educational Enrollment, the Educational Provider, the Occupation, and then the details.

**END**

And this concludes our webinar. So I want to thank you all so much for taking the time to view this particular webinar. Again we will have additional training forthcoming so stay tuned for that, to answer additional questions and get more hands on exposure to this new system. So thank you so much and have a great day.