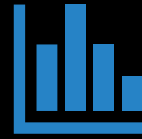# AEL Updates

Date: April 5, 2022

Cecilia Elhaddad, Director for Adult Education and Literacy

Kathy Olesen-Tracey, Senior Director for Adult Education and Literacy

Welcome from Dr. Brian Durham

Agenda

- AEFLA Performance Metrics
- Updates to AEL Policy and Processes
- Important Dates

AEFLA Performance Metrics

Where do the metrics come from?

Every two years, the ICCB and OCTAE Negotiate Performance Metrics. Targets for FY23 and FY24 have not yet been determined.
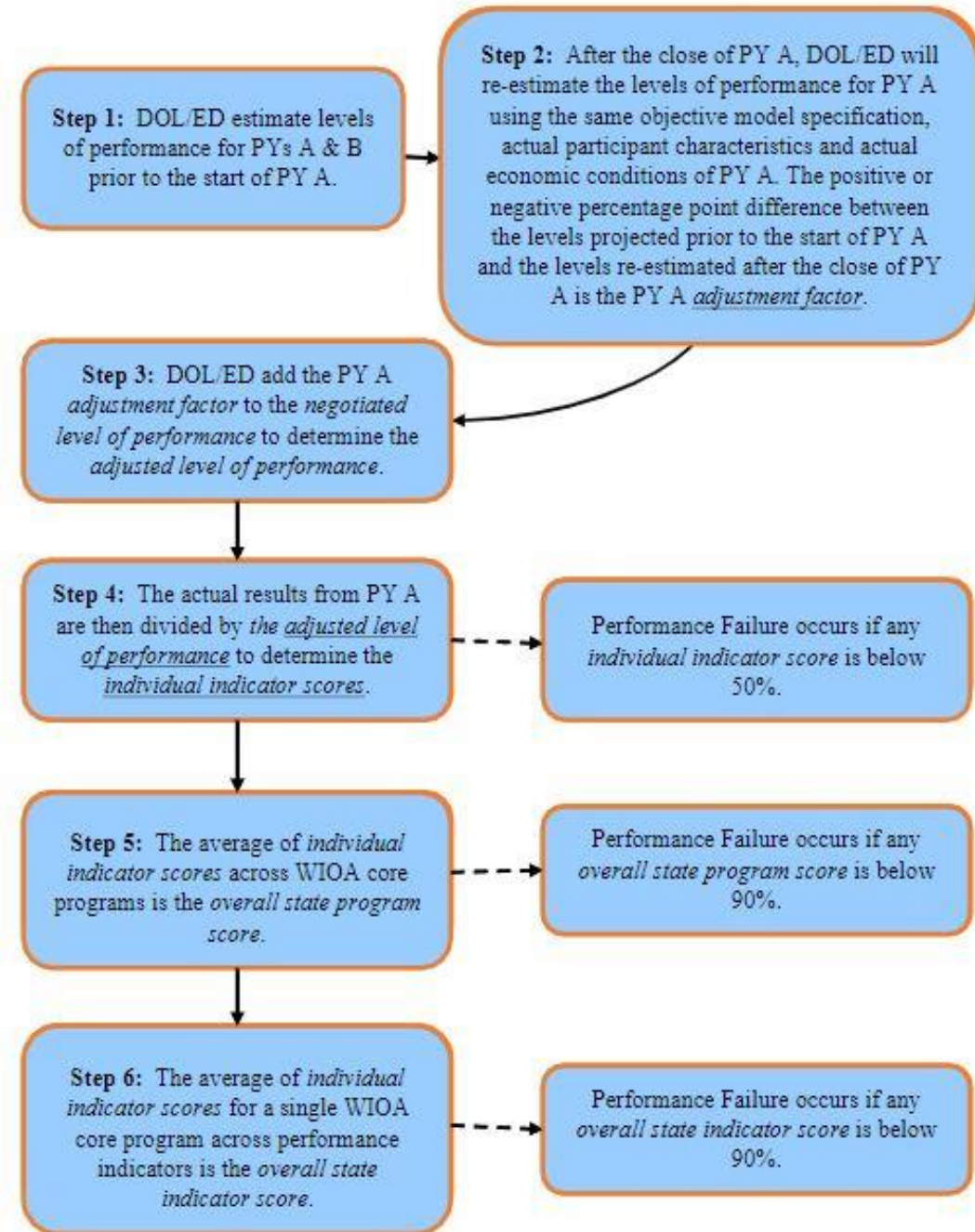
Today's goal is to

| Provide an overview of the Negotiation process | Connect the negotiations process to improving data quality, and | Provide an overview of how the ICCB will support programs |

The Negotiation Process

WIOA establishes performance accountability indicators and performance requirements to assess the effectiveness of states and local areas in achieving positive outcomes for individuals served by the workforce development system's core programs.

Step 1: DOL/ED estimate levels of performance for PYs A & B prior to the start of PY A.

Step 2: After the close of PY A, DOL/ED will re-estimate the levels of performance for PY A using the same objective model specification, actual participant characteristics and actual economic conditions of PY A. The positive or negative percentage point difference between the levels projected prior to the start of PY A and the levels re-estimated after the close of PY A is the PY A *adjustment factor*.

Step 3: DOL/ED add the PY A *adjustment factor* to the *negotiated level of performance* to determine the *adjusted level of performance*.

Step 4: The actual results from PY A are then divided by *the adjusted level of performance* to determine the *individual indicator scores*.

Performance Failure occurs if any *individual indicator score* is below 50%.

Step 5: The average of *individual indicator scores* across WIOA core programs is the *overall state program score*.

Performance Failure occurs if any *overall state program score* is below 90%.

Step 6: The average of *individual indicator scores* for a single WIOA core program across performance indicators is the *overall state indicator score*.

Performance Failure occurs if any *overall state indicator score* is below 90%.

Statistical Adjustment Model

- Statistical Adjustment Model: "The statistical adjustment model will take into consideration the **economic conditions** in the state, **characteristics of program participants**, and other factors that may affect performance as required in Section 116 of WIOA." -- from *NRS SAM Resource*

- Participant characteristics include *barriers to employment*

- Affects our Adjusted Level of Performance

Quartile Ranking

This shows us how IL compares to other states overall and plays a role in our negotiations process

- Let's look at the Negotiation Checker, the document sent by OCTAE to begin the process.

- We rank higher in ESL MSGs than ABE/ASE MSGs

Data used in Negotiations

- NRS Reports
- Other performance measures come from data matching
- National Averages

How our data aligns...

"All students complete, date, and sign an intake form each fiscal year..." -- *MIS User DQC, Data Collection and Verification, Item 2*

"The AE Provider manually inputs or uploads information from the Student Intake Form for all students enrolled in one or more AE course." -- *MIS User DQC, Data Collection and Verification, Item 3*

"The AE Provider gives students multiple opportunities to provide and verify personal information (e.g. during intake and orientation, when enrolling in new classes) to ensure data are complete, correct, and up to date."-- *MIS User DQC, Data Collection and Verification, Item 14*

Current Data on Barriers to Employment

Do you think these statistics represent our students?
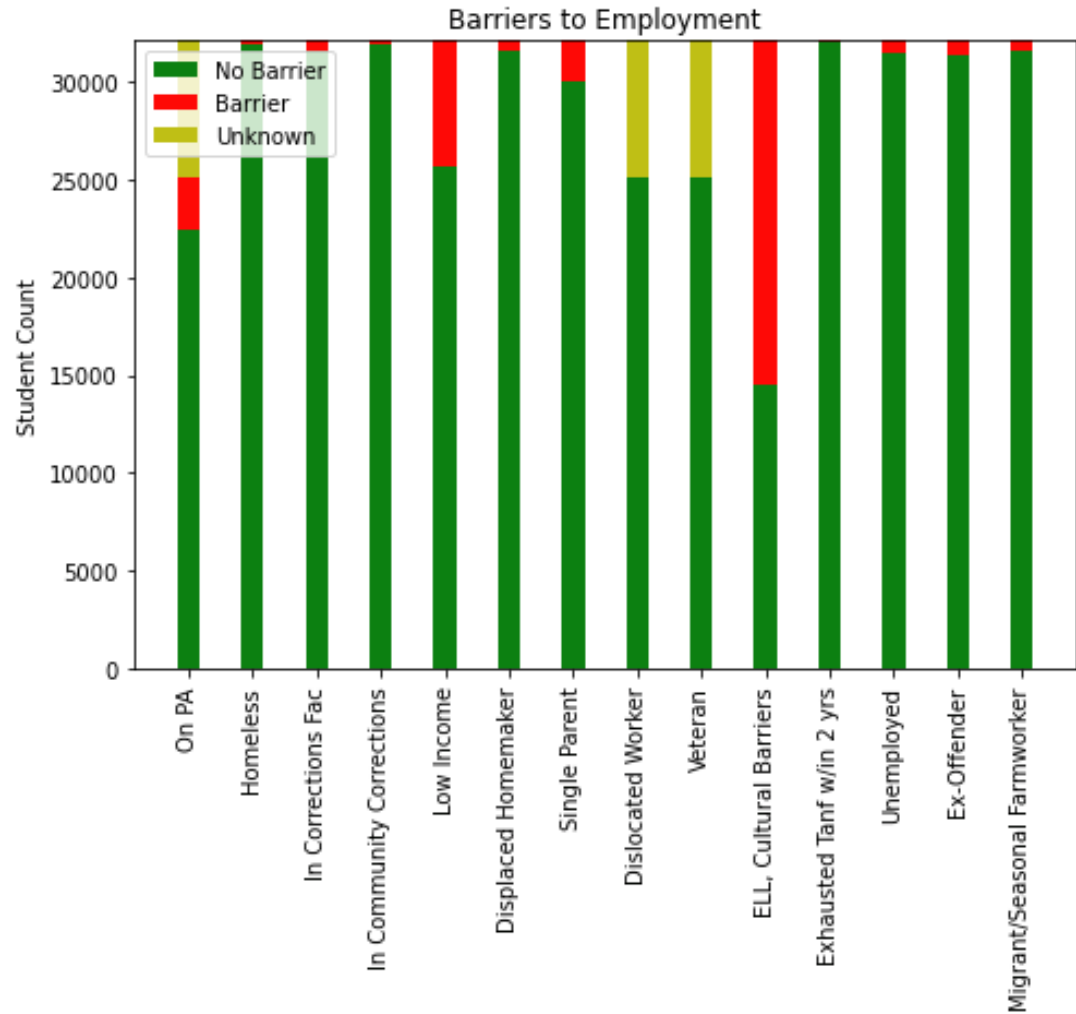
Updates to AEL Policy and Processes

Testing out of ESL in IELCE Programs
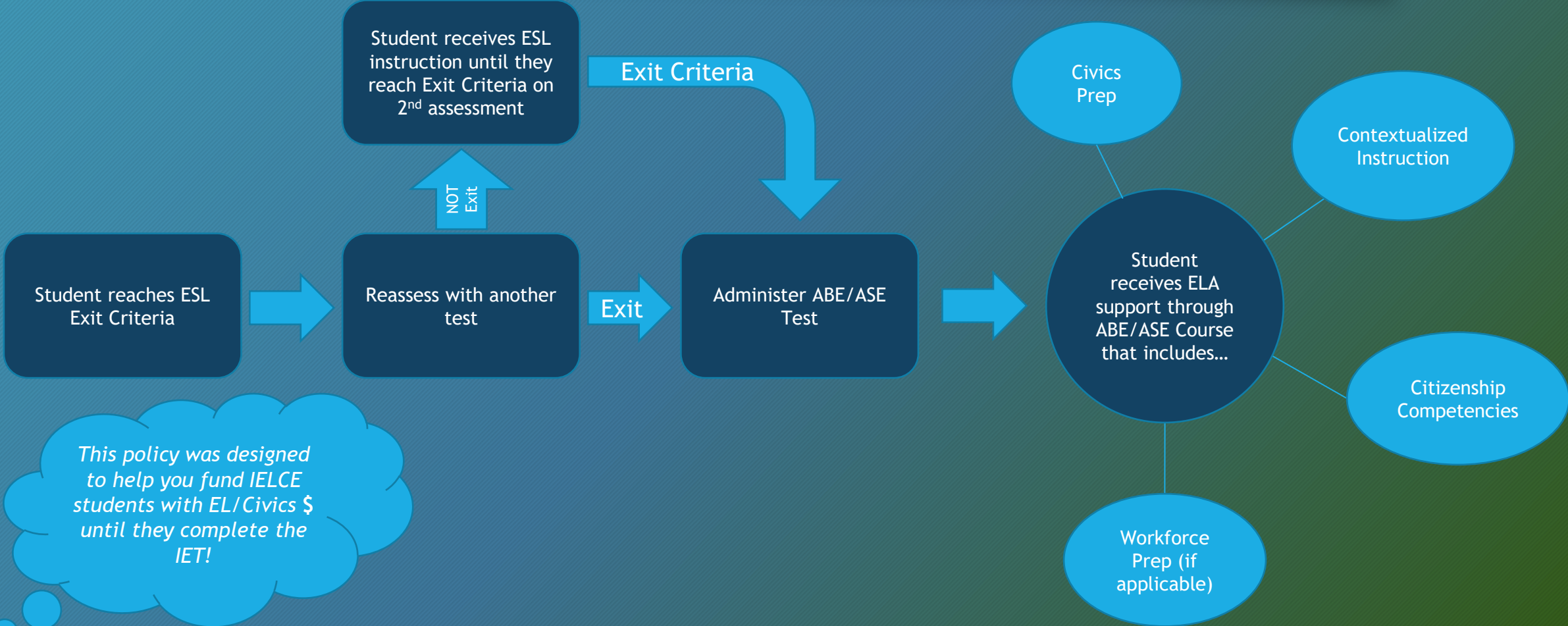
Testing out of ESL for **non-IELCE Students**

If a non-IELCE student reaches ESL Exit Criteria…

- they may not continue to receive ESL instruction
- may not be enrolled in ESL classes.

Students may be concurrently enrolled in ESL and ABE instruction as long as they:

- receive an NRS-approved test in **both** instructional categories,
- have not reached ESL Exit Criteria,
- and are enrolled in classes that align with the Education Functioning Level determined by those tests.

Progress Measurement Rate

Post-Test Rate: *# students who…*

Were post-tested
_____
Were pre-tested

Progress Measurement Rate

Progress Measurement Rate: *# students who...*

Earned MSG

Were pre-tested

OR

Were post-tested + earned HSE + completed credit course + earned IRC* + completed WPL Program**

Were pre-tested

*IRC = Industry-Recognized Credential

**WPL Program = Workplace Literacy Program (e.g., Bridge, ICAPS/IET, ESLTP, etc.)

HSE Reports and Consent

Starting tomorrow (04/06/22):
- New field on Student Bio/Demo page
- Consent only required once over lifetime of a student
- Until consent has been indicated on Bio/Demo page:
  - Student's HSE scores will not appear on Test Info pages
  - Students will not appear on HSE Reports

Important Note: Regardless of consent status, HSE attainments will be counted on state reports *and* attributed to your program for performance funding and evaluation purposes

HSE Reports and Consent

OPTIONS:

1. Begin collecting HSE Consent for all students enrolled from this point forward.

2. Backfill HSE Consent information manually for all existing students.

3. Backfill HSE Consent information for all students via Excel using the *DATA MATCH* button on the Students: List/Search page, and upload to CAIT site *(details coming soon)*

# Changes to Flow of State Basic and State Performance Funds

- State Basic will be vouchered quarterly (July, August, September / October, November, December / January, February, March / April, May, and June.

- Performance funding will be released in its entirety once grant agreements are in place.

- Federal funding processes will remain the same.

- NOTE: For FY23 Renewal, the Admin dollars will be either your NICR or the De Minimis Rate. A webinar will be held once the Grant Renewal is posted.

Collaborative AEL Programming Policy

- Will allow AE Providers to share students
- Designed to maximize efficiency of AEL funds
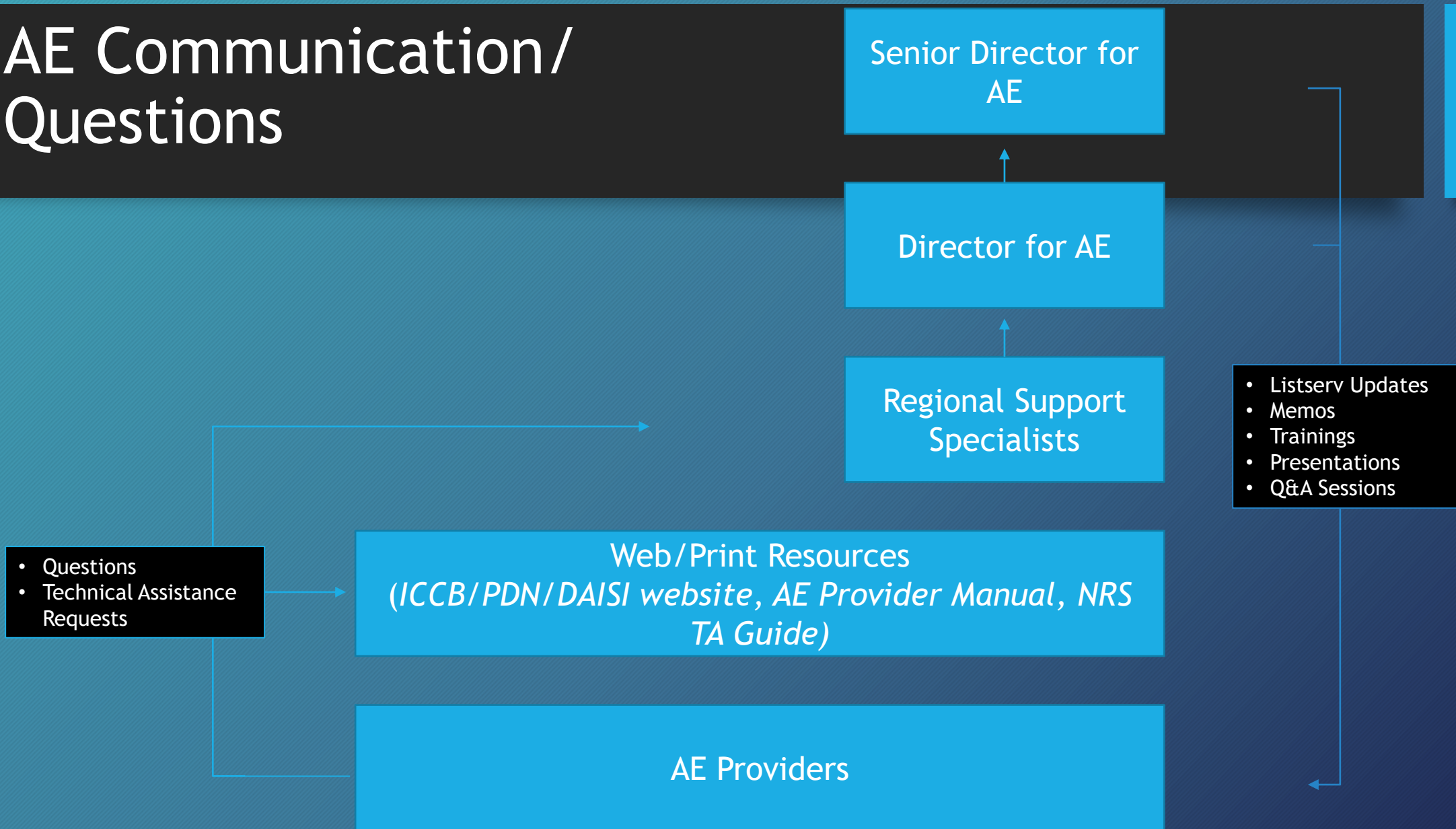- Final policy to come before FY23

Course Approvals

- *Remember:* course ≠ class
- Changes to Course Approval Process:
  - No addendums
  - Fewer course submissions

Course

Class Section 1

Class Section 2

Class Section 3
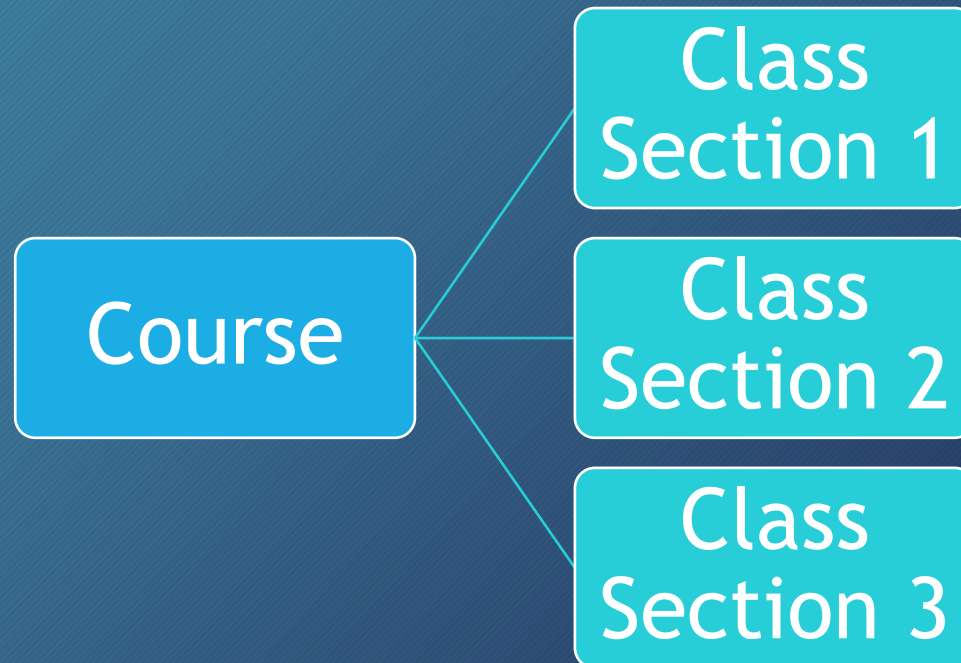
Tracking HSE Credentials Earned via Transcript-Based Alt Methods of Credentialing

- Tracked in IL HSE Database
- Transferred to DAISI for data matching

AE Communication/ Questions

Senior Director for AE

Director for AE

Regional Support Specialists

- Listserv Updates
- Memos
- Trainings
- Presentations
- Q&A Sessions

- Questions
- Technical Assistance Requests

Web/Print Resources
(ICCB/PDN/DAISI website, AE Provider Manual, NRS TA Guide)

AE Providers

Important Dates

Reports, DAISI, and Requests for Federal Draw Down

Reports and Daisi

- Please refer to the Provider Manual for Due Dates
  - 3rd Quarter Reports are due April 30
  - 4th Quarter and EOY reports will be due by August 15
  - Details will be sent out via email

- DAISI Data will be frozen August 15, 2022

Budget Modifications and Federal Draw Down

- Budget Modifications are due May 31st

- All Federal Funding requests are due on August 1, 2022

Thank you!