



# **TITLE II ADULT EDUCATION PERFORMANCE MEASURES UNDER WIOA**

**MEASURABLE SKILL GAINS,  
EMPLOYMENT, WAGES, CREDENTIALS,  
AND EDUCATIONAL SKILLS  
DEVELOPMENT**

# YOU WILL LEAVE THIS SESSION KNOWING THE FOLLOWING:

Illinois' Fiscal Year 2018 NRS reporting outcomes for

- Measurable Skill Gains at each Educational Functioning Level served
- Employment 2<sup>nd</sup> Quarter after Exit
- Employment 4<sup>th</sup> Quarter after Exit
- Median earnings for individuals employed in the 2<sup>nd</sup> quarter after exit
- Percent of individuals (statewide) earning recognized credentials after exit
- Top 5 industries in which our students gain employment
- Student separation and data match process which drives the population counts from which our state outcomes are derived

# ADULT EDUCATION TERMINOLOGY

- **Period of Participation (PoP)**
  - A period of participation occurs each time a participant enters an Adult Education program and gets at least 12 hours of service even if the service occurs after an exit during the same program year. A participant may have multiple periods of participation in a year, and performance is measured and reported for each period.
    - An individual student can have more than one Period of Participation (PoP) in a program year. When this happens, the post-test from the first PoP will be used as the pre-test for the calculation of any MSG's for the second PoP.
    - The first PoP's post-test becomes the second PoP's pre-test and any ensuing post-tests will be used to calculate EFL gains for MSG reporting.

# WHAT ARE PERIODS OF PARTICIPATION (PoP's)?

- A period of participation begins when an individual enrolls in adult education and obtains at least 12 hours of service.
- When a participant exits the program, the period of participation ends; but if there is a new enrollment during the program year, a new period of participation begins.
- A participant may have more than one period of participation in a program year.

# POP'S AND SEPARATION FROM SERVICES

- Exit date is the last day of service which is determined after 90 days have elapsed since the participant last received services with no plans to provide the participant with future services. *Services do not include self-service, information-only services, activities, or follow-up services.*

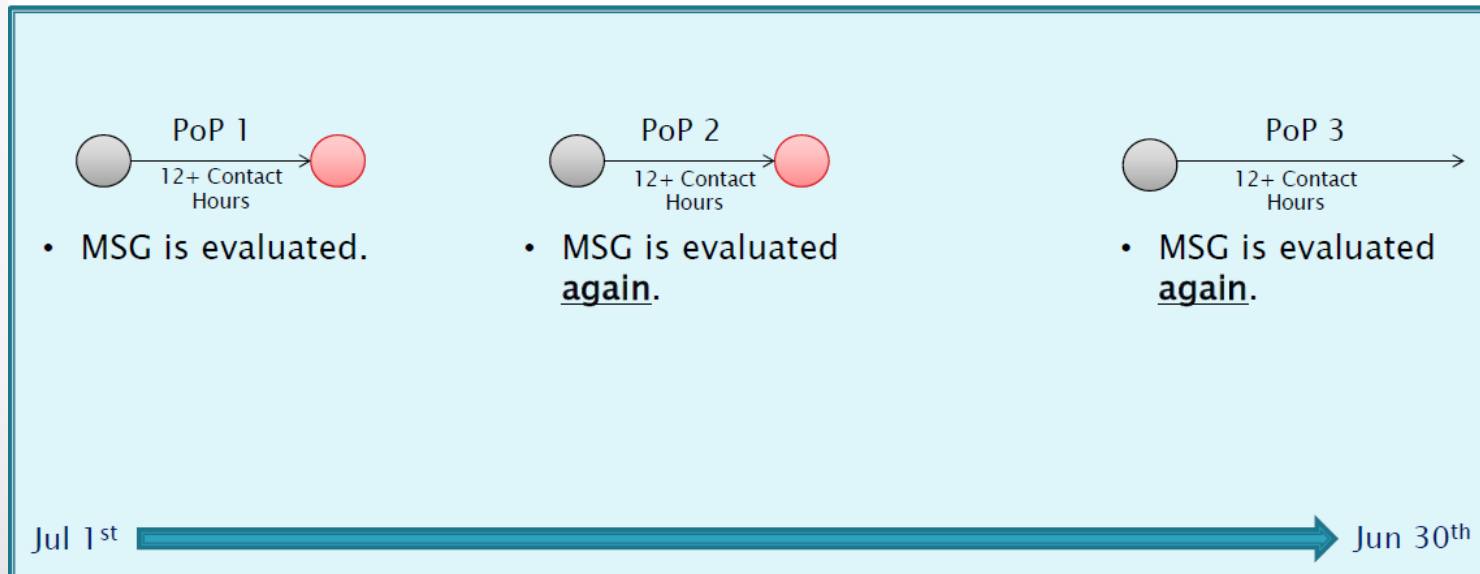
For example, a student who enters in September, exits in December, and reenrolls in May has two periods of participation. A participant who enters only once has one period of participation. **Each period of participation is counted separately, and MSG and exit-based indicators are counted for each period.**

# PERIODS OF PARTICIPATION (PoPs)

Participants with more than one entry have multiple periods of participation in a program year.

Every period of participation is a new service period and treated as if the participant is a new participant (follow-up, MSG, etc).

A new intake process is required for each period of participation.



# POP EXAMPLE 1: JUANITA

Juanita is an immigrant to the U.S. who has worked in others' homes for many years. She decides she wants to improve her English and try to get a better job. Juanita enrolled in ESL classes in September and tested at ESL Level 3. She attended until class ended in November, achieved a level gain, but never returned.

## Questions:

Which / how many measurable skill gains (MSG) does she have?

- She has one EFL gain.

How many periods of participation (POP) does she have and how do you know?

- One POP from September to November which is determined 90 days after her last attendance date.

# ADULT EDUCATION TERMINOLOGY

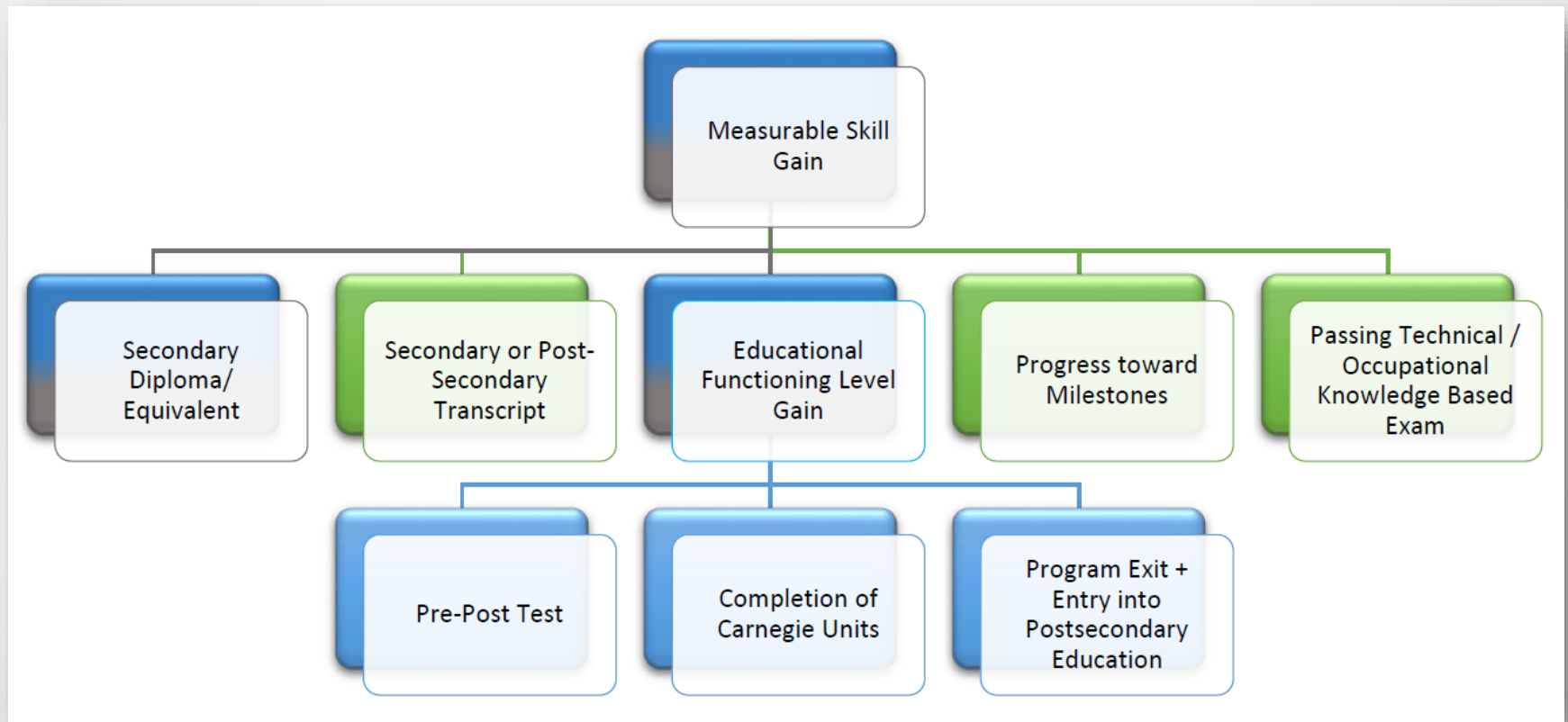
- **Program Entry**
  - The date of enrollment in the program.
- **Program Exit**
  - The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services.
  - The last date of service, with no scheduled future services.
- **Credential Attainment**
  - **Receipt of a secondary credential is only counted if the participant is also employed or is enrolled in an education or training program** leading to a recognized postsecondary credential within one year after exit from the program. This measure only applies to participants at the ninth-grade equivalent or higher.



# ADULT EDUCATION TERMINOLOGY

- **Measureable Skill Gain (MSG)**
  - WIOA performance measure which includes educational functioning level (EFL) gain through pre- and post-testing and, program exit with entry into postsecondary education. Also included is the receipt of a secondary credential (HSE).
  - ICCB Adult Education programs must follow pre- and post-testing assessment procedures approved by ICCB and the Federal Department of Education (OCTAE).
- **Barriers to Employment**
  - WIOA defines 11 types of participant characteristics that can create barriers to employment. The joint reporting form breaks out performance measures for each type of participant by barrier.

# MEASURABLE SKILL GAINS (MSG)



**Title II Adult Education is only able to report MSGs identified in blue**

# 11 BARRIERS TO EMPLOYMENT

1. Displaced homemakers
2. English language learners, low literacy levels, cultural barriers
3. Exhausting Temporary Assistance for Needy Families (TANF) within 2 years
4. Ex-offenders
5. Homeless/runaway youth
6. Long-term unemployed
7. Low income
8. Migrants and seasonal farmworkers
9. Individuals with disabilities
10. Single parents
11. Youth in foster care/aged out of system

# PARTICIPANTS BY BARRIER IN FY18

Barrier to Employment	Total Participants Served (Cohort Period: 07/01/2017 - 06/30/2018)	Total Participants Exited (Cohort Period: 04/01/2017 - 03/31/2018)	Barrier to Employment	Total Participants Served (Cohort Period: 07/01/2017 - 06/30/2018)	Total Participants Exited (Cohort Period: 04/01/2017 - 03/31/2018)
Displaced Homemakers	498	85	Long-term Unemployed (27 or more consecutive weeks)	837	0
English Language Learners, Low Levels of Literacy, Cultural Barriers	28,269	17,868	Low-Income Individuals	12,772	0
			Migrant and Seasonal Farmworkers	385	94
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)	103	13	Individuals with Disabilities (incl. youth)	660	0
			Single Parents (Incl. single pregnant women)	3,605	857
Ex-offenders	506	113	Youth in foster care or aged out of system	0	0
Homeless Individuals / runaway youth	326	58			

# WHAT ARE TITLE II PERFORMANCE MEASURES?

- **Employment measures**
  - **2<sup>nd</sup> Quarter After Exit**
  - **4<sup>th</sup> Quarter After Exit**
  - **Median Earnings**
- **Credential attainment**
- **Measurable Skill Gains (MSG)**

# EMPLOYMENT MEASURES

The percentage of participants employed during the second quarter after program exit.

**29.56% Achieved this measure in FY18**

(7/1/2016 - 6/30/2017)

The percentage of participants employed during the fourth quarter after program exit. *(must be in 2<sup>nd</sup> Quarter success group)*

**28.02% Achieved this measure in FY18**

(7/1/2016 - 12/31/2016)

The median earnings for all participants who are in unsubsidized employment in the second quarter after exit not including part-time or partial earnings. *(not including part time or partial earnings)*

**\$4,393 Median Income for this measure in FY18**

(7/1/2016 - 6/30/2017)

# To Whom Do the Employment Measures Apply?

- The employment measures apply to **all participants except those participants who are receiving services under the correction education and education of other institutionalized individual provisions of AEFLLA (section 225) and who remain incarcerated at program exit.** These participants are also excluded from the credential measure.
- The median earnings measure applies **only to participants who are employed in the second quarter after exit.**

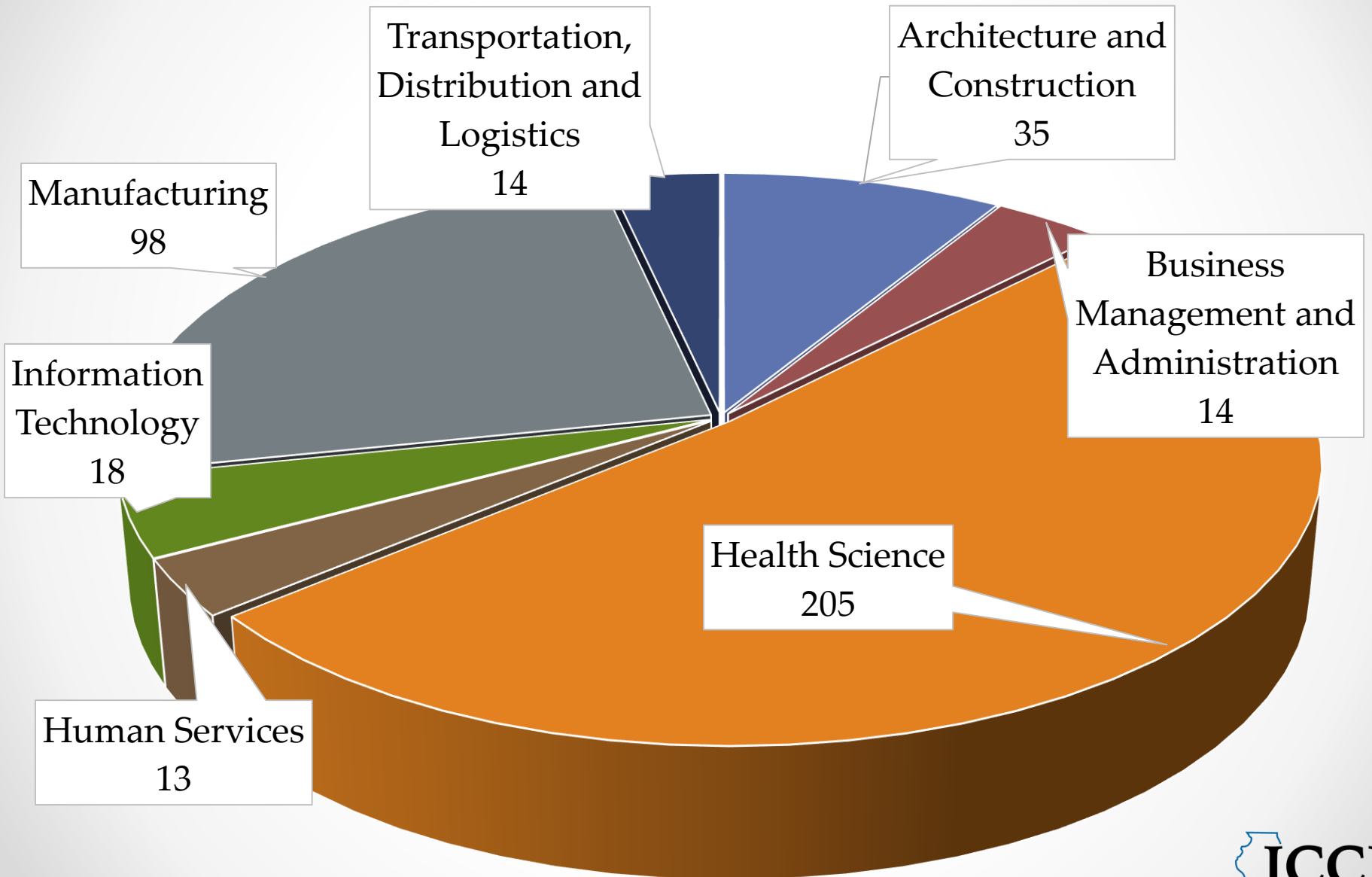
# TOP 5 INDUSTRIES HIRING ADULT EDUCATION STUDENTS

NAICS (North American Industry Classification System) Top 5 Employment Industries:	NAICS - 2 DIGIT
Accommodation and Food Services	72
Administrative and Support and Waste Management and Remediation Services	56
Retail Trade	44-45
Manufacturing	31-33
Health Care and Social Assistance	62

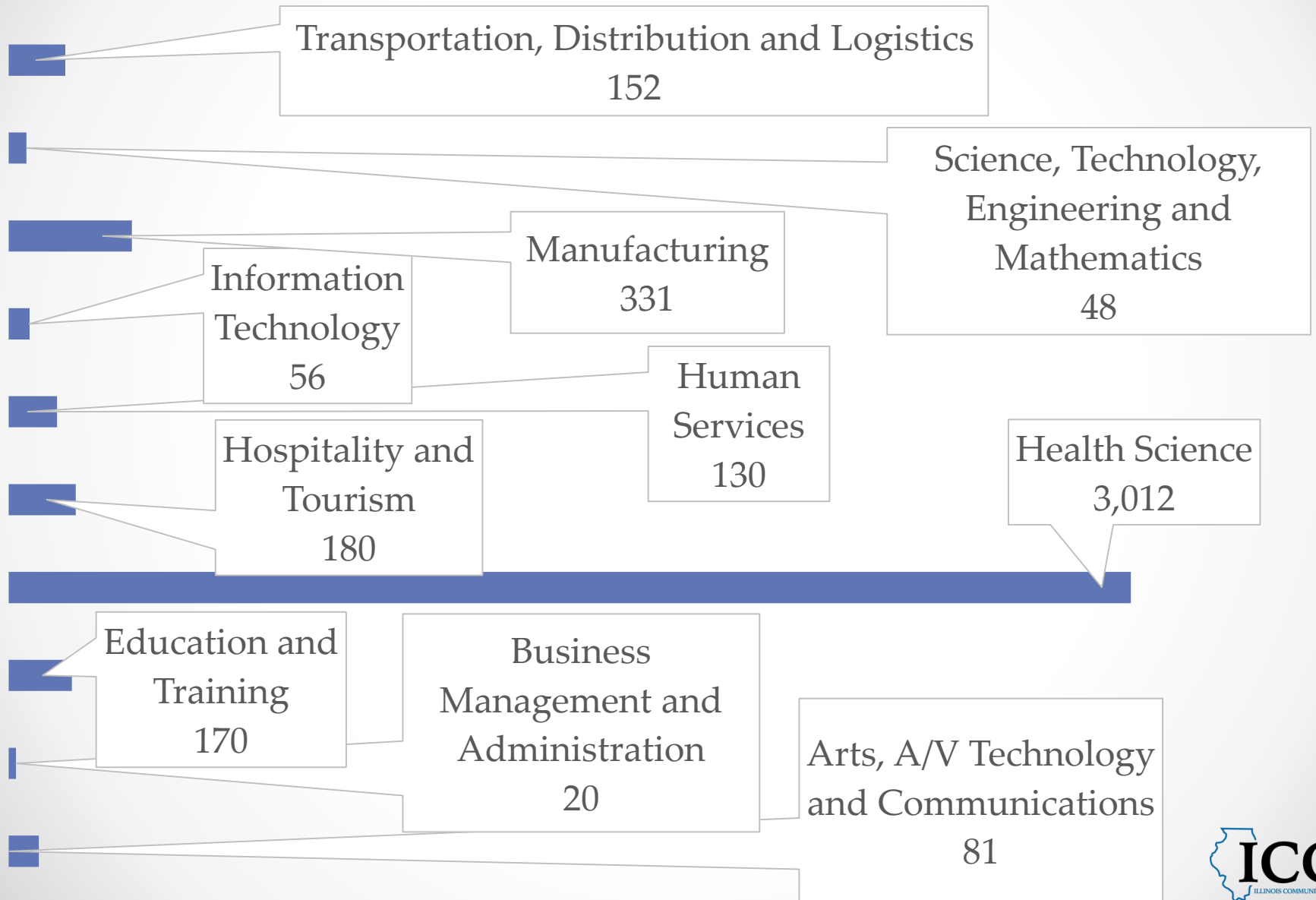
Individuals were counted in the NAICS code in which they earned the most income.



# ICAPS STUDENTS BY INDUSTRY



# FY18 BRIDGE PROGRAM PARTICIPATION



# FY18 IET OFFERINGS IN ILLINOIS

	<b>Traditional Bridge Courses</b>	<b>Integrated Education and Training (ICAPS)</b>
<b>Number of Programs offering IET:</b>	40	13
<b>Number of Students Served:</b>	4,180	397
<b>Sector Pathways:</b>	<ul style="list-style-type: none"> <li>• Arts, A/V Technology &amp; Communications</li> <li>• Business Management &amp; Administration</li> <li>• Education &amp; Training</li> <li>• Health Sciences</li> <li>• Hospitality &amp; Tourism</li> <li>• Human Services</li> <li>• Information Technology</li> <li>• Manufacturing</li> <li>• Science, Technology, Engineering &amp; Mathematics</li> <li>• Transportation, Distribution &amp; Logistics</li> </ul>	<ul style="list-style-type: none"> <li>• Architecture &amp; Construction</li> <li>• Business Management &amp; Administration</li> <li>• Health Sciences</li> <li>• Human Services</li> <li>• Information Technology</li> <li>• Manufacturing</li> <li>• Transportation, Distribution &amp; Logistics</li> </ul>

# FY18 IEL/CE OFFERINGS IN ILLINOIS

	<b>IELCE /Civics Enrolled in a Bridge Course</b>	<b>IELCE / Civics Enrolled in a VOC Course</b>
Number of Students Served:	52	27
Number of ESL AH Provided:	10541	4788
Number of VOC AH Provided:	224	1164
Number of ABE/ASE AH Provided:	104	141
Enrolled in Citizenship:	0	27
Enrolled in a Bridge Course:	52	4

# CORE FOLLOW-UP MEASURES FY18

ILLINOIS FISCAL YEAR 2018		Total Participants Served (Cohort Period: 07/01/2017 - 06/30/2018)	Total Participants Exited (Cohort Period: 04/01/2017 - 03/31/2018)
Total Statewide		62,441	32,061
Sex	Female	23,613	19,135
	Male	38,828	12,926

	Employment Rate (Q2) (Cohort Period: 07/01/2016 - 06/30/2017)		Employment Rate (Q4) (Cohort Period: 07/01/2016 - 12/31/2016)		Median Earnings (Cohort Period: 07/01/2016 - 06/30/2017)	Credential Rate (Cohort Period: 07/01/2016 - 12/31/2016)		Measurable Skill Gains (Cohort Period: 07/01/2017 - 06/30/2018)	
	Number	Rate	Number	Rate	Earnings	Number	Rate	Number	Rate
Target	0	%	0	%		0	%	29,786	42.00%
Actual	9,673	29.56%	3,296	28.02%	\$ 4,393	690	33.79%	27,828	44.57%
Female	5,461	56.46%	1,875	56.89%	3,986	371	53.77%	10,253	43.42%
Male	4,212	43.54%	1,421	43.11%	4,996	319	46.23%	17,575	45.26%

# DO THE CREDENTIAL MEASURES APPLY TO ALL PARTICIPANTS?

- The secondary credential portion of the credential attainment measure applies only to **participants who enter at or advance to the ninth-grade-equivalent level and do not already have a secondary credential (HSE)**.
  - If a student does not achieve at least a 9.0 EFL on an ICCB approved assessment prior to HSE attainment, the outcome is not counted.
- The postsecondary attainment portion of the credential attainment measure is applicable only to **participants who are co-enrolled in adult and postsecondary education including integrated education and training (IET) programs**.
  - Also includes students that earn a credential within one year of exit.

# TYPES OF CREDENTIAL ATTAINMENT

1. Receipt of a secondary school diploma or recognized equivalent (HSE) during participation or within one year after exit from the program. **The receipt of this credential is only counted if the participant also enters postsecondary education or training or employment within one year after exit.**

2. Receipt of a recognized postsecondary credential during participation or within one year after exit from the program. – **Developmental education enrollments WILL count towards the entered postsecondary education measure.**

# WHAT TYPE OF CREDENTIALS COUNT FOR REPORTING?

A recognized postsecondary credential is defined as

1. A credential consisting of an industry-recognized certificate or certification
2. A certificate of completion of an apprenticeship
3. A license recognized by the State or Federal Government
4. An associate or baccalaureate degree

**In the FY18 Reporting Period (7/1/2016 - 12/31/2016),  
33.79% of eligible participants earned a Credential**



# WHICH TYPE OF CREDENTIALS DO NOT COUNT?

- Certificates that do not document the measurable technical or industry/occupational skills necessary to gain employment or advance within an occupation.
  - OSHA 10 or OSHA 30 hour safety courses
  - Work readiness certificates
  - Completion of orientation or mobility training
  - Workforce Development Board (WDB) certificates

# MEASURABLE SKILL GAINS (MSG)

1. Gaining an educational functioning level (EFL), or an MSG, occurs in the following ways:

- **Comparing the participant's pre-test with the participant's post-test, using an NRS approved test**
- Credits in an adult high school program
- Enrollment in postsecondary education and training after exit  
*(developmental education enrollments WILL count towards MSG measures.)*

2. Obtaining a secondary credential or its recognized equivalent

# MEASURABLE SKILL GAINS (MSG)

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains
ABE Level 1	533	86,817	352	0	115	66	66.04%
ABE Level 2	2,936	377,676	1,464	0	948	524	49.86%
ABE Level 3	7,877	909,774	3,441	0	2,922	1,514	43.68%
ABE Level 4	7,353	782,388	2,792	0	2,922	1,639	37.97%
ABE Level 5	2,912	302,530	1,202	0	1,060	650	41.28%
ABE Level 6	2,550	251,376	0	373	1,340	837	14.63%
ESL Level 1	2,197	256,558	1,352	0	552	293	61.54%
ESL Level 2	3,707	425,933	2,150	0	954	603	58.00%
ESL Level 3	5,946	655,073	3,424	0	1,705	817	57.58%
ESL Level 4	9,578	1,105,333	4,517	0	3,115	1,946	47.16%
ESL Level 5	8,332	992,266	3,740	0	2,821	1,771	44.89%
ESL Level 6	7,481	877,116	1,748	0	3,104	2,629	23.37%
<b>Totals</b>	<b>61,402</b>	<b>7,022,840</b>	<b>26,182</b>	<b>373</b>	<b>21,558</b>	<b>13,289</b>	<b>43.25%</b>

# MEASURABLE SKILL GAINS (MSG)

Entering Educational Functioning Level	Total number of Periods of Participation	Total number of Periods of Participation with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
ABE Level 1	538	372	69%
ABE Level 2	2,988	1,617	54%
ABE Level 3	8,025	3,913	49%
ABE Level 4	7,476	3,143	42%
ABE Level 5	2,944	1,272	43%
ABE Level 6	2,590	379	15%
ESL Level 1	2,227	1,353	61%
ESL Level 2	3,760	2,159	57%
ESL Level 3	6,034	3,429	57%
ESL Level 4	9,756	4,545	47%
ESL Level 5	8,477	3,785	45%
ESL Level 6	7,626	1,861	24%
<b>Totals</b>	<b>62,441</b>	<b>27,828</b>	<b>45%</b>

# HOW ARE MEASURABLE SKILL GAINS REPORTED?

- States can count only one type of gain under the MSG measure for a participant for each period of participation (PoP) for reporting purposes.
- The Office of Career, Technical, and Adult Education (OCTAE) will set a single performance target based on the percentage of participants who achieve a MSG.

# THE GOOD NEWS

- Periods of Participation are calculated automatically in our data tracking system (DAISI). No additional data-entry work will be required to track separate periods of participation at the program level.
- Employment related measures will be tracked through U/I wage data and will be matched through IDES by ICCB. No additional responsibility will fall on program staff.
- Data from the employment and certification measures will provide base-lines from which adjusted levels of performance can be established.
- No sanctions or expected levels of performance will be established for these employment measures over the next two fiscal years.

# ON-LINE RESOURCES AVAILABLE

- OCTAE: Workforce Innovation and Opportunity Act webpage  
<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>
- RSA: Workforce Innovation and Opportunity Act webpage  
<https://www2.ed.gov/about/offices/list/osers/rsa/wioa-reauthorization.html>
- DOL: Workforce Innovation and Opportunity Act webpage  
<https://www.doleta.gov/wioa/>
- Performance Accountability Guidance for WIOA Title I, Title II, Title III and Title IV Core Programs  
<https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>

# RISK BASED MONITORING

**What/When:** Monitoring protocol implemented in fiscal year 2019

**Why:** Address findings from recent State audit of ICCB fiscal and programmatic procedures.

**How:** Risk determinations are based on responses to Internal Control Questionnaire (ICQ) submitted to ICCB through GATA portal.

**Who/Where:** ICCB fiscal compliance staff and ICCB programmatic staff will work in tandem at grantee site to monitor those programs presenting the highest risk based on ICQ responses.



# ICCB STAFF INFORMATION

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