PoPs and MSGs

How reporting will be affected in 17/18 based on new Period of Participation and Measurables Skills Gain tracking

Updates and Clarifications

- Periods of Participation (PoPs) and Assessment:
  - Carry over across PoPs and program years.
  - Implications regarding PoPs.
  - Placement and posttest gains.

Periods of Participation

▶ Periods of Participation begin when a person enters the program

▶ **NRS** participation begins when the person has 12+ hours to start a PoP. The 12 hours needed for NRS participation cannot be interrupted by a 90+ day gap.

▶ A Period of Participation ends at Program exit. Program exit is defined as 90 or more days without service and with no scheduled services.

▶ A Period of Participation *__does not__* end when a program year ends.
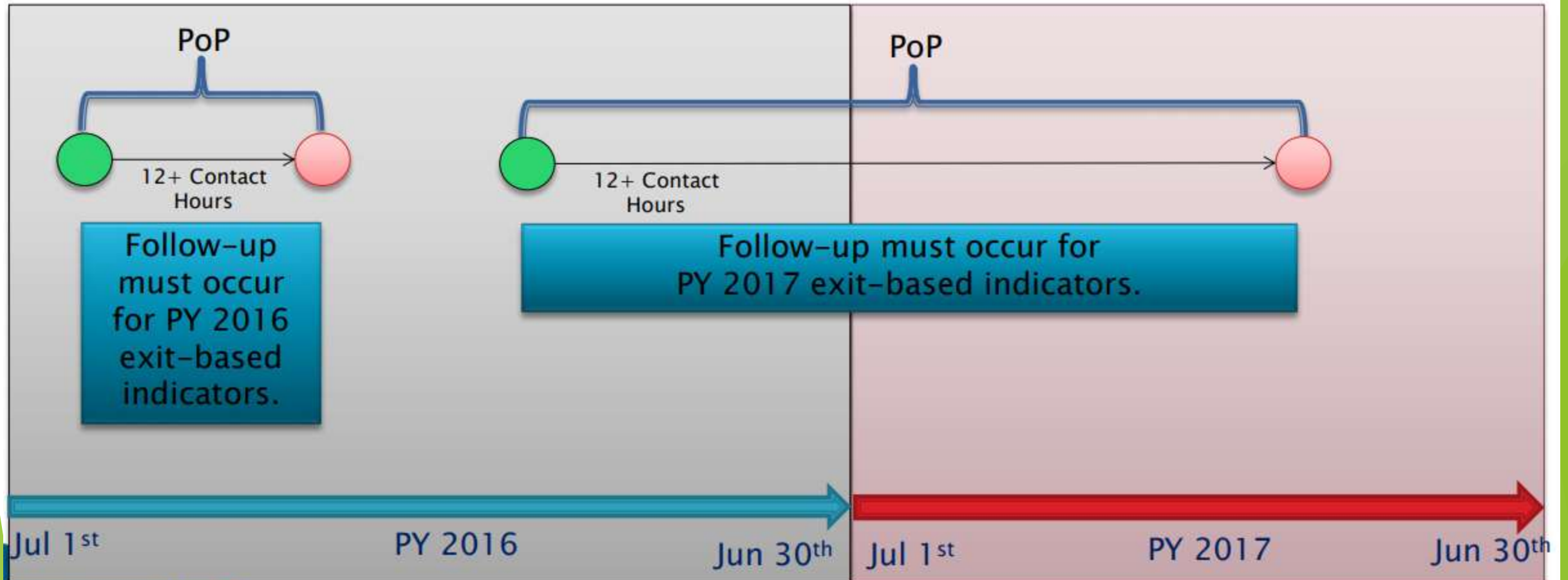
Periods of Participation (POP)
Follow–Up Indicators Example

PoP Implications
Participant Status

- An individual becomes a participant once he/she has attained 12 or more hours of instruction within a period of participation (PoP)

- Participant status is retained until exit occurs, *even if that crosses a fiscal year*

- Individuals must achieve participant status each time a new PoP begins

PoP Implications
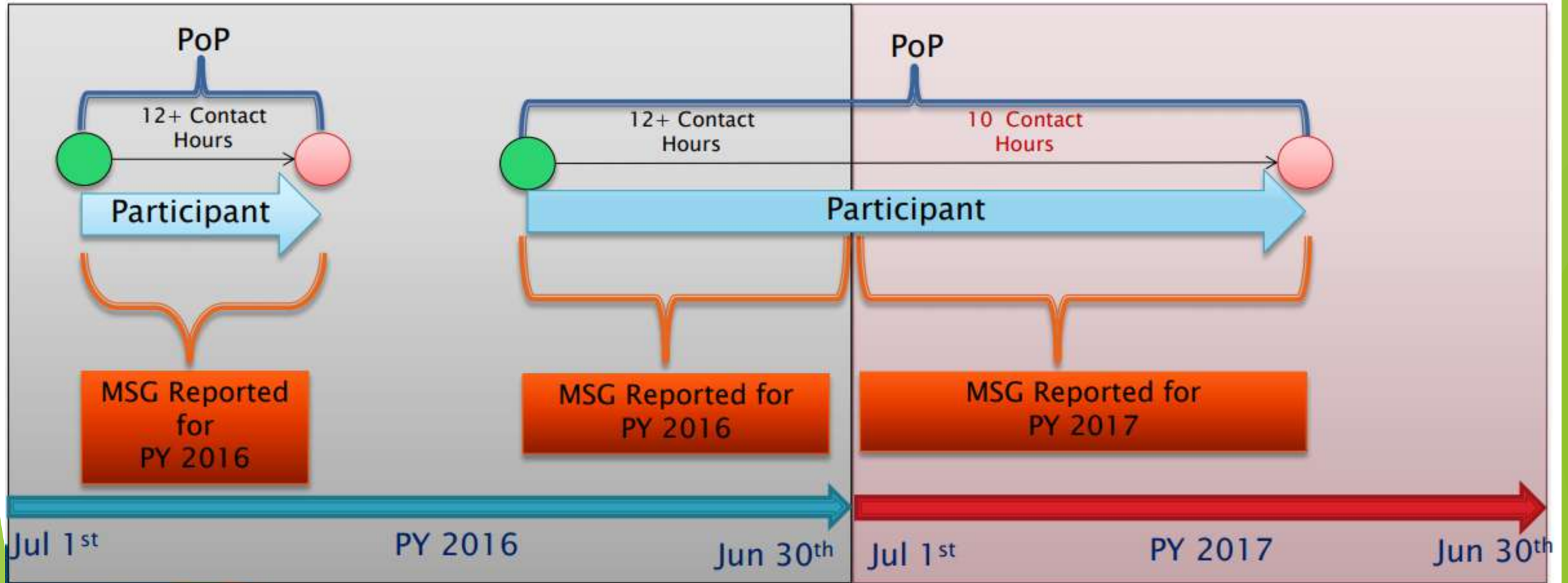Participant Status (continued)

▶ Participants who remain continuously enrolled across multiple program years *do not need to re-qualify* (through attainment of 12+ hours) as a participants in new program years.

▶ Measurable Skills Gain (MSG) is reported at least once for every participant per program year.

Periods of Participation (POP)
MSG Indicator Example

Changes to Reporting MSG in a Prior PoP

▶ Purpose: To ensure PoPs do not have an impact on proper testing practices, the following clarifications have been made:

  ▶ Educational Functioning Level (EFL) placement may be carried over from a previous PoP, IF the state accounts for this practice in the state assessment policy AND the test is still valid according to the test publisher's guidelines. You must manually push the assessment forward in order for LACES to recognize the EFL placement.

  ▶ EFL gain via post-testing may be achieved in a PoP based on post-testing in a subsequent PoP, assuming the test scores are still valid according to test publisher guidelines.

Reporting MSG in a Prior PoP: Scenario 1

▶ MSG may be applied to a previous PoP under the following scenario:

  ▶ A participant exits PoP1, has enough hours to post-test (based on state policy and test publisher guidelines) but does not complete a post-test.

  ▶ The individual re-enters the program and earns 12+ hours (PoP2) and is tested at entry.

  ▶ Since the participant had already qualified to post-test based on on state policy and test publisher guidelines, the test given at re-entry may be used as the pre-test for PoP2 AND as a post-test with EFL gain for PoP1 if a gain is achieved.

Reporting MSG in a Prior PoP:
Scenario 1

🟢 Program Entry/ Reentry   🔴 Program Exit
(90 days since last service)

POP 1

POP 2

Attends 70 Hours

ABE Lvl. 4
Math Test

EFL Gain
achieved
based on
POP2 test

ABE Lvl. 5
Math Test

PY
Initial
Placement

PoP 2
Placement

Jul 1st   PY 2016   Jun 30th
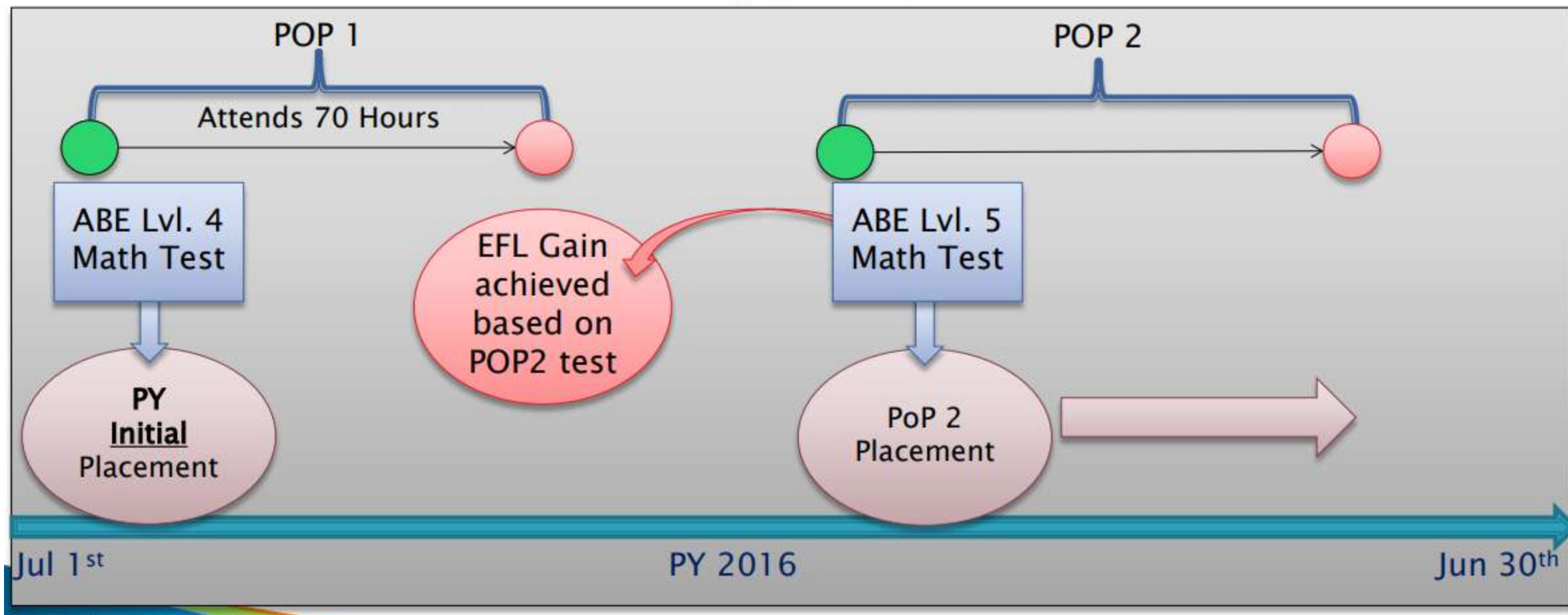
Reporting MSG in a Prior PoP: Scenario 2

- EFL Gain may also be applied to a previous PoP under this scenario:

  - A participant exits PoP1, does not have enough hours to post-test (according to state policy and test publisher guidelines) and is not post-tested

  - The individual returns to the program and earns 12+ hours (PoP2), and is tested after achieving enough instructional hours (combining hours in PoP1 and PoP2 if appropriate) and achieves an EFL gain.

  - This test in PoP2 serves as the pre-test for PoP2 and as a post-test for PoP1. The EFL gain may be counted for PoP1.

  - EFL gain in PoP2 would require another assessment after the participant receives sufficient instructional hours for a post-test.

Reporting MSG in a Prior PoP: Scenario 2
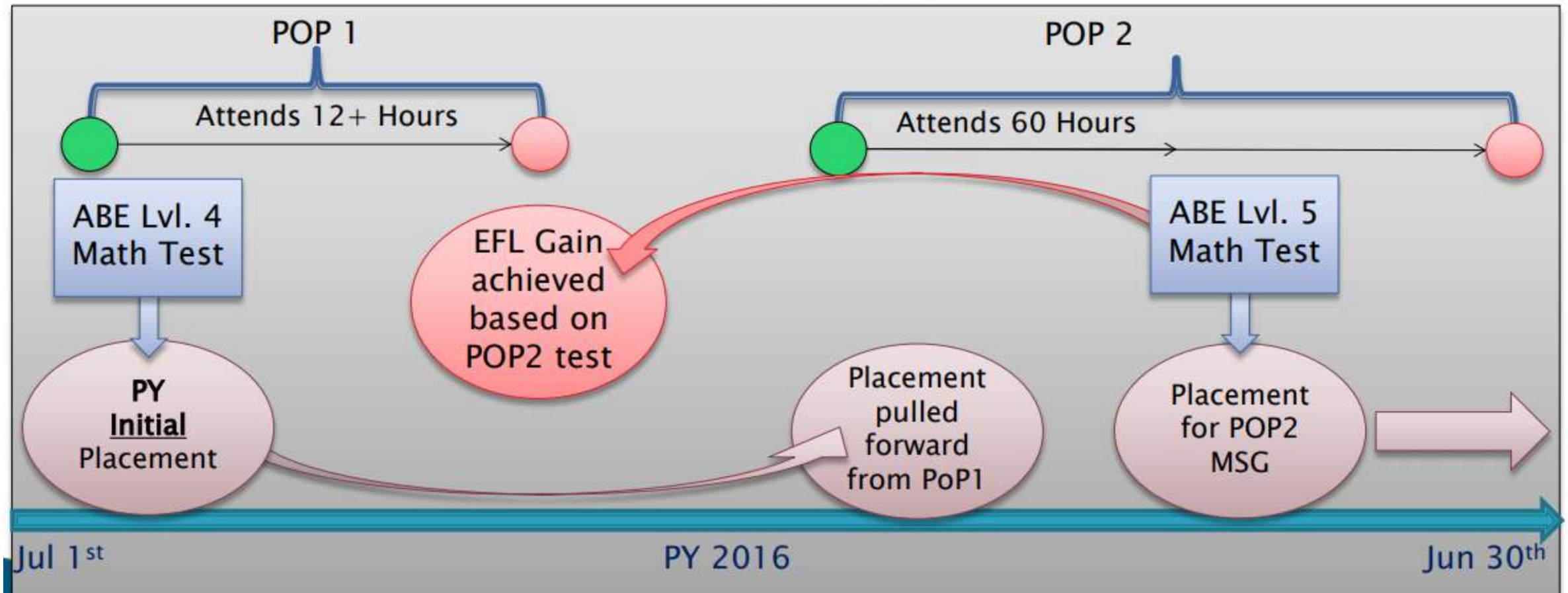
Reporting MSG in Prior PoP: Requirements

- In order to apply MSG across PoPs via pre-/post-testing:
  - The participant must have sufficient hours to post-test according to state policy and test publisher guidelines from PoP1 or combined PoP1+PoP2
  - The PoPs must be in the same program year.
    - MSG cannot be retroactively applied to a prior program year.

Assessments:

Placement and EFL Gain

Setting Initial Placement for Assessment and EFL

- EFFECTIVE JULY 1, 2017:
- Initial Placement is the first student placement assigned during the program year.
- Initial placement for a program year may be set using any subject area of pre-tests given.
  - NRS will no longer indicate placement only in the lowest subject area of all tests.
  - LACES will continue to do initial placement based on lowest EFL but allow for manual over-ride.
  - The EFL for initial placement should be locked in upon assignment to ensure accurate data reporting.

Assessment and EFL:
Reporting based on Initial Placement

▶ All participant data reported on NRS Table 4 will be reported on the row based on the initial placement for a given program year.

▶ Only Columns I and J will be updated on NRS Table 4 for subsequent PoPs.

▶ Column C on Table 4 includes total attendance hours from all PoPs.

Assessment:
Changing How EFL Gains Can Be Made

Updates
July 1, 2017

Assessments:

Under WIA

EFL gain was measured with a posttest in the subject area in which the participant was initially placed.

Under WIOA

Measurable Skill Gain via EFL gain may be measured with a posttest in **any** subject area in which a participant was pre-tested.

Assessment and EFL Gain:
Example: Jim

Initial Placement

Jim enrolls and scores at the ABE 3 level in reading and the ABE 4 level in math. The local program may place him based on either the reading **OR** math score. His reason for attending the program is to work on math so the program places him at ABE level 4.

EFL/MSG Gain

Jim, in ABE Level 4, took a **reading** post-test and progressed from ABE Level 3 into ABE Level 4. Even though this was not the subject area for his initial placement, he would be credited with achieving an EFL gain under the MSG indicator.

Reporting Gain on NRS Table 4:

Jim's Example

Since Jim was initially placed at ABE Level 4 based on his Math pre-test score, all of his data would be reported on the ABE Level 4 row for NRS Table 4.

- Assume Jim took a post-test, made an EFL gain, and exited the program. (PoP1)
- Assume Jim returned to the program and completed a secondary credential after reentering the program. (PoP2)

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	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
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
ABE Level 4	1	152	0	1	0	0	100%	2	2	100%
ABE Level 5										