

WIOA PERFORMANCE ACCOUNTABILITY GUIDANCE OVERVIEW

*Today's Focus:
Credential Attainment and
Measurable Skill Gains*



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**Innovation &
Opportunity
Network**
Implementing WIOA

Presented by:



❖ **U.S. Department of Labor**
Employment and Training
Administration



❖ **U.S. Department of Education**
Office of Career, Technical and
Adult Education Rehabilitation
Services Administration

Today's Objectives

- ◆ Overview of guidance and new terminology
- ◆ Discuss the credential attainment indicator for WIOA core programs
- ◆ Discuss the measurable skill gains indicator for WIOA core programs
- ◆ Technical Assistance
- ◆ New Qs & As



Guidance Overview: Indicators of Performance

- ❖ Employment Rate – 2nd & 4th Quarters After Exit
 - ◆ Title I Youth Education and Employment Rate
- ❖ Median Earnings – 2nd Quarter After Exit
- ❖ Credential Attainment
- ❖ Measurable Skill Gains
- ❖ Effectiveness in Serving Employers

Guidance Overview: Categories of Enrollment & Other Terms

- ❖ Reportable Individual
- ❖ Participant
- ❖ Date of Exit from the Program
- ❖ Self Service & Information-Only Activities
- ❖ Period of Participation
- ❖ Career Service & Training Service
- ❖ Incumbent Worker Training Under Title I

Credential Attainment Indicator

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Credential Attainment Indicator

- ❖ Percentage of participants enrolled in education or training program (excluding OJT and customized training) who attain a recognized postsecondary credential or secondary school diploma within 1 year after program exit

Credential Attainment Rate

- ◆ Only includes those who received training or education (excluding OJT or Customized Training) in denominator
- ◆ Includes both secondary school diploma/equivalent and postsecondary credential
- ◆ Credential can be obtained during the program or within 4 quarters following exit
- ◆ If participant obtains secondary school diploma or equivalent, in order to count in the numerator, they must also be employed or in an education/training program leading to a postsecondary credential within 1 year after exit

Types of Postsecondary Credential/Diplomas

- ◆ Secondary School diploma or recognized equivalent
- ◆ Associate's degree
- ◆ Bachelor's degree
- ◆ Occupational licensure
- ◆ Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates
- ◆ Occupational certification
- ◆ Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment

Postsecondary Credential – Definition Highlights

- ◆ Awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry/occupation
- ◆ Technical or industry/occupational skills based on standards developed or endorsed by employers or industry associations



Postsecondary Credential – Definition Highlights (cont.)

- ◆ Neither certificates awarded by workforce development boards nor work readiness certificates are included because neither document the measurable technical or industry/occupational skills
- ◆ Must recognize technology or industry/occupational skills for specific industry/occupation rather than general skills related to safety, hygiene, etc., even if general skills certificates are broadly required to qualify for entry-level employment or advancement in employment

Definition – Secondary School Diploma

- ❖ A secondary diploma (or alternate diploma) is one that is recognized by a State and that is included for accountability purposes under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA).
- ❖ A secondary school equivalency certification signifies that a student has completed the requirements for a high school education. The types of recognized equivalents, for those not covered under ESEA, are those recognized by a State.

Examples of...

- ❖ ...Secondary school diplomas, alternate diplomas, and recognized equivalents by individual States include:
 - ◆ Obtaining certification of attaining passing scores on a State-recognized high school equivalency test
 - ◆ Earning a secondary school diploma or State-recognized equivalent through a credit bearing secondary education program
 - ◆ Obtaining certification of passing a State-recognized competency-based assessment
 - ◆ Completion of a specified number of college credits

Operational Parameters by Program

❖ Who is Included in the Indicator – Title II

◆ Title II

- For postsecondary credential: Participants who were co-enrolled in a postsecondary education or training program

Examples – Credentials that DO Count

- ❖ Examples of Credentials that Meet the Definition:
 - ◆ Certified Nursing Assistant (CNA) License
 - Example of Occupational Licensure
 - ◆ Automotive Service Excellence (ASE) Certification
 - Example of Occupational Certification

- ❖ States must follow definition—not feasible to rule on each individual credential

Examples – Credentials that DO NOT Count

- ❖ Examples of common certificates that do not meet the credential definition:
 - ◆ Occupational Safety and Health Administration (OSHA) 10 Hour Course that provides awareness of job-related common safety and health hazards
 - ◆ Work/Career Readiness Certificates
 - ◆ Completion of an Assistive Technology training program (e.g. screen reading software)
 - ◆ Completion of Orientation and Mobility training

Credential Ex. - Christopher

- ❖ Christopher became a participant in a secondary education program in October 2016.
- ❖ He exited the program in November 2016 and later reentered the secondary education program in February 2017.
- ❖ In March 2017, he obtained a secondary school equivalency diploma and exited the program.
- ❖ Chris got a job in May 2017.

Credential Ex. - Christopher

- ◆ Christopher is included twice in the denominator for the secondary credential component of the credential indicator because he had two periods of participation within the program year.
- ◆ He is credited twice with the achievement of a secondary credential, once in each period of participation because the credential occurred within 1 year of exit in both periods.
- ◆ Further, Chris was employed 1 year from exit allowing these achievements to be counted.

Credential Qs & As

Q: How do we measure items that do not have certificates for the programs? For example, some technology trainings do not provide a credential but a certificate of completion. Would that count?

A: A certificate of completion would typically not meet the definition of credential. The certificate/credential must meet the definition provided in the Act and further clarified in guidance.

Credential Qs & As

Q: If a participant completes a postsecondary program and receives a certificate of completion but does not follow through to obtain a license, is it counted as a credential?

A: No. A certificate of completion is not counted as a credential unless it meets the credential definition provided in the guidance.

Credential Qs & As

Q: If a participant enters the program below the 9th grade level of instruction and then advances to the 9th grade level over the course of the program, should the participant be counted in the credential indicator for secondary credential?

A: Yes. Participants who advance into the 9th grade level of instruction through the course of the program should be included in the secondary credential component of the credential indicator upon exit.

Credential Qs & As

Q: Are adult education participants, including ESL students, counted in the postsecondary education component of the credential Indicator?

A: Only adult education participants who are co-enrolled in a postsecondary education or training program should be included in the postsecondary credential component of the credential indicator. This applies to participants regardless of whether they are enrolled in ESL, ABE, or ASE.

Measurable Skill Gains

Five Types of Measurable Skill Gains

- ❖ Achievement of at least one educational functioning level, if receiving instruction below postsecondary education level
- ❖ Attainment of secondary school diploma or equivalent
- ❖ Secondary or postsecondary transcript for sufficient number of credit hours
 - ◆ **Secondary**: transcript or report card for 1 semester
 - ◆ **Postsecondary**: at least 12 hours per semester or, for part-time students, a total of at least 12 hours over 2 completed consecutive semesters

Five Types of Measurable Skill Gains (cont.)

- ❖ Satisfactory progress report toward established milestone from an employer or training provider
- ❖ Passage of an exam required for an occupation or progress attaining technical/occupational skills as evidenced by trade-related benchmarks

Three Ways To Measure Educational Functioning Level Gain

- ❖ Programs may measure MSG gain type #1, educational functioning level gain by:
 - ◆ Comparing initial educational functioning level, as measured by a pre-test, with the participant's educational functioning level, as measured by a post-test;
 - ◆ Awarding of credits or Carnegie units for States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure; or
 - ◆ Enrolling in postsecondary education and training during the program year if the participant exits a program below the postsecondary level.

Operational Parameters

– Measurable Skill Gain

All participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment are counted in the calculation of this indicator

Operational Parameters by Program

❖ Who is Included in the Indicator:

- ◆ **Title II** – All AEFLA participants are included
- ◆ **Title III** – All Title III-only participants are **EXCLUDED**
- ◆ **Title IV** – All participants enrolled in an education or training program identified on their IPE are included

Operational Parameters – Types of MSG

The appropriate types of measurable skill gains for each core program focus performance accountability under measurable skill gain on the services that are allowable under the respective statutory provisions

Operational Parameters – Individual Core Programs	
Core Program	Type of Measurable Skill Gains
Title I – Adult and Dislocated Worker	<ul style="list-style-type: none"> ▪ Measured by achievement of any of the 5 types of measurable skill gains ▪ No specific measurable skill gain types required for specific Adult or Dislocated Worker participants
Title I – Youth	<ul style="list-style-type: none"> ▪ Measured by achievement of any of the 5 types of measurable skill gains ▪ No specific measurable skill gains types required for specific Youth participants ▪ Type of skill gain should be based on the youth’s individual service strategy
Title II – AEFLA	<ul style="list-style-type: none"> ▪ Measured by: <ul style="list-style-type: none"> - Achievement of at least one educational functioning level, OR - Documented attainment of a secondary school diploma or its recognized equivalent.
Title IV – VR	<ul style="list-style-type: none"> ▪ May be measured by achievement of any of the 5 measurable skill gains.

Measurable Skill Gains Ex. – Carmen

- ❖ Carmen became a participant in September 2016 in ESL Level 4. She attended until the class ended in December 2016. Before the class ended she took a post-test and achieved a level gain. Carmen did not return to the ESL program for further study.

In PY 2016-17, Carmen achieved one measurable skill gain because she advanced one educational functioning level as measured by a pre-test and post-test.

Measurable Skill Gains Ex. – Tony

- ❖ Tony became a participant in September 2016. In January 2017 he took a post-test which documented he achieved one educational functioning level. In February, he obtained his secondary school equivalency diploma.

Tony achieved one MSG in the PY 2016-17 reporting period. Although he achieved two types of gain in the reporting period, an EFL gain and a secondary school credential, only one MSG is credited.

Measurable Skill Gains Qs & As

Q: If a participant is carried over from PY 15 but is still in occupational skills training or high school equivalency training, can we enter measurable skills gains if after 7/1/2016 they show academic progress through a report card/transcript or passage of an exam that is required for the occupation?

A: Yes. If the participant is still in education or training during PY 2016 and achieves one of the types of measurable skill gains during PY 2016, they would count as a success in the measure in PY 2016.

Measurable Skill Gains Qs & As

Q: Can a customer have multiple positives in the Measurable Skill Gains indicator?

A: If a participant achieves more than one type of gain during a period of participation, then only one gain per participant is counted towards the measurable skill gains indicator for that reporting period. If the participant participates in parts of two program years and makes measurable skill gains in both program years, one gain in each of those program years would count in the indicator.

Measurable Skill Gains Qs & As

Q: Does enrollment in developmental education classes count for the “enter postsecondary education” component of the MSG indicator?

A: Yes. Entry into developmental education classes will count as entry into postsecondary education and can be counted towards an educational functioning level (EFL) achievement.

Measurable Skill Gains Qs & As

Q: Can ESL participants be credited for entry into postsecondary education under MSG if they are not enrolled in ASE?

A: Yes. Entry into postsecondary education is one way to measure educational functioning level gain as part of the measurable skill gains indicator. Any student who enters postsecondary education after exit is counted as achieving an measurable skill gain, regardless of whether they are enrolled ABE, ESL or ASE.



Measurable Skill Gains Qs & As

Q: If a participant is enrolled in one of the core programs during multiple program years, are they able to earn more than one measurable skill gain during their time in the program?

A: Yes. They are able to count one measurable skill gain per period of participation. For example, if VR is paying for a participant to attend college, the participant could receive a measurable skill gain each year that they are in college, if the participant earns a sufficient number of credit hours in consecutive semesters during the program year.

WIOA Performance Accountability – What's Next?

❖ Technical Assistance

- ◆ Next webinar – February 1, 2017

❖ Guidance (To be published jointly with ETA, OCTAE, RSA)

- ◆ Supplemental Wage Information Guidance
- ◆ ETP Reporting Guidance
- ◆ Data Validation Guidance
- ◆ WIOA Annual Report Guidance
- ◆ Sanctions Policy Guidance
- ◆ Customer Satisfaction Guidance
- ◆ Fiscal and MIS/Integration Data Systems Guidance

