

Getting Started

Discuss at your table.

1. How long have you been in ABE?
2. What is your role?
3. Where do you work?
4. How do you work with ABE accountability and/or policy?
5. What questions do you have about ABE accountability and policy? (Jot your questions down individually on post-its. One question per post-it.)



Adult Basic Education Accountability 101

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2019

Today's Topics

1. Warm Up and Questions
2. Welcome to WIOA
3. The 6 Accountability Measures
4. Digesting MSG (Measurable Skill Gain)
5. Interpreting the Educational Functioning Level Descriptors
6. NRS Test Approval
7. Data Management
8. Showing Success (Targets, Report Cards and Program Improvement)
9. Local Changes, Ideas and Questions

Warm Up and Questions

Collecting your questions

What questions do you have about ABE accountability and policy?

(Jot your questions down individually on post-its. One question per post-it.)

Please give your questions to the presenters.



Welcome to WIOA

What is WIOA?



WIOA stands for the **Workforce Innovation and Opportunity Act** of 2014. It is a federal law that governs workforce development programs, including Adult Basic Education, the CareerForce Centers, and Vocational Rehabilitation.

WIOA's 5 Titles

Law Title (Section)	Name	Program/Activities	Who oversees in Minnesota
Title I (Subtitle A)	Workforce Development Activities (System Alignment)	All WIOA Programs	DEED and MDE
Title I (Subtitle B)	Workforce Development Activities (Workforce Activities and Providers)	Adult, Youth, and Dislocated Worker Programs	DEED
Title II	Adult Education and Family Literacy Act (AEFLA)	Adult Basic Education	MDE
Title III	Wagner-Peysar Act	CareerForce Centers (One-Stops)	DEED
Title IV	Rehabilitation Act	Vocational Rehabilitation (VR)	DEED
Title V	General Provisions	All WIOA Programs	DEED and MDE

Defining “Adult Education”

Academic instruction and education services below the postsecondary level that increase an individual’s ability to:

- Read, write, and speak in **English** and perform **mathematics** or other activities necessary for the attainment of a secondary school **diploma** or its recognized equivalent;
- Transition to **postsecondary** education and training; AND
- Obtain **employment**.

Source: WIOA Section 203

Federal Adult Education and Literacy Programs, Activities and Services

1. Adult education,
2. Literacy,
3. Workplace adult education and literacy activities,
4. Family literacy activities,
5. English language acquisition activities,
6. Integrated English literacy and civics education,
7. Workforce preparation activities, or
8. Integrated education and training.

Source: Code of Federal Regulations, or CFR, §463.30

English Language Acquisition Program

A **program** of instruction—

(a) That is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and

(b) That **leads to**—

(i) Both: (1) Attainment of a **secondary school diploma** or its recognized equivalent; and (2) **Transition** to postsecondary education and training; or

(ii) **Employment.**

How does an English language acquisition program prove it leads to attainment of a secondary school diploma, GED, postsecondary education, training or employment?

Options:

1. Have implemented State adult education **content standards** in **curriculum, lesson plans, or instructional materials**; or
2. Offer educational and career **advising** that help students transition to postsecondary education or employment; or
3. Be part of a **career pathway**.

Federal Regulations Citation (CFR §463.32)

WORKFORCE PREPARATION ACTIVITIES



- Activities, programs, or services designed to help an individual acquire a **combination of basic academic, critical thinking, digital literacy, and self-management skills**
- Includes competencies in utilizing resources and using information, and acquiring other skills necessary for successful transition into postsecondary education, training, or employment

Connections with ACES Transitions Integration Framework



INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION (IELCE)

Provides instruction in:

1. Literacy and English language acquisition,
2. Civic participation and the rights and responsibilities of citizens,
3. Workforce preparation and
4. Workforce training

- Activities must be **provided in combination with IET activities**
- Focuses program design and goal on **preparing adults for employment in in-demand industries and in coordination with local workforce system**



INTEGRATED EDUCATION AND TRAINING (IET)

Service approach that provides adult education and literacy activities **concurrently and contextually with workforce preparation activities** and **workforce training** that targets training for a specific occupation or cluster that assist adults in their educational and career advancement



Integrated Education and Training (IET) must be part of a Career Pathway

Career Pathways (Sec. 3(7)) is a combination of rigorous and high-quality education, training and other services that:

- A. Aligns with skill needs of the state's or regional industries,
- B. Prepares an individual to be successful in a range of sec. or post-sec. education,
- C. Includes counseling to support an individual's education and career goals,
- D. Includes education offered concurrently and contextually with workforce preparation and training in a specific occupation or cluster,
- E. Organizes education, training and other services to meet and accelerate an individual's educational and career advancement,
- F. Enables an individual to attain a secondary school diploma or its recognized equivalent, and
- G. Helps an individual enter or advance within specific occupation or occupational cluster.

Participants with Barriers to Employment Under WIOA

Barriers to Employment

Displaced homemakers

English language learners, low literacy levels, cultural barriers

Exhausting TANF (MFIP) within two years

Ex-offenders

Homeless/runaway youth

Long-term unemployed

Low income

Migrants and seasonal farmworkers

Individuals with disabilities

Single parents

Youth in foster care/aged out of system

Identifying Participants with Barriers to Employment

Barriers to Employment

Displaced homemakers

English language learners, low literacy levels, cultural barriers

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The U.S. Department of Education stated these barriers are being undercounted.

1. How are you communicating what these barriers mean with students?
2. How are you collecting this information?
3. How well do you feel you are collecting this information?

Federally-Defined Program Exit

- A federally-defined **program exit** occurs when the participant has not received services for the past 90 days and *has no additional services scheduled*. The date of exit is the last date on which the participant receives services.
- **However**, the exit date service cannot be determined until *at least 90 days* have elapsed since the participant last received services.

This is automatically calculated and determined by SiD.

- We do expect programs to exit students from classes in SiD when they are no longer attending.

The 6 Accountability Measures

6 WIOA Outcomes Measured

1. **Measurable skill gain**
2. **Employment at second quarter after exit***
3. **Employment at fourth quarter after exit***
4. **Median quarterly earnings at second quarter after exit***
5. **Credential earned (and Entering Postsecondary or Employment)***
6. **Employer engagement****

Aggregated performance outcomes analyzed statewide, by consortium and by 11 groups and by age, gender, race.

*The Minnesota Department of Education is already measuring and reporting these numbers statewide. There may be federal targets for these measures starting in 2020.

**This outcome is not yet being measured for ABE programs.

Minnesota ABE's WIOA Outcomes

Measure	Statewide Report (2018)	Source
Measurable skill gain	39.73%	SiD, MN State
Employment at second quarter after exit	33.87%	DEED
Employment at fourth quarter after exit	33.44% (partial)	DEED
Median quarterly earnings at second quarter after exit	\$5,583	DEED
Credential earned (and Entering Postsecondary or Employment)	12.4%	SiD, MN State, DEED

Credential Attainment Measure Details

Percentage of participants who:

- Earn a high school or equivalency diploma (and was ABE Level 5+) or a recognized postsecondary credential (may be in IET program);
- Exits the ABE program;
- AND is employed or enrolled in a postsecondary education or training program within one year of exit.

Digesting MSG (Measurable Skill Gain)

How do you see student progress?

Think about various students in your ABE program.

How would you determine if your program is successfully helping students progress?



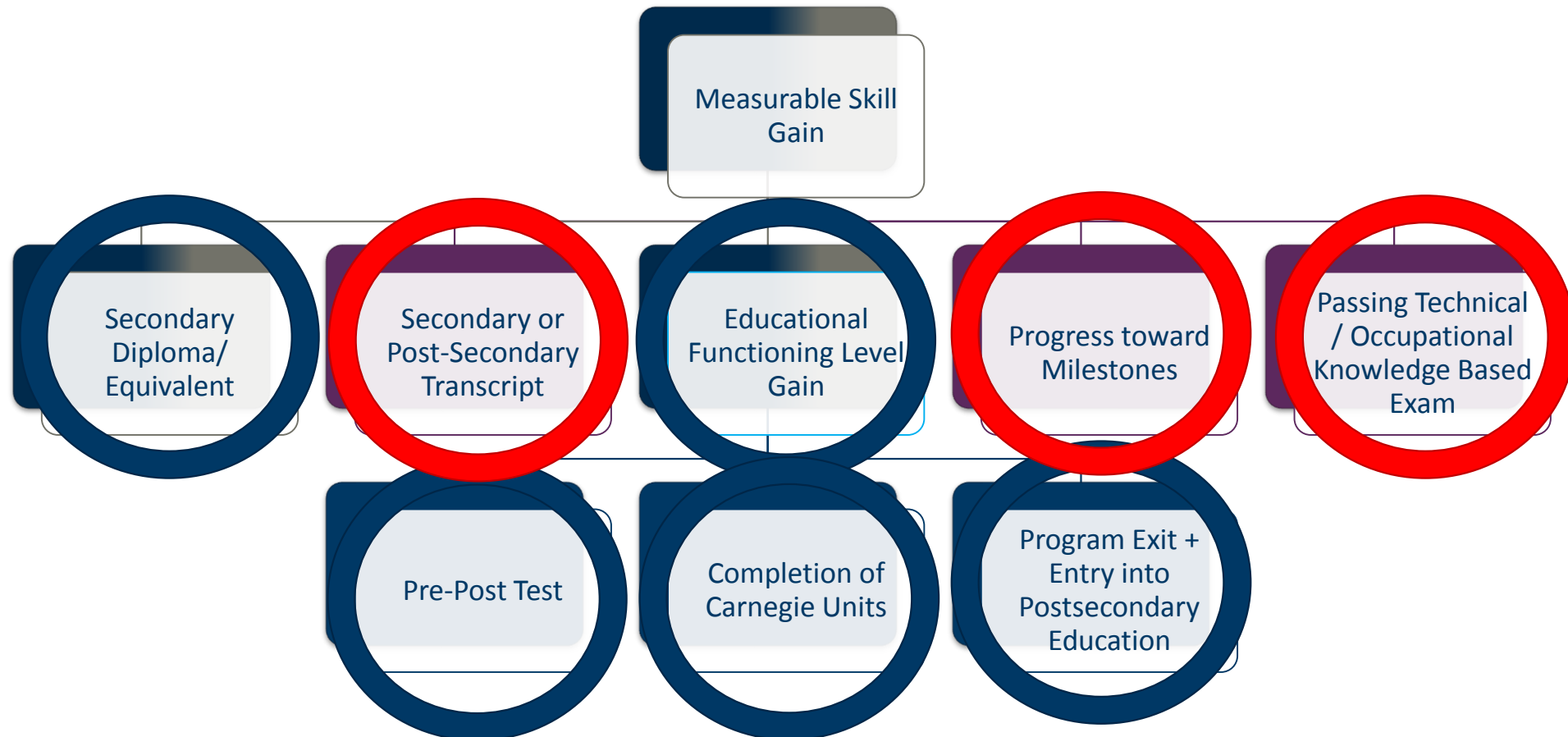
Measurable Skill Gain

The Federal Definition:

The percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as academic, technical, occupational, or other forms of progress, towards such a credential or employment.



4 Types of Measurable Skill Gain for ABE



Used for ABE programs

Potentially for IET programs

Counting Measurable Skill Gains (MSG)

Multiple Ways to Count MSG

(Only one type of gain will be counted for each participant per period)

1. Earn higher scores on approved pre- and post tests to advance to a higher level
2. Earn a secondary credential (high school or equivalency diploma) by June 30
3. Enter postsecondary education (only after participant exits ABE) by June 30
4. Participants in “adult high school” can complete Adult Basic Education (ABE) Level 5 by earning enough Carnegie Units or credits to move to 11th- or 12th-grade status*
*(*Not yet applicable for ABE in Minnesota)*

Track Work-Focused Credentials Earned in SiD

- Minnesota Certified Food Manager
- Job Ready Assessment - Culinary Arts Level One- Prep Cook
- Carpenter Level One
- OSHA 10-hour Certifications
- Internet & Computing Core (IC3) Digital Literacy Certification
- Microsoft Office Specialist (MOS) Certifications
- Child Development Associate (CDA) Credential
- ParaPro Assessment
- Nursing Assistant Registered /Certified Nursing Assistant
- Home Health Aide
- Personal Care Assistant
- Phlebotomy Technician Certification
- The Community Interpreter: The International Edition (TCII)
- ServSafe Certification
- A+ Certification
- IT Fundamentals Certification
- Emergency Medical Technician (EMT) Basic Certification
- NIMS Credential - Machining Level 1 - Measurement, Materials, & Safety
- AWS Certified Welder or Robotics
- IPC-A-610, Acceptability of Electronic Assemblies
- Job Ready Assessment - Retail Merchandising
- RISE UP-Retail Industry Fundamentals
- First Aid and CPR/AED - Bloodborne Pathogens Training

Interpreting the Educational Functioning Level Descriptors

The 12 Educational Functioning Levels

ABE	ESL
1 (Beginning ABE Literacy)	1 (Beginning ESL Literacy)
2 (Beginning Basic Education)	2 (Low Beginning ESL)
3 (Low Intermediate ABE)	3 (High Beginning ESL)
4 (High Intermediate ABE)	4 (Low Intermediate ESL)
5 (Low Adult Secondary)	5 (High Intermediate ESL)
6 (High Adult Secondary)	6 (Advanced ESL)

Dive into a Level Together

ABE

1 (Beginning ABE Literacy)

2 (Beginning Basic Education)

3 (Low Intermediate ABE)

4 (High Intermediate ABE)

5 (Low Adult Secondary)

6 (High Adult Secondary)

- Form groups of 3-4 people.
- As a group, select an ABE level to read and analyze.

Questions as you analyze:

1. What skills stand out to you at this level?
2. Can you think of students that meet some or most of this description? Share with the others in your group.
3. What else is significant about this level from the description?

NRS Test Approval

Test Transitions

Date	Approved ABE Level Tests
July 2018 – June 2019	TABE 11-12 TABE 9-10 CASAS GOALS CASAS Life and Work CASAS Life Skills Math
July 2019- June 2020	TABE 11-12 CASAS GOALS
July 2020 – June 2021	TABE 11-12 CASAS GOALS

Awkward Test Transitions

- July 1, 2019: All ABE programs need to use only TABE 11/12 and/or CASAS GOALS for ABE level students
- CASAS Life and Work is valid for ESL-level students but not for ABE-level students.
- Publishers submitted CASAS GOALS and TABE CLAS-E ESL tests for approval to U.S. Department of Education. Neither approved yet. CASAS GOALS Reading will be resubmitted Fall 2020 for ESL levels.
- Currently approved (old) tests for ESL levels approved through 2021 (CASAS Life & Work Reading, BEST Plus)



TABE 11-12: The Basics



- Computer and paper versions (hand score or scanned using DRC INSIGHT)
- 3 Subject Tests: Reading, Math, Language
- 5 Level Tests in each subject: L, E, M, D, A
- Each test has only 1 option (no survey)
- **TABE 9 and 10 were dropped from the approved list on June 30, 2019**

CASAS GOALS: The Basics

- Computer and paper versions (hand score or scanned using TOPSpro Enterprise)
- 2 Subjects: Reading and Math
- 4 Levels: A, B, C, D
- Math test has been submitted for review
- **CASAS Life and Work Reading and Life Skills Math were dropped from the approved list for ABE Levels on June 30, 2019**



Refer to the Assessment Policy

Found Online at: www.mnabe.org/abe-law-policy/mn-abe-policies

Look for:

- Which tests are approved for which levels
- Test training/certification requirements
- Educational Functioning Level Descriptors
 - *Please note that the revised Educational Functioning Level Descriptors for ESL levels 1-6 are not included since there are no approved tests for the new ESL descriptors yet.*

Assessment Training

People administering tests need to participate in certification training at least once every 5 years!

Professional development on tests will continue to be offered at:

- Summer Institute
- Regionals
- Support Services Conference
- Upon request (www.mnabeassessment.com)

Sessions Offered:

- **Test Certification** (required for all staff working with testing) will provide an overview of the allowable tests
- Additional testing sessions (e.g. comparing tests, test updates, testing panels, etc.)

Who is using:

- CASAS GOALS?
- TABE 11/12?
- Both?

What questions do people have about testing?



Data Management

SiD: The State ABE Database

- SiD is an ABE program management tool specifically designed for the needs of Minnesota ABE.
- All Minnesota ABE programs are required to use SiD to enter student and program information.
- SiD data is used for creating federal, state and local reports.
- Many programs give all of their ABE staff access to SiD to either enter data or view data
- SiD has reports and tools for you to monitor your data.

12 Hour/No Pre-Test Lock

Limit on entering hours for students with No EFL

- Users cannot enter student hours past the 12 hour mark for students who have no EFL.
- Users cannot enter student hours past the 30 hour mark for Conditional Work Referral students.



12 Hour/No Pre-Test Lock

Limit on entering hours for students with No EFL

[Summary](#) [Attendance](#) [Assessment](#) [Messages](#) [Curriculum](#) [Time](#) [Benchmarks](#)

Tuesday, July 9, 2019

8129 -- Student has no Valid NRS Test

Save Attendance

Entry

Exit

0 of 40

<

July 2019

>

Su	Mo	Tu	We	Th	Fr	Sa
30	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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If a student does not have a valid NRS pretest, SiD will provide the above error message in red (including the student's badge ID).

3 month rolling lock on student hours and test data entry

- Data entry and editing of hours and tests that are 3 months old (and older) will be blocked. An error message will appear when old hour and test score data entry or edit is attempted.
- If a program finds unentered or incorrect hours/tests, contact SiD Support for assistance.



3 month rolling lock on student hours and test data entry

[7867] Shared Student

Summary Assessment Schedule Benchmarks Logs History Time Info AdultDiploma

Test

--Choose a Test-- 4/1/2019 Primary Score Secondary Score

Assessments prior to 5/1/2019 cannot be entered. Contact support@mnabe.org for assistance.

save

SiD will provide the above error message on a student's record if you attempt to enter any data beyond the three month lock.

Annual ABE Program Data Check Points

All October-April data reviewed by June 1

- **Programs submit reports via SERVS (Due 6/1)**

All May-June data reviewed by July 31

- **Programs email reports to Cherie (Due 8/1)**

All July-September data checked by November 1

- No program submission to MDE

MDE pulls and matches data at each due date



REVIEW AND ANALYSIS 1



- Make sure you are checking the Desk Audit Data Check at least quarterly and before any data deadlines as part of your local monitoring!

REVIEW AND ANALYSIS 2

Missing currently-required info

Run this report for Enrollees. In the tables below, look for results > 0. Do your best to find the missing info. Then update student records.

1. Age < 17: OK for non-NRS students only. Otherwise, check for a birthdate typo.
2. Education Location, Work status, Race/Ethnicity, and Hispanic are required data elements. Unreported is not allowed.
3. Education Level is required. "Unknown" is OK for the few students who don't know how much schooling they completed. "Unreported" is not allowed. Try to find the real Education Level; mark "unknown" if you can't.
4. US-born w/non-US Ed Location: students have conflicting info on their record. Confirm Country of Birth (Students>Summary screen) and Ed Location (Students>History screen).

Age < 17	# of Students
Total	0

Work Status	# of Students
Total	0

Education Level	#
Unknown	2
Total	2

Race/Ethnicity	# of Students
Total	0

Education Location	#
Total	0

Hispanic	Person ID
Total	0

US-born w/non-US Education Location **	#
Total	0

** [Link to help article](#)

REVIEW AND ANALYSIS 3

Desk Audit Data Check: 7/1/2019 - 6/30/2020

2 of 2 Pages

Robbinsdale - All Enrollees

All SubSites

EFL Status	Name	# of Students	Hours	
⊞ Has EFL		35		70.0%
⊞ No EFL		15		30.0%
Total		50		

SS On File	Name	# of Students	
⊞ No		19	38.00%
⊞ Yes		31	62.00%
Total		50	

Corrections	Name	# of Students
⊞ No Corrections History Item		49
⊞ Corrections		1
Total		50

Fam Lit	Name	# of Students
⊞ Not Family Lit		49
⊞ Family Literacy		1
Total		50

Classes Labelled "IET"	ID	Start Date	End Date
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Classes with Funding Source "IELCivics"	ID	Start Date	End Date
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Showing Success (Targets, Report Cards and Program Improvement)

Statewide ABE System Annual Contact Hours

	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019
Contact Hours	5,931,207	5,607,747	5,571,307	5,497,385	5,302,063	4,930,157	4,465,601
Growth from prior year	-0.4%	-5.5%	-0.6%	-1.3%	-3.6%	-7.0%	-10.6%

Contact Hour Rates for 2019-20

Contact hour rates have increased recently, mainly due to ongoing statewide decline of contact hours.

Rate	2017-18	2018-19	2019-20
State	\$6.05	\$6.50	\$7.30
Federal	\$0.52	\$0.61	\$0.73
<i>Rates rounded to the nearest cent</i>			

National Reporting System Negotiated Targets

NRS Educational Functioning Level and Core Indicator Goals	FY 2017 (2016-17)			FY 2019 (2018-19)	FY 2020 (2019-20)
	% Completing Each Level/Goal			% Earning Measurable Skill Gain	% Earning Measurable Skill Gain
	Target	MN Actual	U.S. Actual	Target	Target
ALL ABE LEVELS	N/A*			43%	44%
ABE 1	78%	59%	48%	61%	61%
ABE 2	67%	46%	45%	48%	48%
ABE 3	50%	39%	42%	43%	43%
ABE 4	34%	36%	42%	40%	41%
ABE 5	26%	40%	52%	46%	52%
ABE 6	N/A*	28%	42%	36%*	42%*
ALL ESL LEVELS	N/A*			43%	44%
ESL 1	48%	43%	44%	45%	45%
ESL 2	58%	54%	50%	56%	56%
ESL 3	51%	44%	50%	47%	51%
ESL 4	39%	38%	45%	42%	45%
ESL 5	35%	34%	39%	37%	37%

ABE Report Card



The report card is a document that lists the performance of all Minnesota ABE consortia in:

- Revenue per participant
- ABE measurable skill gains
- ESL measurable skill gains
- Post-testing rates
- ABE retention and persistence
- ESL retention and persistence

ABE Report Card Release

In early fall, the ABE Report Card will be released

2018 Report card



Minnesota ABE PY 2018 Measurable Skill Gains (Level Gains and High School Credentials) By Consortium ABE Participants (12+ hours)*					
Consortium	Number of Participants (ABE)	Number of Participants Rank	Number of Participants who Made a Level Gain	Number of Participants who Completed a High School Credential **	Percent of Participants with MSG ***
Lakes and Prairies ABE	47	36	25	5	57.4%
SouthWest Metro	253	20	139	6	55.7%
Adult Options	264	17	130	19	54.5%
Corrections	3310	1	1511	445	50.8%
White Earth	28	40	6	8	46.4%
Osseo ABE	368	12	156	29	46.2%
Southeast ABE	359	13	146	16	44.0%
Metro South ABE	929	6	377	30	43.2%
Moorhead	109	29	42	5	43.1%
Rochester	605	8	240	28	43.0%

Program Improvement



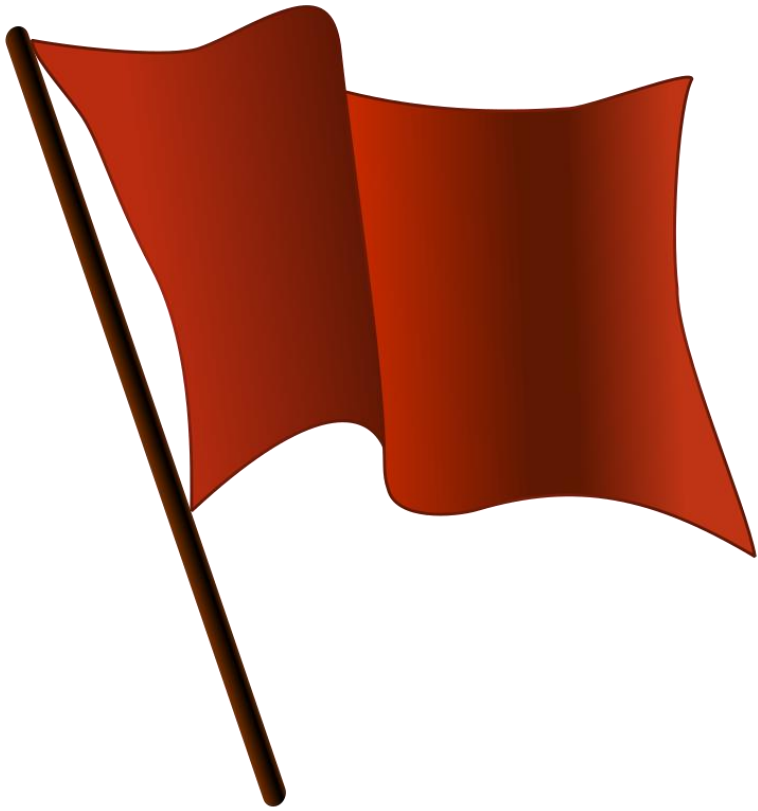
Program Improvement is a process that helps ensure our statewide ABE system reaches federal ABE targets

Program Improvement

There will be a Program Improvement process starting in fall 2019 based on 2018-2019 ABE consortia outcomes, documented on the ABE Report Card.



Program Improvement Flags



ABE consortia will be flagged for *possible participation* in Program Improvement if they fall below the Program Improvement Benchmarks on *one or more* of the three tables with benchmarks:

Measurable Skill Gains – ABE students (if more than 30% below federal super-targets)

Measurable Skill Gains – ESL students (if more than 30% below federal super-targets)

Post-testing Rates (if less than 60% of participants with 40+ hours were post-tested)

Program Improvement Cohort Selection

From all ABE consortia flagged for possible participation in Program Improvement, a group of ABE consortia will be selected for participation in the Program Improvement Cohort.

Factors that will be taken into consideration include:

- Total number of flagged consortia
- Participant numbers
- Unique circumstances
 - Individual sites within a consortium?



Program Improvement Cohort

The Program Improvement Cohort group will participate in:

- Full-day workshop in fall (November 20, 2019)
- Site visit by state ABE staff
- Improvement planning
- Technical assistance from state ABE staff



Resources

Helpful Links For More Information

- **Minnesota Adult Basic Education (ABE)**
main website: www.mnabe.org
- **SiD support articles and information:**
<https://mnabe.zendesk.com>
- **SiD Login:** www.sid.mnabe.org
- **Minnesota ABE Assessment:**
www.mnabeassessment.com
- **Minnesota Department of Education (MDE):** <https://education.mn.gov/>
- **National Reporting System (NRS):**
<https://www.nrsweb.org>
- **GED Testing Service:** <https://ged.com>
- **TABE:** <http://tabetest.com>
- **CASAS:** <https://www.casas.org>
- **BEST PLUS:** <http://www.cal.org/aea/bp/>

See your handout for additional resources.

Local Changes, Ideas and Questions

Discuss in Small Groups

1. How does the information from today impact your work?
2. What is one important piece of information from today's session that you will take back to your program?
3. What ideas for changes or improvements might you be considering for your program, based on today's session?
4. What additional questions do you have?

Thank you!

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