

Workforce Goals and Metrics: How Will the ELL Pilot Define Success?

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Common Metrics

- ▶ While WIOA Title I, WIOA Title II, and AEBG have differing reporting periods, the metrics remain the same. The metrics are aligned with the performance measures outlined in WIOA, Title I, Section 116:

	Title 1	Title 2	AEBG
The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program	✓	✓	✓
The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program	✓	✓	✓
The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program	✓	✓	✓
The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year after exit from the program	✓	✓	✓
The percentage of program 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 toward such a credential or employment	✓	✓	✓

The WIOA Opportunity

- ▶ Setting a statewide shared vision and goals
- ▶ Aligning *more* stakeholders around a shared vision and strategic plan
- ▶ Collectively building and sustaining program strategies to get there
- ▶ Cross-system metrics to measure our progress
- ▶ Creating:
 - ▶ *Spaces for Innovation and Opportunity*
 - ▶ *System Transformation*
 - ▶ *Continuous Improvement*
 - ▶ *Accountability*

WIOA Big Policy Ideas

- ▶ Demand-driven skills attainment
- ▶ Upward mobility for populations with barriers to employment
- ▶ Program alignment and service delivery coordination among workforce and education partners
- ▶ Seven program strategies
- ▶ Vehicles for realization: State, regional, and local plans

WIOA Title I

- ▶ Serves:
 - ▶ Adults
 - ▶ Dislocated Workers
 - ▶ Youths (16-24)
- ▶ Must report on WIOA common measures of employment, median wage, skills gain, credential attainment, and employer effectiveness
- ▶ Reports on an annual and quarterly basis

Regional and Local Planning Guidance

- ▶ Policy direction from the State combined with regional and local flexibility to adapt to the facts on the ground
- ▶ State's regional and local planning guidance will have tiered structure
 - ▶ Required policies
 - ▶ Recommended best practices
 - ▶ Encouraged policies
- ▶ Local and regional plans that adopt required and recommended policies will meet federal requirements
- ▶ Regional and local plans will be allowed to meet federal requirements in other ways if they don't adopt the best practices → space for innovation

Data Sharing, Performance Systems, and Common Metrics

- ▶ What we wanted to know:
 - ▶ How we connect performance to policy
 - ▶ Identify policy outcomes and how success is measured
 - ▶ Identify how data is collected and reported
 - ▶ Review and discuss WIOA performance and common metrics
 - ▶ Review and discuss WIOA joint proposed rules for performance accountability

Data Sharing, Performance Systems, and Common Metrics

▶ What we learned:

- ▶ Partner variation of measurable outcomes and indicators
 - ▶ Wages, employment, attainment
- ▶ Variation on how we report and collect data
 - ▶ Methodology
 - ▶ Identifiers
- ▶ Distinct reporting systems
 - ▶ Interest in getting system to “talk to each other”
- ▶ Shared accountability in WIOA
 - ▶ Performance assessment framework

WIOA, Title II: Adult Education and Family Literacy Act

- ▶ Supplemental federal funds for approximately 200 adult education providers in California.
- ▶ California WIOA, Title II: AEFLA 2016-17 Initial Allocation ~ \$92M
 - ▶ Adult Basic Education/English Language Acquisition ~ \$38M
 - ▶ Adult Secondary Education ~ \$23.5M
 - ▶ Integrated English Literacy and Civics Education (Section 243) ~ \$12.5M
 - ▶ Leadership Activities ~ \$7.6M
 - ▶ Institutionalized Adults (Section 225) ~ \$6.8M
 - ▶ Administration ~ \$3.6M

WIOA, Title II: AEFLA Program Areas

- ▶ Adult Basic Education (ABE)
- ▶ Adult Secondary Education (ASE)
- ▶ English Language Acquisition (ELA)
- ▶ Integrated English Literacy and Civics Education (IELCE)

Adult Basic Education

- ▶ The primary goal of the Adult Basic Education (ABE) program is to improve students' basic skills in language arts and mathematics in preparation for a transition to secondary education and job preparation classes.

Adult Secondary Education

- ▶ The primary goal of the Adult Secondary Education (ASE) program is to provide a curriculum that enables adults to attain a high school diploma (HSD) or a high school equivalency (HSE) certificate.

English Language Acquisition

- ▶ The primary goal of the English Language Acquisition (ELA) program is to prepare adult learners to be able to fluently speak, read, and write English.

Integrated English Literacy and Civics Education

- ▶ The primary goal of the IELCE program is for English language learners (ELLs) to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens.

Integrated English Literacy and Civics Education

- ▶ The IELCE program must be designed to:
 - (1) Prepare ELLs for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and
 - (2) Integrate with the local workforce development system and its functions to carry out the activities of the program.
- ▶ The IELCE program must be provided in combination with Integrated Education and Training (IET) activities.

Note: IELCE may also be provided as an **activity** within the English Language Acquisition program without the requirement to provide the services in combination with integrated education and training.

Integrated Education and Training

- ▶ Integrated Education and Training (IET) is a service delivery model that provides adult education activities concurrently and contextually with **workforce preparation** activities and **workforce training**.
- ▶ IET targets training in specific occupations or clusters.
- ▶ Learners in an IELCE program must have the opportunity to be co-enrolled in a class or program that offers workforce training, such as a career technical education program or a WIOA, Title I training program.

Credential Attainment

- ▶ Measures attainment of a **postsecondary** or **secondary** credential or its recognized equivalent, during participation in or within one year after exit from the program
- ▶ For **secondary school diploma** or its recognized equivalent, participant must also be:
 - employed, *or*
 - enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program

Five Types of Measurable Skill Gains

- ▶ Documented achievement of at least one educational functioning level
- ▶ Documented attainment of a secondary school diploma or its recognized equivalent
- ▶ Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards
- ▶ Satisfactory or better progress report towards established milestones
- ▶ Successful passage of an exam that is required for a particular occupation

Note: WIOA, Title II: AEFLA uses only the first two types of measurable skill gains.

Measurable Skill Gains - Educational Functioning Level

Table 3A

**CASAS Relationship to National Reporting System Levels for
Adult Basic Education and Adult Secondary Education**

National Reporting System Levels	CASAS Level	Reading and Math Scale Score Ranges
1 Beginning Adult Basic Education Literacy	A	200 and below
2 Beginning Basic Education	B	201–210
3 Low Intermediate Basic Education	B	211–220
4 High Intermediate Basic Education	C	221–235
5 Low Adult Secondary Education	D	236–245
6 High Adult Secondary Education	E	246 and above

Adult Education Block Grant Program

- ▶ State Proposition 98 Funds (apportionment)
- ▶ \$500M per year to regional consortia
- ▶ Consortia (71) membership includes K-12 districts, Community College districts, County Offices of Education, and JPAs.
- ▶ AEBG program areas:
 - ▶ Adult Basic Education
 - ▶ Adult Secondary Education
 - ▶ ESL
 - ▶ CTE - short term, pre-apprenticeship, and reentry to the workplace
 - ▶ Adults with Disabilities
 - ▶ K12 Academic Success

AB104 Legislation Metrics

- ▶ Literacy Gains
- ▶ High School Diploma / High School Equivalency completion
- ▶ Entered Employment
- ▶ Increased Wages
- ▶ Post Secondary Completion - degrees, certifications, & training
- ▶ Post Secondary Transition (added later by State AEBG Office)

Additional AEBG Metrics

- ▶ Measurable Skill Gains
 - ▶ WIOA pre/post test
 - ▶ Course completion as aligned to education functional levels
 - ▶ Completion of community college certificate
 - ▶ Completion of EL Civics course
 - ▶ Transition to a new/higher level program areas (ESL to ABE or ASE, ABE to ASE)
- ▶ CTE Program Completion
 - ▶ Completion of credential aligned to an occupation
 - ▶ CTE certification (college) with more than 48 contact hours
 - ▶ Locally approved certificates on ETPL
 - ▶ Certs that meet threshold for Title IV Federal Student Aid

Additional AEBG Metrics (cont.)

- ▶ Occupational Skill Gains (in process)
 - ▶ Satisfactory or better progress towards established milestone
 - ▶ Successful passage of an exam required for the occupation or showing progress
 - ▶ Successful completion of trade related benchmarks (exam)
- ▶ Transition to Postsecondary
 - ▶ Transition from ABE, ASE, ESL, K12 adult or college noncredit program into a CTE program.
 - ▶ Transition from ABE, ASE, ESL, K12 adult or college noncredit program into a credit college program that is not developmental.

Questions

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Questions

- ▶ What measures will help show success related to the goals of the navigator pilot?
 - ▶ Navigator role
 - ▶ Participants' status in services
- ▶ Do these measures align with WIOA and AEBG measures?
 - ▶ If yes, how
 - ▶ If not, how might they be better aligned?
 - ▶ What flexibility might be needed?