Transcript - TWC AEL Business Meeting - August 25, 2022

MAHALIA BALDINI:

We've had quite a few turnovers in the recent years, so a lot of folks that may be joining us today are new. So if you happen to be someone that's been in your position for less than three years, go ahead and chat, and let us know who you are. I'm just going to trust you all to self-identify. And let us know what position you are currently in there at the local level.

Today's PowerPoint and meeting that we're having, guys-- it's a lot of information. I'm not going to lie. And it's a lot of weedy stuff. And typically, if we were in person, I could look out into the audience and I can start to see the eyes roll back as we start getting too weedy. That's not going to be the case today, so I'm going to count on you guys just to ask questions. And that'll let me kind of where we are in terms of really understanding the content.

So don't be afraid to ask questions. And Beth and Tracy are going to keep an eye on the chat for me. And y'all, just feel free to interrupt me. If questions come in, let's try to-- maybe not one-offs, but let's just-- if we get quite a few when I'm going over particular information, go ahead and interrupt me. As we go throughout this morning, if we start getting slow on time and we're not getting through the content, then I may-- we may have to hold some questions and answer them at the end, or I may have to send out an FAQ. So get those questions in the chat. If we don't get to them today, we'll pull them out and we will respond in a document and get those back out to you.

So let me check the chat real quick, see what we got and who's joining us. Thank you, everybody, for participating. We've got a couple of short timers here. Nice, nice, nice. So today's probably going to feel like a lot of information. For some of you that have been with us from the very beginning, it may even feel like old news, but we will get through today, and hopefully you'll-- everybody will learn something new.

Before we get started on the contracted measures and going over the performance, I wanted to take an opportunity to provide some updates, since we haven't had a biweekly call in a little while. I'm going to kick it off with some exciting news and turn it over to Lori Slayton. Hey, Lori.

LORI SLAYTON:

Hey. Good morning, everybody. I hope this congregation this morning finds you all very well. I just want to speak to you about a new initiative that we have going on. We have, through TCALL, purchased statewide digital literacy licenses or seats, depending on which vendor. The vendors are Northstar and Essential Ed Computer Essentials.

And we're going to be releasing all of this at some point in September. We're dealing with some logistics right now that you all can help us with. In your email today, you're going to be getting a survey-- yay, another survey. You'll be getting a survey from us from TCALL about what you're currently using so that we can either enhance or assist you in transitioning to one of these over the next month.

But what we need information on is what you're currently using, who you would like to be assigned as an admin-- because both Northstar and Essential Ed require that we have an admin for each program that will keep track of things and be the point of contact for this initiative. So these are licenses that are free for statewide use.

If you're already using one of these, we're going to try to supplement that and enhance your capacity. If you're not using either, we're going to try to help guide you into which one might suit your needs best. There's a lot of training involved, and once we get a handle on who the admins are, who the contacts are, we'll be sending out information on the training as well.

So we're not prepared to take a bunch of questions on this just yet. I just wanted to let you know what was going on and to keep an eye out in your email for more information and for that survey. Survey's going to be real important for us, so I hope you all will-- will all participate. And that's all I have for that. Thank you.

MAHALIA BALDINI:

Awesome. Thanks Lori for the update and the exciting news. So more resources for you guys there locally to utilize for our students-- it's always a good thing. Couple of other updates that I have-- I wanted to provide you with where we are on the targets for this year. So on Tuesday, a couple of days ago, the commission approved our legislative appropriations request, which is our LAR targets. This includes performance targets that will run from 2023 all the way through 2025.

So we bring these forward and we put these for the-- a couple of years at a time, which really just flags to our legislature what we're planning on doing with the program. Some of the things that you will see and learn more about when you get your target negotiation tool is that we got approved for an increase in cost per.

Now, as we are going through today's meeting, I want you guys to take that and really think about some of the things that are requirements for being successful in this program from a performance standpoint and a contracted performance standpoint, and really think about that cost per. Obviously, we're in a situation right now where inflation is playing a role. Many of you have come to me and said, hey, I can't get teachers hired because the ISDs are a pain, and we've got to be up with the market as well.

So some of that cost per-- there's a lot that kind of-- discussion that went into why we did that and the reasoning for the increase in the cost per, which you will see outlined when you get your target negotiation tool. You're also going to see-- and I'll send all of this out in a TWC transmittal in a little bit more detail-- but you'll see a staggered increase over the next couple of years and the percent of individuals that we would like to see in integrated education training and intensive enrollments.

So right now, if you are a program out there and these are areas in which you are struggling, I would highly suggest that you give us a call. We are happy to come out and do TA or hook you up with a peer that is doing well in these areas. But we want to see a-- basically a staggered increase over the next couple of years of the number of individuals that we will be serving in those categories. This aligns to our AEL strategic plan. It aligns to our Texas workforce plan and combined state plan that we have with our partners.

Also, we have updated negotiated targets with OCTAE. So every year we go with OCTAE, whose our federal-- the federal administrative entity that we get our funding from, the Department of Ed-- and we have to negotiate targets with them. So those, of course, get passed down to you. You're welcome.

So we'll be going over some of those today in a little bit more detail as we get further along into the actual contract measures and what those are going to look like. The other update on this is for the enrollment target negotiation tool. A couple of weeks ago, I had told you guys that we were delaying sending that tool out because we were waiting on this LAR to get approved.

The reason why we wanted to wait on that is because we wanted to be able to apply this new higher cost per year for this year's target. So we needed to wait until that higher cost per was approved by the commission. And that, way we can now attach it to the negotiations for this year.

For those of you that are new and maybe have not went through this process before, basically the target negotiation tool is we send you an Excel document. It has your allocation mapped out in there, and you get to tell us how you want to spread that allocation across three different enrollment groups-- one which we refer to as basic-- which we're changing in the future to popular-- but basic, and then integrated education and training, and then intensive services.

And you get to kind of play around and say, this is what we're planning for this year and how we're going to serve individuals in our local areas. Now, this target negotiation tool is also going to include any carryforward balances from last year that are still remaining. In the past, we've had to separate these out because, just by nature, we would typically negotiate your allocation for the current year first and then bring back and negotiate for any carryforward once we have the close out numbers.

Since we are waiting and it's September, we have all the data. We have all the information that we need, so I wanted to do a one-stop shop and get everything done at one time. So when you get this target negotiation tool, it is going to have your '22, '23 allocation. It is also going to include any carry forward balances that you have left over from '21, '22.

So as you are negotiating, going through that tool, and deciding how you're going to be splitting your allocation into services, just know that those are going to be the final targets once they are approved by the commission. I'm going to pause there, see if we have any questions.

BETH PONDER:

We have one question from Suzanne.

MAHALIA BALDINI:

OK.

BETH PONDER:

Will the detailed project plan due date be extended?

MAHALIA BALDINI:

I will take a look at that and see if it will be extended. Thank you for bringing that up, Suzanne, because the goal here with the target negotiation tool is that we're going to have that sent out to you guys hopefully next week, early next week. I'm going to be asking for a tight turnaround so that we can start briefing that item. And I want to get this thing buttoned up as quickly as I can.

Now, we have a three-week briefing process here at the agency, so every time I take something to the commission, that's a three-week briefing process. So the quicker I can get everything back, get it compiled, develop a discussion paper and start briefing that, the better off we all are because everybody just knows and everything is settled early in the year.

Now, with that in mind, if the detailed project plan which ask for what the targets are-- there may be cause for us just to say, you know what, let's extend it until we get everything finalized. That way, you guys aren't constantly having to update it. So thanks for bringing that up, and we'll take a look at that. And if we are going to do an extension, I'll send out a notice-- very good point. And let me make a note to myself. Any other questions?

BETH PONDER:

I don't see anything else at this time.

MAHALIA BALDINI:

OK. Good deal. So that is what is going on with the targets and where we are with all of that. It's moving along. The second update that I have has to do with the high school equivalency vouchers. The last time we spoke on a biweekly call, I told you guys I was going to try to do everything that I could to ensure that we did not have a gap for the vouchers.

I think we have worked something out with our finance folks that we feel comfortable to go ahead and release the vouchers even if we don't have the money from TEA. So we're going to go ahead and plan on releasing those vouchers. Now, the current vouchers that you have will expire August 31. OK? So you will be getting brand new vouchers. OK? I want to say that again. The ones that you have right now will expire August 31, so after August 31, you can no longer use them.

You will be getting new voucher codes that will be active and in effect for September 1. When you get those new codes, they will be ready to go, and you can start utilizing them. We're going to be working on getting the trackers for those new codes distributed to everyone before September 1, so into this week and next week really.

We are working very diligently on taking all the information that you provided to us and getting them into the trackers so that we can get those released and distributed back out to you. Now, the new trackers are going to contain some additional information that we are asking for. OK? I want to go over what that is.

The first one is the test type. Is it a retake or is it a regular? Test format-- is the individual going to be taking an online proctored or computer-based high school equivalency test? What is the test subject-- reasoning, language arts, mathematics, science, social studies? And then the voucher amount-- and the cost of that test is going to be based of the test type and the format.

The reason why we're asking for this is because we need to have a better sense of who's getting vouchers, and what are they getting vouchers for? And those are things that you guys should be collecting as-- before you're giving out vouchers at the local level, because we're making them go through a pre-test, and we should be knowing what they're going to want to sit for. And it helps to just create some control over-- we're just not giving out vouchers-- throwing them up in the air and saying, hey, everybody gets a voucher.

No, we're really being diligent, and taking our time, and working with the student to say, what are you sitting for, what type of test do you need, what's the test subject-- all of those things, which you guys probably are already doing. We're just going to ask that you now collect this information on the voucher tracker.

As a result of that, TEAMS has also been updated to reflect-- or will be updated-- it's not updated yet, but it will be updated to reflect these additional elements. Another reason for that particularly related to the cost of the test is, as you know, in the language and in the legislative bill that was passed, it was very explicit that a student can only receive the cost of one full exam.

Well, that's very difficult to track if it's not in TEAMS, and that all grantees don't have access to it. So if a student goes from San Antonio to Houston or Houston to Dallas, and everybody is providing a student-- those students with vouchers, there's-- we weren't having any way to really allow everyone to see those services and what the students essentially had spent towards that full cost of the exam.

So we're going to be collecting that information in TEAMS, and that way everybody will be able to look in the student's profile and they'll be able to see the total amount of funding that has been spent on that student. I'm going to pause there, see if there's any questions.

BETH PONDER:

We do have a couple of questions. As far as specific to vouchers, we have a, yay, thanks and gratitude from Brenda for trying to get the vouchers active by September 1. But to go backwards, Cathy had a question. If we thought we could generally do more enrollment, could our allocation be increased?

MAHALIA BALDINI:

It's a good question. So every year-- and you guys probably are aware of this-- every year, right now, in the rule language, we start looking at opportunities to deobligate reallocate funds in October. And that is what is in rule, so we're kind of stuck with that. So in October of every year, we start to look at, is there an opportunity? Do we need to deobligate funds and move those funds around in the state for others that may be able to utilize them?

So that process will start in October, Cathy. And we talk about this on the biweekly calls. It's I'm usually very transparent with you guys. It's not meant to be a secret or anything like that. So we will start that process in October, and so if there will be funds that start to get shifted or moved, it will be after that date.

BETH PONDER:

All right, and then we had a question from Kim. Did I understand correctly about targets? Commission approved August 23, and then there's three weeks period before we get our target tool. I'm sorry. I may have misheard.

MAHALIA BALDINI:

So the commission approved the legislative appropriations request target. Those are LARs. That is what TWC owes to the governor's office. We take those targets and then we use that to build out the contracted targets for you guys. So the ones that were approved on Tuesday, those are targets that the agency has with the governor, basically.

The contracted targets, of course get rolled down to you. So those individual enrollment targets, those are what you'll have in the target tool. Now, we do those based of the cost pers that are approved by the commission as what we have basically negotiated for LAR. So those get rolled down to you. So even though that is an agency commitment to the State of Texas, those cost pers, of course, are-- show up in your contracted measure and in the enrollment target tool. Not sure if that answers your question Kim, but if not, throw another one in there.

BETH PONDER:

All right, then we have a question from Jodi. Is there a report that we can run specifically for supportive services?

MAHALIA BALDINI:

Not at this time, Jodi. There isn't. That's one of the reports that we do have, though, in our wish list that we're working towards-- that as well as some of the outcome-based reports, which I will be talking about today.

BETH PONDER:

All right, and then Suzanne's got a question. We're going back to vouchers. Will we be required to call each testing center to get the total dollar amount? It's my understanding that each testing center has different fees. What is the maximum dollar amount allowed per student?

MAHALIA BALDINI:

I think that information is actually available on the TEA website. My understanding is they negotiate those fees with TEA, so they shouldn't be fluctuating out there. If we haven't already, we can provide the fee structures, and we know what the total cost of each exam will be-- or each test will be, and then the total cost of a full exam. And Fabiana may be able to actually throw that link in the chat for us too.

BETH PONDER:

All right, and then one last question from now-- again, we're talking vouchers. Yay, this is amazing news. If a student was issued a voucher this week, but wasn't able to use it, will that voucher count towards their total?

MAHALIA BALDINI:

Yes. Well, if they're not able to use it-- here's the thing. If a student schedules for a test and they are no show for that test, then we have to pay for those vouchers regardless. If a student schedules for the test and that test is rescheduled, the student calls, they reschedule the test, then that's one thing. So we kind of have two different things that are happening. But we are charged for no shows.

The vouchers that you guys currently have right now-- the students have to take those tests by August 31. I think that's the way that we have this written into our contract right now with GED. So the vouchers are good for-- through August 31. They need to test before August 31. If they're not going to actually sit for the test until after that, then I would wait and issue one of the September 1 vouchers that you're going to be getting.

BETH PONDER:

All right, so Susan had a follow-up. So if there's no appointments and they don't use it, we should delete it from supportive services?

MAHALIA BALDINI:

Yes. If they haven't used it and they're not going to use it, then don't put it in the supportive services. That's correct, Susan. You should be able to go in and delete that. Or update it if you're going to reissue a new voucher after September.

BETH PONDER:

OK, that's all for now, Mahalia.

MAHALIA BALDINI:

OK. Great questions, as always. The last thing, I think-- I think this is the last thing. Oh, no. There's one more. The last update-- so it was a TEAMS release. This is tentative for 8/31, but guys, I just got an update, and it's probably going to be a little bit longer than this. But I want to go over some of the things that are going to happen in the next TEAMS release, whenever that may be. It may end up being the middle of September.

So I'm going to go over these pretty quickly here. We are going to add GED_ID and CERTIFICATE_ID as search items on the participant search page. That is both a good thing for us-- here at the state level we get a lot of questions related to the vouchers and the outcomes of those vouchers, so sometimes it's easier for us just to search it in that way.

Modify the support service for the HSE voucher-related fields-- that's what I just went over with you guys, those additional fields that are going to be added into TEAMS, which will be added to your tracker. That is going to be happening. There has been an exception error that many of you are getting for the HSE voucher for non-AEL students. This is some kind of weird thing that's happening in TEAMS, so we're going to fix that.

We're going to remove the references to the preservice hours in staff development, fix the exception error that occurs when editing the admin memo page. That's really for us. Right now, you may notice we haven't been able to update the admin memo page. And then the big one is probably remove the type 1B measurable skills gains that were entered prior to the period of participation last service date.

We'll go over this in more detail. You'll learn more about this, I think, as we get into our contracted measures. But basically, right now in TEAMS, there's nothing that prevents you from entering an educational enrollment in TEAMS-- it automatically drops it into the MSG table, regardless of whether it would actually count. So that creates discrepancies. It creates discrepancies on your part, because you're thinking an individual has earned an MSG when, in actuality, they probably-- maybe they have not, because it doesn't meet the criteria for that particular measure.

So I'm going to give you an example. For the 1B, a person has to exit the program and then enter into post-secondary after exit. So if a person exit the program May 15 and you put in TEAMS that they had an educational enrollment on May 13, that should not count as a measurable skills gain, because it does not meet the actual definition of that measure.

We were having to basically on the back end manually remove all of this, and it was creating, I think, just an issue for you guys because you're thinking this person already has an MSG, I don't need to worry about them, whatever, and that wasn't the case. We're trying to build TEAMS up to where it's not just collecting information, but it is providing you with the actual performance as it is in policy. So we're trying to build as many rules in there as we can to just help you better manage the program at the local level.

Now, a lot of these fixes may seem very small to you. There's a reason for that. And this is what we tend to do when it comes to TEAMS? We have some really big things that are being worked on right now. But we push the IT staff to say, hey, while we're working towards these bigger things, is there a couple small little things that are in the bucket that we can get out, that we can do?

And so that's why some of these appear small, and many of you are probably like, that doesn't seem like a priority. And it's just because we're already working towards these larger things. And while those are still in process, we push IT to go ahead and still work on these smaller things because they don't take a lot of staff time or resources, so that we're always having a release.

Now, the next big thing coming out-- and this has been delayed a little bit because the agency just went through a security audit on all of our systems. And lo and behold, TEAMS has some security issues. So those are going to be a priority. Those have to take precedent. So the TEAMS pilot for the user access controls has had to be extended out just a little bit.

So I want to thank everyone who volunteered to participate in the pilot. When that comes out, I just wanted to let you guys know we're probably looking at closer to end of October, November for that rollout. So I'll keep you guys updated and posted when those things are going to happen. I think the user access controls is going to be a great feature. And basically, what that is it's putting a lot more control and oversight on y'all, so that you can add and delete people from the system, you can make sure that they have their P41, all of that, so that we here at the state level take on more of an auditing role and less of the gatekeeper role when it comes to access.

So that's going to be pretty exciting, so-- there's a lot involved in getting someone access to the system, and now you can have local procedures and be able to do that yourself in the future. OK, so that is that.

The last update that I have is in regards to Tableau. So we rolled out phase one a couple months ago. I hope you guys are going into Tableau, that you're using Tableau. If you are, put it in the chat. I want to hear from you. I know some of you said, hey, this is great. Thanks so much. I'm really using this.

Phase one, again, was just for directors and supervisors. So if you had a director level access or a supervisor role in TEAMS, that's where we wanted to phase this out. So you guys had the first bite of the apple. And then in phase two, this is going to be everybody else essentially. So emails went out this week to all the user-- TEAMS users with active accounts urging them to set up and letting them know they're going to get an email from OKTA that says, hey, come set up this account.

And what that's going to do is allow them to actually set up an OKTA account, which will give them access to Tableau, which will be very nice. Now, in Tableau-- just a reminder that Tableau's going to restrict the access to information, and it's going to utilize the exact same permissions that are in TEAMS. So if you have instructors that have a staff reader access to TEAMS, when they access Tableau, that's what they're going to be restricted to, their classes.

That's what they're going to be able to see. So it's not the whole kit and caboodle. It's very aligned to the TEAMS roles and permissions. So that's the way that that will work. But those emails are going to be sending out, so if you're getting questions about them from your staff at the local level, you can refer back to this slide. You can give us a shout-out. We'll be happy to remind you that TEAMS technical assistance. But that is what that is about. It's phase two rolling out. OK, questions?

BETH PONDER:

Yes. We have a couple of questions. This one is going back to TEAMS updates from Pilar. How does that relate to PSE-- I'm assuming post-secondary education-- as a credential after they exit? Does it have to be before the second to fourth quarter after exit?

MAHALIA BALDINI:

We will go over that when I start talking about contracted measures. And if I don't answer your question when we talk about that, ask me again when we get to it.

BETH PONDER:

OK. Lots of love for Tableau-- question from Todd-- will this rollout include the tracking aspect, where we will be able to see who entered the data into TEAMS?

MAHALIA BALDINI:

Good question. So right now we are in the process of doing an audit trail and adding an audit trail to TEAMS. This is true. At the moment, that audit trail is only for us. It is not for you at the local level. And I do not think that we currently at least have intentions of providing that level of access to you guys. And the reason for that is because it exists in the back end and in the data tables themselves, not a report-- not to say that we can't develop a report or have something that's more user-facing for that, but right now, Todd, that is not on-- any time in the near future.

That audit trail is for us for, the folks at the state, so that we can go in there and see who changed data and made changes. Once we had the ability to do that-- and we do have some of that available right now, because we do have history tables on most of the stuff in TEAMS. If you request it, we can go in and see those things now. We're just trying to create this audit trail so that we have that for most of the fields and most of the tables in TEAMS.

BETH PONDER:

All right. And Fabiana did put in the link for the costs for the HSE test. And then Able has a TEAMS question. Are there any plans/possibilities that participant notes may be included as an option in the POP and/or MSG report request parameters? I believe this would benefit many of the providers.

MAHALIA BALDINI:

I am not sure what you mean by that, Able. So we do have participant notes and you do have the ability to make comments on many of the educational outcomes. When you enter them, you can make a comment. I'm not sure I fully understand the question. So maybe ask it in a different way. Sorry.

ABLE:

Can I chime in? When we're running the POP report and the MSG report, there are some options-- some boxes at the bottom where you select-- check boxes to select certain data.

MAHALIA BALDINI:

Uh-huh.

ABLE:

And we get the option to select participant notes, so--

MAHALIA BALDINI:

Oh, OK.

ABLE:

And we can see the participant notes for each of the persons in the report.

MAHALIA BALDINI:

Got it. Got it. OK. Now that makes total sense. Yeah, and Able, do you want to send that in, we're keeping a running list. So write [INAUDIBLE] Springer and Blanca, we're moving towards-- we have to plan the team stuff out like a year in advance, but on the side of that, we're right now looking at reports-- what additional reports, we want what reports we currently have that we want to modify.

You guys may remember last year-- put this out there and said I had a TEAMS work group where I was saying, OK, what reports are currently working for you? Which ones do we want to modify? What new reports do we need? So we have that information. So Able, if you want to send that in, we can add it to our ongoing reports list. So when we get into the development of those, we can keep things like that in mind.

ABLE:

OK, thank you.

MAHALIA BALDINI:

[INAUDIBLE]

ABLE:

OK, thank you.

MAHALIA BALDINI:

[INAUDIBLE].

AUDIENCE:

Mahalia, let me also add really quickly-- when you ask for participant notes, you-- you're going to have to tell us what you want. It could be that you've got 10 participant notes for the participant over a 3PY. We would need to know, I want to see all notes, or only notes for the PY, or only notes that fall within the start and end date of my report, or--

MAHALIA BALDINI:

Yeah.

AUDIENCE:

Because those can get kind of long. I think they're up to 500 characters each, and if you enter multiple of those, you're talking about each row potentially being really tall. So give us what you're looking for when you're asking for participant notes. It sounds easy, but it may not be. I mean, it may be easy, but it might be messy.

MAHALIA BALDINI:

Good point. Good point, [INAUDIBLE].

BETH PONDER:

OK, and then we had one more question from Donna. Is there training for Tableau?

MAHALIA BALDINI:

Oh. Well, I think there can be. So depends, I think, on what level of training you want. So we did-- or the Tableau folks, not us-- did a canned walkthrough of the report when we first started it. I'll be happy to share that again with anybody. And then they are happy to do additional trainings for us. So if that is a need and you guys would like for that to happen, I can definitely make that happen, and we can schedule a webinar like this and record it.

If you want to send in some specific things maybe about Tableau that you're really interested in learning more about, I think that would help to just beef up and let us know the content for future trainings. But yeah, that's a possibility for sure.

BETH PONDER:

OK, that's all the questions at this time.

MAHALIA BALDINI:

All right, perfect. So of course, that took a little longer than I thought it would, but here we go. We are going to dive into some contracted measures. So for the purposes of today, if you are familiar with the AEL Performance Guide, some of this is going to be very familiar to you. If you want to follow along with us on the performance guide, you can go ahead and pull that up. If you have a second screen and you have a browser, go ahead and pull that up.

If you don't want to type out all this information, if you just Google TWC AEL Performance Guide, it'll probably pop up for you. In the actual slides that I'm going to be using today, I've tried my best to correspond to some page numbers in the performance guide so you can keep pace with us. I am going to be jumping around a little bit, but I tried to go in order.

So if you want to pull up the guide as we're walking through this-- I know we all learn different. I'm a very visual person. Some people are very audio-- auditory learners, and then some of you have really excellent reading comprehension. So you can have it all today if you want. So go ahead and pull that up if you're interested. And we can throw the link to the performance guide in the chat as well. Fabiana, if you could do that-- that way, people can just pull it, and click it, and pull it on up.

OK. So before we get started, you're going to see this slide throughout today's presentation. You're going to see it multiple times. So we basically have two buckets of contracted measures. One is program year based measures. The other is period of participation based measures. And your program year based measures-- it means these are measures that you have targets that you have to meet within a very specific time frame, which is the program year. It runs from July 1 through June 30.

Under those program year measures, you have your enrollments, which includes all your subtargets, and measurable skills gains. Under your periods of participation, which are exit-based measures, and get reported quarterly, you have your credential rate and then your-- all your employment measures. These are the things we're going to be talking about and walking through today.

The first thing-- before we get into the actual measures and what some of those numbers look like, I think it's important to establish what is a period of participation, and what does all of this mean? Because whether we're talking about a program year or an exit-based period of participation measure, we're only talking about individuals that meet 12 direct hours that will be included in any of those measures.

Anyone that doesn't have 12 direct hours isn't included. And we're going to go over a couple of examples. Once they get to that 12 direct hours, we now refer to them as participants. And that term has a big meaning to it. Participants will stay in what we call a period of participation until they exit. Exit occurs 90 days without any participatory services.

So they have to have 12 direct hours to become a participant, and then they have to have direct proxy or training hours-- can have training hours-- up to 60 days in isolation to maintain a period of participation. So if you're looking at this image here, you can see that this individual came in, they got their first direct hour about mid-July. They reached that 12th direct hour around the end of August. That's when their period of participation actually starts. That's when they fall into the denominator for all of the measures.

Now, this individual, they went on and participated a little bit past their period of participation start date, but not very much. Now, they went 90 days. About mid-December, they didn't have any more services. When that happens, what occurs is that there is now an exit, because that 90 days with no participatory services-- you go back to the last service date, and that is what establishes the exiter date.

Takes 90 days to determine an exit, and then we revert back to the actual exit date as the last date of service. That is important to understand in many ways, and we're going to be going through a lot of the measures today. So this is just building up the basics here.

Now, the training hours for up to 60 days in isolation is something that's very important for everyone to understand. And the reason for that is because you can have an individual, like the one I'm showing here, who has an IET participation. They come into the program. Maybe they start off in an IET. And they are getting their direct hours, they're getting their contextualized hours for a fair bit. They are getting those simultaneously with their training hours.

Bu let's just say that the AELPs that contextualize instruction stops in March for this particular individual. The way the period of participation works is that we're only going to give you an additional 60 days for that student to be in training in isolation before we say, OK, we're going to establish an exit for that individual. So even if that person continues into training-- and this is important when you think about the length of your IETs, how much contextualized instruction that you're offering, what is that going to look like?

It's important to really, I think, understand this for your IET folks in particular, because we're only going to allow 60 days in isolation. So typically, what that means is your exit date is going to refer back to the last day of training that is within that 60 days. That's all we're going to give you. So for this individual, you can see that their training hours continued on. But for the purposes of all the measures, this person exited our program at the end of May. That means that you're going to fall into the denominator for all of your exit-based measures at the end of May.

Now, what are the implications of that? Those are the things we're going to be talking about today. What are some of the implications of how we're designing our program, how we're creating programs? And when you have these IETs that don't have that basic skills instruction throughout the entirety of that training, it can impact your credential rate. So I think it's important for us to really understand how that training for up to 60 days in isolation actually works. OK? So this is a picture. We'll be talking more about this later. This is just to get us going here.

OK. So first, when we're talking about participants and we're talking about individuals, we have-- everyone has enrollment targets. So again, the only people that counts toward those enrollment targets are individuals who have already achieved and reach this 12 direct hours. That's what allows them to count. They have to then maintain, or can maintain that period of participation with direct proxy or training hours-- 60 days in isolation-- to count towards a subsequent program year enrollment targets.

So 12 hours to start us off, and then if you want to maintain a period of participation, you've got to keep it going with direct proxy or some training hours-- so individuals who take a pretest and reach that 12 plus direct hours-- any combination of fund codes, doesn't matter what it is. Fund codes don't play the role-- don't play a role here. Once they reach that 12 plus hours, they are going to be in your denominator for all of your employment-based outcome measures, unless you have an exclusion. And we're going to talk about that later.

Your subtargets do not count until the 12 plus hour is achieved, and then that activity continues. The easiest way to think about this is nothing before that 12 hours-- or actually, 12.25 hours-- really matters in the eyes of enrollment measures or enrollment targets. They have to get to that 12 hours and get to that sweet spot before we start even looking at anything related to counting towards your enrollment targets.

Now, when we are talking about the different types of enrollment targets, I wanted to go over just a couple of examples here. So when we're talking about basic services, which is basically any non-IET, or non-intensive service, as identified by your fund and activity codes that you're putting in TEAMS-- when you think about what you know right now-- and I'm looking at the example that we shared earlier today just a few minutes ago talking about a person's individual period of participation-- when would this person show in your MPR or your performance reports as an enrollment?

Think about what we talked about. They have to have 12 hours, or they don't count. So when is this person going to show up in your MPR or performance reports? Throw it in the chat.

BETH PONDER:

While we're waiting on responses, Mahalia, Kim did have a question going back to our IT and workforce training. To avoid this 60-day isolation scenario, we can just continue AEL support in some way, right? To simplify everything for us and to continue to support students through the entire workforce training--

MAHALIA BALDINI:

That is correct. And that is definitely what we recommend, because if not, then the person is going to exit and they are going to fall into all your exit measures, including credential. So let's just say you have a person with-- they're doing a level one certificate. You provide them with a month, two months worth of AEL, but they continue to be in that training program for another 12 months.

Well, that quarter two after exit, that quarter four after exit, and that credential measure start from the time we say they exited, regardless of whether they're still in a training. So yes, it makes much more sense that, when you're building your IETs, that you are building those IETs to provide that contextualized support throughout the entirety of the training in some way to keep that period of participation open. Good question.

OK. So in the chat, so some guys are saying end of August. Yes. Let me see. Is there any other-- looks like most of you got this right. End of August-- that's right. So because of how our data works, which you guys are very aware of-- so our MPR reports are always like a month behind, right? We have to wait for you to do the data entry, then we run the reports.

So for this individual, when you get your August MPR, which you will get in September-- but when you get that August MPR, this person will now show. They're not going to show in your July MPR because they haven't reached that 12 hours yet. Once they reach the 12 hours, that's when you're going to see them show up. So good job, everybody.

Yay-- August. I always forget what I put in here. So let's talk a little bit more about subtargets, because it does get a little bit more complicated with your subtarget. So a period of participation must be established first. We went over that. Then the subtargets can be counted. OK? So for example a student-- using the same example we used before-- if a student begins a period of participation in an IET activity and fund code, when will this student show in performance as an enrollment? When is this student going to show in performance for an IET enrollment? Put it in the chat.

Oops. If you said August, look where this 12 hours is here. It's-- actually doesn't occur until September. So for this particular student to show in the IET enrollment, that's not going to happen until September. So good job for those of you that said September.

Now I want to give you a second example for the subtarget. Let's just say you have a new student they receive six direct hours under an IET fund code when they started, but then only training hours. So they got six hours of that AEL basic contextualized activity, and then they had nothing but training hours. This student does not establish a period of participation. This student would not count towards any of your enrollment targets for that reason.

And the reason is because you have to have 12 direct hours any fund code to be counted towards any of the measures, including enrollment. Because this individual only had six direct hours and then they went directly into training, they would not count towards any of your enrollment targets. And we do see examples of this. That's why I put it in here. We see examples of basically a start with very few of those direct hours that are happening early on in an IET, and then nothing. So if you don't get those 12 direct hours to establish a period of participation and establish them as a participant, they're not going to count towards your enrollment targets.

So let's do another example. So let's say you have a new student that has six direct hours and an IET activity code, which you're going to see here in blue, and then they switch to basic AEL AEFLA. We see this too in the data. So they switch to basic AEL AEFLA activity code. What target will this student count towards?

Now, think about this. This one-- it may trip you up. So look at it again. So new student has six direct hours in an IET activity code, and then they switch over to the basic AEL activity code. Will this student count towards a target? Let's assume they have 12 hours-- 12 direct hours in total. What targets will they count towards?

BETH PONDER:

So while they're putting their answers in, Mahalia, we did have a question. When the 12 direct hours are reached, will the training hours start counting as well?

MAHALIA BALDINI:

The training hours will count to keep the period of participation open. Yes. But they will not count if the period-- if those training hours go more than 60 days in isolation. Once a period of participation is established, then direct hours, or proxy hours, or training hours up to 60 days will keep a period of participation open. So while training hours will continue and they will-- they'll keep an exit from occurring, it's only going to be for 60 days at the maximum if there's no direct or proxy hours alongside those training hours.

All right, so for this particular example, this is only going to count towards your total enrollment or your basic enrollment target. And the reason for that is because, again, if you think about things in the context of, well, nothing counts before 12 hours-- funding codes-- just nothing counts-- you've got to establish that period of participation first, and then things start counting.

Now, I did see someone-- I can't remember who-- in the chat that said they have to have 12 hours in an IET for it to count towards-- or intensive for it to count. That's actually not true.

What they do have to have is they have to have 12 hours and be a participant. Once they've established participant status, even if they get 0.25 hours in an IET fund code, they will start technically counting towards your IET enrollments.

So those 12 hours are not duplicated across each subtarget, so you don't need 12 hours in an IET and then 12 hours in internationally trained professionals, or 12 hours in workplace literacy specifically to count towards those measures. Once the student establishes a period of participation and they earn that participant status, what we call participant status, then any hours that are attached to the fund codes that are related to these subtargets will count, technically, for those students towards their enrollments.

And that's kind of what we're talking about here. So if a student reaches that participant status in September and then they start their activity, their IET activity/fund code, let's say, in late September or October, what enrollment targets will this participant count toward? So Wendy said, what if this person has eight hours in basic and four hours in IET? That's totally fine to establish a participant status. What happens after that 12th hour is what matters in terms of counting them towards individual subtargets.

So what is the answer to this? So I got IET and basic, both. Both-- so this particular student, because they have 12 hours, they're going to count towards the total enrollment, because they have established a period of participation and became a participant. They have three hours in an activity code, so they're also going to count towards an IET.

Now, when will you see this individual count towards your IET? When you get your MPR-- you're not going to see that until October-- or September, actually. Sometimes we get a lot of information like, hey, the reports aren't adding up, and I'm not seeing this and that. All of this stuff, understanding how the participants and the periods of participation work, are very important to understand what you're looking at in those performance reports, because it's things like this that help you to kind of backtrack and say, OK, well, they really didn't start that IET until this day, so I'm really not going to see that participant in the performance until those hours attached to those specific fund codes really count.

OK. So let's talk a little bit about performance denominators. We've established that all students who have a baseline test and 12 direct hours become participants. Once they are participants, they are in the denominator for everything-- measurable skills gains, employed or enrolled quarter two after exit, employed or enrolled quarter three and four after exit.

They're also potentially in the denominator for the credential. That one is a little bit different because, in order to be in the denominator for the credential, which we're going to go into detail, they have to have either ASE low or ASE high in all tested domains up to June 30-- we're going to go over that-- or attached to a training service with greater than zero training hours to be included in the credential denominator. And we're going to be breaking those down in more detail.

But how do you know who's considered a participant and included in performance? So for those of you that may be new or maybe have not had as much experience right now, there's a lot of ways to determine this, but two ways I would say specifically is you can find out on the student profile in TEAMS every student profile in TEAMS has a period of participation chart, and it tells you exactly when their first hour contact hour was.

It tells you when they reached that 12th hour, which is considered the participation start date. It also tells you their last date of service and whether or not they still have an open period of participation-- which, you can see on this particular individual that they are currently in their third period of participation since 2018. That means that they have come into the program and got at least 12 direct hours three different times, three separate times since 2018.

The exit flag means that we have two that have already-- two periods of participation that have already concluded and one that is currently still open. The other way to probably more quickly establish who is currently-- has participant status and what denominators they're going to be falling into in your measures is to pull a period of participation report in TEAMS.

So this report-- you go to Report, you go to Participants, and you pull this information. When you pull the report, on the extract, it's going to tell you quite a bit of information, but one of the things it's going to tell you is which participant has been flagged as having a period of participation. The ones that have a participant flag of yes-- then you already know that those are the individuals that are going to be in your denominators for at least your measurable skills gains and your employed or enrolled measures. And we'll talk a little bit more about ways that the POP can help you to better manage some of those outcomes.

Also, in your AEL performance guide, if you have that pulled up, there is a chart in there-- which we are in the process of updating right now-- that really speaks to your enrollment targets and what TEAMS activity codes you have to utilize in order to meet those enrollment targets or for those individuals activities to be recognized. So that is on page 16.

And the activity codes in TEAMS, as you guys know, play a very important role. That's what-- how we we establish that there are certain activities and certain things that are happening with the student at the local level. And that's how you can tell us and be awarded through your enrollment subtarget measures.

Couple of things just to remember-- once a student reaches that participant status, they stay in that status right until they exit. That's what we've established. This would allow one person to count towards enrollment targets in multiple program year data. So there's a lot of benefits to keeping participants open and keeping periods of participation open across program years.

So when it comes to periods of participation and your enrollment targets, I think most of you probably know this, but having year-round classes and services really helps to keep those periods of participation open. If you're currently on a schedule where you end classes at the end of April and you don't start classes until August, and there's no opportunity for students to essentially have services for that length of time, you just threw everybody into every denominator for these exit-based measures. And there there's an impact to that. So we're going to be talking about that more today.

So keeping those POPs open also helps you just to meet those enrollment measures much earlier in the year. So I want to provide just a couple of examples. So here's an example of an individual. It's a participant in two program years. They have one period of participation. For this particular individual, because they have gained and our continuing service across multiple program years, they have-- they will count both as an enrollment target in program year one-- they will also count towards the enrollment target for program year two, just simply because they have access to services and their period of participation is open. We don't have to re-establish that 12 hours every program year, as long as you are keeping that period of participation open.

So this is where we talk about how program management decisions can impact performance. So right now, if you are currently working on a cycle or program cycle, or maybe you're ending your classes at the end of May and you're not starting those classes until the middle of September, that is more than 90 days without any services for students.

So you are essentially forcing an exit on all of those students, which means they are now going to go into all of these exit-based measures we're going to be talking about today. And so program decisions like that can have a real negative impact on your performance, because once that exit is established, they're going to fall into all those measures. And when they come back, guess what-- they have to re-establish that 12 plus hours, because now it's a whole new period of participation they're starting to establish.

So not only are the students going to fall into all your exit-based measures-- when those students come back and you start classes in the next year, they have to-- they will not count toward your enrollment until they reach that 12 hours again. So those are some big implications, and largely, those are just based of the local decisions that are happening.

OK. So best practices-- I want to talk about procedures that matter. As we continue and we're going to talk about-- start getting into more of the outcome-based measures, which includes both measurable skills gains and exit-based measures, there are a couple of things that are just recommendations for us. For individual programs that have been very successful, these are things that they have implemented.

Record all student outcomes in TEAMS. Just put it all in there, everything. Every time a student makes an MSG, every time they earn a credential, every time you find out information, use the participant notes. Put everything in the system. The system will help to decide what counts, and towards what. The reason why we're building the system to do that-- that makes it easier on you if you can just train staff, and train instructors, and train everybody to just say, hey, every time the student does something that meets this criteria, put it in the system.

Year-round services, like we just went over, those keeps-- that keeps the period of participation open for the students who are planning to continue, and you don't have these long gaps in your service delivery. Track your exclusions in TEAMS. We're going to talk about exclusions at the very end of the day today, but track them in TEAMS. This is something I feel like is being very underutilized in our program right now, so I want to make sure that everybody understands the opportunity that they have for that.

Also, planned gaps-- planned gaps are important. A couple of you out there are really utilizing plan gaps and The Literacy Council. And Tyler has been using this. Planned gaps can help keep a period of participation open it's in TEAMS it's there for you. So if you have students that are like, hey, I have this medical thing, I won't be back for 100 days, you can put a planned gap because you know that they're coming back.

So instead of that student falling into your exit-based measures or something else, you can actually put a hold in the system because that student is coming back to services. So there are things in there to help, but you have to utilize them. OK, I'm going to pause there and see if we have any other questions. And then we'll take a quick break.

BETH PONDER:

Yeah, we have a question from Jared. If students lose participant status due to the 90-day rule, and then return and reestablish a new 12 hours, do they count in all relevant denominators twice? If so, do they also count as a participant twice for total enrollment?

MAHALIA BALDINI:

Good question. And the answer is, for total enrollment, no, because total enrollment is an unduplicated count. For your exit-based, the answer is yes. Every time a student exits the program-- and we'll talk about this, and I have some examples of this-- every time they exit, they fall into an exit-based measure. So those exit-based measures really are quarterly measures, and that's how we should think about them. So those are quarterly measures, and they technically could be in there more than once.

BETH PONDER:

OK. And then from Susan, proxy hours keep them from falling into the gap, correct?

MAHALIA BALDINI:

Proxy hours will keep a period of participation open. So Susan, I'm not sure if you're thinking about planned gap. You can't put in a planned gap if you have them in DL and they're getting proxy hours, because that would still keep a period of participation open, and so a planned gap really isn't necessary.

BETH PONDER:

And then from Suzanne, are we required to have documentation in the student's file for a planned gap?

MAHALIA BALDINI:

Yes. Yes, you are required to keep that. You can upload it into TEAMS-- there's a feature for that-- or you can keep it in the student's file. And here's the thing. This is something I want to say. And I realize now after starting this that I didn't probably spend enough time on this.

Many of you have been going through the data validation, so as we're talking about all of these measures, and we're talking about credentials, and we're talking about putting employment or enrolled in post-secondary and all of these things into TEAMS, there is a documentation piece that is required for that. We have an AEL letter out right now that goes through what's called source documentation, and that means, when you put something in TEAMS, then there's an expectation that there's going to be something in the file that supports you reporting that information.

However, if you were to look at the data validation letter that's out there, what you'll notice is that there are source documentations that are simple as a participant note. So it doesn't always have to be this long, drawn-out process. If you have a person that is doing follow-up, and they are calling people on the phone-- they're like, hey, I talked to Jane on this date, and Jane told me she was working at blah, blah, blah-- there are some instances where just having a phone call and having a person-- and putting a participant note is acceptable source documentation.

So make sure you understand that AEL letter and what is the required source documentation for everything that you're reporting in TEAMS. I think that'll help out a little bit.

BETH PONDER:

OK. We have a question from Jeff. Are you saying that students who continue services across program years will automatically be considered a participant when they go to class in July, as long as they haven't been gone more than 90 days?

MAHALIA BALDINI:

That is correct. So right now we have many programs, and as we've been going through this, you guys are learning and adapting, which is great. So we have many programs right now that, even as of July, they're at 40% of their enrollment target. And the reason why is because they have year-round services. So all the students that were receiving services in June have continued over to July or in August, when they started classes, and so they're already meeting a big chunk of their enrollment target, because those periods of participation have remained open. So those enrollment targets every year are not brand new students. They are students that you are currently serving, or have current periods of participation open.

BETH PONDER:

OK, Jay has a question. I just had a student starting class Saturday who had a cancer relapse today. Can we planned gap, then offer a service, then planned gap again?

MAHALIA BALDINI:

You can have multiple plan gaps within a program year. Each planned gap cannot be longer than 180 days. So you can utilize a planned gap for up to 180 days. You do need to go in there on a monthly basis and update that planned gap status just to basically say, this student is still in a planned gap.

BETH PONDER:

All right, then we have several people that are asking about the source documentation AEL letter.

MAHALIA BALDINI:

Mm-hmm.

BETH PONDER:

Do you remember the number?

MAHALIA BALDINI:

I want to say it's 04-21, but Fabiana can throw it in the chat.

BETH PONDER:

OK. So hang on, folks. We'll get that one for you.

MAHALIA BALDINI:

And in particular, on that letter, guys, look at the attachment. The attachment is very important. The attachment is what list out all-- every single little measure, every single little thing that we report, and then it tells you the source documentation that would meet the data validation requirement for each of those elements.

BETH PONDER:

And then Kim had a follow-up question to Jeff. And this was the-- talking about being a participant starting classes in July. They just need one hour in the new year, right?

MAHALIA BALDINI:

One hour in the new year to do the period of participation-- and technically, we always say one hour. Even if it's 0.25 hours, it will continue that period of participation.

BETH PONDER:

All right. And then Glenda asked a question. If it is a new student, though, and not a participant yet, will the planned gap really help with anything? I think that was in reference to Jay.

MAHALIA BALDINI:

Oh, good question. No, not particularly. So if they come into the program and they haven't reached participant status yet, there's no reason to utilize a planned gap. It's not going to hold those hours over or anything like that-- really good question.

BETH PONDER:

Ray says that it is already a participant.

MAHALIA BALDINI:

OK.

BETH PONDER:

He or she is already a participant. And then Fabiana did post the link to the AEL letter 04-21.

MAHALIA BALDINI:

Hey, look at that. I was right. It's a miracle. We got a lot of letters.

BETH PONDER:

Yeah. OK, that's all I see at the moment.

MAHALIA BALDINI:

OK, perfect. All right, let's get going. So the next couple of sections here-- hopefully you guys had a good break and got some coffee, stretched a little. The next couple of session-- or sections here that we're going to be talking about, we're going to be going back and moving on to our second program year-based measure, which is measurable skills gains. If you're following along in your AEL Performance Guide, I believe this starts on page 17.

So just as a reminder, when we're talking about our contracted measures, we have program year-based measures and then we have measures that are based off of periods of participation, and exit-based and outcome measures for students that are just based off of exits basically. So we're going to spend a little bit of time talking about measurable skills gains.

Now, most of you, unless you are super new, probably know what all the different types of measurable skills gains there are. So we technically have five different types, although the first type has kind of two parts. But we do have five options for measurable skills gains. Now some of these options are a little more restrictive than others, and if you want more detailed information about that, we have lots of TA and PD out there.

I'm not going to go into each of these, but essentially, when we're talking about measurable skills gain, we are saying that individuals that reach that participant status-- and it doesn't matter when they reach participant status-- they could reach participant status June 15, and if they reach participant status June 15, they are going to need to have a measurable skills gain in order to count for you in that year.

Now, that is not a TWC thing. That is a federal government thing. We have been fighting it for eight years, because obviously, if a student reaches participant status in September, they have a lot more time to get a measurable skills gain than someone that is reaching that status in June. But it is what it is, and I want to make sure that everybody kind of understands the way that this works.

So these are the different types of measurable skills gains that a student can earn. Specifically, type three, four, and five are regulated to individuals that are participating in integrated education training-- or IET-- or workplace literacy services. So a type three, four, or five is not going to be something that you'll be able to enter for someone that is just in courses to earn high school equivalency or ESL classes, for instance. Those three, fours, and fives are really meant to tell us more about the outcomes related to an IET or your workplace literacy programs and working directly with employers. OK.

So for this year, I want to talk about educational functioning level targets, or your MSG targets, and how those-- how we basically come to the conclusion of what all the individual grantees' targets actually are. So for your educational functioning level targets, these are our negotiated targets with the Department of Ed. Here they are. OK.

So you have your ABE level 1 through 6 and then your ESL level 1 through 6. Now, when we are deciding and settling on your individual grantee level measurable skills gain target, it is based off of a blended weighted average of all the participants in your denominator. Well, what does that really mean?

Well, what it means is that we are calculating individual grantee performance. We do this based off of student case mix, which can change daily. Every time a person reaches participant status, that person has already been assigned to an EFL level, because they have a baseline assessment. I'll talk about how that's established.

Every day that number and your target can essentially change, because as you're adding more people to the denominator, your MSG target can change. So I want to give you a couple examples to explain this more layman's terms. So the more students looking at these individual levels again-- so if you were just kind of glancing at these, what you would probably come away with is that the ESL levels have higher targets associated with them. The ABE levels have lower targets associated with them.

So if you have more students who fall into educational functioning levels that have higher targets, your target's going to be higher. So if you are a grantee in a program that serves primarily ESL students, you are going to have a higher target to meet for measurable skills gains. If you are a program that primarily serves ABE, ASE students, your MSG target's going to be lower. That's just how the weighted target works.

So as an example-- and you guys can throw in chat, get our brains back working-- this is an actual real-life example. So for this particular grantee, do you think that they are going to have a higher or lower in MSG target? And you are correct. So for this individual grantee, their target is likely going to be lower. And the reason for that is because most of the individuals that are participant status in the program are falling under the ABE levels, and those ABE levels, just in general, have lower targets associated with them.

How are participants placed in EFLs? How is that initial placement even occur to understand and know what target you're trying to meet? Well, there are two things that we take into consideration. The first is the initial test score. If the initial test score are staggered or it's a solo test, like in this example that you're seeing here, that is the first thing that we look at.

What is the initial test score? Is there only one? We always look at the initial test first. So whatever that initial test is that you put in TEAMS-- if you're doing staggered testing, like this example, where you're doing math, reading, and you're separating those things out, those things matter in terms of placement for the EFL.

Now, if you are a grantee that stacks tests and you're performing all of your testing, all of your content area test on the same day, then the lowest test determines placement. OK? So in this particular example that I'm showing you here, what EFL level will this student be placed in? What educational functioning level is this student going to be placed in, if the initial test score, if tests are staggered, is considered first?

All right. So the answer is level 6. So in terms of the actual placement of this person, it is going to be a level 6. And the reason for that is because these tests were not taken on the same day, and it's always going to refer to in default to whatever the initial test was. First test-- first test is what counts. So that initial test is the math level 6. So in terms of how we would report this person federally, they will fall on a level 6. But that doesn't mean that all the other gains don't count. We're going to talk about that.

Now, and the second option that we have is multiple tests on the same day. So we're taking that student and we're saying, OK, multiple tests on the same day. So in this situation, what EFL is the student going to be placed in? And all the ones that I've seen have been correct-- so level 4. So again, if you have multiple tests on the same day, and those are the initial tests, we're always going to take and place them into the lowest EFL from that day.

Now, that does not mean that, when a student earns a gain, it's not a gain. It doesn't matter. Regardless of where they're placed on an EFL level, any MSG will show them as a meeting. So go back to what we were talking about earlier in terms of the targets. If an individual is placed in a level, that matters because that is the percent of target, and that's how this whole weighted blended average works.

So the EFL measures-- or the EFL levels do matter in terms of placement for the purposes of establishing your MSG target, but it does not matter in terms of earning an actual gain for that student. So regardless of where they're placed-- EFL that they're placed, any MSG is going to show as a meeting. OK? So even though they're at a level 6 in math, if they take two other tests and they are at a level 3 and a level 4 on their other test, any gain that is made is going to count as a gain. It's just, for a reporting purposes, it's going to show on that level 6. It's kind of weird. I don't get it, but that's the way it works.

So if they have a measurable skills gain in TEAMS for the program year in which they were in the denominator, it's going to count towards performance. I wanted to show you an example of this. So once a participant earns a gain-- in this particular scenario, they earned a gain from a level 2 to a level 3-- even if they exit the program and they come back and retest, or they take a second test-- maybe they continue on in the program, they get 60 additional hours of instruction, and then you retest them because they've reached that test publisher's recommended guidance in terms of testing-- and you give them a second test, and on that second post-test, they go down and they go back to a level 2, that gain that you made when they went from a level 2 to a level 3 is not lost.

Once again is made, it is made, so we don't take that from you. We don't measure the beginning of the year to the end of the year. We do measure it by each individual pre and post-test.

BETH PONDER:

Yeah, Lorraine asked a question. If a student is pre-tested in both areas, but a progress test is only given in one area, how will this affect the program through the year?

MAHALIA BALDINI:

I don't know how it'll affect the program. So if you give them a pre-test in two areas and you only post-test them in one-- and let's just say that person makes a gain-- there's no requirement that you have to post-test in every single area that you gave them a pre-test. What may come into play is when you are looking at, do they-- when they go into the next program year, the validity of the testing for their placement in a continuous year.

So in the testing guide, we say a test is good for 365 days. And because of that, if you guys are not post-testing based off of your pre-test and all that stuff, that could come into play, meaning they just don't have a valid test when you start the new program year or something like that.

So how many measurable skills gains does a student need to earn? Well, all participants have to earn at least one measurable skills gain each and every program year in which they have a period of participation. So in this particular example, you can see that this individual student had a period of participation that spanned across two program years that kept that period of participation open, but that means that they also need a measurable skills gain in each of those program years, because MSGs, again, going back, is program year-based, not period of participation-based.

So because it is program year-based, you have to have an MSG for that individual that falls somewhere between July and June of every year that they are participant status or their participant flag is yes. So let's look at some more detailed examples.

So in this particular example, does this count for a measurable skills gain in program year 1 or program year 2? Let's walk through it. So they have a pretest and they reach 12 hours around March. Their period of participation starts and runs through the end of June, and then ends. There's no more participation after that.

Now, they enter into post-secondary in August. Now, going back to an allowable measurable skills gain, exit from adult education and then entry into post-secondary is an allowable measurable skills gain. But this particular one wouldn't count. Who can tell me why? OK. So I see a couple of different answers here, so let me-- let's walk through this.

So in this particular instance-- and remember, measurable skills gain are program year-based. That means that the gain has to occur before June 30. So while an individual can exit from adult education and literacy, and then after they exit can enter into post-secondary education, and that would be considered a measurable skills gain, those have to occur before June 30.

So in this particular one, you can see that the period of participation ended at the end of June, but they didn't enter into post-secondary education until the following program year. So for this individual, even though you may go into TEAMS and you may enter that post-secondary enrollment into TEAMS, it's not going to count as a measurable skills gain. It's not going to count.

We're going to talk a little later about something else that it might count towards, and that is an exit-based measure, but for the purposes of a measurable skills gain, this is not going to count, because it does not occur-- that entry into post-secondary did not occur before June 30. OK.

BETH PONDER:

All right, we have a couple questions. Do you want to take them or--

MAHALIA BALDINI:

Yeah.

BETH PONDER: -

do you want me to hold? OK.

MAHALIA BALDINI:

No, let's take them.

BETH PONDER:

We did have a comment from Kim, a good comment from Kim. Lesson here-- progress test while you still have the student.

MAHALIA BALDINI:

[LAUGHS]

BETH PONDER:

Question from Donna-- what if they registered for the fall semester?

MAHALIA BALDINI:

What if they registered for the fall semester? No. I think what was she saying is, what if you know they're registered for the fall semester? Can you say that they entered into post-secondary in June because you already know? And the answer to that is no. Good question.

BETH PONDER:

All right. Then from Larissa, if their POP extended into fiscal year two and then exited and entered post-secondary ed, would it count?

MAHALIA BALDINI:

Yes. It would count for which program year? It would count for the second program year, but it would not count for that first program year. It's a good question. So let's just look at this example and say-- let's say that period of participation extended into the second year and extended into July, and then they exited. And then they started their post-secondary in August or September in the fall.

Now, in that situation, that measurable skills gain would count, but it would count for program year two. You still don't have a measurable skills gain for that first program year, because remember that measurable skills gains are program year-based, not periods of participation-based or exit-based. So even though that POP-- and that kind of goes back to this situation-- if they have a period of participation that extends across two years, you need a measurable skills gain in each of those years. You need one in the first year and you need one in the second year.

So in this particular situation, if we were to just extend this period of participation into the second year, that would be lovely. And maybe you would be able to get a measurable skills gain in year 2, but you still would not have one for year 1. So hopefully that makes sense.

BETH PONDER:

All right. And Glenda says, I have a question. How many hours are needed between the pre-test and first post-test?

MAHALIA BALDINI:

Depends on the test. Is that what you're asking? So between the pre-test and the first post-test-- would just depend on the number of hours that the test publisher requires. Or if you have some sort of extenuating circumstance, you could test early.

BETH PONDER:

And Tracy, if you could, why don't you grab the link to the testing guide? And Glenda, that'll have it in it. From Tiffany-- if you are not required to post-test in all subjects, is an exemption with a valid reason still required?

MAHALIA BALDINI:

Post-test or pre-test?

BETH PONDER:

She said post-test.

MAHALIA BALDINI:

OK. So what we say is that you have to baseline everyone-- I think this is what it says-- guys are putting me on the spot. So I think what it says is that, when you are establishing your baseline test for individuals, you have to test in every each content area, unless there's a reason why you shouldn't. For instance, maybe it's a person.

We've got this voucher program. Maybe the person's coming in and they only need math-- I only need to take my math test-- or something like that. But I do want to come in, enroll in the program, and get some preparation for that. Then you could only do a pre-test in math and include in your participant notes the reason why you're not giving them reading or language. You could do that.

For the post-test, I don't think that we have anything in the testing guide that you have to go into TEAMS and say why you didn't post-test them. I don't think we have that in there, but one of my staff can put it in the chat if I'm wrong-- or that you have to document why. I think we just poke you and say, hey, these are your measures. You need to meet your measures.

So if you don't post-test them, it's going to be on you to find some other measurable skills gain to help them meet the contracted measure. So Tiffany, I don't know if that answered your question, but let me know.

BETH PONDER:

OK. Then we have-- I'm not sure if this is a comment or a question-- from Christopher-- there'd really be no method to get that type 1B to count with the exiter requirement.

MAHALIA BALDINI:

You could. So think of it this way. Let me give you an example. I didn't put one in here, but I probably should have. If a person comes in-- let's just say their period of participation ends in September-- or let's say it ends in October-- or I'm sorry-- August. And their period of participation ends in August. Well, they are a participant for that-- whatever program year that that is.

So they need a measurable skills gain. They could exit in August and then enter into fall in post-secondary, and you could record that, and it would count as a measurable skills gain for that program year. Exits occur all the time. It could also happen as a spring. Maybe they exit in November and then they sign up for spring courses, and you could enter that into TEAMS. And as long as it falls somewhere-- that entry into post-secondary fall somewhere between June-- or July and June, you'd be good.

BETH PONDER:

OK. And from Catherine-- so possible solution to that one question would be to register for a summer class?

MAHALIA BALDINI:

Yeah.

BETH PONDER:

So if we were giving services in July and August-- yeah, let's see. So Larissa-- so if you did a 1A in fiscal year 1 and 1B in fiscal year 2, they would have an MSG for both years?

MAHALIA BALDINI:

Correct.

BETH PONDER:

Correct, OK. And then Tara-- if a participant shows gain in one domain and not been post-tested in other domains within one fiscal year, do we have to fill out a justification form for post-testing more than recommended hours in the next year, since they have accrued so many hours since last test in the last year?

MAHALIA BALDINI:

Holy smokes. I think I may need a-- I may need to answer that one during the next break. Let me come back to that one during the next break so I can actually read it, and digest it, and then answer it.

BETH PONDER:

OK, sounds good. I think that's it for now.

MAHALIA BALDINI:

OK. So let's look at an example, because a couple of you had brought up exit, and multiple POPs, and how does that play a role? So just remember what we talked about. So when it comes to measurable skills gains, they are only in that denominator one time. You need one MSG. Every participant needs one MSG in every single program year.

So how many measurable skills gains are required for this participant? Now, this participant has two periods of participation in one program year. How many MSGs do they need? This goes back to the weird thing that the feds did to us that we'd been arguing with them about forever, which is, why are you making all this-- most of the measures are exit-based. You made them MSG program year base. Aargh, you know.

Remember that measurable skills gains are program year-based. That means that, between July 1 and June 30, everyone that has a participant flag of yes needs one MSG in that time frame. They can have multiple periods of participation within that program year, but for us, they're only in the denominator for a measurable skills gain one time.

So you can never have greater than one time in a denominator for measurable skills gain. It doesn't matter how many periods of participation a student has within that program year. Now, those periods of participation, though, change when we're talking about exit-based measures, which is what we're going to talk about next, so keep that in mind.

So for this particular student who had started services at the beginning of September, they stopped services at the end of November. They had a 90 day gap, so somewhere at the end of November, there's an actual exit date. They exited. They're gone. They come back in March and they start a new period of participation. OK?

I'm going to throw some stuff at you right now. Here we go. This is what we've learned so far. For this particular student, when it comes to program year-based measures, the two we've talked about so far are enrollment and measurable skills gain. Both of those are program year-based. So for this particular student, they are going to count toward your enrollment one time and they are going to count in your MSG denominator one time, because it is program year-based, and program year measures don't care anything about periods of participation, other than you have to meet that 12 plus hours to count towards anything.

But the exits don't really matter here when we're talking about those program year-based measures enrollment measurable skills gain. OK? So this individual only needs one measurable skills gain. Even though they have two periods of participation, they are only going to count toward your total enrollment one time in this program year.

We're going to talk a little bit more about this, and hopefully by the time we get through the exit-based measures, it'll all start to make a little bit more sense. And here's the thing, guys. This stuff is tough. I mean, this stuff is super weedy. I think the performance guide-- if you don't have that as-- on your desk constantly when you're trying to figure things out, you need to, because we really tried hard, I think, to spell it out in there and give you some good examples and stuff, but this stuff is very-- it's complicated.

But if you can get to a point where you really understand it, it will help you to manage some of those decisions, I think, that you're making at the local level that may be negatively impacting you, and you don't even really realize it. So one MSG for this individual-- OK?

Now, when it comes to measurable skills gains, well, you got to enter it. So everything that we're talking about today-- there is a part on your end that you have to do. If it isn't in TEAMS, it didn't happen. So the tracking of all of this is very important, so I want to spend a little bit of time just talking about the tracking of things.

So where do you report measurable skills gains for participants? Well, it has to be in TEAMS, because if we don't put it in TEAMS, we don't have access to that. We don't know what's going on. So every single individual student that you serve has an actual educational outcome screen, and that is where you're going to track pretty much anything that is related to performance. This is going to include your measurable skills gains.

Now, it's also going to include your credentials and your educational enrollment, which we'll talk about later. But for your measurable skills gains, it's important that you understand these things have to be put in there timely. Now, we have some automation, but it's best to confirm. So let me talk about that.

So here's where we are in terms of the things that we can automate and the things that we can't automate. So going back to the different types of measurable skills gains that we have, we know that we can do a pre/post test. That's one. We know that, if they earn a high school equivalency and they didn't have a high school equivalency or a diploma when they came in, and they earn one, that could be a measurable skills gain.

We know that, if they come in and they do 12 plus hours with us, and then they exit, and then they enter into post-secondary before June 30 that could be a measurable skills gain. Those are just some measurable skills gains that we have available for you guys to utilize. But when it comes to reporting those measurable skills gains, it's very important, number one, that you put the data in TEAMS timely. We all know that.

But it's also important to understand how we at TWC get information and what information we don't get. So we do a nightly seed file exchange with TEA for the high school equivalency test and certificate information. But as many of you know, there is a lot that can go wrong between point A and point B.

So I say assume nothing. If you're talking with a student and the student's telling you that they earned their high school equivalency, they took their test, they got their score, they got their certificate ID, and it's not in TEAMS through our automated process, add it manually. Put it in there. Don't wait for us.

There are so many things that can go wrong in that seed file exchange, and we're constantly working on plugging holes and making sure that we're getting things, but the joy of it is that you can go into TEAMS and just put it in there manually. If in some way, or down the line something catches up and things are happening the way that they should, and we get that cert through the seed file exchange, TEAMS will correct itself, so don't worry about that. So if you have the information in front of you, add it manually, please. Same with high school diplomas-- add all that stuff manually.

The second thing is I want to be very clear about what we do and what we don't get from the coordinating board. So we do not have a disaggregate seed file exchange with the coordinating board. So anything related to post-secondary enrollment start dates, anything related to credentials, any of that stuff, we do not get that through an exchange. That is all going to be on you to put into TEAMS manually. So you got to track it and then you got to put it in there.

So I just want to expressly put that out there, because I think some people think, oh, they're probably exchanging data with the coordinating board. And well, we do, but we don't. It's not the type of a data exchange. That's going to help to support you guys in meeting your measures, so please understand that that's just going to be on you to go into TEAMS and actually update that information on the educational outcomes screen.

So how do you know who still needs a measurable skills gain? There is a report in TEAMS. It's called the measurable skills gain management report. I would suggest utilizing the report extract in TEAMS. It's going to give you the most robust information. And you'll be able to see individuals who have already met the requirement.

Now, we had I think something going on with the summary report, which we're working on fixing so that you guys-- that report should only be individuals that have participant status, and you can quickly pull the summary and see what measurable skills gain that they've earned already for the program year that you're pulling that report. So we are working on getting that updated for you as well.

So things we know that influence low measurable skills gain performance-- so Elena, the TA staff, our data folks-- we spend some time analyzing a lot of this. One thing that we-- well, we look at several things, but how many students persist to capture a test or measurable skills gain? So if you're pulling your POP reports and you're utilizing your measurable skills gains report, you can use those two reports to determine how many of your students just aren't persisting long enough to capture a post-test or a measurable skills gain.

Those things are important for you at the local level to say, is there some point in time? Is it 20 hours, is it 25 hours-- looking at how many of your students actually persist long enough to that 40 hour mark, or that 60 hour mark, or whatever is the requirement for a post-test. How many students just flat out aren't tested timely? They're meeting those instructional seat time hours, but they're just not getting a test.

I can tell you, and others on here will tell you, if you're not testing timely, that student's going to be gone potentially, and then you're not going to get them back. Now, the whole point of having the measurable skills gain is that we have all these options available to us, not just pre/post testing. And we have something called a planned measurable skills gain.

A person comes into the program-- I'm going to get my high school equivalency. That is my goal. And you can always put that down as a planned measurable skills gain. But this is something that has to get monitored constantly, because as those students are coming into the program, you have to determine, are they going to be able to achieve that before June 30? And if the answer is no, then the fallback is always post-testing.

So those are just some things at the local level that I know you guys are paying attention to and monitoring, but if you're new to this and you're just now coming in, those are definitely some local procedures that can help you. Tracking non-post-test MSGs appropriately in TEAMS-- I feel like personally, guys, that we are not capturing everything that we could be capturing to help support our measurable skills gain. That is my worry, that it's just not getting tracked, and therefore it's not getting put in TEAMS, and therefore we are not getting credit.

I feel like we probably have more students that may be exiting AEL and entering into post-secondary enrollment, but we're just not capturing it in TEAMS. And because we don't have a data exchange with the coordinating board, guess what-- we don't get it. We don't get to capture any of that. Our measurable skills gains have decreased over the past several years.

Now, COVID's right there in the middle of that, but even before COVID, we were starting to see a decrease. What you'll notice when you get your contracted measures is that we are really pushing and we are making a stretch goal to improve our measurable skills gain performance. So keep that in mind, because things like persistence in particular-- if you have 40% of the students that are leaving your program before you can even get a post-test or get any kind of gain, that's going to be a big impact in your meeting your performance measures. So questions on that?

BETH PONDER:

We got several things going on here.

MAHALIA BALDINI:

[INAUDIBLE]

BETH PONDER:

So Tracy posted the testing guide and some of the information about post-testing, and Tara had a question. But if post-testing in another content area doesn't happen due to various reasons, is it required to have justification in file for those participants whose test results are pulled forward into a new fiscal year?

MAHALIA BALDINI:

So read that one more time, Beth.

BETH PONDER:

OK. Tracy had pulled the wording out of the testing guide about the post-testing, and Tara said, but if post-testing in other content areas doesn't happen due to various reason, is it required to have justification in file for those participants whose test results are pulled forward into a new fiscal year?

MAHALIA BALDINI:

I see what you're saying. I think I see what you're saying, Tara. So you're in program year 1. You test in all content areas. You only post-test in one of the content areas. And the new program year starts, and you only-- you have just-- basically test. This is the way it works in TEAMS.

TEAMS is going to-- when you enter that student, it's going to pull forward any test that is within 365 days of that first contact hour. So it doesn't matter if it's a post-test in the previous year, a pre-test in the previous year. It's going to take the most recent test in each content area and it's going to pull that test forward, and that's how it establishes a baseline.

So in the example, let's just say you only gave them a math initially, and that's the only test available for TEAMS to even pull forward. I think what you're asking is, in that second program year, do you have to create a new reason why only a math is there? It's probably a good idea. And Tara, if you want to unmute, you can. [INAUDIBLE].

TARA:

Yeah, yeah. No I'm talking about post-testing. Let's say the participant took the post-test in only one content area. The other content areas-- there is baseline there. And within that program year, we don't post-test in all content areas. In the next program year, when all tests are pulled over as baseline, the other [INAUDIBLE] that were not post-tested last year, it shows how many hours. Does that make sense?

MAHALIA BALDINI: Mm-hmm.

Yes. Mm-hmm.

TARA:

So do we have to have justification in file? Because when we give them new post-test in the new program year, it shows more than recommended hours from baseline with that post-test.

MAHALIA BALDINI:

OK, I got it so--

TARA:

[INAUDIBLE] the test was pulled over from last year, and we didn't test because there was a gain last year.

MAHALIA BALDINI:

Got it. Good question. So this is one of the updates that we made in TEAMS, I think, a while back. And it was the whole being able to carry forward ours for pre and post-test, and hours and days between tests, and all of that stuff. So the only time you're going to have to document why you're testing early is if you're testing early. It doesn't matter the days or length of time between test, so you could have taken-- that test could have been from a previous year.

And maybe some of them have 100 hours because you didn't do a post-test in the previous year, and that may be one of them has 20 hours because you did do a post-test in the previous year. Because TEAMS is now tracking the time between test even across program years, we're taking that at face value. The only justification you would need is for any test that the hours between those things is less than the test publisher's recommendation.

TARA:

So that means no justification if it's more than recommended hours, correct?

MAHALIA BALDINI:

Correct. That's correct.

TARA:

OK, thank you.

MAHALIA BALDINI:

Now, one thing about this-- and this is something we're going to probably be doing some research on-- we opened this up, I think, maybe two years ago and started calculating things this way, but we're going to follow up and evaluate all of this, obviously, because you guys at the local level have to understand the gaps. If a person takes a pretest and they get 100 hours, and then they leave for six months or three months, and then they're coming back to the program, even though the test is good and you can pull it forward if you want to act as a baseline, and maybe get them back in class, and you do a couple of hours, and then you post-test them-- but the whole point is to make the gain.

So we have to be, I think, cognizant at an instructional level of, what has the student lost? Because you don't want to test a student and they don't pass the test. So even though, in the policy, it's there and you can do it, and it's not going to be a compliance issue, at the local level, you guys have to make the decision about, is the student ready? That isn't something we can do for you. That's something you guys have to do.

So from a compliance perspective-- might be completely allowable, but you guys have to take the time to figure out what's best for the student, because ultimately, we want the gain. And if they haven't had any classes or any instruction for three, four months, and we're bringing them back, even though they have 60 hours on-- technically between test, and you could post-test them, you got to decide if you're going to. So that's a local decision. But really good question, Tara.

BETH PONDER:

OK, we had one from a little bit ago that we missed from Todd. So scenario-- student enrolled in May, got 12 hours by June, and got first 30 hours by August and post-tested. They didn't get an MSG for fiscal year 1, but got an MSG for fiscal year 2. They couldn't get a MSG for PY1 because they didn't have enough hours. What do you do?

MAHALIA BALDINI:

Nothing. I mean, I'm not trying to sound bleak, but that's the real kind of scenario. And these are conversations that-- the reason why we've fought with measurable skills gains being something that's program year-based, instead of periods of participation-based, because we are encouraging year round enrollment, we want year round enrollment, but at the local level, I understand from your perspective that, if you can't get enough hours for that student to provide them an opportunity for a measurable skills gain, that that is a disincentive in many ways. And I do understand that. So the truth and reality of it, Todd, is that, if they don't get something by June 30, it's just-- it's a mark in the ledger.

BETH PONDER:

OK. Catherine-- I am not sure about this, but would it be a gain if a student passed, say, two or three parts of the GED, or it must be all or nothing?

MAHALIA BALDINI:

Good question. I wish it was two or three parts. It's another thing we've been arguing about. So right now the way-- it has to be an actual certificate. I don't know why that is the decision that was made. I think, if they take-- pass a math test, it should be the same as passing a post-test, but the feds just don't see it that way. So it does have to be that they have to earn their high school equivalency before June 30 to count as an MSG for that program year.

BETH PONDER:

Thank you. Good question, Catherine. Janice-- any progress in getting the TSIA counted as an MSG for our participants?

MAHALIA BALDINI:

Well, I'll give you the update that I have. So we were working with the coordinating board the last time they procured the TSIA, and one of the requirements they wrote into that procurement was that they had to actually go through the process of getting it as an NRS-approved test. Woo, yay-- that's good news. However, that process is very lengthy, as you can imagine.

I'll check in with my counterpart over it, the coordinating board, and just check in on where they are with that process. Right now the answer is no, but we are working on it. We would love for it to be just considered an NRS-approved test period. Right now the TSIA and the results of any of those tests do not count for purposes of performance in AEL.

BETH PONDER:

OK. From Gracie-- will an unofficial transcript work as proof of enrollment to post-secondary?

MAHALIA BALDINI:

I believe so. I believe it will. Again, look at that 04-21. There's an element on there that speaks to that. Go over to the source documentation, and anything that's listed in there would be counted as validation of that. I don't think it needs to be a sealed transcript or anything like that. I think a copy is sufficient.

BETH PONDER:

All right. And from Marsha-- should we post-test in all domains or in the lowest domain?

MAHALIA BALDINI:

I would say all domains, all domains, because any gain counts. It used to be the lowest. We used to do domain of significance, and you didn't get credit unless they made a gain in their lowest domain. But we don't do that anymore. So to increase your odds and the percentage of them making a gain, it's wise to post-test in all areas for which they have a pretest.

BETH PONDER:

OK. And then from Jacqueline-- so if a student entered the program at 8/1 in the previous year, then progress tested in only one content area for this year, we would still need to retest in both areas, since the initial test has expired-- some of these are tough-- since the initial test has expired for the non-post-tested content area?

MAHALIA BALDINI:

OK, I may have to read this one. So if a student entered program at 8/1 in a previous year, then progress tested only one content area for this year, we would still need to retest in both areas, since the initial test has expired for the non-post-tested content areas.

BETH PONDER:

I even read that and I'm not-- I can't even picture it up in my mind. So Jacqueline--

MAHALIA BALDINI:

You're out there. Do you want to unmute yourself and maybe ask that verbally?

>> JACQUELINE:

Yeah. Sorry. I'm a math person. Writing is not my strong suit. So basically, I'm just confused on-- so say we have a student who joined us last program year and they topped out in reading. So they were HS in reading. So we only post-tested them in their math, say, in March.

So that March test for the math is still good until this following March, but for the reading, it's expired. So whenever we're looking at this new program year, do we need to capture a new reading test?

MAHALIA BALDINI:

If they've already topped out-- you said they topped out last year?

JACQUELINE:

Yes.

MAHALIA BALDINI:

OK. Then I think that you could just write an exclusion to say that's why you're not-- you're not going to do that content area this year, because they've already topped out.

JACQUELINE:

Gotcha. So we would just put that in their folder and say we only--

MAHALIA BALDINI:

Yeah.

JACQUELINE:

--progressed, again, in their math, because they still had reached HS or whatever.

MAHALIA BALDINI:

Right.

JACQUELINE:

OK. Thank you.

MAHALIA BALDINI:

So eligibility is intact because they still need-- have gains to be made in their math. They popped out on their reading. What else we got out there, Beth?

BETH PONDER:

Well--

MAHALIA BALDINI:

Any other brain-busters?

BETH PONDER:

[LAUGHS]

MAHALIA BALDINI:

These are brain-busters. I just love them.

BETH PONDER:

We had some comments talking about, if the test is expired, the MSG doesn't count. Tests that are over a year old-- speaking to Jackie's question. And then Glenda's asking about the presentation, if it can be shared.

MAHALIA BALDINI:

Well, we can put it into the chat. It's not accessible, guys. You can imagine. There's a lot of images in here, and I have to create these painstakingly. But I don't mind us putting in a chat. If TCALL is OK with that, we can put it in the chat. But just know it's not accessible, so please don't share it publicly until you make it accessible.

BETH PONDER:

And just a heads up-- we will be putting the recording along-- closed captions and with a transcript onto the website. So I'll get that put in the chat here in just a minute.

MAHALIA BALDINI:

That transcript is going to be a doozy. OK. So do we need a break? If we do, it's going to be a short one, because I don't know what time it is, but I think we only have about 40 minutes left. Right? Does this go to 12:00?

BETH PONDER:

Yeah. It's currently 11:22.

MAHALIA BALDINI:

OK. So let's do this. I had a scheduled us for a break, but let's just keep it rolling. And if you guys need a break, of course-- we're all adults here-- go take one. Because the last part of this is-- I probably should have flipped this and done the hardest part first, easier part at the end. But I didn't.

All right, guys, so we have concluded. We've talked about those program year-based measures. Those are the July 1 through June 30 one and done enrollments measurable skills gains. OK? Now we're going to switch. Put your exit-based, outcome-based hat on, and we're going to start talking about contracted measures from the context of periods of participation, and when students exit, and how we are looking at credential rates, and all of our employment-based measures. And that's what we're going to be finishing up with today is talking about, through each of these.

So if you thought the first part of the day was informative, hopefully you'll get a lot of good information on the second part. Now, if you're following along in your AEL Performance Guide, you can start-- I think this all starts on page 31 when we start talking about these exit-based measures. And we'll keep this rolling, and if you guys need a break or if I need a break here in a minute, I'll let you guys know.

So let's get started. So for PY '22 and '23, these are what your targets are for these individual measures. So employed or enrolled in post-secondary education quarter two after exit-- 46%. So 46% of your exiters have to be employed or enrolled in the second quarter after they exit. We also have a retention measure, which is employed or enrolled in quarters-- and this should be quarters three and four-- after exit.

That is the denominator from-- the denominator consist of everyone that is in the quarter two exit. I'm going to go over all this. This is just the beginning. But for that quarter three through four after exit, it's 82.4%. The reason why that is so high is because it is a retention measure. It's however many people we are getting from that quarter two-- that were employed or enrolled in quarter two, and then we're saying, are they still employed or enrolled in quarters three and four? That's why the percentage is so high.

And then the credential rate is 39%. Now, I'm going to say this about the credential rate. We are also looking to do some stretch goals on the credential rate, because I think that a large part of the reason why we're not-- we don't have a better credential rate is because of lack of tracking and reporting. And so here at the state we're trying to figure out ways, and opportunities, and resources that we can provide you to do this better, and so over the next three to five years, that rate is going to continuously increase.

So exit-based measures follow quarterly reporting cycles. You're going to find out what that really means, but I want you to remember that exit-based measures follow quarterly reporting cycles as we start to walk through this. The first one we're going to talk about is our credential measure.

So the credential measure has essentially two parts. The first part of the credential measure denominator is for high school equivalency credential specifically. What happens here-- and if we go back to what we've learned today, we're talking about students who start participation and then exit, meaning they don't have services for 90 days, they become an exiter. When they exit, these are all the measures that, once they exit, they could potentially fall into, if they meet the criteria. So let's talk about the criteria.

So for the credential rate measure, if an individual exits the program-- they do not have a high school diploma, they do not have a high school equivalency-- and they passed at least one high school equivalency exam during their period of participation or they achieved an ASE low or ASE high in all the tested domains at any time during a period of participation. Now, I'm going to pause there, because on that second one, I think it's very important that we realize, if you are only testing a person in one content area, like math, and that one content area is ASE low or as high, by June 30 or whatever-- by their exit date-- I shouldn't say June 30-- by their exit date, they could potentially be in the denominator for the credential, if they don't already have a high school diploma. OK? So it's things like that with these outcome-based measures that get a little complicated.

So for high school equivalency participants who received HSE during their period of participation or within a calendar year after they exit, and had wages greater than zero in at least one of the four quarters after exit, they will be in the numerator. So for the denominator, it's any exiter that doesn't have a high school diploma, that doesn't have a highg school equivalency. That is decided by what you guys enter into their profile in TEAMS.

So in their profile in TEAMS, if you have determined and you have told us that they do not have a high school diploma and they do not-- or an equivalent, and then they meet either one of these criteria, they're in the denominator. OK? So in their profile, they don't have a high school diploma, they don't have a high school equivalency, and they got-- and took and passed at least one HSE test, they're in the denominator.

If they exit and they don't have a high school diploma or an equivalency, and you gave them a NRS test and they were as ASE low or ASE high by the time that they exited, in all domains that you tested them in, they're going to be in the denominator. That second one is a little tricky, because it's not based off of baseline.

It is if, by the time they exit, they are at a point that they are ASE high or ASE low in all of their tested domains, by the time they exit, they will be in the denominator. So I want to be very clear on that. How do they get in the numerator? How do they count for us once they're in the denominator? This is how they count.

They either received that high school equivalency while they were participating with us right during their period of participation or within a calendar year after they exited. So we track that all the way through a calendar year after they exited. And I'm going to show you guys some examples, so don't get too wrapped up in the text here, because I'm going to show you.

Now, for employment, as you know, we do have data match available. But for the credentials-- and we have that amount available for the HSE credentials. But if you're trying to get them to-- for the enrolled piece, you guys have to enter all of that.

Now, the second way they can get into the numerator is through post-secondary education or training within one year of exit. Y'all got to tell us. We can't match that against anyone. And if you're not collecting social security numbers, you're not going to get the employment either. So let's kind of break this down and kind of think about this in terms of a true scenario.

So for the high school equivalency measure, even though we can track the credential date to date-- we get a nightly seed file exchange. You guys can go in TEAMS and put an actual date there. So there is a way for us to track that HSE on a day-to-day basis. The second piece of the puzzle can only be solved with the fact that we only report this stuff quarterly, and the second piece of that, which is not only do they have to earn their high school equivalency, but they also have to be working-- wages-- or enrolled in post-secondary for that credential to even count.

So it's pretty messy. It's a pretty little complicated measure here, so let's walk through an example. So let's just say a student exits somewhere between July and September. This would be their exit quarter. Somewhere between July and September, they exited. That means that we are going to be tracking and looking for that high school equivalency certificate somewhere in the four quarters or the year after they have exited.

Did they earn it? Now, if they earned it while they're with us, great. That's just one less thing that we have to track. That's one less thing we have to do. But if they didn't, they still get a full year, and you guys get a full year, to continue to try to encourage them to go sit for their exam, actually earn their high school equivalency, et cetera.

But that is just not enough. They also have to be employed or enrolled in post-secondary education on top of having earned their credential. This is what is necessary for them to be in the numerator. It is a very tough measure to both understand, I think, and also just to meet, because it has all these little tracking elements to it.

So for this particular individual, they exited somewhere between July and September. We're going to look to see if they have a credential. And when I say we're going to look, that means that we're going to be looking in TEAMS to see if they have a credential. Have you guys either manually entered that they earned their high school equivalency or has our nightly seed file with TEA laid down a high school equivalency certificate for a full year after that exit date?

The second part of that is we are also going to be looking to see if they have employment or enrollment in post-secondary education between that October date and that September date on this image, where it says the credential is needed, because wages or post-secondary enrollment is also needed.

Now, at the very end, you're going to see something that says employment data available. The data that we have through our data match has a lag on it. So even though, let's say, for this individual, they had-- let's just say they were employed in June following their exit. They earned their credential in June following the exit. In theory, they have met the measure, but we won't have that employment data through the match until two months after it occurs.

That data's not available. That's just the way we get data at TWC. So when we have data that gets reported to the agency, there's a two-month lag in when that data's going to actually be available. So wages that are earned in July, August and September are not going to be available for us to see until April, May, and June. There's always this two-month delay in how long it takes us to be able to actually see that the data exist.

That is why, when y'all go into your NPRs at the very top, it'll tell you the reporting period. And you're going to be like, oh, that was like a year and a half ago. Well, that's because there's such a lag in when we can actually pull this employment data through a data match.

Now, in TEAMS, you can go in there and you can report that employment outcome data if you want, and we're picking it up and we're looking for it. It's just not a lot of people are utilizing it. So if you want to report that early and not have this extra two-month lag, I encourage you to do so. Please do that.

Let's talk about the second part of the credential rate measure, and then I'll answer some questions. So part two is the part of the measure that is for specifically IET students. So exiters who were enrolled in post-secondary education or training during their period of participation-- so exiters that were participating in an IET program. Exit the program. It doesn't matter if they have a high school diploma or not. That's the other part of the measure. This one, we don't care, right? You put them in an IET. They're attached to a training service. They got training hours in TEAMS. That is going to throw them into the denominator for this measure.

OK. So when you go back to the example we were looking at earlier when I was talking about a person that exited the program because they had 60 days of training in isolation-- but that training service continued, right? They're going to fall into this measure based off of when we determined exit.

So if they continue to be in a training service for 18 months after they've exited with us, then it's going to be very unlikely that they're going to count in the numerator for you, because what the numerator says is that you have to earn that post-secondary credential within one year of exiting adult education services-- not one year of exiting your training-- one year of exiting adult education. And that is only established by our criteria here.

So for those IET exiters, from the denominator, they have to-- again, they have to earn a credential while they're still with us. That's why it's important to have those basic skills, contextualized skills through the whole entirety of the IET up until they earn that credential. Or we do give them one year, one calendar year after they exit to earn that credential. That's how they count in the numerator for this measure.

Now, the crucial piece to this is, for this measure, we're counting on you guys. Remember, we don't get data match through the coordinating board, so this is all on y'all to report in TEAMS, track those individuals, get those credentials put into the system, make sure you have the documentation or that you are putting those notes into TEAMS. We're really counting on you guys to do this. This is why I feel like, for the credential rate measure right now, it's very low. And I think some of that is just the tracking of it, because it is difficult and we don't have a data match right now.

So I want to run through a couple scenarios, then I'll take a couple questions. So just to put some visuals on this, so let's meet Jane. Jane does not have a high school diploma or an equivalency. Jane exited adult education with ASE high test scores and all of her tested areas on 5/31/2022.

When does Jane need to have achieved a credential by? When does Jane need to have wages showing? And when will the data be available? So let's walk through this and take it one question at a time. So let's start with, when does Jane need to have achieved a credential by? So those of you that are saying one year after exit, May 31 of 2023, that is correct.

Yay. Wish I had a little confetti spray that I could do on the screen, but I just don't. So when does Jane need to have wages showing? When does she need to have wages showing? Any particular time frame that we have to see those wages in order for that high school equivalency to count towards this measure?

So those of you that are saying one year or the same time frame, that's correct it's all at the same time frame. So essentially, when they exit, they need to get a high school equivalency credential and have wages showing within the year after they've exited. Now, when that data will be available-- might be at a different time, which is why you guys don't get that information very timely-- is because we are constantly looking at this on a quarterly basis and reporting it.

But Jane, just because of Jane's circumstances, may not have information available until that very last quarter, that fourth quarter after she exits. And if that's the case for Jane, then that data is not going to be available until two quarters after that. So let's look at it.

So when we're talking about our credentials and even our employed or enrolled exit-based measures, the availability of the data plays a big role here. So if we're looking at this from two-- across two program years-- and I don't know why these dates are-- sorry. Those dates are wrong-- should be '22, '23 on that second line. Let's say that a person exits 5/31, like Jane. So she exited 5/31. That means that she is falling into the quarter of April, May, and June. All the exiters from April, May, and June go into a bucket. That's a quarterly exit report. They go into that bucket.

And then we will be looking and checking for the next four quarters after that, or year, to see, does she have a high school equivalency, and does she have wages? But let's just say she earns her high school equivalency in January. That's one checkbox. We're still looking for another checkbox, right? And maybe that other checkbox doesn't come until-- maybe she doesn't get a job until the following June.

But we're not going to have the data for those June wages until two additional months later. That's when the data will become available in June. So for us, we are essentially tracking six quarters. You won't have that data for six quarters after they exit. So I know that's kind of a lot to process.

So here's some frequently asked questions just about the credential rate. Can a person who qualified for a high school equivalency credential denominator get a post-secondary credential instead to meet the measure and the answer is no. If they were not in an IET, then a post-secondary credential will not satisfy this measure.

And I think that's important, because if they're in the denominator because they met the criteria to be in there for-- as needing a high school equivalency, and then they exit AEL, and they go to college, and maybe they get some credential through a post-secondary means, but they never earned their high school equivalency, they're not going to meet for you. That's important to know.

The second question we get is, what about an individual who is both a high school equivalency and an IET? Or ability to benefit type folks or people that are earning a high school equivalency while they're participating in an IET program. Then what's needed to meet the measure? Now, if they are in both, you can mix and match the credentials. So if you qualify for both parts of the measure, meaning if a person who took and passed at least one high school equivalency exam during their POP also enters into an IT in the same POP-- before exit, they can earn either a post-secondary credential or an HSE, and enter into wages to be placed in the numerator. So I know that's kind of a lot, so I'm going to pause and answer some questions. Can go back if I need to.

BETH PONDER:

Okey dokey. I'll start with the last one, because it's germane to the section that we just went through-- from Suzanne. So if they do not have an SSN, but they-- the follow-up clerk entered wages into TEAMS, will that represent wages showing?

MAHALIA BALDINI:

Yes.

BETH PONDER:

OK.

MAHALIA BALDINI:

Give me some more easy ones like that.

BETH PONDER:

Yeah, I don't think that's going to happen. Let's see. And I'm going to ask Catherine Ransom if she wants to unmute because she had a question, and I didn't catch the context exactly-- because she put month or quarter, question mark. Catherine?

CATHERINE RANSOM:

Yes. I was referring to when she was-- when we were talking about the-- capturing the employment part towards the end. I was not sure if she meant quarter or months. So it was like at one point. I was hearing quarters, two quarters later, but then I was hearing two months later, so I wasn't sure if there was-- I was just trying to determine if we're talking about quarters or months just based on the-- just based on your slide. I don't know if you want to go back just a couple so I can--

MAHALIA BALDINI:

Is it this one?

CATHERINE RANSOM:

No, right-- one more, I think. Just if you'll go back again, right here, where it says employment--

MAHALIA BALDINI:

Uh-huh.

CATHERINE RANSOM:

--data available, you were saying two months, but I was asking, is it months or quarters? Because--

MAHALIA BALDINI:

It's quarters. Yeah. And so it's kind of weird, because in-- when we put them, we say, well it needs to be a year after exit. But we're really, when we report on everything, it's quarterly based.

CATHERINE RANSOM:

Right. And that's what I understood it to be, but then at one point, I heard you say two months. And I'm like, OK, well, two months would be October, November but -

MAHALIA BALDINI:

Yeah, that was probably just a mess up on my part.

CATHERINE RANSOM:

OK.

MAHALIA BALDINI:

Yes.

CATHERINE RANSOM:

No, that's fine. I just wanted to make sure, because I'm--

MAHALIA BALDINI:

Yeah.

CATHERINE RANSOM:

--understanding it when you were saying quarters, and then when it switched to months, I was-

MAHALIA BALDINI:

Right.

CATHERINE RANSOM:

--I started to get confused. And so I didn't if I was just not understanding it correctly or if-- or whatever the case may have been. But thank you.

MAHALIA BALDINI:

Yep, It's quarter. Beth, can y'all see the arrow on my screen?

CATHERINE RANSOM:

Yes.

BETH PONDER:

Yes, ma'am.

MAHALIA BALDINI:

Oh, OK. OK. So for wages that happen and occur sometime here, July, August, and September, we won't have access to know that those wages occurred until here.

CATHERINE RANSOM:

Exactly.

MAHALIA BALDINI:

Yeah. [INAUDIBLE].

CATHERINE RANSOM:

So I understand in that aspect--

MAHALIA BALDINI:

OK.

CATHERINE RANSOM:

--when it was quarters, but I just didn't want to-- I just wanted to make sure that, indeed, that was correct.

MAHALIA BALDINI:

Yes. Sorry about that.

CATHERINE RANSOM:

Oh, it's OK.

MAHALIA BALDINI:

That was probably just me.

CATHERINE RANSOM:

That's OK. It happens to all of us.

BETH PONDER:

Thank you, Catherine.

MAHALIA BALDINI:

Any other questions?

BETH PONDER:

Yes. We have one from Janice. What do we need to verify wages?

MAHALIA BALDINI:

Good question. So that is all included in the performance guide. We lay it out, what the source documentation can be, employment verification, wage verification. You can call a person. You can call an employee-- a check stub-- there are several different things that you have available as-- to validate those wages. Good question.

BETH PONDER:

OK, and then we have one from Mr. Martinez that goes back to the performance targets. I think he's specifically talking to the employment targets. How did fourth quarter get so high, from the-- what was it-- 46%? How does AEL control if/when exiters work?

MAHALIA BALDINI:

Lewis, do you want to unmute? Oh, he may have had to jump off.

BETH PONDER:

Yeah. We may have lost him.

MAHALIA BALDINI:

Oh, he doesn't have a mic.

BETH PONDER:

I think it was referring to the second quarter employment measures at 46% and then the fourth quarter employment measure is 82.4%.

MAHALIA BALDINI:

Got it. Got it.

BETH PONDER:

I think that's what he's referencing.

MAHALIA BALDINI:

OK. Lewis, I'm going to answer your question in the next section, so let's get to it. Yeah, gotcha. So let's talk about what Lewis is leading us into. Good-- good segue. Just pushed us right on into it. So employed or enrolled quarter two after exit-- so this is another one of those again. These are exit-based measures, so it happens every time a student exits. They potentially fall into these denominators.

So before we talked about a student that had multiple periods of participation in one program year. That means that, every time a student exits, they fall into the denominator for those-- for these measures. OK? So this is not a one and done. A student can have multiple exits within a program year. They can have multiple exits over a course of time. Every time they exit, they go into a bucket with all the other exiters that exited in that quarter and they fall into this measure. OK?

So employed/enrolled quarter two-- let's think about it. So don't think of the exit determination as a day or a month, but instead what quarter the participant exited. And again, that data is available two quarters after that occurs, so there's just this lag that occurs with this. Now, when you're talking about your employed or enrolled quarter two denominator, this is super easy. It's every single exiter.

Everybody that exits-- doesn't matter if they don't have an SSN, does it matter if they're working, not working, doesn't matter if they're not authorized to work-- it doesn't matter. Every single exiter falls into this denominator, and the only exception are the exclusions that you have available to enter into TEAMS. And I'm going to talk about that dead last, so let's not get caught up on it.

But every single person that has an exit flag yes on your POP report, every single person that goes 90 days and exits the program falls into the denominator for that quarter, and we start tracking to see if they are going to be employed or enrolled two quarters after their exit date. OK, so let's give some examples.

So exiters is during the reporting period who either had wages greater than 0 in the second quarter after their exit date or were enrolled in post-secondary education training in the second quarter after their exit date will be in your numerator. So again, we will do data match for anyone that has an SSN. We will do the data match automatically. But we do not do data match for post-secondary education training. So if you have the ability to track those individuals and say, hey, you had a goal of going to college-- did you go-- you've got to follow up, and then you have to in TEAMS tell us that they entered into post-secondary education second quarter after exit.

Now, I want to talk about the dates that we put in TEAMS, because those dates mattered. We only determined that quarter two status based-- for post-secondary based on what you tell us. So let's look at a couple-- just a couple examples.

So quarter two after exit-- they exit somewhere between July 1 and September 30. Somewhere in quarter one they exit. That means that, in order to count in the numerator, they would need to have either wages or you would have to have in TEAMS an enrollment educational enrollment start date that occurs sometime in that second quarter, which is January 1 through March 30.

But again, just remember that the data for the wages isn't going to be available for two quarters after that. So in terms of being able to see it on your performance reports and all of that, when we're talking about employment, you got to wait that extra time. Since the post-secondary is based off of telling us, that is available earlier if you put it in there.

The dates matter, so let me go through this. If this participant exits July 1 through June 30, we know that we're looking for that post-secondary enrollment or wages in quarter two. If you go into TEAMS and you find out-- let's just say you find out in November that this individual entered into college and they started college, and you go into TEAMS and you say, they started this certificate program November 15, and you put that in TEAMS, that is not going to count.

It has to be in the second quarter. We do not make assumptions that that start date of 11/15 is going to continue till forever. You have to go into TEAMS and update that on a quarterly basis so that we know that their actual-- actually in post-secondary education based on and aligned to the criteria for this actual measure, which is quarter two. OK?

So how this works-- again, you exit here. You need to have some wages or post-secondary enrollment here. The wages aren't going to be available until here. That's just how that wage data works. Perhaps this makes a little bit more sense because it gives you a bigger perspective of how we chunk people up into quarters, and what the quarter two is for those buckets of people, and then when the data's available.

So if you're an exiter July, August, September, then we need to have data in January, February, March. If you're and exiter October, November, December, that quarter two falls in April, May, and June. So it's just kind of a way-- and if y'all don't have something like this at your local level, you can pull it from this PowerPoint if you want or create something locally. But when we get down into really tracking those exiters based of the quarters in which they exited, it'll will help you to kind of develop some follow up procedures and processes for tracking those individuals.

So the dates of the entered enrollment have to coincide with the quarter two, as I mentioned. So as an example of Jane exits August 22, then we have to see that quarter two, somewhere between January 1 and March 31, that there's an educational enrollment date in TEAMS that falls within this time period. If the educational enrollment date in TEAMS falls outside of this time period, it's not going to count. We are specifically looking for the dates in that quarter two.

And that's important, because what we see in TEAMS a lot of times is you guys-- they exit, and then you're good. You'll go in there and you'll put in, OK, they went to college, because you're still looking at that measurable skills game. And sometimes that entry into post-secondary can count towards both, but you have to understand that, for the exit-based measure, you have to continue that tracking not just right after they exit, but you have to continue to track that in quarters two all the way through basically the first year after they exit. Questions? And we're running low on time. What do we got left, two minutes?

BETH PONDER:

Yeah. We have one from Cathy. Since wages are not available for a match until a few months later, it doesn't count?

MAHALIA BALDINI:

It'll count. It just won't show up on your performance until we have it. So it does count. It just takes a while for it to catch up with itself, in terms of when you will be able to see it. Now, you can enter it manually in TEAMS and you'll see it a lot earlier, but if you're counting on the data match, there is a pretty significant lag.

BETH PONDER:

And then we had had an email-- or excuse me-- a question from Christopher. Will there be a more extensive training letter on the wage information topic?

MAHALIA BALDINI:

We have a webinar that we did when we added this in TEAMS. It is out there. And I'll be happy-- if you want to send an email to the AEL technical assistance, we can share that with you. I think we have that pre-recorded. We have a canned webinar on it that has all the tidbits and information.

BETH PONDER:

And Cathy had a follow-up. Then does this mean our data for fiscal year '22 is still in process of being updated?

MAHALIA BALDINI:

Yeah. For the employee and enrolled, those exit-based measures and your credential measures, we won't actually have-- for the people that exited in PY '22, '21/'22 the exiters from that program year-- we won't have the results of that until a year and a half later. So it's always this huge lag.

So when you look at those MPR reports, it's important that, at the very top of each of those sections, it will tell you what information, what data is being supplied to you. It'll give you the reporting period range. So if you pull up the MPR for this past month or the one that Elena and them are getting ready to send out to folks, when you look at those exit-based measures for credential and employment, what you're going to see on there is that's probably from the period of 2020 to 2021, because that data's just now becoming available for the wages. So yes, it's a significant lag.

BETH PONDER:

Janice says, can we have more funding to hire a full-time person to do this?

MAHALIA BALDINI:

Yes. So I talked about this at the beginning. I talked about this at the beginning, actually. It's one of the reasons that we increase the cost purse pretty significantly-- and we'll continue to increase those over the next couple of years-- because I understand that this is a lot, and that this is no longer a program where we have directors, and an instructional person, and instructors-- that we really have to have individuals that are case managers, career navigators.

We have to have all of these staff that are doing this work. It's very difficult to meet this measure when you have skeleton staff, because it's a lot of tracking involved. And so other programs underneath WIOA that have responsibilities for these same exact performance measures have those staff, but they've always had them. Adult ed is kind of new to this level of reporting.

I say new, but I mean new under WIOA. We've essentially been responsible for it for quite some time now. But yes. Yeah. We've got to start thinking about-- and I hope you guys locally are thinking about-- adding those additional staff, because I think you'll see a big increase in a result of the work that they would do just in tracking students and really understanding these performance measures.

Now, here's the thing. I know we're at time, and so I don't want to keep anybody past the time that we agreed upon. I have a whole other section to go through. I'm sorry about that. I'll try to figure out a way that we can circle back, but you have the PowerPoint to go through the next-- quarter three, quarter four, and then the exclusions. So I'm not going to keep anybody on. I'm going to stay on and answer questions, though, Beth, but I don't want to consume anybody else's-- take up their time.

BETH PONDER:

Okey doke. We did have a question. So I guess people can roll off if they need to, but we'll keep the room open for a little bit longer. Is that kind of what your feeling is, Mahalia?

MAHALIA BALDINI:

Yes. Yeah.

BETH PONDER:

OK. So roll off if you need to roll off. I know it's lunch time. But I'll go ahead and try and capture other questions that are coming in. Eduardo did have a question. Is there a reason the employment rate target went up from 40% last year to 46% this year?

MAHALIA BALDINI:

Yes. So every year when we go to negotiate the targets with OKTA, there's a couple of things that are taken into account. One is that OKTA uses something called a statistical adjustment model. What that model does is it takes-- it looks at the last two or three years' worth of actual performance, and it basically spits out a number for us. It says, based off the last several years of your performance, your actual performance-- not your-- did you meet your target, yes, no-- but your actual performance-- what is reasonable to incrementally adjust that target moving forward.

And so when we see those sort of increases, well, it's just based off of all y'all's awesome good work out there. So the better you do, the higher your performance targets are, essentially, which isn't a bad thing. We at the state level, we temper that. If something ever happens and we're really uncomfortable with it, and we're just like, no, we don't think that's going to be the case because there's all these contributing factors, we will go back and forth and negotiate that down potentially.

But that's how the targets get adjusted. It's based off of what we have actually performed in those areas over the last several years as a state-- as a state, not individually. So that's a key thing there.

BETH PONDER:

Couple of people have asked about the PowerPoint. I just added it again to the chat, so you should be able to download it from the chat. Let me see. I kind of got lost in all the-- let's see. Are we still getting credit for HSE students who we refer to high schools for diplomas in regards to those students who have high school credits, but did not pass state exams?

MAHALIA BALDINI:

There are certain graduation committee allowances out there in certain districts, where they're having adults come back, and they're not re-enrolled in high school per se, but they are allowing them to come back and sit for exams and do certain things to be issued a high school diploma. If you guys are working with those adults who are not considered enrolled in K through 12, but they're just working towards that diploma to meet the graduation requirement, and you're helping them with the prep work, and then they end up earning an actual high school diploma, you can enter that into TEAMS as a high school diploma.

But you have to do it manually. We do not get those through TEA. All high school diplomas are manual entry only. Great question.

BETH PONDER:

All right. And then I had one that went back a ways from Todd. If they pass one part of the GED-- and this was when we were talking about the credential measures-- if they pass one part of the GED, would that be counted as an MSG-- IE, they took and pass the math GED test-- would that be counted as an MSG even if they don't have a post-test or have not completed all of the GED tests?

MAHALIA BALDINI:

No. No.

BETH PONDER:

OK.

MAHALIA BALDINI:

Unfortunately, it would not. The only testing that would meet an MSG requirement our NRS-approved test. GED is not an NRS-approved test. So it has to be an NRS-approved test and then again made between pre and post-testing. So it has to be the full-- they have to pass all of their high school equivalency subpart test and actually earn a certificate for that measurable skills gain to count.

Now it may also count towards this credential. That's what we just learned. It will be one part of counting towards the credential. So it can count towards two separate measures, but individual test, no.

BETH PONDER:

All, right I think I got everybody.

MAHALIA BALDINI:

I know. That was a lot, guys. It's a good refresher, though. Many of you may have known a lot of this. And those of you that are still on, you guys may feel comfortable with this information by this point, but I always like to-- we've got a lot of new folks out there. We've got a lot of new directors. We've got a lot of new performance accountability folks.

So this is something I just like to do at the beginning of every year just to remind everybody as you are working toward your program management, you're working towards your detailed project plans and things like that. So I hope you guys found it informative. Use that AEL Performance Guide. Everything I went over today is in that guide to some extent, and it's always just a good reference point and a good gut check because you're making decisions locally. So I hope you have a wonderful rest of your day. We're going to sign off here, and we'll see everybody at the fall Institute.