



Division of Adult Education Bimonthly Update Webinar

November 19, 2018

▶ Agenda

- Professional development
- High school equivalency testing
- Assessment updates
- Data collection/entry/reporting
- Calculating career services
- Calculating infrastructure costs
- Corrections education reporting

▶ Agenda (continued)

- 2017-18 federal reporting
- Federal updates
- Workforce preparation activities
- Adult Literacy Xprize Communities competition



Professional Development

- TABE 11/12 training – Dec 1, 2018
- Institute cost proposals
- Institute participation and assignments
- Technology self-assessment
- PIT and PLC not the same meeting



High School Equivalency Testing

- HiSET
 - Price increases beginning 1/1/2019
 - Computer-based tests
 - Price will increase by \$0.75 per subtest
 - Paper-based tests
 - Price will increase by \$5.00 per subtest



▶ Assessments: TABE 9/10

- TABE 9/10
 - Allowable until June 30, 2019
 - Cannot be matched with TABE 11/12
 - Cannot be entered into eData after June 30, 2019
 - Cannot rollover assessments in PY 2019-20
 - Transitioning to TABE 11/12



Assessments: TABE 11/12

- TABE 11/12
 - Allowable beginning January 1, 2019
 - New mandatory training
 - Required as of July 1, 2019
 - Only TABE 11/12 assessment in eData



Assessments: TABE 11/12 Math

- TABE 11/12 Math
 - Testing times are different than 9/10
 - Test is still 2 parts
 - Time variations for levels
 - Level M part 1 60 minutes
 - Level M part 2 15 minutes
 - Level D part 1 40 minutes
 - Level D part 2 35 minutes
 - Tool use (calculators, protractors, etc.) differs between forms and parts.
 - Standardized Testing Conditions
 - Computerized Testing





Assessments: ESL assessments

- ESL Assessments
 - Approved to February 2, 2021
 - BEST Literacy
 - BEST Plus 2.0
 - CASAS Life and Work Reading and Listening



Assessments: ABE assessments

- ABE Assessments

- Sunset June 30, 2019

- CASAS Life and Work Reading and Math
 - GAIN English and Math
 - TABE 9/10

- CASAS GOALS

- Reading: approved by OCTAE; division plans to accept
 - Math: ***Not yet approved*** by OCTAE; if/when it is approved, division plans to accept



▶ Assessments: general information

- Assessment policy has assessment training requirements
 - It appears that only about 60% of assessments have been administered by people who are up to date on training
- Strongly recommend moving to computer-based versions of test
 - Timing of test is built in
 - Minimize human error



Assessments and PoPs

- PoP=Period of participation
 - New PoP begins after 90 days of no service
- Assessments are not tied to PoPs
- Follow timelines in assessment policy (D.100)
 - # hours for posttesting
 - After no instruction for 150 days, student must be reassessed
- A new PoP does not necessarily require a new assessment



▶ Barriers to employment on intake form

- OCTAE has expressed concern about the accuracy of data collection for these items
- Staff must help students understand the section; can't just give them the form to fill out
- Ex-offender: no longer in the system



eData

- Sorry for the significant delay
- 14-day data entry requirement will NOT apply as soon as eData opens
- Programs should have a plan to be caught up by February 1

eData: new items

- eData Manual and Glossary updated
- Volunteer classroom aides
 - Must enter all volunteer classroom aides
 - Must enter classroom aides' time
 - Assign aides to classes to enter and track hours

eData: new items

- Distance learning hours
 - Only true distance learning hours; not computer-based activities during class or in lab under direction of teacher or aide
 - Create a “Distance Learning” class
 - May create more than one class
 - Add up time for the two-week period
- Postsecondary Enrollment Verification form
 - Use the one in C.135 or PA Adult Ed Resources
 - eData one is disabled until updated



▶ Calculating career services expenditures

- Amounts reported varied greatly
 - From less than 1% to 25%
- Work with your fiscal people now to determine how to calculate for PY 2018-19 and forward
- Specific 5 activities listed
 - Outreach, intake, and orientation
 - Initial assessment of skills (aka pretesting)
 - Referrals to and coordination of activities with other programs and services
 - Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of provider
 - Provision of information on availability of supporting services or assistance and appropriate referrals



▶ Calculating career services expenditures

- Exclude costs associated with grant administration; data entry; instruction, prep time, posttesting, PD
- Include
 - 1691: only intake, orientation, pretesting
 - 2122/2160: only case management when
 - Providing information on and referrals to support services to help students participate in the program;
 - Providing information on and referring students to other WIOA core programs; and
 - Giving students information about providers of education, training and other workforce services
 - 2200, 2300, 2600: Nothing
 - 2900: Only outreach



➤ Calculating infrastructure cost contributions

- Only non-personnel costs necessary for the general operation of the PA CareerLink site
 - Rental of the facilities;
 - Utilities and maintenance;
 - Equipment;
 - Technology to facilitate access to the one-stop center; and
 - Common identifier costs
- Exclude any shared services costs: e.g., PACL administrator, receptionist, resource room staff

▶ Corrections education reporting 2017-18

- For PY 2017-18
- SurveyMonkey beginning of December
- Which facilities services were in
- Does facility already determine recidivism rates?
- If so, definition of recidivism, when determined
- If so, most recent recidivism data available



▶ Corrections education reporting 2018-19

- Enter exact release date
- Enter last instructional hours on exact date
- If “Reason for leaving” is “Release from incarceration,” should also have an incarceration release date
- If facility doesn’t already look at recidivism, what are their plans?



2017-18 federal statistical reports

- 21,029 unique participants; 21,572 PoPs
- 53% ABE; 36% ESL; 11% ASE
- 7.4% co-enrolled in >1 WIOA program
- Measurable skill gains: 43.98%
 - Target was 46%
 - Drop of 1.65% from 2016-17
 - Drop due to lower EFL gains on posttesting
 - Slight increase in number showing MSG through HSE credential attainment



2017-18 federal statistical reports

- Employment outcomes
 - 2nd quarter after exit: 46.91%
 - 4th quarter after exit: 49.89%
 - Median earnings 2nd quarter after exit: \$4282.81
- Credential attainment
 - Secondary+employed: 29.65%
 - Secondary+enter PS: 6.49%
 - Postsecondary credential: none in cohort

Measurable Skill Gains

- One per period of participation
- Two ways to show MSG in adult education
 - Educational functioning level gain
 - Pre/posttest; or
 - Exit + enter postsecondary education/training before end of program year (June 30)
 - Earn a high school equivalency credential



▶ Credential attainment: HSE credential

- Cohort: students enrolling at low or high ASE without a high school diploma or equivalent and exited adult education
- Get HSE diploma during participation in or within one year after exit from the program AND were employed or were enrolled in a postsecondary or training program within one year after exiting the program

HSE credential attainment

- Important for two outcomes
 - Can be a measurable skill gain
 - If earned before June 30 (end of program year)
 - Counts for all PoPs occurring before HSE earned
 - Doesn't require employment/PS ed to count for MSG
 - Credential attainment outcome
 - During participation or up to 1 year after exit AND
 - Employed or in PS ed at some point during 1 year after exit

▶ Enter postsecondary ed/training

- No longer a specific outcome under WIOA
- BUT, still important
 - Can be a measurable skill gain if the student exits adult ed and enters postsecondary before June 30 (end of program year)
 - Condition for HSE credential attainment to count
- Postsecondary enrollment verification forms are important
 - PS entry date is essential; use updated form

Federal updates

- \$25 million increase; second year of increase BUT
 - Increase part of a 2-year budget agreement expiring at conclusion of FY19
 - Unless there is a new budget agreement:
 - FY20 – 9.3% below FY19 overall domestic funding
 - FY21 – 7.1% below FY19 overall domestic funding

OCTAE concerns

- Measurable skill gains is not clearly understood by local programs
- Barriers to employment are not being collected well
- Programs being called IET that do not meet IET definition and requirements
 - Co-enrollment: adult ed to support training
 - Bridge: adult ed leading to training
 - Both are great models but they are **NOT** IET



Single set of learning objectives

- IET is like meatloaf
 - 3 “ingredients”: adult education, workforce preparation activities, occupational training
 - “Meat grinder”: fully integrate the 3 components,
 - Result: a new product unique and distinct from any of the individual ingredients, i.e., a new program with a single set of learning objectives



Workforce preparation activities

- Integrated into instruction and services
- Not stand-alone
- Not resume, job hunting, interview
- Critical thinking skills
- Problem solving skills
- Self management skills

▶ Adult Literacy XPRIZE Communities

- \$1-million challenge to distribute proven-effective mobile learning apps designed for low-literacy adults
- Phase 1: 50 competitors will win \$10,000 each for proposing how they will use technology to increase access to education for adults
- Phase 2: 3 competitors will win a share of \$500,000 for recruiting participants to download and use proven-effective learning apps
- Open to any organization—non-profit, for-profit, government agency, or other legal entity—in the United States.
- Deadline to register a team is December 8, 2018
- Proposals are due December 21.
- <https://xprize.org/prizes/communities>

Questions

For more information on adult basic and family literacy education programming, please visit PDE's website at www.education.pa.gov

The mission of the department is to academically prepare children and adults to succeed as productive citizens. The department seeks to ensure that the technical support, resources and opportunities are in place for all students, whether children or adults, to receive a high quality education.