



### *Benchmarks of Success for Maryland's Workforce System*

Data and Dashboard Committee

10:00 – 12:00 PM, June 18, 2019

DLLR, 1100 N. Eutaw Street, Room 209

**Attendees:** Douglas Weimer, Ellen Beattie, Kim Neely, Nate' Gordon, Patricia Morfe, Randy Diehl, Maryann Maher, and Natalie Clements

**Handouts:** Agenda, Re-Run of PY 2017 Data, and Maryland Title II WIOA Data & Processes PowerPoint

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### Minutes

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#### I. News and Notes

- The DLLR Office of Adult Education and Literacy Services is finishing the Request for Information process and is looking at what literacy database products are available and what their capabilities are. DLLR may be or may not be going into a Request for Proposal process soon.
- The Futureworks pilot is launching. DLLR will get a report-out on this system for the committee.
- Baltimore City LDSS has a new director.

#### II. Review of Data

- The committee reviewed a re-run of PY 2017 data and identified some changes from the previous run of the data. Some of these changes are from additional partner data or new measures. Committee leadership will present the updated data to the WIOA Alignment Group.
- PY Quarters 1 and 2 data will not be ready to present at the next WIOA Alignment Group meeting due to reporting schedules.
- Data and Dashboard leadership will also share the committee's long term recommendations at the next WIOA Alignment Group meeting.

#### III. Title II Data Report-Out

- Maryland has 25 adult education providers (grantees), including community colleges, county school systems, community-based organizations, a library system, and correctional education. Provider sizes range from 60 to 3,000 students per year, based on jurisdiction. All providers are required to work with their local WIOA core partners.

- Adult Basic Education (ABE) students have low reading and/or math literacy skills. ABE prepares them for obtaining a Maryland High School Diploma (by passing GED or completing NEDP).
- English Language Acquisition students are students whose native language are not English. English Language Acquisition improves their English listening, speaking, reading and writing skills; improves civics education and integration into society; and improves English for life, work, transitioning to GED/NEDP, and post-secondary education.
- Adult Education intake includes assessment (NRS-approved pre-tests), placement (Educational Functioning Level), and intake (demographic information, barriers to employment, educational background, and Social Security Number (not mandatory)). Students must achieve a minimum number of instructional hours before post-testing.
- The National Reporting System (NRS) is the accountability system for federally-funded Adult Education programs funded under WIOA. NRS provides common reporting and outcomes measures.
- Title II providers use the LACES database as of now. This may change in the future.
- Measureable Skill Gain (MSG) can be achieved through either:
  - Educational Functioning Level: Increase in Educational Functioning Level from Pre- to Post-Test or
  - High School Equivalency: Obtain a Maryland High School Diploma through the GED Test or NEDP.
- A Period of Participation (PoP) begins each time a participant (an individual with at least 12 contact hours) enrolls in Adult Education and then exits the program. PoP exit occurs automatically when 90 days have elapsed since the person last received services, and there are no future services planned. Stake performance on all core outcomes measures under WIOA is calculated as a percentage of the number of outcomes achieved by the number of PoP of each participant.
  - Outcomes are measured by PoP, not by student, increasing the denominator. The use of PoPs to measure outcomes for the *Benchmarks of Success* would lower outcomes due to the larger denominator; however, it connects with the federal reporting.
  - Reporting by student, not by PoP, would make more sense if *Benchmarks of Success* reporting was done through a common data warehouse.
- The United States Department of Education's Office of Career, Technical, and Adult Education's key indicator is the percentage of periods of participation with MSGs.

#### **IV. Next Steps and Action Items**

- Natalie Clements will create a summary document comparing the draft and final PY 2017 data with explanations for deviation.
- Committee leadership will present the finalized PY 2017 data and long term recommendations to the WIOA Alignment Group.
- Committee members should contact Natalie Clements if they are interested in reporting-out on their data or data system.
- The committee is encouraged to plan ahead for when they will be on leave the next coming months in order to send a representative in their place.