

2021-2022 Policy Revisions

Revisions are effective July 1, 2021 and will be included in the ABS Policy Manual for 2021-2022

Prior to introduction: Added HECC Equity Statement

Oregon's diversity is increasingly multifaceted, including racial/ethnic, socioeconomic, cultural, gender, geographic (urban and rural), gender identity and sexual orientation, disability, and age/generational diversity. In administering a Title II program, staff will not discriminate against any person who is a current or potential user of its services on the basis of race, color, ancestry, gender, gender identity, national origin, age, family or marital status, sexual orientation, political or religious affiliation, veteran status, physical or mental disability. The agency will not tolerate any form of discrimination or harassment and endeavors to maintain an inclusive and respectful work environment free of hostility or unprofessional behavior. As a HECC partner, we commit to a climate that empowers all to embrace a culture of diversity, equity, and inclusion as a valued asset in order to achieve equity-driven results.

Section 3.1 WIOA Primary Indicators of Performance

Page 10: updated "MSG: WIOA Primary Indicator of Performance" chart

Page 12: added MSG targets for 2021-22 and actual performance for 2019-20

Page 13: added Core Follow Up Outcome Measures targets for 2021-22

Section 3.3 Performance Based Funding

Added:

Total Federal Grant Allocation = Title II Federal Allocation + IELCE

Title II Federal Allocation = State Admin (5%) + State Leadership (12.5%) + Local Grant (82.5%)

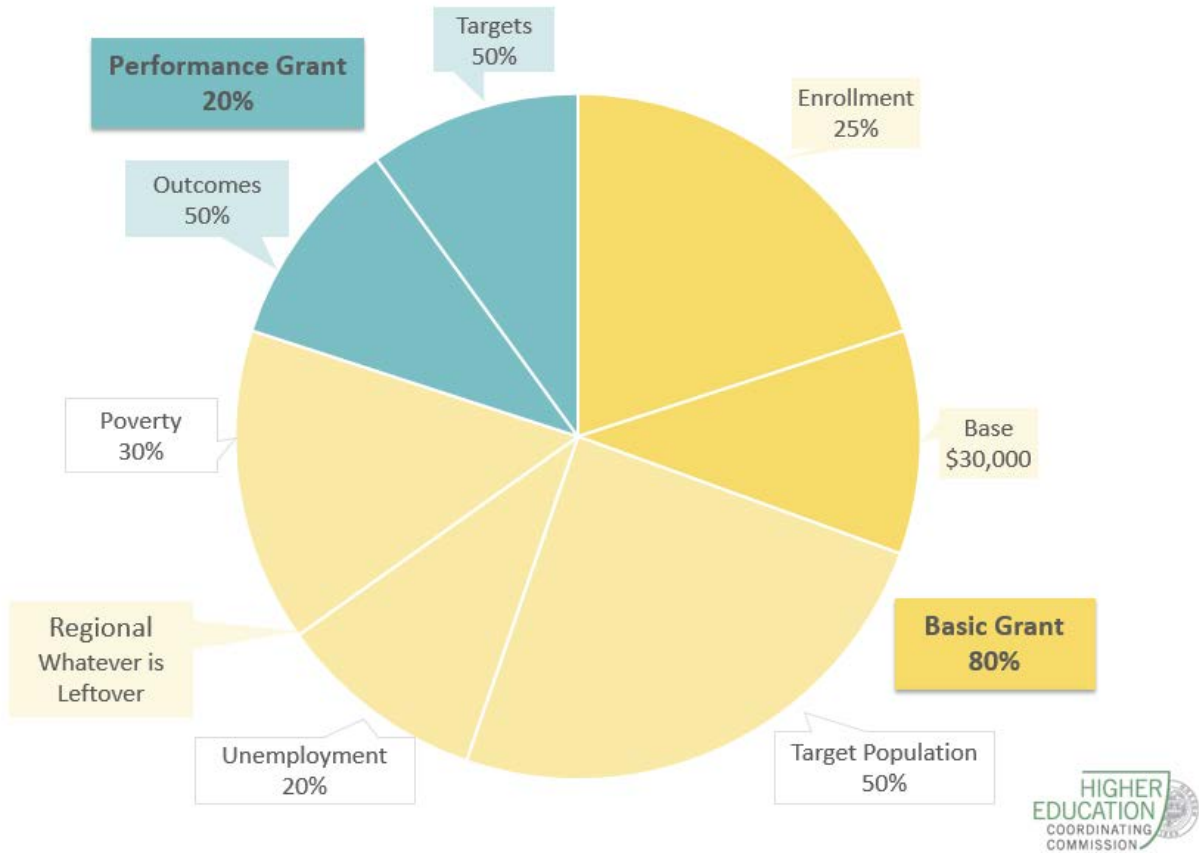
Local Grant = State Corrections Set Aside + Basic Grant + Performance Grant

Basic Grant = Base Allocation + Enrollment Allocation + Regional Funding

Regional Funding = Target Population (50%) + Unemployment (20%) + Poverty (30%)

Performance Grant = Outcomes (50%) + Targets (50%)

PBFM Local Grant Allocation



Base Allocation

The 2021-22 Base Allocation is \$30,000 per provider.

Enrollment Allocation

The 2021-22 Enrollment¹ Allocation is based on a three year enrollment average (program years 2017-18 through 2019-20). Using the three year enrollment average, Enrollment funding is calculated based on each program’s percentage of the total statewide enrollment.

Regional Allocation

The 2021-22 Regional Allocation amount is divided among three weighting factors: Target Population (50%), Unemployment (20%), and Poverty (30%). The Regional Allocation formula uses county level data from the U.S. Census Bureau American Community Survey (ACS), Portland State University (PSU) Population Research Center, and the Oregon Employment Department (OED) to calculate the number of individuals in each of the three weighting factors in each county.

¹ Enrollment is the number Participants with 12+ contact hours and an assigned EFL (e.g. via pre-test), as shown on NRS Table 4.

Removed:

1. Program Year 2020-21 is the first year of full implementation of the PBFM. Programs who experience a significant decline resulting in a reduction of 10% or more for basic comprehensive grant funding will receive “bridge” funding to assist with the transition to Performance Based Funding.
2. Programs that receive “bridge” funding will also receive additional technical assistance and support in program outcomes and improvements to ensure they are knowledgeable regarding the mechanics of the PBFM and how the levers within the model work.

Added:

1. The State ABS Team will use a Performance-Based Funding Model (PBFM) to determine funding levels for Oregon’s WIOA TII sub-recipients.

Section 5.1 OACCRS

Added:

1. As of Program Year 2020-2021, ESL programs will transition from use of the Oregon Adult Learning Standards to use of the national English Language Proficiency Standards (ELPS).

Section 6.1 Assessment

Page 30: Updated expiration dates for Math GOALS, Life and Works and BEST Plus

Added:

- 7.b Prior to receiving instruction in math, students must be pretested using CASAS for placement purposes, and subsequently posttested after receiving a minimum of 40 hours of instruction.

Deleted:

8. Students enrolled in distance education programs may be exempted from pre- and post- testing if a local program is unable to conduct testing due to the widespread effect of the COVID-19 pandemic and given the national emergency. The COVID-19-related exemption will remain in place until further notice. CCWD will be guided by OCTAE regarding the termination of this exemption. Students who are exempted from testing for COVID-19 related purposes must be identified in the TOPSpro Enterprise Database.

Added:

8. During the COVID-19 pandemic, a local program may use other assessment methods to provisionally assign an EFL for the purpose of placing students into the NRS when an approved NRS test cannot be administered. Local programs must administer NRS-approved pre-tests as soon as feasible and adjust the initial provisional EFL placement based on the pretest score. In the case of pre- and post-testing, a participant cannot achieve an MSG if the participant’s EFL placement was provisionally assigned using an informal assessment method.

Page 34: added Actual pre-/post-test performance for 2019-20 and Goals for 2021-22

Page 73: ReCertification Updated

Individuals must renew their Implementation training certification every 3 years by registering and completing the appropriate modules from training.casas.org