

Lessons Learned - Data Reporting under WIOA

Coming soon....

- Webinar - Effective Inquiries Bulletin Reporting to ABLELink in progress
- Webinar - FRM updates (Re-application of December 2017)

Thursday, January 11, 2018

Marty Ropog, Director, DLRC
 Nikia L. Fletcher, Program Manager, ODHE
 T.J. Armstrong, Program Manager, ODHE

Webinar Objectives

- Provide updates on state office 'to do' items
- Share highlights from the FY2017 federal APR
- Discuss policy updates as a result of the APR submission and recent WIOA updates

General Webinar Tidbits

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Progress, Progress, Progress

FY 2017 APR Highlights

Assessment Policy Updates

Tracking Subjects:

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Attendance Hours

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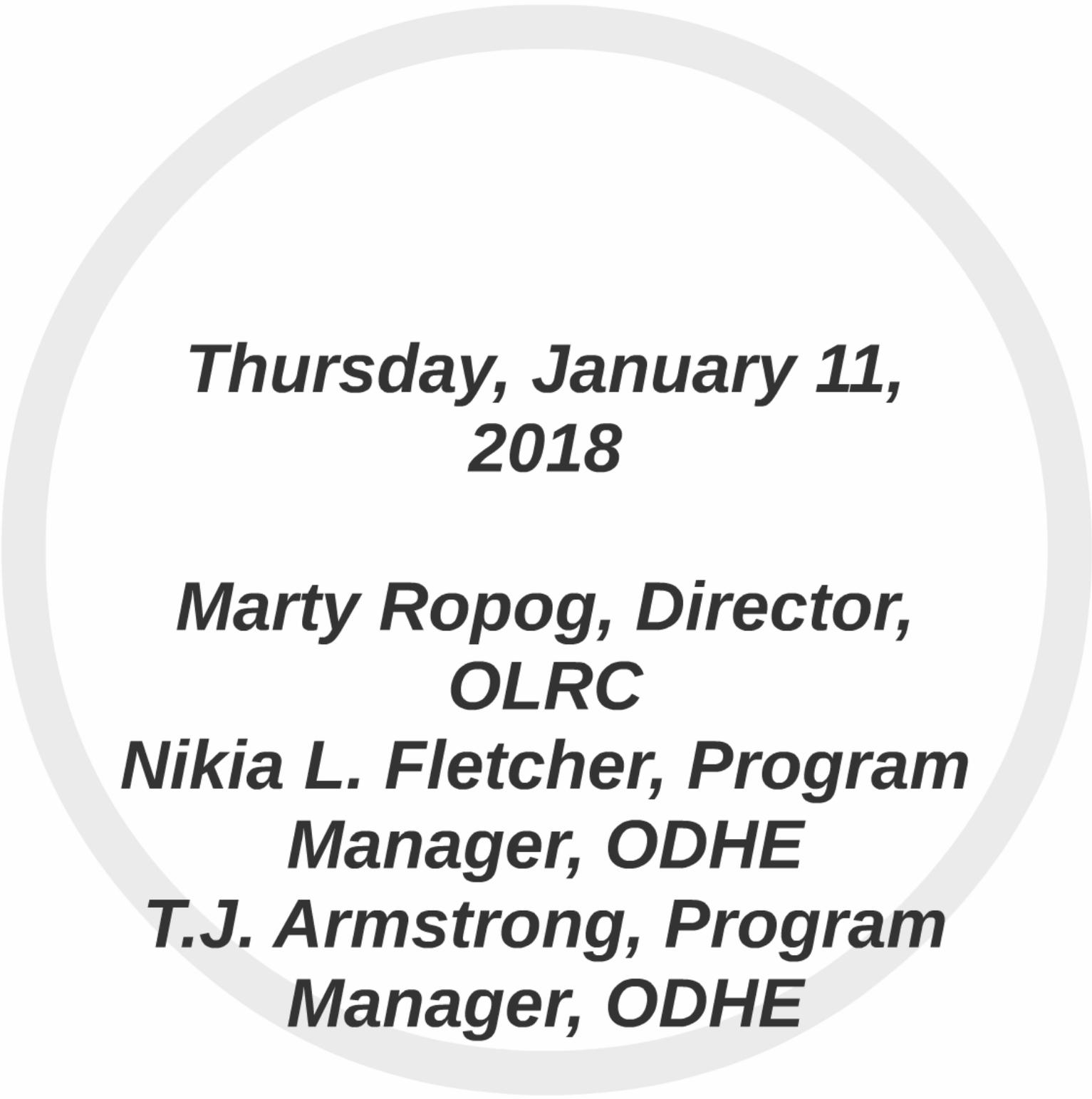
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Progress, Progress, Progress

From the May Meeting -

ABLELink READ-ONLY display - Still in progress even though it continues to be circumvented by higher priority projects including FY 2017 federal and state reporting, FY 2017 Desk Review re-write, the competitive grant, etc.

From the Regional Meetings -

Exit Reasons - Consider the LEAVE tab on the EXIT FORM.



From the May Meeting -

ABLELink READ-ONLY display - Still in progress even though it continues to be circumvented by higher priority projects including FY 2017 federal and state reporting, FY 2017 Desk Review re-write, the competitive grant, etc.

From the Regional Meetings -

Exit Reasons - Consider the LEAVE tab on the EXIT FORM.



The screenshot shows a web form titled "EXIT FORM" with a "LEAVE" tab selected. The form asks "why did the students leave the program? (check all that apply)". The list of reasons includes:

- Not primary goal
- Not secondary goal
- Not academic goal (21 other than primary or secondary goal)
- Class closed
- Family conditions
- Illness/injury/medical treatment (> 30 days)
- Involvement with military
- Lack of child care
- Lack of interest
- Lack of transportation
- Moved
- Home hold or location of service not convenient
- Became incarcerated/entered support facility
- Deceased
- Called for active military duty
- Withdrawn/parent unable to contact
- Other (specify):

Below the list, there are two text input fields for additional comments. A red "TOP" button is visible next to the first comment field.

In FY 2017, not enrolled students from 7 programs listed "class closed" as the TOP REASON for leaving Aspire; Enrolled students from 5 programs listed the same as their top reason for leaving. So, what is class closed?

Goals Leave Achievement Optional Goals

Why did the students leave the program? (Mark all that apply)

- Met primary goal
- Met secondary goal
- Met academic goal (if other than primary or secondary goal)
- Class closed
- Family problems
- Illness/incapacity/medical treatment (> 90 days)
- Instruction not helpful
- Lack of child care
- Lack of interest
- Lack of transportation
- Moved
- Time and/or location of service not convenient
- Became incarcerated/entered support facility
- Deceased
- Called to active military duty
- Unknown/cannot locate to contact
- Other (specify:)

"Class closed" refers to the ending of a class so that a student is unable to attend because appropriate courses and classes are not available (i.e. a site is closed so the classes at that site are no longer available). "Class closed" should not be used simply because it's the end of the fiscal year or end of a bridge class that will be offered again in the fall.



And while we're discussing exit reasons... Programs who wish to use exit reasons as a tool for program improvement (i.e. is there a trend on exit reasons across the entire program or a site/class specifically) might consider limiting the number of reasons to the most IMPORTANT reasons.

Utilize the Student Log to sort participant exit reasons. **Not sure how?** There are short instructional videos available on the Moodle. Access the instructional videos in the self-directed section of the PDN calendar.

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Utilize the Student Long to sort participant exit reasons.

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Also from the Regional Meetings -

YOU ASKED - "Is the Corrections field an exclusion on the registration or exit form in ABLELink"?

Corrections Scenarios

Scenario 1 - **Participant A** is taking classes while incarcerated in a correctional facility.

- Mark the appropriate element (i.e. corrections facility, jail, etc.) in the "Type of program student is placed" field on the registration form in ABLELink.

If **Participant A** then LEAVES incarceration and continues classes in a traditional, non-corrections instructional site.

- REMOVE the check box on the registration form as noted in scenario 1.

Type of program student is placed

- Work-based learning
- Family Learning
- Dual enrollment settings
- Corrections facility
- Jail
- Learning correctional
- Residential program
- Other
- Distance education
- APP/2+1
- Other program
- All of these

Scenario 1 - **Participant A** is taking classes while incarcerated in a correctional facility.
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If **Participant A** then LEAVES incarceration and continues classes in a traditional, non-corrections instructional site.
- REMOVE the check box on the registration form as noted in scenario 1.

Corrections Scenarios

Scenario 1 - **Participant A** is taking classes while incarcerated in a correctional facility.

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If **Participant A** then LEAVES incarceration and continues classes in a traditional, non-corrections instructional site.

- REMOVE the check box on the registration form as noted in scenario 1.

Type of program student is placed

- Workplace Literacy
- Family Literacy
- Institutionalized settings
- Corrections facility
- Jail
- Community corrections
- Homeless program
- IELCE
- Distance education
- ADP/22+
- Bridge Program
- IET Program

Scenario 2 - **Participant B** EXITS the program to become incarcerated.

- Mark the "became incarcerated/entered support facility" on the exit form in ABLELink.

If **Participant B** is then released from incarceration and continues classes in a traditional, non-corrections instructional site.

- REMOVE the check box on the exit form added in scenario 2.

If **Participant B** exits the program to become incarcerated and then starts taking classes while incarcerated.

- Mark the appropriate element (i.e. corrections facility, jail, etc.) in the "Type of program student is placed" field on the registration form in ABLELink.

- REMOVE the check mark next to "became incarcerated/entered support facility" on the exit form in ABLELink.



Scenario 2 - **Participant B** EXITS the program to become incarcerated.

- Mark the "became incarcerated/entered support facility" on the exit form in ABLELink.

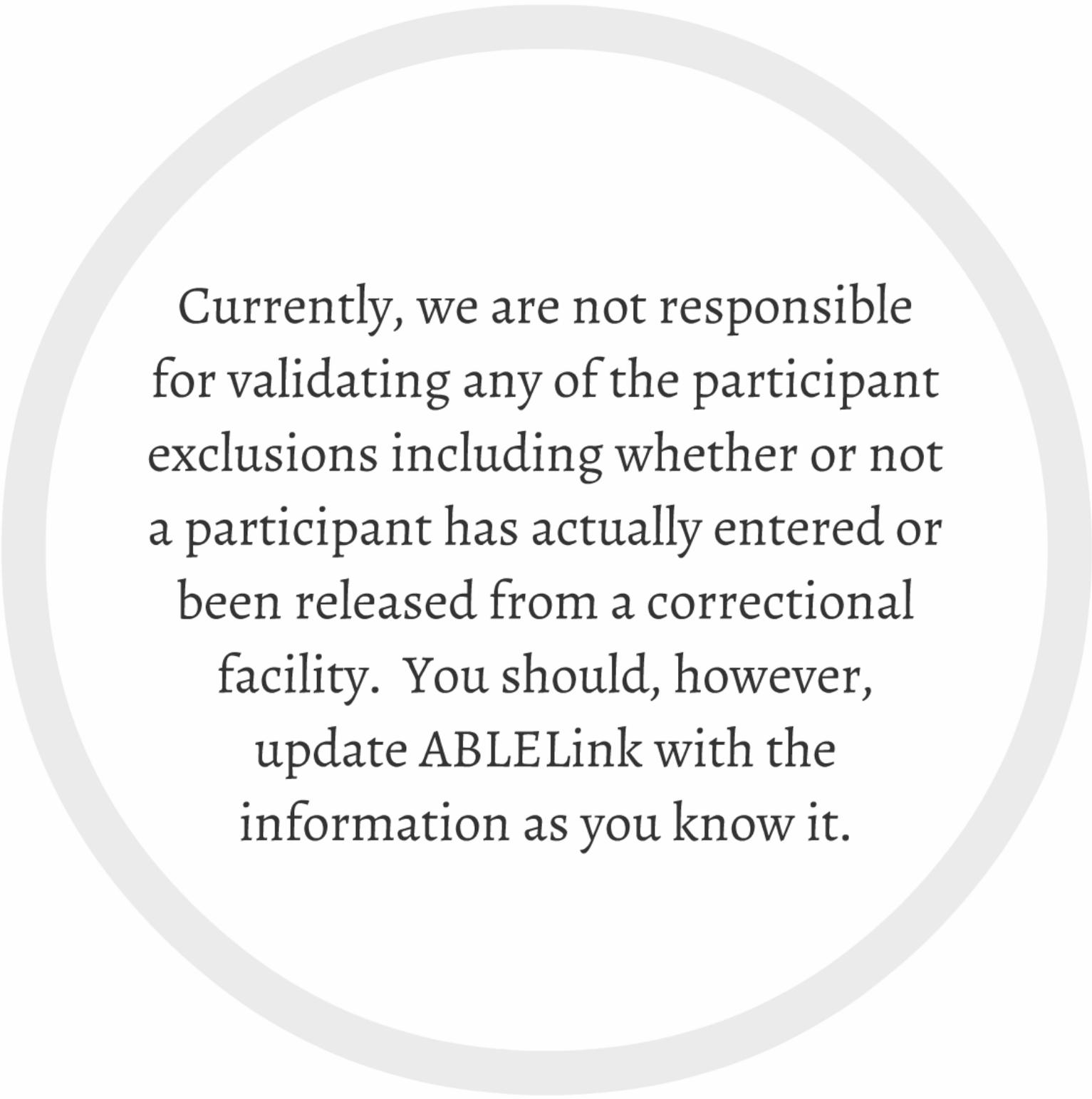
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- REMOVE the check box on the exit form added in scenario 2.

If **Participant B** exits the program to become incarcerated and then starts taking classes while incarcerated.

- Mark the appropriate element (i.e. corrections facility, jail, etc.) in the "Type of program student is placed" field on the registration form in ABLELink.

- REMOVE the check mark next to "became incarcerated/entered support facility" on the exit form in ABLELink.



Currently, we are not responsible for validating any of the participant exclusions including whether or not a participant has actually entered or been released from a correctional facility. You should, however, update ABLELink with the information as you know it.

FY 2017 APR Highlights

Enrollment - Slight increase in overall enrollment (0.2%); Federal reporting reflects a slight decrease in enrollment due to the application of Periods of Participation (POPs) required in the APR

Cost per student - Increased by \$35.21 due to additional monies distributed in Supplemental Grants and unexpended funds from FY 2016

Population - 5.1% increase in the lowest two levels of ABE and ESOL combined; 7% decrease in ESOL level 1 and a 63% increase in ESOL level 2 (from 982 in FY 2016 to 1599 in FY 2017); Highest population increase in the lowest functioning levels

EFL Completion - Improved performance in 4 EFLs including ABE 4 and 6 (two levels missed in the FY2016 submission)

Persistence - Decreased by 2.4 hours per participant

Statewide MSG - 62.7%

Highlights

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So how should we proceed?

Be sure that instructors and/or data entry staff are:

- Testing in the tracking subject. If a post-test is administered in a subject other than the tracking subject, manually change the tracking subject to adjust.
- Post-testing in a subject for which there is an initial score.



This is particularly an issue when combining BEST Plus, CASAS, and TABE CLAS-E and testing on different dates.

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Attendance Hours

Why is this necessary?

Periods of participation (POPs) - A new period of participation is counted each time a participant exits and reenters after 90 days, even if it occurs in the same program year.

POPs count at the federal level!

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Upcoming Federal Reporting

Timelines	
Program Year 2017 (PY17) Annual Report	
<i>Report Due Date</i>	<i>October 1, 2018</i>
Number Served (Reportable Individual)	7/01/17 to 6/30/18
Number Exited (Reportable Individual)	4/01/17 to 3/31/18
Funds Expended	7/01/17 to 6/30/18
Number Served (Participant)	7/01/17 to 6/30/18
Number Exited (Participant)	4/01/17 to 3/31/18
Employment Rate Second Quarter After Exit	7/01/16 to 6/30/17
Employment Rate Fourth Quarter After Exit	7/01/16 to 12/31/16
Median Earnings Second Quarter After Exit	7/01/16 to 6/30/17
Credential Attainment Rate	7/01/16 to 12/31/16
Measurable Skill Gains	7/01/17 to 6/30/18
Effectiveness in Serving Employers	7/01/16 to 6/30/17
Veterans' Priority of Service	7/01/17 to 6/30/18

Green highlighting indicates when a full year of information will be available.

Program Year 2018 (PY18) Annual Report	
<i>Report Due Date</i>	<i>October 1, 2019</i>
Number Served (Reportable Individual)	7/01/18 to 6/30/19
Number Exited (Reportable Individual)	4/01/18 to 3/31/19
Funds Expended	7/01/18 to 6/30/19
Number Served (Participant)	7/01/18 to 6/30/19
Number Exited (Participant)	4/1/18 to 3/31/19
Employment Rate Second Quarter After Exit	7/01/17 to 6/30/18
Employment Rate Fourth Quarter After Exit	1/01/17 to 12/31/17
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Veterans' Priority of Service	7/01/18 to 6/30/19

Coming soon....

- **Webinar** - Effective Participant Follow-up
(Reporting in ABLELink is in progress)
- **Webinar** - NRS updates
(New updates as of December 2017)

Any questions?

Final reminders -

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