Lessons Learned - Data Reporting under WIOA

Webinar Objectives
- Provide updates on state office "to-do" items
- Share highlights from the FY15 Federal AFR
- Discuss policy updates at a result of the AFR submission and review WIOA updates

General Webinar Tickets

Webinar Ticketing Details
- All persons interested in participating and familiarizing themselves with the WIOA data reporting process should register for the webinar.
- A WIOA data reporting expert will be featured to discuss the best practices for managing WIOA data.
- The webinar will also address any questions and concerns related to the reporting process.

Prezi

Attendance Hours
- Fiscal Year 2015-2016:
  - Data submission is due by March 31, 2016.
  - Reporting hours are from 8:00 AM to 5:00 PM, Monday through Friday.

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General Webinar Tidbits

• All phones are muted. Feel free to place questions in the chat box or make a note of them until the end of the webinar. Phone lines will be un-muted at the end of the webinar.

• The webinar is being recorded and will be placed both in the Moodle and on the WIOA Resources web site. Individuals viewing the webinar in the Moodle are eligible to receive professional development credit.

• **We will NOT answer any questions on the FY 2019 grant application. More information on the grant will be provided soon. Stay tuned.**

• Drafts of the FY 2017 Desk Reviews (DR) will be released on Monday, January 22. There is a pre-recorded webinar available for viewing - [FY 2017 Desk Review Overview](#) - on our web site under the heading Accountability. This short webinar introduces the changes in the DR. No Professional Development credit is available for the DR webinar.
Thursday, January 11, 2018

Marty Ropog, Director, OLRC
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
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.
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?
“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 Long 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.
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.
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.

<table>
<thead>
<tr>
<th>Type of program student is placed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workplace Literacy</td>
</tr>
<tr>
<td>Family Literacy</td>
</tr>
<tr>
<td>Institutionalized settings</td>
</tr>
<tr>
<td>Corrections facility</td>
</tr>
<tr>
<td>Jail</td>
</tr>
<tr>
<td>Community corrections</td>
</tr>
<tr>
<td>Homeless program</td>
</tr>
<tr>
<td>IELCE</td>
</tr>
<tr>
<td>Distance education</td>
</tr>
<tr>
<td>ADP/22+</td>
</tr>
<tr>
<td>Bridge Program</td>
</tr>
<tr>
<td>IET Program</td>
</tr>
</tbody>
</table>

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.

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.
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%
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Assessment Policy Updates

Tracking Subjects:

POLICY CURRENTLY STATES:
Students must be placed and tracked in the area that places them in the lowest EFL as determined by scale scores on a standardized assessment.

Effective July 1, 2017 – Students are no longer required to be tracked in the lowest EFL. Gains in any academic subject will count as a measurable skill gain. ABLELink will continue to automatically track in the subject that puts the student in the lowest level. However, programs may adjust the tracking subject. Only those tests completed on or after July 1, 2017 should reflect this change in procedure.
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.
Attendance Hours

POLICY CURRENTLY STATES:
Attendance hours for each participant are to be entered into ABLELink in weekly increments, using Monday’s date as the attendance date - **NO CHANGE**. Just make sure that:

- Assessment dates must be enclosed within attendance dates.

- For carryover students, date the assessment being used as the initial test with the first date of attendance entry.

- Be aware that progress tests may occur after the last date of attendance data entry. In those cases, enter a separate entry for progress tests to record attendance.
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!
## Upcoming Federal Reporting Timelines

### Program Year 2017 (PY17) Annual Report

<table>
<thead>
<tr>
<th>Report Due Date</th>
<th>October 1, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number Served (Reportable Individual)</td>
<td>7/01/17 to 6/30/18</td>
</tr>
<tr>
<td>Number Exited (Reportable Individual)</td>
<td>4/01/17 to 3/31/18</td>
</tr>
<tr>
<td>Funds Expended</td>
<td>7/01/17 to 6/30/18</td>
</tr>
<tr>
<td>Number Served (Participant)</td>
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</tr>
<tr>
<td>Number Exited (Participant)</td>
<td>4/01/17 to 3/31/18</td>
</tr>
<tr>
<td>Employment Rate Second Quarter After Exit</td>
<td><strong>7/01/16 to 6/30/17</strong></td>
</tr>
<tr>
<td>Employment Rate Fourth Quarter After Exit</td>
<td>7/01/16 to 12/31/16</td>
</tr>
<tr>
<td>Median Earnings Second Quarter After Exit</td>
<td>7/01/16 to 6/30/17</td>
</tr>
<tr>
<td>Credential Attainment Rate</td>
<td>7/01/16 to 12/31/16</td>
</tr>
<tr>
<td>Measurable Skill Gains</td>
<td>7/01/17 to 6/30/18</td>
</tr>
<tr>
<td>Effectiveness in Serving Employers</td>
<td>7/01/16 to 6/30/17</td>
</tr>
<tr>
<td>Veterans’ Priority of Service</td>
<td>7/01/17 to 6/30/18</td>
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Green highlighting indicates when a full year of information will be available.

### Program Year 2018 (PY18) Annual Report

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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 -

• The webinar is being recorded and will be placed both in the Moodle and on the WIOA Resources website. Individuals viewing the webinar in the Moodle are eligible to receive professional development credit.

• Upcoming webinars will be announced in the PDN website.
Lessons Learned - Data Reporting under WIOA

Webinar Objectives
- Provide updates on state office "to do" items
- Share highlights from the FY202 Federal AFR
- Discuss policy updates as a result of the AFR submission and recent WIOA updates

General Webinar Tickets
- All states involved in the Federal WIOA process are invited to participate in the webinar.
- Additional information and materials will be provided to all participants in advance of the webinar.

Webinar Slides
- Сontent overview and key points discussed.

Assessment Policy Updates
- Details on changes and recent updates.

Attendance Hours

Policies and Procedures
- Attendance hours for each participant are to be recorded on the WIOA Activity Report form and submitted on a monthly basis.
- The hours must be recorded for the full month of attendance.
- Documentation of attendance must be maintained for all activities.
- For every hour recorded, a corresponding entry must be made on the WIOA Activity Report form.
- Documentation must be signed by the participant and reviewed by the Program Manager.

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