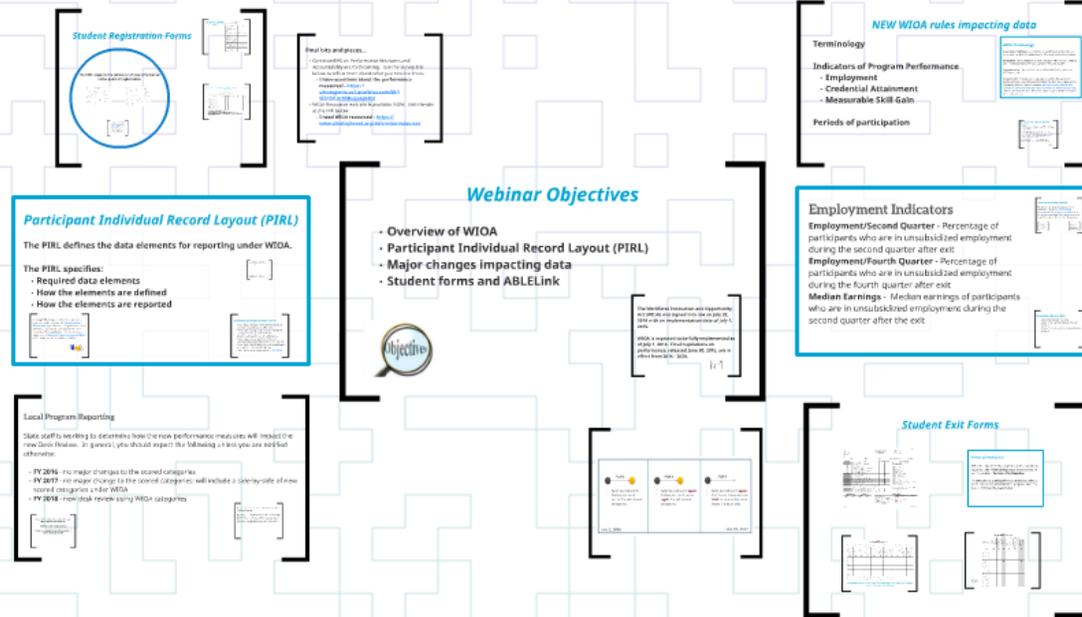


# WIOA Performance Indicators

Nikia Fletcher, Program Manager, DHE  
 Marty Ropog, Director, OLRC  
 August 18, 2016





# Webinar Objectives

- Overview of WIOA
- Participant Individual Record Layout (PIRL)
- Major changes impacting data
- Student forms and ABLELink



The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014 with an implementation date of July 1, 2015.

WIOA is expected to be fully implemented as of July 1, 2016. Final regulations on performance, released June 30, 2016, are in effect from 2016 - 2020.



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## *As it relates to data, WIOA seeks to:*



- **Establish an accountability model**
- **Establish common performance measures**
- **Establish common definitions for data elements**

### *Required WIOA Partners*

- Adult (WIOA Title I)
- Dislocated Worker (WIOA Title I)
- Youth (WIOA Title I)
- Adult Education and Literacy Program (Title II - ABLE)
- Wagner-Peyser Employment Services
- Vocational Rehabilitation Services (OOD)

### *Additional Combined Plan Recommendations for Ohio:*

- Carl D. Perkins and Technical Education Programs
- Jobs for Veterans State Grant Program
- Senior Community Service Employment Programs

## ***Required WIOA Partners***

- **Adult (WIOA Title I)**
- **Dislocated Worker (WIOA Title I)**
- **Youth (WIOA Title I)**
- **Adult Education and Literacy Program (Title II - ABLE)**
- **Wagner-Peyser Employment Services**
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- **Carl D. Perkins and Technical Education Programs**
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- **Senior Community Service Employment Programs**

# Participant Individual Record Layout (PIRL)

The PIRL defines the data elements for reporting under WIOA.

The PIRL specifies:

- Required data elements
- How the elements are defined
- How the elements are reported



Although WIOA aligns performance measures across the entire system, the [Department of Education](#) has provided specific guidance on how ABLE must implement and report on the new measures. Those guidelines are now defined at length on the [National Reporting System \(NRS\)](#) website and are the focus of this webinar.



## Indicators of Program Performance

- Percentage of program participants employed during the second quarter after exit
- Percentage of program participants employed during the fourth quarter after exit
- Median earnings of program participants
- Percentage of participants who obtain a postsecondary credential or high school diploma
- Percentage of participants who during a program year achieve a measurable skill gain
- Effectiveness in serving employers - **ON HOLD**

**WORKFORCE INNOVATION and OPPORTUNITY ACT – PARTICIPANT INDIVIDUAL RECORD LAYOUT**

No.	DATA ELEMENT	TYPE OF DATA <sup>1</sup>	DATA ELEMENT DEFINITIONS/INSTRUCTIONS	CODE VALUE
100	Unique Individual Identifier	AN 12	Record the unique identification number assigned to the participant. At a minimum, this identifier for a person <u>must</u> be the same for every period of participation.	XXXXXXXXXXXX
101	State Code of Residence	AN 2	Record the 2-letter FIPS alpha code of the state or territory of the primary domicile of the participant. For example, the State of Alabama would be represented as "AL." Primary domicile is that location established or claimed as the permanent residence or "home" of the participant.  If primary domicile is outside the United States, use the following numeric codes: 77 = All Other Countries 88 = Mexico 99 = Canada  For persons on active military duty, states should record the two-letter Air/Army Post Office (APO) or Fleet Post Office (FPO) as defined by the Military Postal Service Agency. AE (ZIPs 09xxx) for Armed Forces Europe which includes Canada, Middle East, and Africa AP (ZIPs 962xx - 966xx) for Armed Forces Pacific AA (ZIPs 340xx) for Armed Forces (Central and South) Americas	XX
200	Date of Birth	DT 8	Record the participant's date of birth. Leave blank if data is not available. NOTE: Field is mandatory for Vocational Rehabilitation (RSA).	YYYYMMDD
201	Gender	IN 1	Record 1 if the participant indicates that he is male at program entry. Record 2 if the participant indicates that she is female at program entry. Record 9 if the participant does not self-identify gender at program entry. Leave blank if the data is not available.	1 = Male 2 = Female 9 = Participant did not self-identify
204	Ethnicity Hispanic/Latino	IN 1	Record 1 if the participant indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race. Record 0 if the participant indicates that he/she does not meet any of these conditions. Record 9 if the participant does not self-identify his/her ethnicity. Leave blank if the data is not available.	1 = Yes 0 = No 9 = Participant did not self-identify
205	American Indian / Alaska Native	IN 1	Record 1 if the participant indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians. Record 0 if the participant indicates that he/she does not meet any of these conditions. Record 9 if the participant does not self-identify his/her race.	1 = Yes 0 = No 9 = Participant did not self-identify

**Most of the elements within the PIRL are already collected in ABLELink. As a part of data collection, we must:**

- Take the time to ask and record all of the questions on the Student Forms.
- Clarify responses when there is uncertainty or incomplete information.



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# NEW WIOA rules impacting data

## Terminology

## Indicators of Program Performance

- Employment
- Credential Attainment
- Measurable Skill Gain

## Periods of participation

### WIOA Terminology

**Reportable individual** - an individual in an AEFLA program who has completed less than 12 contact hours. Previously called a participant.

**Participant** - an individual in an AEFLA program who has completed at least 12 contact hours. Previously called an enrolled student.

**Program entry** - the date that a reportable individual enters in an AEFLA program.

**Program exit** - Exit date is the last date of service. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services; **services do not include self-service, information-only services, activities, or follow-up services.** The exit also requires that there are no plans to provide the participant with future services.

### Why two designations - Reportable Individual and Participant?

- **Reportable individuals** (Individuals with less than 12 contact hours) are reportable for many of our WIOA partners and the Department of Labor.
- **Participants** (Individuals with 12+ contact hours) are reportable to OCTAE. Reportable means they appear in the denominator of the various measures to which we are accountable. More on this later.

WIOA creates a dual reporting structure for ALE - the Department of Labor and the Department of Education.

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WIOA creates a dual reporting structure for ABLE - the Department of Labor and the Department of Education.

It is crucial that, as it states in the assessment policy, "all pretest data, posttest data, and attendance hours, must be entered into ABLELink by the 10th day of the following month for all students. More frequent data entry of attendance is strongly encouraged. Attendance hours for each student are to be entered in weekly increments, reported in the ABLELink system by each week's beginning date (Monday)."

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# Employment Indicators

**Employment/Second Quarter** - Percentage of participants who are in unsubsidized employment during the second quarter after exit

**Employment/Fourth Quarter** - Percentage of participants who are in unsubsidized employment during the fourth quarter after exit

**Median Earnings** - Median earnings of participants who are in unsubsidized employment during the second quarter after the exit

## Credential Attainment Indicators

The percentage of enrolled students who attained a recognized **postsecondary credential** or a **secondary school diploma**, or its recognized equivalent during participation in or within one year after exit from the program.



## Measurable Skill Gain (MSG)

- Secondary Diploma Equivalent
- Educational Functioning Level (Pre- and Posttest)
- Program exit and entry into postsecondary education



## ***Credential Attainment Indicators***

The percentage of enrolled students who attained a recognized **postsecondary credential** or a **secondary school diploma**, or its recognized equivalent during participation in or within one year after exit from the program.

### **Secondary Credential Attainment**

#### ***Who is in the denominator?***

Participants who begin the program year at or above the 9th-grade level who did not previously possess a high school equivalent can be counted in the Secondary Attainment Credential.

#### ***Who is the numerator?***

To be counted in Secondary Credential Attainment, the student must exit and be employed or in PSET within one year of the exit.

### **Postsecondary Credential Attainment**

#### ***Who is in the denominator?***

All participants who were enrolled in an IET program.

#### ***Who is in the numerator?***

All participants who were enrolled in an IET program who exited during the program year and were enrolled in PSET during participation in or within one year after exit from the program.

# Postsecondary Credential Attainment

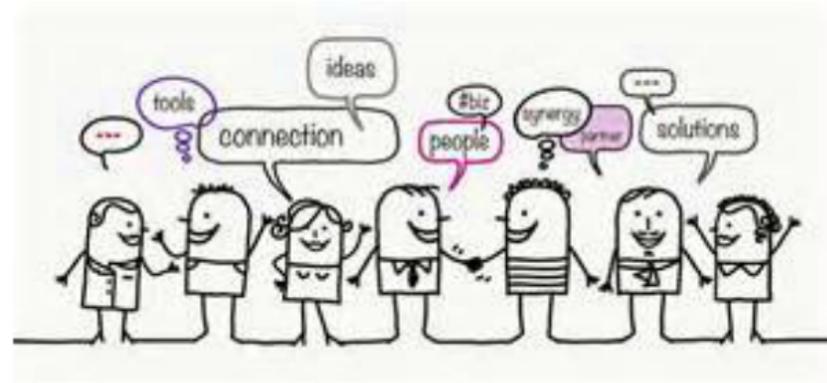
## Who is in the denominator?

All participants who were enrolled in an IET program.

## Who is in the numerator?

All participants who were enrolled in an IET program who exited during the program year and were enrolled in PSET during participation in or within one year after exit from the program.

**IET** “provides adult education and literacy activities **concurrently** and **contextually** with **workforce preparation activities and workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement.”



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## *Measurable Skill Gain (MSG)*

- Secondary Diploma Equivalent
- Educational Functioning Level (Pre- and Posttest)
- Program exit and entry into postsecondary education





For office use only: Site: _____ ABLE staff: _____ Primary class: _____	<h2 style="margin: 0;">STUDENT REGISTRATION FORM</h2>	Date form completed: _____ Social Security #: _____ - _____ - _____
---	---	--

Name: \_\_\_\_\_

Last
First
M.I.
Maiden or other former name
Student ID:

Address: \_\_\_\_\_ Apt.#: \_\_\_\_\_ Telephone: Phone 1: (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ County: \_\_\_\_\_ Phone 2: (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Age: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Place of Birth: \_\_\_\_\_ Email: \_\_\_\_\_

Month
Day
Year
City
State
Country

Emergency information: Contact person: \_\_\_\_\_ Phone: \_\_\_\_\_ Allergies/conditions we should know about: \_\_\_\_\_

- |   |  |  |
|---|--|--|
| <p>1. Gender: <input type="radio"/> Male <input type="radio"/> Female</p> <p>2a. Are you Hispanic/Latino? <b>MARK ONE.</b></p> <p><input type="radio"/> Yes, Hispanic or Latino</p> <p><input type="radio"/> No, not Hispanic or Latino</p> <p>2b. What is your race?</p> <p><b>MARK ALL THAT APPLY.</b></p> <p><input type="checkbox"/> American Indian or Alaska Native</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Native Hawaiian or Other Pacific Islander</p> <p><input type="checkbox"/> White</p> <p>3. Are you a U.S. citizen? <input type="radio"/> Yes <input type="radio"/> No</p> <p>If no, do you have an F-1 Visa? <input type="radio"/> Yes <input type="radio"/> No</p> <p>4. Are you a U.S. veteran? <input type="radio"/> Yes <input type="radio"/> No</p> <p>5. Are you registered to vote? <input type="radio"/> Yes <input type="radio"/> No</p> <p>6. Do you need special accommodations for a learning, ADD, ADHD, or physical disability?</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p>7. Do you have:</p> <p>a driver's license? <input type="radio"/> Yes <input type="radio"/> No</p> <p>a library card? <input type="radio"/> Yes <input type="radio"/> No</p> <p>reliable transportation? <input type="radio"/> Yes <input type="radio"/> No</p> <p>reliable child care? <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> N/A</p> | <p>8. Did you pass the Ohio 9th grade proficiency test or Ohio Graduation Test?</p> <p><input type="radio"/> Yes, all of the sections</p> <p><input type="radio"/> Some of the sections.</p> <p style="padding-left: 20px;">Which ones: _____</p> <p><input type="radio"/> No</p> <p><input type="radio"/> N/A</p> <p>9. Number of children under 18 living in your home: _____</p> <p>10. Are you a single custodial parent? <input type="radio"/> Yes <input type="radio"/> No</p> <p>11. Do you receive public assistance? <input type="radio"/> Yes <input type="radio"/> No</p> <p style="padding-left: 20px;">If yes, mark all types that apply:</p> <p><input type="checkbox"/> TANF</p> <p><input type="checkbox"/> Food stamps</p> <p><input type="checkbox"/> Other (Specify: _____)</p> <p>12. Employment Status: <b>MARK ONLY ONE.</b></p> <p><input type="radio"/> Employed, full-time</p> <p><input type="radio"/> Employed, part-time</p> <p><input type="radio"/> Employed; Notice of job termination/military separation</p> <p><input type="radio"/> Not employed, but looking for a job</p> <p><input type="radio"/> Not employed, not looking for a job</p> <p><input type="radio"/> Retired</p> <p>13. Education (including from another country):</p> <p>Last full grade completed: _____</p> <p>Name and location of last school attended: _____</p> <p>Did you graduate from high school or its equivalent? <input type="radio"/> Yes <input type="radio"/> No</p> | <p>14. What are your goals for coming to this program?</p> <p><b>MARK ALL THAT APPLY.</b></p> <p><input type="checkbox"/> To improve basic skills</p> <p><input type="checkbox"/> To improve English language skills (ESOL)</p> <p><input type="checkbox"/> To obtain a job</p> <p><input type="checkbox"/> To retain or improve current job</p> <p><input type="checkbox"/> To earn GED® or secondary school diploma</p> <p><input type="checkbox"/> To enter postsecondary education or training</p> <p><input type="checkbox"/> To decrease public assistance received</p> <p><input type="checkbox"/> To obtain citizenship skills</p> <p><input type="checkbox"/> To register to vote or to vote for the first time</p> <p><input type="checkbox"/> Other (Specify: _____)</p> <p>15. How did you find out about this program?</p> <p><b>MARK ALL THAT APPLY.</b></p> <p><input type="checkbox"/> Employer</p> <p><input type="checkbox"/> Family member</p> <p><input type="checkbox"/> Friend</p> <p><input type="checkbox"/> I attended before</p> <p><input type="checkbox"/> Newspaper ad</p> <p><input type="checkbox"/> Television/Radio ad</p> <p><input type="checkbox"/> Brochure/Flyer</p> <p><input type="checkbox"/> Department of Job and Family Services</p> <p><input type="checkbox"/> Ohio Means Jobs Center</p> <p><input type="checkbox"/> Internet – agency website, social media/ Facebook</p> <p><input type="checkbox"/> Other (Specify: _____)</p> |
|---|--|--|

**B. Workplace**

(Required of Workplace Literacy students)

16. Employer: \_\_\_\_\_
17. Dept/area: \_\_\_\_\_ Shift: \_\_\_\_\_
18. In what field is your current job?
- |  |  |
|--|--|
| <input type="radio"/> Agriculture/ food/natural resources        | <input type="radio"/> Health science                                 |
| <input type="radio"/> Architecture/ construction                 | <input type="radio"/> Hospitality & tourism                          |
| <input type="radio"/> Arts/audio-video technology/communications | <input type="radio"/> Human services                                 |
| <input type="radio"/> Business management/ administration        | <input type="radio"/> Information technology                         |
| <input type="radio"/> Education/training                         | <input type="radio"/> Law, public safety, corrections, & security    |
| <input type="radio"/> Finance                                    | <input type="radio"/> Manufacturing                                  |
| <input type="radio"/> Government/public administration           | <input type="radio"/> Marketing                                      |
|  | <input type="radio"/> Science, technology, engineering & mathematics |
|  | <input type="radio"/> Transportation, distribution, & logistics      |
19. Present skills/experience:
- |   |  |
|---|--|
| <input type="checkbox"/> Clerical (data entry, cash register, secretarial, etc.)        | <input type="checkbox"/> Service (health care, child care, etc.) |
| <input type="checkbox"/> Computer   | <input type="checkbox"/> Technical (TV, HVAC, auto, etc.)        |
| <input type="checkbox"/> Manual (bricklayer, carpenter, heavy equipment operator, etc.) | <input type="checkbox"/> Other Specify: _____                    |
| <input type="checkbox"/> Retail (cashier, stocker, sales clerk, etc.)                   |  |

**C. English for Speakers of Other Languages (ESOL)**

(Required of ESOL students)

20. Year when you entered the country: \_\_\_\_\_
21. Do you plan to stay in the US permanently?  
 Yes  No How long? \_\_\_\_\_
22. What is your native language?  
 \_\_\_\_\_
23. What languages do you speak?  
 \_\_\_\_\_
24. Have you studied English before?  
 Yes How long? \_\_\_\_\_  No
25. Are you here to improve:  
 speaking  writing  reading  
 listening  knowledge of American culture
26. Are you here to prepare for the U.S. Citizenship Test?  
 Yes  No

**D. Family Literacy**

(Required of Family Literacy students)

27. Family Literacy goals
- To increase involvement in children's education (*relates to school activities*)
- To increase involvement in children's literacy-related activities

**E. Special Needs Screening**

(This is replacing the Special Needs Form)

Date Offered: \_\_\_\_\_

Learning Disabilities Screening Offered:  
 Washington 13  
 PowerPath  
 STALD  
 Other (Specify) \_\_\_\_\_

Conducted<sup>1</sup>  Refused<sup>2</sup>

**Screening results indicate probability of LD:**  Yes  No

**<sup>1</sup>Student signed Consent Form:**

Yes  No  N/A

**<sup>2</sup>Student signed Waiver\* of Consent Form:**  Yes  No

\*only necessary if screening services are refused

**Student signed Special Needs Release of Information Form:**  Yes  No  
*(only necessary if information is released to others)*

**<sup>3</sup>STAFF USE ONLY FOR INITIAL PLACEMENT RESULTS**

MARK ALL THAT APPLY. \*

Student status

- |  |   |
|--|---|
| <input type="checkbox"/> Disabled            | <input type="checkbox"/> Rural** resident   |
| <input type="checkbox"/> Displaced homemaker | <input type="checkbox"/> Dislocated worker  |
| <input type="checkbox"/> Homeless            | <input type="checkbox"/> Migrant Farmworker |
| <input type="checkbox"/> IET                 |   |

Type of program where student is placed (*if applicable*)

- |   |  |
|---|--|
| <input type="checkbox"/> Workplace Literacy         | <input type="checkbox"/> Family Literacy       |
| <input type="checkbox"/> Institutionalized settings | <input type="checkbox"/> Corrections Facility  |
| <input type="checkbox"/> Jail                       | <input type="checkbox"/> Community Corrections |
| <input type="checkbox"/> Homeless Program           | <input type="checkbox"/> Bridge Program        |
| <input type="checkbox"/> Distance Education         | <input type="checkbox"/> ADP/22+               |
| <input type="checkbox"/> IELCE                      | <input type="checkbox"/> IET                   |

\*See definitions in the eGuide for clarification of categories

\*\* Defined by NRS as places of less than 2,500 inhabitants and outside urbanized areas

Student signed ABLE Release of Information Form?  Yes  No

PLACEMENT LEVEL ←

Mark the ABE level:

ABE 1  ABE 2  ABE 3

ABE 4  ABE 5  ABE 6

Mark the ESOL level:

ESL 1  ESL 2  ESL 3

ESL 4  ESL 5  ESL 6

# Notice of Job Termination/Military Separation and Corrections Education

Table 6  
Participant Status and Program Enrollment

the number of participants for each of the categories listed.

Participant Status at Program Entry (A)	Number (B)	
	Employed	
Employed, but Received Notice of Termination of Employment or Military Separation is pending		
Unemployed		
Not in the Labor Force		
<b>TOTAL</b>		
Highest Degree or Level of School Completed *	US-Based Schooling	Non-US-Based Schooling
No schooling		
Grades 1-5		
Grades 6-8		
Grades 9-12 (no diploma)		
Secondary School Diploma or alternate credential		
Secondary School Equivalent		
Some Postsecondary education, no degree		
Postsecondary or professional degree		
Unknown		
<b>TOTAL (both US Based and Non-US Based)</b>		
Program Type **		
In Family Literacy Program		
In Workplace Adult Education and Literacy Activities ***		
Institutional Programs (section 225)		
In Correctional Facility		
In Community Correctional Program		
In Other Institutional Setting		
<b>TOTAL Institutional</b>		

## **Integrated Education and Training Program (IET) / Integrated English Literacy and Civics Education (IELCE)**

**Table 3  
Participants\* by Program Type and Age**

Enter the number of participants by program type and age, non-duplicated.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
<b>Adult Basic Education**</b>							
Integrated Education and Training Program							
<b>Adult Secondary Education***</b>							
Integrated Education and Training Program							
<b>English Language Acquisition****</b>							
Integrated Education and Training Program							
<b>Integrated English Literacy and Civics Education (Sec. 243)*****</b>							
Integrated Education and Training Program							
<b>Total</b>							

\*A participant is an individual in an AEFLA program who has completed at least 12 contact hours. The total in column H should equal the total in column P of Table 1.

\*\*Number of participants enrolled in ABE levels 1-4. This number includes those enrolled in Integrated Education and Training (IET) Programs (Sec. 203(11) of WIOA).

\*\*\*Number of participants enrolled in ABE levels 5 and 6. This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

\*\*\*\*Number of participants enrolled in English Language Acquisition programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

\*\*\*\*\*Number of participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs. It does not include those enrolled in ELA programs.

OMB Number 1830-0027, Expires 08/31/2017.



**IELCE is defined** as “education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that **enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.** Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.

“IT provides adult education and literacy activities consistently and consistently with an intense preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.”





# STUDENT EXIT FORM

Site: \_\_\_\_\_  
 ABLE staff: \_\_\_\_\_  
 Primary class: \_\_\_\_\_

Social Security #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_  
 GED® Security #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Name: \_\_\_\_\_  
Last
First
M.I.
Maiden or other former name
Student ID

Follow-up	Goals	Exit goals achieved
	Improved basic skills	<input type="checkbox"/>
	Improved English language skills (ESOL)	<input type="checkbox"/>
<input type="checkbox"/>	Obtained a job	<input type="checkbox"/>
<input type="checkbox"/>	Retained or improved a job	<input type="checkbox"/>
<input type="checkbox"/>	Earned GED® or other High School Equivalency	<input type="checkbox"/>
	Obtained High School Diploma	<input type="checkbox"/>
<input type="checkbox"/>	Entered postsecondary education or training	<input type="checkbox"/>
	Entered Adult Diploma Program	<input type="checkbox"/>
	Decreased public assistance received	<input type="checkbox"/>
	Obtained citizenship skills	<input type="checkbox"/>
	Passed citizenship test	<input type="checkbox"/>
	Registered to vote or voted for the first time	<input type="checkbox"/>
	Increased involvement in community activities	<input type="checkbox"/>
	Obtained National Career Readiness Credential _____	<input type="checkbox"/>
	Obtained PSET Credential	<input type="checkbox"/>
	Other (specify: _____)	<input type="checkbox"/>
	<i>Note: stackable certificates may still be recorded in ABLELink.</i>	

Reasons for leaving
Why did the student leave the program? (mark all that apply)
<input type="checkbox"/> Met goal(s) <input type="checkbox"/> Met academic goal <input type="checkbox"/> Class closed <input type="checkbox"/> Family concerns <input type="checkbox"/> Illness/incapacity <input type="checkbox"/> Instruction not helpful <input type="checkbox"/> Lack of child care <input type="checkbox"/> Lack of transportation <input type="checkbox"/> Moved <input type="checkbox"/> Lack of interest <input type="checkbox"/> Time and/or location of services not convenient <input type="checkbox"/> Unknown/cannot locate or contact <input type="checkbox"/> Other (specify: _____)

Family Literacy goals (for students in Family Literacy programs only)	
Increased involvement in children's education	<input type="checkbox"/>
Increased involvement in children's literacy-related activities	<input type="checkbox"/>

**Registered for OhioMeansJobs**     Yes     No

Total hours attended \_\_\_\_\_

Placement level		Exit level	
ABE	ESOL	ABE	ESOL
<input type="checkbox"/> ABE 1	<input type="checkbox"/> ESL 1	<input type="checkbox"/> ABE 1	<input type="checkbox"/> ESL 1
<input type="checkbox"/> ABE 2	<input type="checkbox"/> ESL 2	<input type="checkbox"/> ABE 2	<input type="checkbox"/> ESL 2
<input type="checkbox"/> ABE 3	<input type="checkbox"/> ESL 3	<input type="checkbox"/> ABE 3	<input type="checkbox"/> ESL 3
<input type="checkbox"/> ABE 4	<input type="checkbox"/> ESL 4	<input type="checkbox"/> ABE 4	<input type="checkbox"/> ESL 4
<input type="checkbox"/> ABE 5	<input type="checkbox"/> ESL 5	<input type="checkbox"/> ABE 5	<input type="checkbox"/> ESL 5
<input type="checkbox"/> ABE 6	<input type="checkbox"/> ESL 6	<input type="checkbox"/> ABE 6	<input type="checkbox"/> ESL 6

Exit level status	
<b>Exit level status</b> <input type="radio"/> Achieved Measurable Skill Gain <input type="radio"/> Separated before achieving Measurable Skill Gain <input type="radio"/> Remaining in the program without Measurable Skill Gain	<b>Method used to determine Measurable Skill Gain</b> <input type="radio"/> High school equivalent <input type="radio"/> PSET <input type="radio"/> Pre-and Posttest

## *Periods of Participation*

While still important, the emphasis on the exit date is lessened under WIOA giving way to a new concept in adult education - **Periods of Participation**.

A new period of participation is counted each time a participant exits and reenters the program, even if it occurs in the same program year.



- MSG is evaluated.
- Follow-up must occur for exit-based measures.

July 1, 2016



- MSG is evaluated **again**.
- Follow-up must occur **again** for exit-based measures.



- MSG is evaluated **again**.
- Exit based measures are **NOT** evaluated because there is not an exit.

June 30, 2017

**Table 4  
Measurable Skill Gains by Entry Level**

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
ABE Level 1										
ABE Level 2										
ABE Level 3										
ABE Level 4										
ABE Level 5										
ABE Level 6										
<b>ABE Total</b>										
ESL Level 1										
ESL Level 2										
ESL Level 3										
ESL Level 4										
ESL Level 5										
ESL Level 6										
<b>ESL Total</b>										
<b>Grand Total</b>										

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.

***Measurable Skill Gain is a non-exit based indicator but, for the purpose of the Student Forms, it is tracked on the Exit Form.***

**Table 5  
Core Follow-up Outcome Achievement**

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *						
Employment Fourth Quarter after exit *						
Median Earnings Second Quarter after exit **			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***						
Attained a Postsecondary Credential while enrolled or within one year of exit ****						

**NOTE ON THE INDICATORS:**  
 • All participants regardless of labor force status are counted in the **employment** indicators (statutory requirements).  
 • The **employment** and **credential attainment** indicators do not exclude individuals who do not have or provide a SSN.  
 • Incarcerated participants are **not counted** in the **employment** or **credential attainment** indicators.

## NOTE ON THE INDICATORS:

- All participants regardless of labor force status are counted in the **employment** indicators (statutory requirement).
- The **employment** and **credential attainment** indicators do not exclude individuals who do not have or provide a SSN.
- Incarcerated participants **are not counted** in the employment or credential attainment indicators.

## Local Program Reporting

State staff is working to determine how the new performance measures will impact the new Desk Review. In general, you should expect the following unless you are notified otherwise:

- **FY 2016** - no major changes to the scored categories
- **FY 2017** - no major change to the scored categories; will include a side-by-side of new scored categories under WIOA
- **FY 2018** - new desk review using WIOA categories

Have additional questions about the new WIOA Performance Measures?

Feel free to submit questions to:

[https://ohioregents.co1.qualtrics.com/SE/?SID=SV\\_8r0hDujJatq94QI](https://ohioregents.co1.qualtrics.com/SE/?SID=SV_8r0hDujJatq94QI)



The state is required to complete FY 2016 reporting as we have in the past.

We have only 1 negotiated target at this time - **average MSG at 63%**. The state is accountable to this target at the end of FY 2017. Other targets will be determined once there is enough data to determine a benchmark.

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SID=SV\\_8r0hDuijatq94QI](https://ohioregents.co1.qualtrics.com/SE/?SID=SV_8r0hDuijatq94QI)**



## Final bits and pieces...

- Continued PD on Performance Measures and Accountability are forthcoming. Use the survey link below to tell us more about what you need to know.
  - **I have questions about the performance measures!** - [https://ohioregents.co1.qualtrics.com/SE/?SID=SV\\_8r0hDuijatq94QI](https://ohioregents.co1.qualtrics.com/SE/?SID=SV_8r0hDuijatq94QI)
- WIOA Resources web site is available NOW. Visit the site at the link below.
  - **I need WIOA resources!** - <https://www.ohiohighered.org/able/wioa-resources>

