WIOA Performance Indicators

Webinar Objectives

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

Student Individual Record Form

Participant Individual Record Layout (PRL)
- It defines the data elements for reporting under WIOA
- Key elements:
  - Demographics
  - Key indicator elements
  - How the elements are reported

Employment Indicators
- Employment Services: Percentage of WIOA participants who entered employment during the first quarter of the year
- Employment Rate: Average number of participants who entered employment during the first quarter of the year
- Student Exit Forms
WIOA Performance Indicators

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

### 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

### Local Program Reporting
Staff will be leading a seminar about the new performance measures and reporting for the new Local Forms. In general, you should expect the following unless you are notified otherwise:
- FY 2016: No major changes to the reported categories.
- FY 2017: No major changes to the reported categories, with the exception of data by date of how many people have exited WIOA.
- FY 2018: Feedback received as big changes to be made.

### 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: Medians of earnings of participants who are in unsubsidized employment during the second quarter after exit.

### Student Exit Forms

### Terminology
- Indicators of Program Performance:
  - Gradual Attainment
  - Measurable Skill Gain
  - Periods of participation

### NEW WIOA rules impacting data

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Nikia Fletcher, Program Manager, DHE
Marty Ropog, Director, DLRC
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.
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.
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)
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- 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
**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
### WORKFORCE INNOVATION and OPPORTUNITY ACT – PARTICIPANT INDIVIDUAL RECORD LAYOUT

<table>
<thead>
<tr>
<th>No.</th>
<th>DATA ELEMENT</th>
<th>TYPE OF DATA</th>
<th>DATA ELEMENT DEFINITIONS/INSTRUCTIONS</th>
<th>CODE VALUE</th>
</tr>
</thead>
</table>
| 100 | Unique Individual Identifier | AN 12 | Record the unique identification number assigned to the participant. At a minimum, this identifier for a person must be the same for every period of participation. | X |}

- **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 - 996xx) for Armed Forces Pacific
  - AA (ZIPs 340xx) for Armed Forces (Central and South) Americas
  - XX

<table>
<thead>
<tr>
<th>200</th>
<th>Date of Birth</th>
<th>DT 8</th>
<th>Record the participant’s date of birth. Leave blank if data is not available. NOTE: Field is mandatory for Vocational Rehabilitation (RSA).</th>
<th>YYYYMMDD</th>
</tr>
</thead>
</table>

| 201 | Gender | IN 1 | Record 1 if the participant indicates that he/she 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                        | 1 = Yes
|     |        |      | Leave blank if the data is not available.                    | 0 = No
|     |        |      | Leave blank if the data is not available.                    | 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
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>0 = No</td>
<td>9 = Participant did not self-identify</td>
</tr>
</tbody>
</table>

| 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 [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
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>0 = No</td>
<td>9 = Participant did not self-identify</td>
</tr>
</tbody>
</table>

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**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.
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
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.
NEW WIOA rules impacting data

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 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.

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.

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

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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 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)."
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.

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.”
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.
Measurable Skill Gain (MSG)

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

The PRL requires the collection of new information at the point of registration.
STUDENT REGISTRATION FORM

Name: ____________________________________________

Last Name: ______________________________________
First Name: ______________________________________
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: ___________________________________
Month: __________________ Day: __________ Year: ______
Email: __________________________________________

Emergency information: Contact person: _____________
Phone: __________________ Allergies/conditions we should know about: ______________________

1. Gender: ☐ Male ☐ Female

2a. Are you Hispanic/Latino? MARK ONE.
☐ Yes, Hispanic or Latino
☐ No, not Hispanic or Latino

2b. What is your race?
☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Native Hawaiian or Other Pacific Islander
☐ White

3. Are you a U.S. citizen? ☐ Yes ☐ No
If no, do you have an F-1 Visa? ☐ Yes ☐ No

4. Are you a U.S. veteran? ☐ Yes ☐ No

5. Are you registered to vote? ☐ Yes ☐ No

6. Do you need special accommodations for a learning, ADD, ADHD, or physical disability?
☐ Yes ☐ No

7. Do you have:
   ☐ a driver’s license? ☐ Yes ☐ No
   ☐ a library card? ☐ Yes ☐ No
   ☐ reliable transportation? ☐ Yes ☐ No
   ☐ reliable child care? ☐ Yes ☐ No ☐ N/A

8. Did you pass the Ohio 9th grade proficiency test or Ohio Graduation Test?
   ☐ Yes, all of the sections
   ☐ Some of the sections.
   Which ones: _________________________________
   ☐ No
   ☐ N/A

9. Number of children under 18 living in your home: ___

10. Are you a single custodial parent? ☐ Yes ☐ No

11. Do you receive public assistance? ☐ Yes ☐ No
   If yes, mark all types that apply:
   ☐ TANF
   ☐ Food stamps
   ☐ Other (Specify: _____________________)

12. Employment Status: MARK ONLY ONE.
   ☐ Employed, full-time
   ☐ Employed, part-time
   ☐ Employed; Notice of job termination/military separation
   ☐ Not employed, but looking for a job
   ☐ Not employed, not looking for a job
   ☐ Retired

13. Education (including from another country):
   Last full grade completed: ______________________
   Name and location of last school attended:
   ________________________________
   Did you graduate from high school or its equivalent? ☐ Yes ☐ No

14. What are your goals for coming to this program?
    MARK ALL THAT APPLY.
    ☐ To improve basic skills
    ☐ To improve English language skills (ESOL)
    ☐ To obtain a job
    ☐ To retain or improve current job
    ☐ To earn GED® or secondary school diploma
    ☐ To enter postsecondary education or training
    ☐ To decrease public assistance received
    ☐ To obtain citizenship skills
    ☐ To register to vote or to vote for the first time
    ☐ Other (Specify: __________________________)

15. How did you find out about this program?
    MARK ALL THAT APPLY.
    ☐ Employer
    ☐ Family member
    ☐ Friend
    ☐ I attended before
    ☐ Newspaper ad
    ☐ Television/Radio ad
    ☐ Brochure/Flyer
    ☐ Department of Job and Family Services
    ☐ Ohio Means Jobs Center
    ☐ Internet – agency website, social media/ Facebook
    ☐ Other (Specify: __________________________)

Revised July 2016

1/2
B. Workplace  
(Required of Workplace Literacy students)  

16. Employer: ___________________________  
17. Dept/area: _______________ Shift: ________________  

18. In what field is your current job?  
☐ Agriculture/food/natural resources  
☐ Architecture/construction  
☐ Arts/audio-visual technology/communications  
☐ Business management/administration  
☐ Education/training  
☐ Finance  
☐ Government/public administration  
☐ Clerical (data entry, cash register, secretarial, etc.)  
☐ Computer  
☐ Manual (bricklayer, carpenter, heavy equipment operator, etc.)  
☐ Retail (cashier, stocker, sales clerk, etc.)  
☐ Health science  
☐ Hospitality & tourism  
☐ Human services  
☐ Information technology  
☐ Law, public safety, corrections, & security  
☐ Manufacturing  
☐ Marketing  
☐ Science, technology, engineering & mathematics  
☐ Transportation, distribution, & logistics  
☐ Service (health care, child care, etc.)  
☐ Technical (TV, HVAC, auto, etc.)  
☐ Other: Specify: ____________________________  

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 involve in children’s education (relates to school activities)  
☐ To involve 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 ☐ Refused  

Screening results indicate probability of LD:  
☐ Yes ☐ No  

*Student signed Consent Form:  
☐ Yes ☐ No ☐ N/A  

*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)  

*STAFF USE ONLY FOR INITIAL PLACEMENT RESULTS  

MARK ALL THAT APPLY. *  

Student status  
☐ Disabled  ☐ Rural** resident  
☐ Displaced homemaker  ☐ Dislocated worker  
☐ Homeless  ☐ Migrant Farmworker  
☐ IET  

Type of program where student is placed (if applicable)  
☐ Workplace Literacy  ☐ Family Literacy  
☐ Institutionalized settings  ☐ Corrections Facility  
☐ Jail  ☐ Community Corrections  
☐ Homeless Program  ☐ Bridge Program  
☐ Distance Education  ☐ ADP/22+  
☐ IELCE  ☐ 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  

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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  

Revised July 2016
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.

<table>
<thead>
<tr>
<th>Participant Status at Program Entry</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td></td>
</tr>
<tr>
<td>Employed, but Received Notice of Termination of Employment or Military Separation is pending</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td></td>
</tr>
<tr>
<td>Not in the Labor Force</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Highest Degree or Level of School Completed *</th>
<th>US-Based Schooling</th>
<th>Non-US-Based Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>No schooling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 1-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 6-8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 9-12 (no diploma)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary School Diploma or alternate credential</td>
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<td></td>
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<tr>
<td>Secondary School Equivalent</td>
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<td></td>
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<tr>
<td>Some Postsecondary education, no degree</td>
<td></td>
<td></td>
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<tr>
<td>Postsecondary or professional degree</td>
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<td></td>
</tr>
<tr>
<td>Unknown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (both US Based and Non-US Based)</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Type **</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>In Family Literacy Program</td>
<td></td>
</tr>
<tr>
<td>In Workplace Adult Education and Literacy Activities **</td>
<td></td>
</tr>
</tbody>
</table>

| Institutional Programs (section 225) | |
|--------------------------------------| |
| In Correctional Facility             | |
| In Community Correctional Program   | |
| In Other Institutional Setting       | |
| TOTAL Institutional                  | |

* Denotes highest degree completed by participant.
** Program Type includes those receiving training in an instructional environment.
*** Includes those receiving training in a workplace setting.
### 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.

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

* A participant is an individual in an AEFLA program who has completed at least 12 contact hours.

** 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 Integrated Education and Training (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 (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.
Student Exit Forms

Periods of Participation

While still important, the emphasis on the exit date is lessened under WIDA 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.
**STUDENT EXIT FORM**

**Site:**

**ABLE staff:**

**Primary class:**

**Social Security #:**

**GED® Security #:**

**Name:**

<table>
<thead>
<tr>
<th>Last</th>
<th>First</th>
<th>M.I.</th>
<th>Maiden or other former name</th>
<th>Student ID</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Follow-up</th>
<th>Goals</th>
<th>Exit goals achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved basic skills</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Improved English language skills (ESOL)</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Obtained a job</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Retained or improved a job</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Earned GED® or other High School Equivalency</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Obtained High School Diploma</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Entered postsecondary education or training</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Entered Adult Diploma Program</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Decreased public assistance received</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Obtained citizenship skills</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Passed citizenship test</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Registered to vote or voted for the first time</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Increased involvement in community activities</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Obtained National Career Readiness Credential</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Obtained PSET Credential</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>Other (specify: ____________________)</td>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

*Note: stackable certificates may still be recorded in ABLELink.*

**Reasons for leaving**

(mark all that apply)

- Met goal(s)
- Met academic goal
- Class closed
- Family concerns
- Illness/incapacity
- Instruction not helpful
- Lack of child care
- Lack of transportation
- Moved
- Lack of interest
- Time and/or location of services not convenient
- Unknown/cannot locate or contact
- Other (specify: ____________________)  □

**Family Literacy goals (for students in Family Literacy programs only)**

- Increased involvement in children’s education
- Increased involvement in children’s literacy-related activities

- Total hours attended

**Placement level**

<table>
<thead>
<tr>
<th></th>
<th>Exit level</th>
<th>Placement level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ABE</td>
<td>ESOL</td>
</tr>
<tr>
<td></td>
<td>_ ABE 1</td>
<td>_ ESL 1</td>
</tr>
<tr>
<td></td>
<td>_ ABE 2</td>
<td>_ ESL 2</td>
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<tr>
<td></td>
<td>_ ABE 3</td>
<td>_ ESL 3</td>
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<tr>
<td></td>
<td>_ ABE 4</td>
<td>_ ESL 4</td>
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<tr>
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<td>_ ABE 5</td>
<td>_ ESL 5</td>
</tr>
<tr>
<td></td>
<td>_ ABE 6</td>
<td>_ ESL 6</td>
</tr>
</tbody>
</table>

**Exit level status**

-Exit level status:
  - Achieved Measurable Skill Gain
  - Separated before achieving Measurable Skill Gain
  - Remaining in the program without Measurable Skill Gain

**Method used to determine Measurable Skill Gain**

- High school equivalent
- PSET
- Pre- and Posttest

**Registered for OhioMeansJobs**

- Yes  □  No  □

July 2016

Student Exit Form FY2017

Page 1/2
**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.
POP1

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

July 1, 2016

POP2

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

POP3

- 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.

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level</th>
<th>Total Number Enrolled</th>
<th>Total Attendance Hours for all participants</th>
<th>Number who achieved at least one educational functioning level gain</th>
<th>Number who attained a secondary school diploma or its equivalent</th>
<th>Number Separated Before Achieving Measurable Skill Gains</th>
<th>Number Remaining in Program without Measurable Skill Gains</th>
<th>Percentage Achieving Measurable Skill Gains</th>
<th>Total number of Periods of Participation</th>
<th>Total number of Periods of Participation with Measurable Skill Gains</th>
<th>Percentage of Periods of Participation with Measurable Skill Gains</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td></td>
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<td>ABE Level 3</td>
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<td>ESL Level 4</td>
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<td>ESL Level 5</td>
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<tr>
<td>Grand Total</td>
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</tbody>
</table>

- 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>
<thead>
<tr>
<th>Core Follow-up Outcome Measures</th>
<th>Number of Participants whoExited</th>
<th>Number of Participants who Exited Achieving Outcome or Median Earnings Value</th>
<th>Percent Achieving Outcome</th>
<th>Periods of Participation</th>
<th>Number of Periods of Participation Achieving Outcome or Median Earnings Value</th>
<th>Percent of Periods of Participation Achieving Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A)</td>
<td>(B)</td>
<td>(C)</td>
<td>(D)</td>
<td>(E)</td>
<td>(F)</td>
<td>(G)</td>
</tr>
<tr>
<td>Employment Second Quarter after exit *</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Employment Fourth Quarter after exit *</td>
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</tr>
<tr>
<td>Median Earnings Second Quarter after exit **</td>
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<td>N/A</td>
<td></td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***</td>
<td></td>
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</tr>
<tr>
<td>Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***</td>
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</tr>
<tr>
<td>Attained a Postsecondary Credential while enrolled or within one year of exit ****</td>
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</tr>
</tbody>
</table>
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://nshreagems.co.Liquicics.com/8a7?dth=FY18to19/Uploads/MO
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.
Have additional questions about the new WIOA Performance Measures?

Feel free to submit questions to:

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_8r0hDuiJatq94Ql](https://ohioregents.co1.qualtrics.com/SE/?SID=SV_8r0hDuiJatq94Ql)

- WIOA Resources web site is available NOW. Visit the site at the link below.
  - **I need WIOA resources!** - [https://www.ohiohigherered.org/able/wioa-resources](https://www.ohiohigherered.org/able/wioa-resources)