Signed into law July 2014

Implementation
July 2015

Full Implementation
July 1, 2016

✓ State Plans and Performance Accountability take effect 2016 - 2020
WIOA Workforce Training Programs

US Department of Labor ** JFS

Employment Services

WIOA

Adult Basic Education

US Department of Education ** Higher Education ** Opportunities for Ohioans with Disabilities

Vocational Rehabilitation
States must:
• Perform risk assessment on each grantee and
• Monitor Federal awards to assure compliance with Federal requirements and performance expectations are achieved

Uniform Guidance 200.328

WIOA Requirement:
• Local entities must have demonstrated effectiveness
ELA (English Language Acquisition) in WIOA

- ESOL, ESL in Ohio

New ESL Standards

- Corresponds to CCR Standards
- Fall 2016
Major WIOA changes for ABLE

• Indicators of Program Performance
  – Employment
  – Credential attainment
  – Measureable skill gains

• Periods of participation
Participant vs. Reportable Individual

Participant
(Enrolled student)
• Counts toward accountability measures

Reportable Individual
(Participant)
• DO NOT count toward accountability measures
Program Entry - The date that a reportable individual enters in an adult education and family literacy 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.

Please Notice This

“...services do not include self-service, information-only services, activities, or follow-up services” are services specific to Title I programs including job searches, submitting resumes, etc.
### Employment Indicators

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>INCLUDES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment</td>
<td>Percentage of participants who are in unsubsidized employment during the second quarter after exit</td>
</tr>
<tr>
<td>Employment</td>
<td>Percentage of participants who are in unsubsidized employment during the fourth quarter after exit</td>
</tr>
<tr>
<td>Median Earnings</td>
<td>Median earnings of participants who are in unsubsidized employment during the second quarter after the exit</td>
</tr>
</tbody>
</table>

Clarification on the definition “UNSUBSIDIZED EMPLOYMENT” for this measure is forthcoming.
1. All **participants** regardless of labor force status are counted in the employment indicators (statutory requirement).

2. This measure **does not exclude** individuals who do not have or provide a SSN.

3. Incarcerated participants **are not** counted in the employment or credential attainment indicators.
### Credential Attainment Indicator

<table>
<thead>
<tr>
<th>MEASURE</th>
<th>INCLUDES:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credential Attainment Indicator</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
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.
Measurable Skill Gain (MSG) Indicator

Measurable Skill Gain

Secondary Diploma/Equivalent

Educational Functioning Level

Pre- and post-test

Program exit and entry into postsecondary education

M.S.G. is the non-exit based measure.
Periods of Participation (POP)

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.
Periods of Participation (POP)

POP1
- MSG is evaluated.
- Follow-up must occur for exit-based measures.

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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
## WIOA Reporting Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Notable Changes/Implications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Table 1</strong> - Participants by Entering Educational Functioning Level, Ethnicity and Sex</td>
<td>1 - New naming system for EFLs</td>
</tr>
<tr>
<td><strong>Table 2</strong> - Participants by Age, Ethnicity and Sex</td>
<td>1 - Students classified by age at the beginning of the program year for this table</td>
</tr>
<tr>
<td><strong>Table 3</strong> - Participants by Program Type and Age</td>
<td>1 – New class type and student type (IET)</td>
</tr>
<tr>
<td><strong>Table 4</strong> - Measurable Skill Gains by Entry Level</td>
<td>1 - POP applies</td>
</tr>
<tr>
<td>4B – MSG for Pre and Posttest students</td>
<td></td>
</tr>
<tr>
<td>4C – MSG for DE students</td>
<td></td>
</tr>
<tr>
<td><strong>Table 5</strong> - Core Follow-up Outcome Achievement</td>
<td>1 - POP applies</td>
</tr>
<tr>
<td>5A – Core Follow-up Outcome for DE</td>
<td></td>
</tr>
<tr>
<td>Reports</td>
<td>Notable changes/implications</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Table 6</strong> - Participant Status and Program Enrollment</td>
<td>1 – Labor force status changes</td>
</tr>
<tr>
<td><strong>Table 7</strong> - Adult Education Personnel by Function and Job Status</td>
<td>No change</td>
</tr>
<tr>
<td><strong>Table 8</strong> - Outcomes for Adults in Family Literacy Programs (optional)</td>
<td>1 - All indicators for individuals in Family Literacy Programs</td>
</tr>
<tr>
<td><strong>Table 9</strong> - Secondary Outcome Measures</td>
<td>1 - Measures for all exited students</td>
</tr>
<tr>
<td>(formerly table 11)</td>
<td></td>
</tr>
<tr>
<td><strong>Table 10</strong> - Outcome Achievement for Adults in Correctional Education Programs</td>
<td>1 - All indicators for individuals in corrections education programs</td>
</tr>
</tbody>
</table>
Implications to Daily Services

• We will be responsible for more student follow-up.

• There will be **minor** changes to ABLELink fields and Student Forms.

• Most of the changes to performance reporting will occur behind the scenes.