

Handout 3: What's New, What's Not

WIOA term	What's new	What's not
Reportable individual	New term: an individual who has taken action demonstrating an intent to use program services and who meets reporting criteria, including providing identifying information, but has fewer than 12 contact hours.	
Participant		An individual who has 12 or more contact hours
Period of participation	New term: A new period of participation occurs each time a participant enters the program and gets at least 12 hours of service, even if the service occurs after an exit during the same program year. A participant may have multiple periods of participation in a year, and performance is measured and reported on NRS tables for each period.	Reporting nonduplicative counting of participants in NRS tables continues.
Measureable skill gain (MSG)	WIOA performance measure, which includes educational functioning level (EFL) gain through pre- and posttesting, program exit with entry into postsecondary education, and awarding of Carnegie Units. Also included is the receipt of a secondary credential. Only the latest MSG is reported on NRS tables.	Pre- and posttesting, and assessment procedures and policy remain the same.
Barriers to employment	WIOA defines 11 types of participant characteristics that can create barriers to employment. The joint ICR reporting form breaks out performance measures for each type of participant by barrier.	
Program entry		The date of enrollment in the program.
Program exit	The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services.	The last date of service, with no services provided for 90 days and no scheduled future services.
Credential attainment	Receipt of a secondary credential is only counted if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program. Measure only applies to participants at the ninth- grade equivalent or higher.	

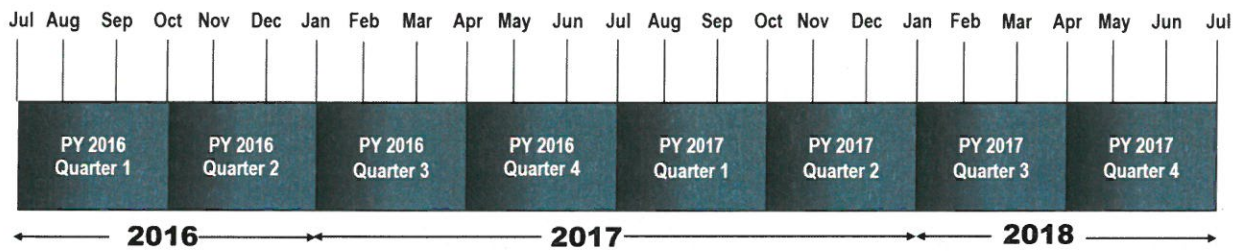
Handout 7: Who? What? When?

Directions:

Below you will find our three students' names with a time line. For each student, identify what information needs to be reported about them and when it needs to be reported.

Carmen

- Left in November 2016.
- Had one EFL gain.



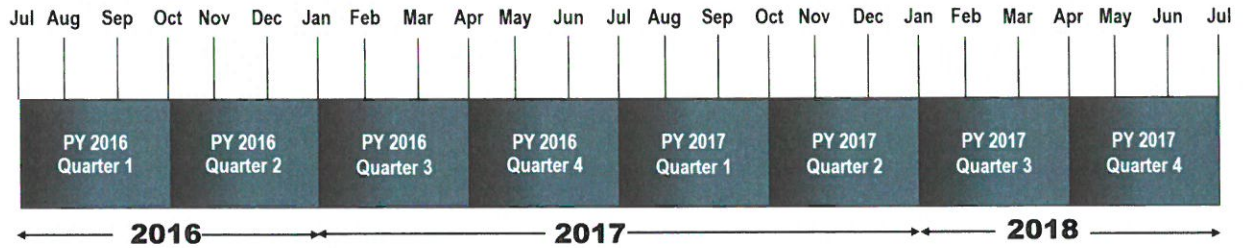
Name	Scenario	Table	Periods of participation
Carmen	Carmen became a participant in September in ESL Level 4. She attended until the class ended in November, achieved a level gain, and then never returned. Carmen has one EFL gain, reported in Column D and Column J (Table 4)	4	Carmen has one period of participation (PoP), reported in Column I: 1. September to November = 1 PoP (determined 90 days after exit)

What information can you report about Carmen?

Reportable information	When it should be collected or reported

Tony

- Left in December 2016 and June 2017.
- Had one EFL gain.



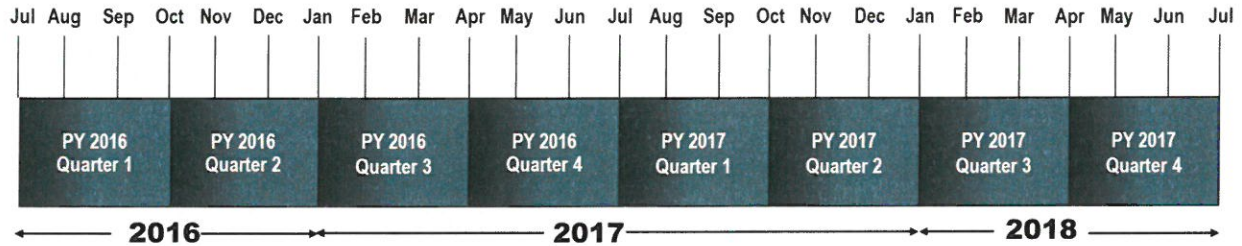
Name	Scenario	Table	Periods of participation
Tony	<p>Tony enrolled in September but left after 10 hours. He returned in November but dropped out in December after 40 contact hours. He returned in April, posttested in June and showed a level gain, and then exited that same month.</p> <p>Tony has one EFL gain, reported in and Column J.</p>	4	<p>He has two PoPs, reported in Column I:</p> <ol style="list-style-type: none"> 1. September to December = 1 PoP (determined 90 days after exit) 2. April to June = 1 PoP (determined 90 days after exit) <p>Retesting, period of participation</p> <ol style="list-style-type: none"> 1. If Tony was pretested in September, his test can be reused in December for placement and reporting. 2. He must be retested for placement in April if the September test has expired.

What information can you report about Tony?

Reportable information	When it should be collected or reported

Christopher

- Left in December 2016 and June 2017.
- Had an EFL gain.
- Obtained a secondary credential.



Name	Scenario	Table	Periods of participation
Christopher	<p>Christopher became a participant in October in ABE Level 4, achieved an EFL gain, and then dropped out in December. He returned in April and passed the GED tests in June to get his secondary credential, and exited.</p> <p>1. Christopher has an EFL gain and obtained a secondary credential.</p> <p>2. The EFL gain is reported in Columns D & J. The secondary credential gain is reported in Column J.</p>	4	<p>He has two PoPs, reported in Column I:</p> <ol style="list-style-type: none"> 1. October to December = 1 PoP (determined 90 days after exit) 2. April to June = 1 PoP (determined 90 days after exit) <p>He had two MSGs, one in each period of participation, both reported in Column J.</p> <p>Retesting, period of participation If not expired, Christopher's posttest in December can be used for placement in April.</p>
	See scenario above.	5	<p>Christopher has two PoPs and must be followed up for both:</p> <ol style="list-style-type: none"> 1. October to December 2. April to June <p>Employment</p> <ol style="list-style-type: none"> 1. Must be checked second (April-June) and fourth (October-December) quarters after exit for Period 1. 2. Must be checked second (October-December) and fourth (April-June) quarters after exit for Period 2. <p>Median earnings If Christopher was employed in the second quarter after exit from either or both periods,</p>

Name	Scenario	Table	Periods of participation
			<p>he will be included in median wage calculation.</p> <p>Credential indicators</p> <ol style="list-style-type: none"> 1. Christopher moved into the ABE Level 5 (ninth-grade equivalent or above) during the first period of participation, and he began the second POP at that level. He is included in the credential measure denominator for both POPs. 2. He must be employed or have entered onto postsecondary education within 1 year after exit from the second period of participation to count in the numerator.

What information can you report about Christopher?

Reportable information	When it should be collected or reported