

WIOA Data Collection and Reporting with TOPSpro Enterprise

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Overview - What's new in WIOA

- WIOA Definitions - Six Key Issues
- New NRS Tables
- Data Collection in TE
- Demo
- Questions

Six Key Issues

1. **Participants and reportable individuals**
2. Program entry and exit, and periods of participation
3. Employment performance indicators
4. Measurable Skill Gains (MSG)
5. Credential attainment indicator
6. Participant exclusions from indicators

Participants vs. Reportable Individuals

- **Participant:**
 - Only upon achieving 12 contact hours after program entry
 - Reported on NRS and Statewide Performance Report tables
 - Count toward performance measures

- **Reportable Individual:**
 - Provides identifying information
 - Taken action that demonstrates an *intent* to use program services
 - Has *less* than 12 contact hours

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Program Entry

- ▶ **Program entry**—the date on which a reportable individual enrolls in an adult education and family literacy program

September 2016

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
		27	28	29	30	

A blue arrow points from the left to the number 19 in the calendar, with the text "Program entry" written inside the arrow.

Program Exit

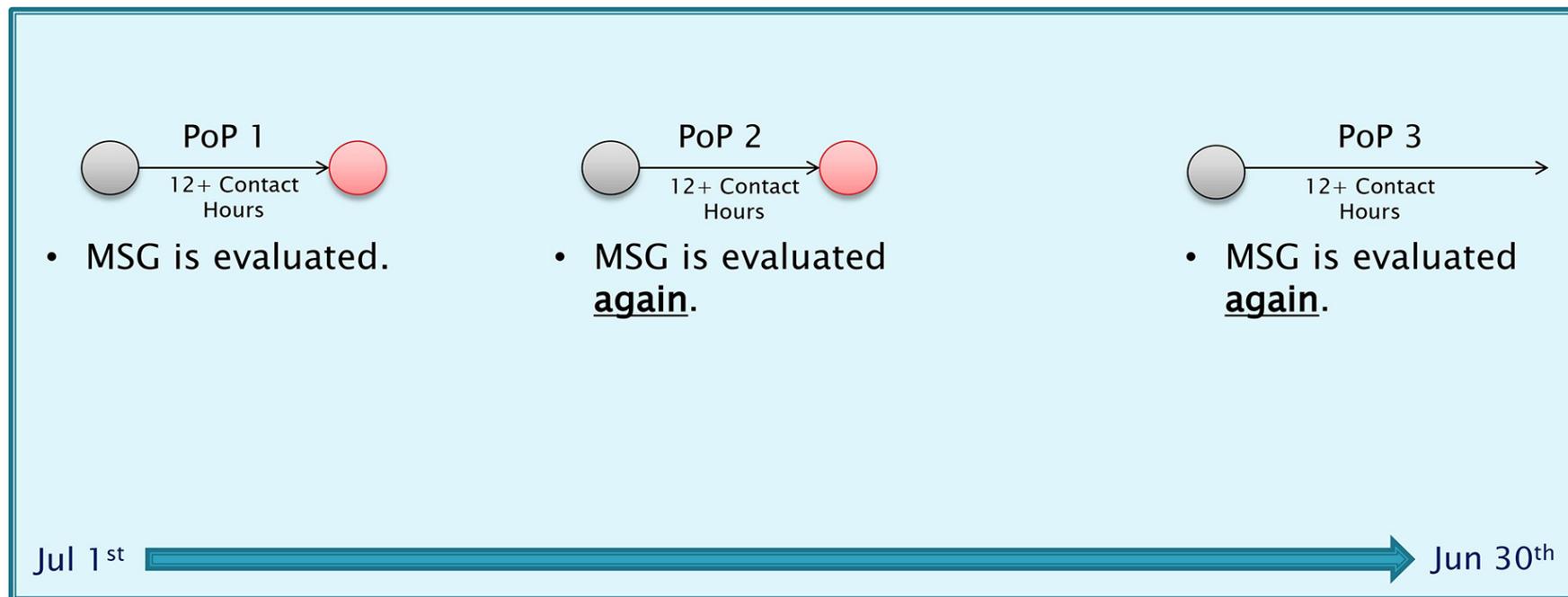
- ▶ **Program exit** occurs when the participant has not received services for the past 90 days and *has no additional services scheduled*. The date of exit is the last date on which the participant receives services.
- ▶ **However**, the exit date service cannot be determined until *at least 90 days* have elapsed since the participant last received services.



Period of Participation (PoP)

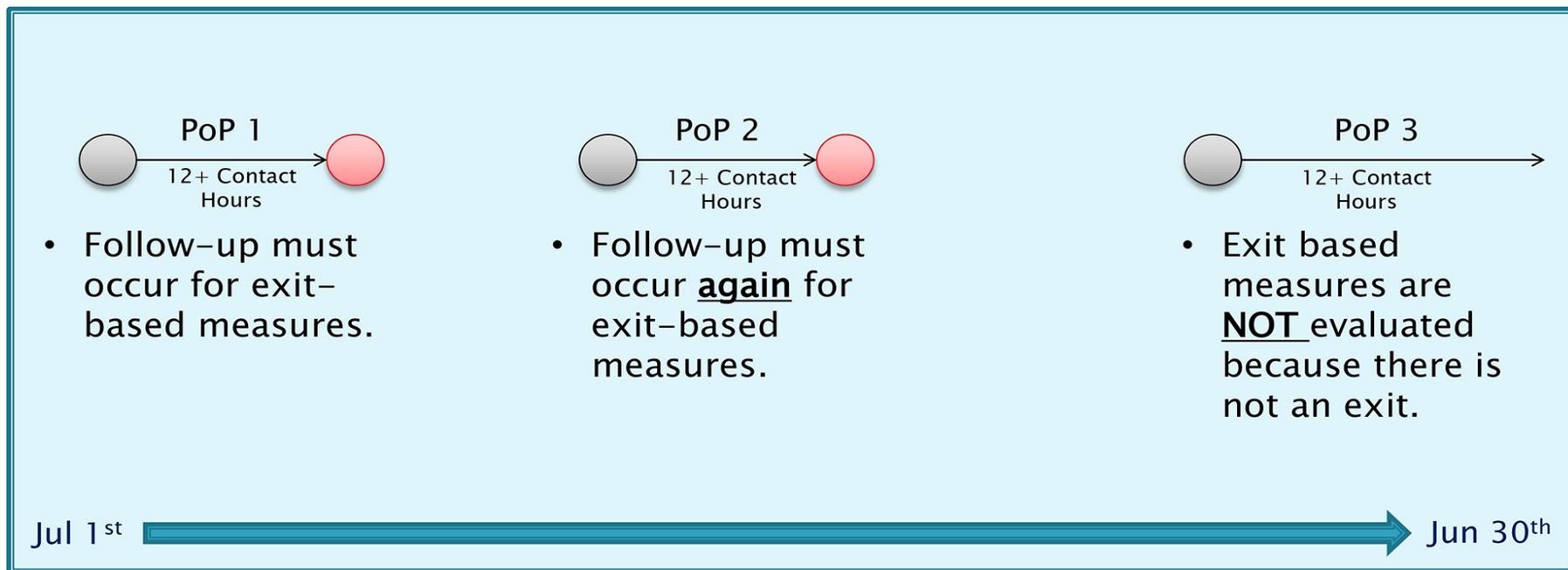
- ▶ Every entry is counted as a period of participation, even if it occurs during the same program year
- ▶ Participants with more than one program entry will have multiple periods of participation in a program year.

Periods of Participation (POP) MSG Indicator Example



Periods of Participation (POP)

Follow-Up Indicators Example



Periods of Participation – Implications

Participants with more than one entry have multiple periods of participation in a program year



Every period of participation is a new service period and treated as if the participant is a new participant (follow-up, MSG, etc)



A new intake process is required for each period of participation

What's New?

Concept of period of participation

A participant will be counted for *each* period of participation.

Employment barriers and outcome data are counted separately for each period.

What's Not?

Report nonduplicative counting (similar to past reporting)

Continue to track participant entry and exit dates

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Employment Performance Indicators

Employment

- **Second quarter after exit**
- The percentage of participants who are in unsubsidized employment during the second quarter after exit

Employment

- **Fourth quarter after exit**
- The percentage of participants who are in unsubsidized employment during the fourth quarter after exit

Employment Performance Indicators, cont'd

Median Earnings

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

Employment Performance Indicators, cont'd

What's New?

Employment measures changed from first- and third-quarter to second- and fourth-quarter follow-up.

Median earnings added.

Employment indicators now measure employment rate apply to all participants.

What's Not?

Participants must be tracked after exit.

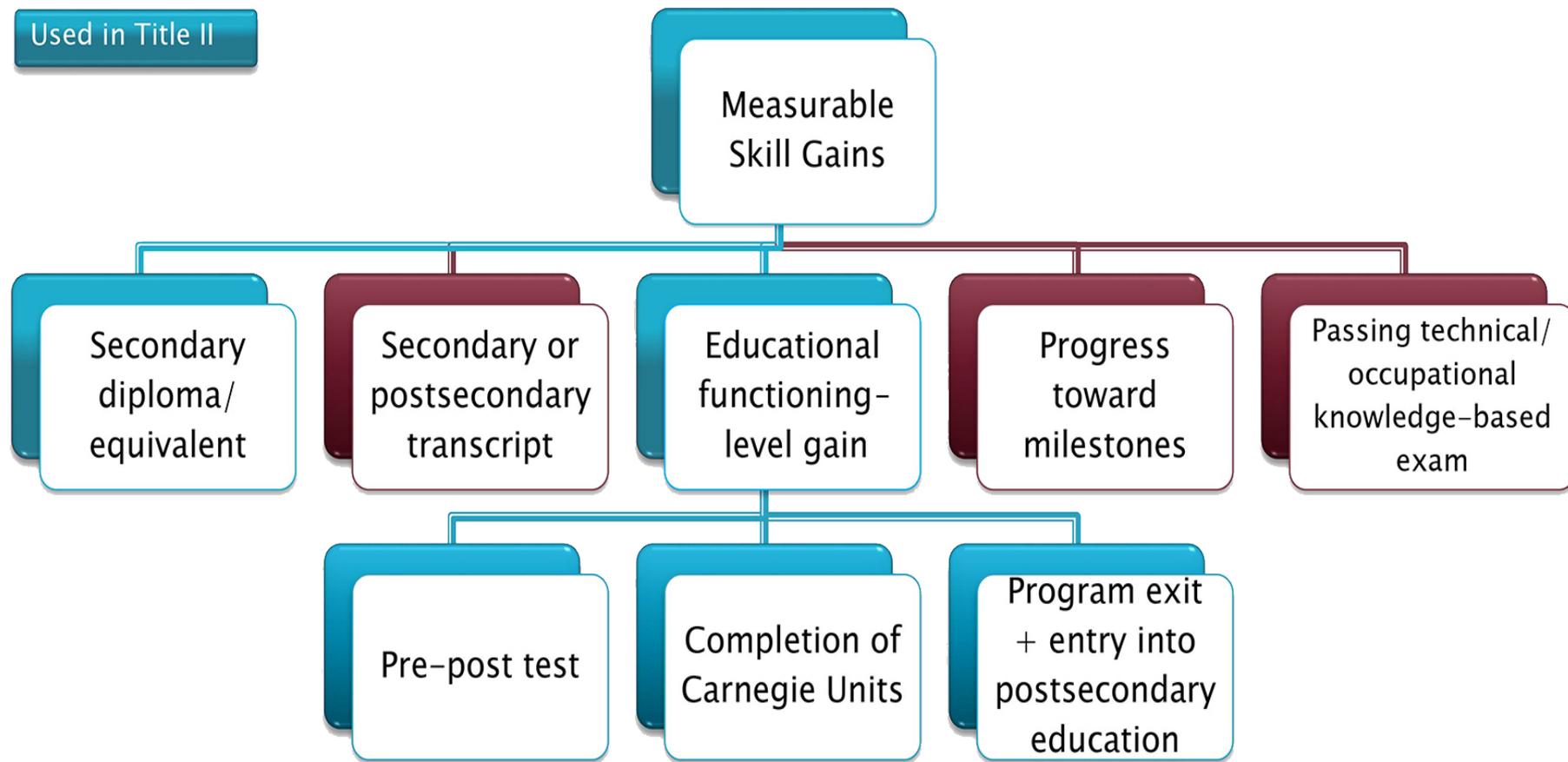
Six Key Issues

1. Participants and reportable individuals
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Measurable Skill Gains (MSG)

- Five types of gain to measure progress toward academic, technical or occupation credential, or employment
- Two types of gain apply to adult education:
 - (1) Educational functioning level gain—three ways to document EFL gain
 - (2) Receipt of a secondary credential

Five Types of Measurable Skill Gains for WIOA



Educational Functioning-Level Gain

An educational functioning level (EFL) gain may be measured by the following:

1. Comparing the participant's pretest with the participant's posttest, using an NRS approved test
2. Awarding of Carnegie Units or credits in an adult high school program
3. Enrollment in postsecondary education and training after exit

Counting Measurable Skill Gains

All participants are included for MSG for *each* period of participation.

Only *one type of gain* can be counted for each participant per period of participation, the last achieved.

Entry into postsecondary education is measured only *after participant exits*.

Receipt of secondary credential and entry into postsecondary education must occur by the *end of the program year* (June 30).

Participants in adult high school can complete Adult Basic Education (ABE) Level 5 by earning enough Carnegie Units or credits to move to 11th- or 12th-grade status according to *state rule*.

Measurable Skill Gains

What's New?

EFL gain is expanded to include postsecondary entry after exit for all participants.

Receipt of a secondary diploma counts as type of gain for any participant

Entry into postsecondary and receipt of a secondary diploma counted until the end of the program year (June 30).

Only one type of gain can count per period of participation

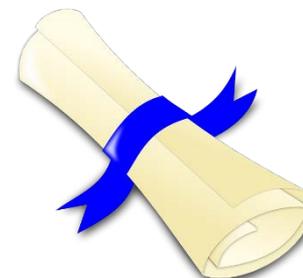
What's Not?

Pre- and posttesting, and assessment procedures and policy, remain the same.

Six Key Issues

1. Participants and reportable individuals
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Credential Attainment Indicator



- Two components of Credential Attainment Indicator:
 - Secondary credential attainment
 - Postsecondary credential attainment
- Percentage of participants who obtain a secondary school diploma or recognized equivalent or a recognized postsecondary credential, while enrolled or within one year of exit

Credential Attainment Indicator, cont.

- **But:** A participant who has attained a secondary school diploma for the Credential Attainment Indicator is counted only if the participant is employed or enrolled in a postsecondary education or training program within one year of exit

Credential Attainment Indicator: Secondary Credential

- The secondary credential component of the Credential Attainment Indicator is limited to participants who
 - did not previously possess a high school equivalency and entered at or above the 9th grade level;
 - OR who advance to the 9th grade or higher level during a period of participation;
 - and exited from the secondary education program.

Credential Attainment Indicator: Postsecondary Credential

- The postsecondary education component of the Credential Attainment Indicator is limited to participants who
 - were enrolled in a postsecondary education or training program, including an integrated education and training (IET) program;
 - and exited from the postsecondary education or training program.

Credential Attainment Indicator

What's New?

Receipt of secondary credential only counts if participant also is employed or in postsecondary education within 1 year after exit

Receipt of a postsecondary credential

One year follow up needed for secondary credential component

What's Not?

Receipt of a secondary credential without employment or postsecondary entry program is still counted, but only as part of MSG

Six Key Issues

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Participant Exclusions

The following reasons for EXIT allow the exclusion of a participant from ALL performance indicators:

Exit is due to the participant becoming incarcerated or entered into a 24-hour support facility such as a hospital or treatment center

Exit is due to medical treatment that lasts more than 90 days

Participant is deceased

Exit is due to being called into active duty in the National Guard or other armed services for at least 90 days

Corrections Exclusions

Participants in a correctional institution under section 225 of WIOA who remain incarcerated after exit are included in the MSG indicator, but excluded from:

2nd Quarter Employment Indicator

Median Earnings Indicator

4th Quarter Employment Indicator

Credential Indicator



At last...

Through trials and tribulations.....

**the new NRS Tables for
PY 16-17 are mostly done!**



Reports Due for Release

Imminent

NRS Table 1
NRS Table 2
NRS Table 3
NRS Table 4
NRS Table 4B
NRS Table 7
NRS Table Monitor
NRS Summary Audit

July 2017

NRS Table 5
NRS Table 6
NRS Table 8 (Optional)
NRS Table 9 (Optional)
NRS Table 10
NRS Table 14 (Funding)



Table 1

Participants by Entering Educational Functioning Level, Ethnicity, and Sex
All Student Activity Dates

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NRS1

06/09/2017
21:25:57

Agency: 4908 - Rolling Hills Adult School

Program Year: 2016-2017

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
ABE Level 1	0	0	1	1	8	10	3	3	0	0	1	1	0	0	28
ABE Level 2	0	0	3	2	10	22	13	16	0	0	2	1	0	0	69
ABE Level 3	1	2	3	3	19	44	17	28	0	1	1	3	0	0	122
ABE Level 4	0	2	12	17	19	37	34	31	0	1	8	3	0	0	164
ABE Level 5	1	0	6	12	9	6	4	14	0	0	3	7	0	1	63
ABE Level 6	0	0	0	1	2	6	4	5	0	0	2	5	0	1	26
ESL Level 1	0	0	14	20	4	6	8	5	0	0	2	3	0	1	63
ESL Level 2	0	0	14	21	2	10	15	15	0	0	7	5	0	5	94
ESL Level 3	0	0	40	36	11	12	36	33	0	0	16	13	3	4	204
ESL Level 4	0	0	34	70	20	36	119	95	0	0	33	47	3	7	464
ESL Level 5	0	0	51	79	27	17	92	90	0	0	21	44	4	13	438
ESL Level 6	0	0	64	130	11	17	99	125	0	0	36	78	3	8	571
Total	2	4	242	392	142	223	444	460	0	2	132	210	13	40	2,306



Table 2

Participants by Age, Ethnicity, and Sex
All Student Activity Dates

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NRS2

06/09/2017
21:25:57

Agency: 4908 - Rolling Hills Adult School

Program Year: 2016-2017

Age Group (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	(P)
16-18	1	1	10	7	15	13	29	20	0	0	4	7	0	1	108
19-24	0	0	30	35	36	54	122	86	0	1	24	32	1	2	423
25-44	1	2	118	224	66	113	246	263	0	1	75	114	8	18	1,249
45-54	0	1	39	62	16	23	33	53	0	0	14	21	0	13	275
55-59	0	0	13	29	2	9	6	18	0	0	5	13	1	2	98
60+	0	0	32	35	7	11	8	20	0	0	10	23	3	4	153
Total	2	4	242	392	142	223	444	460	0	2	132	210	13	40	2,306


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Table 3

 Participants by Program Type and Age
 All Student Entry Dates

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 NRS3

Agency: 4908 - Rolling Hills Adult School

Program Year: 2016-2017

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education	42	139	163	27	6	6	383
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education	8	21	54	6	0	0	89
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition	1	13	40	7	2	1	64
Integrated Education and Training Program	0	0	0	0	0	0	0
IELCE (Sec. 243)	57	250	992	235	90	146	1,770
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	108	423	1,249	275	98	153	2,306



Table 4

Measurable Skill Gains by Entry Level
All Student Activity Dates

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NRS4

06/09/2017
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Agency: 4908 - Rolling Hills Adult School

Program Year: 2016-2017

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	28	2,048	2	1	0	25	7.14	34	4	11.76
ABE Level 2	69	5,357	6	0	0	63	8.70	82	9	10.98
ABE Level 3	122	10,595	11	7	0	104	9.02	139	20	14.39
ABE Level 4	164	14,787	17	15	0	132	10.37	188	38	20.21
ABE Level 5	63	6,554	11	3	0	49	17.46	69	18	26.09
ABE Level 6	26	2,983	0	2	0	24	0.00	29	4	13.79
ABE Total	472	42,324	47	28	0	397	9.96	541	93	17.19
ESL Level 1	63	5,603	23	0	0	40	36.51	68	23	33.82
ESL Level 2	94	8,401	35	0	0	59	37.23	106	38	35.85
ESL Level 3	204	23,049	60	1	0	143	29.41	248	67	27.02
ESL Level 4	464	55,452	132	0	0	332	28.45	560	148	26.43
ESL Level 5	438	56,201	130	0	0	308	29.68	515	146	28.35
ESL Level 6	571	53,965	137	1	0	433	23.99	669	162	24.22
ESL Total	1,834	202,671	517	2	0	1,315	28.19	2,166	584	26.96
Grand Total	2,306	244,995	564	30	0	1,712	24.46	2,707	677	25.01

How to complete the table:

- Record number, obtaining secondary credential.
- Secondary credential attainment and postsecondary entry must occur by end of program year (June 30).
- Only *one gain* can be counted per participant per period of participation
- Columns B through H are unduplicated counts.
- Report number of periods of participation and total number of outcomes per period and EFL level.



06/13/2017
19:40:31

Tables Monitor

by Agency

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NRS M2

Program Year: 2016-2017

Agency: 4908 - Rolling Hills Adult School (RHAS)

D	Student	Age	Gender	Program	Is IET	Is IELCE	Distance Ed.	Pop #	Periods of Participation											Level gain	HSE	HS	Separated	Remaining				
									D	Hours	Start Date	End Date	Days absent	Pretest			Posttest											
														Form	Score	Level	Date	Form	Score						Level	Date		
	Arteste, Geralde	613132728	M	70	ESL/ELL			1	C	32	08/04/2016	08/04/2016	181	082RX	204	ESL L4	08/04/2016	081RX	214	ESL L5	12/01/2016	Y						
										C	173	02/01/2017	02/01/2017	132	081RX	214	ESL L5	12/01/2016	084R	202	ESL L4	02/01/2017					Y	
9	Mendes, Alejandra	670999999	F	27	ESL/ELL			1	09	C	32	10/11/2016	10/11/2016	245	188R	236	ABE L5	10/03/2016									Y	
	Acosta, Melinda	555141083	F	34	ESL/ELL			1		C	225	01/03/2017	01/03/2017	161	081RX	224	ESL L6	12/01/2016									Y	
	Santiago, Gomez	636342277	M	33	ESL/ELL			1		C	126	11/24/2016	11/24/2016	201	081RX	199	ESL L3	11/23/2016	084R	215	ESL L5	02/16/2017	Y					
9	Lukashuk, Lena	514977730	F	59	ESL/ELL			1	09	C	44	08/11/2016	08/11/2016	306	187R	240	ABE L5	08/06/2016									Y	
	Luzanov, Helena	688881084	F	42	ESL/ELL			1		C	22	08/04/2016	08/04/2016	313	082RX	208	ESL L4	08/04/2016	083R	213	ESL L5	12/01/2016	Y					
2	Arando, Azucena	615151288	F	28	ESL/ELL			1	02	D	1	06/12/2017	06/12/2017	1	081RX	216	ESL L5	12/01/2016									Y	
	Araiza, Roberto	511156803	M	27	ESL/ELL			1		C	71	02/01/2017	02/01/2017	132	084R	208	ESL L4	02/01/2017									Y	
	Gomes, Graciela	656557081	F	26	ESL/ELL			1		C	33	08/04/2016	08/04/2016	112	082RX	199	ESL L3	08/04/2016									Y	
										C	93	11/24/2016	11/24/2016	201	082RX	199	ESL L3	08/04/2016										
5	Salvador, Nina	571571367	F	50	ESL/ELL			1		C	38	08/04/2016	08/04/2016	112	082RX	200	ESL L3	08/04/2016	081RX	204	ESL L4	11/23/2016	Y					
										C	138	11/24/2016	11/24/2016	201	081RX	204	ESL L4	11/23/2016										
	Gao, Zong	615657784	M	30	ESL/ELL			1		C	170	11/24/2016	11/24/2016	180	081RX	206	ESL L4	11/23/2016									Y	
										C	-22	05/23/2017	05/23/2017	21	081RX	206	ESL L4	11/23/2016	083R	218	ESL L5	05/23/2017	Y					



Report Options for NRS Monitor

Show only last PoP:

Show only multiple PoPs:

Show only PoPs with MSG:

Show only PoPs with drop reasons:

Show only absent for:

< 83 days

83 - 89 days

90 - 97 days

> 97 days



Table 4B

Measurable Skill Gains by Entry Level for Pre - and Post - tested Participants
All Student Activity Dates

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NRS4B

Agency: 4908 - Rolling Hills Adult School

Program Year: 2016-2017

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)
ABE Level 1	3	452	2	0	1	66.67
ABE Level 2	7	1,202	6	0	1	85.71
ABE Level 3	15	2,367	11	0	4	73.33
ABE Level 4	49	6,162	17	0	31	34.69
ABE Level 5	22	2,491	11	0	10	50.00
ABE Level 6	6	1,217	0	0	5	0.00
ABE Total	102	13,891	47	0	52	46.08
ESL Level 1	31	3,423	23	0	8	74.19
ESL Level 2	44	5,325	35	0	9	79.55
ESL Level 3	85	12,874	60	0	24	70.59
ESL Level 4	180	28,198	132	0	48	73.33
ESL Level 5	200	35,465	130	0	70	65.00
ESL Level 6	270	32,270	137	0	132	50.74
ESL Total	810	117,555	517	0	291	63.83
Grand Total	912	131,446	564	0	343	61.84



Table 4C

Measurable Skill Gains by Entry Level for Participants in Distance Education
All Student Activity Dates

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NRS4C

06/09/2017
21:25:57

Agency: 4908 - Rolling Hills Adult School

Program Year: 2016-2017

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	1	394	0	0	0	1	0.00	2	0	0.00
ABE Level 2	2	682	2	0	0	0	100.00	3	2	66.67
ABE Level 3	0	0	0	0	0	0	0.00	0	0	0.00
ABE Level 4	4	231	0	0	0	4	0.00	5	0	0.00
ABE Level 5	4	730	0	0	0	4	0.00	5	1	20.00
ABE Level 6	1	130	0	0	0	1	0.00	2	0	0.00
ABE Total	12	2,167	2	0	0	10	16.67	17	3	17.65
ESL Level 1	9	1,409	3	0	0	6	33.33	13	3	23.08
ESL Level 2	43	7,088	22	0	0	21	51.16	60	27	45.00
ESL Level 3	126	19,537	49	0	0	77	38.89	168	59	35.12
ESL Level 4	191	34,200	50	0	0	141	26.18	250	61	24.40
ESL Level 5	203	39,420	47	0	0	156	23.15	282	63	22.34
ESL Level 6	154	31,169	22	1	0	131	14.29	213	30	14.08
ESL Total	726	132,823	193	1	0	532	26.58	986	243	24.65
Grand Total	738	134,990	195	1	0	542	26.42	1,003	246	24.53

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



How to complete

- Includes only exited participants:
 - Employment measures: all exiters
 - Median earnings: exiters employed in second quarter after exit
 - Secondary credential: at ninth grade or higher level at entry or during enrollment
 - Postsecondary credential: exiters who were co-enrolled in postsecondary education, including IET programs
- Includes different group of participants from those in all other tables
 - Because of follow-up time, participants attended in prior years
 - Other tables include participants from same year only
- Time lag for reporting up to 1 year after exit:
 - Employment measures must also account for time lag for UI database.
 - No data will be reported in PY 2016 report.
 - Partial data will be reported in 2017 report; full data will be reported in 2018 report.

Summary: Who to Track After Exit

Employment Measures

- All participants

Median Earnings

- Participants employed in second quarter after exit

Credential Measure: Secondary

- Participants at 9th grade or above
- Did not already have a credential

Credential Measure: Postsecondary

- Participants co-enrolled in postsecondary education, including IET



NRS Table 6

New employment status option.

Disabled, on public assistance, and living in rural areas dropped.

Homeless and work-based project learner dropped



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	
Program Type*	
In Family Literacy Program	
In Workplace Adult Education and Literacy Activities****	
Institutional Programs	
In Correctional Facility	
In Community Correctional Program	
In Other Institutional Setting	
TOTAL Institutional	

Optional secondary status categories dropped.



NRS Table 6

Highest Degree or Level of School Completed ***	U.S.-Based Schooling	Non-U.S.-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		
TOTAL (both US Based and Non-US Based)		



Table 7

06/09/2017
21:18:21

Adult Education Personnel by Function and Job Status
All Student Entry Dates

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NRS7

Agency: 4908 - Rolling Hills Adult School

Program Year: 2016-2017

Function (A)	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	Unpaid Volunteers (D)
State-level Administrative/Supervisory/Ancillary Services	0	0	0
Local-level Administrative/Supervisory/Ancillary Services	0	2	0
Local Teacher	41	0	0
Local Counselor	1	0	0
Local Paraprofessional	13	0	0
Years of Experience			
Less than one year	1	0	
One to three years	3	0	
More than three years	37	0	
Teacher Certification			
No certification	0	0	
Adult Education Certification	33	0	
K-12 Certification	18	0	
Special Education Certification	1	0	
TESOL Certification	12	0	



Summary Audit

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NRSS

Agency: 4908 - Rolling Hills Adult School

Program Year: 2016-2017

	Program Year 2016-2017	Period of Participation 1	Period of Participation 2	Period of Participation 3	Period of Participation 4
Selected Students:	3525	2776	423	18	0
Dropped Students:	1219	567	156	9	0
Qualified Students:	2306	2209	267	9	0

Drop Reason	Program Year 2016-2017		Period of Participation 1		Period of Participation 2		Period of Participation 3		Period of Participation 4	
	Number of Cases		Number of Cases		Number of Cases		Number of Cases		Number of Cases	
	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated
01 Missing birthdate or age outside of 16-110	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
02 Less than 12 hours of instruction	1,149	1149	490	490	136	136	8	8	0	0
03 Concurrently enrolled in High School/K12	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
04 No Gender	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
05 No Ethnicity/race	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
06 No accurate placement test or self-reported ASE High level	44	28	51	33	3	2	0	0	0	0
08 Work-based project learner	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
09 ESL Learner pretest score at ASE educational functioning level	43	42	43	42	34	18	2	1	0	0

New Data Elements: Barriers to Employment

Displaced homemakers

English language learners, low literacy levels, cultural barriers

Exhausting TANF within two years

Ex-offenders

Homeless/runaway youth

Long-term unemployed

Low income

Migrants and seasonal farmworkers

Individuals with disabilities

Single parents

Youth in foster care/aged out of system

eTests Data Collection Data Elements

Program

Gender

Date of Birth

Barriers to

Employment

Highest Grade

Highest Diploma

Native Language

Race & Ethnicity

Personal Status

Labor Force

Attainable Goals

Address

Email

Phone

SSN

Records → Students → Records

Work Results:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Got a job | <input checked="" type="checkbox"/> Training milestone |
| <input checked="" type="checkbox"/> Increased wages | <input checked="" type="checkbox"/> Entered apprenticeship |
| <input checked="" type="checkbox"/> Retained job | <input checked="" type="checkbox"/> Entered military |
| <input checked="" type="checkbox"/> Got a better job | <input type="checkbox"/> Acquired workforce readiness skills |
| <input type="checkbox"/> Met work-based project goal | <input type="checkbox"/> Reduced public assistance |
| <input checked="" type="checkbox"/> Entered job training | <input type="checkbox"/> Other work outcome |
| <input checked="" type="checkbox"/> Entered training program | |

H = HSE/ HSD

P = Post-Secondary

E = Enter Employment

I = Increase Wages

T = Transition Post-Sec

Education Results:

- | | | |
|--|---|---|
| <input type="checkbox"/> Passed GED 2002 | <input type="checkbox"/> Enrolled in secondary program | <input checked="" type="checkbox"/> Entered graduate studies |
| <input checked="" type="checkbox"/> Passed GED 2014 | <input checked="" type="checkbox"/> Entered college | <input type="checkbox"/> Attained post graduate degree |
| <input checked="" type="checkbox"/> Passed HiSET | <input checked="" type="checkbox"/> Transitioned to credit (transfer) | <input checked="" type="checkbox"/> Occupational skills licensure |
| <input checked="" type="checkbox"/> Passed TASC | <input checked="" type="checkbox"/> Transitioned to credit (non-transfer) | <input checked="" type="checkbox"/> Occupational skills certificate |
| <input checked="" type="checkbox"/> Earned High School diploma | <input checked="" type="checkbox"/> Attained credential | <input type="checkbox"/> Occupational certifications |
| <input type="checkbox"/> Returned to K-12 | <input checked="" type="checkbox"/> Attained A.A. or A.S. degree | <input type="checkbox"/> Other recognized diploma, degree, or certificate |
| <input type="checkbox"/> Gained computer/tech skills | <input checked="" type="checkbox"/> Attained B.A. or B.S. degree | |

Records → Students → Records

Leading To Postsecondary Credential Or Enrollment

T Enrolled In Education Program: Yes

T Enrolled In Training Program: Yes

Post Exit Leading To Postsecondary Credential Or Enrollment

T Enrolled In Education Program: Yes

T Enrolled In Training Program: Yes

- H = HSE/ HSD
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- E = Enter Employment
- I = Increase Wages
- T = Transition Post-Sec

Thank You for Attending!

- Be sure to visit the CASAS website at www.casas.org
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