

WTCS WIOA/AEFLA Performance Accountability and Reporting Manual

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Wisconsin Technical College System



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WIOA Overview

The **Workforce Innovation and Opportunity Act** (WIOA) was signed into law on July 22, 2014 with the intent to further align public education with the labor market, and to increase the success and productivity for both job seekers and employers. As the first legislative reform of the public workforce system in 15 years, WIOA supersedes the Workforce Investment Act (WIA). The new WIOA program requirements have been constructed to assist the public in accessing superior education and training opportunities in order to develop an innovative and globally competitive workforce.

The goals of WIOA are to strategically align workforce development programs and promote transparency within the configuration and application of the core programs noted in the below table. WIOA also places a specific focus on successfully advancing vulnerable populations through the education system and into the job market. In order to measure these goals, the activities of the core programs will be data-driven and require the collection of student academic activity, employment, and demographic information. Fortunately, there will be very few changes in the current reporting process for the Wisconsin Technical College System (WTCS) education providers. The majority of the changes initiated by the WIOA requirements will primarily affect the manner in which the WTCS System Office organizes the data that is gathered from the WTCS Client Reporting System, WTCS CBO Portal, and external data systems to support core program performance measurement. This manual will explain how WIOA differs from WIA, outline the WIOA performance indicators, and explore the WIOA/AEFLA performance accountability and reporting system.

WIOA Core Programs	
Title IB: Adult Program	The Act directs local Workforce Development Boards (WDBs) to coordinate the delivery of adult program services including “career services” (formally called core and intensive services under WIA), training services, and support services focused on job placement. Priority is given to veterans, recipients of public assistance, individuals who are basic skills-deficient, and other low-income individuals. WDBs may expend 20 percent of grant funds on incumbent worker training. Under WIOA, WDBs may transfer funds between the Adult and Dislocated Worker Programs. For up-to-date information, please refer to the Department of Workforce Development's (DWD) WIOA Website http://www.dwd.wi.gov/wioa/
Title IB: Dislocated Worker Program	The Act directs local WDBs to coordinate the delivery of services to dislocated workers who may have lost jobs due to plant closures, company downsizing, or some other significant change in market conditions. The services offered are the same as the Adult Program Services. The state may reserve 25 percent of its annual allotment to provide additional assistance to local WDBs that experience disasters, mass layoffs, plant closings, or other events that precipitate substantial increases in the number of unemployed individuals. Additionally, the federal government may award national grants to assist states with declared disaster areas to provide disaster relief employment or to provide additional assistance to states or WDBs with significant dislocation events when their annual allocation has been expended. WDBs may expend 20 percent of grant funds on incumbent worker training. For up-to-date information, please refer to the DWD's WIOA Website http://www.dwd.wi.gov/wioa/
Title IB: Youth Program	The Act directs local WDBs to offer support to youth in the attainment of a high school diploma or its recognized equivalent, entry into postsecondary education, and individualized delivery of 14 types of educational and career readiness opportunities. Among the major changes are the requirements that WDBs expend at least 75 percent of grant funds on out of school youth, 16 through 24 years of age and a minimum of 20 percent on work experience activities. Additionally, the act authorizes financial literacy, entrepreneurial skills training, services that provide labor market and employment information, activities that help youth transition to postsecondary education and training. For up-to-date information, please refer to the DWD's WIOA Website http://www.dwd.wi.gov/wioa/

Title II: Adult Education Family Literacy Act (AEFLA)	The Act directs the state’s grant recipient agency (WTCS) to select eligible providers (colleges, community-based organizations [CBOs], and other eligible providers) to offer services that include Adult Basic Education and English Language Learning along with workplace preparation activities and integrated education and training. Services may include workplace literacy, family literacy, and instruction for institutionalized individuals.
Title III: Wagner-Peyser Employment Services	The Act directs each state to provide access to employment services to all job seekers including job search preparation and placement assistance services. Employers may receive general or specialized recruitment services through self-service or staff-assisted job orders. The Employment Service under WIOA builds upon the previous workforce reforms, requires collocation of the Employment Service offices into the American Job Centers, and aligns performance accountability indicators with other federal workforce programs.
Title IV: Vocational Rehabilitation	The Act directs the grant recipient agency Division of Vocational Rehabilitation (DVR) to offer vocational rehabilitation services, including training, to assist eligible individuals with disabilities gain, maintain, and advance in competitive integrated employment. Individualized services focus on helping both high school students and adults prepare for and obtain employment.

WIA Performance Indicators vs. WIOA Performance Indicators

Under [WIOA](#), Wisconsin is transitioning to a cross-title performance indicator reporting system that will combine each title’s WIOA performance into a state-wide average. These changes have been put in place to encourage transparency and accountability across all programs, and also to position Wisconsin’s collective success on the individual successes of all [WTCS](#) providers and our title partners. In addition to the shift from an individual title reporting system to a state-wide reporting system, WIOA has introduced new performance indicators. Below is a table showing a comparison between the WIA performance indicators and the WIOA performance indicators.

WIA Performance Indicators vs. WIOA Performance Indicators	
Educational Functioning Level Gains	Measurable Skill Gains
Entered Employment in 1st Quarter After Exit	Employment in 2nd Quarter After Exit
Retained Employment in 3rd Quarter After Exit	Employment in 4th Quarter After Exit
Entered Postsecondary Education or Training	Median Earnings in 2nd Quarter After Exit
Obtained GED or Secondary School Diploma	Credential Attainment Rate
	Effectiveness in Serving Employers

Note: WIOA performance indicator Effectiveness in Serving Employers will be jointly reported during the cross-title reporting process; however, due to indicator requirements, Title II will not individually report performance for the Effectiveness in Serving Employers indicator

WIOA and AEFLA WTCS Provider Reporting Requirements and Schedule

All AEFLA WTCS providers must report the required AEFLA participation and accountability data to the WTCS System Office via the WTCS Client Reporting System or Community Based Organization (CBO) Portal. A list of the required AEFLA reporting data elements can be found in the “Data Element Reporting Matrix” section of the [WTCS Client Reporting Manual](#). Each AEFLA WTCS provider must report the required information on at least a quarterly basis by the 14th of the following months: October, January, April, and July.

Barriers to Employment

The WIOA State-wide Performance Report now requires that Wisconsin report on performance across eleven separate barriers to employment. To accommodate the reporting from the WTCS System Office to the Federal government, individual WTCS providers will report on barriers to employment through the WTCS Client Reporting System or through WTCS CBO Portal. For the purposes of WIOA, all barriers to employment are self-reported. A list of the barriers to employment are as follows:

- Displaced Homemakers
- English Language Learners, Low Levels of Literacy, Cultural Barriers
- Exhausting TANF
- Ex-offenders
- Homeless Individuals & Runaway Youth
- Long-term Unemployed
- Low-income Individuals
- Migrant and Seasonal Farmworkers
- Individuals with Disabilities (including youth)
- Single Parents (including single pregnant women)
- Youth in Foster Care or Aged Out of System

Full descriptions of the barriers to employment can be found in the [WTCS Client Reporting Manual](#).

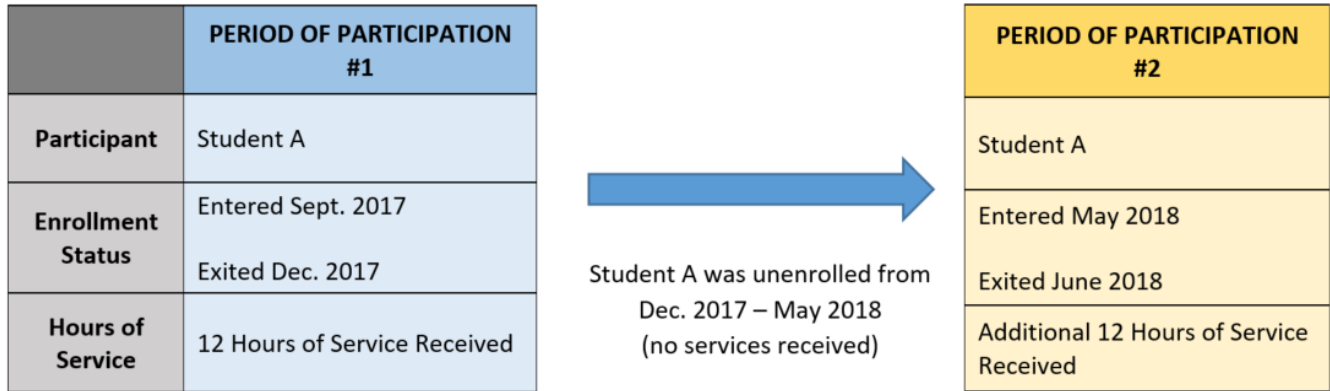
Periods of Participation

WIOA legislation identifies [periods of participation](#) as a new classification for the timing services are received. A period of participation refers to the period of time beginning when an individual becomes a participant and ending on the participant’s date of exit from the program ([Program Memorandum OCTAE 17-2](#)). The program entry is the date on which a [reportable individual](#) enrolls in an [AEFLA](#) program, and the program exit occurs when the participant discontinues services, does not receive services for 90 days following the program exit, and has no additional services scheduled ([Program Memorandum OCTAE 17-2](#)). Additionally, a participant may be counted in multiple periods of participation as long as they have not received or scheduled new services within the 90 days after exiting the program, and they have obtained the required [12 contact hours of service](#) within each separate period of participation ([Program Memorandum OCTAE 17-2](#)).

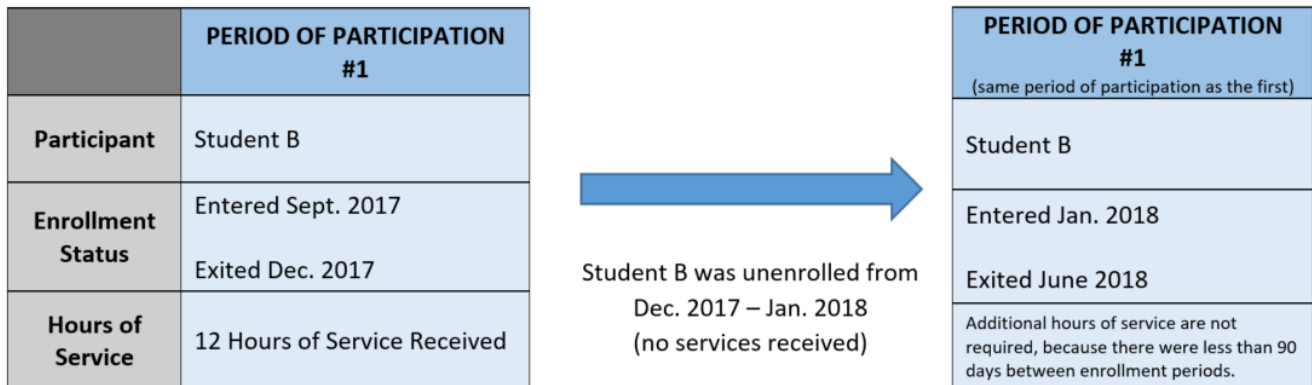
For example, a student who enters in September, exits in December, re-enrolls in May and exits in June has two periods of participation as long as the student has accumulated 12 hours of service in each separate period (reference Scenario A below). A student who has been counted in one period of participation, but who has *not* gone 90 days without receiving services at the time of re-entry would

only be counted under the first period of participation (reference Scenario B below). Each period of participation is assessed separately in WIOA performance measurement, resulting in the duplicate counting of students with more than one period of participation.

Scenario A (two periods of participation):



Scenario B (one period of participation):



WIOA Participant Requirements and Exclusions

Under WIOA, all providers will be measured by the same primary indicators of performance. These indicators will only include data for those who are considered [participants](#) under WIOA. The following data elements must also be reported through the WTCS Client Reporting System or WTCS CBO Portal to identify participants:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Known name, sex, race/ethnicity, and date of birth (must be 18 or older)
- Completed at least one WTCS approved pre-test

12 Contact Hours of Service – In order to be counted as a participant under WIOA performance measurement, a student must have completed 12 contact hours of service. Some of the activities that can be counted towards the 12 contact hours of service include:

- Basic Skills orientation and assessment activities
- Basic Skills instruction, including adult basic, adult intermediate, adult secondary, English Language Learners (ELL), and Integrated English Literacy and Civics Education (IELCE).
- Services or instruction designed to enhance basic skills students career awareness and planning, career decision making, and/or knowledge of labor market needs and opportunities
- Services or instruction designed to enhance basic skills students' workforce readiness and employability skills
- Basic Education course(s) provided to supplement instruction for students enrolled in an integrated occupational and/or training program

Exclusions

There are a number of WIOA performance indicator participant exclusions. Participants in a correctional institution who remain incarcerated after exiting the program will be excluded from the calculation of all WIOA indicators of performance except [measurable skill gains](#). Participants who exit the program due to incarceration, due to medical treatment expected to last more than 90 days, due to entering a 24-hour support facility (i.e. treatment center), due to being called into active military duty for at least 90 days, and participants who deceased during the program year will be excluded from all performance indicator measurements. Exclusions are collected via the WTCS Client Reporting System and the CBO Portal via the "Exclusions" data field.

WIOA Performance Indicators

A more detailed description of the WIOA performance indicators are as follows:

Employment in the 2nd Quarter After Exit

- **Definition:** The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program.
- **Participants to Include:** All participants who exit during the program year, except those mentioned in the exclusions section above.
- **Data Source:** WTCS Client Reporting System or WTCS CBO Portal and the Department of Workforce Development Unemployment Insurance Wage Data.

Employment in the 4th Quarter After Exit

- **Definition:** The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- **Participants to Include:** All participants who exit during the program year, except those mentioned in the exclusions section above.
- **Data Source:** WTCS Client Reporting System or WTCS CBO Portal and the Department of Workforce Development Unemployment Insurance Wage Data.

Median Earnings in the 2nd Quarter After Exit

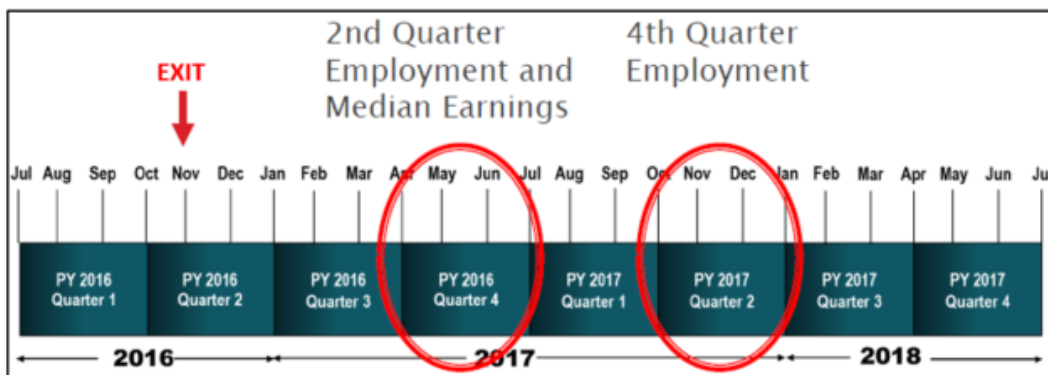
- **Definition:** The median earnings of the program participants who are employed during the second quarter after exit from the program.

- **Participants to Include:** All participants who exit during the program year, except those mentioned in the exclusions section above and those who are not employed during the 2nd quarter after exit.
- **Data Source:** WTCS Client Reporting System or WTCS CBO Portal and the Department of Workforce Development Unemployment Insurance Wage Data.

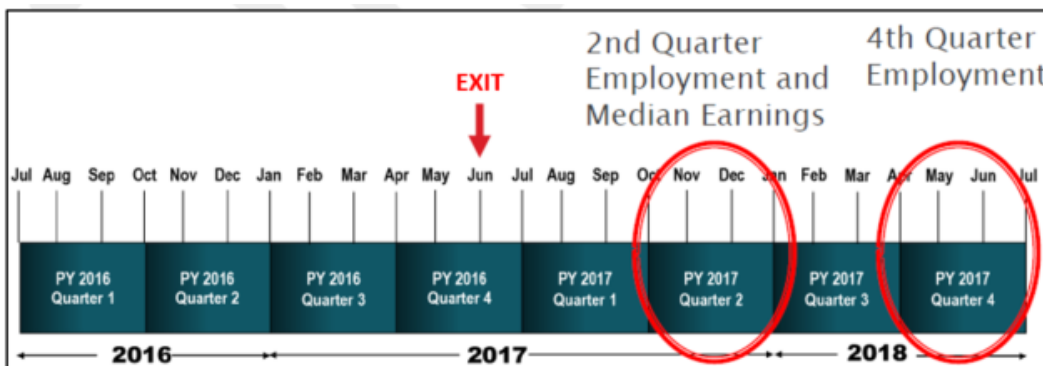
Quarters of Employment Scenarios

Reference the below scenarios to better understand the cohort approach in assessing Employment in the 2nd Quarter After Exit, Employment in the 4th Quarter After Exit, and Median Earnings in the 2nd Quarter After Exit.

Scenario A: If a participant exits in November 2016 (Q2, PY 16) they will be assessed in Quarter 4 of PY 2016 (Apr. 2017 through Jun. 2017) for 2nd Quarter Employment After Exit and Median Earnings in the 2nd Quarter After Exit. The participant will also be assessed for 4th Quarter Employment After Exit in Quarter 2 of PY 2017 (Oct. 2017 through Dec. 2017).



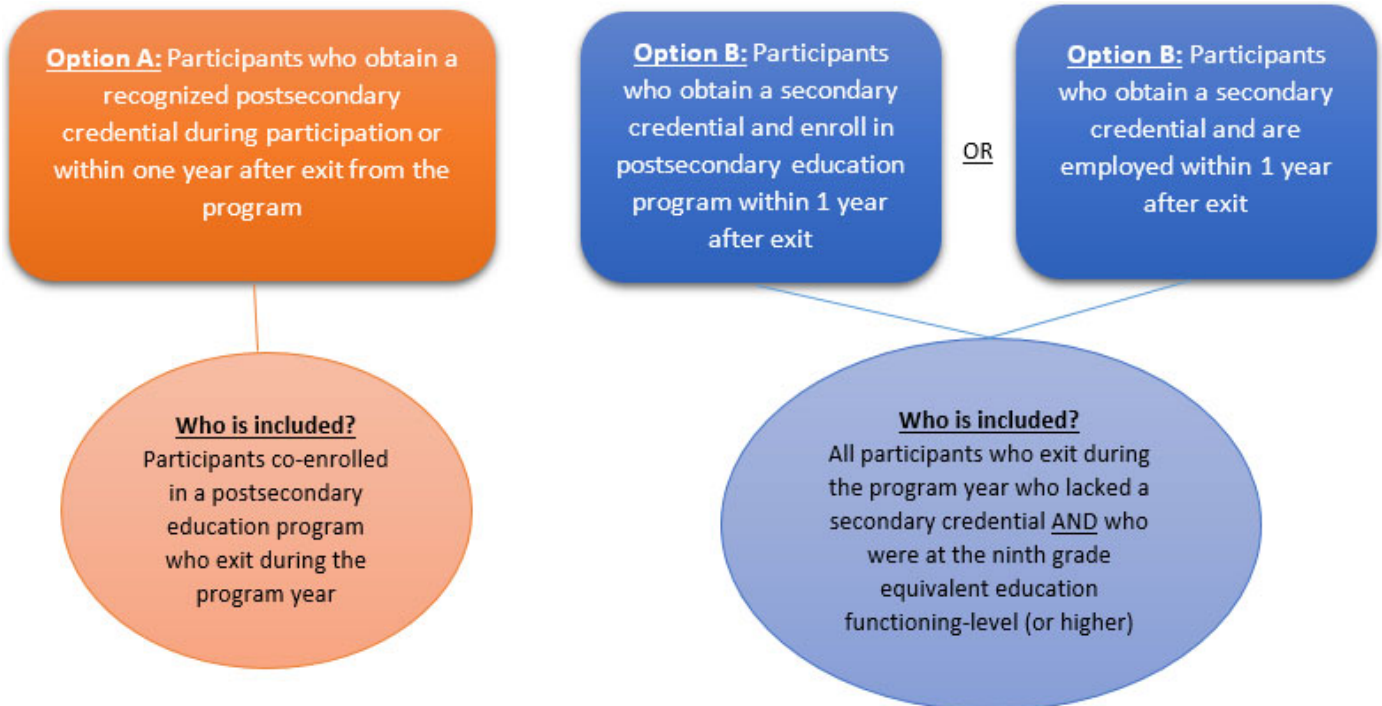
Scenario B: If a participant exits in June of the 2016 program year (Q4, PY 16), they will be assessed in Quarter 2 of PY 2017 (Oct. 2017 through Dec. 2017) for 2nd Quarter Employment After Exit and Median Earnings in the 2nd Quarter After Exit. The participant will also be assessed for 4th Quarter Employment After Exit in Quarter 4 of PY 2017 (Apr. 2017 through Jun. 2017).



Credential Attainment Rate

There are two ways for participants to be counted in the WIOA credential attainment rate performance indicator:

- **Option A:** The percentage of participants who obtain a recognized postsecondary credential during participation or within one year after exit from the program.
- **Participants to Include:** All participants co-enrolled in an [AEFLA](#) program and a postsecondary education program who exit during the program year, except those mentioned in the preceding [exclusions section](#).
- **Data Source:** WTCS Client Reporting System or WTCS CBO Portal, National Student Clearinghouse Data
- **Option B:** The percentage of participants who obtain a secondary school credential AND who enroll in postsecondary education within one year after exit from the program OR is employed within one year after exit from the program
- **Participants to Include:** All participants who exit during the program year who lacked a secondary credential AND who were at the ninth grade equivalent [EFL](#) (or higher), as measured by pretesting with an approved NRS test, except those mentioned in the preceding [exclusions section](#).
- **Data Source:** WTCS Client Reporting System or WTCS CBO Portal, Department of Public Instruction Data, Department of Workforce Development Unemployment Insurance Wage Data, National Student Clearinghouse Data



Acceptable Credentials Under WIOA

The credential attainment measure under WIOA assesses participants' attainment of secondary and post-secondary credentials during participation in the program or within one year after exit. This guidance provides an overview of the credential definitions and examples of what would and would not count as a credential.

Recognized Postsecondary Credentials

Recognized postsecondary credentials are awarded in recognition of an individual's attainment of measurable technical-, occupational-, and industry-specific skills necessary to obtain employment or advance within an industry or occupation. These skills are generally based on standards developed or endorsed by employers or industry associations (e.g., degrees, occupational licensure, occupational certificates, etc.).

Examples of what would count:

- Certificate of completion of an apprenticeship or youth apprenticeship
- Career Pathway Certificate
- Technical Diploma
- Associate degree
- Bachelor's degree

Examples of what would not count:

- Continuing Education Units (CEUs)
- Certificates of completion
- Work readiness certificates (e.g., completion of soft skills training)
- Certificates awarded by the Workforce Development Board that are not industry recognized or identified as one of the qualifying postsecondary credentials listed above (e.g., Academy Trainings, Boot Camps)
- General skill certificates related to safety or hygiene, etc. (e.g., CPR, OSHA, Emergency Management)
- Other credentials that are not industry recognized or sought by employers in industry (e.g., local college certificates such as Professional Communication, Global Studies, Bi-Lingual Spanish Skills)

Secondary School Diploma or its Recognized Equivalent

Secondary school diploma, or its recognized equivalent, is recognized by the state and is included for accountability under the Elementary and Secondary Education Act of 1965, as amended by Every Student Succeeds Act.

Examples of what would count:

- High School Diploma
- High School Equivalency Diploma (HSED)
- General Education Development (GED)

Examples of what would not count:

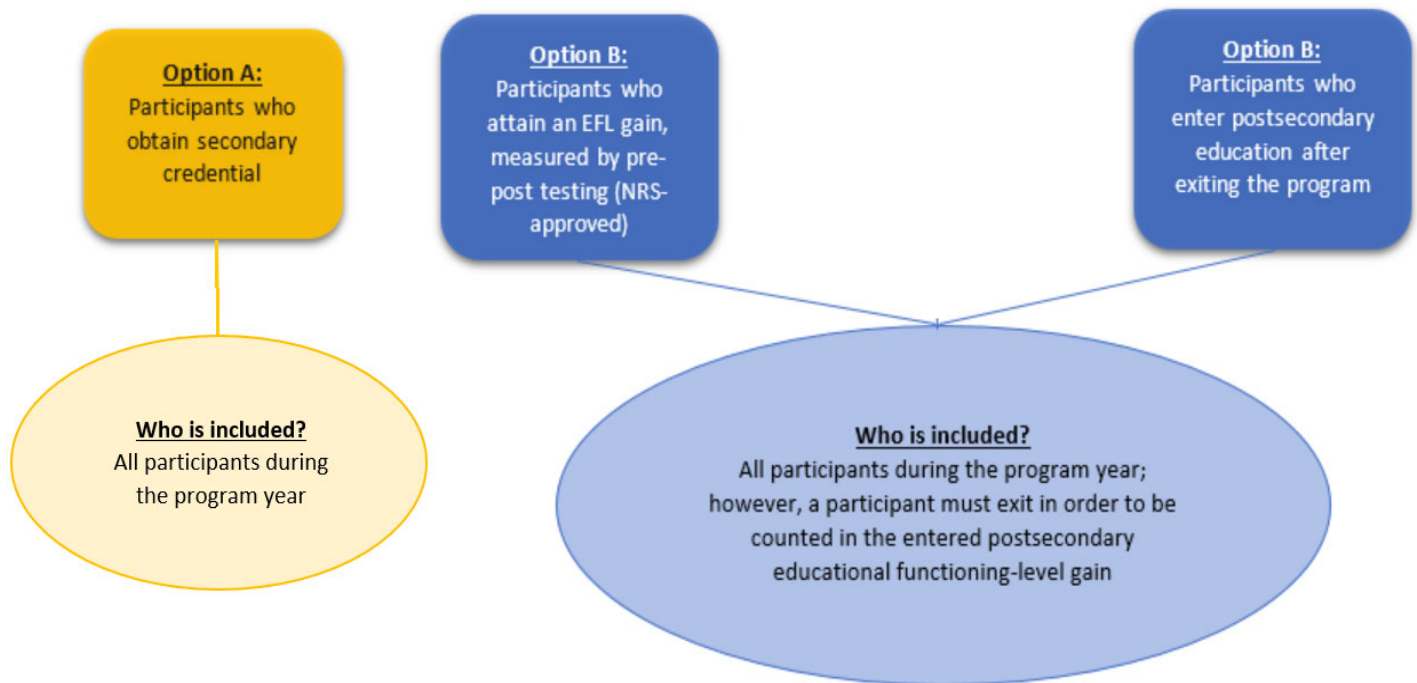
- Special education certificate

Measurable Skill Gains (MSG)

There are five types of measurable skill gains under WIOA; there are three ways to make a gain that apply to AEFLA programs. The first type of gain for AEFLA programs is the receipt of a secondary credential (see the yellow definitions below). The other types of gains for AEFLA programs is a demonstration of educational functioning-level (EFL) gain (see the blue definitions below).

- **Option A:** The percentage of participants who obtain a secondary credential.
- **Participants to Include:** All participants during the program year except those mentioned in the preceding [exclusions section](#).
- **Data Source:** WTCS Client Reporting System or WTCS CBO Portal, Department of Public Instruction Data

- **Option B:** The percentage of participants who attain an educational functioning-level gain through pre-post testing with a NRS-approved test OR enter postsecondary education in the program year after exit.
- **Participants to Include:** All participants during the program year; however, a participant must exit in order to be counted in the entered postsecondary [EFL](#) gain, except those mentioned in the preceding [exclusions section](#).
- **Data Source:** WTCS Client Reporting System or WTCS CBO Portal, National Student Clearinghouse Data



Counting Measurable Skill Gains (MSG)

There are several considerations when assessing MSG that include:

- Only *one type of gain* can be counted for each participant per period of participation;
- Entry into postsecondary education is measured only *after the participant exits*;
- Receipt of secondary credential or entry in postsecondary education must occur by the *end of the program year* (June 30)

Overview of Changes to Measurable Skill Gains

MSG: What's New?

- EFL Gain is expanded to include postsecondary entry after exit for all participants
- Receipt of a secondary diploma counts as a gain
- Entry into postsecondary and receipt of a secondary diploma must occur by the end of the program year (June 30)
- Only one type of gain for a participant can be counted for each period of participation

MSG: What's Not?

- Pre- and post-testing/assessment procedures and policy remain the same

Effectiveness in Serving Employers

The Department of Education and the Department of Labor have jointly determined that the Effectiveness in Serving Employers indicator is a shared outcome across all six core programs within each state. Due to the indicator requirements, Title II will not individually report performance for the Effectiveness in Serving Employers indicator. Through coordination with Title I, Wisconsin is currently piloting the following two options for assessing the Effectiveness in Serving Employers.

- **Option A:** Repeat Business Customers – the percentage of repeat employers using services within the previous three years
- **Option B:** Employer Penetration Rate – the percentage of employers using services out of all employers in the State

WIOA Performance Accountability System

As previously noted, one of the broader changes to the structure of data reporting and performance measurement is the implementation of state-wide scoring and cross-title accountability practices. To ensure prolonged success under this new model, a Cross-Title WIOA Performance Advisory Committee has been established and is comprised of representatives from all WIOA core and partner programs. The Committee's purpose is to assist with the transition to the WIOA performance system, participate in performance negotiations, address at-risk performance, and initiate actions to support continuous improvements within the state. The most important aspect of the state-wide performance reporting is that the failure of one is the failure of all. This is why it is important that everyone knows how performance levels are determined, what the potential consequences are for poorly performing providers, and why it is significant to work together as partners in a state system.

Negotiated Levels of Performance

State-wide WIOA indicator negotiated levels of performance are determined through discussions with the Department of Labor and the Department of Education. All performance levels are set with the goal of promoting attainable excellence within the state of Wisconsin.

Reference the below example for Employment 2nd Quarter After Exit to better understand the relationship between the negotiated level of performance, the actual level of performance, and the achievement rate. Achievement rates are based on the actual level of performance compared to the negotiated level of performance. In the example, the negotiated level of performance was set to 50% of participants being employed in the 2nd quarter after exit, and the actual level of performance was reported as 40% of participants employed in the 2nd quarter after exit. Therefore, the achievement rate is calculated as 80% ($40\% \div 50\% \times 100 = 80\%$ achievement rate).

Indicator	Negotiated Level of Performance	Actual Level of Performance	Achievement Rate
Employment 2 nd Quarter After Exit	50%	40%	80%

After two full years of data for any indicator has been collected, an Objective Statistical Adjustment Model set by the Department of Education will be applied to the negotiated level of performance at the end of each program year. The result will be an adjusted level of performance that Title II will be held accountable to. The actual level of performance will then be compared to the adjusted level of performance to calculate the achievement rate. The Objective Statistical Adjustment Model is forthcoming from the Department of Education, but intends to analyze Wisconsin participant barriers to employment and local economic conditions.

Determining State-wide WIOA Performance Pass/Fail

The pass/fail rate for the state of Wisconsin will be determined based on three measurements. First, each of the performance indicators will be scored; in order to be considered as "met" (met = pass), the statewide *average indicator achievement* rate must be 90 percent or higher (please reference the cells labeled 1-6 in the visual aid below). Second, all the titles will be individually scored on their overall performance. Each title must report a 90 percent or higher for their *average program achievement* rate across all performance indicators in order to be considered as "met" (please reference the cells labeled 7-12 in the following visual aid). Third, each individual indicator achievement rate must be greater than

or equal to 50 percent. In summary, the state-wide average program score must be 90 percent or higher, the statewide average indicator score must be 90 percent or higher, **and** each individual indicator score must be greater than or equal to 50 percent to be considered as “met.”

Indicator/Program	Title II Adult Education	Title IV Rehabilitation Services	Title I Adults	Title I Dislocated Workers	Title I Youth	Title III Wagner-Peyser	Average Indicator Score
Employment 2nd QT after Exit							1
Employment 4th QT after Exit							2
Median Earnings 2nd QT after Exit							3
Credential Attainment Rate							4
Measurable Skill Gains							5
Effectiveness in Serving Employers							6
Average Program Score	7	8	9	10	11	12	[-]
(1-6) Average Indicator Scores: 90% Rate of Achievement or above to avoid sanctions (7-12) Average Program Scores: 90% Rate of Achievement or above to avoid sanctions Each Indicator: 50% Rate of Achievement or above to avoid sanctions							

Pass/Fail Scenarios

Scenario A: The visual below is an example for achievement rate average indicator scoring. Each indicator will have a score (the achievement rate) from the separate titles (programs) and those scores will be averaged into an overall indicator score. The overall indicator score for Employment Rate 4th Quarter After Exit circled in green is above 90 percent, meaning it is within the passing parameters for WIOA. The overall indicator score for the Employment Rate 2nd Quarter After Exit circled in red is below 90 percent, meaning it is outside of the passing parameters for WIOA. If the same *overall indicator score* is below 90 percent for **two consecutive years**, the state will then be sanctioned for poor performance.

Indicator/Program	Title II Adult Education	Title IV Rehabilitation Services	Title I Adults	Title I Dislocated Workers	Title I Youth	Title III Wagner-Peyser	Average Indicator Score
Employment 2nd QT after Exit	78%	69%	88%	81%	82%	100%	83%
Employment 4th QT after Exit	95%	95%	95%	95%	100%	98%	96%
Median Earnings 2nd QT after Exit	100%	100%	100%	100%	100%	99%	100%
Credential Attainment Rate	100%	100%	100%	100%	92%		98%
Measurable Skill Gains	100%	99%	100%	100%	88%		97%
Effectiveness in Serving Employers	99%						99%
Average Program Score	96%	94%	97%	96%	92%	99%	[-]

Scenario B: The visual below is an example for achievement rate average program scoring. Each title (program) will have a score (the achievement rate) for the separate indicators, and those scores will be combined into an average program score. The average program score circled in green is above 90 percent, meaning it is within the passing parameters for WIOA. The average program score circled in red is below 90 percent, meaning it is outside of the passing parameters for WIOA. If an *average program score* is below 90 percent for **two consecutive years**, the state will then be sanctioned for poor performance.

Indicator/Program	Title II Adult Education	Title IV Rehabilitation Services	Title I Adults	Title I Dislocated Workers	Title I Youth	Title III Wagner-Peyser	Average Indicator Score
Employment 2nd QT after Exit	98%	98%	98%	98%	88%	100%	97%
Employment 4th QT after Exit	95%	95%	95%	95%	77%	98%	93%
Median Earnings 2nd QT after Exit	100%	100%	100%	100%	69%	99%	95%
Credential Attainment Rate	100%	100%	100%	100%	81%		96%
Measurable Skill Gains	100%	99%	100%	100%	88%		97%
Effectiveness in Serving Employers	99%						99%
Average Program Score	99%	99%	99%	99%	82%	99%	[-]

Scenario C: The visual below is an example of achievement rate individual indicator scoring. Each title (program) will receive a score (the achievement rate) for each indicator, and the score for these individual indicators must be 50 percent or higher. The individual indicator score circled in green is greater than or equal to 50 percent, meaning it is within the passing parameters for WIOA. The individual indicator score circled in red is below 50 percent, meaning it is outside of the passing parameters for WIOA. If a program receives an individual indicator score below 50 percent for **two consecutive years**, the state will then be sanctioned for poor performance. If a program has a passing average indicator score and average program score, but receives a failing individual indicator score for the second year in a row, then a sanction will still be issued to the State.

Indicator/Program	Title II Adult Education	Title IV Rehabilitation Services	Title I Adults	Title I Dislocated Workers	Title I Youth	Title III Wagner-Peyser	Average Indicator Score
Employment 2nd QT after Exit	88%	97%	88%	89%	88%	100%	92%
Employment 4th QT after Exit	95%	95%	95%	95%	100%	98%	96%
Median Earnings 2nd QT after Exit	100%	100%	100%	100%	100%	99%	100%
Credential Attainment Rate	100%	49%	100%	100%	99%		90%
Measurable Skill Gains	100%	99%	100%	100%	88%		97%
Effectiveness in Serving Employers	99%						99%
Average Program Score	97%	90%	97%	97%	94%	99%	[-]

Implementation of State Sanctions

There are two circumstances that can lead to financial sanctions under WIOA. The sanction is a 5 percent reduction in the state Governor's reserve. The first circumstance is the failure to submit the State annual performance report on time. The second circumstance is the failure by the State to meet the WIOA adjusted levels of performance. Sanctions based on performance failure will be imposed upon the State if, for two consecutive years, the State fails to meet: 90 percent of the average program score for the same core program; 90 percent of the average indicator score for the same performance indicator; or 50 percent of the same indicator score for the same program. These scenarios are explored in the preceding *Pass/Fail Scenarios* section.

The Department of Labor and Department of Education will not negotiate levels of performance or impose sanctions based on the outcomes of reportable individuals, because *only participants* are included in the WIOA performance indicators ([Program Memorandum OCTAE 17-2](#)). Furthermore, the indicators must have at least two years of complete data before it is compared to the adjusted levels of performance, and if there are any unexpected or extenuating circumstances that affect the reported data (or the ability of the provider to report the data), there will be leniency in the enforcement of the sanctions.

AEFLA Provider Performance Accountability and Reporting Monitoring

In support of reaching the state-wide negotiated levels of performance, each WTCS AEFLA provider will be held accountable to localized expected levels of performance. Each provider will receive an **Expected Level of Performance** document by October 31 of each academic year with the intention that the program can plan activities to reach their expected levels of performance set for the subsequent academic year. For example, academic year 2019-20 expected levels of performance will be shared by October 31, 2018. The **Expected Level of Performance** document will identify provider expected levels of performance, provider actual levels of performance from previous academic years, and comparable WTCS performance across the WIOA performance indicators (as available once negotiated with the Department of Education).

Provider expected levels of performance are the targets each provider should strive for across each of the above WIOA performance indicators. Expected levels of performance will be set on an annual basis by the WTCS System Office Accountability Team and the Adult Basic Education Team. Provider expected levels of performance will be derived from:

- ❖ The provider's historical performance;
- ❖ The WTCS overall expected levels of performance;
- ❖ A continuous improvement approach where all providers below the state-wide WTCS expected level of performance will be requested to improve performance from the previous year's expected level of performance at a minimum of one percentage point; and
- ❖ A relative ranking approach where all providers above the state-wide WTCS expected level of performance will be requested to at least maintain performance from the year before. If a provider has a substantial increase from below the state-wide expected level of performance to above the state-wide expected level of performance, the provider's expected level of performance rate will then be equal to the state-wide expected level of performance rate.

All providers will be accountable for each WIOA indicator that the WTCS System Office has negotiated with the Department of Education as outlined in the **Expected Level of Performance** document distributed each year. To meet an expected level of performance target, providers must attain a provider achievement rate of 90% or greater in relation to their identified expected level of performance for each WIOA indicator. For example, the table below shows that the provider expected level of performance for employment rate in the 4th quarter after exit is set at 50%. The actual level of performance was reported to be 40%. With this information, the provider achievement rate is calculated to be 80% ($40\% \div 50\% \times 100 = 80\%$ provider achievement rate).

Indicator	Provider Expected Level of Performance	Provider Actual Level of Performance	Provider Achievement Rate
Employment Rate 4 th Quarter After Exit	50%	40%	80%

Providers who fail to meet the 90% provider achievement rate will receive technical assistance from the System Office in the first year and will be required to implement a local improvement strategy. Within the local improvement strategy, providers will be asked to:

- Identify the performance indicator(s) that fails to meet the 90% achievement rate;
- Identify and provide data to substantiate factors believed to be contributing to failing to meet the 90% achievement rate e.g. lower performance at certain service locations, lower performance among certain student groups, etc.;
- Identify specific actions the awarded provider will take to address the challenge; and
- Document how AEFLA funding will support improvements to increase performance.

The WTCS will monitor providers implementing local improvement strategies through quarterly meetings to discuss progress and challenges to implementing the local improvement strategy.

Repeated under-performance in the same WIOA indicator for two consecutive years will result in increased System Office intervention and technical assistance, and possible grant action e.g. grant awards become contingent on specified incremental progress.

To encourage provider success, the WTCS System Office will provide the following to support program reflection and planning in reaching provider expected levels of performance:

- A WTCS Framework for Effective Data Use to support providers in convening teams to review data, identifying completion gaps, strategizing around evidence-based interventions, and creating local action plans for improvement;
- An annual WTCS WIOA Performance Indicator Scorecard specific to each provider as well as WTCS overall performance for benchmarking purposes;
- A WTCS AEFLA Program Self-Study Assessment as a tool to reflect upon business processes and activities that could be improved or scaled across the program; and
- Professional learning opportunities through System Called Meetings and WTCS coordinated convenings that highlight evidence-based interventions to support program success.

It is important to remember that the WTCS System Office Adult Basic Education Team and the WTCS System Office Accountability Team are available to provide support and guidance to all WTCS providers.

Each provider should report a summary of yearly activities enacted to reach the program's expected level of performance via the end-of-year WTCS triannual grant report due the November 1 after the end of the academic year e.g. academic year 2019-20 reporting is due November 1, 2020. This information will be used as a method to monitor provider progress and success.



Wisconsin Title II AEFLA Program Effectiveness Process

Establishing Expected Levels of Performance

Each provider will receive the next academic years expected levels of performance by October 31 each year e.g. academic year 2019-20 expected levels of performance will be shared by October 31, 2018

Program Reflection & Planning

Each provider is encouraged to engage in program planning to meet their expected levels of performance e.g. program planning for academic year 2019-20 may occur between November 1, 2018 and June 30, 2019

Program Reporting

Each provider will report a summary of yearly activities enacted to reach the program's expected level of performance via the end-of-year WTCS grant report due the November after the end of the academic year e.g. academic year 2019-20 reporting is due November 1, 2020

Providers are encouraged to leverage the following WTCS resources to support Program Reflection & Planning:

- ✓ WTCS Framework for Effective Data Use
- ✓ WTCS WIOA Performance Indicator Scorecards and related documentation
- ✓ WTCS AEFLA Program Self-Study Assessment
- ✓ WTCS Portal Reports
- ✓ Knowledge shared at WTCS System Called Meetings including WTCS action research results, national professional development, and insights from other WTCS providers
- ✓ Expertise provided by WTCS System Office staff, other WTCS providers, and partner Wisconsin Title services/referrals

The WTCS has also developed an AEFLA reporting and performance accountability provider evaluation model to monitor AEFLA providers in reaching goals identified within the providers' grant award, assigned expected levels of performance, award spending, and state goals for pre-/post-testing. This model incorporates a series of performance indicators to assess overall provider success in AEFLA reporting and performance accountability.

There are ten weighted indicators within the model that formulate an overall provider score from 0 to 100. A list of the indicators and assigned weights are provided on the following page. Providers are then ranked based on the assigned score and categorized to prioritize WTCS technical assistance in AEFLA reporting and performance accountability. Assigned scores are categorized in the following groups:

- **70 or higher** indicates a need for comprehensive technical assistance and the development of a local improvement strategy;
- **40 to 69** indicates a need for diagnostic improvement in the indicator areas of low performance and targeted technical assistance;
- **39 or lower** indicates the program is operating without the requirement of targeted technical assistance or a local improvement strategy.

This model is reviewed by System Office staff at the end of each program year to develop the AEFLA reporting and performance accountability technical assistance timeline for the subsequent program year.

To further support these efforts, providers receive a monthly report beginning in November of each year to monitor their performance within the program year. The monthly report identifies the providers current performance in relation to their end of year goals across the indicators within the model. Monthly monitoring of provider outcomes by System Office staff is also conducted to inform provider virtual monitoring within the program year. WTCS AEFLA providers are contacted by System Offices staff as necessary to understand deviations in AEFLA performance accountability and reporting.

Sample Monthly Provider Monitoring Report:

Provider: ABC

Program Year: 2019-20

Month: November 2019

AEFLA Participation				Participant Testing			
Indicator #1				Indicator #2 - ABE/ELL		Indicator #3 - ABE	Indicator #4 - ELL
Current Participants	Current Reportable Individuals	Current Total	Goal	Current	Goal	Current	Current
			455		67%		

Participant Measurable Skill Gain Performance			
Indicator #5 - ABE/ELL		Indicator #6 - ABE	Indicator #7 - ELL
Current	Goal	Current	Current
	57.8%		

Provider Fiscal Management		IET Reporting Count
Indicator #8 - Spend Down %	Indicator #9 - \$/MSG	Indicator #10
%	\$	

AEFLA Reporting and Performance Accountability Provider Evaluation Model:

Category	Category Weight	Indicator	Indicator Definition	Indicator Weight
AEFLA Participation	20%	1) AEFLA Participant Count Compared to AEFLA Grant Application Participant Count	The percent of AEFLA participants served compared to the number of AEFLA participants projected to be served per submitted AEFLA grant application	100%
Participant Testing	20%	2) AEFLA Participant Pre-/Post-Test Rate Compared to WTCS Pre-Post-Test Rate Goal	The difference between the AEFLA participant pre-/post-test rate and the WTCS AEFLA participant pre-/post-test rate goal	60%
		3) AEFLA ABE Participant Pre-/Post-Test Rate Compared to WTCS Pre-Post-Test Rate Goal	The difference between the AEFLA ABE participant pre-/post-test rate and the WTCS AEFLA participant pre-/post-test rate goal	20%
		4) AEFLA ELL Participant Pre-/Post-Test Rate Compared to WTCS Pre-Post-Test Rate Goal	The difference between the AEFLA ELL participant pre-/post-test rate and the WTCS AEFLA participant pre-/post-test rate goal	20%
Participant Measurable Skill Gain Performance	40%	5) Attain 90% of Measurable Skill Gain Expected Level of Performance Target	The AEFLA participant Measurable Skill Gain rate is at least 90% of the providers expected level of performance target	60%
		6) AEFLA ABE - Attain 90% of Measurable Skill Gain Expected Level of Performance Target	The AEFLA ABE participant Measurable Skill Gain rate is at least 90% of the providers expected level of performance target	20%
		7) AEFLA ELL - Attain 90% of Measurable Skill Gain Expected Level of Performance Target	The AEFLA ELL participant Measurable Skill Gain rate is at least 90% of the providers expected level of performance target	20%
Provider Fiscal Management	10%	8) Spend Down Rate	The percent of awarded AEFLA \$ reimburse	40%
		9) \$ Reimburse Per Measurable Skill Gain	The total AEFLA \$ reimburse per AEFLA Measurable Skill Gain	60%
IET Reporting Count	10%	10) AEFLA Provider is Reporting IET	The AEFLA provider has reported participants in IET	100%

AEFLA Performance Accountability and Reporting Technical Assistance

The AEFLA reporting and performance accountability provider evaluation model is reviewed at the end of each program year to develop the AEFLA reporting and performance accountability technical assistance timeline for the subsequent program year. The WTCS also participates in national trainings supported by the US Department of Education to inform technical assistance strategy. AEFLA reporting and performance accountability technical assistance is provided monthly from November to July and occurs on the fourth Monday of the month unless specified otherwise. A sample calendar for webinar technical assistance is provided below:

Webinar Month	Webinar Topic
November	Understanding Expected Levels of Performance and Monitoring AEFLA Accountability and Reporting
December	Understanding NRS Table 1, 2, 2A, and 3
January	Understanding NRS Table 4, 4A, 4B, and drill down reports
February	Understanding NRS Table 5, 9, 10, and 11
March	Monitoring Provider AEFLA Goals via Monthly Provider Monitoring Report
April	Diagnosing AEFLA Data Flow Challenges
May	Understanding AEFLA Data Quality Standards
June	Monitoring Provider AEFLA Goals via Monthly Provider Monitoring Report
July	Monitoring Provider AEFLA Goals via Monthly Provider Monitoring Report

AEFLA reporting and performance accountability technical assistance is also integrated into in-person WTCS System Called Meetings. Monthly monitoring of provider outcomes is coordinated by System Office staff to inform provider virtual monitoring within the program year. WTCS AEFLA providers are contacted by System Offices staff as necessary to understand deviations in AEFLA performance accountability and reporting. Informal technical assistance is also available and encouraged by contacting the WTCS System Office as needed.

Accessing and Understanding the WTCS National Reporting System Reports

To access the National Reporting System (NRS) Reports, staff must log into the WTCS Portal at <https://apps.wtcsystem.edu/wtcs-web/>. Once logged in, select the “National Reporting System” link on the left side of the page. Staff should then select the NRS report they would like to run via the list of available reports. Once the report has been selected, staff should select from the required prompts. These include “Report Year” and “District.” Staff should select the “Report Format” to run in either PDF or Excel, and then select the “Generate Report” button. If you are having difficulties logging into the WTCS Portal, please send an email to support@wtcsystem.edu. If you have questions about NRS Table report contents, please review the documentation on the following pages and/or contact Ben Konruff at ben.konruff@wtcsystem.edu as needed.

Current User: Konruff, Ben **Wisconsin Technical College System** **Session Ending In: 29 Minutes**
WTCS Portal

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Adult Education and Family Literacy ⓘ
National Reporting System Reports

Report Year: 2020 ▾
District: --All Districts ▾
Report Format: PDF
 Excel

Descriptive and Participation Measures:

- Table 1 - Participants by Entering Educational Functioning Level, Ethnicity, and Sex
- Table 2 - Participants by Age, Ethnicity, and Sex
- Table 2A - Reportable Individuals by Age, Ethnicity, and Sex
- Table 3 - Participants by Program Type and Age
- Table 4 - Educational Gains and Attendance by Educational Functioning Level
- Table 4A - Educational Functioning Level Gain
- Table 4B - Educational Gains and Attendance for Pre- and Posttested Participants
- Table 6 - Participant Status and Program Enrollment
- Drilldown Report (*Excel Only*)
- Drilldown Report (*Excel Only*)

Follow-up Outcome Measures:

- Table 5 - Core Follow-up Outcome Achievement
- Table 9 - Outcome Achievement for Participants in Integrated English Literacy and Civics Education
- Table 10 - Outcomes for Adults in Correctional Education Programs
- Table 11 - Outcome Achievement for Participants in Integrated Education and Training(IET) Programs

Generate Report

Table 1 – Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Entering Educational Functioning Level (EFL) (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)
ABE Beginning Literacy	1	1	4	10	35	23	17	10	1	0	35	30	2	4	173
ABE Beginning Basic Education	17	15	30	50	243	218	149	146	1	2	252	193	9	14	1,339
ABE Intermediate Low	28	41	67	50	295	368	173	228	0	4	446	498	15	27	2,240
ABE Intermediate High	34	48	57	65	211	250	152	214	1	2	670	809	29	48	2,590
ASE Low	9	20	17	20	55	51	66	62	1	0	396	444	15	25	1,181
ASE High	10	12	14	8	29	14	39	28	2	0	333	344	8	13	854
ESL Beginning Literacy	0	2	141	245	50	67	352	449	0	0	41	50	0	6	1,403
ESL Low Beginning	0	1	62	119	15	21	220	394	0	0	15	39	0	1	887
ESL High Beginning	0	1	48	105	18	24	228	428	0	0	11	61	0	1	925
ESL Intermediate Low	0	2	28	73	13	7	145	254	0	0	16	35	0	1	574
ESL Intermediate High	0	0	17	40	4	8	80	129	0	0	7	33	2	2	322
ESL Advanced	0	0	5	6	1	1	21	28	0	0	2	9	0	0	73
Total	99	143	490	791	969	1,052	1,642	2,370	6	8	2,224	2,545	80	142	12,561

Table Overview:

Table 1 provides the **unduplicated** count of participants by educational functioning level, race/ethnicity, and gender.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Known name, sex, race/ethnicity, and date of birth (must be 18 or older)
- Completed at least one WTCS approved pre-test

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations

**Participants are reported in the lowest tested Entering Educational Functioning Level at entry.*

Table 2 – Participants by Age, Ethnicity, and Sex

Age Group (A)	Indian or		Asian		American		Latino		or Other Pacific		White		races		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)
18	10	10	24	25	71	57	61	78	1	2	296	297	13	18	963
19 - 24	33	39	102	140	268	218	326	272	2	4	673	726	32	57	2,892
25 - 44	36	63	237	366	397	458	796	1,090	2	2	857	1,031	23	46	5,404
45 - 54	9	12	32	93	59	90	109	267	0	0	174	261	6	6	1,118
55 - 59	3	1	14	18	24	31	24	41	0	0	57	68	1	0	282
60 - 110	0	3	12	23	18	20	27	43	1	0	36	65	1	3	252
Total	91	128	421	665	837	874	1,343	1,791	6	8	2,093	2,448	76	130	10,911

Table Overview:

Table 2 provides the **unduplicated** count of participants by age, race/ethnicity, and gender.

Use: Table 2 provides information on the way participants are distributed according to demographic characteristics.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Completed at least one WTCS approved pre-test

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations

Table 3 – Participants by Program Type and Age

Program Type (A)	18 (B)	19 - 24 (C)	25 - 44 (D)	45 - 54 (E)	55 - 59 (F)	60 and Older (G)	Total (H)
Adult Basic Education**	657	1,796	2,640	524	138	98	5,853
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education***	253	629	809	134	39	33	1,897
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition****	53	467	1,955	460	105	121	3,161
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec.243)*****	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	963	2,892	5,404	1,118	282	252	10,911

Table Overview:

Table 3 provides the **unduplicated** count of participants by program type, including integrated education and training, and age.

Use: Table 3 provides information on participant age distribution across program type and the number of students in integrated education and training within each program type.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Completed at least one WTCS approved pre-test

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations

**Participants are reported in the lowest tested Educational Functioning Level at entry.*

- **“Adult Basic Education” reports participants in ABE levels 1-4**
 - “Adult Basic Education Integrated Education and Training Program” reports participants in ABE levels 1-4 with a S4 Services Provided Through Grant Activity Code of 35 or 36
- **“Adult Secondary Education” reports participants in ABE levels 5-6**
 - “Adult Secondary Education Integrated Education and Training Program” reports participants in ABE levels 5-6 with a S4 Services Provided Through Grant Activity Code of 35 or 36
- **“English Language Acquisition” reports participants in ELL levels 1-6 who did not participate in “Integrated English Literacy and Civic Education” (grant service codes 34 and 38)**
 - “English Language Acquisition Integrated Education and Training Program” reports participants in ELL levels 1-6 with a S4 Services Provided Through Grant Activity Code of 37
- **“Integrated English Literacy and Civics Education” reports participants in ELL levels 1-6 who were reported in Integrated English Literacy and Civics Education via the S4 Services Provided Through Grant Activity Code 34 or 38**
 - “Integrated English Literacy and Civics Education Integrated Education and Training Programs” reports participants in ELL levels 1-6 with a S4 Services Provided Through Grant Activity Code of 38

Table 4 - Measurable Skill Gains by Entry Level

Column B – Total Number Enrolled

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)	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 Participation with Measurable Skill Gains (K)
ABE Beginning Literacy	151	14,320	89	2	47	13	60.3%	157	97	61.8%
ABE Beginning Basic	1,213	117,694	566	7	553	87	47.2%	1,239	590	47.6%
ABE Intermediate Low	2,079	187,068	1,081	62	804	132	55.0%	2,128	1,171	55.0%
ABE Intermediate High	2,410	164,661	1,206	119	896	189	55.0%	2,455	1,350	55.0%
ASE Low	1,120	61,444	616	64	376	64	60.7%	1,142	690	60.4%
ASE High	777	37,365	377	74	275	51	58.0%	790	454	57.5%
ABE/ASE Total	7,750	582,552	3,935	328	2,951	536	55.0%	7,911	4,352	55.0%
ESL Beginning Literacy	1,154	129,065	519	1	541	93	45.1%	1,413	661	46.8%
ESL Low Beginning	555	68,171	320	1	187	47	57.8%	671	399	59.5%
ESL High Beginning	662	74,353	356	0	262	44	53.8%	781	437	56.0%
ESL Intermediate Low	465	50,860	259	2	176	28	56.1%	557	325	58.3%
ESL Intermediate High	269	28,569	130	0	122	17	48.3%	307	155	50.5%
ESL Advanced	56	4,741	15	2	37	2	30.4%	71	23	32.4%
ESL Total	3,161	355,759	1,599	6	1,325	231	50.8%	3,800	2,000	52.6%
Total	10,911	938,311	5,534	334	4,276	767	53.8%	11,711	6,352	54.2%

Table Overview:

Table 4 Column B provides the **unduplicated** count of participants enrolled by Educational Functioning Level.

Use: Table 4 Column B provides information on the way participants are distributed across Educational Functioning Levels at entry.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Completed at least one WTCS approved pre-test

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations

** Participants are reported in the lowest tested Educational Functioning Level at entry.*

Table 4 - Measurable Skill Gains by Entry Level

Column C – Total Attendance Hours

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)	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 Participation with Measurable Skill Gains (K)
ABE Beginning Literacy	151	14,320	89	2	47	13	60.3%	157	97	61.8%
ABE Beginning Basic	1,213	117,694	566	7	553	87	47.2%	1,239	590	47.6%
ABE Intermediate Low	2,079	187,068	1,081	62	804	132	55.0%	2,128	1,171	55.0%
ABE Intermediate High	2,410	164,661	1,206	119	896	189	55.0%	2,455	1,350	55.0%
ASE Low	1,120	61,444	616	64	376	64	60.7%	1,142	690	60.4%
ASE High	777	37,365	377	74	275	51	58.0%	790	454	57.5%
ABE/ASE Total	7,750	582,552	3,935	328	2,951	536	55.0%	7,911	4,352	55.0%
ESL Beginning Literacy	1,154	129,065	519	1	541	93	45.1%	1,413	661	46.8%
ESL Low Beginning	555	68,171	320	1	187	47	57.8%	671	399	59.5%
ESL High Beginning	662	74,353	356	0	262	44	53.8%	781	437	56.0%
ESL Intermediate Low	465	50,860	259	2	176	28	56.1%	557	325	58.3%
ESL Intermediate High	269	28,569	130	0	122	17	48.3%	307	155	50.5%
ESL Advanced	56	4,741	15	2	37	2	30.4%	71	23	32.4%
ESL Total	3,161	355,759	1,599	6	1,325	231	50.8%	3,800	2,000	52.6%
Total	10,911	938,311	5,534	334	4,276	767	53.8%	11,711	6,352	54.2%

Table Overview:

Table 4 Column C provides the **total** attendance hours among participants by Educational Functioning Level.

Use: Table 4 Column C provides the total number of attendance hours and how they are distributed across Educational Functioning Levels at entry.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Completed at least one WTCS approved pre-test

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations

** Attendance Hours can be accumulated across multiple periods of participation in different Educational Functioning Levels. The sum of all Attendance Hours will always be reported in the lowest tested Educational Functioning Level at entry.*

Table 4 - Measurable Skill Gains by Entry Level

Column D – Number Who Achieved at Least One Educational Functioning Level Gain

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)	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 Participation with Measurable Skill Gains (K)
ABE Beginning Literacy	151	14,320	89	2	47	13	60.3%	157	97	61.8%
ABE Beginning Basic	1,213	117,694	566	7	553	87	47.2%	1,239	590	47.6%
ABE Intermediate Low	2,079	187,068	1,081	62	804	132	55.0%	2,128	1,171	55.0%
ABE Intermediate High	2,410	164,661	1,206	119	896	189	55.0%	2,455	1,350	55.0%
ASE Low	1,120	61,444	616	64	376	64	60.7%	1,142	690	60.4%
ASE High	777	37,365	377	74	275	51	58.0%	790	454	57.5%
ABE/ASE Total	7,750	582,552	3,935	328	2,951	536	55.0%	7,911	4,352	55.0%
ESL Beginning Literacy	1,154	129,065	519	1	541	93	45.1%	1,413	661	46.8%
ESL Low Beginning	555	68,171	320	1	187	47	57.8%	671	399	59.5%
ESL High Beginning	662	74,353	356	0	262	44	53.8%	781	437	56.0%
ESL Intermediate Low	465	50,860	259	2	176	28	56.1%	557	325	58.3%
ESL Intermediate High	269	28,569	130	0	122	17	48.3%	307	155	50.5%
ESL Advanced	56	4,741	15	2	37	2	30.4%	71	23	32.4%
ESL Total	3,161	355,759	1,599	6	1,325	231	50.8%	3,800	2,000	52.6%
Total	10,911	938,311	5,534	334	4,276	767	53.8%	11,711	6,352	54.2%

Table Overview:

Table 4 Column D provides the **unduplicated** count of participants who made at least one Educational Functioning Level Gain by Educational Functioning Level.

Use: Table 4 Column D provides the **unduplicated** count of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: **1)** by comparing a participant’s initial EFL as measured by a pre-test with the participant’s EFL as measured by a participant’s post-test; or **2)** for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or **3)** States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year after exit.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Completed at least one WTCS approved pre-test
- Completed a pre-/post-test for option 1
- Exited the program for option 3

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations & National Student Clearinghouse Data

** Participants are reported in the lowest tested Educational Functioning Level at entry.*

** If a participant achieved both an EFL Gain and a secondary school diploma or its equivalent, then only the most recent achievement in the program year should be counted and applied to either column D or E.*

** Results are reported for a participant’s first period of participation in the fiscal year.*

Table 4 - Measurable Skill Gains by Entry Level

Column E – Number Who Attained a Secondary School Diploma or its Equivalent

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)	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 Participation with Measurable Skill Gains (K)
ABE Beginning Literacy	151	14,320	89	2	47	13	60.3%	157	97	61.8%
ABE Beginning Basic	1,213	117,694	566	7	553	87	47.2%	1,239	590	47.6%
ABE Intermediate Low	2,079	187,068	1,081	62	804	132	55.0%	2,128	1,171	55.0%
ABE Intermediate High	2,410	164,661	1,206	119	896	189	55.0%	2,455	1,350	55.0%
ASE Low	1,120	61,444	616	64	376	64	60.7%	1,142	690	60.4%
ASE High	777	37,365	377	74	275	51	58.0%	790	454	57.5%
ABE/ASE Total	7,750	582,552	3,935	328	2,951	536	55.0%	7,911	4,352	55.0%
ESL Beginning Literacy	1,154	129,065	519	1	541	93	45.1%	1,413	661	46.8%
ESL Low Beginning	555	68,171	320	1	187	47	57.8%	671	399	59.5%
ESL High Beginning	662	74,353	356	0	262	44	53.8%	781	437	56.0%
ESL Intermediate Low	465	50,860	259	2	176	28	56.1%	557	325	58.3%
ESL Intermediate High	269	28,569	130	0	122	17	48.3%	307	155	50.5%
ESL Advanced	56	4,741	15	2	37	2	30.4%	71	23	32.4%
ESL Total	3,161	355,759	1,599	6	1,325	231	50.8%	3,800	2,000	52.6%
Total	10,911	938,311	5,534	334	4,276	767	53.8%	11,711	6,352	54.2%

Table Overview:

Table 4 Column E provides the **unduplicated** count of participants by Educational Functioning Level who attained a secondary school diploma or is equivalent.

Use: Table 4 Column E provides the **unduplicated** count of participants who attained a secondary school diploma or is equivalent and how they are distributed across Educational Functioning Levels at entry.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Completed at least one WTCS approved pre-test

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations & Department of Public Instruction High School Diploma/HSED/GED Data

** Participants are reported in the lowest tested Educational Functioning Level at entry.*

** DPI match or Client Reporting training out comes '07', '08', '09'*

** If a participant achieved both an EFL Gain and a secondary school diploma or its equivalent, then the participant will be counted under the Measurable Skill Gain only.*

Table 4 - Measurable Skill Gains by Entry Level

Column F – Number Separated Before Achieving Measurable Skill Gain

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)	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 Participation with Measurable Skill Gains (K)
ABE Beginning Literacy	151	14,320	89	2	47	13	60.3%	157	97	61.8%
ABE Beginning Basic	1,213	117,694	566	7	553	87	47.2%	1,239	590	47.6%
ABE Intermediate Low	2,079	187,068	1,081	62	804	132	55.0%	2,128	1,171	55.0%
ABE Intermediate High	2,410	164,661	1,206	119	896	189	55.0%	2,455	1,350	55.0%
ASE Low	1,120	61,444	616	64	376	64	60.7%	1,142	690	60.4%
ASE High	777	37,365	377	74	275	51	58.0%	790	454	57.5%
ABE/ASE Total	7,750	582,552	3,935	328	2,951	536	55.0%	7,911	4,352	55.0%
ESL Beginning Literacy	1,154	129,065	519	1	541	93	45.1%	1,413	661	46.8%
ESL Low Beginning	555	68,171	320	1	187	47	57.8%	671	399	59.5%
ESL High Beginning	662	74,353	356	0	262	44	53.8%	781	437	56.0%
ESL Intermediate Low	465	50,860	259	2	176	28	56.1%	557	325	58.3%
ESL Intermediate High	269	28,569	130	0	122	17	48.3%	307	155	50.5%
ESL Advanced	56	4,741	15	2	37	2	30.4%	71	23	32.4%
ESL Total	3,161	355,759	1,599	6	1,325	231	50.8%	3,800	2,000	52.6%
Total	10,911	938,311	5,534	334	4,276	767	53.8%	11,711	6,352	54.2%

Table Overview:

Table 4 Column F provides the **unduplicated** count of participants by Educational Functioning Level who exited the program and did not achieve a measurable skill gain.

Use: Table 4 Column F provides the **unduplicated** count of participants who exited the program and did not achieve a measurable skill gain, and how they are distributed across Educational Functioning Levels at entry.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Completed at least one WTCS approved pre-test
- Exited the program

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations, National Student Clearinghouse Data, & Department of Public Instruction High School Diploma/HSED/GED Data

** Participants are reported in the lowest tested Educational Functioning Level at entry.*

Table 4 - Measurable Skill Gains by Entry Level

Column G – Number Remaining in Program without Measurable Skill Gains

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)	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 Participation with Measurable Skill Gains (K)
ABE Beginning Literacy	151	14,320	89	2	47	13	60.3%	157	97	61.8%
ABE Beginning Basic	1,213	117,694	566	7	553	87	47.2%	1,239	590	47.6%
ABE Intermediate Low	2,079	187,068	1,081	62	804	132	55.0%	2,128	1,171	55.0%
ABE Intermediate High	2,410	164,661	1,206	119	896	189	55.0%	2,455	1,350	55.0%
ASE Low	1,120	61,444	616	64	376	64	60.7%	1,142	690	60.4%
ASE High	777	37,365	377	74	275	51	58.0%	790	454	57.5%
ABE/ASE Total	7,750	582,552	3,935	328	2,951	536	55.0%	7,911	4,352	55.0%
ESL Beginning Literacy	1,154	129,065	519	1	541	93	45.1%	1,413	661	46.8%
ESL Low Beginning	555	68,171	320	1	187	47	57.8%	671	399	59.5%
ESL High Beginning	662	74,353	356	0	262	44	53.8%	781	437	56.0%
ESL Intermediate Low	465	50,860	259	2	176	28	56.1%	557	325	58.3%
ESL Intermediate High	269	28,569	130	0	122	17	48.3%	307	155	50.5%
ESL Advanced	56	4,741	15	2	37	2	30.4%	71	23	32.4%
ESL Total	3,161	355,759	1,599	6	1,325	231	50.8%	3,800	2,000	52.6%
Total	10,911	938,311	5,534	334	4,276	767	53.8%	11,711	6,352	54.2%

Table Overview:

Table 4 Column G provides the **unduplicated** count of participants by Educational Functioning Level who have not exited the program and did not achieve a measurable skill gain.

Use: Table 4 Column G provides the **unduplicated** count of participants who did not exit the program and did not achieve a measurable skill gain, and how they are distributed across Educational Functioning Levels at entry.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Completed at least one WTCS approved pre-test
- Did not exit the grant

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations & Department of Public Instruction High School Diploma/HSED/GED Data

** Participants are reported in the lowest tested Educational Functioning Level at entry.*

** Entered post-secondary measurable skill gains does not apply because the participants in column G did not exit the program.*

Table 4 - Measurable Skill Gains by Entry Level
Column H – Percentage Achieving Measurable Skill Gains

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)	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 Participation with Measurable Skill Gains (K)
ABE Beginning Literacy	151	14,320	89	2	47	13	60.3%	157	97	61.8%
ABE Beginning Basic	1,213	117,694	566	7	553	87	47.2%	1,239	590	47.6%
ABE Intermediate Low	2,079	187,068	1,081	62	804	132	55.0%	2,128	1,171	55.0%
ABE Intermediate High	2,410	164,661	1,206	119	896	189	55.0%	2,455	1,350	55.0%
ASE Low	1,120	61,444	616	64	376	64	60.7%	1,142	690	60.4%
ASE High	777	37,365	377	74	275	51	58.0%	790	454	57.5%
ABE/ASE Total	7,750	582,552	3,935	328	2,951	536	55.0%	7,911	4,352	55.0%
ESL Beginning Literacy	1,154	129,065	519	1	541	93	45.1%	1,413	661	46.8%
ESL Low Beginning	555	68,171	320	1	187	47	57.8%	671	399	59.5%
ESL High Beginning	662	74,353	356	0	262	44	53.8%	781	437	56.0%
ESL Intermediate Low	465	50,860	259	2	176	28	56.1%	557	325	58.3%
ESL Intermediate High	269	28,569	130	0	122	17	48.3%	307	155	50.5%
ESL Advanced	56	4,741	15	2	37	2	30.4%	71	23	32.4%
ESL Total	3,161	355,759	1,599	6	1,325	231	50.8%	3,800	2,000	52.6%
Total	10,911	938,311	5,534	334	4,276	767	53.8%	11,711	6,352	54.2%

Table Overview:

Table 4 Column H provides the percentage of the **unduplicated** count of participants by Educational Functioning Level who achieved a measurable skill gain i.e. ((Column D + Column E) / Column B)

Use: Table 4 Column H provides the percentage of the **unduplicated** count of participants who achieved a measurable skill gain, and how they are distributed across Educational Functioning Levels at entry.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- ((Column D + Column E) / Column B)

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations, National Student Clearinghouse Data, & Department of Public Instruction High School Diploma/HSED/GED Data

Table 4 - Measurable Skill Gains by Entry Level
Column I – Total Number of Periods of Participation

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)	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 Participation with Measurable Skill Gains (K)
ABE Beginning Literacy	151	14,320	89	2	47	13	60.3%	157	97	61.8%
ABE Beginning Basic	1,213	117,694	566	7	553	87	47.2%	1,239	590	47.6%
ABE Intermediate Low	2,079	187,068	1,081	62	804	132	55.0%	2,128	1,171	55.0%
ABE Intermediate High	2,410	164,661	1,206	119	896	189	55.0%	2,455	1,350	55.0%
ASE Low	1,120	61,444	616	64	376	64	60.7%	1,142	690	60.4%
ASE High	777	37,365	377	74	275	51	58.0%	790	454	57.5%
ABE/ASE Total	7,750	582,552	3,935	328	2,951	536	55.0%	7,911	4,352	55.0%
ESL Beginning Literacy	1,154	129,065	519	1	541	93	45.1%	1,413	661	46.8%
ESL Low Beginning	555	68,171	320	1	187	47	57.8%	671	399	59.5%
ESL High Beginning	662	74,353	356	0	262	44	53.8%	781	437	56.0%
ESL Intermediate Low	465	50,860	259	2	176	28	56.1%	557	325	58.3%
ESL Intermediate High	269	28,569	130	0	122	17	48.3%	307	155	50.5%
ESL Advanced	56	4,741	15	2	37	2	30.4%	71	23	32.4%
ESL Total	3,161	355,759	1,599	6	1,325	231	50.8%	3,800	2,000	52.6%
Total	10,911	938,311	5,534	334	4,276	767	53.8%	11,711	6,352	54.2%

Table Overview:

Table 4 Column I provides the **total** number of periods of participation for each participant by Educational Functioning Level. A participant may have more than one period of participation.

Use: Table 4 Column I provides the **total** number of periods of participation and how they are distributed across Educational Functioning Levels at entry.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service in each period of participation
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Exit the program for each period of participation (reference periods of participation requirements) – incomplete periods of participation should also be included (i.e., those who have not exited but made a gain)
- Completed at least one pre-test in the initial period of participation, and either carry over the first period of participation pre-test or post-test if administered or complete a new pre-test in the subsequent period of participation

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations

** Participants are reported in the lowest tested Educational Functioning Level at entry in each period of participation.*

Table 4 - Measurable Skill Gains by Entry Level

Column J – Total Number of Periods of Participation with Measurable Skill Gains

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)	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 Participation with Measurable Skill Gains (K)
ABE Beginning Literacy	151	14,320	89	2	47	13	60.3%	157	97	61.8%
ABE Beginning Basic	1,213	117,694	566	7	553	87	47.2%	1,239	590	47.6%
ABE Intermediate Low	2,079	187,068	1,081	62	804	132	55.0%	2,128	1,171	55.0%
ABE Intermediate High	2,410	164,661	1,206	119	896	189	55.0%	2,455	1,350	55.0%
ASE Low	1,120	61,444	616	64	376	64	60.7%	1,142	690	60.4%
ASE High	777	37,365	377	74	275	51	58.0%	790	454	57.5%
ABE/ASE Total	7,750	582,552	3,935	328	2,951	536	55.0%	7,911	4,352	55.0%
ESL Beginning Literacy	1,154	129,065	519	1	541	93	45.1%	1,413	661	46.8%
ESL Low Beginning	555	68,171	320	1	187	47	57.8%	671	399	59.5%
ESL High Beginning	662	74,353	356	0	262	44	53.8%	781	437	56.0%
ESL Intermediate Low	465	50,860	259	2	176	28	56.1%	557	325	58.3%
ESL Intermediate High	269	28,569	130	0	122	17	48.3%	307	155	50.5%
ESL Advanced	56	4,741	15	2	37	2	30.4%	71	23	32.4%
ESL Total	3,161	355,759	1,599	6	1,325	231	50.8%	3,800	2,000	52.6%
Total	10,911	938,311	5,534	334	4,276	767	53.8%	11,711	6,352	54.2%

Table Overview:

Table 4 Column J provides the **number** of periods of participation by Educational Functioning Level with a Measurable Skill Gain defined as an Educational Functioning Level Gain and/or attaining a secondary school diploma or its equivalent. A participant may have more than one period of participation.

Use: Table 4 Column J provides the **number** of periods of participation with a Measurable Skill Gain through Educational Functioning Level gains as measured in one of three ways: **1)** by comparing a participant’s initial EFL as measured by a pre-test with the participant’s EFL as measured by a participant’s post-test; or **2)** for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or **3)** States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year after exit **and/or** through attaining a secondary school diploma or its equivalent

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service in each period of participation
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Exit the program for each period of participation (reference periods of participation requirements) – incomplete periods of participation should also be included (i.e., those who have not exited but made a gain)
- Completed at least one pre-test in the initial period of participation, and either carry over the first period of participation pre-test or post-test if administered or complete a new pre-test in the subsequent period of participation
- Completed a pre-/post-test for option 1 of the Educational Functioning Level gain
- Exited the program for option 3 of the Educational Functioning Level gain

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations, National Student Clearinghouse Data, & Department of Public Instruction High School Diploma/HSED/GED Data

** Participants are reported in the lowest tested Educational Functioning Level at entry in each period of participation.*

** Only one Measurable Skill Gains can be counted for each period of participation.*

Table 4 - Measurable Skill Gains by Entry Level

Column K – Percentage of Periods of Participation with Measurable Skill Gains

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)	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 Participation with Measurable Skill Gains (K)
ABE Beginning Literacy	151	14,320	89	2	47	13	60.3%	157	97	61.8%
ABE Beginning Basic	1,213	117,694	566	7	553	87	47.2%	1,239	590	47.6%
ABE Intermediate Low	2,079	187,068	1,081	62	804	132	55.0%	2,128	1,171	55.0%
ABE Intermediate High	2,410	164,661	1,206	119	896	189	55.0%	2,455	1,350	55.0%
ASE Low	1,120	61,444	616	64	376	64	60.7%	1,142	690	60.4%
ASE High	777	37,365	377	74	275	51	58.0%	790	454	57.5%
ABE/ASE Total	7,750	582,552	3,935	328	2,951	536	55.0%	7,911	4,352	55.0%
ESL Beginning Literacy	1,154	129,065	519	1	541	93	45.1%	1,413	661	46.8%
ESL Low Beginning	555	68,171	320	1	187	47	57.8%	671	399	59.5%
ESL High Beginning	662	74,353	356	0	262	44	53.8%	781	437	56.0%
ESL Intermediate Low	465	50,860	259	2	176	28	56.1%	557	325	58.3%
ESL Intermediate High	269	28,569	130	0	122	17	48.3%	307	155	50.5%
ESL Advanced	56	4,741	15	2	37	2	30.4%	71	23	32.4%
ESL Total	3,161	355,759	1,599	6	1,325	231	50.8%	3,800	2,000	52.6%
Total	10,911	938,311	5,534	334	4,276	767	53.8%	11,711	6,352	54.2%

Table Overview:

Table 4 Column K provides the percentage of the **periods of participation** with a Measurable Skill Gain by Educational Functioning Level (i.e., [Column J / Column I])

Use: Table 4 Column K provides the percentage of the **periods of participation** with a Measurable Skill Gain, and how they are distributed across Educational Functioning Levels at entry.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- (Column J / Column I)

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations, National Student Clearinghouse Data, & Department of Public Instruction High School Diploma/HSED/GED Data

Table 4b - Educational Functioning Level Gain & Attendance for Pre- and Post-tested Participants

Column B – Total Number Enrolled

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL gain (D)	Number Separated Before Achieving	Number Remaining Within Level	Percentage Achieving EFL Gain
ABE Beginning Literacy	91	11,395	85	6	0	93.4%
ABE Beginning Basic Education	687	95,067	500	176	11	72.8%
ABE Intermediate Low	1,241	150,735	918	305	18	74.0%
ABE Intermediate High	1,410	126,655	940	440	30	66.7%
ASE Low	711	47,694	504	201	6	70.9%
ASE High	336	18,198	275	59	2	81.8%
ABE/ASE Total	4,476	449,744	3,222	1,187	67	72.0%
ESL Beginning Literacy	780	111,363	513	237	30	65.8%
ESL Low Beginning	391	58,562	316	67	8	80.8%
ESL High Beginning	448	62,214	352	84	12	78.6%
ESL Intermediate Low	337	44,420	246	75	16	73.0%
ESL Intermediate High	184	24,244	121	53	10	65.8%
ESL Advanced	30	3,439	10	19	1	33.3%
ESL Total	2,170	304,242	1,558	535	77	71.8%
Total	6,646	753,986	4,780	1,722	144	71.9%

Table Overview:

Table 4b Column B provides the **unduplicated** count of participants enrolled by Educational Functioning Level who have pre- and post-tested.

Use: Table 4b Column B provides information on the way participants who pre- and post-tested are distributed across Educational Functioning Levels at entry.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Must have a WTCS approved pre- and post-test

Data Source:

Data Source: WTCS Client Reporting or the WTCS Portal for Community Based Organizations

** Participants are reported in the lowest tested Educational Functioning Level at entry.*

** Column B = (Column D + Column E + Column F)*

Table 4b - Educational Functioning Level Gain & Attendance for Pre- and Post-tested Participants

Column C – Total Attendance Hours

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL gain (D)	Number Separated Before Achieving	Number Remaining Within Level	Percentage Achieving EFL Gain
ABE Beginning Literacy	91	11,395	85	6	0	93.4%
ABE Beginning Basic Education	687	95,067	500	176	11	72.8%
ABE Intermediate Low	1,241	150,735	918	305	18	74.0%
ABE Intermediate High	1,410	126,655	940	440	30	66.7%
ASE Low	711	47,694	504	201	6	70.9%
ASE High	336	18,198	275	59	2	81.8%
ABE/ASE Total	4,476	449,744	3,222	1,187	67	72.0%
ESL Beginning Literacy	780	111,363	513	237	30	65.8%
ESL Low Beginning	391	58,562	316	67	8	80.8%
ESL High Beginning	448	62,214	352	84	12	78.6%
ESL Intermediate Low	337	44,420	246	75	16	73.0%
ESL Intermediate High	184	24,244	121	53	10	65.8%
ESL Advanced	30	3,439	10	19	1	33.3%
ESL Total	2,170	304,242	1,558	535	77	71.8%
Total	6,646	753,986	4,780	1,722	144	71.9%

Table Overview:

Table 4b Column C provides the **total** attendance hours among participants by Educational Functioning Level who have pre- and post-tested.

Use: Table 4b Column C provides the **total** number of attendance hours and how they are distributed across Educational Functioning Levels at entry among participants who have pre- and post-tested.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Must have a WTCS approved pre- and post-test

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations

** Attendance Hours can be accumulated across multiple periods of participation in different Educational Functioning Levels. The sum of all Attendance Hours will always be reported in the lowest tested Educational Functioning Level at entry. Pre- Post-test gains cannot be made in ASE High.*

Table 4b - Educational Functioning Level Gain & Attendance for Pre- and Post-tested Participants

Column D – Number with EFL Gain

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL gain (D)	Number Separated Before Achieving	Number Remaining Within Level	Percentage Achieving EFL Gain
ABE Beginning Literacy	91	11,395	85	6	0	93.4%
ABE Beginning Basic Education	687	95,067	500	176	11	72.8%
ABE Intermediate Low	1,241	150,735	918	305	18	74.0%
ABE Intermediate High	1,410	126,655	940	440	30	66.7%
ASE Low	711	47,694	504	201	6	70.9%
ASE High	336	18,198	275	59	2	81.8%
ABE/ASE Total	4,476	449,744	3,222	1,187	67	72.0%
ESL Beginning Literacy	780	111,363	513	237	30	65.8%
ESL Low Beginning	391	58,562	316	67	8	80.8%
ESL High Beginning	448	62,214	352	84	12	78.6%
ESL Intermediate Low	337	44,420	246	75	16	73.0%
ESL Intermediate High	184	24,244	121	53	10	65.8%
ESL Advanced	30	3,439	10	19	1	33.3%
ESL Total	2,170	304,242	1,558	535	77	71.8%
Total	6,646	753,986	4,780	1,722	144	71.9%

Table Overview:

Table 4b Column D provides the **unduplicated** count of participants who made at least one Educational Functioning Level Gain by Educational Functioning Level.

Use: Table 4b Column D provides the **unduplicated** count of participants who completed one or more Educational Functioning Level gains by comparing a participant’s initial EFL as measured by a pre-test with the participant’s EFL as measured by a participant’s post-test.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Must have a WTCS approved pre- and post-test

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations

** Participants are reported in the lowest tested Educational Functioning Level at entry.*

Table 4b - Educational Functioning Level Gain & Attendance for Pre- and Post-tested Participants

Column E – Number Separated before Achieving EFL Gain

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL gain (D)	Number Separated Before Achieving	Number Remaining Within Level	Percentage Achieving EFL Gain
ABE Beginning Literacy	91	11,395	85	6	0	93.4%
ABE Beginning Basic Education	687	95,067	500	176	11	72.8%
ABE Intermediate Low	1,241	150,735	918	305	18	74.0%
ABE Intermediate High	1,410	126,655	940	440	30	66.7%
ASE Low	711	47,694	504	201	6	70.9%
ASE High	336	18,198	275	59	2	81.8%
ABE/ASE Total	4,476	449,744	3,222	1,187	67	72.0%
ESL Beginning Literacy	780	111,363	513	237	30	65.8%
ESL Low Beginning	391	58,562	316	67	8	80.8%
ESL High Beginning	448	62,214	352	84	12	78.6%
ESL Intermediate Low	337	44,420	246	75	16	73.0%
ESL Intermediate High	184	24,244	121	53	10	65.8%
ESL Advanced	30	3,439	10	19	1	33.3%
ESL Total	2,170	304,242	1,558	535	77	71.8%
Total	6,646	753,986	4,780	1,722	144	71.9%

Table Overview:

Table 4b Column E provides the **unduplicated** count of participants by Educational Functioning Level who exited before achieving at least one Educational Functioning Level Gain.

Use: Table 4b Column E provides the **unduplicated** count of participants who exited and did not achieve an Educational Functioning Level gain by comparing a participant’s initial EFL as measured by a pre-test with the participant’s EFL as measured by a participant’s post-test.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Must have a WTCS approved pre- and post-test
- Exited the program

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations

** Participants are reported in the lowest tested Educational Functioning Level at entry.*

Table 4b - Educational Functioning Level Gain & Attendance for Pre- and Post-tested Participants

Column F – Number Remaining within Level

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL gain (D)	Number Separated Before Achieving	Number Remaining Within Level	Percentage Achieving EFL Gain
ABE Beginning Literacy	91	11,395	85	6	0	93.4%
ABE Beginning Basic Education	687	95,067	500	176	11	72.8%
ABE Intermediate Low	1,241	150,735	918	305	18	74.0%
ABE Intermediate High	1,410	126,655	940	440	30	66.7%
ASE Low	711	47,694	504	201	6	70.9%
ASE High	336	18,198	275	59	2	81.8%
ABE/ASE Total	4,476	449,744	3,222	1,187	67	72.0%
ESL Beginning Literacy	780	111,363	513	237	30	65.8%
ESL Low Beginning	391	58,562	316	67	8	80.8%
ESL High Beginning	448	62,214	352	84	12	78.6%
ESL Intermediate Low	337	44,420	246	75	16	73.0%
ESL Intermediate High	184	24,244	121	53	10	65.8%
ESL Advanced	30	3,439	10	19	1	33.3%
ESL Total	2,170	304,242	1,558	535	77	71.8%
Total	6,646	753,986	4,780	1,722	144	71.9%

Table Overview:

Table 4b Column F provides the **unduplicated** count of participants by Educational Functioning Level who remain in the program (did not exit) and did not achieve a measurable skill gain.

Use: Table 4b Column F provides the **unduplicated** count of participants who remain in the program (did not exist) and did not achieve a measurable skill gain, and how they are distributed across Educational Functioning Levels at entry.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Name
- Gender
- Date of birth (must be 18 or older)
- Race/ethnicity
- Must be pre- and post-tested
- Did not exit the program
- Remain in the same Educational Functioning Level

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations

** Participants are reported in the lowest tested Educational Functioning Level at entry.*

Table 4b - Educational Functioning Level Gain & Attendance for Pre- and Post-tested Participants

Column G – Percentage Achieving EFL Gain

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL gain (D)	Number Separated Before Achieving	Number Remaining Within Level	Percentage Achieving EFL Gain
ABE Beginning Literacy	91	11,395	85	6	0	93.4%
ABE Beginning Basic Education	687	95,067	500	176	11	72.8%
ABE Intermediate Low	1,241	150,735	918	305	18	74.0%
ABE Intermediate High	1,410	126,655	940	440	30	66.7%
ASE Low	711	47,694	504	201	6	70.9%
ASE High	336	18,198	275	59	2	81.8%
ABE/ASE Total	4,476	449,744	3,222	1,187	67	72.0%
ESL Beginning Literacy	780	111,363	513	237	30	65.8%
ESL Low Beginning	391	58,562	316	67	8	80.8%
ESL High Beginning	448	62,214	352	84	12	78.6%
ESL Intermediate Low	337	44,420	246	75	16	73.0%
ESL Intermediate High	184	24,244	121	53	10	65.8%
ESL Advanced	30	3,439	10	19	1	33.3%
ESL Total	2,170	304,242	1,558	535	77	71.8%
Total	6,646	753,986	4,780	1,722	144	71.9%

Table Overview:

Table 4 Column G provides the percentage of the **unduplicated** count of participants by Educational Functioning Level who achieved an Educational Functioning Level gain (i.e., [Column D/ Column B])

Use: Table 4 Column G provides the percentage of the **unduplicated** count of participants who achieved an Educational Functioning Level gain, and how they are distributed across Educational Functioning Levels at entry.

Selection Requirements:

To populate on this table, the following must apply for each participant:

- (Column D/Column B)

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations

Table 5 – Core Follow-up Outcome Achievement
Median Earnings Second Quarter after Exit

Core Follow-up Outcome Measures (A)	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Periods of Participation		
				Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
Median Earnings Second Quarter after Exit	The total number of participants who exited during the program year and who were employed in the second quarter after program exit. If a participant has more than one period of participation, the first period is evaluated in column B and C.	The median earnings value of participants in Column B who are employment during the second quarter after exit from the program. If a participant has more than one wage record i.e. more than one job, the records will be totaled for the participant.	N/A	The total number of periods of participation for each participant identified in Column B.	The median earnings value for all of the periods of participation in Column E that have employment during the second quarter after exit from the program. If a participant has more than one wage record i.e. more than one job, the records will be totaled for the participant for each period of participation.	N/A

Table Overview:

Table 5 provides an assessment of four of the WIOA Performance Indicators among participants who have exited the program. These indicators include: Median Earnings Second Quarter after Exit, Employment Second Quarter after Exit, Employment Fourth Quarter after Exit, and the varying components of the Credential Attainment Rate indicator.

Selection Requirements:

To be assessed in the *Median Earnings Second Quarter after Exit* indicator, the following must apply for each participant in the program year:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Known name, sex, race/ethnicity, and date of birth (must be 18 or older)
- Exited the grant
- Excludes incarcerated individuals

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations & Department of Workforce Development UI Wage System

Cohort Timing Example:

When running Table 5 for Fiscal Year 2017, *Median Earnings Second Quarter after Exit* data will populate for participants who exited between July 1, 2015 and June 30, 2016.

Table 5 – Core Follow-up Outcome Achievement
Employment Second Quarter after Exit

Core Follow-up Outcome Measures (A)	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Periods of Participation		
				Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
Employment Second Quarter after Exit	The total number of participants who exited during the program year. If a participant has more than one period of participation, the first period is evaluated in column B, C, and D.	The total number of participants in Column B who are employed during the second quarter after exit from the program.	(Column C / Column B)	The total number of periods of participation for each participant identified in Column B.	The total number of periods of participation in Column E with employment during the second quarter after exit from the program.	(Column F / Column E)

Table Overview:

Table 5 provides an assessment of four of the WIOA Performance Indicators among participants who have exited the program. These indicators include: Median Earnings Second Quarter after Exit, Employment Second Quarter after Exit, Employment Fourth Quarter after Exit, and the varying components of the Credential Attainment Rate indicator.

Selection Requirements:

To be assessed in the *Employment Second Quarter after Exit* indicator, the following must apply for each participant in the program year:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Known name, sex, race/ethnicity, and date of birth (must be 18 or older)
- Exited the grant
- Excludes incarcerated individuals

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations & Department of Workforce Development UI Wage System

Cohort Timing Example:

When running Table 5 for Fiscal Year 2017, *Employment Second Quarter after Exit* data will populate for participants who exited between July 1, 2015 and June 30, 2016.

Table 5 – Core Follow-up Outcome Achievement
Employment Fourth Quarter after Exit

Core Follow-up Outcome Measures (A)	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Periods of Participation		
				Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
Employment Fourth Quarter after Exit	The total number of participants who exited during the program year. If a participant has more than one period of participation, the first period is evaluated in column B, C, and D.	The total number of participants in Column B who are employed during the fourth quarter after exit from the program.	(Column C / Column B)	The total number of periods of participation for each participant identified in Column B.	The total number of periods of participation in Column E with employment during the fourth quarter after exit from the program.	(Column F / Column E)

Table Overview:

Table 5 provides an assessment of four of the WIOA Performance Indicators among participants who have exited the program. These indicators include: Median Earnings Second Quarter after Exit, Employment Second Quarter after Exit, Employment Fourth Quarter after Exit, and the varying components of the Credential Attainment Rate indicator.

Selection Requirements:

To be assessed in the *Employment Fourth Quarter after Exit* indicator, the following must apply for each participant in the program year:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Known name, sex, race/ethnicity, and date of birth (must be 18 or older)
- Exited the grant
- Excludes incarcerated individuals

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations & Department of Workforce Development UI Wage System

Cohort Timing Example:

When running Table 5 for Fiscal Year 2017, *Employment Fourth Quarter after Exit* data will populate for participants who exited between January 1, 2015 and December 31, 2015.

Table 5 – Core Follow-up Outcome Achievement

Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of Exit

Core Follow-up Outcome Measures (A)	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Periods of Participation		
				Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within One Year of Exit	The total number of participants who exited during the program year and are reported with a Services Provided Through Grant Activity Code of 21-Adult Secondary Education OR Training Outcome Code of 07-Obtained GED, 08-Obtained HSED, or 09-Obtained High School Diploma OR have a data match in the Department of Public Instruction GED/HSED/HS Degree System. If a participant has more than one period of participation, the first period is evaluated in column B, C, and D.	The total number of participants in Column B who enroll in postsecondary education within one year of exit from the program.	(Column C / Column B)	The total number of periods of participation for each participant identified in Column B. Each period of participation is assessed with the requirements identified in Column B.	The total number of periods of participation in Column E with enrollment in postsecondary education within one year of exit from the program.	(Column F / Column E)

Table Overview:

Table 5 provides an assessment of four of the WIOA Performance Indicators among participants who have exited the program. These indicators include: Median Earnings Second Quarter after Exit, Employment Second Quarter after Exit, Employment Fourth Quarter after Exit, and the varying components of the Credential Attainment Rate indicator.

Selection Requirements:

To be assessed in the ***Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within One Year of Exit*** indicator, the following must apply for each participant in the program year:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Known name, sex, race/ethnicity, and date of birth (must be 18 or older)
- Exited the grant
- Excludes incarcerated individuals

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations, DPI GED/HSED/HS Degree System, and National Student Clearinghouse.

Cohort Timing Example:

When running Table 5 for Fiscal Year 2017, ***Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within One Year of Exit*** data will populate for participants who exited between January 1, 2015 and December 31, 2015.

Table 5 – Core Follow-up Outcome Achievement

Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of Exit

Core Follow-up Outcome Measures (A)	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Periods of Participation		
				Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
Attained a Secondary School Diploma/Recognized Equivalent and Employed within One Year of Exit	The total number of participants who exited during the program year and are reported with a Services Provided Through Grant Activity Code of 21-Adult Secondary Education OR with a Training Outcome Code of 07-Obtained GED, 08-Obtained HSED, or 09-Obtained High School Diploma OR have a data match in the Department of Public Instruction GED/HSED/HS Degree System. If a participant has more than one period of participation, the first period is evaluated in column B, C, and D.	The total number of participants in Column B who are employed within one year of exit from the program.	(Column C / Column B)	The total number of periods of participation for each participant identified in Column B. Each period of participation is assessed with the requirements identified in Column B.	The total number of periods of participation in Column E with employment within one year of exit from the program.	(Column F / Column E)

Table Overview:

Table 5 provides an assessment of four of the WIOA Performance Indicators among participants who have exited the program. These indicators include: Median Earnings Second Quarter after Exit, Employment Second Quarter after Exit, Employment Fourth Quarter after Exit, and the varying components of the Credential Attainment Rate indicator.

Selection Requirements:

To be assessed in the ***Attained a Secondary School Diploma/Recognized Equivalent and Employed within One Year of Exit*** indicator, the following must apply for each participant in the program year:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
 - Completed at least 12 hours of service
 - Known name, sex, race/ethnicity, and date of birth (must be 18 or older)
 - Exited the grant
 - Excludes incarcerated individuals

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations, DPI GED/HSED/HS Degree System, and Department of Workforce Development UI Wage System.

Cohort Timing Example:

When running Table 5 for Fiscal Year 2017, ***Attained a Secondary School Diploma/Recognized Equivalent and Employment within One Year of Exit*** data will populate for participants who exited between January 1, 2015 and December 31, 2015.

Table 5 – Core Follow-up Outcome Achievement

Attained a Postsecondary Credential while Enrolled or within One Year of Exit

Core Follow-up Outcome Measures (A)	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Periods of Participation		
				Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
Attained a Postsecondary Credential while Enrolled or within One Year of Exit	The total number of participants who exited during the program year and are reported in Integrated Education and Training (IET) programs identified through Services Provided Through Grant Activity Codes 35-Adult Basic Education IET, 36-Adult Secondary Education IET, 37-English as a Second Language IET, or 38- Integrated English Literacy and Civics Education IET. If a participant has more than one period of participation, the first period is evaluated in column B, C, and D.	The total number of participants in Column B who attain a postsecondary credential during participation or within one year after exit from the program.	(Column C / Column B)	The total number of periods of participation for each participant identified in Column B. Each period of participation is assessed with the requirements identified in Column B.	The total number of periods of participation in Column E with attainment of a postsecondary credential during participation or within one year after exit from the program.	(Column F / Column E)

Table Overview:

Table 5 provides an assessment of four of the WIOA Performance Indicators among participants who have exited the program. These indicators include: Median Earnings Second Quarter after Exit, Employment Second Quarter after Exit, Employment Fourth Quarter after Exit, and the varying components of the Credential Attainment Rate indicator.

Selection Requirements:

To be assessed in the ***Attained a Postsecondary Credential while Enrolled or within One Year of Exit*** indicator, the following must apply for each participant in the program year:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
 - Completed at least 12 hours of service
 - Known name, sex, race/ethnicity, and date of birth (must be 18 or older)
 - Exited the grant

Data Source:

WTCS Client Reporting or the WTCS Portal for Community Based Organizations & National Student Clearinghouse System.

Cohort Timing Example:

When running Table 5 for Fiscal Year 2017, ***Attained a Secondary School Diploma/Recognized Equivalent and Employment within One Year of Exit*** data will populate for participants who exited between January 1, 2015 and December 31, 2015.

Table 6 – Participant Status and Program Enrollment

Selection Requirements:

To populate on this table, the following must apply for each participant:

- Reported in an AEFLA grant (appropriation 146 for colleges 149 CBOs)
- Completed at least 12 hours of service
- Known name, sex, race/ethnicity, and date of birth (must be 18 or older)
- Completed at least one WTCS approved pre-test

Participant Status at Program Entry (A)	Number (B)	
Employed	Work Status at Enrollment in (1-Fulltime, 2-Parttime, or 3-Underemployed)	
Employed, but Received Notice or Termination of Employment or Military Separation is pending	Work Status at Enrollment = 6-Dislocated Worker	
Unemployed	Work Status at Enrollment = 4-Unemployed, seeking	
Not in the Labor Force	Work Status at Enrollment = 5-Not in the labor market or 99-Client refused to provide	
TOTAL		
	US-Based Schooling Reported with any High School Attended except 99999994 – Public Foreign School	Non-US-Based Schooling Reported with High School Attended = 99999994 – Public Foreign School
Highest Degree or Level of School Completed *		
No schooling Highest Grade Completed at Enrollment = 00-No schooling		
Grades 1-5 Highest Grade Completed at Enrollment in (01-First Grade, 02-Second Grade, 03-Third Grade, 04-Fourth Grade, or 05-Fifth Grade) AND Highest Credential Received at Enrollment in (01-No Credential (no GED or higher), or 99-Unknown)		
Grades 6-8 Highest Grade Completed at Enrollment in (06-Sixth Grade, 07-Seventh Grade, or 08-Eighth Grade) AND Highest Credential Received at Enrollment in (01-No Credential (no GED or higher), or 99-Unknown)		
Grades 9-12 (no diploma) Highest Grade Completed at Enrollment in (09-Ninth Grade, 10-Tenth Grade, 11-Eleventh Grade, or 12-Twelfth Grade) AND Highest Credential Received at Enrollment in (01-No Credential (no GED or higher), or 99-Unknown)		

Table 6 – Participant Status and Program Enrollment Continued

Secondary School Diploma or alternate credential Highest Grade Completed at Enrollment is greater than or equal to 09-Ninth Grade AND Highest Credential Received at Enrollment in (03-HSED, or 04-High School Diploma)		
Secondary School Equivalent Highest Grade Completed at Enrollment is greater than or equal to 09-Ninth Grade AND Highest Credential Received at Enrollment = 02-GED		
Some Postsecondary education, no degree Highest Grade Completed at Enrollment is greater than or equal to 09-Ninth Grade AND Highest Credential Received at Enrollment = 05-Some College		
Postsecondary or professional degree Highest Grade Completed at Enrollment is greater than or equal to 09-Ninth Grade AND Highest Credential Received at Enrollment in (06-Short-Term Diploma, 07-1 Year Diploma, 08-2 Year Diploma, 09-Associate Degree, 10-Associate Degree Plus Additional Credential, 11-Baccalaureate, or 12-More than a Baccalaureate)		
Unknown Highest Grade Completed at Enrollment in (96-Above Twelfth Grade, 98-No equivalent grade level available, or 99-Unknown) AND Highest Credential Received at Enrollment in (01-No Credential (no GED or higher), or 99-Unknown)		
TOTAL (both US Based and Non-US Based)		
Program Type**		
In Family Literacy Program (N/A)		
In Workplace Adult Education and Literacy Activities *** (N/A)		
Institutional Programs (section 225)		
In Correctional Facility Incarcerated = 1-Yes AND Type of Facility in (01-State/Local Institution for Person with Disabilities, 06-State/Federal Prison, 15-County Jail, or 16-Detention Center)		
In Community Correctional Program Incarcerated = 1-Yes AND Type of Facility in (07-Hospital, or 17-Halfway House)		
In Other Institutional Setting Incarcerated = 1-Yes AND Type of Facility not in (01-State/Local Institution for Person with Disabilities, 06-State/Federal Prison, 07-Hospital, 15-County Jail, 16-Detention Center, or 17-Halfway House)		
TOTAL Institutional		

Table 10 – Outcomes for Adults in Correctional Education Programs

All participant counts on Table 10 include individuals reported as incarcerated i.e. Incarcerated = 1-Yes. Counts on the Measurable Skill Gain row follow the same logic as identified on Table 4 Measurable Skill Gains by Entry Level within this document. The remaining indicators follow the same logic as identified on Table 5 Core Follow-up Outcome Achievement within this document; however, only incarcerated participants will be included if their Incarceration Release Date is equal to their Grant Exit Date.

WTCS Data Quality and Data Validation Procedures in Support of Federal NRS Reporting

In support of WTCS AEFLA data quality, all WTCS AEFLA providers are expected to submit records that are in compliance with reporting format requirements and that contain valid codes and/or are compatible relational data between reported multiple data elements. Data quality error messages are built into the WTCS CBO Portal to ensure accurate data entry. AEFLA providers submitting data through the WTCS Client Reporting System are provided a series of auto-generated error reports for data quality cleansing before data resubmission. All AEFLA data must be error free by August 15 following the end of the program year on June 30. All data quality error reports are documented in the [WTCS Client Reporting Manual](#).

The WTCS also conducts data validation processes across a series of AEFLA data elements. These data elements are used when calculating the WIOA performance indicators. The WTCS leverages a series of federally approved data validation processes that include the management of electronic records submitted from providers via the WTCS Client Reporting System or the CBO Portal, and a series of data matches with organizations like the state K-12 Department of Public Instruction, the Department of Workforce Development, and the National Student Clearinghouse. A list of the data elements and data validation procedures for each data element are supplied in the below table.

Data Element Name	Data Source for Validation	Notes
Date of Program Entry	Electronic Records via WTCS Client Reporting or CBO Portal	The earliest date in the academic year that an individual reported in AEFLA either completed a WTCS approved test OR enrolled in an ABE course with a course aid code beginning with 7X
Date of Program Exit	Electronic Records via WTCS Client Reporting or CBO Portal	The most recent grant exit date in the academic year for individuals reported in AEFLA
Other Reasons for Exit	Electronic Records via WTCS Client Reporting or CBO Portal	Exclusions for WIOA performance indicator calculations per OCTAE guidance
Type of Training Service #1	Electronic Records via WTCS Client Reporting or CBO Portal	Derived from course aid code and services provided through grant activity
Type of Training Service #2	Electronic Records via WTCS Client Reporting or CBO Portal	Derived from course aid code and services provided through grant activity
Type of Training Service #3	Electronic Records via WTCS Client Reporting or CBO Portal	Derived from course aid code and services provided through grant activity
Participated in Postsecondary Education During Program Participation	Data Match with National Student Clearinghouse and WTCS Client Reporting	The National Student Clearinghouse System and the WTCS Client Reporting System is used to calculate Measurable Skill Gains via entering postsecondary in the program year after AEFLA program exit. The "Enrollment Begin Date" via the National Student Clearinghouse System and "Course Enrollment Date" via the Client Reporting System is compared to the AEFLA "Grant Exit Date" collected in the WTCS Client Reporting System and CBO Portal.
Enrolled in Secondary Education Program	Data Match with the Wisconsin K-12 Department of Public Instruction	The Wisconsin K-12 Department of Public Instruction provides the WTCS will a file of all residents participating in a secondary education program. This is matched with the data collected via the WTCS Client Reporting System and CBO Portal.

Data Element Name	Data Source for Validation	Notes
Date Enrolled in Post Exit Education or Training Program Leading to a Recognized Postsecondary Credential	Data Match with National Student Clearinghouse	The National Student Clearinghouse System is used to determine the date enrolled in a recognized postsecondary credential via the "Enrollment Begin Date." This is compared to the AEFLA "Grant Exit Date" collected in the WTCS Client Reporting System and CBO Portal.
Employed in 1st Quarter After Exit Quarter	Data Match with Wisconsin Department of Workforce Development UI Wage System	The quarter employment records are available for an AEFLA exiting participant is compared to the AEFLA "Grant Exit Date" collected in the WTCS Client Reporting System and CBO Portal.
Employed in 2nd Quarter After Exit Quarter	Data Match with Wisconsin Department of Workforce Development UI Wage System	The quarter employment records are available for an AEFLA exiting participant is compared to the AEFLA "Grant Exit Date" collected in the WTCS Client Reporting System and CBO Portal.
Employed in 3rd Quarter After Exit Quarter	Data Match with Wisconsin Department of Workforce Development UI Wage System	The quarter employment records are available for an AEFLA exiting participant is compared to the AEFLA "Grant Exit Date" collected in the WTCS Client Reporting System and CBO Portal.
Employed in 4th Quarter After Exit Quarter	Data Match with Wisconsin Department of Workforce Development UI Wage System	The quarter employment records are available for an AEFLA exiting participant is compared to the AEFLA "Grant Exit Date" collected in the WTCS Client Reporting System and CBO Portal.
Wages 2nd Quarter After Exit Quarter	Data Match with Wisconsin Department of Workforce Development UI Wage System	The quarter employment records are available for an AEFLA exiting participant is compared to the AEFLA "Grant Exit Date" collected in the WTCS Client Reporting System and CBO Portal.
Type of Recognized Credential	Data Match with National Student Clearinghouse and WTCS Client Reporting System	The type of recognized credential enrolled is collected via the "Degree Type" field in the National Student Clearinghouse System and based on the "Program Number" via the WTCS Client Reporting System.
Date Attained Recognized Credential	Data Match with National Student Clearinghouse	The date a recognized credential is obtained is collected via the "Graduation Date" field in the National Student Clearinghouse System.
Date of Most Recent Measurable Skill Gains: Educational Functioning Level (EFL)	Electronic Records via WTCS Client Reporting or CBO Portal	Derived from the "Test Date" field or the AEFLA "Grant Exit Date" field in WTCS Client Reporting or the CBO Portal
Date of Most Recent Measurable Skill Gains: Postsecondary Transcript/Report Card	N/A	Not used in Wisconsin Title II

Data Element Name	Data Source for Validation	Notes
Date of Most Recent Measurable Skill Gains: Secondary Transcript/Report Card	Electronic Records via WTCS Client Reporting or CBO Portal	Not used in Title II for Measurable Skill Gain but reported on NRS Table 11. Collected via the "Training Outcome Code" field in WTCS Client Reporting or the CBO Portal.
Date of Most Recent Measurable Skill Gains: Training Milestone	Electronic Records via WTCS Client Reporting or CBO Portal	Not used in Title II for Measurable Skill Gain but reported on NRS Table 11. Collected via the "Training Outcome Code" field in WTCS Client Reporting or the CBO Portal.
Date of Most Recent Measurable Skill Gains: Skills Progression	Electronic Records via WTCS Client Reporting or CBO Portal	Not used in Title II for Measurable Skill Gain but reported on NRS Table 11. Collected via the "Training Outcome Code" field in WTCS Client Reporting or the CBO Portal.
Date Enrolled During Program Participation in an Education or Training Program Leading to a Recognized Postsecondary Credential or Employment	Electronic Records via WTCS Client Reporting or CBO Portal	Identified via the "Services Provided through Grant Activity" field
Youth 2nd Quarter Placement	N/A	Not used in Title II
Youth 4th Quarter Placement	N/A	Not used in Title II