WIOA Reporting and Accountability Requirements

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Data Collection and Reporting

WIOA/NRS Data

- All grantees receiving federal funding for any of the following programs are required to collect and report WIOA/NRS data:
  - Adult Basic Education (ABE)
  - Adult High School (AHS)
  - GED® Preparation
  - English for Speakers of Other Languages (ESOL)
  - English Literacy for Career and Technical Education (ELCATE)

WIOA/NRS Key Terms

- Participant- an individual who completes at least 12 instructional hours of service in an eligible adult education program

- Educational Functioning Level- Also known as an EFL, federally-defined levels indicating the Adult General Education or English Language set of skills and competencies of the adult student upon initial entrance
  - Participants enrolled in more than one eligible program or courses within a program may have multiple EFLs.
  - Descriptions of the twelve EFLs are found on the AGE Educational Functioning Level Descriptors Attachment

Data Collection Systems

- Eligible agencies must have data collection systems and have developed policies and procedures for:
  - Collection of required data
    - FDOE annually produces data reporting handbooks identifying all reporting requirements and formats. All grant recipients are expected to collect and report data according to the appropriate handbook.
  - Tracking attendance records
  - Tracking student outcomes
  - Tracking student assessments
  - Monitoring program performance
  - Maintaining quality data

- If a subrecipient or partner is used for instructional services, it is the sole responsibility of the provider to ensure the subrecipient accurately reports ALL required EFLs and WIOA data elements to the appropriate state reporting system

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How are WIOA/NRS Data Collected?

- Using standardized records/forms/screens
  - Agencies are required to develop a Student Data Summary form for the collection of required basic student information collected during the intake process
    - Form 12-F: Student Data Summary/Screen-Shot Data Collection Requirements for NRS Reporting provides a list of the basic student information data elements
  - Agency Staff
    - Collect and report attendance
    - Collect and report student progress
    - Collect and report pre- and post-test scores and all required test data elements
    - Collect and report additional required information

How are WIOA/NRS Data Reported?

- Districts, Colleges, and CBO's will send all Adult Education data through the appropriate state reporting system during the year according to the published schedule for each database handbook
  - **School Districts required reporting:**
    - Workforce Development Information System (WDIS)
    - http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml
  - **Florida Colleges required reporting:**
    - Florida College System Data Dictionaries and Student Database
    - http://www.fldoe.org/accountability/data-sys/CCTCMIS/fl-college-data-info-sys/college-data-diction.stml
  - **Community-Based Organizations required reporting:**
    - Community Based Organization Data Dictionaries and Student Database are available by request.
- Personnel Data (NRS Table 7) is submitted through a separate submission process

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Performance Accountability

Workforce Innovation and Opportunity Act (WIOA)- Performance Accountability

- The Workforce Innovation and Opportunity (WIOA) Act of 2014, HR 803, Chapter 4, Section 116 established performance accountability measures required of all core partners

- Data collected and reported by agencies are used in the following
  - WIOA Annual Performance Report
  - NRS Data Tables

Annual Performance Report

- Florida negotiates State Performance Targets for Measurable Skills Gains for each program type and for Exit based performance outcomes, with the Office of Career, Technical and Adult Education (OCTAE) on an annual basis.
  - Each grantee will be expected to meet or exceed the State Performance Target for each performance target
  - Performance is based on each recipient's accurate data submission of student enrollment and completion data as reported to the state. This includes enrollment and completion data for each eligible sub-recipient regardless of whether the data was submitted to the FDOE by the Grantee or directly by the sub-recipient.

State Performance Measures

- Five performance indicators
  - Measureable Skills Gain
  - Employment Rate Second Quarter After Exit
  - Employment Rate Fourth Quarter After Exit
  - Median Earnings Second Quarter After Exit
  - Credential Attainment Rate

Performance Indicator: Measurable Skills Gain

- Based on each recipient's accurate submission of student enrollment and completion data of Educational Functioning Level (EFL) gains as calculated in the completion percentages found in the National Reporting System (NRS) Table 4.

- An educational gain is defined as one student moving from one EFL to the next in a given content area during the project year based on the results from an assessment that has been approved by the USDOE and FDOE and administered in a pre- and post-test.

  - An educational gain may also include students in ABE Level 5 who were awarded academic credit; or
  - Students who attained a high school diploma or equivalent.

Performance Indicator: Measurable Skills Gain ctd.

- For participants with multiple EFLs, WIOA/NRS performance is based on whether a student made an educational gain based from the lowest initial EFL within the reporting year

- FDOE annually publishes a Technical Assistance Paper on WIOA/NRS eligible Adult Education Assessments:

http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml

Performance Indicator: Employment Rate Second Quarter After Exit

- Based on the number of students who exited and were found employed the second quarter after exit.

- Beginning with year 3 (2019-20), each grantee will be expected to meet or exceed the State Performance Target for this measure.

Performance Indicator: Employment Rate Fourth Quarter After Exit

- Based on the number of students who exited and were found employed the fourth quarter after exit.

- Beginning with year 3 (2019-20), each grantee will be expected to meet or exceed the State Performance Target for this measure.

Performance Indicator: Median Earnings Second Quarter After Exit

- The median wage for students who exited and were found employed the second quarter after exit.

- Beginning with year 3 (2019-20), each grantee will be expected to meet or exceed the State Performance Target for this measure.

Performance Indicator: Credential Attainment Rate

- Based on the number of students in ABE Levels 5-6 (formally Adult Secondary Education) who attained a high school equivalency or diploma or students enrolled in an Integrated Education and Training programs (IET) program who exited and attained a postsecondary credential within one year after exit

- Beginning with year 3 (2019-20), each grantee will be expected to meet or exceed the State Performance Target for this measure.

Program Improvement Plans

- An Adult Education Program Improvement Plan (AEPIP) will be required if the Division of Career and Adult Education determines that a grantee failed to meet at least 90% of the State Targets for each grant year.

- An AEPIP will be required for each performance indicator that failed to meet the agreed upon targets and will be implemented the following year.