WIOA Primary Indicators of Performance Data Reporting Guide for Adult Education:

Measurable Skill Gains, Employment Rates, Median Earnings, Credential Attainment & Effectiveness in Serving Employers

FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

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Introduction

This data reporting guide is intended to support agency understanding of methodologies used by the Florida Department of Education related to adult general education National Reporting System (NRS) accountability measure calculations. This is best intended for audiences that include Adult General Education Program Directors, Reports Coordinators and other related data reporting staff. This guide may be used to replicate agency accountability outcome data. Due to the source of some data, some measures can be replicated, other measures cannot.

The National Reporting System (NRS) includes primary indicators of performance defined by Section 116(b)(2)(A) of the Workforce Innovation and Opportunity Act (WIOA) of 2014. The required data for adult education program reporting within the NRS include these indicators, along with descriptive and participation measures. States must report performance for the required indicators and measures on all participants, who are defined as individuals who receive 12 hours or more of service.

The primary indicators of performance for adult education providers within the NRS are the primary indicators of performance required by WIOA Section 116(b)(2)(A). These indicators are measurable skills gains, employment rate in the second quarter after exit, employment rate in the fourth quarter after exit, median earnings in the second quarter after exit, credential attainment and effectiveness in serving employers.

For any additional information or assistance with NRS accountability, please contact Division of Career and Adult Education Office of Research and Evaluation.

Measurable Skill Gains

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                        │ Measurable Skill│
                        │      Gain       │
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1	2	3	4	5
Educational Functioning Level Gain	Secondary Diploma/ Equivalent	Secondary or Postsecondary Transcript	Progress Toward Milestones	Passing Technical/ Occupational Knowledge-Based Exam

1a	1b	1c
Pre-Post Test	Completion of Carnegie Units	Program Exit + Entry Into Postsecondary Education
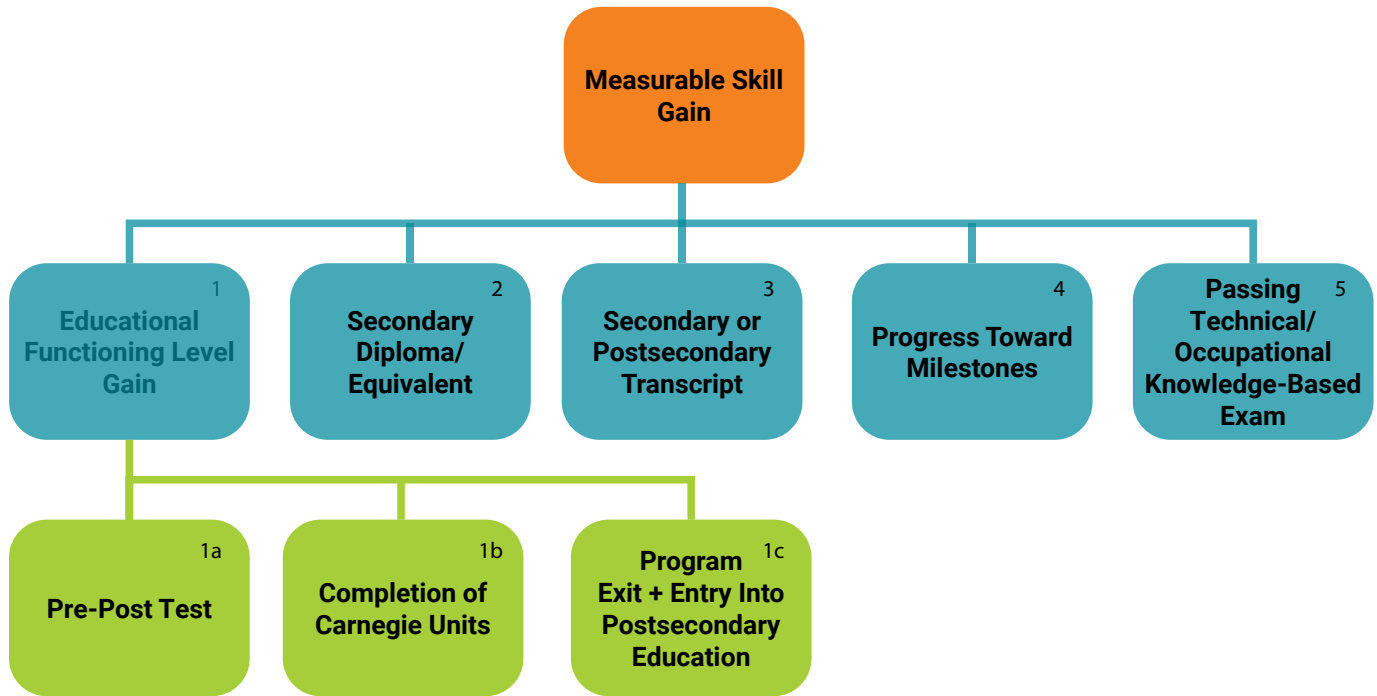
A measurable skill gain, MSG hereafter, is the unit of measurement established by WIOA used to demonstrate participant progress toward achieving a credential or employment. Adult education program participants can demonstrate MSG in five ways; however, MSG one and two are available to all adult education students while MSG three, four and five are available to participants enrolled in Integrated Education and Training (IET) or Workplace Literacy programs, only. MSG is a current year measure, and all gains must be made in the current reporting year between July 1 – June 30.

Measurable Skill Gains Defined

MSG #1 Educational Functioning Level Gain (EFL)

An EFL gain can be demonstrated in one of the following three ways.

MSG #1a. A pre-test and post-test level gain by comparing a participant's pre-test with the participant's post-test score using a test approved for use in the NRS.

MSG #1b. Awarding enough Carnegie Units or credits in an Adult High School program to move a participant from ABE level 5 to ABE level 6 according to state policy.

MSG #1c. Enrollment in postsecondary education or training after adult education program exit and by the end of the program year.

MSG#2 Documented attainment of a secondary school diploma or its recognized equivalent by the end of the program year.

IET or Workplace Literacy Program enrolled participant, MSGs only.

MSG #3 Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state unit's academic standards.

MSG #4 Satisfactory or better progress report toward established milestones.

MSG #5 Successfully passing an exam that is required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks such as knowledge-based exams.

Table 1: Allowable Measurable Skill Gains by Adult General Education (AGE) Program

AGE Program Name	Type 1			Type 2	Type 3	Type 4	Type 5
	EFL Gain from Pre-Post Test	EFL Gain from Carnegie Units	EFL Gain from Exit + Post-secondary Entry	Secondary Diploma or Equivalent	Post-secondary Transcript	Progress Toward Milestones	Technical/ Knowledge Based Exam
Adult Basic Education	Yes	No	Yes	Yes	No	No	No
Adult Basic Education IET	Yes	No	Yes	Yes	Yes	Yes	Yes
Adult English for Speakers of Other Languages (ESOL)	Yes	No	Yes	Yes	No	No	No
Adult English for Speakers of Other Languages (ESOL) IET	Yes	No	Yes	Yes	Yes	Yes	Yes
GED® Preparation	No	No	Yes	Yes	No	No	No
GED® Preparation IET	No	No	Yes	Yes	Yes	Yes	Yes
Adult High School	No	Yes	Yes	Yes	No	No	No
Adult High School with IET	No	Yes	Yes	Yes	Yes	Yes	Yes
Academic Skills Building	Yes	No	Yes	*Yes	No	No	No
Academic Skill Building with IET	Yes	No	Yes	*Yes	Yes	Yes	Yes

*Academic Skills Building (ASB) is for participants who may or may not already have a secondary diploma or equivalent. For ASB participants without the secondary credential who earn it during the program year but after enrollment in ASB, the MSG will be awarded.
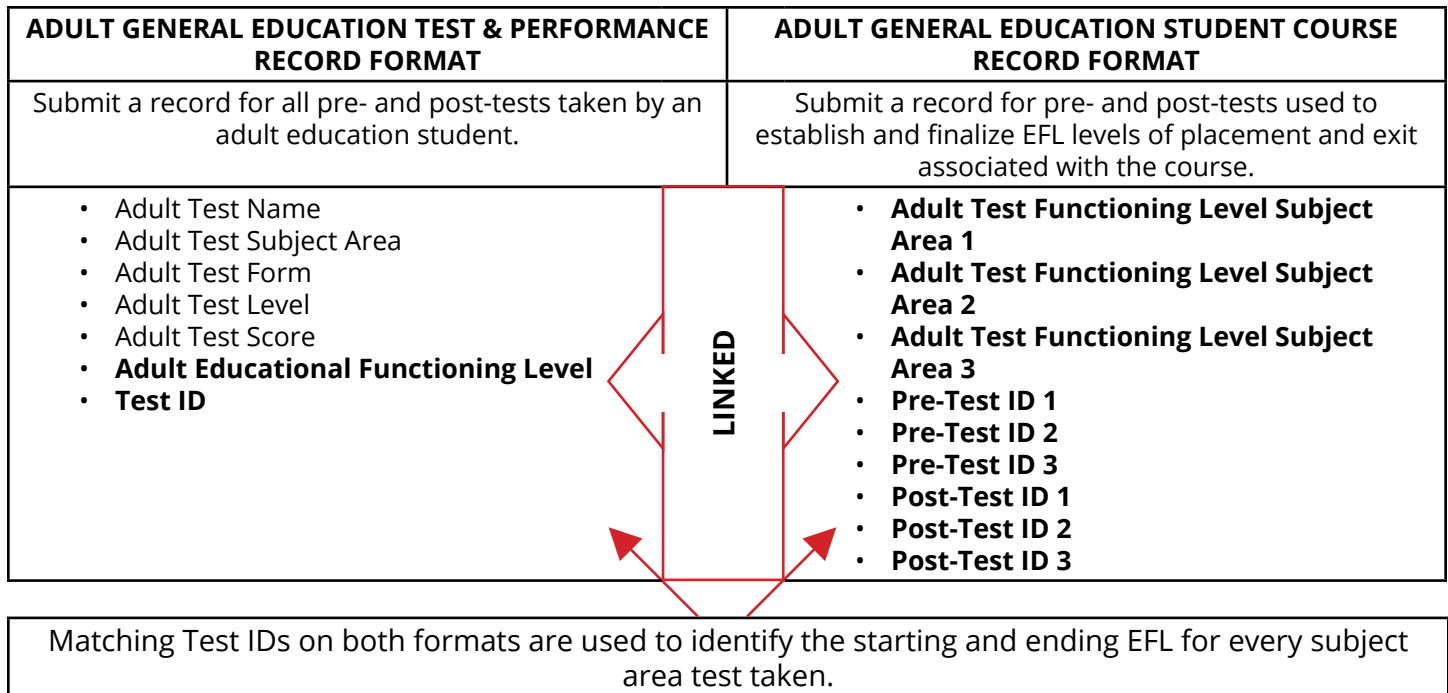
Data Elements & Methodology Used for Primary Indicators of Performance Calculation

In this section, a summary of specific data elements and methodologies used to calculate MSGs are detailed. All referenced data elements are located in their respective database handbook. Direct links to each sector's database handbook is in the Resources section.

> **MSG #1a. A pre-test and post-test level gain by comparing a participant's pre-test with the participant's post-test score using a test approved for use in the NRS.**

Global Rules

A student's initial functioning level is established for each content/subject area tested. A pre- and post-test level gain may occur for every test taken by subject area[1]. EFL gains are calculated by linking the Adult Educational Functioning Level Subject Area and Pre-Test ID data elements on the Student Course format to the Test ID and Adult Educational Functioning Level data elements on the Adult Test and Performance format to determine the starting and ending functioning levels for each content area. Using each participant's first term of enrollment within the year (July 1 – June 30), the lowest EFL, for NRS table placement purposes, is assigned by looking at the pre-test ID EFL levels reported in that first term through the same linkage process. A visual graphic of the linkage process is provided below.

ADULT GENERAL EDUCATION TEST & PERFORMANCE RECORD FORMAT	ADULT GENERAL EDUCATION STUDENT COURSE RECORD FORMAT
Submit a record for all pre- and post-tests taken by an adult education student.	Submit a record for pre- and post-tests used to establish and finalize EFL levels of placement and exit associated with the course.
• Adult Test Name • Adult Test Subject Area • Adult Test Form • Adult Test Level • Adult Test Score • **Adult Educational Functioning Level** • **Test ID** LINKED	• **Adult Test Functioning Level Subject Area 1** • **Adult Test Functioning Level Subject Area 2** • **Adult Test Functioning Level Subject Area 3** • **Pre-Test ID 1** • **Pre-Test ID 2** • **Pre-Test ID 3** • **Post-Test ID 1** • **Post-Test ID 2** • **Post-Test ID 3**

Matching Test IDs on both formats are used to identify the starting and ending EFL for every subject area test taken.

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[1] For NRS table reporting purposes, participants are placed at the lowest EFL. For example, if an ABE participant placed at level 3 for Reading, level 4 for Math, they would be placed at ABE level 3 on the NRS table.

Please note when an EFL gain will be assigned.

- The EFL associated with pre-test and post-test ID are the same level = No EFL gain is assigned.
- The EFL associated with the post-test is lower than the EFL of the pre-test = No EFL gain is assigned.
- The EFL associated with the post-test is higher than the EFL of the pre-test = EFL gain is assigned.

Pre- and post-test EFL gains are not synonymous with an MSG. Per state policy, continuous students can only earn the same pre- and post-test EFL MSG once and must show forward progress. Below are examples of when a student could have an EFL gain based on pre- and post-test scores that will not result in an MSG.

- The EFL associated with the post-test is higher than the EFL of the pre-test, but the same or lower than the lowest initial EFL = EFL gain is assigned, but no MSG for the EFL gain is awarded because it is not higher than the participant's initial functioning level.
- The EFL associated with the post-test is higher than the EFL of the pre-test, but this same pre- and post-test EFL gain was previously earned while a continuous student = EFL gain is assigned, but no MSG for the EFL gain is awarded because the MSG was previously awarded.

2023-24 Adult Test and Performance Reporting

Due to recent adult test and performance data collection changes, all initial educational functioning levels will be reset based upon 2023-24 test and performance reporting. In future years, 2024-25 and beyond, continuing students cannot earn a pre/post-test EFL MSG based upon any post-test ID reported in any prior year that has an EFL equal to or higher than the EFL of a post-test ID in the same content area in the current year. In other words, the same level gain cannot be earned more than once, regardless of program year for continuing students.

Table 2: Data Elements used to Determine Pre- and Post-test MSGs in NRS

		WDIS	FCS	CBO
Subject Area	Three instances of subject area reporting are available. Data element Values - M Mathematics - N Language - R Reading - S Listening - W Writing	DE 197304 - Adult Educational Functioning Level Subject Area	DE 3033 - Adult Educational Functioning Level Subject Area 1 DE 3036 - Adult Educational Functioning Level Subject Area 2 DE 3039 - Adult Educational Functioning Level Subject Area 3	DE 20C - Adult Educational Functioning Level Subject Area
Pre-Test ID	A unique number provided by the agency and assigned to a pre-test taken to determine a student's functioning level at the beginning of the course. Must be matched to Adult Education Test and Performance Information Record Format to determine a student's functioning level at the beginning of a course.	DE 197308 - Pre-Test Identification Number (Pre-Test ID)	DE 3034 - Pre-Test Identification Number 1 DE 3037 - Pre-Test Identification Number 2 DE 3040 - Pre-Test Identification Number 3	DE 21C - Pre-Test Identification Number (Pre-Test ID)

		WDIS	FCS	CBO
Post-Test ID	A unique number provided by the agency and assigned to a post-test to determine student's functioning level at the end of a course. Must be matched to Adult Education Test and Performance Information Record Format to determine a student's functioning level at the end of a course.	DE 197307 - Post-Test Identification Number (Post-Test ID)	DE 3035 - Post-Test Identification Number 1 DE 3038 - Post-Test Identification Number 2 DE 3041 - Post-Test Identification Number 3	DE 22C - Post-Test Identification Number (Post-Test ID)
Educational Functioning Level	EFLs are reported by program type in this data element. An EFL is reported with every pre- and post-test reported to show the EFL associated with every pre- and post-test score.	DE 197303 - Adult Educational Functioning Level	DE 3410 - Adult Education Test – Adult Educational Functioning Level	DE 11E - Adult Educational Functioning Level

MSG #1b. Awarding Carnegie Units or credits in an Adult High School program (enough to move a participant from ABE level 5 to ABE level 6 according to State policy).

Global Rules

Using data elements Adult High School Diploma Option, Adult High School Credits at Entry and Adult High School Credits Earned in a Course, DCAE will establish the student's selected diploma option, the number of credits required to earn it, the number of credits already acquired and the number of credits earned in each subsequent course. After this initial assignment, the value reported on data element Adult High School Credits at Entry should not change. Credits earned as reported on data element Adult High School Credits Earned in a Course will be added to this number to determine if there is a functioning level change from ABE level 5 to ABE level 6.

For students who enrolled in adult high school in 2022-23 and who are continuing their enrollment in the 2023-24 reporting year, the Adult High School Credits at Entry data element must reflect the total number of credits which are being applied to the adult high school diploma attainment as of the 2023-24 reporting year. These credits will be used to establish the functioning level of the student for the 2023-24 reporting year. Please note that after the initial 2023-24 year of establishment, the number of credits at entry should not change. For example, if a student was enrolled in AHS in 2023-24 and was reported with 15 credits at entry and the student was also enrolled in 2024-25, the credits at entry reported must still be 15.

Using the below Adult High School Educational Functioning Levels table, for example, if a student had 11 creditable adult high school credits at entry and was pursuing the traditional 24 credit diploma model, their initial functioning level will be set at ABE Level 5. Any future credits earned would be reported using data element Adult High School Credits Earned in a Course and added to the 11 credits at entry to determine the functioning level for the student at the end of the program year (June 30). If enough credits were earned to move the student to ABE level 6, an MSG is awarded.

Students at ABE level 6 cannot earn MSG #1b, however they can earn an MSG for earning the secondary credential (MSG #2).

Adult High School Educational Functioning Levels

Educational Functioning Level	Adult High School Diploma Option	Credits
ABE Level 5	Traditional 24 credit diploma	0 – 12 high school credits
ABE Level 6	Traditional 24 credit diploma	13 - 24 high school credits
ABE Level 5	18 credit ACCEL	0 - 9 high school credits
ABE Level 6	18 credit ACCEL	10 – 18 high school credits
ABE Level 5	18 credit CTE Pathway Option	0 - 9 high school credits
ABE Level 6	18 credit CTE Pathway Option	10 – 18 high school credits

Table 3: Data Elements used to Determine AHS EFL Gains

		WDIS	FCS
Adult High School Diploma Option	This data element indicates the type of adult high school diploma being sought (e.g., 18-credit ACCEL, traditional 24-credit or18-credit CTE pathway).	DE 197282 - Adult High School Diploma Option	DE 1070 - Adult High School Diploma Option
Adult High School Credits at Entry	These credits are used to establish the initial functioning level of the student. After this initial assignment, the value reported on data element Adult High School Credits at Entry should not change.	DE 197305 - Adult High School Credits at Entry	DE 1069 - Adult High School Credits at Entry
Adult High School Credits Earned in a Course	Only courses creditable toward the diploma may be reported as credits earned.	DE 197306 - Adult High School Credits Earned in Course	DE 3042 - Adult High School Credits Earned in Course
Educational Functioning Level	This data element is limited to the reporting of EFLs associated with pre- and post-tests. For AHS students, report the value for "not applicable." MSGs will be calculated using aforementioned data elements.	DE 197303 - Adult Educational Functioning Level	DE 3410 - Adult Education Test – Adult Educational Functioning Level

MSG #1c. Enrollment in postsecondary education or training after adult education program exit.

Global Rules

A student may earn MSG 1c only after participant was found "exited" from their adult education program(s). For NRS, a student is considered "exited" when 90 days have elapsed since the last date of service/enrollment.

After program exit, MSG 1c is earned if the participant was found "enrolled" in postsecondary education or training by June 30. Postsecondary education and training is defined as enrollment in a PSAV, ATD, CCC, AS, AAS, AA, Apprenticeship, Bachelor's program or Statewide Course Numbering System (SCNS) postsecondary course(s) included in one of these programs.

It is important to note that agencies may not have access to data required to replicate postsecondary enrollment and training findings. The Florida Department of Education (FDOE) uses personally identifiable information (PII) and administrative matching via the Florida Education and Training Placement Information Program (FETPIP) and interagency reporting to locate students in postsecondary agencies and programs by June 30.

Table 4: Data Elements used to Determine Program Exit

		WDIS	FCS	CBO
Course Date of Exit	Once the date of exit for all AGE courses is 90 days or greater, student is considered exited.	DE 111441 - Date of Exit, Program/ Course/Section	DE 3027 - Course Exit Date	DE 17C - Date of Exit, Program/Course/ Section
Postsecondary Enrollment	Completed by the Department using administrative data matching.	N/A	N/A	N/A

MSG #2 Documented attainment of a secondary school diploma or its recognized equivalent.

Global Rules

All adult education students, regardless of program, may earn MSG #2 for attaining a secondary school diploma or its recognized equivalent when earned by June 30.

A secondary school diploma or recognized equivalent is defined as a GED® or standard diploma.

Table 5: Data Elements used for Secondary Credential Attainment

		WDIS	FCS	CBO
Diploma Type	All standard diploma and equivalency diploma types.	DE 114025 – Diploma Type Values W06, WEL, WWT, WRW, WWE, WWW, WFT, WFW, WXL, WXT, WXW, W45, W43, W52, W54, W55, W58, W59, W61, W62, W63 or GED®	DE 3027 – Completion Degree Granted = '6' or '8'	DE 13C – Diploma Type = 'W45'
Diploma Date	Date earned must fall within the program year, July 1 – June 30.	DE 197270 – Adult General Education Diploma Date	DE 2121 – Completion Date	DE 14C – Diploma Date

IET or Workplace Literacy Program MSGs

MSG #3 Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state unit's academic standards.

Global Rules

To earn MSG #3, participants must be IET participants fully enrolled in a postsecondary career technical education (CTE) program. WIOA requires that such participants make documented "sufficient progress" in the program.

Sufficient progress is defined by the Office of Career, Technical and Adult Education (OCTAE) as:

Full-time

• A student who enrolled full-time in the postsecondary program must complete a minimum of 12 credit hours per semester (or equivalent) or 360 clock hours per semester (or equivalent) during the program year (July 1-June 30) in the program of postsecondary enrollment.

Part-time

• A student who is enrolled part-time in the postsecondary program must complete a total of at least 12 credit hours or 360 clock hours over the course of two consecutive semesters (or equivalent) during the program year (July 1-June 30) in the program of postsecondary enrollment.

Postsecondary programs of enrollment must be at least 12 credit hours/360 clock hours in length to generate the MSG.

To ensure the awarding of associated MSGs, postsecondary program information must be up to date and reflected in the Integrated Education and Program Numbers Appendix.

Table 6: Data Elements used for Postsecondary Transcript MSG

		WDIS	FCS	CBO
IET Program Information	The IET Program Number appendix is used to identify relevant IET program offerings.	Appendix P: Integrated Education and Training (IET) Program Numbers	Appendix P: Integrated Education and Training (IET) Program Numbers	Appendix P: Integrated Education and Training (IET) Program Numbers
IET Program Number	The IET program number must be a valid number on the IET Program Number appendix and reported July 1 - June 30.	DE 197301 - IET Program Number	DE 3032 - IET Program Number	DE 197301 - IET Program Number
Postsecondary Program of Enrollment	The postsecondary program number must be a valid number on the IET Program Number appendix associated with the IET program of student participation.	DE 185875 - Career and Technical Education/Adult General Education Program Code	DE 2022 - Program of Study - CIP	DE 5C - Adult General Education/ Career and Technical Education Program Code
Program Length	Program lengths are determined using FDOE Curriculum Frameworks.	N/A	N/A	N/A

		WDIS	FCS	CBO
Postsecondary Course Enrollment	The SCNS course number must be a valid number on the IET Program Number appendix associated with the IET program of student participation.	DE 109525 - Course Number	DE 3008 - Course Identifier	DE 6C - Course Number
Postsecondary Course Earning	To demonstrate sufficient progress toward the program of enrollment, clock/credit hours earned are calculated.	DE 161200 - Postsecondary Course Status = 'S'	DE 3007 - Course Grade Awarded = A, B, C, D, P, S	DE 5S - Postsecondary Course Status = 'S'
Course Date of Exit	Course date of exit must = July 1 - June 30.	DE 111441 - Date of Exit, Program/ Course/Section	DE 3027 - Course Exit Date	DE 17C - Date of Exit, Program/ Course/Section

MSG #4 Satisfactory or better progress report toward established milestones.

Global Rules

To earn MSG #4, participants must complete an approved pre-apprenticeship program by June 30.

Table 7: Data Elements used to Determine Progress Toward Milestone

		WDIS	FCS
IET Program Information	The IET Program Number appendix is used to identify relevant IET program offerings.	Appendix P: Integrated Education and Training (IET) Program Numbers	Appendix P: Integrated Education and Training (IET) Program Numbers
IET Program Number	The IET program number must be a valid number on the IET Program Number appendix and reported July 1 – June 30.	DE 197301 - IET Program Number	DE 3032 - IET Program Number
Postsecondary Program of Enrollment	The postsecondary program number must be a valid preapprenticeship program number on the IET Program Number appendix associated with the IET program of student participation.	DE 185875 - Career and Technical Education/Adult General Education Program Code	DE 2022 - Program of Study - CIP
Program Completion	The postsecondary program number must be a valid preapprenticeship program number on the IET Program Number appendix associated with the IET program of student participation.	DE 185125 - Program Completer = 'P'	DE 2103 - Completion Degree Granted = 'P' Student must also be reported with a matching CIP on DE 2101- Completion CIP

MSG 5 - Successfully passing an exam that is required for a particular occupation or progress in att#aining technical or occupational skills, as evidenced by trade-related benchmarks such as knowledge-based exams.

Global Rules

To earn MSG #5, participants must earn an approved industry certification. MSG for industry certification earning may only occur if the industry certification appears on either of the following lists, has been approved by the Division, and is reflected on the IET appendices.

•   Master Credentials List
•   Perkins Postsecondary Industry Recognized Credentials List

Table 8: Data Elements used for Industry Certification MSG

		WDIS	FCS	CBO
IET Program Information	The IET Program Number appendix is used to identify relevant IET program offerings.	Appendix P: Integrated Education and Training (IET) Program Numbers	Appendix P: Integrated Education and Training (IET) Program Numbers	Appendix P: Integrated Education and Training (IET) Program Numbers
IET Program Number	The IET program number must be a valid number on the IET Program Number appendix and reported July 1 – June 30.	DE 197301 - IET Program Number	DE 3032 - IET Program Number	DE 197301 - IET Program Number
Industry Certification Identifier	The industry certification code must be a valid number on the IET Program Number appendix associated with the IET program of student participation.	DE 140462 - Industry Certification Identifier	DE 3302 - Program Industry Certification Number	DE 6S - Industry Certification Identifier
Industry Certification Outcome	The industry certification code must be a valid number on the IET Program Number appendix associated with the IET program of student participation.	DE 140500 - Industry Certification Outcome = 'P'	DE 3304 - Program Industry Certification Outcome = 'P'	DE 7S - Industry Certification Outcome = 'P'

Employment-Related Indicators

There are three WIOA indicators related to employment:

- Employment Rate—Second Quarter After Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
- Employment Rate—Fourth Quarter After Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- Median Earnings—Second Quarter After Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

Employment-Related Indicators Cohorts

Given that time is required to determine employment-related achievements for participants, lagged cohorts are used. The participant cohort used to calculate employment related indicators is not the same participant cohort used to calculate measurable skill gains.

The below table uses NRS program year (PY) 2023 as an example. NRS PY 2023 is 2023-24 and runs from July 1, 2023 – June 30, 2024. The table reflects participant cohorts used to measure calculation based on participant date of exit.

Current Year Measures	
Measure	**Cohort Dates of Exit[2]**
Measurable Skill Gains	July 1, 2023 – June 30, 2024
Lagged Measures	
Employment Second Quarter after Exit	July 1, 2022 – June 30, 2023
Employment Fourth Quarter after Exit	January 1, 2022 – December 31, 2022
Median Earnings Second Quarter After Exit	July 1, 2022 – June 30, 2023
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within One Year of Exit	January 1, 2022 – December 31, 2022
Attained a Secondary School Diploma/Recognized Equivalent and Employed within One Year of Exit	January 1, 2022 – December 31, 2022
Attained a Postsecondary Credential while enrolled or within One Year of Exit	January 1, 2022 – December 31, 2022

Exit Quarter and FETPIP Match (2nd Quarter after exit)

Exit Dates	Exit Quarter	FETPIP Quarter for Matching Employment Second Quarter after Exit
July 1, 2022 – Sept 30, 2022	Q3 2022	Q1 2023
Oct 1, 2022 – Dec 31, 2022	Q4 2022	Q2 2023
Jan 1, 2023 – March 31, 2023	Q1 2023	Q3 2023
Apr 1, 2023 – Jun 30, 2023	Q2 2023	Q4 2023

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2   Participants with exit dates within the timeframe make up the cohort used for measure calculation.

Exit Quarter and FETPIP Match (4th Quarter after exit)

Exit Date Between	Exit Quarter	FETPIP Quarter for Matching Employment Fourth Quarter after Exit
Jan 1, 2022 – Mar 31, 2022	Q1 2022	Q1 2023
Apr 1, 2022 – Jun 30, 2022	Q2 2022	Q2 2023
Jul 1, 2022 – Sept 30, 2022	Q3 2022	Q3 2023
Oct 1, 2022 – Dec 31, 2022	Q4 2022	Q4 2023

Table 9: Data Elements used for Employment Related Indicators

		WDIS	FCS	CBO
Employment Rate Second Quarter After Exit	Must be an exiter and be found employed two quarters after exit date.	DE 111441 - Date of Exit, Program/ Course/Section	DE 3027 – Course Exit Date	DE 17C - Date of Exit, Program/Course/ Section
Employment Rate Fourth Quarter After Exit	Must be an exiter and be found employed four quarters after exit date.	DE 111441 - Date of Exit, Program/ Course/Section	DE 3027 – Course Exit Date	DE 17C - Date of Exit, Program/Course/ Section
Median Earnings Second Quarter After Exit	Must be an exiter and be found with unsubsidized earnings two quarters after exit date.	DE 111441 - Date of Exit, Program/ Course/Section	DE 3027 – Course Exit Date	DE 17C - Date of Exit, Program/Course/ Section

It is important to note that agencies may not have access to data required to replicate employment and wage findings. FDOE uses PII and administrative matching via FETPIP to determine the employment status and wages of exiters.

As of 2022-23, the Department has access to State Wage Interchange System (SWIS) data which allows Florida to locate employment and wages of exiters who find employment in other participating states. Only unsubsidized employment is counted. Unsubsidized employment is defined by WIOA as employment in the private sector or public sector for which the employer does not receive a subsidy from public funds to offset all or a part of the wages and costs of employing an individual[3].

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3   WIOA Performance Accountability Definitions

Credential Indicator

The credential indicator measures two types of credentials: secondary and postsecondary

1. Attained a secondary school diploma or recognized equivalent during participation or within one year after exit from the program AND entered postsecondary education or training OR was found employed within one year after exit.
    »   This indicator applies to participants without a secondary school credential or recognized equivalent who exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher).
2. Attained a recognized postsecondary credential during participation or within one year after exit from the program.

Table 10: Data Elements used for Credential Indicators

		WDIS	FCS	CBO
Attained a Secondary Credential	Applies to GED®, Adult High School, and ASB participants without a secondary credential only.	DE 114025 – Diploma Type Values W06, WEL, WWT, WRW, WWE, WWW, WFT, WFW, WXL, WXT, WXW, W45, W43, W52, W54, W55, W58, W59, W61, W62, W63 or *GED	DE 3027 – Completion Degree Granted = '6' or '8'	DE 13C – Diploma Type = 'W45'
Diploma Date	Date earned must fall during program enrollment, or within one year after program exit.	DE 197270 – Adult General Education Diploma Date	DE 2121 – Completion Date	DE 14C – Diploma Date
Entered postsecondary Education or Training or Employment	Must attain both the secondary credential AND be found in postsecondary education and training or employed.	PERA – identifies postsecondary enrollment at district postsecondary technical colleges and FCS institutions within one year of student's exit date. FETPIP – identifies Employment	PERA – identifies postsecondary enrollment at district postsecondary technical colleges and FCS institutions within one year of student's exit date. FETPIP – identifies Employment	PERA – identifies postsecondary enrollment at district postsecondary technical colleges and FCS institutions within one year of student's exit date. FETPIP – identifies Employment
Attained a recognized postsecondary credential	Must earn the recognized postsecondary credential while concurrently enrolled in adult education or within one year after program exit. Postsecondary credential= PSAV, ATD, CCC, AS, AAS, AA, Apprenticeship and Bachelor's programs or industry certifications.	PERA – identifies postsecondary credentials earned at district postsecondary and FCS institutions.	PERA – identifies postsecondary credentials earned at district postsecondary and FCS institutions.	PERA – identifies postsecondary credentials earned at district postsecondary and FCS institutions.

*GED identified through reporting or GED database matching.

Effectiveness in Serving Employers

WIOA requires the U.S. Departments of Education and Labor to establish a primary indicator of performance for effectiveness in serving employers. The Departments are piloting three approaches designed to address critical workforce needs of the business community.

- **Approach 1: Retention** – This approach captures the percentage of participants who exit and are employed with the same employer in the second and fourth quarters after exit. States must use wage records to identify whether a participant's employer wage record indicates a match of the same establishment identifier (such as a Federal Employer Identification Number (FEIN) or state tax id) in the second and fourth quarters. This approach addresses program efforts to provide employers with skilled workers.
- **Approach 2: Repeat Business Customers** – This approach tracks the percentage of employers who use core program services more than once. It addresses program efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time.
- **Approach 3: Employer Penetration Rate** – This approach tracks the percentage of employers who are using the core program services out of all employers represented in an area or state served by the public workforce system (i.e., employers served). American Job Centers will keep track of the number of establishments served within a program year and states will compare the data to the aggregate number of employers in a given state and/or county. This approach addresses program efforts to provide quality engagement and services to all employers and sectors within a state and local economy.

  The state of Florida reports on this measure in the aggregate with all six WIOA core programs which include:

1. Adult
2. Dislocated Worker
3. Youth programs
4. Adult Education and Family Literacy Act (AEFLA) program (Administered by ED)
5. Employment Service program
6. Vocational Rehabilitation (VR) program (Administered by ED)

Exclusions

Participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit, are excluded from all performance indicators except the Measurable Skill Gains indicator. Participants who exit the program due to the following circumstances may be excluded from the WIOA primary indicators of performance[4]:

- The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.
- The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
- The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.

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4   See attachment II – Table A of OCTAE Program Memorandum 17-2, linked in the Resource section, for a list of all federally excluded participants.

Resources

Data handbooks

- School District WDIS data handbook: https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml
- FCS data handbook: https://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml
- CBO Database Handbook: https://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/cbohandbook/

Florida's Integrated Education and Training Data Reporting Guide

NRS Technical Assistance (TA) Guide

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