Definitions: Reportable Individual

A Reportable Individual is someone who:

- Demonstrates intent to use program service
- Only uses self service
- Receives information only services
- Provides identifying information
- A student with a disability receiving only pre-employment transition services (VR-only)

Reportable individuals are reported, but do not count toward performance outcome measures.
Definitions: Participant

A Participant is someone who:

- Meets the definition of a reportable individual
- Has received one of the allowable services
- Has satisfied all applicable programmatic requirements for the provision of services

Participants are counted in performance
A reportable individual becomes a participant when the individual:

- **Title I Adult and Dislocated Worker**
  - Receives any training, individualized career service, or a basic career service that is not self-service or information only

- **Title I Youth**
  - Is determined eligible, receives an objective assessment, develops an individual service strategy, and receives one of the 14 WIOA Youth program elements

- **Title II AEFLA**
  - Completes at least 12 contact hours
Definitions: Exit

Date of Exit is determined:
- At the last date of service
- After 90 days of no services have elapsed, and no future services are planned

At that point, the date of program exit is applied retroactively to the last date of service:
- Provision of follow-up services does not extend the date of exit
- Self-services and information-only services do not extend date of exit
- Supportive services cannot be provided in follow up for Adult and Dislocated Workers.
- Supportive services in follow up are allowable for Title I Youth. Supportive services in Title I Youth provided during follow up do not extend exit.
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.
- A new period of participation is counted each time a participant re-enters and exits the program—even if both exits occur during the same program year.

**POPs differ for measurable skill gains.**

Resources: [TEGL 10-16 Attachment 6](#)
DOL allows for and encourages states to utilize a “common exit,” and envisions full implementation of a common exit across the DOL-administered programs within each State.

States that implement a common exit policy must include WIOA title I Adult, Dislocated Worker, and Youth, as well as Title III Employment Service. These policies may include other DOL-administered programs as well.

Common exit only applies to the DOL-administered programs within the state.
Common exit occurs when a participant:

- Is enrolled in multiple DOL-administered programs
- Has not received services from any DOL-administered program to which the common exit policy applies for at least 90 days
- No future services are planned with the exception of self-service, information-only activities, or follow-up services
Six Primary Indicators of Performance:

- Employment Rate 2nd Quarter after Exit (Education/Employment for youth)
- Employment Rate 4th Quarter after Exit (Education/Employment for youth)
- Median Earnings in the 2nd Quarter after Exit
- Credential Attainment Rate
- Measurable Skill Gains
- Effectiveness in Serving Employers
Percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.

- For Title 1 Youth: percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit.

- All participants in all core programs are included in this indicator (with the exception of exclusions listed in Attachment 2 of TEGL 10-16) regardless of employment/education status at program entry.
Percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.

- For Title 1 Youth: percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit.

- All participants in all core programs are included in this indicator (with the exception of exclusions listed in Attachment 2 of TEGL 10-16) regardless of employment/education status at program entry.
The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

- The median is the number that is in the middle of the series of numbers, so that there is the same quantity of numbers above the median as there are below the median.

- If the list rank order of earnings contains an even number of values, sum the two middle values and divide by two.
The following participants are excluded from median earnings:

- Participants who have exited and are not employed in the second quarter after exit.
- Participants who have exited a program and for whom earnings information is not yet available.
- Participants who have exited from a program and who have $0 income. For purposes of the VR program, these participants would include unpaid family workers and homemakers.
- Participants who have exited a program and are in subsidized employment.
- Participants who have exited for any of the exclusions reasons listed in Attachment 2.
Credential Attainment Indicator

Percentage of participants enrolled in education or training program (excluding on the job training (OJT) and customized training) who attain a recognized postsecondary credential or secondary school diploma within 1 year after program exit.

- Only includes those who received training or education (excluding OJT or Customized Training) in denominator.

- Includes participants in a postsecondary education or training program, or who are in a secondary education program (at or above the 9th grade level) without a secondary school diploma or equivalent.
Credential Attainment Indicator (continued)

- Includes both secondary school diploma/equivalent and postsecondary credential.

- Credential can be obtained during the program or within 1 year \( \text{(365 days)} \) following exit.

- If participant obtains secondary school diploma or equivalent, in order to count in the numerator, they must also be employed or in an education/training program leading to a postsecondary credential within 1 year after exit.
Who is Included in the Credential Attainment Indicator?

- **Title I**
  - Adult and DW – Only individuals in training count in the indicator (excludes OJT and customized training).
  - Youth – All ISY are included, certain OSY are included
  - OSY in occupational skills training, secondary or postsecondary while in program, plus a few others.

- **Title III** – Wagner-Peyser is excluded.
Measurable Skill Gains

Percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

- Only count in numerator and denominator 1 time in a reporting period (i.e., program year) regardless of how many skill gains are attained unless the individual has more than 1 period of participation in the program year.

- The measurable skill gains indicator is different from the other indicators because it is not exit-based, meaning that a participant can achieve a measurable skill gain while still participating in a program.
Note: Participants are included in the indicator regardless of how long they have participated in the program year.

- Even if an individual is enrolled in June, he/she is still included in the indicator if he/she meets the parameters for inclusion in the indicator.

- Programs should not delay enrollment or services to participants until a new program year even if programs believe there is insufficient time for the participant to make any type of measurable skill gain by the end of that program year.
Who is Included in the Measurable Skill Gain Indicator?

- **Title I Adult and DW** – Only individuals in training count in the indicator (includes OJT and customized training).

- **Title I Youth** – All ISY are included, certain OSY are included
  - OSY in occupational skills training, secondary or postsecondary while in program, plus a few others.

- **Title II** – All adult education participants are included.

- **Title III** – Wagner-Peyser is excluded.

- **Title IV** – All participants enrolled and participating in a recognized education or training program identified on their IPE are included.
Five Types of Measurable Skill Gains

- Achievement of at least one educational functioning level, if receiving instruction below postsecondary education level
  - The three ways to measure EFL gains are in TEGL 10-16

- Attainment of secondary school diploma or equivalent

- Secondary or postsecondary transcript for sufficient number of credit hours
  - Secondary: transcript or report card for 1 semester
  - Postsecondary: at least 12 hours per semester or, for part-time students, a total of at least 12 hours over 2 completed consecutive semesters.
Satisfactory progress report toward an established milestone from an employer or training provider.

Passage of an exam required for an occupation or progress attaining technical/occupational skills as evidenced by trade-related benchmarks.
Effectiveness in Serving Employers

- **Statewide Measure:** Shared indicator across all core programs
- **Three Approaches:**
  - Approach 1—Retention with the same employer
  - Approach 2—Repeat Business Customers; and
  - Approach 3—Employer Penetration Rate