**Exclusion Reasons and NRS Reporting**

NRS Participants can and will be excluded from <u>certain areas</u> of NRS reporting, based on the reason for exclusion. These exclusions include the following:

1. Already incarcerated NRS Participants in correctional education programs (WIOA Section 225), who remain incarcerated after exiting an adult education program, are excluded from all performance indicators except the Measurable Skill Gains indicator. For this reason, students in Correctional Education program should always have a Release Date indicated in their record if they are released from the correctional facility. Their exit date from the adult ed program will be recorded once they are exited from all adult ed classes, but the only way to track exit from the correctional facility is to enter a Release Date in the Demographics tab>Corrections panel.
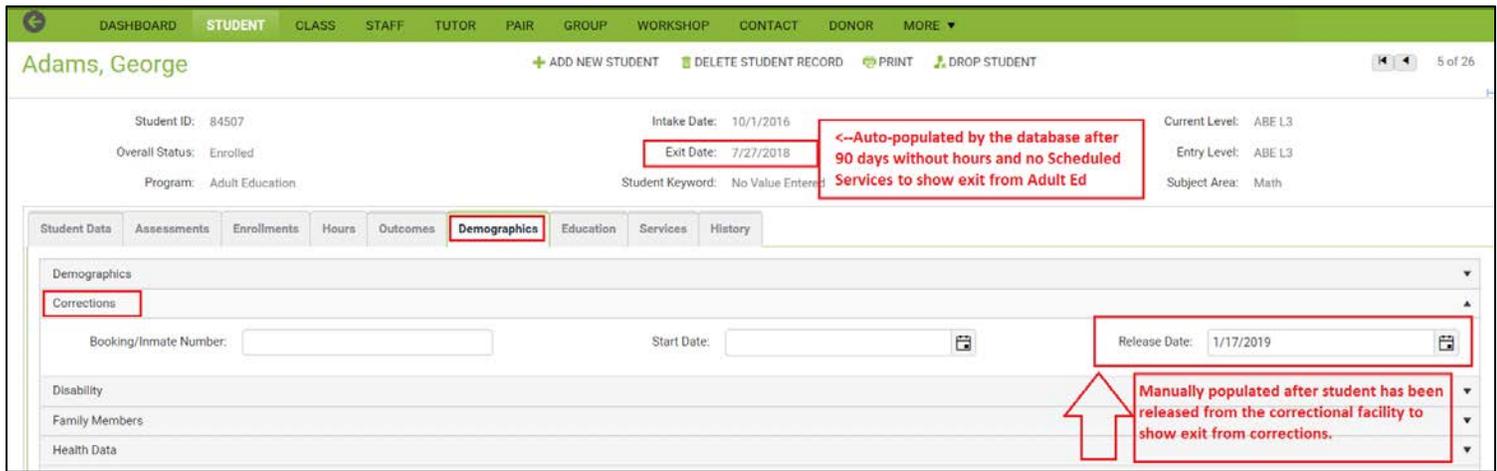
2. Participants who exit the program due to the following circumstances may be excluded from the WIOA <u>primary indicators of performance</u> (note that this means exclusion from Tables 4 and 5 and their counterparts, it does NOT mean exclusion from NRS Tables 1-3 and the totals on 6, so the student will be included in the fundable totals for state funding, just not in the performance-based tables. **Please note that we have requested and received *some* additional guidance on definitions (included below) for these exclusions**, but in some cases, you will need to use your best judgement for determining if a student's circumstances warrant exclusion. This determination can be made at any point in a fiscal year and can be reversed if the student returns. These circumstances are all tracked in the Report Exclusion Reason drop-down menu accessible in the Demographics tab>Demographics panel:

   a. The participant exits the program because he or she has <u>become</u> 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. This would be tracked using the option "Entered hospital or treatment center."

   b. 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. This would be tracked using the option "Entered hospital or treatment center."

   c. 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. This would be tracked using the option "Call to active duty."

   d. The participant is deceased. This would be tracked using the option "Deceased." You <u>can</u> additionally enter a Date of Death but do not need to do so.

Exclusion reasons do not have to be used if the student exits with a possible exclusion. You will want to review the record and determine if it is appropriate to track them as excluded. For example, if they have already established a measurable skills gain in the fiscal year, you may not wish to exclude them. Use your best judgement based on the student's performance and your expectations for their possible return to your program.

Mid-Year Trends

Overall, Wyoming's statewide post-test percentage rate is currently at 43%, with a state target of 60%. Typically, most post-testing takes place in the latter part of the third quarter and the early part of the fourth quarter, so this percentage seems on track to hit the post-test target by FY end. The lower ESL levels are currently the furthest from hitting the 60% target.

Please be aware that post-test rates will be affected by PoP tracking and Entry Level placement. Although the new WIOA guidelines allow a student to show a level gain in any subject area, not just the "tracked" subject area, the database is still tracking post-test ratios based on the subject area in which a post-test is given. If a student had Reading for the Subject Area but makes a gain in Math, if the Reading post-test is not entered into LACES, the student will remain with an Assessment Status of "Assessed Once this FY." You should typically post-test in all subject areas and enter all subject area assessments into LACES, not just the "tracked" subject and/or not just the subject in which they made a gain, since neglecting to enter all subject area assessments can a) make it look like the student did not receive a post-test and/or b) impede the database from being able to populate a gain made in the non-tracked subject area.

There have been many questions regarding "over-riding" the selected subject area in order to match the area in which the student made the gain, either for the purposes of more easily finding gains or to allow a student to be tracked based on a different Entry Level. We had received several emails with conflicting guidance regarding this based on different OCTAE staff members' interpretations of the WIOA guidelines, so we reached out to OCTAE with a series of specific example scenarios and asked them to address each and provide a definitive rule. Our response from OCTAE was as follows:

"Our instructions about EFL placement has been that once it is set, **it should not change**.

Allowing the initial EFL to be changed opens the door for some data tinkering, especially in regards to the credential attainment rate indicator.

We should not allow states to change someone's placement because it could potentially allow states to include participants that they want to have in an indicator or exclude participants that they don't want to report by simply changing their initial placement.

With regards to EFL/MSG gains, all participants are counted together as a single success rate for performance reporting so whether a participant achieves a gain as ABE Level 1 or ABE Level 5, it would not change performance with regards to federal reporting."

Based on this guidance, please do not update the entry EFL after initial placement. We will work to ensure that methods are put into place to allow you to more easily track students who have made gains in non-tracked subject areas.

Measurable Skills Gain Completion rate is approximately 40%. Most students eligible to be post-tested have been, with some exceptions (129). Pay particular attention to those in the 100+ hours since last assessment range (32).

Students with no assessment = 130, 31 of those have 12 or more current FY instructional hours.

To search for students with no assessments, go to the Assess Status in Subj Area column in the student grid. In the white blank below the column header, type in Never, then click the filter icon and select Starts With. This will narrow down the selection to students who have never been assessed in the fiscal year.

You may want to then add a column to your view for Intake Date to see if they were assessed within 30 days of intake. Bear in mind that their intake date may be from a prior fiscal year and they have not been assessed this fiscal year after rollover.

Assess Status in Subj Area	Student Keyword	Last Instr Hours Date	Intake Date	
Never Assess...	No Value Ente...		01/24/2019	👁
Never Assess...	No Value Ente...	01/04/2019	01/01/2018	👁
Never Assess...	No Value Ente...	01/04/2019	02/01/2018	👁
Never Assess...	No Value Ente...	12/20/2018	02/10/2018	👁
Never Assess...	No Value Ente...	01/18/2019	09/10/2018	👁
Never Assess...	No Value Ente...	11/06/2018	07/01/2018	👁
Never Assess...	No Value Ente...	11/06/2018	07/01/2018	👁
Never Assess...	No Value Ente...	12/05/2018	11/26/2018	👁
Never Assess...	No Value Ente...	01/18/2019	03/01/2018	👁
Never Assess...	No Value Ente...	11/07/2018	10/01/2018	👁
Never Assess...	No Value Ente...		07/01/2017	👁
Never Assess...	No Value Ente...	12/20/2018	12/01/2017	👁
Never Assess...	No Value Ente...	01/02/2019	09/19/2018	👁
Never Assess...	No Value Ente...	12/20/2018	07/01/2018	👁
Never Assess...	No Value Ente...	01/18/2019	09/01/2018	👁
Never Assess...	No Value Ente...	10/05/2018	10/01/2018	👁
Never Assess...	No Value Ente...	12/20/2018	01/01/2018	👁

Understand that students cannot populate Tables 1 or 4 without a valid entry EFL, and the totals on Tables 1-4 and 6 must match, so students cannot be considered NRS participants without an EFL, which occurs through assessment. The state misses out on funding and the opportunity to show completion for students who are no properly assessed at intake. The most common reasons a student shows as Never Assessed are:

1. They genuinely did not receive an assessment. This should be corrected by implementing proper assessment procedures at intake and checking the Dashboard Student Alert for "Students Not Assessed within [X] days of Intake" or by using the Assessment Status in Subject Area column in the student grid to search for Contains>Never. This should be checked often to allow you time to pre-test anyone who was missed at intake prior to them exiting the program or the before FY end.

2. They had an assessment in the prior FY but it was not moved forward. Prior FY guidelines were that assessments could only be moved forward if they occurred in the 90 days prior to the new FY. Beginning in April 2019, the new policy will allow for assessments to be pushed forward if they occurred in the 180 days prior to the new FY.

3. The student had an ESL assessment placing them in Completed ESL as an entry level. A student cannot be already completed at entry and be considered a valid NRS participant. Re-assess using a different instrument to correct this issue.