Adult Education and Family Literacy Act (AEFLA) Reporting Tables

NRS

National Reporting System
for Adult Education

A Project of the U.S. Department of Education

Table 1

Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Enter the number of participants* by educational functioning level, ethnicity/race**, 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*** Level 1															
ABE Level 2															
ABE Level 3															
ABE Level 4															
ABE Level 5															
ABE Level 6															
ESL*** Level 1															
ESL Level 2															
ESL Level 3															
ESL Level 4															
ESL Level 5															
ESL Level 6															
Total															

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.
** See definitions for ethnicity/race categories.
*** ABE = Adult Basic Education; ESL = English as a Second Language

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Ethnicity/Race:

Hispanic / Latino: The participant indicates that he/she is a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture in origin, regardless of race.

American Indian / Alaska Native: The participant indicates that he/she is a member of an Indian tribe, band, nation, or other organized group or community, including any Alaska Native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act (85 Stat. 688) [43 U.S.C. 1601 et seq.], which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

Asian: The participant indicates that he/she is a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian Subcontinent (e.g., India, Pakistan, Bangladesh, Sri Lanka, Nepal, Sikkim, and Bhutan). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black / African American: The participant indicates that he/she is a person having origins in any of the black racial groups of Africa.

Native Hawaiian / Other Pacific Islander: The participant indicates that he/she is a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: the participant indicates that he/she is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

More Than One Race: Participants having origins in more than one racial category at program entry.

Sex:

Male: The participant indicates that he is male.

Female: The participant indicates that she is female.

Table 2
Participants by Age, Ethnicity, and Sex

Enter the number of participants* by age**, ethnicity/race***, and sex.

Age Group (A)	American Indian or Alaska Native Male (B)	American Indian or Alaska Native Female (C)	Asian Male (D)	Asian Female (E)	Black or African American Male (F)	Black or African American Female (G)	Hispanic/Latino Male (H)	Hispanic/Latino Female (I)	Native Hawaiian or Other Pacific Islander Male (J)	Native Hawaiian or Other Pacific Islander Female (K)	White Male (L)	White Female (M)	More than One Race Male (N)	More than One Race Female (O)	Total (P)
16-18															
19-24															
25-44															
45-54															
55-59															
60+															
Total															

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.
**Participants should be classified based on their age at program entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.
*** See definitions of ethnicity/race categories.
The totals in columns B–O should equal the totals in columns B–O of Table 1. Row totals in column P should equal corresponding column row totals in Table 3.

Ethnicity/Race:
See Table 1
Sex:
See Table 1

Table 3
Participants* by Program Type and Age

Enter the number of participants by program type and age, non-duplicated.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education**							
Integrated Education and Training Program							
Adult Secondary Education***							
Integrated Education and Training Program							
English Language Acquisition****							
Integrated Education and Training Program							
Integrated English Literacy and Civics Education (Sec. 243)*****							
Integrated Education and Training Program							
Total							

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours. The total in column H should equal the total in column P of Table 1.

**Number of participants enrolled in ABE levels 1-4. This number includes those enrolled in Integrated Education and Training (IET) Programs (Sec. 203(11) of WIOA).

***Number of participants enrolled in ABE levels 5 and 6. This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

****Number of participants enrolled in English Language Acquisition programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

*****Number of participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs. It does not include those enrolled in ELA programs.

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Table 4
Measurable Skill Gains by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

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)	Number 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 Periods of Participation with Measurable Skill Gains (K)
ABE Level 1										
ABE Level 2										
ABE Level 3										
ABE Level 4										
ABE Level 5										
ABE Level 6										
ABE Total										
ESL Level 1										
ESL Level 2										
ESL Level 3										
ESL Level 4										
ESL Level 5										
ESL Level 6										
ESL Total										
Grand Total										

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.

- The number in column D is the number 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.

- Column E is the number of participants who attained a secondary school diploma or its equivalent.

- Enter only the most recent achievement, if attained, per participant in column D or column E.

- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.

- Column G is number of participants who remain enrolled and achieved no measurable skill gain.

- Column $D + E + F + G$ should equal the total in column B.

- Column H is calculated using the following formula: $(\text{Column H}) = \dfrac{(\text{Column D} + \text{Column E})}{(\text{Column B})}$

- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.

- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.

- Column K is calculated using the following formula: $(\text{Column H}) = \dfrac{(\text{Column J})}{(\text{Column I})}$

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

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1						
ABE Level 2						
ABE Level 3						
ABE Level 4						
ABE Level 5						
ABE Total						
ESL Level 1						
ESL Level 2						
ESL Level 3						
ESL Level 4						
ESL Level 5						
ESL Level 6						
ESL Total						
Total						

Include in this table only participants who are both pre- and post-tested.

- Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.
- Column $D + E + F$ should equal the total in Column B.
- Each row total in Column G is calculated using the following formula: $G = \dfrac{ColumnD}{ColumnB}$

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Table 4C

Measurable Skill Gains by Entry Level for Participants in Distance Education

Enter the number of distance education participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

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)	Number 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 Periods of Participation with Measurable Skill Gains (K)
ABE Level 1										
ABE Level 2										
ABE Level 3										
ABE Level 4										
ABE Level 5										
ABE Level 6										
ABE Total										
ESL Level 1										
ESL Level 2										
ESL Level 3										
ESL Level 4										
ESL Level 5										
ESL Level 6										
ESL Total										
Grand Total										

Include in this table only participants who are counted as distance education participants . This table is a subset of the participants reported in Table 4.

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.

- Count each participant only once in columns D through G.

- The number in column D is the number of participants who completed one or more Educational Functioning Levels gain 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.

- Column E is the number of participants who attained a secondary school diploma or its equivalent.

- Enter only the most recent achievement, if attained, per participant in column D or column E.

- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.

- Column G is number of participants who remain enrolled and achieved no measurable skill gain.

- Column $D + E + F + G$ should equal the total in Column B.

- Column H is calculated using the following formula: $(\text{Column H}) = \dfrac{(\text{Column D} + \text{Column E})}{(\text{Column B})}$

- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.

- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.

- Column K is calculated using the following formula: $(\text{Column H}) = \dfrac{(\text{Column J})}{(\text{Column I})}$

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Table 5
Core Follow-up Outcome Achievement

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *						
Employment Fourth Quarter after exit *						
Median Earnings Second Quarter after exit **			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***						
Attained a Postsecondary Credential while enrolled or within one year of exit ****						

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Instructions for Completing Table 5

Note: All shaded columns will be calculated automatically by OCTAE's data system.

For the purposes of reporting on Employment 2nd Quarter, Employment 4th Quarter, Median Earnings, and the Credential indicators on Tables 5, 5A, 8, and 10, each program entry and exit per participant during the reporting period is considered a period of participation.

Do not exclude participants because of missing Social Security numbers or other missing data.

* Report in Column B (second and fourth quarter employment) the total number of participants who exited during the program year, excluding incarcerated individuals under section 225 of WIOA who exited the AEFLA program but are still incarcerated.

** Report in Column B (Median Earnings) the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

*** Report in Column B (secondary school credential attainment) the total number of participants who exited during the program year who were at the ninth grade equivalent educational functioning level or higher upon entry, as measured by pretest with approved NRS test, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

**** Report in Column B (postsecondary credential attainment) the total number of participants who exited during the program year who were enrolled in IET programs , excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

Column C (except for Median Earnings) is the number of participants that achieved each outcome. For Median Earnings reporting, Column C is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

Column D (except for Median Earnings) is the number in Column C divided by the number in Column B. Column D should never be greater than 100 percent.

Column E is the total number of Periods of Participation for each participant reported in column B. This number will be greater than or equal to the number of participants in Column B.

Column F (except for Median Earnings) is the number of periods of participation for which the outcome was received. For Median Earnings reporting, Column F is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of periods of participation, excluding incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated.

Column G (except for Median Earnings) is the number in Column F divided by the number in Column E. Column G should never be greater than 100 percent.

Columns D and G are not applicable to Median Earnings.

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Table 5a
Outcome Achievement for Participants in Distance Education

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit						
Attained a Postsecondary Credential while enrolled or within one year of exit						

Instructions for Completing Table 5A: Include only participants who are counted as distance education participants.
Distance education participants are included in Table 5.
Follow instructions for completing Table 5.

Note: All shaded columns will be calculated automatically by OCTAE's data system.

Table 6
Participant Status and Program Enrollment

Enter the number of participants for each of the categories listed.

Participant Status at Program Entry (A)	Number (B)	
Employed		
Employed, but Received Notice of Termination of Employment or Military Separation is pending		
Unemployed		
Not in the Labor Force		
TOTAL		
Highest Degree or Level of School Completed *	**US-Based Schooling**	**Non-US-Based Schooling**
No schooling		
Grades 1-5		
Grades 6-8		
Grades 9-12 (no diploma)		
Secondary School Diploma or alternate credential		
Secondary School Equivalent		
Some Postsecondary education, no degree		
Postsecondary or professional degree		
Unknown		
TOTAL (both US Based and Non-US Based)		
Program Type **		
In Family Literacy Program		
In Workplace Adult Education and Literacy Activities ***		
Institutional Programs (section 225)		
In Correctional Facility		
In Community Correctional Program		
In Other Institutional Setting		
TOTAL Institutional		

* Enter the highest level of schooling or degree attained for each participant in US or non-US-based schooling. Provide *only one entry* per participant. The total number of participants reported here must be the same as the number reported in the Total row of Column P, Table 1.

** Participants counted here must be in a program specifically designed for that purpose.

*** The term "workplace adult education and literacy activities" means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Employment Status definitions:

Employed: The participant, at program entry, (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.

Employed, but Received Notice of Termination of Employment or Military Separation is pending: The participant, at program entry, is a person who, although employed, either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement).

Not in the labor force: The participant, at program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated).

Unemployed: The participant, at program entry, is not employed but is seeking employment, makes specific effort to find a job, and is available for work.

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Table 7
Adult Education Personnel by Function and Job Status

(A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
Function			
State-level Administrative/ Supervisory/Ancillary Services *			
Local-level Administrative/ Supervisory/Ancillary Services *			
Local Counselors *			
Local Paraprofessionals *			
Local Teachers **			
Teachers' Years of Experience In Adult Education	░	░	░
Less than one year			░
One to three years			░
More than three years			░
Teacher Certification	░	░	░
No certification			░
Adult Education Certification			░
K-12 Certification			░
Special Education Certification			░
TESOL Certification			░

* For reporting State-level Administrative/Supervisory/Ancillary Services and Local-level Administrative/Supervisory/Ancillary Services, Counselors, and Paraprofessionals:
- Enter an unduplicated count of personnel by function and job status. Count the number of positions, not the number of staff who filled them.
- In Column B, count one time only each part-time position of the program administered under AEFLA who is being paid out of Federal, State, and/or local education funds.
- In Column C, count one time only each full-time position of the program administered under AEFLA who is being paid out of Federal, State, and/or local education funds.
- In Column D, report the number of volunteer positions (personnel who are not paid) who served in the program administered under AEFLA.

** For reporting Local Teachers:
- Count and report the number of teachers, not the number of positions. For example, if one local part-time teaching position was filled with 3 teachers throughout program year, count and report 3 local part-time teachers.
- Report adult education experience and certification for paid teachers only, not volunteers. The total number of teachers for which experience is reported must equal the total number of teachers reported in Columns B and C.
- For certification, report all certifications a teacher has. Multiple responses are allowed. Report teachers who lack certification in the "No Certification" category.

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Table 8
Outcomes for Adults in Family Literacy Programs (Optional)

Enter the number of participants in family literacy programs for each of the categories listed.

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit						

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Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Attained a Postsecondary Credential while enrolled or within one year of exit						

Family Literacy Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)
Increased Involvement in Children's Education			
Helped more frequently with school			
Increased contact with children's teachers			
More involved in children's school activities			
Increased Involvement in Children's Literacy Activities			
Reading to children			
Visiting library			
Purchasing books or magazines			

Instructions for Completing Table 8 (Include only family literacy program participants in Table 8)

Note: All shaded columns will be calculated automatically by OCTAE's data system.

For reporting measurable skill gains:

Enter in column B the total number of Family Literacy program participants enrolled during the reporting period. Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma. Enter only one of these achievements, if attained, per participant in column C.

For reporting core follow-up outcome measures:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

Report in Column B the total number of participants who exited during the program year. Do not exclude participants because of missing Social Security numbers or other missing data.

Achievement of one or more of the increased involvement in children's education or children's literacy activities measures should be counted only once per participant. However, the specific outcome should be recorded in the subcategory and more than one outcome may be reported, so that the total for the three subcategories may be greater than the total reported for the overall category. For example, a participant who helped more frequently with schoolwork and increased contact with child's teachers would be recorded in both categories but would be counted only once in the overall category of "increased involvement in children's education."

Table 9
Secondary Outcome Measures (Optional)

Civics Education Follow-up Outcome Measures (Optional)	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)
Left Public Assistance			
Achieved Citizenship Skills			
Increased Involvement in Children's Education*			
Increased Involvement in Children's Literacy Activities*			
Voted or Registered to Vote			
Increased Involvement in Community Activities			

Instructions for Completing Table 9

Note: All shaded columns will be calculated automatically by OCTAE's data system.

Each row total In Column D is calculated using the following formula: D=Column C / Column B

* Enter the total number of participants who achieved this outcome regardless of whether the participant was in a family literacy program. Use Table 8 to enter achievements of family literacy participants. The number reported here may be higher than reported in Table 8 because it includes all participants who achieved this goal.

Table 10
Outcome Achievement for Adults in Correctional Education Programs

Enter the number of participants in correctional education programs (section 225) for each of the categories listed.

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit						
Attained a Postsecondary Credential while enrolled or within one year of exit						

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Instructions for Completing Table 10 (include only correctional education participants under Sec. 225 of WIOA)
Note: All shaded columns will be calculated automatically by OCTAE's data system.

For measurable skill gain: Enter in column B the total number of correctional education program participants enrolled during the reporting period. Enter in column C the number of participants who achieved one or more educational functioning level gains or attained a secondary school diploma. Enter only one of these achievements, if attained, per participant in column C.

For reporting core follow-up outcomes measures:
Follow instructions for completing Table 5 to report these outcomes

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Table 14
Local Grantees by Funding Source

Enter the number of each type of grantee (see attached definitions) directly funded by the State and the amount of Federal and State funding they receive.

Provider Agency * (A)	Total Number of Providers (B)	Total Number of IELCE Providers (C)	Total Number of Sub-Recipients (D)	WIOA Funding		State Funding	
				Total (E)	% of Total (F)	Total (G)	% of Total (H)
Local Educational Agencies							
Public or Private Nonprofit Agency							
Community-based Organizations							
Faith-based Organizations							
Libraries							
Institutions of Higher Education							
Community, Junior or Technical Colleges							
Four-year Colleges or Universities							
Other Institutions of Higher Education							
Other Agencies							
Correctional Institutions							
Other Institutions (non-correctional)							
All Other Agencies							
Other							
Fillable field							
Total							

Note: All shaded columns will be calculated automatically by OCTAE's data system.

- In Column (B), report the number of all providers receiving a grant award or contract for instructional services from the eligible agency.

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- In Column (C), report the total number of Integrated English Literacy and Civics Education (IELCE) providers receiving a grant award or contract for instructional services.

- In Column (D), report the total number of each entity receiving funds as a sub-recipient. *(Entities receiving funds from a grantee as part of a consortium are to be reported in column (D).*

- In Column (F), the percentage is calculated using the following formula: Cell value in Column (E) / Total of Column (E)

- In Column (G), report the total amount of State funds contributed. This amount need not necessarily equal the non-Federal expenditure report on the Federal Financial Report.

- In Column (H), the percentage is calculated using the following formula: Cell value in Column (G) / Total of Column (G)

* Provider Agency Descriptions for Table 14

Local Educational Agencies are public boards of education or other public authorities legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State.

Community-based Organizations (CBOs) are private nonprofit organizations of demonstrated effectiveness that are representative of a community or significant segment of a community.

Faith-based Organizations (FBO) are non-profit organizations associated with a faith community or multiple faith ministries.

Libraries are public state and community funded institutions that offer education and community services in addition to providing access to print, audio-visual and technology resources.

Community, Junior or Technical Colleges are public institutions of higher education that offer associate's degree and certificate programs but, with few exceptions, award no baccalaureate degrees.

Four Year Colleges or Universities are public or private non-profit institutions of higher education that primarily offer baccalaureate degree programs.

Other Institution of Higher Education is a public or private non-profit institution that is not a community, junior, or technical college or a four-year college or university.

Correctional Institutions are prisons, jails, reformatories, work farms, detention centers, or halfway houses, community-based rehabilitation centers, or any other similar institutions designed for the confinement or rehabilitation of criminal offenders.

Other Institutions (Non-Correctional) are any medical or special institutions not designed for criminal offenders.

All Other Agencies include other public (Federal, State, local) agencies not listed in the categories above (e.g. Public Housing Authority).

Other **categories of grantees (e.g. nonprofit institution not described above, partnership between an employer and any entity above, etc.).**

NRS

National Reporting System
for Adult Education

A Project of the U.S. Department of Education

Summary of Changes by Current and New NRS Tables

Current NRS Table	Change	New NRS Table
Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex	No change	**Table 1:** Participants by Entering Educational Functioning Level, Ethnicity, and Sex
Table 2: Participants by Age, Ethnicity, and Sex	Age 45-59 category broken up into 45-54 and 55-59	**Table 2:** Participants by Age, Ethnicity, and Sex
Table 3: Participants by Program Type and Age	(1) Age 45-59 category broken up into 45-54 and 55-59; (2) ESL named English Language Acquisition; separate reporting for Integrated EL and Civics; breakout for IET for all categories	**Table 3:** Participants by Program Type and Age
Table 4: Measurable Skill Gain and Attendance by Educational Functioning Level	(1) EFL gain expanded to be Measureable Skill Gain, defined as (1) EFL gain by pre-posttesting, completion of Carnegie Units or entered postsecondary education or training; and (2) obtained a secondary credential (2) Number completed a level and advancing a level no longer separately reported (3) New columns for period of participation reporting	**Table 4:** Measurable Skill Gain by Entry Level
Table 4B: EFL Gains and Attendance for Pre- and Post-tested Participants	Number completed a level and advancing a level no longer separately reported. "Completed" changed to "achieving EFL gain".	**Table 4B:** EFL Gain and Attendance for Pre- and Post-tested Participants
Table 4C: Measurable Skill Gain and Attendance by EFL for Participants in Distance Education	Same as Table 4 but for reporting distance education participants.	**Table 4C:** Measurable Skill Gain by Entry Level EFL for Participants in Distance Education
Table 5: Core Follow-up Outcome Achievement	Outcomes changed to WIOA required measures; rows and columns for sampling eliminated; rows and columns for number used for data matching or survey eliminated; new columns added for period of participation reporting.	**Table 5:** Core Follow-up Outcome Achievement

Current NRS Table	Change	New NRS Table
Table 5A: Core Follow-up Outcome Achievement for Participants in Distance Education	Same as Table 5 but for reporting distance education participants.	**Table 5A:** Core Follow-up Outcome Achievement for Participants in Distance Education
Table 6: Participant Status and Program Enrollment:	(1) Status categories of disabled, on public assistance and living in rural areas dropped; (2) Optional secondary status categories dropped (3) Program types of homeless and work-based project learner dropped (4) Changed "GED" to "high school equivalent"; changed "some college" to some postsecondary education"; "high school" changed to "secondary school equivalent"	**Table 6:** Participant Status and Program Enrollment:
Table 7: Adult Education Personnel by Function and Job Status	No change	**Table 7:** Adult Education Personnel by Function and Job Status
Table 8: Outcomes for Adults in Family Literacy Programs (optional)	Identical to new Table 5 with a row added for measurable skill gain; includes optional measures of increased involvement in children's education and increased involvement in children's education	**Table 8:** Outcomes for Adults in Family Literacy Programs (optional)
Table 9: Outcomes for Adult in Workplace Literacy Programs	Eliminated; former Table 11 with work-based project learner eliminated. For optional reporting of left public assistance, achieved citizenships skills; increased involvement in children's education, increased involvement in children's education, voting or registered to vote, increased community involvement	**Table 9:** Secondary Outcome Measures (Optional)
Table 10: Outcomes for Adults in Correctional Education Programs	Revised to be identical to new Table 5 with a row added for measurable skill gain; for separate reporting of participants in correctional education programs	**Table 10:** Outcome Achievement for Adults in Correctional Education Programs
Table 11: Secondary Outcome Measures (Optional)	Now Table 9	**Now Table 9**

Current NRS Table	Change	New NRS Table
Table 12: Work-based Project Learner by Age, Ethnicity and Sex	Eliminated	**NA**
Table 14: Local Grantee by Funding Source	Column added to include IEL/EL Civics providers	**Table 14:** Local Grantee by Funding Source

Note: Table 13 was eliminated in 2012.

Measure Definitions, Collection Method and Number Reported

For Table 5*

Measure	Participants to include (Report in Column B)**	Definition	Collection Method	Report in Column C
Employment in second quarter after exit	All participants, except those incarcerated at program entry who remain incarcerated, who exit during the program year	Employment status in second quarter after exit	Data match or supplemental collection (e.g., survey)	Number employed
Employment in fourth quarter after exit	All participants, except those incarcerated at program entry who remain incarcerated, who exit during the program year	Employment status in fourth quarter after exit	Data match or supplemental collection (e.g., survey)	Number employed
Median Earnings, Second Quarter after exit	All participants who exit during the program year and who are employed in the second quarter after exit	Midpoint of wages between lowest and highest wage in the second quarter after exit	Data match or supplemental collection (e.g., survey)	Median wage (midpoint between highest and lowest wage)
Obtained a Secondary School Credential and Enrolled in Postsecondary Education or Training within one year	All participants, except those incarcerated at program entry who remain incarcerated, who exit during the program year and who were at the ninth grade equivalent educational functioning level or higher upon entry, as measured by pretest with approved NRS test.	Receipt of a state-recognized secondary credential or diploma during participation or within one year after exit and enrollment in postsecondary education or training within one year after exit	Data match or supplemental collection (e.g., survey)	Number with secondary credential who are enrolled in postsecondary education or training within one year after exit

Measure	Participants to include (Report in Column B)**	Definition	Collection Method	Report in Column C
Obtained a Secondary School Credential and Employed within one year	All participants, except those incarcerated at program entry who remain incarcerated, who exit during the program year and who were at who were at the ninth grade equivalent educational functioning level or higher upon entry, as measured by pretest with approved NRS test.	Receipt of a state-recognized secondary credential or diploma within one year after exit and obtained employment within one year after exit	Data match or supplemental collection (e.g., survey)	Number with secondary credential who are employed within one year after exit
Obtained a Postsecondary Credential within one year	All participants enrolled in an IET program who exit during the program year	Receipt of a state-recognized postsecondary credential during participation or within one year after exit	Data match or supplemental collection (e.g., survey)	Number with postsecondary credential earned during participation or within one year after exit

* **For Tables 5a, 8 and 10**, follow the same methods and definitions, for the participants applicable to those tables.

****For all period of participation** cells: Report the number of periods of participation for each participant reported in column E. This number will be greater than or equal to the number of participants in Column B.

ETA-9169

Statewide Performance Report

PROGRAM		TITLE (select one):				
STATE:	Title I Local Area:	Title I Adult		☐	Title II Adult Education	☐
REPORTING PERIOD COVERED (Required for current and three preceding years.)		Title I Dislocated Worker		☐	Title III Wagner-Peyser	☐
From (mm/dd/yyyy) :	To (mm/dd/yyyy) :	Title I Youth		☐	Title IV Vocational Rehabilitation	☐
		Title I and Title III combined		☐		

SUMMARY INFORMATION

Service	Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Participants Exited (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Funds Expended (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Cost Per Participant Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)
Career Services	1	2	3	4
Training Services	5	6	7	8

Percent training-related employment[1]:	Percent enrolled in more than one core program:	Percent Admin Expended:
9	10	11

BY PARTICIPANT CHARACTERISTICS

		Total Participants Served (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Total Participants Exited (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		Employment Rate $(Q2)^2$ (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		Employment Rate $(Q4)^2$ (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		Median Earnings (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	Credential Rate[3] (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)		Measurable Skill Gains[3] (Cohort Period: mm/dd/yyyy - mm/dd/yyyy)	
					Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide		12	13	Target									
				Actual	14	16	17	19	26	27	29	30	32
Sex	Female	33											
	Male	34											
Age	<16	35											
	16 - 18	36											
	19 - 24	37											
	25 - 44	38											
	45 - 54	39											
	55 - 59	40											
	60+	41											
Ethnicity/Race	American Indian / Alaska Native	42											
	Asian	43											
	Black / African American	44											
	Hispanic / Latino	45											
	Native Hawaiian / Pacific Islander	46											
	White	47											
	More Than One Race	48											

BY EMPLOYMENT BARRIER[4]

	Total Participants Served	Total Participants Exited		Employment Rate (Q2)[2]		Employment Rate (Q4)[2]		Median Earnings	Credential Rate[3]		Measurable Skill Gains[3]	
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide	12	13	Target									
			Actual	14	16	17	19	26	27	29	30	32
Displaced Homemakers	49											
English Language Learners, Low Levels of Literacy, Cultural Barriers	50											
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)	51											
Ex-offenders	52											
Homeless Individuals / runaway youth	53											
Long-term Unemployed (27 or more consecutive weeks)	54											
Low-Income Individuals	55											
Migrant and Seasonal Farmworkers	56											
Individuals with Disabilities (incl. youth)	57											
Single Parents (incl. single pregnant women)	58											
Youth in foster care or aged out of system	59											

[1]Applies to Title I only.
[2]This indicator also includes those who entered into a training or education program for the Youth program.
[3]Credential Rate and Measurable Skill Gains do not apply to the Wagner-Peyser program.
[4]Barriers to Employment are determined at the point of entry into the program.

Numbers entered into cells in this template are the same as the corresponding "report item number" on the report specification document. Clicking on each hyperlink will take the user to the plain text language and technical specifications of each report item.

WIOA - CREDENTIAL ATTAINMENT RATE REPORT TEMPLATE

PROGRAM		TITLE (select one):				
PERIOD COVERED		Title I Adult	☐	Title II Adult Education		☐
From (mm/dd/yyyy) :	To (mm/dd/yyyy) :	Title I Dislocated Worker	☐	Title IV Vocational Rehabilitation		☐
STATE:		Title I Youth	☐			

CREDENTIAL ATTAINMENT			
Measure	Participants Earning a Credential (Numerator)	Total Participants in a Training or Education Program¹ (Denominator)	ACTUAL RATE
Secondary School Diploma or Recognized Equivalent	Numerator (CA 1)	Denominator (CA 2)	
Recognized Postsecondary Credential	Numerator (CA 3)	Denominator (CA 4)	
TOTAL	Secondary + Postsecondary Numerators from above (CA 5)	Secondary + Postsecondary Denominators from above (CA 6)	Total of All Numerators / Total of All Denominators = Rate (CA 7)

¹ *Training or Education Programs for this core indicator exclude On-the-Job Training and Customized Training.*

WIOA - MEASURABLE SKILL GAINS REPORT TEMPLATE

PROGRAM		TITLE (select one):			
PERIOD COVERED		Title I Adult	☐	Title II Adult Education	☐
From (mm/dd/yyyy) : To (mm/dd/yyyy) :		Title I Dislocated Worker	☐	Title IV Vocational Rehabilitation	☐
STATE:		Title I Youth	☐		

MEASURABLE SKILL GAINS[1]			
Skill Gain Type	Total Skill Gains (Numerator)	Total Opportunities for Skill Gains (Denominator)	Measurable Skill Gains Success Rate
Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level	Numerator (MSG 1)	Denominator (MSG 2)	Rate (Numerator/Denominator)
Attainment of a secondary school diploma or its equivalent	Numerator (MSG 3)	Denominator (MSG 4)	Rate (Numerator/Denominator)
Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards	Numerator (MSG 5)	Denominator (MSG 6)	Rate (Numerator/Denominator)
Satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program, etc.)	Numerator (MSG 7)	Denominator (MSG 8)	Rate (Numerator/Denominator)
Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams	Numerator (MSG 9)	Denominator (MSG 10)	Rate (Numerator/Denominator)
TOTAL	Total of all Numerators (MSG 11)	Total of all Denominators (MSG 12)	$\dfrac{\text{Total of All Numerators}}{\text{Total of All Denominator}}$ = Rate (MSG 13)

[1] For performance accountability purposes, the measurable skill gains indicator calculates the number of participants who attain at least one type of gain. However, this report is designed to examine the number of total gains within each type of gain.

WIOA - EFFECTIVENESS IN SERVING EMPLOYERS REPORT TEMPLATE

A. GRANTEE IDENTIFYING INFORMATION

1. Grantee Name:

2. Grantee Mailing Address:	3. Report Quarter End Date: MM/DD/YYYY
City _____ State _____ Zip Code ___	4. Report Due Date: MM/DD/YYYY

Performance Information	Previous Quarter (A)	Current Quarter (B)	Cumulative 4-Qtr Period (C)
B. EMPLOYER SERVICES			
1. Employer Information and Support Services			
2. Workforce Recruitment Assistance			
3. Strategic Planning/Economic Development Activities			
4. Untapped Labor Pools Activities			
5. Training Services			
5a. Incumbent Worker Training Services			
6. Rapid Response/Business Downsizing Assistance			
6a. Planning Layoff Response			
C. PERFORMANCE RESULTS			
1. Retention with Same Employer in the 2nd and 4th Quarters After Exit Rate		Numerator / Denominator	Numerator / Denominator
2. Employer Penetration Rate		Numerator / Denominator	Numerator / Denominator
3. Repeat Business Customers Rate		Numerator / Denominator	Numerator / Denominator
4. State Determined Measure #1			
5. State Determined Measure #2			

D. REPORT CERTIFICATION/ADDITIONAL COMMENTS

1. Report Comments/Narrative:

2. Name of Grantee Certifying Official/Title:	3. Telephone Number:	4. Email Address: