

FCS National Reporting System Business Rules

Reporting Year 2024-25

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Global NRS Rules, Policies & Definitions

Global Selection Criteria

1. Reporting year: Enrolled between July 1, 2024, and June 30, 2025, unless identified in business rules. For NRS 2024-2025, use the 2425 Terms 1E, 2E, and 3E and 2526 Term 1E to capture enrollment and outcomes activity through June 30 and Term 2B to determine continuing and exiter status after 89 days as reported by August 30, 2024.
2. Students should be unduplicated to the agency and FLEID. If more than one student is associated with a FLEID for the same agency, the first record should be used. **Students with the same FLEID who appear in more than one agency in the same POP should be unduplicated when calculating the state totals. Any gains reported in either agency should be counted toward MSGs earned.**
3. Student must have a valid sex (male or female) and identified at least one race or ethnicity.
4. In all tables requiring placement based on entering educational functioning level (1, 4, 4A, 4B, 4C), enter students in the row that represents their **lowest initial functioning level between July 1, 2024, and June 30, 2025**. Adult Education students who are alternative placed into programs must be placed on an Alternative Placement row.
5. Except for Table 2A, a participant is defined as a student that has at least one period of participation with at least 12 contact hours (10 reported instructional hours and 2 hours of assessment or placement activities not reported as instructional hours) (See table 4 for information on POPs).
6. 16 years of age or older. Age is determined by initial course entry date where student is at least 16 (Course Entry Date minus birth date).
7. Only students enrolled in an NRS eligible program are included.
8. Students enrolled in co-enrollment programs are excluded (Adult High School Co-enrolled).

Policy Notations

1. Students in summer (Term 1E) courses that cross into the next NRS year will be identified as continuing students.
2. Preliminary Term 2B enrollment entry dates, as of the reporting load date, are used to determine exiter status.
3. Only students who are not reported in preliminary terms or found enrolled with an enrollment date that is greater than 89 days are marked as exiters.
4. Exiter statuses determined by preliminary survey data are used for current year measures.
5. Final survey data is used to determine exiter status for lagged primary performance indicators measures.
6. Participants may not be awarded an MSG for a level gain previously earned in the same program year.

2024-25 NRS Eligible Programs

Program Name	CIP Number
Adult Basic Education	1532010100
Adult High School	1532010500
Academic Skills Building	1532010101
GED ® Preparation	1532020207
ESOL	1532010900

Key Definitions

- Continuing Student – a participant who is not considered exited.
- Exiter – A reportable individual/participant who has not received services for a specific amount of time, has exited from adult general education program, and has no additional services scheduled. A reportable individual must be considered “exited” when 90 days have elapsed since the last date of service, no future services are planned, and the individual has had 90 days of no services, including self-service and information-only service, since being identified as a reportable individual.
- Integrated Education and Training (IET) - a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
- Measurable Skill Gain (MSG): Federal unit of measurement of outcomes/success for WIOA funded adult education students. There are five possible MSGs for adult education students.
 1. Educational Functioning Level Gain
 - a) Educational functioning level gain as measured by a pre-test and post-test level gain.
 - b) Adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gain through the awarding of enough credits or Carnegie units to move from an EFL of 5 to an EFL of 6.
 - c) Educational functioning level gain for participants who enroll in postsecondary education and training during the program year.
 - d) Educational functioning level gain for participants who pass a subtest on a state-recognized high school equivalency examination.
 2. Documented attainment of a secondary school diploma or its recognized equivalent.
 3. Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state unit’s academic standards (IET participants and Workplace Literacy participants, only).
 4. Satisfactory or better progress report, toward established milestones (IET participants and Workplace Literacy participants, only).
 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 (IET and Workplace Literacy participants, only).
- Participant- a reportable individual who has completed at least 12 contact hours.
- Period of participation (POP) - For all indicators, except measurable skill gains, 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. Each participant’s exit during the same program year must be counted as a separate period of participation for purposes of calculating levels of performance. For all indicators, except the measurable skill gains indicator, 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.

2024-25 Statewide and Agency Level Files

Statewide and agency level reports that reflect all NRS tables including the SPR, and MSG should be populated with data calculated using the business rules below, provided to each agency, and published on the DCAE website. A list of NRS eligible agencies to be included in the statewide counts for NRS submission is provided.

Reports

1. NRS Tables, SPR, and MSG- State Level Totals (Used for NRS reporting)
2. NRS Tables, SPR, and MSG – Aggregated by Agency Type- District, FCS, and CBO
3. NRS Tables, SPR, and MSG – Agency level file for each NRS eligible agency
4. Periods of Participation Student Level File- See section titled “[Suggested File Flags](#)”
5. Tables 1, 4, 4b, 5, and 10- Student level files- These should be available to be distributed via request from specific agencies in addition to agency level files

Note: Reports 1-4 should be created and shared with DCAE prior to the October 1 Reporting Deadline.

2024-25 Student Level Files

A student level file by period of participation must be created to identify adult education students flagged by reportable features as required for Tables 4, 4C, 5, 5A 9, 10 and 11. See [Student Level File by Period of Participation](#) section for required file flags, flag calculation rules, and a suggested file layout.

Data Crosswalks

NRS Table Outline and Sources

Table Number	Name	Required by NRS	Requested By DCAE	Source of Data ¹
1	Participants by Entering Educational Functioning Level, Ethnicity and Sex	Yes	Yes	CCTCMIS
2	Participants by Age, Ethnicity and Sex	Yes	Yes	CCTCMIS
2A	Reportable Individuals by Age, Ethnicity, and Sex	Yes	Yes	CCTCMIS
3	Participants by Program Type and Age	Yes	Yes	CCTCMIS, DCAE
4	Measurable Skill Gains by Entry Level	Yes	Yes	CCTCMIS
4A	Educational Functioning Level Gain	Yes	Yes	CCTCMIS
4B	Educational Gains and Attendance for Pre- and Post-tested Participants	Yes	Yes	CCTCMIS
4C	Measurable Skill Gains by Entry Level for Participants in Distance Education	Yes	Yes	CCTCMIS
5	Primary Indicators of Performance	Yes	Yes	CCTCMIS & FETPIP
5A	Primary Indicators of Performance for Participants in Distance Education	Yes	Yes	CCTCMIS & FETPIP
6	Participant Status and Program Enrollment	Yes	Yes	CCTCMIS
7	Adult Education Personnel by Function and Job Status	Yes	Yes	WEB Submission
8	Outcomes for Adults in Family Literacy Programs	Optional	No	
9	Outcome Achievement for Participants in Integrated English Literacy and Civics Education	Yes	Yes	CCTCMIS & FETPIP
10	Outcomes for Adults in Correctional Education Programs	Yes	Yes	CCTCMIS & FETPIP
11	Outcome Achievement for Participants in Integrated Education and Training Programs	Yes	Yes	CCTCMIS & FETPIP
14	Local Grantees by Funding Source	Yes	Yes	DCAE
99	Indicator Denominators for the Statewide Performance Request	Yes	Yes	CCTCMIS, DCAE & FETPIP
SPR	Statewide Performance Report	Yes	Yes	CCTCMIS, FETPIP, Comptroller
MSG	Measurable Skill Gain	Yes	Yes	CCTCMIS

¹The primary source of data used in the NRS report is from student level records submitted through the district, college, or CBO reporting systems. Additional sources of data, including GED test records and employment and placement data (FETPIP), are identified by FDOE through a data matching process directly with the source of that data.

Additional files for PERA

- NRS Eligibility Crosswalk
- Statewide Performance Report (SPR) business rules template

Data Element Crosswalk

This table outlines all data elements required for NRS reporting by NRS table.

Data Element Number	Data Element Name	Format	NRS Table
2002	Program of Study - CIP	4	1, 2A, 3, 4, 4A, 4C, 5, 5A, 9, 11
3012	Course Section Hours	6	1, 2A, 4, 4B, 4C
1041	Ethnicity – Hispanic/Latino	1	1, 2, 2A
1036	Race - White	1	1, 2, 2A
1037	Race - Black/African American	1	1, 2, 2A
1038	Race - Asian	1	1, 2, 2A
1039	Race - American Indian/Alaskan Native	1	1, 2, 2A
1040	Race - Native Hawaiian/Pacific Islander	1	1, 2, 2A
1006	Sex	1	1, 2, 2A
1019	Student Birth Date	1	1, 2, 2A, 3
3410	Adult Education Test – Adult Educational Functioning Level	0	1, 4, 4B, 4C, 11
3032	Integrated Education and Training Program Number	6	3, 4, 4C, 11
2021	AGE Withdrawal Reason	4	4, 4C, 5, 5A, 9, 10, 11
3034	Pre-Test ID 1	6	4, 4A, 4C, 11
3037	Pre-Test ID 2	6	4, 4A, 4C, 11
3040	Pre-Test ID 3	6	4, 4A, 4C, 11
3035	Post-Test ID 1	6	4, 4A, 4B, 4C, 11
3038	Post-Test ID 2	6	4, 4A, 4B, 4C, 11
3041	Post-Test ID 3	6	4, 4A, 4B, 4C, 11
3401	Adult Education Test – Score	0	4, 4A, 4B, 4C, 11
3033	Adult Educational Functioning Level Subject Area 1	6	4, 4A, 4C
3036	Adult Educational Functioning Level Subject Area 2	6	4, 4A, 4C
3039	Adult Educational Functioning Level Subject Area 3	6	4, 4A, 4C
3042	Adult High School Credits Earned in Course	6	4, 4A, 4C

Data Element Number	Data Element Name	Format	NRS Table
3043	Adult Education Test – Subtest	0	4, 4C
2103	Completion Degree Granted	5	4, 4C, 5, 5A, 9, 10, 11
2121	Completion Date	5	4, 4C, 5, 5A, 9, 10, 11
3008	Course Identifier	6	4, 4C, 11
3007	Course Grade Awarded	6	4, 4C, 11
3302	Program Industry Certification Number	9	4, 4C, 11
3304	Program Industry Outcome	9	4, 4C, 11
3303	Program Industry Certification Date	9	4, 4C, 11
4060	Primary Course Section Classification	4	4C
3026	Course Entry Date	6	All
3027	Course Exit Date	6	All
1052	AGE Employment Status	1	6
1064	AGE Level of Schooling Achieved	1	6
1048	Adult Origin of Schooling	1	6
1011	Incarceration Status	1	6, 10

NRS Data to Data Element Crosswalk

This table outlines NRS table information by data elements and criteria required for specific NRS calculations.

NRS Table Category	Data Element	Criteria
NRS Eligible Programs	DE 2002 - Program of Study – CIP Appendix A: Adult General Education Programs & Associated Gains	Program number equal to: 1532010100 - Adult Basic Education 1532010500 - Adult High School 1532020207 - GED Preparation 1532010900 - ESOL 1532010101 – Academic Skills Building
Instructional Hours	DE 3012 – Course Section Hours	≥ 10 for all NRS tables except Table 2A
Measurable Skills Gain	Various - See Measurable Skill Gain Crosswalk Appendix A: Adult General Education Programs & Associated Gains	See Measurable Skill Gain Crosswalk for detailed calculation rules • MSG 1 - 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. - Earning enough credits in an Adult High School program to move from ABE level 5 to ABE level 6 - Enrollment in postsecondary education or training by the end of the program year. - Passing a GED subject area test. • MSG2 - Documented attainment of a secondary school diploma or its recognized equivalent by the end of the program year. IET MSGs See IET Measurable Skill Gains Crosswalk for detailed calculation rules • MSG 3 - Earning sufficient postsecondary credit/clock hours in a postsecondary program of enrollment • MSG 4 – Full program completion of a preapprenticeship program • MSG 5 - Industry certification attainment (MCL or Perkins)
Entering Educational Functioning Level	Appendix A: Adult General Education Programs & Associated Gains ABE, ASB, ESOL, ELCATE • DE 3410 Adult Educational Functioning Level N/A for AHS & GED – see Alternative Placement below	The entering EFL used for table placement is based on the lowest initial EFL reported in the reporting year. • ABE: When there are multiple course subject area EFLs reported across the reporting year, the EFL of the subject with the lowest initial EFL is used regardless of term/survey earned. See Educational Functioning Level- Lowest to Highest Level for crosswalk and sort order.
Test Subject Area	DE 3403 – Adult Education Test - Subtest	M, N, P, R, S, W
Diploma or GED®	DE 2103 – Completion Degree Granted	6, 8
Posttest	DE 3035 – Post-Test Identification Number 1 DE 3038 – Post-Test Identification Number 2 DE 3041 – Post-Test Identification Number 3	= Presence of a Post-Test ID value
Distance Learner	DE 4060 – Primary Course Section Classification (Personnel Database)	D
Correctional Student	DE 1011 – Incarceration Status	C, D, E, S
Outcomes Excluded	DE 2021 - AGE Withdrawal Reason	A, B, C, D, E

NRS Table Category	Data Element	Criteria
Employment Status	DE 1052 - AGE Employment Status	E, N, S, U
IET Participant	2023-24 & 2024-25: DE 3032 – IET Program Number	7-digit IET program number
Alternative Placement	TBD	1532020207 – GED® Preparation program of enrollment and lowest initial EFL of 5 or 6 1532010500 – Adult High School

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

Exit Dates	Exit Quarter	FETPIP Quarter for Matching Employment and Median Wages Second Quarter after Exit	Date Available
July 1, 2023 - Sept 30, 2023	Q3 2023	Q1 2024	8/1/2024
Oct 1, 2023 – Dec 31, 2023	Q4 2023	Q2 2024	11/1/2024
Jan 1, 2024 – March 31, 2024	Q1 2024	Q3 2024	2/1/2025
Apr 1, 2024 – Jun 30, 2024	Q2 2024	Q4 2024	5/1/2025

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

Exit Date Between	Exit Quarter	FETPIP Quarter for Matching Employment Second Quarter after Exit	Date Available
Jan 1, 2023 - Mar 31, 2023	Q1 2023	Q1 2024	8/1/2024
Apr 1, 2023 -Jun 30, 2023	Q2 2023	Q2 2024	11/1/2024
Jul 1, 2023 - Sept 30, 2023	Q3 2023	Q3 2024	2/1/2025
Oct 1, 2023 -Dec 31, 2023	Q4 2023	Q4 2024	5/1/2025

Program Year 2024 Participation Dates

Program year 2024 is 2024-25 and runs from July 1, 2024 – June 30, 2025. The table below reflects participants used for measure calculation based on date of participation.

2024-25 NRS Report Due Date	October 1, 2024
Current Year Measures	
Measurable Skill Gains	July 1, 2024 – June 30, 2025
Lagged Measures	
Employment Second Quarter after Exit	July 1, 2023 – June 30, 2024
Employment Fourth Quarter after Exit	January 1, 2023 – December 31, 2023
Median Earnings Second Quarter After Exit	July 1, 2023 – June 30, 2024
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within One Year of Exit	January 1, 2023 – December 31, 2023
Attained a Secondary School Diploma/Recognized Equivalent and Employed within One Year of Exit	January 1, 2023 – December 31, 2023
Attained a Postsecondary Credential while enrolled or within One Year of Exit	January 1, 2023 – December 31, 2023

Program, EFL & MSG Crosswalks

Educational Functioning Level (EFL) Crosswalk- Lowest to Highest Level

Category & Data Element	Report Cell Name Sort Order	EFL Sort Order (Lowest to Highest)	Criteria	
			DE 3410 - Adult Education Test – Adult Educational Functioning Level	DE 2002 – Program of Study - CIP
Adult Educational Functioning Level	ABE Level 1	8	Adult Education Functioning Level = 1	N/A
	ABE Level 2	9	Adult Education Functioning Level = 2	
	ABE Level 3	10	Adult Education Functioning Level = 3	
	ABE Level 4	11	Adult Education Functioning Level = 4	
	ABE Level 5	12	Adult Education Functioning Level = 5	N/A
	ABE Level 6	13	Adult Education Functioning Level = 7	
	Alternative ABE Placement	14	Adult Educational Functioning Level = 5 or 7 & GED® Preparation program enrollment Adult Educational Functioning Level = N/A - Adult High School	*GED Preparation (1532020207) Adult High School (1532010500)
	ESL Level 0-1	1	Adult Education Functioning Level = B	N/A
	ESL Level 2	2	Adult Education Functioning Level = C	
	ESL Level 3	3	Adult Education Functioning Level = D	
	ESL Level 4	4	Adult Education Functioning Level = E	
	ESL Level 5	5	Adult Education Functioning Level = F	
	ESL Level 6	6	Adult Education Functioning Level = G	
	ESL Level >6	7	Adult Education Functioning Level = I	
	Alternative ESL Placement	N/A	N/A	N/A

NRS reporting is based on a student's lowest initial Adult Educational Functioning Level for all traditionally placed participants. For NRS table placement, use the functioning level that is the lowest out of the first of each course subject of enrollment, based on course entry date, reported within the reporting year, July 1, 2024 – June 30, 2025. Alternatively placed students are to be placed in the Alternative Placement rows.

*GED program placement on the Alternative Placement row is limited to participants with a valid GED program record and EFL 5 or 6 combo.

Measurable Skill Gain Crosswalk (MSGs 1a, 1b, 1c, 1d & 2)

MSG Type	Measurable Skill Gain (MSGs 1a, 1b, 1c, 1d & 2)
1a	Educational Functioning Level gain from the lowest initial functioning level based on an assessment post-test reported between June 1, 2023 – June 30, 2024, using data elements: • Pre-Test ID (Course Information Record Format) • Post-Test ID (Course Information Record Format) • Adult Educational Functioning Level Subject Area 1, 2, 3 (Course Information Record Format) • Test ID (Test and Performance Format) • Adult Test Score (Adult Education Test and Performance Information Record Format) • Adult Educational Functioning Level (Adult Education Test and Performance Information Record Format) Establish lowest initial functioning level by pulling the first (by course entry date) reported <i>Pre-Test ID 1,2,3</i> (RT 6 - Course Information Record Format) and associated subject area(s) using <i>Adult Educational Functioning Level Subject Area 1,2,3</i> (RT 6 - Course Information Record Format) of the program year. Link each pre-test ID and subject area to their associated <i>Adult Educational Functioning Level</i> (Adult Education Test and Performance Information Record Format). The lowest of the first reported EFLs by subject, regardless of subject area, is the lowest EFL for NRS reporting purposes. Once lowest EFL is established, to identify any gains, pull all reported <i>Post-Test ID 1,2,3</i> (RT 6 – Course Information Record Format) and associated subject area(s) using <i>Adult Educational Functioning Level Subject Area 1,2,3</i> (Course Information Record Format). Link each post-test ID and subject area to their associated <i>Adult Educational Functioning Level</i> (Adult Education Test and Performance Information Record Format). Compare all pre and post-test <i>Adult Educational Functioning Level</i> by subject and award flag MSGs earned where there is an increase in level. For a test record to be valid, it must match a valid program/course record based on the following key fields: <i>Year, Survey, District Instruction, FLEID, Subject Area, and Pretest ID.</i>
1b	Educational Functioning Level gain from ABE level 5 to ABE level 6 associated with program number 1532010500 reported between June 1, 2024 – June 30, 2025, using data elements: • Adult High School Diploma Option ○ Indicates the type of AHS diploma sought (e.g., 18-credit ACCEL, traditional 24-credit or 18-credit CTE pathway.) • Adult High School Credits at Entry ○ Used to establish the initial functioning level of the student. After initial assignment, the value reported on the data element should not change. • Adult High School Credits Earned in Course ○ Reported number of credits earned that are creditable toward the diploma. • FCS Appendix A: Adult General Education Programs & Associated Gains Reference Appendix A for AHS diploma options and credits required to move from ABE level 5 to ABE level 6. Establish student starting number of credits earned toward diploma completion using Adult High School Credits at Entry. After each term, add to it the number of credits subsequently earned using Adult High School Credits Earned in Course. If a student has earned enough credits to move from ABE level 5 to ABE level 6, the MSG is awarded. AHS Students starting at ABE level 6 cannot earn MSG 1b and may earn MSG 2, only.

MSG Type	Measurable Skill Gain (MSGs 1a, 1b, 1c, 1d & 2)
1c	Found enrolled in postsecondary education or training during the program year, June 1, 2024 – June 30, 2025. Postsecondary education or training = Enrollment in a PSAV, ATD, CCC, AS, AAS, AA, Apprenticeship, Bachelor’s program or a Statewide Course Numbering System (SCNS) postsecondary course(s) included in one of these programs, or IET concurrent basic skills and workforce preparation at a District Postsecondary or Florida College System institution. - Determined by PERA using WDIS and CCTCMIS enrollment records - All IET participants automatically earn MSG 1c. - Enrollment in a state-recognized postsecondary education or training program must occur <u>after</u> enrollment in adult education.
1d	Educational Functioning Level gain from passing a subtest on a state-recognized high school equivalency examination reported between June 1, 2024 – June 30, 2025, using data elements: - Adult Education Test – Type (Adult Education Test and Performance Information Record Format) - GED - Adult Education Test – Subtest (Adult Education Test and Performance Information Record Format) - GED subject test areas include Mathematics (M), Reasoning Through Language Arts (N), Social Studies (T) and Science (C). - Adult Education Test – Score (Adult Education Test and Performance Information Record Format) - A test score of 145 or greater is a passing score and the MSG is awarded. Participant must have an AGE program of enrollment during the program year (July 1 – June 30). This gain is irrespective of AGE program of enrollment.
2	Documented attainment of a secondary school diploma or GED. Eligible Diploma Types - 6 (AHS Diploma) or 8 (GED)

IET Measurable Skill Gains Crosswalk (MSGs 3, 4, 5)

MSG Type	Measurable Skill Gain (MSG 3, 4 & 5)		
Required for all IET MSG Types	WDIS Data Elements/Reference Table		Notes
	IET Program Information	Appendix D: Integrated Education and Training (IET) Program Numbers	The IET Program Number appendix is used to identify postsecondary programs approved for the IET program of participant enrollment.
	IET Program Number	DE 3032 – AGE, IET Program Number	The IET program number must be a valid number on the IET Program Number appendix and reported July 1 - June 30.
3	Earning sufficient postsecondary credit/clock hours in a postsecondary program of enrollment		
	Postsecondary Program of Enrollment	DE 2002 – Program of Study - CIP	The postsecondary program number must be a valid number on the IET Program Number appendix associated with the IET program of student participation.
	Postsecondary Course Enrollment	DE 3008 - Course Identifier	The course number must be a valid course associated with the postsecondary program of enrollment.
	Postsecondary Course Earning	DE 3007 - Course Grade Awarded = A, B, C, D, P, S	All postsecondary programs must be passed to count as earned instructional hours.
	Instructional Hours	DE 3012 - Course Section Hours	Sum earned instructional hours earned. Participants must earn at least 12 credits/360 clock hours to be awarded the MSG.
	Course Date of Exit	DE 3027 - Course Exit Date	Course date of exit must = July 1 - June 30.

MSG Type		Measurable Skill Gain (MSG 3, 4 & 5)	
4	Full Program Completion of a registered preapprenticeship program		
	Postsecondary Program of Enrollment	DE 2002 – Program of Study - CIP	The postsecondary program number must be a valid number on the IET Program Number appendix associated with the IET program of student participation.
	Program Completion	DE 2103 - Completion Degree Granted = ‘P’ Student must also be reported with a matching CIP on DE2101- Completion CIP	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.
	Earning an occupation completion point (OCP) through postsecondary program or course enrollment		
	Occupational Completion Point (OCP)	DE 2104 - Occupational Completion Point Indicator	The occupational completion point must be a valid code on the Postsecondary Career Education Programs with Occupational Completion Points appendix.
	Postsecondary Course Enrollment	DE 3008 - Course Identifier	The course number must be a valid course associated with the postsecondary program of enrollment.
	Course Date of Exit	DE 3027 - Course Exit Date	Course date of exit must = July 1 - June 30.
5	Industry certification attainment		
	Industry Certification Identifier	DE 3302 - Program Industry Certification Number	The industry certification code must be a valid number on the IET Program Number appendix associated with the IET program of student participation.
	Industry Certification Outcome	DE 7S - Industry Certification Outcome = ‘P’	The industry certification code must be a valid number on the IET Program Number appendix associated with the IET program of student participation.

NRS Tables & Business Rules

Table 1: Participants by Entering Educational Functioning Level, Ethnicity and Sex

Cohort: To be a participant, an adult general education student must complete at least 12 total contact hours (10 reported instructional hours and 2 hours for intake and testing not reported as instructional hours) in an NRS eligible program during at least one period of participation in the reporting year, and must have a correctly reported FLEID, birth date, race/ethnicity and sex. Students reported with more than one education functioning level (EFL) during the reporting year are included in the cohort with the lowest initial functioning level reported for that student. Students reported with more than one sex, or more than one race/ethnicity should be included with the most recent reported value during the reporting period.

Data Sources:

NRS Table Category	Data Element	Criteria	Source
NRS Eligible Programs	DE 2002 - Program of Study – CIP Appendix A: Adult General Education Programs & Associated Gains	1532010100 - Adult Basic Education 1532010500 - Adult High School 1532010101 – Academic Skills Building 1532020207 - GED Preparation 1532010900 - ESOL	CCTCMIS
Instructional Hours	DE 3012 – Course Section Hours	Has at least one Period of Participation	CCTCMIS
Ethnicity	DE 1041 – Ethnicity – Hispanic/Latino Note: While race and ethnicity are reported with separate data elements, the FCS system creates an Ethnic Origin data element, DE 1036-1041, summarizing the race/ethnicity to use for calculations.	Hispanic or Latino=Y	CCTCMIS
Race	DE 1036-1040 – Race Note: While race and ethnicity are reported with separate data elements, the FCS system creates an Ethnic Origin data element summarizing the race/ethnicity to use for calculations.	American Indian or Alaska Native=" Y" and/or Asian=" Y" and/or Black or African American=" Y" and/or Native Hawaiian or Other Pacific Islander=" Y" and/or White=" Y"	CCTCMIS
Sex	DE 1006 - Sex	"F" or "M"	CCTCMIS
Age Group	DE 1019 – Student Birth Date	MMDDYYYY	CCTCMIS
Entering Educational Functioning Level	DE 3410 Adult Education Test - Adult Educational Functioning Level	See EFL Crosswalk	CCTCMIS
Alternative Placement	TBD	1532020207 – GED® Preparation program of enrollment and initial lowest EFL of 5 or 6 1532010500 - Adult High School program of enrollment	DCAE

Business Rules:

1. The total (Column P) must equal the totals on Tables 2, 3, 4, and 6.
2. Students were reported with a valid FLEID.
3. Students must be 16 years of age or older. Age is determined by initial course entry date where student is at least 16 (course Entry Date minus birth date).
4. Students were reported with a total minimum of 10 instructional hours in one or more NRS eligible programs in a Period of Participation.
5. Students were reported with a valid Race, Ethnicity and Sex value.
 - a. Students with a value of "Y" for Ethnicity are included in the Hispanic/Latino category, regardless of additional race category selections.
 - b. Students with a value of "N" for Ethnicity and more than one race category selection will be included in the two or more races category.
 - c. Students with a value of "X" for Sex are not included in NRS reporting.
6. Students were reported with a valid educational functioning level.
7. Students are grouped into a cohort based on their lowest initial functioning level using the Educational Functioning Level Crosswalk.

Note: The breakout of programs included in Table 1 and throughout all NRS tables include:

- Federal ABE = ABE, AHS (not including co-enrolled), GED
- Federal ESL = ESOL

Table 2: Participants by Age, Ethnicity, and Sex**Cohort:** All students included in Table 1.**Data Source:**

NRS Table Category	Data Element	Criteria	Source
Age Group	DE 1019 – Student Birth Date	See Age Group Table Below	CCTCMIS
Ethnicity	DE 1041 – Ethnicity – Hispanic/Latino	Hispanic or Latino=Y	CCTCMIS
Race	DE 1036-1040 -Race	American Indian or Alaska Native=" Y" and/or Asian=" Y" and/or Black or African American=" Y" and/or Native Hawaiian or Other Pacific Islander=" Y" and/or White=" Y" More than one race= student was reported with more than one valid race category	CCTCMIS
Sex	DE 1006 - Sex	"F" or "M"	CCTCMIS

Business Rules:

- The total (Column P) must equal the totals on Tables 1, 3, 4, and 6.
- Students were included in Table 1.
- Students were reported with a valid Birth Date, Race, Ethnicity and Sex value.
 - Students with a value of "Y" for Ethnicity are included in the Hispanic/Latino category, regardless of additional race category selections.
 - Students with a value of "N" for Ethnicity and more than one race category selection will be included in the two or more races category.
- Students are grouped into a cohort based on the initial course entry date minus their birthdate.
- Totals by Race/Ethnicity and Sex must match Table 1.

NRS Age Groups

Category	Report Cell Name	Criteria
Age Group	16-18	Age is determined by initial course entry date where student is at least 16 (course Entry Date minus birth date)
	19-24	
	25-44	
	45-54	
	55-59	
	60 and over	

Table 2A: Reportable Individuals by Age, Ethnicity, and Sex

Cohort: Number of reportable individuals with less than 12 total contact hours (including 10 hours of reported instructional hours and 2 hours for intake and testing not reported as instructional hours)

Data Source:

NRS Table Category	Data Element	Criteria	Source
NRS Eligible Programs	DE 2002 - Program of Study – CIP	Program number equal to: 1532010100 - Adult Basic Education 1532010500 - Adult High School 1532010101 – Academic Skills Building 1532020207 - GED Preparation 1532010900 - ESOL	CCTCMIS
Instructional Hours	DE 3012 – Course Section Hours	Has at least one Period of Participation (POP) and less than 10 reported instructional hours	CCTCMIS
Ethnicity	DE 1041 – Ethnicity – Hispanic/Latino	Hispanic or Latino=Y	CCTCMIS
Race	DE 1036-1040 - Race	American Indian or Alaska Native= “Y” and/or Asian= “Y” and/or Black or African American= “Y” and/or Native Hawaiian or Other Pacific Islander= “Y” and/or White= “Y”	CCTCMIS
Sex	DE 1006 - Sex	“F” or “M”	CCTCMIS
Age Group	DE 1019 – Student Birth Date	MMDDYYYY	CCTCMIS

Business Rules:

- The total (Column P) must equal the totals on Tables 1, 3, 4, and 6.
- Students were **not** included in Table 1
- Students were reported with a valid FLEID
- Students were 16 years of age or older (age is determined by the initial course entry date minus their birthdate).
- Students were reported with a valid Birth Date, Race, Ethnicity and Sex value.
 - Students with a value of “Y” for Ethnicity are included in the Hispanic/Latino category, regardless of additional race category selections.
 - Students with a value of “N” for Ethnicity and more than one race category selection will be included in the two or more races category.
- Students were reported with a total of < or= to 10 instructional hours in one or more NRS eligible programs.
- Students are grouped into a cohort based on the initial course entry date minus their birthdate.

Table 3: Participants* by Program Type and Age**Cohort:** All students included in Table 1.**Data Source:**

NRS Table Category	Data Element	Criteria	Source
Program Type	DE 2002 - Program of Study – CIP	See Program Type Crosswalk Below	CCTCMIS
Age Group	DE 1019 – Student Birth Date	See Age Group Table Below	CCTCMIS
IET Program	DE 3032 - IET Program Number	7-digit IET program number reported by AGE program of enrollment.	CCTCMIS

Business Rules:

- The total (Column H) must equal the totals on Tables 1, 2, 4, and 6. The “Integrated Education and Training” rows are subsets of the primary program rows.
- Students were included in Table 1.
- Students were reported with a valid Birth Date value.
- Students are grouped into a cohort based on program with lowest functioning level enrollment.
 - For identification of the integrated subpopulations:
 - Report duplicated count of students reported with an NRS eligible AGE program number and an IET Program Number during the same term at any point during the PY.
- Totals by Program Type must match Table 1 entering functioning level group. These rows have been included in the NRS Program Type Crosswalk.

NRS Program Type Crosswalk

Category	Report Cell Name	Criteria	Included in Table 2 Total Row
Program Type	Adult Basic Education (ABE)	ABE EFLs 1-4 (See EFL Crosswalk)	Yes
	ABE Integrated Education and Training Program	IET Program Number	Yes
	Adult Secondary Education (ASE)	ABE EFLs 5-6 & Alternative ABE Placement participants (See EFL Crosswalk)	Yes
	ASE Integrated Education and Training Program	IET Program Number	Yes
	English Language Acquisition (ELA)	ESL EFLs 1 - >6 for participants at <u>non</u> IELCE WIOA grantee agencies. (See EFL Crosswalk)	Yes
	ELA Integrated Education and Training Program	IET Program Number	Yes
	Integrated English Literacy and Civics Education (IELCE)	ESL EFLs 1 - >6 for participants at IELCE WIOA grantee agencies. (See EFL Crosswalk)	Yes
	IELCE Integrated Education and Training Program	IET Program Number	Yes

NRS Age Groups

Category	Report Cell Name	Criteria
Age Group	16-18	16 years of age or older. Age is determined by initial course entry date where student is at least 16. Course Entry Date minus birth date
	19-24	
	25-44	
	45-54	
	55-59	
	60 and over	

Table 4: Measurable Skill Gains (MSG) by Entry Level

Cohort: All students included in Periods of Participation (POP) Student Level File

Business Rules

Calculation of Columns B-I

1. Includes all students from the POP Student Level File based on the first period of participation for students with multiple periods of participation. Use participant's lowest initial EFL based on pretest score for the 1st entry of a program year for initial placement in this table.
2. **Column B – Number of Participants:** B should equal corresponding total number of participants in other NRS tables.
 - Column B should be equal to columns C, E, F, G, H, and I.
 - Students are grouped into a cohort based on lowest initial functioning level in the first period of participation. See [Educational Functioning Level Crosswalk](#).
3. **Column C – Total Number of Participants Excluded from MSG Performance**
 - Sum of the total number of students excluded from MSG performance (AGE Withdrawal Reason codes A, B, C, D, E). No values associated with these participants should be entered in columns E-I.
4. **Column D – Total Attendance Hours for All Participants**
 - Sum of the total instructional/contact hours in NRS eligible programs reported for students during **ALL** periods of participation (FCS Course Section Hours).

For columns E, F, and G: Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.

5. **Column E – Number who Achieved at least One EFL Gain (MSG types 1a, 1b, 1c, 1d)**
 - The number of participants who achieved one or more Educational Functioning Level (EFL) gain via MSG 1a, 1b, 1c or 1d during the program year as measured by participants who:
 - a) were reported with at least one earned MSG 1a, 1b, 1c or 1d for an NRS eligible program in which they were enrolled during the first period of participation (see [Measurable Skill Gain Crosswalk](#));
 - ❖ Alternative Placement participants placed in column E for earning MSG 1a should be excluded in Table 4B.
6. **Column F- Number who Attained a Secondary School Diploma or its Recognized Equivalent (MSG type 2)**
 - Participants who were reported during the program year with;
 - a) a valid Diploma Type and the AGE Completion Date that falls within the reporting year or
 - b) a GED within the reporting year, July 1, 2024 – June 30, 2025, identified through GED database matching.

For valid diploma types see [NRS Data to Data Element Crosswalk](#)

7. **Column G - Number of IET or workplace literacy participants who achieved an MSG via transcript, milestone, or exam (MSG types 3, 4, 5)** * See [IET Measurable Skill Gains Crosswalk](#). The crosswalk should be used to provide an IET Participant flag of 'Y' in the student level POP file.
 - Participants who were reported in the same term with:
 - a) An IET Program Number AND
 - b) Earned at least 12 credit hours or 360 clock hours during a reporting period or over the course of two consecutive reporting periods in a postsecondary program associated with their respective IET program¹; OR
 - c) Earned an industry certification associated with their respective IET program²; OR
 - d) Was a full program completer in a preapprenticeship program associated with their respective IET program³; OR
 - e) Earned an occupation completion point (OCP) associated with their respective IET program⁴

¹ IET MSG category, "Progress on a postsecondary transcript"

² IET MSG category, "Passing a technical or occupational knowledge-based exam"

³ IET MSG category "Progress toward milestone"

⁴ IET MSG category "Progress toward milestone"

8. **Column H - Number Separated Before Achieving Measurable Skill Gains**
 - Includes all participants from column B who are not found in columns C, E or F or G and
 - a) Who have a second period of participation in the same reporting year, or
 - b) Who are not found enrolled at least 90 days past their course exit.
9. **Column I - Number Remaining in Program without Measurable Skill Gains**
 - Includes all participants from column B who are not found in columns C, E or F or G and
 - a) Who are found enrolled in Terms 1E or 2B of the next reporting year.

Columns C, E, F, G, H and I should equal to Column B

10. **Column J - Percentage Achieving Measurable Skill Gains (Calculated Field)**
 - Number of students included in column E + F + G divided by the number of students in Column B minus the number of students in Column C.

Calculation of Columns K-O

11. Includes all participants from the Periods of Participation Student Level File
12. **Column K - Total number of Periods of Participation**
 - Sum of the total number of periods of participation for each participant. A participant may have more than one period of participation.
 - i. Do not include periods of participation that are excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table A. No values associated with these periods of participation should be entered into columns K-N. See [NRS Data to Data Element Crosswalk](#) for Outcome Excluded values.
 - Students are grouped into a cohort based on lowest initial functioning level in the first period of participation (See [Educational Functioning Level Crosswalk](#))

For Columns L, M, N: Multiple outcomes are permissible for individual participants with more than one period of participation. Although participants may achieve more than one gain per period of participation, only one gain for a participant per period of participation is reported in EITHER column L or column M or column N. Report which ever gain was earned most recently.

For columns L, M, N, use the same calculation methods as provided for columns E, F and G respectively.

13. **Column L - Total number of Periods of Participation in which Participants achieved at least one EFL gain (MSG types 1a, 1b, 1c, 1d)**
 - Sum of the total number of Periods of Participation for each participant in which at least one educational functioning level gain was achieved.
14. **Column M- Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (MSG type 2)**
 - Sum of the total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained.
15. **Column N - Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)**
 - Sum of the total number of Periods of Participation in which IET participants were reported with related MSGs.
16. **Column O - Percentage of Periods of Participation with Measurable Skill Gains) (Calculated Field)**
 - Number of students included in column L+M + N divided by the number of students in Column K.

Table 4a: Educational Functioning Level Gain (MSG Types 1a, 1b, 1c, 1d)

Cohort: All participants who achieved an EFL gain during the program year. This includes students who earned an EFL due to pre and post testing, awarding of Carnegie Units, or postsecondary entry. Periods of participation excluded in Table 4 are excluded in Table 4a. **Both ELA/literacy or ELP; and Mathematics level gains must be reported for all participants, if tested in both areas. Multiple gain types may be reported for each participant (columns C, E, G, I), but only report one of each gain type for the program year when more than one of the same gain type was earned.**

Business Rules:

1. **Column B - Number of Participants**
 - Includes all participants in Table 4, column E. Each of the below EFL gains are open to any Period of Participation in the reporting/program year.
2. **Column C - Number with EFL Gain For ELA/Literacy or ELP by pre-post testing (MSG type 1a)**
 - Number of participants who were pretested and placed at entering EFL levels listed in column A and who achieved at least one EFL gain in reading, writing, literacy skills, speaking or listening via post-testing in any of the below listed eligible NRS programs and associated courses that measure reading, writing, literacy skills, and speaking or listening throughout the program year.
 - See [Table 4A Crosswalk](#)
3. **Column D - Percentage Achieving ELA/Literacy or ELP EFL Gains (MSG type 1a)**
 - (Calculated Field) Number of students included in Column C divided by the number of students in Column B
4. **Column E - Number with EFL Gain for Mathematics by pre- post-testing (MSG type 1a)**
 - Number of participants who were pretested and placed at entering EFL levels listed in column A and who achieved at least one EFL gain in mathematics via post-testing in any of the below listed eligible NRS programs and associated courses that measure mathematics throughout the program year.
 - See [Table 4A Crosswalk](#)
5. **Column F - Percentage Achieving Mathematics EFL Gains (MSG type 1a)**
 - (Calculated Field) Number of students included in Column E divided by the number in Column B
6. **Column G - Number with EFL Gain by Carnegie Units/ Credits (MSG type 1b)**
 - ABE Level 5
 - i. Number of students enrolled in Adult High School (1532010202) who earned an AHS program EFL gain from level 5 to level 6, only.
 - See [Table 4A Crosswalk](#) and [Measurable Skill Gain Crosswalk](#)
7. **Column H - Percentage Achieving EFL Gain by Carnegie Units/ Credits (MSG type 1b)**
 - (Calculated Field) Number of students included in Column G divided by the number in Column B
8. **Column I - Number with EFL Gain by Transition to Post-secondary Education (MSG type 1c)**
 - Number of students identified in Table 4 Column E who were found enrolled in Postsecondary by June 30, 2025. Postsecondary includes PSAV, ATD, CCC, AS, AAS, AA, Apprenticeship and Bachelor's programs or a SCNS postsecondary course enrollment in a course included in one of these programs, or IET concurrent basic skills and workforce preparation.
 - ❖ All IET participants will automatically count in column I for MSG 1c.
 - ❖ Enrollment in a state-recognized postsecondary education or training program must occur after enrollment in adult education.
9. **Column J - Percentage Achieving EFL Gain by Transition to Postsecondary Education (MSG type 1c)**
 - (Calculated Field) Number of students included in Column I divided by the number in Column B
10. **Column K- Number with EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d)**
 - Number of students identified in Table 4 Column E for earning MSG 1d
 - See [Table 4A Crosswalk](#) and [Measurable Skill Gain Crosswalk](#)
11. **Column L - Percentage Achieving EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d)**
 - (Calculated Field) Number of students included in Column K divided by the number in Column B

Table 4A Crosswalk

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain for ELA/Literacy or ELP by pre-post testing (MSG type 1a) (C)	Number with EFL Gain for Mathematics by pre-post testing (MSG type 1a) (E)	Number with EFL Gain by Carnegie Units/ Credits (MSG type 1b) (G)	Number with EFL Gain by Transition to Postsecondary Education (MSG type 1c) (I)	Number with EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d) (K)
ABE Level 1	The number of ABE participants who achieved an EFL gain (MSG types 1a, 1b, 1c, 1d) during the program year by EFL level	Of ABE participants in column B: Those with a 1a MSG in tests with subject areas of 'N', 'P', R', S', W' See Measurable Skill Gain Crosswalk	Of ABE participants in column B: Those with a 1a MSG in tests with subject areas of 'M' See Measurable Skill Gain Crosswalk	N/A	Of ABE participants in column B: Participants found enrolled in postsecondary education or training as outlined in the Measurable Skill Gain Crosswalk by EFL level	Of ABE participants in column B: Those with a 1d MSG See Measurable Skill Gain Crosswalk .
ABE Level 2						
ABE Level 3						
ABE Level 4						
ABE Level 5						
ABE Level 6						
Alternative ABE Placement		N/A for AHS and GED	N/A for AHS and GED	Those with a 1b MSG in Adult High School (1532010500) See Measurable Skill Gain Crosswalk .		
ABE Total						
ESL Level 1	The number of ESL participants who achieved an EFL gain (MSG types 1a, 1b, 1c, 1d) during the program year by EFL level.	Of ESL participants in column B: Those with a 1a MSG in tests with subject areas of 'N', 'P', R', S', W' See Measurable Skill Gain Crosswalk	Of ESL participants in column B: Those with a 1a MSG in tests with subject areas of 'M' See Measurable Skill Gain Crosswalk	N/A	Of ESL participants in column B: Participants found enrolled in postsecondary education or training as outlined in the Measurable Skill Gain Crosswalk by EFL level	Of ESL participants in column B: Those with a 1d MSG See Measurable Skill Gain Crosswalk .
ESL Level 2						
ESL Level 3						
ESL Level 4						
ESL Level 5						
ESL Level 6						
Alternative ESL Placement		N/A	N/A	N/A		
ESL Total						
Grand Total						

Table 4b: Educational Gains and Attendance for Pre- and Post-tested Participants (MSG Type 1a)

Cohort: All students included in Periods of Participation (POP) Student Level File with a posttest flag of “Y” and POP= greater than or equal to 1. Participants excluded from Table 4 are excluded from Table 4b. Participants in the Alternative Placement rows on Table 4 are excluded from Table 4B.

Business Rules:

1. **Column B - Number of Participants**
 - Includes all students from Table 1 who are considered pre **and** post tested at any time in the reporting year and grouped into a cohort based on program of lowest functioning level. (See [NRS Data to Data Element Crosswalk](#))
2. **Column C - Total Attendance Hours**
 - Sum of **ALL** total instructional hours in NRS eligible programs reported for post tested students for all periods of participation during the reporting year (DE 3012 – Course Section Hours).
3. **Column D - Number with EFL Gain**
 - All participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing during the program year. (See [Educational Functioning Level Crosswalk](#) and [Measurable Skill Gain Crosswalk](#), unduplicated to the student (not the EFL gain)).
4. **Column E - Number Separated Before Achieving EFL Gain**
 - Includes all students from column B who are not found in Column D and are flagged as an Exiter.
 - The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services.
5. **Column F - Number Remaining Within Level**
 - Includes all students from column B who are not found in Column D and are not identified as an Exiter.
 - Participants must be still enrolled and at the same EFL level as when they entered.

NOTE: Columns D, E & F = B

6. **Column G - Percentage Achieving EFL Gain (Calculated Field)**
 - Number of students included in column D divided by the number of students in Column B.

Table 4c: Measurable Skill Gains by Entry Level for Participants in Distance Education

Cohort: All students included in Periods of Participation (POP) Student Level File **with a Distance Learner flag of “Y”** (DE 4060 – Primary Course Section Classification = D)

Business Rules:

Follow the same instructions for Table 4 for the Table 4C cohort specified above.

Table 5 and 5a: Exit-Based Primary Indicators of Performance (5)/ Exit-Based Primary Indicators of Performance for Participants in Distance Education (5A)

Business Rules:

Note: Please produce two separate tables, 5 and 5a. These two tables look the same, however, Table 5A is for distance education students, **only**. Distance education students are also included in Table 5.

Exit: The exit date is the last date of service. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services. All participant records must be searched 90 days after their last course enrollment to determine if an exit occurred. The 90-day search is not limited to the program year like gains are. If an exit is determined, the exit date is retroactively set to that last date of course enrollment. **Exit dates are determined using the last date of course/program enrollment after at least 90 days have elapsed without another course/program enrollment.**

Employment Second Quarter After Exit

Cohort: All students included in 2023-24 Periods of Participation (POP) Student Level File with an Exiter Flag of “Y” and an exit date between July 1, 2023 – June 30, 2023, with an Employment Quarter value found in the table below. Students identified as Excluded from Outcome Measures = Y and incarcerated students who are still incarcerated after exit from AGE must be excluded from the cohort. For table 5a, only students flagged as a distance learning participant. May include multiple records for students with more than one POP with an exit.

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

Exit Dates	Exit Quarter	FETPIP Quarter for Matching Employment Second Quarter after Exit	Date Available
July 1, 2023 - Sept 30, 2023	Q3 2023	Q1 2024	8/1/2024
Oct 1, 2023 – Dec 31, 2023	Q4 2023	Q2 2024	11/1/2024
Jan 1, 2024 – March 31, 2024	Q1 2024	Q3 2024	2/1/2025
Apr 1, 2024 – Jun 30, 2024	Q2 2024	Q4 2024	5/1/2025

Using the Employment Quarter of Exit to FETPIP Match crosswalk table above, match the student’s exit quarter with the appropriate FETPIP employment quarter.

Employment Fourth Quarter After Exit

Cohort: Participants included in 2023-24 and 2024-25 Periods of Participation (POP) Student Level File with an Exiter Flag of “Y” and an exit date between January 1, 2023 – December 31, 2023, with an Employment Quarter value found in the table below. Students identified as Excluded from Outcome Measures = Y and incarcerated students who are still incarcerated after exit from AGE must be excluded from the cohort. For table 5a, only students flagged as a distance learning program. May include multiple records for students with more than one POP with an exit.

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

Exit Date Between	Exit Quarter	FETPIP Quarter for Matching Employment Fourth Quarter after Exit	Date Available
Jan 1, 2023- Mar 31, 2023	Q1 2023	Q1 2024	8/1/2024
Apr 1, 2023-Jun 30, 2023	Q2 2023	Q2 2024	11/1/2024
Jul 1, 2023- Sept 30, 2023	Q3 2023	Q3 2024	2/1/2025
Oct 1, 2023-Dec 31, 2023	Q4 2023	Q4 2024	5/1/2025

Using the Enrollment Quarter to FETPIP Match crosswalk table above, match the student’s exit quarter with the appropriate FETPIP employment quarter.

Median Earnings Second Quarter After Exit

Cohort: Participants identified in Table 5 Employment Second Quarter After Exit above and identified as employed in Column F. For table 5a, only students flagged as a distance learning program. May include multiple records for students with more than one POP with an exit.

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

Exit Dates	Exit Quarter	FETPIP Quarter for Matching Median Wages Second Quarter after Exit	Date Available
July 1, 2023 - Sept 30, 2023	Q3 2023	Q1 2024	8/1/2024
Oct 1, 2023 – Dec 31, 2023	Q4 2023	Q2 2024	11/1/2024
Jan 1, 2024 – March 31, 2024	Q1 2024	Q3 2024	2/1/2025
Apr 1, 2024 – Jun 30, 2024	Q2 2024	Q4 2024	5/1/2025

Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within One Year of Exit

Cohort: Participants included in the 2022-23 and 2023-24 Periods of Participation (POP) Student Level File with an Exiter Flag of “Y” and an exit date between January 1, 2023 – December 31, 2023, and has been flagged as an ASE Student in a POP. **ASE = GED, AHS & ASB participants without a secondary credential only.** Students identified as Excluded from Outcome Measures = Y and incarcerated students who are still incarcerated after exit from AGE must be excluded from the cohort. For table 5a, only students flagged as a distance learning program. May include multiple records for students with more than one POP with an exit. Participants may also be counted in the other two attainment rows in Table 5 and 5a.

Exit Quarter for FETPIP Match (Employment One Year After Exit)

Exit Date Between	Exit Quarter	Employed by
Jan 1, 2023- Mar 31, 2023	Q1 2023	March 31, 2024
Apr 1, 2023-Jun 30, 2023	Q2 2023	June 30, 2024
Jul 1, 2023- Sept 30, 2023	Q3 2023	September 30, 2024
Oct 1, 2023 - Dec 31, 2023	Q4 2023	December 31, 2024

Methodology for PERA Postsecondary Enrollment Match

Exit Dates	Postsecondary Education or Training Programs of Enrollment	Postsecondary Entry	Postsecondary Agencies Considered for Enrollment
Jan 1, 2023- Dec 31, 2023	PSAV, ATD, CCC, AS, AAS, AA, Apprenticeship, Bachelor’s program or a Statewide Course Numbering System (SCNS) postsecondary course(s) included in one of these programs.	Within one year of identified exit date.	District postsecondary technical colleges, Florida College System Institutions

Attained a Recognized Postsecondary Credential while enrolled or within One Year of Exit

Cohort: Students included in the 2022-23 and 2023-24 Periods of Participation (POP) Student Level who were concurrently enrolled in a postsecondary education or training program and earned a postsecondary credential while enrolled as an AGE student or within one year of AGE and postsecondary training program exit. Cohort exit dates must be between January 1, 2023, and December 31, 2023. Students identified as Excluded from Outcome Measures = Y and incarcerated students who are still incarcerated after exit from AGE must be excluded from the cohort. For table 5a, report only students flagged as a distance learning program. May include multiple records for students with more than one POP with an exit. Participants may also be counted in the other two attainment rows in Table 5 and 5a.

Methodology for PERA Postsecondary Credential Match

Exit Dates	Postsecondary Education or Training Programs of Enrollment	Postsecondary Credentials Considered for Attainment	Postsecondary Agencies Considered for Credential Attainment	Postsecondary Credential Attainment Timeframe
Jan 1, 2023- Dec 31, 2023	PSAV, ATD, CCC, AS, AAS, AA, Apprenticeship, Bachelor's degree program or Integrated Education and Training (IET).	PSAV, ATD, CCC, AS, AAS, AA, Apprenticeship Certificate of Completion, Bachelor's Degree or industry certification.	District postsecondary technical colleges, Florida College System Institutions.	Within one year of identified exit date.

Table 5 (only): Primary Indicators of Performance**Attained a Recognized Secondary or Postsecondary Credential (unduplicated)**

Cohort: Participants included in the 2022-23 and 2023-24 Periods of Participation (POP) Student Level File with an Exiter Flag of "Y" and an exit date between January 1, 2024 – December 31, 2024, and

- 1) has been flagged as an ASE Student in a POP. ASE = GED, AHS & ASB participants without a secondary credential only, OR
- 2) has been flagged for any AGE program of enrollment and were concurrently enrolled in a postsecondary education or training program and earned a postsecondary credential while enrolled as an AGE student or within one year of AGE and postsecondary training program exit.

If both one and two are true for a participant, the count is unduplicated.

Students identified as Excluded from Outcome Measures = Y and incarcerated students who are still incarcerated after exit from AGE must be excluded from the cohort. For table 5a, only students flagged as a distance learning program. May include multiple records for students with more than one POP with an exit. Participants may also be counted in the other two attainment rows in Table 5 and 5a.

Methodology for PERA Recognized Secondary or Postsecondary Credential Match

Exit Dates	Secondary Credentials Considered for Attainment	Postsecondary Education or Training Programs of Enrollment	Postsecondary Credentials Considered for Attainment	Postsecondary Agencies Considered for Credential Attainment	Postsecondary Credential Attainment Timeframe
Jan 1, 2023- Dec 31, 2023	Standard high school diploma or GED	PSAV, ATD, CCC, AS, AAS, AA, Apprenticeship, Bachelor's degree program or Integrated Education and Training (IET).	PSAV, ATD, CCC, AS, AAS, AA, Apprenticeship Certificate of Completion, Bachelor's Degree or industry certification.	District postsecondary technical colleges, Florida College System Institutions.	Within one year of identified exit date.

Master Table 5 & 5A Crosswalk

Note: Columns B & C are based on the first period of participation.

EMPLOYMENT INDICATORS						
Primary Indicators of Performance	Number of Participants who Exited UNDUPLICATED Column B (denominator)	Number of Participants who Exited Achieving Outcome or Median Earnings Value Column C (numerator)	Percentage of Participants Achieving Outcome <i>Automatically calculated field by NRS</i> Column D	Total Periods of Participation Column E (denominator)	Total POPs in which Participants Achieved Outcome or Median Earning Values for ALL POPs Column F (numerator)	Percentage of Participants in All Periods of Participation Achieving Outcome <i>Automatically calculated field by NRS</i> Column G
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	Cohort: All students included in 2023-24 Periods of Participation (POP) Student Level File with an Exiter Flag of “Y” and an exit date between July 1, 2023 – June 30, 2023, with an Employment Quarter value found in the table above. Students identified as “Excluded from Outcome Measures = Y” and incarcerated students who are still incarcerated after exit from AGE must be excluded from the cohort. For table 5a, only students flagged as a distance learning participant. May include multiple records for students with more than one POP with an exit.	Of the participants identified in Column B, the number found employed in the second quarter after exit (See Table above for second quarter identification) or who were found enlisted in the military if dataset is available for matching. For students with multiple POPs, employment match must be based just on the first POP quarter of exit.		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.	The number of all periods of participation in which each participant identified in Column E, were found employed in the second quarter after exit (See Table above for second quarter identification) or who were found enlisted in the military if dataset is available for matching. For students with multiple POPs, employment match must be based on each POP quarter of exit.	
Employment Fourth Quarter after exit	Cohort: Participants included in 2022-23 and 2023-24 Periods of Participation (POP) Student Level File with an Exiter Flag of “Y” and an exit date between January 1, 2023 – December 31, 2023, with an Employment Quarter value found in the table below. Students identified as Excluded from Outcome Measures = Y and incarcerated students who are still incarcerated after exit from AGE must be excluded from the cohort. For table 5a, only students flagged as a distance learning program. May include multiple records for students with more than one POP with an exit	Of the participants identified in Column B, the number found employed in the fourth quarter after exit (See Table above for fourth quarter identification) or who were found enlisted in the military if dataset is available for matching. For students with multiple POPs, employment match must be based just on the first POP quarter of exit.		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.	The number of all periods of participation in which each participant identified in Column E, were found employed in the fourth quarter after exit (See Table above for fourth quarter identification) or who were found enlisted in the military if dataset is available for matching. For students with multiple POPs, employment match must be based on each POP quarter of exit.	

WAGE/EARNINGS INDICATORS

Primary Indicators of Performance	Number of Participants who Exited UNDULICATED Column B (denominator) CONT	Number of Participants who Exited Achieving Outcome or Median Earnings Value Column C (numerator) CONT	Percentage of Participants Achieving Outcome <i>Automatically calculated field by NRS</i> Column D CONT	Total Periods of Participation Column E (denominator) CONT	Total POPs in which Participants Achieved Outcome or Median Earning Values for ALL POPs Column F (numerator) CONT	Percentage of Participants in All Periods of Participation Achieving Outcome <i>Automatically calculated field by NRS</i> Column G CONT
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Median Earnings Second Quarter after exit	Cohort: All students identified in Table 5 Employment Second Quarter after Exit above and identified as employed in Column F. For table 5a, only students flagged as a distance learning program. May include multiple records for students with more than one POP with an exit.	The quarterly wage value for participants from Column B employed in the 2nd quarter after exit.	N/A	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.	The median value for quarterly wage values from all POPs reported for participants employed in the 2nd quarter after exit. In cases where participants have multiple POPs, there would be the same number of instances of a quarterly earnings value. Those values would all be included in the final matrix of values used to determine the median quarterly earnings value for a State.	N/A

CREDENTIAL INDICATORS

Primary Indicators of Performance	Number of Participants who Exited UNDUPLICATED Column B (denominator) CONT	Number of Participants who Exited Achieving Outcome or Median Earnings Value Column C (numerator) CONT	Percentage of Participants Achieving Outcome <i>Automatically calculated field by NRS</i>	Total Periods of Participation Column E (denominator) CONT	Total POPs in which Participants Achieved Outcome or Median Earning Values for ALL POPs Column F (numerator) CONT	Percentage of Participants in All Periods of Participation Achieving Outcome <i>Automatically calculated field by NRS</i>
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit	Cohort: Students included in the 2022-23 and 2023-24 Periods of Participation (POP) Student Level File with an Exiter Flag of “Y” and an exit date between January 1, 2023 – December 31, 2023, and has been flagged as an ASE Student in a POP (Adult HS (1532010500), GED (1532020207 & EFL ‘5’ or ‘7’) or ASB (EFL ‘5’ or ‘7’). See Measurable Skill Gain Crosswalk and Exit Quarter to Enrollment Match * Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row. For participants included in the secondary school credential denominator who do not achieve a qualifying secondary school credential or recognized equivalent, choose only one row to report for Column B. For participants who achieved a secondary school credential or a recognized equivalent, enrolled in postsecondary education or training, and were employed within one year of exit, Column B and Column C would be reported for BOTH secondary school credential rows.	Of the participants identified in Column B, the number who meet 1 and 2 below. - Participants who have attained a GED or standard diploma while enrolled in AGE or within one year of exit from the first POP, and - Participants who were found employed or enlisted in the military within one year of exit from the first POP OR found enrolled in postsecondary within one year of exit from the first POP. If found employed and enrolled in postsecondary education, <u>unduplicate and count once in this row.</u> Participants who earn both a secondary credential and were found employed or enrolled in postsecondary education or training would only be recorded once in Column C.		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.	The number of periods of participation in which each participant identified in column E attained a secondary school diploma/recognized equivalent and found employed or enrolled in postsecondary education or training within one year of exit.	
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit	Cohort: Students included in the 2022-23 and 2023-24 Periods of Participation (POP) Student Level File who exited between January 1, 2023, and December 31, 2023. See Attained a Recognized Postsecondary Credential (unduplicated) while enrolled or within One Year of Exit crosswalk and Methodology for PERA Postsecondary Credential Match. * Participants may potentially be reported in both secondary school credential rows and the postsecondary credential row. For participants included in the secondary school credential denominator who do not achieve a qualifying secondary school credential or recognized equivalent, choose only one row to report for Column B. For participants who achieved a secondary school credential or a recognized equivalent, enrolled in postsecondary education or training, and were employed within one year of exit, Column B and Column C would be reported for BOTH secondary school credential rows.	Of the participants identified in Column B, the number who, during their first POP of enrollment, earned one of the following credentials while enrolled or within one year of exit from the adult education and postsecondary education or training program. - Associate’s Degree - Bachelor’s Degree - Career Certificate - Apprenticeship Certificate - Postsecondary Industry Certification		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.	The number of periods of participation in which each participant identified in column E attained a postsecondary credential while enrolled or within one year of exit. - Associate’s Degree - Bachelor’s Degree - Career Certificate - Apprenticeship Certificate - Postsecondary Industry Certification	
Primary Indicators of Performance	Number of Participants who Exited UNDUPLICATED	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants	Total Periods of Participation	Total POPs in which Participants Achieved	Percentage of Participants in All Periods of

	Column B (denominator) CONT	Column C (numerator) CONT	Achieving Outcome <i>Automatically calculated field by NRS</i>	Column E (denominator) CONT	Outcome or Median Earning Values for ALL POPs Column F (numerator) CONT	Participation Achieving Outcome <i>Automatically calculated field by NRS</i>
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Attained a Recognized Secondary or Postsecondary Credential (unduplicated)	Cohort: Students included in the 2022-23 and 2023-24 Periods of Participation (POP) Student Level File with an Exiter Flag of "Y" and an exit date between January 1, 2023 – December 31, 2023, and 1) has been flagged as an ASE student in a POP (Adult HS (1532010500), GED (1532020207 & EFL '5' or '7'), or ASB (EFL '5' or '7'), OR 2) has been flagged as an AGE student in any NRS eligible program and were concurrently enrolled in a postsecondary education or training program and earned a postsecondary credential while enrolled as an AGE student or within one year of AGE <u>and</u> postsecondary training program exit. See Measurable Skill Gain Crosswalk, Exit Quarter to Enrollment Match, and Attained a Recognized Secondary or Postsecondary Credential (unduplicated)	Of the participants identified in Column B, scenario 1, who attained a secondary school diploma/recognized equivalent OR Of the participants identified in Column B, scenario 2, who, during their first POP of enrollment, earned one of the following credentials while enrolled or within one year of exit from the adult education and postsecondary education or training program. • Associate's Degree • Bachelor's Degree • Career Certificate • Apprenticeship Certificate • Postsecondary Industry Certification Participants who earn both a secondary and postsecondary credential would only be recorded once in Column C.		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.	The number of periods of participation in which each participant identified in column E attained a secondary school diploma/recognized equivalent or earned a postsecondary credential while enrolled or within one year of exit.	

Table 6: Participant Status and Program Enrollment

Cohort: All students included in Periods of Participation (POP) Student Level File

Data Source:

NRS Table Category	Data Element	Criteria	Source
Employment	DE 1052 – AGE Employment Status	See Employment Crosswalk Below	CCTCMIS
Highest Degree or Level of School Completed	DE 1064 – AGE Level of Schooling Achieved	See Degree Level and Location Crosswalk Below	CCTCMIS
Location of Schooling	DE 1048 – AGE Origin of Schooling	See Degree Level and Location Crosswalk Below	CCTCMIS
Program Type	Pulled from Grant Applications		DCAE
Institutional Programs	DE 1011 – Incarceration Status	See Facility Type Crosswalk Below	CCTCMIS

Business Rules:

1. Employment Type – use the crosswalk below
2. Highest Degree or Level of School Completed- Using the crosswalk below, unduplicated count of students in the POP student level file, grouped based on the location and level of prior schools as reported during entry.
3. Program Type- Using grant applications, DCAE will provide the number of students in Family Literacy Programs. All other categories are not applicable.
4. Institutional Programs- Using the facility type crosswalk below, unduplicated count of students in the POP student level file grouped based on the institutional type.

Employment Crosswalk

Category	Value
Employed	Unduplicated count of students in the POP student level file identified in any POP with Employment Status value = E
Employed, but Received Notice of Termination of Employment or Military Separation is pending	Unduplicated count of students in the POP student level file identified in any POP with Employment Status value = S
Unemployed	Unduplicated count of students in the POP student level file identified in any POP with Employment Status value = U
Not in the Labor Force	Unduplicated count of students in the POP student level file identified in any POP with Employment Status value = N

Degree Level and Location Crosswalk

Category	US Based Schooling	Non-US Based Schooling
No Schooling	DE 1064 – AGE Level of Schooling = ZZ DE 1048 – Adult Origin of Schooling = U or X	DE 1064 – AGE Level of Schooling = ZZ DE 1048 – Adult Origin of Schooling = N
Grades 1-5	DE 1064 – AGE Level of Schooling = 01,02,03,04,05 DE 1048 – Adult Origin of Schooling = U or X	DE 1064 – AGE Level of Schooling = 01,02,03,04,05 DE 1048 – Adult Origin of Schooling = N
Grades 6-8	DE 1064 – AGE Level of Schooling = 06,07,08 DE 1048 – Adult Origin of Schooling = U or X	DE 1064 – AGE Level of Schooling = 06,07,08 DE 1048 – Adult Origin of Schooling = N
Grades 9-12 (no diploma)	DE 1064 – AGE Level of Schooling = 09,10,11,12 DE 1048 – Adult Origin of Schooling = U or X	DE 1064 – AGE Level of Schooling = 09,10,11,12 DE 1048 – Adult Origin of Schooling = N
Secondary School Diploma or alternate credential	DE 1064 – AGE Level of Schooling = D1,15 DE 1048 – Adult Origin of Schooling = U or X	DE 1064 – AGE Level of Schooling = D1,15 DE 1048 – Adult Origin of Schooling = N
Secondary School Equivalent	DE 1064 – AGE Level of Schooling = G1 DE 1048 – Adult Origin of Schooling = U or X	DE 1064 – AGE Level of Schooling = G1 DE 1048 – Adult Origin of Schooling = N

Category	US Based Schooling	Non-US Based Schooling
Some postsecondary education, no degree	DE 1064 – AGE Level of Schooling = 16,17 DE 1048 – Adult Origin of Schooling = U or X	DE 1064 – AGE Level of Schooling = 16,17 DE 1048 – Adult Origin of Schooling = N
Postsecondary or professional degree	DE 1064 – AGE Level of Schooling = 18,19,20,21,22 DE 1048 – Adult Origin of Schooling = U or X	DE 1064 – AGE Level of Schooling = 18,19,20,21,22 DE 1048 – Adult Origin of Schooling = N
Unknown	n/a	n/a

Facility Type Crosswalk

Category	Data Element	Values
In Correctional Facilities	DE 1011 –Incarceration Status	C, D, E, S
In Community Correctional Programs		
In Other Institutional Settings		

Table 7: Adult Education Personnel by Function and Job Status

Cohort: All adult education personnel who were directly funded through an adult education grant, or who worked with a program that was supported by an adult education grant.

Business Rules:

1. Providers submit through a web based submission process led by CCTCMIS. Results are aggregated up to the state level by PERA.
2. Providers should only report positions funded by federal funds.
3. State level personnel provided by Adult Education Bureau.

Table 9: Outcome Achievement for Participants in Integrated English Literacy and Civics Education

Cohort: All students included in Periods of Participation (POP) Student Level File with an ELCATE flag = Y OR IELCE grant recipient participants.

Business Rules:

Measurable Skill Gain Business Rules:

Calculation of Columns B-D

1. **Column B** - *Number of Participants Included in the Indicator*
 - Unduplicated count of students from the cohort based on the first period of participation for students with multiple periods of participation
2. **Column C** - *Number of Participants Achieving Outcome or Median Earnings Value*
 - Includes all students from Column B who were found with a yes in Table 4 Column E or F
3. **Column D** - *Percentage of Participants Achieving Outcome (Calculated Field)*
 - Number of students included in column C divided by the number of students in Column B.

Calculation of Columns E-G

4. **Column E** - *Total Periods of Participation*
 - Includes all students from Column B and the sum of the total number of periods of participation from Table 4 Column J
5. **Column F** – *Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation*
 - Sum of the total POPs with an MSG from Table 4 Column K or L
6. **Column G** – *Percentage of Participants in All Periods of Participation Achieving Outcome (Calculated Field)*
 - Number of students included in column F divided by the number of students in Column E.

Follow instructions for completing Table 5 to report exit based primary indicators of performance

See [Table 5 and 5a: Exit-Based Primary Indicators of Performance \(5\)/ Exit-Based Primary Indicators of Performance in Distance Education \(5A\)](#)

Employment Second Quarter After Exit, Employment Fourth Quarter After Exit, Median Earnings Second Quarter After Exit, Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within One Year of Exit, Attained a Postsecondary Credential while enrolled or within One Year of Exit.

Civics Education Follow-up Outcome Measures (Optional)

Achieved Citizenship Skills- Not reported

Voted or Registered to Vote- Not Reported

Increased Involvement in Community Activities- Not Reported

Table 10: Outcome Achievement for Adults in Correctional Education Programs

Cohort: All students included in Periods of Participation (POP) Student Level File with a correctional student flag = Y

Business Rules:

Measurable Skill Gain Business Rules:

Calculation of Columns B-D

1. **Column B – Number of Participants Included in the Indicator**
 - Unduplicated count of students from the cohort based on the first period of participation for students with multiple periods of participation
 - For Measurable Skills Gains, enter in column B the total number of correctional education program participants enrolled during the reporting period. This indicator includes both released and non-released participants.
2. **Column C- Number of Participants Achieving Outcome or Median Earnings Value**
 - Includes all students from step 1 (Column B) who were found with a yes in Table 4 Column E or F
 - For Measurable Skills Gains, enter 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.
3. **Column D- Percentage of Participants Achieving Outcome (Calculated Field)**
 - Number of students included in column C divided by the number of students in Column B.

Calculation of Columns E-G

4. **Column E- Total Periods of Participation**
 - Includes all students from step 1 (column B) and the sum of the total number of periods of participation from Table 4 Column J.
5. **Column F - Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation**
 - Sum of the total POPs with an MSG from Table 4 Column K or L.
6. **Column G- Percentage of Participants in All Periods of Participation Achieving Outcome (Calculated Field)**
 - Number of students included in column F divided by the number of students in Column E.

Table 10: Rows 2-6 Outcome Achievement for Adults in Correctional Education Programs

Cohort: All students included in Periods of Participation (POP) Student Level File with a correctional student flag = Y and with an Exiter Flag = Y

Follow instructions for completing Table 5 to report exit based primary indicators of performance

Enter in column B the total number of correctional education program participants enrolled during the reporting period who were no longer incarcerated at program exit. Enter in column C the number of participants who were no longer incarcerated at program exit who achieved success in the designated indicator.

Follow instructions for completing Table 5 to report these outcomes.

See [Table 5 and 5a: Exit-Based Primary Indicators of Performance \(5\)/ Exit-Based Primary Indicators of Performance in Distance Education \(5A\)](#)

Employment Second Quarter After Exit, Employment Fourth Quarter After Exit, Median Earnings Second Quarter After Exit, Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within One Year of Exit, Attained a Postsecondary Credential while enrolled or within One Year of Exit.

Table 11: Outcome Achievement for Participants in Integrated Education and Training Programs

Cohort: All students included in Periods of Participation (POP) Student Level File with an IET participant within a POP flag= Y.

Note: Some of the rows are based on the 2024-25 cohort and others are based on prior cohorts.

Business Rules

Report any of the following MSG outcomes for each IET participant. Reporting multiple MSG outcomes per participant is permitted. See [Measurable Skill Gain Crosswalk](#).

MSG (types 1a, 1b, 1c, 1d) via Achievement of at Least One Educational Functioning Level Gain - Current year measure

Business Rules:

Calculation of Columns B-D

1. **Column B- Number of Participants Included in the Indicator**
 - Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period.
2. **Column C- Number of Participants Achieving Outcome or Median Earnings Value**
 - Includes all participants from step 1 (Column B) who were found with a yes in Table 4 Column E
3. **Column D - Percentage of Participants Achieving Outcome (Calculated Field)**
 - Number of participants included in column C divided by the number of participants in Column B.

Calculation of Columns E-G

4. **Column E – Total Periods of Participation**
 - Includes all participants from step 1 (column B) and the sum of the total number of periods of participation from Table 4 Column J
5. **Column F – Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation**
 - Sum of the total POPs with an MSG from Table 4 Column K
6. **Column G- Percentage of Participants in All Periods of Participation Achieving Outcome (Calculated Field)**
 - Number of participants included in column F divided by the number of participants in Column E.

MSG (type 2) via Attainment of Secondary School Diploma/ Recognized Equivalent - Current year measure

Business Rules:

Calculation of Columns B-D

1. **Column B- Number of Participants Included in the Indicator**
 - Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period.
2. **Column C- Number of Participants Achieving Outcome or Median Earnings Value**
 - Includes all participants from step 1 (Column B) who were found with a yes in Table 4 Column F
3. **Column D - Percentage of Participants Achieving Outcome (Calculated Field)**
 - Number of participants included in column C divided by the number of participants in Column B.

Calculation of Columns E-G

4. **Column E – Total Periods of Participation**
 - Includes all participants from step 1 (column B) and the sum of the total number of periods of participation from Table 4 Column J
5. **Column F – Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation**
 - Sum of the total POPs with an MSG from Table 4 Column L
6. **Column G- Percentage of Participants in All Periods of Participation Achieving Outcome (Calculated Field)**
 - Number of participants included in column F divided by the number of participants in Column E.

MSG (type 3) via Secondary or Postsecondary Transcript - Current year measure

Business Rules:

Calculation of Columns B-D

1. **Column B- Number of Participants Included in the Indicator**
 - Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period.
2. **Column C- Number of Participants Achieving Outcome or Median Earnings Value**
 - Includes participants from step 1 (Column B) who were found with a yes in Table 4 Column G only because they earned MSG type 3, i.e. were
 - i) Participants who were reported in the same term with:
 - a. An IET Program Number AND
 - b. Earned at least 12 credit hours or 360 clock hours during a reporting period or over the course of two consecutive reporting periods in a postsecondary program associated with their respective IET program.
3. **Column D - Percentage of Participants Achieving Outcome (Calculated Field)**
 - Number of students included in column C divided by the number of students in Column B.

Calculation of Columns E-G

4. **Column E – Total Periods of Participation**
 - Includes all participants from step 1 (column B) and the sum of the total number of periods of participation from Table 4 Column J
5. **Column F – Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation**
 - Sum of the total POPs with an MSG from Table 4 Column L
6. **Column G- Percentage of Participants in All Periods of Participation Achieving Outcome (Calculated Field)**
 - Number of participants included in column F divided by the number of students in Column E.

MSG (type 4) via Progress Toward Milestones - Current year measure

Business Rules:

Calculation of Columns B-D

1. **Column B- Number of Participants Included in the Indicator**
 - Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period.
 2. **Column C- Number of Participants Achieving Outcome or Median Earnings Value**
 - Includes participants from step 1 (Column B) who were found with a yes in Table 4 Column G only because they earned MSG type 4, i.e., were
 - i) Participants who were reported in the same term with:
 - a. An IET Program Number AND
 - b. Was a full program completer in a preapprenticeship program associated with their respective IET program, OR
 - c. Earned an OCP in a postsecondary program associated with their respective IET program
- Column D - Percentage of Participants Achieving Outcome (Calculated Field)**
- Number of students included in column C divided by the number of students in Column B.

Calculation of Columns E-G

3. **Column E – Total Periods of Participation**
 - Includes all participants from step 1 (column B) and the sum of the total number of periods of participation from Table 4 Column J
4. **Column F – Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation**
 - Sum of the total POPs with an MSG from Table 4 Column L
5. **Column G- Percentage of Participants in All Periods of Participation Achieving Outcome (Calculated Field)**
 - Number of participants included in column F divided by the number of students in Column E.

MSG (type 5) via Passing Technical/Occupational Skills Exam

Business Rules:

Calculation of Columns B-D

1. **Column B- Number of Participants Included in the Indicator**
 - Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period.
2. **Column C- Number of Participants Achieving Outcome or Median Earnings Value**
 - Includes participants from step 1 (Column B) who were found with a yes in Table 4 Column G only because they earned MSG type 5, i.e. were
 - i) Participants who were reported in the same term with:
 - a) An IET Program Number AND
 - b) Earned an industry certification associated with the respective IET program
3. **Column D - Percentage of Participants Achieving Outcome (Calculated Field)**
 - Number of students included in column C divided by the number of students in Column B.

Calculation of Columns E-G

4. **Column E – Total Periods of Participation**
 - Includes all participants from step 1 (column B) and the sum of the total number of periods of participation from Table 4 Column J
5. **Column F – Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation**
 - Sum of the total POPs with an MSG from Table 4 Column L
6. **Column G- Percentage of Participants in All Periods of Participation Achieving Outcome (Calculated Field)**
 - Number of participants included in column F divided by the number of students in Column E.

Follow instructions for completing Table 5 to report exit based primary indicators of performance

See [Table 5 and 5a: Exit-Based Primary Indicators of Performance \(5\)/ Exit-Based Primary Indicators of Performance in Distance Education \(5A\)](#)

Employment Second Quarter After Exit, Employment Fourth Quarter After Exit, Median Earnings Second Quarter After Exit, Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within One Year of Exit, Attained a Postsecondary Credential while enrolled or within One Year of Exit.

Table 14: Local Grantees by Funding Source

Cohort: All WIOA grant recipients served during the program year.

Business Rules

This table is populated by the Adult Education Bureau based on grant awards.

Table 99: Indicator Denominators for the Statewide Performance Report

Business Rules

Table 99 = denominators for each indicator on the Statewide Performance Report (SPR)

See the 2425 Annual Performance Report Template, Performance Report Specs Tab, for detailed business rules for table population.

Statewide Performance Report (SPR)

Business Rules

See the 2425 Annual Performance Report Template, Performance Report Specs Tab, for detailed business rules for table population.

In the Summary Information section, PERA returns only the orange highlighted columns (fields 1, 2, 5, & 6).

Table MSG: Measurable Skill Gains

Business Rules

For this table, one of each MSG type per POP is counted.

Skill Gain Type	Total Skill Gains (Numerator): BUSINESS RULES
Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level	Count should be equal to or greater than Table 4, column L. If a student had multiple POPs with EFL gains, each POP with an EFL gain must be counted. Only one EFL gain is counted for multiple EFL gains made within the same POP. (See Educational Functioning Level Crosswalk, if needed). *This value may be greater than Table 4, column L when a student earns a different type of gain after earning an EFL gain; for example, earning a secondary diploma. In such a case, on Table 4, only the secondary diploma would have been reported because it was the most recent gain. However, on this MSG table, the EFL gain should also be counted because it occurred in the same POP and is a unique type of gain.
Attainment of a secondary school diploma or its equivalent	Count should be equal to or greater than Table 4, column M. Count should equal all secondary school diplomas or equivalent earned per POP. Only count one of this gain type per POP. (See Educational Functioning Level Crosswalk, if needed). *This value is more likely to equal the total of Table 4, column M, but may be greater than in the unique scenario where a student earned a secondary credential first, then earned another type of gain such as an EFL gain. In such a scenario, the EFL, being the most recent gain, would have been reported on Table 4 and the secondary credential would not have been. However, on this MSG table, the secondary school diploma gain can also be counted because it occurred in the same POP and is a unique type of gain.
Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards	Count should be equal to Table 11, column E of this IET MSG type earned per POP. (See Table 11 business rules related to this MSG type.) Only count one of this gain type per POP.
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.)	Count should be equal to Table 11, column E of this IET MSG type earned per POP. (See Table 11 business rules related to this MSG type.) Only count one of this gain type per POP.
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	Count should be equal to Table 11, column E of this MSG type earned per POP. (See Table 11 business rules related to this MSG type.) Only count one of this gain type per POP.
Total	

Student Level File by Period of Participation

Required for Tables 4, 4C, 5, 5A 9, 10 and 11

Identification of Each Student's Periods of Participation

1. Includes all students from Table 1
2. A Period of Participation is based on students who are continuously enrolled with a **gap of more than eighty-nine days** between a course exit and the next course entry.
 - a. Student must have a minimum of 10 instructional hours for each period of participation
3. Using course entry and exit dates for the reporting year, determine whether a student has multiple periods of participation.
 - a. To evaluate for multiple periods of participation, PERA will use the earliest course entry date per term and latest course exit date per term, to look for 90 days between terms. The following chart provides an example of how POPs should be determined for multiple course entries/exits and terms.

Survey/Term	Course A Entry	Course A Exit	Course B Entry	Course B exit	Term Course Entry	Term Course Exit
F/1	7/1/24	7/30/24	7/15/24	8/4/24	7/1/24	8/4/24
W/2	8/10/24	12/10/24	8/12/24	9/30/24	8/10/24	12/10/24
S/3	3/15/25	6/1/25	4/1/25	6/1/25	3/15/25	6/1/25

- b. Based on the chart above, PERA would look between each term course exit date and the next term course entry date to determine 90 days or more had occurred. If more than 90 days had occurred a new period of participation would begin. For example, between the latest course exit for Survey 1 (8/4/24) and the first course entry for Survey 2 (8/10/24), there were only 6 days, so the first period of participation continues. Between the last course exit for Survey 2 (12/10/24) and the earliest course entry for Survey 3 (3/15/25), there was a gap of **more than eighty-nine days** so a new period of participation would be counted.
4. Each period of participation would create a new record in the student level file.

Identification of Key Variables for each Periods of Participation (See below for suggested file layout)

1. Program
 - a. Indicate which adult education program the student was enrolled in as indicated by their lowest functioning level (ABE, AHS, ASB, GED PREP, or ESOL).
 2. Entering Educational Functioning Level
 - a. Indicate the Entering Educational Functioning Level as identified in Table 1
 - b. For students with multiple periods of participation, the Entering Education Functioning Level for the first period of participation will be used for all periods of participation
 3. Period of Participation
 - a. Identify the order of each period of participation for each participant using 1234
 4. Period of Participation Entry Date
 - a. The earliest course entry date reported for the period of participation
 5. Period of Participation Exit Date
 - a. The latest course exit date reported for the period of participation. For students who are still enrolled as of June 30th, there would not be an exit date.
 6. Sum of Instructional Hours
 - a. Sum the total instructional hours reported in NRS programs during that period of participation
- Measurable Skill Gain flags - Flag if there was an MSG earned within a POP for each participant. Flag all that apply.
7. Pre-Post Test (MSG): Flag if an EFL gain was made in Adult Basic Education (1532010100). (See the [Measurable Skill Gain Crosswalk](#))
 8. Carnegie Units (MSG): Flag if an EFL was earned in Adult High School (1532010500) (See the [Measurable Skill Gain Crosswalk](#))
 9. Postsecondary Entry (MSG): Flag if the student was found enrolled in a postsecondary program or an SCNS postsecondary course by June 30, 2025.
 - a. Postsecondary programs include PSAV, ATD, CCC, AS, AAS, AA, Apprenticeship and Bachelor's programs, or a Statewide Course Numbering System (SCNS) postsecondary course(s) included in one of these programs, or IET program enrollment.
 10. Diploma Status (MSG)

- a. Flag all periods of participation if there is a valid diploma code with a diploma date from July 1, 2024, to June 30, 2025, or
 - b. Flag all periods of participation if a GED is found through matching in the reporting year
- 11. IET Postsecondary (MSG): Flag if the student was reported with an IET program number AND passed 12 credit hours/360 clock hours within the same term or 12 credit hours/360 clock hours across two terms for the postsecondary program approved for their IET program.
- 12. IET Industry Cert (MSG): Flag if the student was reported with an IET program number AND earned an approved IET program industry certification for their IET program during the same term.
- 13. IET APPR (MSG): Progress Toward Milestone - Flag if the student was reported with an IET program number AND was a full program completer in a preapprenticeship program during the same term; OR was reported with an IET program number AND earned an OCP associated with the IET program during the same term.
- 14. IET participant within a POP
 - a. Flag if student was reported with an IET program number
- 15. Posttest within a POP
 - a. For each period of participation, flag if the student has been reported with a Post-Test ID.
- 16. Distance Learner within a POP
 - a. Flag all periods of participation for students flagged and reported as a distance learner in any eligible course during the POP
 - i. Data element *Primary Course Section Classification* is used to create the distance learning flag. Students who are in at least one NRS eligible course in values A, B, or C at any time during the reporting year are flagged.
- 17. Correctional Student within a POP
 - a. Flag all periods of participation if the student was enrolled in any eligible course as a correctional student during the reporting year
- 18. Enrollment in ASE (GED Prep or Adult High School) within a POP
 - a. Flag if the student was enrolled in GED Prep or AHS during the POP
- 19. Excluded from Outcomes Measures
 - a. Flag if the student is excluded from outcome measures during any POP. See [NRS Data to Data Element Crosswalk](#) for excluded values.
- 20. Student Employment Status at Entry
 - a. Based on the first employment status reported for students in the reporting year (July 1st -June 30th).
- 21. Exiter Status in the POP
 - a. For each period of participation, indicate if the student is an exiter. An exiter is defined as any student with 90 or more days between a course exit and the next course entry.
- 22. Employment Quarter of Exit
 - a. For each exiter, indicate the quarter of the exit based on the last course exit date. See below for a crosswalk of exit dates to employment quarters
- 23. Exhausting TANF Within 2 Years
 - a. Flag all periods of participation if the student was identified through FETPIP match as Exhausting TANF within 2 Years OR is indicated with code “Y” for DE 1066 *Adult General Education, Income Status - Exhausting TANF*
- 24. Unemployed for 27 Weeks
 - a. Flag all periods of participation if the student was identified through FETPIP match as Unemployed for 27 weeks OR is indicated with code “Y” for DE 1067 *Adult General Education, Income Status – Long-Term Unemployed*
- 25. Low Income
 - a. Flag all periods of participation if the student was identified through FETPIP match as Low-Income OR is indicated with code “Y” for DE 1068 *Adult General Education, Income Status – Low Income*

Suggested File Flags

College ID College Student ID Student Name Outcomes Excluded (Y/N) (Any POP) Period of Participation (1,2,3,4) Period of Participation Entry Date Period of Participation Exit Date ABE Program Student (Y/N) (POP) GED Program Student (Y/N) (POP) AHS Program Student (Y/N) (POP) ESOL Program Student (Y/N) (POP) IET participant (Y/N) (POP) Entering (Lowest) Educational Functioning Level (POP) Sum of Instructional Hours (POP) Measurable Skills Gain (Y/N) (POP) Posttest (Y/N) (POP) Pre-Post Test EFL MSG (Y/N) (POP) Carnegie Units MSG (Y/N) (POP) IET MSG (Y/N) (POP) ABE Pre-Test ID (POP)– (one for every instance reported on Course Format) ABE Post-Test ID (POP)– (one for every instance reported on Course Format) ABE Pre-Test ID Subject (POP) ABE Pre-Test ID Subject (POP) Educational Functioning Level (ending) (POP) Pre-Post Test EFL MSG (Y/N) (POP) Date Earned (Date) ESOL Pre-Test ID– (one for every instance reported on Course Format) ESOL Post-Test ID– (one for every instance reported on Course Format) ESOL Pre-Test ID Subject (POP) ESOL Post-Test ID Subject (POP) Educational Functioning Level (ending) (POP) Pre-Post Test EFL MSG (Y/N) (POP) Date Earned (Date)	Educational Functioning Level (ending) (POP) Pre-Post Test EFL MSG (Y/N) (POP) Date Earned (Date) AHS Diploma Option (POP) – (18 or 24) AHS Credits at Entry (POP) AHS Earned in Course (POP) – (sum of all reported July 1 – June 30) Educational Functioning Level (ending) Measurable Skills Gain (Y/N) (POP) Date Earned (Date) Postsecondary Entry MSG (Y/N) (POP) Diploma Status MSG (secondary credential) (Y/N) (Any POP) IET Postsecondary Transcript MSG (Y/N) (POP) IET Industry Certification MSG (Y/N) (POP) IET Progress Toward Milestone MSG (Y/N) (POP) Date Earned (Date) Distance Learner (Y/N) (POP) Correctional Student (Y/N) (POP) Employment Status (First POP) Exhausted TANF within 2 Years (Y/N) Unemployed for 27 Weeks (Y/N) Low Income (Y/N) Exit (Y/N) (POP) Exit Quarter
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