District National Reporting System Business Rules
Reporting Year 2023-24

Global NRS Rules, Policies & Definitions

Global Selection Criteria

1. Reporting year: Enrolled between July 1, 2023, and June 30, 2024, unless identified in business rules. For 2023-24 use the 2324 Surveys F, W, & S and 2425 Survey F to capture activity through June 30 and 2324 Survey G to capture enrollment to determine continuing and exiter status after 89 days.
2. Students should be unduplicated to the agency and FLEID. If more than one student is associated with an 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) or not reported with any sex 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, 2023, and June 30, 2024.** Adult Education students who are alternatively 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 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 (Survey F) courses that cross into the next NRS year will be identified as continuing students.
2. Preliminary Survey G enrollment entry dates, as of the reporting load date, are used to determine exiter status.
3. Only students 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.

2023-24 NRS Eligible Programs

Program Name	Program Number
Adult Basic Education	9900000
Adult High School	9900010
Academic Skills Building	9900500
GED ® Preparation	9900130
ESOL	9900040
ELCATE	9900050

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 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.

2023-24 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 below business rules, 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 distributed to 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.

2023-24 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	WDIS
2	Participants by Age, Ethnicity and Sex	Yes	Yes	WDIS
2A	Reportable Individuals by Age, Ethnicity, and Sex	Yes	Yes	WDIS
3	Participants by Program Type and Age	Yes	Yes	WDIS, DCAE
4	Measurable Skill Gains by Entry Level	Yes	Yes	WDIS
4A	Educational Functioning Level Gain	Yes	Yes	WDIS
4B	Educational Gains and Attendance for Pre- and Post-tested Participants	Yes	Yes	WDIS
4C	Measurable Skill Gains by Entry Level for Participants in Distance Education	Yes	Yes	WDIS
5	Primary Indicators of Performance	Yes	Yes	WDIS & FETPIP
5A	Primary Indicators of Performance for Participants in Distance Education	Yes	Yes	WDIS & FETPIP
6	Participant Status and Program Enrollment	Yes	Yes	WDIS
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	WDIS & FETPIP
10	Outcomes for Adults in Correctional Education Programs	Yes	Yes	WDIS& FETPIP
11	Outcome Achievement for Participants in Integrated Education and Training Programs	Yes	Yes	WDIS & FETPIP
14	Local Grantees by Funding Source	Yes	Yes	DCAE
99	Indicator Denominators for the Statewide Performance Request	Yes	Yes	WDIS, DCAE & FETPIP
SPR	Statewide Performance Report	Yes	Yes	WDIS, FETPIP, Comptroller
MSG	Measurable Skill Gain	Yes	Yes	WDIS

[1] The 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
185875	CTE/Adult General Education Program Code	WDIS Adult General Education Student Course	1, 2A, 3, 4, 4A, 4C, 5, 5A, 9, 11
187011	WDIS Student Instructional Hours	WDIS Adult General Education Student Course	1, 2A, 4, 4B, 4C
116875	Ethnicity	Student Demographic Information	1, 2, 2A
167275	Race: American Indian or Alaska Native	Student Demographic Information	1, 2, 2A
167325	Race: Asian	Student Demographic Information	1, 2, 2A
167375	Race: Black or African American	Student Demographic Information	1, 2, 2A
167425	Race: Native Hawaiian or Other Pacific Islander	Student Demographic Information	1, 2, 2A
167475	Race: White	Student Demographic Information	1, 2, 2A
173625	Sex	Student Demographic Information	1, 2, 2A
104025	Birth Date	Student Demographic Information	1, 2, 2A, 3
197303	Adult Educational Functioning Level	WDIS Adult General Education Test and Performance Record	1, 4, 4B, 4C, 11
197301	Adult General Education, Integrated Education and Training Program Number	WDIS Adult General Education Student Course	3, 4, 4C, 11
197272	Adult General Education, Withdrawal Reason	WDIS Student End of Term Status	4, 4C, 5, 5A, 9, 10, 11
197287	Adult General Education Literacy Completion Point	WDIS Adult General Education Student Course	4, 4A, 4C, 11
197308	Pre-Test ID	WDIS Adult General Education Student Course	4, 4A, 4C, 11
197307	Post-Test ID	WDIS Adult General Education Student Course	4, 4A, 4B, 4C, 11
101793	Adult Test Score	WDIS Adult General Education Test Record	4, 4A, 4B, 4C, 11
197304	Adult Educational Functioning Level Subject Area	WDIS Adult General Education Test and Performance Record	4, 4A, 4C
197306	Adult High School Credits Earned in Course	WDIS Adult General Education Student Course	4, 4A, 4C
101810	Adult Test Subject Content	WDIS Adult General Education Test and Performance Record	4, 4C
114025	Diploma Type	Student End of Year Status	4, 4C, 5, 5A, 9, 10, 11
197270	Adult General Education, Diploma Date	WDIS Student End of Term Status	4, 4C, 5, 5A, 9, 10, 11

Data Element Number	Data Element Name	Format	NRS Table
109525	Course Number	Career and Technical Education Student Course Schedule	4, 4C, 11
161200	Postsecondary Course Status	Supplemental Information	4, 4C, 11
140462	Industry Certification Identifier	Supplemental Information	4, 4C, 11
140500	Industry Certification Outcome	Supplemental Information	4, 4C, 11
197290	Industry Certification Date Earned	Supplemental Information	4, 4C, 11
197288	Adult General Education Online Course Delivery Indicator	WDIS Adult General Education Student Course	4C
111406	Date of Entry, Program/Course/Section	WDIS Adult General Education Student Course	All
111441	Date of Exit, Program/Course/Section	WDIS Adult General Education Student Course	All
197259	Employment Status	Student Demographic Information	6
197275	Highest School Grade Completed	Student Demographic Information	6
197243	Origin of Schooling, Adult	Student Demographic Information	6
157425	AGE, Institutional Setting	WDIS Adult General Education Student Course	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 185875 - CTE/Adult General Education Program Code Appendix I - Reporting Characteristics	Program number equal to: 9900000 - Adult Basic Education 9900010 - Adult High School 9900130 – GED® Preparation 9900040 – ESOL 9900050 - ELCATE 9900500 – Academic Skills Building
Instructional Hours	DE 187011 - WDIS Student Instructional Hours	≥ 10 for all NRS tables except Table 2A

Measurable Skills Gain	Various - See Measurable Skill Gain Crosswalk
	Appendix R: Adult General Education Programs & Associated Gains
		See Measurable Skill Gain Crosswalk for detailed calculation rules.
		• **MSG 1**
		  a) 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.
		  b) Earning enough credits in an Adult High School program to move from ABE level 5 to ABE level 6.
		  c) Enrollment in postsecondary education or training by the end of the program year.
		  d) 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 R: Adult General Education Programs & Associated Gains ABE, ASB, ESOL, ELCATE • DE 197303 Adult Educational Functioning Level N/A for AHS & GED – see Alternative Placement below	First and lowest reported EFL of program year by program and course subject of course enrollment. Determination of "first" is based on course entry date. See Educational Functioning Level- Lowest to Highest Level for crosswalk and sort order. The lowest EFL, when there are multiple subject area EFLs, is used for NRS table placement.
Test Subject Area	DE 101810 - Adult Test Subject Content	M, N, R, S, W
Diploma or GED®	DE 114025 - Diploma Type (Current Year only)	W06, WD1, WEL, WWT, WRW, WWE, WWW, WFT, WFW, WXL, WXT, WXW, W45, W43, W52, W54, W55, W58, W59, W61, W62, W63 or GED
Posttest	DE 197307 Post-Test ID	= Presence of a Post-Test ID value
Distance Learner	DE 197288 - AGE Online Course Delivery Indicator	A
Correctional Student	DE 157425 - AGE, Institutional Setting	B, C, D, E, F
Outcomes Excluded	DE 197272 - AGE Withdrawal Reason	A, B, C, D, E
Employment Status	DE 197259- Employment Status	E, N, S, U

NRS Table Category	Data Element	Criteria
IET Participant	21-22: Supplemental data file (for lagged IET measures) 2023-24: DE 197301 – AGE, IET Program Number	7-digit IET program number
Alternative Placement	TBD	9900130 – GED® Preparation program of enrollment & lowest initial EFL of 5 or 6 9900010 - 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, 2022 - Sept 30, 2022	Q3 2022	Q1 2023	8/1/2023
Oct 1, 2022 – Dec 31, 2022	Q4 2022	Q2 2023	11/1/2023
Jan 1, 2023 – March 31, 2023	Q1 2023	Q3 2023	2/1/2024
Apr 1, 2023 – Jun 30, 2023	Q2 2023	Q4 2023	5/1/2024

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, 2022- Mar 31, 2022	Q1 2022	Q1 2023	8/1/2023
Apr 1, 2022 -Jun 30, 2022	Q2 2022	Q2 2023	11/1/2023
Jul 1, 2022- Sept 30, 2022	Q3 2022	Q3 2023	2/1/2024
Oct 1, 2022-Dec 31, 2022	Q4 2022	Q4 2023	5/1/2024

Program Year 2022 Participation Dates

Program year 2023 is 2023-24 and runs from July 1, 2023– June 30, 2024. The below table reflects participants used for measure calculation based on date of participation.

2023-24 NRS Report Due Date	October 1, 2024
Current Year Measures	
Measurable Skill Gains	July 1, 2023 – June 30, 2024
Lagged Measures	
Employment Second Quarter after Exit low	July 1, 2022 – June 30, 2023
Employment Fourth Quarter after Exit	January 1, 2022 – December 31, 2022
Median Earnings Second Quarter After Exit	July 1, 2022 – June 30, 2023
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within One Year of Exit	January 1, 2022 – December 31, 2022
Attained a Secondary School Diploma/Recognized Equivalent and Employed within One Year of Exit	January 1, 2022 – December 31, 2022
Attained a Postsecondary Credential while enrolled or within One Year of Exit	January 1, 2022 – December 31, 2022

Program, EFL & MSG Crosswalks

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

Category & Data Element	Report Cell Name Sort Order	Sort Order (Lowest to Highest)	Criteria	
			DE 197303 – Education Functioning Level	DE 185875 - AGE Program Code
Adult Educational Functioning Level	ABE Level 1	8	Adult Educational Functioning Level = B	N/A
	ABE Level 2	9	Adult Educational Functioning Level = F	
	ABE Level 3	10	Adult Educational Functioning Level = H	
	ABE Level 4	11	Adult Educational Functioning Level = J	
	ABE Level 5	12	Adult Educational Functioning Level = T	N/A
	ABE Level 6	13	Adult Educational Functioning Level = U	
	Alternative ABE Placement	14	Adult Educational Functioning Level = K or L or M or N **&** GED® Preparation program enrollment Adult Educational Functioning Level = N/A - Adult High School	*GED® Preparation (9900130) Adult High School (9900010)
	ESL Level 1	1	Adult Educational Functioning Level = 1	N/A
	ESL Level 2	2	Adult Educational Functioning Level = 2	
	ESL Level 3	3	Adult Educational Functioning Level = 3	
	ESL Level 4	4	Adult Educational Functioning Level = 4	
	ESL Level 5	5	Adult Educational Functioning Level = 5 or D	
	ESL Level 6	6	Adult Educational Functioning Level = 6 or E	
	ESL Level >6	7	Adult Educational Functioning Level = 8 or G	
	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 of each course subject of enrollment, based on the **course entry date,** reported within the reporting year, July 1, 2023 – June 30, 2024. 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 of 5 or 6 combo.

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

MSG Type	Measurable Skill Gain (MSG 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 Record) • Post-Test ID (Course Record) • Adult Test Functioning Level Subject Area 1, 2, 3 (Course Record) • Test ID (Test and Performance Format) • Adult Test Score (Test and Performance Format) • Adult Educational Functioning Level (Test and Performance Format) Establish lowest initial functioning level by pulling the first (by course entry date) reported *Pre-Test ID 1,2,3* (Student Course Record) and associated subject area(s) using *Adult Educational Functioning Level Subject Area 1,2,3* (Student Course Format) of the program year. Link each pre-test ID and subject area to their associated *Adult Educational Functioning Level* (Test and Performance 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 *Post-Test ID 1,2,3* (Student Course Record) and associated subject area(s) using *Adult Educational Functioning Level Subject Area 1,2,3* (Student Course Format). Link each post-test ID and subject area to their associated *Adult Educational Functioning Level* (Test and Performance Format). Compare all pre and post-test *Adult Educational Functioning Level* by subject and award flag MSGs earned where there is an increase in level.

1b	Educational Functioning Level gain from ABE level 5 to ABE level 6 associated with program number 9900010 reported between June 1, 2023 – June 30, 2024, using data elements:
	• Adult High School Diploma Option
	   ○ Indicates the type of AHS diploma sought (e.g., 18-credit ACCEL, traditional 24-credit or18-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.
	• WDIS Appendix R: AGE Programs & Associated Gains
	
	Reference Appendix R 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.

1c	Found enrolled in postsecondary education or training during the program year, June 1, 2023 – June 30, 2024. 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.

MSG Type	Measurable Skill Gain (MSG 1a, 1b, 1c, 1d & 2)

1d	Educational Functioning Level gain from passing a subtest on a state-recognized high school equivalency examination reported between June 1, 2023 – June 30, 2024, using data elements:
	• Adult Test Name (Test and Performance Format)
	  ○ GED
	• Adult Test Subject Content (Test and Performance Format)
	  ○ GED subject test areas include Mathematics (M), Reasoning Through Language Arts (N), Social Studies (T) and Science (C).
	• Adult Test Score (Test and Performance 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 - W06, WD1, WEL, WWT, WRW, WWE, WWW, WFT, WFW, WXL, WXT, WXW, W45, W43, W52, W54, W55, W58, W59, W61, W62, W63 or GED

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

MSG Type	Measurable Skill Gain (MSG 3, 4 & 5)		
	WDIS Data Elements/Reference Table		**Notes**
Required for all IET MSG Types	IET Program Information	Appendix P: 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 197301 – 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 185875 - Career and Technical Education/Adult General Education Program Code	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 109525 - Course Number	The course number must be a valid course associated with the postsecondary program of enrollment.
	Postsecondary Course Earning	DE 161200 - Postsecondary Course Status = 'S'	All postsecondary programs must be passed to count as earned instructional hours.
	Instructional Hours	DE 187011 - WDIS Student Instructional 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 111441 – Date of Exit, Program/ Course/Section	Course date of exit must = July 1 - June 30.
4	**Full Program Completion of a registered preapprenticeship program**		
	Postsecondary Program of Enrollment	DE 185875 - Career and Technical Education/Adult General Education Program Code	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 185125 - Program Completer = 'P'	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.

MSG Type		Measurable Skill Gain (MSG 3, 4 & 5)	
	WDIS Data Elements/Reference Table		**Notes**
4		**Earning an occupation completion point (OCP) through postsecondary program or course enrollment**	
	Occupational Completion Point (OCP)	DE 185825 - Career and Technical Education Occupational Completion Point	The occupational completion point must be a valid code on the Postsecondary Career Education Programs with Occupational Completion Points appendix.
	Postsecondary Course Enrollment	DE 109525 - Course Number	The course number must be a valid course associated with the postsecondary program of enrollment.
	Course Date of Exit	DE 111441 – Date of Exit, Program/ Course/Section	Course date of exit must = July 1 - June 30.
5		**Industry certification attainment**	
	Industry Certification Identifier	DE 140462 - Industry Certification Identifier	The industry certification code must be a valid number on the IET Program Number appendix associated with the IET program of student participation.
	Industry Certification Outcome	DE 140500 - 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 have been reported with a minimum of at least 12 total instructional hours (10 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 Source:

NRS Table Category	Data Element	Criteria	Source
NRS Eligible Programs	CTE/Adult General Education Program Code	Adult Basic Education (9900000) Adult High School (9900010) Academic Skills Building (9900500) GED Preparation (9900130) ESOL (9900040) ELCATE (9900050)	WDIS
Instructional Hours	WDIS Student Instructional Hours	Has at least one Period of Participation	WDIS
Ethnicity	Ethnicity	Hispanic or Latino=Y	WDIS
Race	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"	WDIS
Sex	Sex	"F" or "M"	WDIS
Age Group	Birth Date	MMDDYYYY	WDIS
Entering Educational Functioning Level	Adult Educational Functioning Level	See EFL Crosswalk	WDIS
Alternative Placement	TBD	9900130 – GED® Preparation program of enrollment and initial lowest EFL of 5 or 6 9900010 - Adult High School program of enrollment	WDIS

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.
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, ELCATE

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	Birth Date	See Age Group Table Below	WDIS
Ethnicity	Ethnicity	Hispanic or Latino=Y	WDIS
Race	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	WDIS
Sex	Sex	"F" or "M"	WDIS

Business Rules:
1. The total (Column P) must equal the totals on Tables 1, 3, 4, and 6.
2. Students were included in Table 1.
3. Students were reported with a valid Birth Date, 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.
4. Students are grouped into a cohort based on the initial course entry date minus their birthdate.
5. 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 instructional hours (including 2 hours for intake and testing not reported as instructional hours)
Data Source:

NRS Table Category	Data Element	Criteria	Source
NRS Eligible Programs	CTE/Adult General Education Program Code	Adult Basic Education (9900000) Adult High School (9900010) Academic Skills Building (9900500) GED Preparation (9900130) ESOL (9900040) ELCATE (9900050)	WDIS
Instructional Hours	WDIS Student Instructional Hours	Has at least one Period of Participation	WDIS
Ethnicity	Ethnicity	Hispanic or Latino = 'Y'	WDIS
Race	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'	WDIS
Sex	Sex	'F' or 'M'	WDIS
Age Group	Birth Date	MMDDYYYY	WDIS

Business Rules:
1. The total (Column P) must equal the totals on Tables 1, 3, 4, and 6.
2. Students were **not** included in Table 1.
3. Students were reported with a valid FLEID.
4. Students were 16 years of age or older (age is determined by the initial course entry date minus their birthdate).
5. Students were reported with a valid Birth Date, 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.
6. Students were reported with a total of < 10 instructional hours in one or more NRS eligible programs in a period of participation.
7. 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	CTE/Adult General Education Program Code	See Program Type Crosswalk Below	WDIS
Age Group	Birth Date	See Age Group Table Below	WDIS
IET Program	AGE, IET Program Number	7-digit IET program number reported by AGE program of enrollment.	WDIS

Business Rules:

1. 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.
2. Students were included in Table 1.
3. Students were reported with a valid Birth Date value.
4. Students are grouped into a cohort based on program with lowest functioning level enrollment.
   a. For identification of the integrated subpopulations:
      i. Report duplicated count of students reported with an NRS eligible AGE program number <u>and</u> an IET Program Number during the same term at any point during the PY.
5. 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	
	19-24	
	25-44	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
	45-54	
	55-59	
	60 and over	

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

Cohort: All students included in the 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 the **ALL** periods of participation (WDIS Student Instructional Hours).

> For columns E, F, and G: <u>Enter only the most recent achievement</u>, 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 <u>at least</u> 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 <u>excluded</u> 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 an AGE Diploma Date that falls within the reporting year or
        b) a GED within the program year, July 1, 2023 – June 30, 2024, 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 MSG crosswalk. The crosswalk should be used to provide an IET Participant flag of 'Y' in the student level POP file.
    *   Participants who were reported <u>in the same term</u> 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[1]; OR
        c) Earned an industry certification associated with their respective IET program[2]; OR

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[1] IET MSG category, "Progress on a postsecondary transcript"
[2] IET MSG category, "Passing a technical or occupational knowledge-based exam"

        d) Was a full program completer in a preapprenticeship program associated with their respective IET program[3]

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 Survey F or G of the next reporting year.

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

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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.

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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.

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[3] IET MSG category "Progress toward milestone"

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 program exit + 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 <u>one of each</u> gain type for the program year when more than one of the <u>same</u> gain type was earned.**

Business Rules:
1. **Column B** - *Number of Participants*
    - Includes all participants from 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 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**- P*ercentage 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~~ Number of students enrolled in Adult High School (9900010) 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, 2024. 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 <u>after</u> 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 Gains 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 participants who achieved an EFL gain (MSG types 1a, 1b, 1c) during the program year by EFL level.	Of participants in column B: Those with a 1a MSG in tests with subject areas of 'N', 'R', 'S', 'W' See Measurable Skill Gain Crosswalk	Of participants in column B: Those with a 1a MSG in tests with subject areas of 'M' See Measurable Skill Gain Crosswalk	N/A	Of participants in column B: Participants found enrolled in postsecondary education or training as outlined in the Measurable Skill Gain Crosswalk by EFL level	Of 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 (9900010) See Measurable Skill Gain Crosswalk.		
ABE Total						
ESL Level 1	The number of participants who achieved an EFL gain (MSG types 1a, 1b, 1c) during the program year by EFL level.	Of participants in column B: Those with a 1a MSG in tests with subject areas of 'N', 'R', 'S', 'W' See Measurable Skill Gain Crosswalk	Of participants in column B: Those with a 1a MSG in tests with subject areas of 'M' See Measurable Skill Gain Crosswalk	N/A	Of participants in column B: Participants found enrolled in postsecondary education or training as outlined in the Measurable Skill Gain Crosswalk by EFL level	Of 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 in Table 4 are excluded in Table 4b. Participants in the Alternative Placement rows on Table 4 are excluded in 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 (WDIS Student Instructional 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 the Periods of Participation (POP) Student Level File **with a Distance Learner flag of "Y"** (DE 197288 - AGE Online Course Delivery Indicator = C)

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: Participants included in 2022-23 Periods of Participation (POP) Student Level File with an Exiter Flag of "Y" and an exit date between July 1, 2022 – 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, 2022 - Sept 30, 2022	Q3 2022	Q1 2023	8/1/2023
Oct 1, 2022 – Dec 31, 2022	Q4 2022	Q2 2023	11/1/2023
Jan 1, 2023 – March 31, 2023	Q1 2023	Q3 2023	2/1/2024
Apr 1, 2023 – Jun 30, 2023	Q2 2023	Q4 2023	5/1/2024

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 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, 2022 – December 31, 2022, 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, 2022- Mar 31, 2022	Q1 2022	Q1 2023	8/1/2023
Apr 1, 2022 -Jun 30, 2022	Q2 2022	Q2 2023	11/1/2023
Jul 1, 2022- Sept 30, 2022	Q3 2022	Q3 2023	2/1/2024
Oct 1, 2022-Dec 31, 2022	Q4 2022	Q4 2023	5/1/2024

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, 2022 - Sept 30, 2022	Q3 2022	Q1 2023	8/1/2023
Oct 1, 2022 – Dec 31, 2022	Q4 2022	Q2 2023	11/1/2023
Jan 1, 2023 – March 31, 2023	Q1 2023	Q3 2023	2/1/2024
Apr 1, 2023 – Jun 30, 2023	Q2 2023	Q4 2023	5/1/2024

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 2021-22 and 2022-23 Periods of Participation (POP) Student Level File with an Exiter Flag of "Y" and an exit date between January 1, 2022 – December 31, 2022, 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, 2022- Mar 31, 2022	Q1 2022	March 31, 2023
Apr 1, 2022-Jun 30, 2022	Q2 2022	June 30, 2023
Jul 1, 2022- Sept 30, 2022	Q3 2022	September 30, 2023
Oct 1, 2022-Dec 31, 2022	Q4 2022	December 31, 2023

Methodology for PERA Postsecondary Enrollment Match

Exit Dates	Postsecondary Education or Training Programs of Enrollment	Postsecondary Entry	Postsecondary Agencies Considered for Enrollment
Jan 1, 2022- Dec 31, 2022	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: Participants included in the 2021-22 and 2022-23 Periods of Participation (POP) Student Level File 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 <u>and</u> postsecondary training program exit. Cohort exit dates must be between January 1, 2022, and December 31, 2022. 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, 2022- Dec 31, 2022	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 2021-22 and 2022-23 Periods of Participation (POP) Student Level File with an Exiter Flag of "Y" and an exit date between January 1, 2022 – December 31, 2022, 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 <u>and</u> 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, 2022- Dec 31, 2022	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 *Automatically calculated field by NRS* 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 *Automatically calculated field by NRS*
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	Cohort: All students included in 2022-23 Periods of Participation (POP) Student Level File with an Exiter Flag of "Y" and an exit date between July 1, 2022 – 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 below 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 below 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 2021-22 and 2022-23 Periods of Participation (POP) Student Level File with an Exiter Flag of "Y" and an exit date between January 1, 2022 – December 31, 2022, 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 below 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 below 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/EARNING 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 *Automatically calculated field by NRS*	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 *Automatically calculated field by NRS*
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Median Earnings Second Quarter after exit	Cohort: All students identified in Table 5 from the Employment Second Quarter after Exit row above and identified as employed in Column F of the same row. 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 Automatically calculated field by NRS	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 Automatically calculated field by NRS
(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 2021-22 and 2022-23 Periods of Participation (POP) Student Level File with an Exiter Flag of "Y" and an exit date between January 1, 2022 – December 31, 2022, and has been flagged as an ASE Student in a POP (Adult HS ('9900010'), GED ('9900130' & EFL 'K', 'L', 'M' or 'N'), or ASB (EFL 'T' or 'U')). 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. 1. Participants who have attained a GED or standard diploma while enrolled in AGE or within one year of exit from the first POP, and 2. 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, underduplicate and count once in this row. 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 2021-22 and 2022-23 Periods of Participation (POP) Student Level File who exited between January 1, 2022, and December 31, 2022. 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 Column B (denominator) CONT	Number of Participants who Exited Achieving Outcome or Median Earnings Value Column C (numerator) CONT	Percentage of Participants Achieving Outcome *Automatically calculated field by NRS*	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 *Automatically calculated field by NRS*
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Attained a Recognized Secondary or Postsecondary Credential (unduplicated)	Cohort: Students included in the 2021-22 and 2022-23 Periods of Participation (POP) Student Level File with an Exiter Flag of "Y" and an exit date between January 1, 2022 – December 31, 2022, and 1) has been flagged as an ASE student in a POP (Adult HS ('9900010'), GED ('9900130' & EFL 'K', 'L', 'M' or 'N'), or ASB (EFL 'T' or 'U')), **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	Employment Status (Demo record)	See Employment Crosswalk Below	WDIS
Highest Degree or Level of School Completed	Highest School Grade Completed	See Degree Level and Location Crosswalk Below	WDIS
Location of Schooling	Origin of Schooling, Adult	See Degree Level and Location Crosswalk Below	WDIS
Program Type	Pulled from Grant Applications		DCAE
Institutional Programs	AGE, Institutional Setting	See Facility Type Crosswalk Below	WDIS

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	Highest School Grade Completed = ZZ Origin of Schooling, Adult= U or X	Highest School Grade Completed = ZZ Origin of Schooling, Adult= N
Grades 1-5	Highest School Grade Completed = 01,02,03,04,05 Origin of Schooling, Adult= U or X	Highest School Grade Completed = 01,02,03,04,05 Origin of Schooling, Adult= N
Grades 6-8	Highest School Grade Completed = 06,07,08 Origin of Schooling, Adult= U or X	Highest School Grade Completed = 06,07,08 Origin of Schooling, Adult= N
Grades 9-12 (no diploma)	Highest School Grade Completed = 09,10,11,12 Origin of Schooling, Adult= U or X	Highest School Grade Completed = 09,10,11,12 Origin of Schooling, Adult= N
Secondary School Diploma or alternate credential	Highest School Grade Completed = D1,15 Origin of Schooling, Adult= U or X	Highest School Grade Completed = D1,15 Origin of Schooling, Adult= N
Secondary School Equivalent	Highest School Grade Completed = G1 Origin of Schooling, Adult= U or X	Highest School Grade Completed = G1 Origin of Schooling, Adult= N

Category	US Based Schooling	Non-US Based Schooling
Some postsecondary education, no degree	Highest School Grade Completed = 16,17 Origin of Schooling, Adult= U or X	Highest School Grade Completed = 16,17 Origin of Schooling, Adult= N
Postsecondary or professional degree	Highest School Grade Completed = 18,19,20,21,22 Origin of Schooling, Adult= U or X	Highest School Grade Completed = 18,19,20,21,22 Origin of Schooling, Adult= N
Unknown	n/a	n/a

Facility Type Crosswalk

Institutional Programs Category	Data Element	Value
In Correctional Facilities	AGE, Institutional Setting	B, C, D, E
In Community Correctional Programs	AGE, Institutional Setting	F
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 <u>OR</u> IELCE agency grant recipient participants.

Business Rules
<u>Measurable Skill Gain Business Rules</u>:
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** - P*ercentage 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: Primary Indicators of Performance (5)/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: Primary Indicators of Performance (5)/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 participants 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 2023-24 cohort and others are based on prior cohorts. The 21-22 IET supplemental file is needed to identify lagged cohort for 23-24 primary indicators of performance.

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 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 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 students 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 <u>only</u> because they were
     i) Participants who were reported <u>in the same term </u>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 <u>only</u> because they were participants who were reported <u>in the same term </u>with:
        a. An IET Program Number AND
        b. Was a full program completer in a preapprenticeship 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 <u>only</u> because they were
     i) Participants who were reported <u>in the same term</u> 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: Primary Indicators of Performance (5)/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 2324 Annual Performance Report Template, Performance Report Specs Tab, for detailed business rules for table population.

Statewide Performance Report (SPR)

Business Rules
See the 2324 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 <u>more than</u> 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 <u>earliest course entry date per term and latest course exit date per term</u>, 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	7/1/23	7/30/23	7/15/23	8/4/23	7/1/23	8/4/23
W/2	8/10/23	12/10/23	8/12/23	9/30/23	8/10/23	12/10/23
S/3	3/15/24	6/1/24	4/1/24	6/1/24	3/15/24	6/1/24

   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 (8/4/23) and the first course entry for Survey 2 (8/10/23), there were only 6 days, so the first period of participation continues. Between the last course exit for Survey 2 (12/10/23) and the earliest course entry for Survey 3 (3/15/24), there was a gap of **<u>more than</u> 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, ESOL, or ELCATE).
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 (9900000). (See the Completion Point Code Crosswalk or Measurable Skill Gain Crosswalk)
8. Carnegie Units (MSG): Flag if an EFL was earned in Adult High School (9900010) (See the Completion Point Code Crosswalk or 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, 2024.
    a. Postsecondary programs include PSAV, ATD, CCC, AS, AAS, AA, Apprenticeship, Bachelor's programs, or a Statewide Course Numbering System (SCNS) postsecondary course(s) included in one of these programs, or IET concurrent basic skills and workforce preparation.
10. Diploma Status (MSG)
    a. Flag all periods of participation if there is a valid diploma code with a diploma date from July 1, 2023, to June 30, 2024, 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.
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 *Distance Learning Delivery Indicator* 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 "A" for Adult General Education, Income Status
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 "B" for Adult General Education, Income Status
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 "C" for Adult General Education, Income Status

Suggested File Flags

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