

NRS REPORTING TABLES

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

Enter the number of participants* by educational functioning level, ethnicity/race**, and sex***.

Entering Educational Functioning Level (EFL) (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	(P)
ABE**** Level 1															
ABE Level 2															
ABE Level 3															
ABE Level 4															
ABE Level 5															
ABE Level 6															
Alternative ABE Placement *****															
ESL**** Level 1															
ESL Level 2															
ESL Level 3															
ESL Level 4															
ESL Level 5															
ESL Level 6															
Alternative ESL Placement *****															
Total															

Instructions for Completing Table 1

* A participant is an individual in an AEFLA program who has completed at least 12 contact hours in a period of participation.

** See definitions for ethnicity/race categories.

*** See definitions for sex categories.

**** ABE = Adult Basic Education; ESL = English as a Second Language

***** Alternative ABE/ESL placement is for programs designed to yield types of measurable skill gains (MSG) other than MSG type 1a. Participants with an alternative placement should be removed from the post-test denominator when calculating the state’s post-test rate.

Total: Report each participant only once on this table.

Ethnicity/Race: For instructions on collecting and reporting race and ethnicity data, please refer to “Final Guidance on Maintaining, Collecting and Reporting Race and Ethnicity Data to the U. S. Department of Education,” 72 Fed. Reg. 59266 (19 October 2007).

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

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

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

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

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

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

More Than One Race: The participant indicates having origins in more than one racial category.

Instructions for Completing Table 1 (continued)

Sex:

Male: The participant indicates that he is male.
Female: The participant indicates that she is female.

Entering Educational Functioning Level (EFL) Placement

Placement for MSG Type 1a (educational functioning level gain via pre- and post-testing):

Consistent with 34 CFR 462.41(a), in programs that compare the participant’s initial EFL, as measured by a pre-test, with the participant’s EFL, as measured by a post-test, states must measure this specific type of educational gain (MSG type 1a) using only tests that the Secretary has determined are suitable for use in the NRS and the state has identified in its assessment policy.

Alternative ABE/ESL placement:

At the state’s sole discretion, and as documented in the state’s assessment policy, states may exempt participants from NRS pre- and post-testing who are enrolled in programs designed to yield the following outcomes under the MSG indicator, as described in OCTAE Program Memorandum 17-2:

MSG Outcome Type:

- 1. b) Awarding of credits or Carnegie units.
- 1. c) Enrolled in postsecondary education or training during the program year.
- 1. d) Passed 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.
- 4. Satisfactory or better progress report, toward established milestones, from an employer or training provider who is providing training.
- 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.

Examples of such programs may include, but are not limited to, integrated education and training programs (see note below), workplace literacy programs, preparatory classes for high school equivalency testing, postsecondary bridge programs, adult high schools utilizing credits or Carnegie units, or other adult education programs designed to yield the MSG outcomes listed above. For these types of programs, states may develop and implement alternative options for the EFL placement. For example, a state may use assessments that are content-driven or performance-driven such as locator tests, criterion referenced tests, diagnostic assessments, authentic assessments, or a state may choose to develop and implement innovative crosswalks between program benchmarks and NRS EFL levels. The reporting of outcomes for participants in such programs must follow the data collection and validation requirements for the specific MSG type, as described in OCTAE Program Memorandum 19-1. States are not required to exempt participants from pre- and post-testing and may continue to use assessment procedures that best meet the needs of the State’s adult education program. Students with an alternative placement are reported on the “Alternative Placement” rows under ABE or ESL.

NOTE: The term “integrated education and training” means 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 (Sec. 203(11) of WIOA). Such programs include workforce preparation components that help participants acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills.

Table 2
Participants by Age, Ethnicity, and Sex

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

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

Instructions for Completing Table 2

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours in a period of participation.
**Participants should be classified based on their age at program entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.
*** See definitions of ethnicity/race categories.

The totals in columns B–O should equal the totals in columns B–O of Table 1. Row totals in column P should equal corresponding column totals in Table 3.

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

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

Enter the number of reportable individuals* who have completed fewer than 12 contact hours by age**, ethnicity***, and sex.

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

Instructions for Completing Table 2A

*Report, on this table, only individuals who have completed fewer than 12 contact hours in a period of participation. A reportable individual is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of an AEFLA program.

** Reportable individuals should be classified based on their age at entry. Reportable individuals entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.

*** See definitions of race/ethnic categories and examples that demonstrate how to report them.

Ethnicity/Race: See Table 1

Sex: See Table 1

Table 3
Participants* by Program Type and Age

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

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

Instructions for Completing Table 3

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

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

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

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

*****Number of participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes those enrolled in IET programs. It does not include those enrolled in ELA programs. Participants reported on this table as enrolled in IELCE programs (Sec. 243 of WIOA) should not be reported under any other program type in this table.

The Total row is the sum of Adult Basic Education + Adult Secondary Education + English Language Acquisition + Integrated English Literacy and Civics Education (Sec. 243) in each column

Table 4
Measurable Skill Gains (MSG) by Entry Level

For each Educational Functioning Level (EFL) or Alternative Placement, enter the number of participants served, number excluded, total attendance hours, number achieving an MSG, number separated, number remaining, and the outcomes for all periods of participation.

	First Period of Participation									All Periods of Participation				
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Numberof Participants Excluded from MSG Performance (C)	Total Attendance Hours for all participants (D)	Number who achieved at least one EFL gain (MSG types 1a, 1b, 1c, 1d) (E)	Number who attained a secondary school diploma or its recognized equivalent (MSG type 2) (F)	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5) (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total numberof Periods of Participation (K)	Total numberof Periods of Participation in which Participants achieved at least one EFL gain (MSG types 1a, 1b, 1c, 1d) (L)	Total numberof Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (MSG type 2) (M)	Total number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5) (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1														
ABE Level 2														
ABE Level 3														
ABE Level 4														
ABE Level 5														
ABE Level 6														
Alternative ABE Placement														
ABE Total														
ESL Level 1														
ESL Level 2														
ESL Level 3														
ESL Level 4														
ESL Level 5														
ESL Level 6														
Alternative ESL Placement														
ESL Total														
Grand Total														

Instructions for Completing Table 4

- EFL Placement: See Table 1.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, 9, 10 and 11, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns E through H. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.
- The number in Column C is the number of participants who are being excluded from MSG performance due to the exclusion scenarios listed in OCTAE Program Memorandum 17-2 Attachment 2, Table
- No values associated with these participants should be entered into columns E-I.
- The number in column E is the number of participants who completed one or more Educational Functioning Level (EFL) gains (MSG types 1a, 1b, 1c, 1d) as measured in one of four ways: 1) by comparing a participant's initial EFL as measured by a pretest with the participant's EFL as measured by a participant's posttest; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who enroll in postsecondary education or training during the program year, or 4) States may report an educational functioning level gain for participants who pass a subtest on a State-recognized high school equivalency examination.
- Column F is the number of participants who attained a secondary school diploma or its recognized equivalent (MSG type 2).
- Column G is the number of IET or workplace literacy participants who achieved an MSG via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam (MSG types 3, 4, 5), as described in OCTAE Program Memorandum 17-2. For participants **not** enrolled in an IET or workplace literacy program, measurable skill gains are only measured by achievement of an educational functioning level gain (MSG types 1a, 1b, 1c, 1d) or documented attainment of a secondary school diploma or its recognized equivalent (MSG type 2).
- Enter only the most recent achievement, if attained, per participant in column E or column F or column G. Participants should have an achievement counted in only one of these columns.
- Column H is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services or activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column I is number of participants who remain enrolled and achieved no measurable skill gain.
- Column B should equal Column C + E + F + G + H +I.
- Column J is calculated using the following formula: (Column J) = (Column E + Column F + Column G)
- (Column B – Column C)
- Column K is the total number of periods of participation for each participant. A participant may have more than one period of participation. 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.
- Column L is the Total number of Periods of Participation in which at least one educational functioning level gain (MSG types 1a, 1b, 1c, 1d) was achieved. 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 columnL or column M or column N.
- Column M is the Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent (MSG type 2) was attained. 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.
- Column N is the Total number of IET or workplace literacy Periods of Participation in which an MSG was achieved via Secondary or Postsecondary Transcript, Progress Toward Milestones, or Passing Technical/Occupational Skills Exam (MSG types 3, 4, 5). 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. For participants **not** enrolled in an IET or workplace literacy program, skill gains are only measured by achievement of at least one educational functioning level or documented attainment of a secondary school diploma or its recognized equivalent.
- Column O is calculated using the following formula: (Column O) = (Column L+ Column M + Column N)
- (Column K)
- Period of Participation: For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls—even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a measurable skill gain, because the measurable skill gains indicator is not an exit-based indicator. The skill gain may be counted as soon as it is earned at any point during the participation period of the program year in which it was earned. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

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

English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level. Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre- posttesting (MSG type 1a) (C)	Percentage Achieving ELA/Literacyor ELP EFL Gains (MSG type 1a) (D)	Number with EFL Gain for Mathematicsby pre- posttesting (MSG type 1a) (E)	Percentage Achieving Mathematics EFL Gains (MSG type 1a) (F)	Number with EFL Gain by Carnegie Units/Credits (MSG type 1b) (G)	Percentage Achieving EFL Gain by Carnegie Units/ Credits (MSG type 1b) (H)	Number with EFL Gain by Transition to Postsecondary Education (MSG type 1c) (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (MSG type 1c) (J)	Number with EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d) (K)	Percentage Achieving EFL Gain by Passing a Subtest on a State-recognized High School Equivalency Examination (MSG type 1d) (L)
ABE Level 1											
ABE Level 2											
ABE Level 3											
ABE Level 4											
ABE Level 5											
ABE Level 6											
Alternative ABE Placement											
ABE Total											
ESL Level 1											
ESL Level 2											
ESL Level 3											
ESL Level 4											
ESL Level 5											
ESL Level 6											
Alternative ESL Placement											
ESL Total											
Grand Total											

Instructions for Completing Table 4A

- Column B is the number of participants who achieved an EFL gain (MSG types 1a, 1b, 1c, 1d) during the program year.
- Both ELA/literacy or ELP and Mathematics level gains must be reported for all participants utilizing MSG Type 1a, if tested in both areas. EFL gains reported in Columns C and D may be measured by reading, writing, literacy skills, speaking or listening tests approved for use in the National Reporting System for Adult Education (NRS).
- Report Carnegie unit/credit attainment and entry into postsecondary education for participants who achieved these outcomes. Multiple outcomes are permissible on this table for individual participants.
- In Columns C and E, report only participants who were pre- and posttested in the relevant subject areas.
- In each of Columns C, E, G, and I, record the total number of participants who achieved at least one educational functioning level gain of that type.
- Calculate Percentages as follows:
- Column D = Column C/Column B
- Column F = Column E/Column B
- Column H = Column G/Column B
- Column J = Column I/Column B
- Column L = Column K/Column B

Table 4B
Educational Functioning Level Gain and Attendance for Pre- and Posttested Participants (MSG Type 1a)

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

Entering Educational Functioning Level (A)	Number of Participants (B)	Total AttendanceHours (C)	Number with EFLGain (D)	Number SeparatedBefore Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFLGain (G)
ABE Level 1						
ABE Level 2						
ABE Level 3						
ABE Level 4						
ABE Level 5						
ABE Total						
ESL Level 1						
ESL Level 2						
ESL Level 3						
ESL Level 4						
ESL Level 5						
ESL Level 6						
ESL Total						
Total						

Instructions for Completing Table 4B

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

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

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

For each Educational Functioning Level (EFL) or Alternative Placement, enter the number of participants served, number excluded, total attendance hours, number achieving an MSG, number separated, number remaining, and the outcomes for all periods of participation.

	First Period of Participation									All Periods of Participation				
Entering Educational Functioning Level (EFL) (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for all participants (D)	Number who achieved at least one EFL gain (MSG types 1a, 1b, 1c, 1d) (E)	Number who attained a secondary school diploma or its recognized equivalent (MSG type 2) (F)	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5) (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)	Total number of Periods of Participation (K)	Total number of Periods of Participation in which Participants achieved at least one EFL gain (MSG types 1a, 1b, 1c, 1d) (L)	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (MSG type 2) (M)	Total number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5) (N)	Percentage of Periods of Participation with Measurable Skill Gains (O)
ABE Level 1														
ABE Level 2														
ABE Level 3														
ABE Level 4														
ABE Level 5														
ABE Level 6														
Alternative ABE Placement														
ABE Total														
ESL Level 1														
ESL Level 2														
ESL Level 3														
ESL Level 4														
ESL Level 5														
ESL Level 6														
Alternative ESL Placement														
ESL Total														
Grand Total														

Instructions for Completing Table 4C

- Include only participants who are counted as distance education participants. Distance education participants are also included in Table 4. Participant data for all periodsof participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.
- **Follow instructions for completing Table 4.**

Table 5
Exit-Based Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators ofPerformance	Number of Participantswho Exited	Number of Participants whoExited AchievingOutcome or Median EarningsValue	Percentage of ParticipantsAchieving Outcome	Total Periods of Participation	Total Number of Periods of Participation inwhich Participants Achieved Outcome or Median Earnings Valuefor All Periods of Participation	Percentage of Participants in All Periods of ParticipationAchieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment SecondQuarter after exit *						
Employment FourthQuarter after exit *						
Median Earnings SecondQuarter after exit **			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled inPostsecondary Education or Training within one year of exit ***						
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit ****						
Attained a Recognized Secondary OR Postsecondary Credential(unduplicated)*****						

Instructions for Completing Table 5

For the purposes of reporting on Employment 2nd Quarter, Employment 4th Quarter, Median Earnings, and the CredentialAttainment indicators on Tables 5, 5A, 8, 9, 10, and 11 each program entry and exit per participant during the reporting period is considered a period of participation. **Do not exclude participants because of missing Social Security numbers or other missing data.**

Exit: The exit date is the last date of service. The last day of service cannot be determined until at least 90 dayshave elapsed since the participant last received services. Services do not include self-service, information-only services or activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.

Period of Participation: 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. States must count each participant’s exit during the same program year as a separate period ofparticipation 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. A person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator. Therefore, the person is counted multiple times— once for each period of participation. Please see OCTAE program memorandum 17-2 for examples of counting periods of participation.

* Report in Column B (second and fourth quarter employment) the total number of participants who exited during the program year, excluding participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2:Table A or incarcerated individuals under section 225 of WIOA who exited the AEFLA program but are still incarcerated.

** Report in Column B (Median Earnings) the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited theAEFLA program but are still incarcerated.

*** Report in Column B (secondary school diploma attainment) the total number of participants without a secondary school diploma or recognized equivalent who exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher), excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but remain incarcerated.

**** Report in Column B (postsecondary credential attainment) the total number of participants who during the program year were also enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited **both** the postsecondary training program **and** the adult education program, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited theAEFLA program but are still incarcerated. Participants may potentially be reported on the secondary school diploma row and the postsecondary credential row.

***** Report in Column B (Attained recognized secondary OR postsecondary credential (unduplicated)) the unduplicated total number of participants who EITHER: (1) did not possess a secondary school diploma or recognized equivalent and exited during the program year who entered at, or advanced into, a secondary school level program (9th grade equivalent or higher) OR (2) were co-enrolled in a postsecondary education or training program leading to a recognized postsecondary credential and exited **both** the postsecondary training program **and** the adult education program; excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA programbut remain incarcerated. Participants who meet the requirements for inclusion in both the secondary and postsecondarycredential cohorts would only be recorded once in Column B.

Column C (except for Median Earnings) is the number of participants who achieved each outcome. For Median Earnings reporting, Column C is the median earnings value which is the midpoint between lowest and highest quarterly wage, in U.S. dollars, for the total number of participants who exited during the program year and who were employed in the second quarter after program exit, excluding participants who exited due to the exclusions listed in OCTAE Program Memorandum 17-2 Attachment 2: Table A or incarcerated individuals under section 225 who exited the AEFLA program but are still incarcerated. Column C, for median earnings, is the quarterly wage value for participants employed in the 2nd quarter after exit.

Participants who earn **both** a secondary school diploma and postsecondary credential are reported once in Column C on **each** of the following credential rows

- Attained a Secondary School Diploma/Recognized Equivalent and 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;
- Attained a Recognized Secondary OR Postsecondary Credential (unduplicated).

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

Column E is the total number of periods of participation for each participant reported in column B. This number will begreater than or equal to the number of participants in Column B.

Column F (except for Median Earnings) is the number of periods of participation in which the outcome was achieved.

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

Column F, for Median Earnings, is 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 ofinstances 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.

Column G (except for Median Earnings) is the number in Column F divided by the number in Column E. Column G shouldnever be greater than 100 percent.

Columns D and G are not applicable to Median Earnings.

Table 5A
Exit-Based Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation		
Primary Indicators ofPerformance	Number of Participantswho Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage ofParticipants Achieving Outcome	Total Periods of Participation	Total Number ofPeriods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants inAll Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment SecondQuarter after exit						
Employment FourthQuarter after exit						
Median Earnings SecondQuarter after exit			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit						
Attained a Recognized Postsecondary Credential while enrolledor within one year of exit						

Instructions for Completing Table 5A

Include only participants who are counted as distance education participants. Distance education participants are alsoincluded in Table 5. Participant data for all periods of participation are included on this table, if the participant met the State's definition of a distance education participant during the program year.

Follow instructions for completing Table 5.

Table 6
Participant Status and Program Enrollment

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

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

Instructions for Completing Table 6

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

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

*** The term “workplace adult education and literacy activities” means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce (WIOA sec. 203(16)).

Employment Status definitions:

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

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

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

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

Table 7
Adult Education Personnel by Function and Job Status

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

Instructions for Completing Table 7

- *For reporting State-level Administrative/Supervisory/Ancillary Services and Local-level Administrative/Supervisory/Ancillary Services,Counselors, and Paraprofessionals:
- Enter an unduplicated count of personnel by function and job status. Count the number of positions, not the number of staff who filled them.
 - In Column B, count one time only each part-time position of the program administered under AEFLA who is being paid out of Federal, State, and/or local education funds.
 - In Column C, count one time only each full-time position of the program administered under AEFLA who is being paid out ofFederal, State, and/or local education funds.
 - In Column D, report the number of volunteer positions (personnel who are not paid) who served in the program administered under AEFLA.
- ** For reporting Local Teachers:
- Count and report the number of teachers, not the number of positions. For example, if one local part-time teaching position was filled with 3 teachers throughout program year, count and report 3 local part-time teachers.
 - Report adult education experience and certification for paid teachers only, not volunteers. The total number of teachers forwhich experience is reported must equal the total number of teachers reported in Columns B and C.
 - For certification, report all certifications a teacher has. Multiple responses are allowed. Report teachers who lack certification in the “No Certification” category.

Table 8
Outcome Achievement for Participants in Family Literacy Programs (Optional)

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

First Period of Participation				All Periods of Participation		
Primary Indicators ofPerformance	Number of Participants Included in theIndicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of ParticipantsAchieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median EarningsValue for All Periods of Participation	Percentage of Participants inAll Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and 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						

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

Instructions for Completing Table 8

Include only family literacy program participants in Table 8.

Instructions for Completing Table 8 (continued)

For reporting measurable skill gains:

Enter in column B the total number of Family Literacy program participants enrolled during the reporting period. For column C, follow the instructions for reporting measurable skill gains in columns E, F, and G on table 4. For column F, follow the instructions for reporting measurable skill gains in columns L, M, and N on table 4.

For reporting the exit-based primary indicators of performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting family literacy outcome measures:

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

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

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

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			
Attained a Secondary School Diploma/Recognized Equivalent and 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						

Civics Education Follow-up Outcome Measures (Optional)	Number of ParticipantsWho Exited	Number of ParticipantsWho Exited Achieving Outcome	Percent AchievingOutcome
(A)	(B)	(E)	(F)
Achieved CitizenshipSkills			
Voted or Registered toVote			
Increased Involvement in Community Activities			

Instructions for Completing Table 9

Include only participants who are counted as Integrated English Literacy and Civics Education program participants.

For measurable skill gain: Enter in column B the total number of Integrated English Literacy and CivicsEducation program participants enrolled during the reporting period. For column C, follow the instructions for reporting measurable skill gains in columns E, F, and G on table 4. For column F, follow the instructions for reporting measurable skill gains in columns L, M, and N on table 4.

For reporting the exit-based Primary Indicators of Performance:

Follow instructions for completing Table 5 to report these outcomes.

For reporting civics education outcome measures:

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

Achievement of one or more of the civics education outcome measures should be counted only once per participant.

Table 10
Outcome Achievement for Participants in Correctional Education Programs

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

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and 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						

Instructions for Completing Table 10

Include only correctional education participants under Sec. 225 of WIOA.

For measurable skill gain: 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. For column C, follow the instructions for reporting measurable skill gains in columns E, F, and G on table 4. For column F, follow the instructions for reporting measurable skill gains in columns L, M, and N on table 4.

For reporting the 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.

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

Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
MSG (types 1a, 1b, 1c, 1d) via Achievement of at Least One Educational Functioning Level Gain						
MSG (type 2) via Attainment of Secondary School Diploma/ Recognized Equivalent						
MSG (type 3) via Secondary or Postsecondary Transcript						
MSG (type 4) via Progress Toward Milestones						
MSG (type 5) via Passing Technical/ Occupational Skills Exam						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			
Attained a Secondary School Diploma/Recognized Equivalent and 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						

Instructions for Completing Table 11

Include only IET program participants but exclude participants who exited due to the exclusions listed in OCTAE Memorandum 17-2 Attachment 2, Table A. Also exclude from all indicators, except EFL gains, incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated.

Report any of the following MSG outcomes for each IET participant. Reporting multiple MSG outcomes per participant is permitted.

For reporting MSG (types 1a, 1b, 1c, 1d) via Achievement of at Least One Educational Functioning Level Gain: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who completed one or more Educational Functioning Level (EFL) gains as measured in one of four ways: 1) an EFL gain may be measured by comparing a participant's initial EFL as measured by a pretest with the participant's EFL as measured by a participant's posttest (MSG type 1a); or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent (MSG type 1b), an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who enroll in postsecondary education or training during the program year (MSG type 1c), or 4) States may report an educational functioning level gain for participants who pass a subtest on a State-recognized high school equivalency examination (MSG type 1d).

For reporting MSG (type 2) via Attainment of Secondary School Diploma/Recognized Equivalent: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who attained a secondary school diploma or its recognized equivalent.

For reporting MSG (type 3) via Secondary or Postsecondary Transcript: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated progress through a secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the Stateunit's academic standards.

For reporting MSG (type 4) via Progress Toward Milestones: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who demonstrated satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeshipprogram or similar milestones, from an employer or training provider who is providing training.

For reporting MSG (type 5) via Passing Technical/Occupational Skills Exams: Enter in column B the total number of Integrated Education and Training program participants enrolled during the reporting period. Enter in column C the number of participants who successfully passed an exam that is required for a particular occupation or attained progress in technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

For reporting the exit-based Primary Indicators of Performance: Follow instructions for completingTable 5 to report these outcomes.

Table 14
Local Grantees by Funding Source

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

Provider Agency * (A)	Total Number of Providers Who ONLY Receive Funds under Section 231 (B)	Total Number of Providers Who ONLY Receive Funds under Section 243 (IELCE) (C)	Total Number of Providers Who Receive Funds under Section 231 AND Section 243 (D)	Total Number of Providers (Columns B+C+D) (auto calculated) (E)	WIOA Title II Funding		State Matching Funds Section 222(b)	
					Total (F)	% of Total (G)	Total (H)	% of Total (I)
Local Educational Agencies								
Public or Private Nonprofit Agency								
Community-based Organizations								
Faith-based Organizations								
Libraries								
Institutions of Higher Education								
Community, Junior or Technical Colleges								
Four-year Colleges or Universities								
Other Institutions of Higher Education								
Other Agencies								
Correctional Institutions								
Other Institutions (non-correctional)								
Tribal Government or Organization								
All Other Agencies								
Other								
Fillable field								
Total								
Website Address for Online State Directory of Providers:								

Instructions for Completing Table 14

- In Columns (B), (C), and (D), for each provider category report each provider only once. Do not count the same provider in more than one category.
- In Column (B), report the number of all providers receiving a grant award or contract under Section 231 for instructional services from the eligible agency. Include providers who receive WIOA title II funding or state matching funds or both types of funding sources to provide services under Section 231. Count all providers in a consortium. For example, if a consortium is comprised of five providers, report five providers. However, do not count the consortium itself as a provider. If a provider serves participants in multiple locations, count the provider once. Do not count the locations.
- In Column (C), report the number of providers receiving a grant award or contract under Section 243 (IELCE) for instructional services. Include providers who receive WIOA title II funding or state matching funds or both types of funding sources to provide services under Section 243. Count all providers in a consortium. For example, if a consortium is comprised of five providers, report five providers. However, do not count the consortium itself as a provider. If a provider serves participants in multiple locations, count the provider once. Do not count the locations.
- In Column (D), report the number of providers receiving a grant award or contract under Section 231 AND Section 243. Include providers who receive WIOA title II funding or state matching funds or both types of funding sources to provide services under Section 231 AND 243. Count all providers in a consortium. For example, if a consortium is comprised of five providers, report five providers. However, do not count the consortium itself as a provider. If a provider serves participants in multiple locations, count the provider once. Do not count the locations.
- In Column (E), the total number of providers is automatically calculated by the NRS data system.

- In Column (F), report the total amount of WIOA title II funds allocated in each provider category. This amount may not necessarily equal the expenditures reported on the Federal Financial Report.
- In Column (G), the percentage is automatically calculated by the NRS data system using the following formula: Cell value in Column (F) / Total of Column (F)
- In Column (H), report the total amount of State matching funds allocated in each provider category under AEFLA section 222(b). This amount may not necessarily equal the non-Federal expenditures reported on the Federal Financial Report.
- In Column (I), the percentage is automatically calculated by the NRS data system using the following formula: Cell value in Column (G) / Total of Column (G)
- **Online Listing of Providers:** Please enter the Uniform Resource Locator (URL) or web address where the State’s online listing of all AEFLA funded providers is publicly available. The State's website information for each provider must include the following:
 - Name of the provider.
 - Address, phone number, and email address for the provider’s primary location.
 - Provider website address, if applicable.
 - The types of programs offered by the provider, such as:
 - Adult Basic Education
 - Adult Secondary Education
 - English Language Acquisition
 - Integrated English Literacy and Civics Education

***Provider Agency Descriptions for Table 14**

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

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

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

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

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

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

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

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

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

Tribal Government or Organization is a governing body of a tribe, band, pueblo, community, village, or group of native American Indians, or Alaska Natives.

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

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

Table 99
Indicator Denominators for the Statewide Performance Report

Enter the number of participants included in the denominators for each indicator on the Statewide Performance Report.

BY PARTICIPANT CHARACTERISTICS						
		Employment Rate(Q2) (Cohort Period:07/01/2022 - 06/30/2023)	Employment Rate(Q4) (Cohort Period:01/01/2022 - 12/31/2022)	Median Earnings(Cohort Period: 07/01/2022 - 06/30/2023)	Credential Rate(Cohort Period: 01/01/2022 - 12/31/2022)	Measurable Skill Gains (07/01/2023 - 6/30/2024)
		Denominator	Denominator	Denominator	Denominator	Denominator
Total Statewide						
Sex	Female					
	Male					
Age	< 16					
	16 - 18					
	19 - 24					
	25 - 44					
	45 - 54					
	55 - 59					
	60+					
Ethnicity/Race	American Indian / Alaska Native					
	Asian					
	Black / African American					
	Hispanic / Latino					
	Native Hawaiian / Pacific Islander					
	White					
	More Than One Race					
BY EMPLOYMENT BARRIER						
		Employment Rate(Q2) (Cohort Period:07/01/2022 - 06/30/2023)	Employment Rate(Q4) (Cohort Period:01/01/2022 - 12/31/2022)	Median Earnings(Cohort Period: 07/01/2022 - 06/30/2023)	Credential Rate(Cohort Period: 01/01/2022 - 12/31/2022)	Measurable Skill Gains (07/01/2023 - 6/30/2024)
		Denominator	Denominator	Denominator	Denominator	Denominator
Total Statewide						
Displaced Homemakers						
English Language Learners, Low Levelsof Literacy, Cultural Barriers						
Exhausting TANF within 2 years (Part ATitle IV of the Social Security Act)						
Ex-offenders						
Homeless Individuals / runaway youth						

Long-term Unemployed (27 or moreconsecutive weeks)					
Low-Income Individuals					
Migrant and Seasonal Farmworkers					
Individuals with Disabilities (incl. youth)					
Single Parents (Incl. single pregnantwomen)					
Youth in foster care or aged out ofsystem					

Instructions for Completing Table 99

On each row under “By Participant Characteristics” and “By Employment Barrier,” report the number of participants included in the denominator for each indicator for the cohort periods indicated. The data in this table will be used by the NRS application to automatically calculate the performance rate values for each indicator on the Statewide Performance Report.