Table 1 (beginning Program Year 2010-11)
Participants by Entering Educational Functioning Level, Ethnicity, and Sex

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total (P)
	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)	
ABE Beginning Literacy															
ABE Beginning Basic Education															
ABE Intermediate Low															
ABE Intermediate High															
ASE Low															
ASE High															
ESL Beginning Literacy															
ESL Low Beginning															
ESL High Beginning															
ESL Intermediate Low															
ESL Intermediate High															
ESL Advanced															
Total															

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*A participant is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included in this table.
**See attached definitions for educational functioning levels.
*** See attached definitions of race/ethnicity categories and examples that demonstrate how to report them. A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. If a student does not self-identify a race/ethnicity, the program must use observer identification.

Table 2 (beginning Program Year 2010-11)
Participants by Age, Ethnicity, and Sex

Enter the number of participants 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		Two or more races		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															
45–59															
60 and Older															
Total															

*Participants should be classified based on their age at 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. Work-based project learners are not included in this table.

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

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

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Table 3
Participants by Program Type and Age

Enter the number of participants by program type and age.

Program Type (A)	16–18 (B)	19–24 (C)	25–44 (D)	45–59 (E)	60 and Older (F)	Total (G)
Adult Basic Education						
Adult Secondary Education						
English-as-a-Second Language						
Total						

The total in Column *G* should equal the total in Column *N* of Table 1.
The total in Columns *B–F* should equal the totals for the corresponding rows in Column *N* of Table 2 and the total in Column *N* of Table 1.

Table 4
Educational Gains and Attendance by Educational Functioning Level

Enter number of participants for each category listed, total attendance hours, and calculate percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High*							
ESL Beginning Literacy							
ESL Low Beginning							
ESL High Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Advanced							
Total							

The total in Column *B* should equal the total in Column *N* of Table 1.

Column *D* is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column *E* represents a subset of Column *D* (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column *F* is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column *D + F + G* should equal the total in Column *B.*

Column *G* represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column *H* is calculated by using the following formula: $H = \dfrac{ColumnD}{ColumnB}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

Table 4B
Educational Gains and Attendance for Pre- and Posttested Participants

Enter number of pre- and posttested participants for each category listed, calculate percentage of posttested participants completing each level, and enter total attendance hours for posttested completion.

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High*							
ESL Beginning Literacy							
ESL Low Beginning							
ESL High Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Advanced							
Total							

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

Column *D* is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column *E* represents a subset of Column *D* (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column *F* is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column *D + F + G* should equal the total in Column *B*.

Column *G* represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in Column *H* is calculated using the following formula: $H = \dfrac{ColumnD}{ColumnB}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

Table 4C
Educational Gains and Attendance for Participants in Distance Education

Enter number of distance education participants for each category listed, calculate percentage of participants completing each level, and enter total proxy and direct attendance hours.

Entering Educational Functioning Level (A)	Total Number Enrolled In Distance Education (B)	Total Estimated and Actual Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High*							
ESL Beginning Literacy							
ESL Low Beginning							
ESL High Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Advanced							
Total							

Include in this table only students who are counted as distance education students.
Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

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

Column G represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in Column *H* is calculated using the following formula: $H = \dfrac{ColumnD}{ColumnB}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

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Table 5
Core Followup Outcome Achievement

Core Followup Outcome Measures	Number of Participants With Main or Secondary Goal	Number of Participants Included in Survey Sample	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment*						
Retained Employment**						
Obtained a GED or Secondary School Diploma***						
Entered Postsecondary Education or Training****						

Instructions for Completing Table 5

* Report in Column B the number of participants who were unemployed at entry and who had a main or secondary goal of obtaining employment and who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment **who exited during the program year** and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited during the program year**.**

*** Report in Column B the number of participants with a main or secondary goal of passing GED tests or obtaining a secondary school diploma or its recognized equivalent who exited during the program year.

**** Report in Column B the number of participants with a main or secondary goal of placement in postsecondary education or training who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B *unless random sampling was used.* If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. *If data matching is used*, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. *If data matching is used*, then the number reported in Column D should be the total number of records available for the data match. That number is normally less than the number in

Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column E $= \dfrac{ColumnD}{ColumnB}$, *unless one or more programs used random sampling.* If random sampling was used, see Appendix C of the *NRS Survey Guidelines* for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

Table 5A
Core Followup Outcome Achievement for Participants in Distance Education

Core Followup Outcome Measures	Number of Participants With Main or Secondary Goal	Number of Participants Included in Survey Sample	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment						
Retained Employment**						
Obtained a GED or Secondary School Diploma***						
Entered Postsecondary Education or Training****						

Include in this table only students who are counted as distance education students.

Follow the same instructions for Completing Table 5 to complete Table 5a, repeated below.

* Report in Column B the number of participants who were unemployed at entry and who had a main or secondary goal of obtaining employment and who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment who exited and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited in the first and second quarter

*** Report in Column B the number of participants with a main or secondary goal of passing GED tests or obtaining a secondary school diploma or its recognized equivalent who exited during the program year.

**** Report in Column B the number of participants with a main or secondary goal of placement in postsecondary education or training who exited during the program year.

If survey is used, then the number in Column C should equal the number in Column B unless random sampling was used. If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. If data matching is used, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. If data matching is used, then the number reported in Column D should

be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column $E = \dfrac{ColumnD}{ColumnB}$, *unless one or more programs used random sampling.* If random sampling was used, see Appendix C of the NRS Survey Guidelines for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

Table 6
Participant Status and Program Enrollment

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

Participant Status on Entry into the Program (A)	Number (B)
Disabled	
Employed	
Unemployed	
Not in the Labor Force	
On Public Assistance	
Living in Rural Area*	
Program Type	
In Family Literacy Program**	
In Workplace Literacy Program**	
In Program for the Homeless**	
In Program for Work-based Project Learners**	
Institutional Programs	
In Correctional Facility	
In Community Correctional Program	
In Other Institutional Setting	
Secondary Status Measures (Optional)	
Low Income	
Displaced Homemaker	
Single Parent	
Dislocated Worker	
Learning Disabled Adult	

*Rural areas are places with less than 2,500 inhabitants and located outside urbanized areas.

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

Table 7
Adult Education Personnel by Function and Job Status

Enter an unduplicated count of personnel by function and job status.

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative/ Supervisory/Ancillary Services			
Local-level Administrative/ Supervisory/Ancillary Services			
Local Teachers			
Local Counselors			
Local Paraprofessionals			

In Column *B*, count one time only each part-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column *C*, count one time only each full-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column *D*, report the number of volunteers (personnel who are not paid) who served in the program administered under the Adult Education State Plan.

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

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

Core Followup Outcome Measures (A)	Number of Participants With Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Average Percent Achieving Outcome (G)
Completed an Educational Functioning Level *						
Entered Employment						
Retained Employment						
Obtained a GED or Secondary School Diploma						
Entered Postsecondary Education or Training						
Increased Involvement in Children's Education						
Helped more frequently with school						
Increased contact with children's teachers						
More involved in children's school activities						
Increased Involvement in Children's Literacy Activities						
Reading to children						
Visiting library						
Purchasing books or magazines						

For reporting completion of Educational Functioning Level:

* Report in Column *B* for this row all family literacy program participants who received 12 or more hours of service. Column *F* should include all participants reported in Column *B* who advanced one or more levels.

Compute Column *G* for this row using the following formula: $G = \dfrac{ColumnF}{ColumnD}$

For reporting Followup Measures:

Follow instructions for completing Table 5 to report these outcomes. However, include only family literacy program participants in Table 8.

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
Outcomes for Adults in Workplace Literacy Programs (Optional)

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

Core Followup Outcome Measures (A)	Number of Participants With Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Average Percent Achieving Outcome (G)
Completed an Educational Functioning Level*						
Entered Employment						
Retained Employment						
Obtained a GED or Secondary School Diploma						
Entered Postsecondary Education or Training						

For reporting completion of Educational Functioning Level:

* Report in Column *B* for this row all workplace literacy program participants who received 12 or more hours of service. Column *F* should include all participants reported in Column *B* who advanced one or more levels.

Compute Column *G* for this row using the following formula: $G = \dfrac{ColumnF}{ColumnD}$

For reporting Followup Measures:

Follow instructions for completing Table 5 to report the outcomes. However, include only workplace literacy program participants in Table 9.

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Table 10
Outcomes for Adults in Correctional Education Programs

Enter the number of participants in correctional education programs for each of the categories listed.

Core Followup Outcome Measures (A)	Number of Participants With Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Average Percent Achieving Outcome (G)
Completed an Educational Functioning Level*						
Entered Employment						
Retained Employment						
Obtained a GED or Secondary School Diploma						
Entered Postsecondary Education or Training						

For reporting completion of Educational Functioning Level:

* Report in Column *B* for this row all correctional educational program participants who received 12 or more hours of service. Column *F* should include all participants reported in Column *B* who advanced one or more levels.

Compute Column *G* for this row using the following formula: $G = \dfrac{ColumnF}{ColumnD}$

For reporting Followup Measures:

Follow instructions for completing Table 5 to report the outcomes. However, include only correctional educational program participants in Table 10.

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Table 11
Secondary Outcome Measures (Optional)

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

Secondary Outcome Measures (A)	Number of Participants With Main or Secondary Goal or Status (B)	Number of Participants Obtaining Outcome (C)	Percentage Achieving Outcome (D)
Achieved Work-Based Project Learning Goal			
Left Public Assistance			
Achieved Citizenship Skills			
Increased Involvement in Children's Education*			
Increased Involvement in Children's Literacy Activities*			
Voted or Registered To Vote			
Increased Involvement in Community Activities			

Each row total In Column *D* Is calculated using the following formula: $D = \dfrac{ColumnC}{ColumnB}$

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

Table 12 (Optional) (beginning Program Year 2010-2011)
Work-based Project Learners by Age, Ethnicity, and Sex

Enter the number of work-based project learners 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		Two or more races		Total (P)
	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)	
16–18															
19–24															
25–44															
45–59															
60 and Older															
Total															

Only participants designated as work-based project learners should be included in this table. These participants should not be included in Tables 1–5.

The total in Column *N* should equal the number of work-based project learners reported in Table 6.

*Participants should be classified based on their age at entry.

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Table 13 (Optional)
Core Followup Outcome Achievement for
Prior Reporting Year and for Unintended Outcomes

For Column B, enter the number of participants for each of the outcome categories for outcomes not reported in the prior reporting period. For Column C, enter the number of participants achieving each outcome who did not have the outcome as a goal.

Core Followup Outcome Measures (A)	Number of Participants With Main or Secondary Goal Who Achieved Outcome but Were Not Reported in the Prior Reporting Period (B)	Number of Participants Achieving Outcome in Current Year Who Did Not Have the Outcome as a Goal (C)
Entered Employment		
Retained Employment		
Obtained a GED or secondary school diploma		
Placed in postsecondary education or training		

For Column *B,* report the number of participants who had the core outcome as a primary or secondary goal and who achieved that outcome according to the core outcome definitions (see Table 5) but *were not reported in the prior program year.*

For Column *C,* report the number of participants who achieved the outcome in the current reporting year but *did not have the outcome as a main or secondary goal.*

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Table 14
Local Grantees by Funding Source

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

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

1. In Column (B), report the number of providers receiving a grant award or contract for instructional services from the eligible agency.
2. In Column (C), report the total number of each entity receiving funds as a sub-recipient. *(Entities receiving funds from a grantee as part of a consortium are to reported in column (C).*
3. In Column (E), the percentage is to be calculated using the following formula:

$$\frac{\text{Column D}}{\text{Total WIA}} = \text{Col (E)}$$

4. In Column (F), report total amount of state funds contributed. This amount need not necessarily equal the non-federal expenditure report on the Financial Status Report.
5. In Column (G), the percentage is to be calculated using the following formula:

$$\frac{\text{Column F}}{\text{Total State}} = \text{Col (G)}$$

GRANTEE DEFINITIONS FOR TABLE 14

Local Education Agencies are publicly funded entities designated to administer and provide primary and secondary education instruction and services within a city, county, school district, township or region.

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

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

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

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

Four Year Colleges or Universities are a public or private non-profit institution of higher education that primarily offers 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 refer to state or federal penal institutions for criminal offenders. These include prisons, jails, and other correctional detention centers.

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

All Other Agencies include other public (federal, state, local) agencies not listed in the categories above.