Program Administrative Handbook for Local Directors
Adult Education
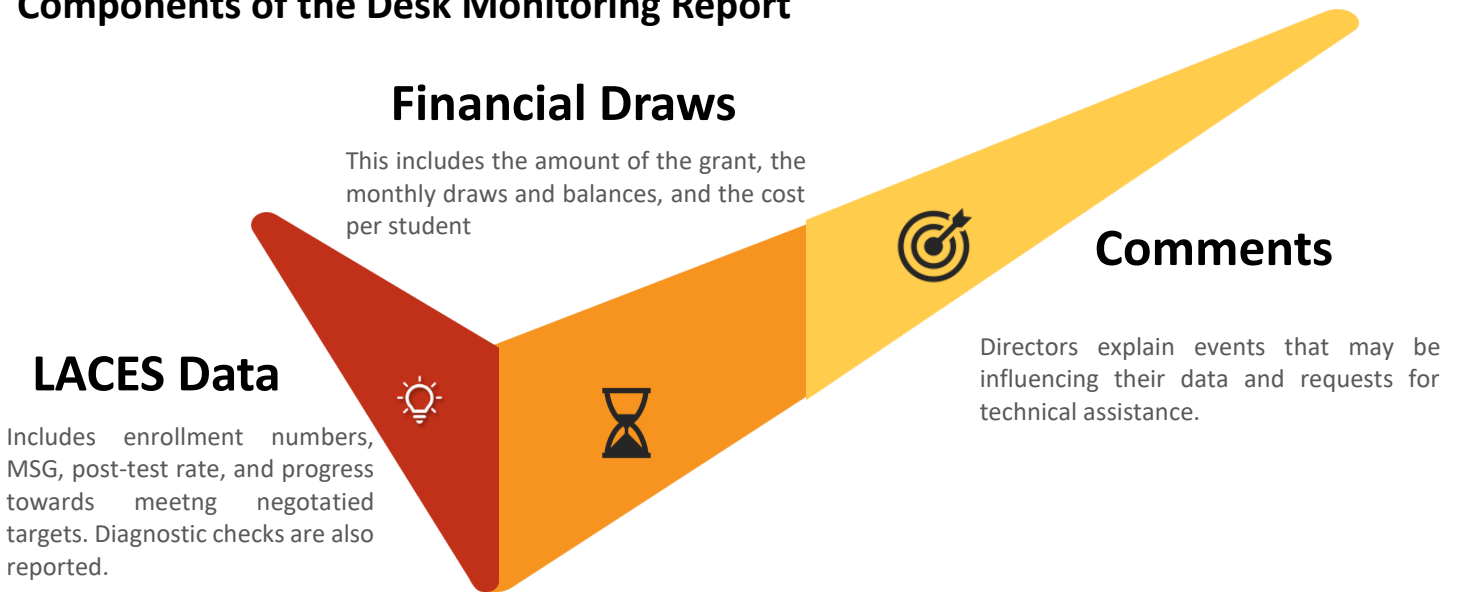**Wyoming**
Chapter 11-Reporting & the NRS Tables

I.   State Required Reports

Note: Copies of all report templates can be found in Chapter 13 or on the Commission's website.

A. *Monthly Desk Monitoring Report*

This report provides an approach for reviewing and tracking program performance by using quantitative data that serves as a supplement to on-site monitoring. Local programs provide data regularly (e.g., monthly) to the state office where state staff can review them t o guide program review activities, inform technical assistance plans, and promote program improvement. Desk monitoring relies primarily on data that programs already collect and report. There are three components to the "Desk Monitoring" instrument.

Components of the Desk Monitoring Report

Financial Draws

This includes the amount of the grant, the monthly draws and balances, and the cost per student

Comments

Directors explain events that may be influencing their data and requests for technical assistance.

LACES Data

Includes enrollment numbers, MSG, post-test rate, and progress towards meetng negotatied targets. Diagnostic checks are also reported.

This monthly report provides local program staff an opportunity to regularly review data and validate demographic information, regularly review their program data (including assessments, attendance, and high school dropout paperwork), and progress toward continuous improvement goals or performance and allows tracking for both local and state staff.

Along with the Desk Monitoring Tool there are several other LACES reports that must be run and verified each month. These include:

- ➢ Diagnostic Report
- ➢ Hours Between Assessment Report
- ➢ Referrals Report
- ➢ Review of NRS Tables
  - ✓ Make sure totals on tables match
  - ✓ Monitor performance to targets
  - ✓ Verify that totals on 2A match non-fundable population (will be some exceptions)

- ➢ Review of Dashboard to determine:
  - ✓ Students needing a post-test
  - ✓ Students who need to be surveyed
  - ✓ Students who have 12+ hours but do not have a valid assessment
  - ✓ Students who need to be exit due to no attendance in 90 days

B. The Quarterly Report

Each program submits a quarterly report that provides an opportunity to review programmatic data, successes/challenges, and other state identified topics.

Successes

Providers are given the opportunity to discuss successes in implementing program changes, developing partnerships, and other initiatives of importance.

01

Surveys Completed

Providers are required to track the number of surveys completed in the

02

Student Success Stories

Providers submit student success stories that occurred in the quarter. These are often used on the Commission's website and are shared with legislators and members of Congress.

03

Challenges

Providers discuss the challenges, needs and other problems the program faced in the quarter and provide a succinct discussion on how these challenges were dealt with.

04

Referrals

Providers are required to track and submit the number of referrals made in the quarter to ensure that wrap-around services are being provided to qualified participants.

05

Technical Assistance

Here, providers can formally request technical assistance on any subject.

06

C. Mid-Year Program Improvement Goals

Local Programs are required to write goals with measurable objectives for program improvement. These goals are to be based on program data which is both qualitative and/or quantitative and an analysis of the cause and effect of strategies implemented within the program. There is a semi-annual report to the state on their progress. Goal(s) may be amended or changed if, by no fault of the program, the goal cannot be met.

D. Professional Development Report

Beginning in FY 21/22, local provides are required to track all staff professional development units on LACES. Program directors should run a PD report at least quarterly and maintain this record for monitoring purposes.

E. The Referrals Report

As part of the Infrastructure Agreement, the State AE office is required to submit a report to the Wyoming Workforce Development Council that shows the number of referrals, by type of service, made by Adult Education. In order to fulfill this mandate, all local AE providers in Wyoming must accurately track referrals in LACES. Referral reports are submitted to the State on a quarterly basis and are part of a provider's EOY report.

F. End of Year Report

At the end of each fiscal year local providers submit a comprehensive narrative report which reviews various aspects of their program. This may include, but is not exclusively limited to each of the items in the chart below.

01 Serving Participants Most in Need: Providers discuss how the role technology played in serving at risk populations & how this lead to improved performance.

02 Successes / Challenges: providers discuss success/challenges to the local program

03 Performance Data Analysis: providers analyze programmatic data on NRS tables and provide a succinct discussion of performance.

04 Programmatic Integration of Activities with Partnering Agencies: succinct discussion of how partnering has led to program improvements

05 Program Evaluation & Monitoring: providers describe the tools used to evaluate and monitor the local Adult Education program and how evaluation results are used to improve program performance.

06 Professional Development: providers discuss efforts to improve teacher/staff quality

07 Use of Standards: a discussion of how standards based education using contextualized instruction is delivered.

08 Essential Components of Reading: description of how the ECR are incorporated into lessons.

09 The One-Stop: discussion of the role the local provider has within the One-Stop system.

10 IELCE: specific questions related to IELCE programs.

II.   NRS Tables for Reporting Purposes

The NRS tables are a critical factor in determining program performance. Program directors are expected to carefully monitor these tables on a monthly basis.

All NRS tables, except for 2A record participant information on students with 12+ hours. These are known as 'fundable' students. The total numbers shown on Tables 1-4 must always match. Table 2A records participant information on students with less than 12 hours. These are called 'nonfundable' students.

All tables, except Tables 5 & Table 7 are run on current fiscal year students. Table 5 is run on 'All' students and table 7 is only run on staff.

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

Table one records demographic information by NRS levels for each eligible participant.

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

Select Reporting System: NRS FY 20-21   ▾   Agency: ~ Wyoming SEA

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

Data collected from WY Intake form

Entering Educational Functioning Level (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
	M (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
ABE*** Level 1	0	0	0	2	0	0	4	7	0	0	13	8	1	0	35
ABE Level 2	21	11	1	1	19	4	44	36	1	0	95	104	2	2	341
ABE Level 3	17	12	0	3	9	5	49	51	0	1	186	128	6	5	472
ABE Level 4	4	4	1	1	7	2	30	27	2	0	133	111	6	7	335
ABE Level 5	1	0	0	0	0	0	4	4	0	0	24	17	2	1	53
ABE Level 6	1	1	0	1	0	0	1	0	0	0	6	7	0	0	17
ESL*** Level 1	0	0	1	4	0	0	10	26	0	0	0	3	0	0	44
ESL Level 2	1	0	0	1	0	1	3	17	0	0	1	2	0	0	26
ESL Level 3	0	0	0	1	0	0	9	28	0	0	1	0	1	0	40
ESL Level 4	0	0	1	1	0	0	5	14	0	0	3	0	0	1	25
ESL Level 5	0	0	0	3	0	0	5	13	0	0	0	4	0	0	25
ESL Level 6	0	0	0	3	0	0	0	5	0	0	0	2	0	0	10
Total	45	28	4	21	35	12	164	228	3	1	462	386	18	16	1423

Data collected from student assessments

Gender

Definition. Designate whether the participant is male or female.

Federal Reporting. The total number of participants by gender is reported by EFL, age, and race/ethnicity in Table 1, and by age and ethnicity in Tables 2. Gender also is used to disaggregate participants on the performance indicators in the joint ICR report.
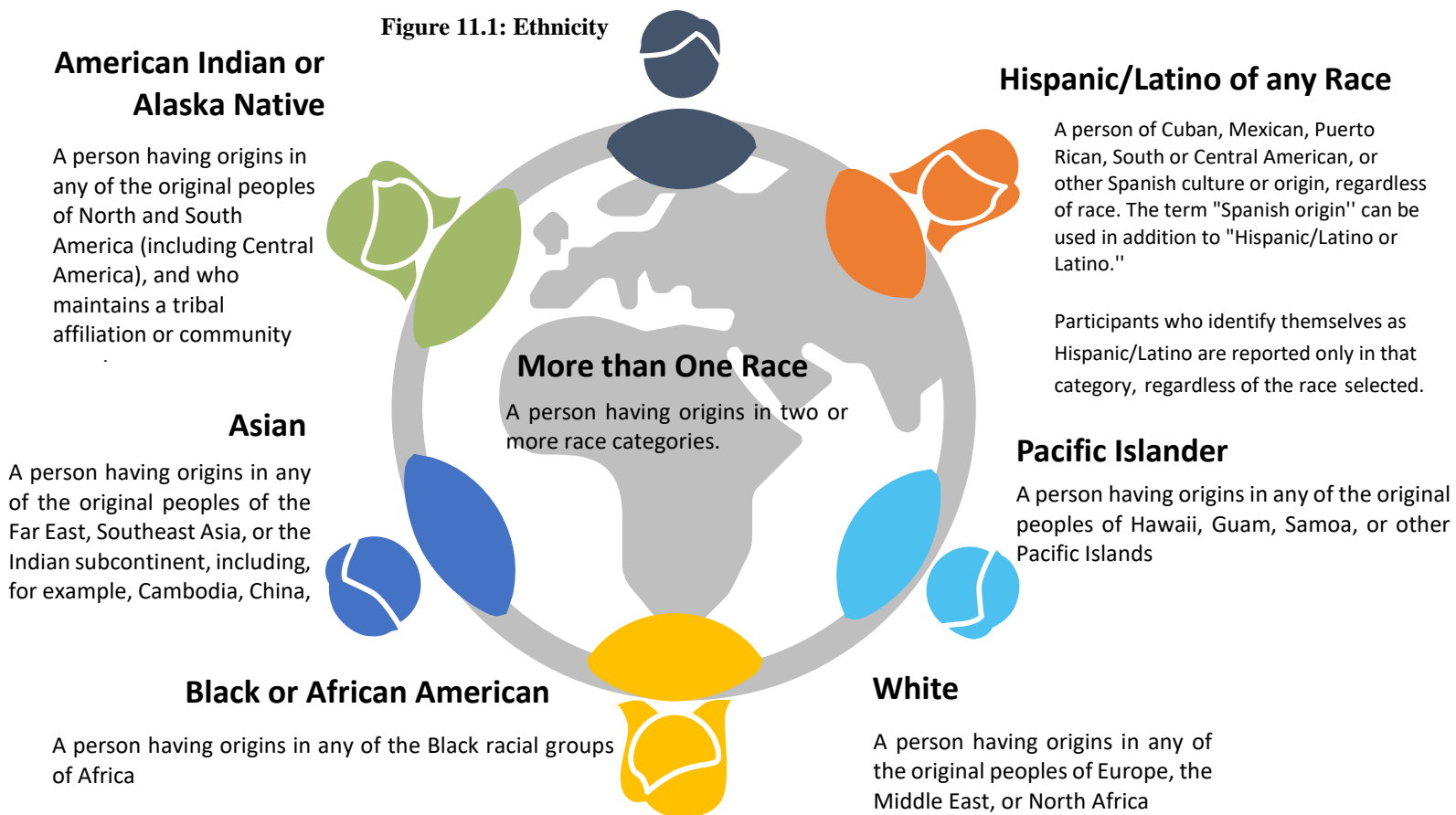
Race/Ethnicity

Definition. Race or ethnicity is indicated by one or more of the following categories to which the participant self-identifies, appears to belong to, or is regarded in the community as belonging.

At the beginning of the student's entry into each PoP, the program must collect data for the following race/ethnicity questions, either through student self-identification or observer-collected data.
1) The first question would be whether or not the respondent is Hispanic/Latino.
2) The second question would ask the respondent to select one or more races.

Data for both of these questions must be collected for all students and stored in the State data system. However, programs should report participants in only one of the following seven aggregate racial/ethnic categories for each PoP.

Figure 11.1: Ethnicity

American Indian or Alaska Native

A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community

Asian

A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China,

Black or African American

A person having origins in any of the Black racial groups of Africa

More than One Race

A person having origins in two or more race categories.

Hispanic/Latino of any Race

A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin'' can be used in addition to "Hispanic/Latino or Latino.''

Participants who identify themselves as Hispanic/Latino are reported only in that category, regardless of the race selected.

Pacific Islander

A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands

White

A person having origins in any of the original peoples of Europe, the Middle East, or North Africa

Federal Reporting. The total number of participants by racial/ethnic group is reported in Table 1 by EFL, and by age and gender in Table 2. Race/ethnicity categories also are used to disaggregate participants on the performance indicators in the joint ICR report.
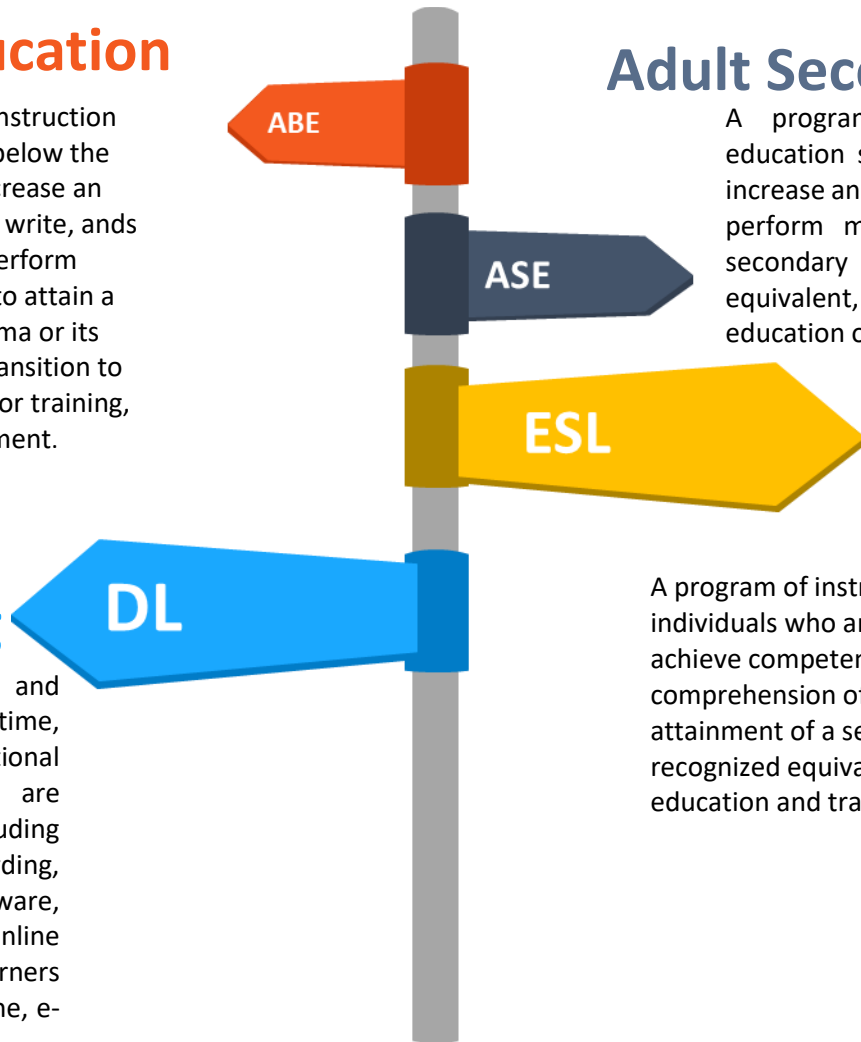
Program Enrollment Type by Definition

Definition. Participant is enrolled in the following programs or institutions:

Adult Basic Education

A program of academic instruction and education services below the secondary level that increase an individual's ability to read, write, ands peak in English and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment.

Adult Secondary Education

A program of academic instruction and education services at the secondary level that increase an individual's ability to read, write, and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment

English Language Acquisition

A program of instruction designed to help eligible individuals who are English language learners (ELLs) to achieve competence in reading, writing, speaking, and comprehension of the English language, and that leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or employment.

Distance Learning

Formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media, including but not limited to, print, audio recording, videotape, broadcasts, computer software, Web-based programs, and other online technology. Teachers support distance learners through communication by mail, telephone, e-mail, or online technologies and software.

Integrated Education & Training

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

IET
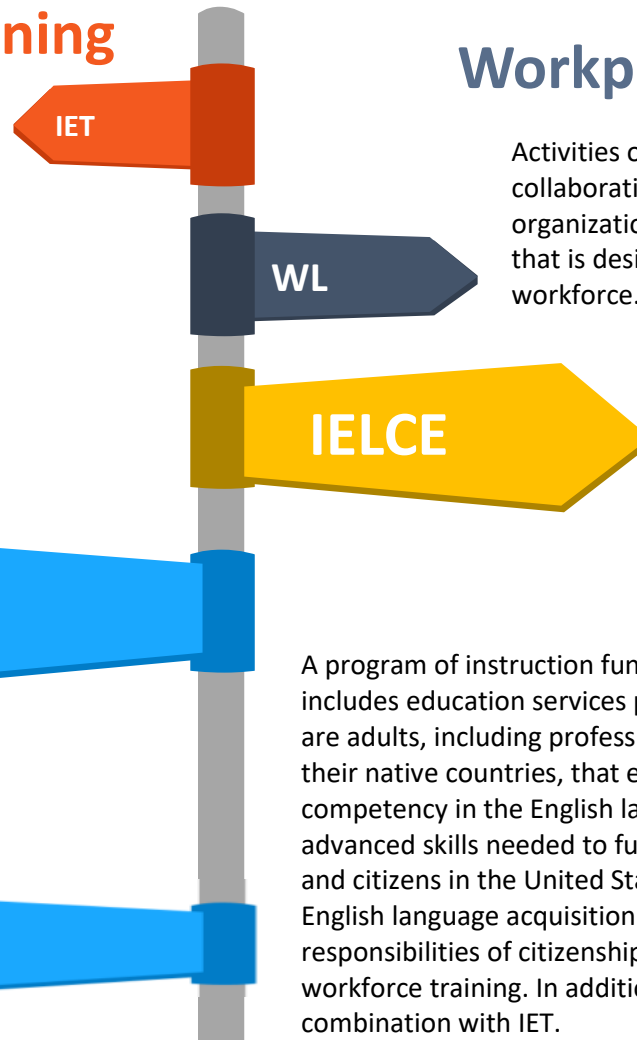
Workplace Literacy

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.

WL

Integrated English Literacy & Civics Education

IELCE

A program of instruction funded under WIOA, Section 243, which includes education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. It includes instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. In addition, the program must be provided in combination with IET.

Family Literacy

FL

A program with a literacy component for parents and children or other intergenerational literacy components.

Corrections Education

CE

A program of ABE, ASE, or ELL instruction for adult criminal offenders in correctional institutions.
Community Corrections: A community-based Rehabilitation facility or halfway house
Other Institutional: Any other medical or special institution

Federal Reporting. The total number of participants in each program or category is reported in Tables 1, 3, 4, 4B, 4C, 6, 8, 9, or 10, depending on the category. The number of participants in each program type is used to disaggregate the performance of these participants separately from the overall participant population.

A. NRS Table 2-Participants by Age, Ethnicity, and Sex

Table 2 records age, ethnicity and gender of eligible participants.

NRS Table 2: Participants by Age, Ethnicity, and Sex

Select Reporting System: [NRS FY 20-21 ▼]   Agency: ~ Wyoming SEA

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)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	9	6	1	3	7	2	30	33	1	1	168	136	10	3	410
19-24	9	6	1	3	8	1	36	40	0	0	98	86	6	8	302
25-44	21	16	1	9	16	7	74	114	2	0	157	138	2	5	562
45-54	4	0	1	5	1	1	21	28	0	0	24	15	0	0	100
55-59	1	0	0	1	3	0	1	9	0	0	12	8	0	0	35
60+	1	0	0	0	0	1	2	4	0	0	3	3	0	0	14
Total	45	28	4	21	35	12	164	228	3	1	462	386	18	16	1423

Data collected from Wyoming intake form

Federal Reporting. The total number of participants is reported using the following age categories: 16–18 years, 19–24 years, 25–44 years, 45–54 years, 55–59 years, and 60 years and older, broken down by gender and ethnicity in Tables 2 and by program type in Table 3. Age categories also are used to disaggregate participants on the performance indicators in the joint ICR report

Age

Definition. Years since participant's date of birth.

C. NRS Table 2A: Reportable Individuals by Age, Ethnicity & Sex

Table 2A records demographic data on non-fundable students.

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

Select Reporting System: NRS FY 20-21 ▼   Agency: ~ Wyoming SEA

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)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	3	0	0	1	1	1	7	8	0	0	24	14	0	2	61
19-24	4	7	2	2	1	0	12	10	0	0	26	16	3	2	85
25-44	3	3	0	1	2	1	14	28	0	1	27	19	1	2	102
45-54	0	0	0	0	0	0	3	6	0	0	1	3	0	0	13
55-59	0	0	0	0	0	1	0	1	0	0	1	0	0	0	3
60+	0	0	0	0	0	0	0	1	0	0	0	1	0	0	2
Total	10	10	2	4	4	3	36	54	0	1	79	53	4	6	266

Data collected from Wyoming intake form

D. NRS Table 3: Participants by Program Type & Age

Table 3 records student age ranges by program type.

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System: [NRS FY 20-21 ▼]   Agency: ~ Wyoming SFA

Age data collected from Wyoming intake form

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**	372	272	445	63	24	7	1183
Integrated Education and Training Program	0	2	4	0	0	0	6
Adult Secondary Education***	33	12	21	3	1	0	70
Integrated Education and Training Program	0	0	5	1	0	0	6
English Language Acquisition****	5	15	85	32	10	6	153
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*****	0	3	11	2	0	1	17
Integrated Education and Training Program	0	1	0	0	0	1	2
Total	410	302	562	100	35	14	1423

ABE, ASE and ESL are denoted through student assessments; while IET is denoted through course registration.

E. NRS Table 4: Measurable Skill Gains by Entry Level

Table 4 is one of the most important NRS tables that a program will utilize. It records student data by educational functioning level and measures total hours of attendance, exclusions from performance, MSG and MSG gains by periods of participation while showing the percentage of PoP's with MSG WITHIN a current fiscal year.

NRS Table 4

Select Reporting System: [NRS FY 20-21 ▼]   Agency: ~ Wyoming SEA

Measurable Skill Gains by Entry Level

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

First Period of Participation									**All Periods of Participation**			
Entering Educational Functioning Level (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 Educational Functioning Level Gain (E)	Number Who Attained a Secondary School Diploma or Its Recognized Equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program Without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total Number of Periods of Participation (J)	Total Number of Periods of Participation in Which Participants Achieved at Least One Educational Functioning Level Gain (K)	Total Number of Periods of Participation in Which a Secondary School Diploma or Its Recognized Equivalent Was Attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE Level 1	35	0	2001.45	12	3	11	9	42.9	36	12	3	41.7
ABE Level 2	341	4	24523.13	137	32	75	93	50.1	340	137	32	49.7
ABE Level 3	472	2	34853.78	151	125	82	112	58.7	476	152	125	58.2
ABE Level 4	335	2	20628.32	64	145	69	55	62.8	338	64	147	62.4
ABE Level 5	53	0	2475	8	28	7	10	67.9	53	8	28	67.9
ABE Level 6	17	0	1137.11	1	11	1	4	70.6	17	1	11	70.6
ABE Total	1253	8	85618.79	373	344	245	283	57.6	1260	374	346	57.1
ESL Level 1	44	0	2527.71	19	0	17	8	43.2	44	19	0	43.2
ESL Level 2	26	0	1820.31	11	0	7	8	42.3	28	11	0	39.3
ESL Level 3	40	0	2979.5	20	0	5	15	50	40	20	0	50
ESL Level 4	25	0	2383.78	17	0	1	7	68	25	17	0	68
ESL Level 5	25	0	2163.93	14	0	4	7	56	25	14	0	56
ESL Level 6	10	0	725.9	1	0	3	6	10	10	1	0	10
ESL Total	170	0	12601.13	82	0	37	51	48.2	172	82	0	47.7
Grand Total	1423	8	98219.92	455	344	282	334	56.5	1432	456	346	56

Explanation of Columns:

Columns A & B identify the number of participants who tested into each educational functioning level.

Column C records the number of students excluded from performance for one of the NRS approved exclusions.

from Performance

-Participant becomes incarcerated

-Participant is exited due to medical reasons that prevent participation for 90 days of more

-Participant is called to active duty.

-Participant passes away

Column D records the total number of hours students have logged at each level.

Contact Hours

Definition. Hours of instruction or instructional activity that the participant receives from the program. Instructional activity includes any program-sponsored activity designed to promote learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab. Time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used simply to administer tests, such as the GED tests, cannot be counted as instructional activity.

For federal reporting purposes, the total number of hours is reported as attendance hours in Tables 4, 4B, and 4C.

Column E measures the number of students who made an EFL gain. Programs must understand that there are numerous ways in which this can be measured. Here EFL gain is measured in two ways.

1) The first way in which gain can be measured is through pre and post testing. In its simplest form this can be understood that a student who enters the program at a level 1 and then takes a post test and scores at a level 2, gain has been achieved. This gain would then be reported on the tables.
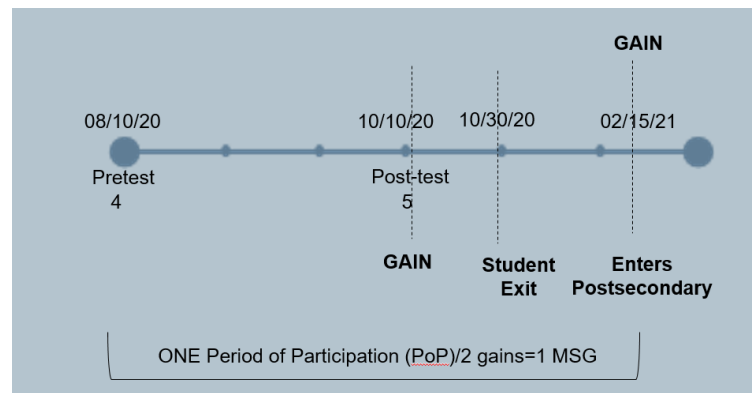
2) There is another method in which gain can be recognized…that of entering postsecondary education. This gain can only be recognized if the student enters postsecondary AFTER being exited from Adult Education.

Although these examples may seem to indicate that it is possible to show two gains for the student, this is not the case as only 1 EFL gain can be measured for each student PoP and that gain will always be the latest gain earned. So in the example presented below, the student who had a continuous program of study would show gain (for reporting purposes) for entering post-secondary only (ONE GAIN).
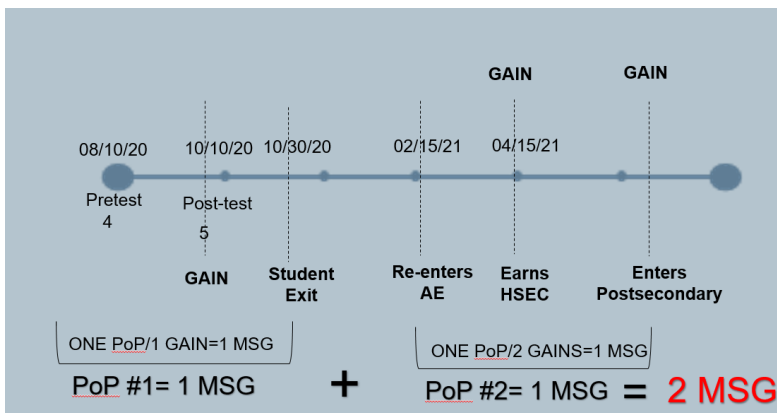
It is possible to earn 2 or more MSG's for a single student, although it is rare that this occurs. Consider, if the same student enters the program, pre and post tests and then exits with a 90 day gap in service and then returns to study after that 90 day period, a second period of participation will occur and the program CAN show MSG EFL Gain for both periods of participation in which GAIN was achieved.

It should also be noted that in order to 'count' an MSG for entry into postsecondary, two things must occur in the same fiscal year: the student must have entered and exited an adult education program AND they must have entered postsecondary in that same fiscal year. The entry date into postsecondary must be after the exit date for adult education.

Because Adult Education is an accountability system, local programs must maintain evidence of all measurable skill gains. For pre/post testing, that evidence is a copy of the assessment results earned by the student. Accurate data must be entered into the student's LACES record and a hard copy of assessment results must be maintained in the student's local file. Assessment results are subject to State monitoring.

There are two types of evidence that can be maintained for entry into postsecondary education; a transcript or information/records obtained through a data match from the National Student Clearinghouse or a local community college showing the student's name and date of entry into postsecondary/training. Postsecondary documentation is also subject to State monitoring.
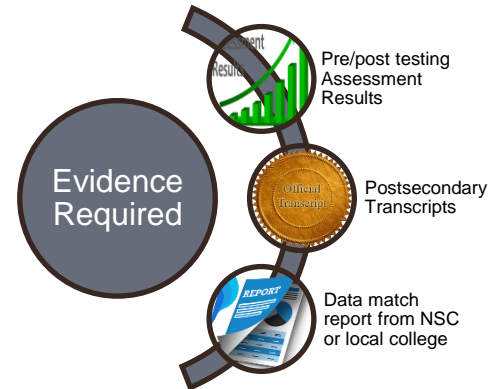
Column F records the number of students at each educational functioning level who have earned a HSEC. Documentation of this achievement must be entered into LACES with a hard copy maintained in the student file.

Showing MSG gain through the achievement of a high school equivalency certificate can only be 'counted if the student has completed and passed all sections of a GED or a HiSET examination. Partial scores will not count for MSG achievement.

Students who start the HSEC process in one location in Wyoming and then move can have their scores transferred AND the AE programs who worked with that student will BOTH get the MSG once the student completes the HSEC (as long as the completion is in the same fiscal year).
Unlike EFL, the MSG for HSEC is not necessarily tied to a period of participation BUT rather the fiscal year.

One very important factor to remember with the MSG for HSEC is that only the most recently earned gain can be recognized. So if a student takes a post-test after completing the HSEC, the HSEC credential will NOT count on Table 4.

Once a student earns a high school equivalency credential it is the local program's responsibility to enter that data into the student's LACES record AND to upload either a copy of the credential earned or a copy of the HSEC transcripts into the student's LACES record. Hard copies of either the credential or transcripts must be maintained in the student's local file as these documents are subject to State review.

Column G tells you how many students with 12+ hours have left the program without showing gain. Programs need to try to keep this number low as students who do not show gain hurt program performance. This is particularly important to a local program because Wyoming utilizes a performance based funding model in the distribution of grant funds.

Column H shows the total number of students at each level who are still enrolled and haven't shown gain. Here there could be a couple of reasons why the student hasn't shown gain.
1) they haven't reached the minimum hours for testing
2) they've tested but didn't show gain.

Programs must monitor this column closely for students who have exceed minimum testing hours and haven't been tested.

Column I reflects the percentage of students who have shown gain at each level.

Column J records the total number of PoP's at each educational functioning level. If a student has multiple PoP's this is recording here for reporting purposes.

Column K will show the total number of PoPs where students had at least 1 EFL gain. Remember EFL gain can be reflected by pre/post testing OR by entry into post secondary.

Column L reflects the total number of PoPs where students earned an HSEC.

Column M is perhaps one of the most important columns on Table 4 as it shows the percentage of PoPs with MSG. Programs must strive to meet federally negotiated targets at EACH level.

Programs MUST maintain evidence of how all MSG's for TABLE 4 was documented. This evidence must be recorded into LACES with hard copies maintained in student files. These documents are subject to State monitoring.

Table 4
Measurable Skill Gains (MSG) by Entry Level

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

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

* NOTE: For program year 2020 performance data due on October 1, 2021, the use of columns G and N is permissible but not required.
For program year 2021 performance data due on October 1, 2022, the use of columns G and N is required.

In FY 20/21 the NRS made a change to several tables. The first table affected by this change is Table 4. It is anticipated that these revisions will yield more accurate reporting of participants served in the adult education program.

Table 4 "Measurable Skill Gains by Entry Level" – In response to public comments, the NRS added two new columns (G and N) to report additional types of MSG outcomes for participants in Integrated Education and Training (IET) or Workplace Literacy programs. 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.
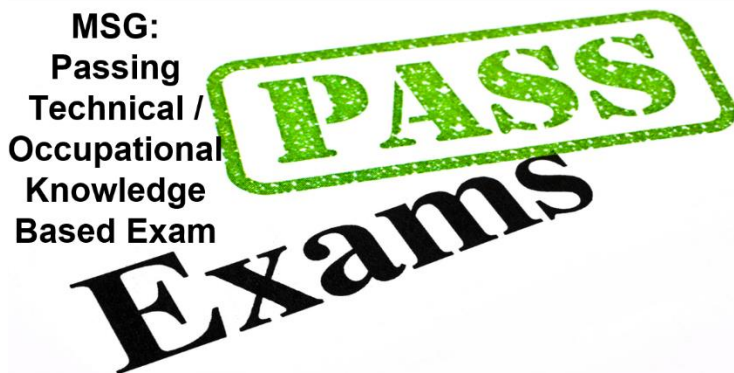
This MSG records the number of participants who demonstrated satisfactory or better progress report, towards established milestones, such as completion of on-the-job training (OJT) or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.

The evidence required for this type of MSG include:
- Letter from employer/DWS confirming completion of an OJT
- Pay stubs/statement of earnings
- Documentation confirming completion of internship/apprenticeship

This MSG records 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.

The evidence required for this type of MSG include:
- Copy of licensure earned
- Letter from employer/trainer confirming passing of a technical exam

F. NRS Table 4A: Educational Functioning Level Gain

Table 4A is a subset of Table 4. This table records the number of EFL gains earned by subject at each level AND also records the number of MSG: EFL gains earned at each level by entry into postsecondary.

NRS Table 4A - Educational Functioning Level Gain

Select Reporting System: NRS FY 20-21 ▾   Agency: ~ Wyoming SEA

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 (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	14	11	78.6	5	35.7	0	0	1	7.1
ABE Level 2	162	93	57.4	102	63	0	0	7	4.3
ABE Level 3	249	146	58.6	155	62.2	0	0	28	11.2
ABE Level 4	138	85	61.6	54	39.1	0	0	26	18.8
ABE Level 5	21	16	76.2	4	19	0	0	3	14.3
ABE Level 6	3	1	33.3	1	33.3	0	0	1	33.3
ABE Total	587	352	60	321	54.7	0	0	66	11.2
ESL Level 1	19	19	100	0	0	0	0	0	0
ESL Level 2	11	11	100	0	0	0	0	0	0
ESL Level 3	20	20	100	0	0	0	0	0	0
ESL Level 4	17	17	100	0	0	0	0	0	0
ESL Level 5	14	13	92.9	0	0	0	0	1	7.1
ESL Level 6	1	1	100	0	0	0	0	0	0
ESL Total	82	81	98.8	0	0	0	0	1	1.2
Grand Total	669	433	64.7	321	48	0	0	67	10

Explanation of Columns
Columns A-F measure MSG: EFL gains by subject

Columns G-H are not used in Wyoming

Column I: records the number of students who have exited Adult Education AND have entered postsecondary in the same fiscal year

Column J: depicts the percentage of students at each level who have obtained MSG: EFL through entry into postsecondary.

G. NRS Table 4B: Educational Functioning Level Gain & Attendance for Pre/Post-Tested Participants

Table 4B is also a subset of Table 4. It measures attendance and EFL level gains for those students who were given both a pre and a post test. Students who were not post tested are not represented on this table.

NRS Table 4B

Select Reporting System: NRS FY 20-21   Agency: ~ Wyoming SEA

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

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	15	1441.59	13	2	0	86.7
ABE Level 2	193	20099.69	158	12	24	81.9
ABE Level 3	285	29261.99	231	30	28	81.1
ABE Level 4	199	16967.85	117	46	37	58.8
ABE Level 5	24	1785.37	18	4	2	75
ABE Total	716	69556.49	537	94	91	75
ESL Level 1	22	1935.08	19	0	3	86.4
ESL Level 2	13	1394.16	11	0	2	84.6
ESL Level 3	24	2379.28	20	0	4	83.3
ESL Level 4	21	2193.55	17	0	4	81
ESL Level 5	20	2074.51	13	1	6	65
ESL Level 6	5	581.5	1	0	4	20
ESL Total	105	10558.08	81	1	23	77.1
Total	821	80114.57	618	95	114	75.3

The NRS also updated this table if FY 20/21, although the revision was only to include an instruction for Column B.

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

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

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

Instructions for Completing Table 4B

Include in this table only participants who are both pre- and post-tested.
- 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 post-testing.
- Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services 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: $G = \frac{ColumnD}{ColumnB}$

H. NRS Table 4C: Measurable Skill Gains by Entry for Participants in Distance Education

Table 4C is another table which is a subset of Table 4, but measures MSG gains for students in Distance Education. Student data ONLY populates to this table if 51% or more of their attendance hours are recorded as distance learning hours. If a student had 49% or less of their attendance hours recorded as distance learning, they are considered traditional learners and all of their data will be shown only on Table 4. This designation is determined at the end of a fiscal year once all hours of instruction have been entered into LACES.
(See policy #01202020R)

NRS Table 4C

Select Reporting System: NRS FY 20-21 ▼   Agency: ~ Wyoming SEA

Measurable Skill Gains by Entry Level for Participants in Distance Education

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

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for All Participants (C)	Number Who Achieved at Least One Educational Functioning Level Gain (D)	Number Who Attained a Secondary School Diploma or Its Equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program Without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total Number of Periods of Participation (I)	Total Number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	2	148.38	1	1	0	0	100	2	2	100
ABE Level 2	28	1435.7	15	0	7	6	53.6	28	15	53.6
ABE Level 3	35	1817.57	12	7	7	9	54.3	35	19	54.3
ABE Level 4	26	1233.24	9	10	4	3	73.1	26	19	73.1
ABE Level 5	6	262.62	3	2	1	0	83.3	6	5	83.3
ABE Level 6	0	0	0	0	0	0	0	0	0	0
ABE Total	97	4897.51	40	20	19	18	61.9	97	60	61.9
ESL Level 1	2	17.05	0	0	2	0	0	2	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0
ESL Level 4	1	60.49	0	0	0	1	0	1	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0
ESL Level 6	1	1.5	0	0	1	0	0	1	0	0
ESL Total	4	79.04	0	0	3	1	0	4	0	0
Grand Total	101	4976.55	40	20	22	19	59.4	101	60	59.4

Measuring Hours for Participants in Distance Education

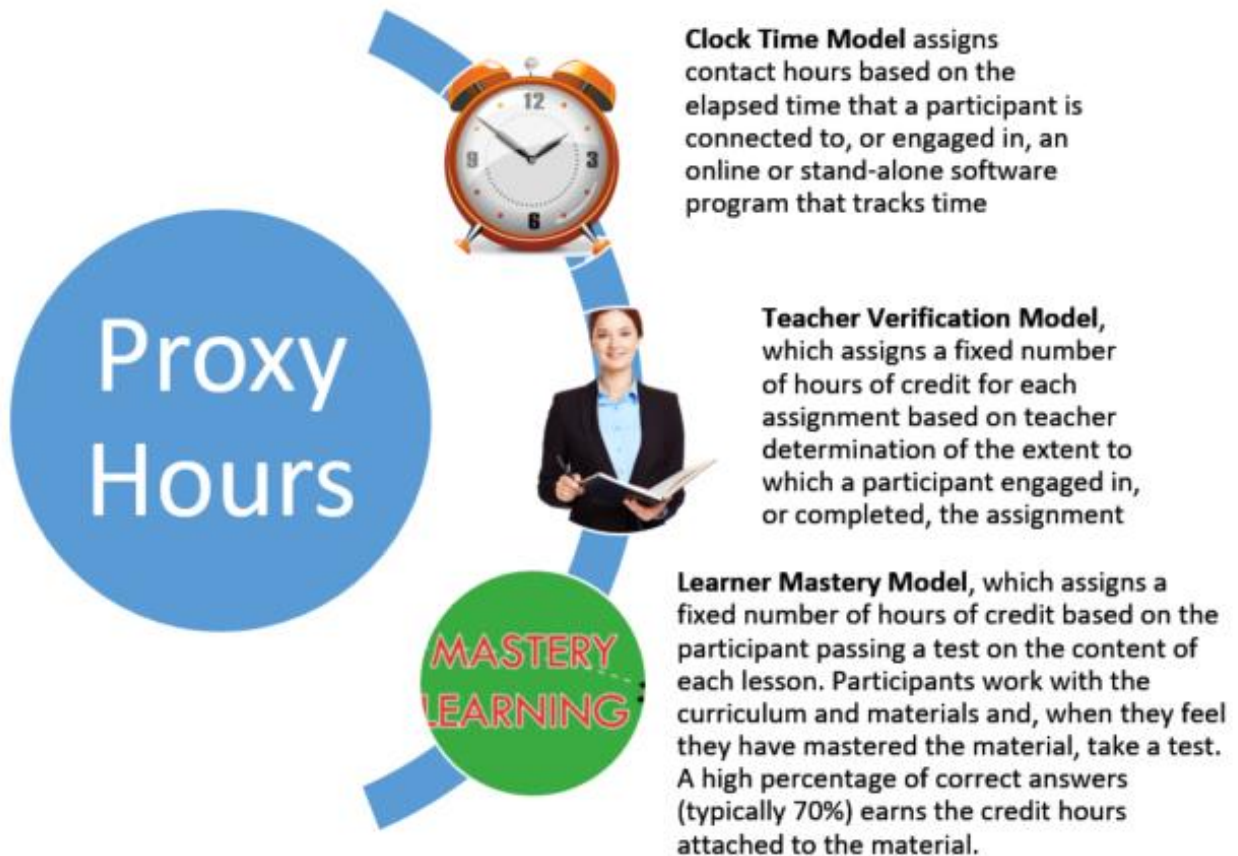### Initial 12 Contact Hours

Like all participants, participants in distance education (defined under Program Enrollment Type below) must have at least 12 hours of contact with the program before they can be counted for Federal reporting purposes. Contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference, or online communication, where participant and program staff can interact and through which participant identity is verifiable. In-person contact time is not required to obtain the initial 12 hours of contact.

Optional Reporting of Proxy Hours

After a participant achieves the initial 12 contact hours, States may, but are not required to, report proxy hours of time that participants spent on distance learning activities. States providing distance education that want to measure and report proxy contact hours for these participants must develop a State distance education policy that describes the following:
  ➢ The curricula that local programs can use to provide distance education;
  ➢ The model or models used to assign proxy contact hours for each type of curriculum. States may develop proxy contact hours using one of the following models

Clock Time Model assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time

Teacher Verification Model, which assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a participant engaged in, or completed, the assignment

Learner Mastery Model, which assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson. Participants work with the curriculum and materials and, when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%) earns the credit hours attached to the material.

The proxy contact hours assigned for completing requirements for each type of curriculum used (Teacher Verification Model) or the proxy contact hours assigned for completion of units of material comprising the curriculum (Learner Mastery Model) and the procedures used to develop each type of proxy hours. The State must use the proxy contact hour model appropriate for the distance education curricula.

Table 4C is the third table in which the NRS made updates to in FY 20/21.

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

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

* **NOTE:** For program year **2020** performance data due on October 1, 2021, the use of columns G and N is permissible but **not** required.
For program year **2021** performance data due on October 1, 2022, the use of columns G and N **is** required.

I. *Table 5: Primary Indicators of Performance*

Table 5 is notoriously difficult to understand! Because of this it is crucial that local directors understand how the data populates to this table, when to do follow-up surveys, and where to enter the data on LACES. Table 5 tracks:

➢ Employment in the second quarter after exit
➢ Employment in the fourth quarter after exit
➢ Median earnings in the second quarter after exit
➢ Attainment of a secondary school diploma/recognized equivalent AND enrollment in postsecondary/training within one year after exit
➢ Attainment of a secondary school diploma/recognized equivalent AND employed within one year of exit
➢ Attainment of a postsecondary credential while enrolled OR within one year of exit
➢ Attained any credential.

Table 5 represents the primary indicators of performance on outcome measures and utilizes data from the PREVIOUS fiscal year AND has specific dates tied to employment outcome measures. This is one of the reasons why Table 5 can be challenging to comprehend.

First, it is important to remember that when using LACES to pull up Table 5 data, you must pull up ALL students, not students in the current fiscal year.

Second, Correctional students and institutionalized students do not populate Table 5, but will instead populate Table 10, which is a similar outcomes table only populated by NRS participants in correctional or institutional programs. **Correctional students must have a Release Date entered into the Demographics tab>Corrections panel to populate Table 10**.

NRS Table 5

Select Reporting System: [NRS FY 20-21 ▼]   Agency: ~ Wyoming SEA

Primary Indicators of Performance

Primary Indicators of Performance	First Period of Participation			All Periods of Participation		
	Number of Participants who Exited	Number of Participants who Exited 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)
Employment Second Quarter after exit *	1026	509	49.6	1035	513	49.6
Employment Fourth Quarter after exit *	1251	635	50.8	1293	652	50.4
Median Earnings Second Quarter after exit **	509	3201.89		513	3181.78	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	170	35	20.6	171	35	20.5
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	170	100	58.8	171	100	58.5
Attained a Postsecondary Credential while enrolled or within one year of exit ****	40	6	15	40	6	15
Attained any credential (unduplicated) *****	195	114	58.5	196	114	58.2

Employment Data

The State data matches employment records for most students with a SSN who have exited Adult Education programs in Wyoming for the 2nd and 4th quarter after exit. Eligible records are submitted to Wyoming's UI division and the national State Wage Interchange System (SWIS). Employment data matches are typically conducted quarterly. Median earnings are also data matched through social security numbers. Local programs are required to collect employment data on students with no social security numbers and those special populations outlined in WY policy #08112020R. (this includes self-employed individuals, farmers/ranchers, railroad employees, federal and military employees). This data must be collected through surveying.

Local Program Follow Up

State Data Match

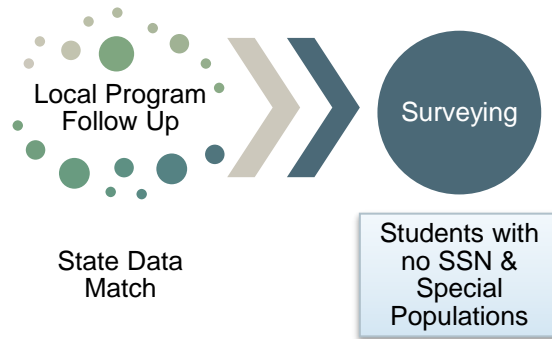Surveying

Students with no SSN & Special Populations

Table 5 is Period of Participation based and students required 2nd and 4th quarter follow-up for employment outcomes for EACH period of participation.

Employment Data: Dates for Surveying (FY 21/22)

For ALL of these outcomes, Table 5 has a delay in the reporting period time, and the majority of the data displayed will be for students who were NRS participants in the prior fiscal year. Students only populate Table 5 if they were NRS participants and had an exit in the reportable time frame, as defined by having no attendance hours for 90 or more days and no scheduled services.

	EMPLOYMENT OUTCOMES:		
If your student exited between These dates:	Then for this follow-up period...	...the start date of their employment record should be dated between these dates:	These will display on NRS Table 5 in Fiscal Year:
1/1/19 to 3/31/19 (Third Quarter)	2nd Quarter Follow up	7/1/19 to 9/30/19	19/20
	4th Quarter Follow up	1/1/20 to 3/31/20	20/21
4/1/19 to 6/30/19 (Fourth Quarter)	2nd Quarter Follow up	10/1/19 to 12/31/19	19/20
	4th Quarter Follow up	4/1/20 to 6/30/20	20/21
7/1/19 to 9/30/19 (First Quarter)	2nd Quarter Follow up	1/1/20 to 3/31/20	20/21
	4th Quarter Follow up	7/1/20 to 9/30/20	20/21
10/1/19 to 12/31/19 (Second Quarter)	2nd Quarter Follow up	4/1/20 to 6/30/20	20/21
	4th Quarter Follow up	10/1/20 to 12/31/20	20/21
1/1/20 to 3/31/20 (Third Quarter)	2nd Quarter Follow up	7/1/20 to 9/30/20	20/21
	4th Quarter Follow up	1/1/21 to 3/31/21	21/22

4/1/20 to 6/30/20 (Fourth Quarter)	2nd Quarter Follow up	10/1/20 to 12/31/20	20/21
	4th Quarter Follow up	4/1/21 to 6/30/21	21/22
7/1/20 to 9/30/20 (First Quarter)	2nd Quarter Follow up	1/1/21 to 3/31/21	21/22
	4th Quarter Follow up	7/1/21 to 9/30/21	21/22
10/1/20 to 12/31/20 (Second Quarter)	2nd Quarter Follow up	4/1/21 to 6/30/21	21/22
	4th Quarter Follow up	10/1/21 to 12/31/21	21/22
1/1/21 to 3/31/21 (Third Quarter)	2nd Quarter Follow up	7/1/21 to 9/30/21	21/22
	4th Quarter Follow up	1/1/22 to 3/31/22	22/23
4/1/21 to 6/30/21 (Fourth Quarter)	2nd Quarter Follow up	10/1/21 to 12/31/21	21/22
	4th Quarter Follow up	4/1/22 to 6/30/22	22/23

Employment Second Quarter After Exit

Column B	Column C	Column D	Column E	Column F	Column G
# of students exited in previous fiscal year	# of students employed	SUCCESS	Total number of PoPs	Total # of PoP's in which there were successful outcome measures	Percentage of students who met the outcome measure.
Excludes corrections					
Median Earnings=# of students who WERE employed in the 2nd quarter after exit	Median earnings: during 2nd quarter after exit			Median earnings: Average salary of employed students during their 2nd quarter after exit	Performance tied to federal negotiated targets

Table 5 **Column B** (*Number of Participants who* Exited {with evidence indicating inclusion in this outcome}) would populate with all non-correctional/institutional NRS participants who exited between 7-1-19 to 6-30-20, (for FY 20/21 Reporting) regardless of Employment Status.

Table 5 **Column B** for *Median Earnings* is the total number of students who were exited during the previous program year AND who were employed in the 2nd quarter after exit.

Table 5 **Column C** (*Number of Participants who Exited Achieving Outcome or Median Earnings Value*) will populate with students from Column B who have evidence of employment indicated in their record, either through data match import from the state, or manual follow-up by the local program. This data must have accurate date information reflecting the correct follow-up quarter aligning with the student exit.

Programs must carefully monitoring the numbers shown in both columns C, F & G as low numbers will hurt state and local program performance.

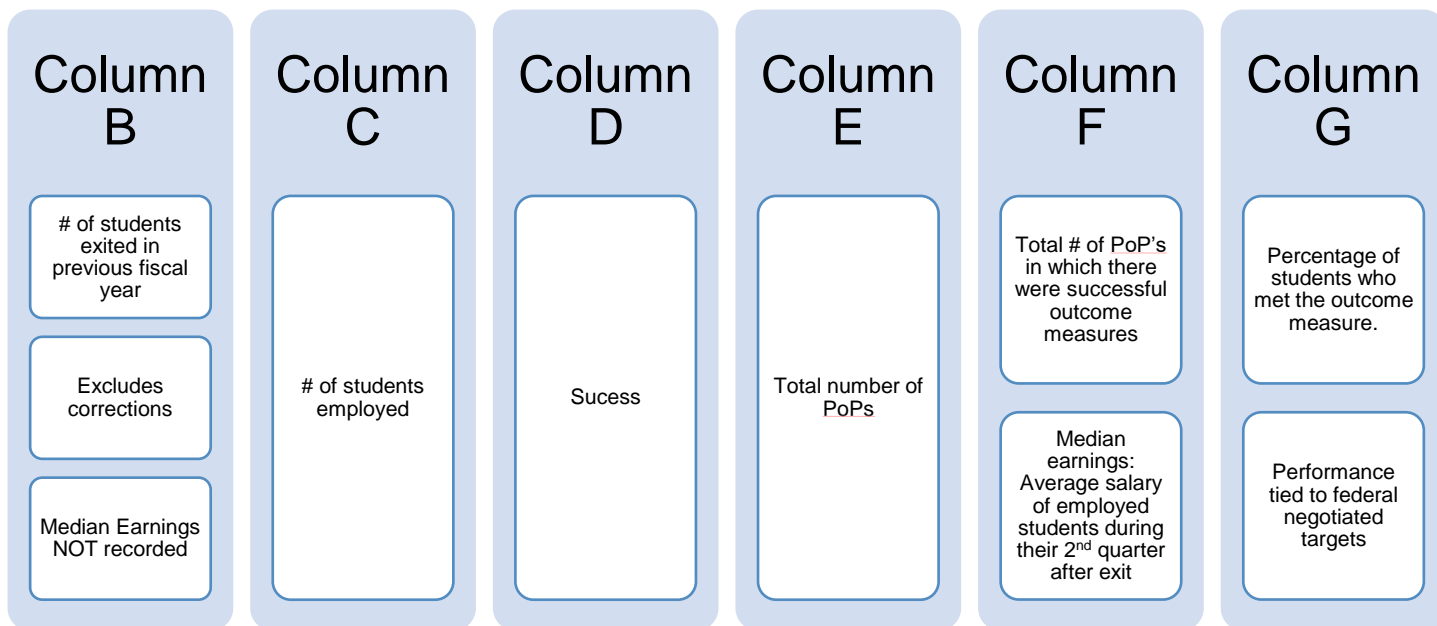Table 5 **Column D** is the percentage of students who successfully achieved the outcome measure.

Table 5 **Column E** shows the total number of PoP's in which records must be collected on.

Table 5 **Column F** depicts the total number of PoP's in which there were outcome measure success noted. For median earnings represents the average salaries earned by participants in the 2nd quarter after exit.

Table 5 **Column G:** Percentage of participants who met the outcome measure. Programs must strive to meet the federally negotiated targets for each of the outcome measures found on Table 5.

Note: To conduct surveying follow-ups, local program can use several different methods for identifying who needs to be surveyed as available in LACES. Follow-up should be done at least quarterly. The Dashboard Student Alerts display students who exited two quarters ago, but the alert will update with a new list of students at the start of each new quarter on 7-1, 10-1, 1-1, and 4-1. Students will remain on the Alert as requiring survey until they show a positive outcome (have an Employed record with a Start Date in the correct quarter of follow-up) or until the new quarter begins.
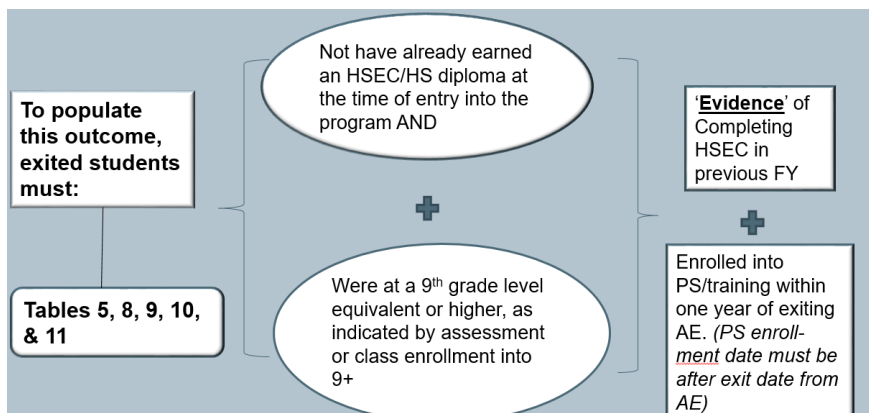
Employment-Fourth Quarter After Exit

Column B	Column C	Column D	Column E	Column F	Column G
# of students exited in previous fiscal year				Total # of PoP's in which there were successful outcome measures	Percentage of students who met the outcome measure.
Excludes corrections	# of students employed	Sucess	Total number of PoPs		
Median Earnings NOT recorded				Median earnings: Average salary of employed students during their 2nd quarter after exit	Performance tied to federal negotiated targets

In 2020/21 Column B (Number of Participants who Exited {with evidence indicating inclusion in this outcome}) populated with all non-correctional/institutional NRS participants who exited the program between 1-1-19 to 12-31-19, regardless of Employment Status. All other information for 4th quarter follow-up would be the same as 2nd quarter follow-up, with the following exceptions:

➢ You do not need to collect median earnings in the 4th quarter follow-up
➢ Use the 4th quarter follow-up rows instead of the 2nd quarter rows
➢ The provided follow-up quarter date chart contains the corresponding follow-up quarter for both 2nd
➢ and 4th quarter follow-up

Follow-up should be done at least quarterly. The LACES Dashboard Student Alerts display students who exited four quarters ago, but the alert will update with a new list of students at the start of each new quarter on 7-1, 10-1, 1-1, and 4-1. Students will remain on the Alert as requiring survey until they show a positive outcome (have an Employed record with a Start Date in the correct quarter of follow-up) or until the new quarter begins.

Attained Secondary School Diploma or Recognized HSE AND Enrolled in PS/Training within One Year of Exit

To populate this outcome, exited students must:

Tables 5, 8, 9, 10, & 11

Not have already earned an HSEC/HS diploma at the time of entry into the program AND

Were at a 9th grade level equivalent or higher, as indicated by assessment or class enrollment into 9+

'**Evidence**' of Completing HSEC in previous FY

Enrolled into PS/training within one year of exiting AE. *(PS enroll-ment date must be after exit date from AE)*

This outcome is not tracking attainment of a secondary school diploma or recognized equivalent by itself but will count the combined outcome when accompanied by enrollment in postsecondary education or training (or employment, discussed below). The data collected for this outcome measure populates multiple tables: T5, 8, 9, 10 & 11.

For the 2020/2021 FY, Column B (Number of Participants who Exited will populate with all non-correctional/institutional NRS participants who:

➢ Exited the program between 1-1-19 to 12-31-19
        AND
➢ did not already have a secondary school diploma or recognized equivalent at the time of entry into the program, based on the Highest Education Level Completed at Entry field
        AND
➢ Were at a 9th grade level equivalent or higher, as indicated by assessment or by receiving instruction at 9th grade level or higher. This would be indicated one of the following ways:
   1) Assessment Educational Functioning Level in all subject areas in which they have a valid assessment within the period of participation/fiscal year is ABE L5 or ABE L6
      OR
   2) Enrollment in a LACES class for which the checkbox indicator of "9th grade level or higher" is checked/displays True or Yes.

To conduct follow-up for this educational outcome, you can use several different methods available in LACES. Follow-up is only required annually, but you can conduct surveys as often as you feel is appropriate. The Dashboard contains a Widget called Student Alerts, which you can add to the LACES Dashboard by clicking on the Widget Library and clicking on the Student Alerts. The Student Alerts widget has several rows relevant to the combined Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit -or- Employed within one year of exits rows.

Evidence Required

Copy of Credential

HSEC Transcripts

Postsecondary transcripts or Report from NSC/Community College showing enrollment

Local providers are required to conduct data matches for postsecondary credentials as follows:

1) Through the National Student Clearinghouse at least three times per year (in October to capture fall enrollments; in February to capture spring enrollments and in June to capture summer and/or any late students registrations which were not picked up by a previous data match.
2) Because non-credit training /workforce courses are not tracked through the National Student Clearinghouse or through the State's database system, local programs are required to data match eligible student records at the local community college at least three times per year following the timeline outlined above.

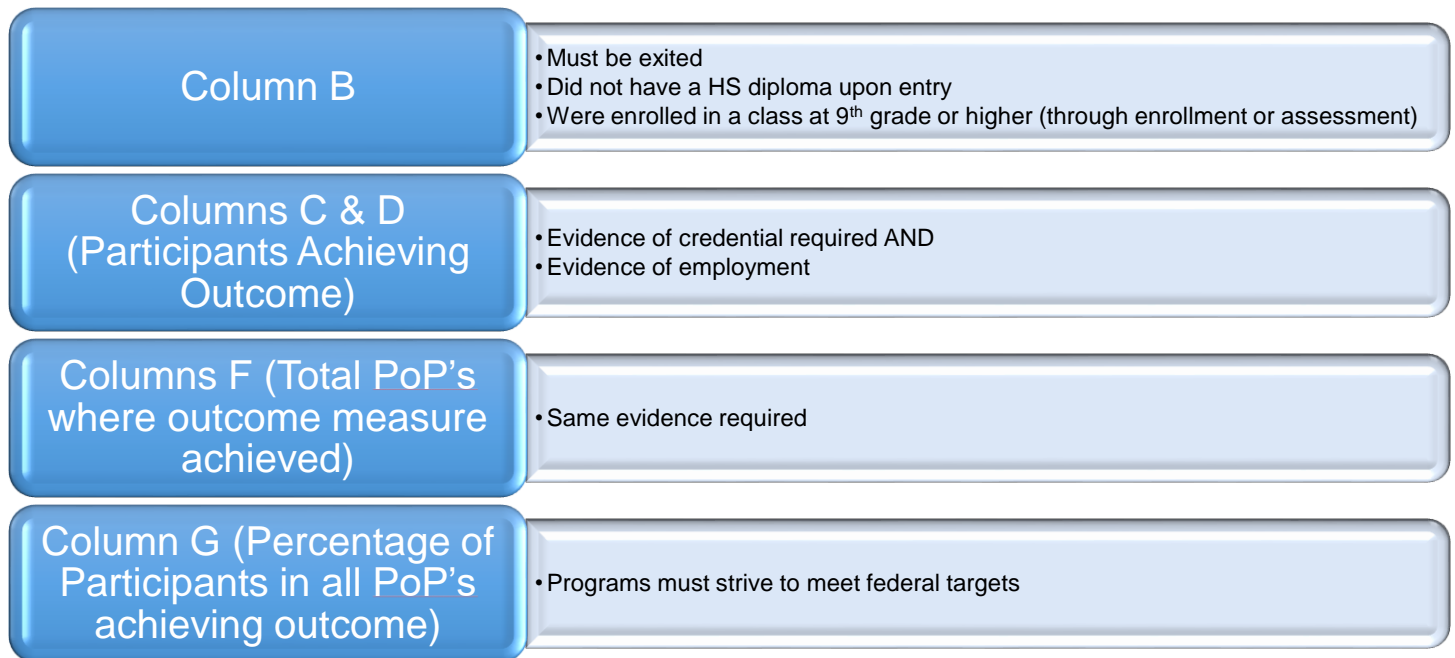## Attained Secondary School Diploma or Recognized HSE AND Employed within One Year of Exit

This outcome has all the same requirements as Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in PS Education/Training within one year of exit.

For the 2020/2021 FY, Column B (Number of Participants who Exited {with evidence indicating inclusion in this outcome}) will populate with all non-correctional/institutional NRS participants who:

➢ Exited the program between 1-1-19 to 12-31-19
        AND
➢ Did not already have a secondary school diploma or recognized equivalent at the time of entry into the program, based on the Highest Education Level Completed at Entry field
        AND

➢ Were at a 9th grade level equivalent or higher, as indicated by assessment or by receiving instruction at 9th grade level or higher. This would be indicated one of the following ways:

    1) Assessment Educational Functioning Level in all subject areas in which they have a valid assessment within the period of participation/fiscal year is ABE L5 or ABE L6

      OR

    2) Enrollment in a LACES class for which the checkbox indicator of "9th grade level or higher" is checked/displays True or Yes.

Educational outcome confirmation data for this outcome is added as a two-step process. First, the student must show evidence of attainment of the secondary school diploma/recognized equivalent. This is evidenced when the state does the data match or through HSE integration and does not get manually entered at the program level. With the attainment of the secondary school diploma/recognized equivalent entered, you can then proceed to enter the additional information for the employment, based on the instructions provided above in the section related to employment outcomes. You do not need to survey separately for employment for this outcome if you have already surveyed for the employment in the 2nd or 4th quarter outcomes.

Column B	• Must be exited • Did not have a HS diploma upon entry • Were enrolled in a class at 9th grade or higher (through enrollment or assessment)
Columns C & D (Participants Achieving Outcome)	• Evidence of credential required AND • Evidence of employment
Columns F (Total PoP's where outcome measure achieved)	• Same evidence required
Column G (Percentage of Participants in all PoP's achieving outcome)	• Programs must strive to meet federal targets

Attained PS Credential While Enrolled OR Within One Year

For the 20/21 FY, Column B (Number of Participants who Exited {with evidence indicating inclusion in this outcome}) will populate with all non-correctional/institutional NRS participants who:

➢ Exited the program between 1-1-19 to 12-31-19

    AND

➢ Have a class enrollment with IETP/Credential indicated

    OR

➢ Show evidence of co-enrollment in adult education and postsecondary education programs with an exit date indicating completion of the program.

To populate this outcome, students must have one of the following two criteria:

➢ Have an IETP enrollment in the reporting period with the IETP/Credential indicator

    OR

➢ Show enrollment is PS/Training as indicated in the Education tab

Because tracking this outcome measure is very complicated, it is vital that correct data entry is done.

Populates: Tables 5, 8, 9, 10, 11

- Show enrollment in PS/Training under PS Education/Training Tab in LACES
- Have an IETP enrollment with the IETP/Credential Indicator

To Correctly Populate to the Tables.....

- Education>Postsecondary Ed/Training Panel
- Postsecondary Institution Type: (select from dropdown)
- Enroll Date (while enrolled in AE or within 1 calendar year of exit)
- Exit Date: (date of exit from PS/Training program)
- Credential Attainment: (name of credential earned)
- Date earned: (date in which the credential was earned)

Attained Any Credential

To populate this outcome, NRS participants must meet the following criteria:
- ➢ Were at a 9th + as indicated by assessment or by enrollment into 9+ class OR
- ➢ Received a post-secondary/training credential within one year of exiting an AE program.

Table 5 Criteria

- Participants must have been enrolled in a 9+ class or have TABE 11/12 scores at NRS levels 5/6

Showing Attainment on LACES

- **'Evidence'** of passing HSE in the Assessments tab or Education tab>diploma/credentials panel

OR

- **'Evidence'** of attainment of a PS credential under the PS/Training Panel
  - Enroll date (while enrolled in AE or within 1 yr of exit)
  - Credential Attainment (name of credential earned)
  - Earned date (must be after enroll date but within one year of exiting AE)

Students who earn a credential of any sort must have a copy uploaded into their LACES student file. This information should be accessible from both the database as well as in the local file.

It can be difficult to understand what is meant by 'Credential Attainment.'' This challenge stems primarily from two areas of confusion: What is meant by a credential and How can a credential be earned? Because of this confusion, the State has implemented policy #09302020 to explain credential attainment in Wyoming.

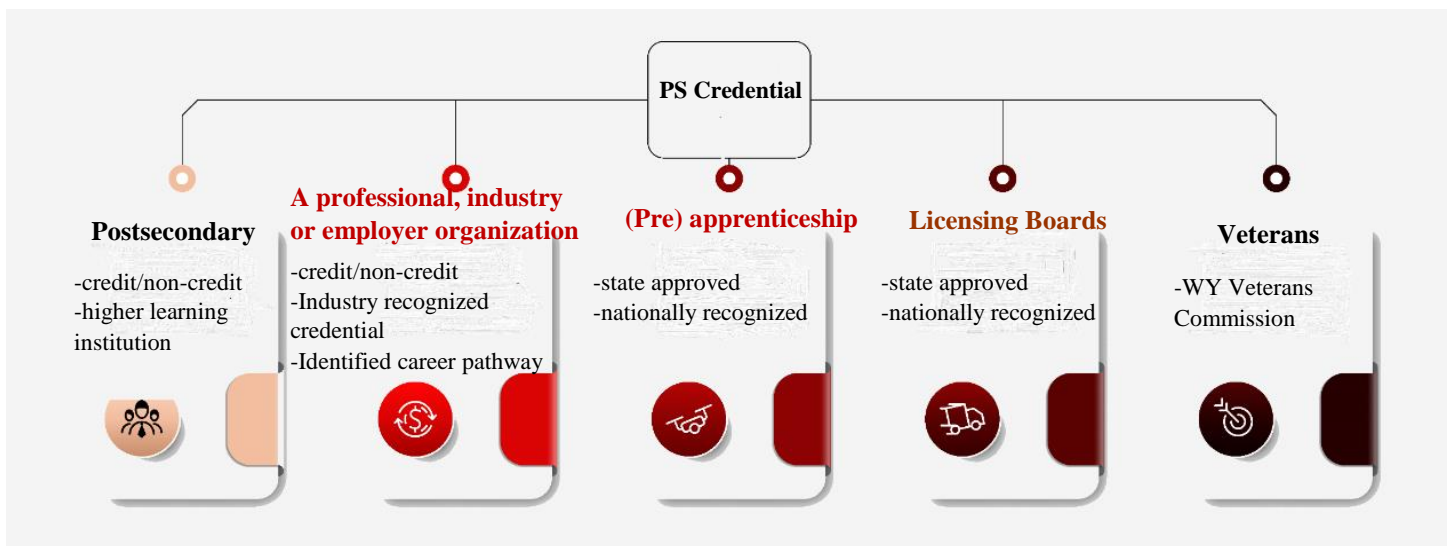*What credential attainment is NOT.*

Unallowable

Work readiness certificates

general certificates that are not specifically aligned to an identified career track

Unallowable examples:

-certs for Microsoft products

-certs for Adobe products

-industrial safety certifications

-CPR certifications
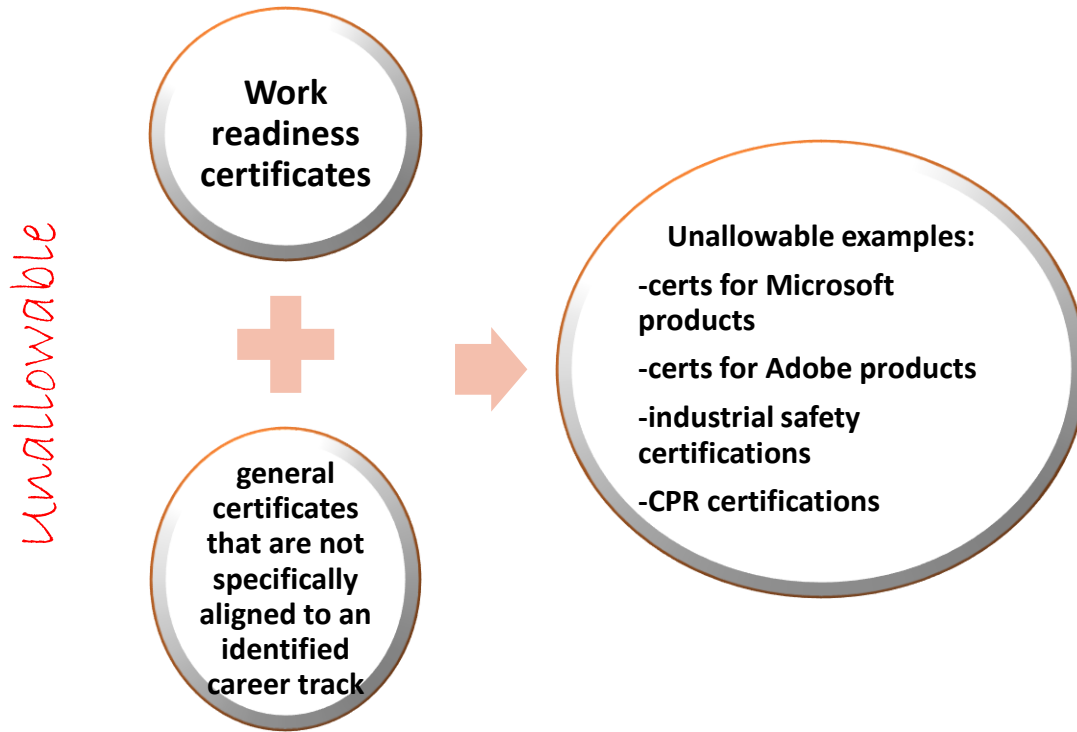
The Postsecondary/Training Credential

Postsecondary/Training credentials are industry based credentials along an identified career track and can take multiple forms.

PS Credential

Postsecondary	A professional, industry or employer organization	(Pre) apprenticeship	Licensing Boards	Veterans
-credit/non-credit -higher learning institution	-credit/non-credit -Industry recognized credential -Identified career pathway	-state approved -nationally recognized	-state approved -nationally recognized	-WY Veterans Commission

- A postsecondary/training credential can be earned from any credit bearing program of study from an approved institution of higher learning.
- A credential can also be earned through a professional, industry, or employer organization, such as The National Institute for Metalworking Skills, Inc. Sun Certified Java Programmer, etc). These programs of study can be for credit of non-credit bearing BUT must lead to an industry recognized credential along an identified career path.
- Approved (pre)apprenticeship credentials can only be earned through those recognized by the State's apprenticeship program found at (http://buildourwyoming.org) OR through a nationally recognized apprenticeship program as outlined at https://www.apprenticeship.gov.
- Credentials earned through either a State or a national licensing board are approved.
- Credentials earned through the Wyoming Veterans Commission are approved.

Wyoming's sole Workforce Board, the Wyoming Workforce Development Council, has also prepared a list of Eligible Training Providers for Wyoming for credential attainment. However, it should be noted that not all credentials found on this list are approved for AE. Exceptions are noted in the WY AE policy.

The Secondary School or Recognized Equivalent Credential in Wyoming

The receipt of a secondary school diploma or recognized equivalent during a fiscal year of participation will populate table 4. If, however, the student exits the program and then earns an HSEC within one year of exiting, the credential will populate table 5 in the year after exit.

Students who enroll in an AE program, exit and return to high school AND earn a diploma within one year of exiting AE can be included on Table 4 (if within the same fiscal year) and Table 5 for the following year.

Credential Attainment: Co-enrollment

Students can also be included in the Credential Attainment measure for Table 5 if they are co-enrolled in AE and PS education/training (including IETP) AND earn an industry recognized credential within one year of exiting AE.

For the Attained SSD and enrolled in PS Education/training outcome measure, participants can be counted for outcome measures on Table 5 if they earn their HSEC/SSD and complete a PS Ed/training program within one year of exiting AE.

J. *Table 5A: Primary Indicators of Performance for Participants in Distance Education*

Table 5A is a subset of Table 5 for learners with 51% of attendance hours in the previous year recorded as distance learning proxy hours.

NRS Table 5A

Select Reporting System: NRS FY 20-21 ▾   Agency: ~ Wyoming SEA

Primary Indicators of Performance for Participants in Distance Education

	First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited 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)
Employment Second Quarter after exit	48	23	47.9	48	23	47.9
Employment Fourth Quarter after exit	32	18	56.3	32	18	56.3
Median Earnings Second Quarter after exit	23	4722.28		23	4722.28	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	3	0	0	3	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	3	2	66.7	3	2	66.7
Attained a Postsecondary Credential while enrolled or within one year of exit	1	0	0	1	0	0
Attained any credential (unduplicated) *****	4	2	50	4	2	50

K. Table 6: Participant Status & Program Enrollment

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: NRS FY 20-21 ▼   Agency: ~ Wyoming SEA

Participant Status on Entry into the Program (A)	Number (B)
Employed	531
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	479
Not in the Labor Force	416
TOTAL	1426

Data collected from WY intake form

Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	1	1
Grades 1-5	3	6
Grades 6-8	97	27
Grades 9-12 (no diploma)	939	51
Secondary School Diploma or alternate credential	51	32
Secondary School Equivalent	1	3
Some Postsecondary education, no degree	37	19
Postsecondary or professional degree	2	62
Unknown	92	2
TOTAL (both US Based and Non-US Based)		1426

Data collected from program enrollment type on LACES

Program Type**	
In Family Literacy Program	0
In Workplace Adult Education and Literacy Activities***	0
Institutional Programs (section 225)	
In Correctional Facility	336
In Community Correctional Program	2
In Other Institutional Setting	11
TOTAL Institutional	349

Note: Programs that have a Corrections grant must be sure that Tables 6 and Tables 10 are showing the exact same number of enrolled participants. These two tables must be verified on a monthly basis for all programs who have a corrections grant. Programs which do NOT have a Corrections grant should NOT have any students showing on either of these tables.

Labor Force Status Definitions

Definition. Determine labor force status using the following categories. Report only one category.

Employed

Participants who work as paid employees, work at their own business or farm, or work 15 hours or more per week as unpaid workers at a farm or business operated by a member of their family. Also included are participants who are not currently working but who have jobs or businesses from which they are temporarily absent.
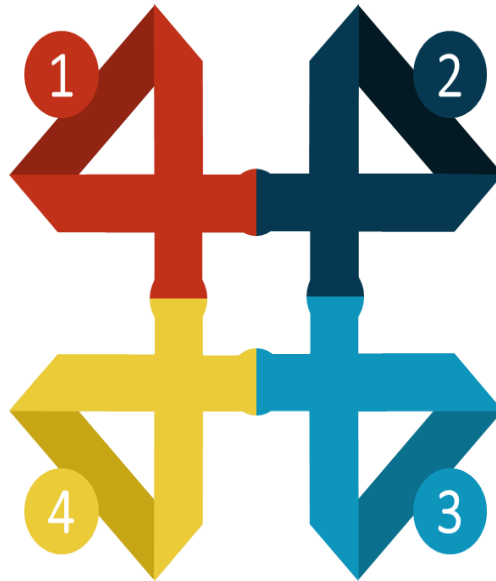
Employed but received notice of termination of employment or military separation is pending

Participant 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 participant is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement)

Not in Labor Force

Participants who are not employed and are not seeking employment

Unemployed

Participants who are not employed but are seeking employment, are making specific efforts to find a job, and are available for work

Federal Reporting. The total number of participants by category is reported in Table 6.

Highest Degree or Level of School Completed Definition

Definition. The highest number of years of formal schooling the participant has completed or the highest credential or degree the participant has achieved. Schooling in the United States or abroad is included.

Federal Reporting

The total number of participants completing the highest grade level or credential is reported for schooling either in the United States or abroad in Table 6 in the following categories: no schooling, Grades 1–5, Grades 6–8, Grades 9–12 (no diploma), high school or alternate credential, secondary school equivalent, some postsecondary education (no degree), postsecondary or professional degree, or unknown.

L. Table 7: Adult Education Personnel by Function and Job Status

Table 7 is run from the 'Staff' tab on LACES.

NRS Table 7: Adult Education Personnel by Function and Job Status

Select Reporting System: NRS FY 20-21 ▼   Agency: ~ Wyoming SEA

| 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	0	0	0
Local-level Administrative / Supervisory / Ancillary Services	3	16	0
Local Counselors	0	0	0
Local Paraprofessionals	2	2	0
Local Teachers	49	30	23
Teachers' Years of Experience in Adult Education			
Less than one year	4	3	
One to three years	7	8	
More than three years	38	19	
Teacher Certificate			
No certification	29	10	
Adult Education Certificate	2	6	
K-12 Certification	12	15	
Special Education Certification	1	0	
TESOL Certification	7	4	

Teacher Descriptive Measures

Programs must report the following descriptive measures about teachers, which are collected at the start of each program year.

Total Years of AE Teaching Experience

Definition. The total number of years a teacher has taught in adult education.

Federal Reporting. The total number of teachers by years of experience teaching adult education is reported in Table 7, separately for full-and part-time paid teachers, as less than 1 year, 1 to 3 years, or more than three years.

Note: Years of experience must be updated annually for each instructor. LACES does not update this automatically.
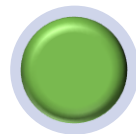
Teacher Certification

Definition. The credential achieved by a paid teacher, as defined in the following categories:

Adult Education Certification—A credential recognized by the State that focuses on teaching adult education students

K–12 Certification—A credential recognized by the State that focuses on teaching children

Special Education Certification—A credential recognized by the State that focuses on teaching children or adults with disabilities or special needs

Teachers of English to Speakers of Other Languages (TESOL) Certification—A credential recognized by the State that focuses on teaching English to speakers of other languages

No Certification—Teacher has none of the above certifications

Federal Reporting. The total number of teachers by type of credential is reported separately for full-and part-time paid teachers.

M. Table 8 (Optional): Outcomes for Participants in Family Literacy Programs

Only programs who have a family literacy program will have numbers populating to this optional table.

NRS Table 8: Outcomes for Participants in Family Literacy Programs (Optional)

Select Reporting System: NRS FY 20-21 ▾   Agency: ~ Wyoming SEA

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
First Period of Participation				**All Periods of Participation**		
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Measurable Skill Gain	0	0	0	0	0	0
Employment Second Quarter after exit*	0	0	0	0	0	0
Employment Fourth Quarter after exit*	0	0	0	0	0	0
Median Earnings Second Quarter after exit**	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0

Family Literacy Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome	Percent Achieving Outcome
Increased Involvement in Children's Education	0	0	0
Helped more frequently with school	0	0	0
Increased contact with children's teachers		0	
More involved in children's school activities		0	
Increased Involvement in Children's Literacy Activities		0	
Reading to children	0	0	0
Visiting library		0	
Purchasing books or magazines		0	
Left Public Assistance		0	

Same as Table 4 MSG's.

Same as Table 5 post-exit outcome measures

Reporting measures specific to Family Literacy Programs

Involvement in Children's Education

Definition. Participant increases involvement in the education of dependent children under his or her care, including:

> ➢ Helping children more frequently with their schoolwork.
> ➢ Increasing contact with children's teachers to discuss children's education.
> ➢ Having more involvement in children's school, such as attending school activities and parent meetings and volunteering to work on school projects.

Federal Reporting. The total number of participants who increase involvement in any area is reported in Table 8. A rate or percentage can be computed by dividing this total by the total relevant population (number of participants in programs that include a family literacy focus).

Involvement in Children's Literacy-Relatated Activities

Definition. Participant increases involvement in the literacy-related activities of dependent children under his or her care, including:

> ➢ Reading to children.
> ➢ Visiting a library.
> ➢ Purchasing books or magazines for children.

Federal Reporting. The total number of participants who increase involvement in any area is reported in Table 8. A rate or percentage can be computed by dividing this total by the total relevant population (number of participants in programs that include a family literacy focus).

N. Table 9: Outcome Achievements for Participants in Integrated English Literacy & Civics Education

Table 9 is only for those programs which have an IELCE program of study.

NRS Table 9

Select Reporting System: [NRS FY 20-21 ▼]   Agency: ~ Wyoming SEA

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

Primary Indicators of Performance	First Period of Participation			All Periods of Participation		
	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	17	7	41.18	17	7	41.18
Employment Second Quarter after exit	2	1	50	2	1	50
Employment Fourth Quarter after exit	1	0	0	1	0	0
Median Earnings Second Quarter after exit	1	3510		1	3510	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0
Civics Education Follow-up Outcome Measures (Optional)	Number of Participants Who Exited	Number of Participants Who Exited Achieving Outcome	Percent Achieving Outcome			
Achieved Citizenship Skills	1	1	100			
Voted or Registered to Vote	0	0	0			
Increased Involvement in Community Activities	0	0	0			

Annotations: Same as Table 4 MSG's. — Same as Table 5 post-exit outcome measures — Optional reporting measures for IELCE

Optional CE Measure: Achieved Citizenship Skills

This outcome measure can be tracked for any student who indicates having this as a goal. Achievement of this measure must be verified by evidence of achieving citizenship.

Definition. Participant attains the skills needed to pass the U.S. citizenship exam.

Federal Reporting. The total number of participants who obtain skills to pass the citizenship exam is reported in Table 9. A proportion or rate can be computed by dividing this total by the total relevant population (number of participants who enrolled in IEL/CE classes).

Additional Guidance on Achieved Citizenship Skills Measure
This measure is included to document learning gains of participants who are enrolled in IEL/CE classes designed to give them the literacy skills and substantive knowledge to pass the citizenship exam. To determine whether participants achieve these skills, program staff should administer a State-approved test that measures the relevant skill areas—such as a practice citizenship test, sample forms, and speaking tests—at the conclusion of the ELL civics class. It is the State's responsibility to ensure that programs use an appropriate test, establish the standards for passing this test, and train and monitor local staff in its use.

Optional CE Measure: Voter Registration

Definition. Participant registers to vote or votes for the first time anytime during the program year.

Federal Reporting. The total number of participants who register to vote or vote for the first time is reported in Table 9. A proportion or rate can be computed by dividing this total by the total relevant population (number of participants who enrolled in IEL/CE classes).

Optional CE Measure: Involvement in Community Activities

Definition. Participant increases involvement in the following community activities:
- ➢ Attending or organizing meetings of neighborhood, community, or political organizations.
- ➢ Volunteering to work for such organizations.
- ➢ Contributing to the support of such organizations.
- ➢ Volunteering to work on community improvement activities.

Federal Reporting. The total number of participants who increase community involvement in any activity is reported in Table 9. A proportion or rate can be computed by dividing this total by the total relevant population (number of participants who enrolled in IEL/CE classes).

O. *Table 10: Outcome Achievements for Participants in Correctional Educational Programs*

Table 10 is only for those programs that provide AE instruction to incarcerated individuals. Incarcerated individuals are to be excluded from the employment-related indicators if they remain incarcerated after exiting the Adult Education program. If the participant leaves the correctional facility before official exit from the AE program, they should be included in performance measures.

Table 10: Outcome Achievement for Participants in Correctional Education Programs

Select Reporting System: NRS FY 20-21   Agency: ~ Wyoming SEA

Primary Indicators of Performance	First Period of Participation				All Periods of Participation		
	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	338	185	54.73	348	187	53.74	
Employment Second Quarter after exit	0	0	0	0	0	0	
Employment Fourth Quarter after exit	0	0	0	0	0	0	
Median Earnings Second Quarter after exit	0	0		0	0		
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0	
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0	

Same as Table 4 MSG's.

Outcome measures for Corrections are the same as Table 5 BUT are only tracked on 'released' individuals

P. Table 11: Outcome Achievements for Participants in Integrated Education and Training Programs

Select Reporting System: [NRS FY 20-21 ▾]   Agency: ~ Wyoming SEA

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.

Primary Indicators of Performance (A)	Number of Participants Included in the Indicator (B)	Number of Participants Achieving Outcome or Median Earnings Value (C)	Percentage of Participants Achieving Outcome (D)	Total Periods of Participation (E)	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation (F)	Percentage of Participants in All Periods of Participation Achieving Outcome (G)
MSG via Achievement of at Least One Educational Functioning Level Gain	14	10	71.43	15	10	66.67
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	14	3	21.43	15	3	20
MSG via Secondary or Postsecondary Transcript	14	10	71.43	15	10	66.67
MSG via Progress Toward Milestones	14	1	7.14	15	1	6.67
MSG via Passing Technical/ Occupational Skills Exam	14	4	28.57	15	4	26.67
Employment Second Quarter after exit	0	0	0	0	0	0
Employment Fourth Quarter after exit	0	0	0	0	0	0
Median Earnings Second Quarter after exit	0	0		0	0	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	0	0	0	0	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	0	0	0	0	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0	0	0	0

Same as Table 5

Same as Table 4 MSG's.

MSG via Secondary/Postsecondary Transcript

In order to show this outcome measure as being met the local program must:
➢ Have evidence of satisfactory completion of 12 or more hours in one semester if the participant is a full time student OR
➢ 12 or more hours across two consecutive semester if the participant is a part time student

Evidentiary documentation for this outcome measure should be a copy of the actual transcript or report card showing passing completion. Enrollment in a post-secondary program of study is not sufficient evidence. The participant MUST have successfully completed the required hours.

Credentials earned for IET/IELCE participants must also be tracked for Table 5 through the Postsecondary / Training panel on LACES.

Progress Towards Milestone

In order to use the 'Progress Towards Milestone' outcome measure a local provider must pre-establish benchmarks that indicate that the participant is 'making' progress towards the ultimate goal achievement. Examples of this could include:
➢ On the job training
➢ Internship, apprenticeship, job shadowing
➢ Employment

Evidentiary documentation for this outcome measure can be

- notes or evaluations from employer or training provider
- copies of a job offer or contract or actual pay stub

Passing Technical/Occupational Skills Exam

The NRS has defined this outcome measure as:
- passing a technical/occupational skills exam OR digital literacy exam OR any exam intended to demonstrate competency in a technical/occupation skill(s)
- earning of a certificate, credential, license that would require an exam to obtain the certificate
- successfully completing a class or prerequisite class that must be completed in order to allow the student to continue in a program that will result in a certification, credential or license. Examples could include:
  - ✓ Completion of an OSHA safety course as part of a Trades credential program
  - ✓ Completion of a CPR course as part of a CNA credential program of study

Evidentiary documentation for this outcome measure can be

- Passing scores on an exam
- Certificate/credential or license earned
- Completion of the class/prerequisite class