

Wisconsin AEFLA National Reporting System Report Guide

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For questions or additional information about this guide and the National Reporting System reports available through the WTCS Portal please contact: adulthoodeducation@wtcsystem.edu

Steps for Accessing the Wisconsin AEFLA National Reporting System Reports

To access the National Reporting System (NRS) Reports, staff must [log into the WTCS Portal](#). Once logged in, select the “National Reporting System” link on the left side of the page. Staff should then select the NRS report they would like to run via the list of available reports. Once the report has been selected, staff should select from the required prompts. These include “Report Year” and “District.” The District dropdown menu will include both WTCS institutions and CBOs. Staff should select the “Report Format” to run in either PDF or Excel, and then select the “Generate Report” button. If you are having difficulties logging into the WTCS Portal, please send an email to support@wtcsystem.edu. If you have questions about NRS Table report contents, please review the documentation on the following pages and/or contact Gage Matthews at gage.matthews@wtcsystem.edu as needed.

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AEFL
National Reporting System
Validate Test Scores
Apprenticeship Completion
Apprenticeship Reports
Approval System
Course Approval
Curriculum Approval
CBOs
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List Clients
Client Reporting
Career Prep/Articulation
Course Enrollments
Data Summary
Demographic Reports
Grant Activity
Program Enrollments
Contracting
Contracting Reports
Data Access Coordinator
List Users
Request Access
Employer Satisfaction
Employer Reports
File Submission
CCP/EMP File Uploader
File Submission Status
File Uploader

Adult Education and Family Literacy National Reporting System Reports

Report Year: 2026
District: --All Districts
Report Format: ☒ PDF ☐ Excel

Descriptive and Participation Measures:

- ☒ Table 1 - Participants by Entering Educational Functioning Level, Ethnicity, and Sex
- ☐ Table 2 - Participants by Age, Ethnicity, and Sex
- ☐ Table 2A - Reportable Individuals by Age, Ethnicity, and Sex
- ☐ Table 3 - Participants by Program Type and Age
- ☐ Table 4 - Educational Gains and Attendance by Educational Functioning Level
- ☐ Table 4A - Educational Functioning Level Gain
- ☐ Table 4B - Educational Gains and Attendance for Pre- and Posttested Participants
- ☐ Table 4C - Educational Gains and Attendance for Participants in Distance Education
- ☐ Table 6 - Participant Status and Program Enrollment
- ☐ Drilldown Report (Excel Only)
- ☐ Drilldown Report (Excel Only)

Follow-up Outcome Measures:

- ☐ Table 5 - Core Follow-up Outcome Achievement
- ☐ Table 5A - Core Follow-up Outcome Achievement for Participants in Distance Education
- ☐ Table 9 - Outcome Achievement for Participants in Integrated English Literacy and Civics Education
- ☐ Table 10 - Outcomes for Adults in Correctional Education Programs
- ☐ Table 11 - Outcome Achievement for Participants in Integrated Education and Training(IET) Programs
- ☐ AEFLA Equity Performance Report (Excel Only. Data is complete only for 2023 forward)

Generate Report

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

Table 1 provides the **unduplicated** count of participants by Educational Functioning Level at entry, race/ethnicity, and sex. Participants are reported only once on the table and will populate in the lowest tested Educational Functioning Level at entry. Students placed through Alternative Placement will be counted in Alternative Placement rows. To populate on this table, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record.

Table 2 – Participants by Age, Ethnicity, and Sex

Table 2 provides the **unduplicated** count of participants by age, race or ethnicity, and sex. Participants are reported only once on the table. To populate on this table, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record.

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

Table 2A provides the **unduplicated** count of reportable individuals by age, race/ethnicity, and sex. Reportable individuals are reported only once on the table. To populate on this table, the following must apply to each reportable individual reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with **fewer** than 12 hours of service for the period; and
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth.

Table 3 – Participants by Program Type and Age

Table 3 provides the **unduplicated** count of participants by program type and participation in Integrated Education and Training by age. Participants are reported only once on the table and will populate based on the lowest tested Educational Functioning Level at entry. Students placed through Alternative Placement will be counted in rows as defined below. To populate on this table, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record.

There is a total of eight rows displayed on Table 3. Each row has additional requirements for participants to populate in the row, detailed below.

1. The **Adult Basic Education** row includes all participants reported with an Educational Functioning Level at entry of ABE NRS levels 1, 2, 3, or 4. The counts in this row include participants counted in the Integrated Education and Training Program row nested immediately below this row.
2. The **Integrated Education and Training Program** row directly below the **Adult Basic Education** row includes all participants reported with an Educational Functioning Level at entry of ABE NRS levels 1, 2, 3, or 4 who were reported with a Services Provided Through Grant Activity of:
 - 35-Adult Basic Education Integrated Education and Training;
 - 36-Adult Secondary Education Integrated Education and Training;
 - 37-English as a Second Language Integrated Education and Training; or
 - 38-Integrated English Literacy and Civics Education Integrated Education and Training.
3. The **Adult Secondary Education** row includes all participants reported with an Educational Functioning Level at entry of ASE NRS levels 5 or 6 as well as any students reported with ABE Alternative Placement. The counts in this row include participants counted in the Integrated Education and Training Program row nested immediately below this row.
4. The **Integrated Education and Training Program** row directly below the **Adult Secondary Education** row includes all participants reported with:
 - an Educational Functioning Level at entry of ASE NRS levels 5 or 6, or
 - ABE Alternative Placement,
 who were reported with a Services Provided Through Grant Activity of:
 - 35-Adult Basic Education Integrated Education and Training;
 - 36-Adult Secondary Education Integrated Education and Training;
 - 37-English as a Second Language Integrated Education and Training; or
 - 38-Integrated English Literacy and Civics Education Integrated Education and Training.
5. The **English Language Acquisition** row includes all participants reported with:
 - an Educational Functioning Level at entry of ESL NRS levels 1, 2, 3, 4, 5, or 6, or
 - ESL Alternative Placement,
 who were not reported with a Services Provided Through Grant Activity of 34-Integrated English Literacy and Civics Education. The counts in this row include participants counted in the Integrated Education and Training Program row nested immediately below this row.
6. The **Integrated Education and Training Program** row directly below the **English Language Acquisition** row includes all participants reported with:
 - an Educational Functioning Level at entry of ESL NRS levels 1, 2, 3, 4, 5, or 6, or
 - ESL Alternative Placement,
 who were not reported with a Services Provided Through Grant Activity of 34-Integrated English Literacy and Civics Education and who were reported with a Services Provided Through Grant Activity of:
 - 35-Adult Basic Education Integrated Education and Training;
 - 36-Adult Secondary Education Integrated Education and Training;
 - 37-English as a Second Language Integrated Education and Training; or
 - 38-Integrated English Literacy and Civics Education Integrated Education and Training.
7. The **Integrated English Literacy and Civics Education** row includes all participants reported with an Educational Functioning Level at entry of ESL NRS levels 1, 2, 3, 4, 5, or 6 or ESL Alternative Placement who were reported with a Services Provided Through Grant Activity of 34-Integrated English Literacy and Civics Education.
8. The **Integrated Education and Training Program** row directly below the **Integrated English Literacy and Civic Education** row includes all participants reported with:
 - an Educational Functioning Level at entry of ESL NRS levels 1, 2, 3, 4, 5, or 6, or
 - ESL Alternative Placement,
 with a Services Provided Through Grant Activity of 34-Integrated English Literacy and Civics Education and who were reported with a Services Provided Through Grant Activity of:
 - 35-Adult Basic Education Integrated Education and Training;
 - 36-Adult Secondary Education Integrated Education and Training;
 - 37-English as a Second Language Integrated Education and Training; or
 - 38-Integrated English Literacy and Civics Education Integrated Education and Training.

Table 4 – Measurable Skill Gains by Entry Level

Table 4 provides Measurable Skill Gains outcomes for participants. Participants will populate on the table based on the lowest tested Educational Functioning Level at entry. Participants are reported only once on the table in columns A through J based on their first period of participation. Participants can be reported more than once on the table in columns K through O if a participant has multiple periods of participation. To populate on this table, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record.

There is a total of fifteen columns displayed on Table 4. Each column has additional requirements for participants to populate in the column.

First Period of Participation Columns:

Column A is the Educational Functioning Level at entry or alternative placement category.

Column B is the number of participants who meet the requirements noted above.

Column C is the total number of participants excluded from MSG performance, and includes all participants identified in Column B who are reported with an exclusion per the Exclusion data element.

Column D is the total attendance hours for all participants across all AEFLA grant records as reported in the Hours of Service for the Period data element.

Column E is the number of participants identified in Column B, excluding those identified in Column C, who achieved at least one Education Functioning Level gain. Column E is specific to a participant's first period of participation. For Wisconsin AEFLA programs, an Education Functioning Level gain can occur in two ways **1)** by comparing a participant's initial Education Functioning Level as measured by a pre-test with the participant's Education Functioning Level as measured by a participant's post-test – these tests must have a test date that falls between January 1 of the previous fiscal year and the exit date of the first period of participation; **2)** for participants who enroll in postsecondary education during the program year; or **3)** passing a high school equivalency subtest, which is identified by the Training Outcome Code of 13 Completed partial GED/HSED. Option **2** assesses enrollment in postsecondary education using data within WTCS reporting systems and data through a data match with the National Student Clearinghouse. If a gain is achieved in Columns E, F, or G by one participant, the most recent gain will be populated on the table.

Column F is the number of participants identified in Column B, excluding those identified in Column C, who attained a secondary school diploma or its recognized equivalent. Column F is specific to a participant's first period of participation. Attainment of a secondary school diploma or its recognized equivalent is assessed through a data match with the Wisconsin Department of Public Instruction. The certification date of the secondary school credential must be within the fiscal year and within the first period of participation. Additionally, AEFLA programs reporting a Training Outcome Code of 07-Obtained GED, 08-Obtained High School Equivalency Degree (HSED), or 09-Obtained High School Diploma in the first period of participation will be counted for attainment of a secondary school diploma or its recognized equivalent. If a gain is achieved in Columns E, F, or G by one participant, the most recent gain will be populated on the table.

Column G is the number of IET or workplace literacy participants who achieved a Measurable Skill Gain in any of the below ways. Participants in IET or a workplace literacy program should be reported using the appropriate Services Provided Through Grant Activity of 35-Adult Basic Education Integrated Education and Training, 36-Adult Secondary Education Integrated Education and Training, 37-English as a Second Language Integrated Education and Training, 38-Integrated English Literacy and Civics Education Integrated Education and Training, and/or 29-Workplace Literacy. Any participants who are not IET or workplace literacy participants or who are not reported with the above Services Provided Through Grant Activity codes cannot achieve a Measurable Skill Gain in Column G.

- 1) Secondary or Postsecondary Transcript – for participants who complete a minimum of 12 hours per semester, or for part time students a total of at least 12 credit hours over the course of two completed consecutive semesters during the program year, report a gain for a postsecondary education transcript or secondary report card that shows a participant is meeting the state unit’s academic standards. Only postsecondary courses (course aid code 10, 20, 30, 31, 32, and 50) are assessed. Only postsecondary courses with a D grade or better or a PP grade in a pass/fail course are assessed to reach the credit threshold. This option of making a gain is calculated by the WTCS Office and is subject to validation for alignment between the academic discipline and the specific career pathway/IET program.
- 2) Progress Toward Milestones – the participant demonstrated satisfactory or better progress report towards established milestones for an employer or training provider who is providing training (e.g., completion of on-the-job training, completion of one year of a registered apprenticeship program, etc.) This is reported through the Training Outcome Code of 37-Completed progress towards training milestones.
- 3) Passing technical/occupational knowledge-based exam or received industry certification – the participant 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 or industry certification. This is reported through the Training Outcome Code of 38-Passed technical/occupational skills exams or received industry certification. General readiness tests or program entry assessments (e.g., WorkKeys, Accuplacer, HESI A2) do not qualify for this gain.

If a gain is achieved in Columns E, F, or G by one participant, the most recent gain will be populated on the table.

Column H is the number of participants identified in Column B, excluding those identified in Column C, who have a reported exit date and did not achieve Measurable Skill Gains as reported in Columns E, F, and G.

Column I is the number of participants identified in Column B who do not have a reported exit date and did not achieve Measurable Skill Gains as reported in Columns E, F, and G.

Column J is the percentage of participants identified in Column B, excluding those identified in Column C, who achieved Measurable Skill Gains as reported in Columns E, F, and G; $(\text{Column E} + \text{Column F} + \text{Column G}) \div (\text{Column B} - \text{Column C})$.

All Periods of Participation Columns:

For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls, even if both enrollments occur within the same program year. It is not necessary to wait until the participant exits the program in order to count a Measurable Skill Gains, because the Measurable Skill Gains indicator is not an exit-based indicator. The Measurable Skill Gains may be counted as soon as it is earned at any point during the period of participation in the program year in which it was earned. A

person with more than one period of participation in a program year is counted separately for each period of participation in both the numerator and denominator of each applicable performance indicator minus periods with reported exclusions. Therefore, the person is counted multiple times once for each period of participation.

Column K is the total number of periods of participation for each participant, excluding participants with reported Exclusions for a given period of participation. A participant may have more than one period of participation.

Column L is the total number of periods of participation identified in Column K in which at least one Educational Functioning Level gain was achieved. For Wisconsin AEFLA programs, an Education Functioning Level gain can occur in two ways **1)** by comparing a participant's initial Education Functioning Level as measured by a pre-test with the participant's Education Functioning Level as measured by a participant's post-test; **2)** for participants who enroll in postsecondary education during the program year; or **3)** passing a high school equivalency subtest, which is identified by the Training Outcome Code of 13 Completed partial GED/HSED. Option **2** assesses enrollment in postsecondary education using data within WTCS reporting systems and data through a data match with the National Student Clearinghouse. If a gain is achieved in Columns L, M and N for one period of participation, the most recent gain will be populated on the table.

Column M is the total number of periods of participation in which a secondary school diploma or its recognized equivalent was attained. Attainment of a secondary school diploma or its recognized equivalent is assessed through a data match with the Wisconsin Department of Public Instruction. Additionally, AEFLA programs reporting a Training Outcome Code of 07-Obtained GED, 08-Obtained High School Equivalency Degree (HSED), or 09-Obtained High School Diploma will be counted for attainment of a secondary school diploma or its recognized equivalent. If a gain is achieved in Columns L, M and N for one period of participation, the most recent gain will be populated on the table.

Column N is the total number of IET or workplace literacy periods of participation in which a participant achieved a Measurable Skill Gain in any of the below ways. Participants in IET or a workplace literacy program should be reported using the appropriate Services Provided Through Grant Activity of 35-Adult Basic Education Integrated Education and Training, 36-Adult Secondary Education Integrated Education and Training, 37-English as a Second Language Integrated Education and Training, 38-Integrated English Literacy and Civics Education Integrated Education and Training, and/or 29-Workplace Literacy.

- 1)** Secondary or Postsecondary Transcript – for participants who complete a minimum of 12 hours per semester, or for part time students a total of at least 12 credit hours over the course of two completed consecutive semesters during the program year, report a gain for a postsecondary education transcript or secondary report card that shows a participant is meeting the state unit's academic standards. Only postsecondary courses (course aid code 10, 20, 30, 31, 32, and 50) are assessed. Only postsecondary courses with a D grade or better or a PP grade in a pass/fail course are assessed to reach the credit threshold. This option of making a gain is calculated by the WTCS Office.
- 2)** Progress Toward Milestones – the participant demonstrated satisfactory or better progress report towards established milestones for an employer or training provider who is providing training (e.g., completion of on-the-job training, completion of one year of a registered apprenticeship program, etc.) This is reported through the Training Outcome Code of 37-Completed progress towards training milestones.
- 3)** Passing technical/occupational knowledge-based exam or received industry certification – the participant 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 or industry certification. This is reported through the Training Outcome Code of 38-Passed technical/occupational skills exams or received industry certification.

If a gain is achieved in Columns L, M and, N for one period of participation, the most recent gain will be populated on the table.

Column O is the percentage of periods of participation identified in Column K in which Measurable Skill Gains is achieved as reported in Columns L, M, and N; $(\text{Column L} + \text{Column M} + \text{Column N}) \div (\text{Column K})$

Table 4A – Educational Functioning Level Gain

Table 4A provides Educational Functioning Level gain outcomes for participants that include **1)** gains made by comparing a participant's initial Education Functioning Level as measured by a pre-test with the participant's Education Functioning Level as measured by a participant's post-test; or **2)** gains made for participants who exit the program and enroll in postsecondary education during the program year after exit. Participants will populate on the table based on the lowest tested Educational Functioning Level at entry. Participants are reported only once on the table, but if more than one type of Educational Functioning Level gain has occurred in the program year, then they will be counted in each type of gain separately. To populate on this table, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record; and
- Achieved an Educational Functioning Level gain.

There is a total of ten columns displayed on Table 4A. Each column has additional requirements for participants to populate in the column.

Column A is the Educational Functioning Level or alternative placement category at entry.

Column B is the number of participants who meet the requirements noted above.

Column C is pre-test/post-test gains as measured by reading, writing, literacy skills, speaking or listening tests approved by the WTCS.

Column D is a percentage calculation; $\text{Column C} \div \text{Column B}$

Column E is pre-test/post-test gains as measured by mathematics tests approved by the WTCS.

Column F is a percentage calculation; $\text{Column E} \div \text{Column B}$

Column G and **H** currently do not apply for Wisconsin AEFLA programs.

Column I is transition to postsecondary education during the program year.

Column J is a percentage calculation; $\text{Column I} \div \text{Column B}$

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

Table 4B provides pre-/post-test Educational Functioning Level gain outcomes for participants who completed a pre-test and a post-test. Participants will populate on the table based on the lowest tested Educational Functioning Level at entry. Participants are reported only once on the table. To populate on this table, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record *and* at least one WTCS approved post-test.

There is a total of seven columns displayed on Table 4B. Each column has additional requirements for participants to populate in the column.

Column A is the Educational Functioning Level or alternative placement category at entry.

Column B is the number of participants who meet the requirements noted above; i.e, participants who completed at least one WTCS approved pre-test (or alternative placement) and post-test.

Column C is the total attendance hours for all participants identified in Column B.

Column D is the number of participants identified in Column B who achieved at least one Educational Functioning Level gain by completing at least one level through pre-testing and post-testing.

Column E is the number of participants identified in Column B who exited before achieving at least one Educational Functioning Level gain by completing at least one level through pre-testing and post-testing.

Column F is the number of participants identified in Column B who remain in the same level and do not achieve an Educational Functioning Level gain by completing at least one level through pre-testing and post-testing. Note that Column D + Column E + Column F = Column B

Column G is a percentage calculation; Column D ÷ Column B

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

Table 4C is a subset of the participants reported on Table 4 and provides Measurable Skill Gain outcomes only for participants who are counted as distance education participants per the WTCS Assessment Policy. Participants will populate on the table based on the lowest tested Educational Functioning Level at entry. Participants are reported only once on the table in columns A through J based on their first period of participation. Participants can be reported more than once on the table in columns K through O if a participant has multiple periods of participation and qualify as a distance education participant for each period of participation. To populate on this table, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record; and
- Qualify as a distance education participant per the WTCS Assessment Policy i.e., overall hours of service, received as proxy hours, are greater than 50 percent.

View Table 4 for additional business rules for each of the columns presented in Table 4C.

Table 5 – Core Follow-Up Outcome Achievement

Table 5 provides the outcomes of four of the WIOA primary indicators of performance. Each of the presented indicators are exit-based indicators that require the participant to have an exit date. If a participant has a reported Exclusion, then they will not populate on this table. Similarly, incarcerated individuals who remain incarcerated at exit will not be included on this table. Incarcerated individuals with an Incarceration Release Date that is the same as the program Exit Date will be included on this table. Each of the rows within the table represents a different WIOA primary indicator of performance.

Row Employment 2nd Quarter After Exit:

To populate in this row, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record; and
- Reported with a program exit date.

Additionally, to populate in this row, the timing of program exit must meet certain requirements. For example, indicator outcomes for program year 2025-26 includes individuals who meet the selection criteria and exited between July 1, 2024 and June 30, 2025. If a participant has more than one period of participation, the first period is presented in Column B, C, and D. Employment data is from data matches with the Wisconsin Department of Workforce Development Unemployment Insurance Division.

Core Follow-up Outcome Measures (A)	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
<i>Employment Second Quarter after Exit</i>	The total number of participants who exited during the appropriate cohort period.	The total number of participants in Column B who are employed during the second quarter after exit from the program.	Column C ÷ Column B	The total number of periods of participation for each participant identified in Column B.	The total number of periods of participation in Column E with employment during the second quarter after exit from the program.	Column F ÷ Column E

Row Median Earnings 2nd Quarter After Exit:

To populate in this row, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record;
- Reported with a program exit date; and
- Employed 2nd quarter after exit.

Additionally, to populate in this row, the timing of program exit must meet certain requirements. For example, indicator outcomes for program year 2025-26 includes individuals who meet the selection criteria and exited between July 1, 2024 and June 30, 2025. If a participant has more than one period of participation, the first period is presented in Column B, C, and D. Employment data is from data matches with the Wisconsin Department of Workforce Development Unemployment Insurance Division.

Core Follow-up Outcome Measures (A)	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
<i>Median Earnings Second Quarter after Exit</i>	The total number of participants who were employed in the second quarter after program exit.	The median earnings among participants in Column B who are employment during the second quarter after exit from the program. If a participant has more than one wage record i.e. more than one job, the records will be totaled for the participant.	N/A	The total number of periods of participation for each participant identified in Column B.	The median earnings value for all of the periods of participation in Column E that have employment during the second quarter after exit from the program. If a participant has more than one wage record i.e. more than one job, the records will be totaled for the participant for each period of participation.	N/A

Row Employment 4th Quarter After Exit:

To populate in this row, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record; and
- Reported with a program exit date.

Additionally, to populate in this row, the timing of program exit must meet certain requirements. For example, indicator outcomes for program year 2025-26 includes individuals who meet the selection criteria and exited between January 1, 2024 and December 31, 2024. If a participant has more than one period of participation, the first period is presented in Column B, C, and D. Employment data is from data matches with the Wisconsin Department of Workforce Development Unemployment Insurance Division.

<i>Core Follow-up Outcome Measures (A)</i>	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
<i>Employment Fourth Quarter after Exit</i>	The total number of participants who exited during the appropriate cohort period.	The total number of participants in Column B who are employed during the fourth quarter after exit from the program.	Column C ÷ Column B	The total number of periods of participation for each participant identified in Column B.	The total number of periods of participation in Column E with employment during the fourth quarter after exit from the program.	Column F ÷ Column E

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

To populate in this row, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record;
- Reported with a program exit date;
- Reported Highest Credential Received at Enrollment is *No Credential*; and
- Reported with a Services Provided Through Grant Activity Code of 21-Adult Secondary Education **OR** Training Outcome Code of 07-Obtained GED, 08-Obtained HSED, or 09-Obtained High School Diploma **OR** have a data match in the Wisconsin K-12 Department of Public Instruction system.

Additionally, to populate in this row, the timing of program exit must meet certain requirements. For example, indicator outcomes for program year 2025-26 includes individuals who meet the selection criteria and exited between January 1, 2024 and December 31, 2024. If a participant has more than one period of participation, the first period is presented in Column B, C, and D. Postsecondary enrollment data is from data matches with the National Student Clearinghouse, and compares the program exit date in WTCS reporting systems to the enrollment begin date in the National Student Clearinghouse to assess enrollment within one year of exit.

Core Follow-up Outcome Measures (A)	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
<i>Attained a Secondary School Diploma/ Recognized Equivalent and Enrolled in Postsecondary Education or Training within One Year of Exit</i>	The total number of participants who meet the above selection criteria.	The total number of participants in Column B who enrolled in postsecondary education within one year of exit from the program.	Column C ÷ Column B	The total number of periods of participation for each participant identified in Column B.	The total number of periods of participation in Column E with outcomes as defined in Column C.	Column F ÷ Column E

Row Attained a Secondary School Diploma/ Recognized Equivalent and Employed within One Year of Exit:

To populate in this row, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record;
- Reported with a program exit date;
- Reported Highest Credential Received at Enrollment is *No Credential*; and
- Reported with a Services Provided Through Grant Activity Code of 21-Adult Secondary Education **OR** Training Outcome Code of 07-Obtained GED, 08-Obtained HSED, or 09-Obtained High School Diploma **OR** have a data match in the Wisconsin K-12 Department of Public Instruction system.

Additionally, to populate in this row, the timing of program exit must meet certain requirements. For example, indicator outcomes for program year 2025-26 includes individuals who meet the selection criteria and exited between January 1, 2024 and December 31, 2024. If a participant has more than one period of participation, the first period is presented in Column B, C, and D. Employment data is from data matches with the Wisconsin Department of Workforce Development Unemployment Insurance Division, and compares the program exit date in WTCS reporting systems to employment within one year of exit.

Core Follow-up Outcome Measures (A)	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
<i>Attained a Secondary School Diploma/ Recognized Equivalent and Employment within One Year of Exit</i>	The total number of participants who meet the above selection criteria.	The total number of participants in Column B who are employed within one year of exit from the program.	Column C ÷ Column B	The total number of periods of participation for each participant identified in Column B.	The total number of periods of participation in Column E with outcomes as defined in Column C.	Column F ÷ Column E

Row Attained a Postsecondary Credential while Enrolled or within One Year of Exit:

To populate in this row, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record;
- Reported with a program exit date; and
- Reported with a Services Provided Through Grant Activity of 35-Adult Basic Education IET, 36-Adult Secondary Education IET, 37-English as a Second Language IET, or 38-Integrated English Literacy and Civics Education IET.

Additionally, to populate in this row, the timing of program exit must meet certain requirements. For example, indicator outcomes for program year 2025-26 includes individuals who meet the selection criteria and exited between January 1, 2024 and December 31, 2024. If a participant has more than one period of participation, the first period is presented in Column B, C, and D. Postsecondary credential data is from data matches with the National Student Clearinghouse, and compares the program exit date in WTCS reporting systems to the graduated date in the National Student Clearinghouse to assess postsecondary credential completion within one year of exit. Postsecondary credential completion also includes completion while the participant is enrolled in the AEFLA program during the program year. Industry certifications and occupational licensure also qualify as a postsecondary credential and should be reported within WTCS reporting systems through the Training Outcome Code of 38-Passed technical/occupational skills exams or received industry certification.

Core Follow-up Outcome Measures (A)	Number of Participants who Exited (B)	Number of Participants who Exited Achieving Outcome or Median Earnings Value (C)	Percent Achieving Outcome (D)	Total Periods of Participation (E)	Number of Periods of Participation Achieving Outcome or Median Earnings Value (F)	Percent of Periods of Participation Achieving Outcome (G)
<i>Attained a Postsecondary Credential while Enrolled or within One Year of Exit</i>	The total number of participants who meet the above selection criteria.	The total number of participants in Column B who attain a postsecondary credential while enrolled or within one year of exit.	Column C ÷ Column B	The total number of periods of participation for each participant identified in Column B.	The total number of periods of participation in Column E with outcomes as defined in Column C.	Column F ÷ Column E

Additional NRS Tables to Support Subset Analysis of Table 4 and Table 5

There are a series of additional NRS Tables that present a subset analysis of Table 5. Below is a description of each subset analysis NRS Table and the selection criteria required for participants. Please reference the documentation for Table 5 to understand the calculations for each indicator.

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

Table 5A is a subset of the participants report on Table 5 and provides outcomes only for participants who are counted as distance education participants per the WTCS Assessment Policy; i.e., overall hours of service, received as proxy hours, are greater than 50 percent. Participants who are reported with an exclusion per the Exclusion data element are not included on this table.

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

Table 9 is a subset of the participants report on Table 5 and provides Table 5 outcomes only for participants who participate in Integrated English Literacy and Civic Education. The only additional selection requirement is a participant being reported with a Services Provided Through Grant Activity of 34-Integrated English Literacy and Civics Education or 38-Integrated English Literacy and Civics Education Integrated Education and Training. Table 9 also presents a subset analysis of Measurable Skill Gains for participants in Integrated English Literacy and Civic Education. Reference Table 4 for Measurable Skill Gains calculations. Participants who are reported with an exclusion per the Exclusion data element are not included on this table.

Table 10 Outcome Achievement for Participants in Correctional Education Programs

Table 10 is a subset of the participants report on Table 5 and provides Table 5 outcomes only for participants who are reported as Incarcerated and who's reported program Exit Date is equal to the reported Incarceration Release Date. Table 10 also presents a subset analysis of Measurable Skill Gains for incarcerated participants. Reference Table 4 for Measurable Skill Gains calculations. Participants who are reported with an exclusion per the Exclusion data element are not included on this table.

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

Table 11 is a subset of the participants report on Table 5 and provides Table 5 outcomes only for participants who participate in Integrated Education and Training Programs. The only additional selection requirement is a participant being reported with a Services Provided Through Grant Activity of 35-Adult Basic Education IET, 36-Adult Secondary Education IET, 37-English as a Second Language IET, or 38-Integrated English Literacy and Civics Education IET. Table 11 also presents a subset analysis of Measurable Skill Gains for participants in Integrated Education and Training. The *MSG via Achievement of at Least One Educational Functioning Level Gain* and the *MSG via Attainment of Secondary School Diploma/Recognized Equivalent* rows follow the same logic as defined on Table 4. The *MSG via Progress Toward Milestone* and *MSG vis Passing Technical/Occupational Skills Exam* row data is reported through the Training Outcome data element of 37-Completed Progress Towards Training Milestones and 38-Passed Technical/Occupational Skills Exams. Participants who are reported with an exclusion per the Exclusion data element are not included on this table.

Table 6 – Participant Status and Program Enrollment

Table 6 provides a summary of the characteristics of reported participants. To populate on this table, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record.

PARTICIPANT STATUS AT PROGRAM ENTRY (A)	NUMBER (B)	
Employed	Work Status at Enrollment reported as 1-Fulltime, 2-Parttime, or 3-Underemployed	
Employed, but received notice or termination of employment or military separation is pending	Work Status at Enrollment reported as 6-Dislocated Worker	
Unemployed	Work Status at Enrollment reported as 4-Unemployed, seeking	
Not in the labor force	Work Status at Enrollment reported as 5-Not in the labor market or 99-Client refused to provide	
Total		
HIGHEST DEGREE OR LEVEL OF SCHOOL COMPLETED *	US-Based Schooling Reported with any High School Attended except 99999994 – Public Foreign School	Non-US-Based Schooling Reported with High School Attended of 99999994 – Public Foreign School
No schooling Highest grade completed at enrollment reported as 00-no schooling		
Grades 1-5 Highest grade completed at enrollment reported as 01-first grade, 02-second grade, 03-third grade, 04-fourth grade, or 05-fifth grade <u>and</u> highest credential received at enrollment reported as 01-no credential or 99-unknown		
Grades 6-8 Highest grade completed at enrollment reported as 06-sixth grade, 07-seventh grade, or 08-eighth grade <u>and</u> highest credential received at enrollment reported as 01-no credential or 99-unknown		

Grades 9-12 (no diploma) Highest grade completed at enrollment reported as 09-ninth grade, 10-tenth grade, 11-eleventh grade, or 12-twelfth grade <u>and</u> highest credential received at enrollment reported as 01-no credential or 99-unknown		
Secondary school diploma or alternate credential Highest grade completed at enrollment is greater than or equal to 09-ninth grade <u>and</u> highest credential received at enrollment reported as 03-hsed, or 04-high school diploma		
Secondary school equivalent Highest grade completed at enrollment is greater than or equal to 09-ninth grade <u>and</u> highest credential received at enrollment is 02-ged		
Some postsecondary education, no degree Highest grade completed at enrollment is greater than or equal to 09-ninth grade <u>and</u> highest credential received at enrollment is 05-some college		
Postsecondary or professional degree Highest grade completed at enrollment is greater than or equal to 09-ninth grade <u>and</u> highest credential received at enrollment reported as 06-short-term diploma, 07-1 year diploma, 08-2 year diploma, 09-associate degree, 10-associate degree plus additional credential, 11-baccalaureate, or 12-more than a baccalaureate		
Unknown Highest grade completed at enrollment reported as 96-above twelfth grade, 98-no equivalent grade level available, or 99-unknown and highest credential received at enrollment reported as 01-no credential or 99-unknown		
Total (both US based and non-US based)		

Program Type**	Number (B)
In Family Literacy – Service Provided Through Grant Activity Code 27-Family Literacy	
In Workplace Adult Education and Literacy Activities – Service Provided Through Grant Activity Code 29-Workplace Literacy	

Institutional Programs (section 225)	Number (B)
In Correctional Facility Incarcerated = 1-Yes <u>AND</u> Type of Facility reported as 01-State/Local Institution for Person with Disabilities, 06- State/Federal Prison, 15-County Jail, or 16- Detention Center	
In Community Correctional Program Incarcerated = 1-Yes <u>AND</u> Type of Facility reported as 07-Hospital, 17-Halfway House, or 18-On Parole	
In Other Institutional Setting Incarcerated = 1-Yes <u>AND</u> Type of Facility not reported as 01-State/Local Institution for Person with Disabilities, 06-State/Federal Prison, 07-Hospital, 15-County Jail, 16- Detention Center, 17-Halfway House, or 18-On Parole	

Table 7 – Adult Education Personnel by Function and Job Status

Table 7 provides a summary of the positions supporting the AEFLA program. Each year, the WTCS Office will administer a survey to AEFLA program Administrators to gather the necessary information for populating Table 7. Each AEFLA program must respond to the survey. The survey will be administered in July of each year and AEFLA programs will report personnel data from the previous program year.

Function (A)	Total Number of Part-Time Adult Education Personnel (B)	Total Number of Full-Time Adult Education Personnel (C)	Unpaid Volunteers
State Level Administrative/ Supervisory/Ancillary Services*			
Local level Administrative/ Supervisory/Ancillary Services*			
Local Counselors*			
Local Paraprofessionals*			
Local Teachers**			
Number of new staff (non-faculty) who joined the AEFLA program in the prior year			
Number of new faculty who joined the AEFLA program in the prior year			

Teachers' Years of Experience in Adult Education	Total Number of Part-Time Adult Education Personnel (B)	Total Number of Full-Time Adult Education Personnel (C)
Less than one year		
One to three years		
More than three years		

Teacher Certification	Total Number of Part-Time Adult Education Personnel (B)	Total Number of Full-Time Adult Education Personnel (C)
No Certification		
Adult Education Certification		
K-12 Certification		
Special Education		
TESOL Certification		

*For reporting State-level Administrative/Supervisory/Ancillary Services and Local-level Administrative/Supervisory/Ancillary Services, Counselors, and Paraprofessionals:

- Enter an unduplicated count of personnel by function and job status. Count the number of positions, not the number of staff who filled them.
- In Column *B*, count one time only each part-time position of the program administered under AEFLA who is being paid out of Federal, State, and/or local education funds.
- In Column *C*, count one time only each full-time position of the program administered under AEFLA who is being paid out of Federal, State, and/or local education funds.
- In Column *D*, report the number of volunteer positions (personnel who are not paid) who served in the program administered under AEFLA.

** For reporting Local Teachers:

- Count and report the number of teachers, not the number of positions. For example, if one local part-time teaching position was filled with 3 teachers throughout program year, count and report 3 local part-time teachers.
- Report adult education experience and certification for paid teachers only, not volunteers.
- The total number of teachers for which experience is reported must equal the total number of teachers reported in Columns *B* and *C*.
- For certification, report all certifications a teacher has. Multiple responses are allowed. Report teachers who lack certification in the “No Certification” category.

Drilldown Report – Participant-Level Measurable Skill Gains Detail

The Drilldown report provides participant-level detail supporting the outcomes reported on Table 4 – Measurable Skill Gains by Entry Level. Participants are grouped by Educational Functioning Level at entry and displayed individually within each level. Each participant is reported once for each period of participation included in the reporting year. The report is intended to support validation of Table 4 outcomes and identification of participants who contribute to Measurable Skill Gain performance.

To populate on this table, the following must apply to each participant reported in WTCS reporting systems:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record.

Participants are grouped by the lowest tested Educational Functioning Level at entry, consistent with Table 4 reporting methodology. Within each Educational Functioning Level, one row represents one participant and one period of participation. To reveal the full list of students in each category, click the + button on the left side of the sheet (you may need to click Enable Editing in the yellow banner at the top of Excel to see all data). There is a total of thirteen columns displayed on the report. Each column provides participant-level information used in the determination of Measurable Skill Gain outcomes.

Student ID/Student Name identifies the participant reported in WTCS reporting systems.

Period of Participation identifies the participant's period of participation associated with the record. For the Measurable Skill Gains indicator, a new period of participation is counted each time a participant enrolls, even if multiple enrollments occur within the same program year.

Entry Date is the beginning date of the period of participation.

Exit Date is the reported program exit date for the period of participation. If no exit has occurred, the field may be blank.

Hours of Service is the total number of attendance hours reported for the period of participation.

Post-Tested indicates whether the participant completed at least one WTCS-approved post-test during the period of participation.

Pre-/Post-Test Gain indicates that the participant achieved a Measurable Skill Gain through advancement of at least one Educational Functioning Level as measured through approved pre-test and post-test assessments. AE students that tested into Level 6 (ASE High) cannot achieve this gain. ESL students that were placed in Level 6 (ESL Advanced) at pre-test can achieve a pre-/post-test gain through attaining a score on a post-test indicating completion.

Entered Postsecondary within the Year Gain indicates that the participant achieved a Measurable Skill Gain through enrollment in postsecondary education during the program year. Postsecondary enrollment is assessed through WTCS reporting systems and data matching with the National Student Clearinghouse.

Passed High School Equivalency Subtest Gain indicates that the participant achieved a Measurable Skill Gain through completion of a partial GED or HSED requirement, reported through Training Outcome Code 13 – Completed Partial GED/HSED.

Obtained GED/HSED/Equivalent Gain indicates that the participant attained a secondary school diploma or recognized equivalent during the period of participation. This gain corresponds to the secondary credential attainment methodology described in Table 4.

Secondary or Postsecondary Transcript indicates that the participant achieved a Measurable Skill Gain through documented academic progress demonstrated on a secondary report card or postsecondary transcript.

Progress Toward Milestones indicates that the participant achieved a Measurable Skill Gain through satisfactory progress toward established training milestones, reported through Training Outcome Code 37 – Completed Progress Towards Training Milestones.

Passed Technical/Occupational Knowledge-Based Exam indicates that the participant achieved a Measurable Skill Gain through successful completion of a technical or occupational knowledge-based examination or attainment of an industry-recognized credential, reported through Training Outcome Code 38 – Passed Technical/Occupational Skills Exams or Received Industry Certification.

The totals displayed at the bottom of each Educational Functioning Level represent the count of participants within the level meeting the criteria for each column. The report should be used in conjunction with Table 4 to validate participant-level outcomes contributing to Measurable Skill Gain performance.

AEFLA Equity Performance Report

The AEFLA Equity Performance Report provides participant demographics, barriers to employment, Integrated Education and Training (IET) participation, and primary WIOA performance indicator outcomes for Adult Education and Family Literacy Act (AEFLA) participants. The report is designed to support equity-focused program evaluation by displaying participant counts and outcomes across selected population groups, allowing programs to identify disparities in participation, persistence, service delivery, and performance outcomes. The report may be generated for an individual district or statewide. The logic for many of the columns in this report stems from Table 5; refer to the section on Table 5 for full explanations of the outcome metric calculations and cohort definitions.

Unless otherwise noted, participants included in this report must meet the following criteria:

- Reported in an AEFLA grant;
- Reported with at least 12 hours of service for the period;
- Reported with a name, male or female sex, defined race or ethnicity, and date of birth; and
- Reported with at least one WTCS approved pre-test or alternative placement record.

Participants are reported within demographic and barrier categories based on information recorded in WTCS reporting systems. Because participants may possess multiple characteristics (for example, more than one barrier to employment), the totals within demographic sections may not equal the overall participant count.

Report Measures

The report presents the following measures for each demographic or barrier category:

Total Participants Served

The unduplicated number of participants who meet the report selection criteria and are associated with the demographic or barrier category during the reporting year.

Total Participants Exited

The unduplicated number of participants who meet the report selection criteria and have an exit date during the reporting year.

Percent Participants Exited

The percentage of participants served who exited during the reporting year.

IET Participants

The unduplicated number of participants reported with a Services Provided Through Grant Activity of 35-Adult Basic Education Integrated Education and Training, 36-Adult Secondary Education Integrated Education and Training, 37-English as a Second Language Integrated Education and Training, or 38-Integrated English Literacy and Civics Education Integrated Education and Training.

Percent Participants Served in IET

The percentage of participants served who participated in an Integrated Education and Training (IET) program.

Primary Indicator Outcome Measures

The report presents outcomes for the WIOA Primary Indicators of Performance using the same definitions and data sources used for AEFLA National Reporting System outcome reporting.

Employment Rate (Second Quarter After Exit)

Number: Participants employed during the second quarter after exit.

Denominator: Participants included in the employment second quarter after exit cohort.

Employment status is determined through data matching with workforce wage records and other approved sources.

Employment Rate (Fourth Quarter After Exit)

Number: Participants employed during the fourth quarter after exit.

Denominator: Participants included in the employment fourth quarter after exit cohort.

Employment status is determined through data matching with workforce wage records and other approved sources.

Median Earnings (Second Quarter After Exit)

Number: Participants employed in the second quarter after exit.

Denominator: Participants included in the median earnings cohort.

Median: The median quarterly earnings value among participants employed during the second quarter after exit.

Median earnings are calculated using the same business rules and data sources used for the AEFLA National Reporting System follow-up outcome reports. Refer to Table 5 for additional information regarding median earnings calculations.

Credential Attainment Rate

Number: Participants who attained a recognized postsecondary credential, secondary school diploma, high school equivalency credential, industry-recognized credential, or occupational license during participation or within the allowable post-exit timeframe.

Denominator: Participants included in the credential attainment cohort.

Credential attainment is assessed through WTCS reporting data and applicable data-matching processes.

Measurable Skill Gains (MSG)

Number: Participants who achieved at least one Measurable Skill Gain during the reporting year.

Denominator: Participants included in the MSG performance cohort.

Measurable Skill Gains are calculated using the same business rules described in Table 4 of the National Reporting System reports and may include:

- Educational Functioning Level gain;
- Attainment of a secondary school diploma or recognized equivalent;
- Secondary or postsecondary transcript milestones;

- Progress toward training milestones; or
- Passage of technical or occupational examinations or attainment of industry-recognized credentials.

Participant Categories

Results are grouped by participant characteristics including:

- Sex
- Age Group
- Race/Ethnicity
- Barriers to Employment

The AEFLA Equity Performance Report is intended as a program improvement tool and should be used to identify differences in access, participation, retention, IET enrollment, and outcome attainment among participant populations. Providers are encouraged to review results annually to support equitable service delivery and continuous improvement efforts.