

# National Reporting System Table Column Definitions 2003-2004

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

### Entering Educational Functioning Level (Column A)

Definition	The NRS levels that students are placed in based on their pretest score. The NRS levels for all instructional types except ESOL are defined as ranges of grade equivalents such as 0 – 1.9, 2 – 3.9, etc.																												
Points to Note	<p>Adult Basic Education (ABE) and Adult Secondary Education (ASE)</p> <ul style="list-style-type: none"> <li>▪ The TABE Reading and TABE Math are valid for all NRS levels.</li> <li>▪ The READ test may be used for Levels 1 and 2</li> <li>▪ The GED practice test is not valid</li> <li>▪ All students who pretest into NRS Level 6 should be considered as having the goal of obtaining their GED</li> <li>▪ The Grade Equivalent ranges that correspond to NRS levels are shown below.</li> </ul> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">NRS Level</th> <th style="text-align: left;">Grade Equivalent ranges</th> </tr> </thead> <tbody> <tr> <td>ABE Beginning Literacy</td> <td>0 – 1.9</td> </tr> <tr> <td>ABE Beginning Basic Education</td> <td>2 – 3.9</td> </tr> <tr> <td>ABE Intermediate Low</td> <td>4 – 5.9</td> </tr> <tr> <td>ABE Intermediate High</td> <td>6 – 8.9</td> </tr> <tr> <td>ASE Low</td> <td>9 – 10.9</td> </tr> <tr> <td>ASE High</td> <td>11 – 12.9</td> </tr> </tbody> </table> <p>BENL</p> <ul style="list-style-type: none"> <li>▪ TABE Espanol and NYS Place test are valid for all NRS levels.</li> <li>▪ For the purposes of NRS reporting BENL students will be included under ESOL.</li> </ul> <p>ESOL</p> <ul style="list-style-type: none"> <li>▪ NYS Place test is valid for all NRS levels.</li> <li>▪ The score ranges that correspond to NRS levels are shown below:</li> </ul> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: left;">NRS Level</th> <th style="text-align: left;">NYS PLACE ranges</th> </tr> </thead> <tbody> <tr> <td>ESL Beginning Literacy</td> <td>0 – 10</td> </tr> <tr> <td>ESL Beginning</td> <td>11 – 21</td> </tr> <tr> <td>ESL Intermediate Low</td> <td>22 – 26</td> </tr> <tr> <td>ESL Intermediate High</td> <td>27 – 30</td> </tr> <tr> <td>ESL Low Advanced</td> <td>31 – 34</td> </tr> <tr> <td>ESL High Advanced</td> <td>35 - 54</td> </tr> </tbody> </table> <p>General Points</p> <ul style="list-style-type: none"> <li>▪ ALIES calculates Entering Educational Functioning levels based on the lowest valid pretest entered for the student.</li> <li>▪ By default ALIES considers the last posttest score from the previous fiscal year <i>for continuing students</i> as the pretest score for this year.</li> <li>▪ If a student has received both ABE/ASE and ESL instruction in the same year and has a valid pretest for both, ALIES will count the student under ESL only.</li> <li>▪ If a student attended more than one offering of an instructional type (ABE/ASE or ESL) s/he is counted only once.</li> </ul>	NRS Level	Grade Equivalent ranges	ABE Beginning Literacy	0 – 1.9	ABE Beginning Basic Education	2 – 3.9	ABE Intermediate Low	4 – 5.9	ABE Intermediate High	6 – 8.9	ASE Low	9 – 10.9	ASE High	11 – 12.9	NRS Level	NYS PLACE ranges	ESL Beginning Literacy	0 – 10	ESL Beginning	11 – 21	ESL Intermediate Low	22 – 26	ESL Intermediate High	27 – 30	ESL Low Advanced	31 – 34	ESL High Advanced	35 - 54
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## Ethnicity and Gender (Columns B – M)

Definition	The number of male and female students in each ethnic category at each NRS educational functioning level.
Points to Note	<ul style="list-style-type: none"><li>▪ Students entered into ALIES as African-American, Afro-Caribbean or African will be counted as Black or African American in the NRS tables (columns F and G)</li></ul>

**Table 2**  
**Participants by Age, Ethnicity and Sex**

**Age Group (Column A)**

Definition	The age range to which students belong.
Points to Note	<ul style="list-style-type: none"> <li>▪ ALIES calculates the age of the student as her/his age as of the beginning of the fiscal year (July 1<sup>st</sup>, 2002)</li> </ul>

**Ethnicity and Gender (Columns B – M)**

Definition	The number of male and female students in each ethnic category in each age group.
Points to Note	<ul style="list-style-type: none"> <li>▪ Students entered into ALIES as African-American, Afro-Caribbean or African will be counted as Black or African American in the NRS tables (columns F and G)</li> </ul>

**Table 3**  
**Participants by Program Type and Age**

**Program Type (Column A)**

Definition	The type of instruction that students receive based on their pretest score.																	
Points to Note	<ul style="list-style-type: none"> <li>▪ The NRS levels that correspond to the program types are shown below</li> </ul> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Program Type</th> <th>NRS Level</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Adult Basic Education</td> <td>ABE Beginning Literacy</td> </tr> <tr> <td>ABE Beginning Basic Education</td> </tr> <tr> <td>ABE Intermediate Low</td> </tr> <tr> <td>ABE Intermediate High</td> </tr> <tr> <td rowspan="2">Adult Secondary Education</td> <td>ASE Low</td> </tr> <tr> <td>ASE High</td> </tr> <tr> <td rowspan="6">English-as-a-Second-Language</td> <td>ESL Beginning Literacy</td> </tr> <tr> <td>ESL Beginning</td> </tr> <tr> <td>ESL Intermediate Low</td> </tr> <tr> <td>ESL Intermediate High</td> </tr> <tr> <td>ESL Low Advanced</td> </tr> <tr> <td>ESL High Advanced</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>▪ If a student has received both Adult Basic Education/Adult Secondary Education and ESL instruction in the same year, ALIES will count the student under English-as-a-Second-Language only.</li> </ul>	Program Type	NRS Level	Adult Basic Education	ABE Beginning Literacy	ABE Beginning Basic Education	ABE Intermediate Low	ABE Intermediate High	Adult Secondary Education	ASE Low	ASE High	English-as-a-Second-Language	ESL Beginning Literacy	ESL Beginning	ESL Intermediate Low	ESL Intermediate High	ESL Low Advanced	ESL High Advanced
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	ESL Beginning																	
	ESL Intermediate Low																	
	ESL Intermediate High																	
	ESL Low Advanced																	
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**Age Group (Column B-F)**

Definition	The age range to which students belong.
Points to Note	<ul style="list-style-type: none"> <li>▪ ALIES calculates the age of the student as her/his age as of the beginning of the fiscal year (July 1<sup>st</sup>, 2002)</li> </ul>

## Table 4 Educational Gains and Attendance by Educational Functioning Level

### Entering Educational Functioning Level (Column A)

Definition	The NRS levels that students are placed in based on their pretest score. The NRS levels for all instructional types except ESOL are defined as ranges of grade equivalents such as 0 – 1.9, 2 – 3.9, etc.
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### Total Number Enrolled (Column B)

Definition	The number of students served by your program for the fiscal year (7/1 –6/30) by NRS level.
Points to Note	<ul style="list-style-type: none"> <li>▪ If a student has received both ABE/ASE and ESL instruction in the same year and has a valid pretest for both, the NRS report will count the student under ESL only.</li> <li>▪ If a student attended more than one offering of an instructional type (ABE/ASE or ESL) s/he is counted only once.</li> <li>▪ The Number Enrolled (B) should be a sum of Number Completed Level (D), Number Separated Before Completed (F) and Number Remaining within level (G)</li> </ul>

### Total Attendance Hours (Column C)

Definition	The number of contact hours for students at each NRS level for the entire fiscal year.
Points to Note	<ul style="list-style-type: none"> <li>▪ All attendance hours are counted for a student even if they were not all accrued in instructional offerings of the instructional type under which the student was counted. <i>For example, if a student was in both BE and ESL classes and was counted under only ESL, her BE hours will also be reported under ESL.</i></li> </ul>

### Number Completed Level (Column D)

Definition	The number of students whose posttest scores placed them in a higher NRS level than their pretest scores.
Points to Note	<p>Basic Education</p> <ul style="list-style-type: none"> <li>▪ The TABE outweighs all other tests; if multiple tests exist the TABE score will be used in all calculations.</li> <li>▪ ALIES will not compare a TABE and READ test</li> <li>▪ A student who passes the GED is counted as completing an NRS level</li> </ul> <p>ESOL</p> <ul style="list-style-type: none"> <li>▪ The NYS Place outweighs all other tests; if multiple tests exist the NYS Place score will be used in all calculations.</li> <li>▪ For NRS level 6 ESOL students, completion of an NRS level is defined as receiving a 49 or above on the NYS Place Test</li> </ul> <p>General</p> <ul style="list-style-type: none"> <li>▪ ALIES calculates posttest levels based on the highest valid posttest matching the selected pretest</li> </ul>

**Number Who Completed a Level and Advanced One or More Levels (Column E)**

Definition	The number of students whose posttest scores placed them in a higher NRS level than their pretest scores and stayed in the program
Points to Note	<ul style="list-style-type: none"> <li>▪ The students reported in column E are a subset of the students in column D and should always be a smaller number</li> <li>▪ These students achieved educational gain and did not exit from the program</li> </ul>

**Number Separated Before Completed (Column F)**

Definition	The number of students who separated or exited during the program year whose posttest scores did not place them in a higher NRS level than their pretest scores.
Points to Note	<ul style="list-style-type: none"> <li>▪ This count includes only the students that the program has designated as separated or exited.</li> <li>▪ A student who does not have a posttest cannot show gain and will be counted as a student who remains within an NRS level.</li> </ul>

**Number Remaining within Level (Column G)**

Definition	The number of still active students whose posttest scores did not place them in a higher NRS level than their pretest scores.
Points to Note	<ul style="list-style-type: none"> <li>▪ A student who does not have a posttest cannot show gain and will be counted as a student who remains within an NRS level.</li> <li>▪ This count includes only students who are still with the program.</li> </ul>

**Percentage Completing Level (Column H)**

Definition	The percentage of students of that instructional type and NRS level whose posttest scores placed them in a higher NRS level than their pretest scores.
ALIES Calculation	$\frac{\text{Number Completed Level - Column D}}{\text{Total Number Enrolled - Column B}}$

## Table 5 Core Follow-up Outcome Achievement

### Core Follow-up Outcome Measures (Column A)

Definition	Outcomes listed as “Core” in the NRS guidelines.
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### Number of Participants with Main or Secondary Goal (Column B)

Definition	Number of students who stated at the beginning of the year or at the point of program entry that they wished to achieve the outcome listed in column A.
Points to Note	<ul style="list-style-type: none"> <li>▪ This count only includes students who <b>exited</b> the program</li> </ul>

### Number of Participants Included in Survey (Column C)

Definition	Number of students who stated at the beginning of the year or at the point of program entry that they wished to achieve the outcome listed in column A and were selected for the follow-up survey either before or after program exit.
Points to Note	<ul style="list-style-type: none"> <li>▪ Unless the program uses sampling procedures to perform follow-up surveys the number in column B should be the same as in column A</li> <li>▪ If a program has 300 or fewer students in a given outcome goal area, all students should be surveyed</li> </ul>

### Number of Participants Responding to Survey or Used for Data Matching (Column D)

Definition	The number of students in column B or C who responded to the survey.
Points to Note	<ul style="list-style-type: none"> <li>▪ If a program has 300 or fewer students in a given outcome goal area, all students should be surveyed</li> <li>▪ All students with a survey date will be counted as responding to the survey</li> <li>▪ The count only includes students who exited the program</li> <li>▪ See “Instructions for Collecting Outcomes” for more details on collecting outcome information.</li> </ul>

### Response Rate or Percent Available for Match (Column E)

Definition	The percentage of students in column B or C who responded to survey.
Points to Note	<ul style="list-style-type: none"> <li>▪ This number is required by NRS to be 50% or higher.</li> </ul>
ALIES Calculation	$\frac{\text{\# of Participants Responding to Survey (Column D)}}{\text{Number of Participant with Main or Secondary Goal (Column B or C)}}$

### Number of Participants Achieving Outcome (Column F)

Definition	Number of students in column D who achieved the outcome they had stated as a goal.
Points to Note	<ul style="list-style-type: none"><li>▪ The count only includes students who responded to the survey</li><li>▪ The count only includes students who exited the program</li></ul>

### Weighted Average Percent Achieving Outcome (Column G)

Definition	The percentage of students in column D who achieved the outcome
ALIES Calculation	$\frac{\# \text{ Number of Participants Achieving Outcome (Column F)}}{\# \text{ of Participants Responding to Survey (Column D)}}$

## Table 6 Participant Status and Program Enrollment

### Participant Status on Entry into the Program (Column A)

Definition	<p>This column includes the following:</p> <ul style="list-style-type: none"> <li>▪ Student characteristics recorded at intake</li> <li>▪ Type of programs/services in which the student was enrolled</li> <li>▪ Other institutions or institutional program in which the student participated</li> </ul>
Points to Note	<ul style="list-style-type: none"> <li>▪ In ALIES, program type is indicated by selecting the appropriate Special Program Designation when describing an instructional offering in the Schedule Information data entry screen.</li> <li>▪ All students indicated as homeless at intake will be counted as receiving services of the program type “Programs for the Homeless”</li> <li>▪ Students who are entered as “In Correctional Facility” AND those in offerings with the Special Program Designation of “Corrections” will be counted as being “In Correctional Facilities” under Institutional Programs</li> </ul>

### Number (Column B)

Definition	Number of students in the categories listed in Column A
Points to Note	<ul style="list-style-type: none"> <li>▪ Learning disabled adults should be smaller than total disabled since it is a subset.</li> </ul>

**Table 7**  
**Adult Education Personnel By Function and Job Status**

**Function (Column A)**

Definition	The role the staff member plays in the organization																						
Points to Note	<ul style="list-style-type: none"> <li>▪ The ALIES Position that correspond to the NRS Functions types are shown below</li> </ul> <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Function</th> <th>Position entered in ALIES</th> </tr> </thead> <tbody> <tr> <td rowspan="5">Local Level Administrative/ Supervisory/Ancillary Services</td> <td>Administrative</td> </tr> <tr> <td>Clerical</td> </tr> <tr> <td>Managerial/Supervisory</td> </tr> <tr> <td>Trainer</td> </tr> <tr> <td>Fundraiser</td> </tr> <tr> <td rowspan="5">Local Counselors</td> <td>Case Managers</td> </tr> <tr> <td>Counselors</td> </tr> <tr> <td>Counselors/Case Managers</td> </tr> <tr> <td>Managerial/Counselors</td> </tr> <tr> <td>Managerial/Teachers</td> </tr> <tr> <td>Local Paraprofessionals</td> <td>Paraprofessionals</td> </tr> <tr> <td rowspan="4">Local Teachers</td> <td>Substitute</td> </tr> <tr> <td>Teachers</td> </tr> <tr> <td>Teachers/Counselors</td> </tr> <tr> <td>Tutor</td> </tr> </tbody> </table>		Function	Position entered in ALIES	Local Level Administrative/ Supervisory/Ancillary Services	Administrative	Clerical	Managerial/Supervisory	Trainer	Fundraiser	Local Counselors	Case Managers	Counselors	Counselors/Case Managers	Managerial/Counselors	Managerial/Teachers	Local Paraprofessionals	Paraprofessionals	Local Teachers	Substitute	Teachers	Teachers/Counselors	Tutor
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	Counselors/Case Managers																						
	Managerial/Counselors																						
	Managerial/Teachers																						
Local Paraprofessionals	Paraprofessionals																						
Local Teachers	Substitute																						
	Teachers																						
	Teachers/Counselors																						
	Tutor																						

**Total Number of Part-Time Personnel (Column B)**

Definition	The number of staff members who are considered part-time employees by the program
Points to Note	<ul style="list-style-type: none"> <li>▪ This count only includes the employees of programs funded by Federal, State and/or local education sources</li> </ul>

**Total Number of Full-Time Personnel (Column C)**

Definition	The number of staff members who are considered full-time employees by the program
Points to Note	<ul style="list-style-type: none"> <li>▪ This count only includes the employees of programs funded by Federal, State and/or local education sources</li> </ul>

**Unpaid Volunteers (Column D)**

Definition	The number of volunteers (unpaid personnel) who served in programs funded by Federal, State and/or local education sources
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**Table 8**  
**Outcomes for Adults in Family Literacy Programs**

**Core Follow-up Outcome Measures (Column A)**

Definition	Outcomes listed as “Core” in the NRS guidelines.
Points to Note	<ul style="list-style-type: none"> <li>▪ Completed an Educational Functioning Level is included in this column even though it is not a follow-up outcome measure</li> <li>▪ “Increased Involvement in children’s education” and “Increased involvement in children’s literacy activities” are family-literacy-specific outcomes and are included in this column</li> </ul>

**Number of Participants with Main or Secondary Goal (Column B)**

Definition	Number of students in family literacy programs who stated at the beginning of the year or at the point of program entry that they wished to achieve the outcome listed in column A.
Points to Note	<ul style="list-style-type: none"> <li>▪ For the outcome “Completed an Educational Functioning Level” and the two family-literacy-specific outcomes the column includes all students enrolled in Family Literacy programs in Table 6</li> <li>▪ For all other outcomes this count only includes students who exited the program</li> <li>▪ The Total in Column B for students who “Increased Involvement in children’s education” or “Increased involvement in children’s literacy activities” should be less than or equal to Column B for students who “Increased Involvement in children’s education” or “Increased involvement in children’s literacy activities” in Table 11.</li> </ul>

**Number of Participants Included in Survey (Column C)**

Definition	Number of students in family literacy programs who stated at the beginning of the year or at the point of program entry that they wished to achieve the outcome listed in column A and were selected for the follow-up survey either before or after program exit.
Points to Note	<ul style="list-style-type: none"> <li>▪ This column is only applicable to those outcomes requiring follow-up surveys</li> <li>▪ Unless the program uses sampling procedures to perform follow-up surveys the number in column B should be the same as in column A</li> <li>▪ If a program has 300 or fewer students in a given outcome goal area, all students should be surveyed</li> </ul>

**Number of Participants Responding to Survey or Used for Data Matching (Column D)**

Definition	The number of students in column B or C who responded to the survey.
Points to Note	<ul style="list-style-type: none"> <li>▪ This column is only applicable to those outcomes requiring follow-up surveys</li> <li>▪ If a program has 300 or fewer students in a given outcome goal area, all students should be surveyed</li> <li>▪ All students with a survey date will be counted as responding to the survey</li> <li>▪ The count only includes students who exited the program</li> <li>▪ See “Instructions for Collecting Outcomes” for more details on collecting outcome information.</li> </ul>

**Response Rate or Percent Available for Match (Column E)**

Definition	The percentage of students in column B or C who responded to survey.
Points to Note	<ul style="list-style-type: none"> <li>▪ This column is only applicable to those outcomes requiring follow-up surveys</li> <li>▪ This number is required by NRS to be 50% or higher.</li> </ul>
ALIES Calculation	$\frac{\text{\# of Participants Responding to Survey (Column D)}}{\text{Number of Participant with Main or Secondary Goal (Column B or C)}}$

**Number of Participants Achieving Outcome (Column F)**

Definition	Number of students in column D who achieved the outcome they had stated as a goal.
Points to Note	<ul style="list-style-type: none"> <li>▪ For outcomes requiring follow-up surveys, the count only includes students who responded to the survey and those who exited the program</li> <li>▪ For “Completing an Educational Functioning Level” this column shows the number of students whose posttest scores placed them in a higher NRS level than their pretest scores</li> </ul>

**Weighted Average Percent Achieving Outcome (Column G)**

Definition	The percentage of students in column D who achieved the outcome
ALIES Calculation	$\frac{\text{\# Number of Participants Achieving Outcome (Column F)}}{\text{\# of Participants Responding to Survey (Column D)}}$

**Table 9**  
**Outcomes for Adults in Workplace Literacy Programs**

**Core Follow-up Outcome Measures (Column A)**

Definition	Outcomes listed as “Core” in the NRS guidelines.
Points to Note	<ul style="list-style-type: none"> <li>▪ Completed an Educational Functioning Level is included in this column even though it is not a follow-up outcome measure</li> </ul>

**Number of Participants with Main or Secondary Goal (Column B)**

Definition	Number of students in workplace literacy programs who stated at the beginning of the year or at the point of program entry that they wished to achieve the outcome listed in column A.
Points to Note	<ul style="list-style-type: none"> <li>▪ For the outcome “Completed an Educational Functioning Level” the column includes all students enrolled in Workplace Literacy programs in Table 6.</li> <li>▪ For all other outcomes this count only includes students who exited the program</li> </ul>

**Number of Participants Included in Survey (Column C)**

Definition	Number of students in workplace literacy programs who stated at the beginning of the year or at the point of program entry that they wished to achieve the outcome listed in column A and were selected for the follow-up survey either before or after program exit.
Points to Note	<ul style="list-style-type: none"> <li>▪ This column is only applicable to those outcomes requiring follow-up surveys</li> <li>▪ Unless the program uses sampling procedures to perform follow-up surveys the number in column B should be the same as in column A</li> <li>▪ If a program has 300 or fewer students in a given outcome goal area, all students should be surveyed</li> </ul>

**Number of Participants Responding to Survey or Used for Data Matching (Column D)**

Definition	The number of students in column B or C who responded to the survey.
Points to Note	<ul style="list-style-type: none"> <li>▪ This column is only applicable to those outcomes requiring follow-up surveys</li> <li>▪ If a program has 300 or fewer students in a given outcome goal area, all students should be surveyed</li> <li>▪ All students with a survey date will be counted as responding to the survey</li> <li>▪ The count only includes students who exited the program</li> <li>▪ See “Instructions for Collecting Outcomes” for more details on collecting outcome information.</li> </ul>

**Response Rate or Percent Available for Match (Column E)**

Definition	The percentage of students in column B or C who responded to survey.
Points to Note	<ul style="list-style-type: none"> <li>▪ This column is only applicable to those outcomes requiring follow-up surveys</li> <li>▪ This number is required by NRS to be 50% or higher.</li> </ul>
ALIES Calculation	$\frac{\text{\# of Participants Responding to Survey (Column D)}}{\text{Number of Participant with Main or Secondary Goal (Column B or C)}}$

**Number of Participants Achieving Outcome (Column F)**

Definition	Number of students in column D who achieved the outcome they had stated as a goal.
Points to Note	<ul style="list-style-type: none"> <li>▪ For outcomes requiring follow-up surveys, the count only includes students who responded to the survey and those who exited the program</li> <li>▪ For “Completing an Educational Functioning Level” this column shows the number of students whose posttest scores placed them in a higher NRS level than their pretest scores</li> </ul>

**Percentage Achieving Outcome (Column G)**

Definition	The percentage of students in column D who achieved the outcome
ALIES Calculation	$\frac{\text{\# Number of Participants Achieving Outcome (Column F)}}{\text{\# of Participants Responding to Survey (Column D)}}$

**Table 10**  
**Outcomes for Adults in Correctional Education Programs**

**Core Follow-up Outcome Measures (Column A)**

Definition	Outcomes listed as “Core” in the NRS guidelines.
Points to Note	<ul style="list-style-type: none"> <li>▪ Completed an Educational Functioning Level is included in this column even though it is not a follow-up outcome measure</li> </ul>

**Number of Participants with Main or Secondary Goal (Column B)**

Definition	Number of students in Correctional Education programs who stated at the beginning of the year or at the point of program entry that they wished to achieve the outcome listed in column A.
Points to Note	<ul style="list-style-type: none"> <li>▪ For the outcome “Completed an Educational Functioning Level” the column includes the total number of students counted as “in Correctional Facilities” plus “In Community Correctional Programs” in table 6.</li> <li>▪ For all other outcomes this count only includes students who exited the program</li> </ul>

**Number of Participants Included in Survey (Column C)**

Definition	Number of students in Correctional Education programs who stated at the beginning of the year or at the point of program entry that they wished to achieve the outcome listed in column A and were selected for the follow-up survey either before or after program exit.
Points to Note	<ul style="list-style-type: none"> <li>▪ This column is only applicable to those outcomes requiring follow-up surveys</li> <li>▪ Unless the program uses sampling procedures to perform follow-up surveys the number in column B should be the same as in column A</li> <li>▪ If a program has 300 or fewer students in a given outcome goal area, all students should be surveyed</li> </ul>

**Number of Participants Responding to Survey or Used for Data Matching (Column D)**

Definition	The number of students in column B or C who responded to the survey.
Points to Note	<ul style="list-style-type: none"> <li>▪ This column is only applicable to those outcomes requiring follow-up surveys</li> <li>▪ If a program has 300 or fewer students in a given outcome goal area, all students should be surveyed</li> <li>▪ All students with a survey date will be counted as responding to the survey</li> <li>▪ The count only includes students who exited the program</li> <li>▪ See “Instructions for Collecting Outcomes” for more details on collecting outcome information.</li> </ul>

**Response Rate or Percent Available for Match (Column E)**

Definition	The percentage of students in column B or C who responded to survey.
Points to Note	<ul style="list-style-type: none"> <li>▪ This column is only applicable to those outcomes requiring follow-up surveys</li> <li>▪ This number is required by NRS to be 50% or higher.</li> </ul>
ALIES Calculation	$\frac{\text{\# of Participants Responding to Survey (Column D)}}{\text{Number of Participant with Main or Secondary Goal (Column B or C)}}$

**Number of Participants Achieving Outcome (Column F)**

Definition	Number of students in column D who achieved the outcome they had stated as a goal.
Points to Note	<ul style="list-style-type: none"> <li>▪ For outcomes requiring follow-up surveys, the count only includes students who responded to the survey and those who exited the program</li> <li>▪ For “Completing an Educational Functioning Level” this column shows the number of students whose posttest scores placed them in a higher NRS level than their pretest scores</li> </ul>

**Percentage Achieving Outcome (Column G)**

Definition	The percentage of students in column D who achieved the outcome
ALIES Calculation	$\frac{\text{\# Number of Participants Achieving Outcome (Column F)}}{\text{\# of Participants Responding to Survey (Column D)}}$

## Table 11 Secondary Outcome Measures

### Secondary Outcome Measures (Column A)

Definition	Outcomes listed as “Secondary” or “Optional” in the NRS guidelines.
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### Number of Participants with Main or Secondary Goal or Status (Column B)

Definition	Number of students who stated at the beginning of the year or at the point of program entry that they wished to achieve the outcome listed in column A AND those students who, by virtue of their status at the time of program entry or through the nature of programs in which they participated, can be considered to have the goal of achieving the outcomes
Points to Note	<ul style="list-style-type: none"> <li>▪ For the outcome “Left public assistance” this column will include all students in the program who are on public assistance and should match the number of students reported as “On Public Assistance” in Table 6.</li> <li>▪ For family-literacy-specific outcomes such as “Increased involvement in children’s education” and “Increased involvement in children’s literacy activities” this column will include all students enrolled in family literacy programs AS WELL AS students with a goal of achieving these outcomes so this number should be greater than or equal to the total number reported in Table 8</li> </ul>

### Number of Participants Achieving Outcome (Column C)

Definition	Number of students who achieved the outcome.
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### Percentage Achieving Outcome (Column D)

Definition	The percentage of students in column C who achieved the outcome
ALIES Calculation	$\frac{\text{\# of Participants Obtaining Outcome (Column C)}}{\text{\# of Participants with Main or Secondary Goal or Status (Column B)}}$

**Table 13**  
**Core Follow-up Outcome Achievement for Unintended Outcomes**

**Core Follow-up Outcome Measures (Column A)**

Definition	Outcomes listed as “Core” in the NRS guidelines.
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**Number of Participants Achieving Outcome in Current Year Who Did not Have the Outcome as a Goal (Column C)**

Definition	The number of students who achieved the outcome but who did not list that outcome as a goal.
Points to Note	<ul style="list-style-type: none"> <li>▪ This count only includes students who were <b>surveyed</b> and who <b>exited</b> the program</li> </ul>