



# CONFERENCIA ANUAL DEL **PROGRAMA** DE EDUCACIÓN PARA ADULTOS

DEPARTAMENTO DE  
**EDUCACIÓN**



# TABLAS *NATIONAL* *REPORTING SYSTEM*

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# INTRODUCCIÓN

El *National Reporting System* (NRS) es la oficina federal que supervisa el cumplimiento de los requisitos de reportes del Programa de Educación para Adultos, establecidos por la Ley Pública Federal 113-128, “*Workforce Innovation and Opportunity Act of 2014, Tittle II: Adult Education and Family Literacy*”, legislación que autoriza el Programa de Educación para Adultos Federal. El NRS define qué datos deben ser recopilados, con qué frecuencia deben ser reportados, la metodología para calcular los datos y la estructura del reporte federal.



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# Introducción

Los estados son responsables de implementar las medidas, métodos y requisitos del NRS de una manera que cumpla con las pautas federales y los requisitos de WIOA; el establecimiento de estándares estatales de desempeño; proporcionar recursos, capacitación y apoyo para la recopilación de datos a programas locales; monitoreo de programas locales utilizando procedimientos de control de calidad para garantizar la validez de los datos; manteniendo una base de datos que incluye datos de todos los programas locales; el establecimiento de una política escrita para la recopilación de seguimiento medidas; e implementar procedimientos de comparación de datos y/o procedimientos de encuesta cuando estos métodos se utilicen como herramienta de seguimiento.

Además, los estados deben tener una política escrita para asegurar que las medidas de los logros educativos sean significativas mediante el establecimiento de un sistema de evaluación basado en pruebas aprobadas por NRS.



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# Introducción

La rendición de cuentas de las actividades autorizadas y realizadas por los proveedores de servicio se reporta a través del Informe de Rendimiento para el NRS. Este informe consta de 14 tablas de datos cuantitativos, Tabla SPR (*Statewide Performance Report*), Tabla MSG (*Measurable Skill Gains*) *Assesment Policy For Puerto Rico 2020*, y, por último, *Data Quality Checklist for Puerto Rico*.

Esta presentación se enfocará, mayormente, en aquellas tablas que se trabajan los centros educativos del programa.



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# Breve descripción de funcionamiento del PEA

El Programa de Educación para Adultos (PEA) funciona a través ciclos educativos, en los cuales un participante puede completar uno o más grados, dependiendo del nivel de funcionamiento donde esté matriculado (ver Apéndice 2). El PEA requiere que los proveedores de servicio entreguen un Informe de Rendimiento para el NRS, correspondiente a cada ciclo escolar y al final de cada año escolar un Informe de Rendimiento Global. Para cumplir con el reporte de datos, el Programa de Educación para Adultos cuenta con una base de datos conocida como el Sistema de Información para Adultos (SIA). El SIA es un sistema de información tipo “*web base*”, lo que significa que los usuarios pueden ingresar al sistema desde cualquier dispositivo con conexión a Internet. El uso del SIA es obligatorio para todos los proveedores de servicios educativos.



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# Tabla 1

Esta tabla muestra la cantidad de participantes activos desagregados por nivel de funcionamiento, género y etnia.



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# Tabla 1

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

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

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

**Instructions for Completing Table 1**

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

\*\* See definitions for ethnicity/race categories.

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

**Total:** Report each participant only once on this table.





# Tabla 2

Esta tabla muestra la cantidad de participantes activos desagregados por grupo de edad, género y etnia.



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# Tabla 2

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

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

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

**Instructions for Completing Table 2**

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

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

\*\*\* See definitions of ethnicity/race categories.

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

**Ethnicity/Race:**

See Table 1

**Sex:**

See Table 1



# Tabla 2A

Esta tabla muestra la cantidad de individuos reportables desagregados por grupo de edad, género y etnia. Entiéndase por individuos reportables aquellos participantes que no cumplen con 12 horas contacto.



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# Tabla 2A

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

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

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

**Instructions for Completing Table 2A**

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

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

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

**Ethnicity/Race:**

See Table 1



# Tabla 3

Esta tabla muestra la cantidad de participantes activos desagregados por tipo de programa y grupo de edad.



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# Tabla 3

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

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

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

### Instructions for Completing Table 3

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

The total in column H should equal the total in column P of Table 1.

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

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

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

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

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



# Tabla 4

Esta tabla muestra la cantidad de participantes activos por nivel de funcionamiento, cantidad de participantes excluidos del MSG, la cantidad de horas contacto ofrecidas por nivel de funcionamiento, cantidad de participantes que lograron un nivel de funcionamiento, cantidad de participantes que lograron el diploma de escuela secundaria o de equivalencia, cantidad de participantes que se fueron antes de demostrar ganancia educativa, cantidad de participantes que permanecen en el mismo nivel y total de números de periodos de participación.



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# Tabla 4

**Table 4**  
**Measurable Skill Gains (MSG) by Entry Level**

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

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





# Tabla 4B

Esta tabla muestra los participantes activos por nivel de funcionamiento que tomaron pre y pos-prueba, la cantidad de horas contacto servidas, cantidad de participantes por nivel de funcionamiento que pasaron de nivel, los que se separaron antes de demostrar ganancia y los que permanecen en el mismo nivel.



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# Tabla 4B

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

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

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

### Instructions for Completing Table 4B

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

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



# Tabla 4C

Esta tabla muestra la cantidad de participantes activos por nivel de funcionamiento, cantidad de participantes excluidos del MSG, la cantidad de horas contacto ofrecidas por nivel de funcionamiento, cantidad de participantes que lograron un nivel de funcionamiento, cantidad de participantes que lograron el diploma de escuela secundaria o de equivalencia, cantidad de participantes que se fueron antes de demostrar ganancia educativa, cantidad de participantes que permanecen en el mismo nivel y total de números de periodos de participación. Esta tabla recopila la información de participantes de educación a distancia.



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# Tabla 4C

Entering Education Functioning Level	1st Period of Participation									All Periods of Participation				
	Total Number of Participants	Total Number of Participants Excluded from BEC Performance	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number of IET or workplace literacy participants who achieved an BEG other than EFL gain and secondary school diploma	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Total number of IET or workplace literacy Periods of Participation in which Participants achieved an BEG other than EFL gain and secondary school diploma	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
ABE Level 1	30	0	957	25	0	0	0	5	83.33%	30	25	0	0	83.33%
ABE Level 2	22	0	522	22	0	0	0	0	100.00%	22	22	0	0	100.00%
ABE Level 3	6	0	320	6	0	0	0	0	100.00%	6	6	0	0	100.00%
ABE Level 4	175	0	15,263	125	0	0	0	50	71.42%	175	125	0	0	71.42%
ABE Level 5	1,174	0	103,205	530	0	0	0	644	45.14%	1,174	530	0	0	45.14%
ABE Level 6	2,582	0	225,180	0	1,137	0	0	1,445	44.03%	2,582	0	1,137	0	44.03%
<b>ABE Total</b>	<b>3,989</b>	<b>0</b>	<b>345,447</b>	<b>708</b>	<b>1,137</b>	<b>0</b>	<b>0</b>	<b>2,144</b>	<b>46.25%</b>	<b>3,989</b>	<b>708</b>	<b>1,137</b>	<b>0</b>	<b>46.25%</b>
ESL Level 1	1,052	0	46,293	883	0	0	0	169	83.93%	1,052	883	0	0	83.93%
ESL Level 2	456	0	21,662	366	0	0	0	90	80.26%	456	366	0	0	80.26%
ESL Level 3	228	0	11,261	187	0	0	0	41	82.01%	228	187	0	0	82.01%
ESL Level 4	67	0	2,954	58	0	0	0	9	86.56%	67	58	0	0	86.56%
ESL Level 5	9	0	396	6	0	0	0	3	66.66%	9	6	0	0	66.66%
ESL Level 6	0	0	0	0	0	0	0	0		0	0	0	0	
<b>ESL Total</b>	<b>1,812</b>	<b>0</b>	<b>82,566</b>	<b>1,500</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>312</b>	<b>82.78%</b>	<b>1,812</b>	<b>1,500</b>	<b>0</b>	<b>0</b>	<b>82.78%</b>
<b>Grand Total</b>	<b>5,801</b>	<b>0</b>	<b>428,013</b>	<b>2,208</b>	<b>1,137</b>	<b>0</b>	<b>0</b>	<b>2,456</b>	<b>57.66%</b>	<b>5,801</b>	<b>2,208</b>	<b>1,137</b>	<b>0</b>	<b>57.66%</b>



# Tabla 5

Esta tabla muestra el logro del seguimiento de los indicadores primarios establecidos por WIOA. Presenta la cantidad de participantes incluidos en el cohorte, la cantidad de participantes que lograron el indicador, la mediana del ingreso y el total de periodos de participación, todos desagregados por tipo de indicador.



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# Tabla 5

**Table 5  
Primary Indicators of Performance**

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *						
Employment Fourth Quarter after exit *						
Median Earnings Second Quarter after exit **			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***						
Attained a Postsecondary Credential while enrolled or within one year of exit ****						
Attained any credential (unduplicated)*****						

**Instructions for Completing Table 5**

Note: All shaded columns will be calculated automatically by OCTAE's data system.

For the purposes of reporting on Employment 2<sup>nd</sup> Quarter, Employment 4<sup>th</sup> Quarter, Median Earnings, and the Credential Attainment indicators on Tables 5, 5A, 8, 9, 10, and 11 each program entry and exit per participant during the reporting period is considered a period of participation.

Do not exclude participants because of missing Social Security numbers or other missing data.



# Tabla 5A

Esta tabla muestra el logro del seguimiento de los indicadores primarios establecidos por WIOA en participantes en educación a distancia. Presenta la cantidad de participantes incluidos en el cohorte, la cantidad de participantes que lograron el indicador, la mediana del ingreso y el total de periodos de participación, todos desagregados por tipo de indicador.



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

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

**Instructions for Completing Table 5A**

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

**Follow instructions for completing Table 5.**

Note: All shaded columns will be calculated automatically by OCTAE's data system.

Tabla 5A



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# Tabla 6

Esta tabla muestra el estatus de empleabilidad y de escolaridad del participante al momento de su matrícula, y el tipo de programa en el que están matriculados los participantes.



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**Table 6**  
**Participant Status and Program Enrollment**

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

Tabla 6

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



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# Tabla 7

Esta tabla muestra la cantidad de personal contratado a tiempo parcial, por puesto, y la cantidad de empleados a tiempo completo, por puesto; desagregados por años de experiencia y certificaciones.



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# Tabla 7

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

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

**Instructions for Completing Table 7**

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

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



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# Tabla 10

Esta tabla muestra la cantidad de participantes de programas correccionales que logró ganancia educativa, la cantidad de participantes en instituciones correccionales incluidos en cada cohorte, la cantidad de participantes que lograron los indicadores, la mediana del ingreso y el total de periodos de participación, todos desagregados por tipo de indicador.



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# Tabla 10

**Table 10**  
**Outcome Achievement for Participants in Correctional Education Programs**

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

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

**Instructions for Completing Table 10**

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

Note: All shaded columns will be calculated automatically by OCTAE's data system.



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# Tabla 11

Esta tabla muestra el logro del seguimiento de los indicadores primarios establecidos por WIOA en participantes de “IET”. Presenta la cantidad de participantes incluidos en el cohorte, la cantidad de participantes que lograron el indicador, la mediana del ingreso y el total de periodos de participación, todos desagregados por tipo de indicador.



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Table 11

**Outcome Achievement for Participants in Integrated Education and Training Programs**

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

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

Tabla 11





# Tabla Statewide Performance Report (SPR)

## BY PARTICIPANT CHARACTERISTICS

		Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)	Employment Rate (Q2) (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains (Cohort Period: 07/01/2019 - 06/30/2020)	
				Num	Rate	Num	Rate		Num	Rate	Num	Rate
				Target	Actual	Target	Actual		Target	Actual	Target	Actual
<b>Total Statewide</b>		1,366	4,147	0	0.00%	0	0.00%	\$0.00	0	0.00%	10,283	62.00%
<b>Sex</b>	<b>Female</b>	482	1,843	7	0.65%	275	6.46%	\$1,375.00	195	4.58%	272	0.00%
	<b>Male</b>	884	2,304	9	0.83%	221	5.19%	\$1,740.00	153	3.59%	500	0.00%
<b>Age</b>	<b>&lt; 16</b>											
	<b>16-18</b>	362	832	9	0.83%	96	2.25%	\$1,560.00	156	3.66%	169	0.00%
	<b>19-24</b>	119	615	+	+	71	1.67%	\$1,625.00	74	1.74%	48	0.00%
	<b>25-44</b>	584	1,711	+	+	197	4.62%	\$900.00	87	2.04%	427	0.00%
	<b>45-54</b>	182	549	+	+	90	2.11%	\$435.00	17	0.40%	82	0.00%
	<b>55-59</b>	48	208	+	+	18	0.42%	\$850.00	4	0.09%	26	0.00%
	<b>60+</b>	71	232	+	+	24	0.56%	\$1,500.00	10	0.23%	20	0.00%
<b>Ethnicity/Race</b>	<b>American Indian or Alaskan Native</b>	+	+	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%
	<b>Asian</b>	0	+	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%
	<b>Black or African American</b>	0	+	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%
	<b>Hispanic or Latino</b>	1,365	4,134	16	1.48%	496	11.64%	\$1,720.00	348	8.17%	772	56.51%
	<b>Native Hawaiian or Other Pacific Islander</b>	0	0	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%
	<b>White</b>	+	7	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%
	<b>More than One Race</b>	0	0	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%

## BY EMPLOYMENT BARRIER

		Total Participants Served (Cohort Period: 07/01/2019 - 06/30/2020)	Total Participants Exited (Cohort Period: 04/01/2019 - 03/31/2020)	Employment Rate (Q2) (Cohort Period: 07/01/2018 - 06/30/2019)		Employment Rate (Q4) (Cohort Period: 01/01/2018 - 12/31/2018)		Median Earnings (Cohort Period: 07/01/2018 - 06/30/2019)	Credential Rate (Cohort Period: 01/01/2018 - 12/31/2018)		Measurable Skill Gains (Cohort Period: 07/01/2019 - 06/30/2020)	
				Num	Rate	Num	Rate		Num	Rate	Num	Rate
				Target	Actual	Target	Actual		Target	Actual	Target	Actual
<b>Total Statewide</b>		1,366	4,147	0	0.00%	0	0.00%	\$0.00	0	0.00%	10,283	62.00%
<b>Displaced Homemakers</b>		30	98	+	+	7	0.16%	\$1,500.00	+	+	10	0.00%
<b>English Language Learners, Low Levels of Literacy, Cultural Barriers</b>		324	1,298	+	+	318	7.46%	\$1,700.00	157	3.69%	135	0.00%
<b>Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)</b>		128	217	+	+	27	0.63%	\$1,435.00	52	1.22%	88	0.00%
<b>Ex-offenders</b>		+	5	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%
<b>Homeless Individuals / runaway youth</b>		0	+	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%
<b>Long-term Unemployed (27 or more consecutive weeks)</b>		164	298	0	0.00%	10	0.23%	\$0.00	5	0.12%	23	0.00%
<b>Low-Income Individuals</b>		1,064	2,879	13	1.20%	166	3.90%	\$1,650.00	213	5.00%	183	0.00%
<b>Migrant and Seasonal Farmworkers</b>		0	0	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%
<b>Individuals with Disabilities (incl. youth)</b>		29	71	0	0.00%	7	0.16%	\$0.00	+	+	0	0.00%
<b>Single Parents (incl. single pregnant women)</b>		43	137	0	0.00%	12	0.28%	\$0.00	7	0.16%	8	0.00%
<b>Youth in foster care or aged out of system</b>		0	13	0	0.00%	0	0.00%	\$0.00	0	0.00%	0	0.00%



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# Tabla SPR

Esta tabla muestra la información relacionada al total de participantes activos, servidos durante el año escolar corriente, desagregados por sus características demográficas; el total de participantes del cohorte de salida correspondiente al año fiscal, desagregados por sus características demográficas; el total de participantes incluidos en el cohorte de empleo en el segundo trimestre, desagregados por sus características demográficas; el total de participantes incluidos en el cohorte de empleo en el cuarto trimestre, desagregados por sus características demográficas; el total de participantes incluidos en el cohorte de la mediana del ingreso, desagregados por sus características demográficas y la mediana de cada característica; y el total de participantes que demostraron ganancia educativa, desagregados por sus características demográficas.



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# Tabla MSG

Unpublished

OMB Control Number 1215-0626

<b>PROGRAM</b>		<b>TITLE (select one):</b>	
<b>STATE:</b> Puerto Rico	<b>Title I Local Area:</b> N/A	<input type="checkbox"/> Title I Adult	<input checked="" type="checkbox"/> Title II Adult Education
<b>REPORTING PERIOD COVERED</b> (Required for current and three preceding years.)		<input type="checkbox"/> Title I Dislocated Worker	<input type="checkbox"/> Title III Wagner-Peyser
From (mm/dd/yyyy) :	To (mm/dd/yyyy) :	<input type="checkbox"/> Title I Youth	<input type="checkbox"/> Title IV Vocational Rehabilitation
07/01/2020	06/30/2021	<input type="checkbox"/> Title I and Title III combined	

## SUMMARY INFORMATION

Skill Gain Type	Total Skill Gains (Numerator)
Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level	2,208
Attainment of a secondary school diploma or its equivalent	1,137
Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards	0
Satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program, etc.)	0
Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams	0
<b>Total</b>	<b>3,345</b>



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# Tabla MSG

Reportar múltiples tipos de ganancia educativa para cada período de participación del participante. Independientemente de la ganancia educativa más reciente del mismo.



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# Tiempo para reportar data y formatos

- El estado debe tener requisitos para que los programas locales informen los datos de acuerdo con un horario fijo y regular. Los programas deben enviar datos a una fuente central, como el Estado o distrito, de acuerdo con fecha establecida por calendario.
- Los períodos de presentación de informes para los programas locales deben ser al menos mensual o trimestral para minimizar los informes incompletos y los datos potencialmente inexactos que resultan de períodos de tiempo más prolongados entre ciclos. Otra razón para la presentación de informes frecuentes es que los errores o problemas pueden identificarse y corregirse de forma continua.
- El estado también debe especificar el formato técnico en el que se enviarán los datos para que sean coherentes con el software de informes del Estado. Se alienta a los estados a utilizar un sistema *web base* que tenga actualizaciones inmediatas o diarias.



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# Fechas importantes

Los estados deben enviar las tablas NRS, el Informe de desempeño estatal y el “Data Quality Checklist” antes del 1 de octubre de cada año. Los informes financieros, el informe narrativo y política de evaluación vence el 31 de diciembre de cada año. Los estados deben enviar todos los componentes de informes a OCTAE utilizando la base de datos en línea de NRS.



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# CERTIFICACIÓN NRS

Este documento se adjunta al entregar todas las tablas del SIA, de su centro de servicios educativos, al final de cada ciclo. El mismo ha sido enmendado este año.



## Certificación del Informe de Rendimiento para el NRS

Centro: \_\_\_\_\_ ORE \_\_\_\_\_

Año Escolar: \_\_\_\_\_  Primer Ciclo  Segundo Ciclo  Tercer Ciclo  Global

Certifico que a mi mejor conocimiento, la información contenida en este documento es verdadera y correcta. Refleja de forma precisa las políticas y procedimientos de recolección de datos del Programa de Educación para Adultos de Puerto Rico y para la recopilación y notificación de datos para el Departamento de Educación de Estados Unidos del Sistema Nacional de Información (NRS) para la educación de adultos.



ANEJO	
Tabla 1 - Participantes por Nivel de Funcionamiento Educativo, Raza y Sexo	<input checked="" type="checkbox"/>
Tabla 2 - Participantes por Edad, Raza y Sexo	<input type="checkbox"/>
Tabla 3 - Participantes por Tipo de Programa y Edad	<input type="checkbox"/>
Tabla 4 - Ganancia Educativa y Asistencia de los Participantes por Nivel de Funcionamiento Educativo	<input type="checkbox"/>
Tabla 4a - Participantes que se dieron de baja antes de completar	<input type="checkbox"/>
Tabla 4b - Ganancia Educativa y Asistencia de los Participantes con Pre y Pos-prueba	<input type="checkbox"/>
Resultados Pruebas Estandarizadas BEST Plus 2.0	<input type="checkbox"/>
Tabla 4c - Lista de participantes graduados	<input type="checkbox"/>
Tabla 5 - Seguimiento de Logros Medulares de Aprovechamiento	<input type="checkbox"/>
Lista de Participantes Seleccionados por Cohorte	<input type="checkbox"/>
Tabla 6 - Estatus de los Participantes y Matrícula	<input type="checkbox"/>
Tabla 7 - Personal de Educación de Adultos por Clasificación y Estatus	<input type="checkbox"/>
Tabla 10 - Logros de Participantes en el Programa de Alfabetismo Correccional	<input type="checkbox"/>
SPR - <a href="#">Statewide Performance Report</a>	<input type="checkbox"/>
MSG - <a href="#">Measurable Skill Gain</a>	<input type="checkbox"/>
Informe de Matrícula por Centro	<input type="checkbox"/>
Informe de Organización Escolar	<input type="checkbox"/>

	Certificado por:	Revisado por:	Visto Bueno de:
Puesto	Auxiliar Administrativo (a) del centro	Proveedor de Servicios del centro	Región Educativa Representante Autorizado
Nombre:			
Firma:			
Fecha:			





¿Dudas o preguntas?

¡Gracias por su atención!



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