1. **Data Analysis- Review your data to insure it is correct before closeout.**

Students must meet basic NRS requirements for inclusion on the NRS tables. At the most basic level they must:

- ✓ Have 12 or more instructional hours both in the fiscal year and 12 or more uninterrupted (without a 90 day gap) hours within a period of participation
- ✓ Have a valid assessment resulting in a valid Entry Educational Functioning Level in the current fiscal year or moved forward from the prior fiscal year (NEDP exception)
- ✓ Be 16 years of age or older (some states may have higher age requirements; please verify with your local state)

Additionally, students must have valid demographic information for fields such as Gender, Race/Ethnicity, and Employment Status. Finally, they must have a valid Highest Education Level Completed at Entry/Location entry to populate Table 6.

Staff data must also be accurate and comprehensive.

Below are instructions for running searches that will help insure that your data is comprehensive and correct, especially if run monthly or at least quarterly to review the data.

Number of Current FY Students: The database will default to Current FY when you log in. If the selection has been changed, you can return to Current FY easily. From the Student grid, go to Searches>Current Fiscal Year>Add. Look to see if the number is accurate. Look for students who have a status of Prospective with an Intake Date from more than 90 days ago. (Consider creating a custom view to add Intake Date and Last Hours Date or Days since Last Hours Date if you do not already have such a view.)

If you have Prospective students with Intake Dates from 90+ days ago, consider editing their Overall Status from Prospective to Never Attended to remove them from your current fiscal year list.

Number of NRS participants: It is important to know how many of your current FY students meet the requirements to be an NRS participant, as these are the student who populate the NRS Tables and result in federal funding for the state. To locate these students, from the Student grid, go to Searches>Current Fiscal Year>Add, then Searches>NRS>NRS Fundables>Add. You can also access the NRS participants by using the Dashboard item “Students Enrolled- Actual vs. Target” and clicking the “NRS Fundable Enrolled to Date” column. These are the students who are 16 years of age or older at intake, with 12+ hours of instruction and a valid assessment generating a valid Educational Functioning Level (EFL) in the current FY.

Once you have this selection, go to the Graphic Reports link and use the Students by Number of PoPs selection on this group of NRS participant students. Select the current fiscal year and click Save. Click the bar graph for students with one or more PoPs. This should match the number of NRS participant students, but if it is lower, use the “And” button between the NRS Fundables filter tile and the Students by Number of PoPs filter tile and change it to “And Not.” This will display students who do not have a qualifying period of participation and therefore cannot be counted as NRS participants. Typically, this is due to having 90 or more day gaps between attainment of 12 or more hours, or to an invalid entry level being selected for the first period of participation.

Number of NRS participants on Tables 1-4 & totals for Table 6: The total number of NRS participants should always equal the totals on Tables 1-4, and the total of select rows on Table 6. To verify this, from the above selection (or from Current FY student selection) go to Searches>NRS. Click Add or Replace for NRS Table 1. Verify that the number in the Total column matches the number of NRS participants returned in your above search. Repeat with Tables 2-4. Repeat with Table 6, and insure that the Total for the Employment Status (Employed, Employed Pending Separation, Unemployed, Not in Labor Force) section matches the total of NRS participants, as well as the totals for Highest Education Level Completed at Entry and Location.

If any of the totals do not add up, return to the list of Current FY NRS Participants and go to Searches>Student Diagnostic Search to determine why.

The **Student Diagnostic Search** is an extremely useful search for identifying issues in student data that can potentially prevent them from accurately populating your NRS tables.

This search is run using summarized, fiscal year data, not raw data, which means you want to run this search after LACES has run FY summaries, which is automatically done on a bi-weekly or monthly basis (check the User News page accessed from the Person Profile menu to verify when your state is scheduled for summary updates), or after you have manually run FY summaries for your agency.

To run manual FY summaries, select your Current FY students by going to Searches>Current Fiscal Year>add. This will return those students who have been active at some in this FY. LACES can only run FY summaries on selections of 200 students or fewer, so if you have more than 200 students in your current FY selection, you'll need to schedule the summaries to be run, or break the selection down to subsets of 200 and run them in groups.

To schedule the summaries, go to More>Create Fiscal Year Summaries. Click the Schedule button in the pop-up window. You can see that the "Create Now" button is inactive, because the selection is larger than 200 students. Click the schedule button to schedule the summaries to be run by LiteracyPro. Generally, it takes 1-2 business days to run summaries. You will be notified via email when the summaries are run, provided your account has a valid email address associated with it.

Once summaries have been run, whether by LiteracyPro automatically, by being scheduled, or manually by you, you are ready to run a Student Diagnostic Search.

Generally speaking, it makes the most sense to run the Diagnostic Search on students who are NRS Participants. This search is intended to locate issues in student records that would populate the NRS tables if not for the errors. So, we'll start by going to Searches>Current Fiscal Year>Add, then Searches>NRS Fundables>Add. These are the people who should be populating your NRS tables.

Now, go to Searches>Student Diagnostic Search>Add. Select the program year.

The first category is **Search for Students Using Fiscal Year Data**. The first row indicates students with FY data in the above reporting system. This should match the number of students in your selection, indicating that all students have a FY summary created. If it does not match, look at the results for **Students Without FY data in the above reporting system**. If there is a number here, click on that number and run a FY summary on the selection. Students without FY data will not populate your FY NRS tables. **Student with FY data created before today** in the above Reporting System means that the students have a FY summary, but it was created prior to today, meaning some data may not be as up to date as you would like it to be. It is best to run this search with data that has been created very recently.

The next category is the **Search for Students missing Demographic Data in FY Records**, and contains indicators of missing ethnicity/race information or gender information. It is very unlikely that you will see students reported in this section, since LACES required you to enter that data to save the record, but some agencies migrated data from other systems, so it is possible. If you see numbers in this category, click on the number. You will be taken to the list of students missing that data. You can open the record, go to the Demographics panel, edit the record to add the data, and save. Remember that you will need to run a new FY summary after any corrective changes made so that they will be picked up for the search and reporting purposes.

Next is the search for **Students with Missing or Invalid Education Data**. Again, these fields are *required* for new, incoming students, but students who were prior FY students may have returned and because these fields were not required when they did their initial intake, you may have students missing these fields. Click on the number for students missing Highest Education Level Completed on Entry. You will be taken to the list of students missing that data. Open the first record and go to the Education tab. Click to expand the Education panel. Edit the Highest Education Level Completed on Entry and Highest Education Level Completed on Entry Location fields as needed, then click the Save button in the bottom right hand corner. Run a new FY summary to be sure the updates have been captured.

The **Search for Students with Incorrect or Missing Employment Data** is another search that usually has little to no results, because Employment Status is required on intake. However, again, migrated data may cause issues, as can students returning from prior FYs who had invalid statuses, or incorrect dates that do not correspond to the intake date or are invalid dates. Click on the number for students found with this error, and go to the History>Work History panels to correct any issues. Save, and run a new FY summary.

The **Search for Students whose Age at Intake is Less than 16 or Greater than 99** will locate students who were less than 16 at Intake, as a student must be at least 16 years of age at intake for federal tracking purposes and inclusion on the NRS tables. The Greater than 99 indicator is because usually this is a typographical error. Click on the number for students found with this error, and go to the Demographics>Demographics panels to correct any issues in the Birthdate field. Save, and run a new FY summary.

The **Search for Students with Incorrect Assessment or Level Data** is one of the most common areas to see students reported as having issues. **Students with Subject Area in Student Overall Status History not matching current subject area** is a common technical support issue. These records are usually caused by assessments that were pushed forward from one year to the next, but the database did not populate a current FY record in the Overall Status History panel of the History tab. Other issues can be caused if subject areas are changed after the initial assessment. Because the Overall Status History panel cannot be modified by local users, you will need to contact technical support to have us update these records if you have results in this category, as well as with the **Students with Entry Level Student Overall Status History not matching current entry level**, which tends to go along with the Subject Area search.

The **Students with incorrect GED levels in FY records** search picks up students who have incorrect data in their FY record. In order to show as having Completed High Adult Secondary they must have an entry level of High Adult Secondary. This usually occurs if the Overall Status History record has no subject area from a non-GED pre-test. If you have numbers here but do NOT have numbers in the NRS Not Reportable row, this may not need to be corrected as long as your NRS tables look accurate. To correct this, contact technical support.

Students with more than one assessment pushed forward in the Reporting Period: LACES allows you to move assessments from one FY to the next by using the "Move Forward" button in the Assessment record. This should be done within the guidelines of the State agency you report to, as well as the test manufacturer's guidelines. However, you should never move more than one assessment forward in the same subject area. If more than one assessment has been pushed forward in the same subject area, those students will show up in this search. To correct the records: Delete extraneous pushed forward assessment records for the new FY. Only one assessment per subject area may be pushed forward (and there is no reason to push forward more than one subject area since the student can only be tracked in one subject area per year for federal reporting purposes.) Run a new FY Summary Record after making corrections to students returned in this search.

The **Students with Current FY Instruction Hours totals not Matching the Recalculated Total** search will bring up any students whose current FY hours totals do not equal the sum of their hours for the Fiscal year. Most often, this is because hours have been added since the most recent FY summary was created. This can be avoided by always waiting to run the Student Diagnostic Search until immediately after summaries have been run. To correct the records: Click on the number of students returned in the Get Results area. Run new FY summaries on these students and then run this search again. If the search is still returning students, contact Tech Support to run an hours recalculation on your data. Run a new summary for any students in this category BEFORE attempting to fix other NRS non-reportable students, as this often clears up non-reportables.

The **Search for Students: Total Not Reportable** for NRS search should be run after all the other data has been cleaned up. If you run this search only on NRS Participants and have no issues in any other areas, you should have no non-reportable students. If you run the search on non-participants, you may find other problems with records that cause them to not be counted that are not included in the other diagnostic searches. To correct those records, you will need to review the records for common issues including a lack of hours or a valid assessment in the current FY. If you cannot determine the problem, then send the list to Technical Support for analysis.

Number of non-NRS participants and reasons why: Just as it is important to know who is an NRS participant, it is also important to know who is not, and most importantly, why they are not.

To locate these students, go to Dashboard>Students Enrolled- Actual vs. Target. Click the bar for Non-NRS Fundable Enrolled to Date. This will take you to the list of students who currently do not meet the NRS requirements for inclusion on the NRS tables. You can also go to the Student grid and add the Current Fiscal Year and NRS Fundables search tiles to your grid, then change the AND operator between the tiles to AND NOT.

Typically, the majority of these students are not NRS-Fundable due to not having enough hours (12 or more) in the fiscal year to count as NRS participants, and that is acceptable. Verify the hours for these students.

Occasionally, data entry errors in the required assessment or demographic information will keep a student from being picked up as a participant as well. To check why these students are not counting, use the Shared View called “NRS” to look at their information this fiscal year.
First, go to the view window “Student List” in the upper left corner and change the view to the NRS view.

- Sort the Current FY Instructional Hours column by clicking the column heading. This will sort by ascending order. Click once more on the column heading to sort in descending order. Alternatively, you could use the in column filtering to filter by students who have greater than or equal to 12 hours, or the Hours Attended search to reduce your selection to just those students with at least 12 hours. To do this, go to Searches>Hours Attended>Add. Search for students who have at least 12 hours between the current fiscal year date range.
- Students with <12 hours you should not be concerned with, as they should not count as participants (although you may want to look for data trends to spot possible retention issues.)
- If a student has 12+ hours, check their Assessment Status in Subject Area column. If it says “Never Assessed this Fiscal Year” or “No Value Entered,” the student does not have a valid assessment entered in LACES for the current fiscal year. You can check this by going into the student record, then going to the Assessments panel. Look for any errors that kept an assessment from counting. Additionally, check to see if the student had an assessment from last fiscal year that could be moved forward to count for this FY. You can retroactively push forward an assessment if you missed one from last FY. You may want to do an Assessment Search and search for students never assessed this year but who had assessments in a period last year that fall within the acceptable date range to be moved forward. The time period in which an assessment can be moved forward from the preceding fiscal year to count for the current fiscal year varies according to state policy, but is typically 90 days. Check your state’s assessment policy for the specific allowable date range. To search for assessments from the prior FY that could be moved forward for the current FY, go to Searches>Assessments>Last Assessed within Date Range>Add. Enter the date range allowed by your state’s policy, such as 4-1 to 6-30, and Apply. Go through the returned list of students for those who have not been assessed this fiscal year and view their assessments to determine if it is appropriate to push one forward for this fiscal year.
- If the student has a valid assessment and 12 or more instructional hours, check the Demographics information to see if there is missing or incorrect data in the required fields, or if the student was not 16+ years of age at entry. Additionally, make sure students do not have the Primary Program Work-based Project Learner unless they really are a Work-Based Project Learner, as that prevents them from being counted as an NRS participant. Also, if your state uses a Funding Stream field, check their Funding Stream to see if they are not supposed to be NRS students. Additionally, check to verify that the student did not have gaps of 90 or more days within their 12 hours of instruction. If they do not have an uninterrupted stretch of 12 or more hours, they do not have a valid period of participation and will not be NRS participants.
- Finally, check the Entry Level for any remaining non-NRS participants. Completed Advanced ESL is not a valid Entry Level, since a student cannot show growth if they enter as Completed, and the NRS is interested in tracking growth. Completed Advanced ESL is acceptable and valid as a Current Level (i.e., the student made a level up to Completed Advanced ESL) but if a student has an entry level of Competed Advanced ESL, they will not count as an NRS participant. Typically, students with this entry level should be re-assessed to generate a valid pre-test level.

Number of NRS participants post-assessed/number of those who made level gains

Post-assessment of students is obviously important in order to show level gains for students and meet NRS Table 4 benchmarks. Most states have benchmarks in the assessment policy regarding percentage of students expected to receive post-assessments in the fiscal year.

To see the number of students post-assessed, from the Student grid, go to the Assessment Status column. The Assessment status column is part of the default Student List view, but if you have modified your view, you can apply the Student List view or NRS view to insure that the Assessment Status column is included. In the filter section of the column heading for the Assessment Status column, enter the number 2 and then choose "Contains" from the possible filter options. This will return all students whose Assessment Status is Assessed 2+ this FY, meaning they have received at least one valid pre-test, and at least one valid post-test within their tracked subject area in the current FY.

Once you have the list of students who have been assessed 2 or more times, you can then see how many have made level gains. You can go to Reports>Fiscal Year Data NRS Table 4 or 4B from your current selection to view number of students in this selection who have gained, or you can use the Searches>NRS Table 4 or 4B>Add, and check the results in Column D.

You could also use the Criteria Builder and add the Completed Level field with the active checkbox indicator. To do this, click the +Add option in the upper left hand corner. Select "Completed Level" from the drop-down options. The center option will automatically be = for equal to, and a checkbox will appear. Click the checkbox to make it active for indicating those who did complete a level, and click Apply.

Finally, you can apply and use the Dashboard option for "Level Completion by EFL." Go to the Dashboard menu and click the Widget Library link. Under the Assessments option, click Level Completion by EFL to add this option to your Dashboard. This will show a bar graph indicating the benchmark of percentage of students expected to make level gains in each EFL (black), the percentage of students who have made gains in each EFL at your agency (blue), and the percentage of students who have made gains in each EFL state-wide (green). Clicking on the blue bars within the bar graphs will take you to those students who make up the percentage of level gains for that EFL.

IMPORTANT NOTES: Remember that, in determining the percentage of gains for Table 4, *all* NRS participants are included, not just those who have been post-tested. Table 4B displays post-tested students and their gains, but Table 4B is an optional table and is not part of the funding formula. Remember that with the addition of periods of participation, a student should show a gain in each PoP in order to count for 100% credit on Table 4.

Additionally, remember that for federal reporting purposes, only one subject area is tracked within a period of participation. You may be providing instruction in more than one subject area, pre- and post-testing in more than one subject area, and tracking EFL gains locally in more than one subject area, but the database is only tracking ONE subject area (the subject are with the lowest EFL) and reporting within that subject area in a fiscal year. *Ex: If a student is being tracked in Reading and makes a gain in Math but not Reading, they will not count as having made a level gain within the fiscal year, because it did not occur within their tracked subject area.*

Finally, EFL gain is only one of three ways to show completion of a Measurable Skills Gain under the new WIOA requirements; please review the Table 4 MSG information for additional methods.

Number of Students with Too Few Hours Between Assessments: In addition to checking who has been post-tested and who has made gains, you may want to verify that the students were post-assessed within the correct number of hours based on state policy.

Hours between assessments has become a big area of concern with OCTAE. Your state has an assessment policy regarding how many hours a student must have ***at a minimum*** in order to be eligible for post-assessment. These hours are required whether it is their first or second (or more) post-test within a fiscal year. ***Typically,*** the hours between assessment minimums are:

At least 30 for Fast Track students
At least 40 for ABE students
At least 50-60 for ESL students or ABE students with certain assessments
Most states do have exception policies for post-testing sooner, but assessments should never be given with fewer than 30 hours between assessments under any circumstances. Familiarize yourself with your state's assessment policy.

You can use the Assessment report called Hours Between Assessment to verify that your agency is following policy by going to the Student Grid, then using one of the options above to narrow your selection to only post-assessed students. You might also be considering narrowing down your selection by program (ABE/ESL) or by choosing Entry Level>Contains>ABE (or ESL) (or Low Adult) since that will enable you to run the report with the specific hours options for those programs.

Go to Reports>Assessments: Hours Between Assessment, select. In the right-hand panel, choose the appropriate number of hours, bearing in mind that you are searching for students who ***did not*** comply with the state policy, so you would want to search on students with fewer than the required number of hours. Ex: if searching for students with fewer than 70 hours between assessments, you would 69 so that it would run on those with 69 or fewer hours between assessments. Click Print PDF or Print Excel to view the results.

The returned report will give you students who were post-tested outside of the state's assessment policy for minimum number of hours.

Sometimes it can appear that the student was post-tested too early because many agencies only put in hours entry monthly, at the end of the month. LACES looks at the assessment dates and the hours dates to determine the hours since last assessment. Based on the data entered in LACES, something like this can occur:

1. 8/7/117 - TABE assessment
2. 8/22/117 - TABE assessment
3. 8/31/117- 73 class hours entered for the student

While we understand that 8/31/117 is the date used to enter all of the hours for the month of August, LACES has no way of knowing if any of these hours were between 8/7/17 and 8/22/17; it simply looks at the assessment date and the hours date and sees that the student had 73 hours dated after the 8/22/17 assessment and no hours between the two assessments.

For the student to show the correct hours since last assessment (and also the correct hours between the pre-test and post-test), you would need to break up the hours for the month. Delete the 73 hours record on 8/31/17 and re-enter the hours in two batches. Date the first hours record 8/22/17 and only enter the number of hours the student had in August up to that date (for example, if she had 46 hours prior to her post-test, enter that amount). Then, add a second hours record dated 8/31/17 that captures the remainder of hour hours for the month (in the example above, you would enter the remaining 26 hours she had after her post-test). Otherwise, you could consider doing data entry more frequently, such as daily or weekly. The functionality in NexGen allows you to do batch hours entry on a daily or weekly basis.

Be sure to also run a Comments report to see that students on your Hours Between Assessments report are documented in the Comments panel of the Student Data tab with an explanation.

Number of NRS participants with enough hours for post-testing but did not receive a post-test *(including people who left with enough hours, excluding those with HAS Entry Level and excluding those who already made a level gain in FY):* There are many ways to locate students who are eligible for post-testing. You can use the Dashboard Widget called Post Test Eligible by EFL, or use the Alert indication of **Students Eligible for Post Testing**. You can use the Searches menu in the student grid and go to Assessments>More than X Instr Hours since Last Assessment Date and search based on hours, or the General>Quick Select Search and do the same. Use a range beginning with the minimum number of hours required.

Once you have your list of students with enough hours to be post-assessed, you can choose to narrow it down further, if you choose to. For example, students with an ENTRY level of High Adult Secondary cannot be post-assessed using the same instrument, since they've come in at the highest ABE level, so you may want to use the column filters and choose: Entry Level: Does Not Contain: High Adult.

Additionally, you may choose to remove students whose status indicates they have already exited your program, or those who have already made a level gain. You can, of course, choose to leave those students in your selection, as well. Use the +Add New Search>Completed Level= blank check box for students with no gain, or add a custom view with Completed Level as an available column in the view to enable you to search by that option.

Once you have this list, it can be helpful to use it to provide an Assessment Report to the people who will be post-assessing the students, letting them know that they are eligible for post-assessment, and what their last Assessment data was.

Current FY students missing new fields: Students with missing or invalid fields for the Highest Education Completed at Entry/Location fields added in 2012 will cause discrepancies from Tables 1-4 to Table 6. Use the NRS>Student Diagnostic Search described above in the section for NRS Participants on Tables 1-4 and 6 to locate and correct any missing data for these fields.

Current FY students still enrolled with no hours in 90+ days: Students should be properly exited in LACES at 90+ days without service, or at the time of their known exit (remember that the database will not populate a Left Date until 90 days after the last hours date, even if you have marked them Left or Completed. Use the Dashboard Alert Indicator for Students with No Instructional Hours for X Days (with x=91) to locate students who need to be exited.

Students should be exited from the program based on known departure or 90 days without service; however, please be aware that LACES does not use the class end date entered as their end date to populate the Left Date field. Left Date is their last known date of attendance, based on Last Hours Date, populated after 90 days without hours.

You can create a custom view that shows the Left Date assigned by LACES. You may notice that sometimes a Left Date will display for a student who is still Enrolled. This indicates that the student has gone more than 90 days without attendance hours being entered into their record, so even though you still have them as Enrolled, the database considers them left for reporting purposes. You should correctly exit these students. If you add hours for those students, the Left Date will be removed.

Staff Data Analysis:

Required staff data:

- The field called Years of Teaching Experience in Adult Education
- Indicators of teaching credentials in the staff Credentials panel of the Staff Data tab

This data must be populated for all staff member who were active in your fiscal year, even if they were not teachers.

For Certification, OCTAE is interested in tracking the following certifications:

- Adult Ed
- Special Ed
- K-12
- TESOL

If a staff member has any of those certifications, you should manually go to the Credentials panel of the Staff Data tab and click the Add New button to add the certification Type and Date Earned. *Both the Type and Date Earned are required for the information to correctly populate Table 7, which is a mandatory table*. If the staff member does not have any of the 4 tracked certifications, nothing needs to be entered. A staff member can have more than one credential type and each should be entered into the Credentials panel. If the staff member has additional certifications or credentials outside of the 4 tracked on Table 7, you should enter those based on your state policy. The rows and columns for Teacher Certifications on Table 7 should *at least* equal the sum of the Local Teachers (FT and PT) row on Table 7 (excluding volunteers.)

For Years of Teaching Experience in Adult Education, this only refers to teaching experience in adult education. For staff members who are not teachers, this should be 0. Otherwise, enter the number of years' experience teaching specifically adult education. This must be manually updated every year; it will not update automatically. The Years of Teaching Experience in Adult Education rows should add up to exactly the sum of the Local Teachers (FT and PT) row on Table 7 (excluding volunteers.)

The best way to verify this data is to add the shared staff view called NRS that adds the Years of Teaching Experience in Adult Ed field.

For this view, you should see no blank fields in the new staff information fields. If there are blanks for any staff member who was active in the FY, edit the Key Info panel of the Staff Data tab in the Staff record to add those fields.

Updated data will not display on Table 7 until a new FY Summary has been run for the updated staff records.

When viewing Table 7, the number of full and part time local teachers (excluding volunteers) *should add up to the total sum of the Years of Teaching Experience in Adult Education rows and columns*. The Certification rows and columns should add up to *at least the sum* of the full and part time local teachers (excluding volunteers), although since a staff member can have more than one certification, it may exceed the total. If your numbers are not reflecting as they should, please contact our technical support department.

Finally, your staff list should accurately reflect the active staff members in your agency. If people have left, mark them left. If people have been hired, add them. If you mark them left now and they actually left last year (or more years back), you must go into the Staff History panel of the History tab and update **both** the End Date of the Active status **and** the Start Date of the Left status so that they do not show activity in the current fiscal year date range. Click each cell with numbers in the first 5 rows (the Function area) of columns B & C to insure that the people populating that section are the correct people. **Remember that the Years of Teaching Experience in Adult Education field must be manually updated at the beginning of each new fiscal year for teachers whose experience has increased.**

2. Using Searches Correctly and for Best Results

There are several different search options in LACES, so this will provide a quick overview of the search options.

Search Tiles
Search tiles are a graphic representation of what filters have been applied to the data set to produce the current selection of records.

The default search tiles will typically be current Fiscal Year populations for person records and Active populations for instructional settings.

Most search tiles can be edited by clicking the Edit icon (the pencil) or closed/removed by clicking the white X at the far right side of the tile. Some tiles, such as Current Fiscal Year, do not have search parameters that can be changed. If you click on the Edit icon, you will get a message stating that the search contains no parameters.

Additional search tiles are added each time an additional search filter is added. Search tiles will be generated by the following:
Pre-Generated Searches: These are the searches listed under the Searches link to the far left of your grid. Pre-Generated Searches are searches that have pre-defined options for which you provide the criteria. Pre-Generated Searches give you the option to Add or Replace. Add will add the search to any search tiles already in place. Replace will remove any existing search tiles with only the search you have selected.

Criteria Builder: The Criteria Builder allows you to create your own searches, from very simple, one field searches to complex searches with multiple pieces of data and grouping. You can Add, Remove, and Save criteria.
In-Column Filtering: Every column in a grid provides the opportunity to filter/search within that column. To filter, enter your search criteria in the blank space below the column heading, then click the filter icon. Select the option (Starts with, ends with, contains, Equal to, Not equal to, etc.) and click. If you want to filter by something not contained in the current grid, create a custom view that adds that column to your grid in order to be able to filter. Not every field can be added to custom views.
Subsetting: Manually selecting and creating a selection of data of your choosing.
Dashboard: Clicking on the results of a dashboard widget.
Search Tiles use Operators, that allow you to filter the data differently after application of a search tile based on the operator used.

Predefined and Templated Searches

The 'Searches' link above the grid will open or close the left pane to display the available predefined and templated searches for that area. The searches display by category and are collapsed by default. To expand a category to show the searches by name, click the arrow in front of the category, then click the search you wish to use.

Predefined searches:

- Runs on the selection as soon as you select the search name.
- Require complex queries that are typically difficult for the user to create. *For example,* the student search 'Posttest Level Lower than Current Level' involves a query that must first find students who have been pre and post tested in a particular subject area, but did **not** advance an EFL, and the posttest EFL is lower than the pretest EFL. This is not a search that can be constructed from the front end of the system.
- Do not have parameters or search criteria that can be changed, even though there is an edit icon on the tile. When you click the edit icon, you will get the message: 'This search contains no parameters.'

Templated searches:

- Allow you to enter specific field search values on a template.
- Allow you to enter as little or as much search criteria as you wish. *For example*, the 'Quick Select' searches are templated searches.

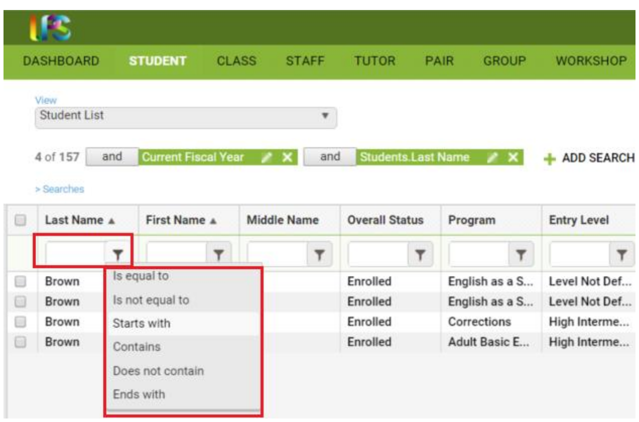
Add and Replace buttons:

- The Add button will add the selected search to the end of any filters or searches already in place.
- The Replace button will remove all existing filters and searches with only the selected search criteria. When searching on prior FY data, it is usually recommended to use Replace, as the default for most grids include a filter for Current Fiscal Year data.

In-Column Filtering: Every column in a grid provides the opportunity to filter/search within that column. To filter, enter your search criteria in the blank space below the column heading, then click the filter icon. Select the option (Starts with, ends with, contains, Equal to, Not equal to, etc.) and click.
Tips for in-column filtering:

- If you want to filter by something not contained in the current grid, create a custom view that adds that column to your grid in order to be able to filter. Not every field can be added to custom views.
- Spelling matters. Misspelled words and typos typically will result in no records being found.
- Remember that searching using in-column filtering adds an additional search tile to whatever search tiles are already in place. You can remove unwanted search tiles prior to **or** after adding an in-column search by clicking the white X in the unwanted search tile to close it. This is especially important to remember if you are searching for prior fiscal year data, as the default filter for most populations will only include current FY data.
- Filters are not case-sensitive, so capitalization is not necessary and will not affect the results.
- The filter options will be based on the type of data contained in the data field. Some fields will only contain options such as Yes/No, while others will contain longer lists with several options. Read through all available options to determine which is the best choice for your search.

A simple example of in-column filtering:
Filtering by last name: Because Last Name is part of the default view in the student list, simply type the last name, or the first few letters of the last name, into the blank field below Last Name in the column. Click the filter icon to the far right and choose your search option (in this case- Starts With), then click Enter. Notice that the search tiles are displayed to let us know they the reason our current selection is 4 students is because we are filtering by two tiles: current fiscal year students AND students whose last name starts with Brown. If we were searching for prior fiscal year students whose last name begins with Brown, we would want to remove the search tile for Current Fiscal Year, and could do so by closing that search tile, by clicking the white X at the far right of the tile.

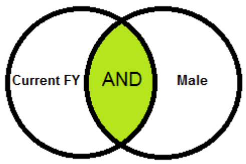


<u>**Operators**</u>

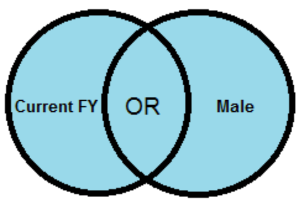
Operators are simple conjunctions used to combine or exclude terms in a search, resulting in a more focused and productive result. They should save time and effort by eliminating inappropriate results and allowing you to target the exact needed selection within a population.
Search tiles have **operators** between then indicating And, Or, And Not, and Or Not. The default operator is AND.

AND: means that your selection is X out of Y records AND contains those records that meet the criteria contained in the search filter. Multiple search tiles with AND mean that the selection is all of those criteria. Example: 153 of 1470 and Current Fiscal Year AND Gender=Male means that your selection is

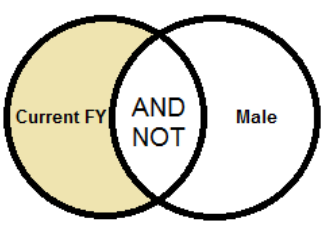
153 students because you are filtering by students who are considered current fiscal year students AND whose Gender is Male (and that your total student population is 1470 including prior fiscal year students Note that with ANDs, your selection is usually smaller, because a student must meet **both** tile's criteria to be included in the search results.
This can be represented graphically like this:



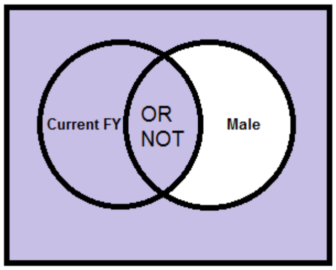
OR: means that your selection is X out of Y records and contains those records that meet the criteria contained in one search tile OR the criteria contained in a different search tile. Example: 911 of 1470 and Current Fiscal Year OR Gender=Male means that your selection is 911 students because you are filtering by students who are considered current fiscal year students OR whose Gender is Male. Notice that this selection is usually larger, because if a student meets **either** of the criteria, they will populate the search results.
This can be represented graphically like this:



AND NOT: means that your selection is X out of Y records and contains those records that do NOT meet the criteria contained in the search filter. Example: 167 of 1470 and Current Fiscal Year AND NOT Gender=Male means that your selection is 167 students because you are filtering by current FY AND NOT including those whose Gender is Male in the current fiscal year. If you had done a search for Current FY AND Gender=Male and then changed the operator to AND NOT, you would expect to see the results be equal to the number of current FY students minus the Male students.
This can be represented graphically like this:



OR NOT: means that your selection is X out of Y records and contain those records that meet the initial search tile criteria **OR** do not meet the next search criteria. Example: 879 of 1470 and Current FY OR NOT Gender=Male means that your selection is 879 students because you are filtering by current fiscal year OR students whose Gender is **not** equal to Male. This option may be removed in the future as it is not often utilized.
This can be represented graphically like this:



3. **Push Forward Assessments**

Once you have verified your data is accurate, it is time to start taking the steps for rollover. This should include pushing forward assessments for carry-over students, if deemed appropriate.

- Only push forward most current in area you wish to track in 17/18

- Only push forward valid, level-defining assessments. Do not push forward assessments that result in a Completed Advanced ESL Entry Level, or assessments that will not be NRS-allowed in the new fiscal year.

- Be sure students earn hours in the first 90 days of the new FY so that the database recognizes that the assessment is for the first period of participation.

To push forward assessments, first locate the assessments that are eligible to be pushed forward by running a General Assessment search. From the Student grid, current FY selection, go to Search>Assessments>General Assessment Search>Add. Enter the date range appropriate for your state's push forward period. Familiarize yourself with your states assessment policy. Ignore the list of assessment instruments at the top, as you are looking for *any* assessment in that date range. Click Apply.

The results will bring back any student who had an assessment in that date range, but that will include people with secondary credential assessments, which should not be pushed forward, and people with assessments that resulted in a Completed Advanced ESL level, which should not be pushed forward. Make the decision of what you would like to push forward. Go into the student record by double-clicking, and then go into the Assessments panel. Click the Move Forward icon (the circle with the arrow) to the right of the assessment you want to push forward for the next fiscal year. You will get a confirmation pop-up, to which you should say yes, and then the record will duplicate. Pushing forward creates an exact duplicate record of the assessment, except for the recorded fiscal year, so you are able to count it as a post-test for 16/17 and a pre-test for 17/18.

Hours between assessments will count from the prior FY if an assessment is pushed forward, potentially allowing you to post-test sooner in the new fiscal year. Those hours only count for assessment purposes, not for 12-hour enrollment purposes. As an example, if Sally Student tested on 5-15-17 for her 16/17 post-test, but then continued attending classes and earned 28 additional hours between 5-15-17 and 6-30-17, then if she carries over into 17/18, she will show as already having 28 hours since her last assessment if it is pushed forward, even though her Current FY Instructional Hours for 17/18 would be 0 until she has attendance for 17/18. This means that you would only need a minimum of 12 more hours to post-assess if she is ABE or 22-32 hours if she is ESL. This can be helpful for agencies who struggle to get students to the minimum number of hours acceptable for post-testing.

4. Create 17/18 Classes

You can now create new classes or duplicate existing classes for 17/18 and begin enrolling new or carry-over students.

People often ask if classes for next fiscal year should be set up before or after the FY rollover. This will usually depend on whether your program runs over the summer or not. Remember that it is very important to correctly exit students based on the 90 days without service or known departure, and whether they will have hours over the summer can affect this. If your agency shuts down over the summer and will be closed for 90 or more days, all 16/17 students will be exited, and you can just create new classes when you return in the fall. If your agency does not shut down for 90+ days, you can enroll active students into 17/18 classes after creating them from scratch or duplicating. Enrolling students into a class with a future date is considered a Scheduled Service and can affect periods of participation- please review the scheduled services documentation for additional information.

Usually, we recommend that classes get created for next FY prior to closing out your current fiscal year, so that students can be enrolled in classes for next year *prior to* their classes being completed for this year. If the students are going to return prior to going 90 days without hours, then they should maintain a continually enrolled status. If your students will NOT be attending over the summer and will not have hours within the 90-day period, then you can wait until the fall when the students return to create the new classes at that time.

Duplicate Classes

(Be sure to make the status of the duplicated classes “Active” not “Prospective” or you won’t be able to bring the enrolled students over. You can make edits to duplicated classes if needed, such as changing a course number or room number.)

To duplicate a class, select the class you intend to duplicate. Open the class record and go to the Enrollment tab. Click the Duplicate Class button.

You will get a Duplicate Class Setup data window to enter in the Status, Term, and Start and End Dates for your class. You can also select the following options for staff:

- Do not bring over staff
- Bring over only the primary staff assigned
- Bring over all staff

Because most agencies do not require that staff be assigned, you can choose any of the above options.

The student list will automatically display only the students currently enrolled. You can uncheck the box indicating that only enrolled students should display in order to display all students, including those with a status of Left or Waiting. You can indicate which students from the list should be enrolled in the duplicated class by putting checkmarks (or removing checkmarks) from the checkboxes to the left of each name.

You will be returned to the original class record, but the class has been duplicated and can be searched for using the title, term or course number. Repeat as needed for additional classes.

Create New Classes

You can also choose to create new classes instead of duplicating. Go to the Class tab and click +Add New Class. Complete the blank class intake form. Once the class is created, enroll students for the new fiscal year.

To enroll, go to the Class grid and open the class into which you are enrolling the student(s). Click the Enrollments panel.

1. Click the -Enroll Students button.
2. Only students who are eligible for enrollment will display on the data chooser (currently enrolled students will not display).
3. On the data chooser, select the students to enroll by checking the checkboxes.
4. Enter an Enroll Date at the bottom left of the window, or click Show Selected to display the students if they have different enrollment dates.
    a. Show Selected allows you to edit the enroll date if multiple students have been selected.
5. Click the “Enroll Students” button.

5. Complete 16/17 Classes

Next, complete the current FY classes, unless you plan to leave them active until all students have gone more than 90 days without hours (although there is no need to do so since LACES will calculate and update the Left Date based on last hours date after 90+ days without hours, automatically). Note that any students who were enrolled in the duplicated classes will still have an OVERALL status of “Enrolled” or “Active” because they are enrolled in the new FY class. Students who are continuing on in the next fiscal year should remain as enrolled. Only students who have not received services in the last 90 days or whom you know have left should be completed from their classes without being enrolled into new FY classes so that their status is updated to “Left.” Review the new rules regarding left date/left status in the WIOA documentation.

To complete the classes, complete the students using the “Complete Students” button, with correct end dates as applicable. You do not need to update the staff status; their class assignment will automatically be updated to “Inactive” but will not change their Overall Status.

When completing the final students, you can check the box that allows you to Change Class Status to Completed. This will save you from having to go back and complete the Class status from Active to Completed after completing all the students. If you check this box but still have enrolled students, you will get an error message.

6. General Housekeeping

Date of Intake: Please do NOT change the Intake Date for students each fiscal year. This should always be the date of INITIAL intake into the program and should not be edited unless an error is made.

FINAL NOTES

The data freeze and rollover dates will be posted on the User News page as soon as your state has finalized them. You can access the User News page from the Person Profile drop-down menu in LACES. You must have all 16/17 FY data into the system by the freeze date or it will not be counted on the NRS

16/17 tables even though it will appear in the student record. As always, we welcome any questions you may have as you conduct your final data cleanups and reviews and prepare for rollover.

Summary fields will continue to display summary data for 16/17 and will not update based on 17/18 data until after the rollover. The Current FY student selection will display students from 16/17 and 17/18 until the rollover.

Technical Support: Use the Tech Support form generated from the ? icon in the upper right hand corner of the database, or email at helpdesk@literacypro.com, or call at 1-888-714-9464