



Division of Workforce Development and Adult Learning

Data Definition Dictionary

State and Local Program LACES Data Definitions

Maryland <i>Data Definition Dictionary</i> Background and Purpose	1
STUDENT – Student Intake	6
STUDENT – Student Data	15
STUDENT – Assessments	19
STUDENT – Enrollments	23
STUDENT – Hours	26
STUDENT – Outcomes	28
STUDENT – Demographics	36
STUDENT – Education	45
STUDENT – Services	49
STUDENT – History	50
Appendix A – Cohorts and Follow-up Measures	52
Appendix B - NEDP ®	54
Appendix C – ESL Student Checkbox	59
Appendix D – Sample NRS Tables	60
Appendix E – i-Pathways	70
Appendix F – Helpful Links	75



**Division of Workforce Development
and Adult Learning**

Data Definition Dictionary

*State and Local Program
Data Definitions*

Background and Purpose

The development of a State and Local Program Data Definition Dictionary is driven by the need for local programs to have clear definitions and requirements for data elements surrounding data collection and reporting. Several benefits can be gained by using this tool. First, local programs will be well-informed about what is necessary to know and do to ensure quality data in the LACES database. Second, local programs can use the tool to verify that program practices and policies are being followed. Finally, local MIS can use this tool to share best practices with the entire leadership team to create a common language about data quality and to ensure that everyone understands why policies are put in place and the value of having high quality data to support program improvement.

General Program Terms

Adult Basic Education (ABE) includes instruction for learners at the Beginning and Intermediate levels. Key objectives include increasing basic academic skills; life skills, job readiness skills, job seeking skills, job retention skills, parenting skills, and meeting personal goals such as being able to read the bus destination banner.

Adult Education Academic instruction and education services below the postsecondary level for an individual:

1. Who has attained 16 years of age;
2. Who is not enrolled or required to be enrolled in secondary school under State law; and
3. Who -
 - A. is basic skills deficient;
 - B. Does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
 - C. is an English language learner

Adult Education and Literacy Activities Programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

Maryland Department of Labor, Licensing and Regulation

Adult Education Instructional Personnel Terms	<ol style="list-style-type: none">1. <u>Computer Lab Instructors/Technicians</u>: Staff who provide instruction in a computer lab or in a networked classroom.2. <u>Full time and Part time</u>: Defined by local program’s personnel regulations.3. <u>Paraprofessionals</u>: Staff who work alongside and assist professional staff members but do not have full professional responsibility, for example, teacher/classroom aides and teaching assistants. This does not include staff who assist in a computer lab.4. <u>Teachers</u>: Staff who instruct learners.5. <u>Volunteer</u>: Staff who do not receive compensation for services.
Adult General Education	(AGE) Adult General Education requires instruction and services for Adult Secondary Education and Advanced English Proficiency. Funding is limited to local school systems.
Adult Secondary Education	(ASE) includes instruction for learners at the Advanced level. Key objectives include: life skills, parenting, citizenship, preparation for the GED [®] examination, the National External Diploma Program [®] , employability skills, job readiness, job seeking skills, and job retention.
Assessment Policy	The <i>Basic Education and English Language Assessment Policy</i> was revised in 2016, and requires local workforce and adult education providers to align assessment services for customers to reduce over-assessment of shared participants, to increase efficiencies, and to improve the overall WIOA customer experience. The revised policy can be found on the LWIS/LACES Homepage and in Appendix F. Programs must ensure that all staff who administer assessments are aware of these requirements and that assessments are conducted in accordance with the policy.
CASAS	<i>Comprehensive Adult Student Assessment System</i> . A nationally-normed evaluation system designed to assess a number of specific skills. An official assessment instrument for DLLR funded Adult Education Programs.
English Language Learners	(ELL) includes instruction for learners from Beginning to Advanced levels. ELL provides instruction in six English language skills (listening, speaking, reading, writing, pronunciation, and grammar) to non-English proficient or limited English proficient adults. Class content may include life skills, workforce development, and citizenship, while integrating the Maryland Content Standards for ELL Adults. ELL programming should include services that assist learners with transitions to the workplace and further education.
Educational Functioning Level	(EFL) A set of skills and competencies that learners at that level can accomplish in the areas of reading, writing, numeracy, speaking, listening, and functional and workplace areas. There are four levels for ABE, two for ASE, and six levels for ELL. To determine a learner’s appropriate entry Educational Functioning Level, programs administer a standardized assessment.
Family Literacy	(FL) Requires instruction in collaboration with one of DLLR-Workforce Development and Adult Learning’s approved early childhood providers. Services must be provided to families with at least one parent eligible for adult education services and at least one child aged birth through age 16. Services must be of sufficient intensity and duration to make sustainable changes in a family and integrate all of the following: <ol style="list-style-type: none">1. Interactive literacy activities between parents and children;2. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children;

Maryland Department of Labor, Licensing and Regulation

3. Parent literacy training that leads to economic self-sufficiency; and
4. Age appropriate education to prepare children for success in school and life experiences.

GED*	General Education Development*. A term frequently used by instructors, learners, and others to describe: <ol style="list-style-type: none">1. A high school diploma awarded upon successful completion of a battery of nationally normed and scored tests. (She passed the GED*.), or2. A class (John is going to GED* class.), or3. An educational functioning level (She is at GED* level.)
Integrated English Literacy and Civics Education	(IEL/C) The goal of Integrated English Literacy and Civics Education is to prepare adult English language learners for, and place them in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
Institutionalized	Includes instruction for learners in Adult Basic Education, Adult Secondary Education and English Literacy. Local correctional institutions include local jails and detention centers. Other institutionalized programs and residential services include state and local medical, mental health, or rehabilitation facilities.
Literacy	An individual's ability to read, write, and speak in English; compute; and solve problems at levels of proficiency necessary to function on the job and in society, to achieve one's goals, and to develop one's knowledge and potential.
Literacy Works	(LW) Literacy Works is the name of the funding line which emphasizes and requires accountability by providing for data collection activities. Direct learner instruction may also be allowed using Literacy Works funds.
Managed Enrollment	Managed enrollment is a system of permitting learners to enter a class only during specific pre-defined enrollment periods. There must be multiple entry points during a class term except for those classes which are specifically designed to deliver a set curriculum or content area such as a GED* Fast Track class.
National External Diploma Program*	(NEDP*) A competency-based, applied performance, high school diploma program for adults 18 years of age or older who have acquired academic and occupational skills through their life experience. To preserve the integrity and validity of the program, all NEDP General Requirements must be met as well as National External Diploma Program standards. Funding is limited to eligible applicants.
NRS	The National Reporting System (NRS) is the accountability system for the federally funded, State-administered adult education program. This system includes a set of learner measures to allow assessment of the impact of adult education instruction, methodologies for collecting the measures, and reporting forms and procedures. http://www.nrsweb.org/
Signature and Date on Enrollment Form	Learner must sign and date the enrollment form at Intake in blue ink.

Maryland Department of Labor, Licensing and Regulation

TABE	Tests of Adult Basic Education. Norm-referenced tests designed to measure ABE students' achievement of basic skills. An official assessment instrument for DLLR funded Adult Education Programs.
WIOA	Workforce Innovation and Opportunity Act. The four purposes of WIOA Title II (Sec. 202) include: <ol style="list-style-type: none">1. Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;2. Assist adults who are parents or family members to obtain the education and skills that-<ol style="list-style-type: none">a. are necessary to becoming full partners in the educational development of their children; andb. lead to sustainable improvements in the economic opportunities for their family;3. Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and4. Assist immigrants and other individuals who are English language learners in-<ol style="list-style-type: none">a. improving their-<ol style="list-style-type: none">i. reading, writing, speaking, and comprehension skills in English; andii. mathematics skills; andb. acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

LACES Specific Terms

Completed Class	Learner completed a substantial (according to the Local Program Attendance Policy) portion of the scheduled class hours OR Learner post-tested and increased an EFL OR Learner demonstrated proficiency on the GED® Ready OR Learner achieved a Maryland HS diploma either via GED® testing or NEDP
Contact Hours	Hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab. <u>These hours must be in a monitored and supervised setting.</u>
Educational Gain	Learner completes or advances one or more educational functioning levels from the starting level measured on entry into the program. <i>See "Subject Area" below.</i>
Incomplete	Learner did not meet the "Completed Class" requirements as determined by local program.
Subject Area	Subject Area is the area of assessed domain that the learner will be tracked in for the fiscal year. This field is also referred to as AssessDomain in the choice list and as an available field in the custom view options. The Subject Area is populated automatically when an initial assessment is entered into the student Assessment folder. LACES will select the first subject area assessment entered, unless the sub-tests are entered all on one assessment card, such as with the TABE, in which case it will select the subject area with the lowest corresponding Educational Functioning Level. Note that a subject area can have a lower EFL and a higher scaled score. If the learner has 2 or more EFLs that are the same on a TABE, LACES will default to Reading, then Math, then Language. There must be an assessment within the subject area within the current fiscal year or

the learner will show no subject area or levels.

*For NEDP® please refer to *Appendix B* for information on checking the “Select Subject” box.

Student Unlinked Hours

The Student: Unlinked Hours folder allows you to track any hours obtained by the learner during their time in your program, outside of a specific instructional setting such as a class, pair, or group. Unlinked hours can still be considered part of the total instructional hours for a learner for NRS or other reporting systems purposes, provided Instruction is chosen as the hours type. You can access this folder by going into the learner record and clicking the Unlinked Hours folder. You will be taken into the Unlinked Hours section, where you add hours for the learner by clicking on the Add New button, view and/or edit previously entered hours, or delete hours.

Teacher Certification

The credential or equivalent education achieved by the teacher.

Total Years of Adult Education Teaching Experience

The total number of years a teacher has taught in adult education. (A practicum does not count toward the total years of adult education teaching experience.)

Wait List (DLLR)

A waiting list documents the cases where a prospective learner has contacted you for services but cannot be scheduled for an orientation or cannot be placed in a class, because all seats are already filled in the orientations/classes that you are funded to deliver (these are the orientations and classes that were included and approved in the application/budgets for the current year). These learners are placed on a waiting list, which must be documented in your files. Annually we ask you to report the numbers of learners placed on waiting lists during the year. Occasionally, we receive requests for more detailed information, such as how long learners had to wait for classes, and we appreciate your cooperation with providing this data. We do not consider learners to be ‘wait listed’ when you are able to schedule them for an upcoming orientation session or class, rather only those who cannot be accommodated by your funded services.

STUDENT

Add Student

Student Intake

***Intake Date:** Intake Date is required.

***SSN:**

***Last Name:**

***First Name:**

Middle Name:

Suffix:

Student Unique ID:

***Program:**

ESL Student:

***Residence Area:**

***Birthdate:**

Age:

***Gender:**

***Is this student Hispanic/Latino:** Yes No

***What is this Student's race?**
Required to choose one or more:

American Indian or Alaska Native:

Asian:

Black or African American:

Native Hawaiian or Other Pacific Islander:

White:

***Employment Status:**

***Highest Education Level Completed on Entry:**

***Highest Education Level Completed on Entry Location:**

Current Level:

Student Keyword:

Address 1:

Address 2:

Zip:

City:

County:

State:

Mail Preference:

Home Phone:

Mobile Phone:

Work Phone:

Email:

Contact Preference:

Homeless:

Public Assistance:

Economic Disadvantage:

Dislocated Worker:

Displaced Homemaker:

Minor with Adult Status:

Single Parent or Guardian:

Immigrant:

Correctional:

Apparent or Disclosed Disability:

Specific Learning Disability:

SAVE AND RETURN **SAVE AND NEW** Assessments **SAVE AND GO** [Cancel](#)

Maryland Department of Labor, Licensing and Regulation

Item	Description	Table
Intake Date *	The date of initial intake of the learner into your program. This date should not change, even in a different fiscal year. It is the date of the first contact with the learner. Populated via a drop-down calendar, or by typing in the date in mm/dd/yyyy format.	
SSN *	<p>A Social Security Number is provided by the U.S. Government and is unique to each individual. A Pseudo assigned number is created only if a learner has no SSN. If learner does not provide a SSN, assign a temporary number as follows: Always enter 9 for the first digit. Enter your agency's Provider Code for the next four digits. Enter 0001 as the final four digits for the first learner entered, then 0002 for the next learner, and so on. Every local agency must maintain a central log of assigned Pseudo SSN. Do not use the same number for different learners. Learner keeps the same Pseudo SSN as long as he/she is enrolled in the program or until a valid SSN is obtained.</p> <p><u>Provider Code</u> = A unique four digit identification number assigned to your program by DLLR, regardless of the jurisdiction where the learner resides or where services are provided. This four digit code is used as part of the <i>Pseudo SSN</i> that is created and logged for a learner who does not have a valid Social Security Number.</p>	Tables 5,8
Last Name *	Learner's Last Name as recorded on official documents such as Social Security Card, birth certificate, driver's license, etc. Learner does not need to show documentation.	
First Name *	Learner's First Name as recorded on official documents such as Social Security Card, birth certificate, driver's license, etc. Learner does not need to show documentation.	
Middle Name	Learner's Middle Name as recorded on official documents such as Social Security Card, birth certificate, driver's license, etc. Learner does not need to show documentation.	
Suffix	Optional field. For example: Jr., Sr., III	
Student Unique ID	Optional field, assigned by local program. Can be alpha-numeric and contain special characters.	
Program*	<p>The Program assigned to a learner. "Program" is used to identify learners that are in special programs tracked on NRS tables for Family Literacy and Corrections.</p> <p><i>Family Literacy</i> – determines which students are included on Table 8.</p> <p><i>Corrections</i> – will include students on Table 10 and also Table 6 as "In Correctional Facility". BUT, if this program is NOT selected for a student, the student can still be included on Tables 10 and 6 based on the "Correctional" field in the Student Demographics folder of LACES.</p> <p><i>EL/Civics</i> – Maryland tracks the enrollment of learners in the EL/Civics Program in an annual Narrative to the federal government.</p>	
Adult Basic Education	Includes instruction for learners at the Beginning and Intermediate levels. Key objectives include increasing basic academic skills; life skills, job readiness skills, job seeking skills, job retention skills, parenting skills, and meeting personal goals such as being able to read the bus destination banner.	Tables 1,3,4,4b
Adult Secondary	Includes instruction for learners at the Advanced level. Key	Tables

Maryland Department of Labor, Licensing and Regulation

Education	objectives include: life skills, parenting, citizenship, preparation for the GED® examination, employability skills, job readiness, job seeking skills, and job retention.	1,3,4,4b
English as a Second Language	English Language Acquisition Program. A program of instruction designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.	Tables 1,3,4,4b
EL / Civics	Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. Funding is limited to eligible applicants.	
Corrections	A program of ABE, ASE, or EL instruction for adult criminal offenders in correctional institutions. This is determined either by having the Primary Program “Corrections” or by having one of the Corrections options selected on the student Demographics screen.	Table 6, 10
Family Literacy	Includes activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children’s learning needs, and that integrate all of the following activities: (A) Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency. (B) Interactive literacy activities between parents or family members and their children. (C) Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education for their children. (D) An age-appropriate education to prepare children for success in school and life experiences. Funding is limited to eligible applicants. A student will <i>not</i> be included on Tables 6, 8, 9, 10, or 12 based on Class Program. For example, if a student has the Student Primary Program “Adult Education” and that student is enrolled in a class that has the Class Program “Family Literacy”, the student will not be included on Table 8 for Family Literacy.	Table 6, 8
Transition	A Transition class is a class that has a specific purpose to prepare learners for entry into postsecondary education, training or an apprenticeship program. Transition is important for NRS reporting as a Class Program . It is one of the ways that students can be placed into the ‘Enter Postsecondary Education or Training Cohort based on the NRS applicable population for this cohort: Applicable Population: All learners <i>who passed the GED® tests or earned a secondary credential while enrolled in adult education, or have a</i>	Table 5

	<p>secondary credential at entry, or are enrolled in a class specifically designed for transitioning to postsecondary education who exit during the program year. A transition class is a class that has a specific purpose to prepare students for entry into postsecondary education, training or an apprenticeship program.</p> <p>The Primary Program or ‘Transition’ will not include the student in this cohort, only enrollment of the student in a class with the Class Program ‘Transition.’</p>	
National External Diploma Program [®]	<p>National External Diploma Program[®] A competency-based, applied performance, high school diploma program for adults 18 years of age or older who have acquired academic and occupational skills through their life experience. To preserve the integrity and validity of the program, all <i>NEDP General Requirements</i> must be met as well as National External Diploma Program standards.</p> <p>Funding is limited to eligible applicants.</p>	Table 5
Maryland i-Pathways	<p>Maryland i-Pathways is a free, teacher-supported, online learning program for GED[®] test preparation offered to Maryland residents. Students must attain pre-determined scores on the approved State assessments. Areas of study are tailored to students’ learning needs.</p>	Table 4c, 5a
MIBEST	<p>Learner is in a specific MIBEST program. Maryland Integrated Basic Education and Skills Training program.</p>	
Workplace	<p>A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by: Providing adult literacy and other basic skill services and activities, including basic computer literacy skills. Providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent. Meeting the literacy needs of adults with limited English proficiency.</p> <p>Determines which students are included on Table 9.</p>	Table 9
Other	<p>Optional field, assigned by local program.</p>	
Unassigned	<p>Indicates Program is unassigned. Please select a Primary Program. Student is not yet placed in a Primary Program.</p>	
ESL Student (checkbox)	<p>If the ESL Student checkbox is selected, then LACES will use the ESL scale for the CASAS tests instead of the ABE scale. *Please refer to Appendix C for information on checking the “ESL Student” box.</p>	
Residence Area *	<p>All jurisdictions in Maryland are considered Urban. LACES defaults to Urban as the Residence Area. <i>Does NOT auto populate in the History update folder.</i></p>	Table 6
Urban		
Rural		
Birthdate *	<p>Populated by a calendar or type-in date field, and cross-walked to automatically update the Age field annually.</p>	Table 2,3
Age (autofill)	<p>Years since learner’s date of birth.</p>	
Gender *	<p>Whether the learner is male or female.</p>	Tables 1,2
Male		
Female		

Maryland Department of Labor, Licensing and Regulation

Is this student Hispanic / Latino *	A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic/Latino or Latino”.	Tables 1,2
What is this Student’s race? *	Racial or ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging. Student may self-identify. At least one race must be selected. If multiple selections are made, the student will count as Two or More Races unless Hispanic/Latino has been selected as the student’s ethnicity.	Tables 1,2
American Indian or Alaska Native	A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.	
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.	
Black or African American	A person having origins in any of the Black racial groups of Africa.	
Native Hawaiian or Other Pacific Islander	A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	
White	A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.	
Employment Status *	Whether the learner is employed, not employed, or not in the labor force at time of entry into the adult education program. Per LACES: <i>“Inclusion in the employment cohorts is based on the employment status at time of intake for new and continuing students. For returning students who left the program and returned in another fiscal year, inclusion in the employment cohorts is based on the student’s employment status as of the date of the first hours the student has in the year he/she returns to the program.”</i>	Tables 5,6,8
Employed-Full	Learners without a valid SSN should be assigned “Not in the Labor Force”. Learners who work as paid employees, work at their own business or farm, or who work 15 hours or more per week as unpaid workers at a farm or business operated by a member of their family. Also included are learners who are not currently working but who have jobs or businesses from which they are temporarily absent.	
Employed-Part	Indicates the learner is engaged in part-time employment.	
Unemployed	Learners who are not employed but are seeking employment, make specific efforts to find a job, and are available for work.	
Not in the Labor Force	Learners that are not employed and are not seeking employment. Learners with no valid SSN. *Also includes all learners who have a Pseudo SSN beginning with a 9.	
Highest Education Level *	The highest number of years of formal schooling the learner has completed or the highest credential or degree the learner has achieved at entry. Schooling in the U.S. or abroad is included.	Tables 6
None		
Infants / Toddlers		
Preschool		
Pre-kindergarten		

Maryland Department of Labor, Licensing and Regulation

Kindergarten		
Grade 01		
Grade 02		
Grade 03		
Grade 04		
Grade 05		
Grade 06		
Grade 07		
Grade 08		
Grade 09		
Grade 10		
Grade 11		
Grade 12 or higher – No HS diploma		
High School Diploma or alternative credential		Postsec cohort/ Tables 5,6,8
Secondary Credential		Postsec cohort/ Tables 5,6,8
GED		Postsec cohort/ Tables 5,6,8
Foreign Secondary Diploma / Credential		Postsec cohort/ Tables 5,6,8
Some College – No Degree		Postsec cohort/ Tables 5,6,8
College or Professional Degree		Postsec cohort/ Tables 5,6,8
Unknown		
Highest Education Level Completed on Entry Location *	A dropdown menu for indicating the location at which the highest education level completed by the student at their time of initial entry into the program occurred.	Tables 6
U.S. Based Schooling		
Non U.S. Based Schooling		
Current Level (autofill after test is input)	The Current Level field <i>cannot be modified</i> except by entering or pushing forward a valid, NRS-approved assessment into the student Assessment	

Maryland Department of Labor, Licensing and Regulation

	folder, which will then crosswalk the corresponding NRS level to the Current Level field. The Current Level field will be updated to show gains in EFL, if appropriate, for every assessment after the initial assessment that sets the beginning Entry and Current Level for the fiscal year, or if the Subject Area is changed. Current Level will never go down from the Entry Level in a fiscal year; it will only reflect gains, if made by the learner.	
Student Keyword	Keyword is completely modifiable by using choice list "Keyword." Refer to LACES documentation for instructions on how to modify the Student Keyword.	
Address 1	Learner's address where mail is received. This does not need to be address of residence. It also may be outside your program's service area.	
Address2	Optional field.	
Zip	Learner's postal zip code where mail is received. This does not need to be postal zip code of residence. It also may be outside your program's service area.	
City	Learner's city where mail is received. This does not need to be city of residence. It also may be outside your program's service area. Will automatically populate based on zip code entered.	
County		
State	Learner's state where mail is received. This does not need to be state of residence. It also may be outside your program's service area. Will automatically populate based on zip code entered.	
Mail Preference	A field for indicating the learner's preference for how they receive communications from your agency, if at all.	
Any	Optional field.	
Newsletters Only	Optional field.	
Flyers Only	Optional field.	
Home Phone	The home telephone number for the learner. If learner has no home telephone, a cell or other contact number should be entered.	
Mobile Phone	The cellular telephone number for the learner.	
Work Phone	The work telephone number for the learner.	
Email	Learner's electronic mailing address.	
Contact Preference	A field for designating how the learner prefers to be contacted by telephone, if at all.	
Any Phone or Time		
Home Only		
Work Only		
Homeless	<p>The NRS Federal Table 6 row "In Program for the Homeless" is for participants who must be in a program specifically designed for that purpose. Therefore, if your local program does not have a specific "Homeless Program", then do not mark the learner as Homeless, regardless of whether or not they tell you that they are. Marking the learner as Homeless in LACES at this time will place the learner on this row in Table 6. A future release of LACES will separate out "Homeless" and "In Program for the Homeless".</p> <p>Lacks fixed, regular nighttime residence or has a residence which is: (1) a</p>	Table 6

Maryland Department of Labor, Licensing and Regulation

	publicly supervised or privately operated shelter designated to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the homeless or mentally ill); (2) an institution that provides temporary residence for individuals intended to be institutionalized; or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. A checkbox field wherein the box not being checked indicates False/No, and a checkmark in the box indicates True/Yes.	
Public Assistance	Learner is receiving financial assistance from Federal, State, or local government agencies, including Temporary Assistance for Needy Families (TANF) or equivalent general assistance, food stamps, refugee cash assistance, old-age assistance, and aid to the blind or totally disabled. Social Security benefits, unemployment insurance, and employment-funded disability are not included in this definition.	
Economic Disadvantage	The learner receives or is a member of a family who receives a total family income in the 6 months prior to enrollment of 70 percent of the income level standard for a family of that size, or the learner is receiving or is a member of a family who is receiving cash assistance payments from Federal or State agencies or food stamps, or the learner can be designated as homeless under the McKinney Act. Students are included in the Low-Income row of Table 6 if the “Economic Disadvantage” field is checked in the Demographics tab of the Student record.	Table 6
Dislocated Worker	A learner who receives an individual notice of pending or actual layoff from a job, or an individual who receives a publicly announced notice of pending or actual layoff. A checkbox field wherein the box not being checked indicates False/No, and a checkmark in the box indicates True/Yes.	Table 6
Displaced Homemaker	Has been providing unpaid services to family members in the home and/or has been dependent on the income of another family member, but at enrollment is no longer supported by that income. Must also be unemployed or underemployed and experiencing difficulty obtaining or upgrading employment. A checkbox field wherein the box not being checked indicates False/No, and a checkmark in the box indicates True/Yes.	Table 6
Minor with Adult Status	Must be legally emancipated.	
Single Parent or Guardian	Learner has sole custodial support of one or more dependent children. A checkbox field wherein the box not being checked indicates False/No, and a checkmark in the box indicates True/Yes.	Table 6
Immigrant	Has come into this country from another one in order to settle here or seek refuge.	
Correctional	If the Correctional field is marked in the Demographics tab, the learner’s Primary Program does not need to be Corrections in order for the learner to be included on NRS Federal Table 10. Indicates if a student is in a Correctional institution or program. Any prison, jail reformatory, work farm, detention center, or any other Federal, State, or local institution designed for the confinement or	Table 6,10

Maryland Department of Labor, Licensing and Regulation

	rehabilitation of criminal offenders.	
No		
Yes – Community	If selected, the student will populate NRS Table 6 as In Community Correctional Programs. Defined as a community based rehabilitation facility or halfway house.	
Yes – County	If selected, student will populate NRS Table 6 as In Correctional Facilities. Student is housed in a facility operated by the County.	
Yes – State	If selected, student will populate NRS Table 6 as In Correctional Facilities. Student is housed in a facility operated by the State.	
Yes - Federal	If selected, student will populate NRS Table 6 as In Correctional Facilities. Student is housed in a facility operated by the Federal government.	
Apparent or Disclosed Disability	Learner has a record of, or is regarded as having any type of physical or mental impairment, including a learning disability that substantially limits or restricts one or more major life activities (e.g., walking, seeing, hearing, speaking, learning, and working). A checkbox field wherein the box not being checked indicates False/No, and a checkmark in the box indicates True/Yes.	Table 6
Specific Learning Disability	Learner who has deficits (related to neurological impairments) in capacity in defined limited learning areas; this can include dyslexia (reading disability), dysgraphia (writing disability), and dyscalculia (math disability). The learner also has a history of previous educational efforts.	Table 6
No		
Yes – Observed / Disclosed		
Yes – Documented		

STUDENT – Student Data

Key Info

The screenshot displays the 'Yippie, Friday' student profile. At the top, the navigation bar includes 'DASHBOARD', 'STUDENT', 'CLASS', 'STAFF', 'TUTOR', 'PAIR', 'GROUP', 'WORKSHOP', and 'MORE'. The 'STUDENT' tab is active. The student's name 'Yippie, Friday' is prominently displayed. Below the name, there are several summary fields: Student ID (177399), Intake Date (11/4/2015), Current Level (High Adult Secondary), Overall Status (Enrolled), Date Left, Entry Level (High Adult Secondary), Program (Adult Basic Education), Student Keyword (No Value Entered), and Subject Area (Reading). A toolbar offers actions like 'ADD NEW STUDENT', 'DELETE STUDENT RECORD', 'PRINT', and 'DROP STUDENT'. The 'Key Info' tab is selected, showing a form with fields for Overall Status, Manual Status Change Date, Intake Date, Last Name (Yippie), First Name (Friday), Middle Name, Suffix, Program (Adult Basic Education), Student Unique ID, Student Keyword, Address 1, Address 2, Zip, City, State, County, District, Mail Preference, Email, Phone at Address, Home Phone, Work Phone, Mobile Phone, Other Phone, Other Phone Type, and Contact Preference. A sidebar on the right contains expandable sections for Comments, Pair Comments, Custom Fields, Personal Data, and Preferences.

This information is populated from the STUDENT INTAKE screen upon entry into the program. Corrections (ex: spelling errors) should be completed on this screen and any updates should be completed through other tabs (ex: History tab).

The following fields have not been defined previously in this document:

Overall Status	The Overall Status for a learner is automatically populated on program entry (ex: Prospective), class enrollment (ex: Enrolled), or attendance status (ex: Left). The other Overall Status choices can be manually changed and are optional.	
Prospective	Learner has made contact with your organization but has not yet completed the entire intake process and been assigned to instruction. Every new learner entered into LACES comes in as Prospective.	
To Be Oriented		
Oriented		
Waiting	Learner on waiting list to enroll in full class.	
Enrolled	Learner is currently receiving instruction. Automatic status for a learner enrolled in one or more classes. (Place held in upcoming or current class section.)	
Completed Program	Learner is no longer active/enrolled, and has left the program, and completed requirements set forth by local program to indicate completion of the program.	
Left	Left, return not anticipated. No services after 90 days. Learner is no longer active/enrolled. Automatic status for a student exited from all classes.	
Never Attended	Learner never received instruction.	
Terminated	Learner removed due to disciplinary action.	
Manual Status Change Date		
District		
Phone at Address	Usually used to enter the primary telephone contact number for the learner.	
Other Phone	A numeric field for designating other contact phone numbers for the learner, such as emergency contact or guardian phone number.	
Other Phone Type	A drop-down text-based field for designating the type of phone number used in the "Other Phone" field.	

STUDENT - Student Data

Comments, Pair Comments, Custom Fields, Personal Data, Preferences

Agency: MD LACES Training
DASHBOARD **STUDENT** CLASS STAFF TUTOR PAIR GROUP WORKSHOP MORE ▾
GOT FEEDBACK?

Yippie, Friday + ADD NEW STUDENT + DELETE STUDENT RECORD PRINT DROP STUDENT 139 of 139

[Help <](#)

Student ID: 177399	Intake Date: 11/4/2015	Current Level: High Adult Secondary
Overall Status: Enrolled	Date Left:	Entry Level: High Adult Secondary
Program: Adult Basic Education	Student Keyword: No Value Entered	Subject Area: Reading

Student Data
Assessments
Enrollments
Hours
Outcomes
Demographics
Education
Services
History

Key Info ▲

Comments ▲

+ ADD NEW RECORD

<input type="checkbox"/>	Date ▾	Comment Type	Comment	Creation Date

Pair Comments ▲

<input type="checkbox"/>	Date ▾	Comment Type	Comment	Creation Date

Custom Fields ▲

Custom String 1: <input style="width: 90%;" type="text"/>	Custom Date 1: <input style="width: 80%;" type="text"/>
Custom String 2: <input style="width: 90%;" type="text"/>	Custom Date 2: <input style="width: 80%;" type="text"/>
Custom String 3: <input style="width: 90%;" type="text"/>	Custom Number 1: <input style="width: 80%;" type="text" value="0.00"/> ▲ ▼
Keyword 2: <input style="width: 90%;" type="text"/>	Custom Number 2: <input style="width: 80%;" type="text" value="0.00"/> ▲ ▼

Personal Data ▲

+ ADD NEW RECORD

<input type="checkbox"/>	Type	Property	Value	Creation Date

Preferences ▲

+ ADD NEW RECORD

<input type="checkbox"/>	Effective Date ▾	Item	Preference	Importance	Comment	Creation Date

Maryland Department of Labor, Licensing and Regulation

Comments	Report: "STUDENTS: Comments by date range, comment type and comment like"	
Pair Comments	Report: "PAIR: Pair Comments"	
Custom Fields		
Custom String 1	View; Report: "STUDENTS: Keyword, demographics, custom strings and hours"	
Custom String 2	View; Report: "STUDENTS: Keyword, demographics, custom strings and hours"	
Custom String 3	View; Report: "STUDENTS: Keyword, demographics, custom strings and hours"	
Keyword 2	View; Report: "STUDENTS: Keyword, demographics, custom strings and hours"	
Custom Date 1	View	
Custom Date 2	View	
Custom Number 1	View	
Custom Number 2	View	
Personal Data		
Preferences	Report: "STUDENTS: Preferences"	

STUDENT – Assessments

The screenshot displays the 'Assessments' tab for a student named Yippie, Friday. The header includes navigation links (DASHBOARD, STUDENT, CLASS, STAFF, TUTOR, PAIR, GROUP, WORKSHOP, MORE) and a 'GOT FEEDBACK?' button. The student's details are as follows:

- Student ID: 177399
- Intake Date: 11/4/2015
- Current Level: High Adult Secondary
- Overall Status: Enrolled
- Date Left:
- Entry Level: High Adult Secondary
- Program: Adult Basic Education
- Student Keyword: No Value Entered
- Subject Area: Reading

The 'Assessments' section includes a table with the following data:

Fiscal Year	Assessed Date	Pre/Post	Instrument/Form/Level	Subtest	Scaled	Scaled Gain +/-	SPL/GLE	SPL/GLE Gain +/-	Asses
2015-2016	11/04/2015		CASAS Life Skills-Math / 38...	Math	235				High Int
2015-2016	10/12/2015	Pre	CASAS Life & Work-Readin...	Reading	249				High Ac

Header fields:

Overall Status	The Overall Status for a learner is automatically populated on program entry (ex: Prospective), class enrollment (ex: Enrolled), or attendance status (ex: Left). The other Overall Status choices can be manually changed and are optional.	
Program	Primary Program in which the student is enrolled and being tracked, and is required. Although this field is required, the Primary Program for NRS Table 3 is generated based on their Entry Level from fiscal year assessments. The program displayed in the Student Header is generated based on the Primary Program field located in the student Education panel of the Student Data tab, which is typically populated based on the Primary Program entered on the Intake form, but can be manually updated or edited.	
Current Level	Current Level is automatically populated based on the educational functional level	

Maryland Department of Labor, Licensing and Regulation

	data from the assessment folder. Current level will display the educational functioning level based on the most current assessment in the tracked subject area, unless the EFL for the most current assessment in the tracked subject area is lower than the Entry Level EFL, in which case it will display the Entry Level EFL. If no assessment data has been entered for the current fiscal year, or if there are data entry errors that prevent the level from populating correctly, the Current Level will display "Level Not Defined."	
Entry Level	Entry Level is automatically populated based on the educational functional level data from the assessment folder. Entry level will display the educational functioning level based on the initial fiscal year assessment in the tracked subject area, whether that initial assessment is generated from a new assessment in the fiscal year, or an assessment from the prior fiscal year that was pushed forward. If no assessment data has been entered for the current fiscal year, or if there are data entry errors that prevent the level from populating correctly, the Entry Level will display "Level Not Defined."	
Subject Area	Subject Area is the assessment subject area in which the student will be reported for the fiscal year. Although an agency may track multiple subject areas, reporting of level gains within a subject is only reported for the tracked Subject Area for NRS purposes. The Subject Area is automatically populated when an initial assessment is entered into the student Assessment folder. The database will select the first subject area assessment entered, unless the sub-tests are entered all on one assessment card, such as with the TABE, in which case it will select the subject area with the lowest corresponding Educational Functioning Level. Note that a subject area can have a lower EFL and a higher scaled score. If the student has 2 or more EFLs that are the same and are both the lowest EFL, the database will then determine the lowest by using the lower Scaled Score. There must be an assessment within the subject area within the current fiscal year or the student will show a subject area of "No Value Entered."	
Assessment Status in Subject Area	Indicates one of three assessment statuses for the student within the current fiscal year: <ul style="list-style-type: none"> • Never Assessed this FY: The student has not had a valid assessment within the current fiscal year date range, or has not had an assessment moved forward from the prior FY to be used for tracking in the current FY • Assessed once this FY: The student has received one valid assessment in their tracked subject area, or has had an assessment moved forward from the prior FY to be used for tracking in the current FY • Assessed 2+ this FY: The student has received two or more valid assessments in their tracked subject area, one of which (the pre-test generating the Entry Level) may have been an assessment moved forward from the prior FY to be used for tracking in the current FY This field is non-editable and is populated based on the assessment data entered for the current fiscal year.	
ESL Student	Student Education tab/ Education panel; when ESL Student is Yes, then assessments that can produce ASE, ABE, or ESL Educational Functioning Levels will convert to the appropriate ESL level.	
Scaled Gain in Subject	Automatically calculated scaled score numeric point gain; this will be blank if there	

Maryland Department of Labor, Licensing and Regulation

Area	is no posttest, or will display 0 if the posttest results in no gain.	
Current FY Instructional Hours	The number of instructional hours earned within the current fiscal year date range. Cannot be edited.	
Instructional Hours Since Last Assessment in Subject Area	Number of student instructional hours earned since the student's most current assessment in the tracked subject area. This field is auto-calculated based on the assessment and hours dates and cannot be edited.	
Instructional Hours Between Pre and Post in Subject Area	Automatically calculated from the student's instructional hours entered on or after the date of the pre-test, but does not include instructional hours entered on the same date as the last approved assessment.	

Each assessment view contains a combination of the following fields:

Fiscal Year	A read-only field displaying the fiscal year for which the assessment is being used.	
Assessed Date	Editable date of the assessment.	
Pre/Post	A read-only field used to indicate if the assessment is considered by the database to be the pre-test (populating Entry Level) or a post-test (potentially populating Current Level).	
Instrument/Form/Level	Assessment instrument, form, and difficulty level information.	
Subtest	Subtest/subject area of the assessment.	
Scaled	Editable scaled score.	
Scaled Gain +/-	A read-only field that calculates the scaled score gain or loss between assessments within the tracked subject area. Scaled Gain +/- calculations cross fiscal years.	
SPL/GLE	Student Performance Level/Grade Level Expectation.	
SPL/GLE Gain +/-	A read-only field that calculates the SPL/GLE gain or loss between assessments within the tracked subject area. SPL/GLE +/- calculations cross fiscal years.	
Raw	Editable raw score (raw score is not used for calculation of Educational Functioning Levels).	
Assessed Level	A read-only field indicating the Educational Functioning Level (EFL) set based on the scaled score or SPL/GLE for an assessment. Only NRS-approved assessments will populate a level. All approved subject areas will display an EFL with valid scaled score or SPL/GLE data, but the student can only be tracked for reporting purposes in one subject area (typically the lowest EFL). This subject area will display in the assessment header.	
Subject Area	The subject area/subtest.	
Select Subject	Displays "1" for true if the subject area has been selected to populate the student's tracked subject area, and "0" for false if this is not the selected subject area for tracking. This field is generated from a checkbox in the assessment card that can be edited to select an alternate subject area, if necessary.	
Staff	Editable field indicating the staff member who administered the assessment, or the student's instructor.	
Creation Date	System-generated date indicating the date the assessment record was entered in the database.	
Edit	Click to open the assessment record for editing.	
Move Forward	Click to move an assessment forward from the preceding fiscal year to the current fiscal year. LACES will only allow you to move a test that was administered 120	

Maryland Department of Labor, Licensing and Regulation

	days prior to the end of the current fiscal year.	
Delete	Click to delete the assessment record.	

Fields on the assessment card:

Date Completed for All	Enter the date and check the box if all assessments were administered on the same date. Checking the box will automatically populate the date in the Date Completed field.	
Staff	Optional field for the name of the staff member administering the assessment, or the instructor for the student.	
Raw	The raw score may be entered, but a raw score by itself will not populate an EFL.	
Scaled	You can enter either the Scaled Score for the subtests, or the SPL/GLE, or both. If you enter both and there is a conflict in the EFL that would be produced for the two data points, the database will default to using the EFL generated from the Scaled Score. The Level field will automatically populate based on either the Scaled Score or the SPL/GLE.	
SPL/GLE		
Select Subject	Check to manually override the subject area. Assessment instruments with multiple subject areas can show EFLs for each subject area, but only one subject area is tracked for reporting gains in a given fiscal year. The database will automatically track in the subject area with the lowest scaled score within an Educational Functioning Level. If two or more subtests produce the same lowest EFL, the database will track in the one with the lowest scaled score or SPL/GLE. You can manually override the database to track in a specific subject area by clicking the checkbox for Select Subject.	

To move an assessment forward, click on the arrow within the circle icon to the right of the assessment you intend to move forward. *You should not push forward all subject areas from a preceding year's assessment.* ONLY move forward one assessment in the subject area you will be tracking the student in during the current fiscal year. Remember, the database only tracks and reports in one subject area.

If an assessment is moved forward from the preceding fiscal year, any hours earned after that assessment and prior to the end of the preceding fiscal year *are still eligible to be counted as hours between assessments for re-assessment purposes in the current fiscal year.* You can verify the hours between assessments by viewing the field in the assessment header.

When an assessment is moved forward, a duplicate assessment record will be created with all data exactly the same except the Fiscal Year indicator, which will display the current fiscal year. The Assessment Status, Subject Area, and Levels fields will populate based on the moved-forward assessment data and the assessment will count as a pre-test for the current fiscal year.

Please refer to the Maryland *Basic Skills and English Language Assessments Policy* located at:

<http://www.dllr.maryland.gov/employment/mpi/mpi5-16.pdf>

STUDENT – Enrollments

The screenshot shows the 'Enrollments' tab for student Yippie, Friday. The student's information includes ID 177399, intake date 11/4/2015, and program Adult Basic Education. The enrollment table below shows two records:

Enrollment Type	Match/Enroll Date	Start Date	End Date	Enrollment ID	Enroll Status	Term	Course Number	Title	Program
Class	11/05/2015	11/05/2015	12/15/2015	56012	Enrolled	2015-2016	2654	Tanishia's C...	Adult Basi.
Class	11/04/2015	11/04/2015	12/15/2015	56029	Enrolled	2015-2016	2654	Tanishia's C...	Adult Basi.

Each enrollment view contains a combination of the following fields:

Enrollment Type	Displays the type of the instructional setting; Class, Group, Workshop, or Pair.	
Match/Enroll Date *	The date the student was enrolled into the class/group/workshop or matched in the pair.	
Start Date *	The date the student began in the class/group/pair/workshop. This field will default to the class/group/workshop start date when student's enrollment date is earlier than the class/group/workshop start date. The start date will default to the enrollment date when the date is after the class/group/workshop start date. In pairs, this field is auto-generated by the first pair hours date.	
End Date *	The date the student exited the class/group/workshop or the date the student is scheduled to exit the instructional environment, generated from the class/group/workshop record end date. The end date must be between the	

Maryland Department of Labor, Licensing and Regulation

	class/group/workshop start and end dates. An end date does not display for Pairs until the pair is dissolved.	
Enrollment ID	Auto-generated class/group/workshop/pair ID number found in the instructional setting record.	
Enroll Status	The enrollment status <i>specific to</i> the class, group, pair or workshop. This enrollment status is not the student overall status.	
Term	The term entered in the class/group/workshop record.	
Course Number	The course number entered in the class record.	
Title/Name	The title or name entered in the class/group/workshop record.	
Program	The program entered in the class/group/workshop/pair record. (This is not the program assigned to the student.)	
Instructor Type	Auto-generated based on the role (staff or tutor) of the instructor assigned to teach the class/group/workshop/pair.	
Instructor Name	Name of the assigned instructor (if any.) Auto-generated from the class/group/workshop/pair record.	
Fees Paid	Yes/No display indicating if fees are paid in association with the class.	
Date Paid	Date on which applicable class fees were paid or are due.	
Fee Amount	Amount of class fees paid or due.	
Min Required Days	Indicates the workshop Minimum Number of Required Days that must be attended before completing the workshop. Auto-generated from the workshop record.	
Min Required Hours	Indicates the workshop Minimum Number of Required Hours that must be attended before completing the workshop. Auto-generated from the workshop record.	
Variable Credit Class	Allows indication of the class being a variable credit class. Variable credit typically indicates a class in which various elements are studied and a range of credit may be earned.	
Possible Credits	Number of credits possible for the class.	
Earned Credits	Number of credits earned in the class.	
Letter Grade	Type-in field to indicate the letter grade earned by the student in the class.	
Grade Points	Number of grade points earned by the student in the class.	
Quality Points	Number of quality points earned by the student in the class.	
Units	Number of units earned by the student in the class.	
Class Meets Requirement	Allows indication of the subject area or requirements met by completion of the class.	
Elective	Allows indication of a class being an elective.	
Honors	Allows indication of a class being an honors class	
Work Credit	Allows indication of a class meeting work credit requirement	
Remedial	Allows indication of a class being a remedial class	
Standardized Test	Allows indication of a class requiring a standardized test for placement.	
Advanced Placement	Allows indication of a class qualifying for advanced placement	
Bldg/Room	Indicates the building and room where the class, group, or workshop meets. Auto-generated from the class/group/workshop record.	
Days	Indicates the days that the class, group, or workshop meets. Auto-generated from the class/group/workshop record.	

Maryland Department of Labor, Licensing and Regulation

Times	Indicates the time that the class, group, or workshop meets. Auto-generated from the class/group/workshop record.	
Weekly Time	Indicates the time that the pair meets. Auto-generated from the Weekly Time type-in field in the pair record.	
Location	Indicates the location where the pair meets. Auto-generated from the Location dropdown field in the pair record.	
Creation Date	System-generated date indicating the date the enrollment record was entered in the database.	
Edit	Click to open the enrollment record for editing.	
Delete	Click to delete the enrollment record. All student hours associated with the enrollment must be deleted before the enrollment record can be deleted.	

STUDENT – Hours

The Hours header contains the following fields:

Current FY Instructional Hours	Automatically calculated from the student’s total instructional hours entered in the current FY.	
Days Since Last Hours Date	Automatically calculated from the number of days since hours were last added to the student record.	
Instructional Hours	Automatically calculated from the number of student instructional hours earned in the current fiscal year, based on the fiscal year setting in the agency or state database.	
Lifetime Hours	Automatically calculated from the number of all hours earned over the entire history of the student, including instructional and other hours types.	

Maryland Department of Labor, Licensing and Regulation

The Hours view contains the following fields:

Enrollment Type	Displays the type of instructional setting.	
*Date	Date of the hours record.	
Instructional Setting	Displays the title of the class, group, or workshop, tutor name, or Unlinked Hours.	
Hours Type	Type of hours. Hours will only count for NRS table inclusion if the hours type contains the word "Instruction."	
Hours Present	Number of hours present for the date entered. This may also represent a time period, if hours are entered weekly, monthly, or quarterly.	
Hours Absent	Number of hours absent for the date or time period being recorded. This may also represent a time period, if hours are entered weekly, monthly, or quarterly.	
Late	Indicates whether a student was late.	
Creation Date	System-generated date indicating the date the hours record was entered in the database.	
Edit	Click to open the hours record for editing.	
Delete	Click to delete the hours record, after verification.	

STUDENT – Outcomes

Cohorts, Goals and Achievements

The screenshot shows the LACES system interface for a student named Yippie, Friday. The top navigation bar includes 'DASHBOARD', 'STUDENT', 'CLASS', 'STAFF', 'TUTOR', 'PAIR', 'GROUP', 'WORKSHOP', and 'MORE'. The student's name 'Yippie, Friday' is displayed prominently. Below the name are several action buttons: '+ ADD NEW STUDENT', 'DELETE STUDENT RECORD', 'PRINT', and 'DROP STUDENT'. A progress indicator shows '139 of 139' records. The student's details are listed as follows:

- Student ID: 177399
- Intake Date: 11/4/2015
- Current Level: High Adult Secondary
- Overall Status: Enrolled
- Date Left:
- Entry Level: High Adult Secondary
- Program: Adult Basic Education
- Student Keyword: No Value Entered
- Subject Area: Reading

The 'Outcomes' tab is selected, showing two sections: 'Cohorts' and 'Goals and Achievements'. The 'Goals and Achievements' section contains a table with the following data:

Date Set	Date Met	Status	Goal	Type	Category	Included in Survey	Responded to Survey	Additional Details	Creation Date
11/04/2015		Set higher goal	Enter employment	Economic	NRS	No	No		11/04/2015

LACES will automatically assign students to a cohort

1. *IF* they meet the cohort criteria described below
2. *AND* have met all NRS requirements to be fundable
3. *AND* have exited the program

Cohorts are the only outcomes that populate Table 5. There are 4 cohorts that count on Tables 5, 5a, 8 and 10. Students will be included in the cohort for follow-up if they meet the criteria for inclusion at the time of entry or the first day of the fiscal year for continuing students.

- Entered Employment
- Retained Employment
- Obtained a GED or Secondary School Diploma

Maryland Department of Labor, Licensing and Regulation

- Entered Postsecondary Education or Training (current and prior program year)

Maryland data matches ALL Table 5 Cohorts, so no follow-up or updating of cohort data is required, although you can make updates for your own tracking purposes. The Table 5 submitted to the NRS will not usually match your agency Table 5, as the data is obtained by DLLR but not imported back into LACES. DLLR will provide each agency with their submitted Table 5 after final NRS reports have been provided to the NRS, typically in January.

Please refer to Appendix A for more information about Cohorts and Follow-up Measures.

STUDENT – Outcomes

Add New Goal Record

The screenshot shows a web application interface for a student record. The student's name is 'Yippie, Friday'. The 'Add New Goal Record' dialog box is open, displaying the following information:

- Date Set:** 1/22/2016 (marked as a required field with an asterisk)
- Date Met:** (empty)
- Status:** No Value Entered
- Goal:** No Value Entered
- Additional Details:** (empty text area)
- Included in Survey:**
- Responded to Survey:**

Buttons at the bottom of the dialog are 'SAVE', 'SAVE AND NEW', and 'CANCEL'. The background shows student details: Student ID: 177399, Intake Date: 11/4/2015, Current Level: High Adult Secondary, Overall Status: Enrolled, Program: Adult Basic Education, and Entry Level: High Adult Secondary Reading.

Maryland Department of Labor, Licensing and Regulation

Date Set *		
Date Met		
Status		
Unmet	Used to indicate if the student did not meet an active goal within the fiscal year. If the student continues in your program in the following fiscal year, the goal should be entered again as a new, active goal in the new fiscal year, after changing the old goal to Unmet. A met date cannot be entered for goals with the status Unmet. The goal status will automatically update to Met when a met date is added to a goal with an Unmet status.	
Active	Used for all new goals set by the student in the current fiscal year that are not yet met.	
Met	Used to indicate that the student met the goal. The status of the goal will automatically update to Met when a met date is entered.	
Achievement	This should be used if the student obtained an unintended outcome, or met a prior fiscal year goal. Unintended outcomes are goals that the student met without initially setting it as a goal. Goals are also considered achievements if the student set the goal in a prior fiscal year and met it in a later fiscal year.	
Set Higher Goal		
Goal *	In the goal-setting process you should consider whether there is a realistic chance that the learner can achieve the goal within the class and current fiscal year. Also, it is important that the program's instruction and services are oriented toward helping the learner achieve his or her goal(s). Your program should have a procedure in place to orient the learner to the program and help the learner set goals for instruction. Either as part of the intake process or at a time shortly thereafter, the learner should meet with the Intake/Assessment Specialist or a teacher at least once to help establish goals for instruction. This goal-setting process will help identify the learner's appropriate goals. Establishing goals helps define the areas in which instruction and learning are to be focused. Goals also provide a benchmark by which programs and learners can assess their progress. For these reasons, the goals set should be attainable and measurable within the class and current fiscal year.	
Obtain High School Diploma – GED		
Obtain High School Diploma – NEDP		
Place in postsecondary education	Direct phone/contact confirmation from educational or training institution, with date & contact information recorded in learner's file or copy of enrollment confirmation in learner's file.	Postsec cohort/ Tables 5,8
Place in training program	Copy of letter which indicates training program enrollment details.	Postsec cohort/ Tables 5,8
Achieve	Obtain skills to pass the U.S. citizenship test.	

Maryland Department of Labor, Licensing and Regulation

citizenship skills		
Vote or register to vote	Locally defined form which lists achievements. Record date of each achievement based on information provided or discussed with learner.	
Increased involvement in community activities	Locally defined form which lists achievements. Record date of each achievement based on information provided or discussed with learner. Copies of community meeting agendas, newspaper clippings, log of activities with dates and times.	
Enter employment	Obtain full- or part-time paid employment.	
Retain employment	Upgrade skills to enable retention of current job.	
Left public assistance	Locally defined form which lists achievements. Record date of each achievement based on information provided or discussed with learner; phone/contact confirmation by DSS, other agencies; written confirmation.	
Increased involvement in child's education	Learner increases involvement in the education of dependent children under his or her care, including: helping children more frequently with their school work, increasing contact with children's teachers to discuss children's education, having more involvement in children's school, such as attending school activities and parent meetings and volunteering to work on school projects. Completed DLLR <i>Family Literacy Intake Survey</i> and <i>Family Literacy Update Survey</i> with dates & times. Note: Do <i>not</i> select this achievement unless learner participated in <i>both</i> the family and educational components of a <i>funded</i> Family Literacy Program class.	Table 8
Help child more with school	Completed DLLR <i>Family Literacy Intake Survey</i> and <i>Family Literacy Update Survey</i> with dates & times. Note: Do <i>not</i> select this achievement unless learner participated in <i>both</i> the family and educational components of a <i>funded</i> Family Literacy Program class.	Table 8
Increased contact w/ child's teacher	Completed DLLR <i>Family Literacy Intake Survey</i> and <i>Family Literacy Update Survey</i> with dates & times. Note: Do <i>not</i> select this achievement unless learner participated in <i>both</i> the family and educational components of a <i>funded</i> Family Literacy Program class.	Table 8
More involvement in child's school activities	Completed DLLR <i>Family Literacy Intake Survey</i> and <i>Family Literacy Update Survey</i> with dates & times. Note: Do <i>not</i> select this achievement unless learner participated in <i>both</i> the family and educational components of a <i>funded</i> Family Literacy Program class.	Table 8
Increased involvement in child's literacy activities	Learner increases involvement in the literacy-related activities of dependent children under his or her care, including reading to children, visiting a library, purchasing books or magazines for children. Completed DLLR <i>Family Literacy Intake Survey</i> and <i>Family Literacy Update Survey</i> with dates & times. Note: Do <i>not</i> select this achievement unless learner participated in <i>both</i> the family and educational components of a <i>funded</i> Family Literacy Program class.	Table 8
Increased reading time with children	Completed DLLR <i>Family Literacy Intake Survey</i> and <i>Family Literacy Update Survey</i> with dates & times. Note: Do <i>not</i> select this achievement unless learner participated in <i>both</i> the family and educational components of a <i>funded</i> Family Literacy Program class.	Table 8
Increased visits	Completed DLLR <i>Family Literacy Intake Survey</i> and <i>Family Literacy Update Survey</i>	Table 8

Maryland Department of Labor, Licensing and Regulation

to library with children	with dates & times. Note: Do <i>not</i> select this achievement unless learner participated in <i>both</i> the family and educational components of a <i>funded</i> Family Literacy Program class.	
Increased acquisition of books or mags for children	Completed DLLR <i>Family Literacy Intake Survey</i> and <i>Family Literacy Update Survey</i> with dates & times. Note: Do <i>not</i> select this achievement unless learner participated in <i>both</i> the family and educational components of a <i>funded</i> Family Literacy Program class.	Table 8
Explore career options	Locally defined form which lists achievements. Record date of each achievement based on information provided/discussed with learner; teacher's written comments.	
Improve work readiness skills	Locally defined form which lists achievements. Record date of each achievement based on information provided/discussed with learner; teacher's written comments.	
Improve math skills	Locally defined form which lists achievements. Record date of each achievement based on information provided/discussed with learner; teacher's written comments.	
Improve reading skills	Locally defined form which lists achievements. Record date of each achievement based on information provided/discussed with learner; teacher's written comments.	
Improve English literacy skills	Locally defined form which lists achievements. Record date of each achievement based on information provided/discussed with learner; teacher's written comments.	
Improve English speaking skills	Improved spoken English. <i>Teacher notes in file (or at best, tape records speech at entry and during/after instruction).</i>	
Improve computer skills	Locally defined form which lists achievements. Record date of each achievement based on information provided/discussed with learner; teacher's written comments; computer log.	
Receive U.S. citizenship	Locally defined form which lists achievements. Record date of each achievement based on information provided or discussed with learner. Copy of naturalized citizen certificate.	
Enter military	Copy of any enlistment document (<i>Redact private information</i>).	
Enter apprenticeship	Copy of letter which indicates apprenticeship details.	Postsec cohort/ Tables 5,8
Increase parent child interaction	Completed DLLR <i>Family Literacy Intake Survey</i> and <i>Family Literacy Update Survey</i> with dates & times. Note: Do <i>not</i> select this achievement unless learner participated in <i>both</i> the family and educational components of a <i>funded</i> Family Literacy Program class.	State
Other	A goal that a student has set that does not match any other goal listed.	
Enter ABE from ESL / Tutoring	Entered ABE class. <i>Verified by ABE class attendance record & LACES record.</i>	
Enter ASE from ABE / ESL	ABE to ASE: (1) Pretest that determined entry level and posttest <i>must be in the same skill area</i> (reading or math). (2) Posttest scale score must be at least 236.	

Maryland Department of Labor, Licensing and Regulation

	<p>ESL to ASE: (1) Pretest that determined entry level and posttest <i>must be in the same skill area</i> (listening or reading). (2) Posttest scale score must be at least 76 for <i>BEST Literacy</i>, 507 for <i>BEST Plus</i>, or 236 for <i>CASAS</i>. (3) Must then pretest in ABE/ASE reading or math and achieve a reading or math scale score of 236 or higher.</p>	
Enter NEDP [®]	Entered NEDP [®] . <i>Verified by NEDP Administrator & LACES NEDP[®] record.</i>	
Obtain / Improve Parenting Skills (Parent Education)	Acquired or enhanced parenting skills. <i>Log of activities that relate to parenting skills.</i> Completed DLLR <i>Family Literacy Intake Survey</i> and <i>Family Literacy Update Survey</i> with dates & times. Note: Do <i>not</i> select this achievement unless learner participated in <i>both</i> the family and educational components of a <i>funded</i> Family Literacy Program class.	State
Included in Survey (checkbox)	It is not necessary to check this box for NRS reporting in the Goals panel.	
Responded to Survey (checkbox)	It is not necessary to check this box for NRS reporting in the Goals panel.	

STUDENT – Outcomes

All Goals

Agency: MD LACES Training

All Goals set within the current fiscal year

Description ▲	Date Set	Date Met	
Category: NRS			
Goal Type: Economic			
Enter employment	11/04/2015		
Left public assistance			
Retain employment			
Goal Type: Educational			
Obtain High School Diploma - GED			
Obtain High School Diploma - NEDP			
Place in postsecondary education			
Place in training program			
Goal Type: Family			
Help child more with school			
Increased Acquisition of Books or Mags for Children			
Increased contact w/child's teacher			
Increased involvement in child's education			
Increased involvement in child's literacy activities			
Increased Reading Time with Children			
Increased Visits to Library with Children			
More involvement in child's school activities			
Goal Type: Societal/Community			
Achieve citizenship skills			
Increased involvement in community activities			
Vote or register to vote			
Category: State			
Goal Type: Economic			
Enter Apprenticeship			
Enter Military			
Explore career options			
Improve Work Readiness Skills			
Goal Type: Educational			
Enter ABE from ESL/Tutoring			
Enter ASE from ABE/ESL			
Enter NEDP			
Improve Computer Skills			
Improve English Literacy Skills			
Improve English Speaking Skills			
Improve Math Skills			
Improve Reading Skills			
Goal Type: Family			
Increase Parent Child Interaction			
Obtain/Improve Parenting Skills (Parent Education)			
Goal Type: Societal/Community			
Other			
Receive U.S. citizenship			

SAVE CANCEL

STUDENT – Demographics

Demographics

Agency: MD LACES Training
DASHBOARD STUDENT CLASS STAFF TUTOR PAIR GROUP WORKSHOP MORE
GOT FEEDBACK?

Yippie, Friday + ADD NEW STUDENT | DELETE STUDENT RECORD | PRINT | DROP STUDENT | 139 of 139

Student ID: 177399

Overall Status: Enrolled

Program: Adult Basic Education

Intake Date: 11/4/2015

Date Left:

Student Keyword: No Value Entered

Current Level: High Adult Secondary

Entry Level: High Adult Secondary

Subject Area: Reading

Student Data
Assessments
Enrollments
Hours
Outcomes
Demographics
Education
Services
History

Demographics

<p>*Gender: Male</p> <p>*Is this student Hispanic/Latino: <input type="radio"/> Yes <input checked="" type="radio"/> No</p> <p>American Indian or Alaska Native: <input type="checkbox"/></p> <p>Asian: <input type="checkbox"/></p> <p>Black or African American: <input type="checkbox"/></p> <p>Native Hawaiian or Other Pacific Islander: <input checked="" type="checkbox"/></p> <p>White: <input type="checkbox"/></p> <p>*Birthdate: 6/15/1978</p> <p>Age: 37</p> <p>Birthdate Verification: <input type="text"/></p> <p>Birthplace: <input type="text"/></p> <p>City of Birth: <input type="text"/></p> <p>Born outside US: <input type="checkbox"/></p> <p>Country of Birth: No Value Entered</p> <p>Registered Voter: <input type="checkbox"/></p> <p>Immigrant: <input type="checkbox"/></p> <p>US Citizen: <input type="checkbox"/></p> <p>Plan to Stay in USA: <input type="checkbox"/></p> <p>Country of Citizenship: No Value Entered</p> <p>Homeless: <input type="checkbox"/></p> <p>*Residence Area: Urban</p> <p>Public Assistance: <input type="checkbox"/></p>	<p>Economic Disadvantage: <input type="checkbox"/></p> <p>Dislocated Worker: <input type="checkbox"/></p> <p>Displaced Homemaker: <input type="checkbox"/></p> <p>Migrant Worker: <input type="checkbox"/></p> <p>Marital Status: No Value Entered</p> <p>Parents' Highest Education Completed: No Value Entered</p> <p>Military Service Experience: No Value Entered</p> <p>Family Income Range: \$20,000 to 29,999</p> <p>Number of Dependents: <input type="text"/></p> <p>Minor with Adult Status: <input type="checkbox"/></p> <p>Single Parent or Guardian: <input type="checkbox"/></p> <p>At Risk: No Value Entered</p> <p>Abuse: No Value Entered</p> <p>Correctional: No Value Entered</p> <p>Institutional: No Value Entered</p> <p>ITA-Individual Training Account: <input type="checkbox"/></p> <p>One Stop Center Referral: <input type="checkbox"/></p> <p>WIA/Title-1: <input type="checkbox"/></p> <p>Children Ages 0-5: 0</p> <p>Children Ages 6-13: 0</p> <p>Children Ages 14-21: 0</p>
---	--

The following fields have not been defined previously in this document:

Birthdate Verification	Optional field to indicate that the birthdate has been verified.	
Birthplace	Optional field indicating the birthplace of the student.	
City of Birth	Optional field indicating the birth city of the student.	
Born outside US (checkbox)	Optional field to indicate if the student was born outside of the US.	
Country of Birth (dropdown)	Optional field for student's Country of Birth.	
Registered Voter	Optional field to indicate if the student is a registered voter.	
US citizen	Optional field to indicate if the student is a US Citizen.	
Plan to Stay in USA	Optional field to indicate if the student intends to stay in the US.	
Country of Citizenship	Optional field to indicate student's Country of Citizenship.	
Migrant Worker	Optional field to indicate if student is a migrant worker.	
Marital Status	Optional field.	
Married		
Single		
Divorced		
Widowed		
Never Married		
Separated		
Parents Highest Education Completed	Optional field.	
Military Service Experience	Optional field.	
Family Income Range	Optional field.	
Number of Dependents	Optional field.	
At Risk	Optional field to indicate if student is at risk.	
Abuse	Optional field to indicate if student has substance abuse issues.	
Institutional	Optional field to indicate if student is a resident in an Institutional Setting. Populates NRS Table 6, "In Other Institutional Setting". Includes State and local medical, mental health, or rehabilitation facilities. (Not for Corrections)	Table 6
ITA – Individual Training Account	For students who work with a local WIB. Individuals with an ITA should know if it is applicable.	
One Stop Center Referral		
WIA / Title-1		
Children Ages 0-5	The number of children currently living in the household.	
Children Ages 6-13	The number of children currently living in the household.	
Children Ages 14-21	The number of children currently living in the household.	

STUDENT – Demographics

Corrections

The screenshot shows a web application interface for student management. At the top, there is a navigation bar with 'STUDENT' highlighted. Below the navigation bar, the student's name 'Yippie, Friday' is displayed. A summary section provides key information: Student ID: 177399, Intake Date: 11/4/2015, Current Level: High Adult Secondary, Overall Status: Enrolled, Date Left: (blank), Entry Level: High Adult Secondary, Program: Adult Basic Education, Student Keyword: No Value Entered, and Subject Area: Reading. The 'Demographics' tab is active, and the 'Corrections' section is expanded, showing input fields for DOC Number, Start Date, End Date, Location, Housing, Date of Offense, Sentence Completion Date, and Release Date. Below this section are expandable tabs for Disability, Family Members, Health Data, and Identification.

DOC Number	Field indicating the student’s booking, inmate, or correctional ID number.	
Start Date	Start date of the student’s correctional education.	
End Date	End date of the student’s correctional education.	
Location	Location of the correctional education, indicated by a dropdown menu.	
Housing	Type in field indicating the student’s housing.	
Date of Offense	Date of offense.	
Sentence Completion Date	Date of sentence completion.	
Release Date	Release date.	

STUDENT – Demographics

Disability

The screenshot shows a web application interface for student management. At the top, there is a navigation bar with tabs for DASHBOARD, STUDENT, CLASS, STAFF, TUTOR, PAIR, GROUP, WORKSHOP, and MORE. The current user is identified as 'Agency: MD LACES Training'. Below the navigation bar, the student's name 'Yippie, Friday' is displayed, along with action buttons: ADD NEW STUDENT, DELETE STUDENT RECORD, PRINT, and DROP STUDENT. A page indicator shows '139 of 139' records.

Key student information is displayed in a grid:

- Student ID: 177399
- Intake Date: 11/4/2015
- Current Level: High Adult Secondary
- Overall Status: Enrolled
- Date Left:
- Entry Level: High Adult Secondary
- Program: Adult Basic Education
- Student Keyword: No Value Entered
- Subject Area: Reading

The 'Demographics' tab is selected, and the 'Disability' section is expanded. It contains the following fields:

- Informed Disclosure Not Required:
- Apparent or Disclosed Disability:
- Vision Impaired: No Value Entered
- Legally Blind: No Value Entered
- Hearing Impaired: No Value Entered
- Deaf: No Value Entered
- Speech Impaired: No Value Entered
- Mute: No Value Entered
- Paralysis: No Value Entered
- Nonparalytic Orthopedic: No Value Entered
- Missing Extremities: No Value Entered
- Specific Learning Disability: No Value Entered

Other expandable sections include Family Members, Health Data, and Identification.

Maryland Department of Labor, Licensing and Regulation

Informed Disclosure Not Required	Optional field to indicate Informed Disclosure requirements.	
Apparent or Disclosed Disability	Learner has a record of, or is regarded as having any type of physical or mental impairment, including a learning disability that substantially limits or restricts one or more major life activities (e.g., walking, seeing, hearing, speaking, learning, and working). A checkbox field wherein the box not being checked indicates False/No, and a checkmark in the box indicates True/Yes. Optional field to indicate Apparent or Disclosed Disability, entered at Intake.	Table 6
Vision Impaired	Optional field to indicate visual impairment.	
	No	
	Yes – Observed / Disclosed	
	Yes – Documented	
Legally Blind	Optional field to indicate legally blind status.	
Hearing Impaired	Optional field to indicate hearing impairment.	
Deaf	Optional field to indicate deafness.	
Speech Impaired	Optional field to indicate speech impaired.	
Mute	Optional field to indicate muteness.	
Paralysis	Optional field to indicate paralysis disability.	
Nonparalytic Orthopedic	Optional field to indicate non-paralytic orthopedic disability.	
Missing Extremities	Optional field to indicate missing extremities.	
Specific Learning Disability	Learner who has deficits (related to neurological impairments) in capacity in defined limited learning areas; this can include dyslexia (reading disability), dysgraphia (writing disability), and dyscalculia (math disability). The learner also has a history of previous educational efforts. Optional field to indicate a specific learning disability, entered at Intake.	Table 6

STUDENT – Demographics

Family Members

Agency: MD LACES Training

DASHBOARD STUDENT CLASS STAFF TUTOR PAIR GROUP WORKSHOP MORE GOT FEEDBACK?

Yippie, Friday + ADD NEW STUDENT | DELETE STUDENT RECORD | PRINT | DROP STUDENT 139 of 139 Help <

Student ID: 177399 Intake Date: 11/4/2015 Current Level: High Adult Secondary
 Overall Status: Enrolled Date Left: Entry Level: High Adult Secondary
 Program: Adult Basic Education Student Keyword: No Value Entered Subject Area: Reading

Student Data Assessments Enrollments Hours Outcomes **Demographics** Education Services History

Demographics
 Corrections
 Disability
 Family Members
 Health Data
 Identification

<input type="checkbox"/>	Family Name	Last Name	First Name	Middle Name	Role	Gender	Birthdate	Age	Creation Date

STUDENT – Demographics

Health Data

The screenshot shows a web application interface for student management. At the top, there is a navigation bar with a logo on the left and the text "Agency: MD LACES Training" on the right. Below the navigation bar, the student's name "Yippie, Friday" is displayed in a large font. To the right of the name are several action buttons: "+ ADD NEW STUDENT", "DELETE STUDENT RECORD", "PRINT", and "DROP STUDENT". A pagination indicator shows "139 of 139" records. Below the navigation and student name, there is a summary section with the following information: Student ID: 177399, Intake Date: 11/4/2015, Current Level: High Adult Secondary, Overall Status: Enrolled, Date Left: (blank), Entry Level: High Adult Secondary, Program: Adult Basic Education, Student Keyword: No Value Entered, and Subject Area: Reading. Below the summary section is a tabbed interface with tabs for "Student Data", "Assessments", "Enrollments", "Hours", "Outcomes", "Demographics", "Education", "Services", and "History". The "Demographics" tab is currently selected. Under the "Demographics" tab, there are several expandable sections: "Demographics", "Corrections", "Disability", "Family Members", "Health Data", and "Identification". The "Health Data" section is expanded, showing a form with the following fields: Medical Condition, Medical Treatment, Health Care Required at School, Allergies, Vision Evaluation, Hearing Evaluation, Speech and Language Evaluation, Special Diet Considerations, Non-medical Therapy, and Handedness. The "Handedness" field is a dropdown menu with the value "No value entered" selected. The "Identification" section is currently collapsed.

Maryland Department of Labor, Licensing and Regulation

Medical Condition	Indicates any medical condition which the agency chooses to track.	
Medical Treatment	Indicates any medical treatment options which the agency chooses to track.	
Health Care Required at School	Indicates any health care required at the agency which the agency chooses to track.	
Allergies	Indicates any allergies which the agency chooses to track.	
Vision Evaluation	Indicates vision evaluation results or notes which the agency chooses to track.	
Hearing Evaluation	Indicates hearing evaluation results or notes which the agency chooses to track.	
Speech and Language Evaluation	Indicates speech and language evaluation results or notes which the agency chooses to track.	
Special Diet Considerations	Indicates any special diet considerations which the agency chooses to track.	
Non-medical Therapy	Indicates any non-medical therapy which the agency chooses to track.	
Handedness	Tracks student handedness.	
Right-handed		
Left-handed		
Mixed-handed		
Ambidextrous		

STUDENT – Demographics

Identification

Agency: MD LACES Training

DASHBOARD **STUDENT** CLASS STAFF TUTOR PAIR GROUP WORKSHOP MORE GOT FEEDBACK?

Yippie, Friday + ADD NEW STUDENT | DELETE STUDENT RECORD | PRINT | DROP STUDENT 139 of 139 Help <

Student ID: 177399 Intake Date: 11/4/2015 Current Level: High Adult Secondary
 Overall Status: Enrolled Date Left: Entry Level: High Adult Secondary
 Program: Adult Basic Education Student Keyword: No Value Entered Subject Area: Reading

Student Data Assessments Enrollments Hours Outcomes **Demographics** Education Services History

Demographics
 Corrections
 Disability
 Family Members
 Health Data
 Identification

+ ADD NEW RECORD

<input type="checkbox"/>	Start Date ▼	Identification Type	Document or ID Number	Creation Date		
<input type="checkbox"/>	11/04/2015	Social Security administration number	XXX-XX-6485	11/04/2015		

STUDENT – Education

Education

Agency: MD LACES Training
DASHBOARD STUDENT CLASS STAFF TUTOR PAIR GROUP WORKSHOP MORE
GOT FEEDBACK?

Yippie, Friday + ADD NEW STUDENT | - DELETE STUDENT RECORD | PRINT | DROP STUDENT | 139 of 139 | Help <

Student ID: 177399
Intake Date: 11/4/2015
Current Level: High Adult Secondary

Overall Status: Enrolled
Date Left:
Entry Level: High Adult Secondary

Program: Adult Basic Education
Student Keyword: No Value Entered
Subject Area: Reading

Student Data
Assessments
Enrollments
Hours
Outcomes
Demographics
Education
Services
History

Education

<p>*Intake Date: <input type="text" value="11/4/2015"/> <input type="button" value="Calendar"/></p> <p>Last Enroll Date: <input type="text" value="11/5/2015"/> <input type="button" value="Calendar"/></p> <p>Last Hours Date: <input type="text" value="11/4/2015"/></p> <p>Last Assessment Date: <input type="text" value="11/4/2015"/></p> <p>*Program: <input type="text" value="Adult Basic Education"/></p> <p>ESL Student: <input type="checkbox"/></p> <p>Enrolled in Other Reading Program: <input type="checkbox"/></p> <p>Enrolled in Other GED Program: <input type="checkbox"/></p> <p>Exempt from Assessment: <input type="checkbox"/></p> <p>Fee Waiver: <input type="text"/></p> <p>*Highest Education Level Completed on Entry: <input type="text" value="Grade 11"/></p> <p>*Highest Education Level Completed on Entry Location: <input type="text" value="U.S. Based Schooling"/></p> <p>Highest Education Completed: <input type="text" value="No Value Entered"/></p> <p>Admission Status: <input type="text" value="No Value Entered"/></p> <p>Mandated Student Type: <input type="text" value="No Value Entered"/></p> <p>Staff Assigned: <input type="text"/></p>	<p>File Location: <input type="text"/></p> <p>File Security: <input type="text" value="No Value Entered"/></p> <p>Current School Attending: <input type="text"/></p> <p>Current School Contact Info: <input type="text"/></p> <p>Last School Attended: <input type="text"/></p> <p>Last School Attended Location: <input type="text"/></p> <p>Source Type: <input type="text" value="No Value Entered"/></p> <p>Source Name: <input type="text" value="No Value Entered"/></p> <p>Why Enroll: <input type="text" value="No Value Entered"/></p> <p>Other Why Enroll: <input type="text"/></p> <p>Post School Recognition--Graduation Exercises: <input type="text"/></p> <p>NEDP Diagnostic Phase Entry Date: <input type="text"/> <input type="button" value="Calendar"/></p> <p>NEDP Assessment Phase Entry Date: <input type="text"/> <input type="button" value="Calendar"/></p> <p>Reason Left: <input type="text" value="No Value Entered"/></p> <p>Reason Left Detail: <input type="text"/></p> <p>TABE Identifier: <input type="text"/></p>
---	---

The following fields have not been defined previously in this document:

Last Enroll Date	Date of last enrollment into an instructional setting, automatically populated based on class, pair, group, or workshop enrollment.	
Last Hours Date	Date on which hours were last entered for the student record.	
Last Assessment Date	Date on which an assessment was last entered for the student record.	
Enrolled in Other Reading Program	Indicates if the student is enrolled in another reading program.	
Enrolled in Other GED Program	Indicates if the student is enrolled in another GED program.	
Exempt from Assessment	Indicates if a student is Exempt from Assessment. If a student is exempt from assessment they will not be considered for inclusion on the NRS tables.	
Fee Waiver	Indicates fee waiver information for the student record.	
Highest Education Level Completed	Indicates the highest education level completed by the student at any point in their enrollment within the program. This field does not populate Table 6 and is not the required field for Table 6 education information.	
Admission Status	Indicates admission status within the program.	
Mandated Student Type	Indicates mandated student type within the program.	
Staff Assigned		
File Location	Indicates file location information for the student record.	
File Security	Indicates file security information for the student record.	
Current School Attending	Indicates information for the current school being attended.	
Current School Contact Info	Indicates contact information for the current school being attended.	
Last School Attended	Indicates information for the last school attended.	
Last School Attended Location	Indicates contact information for the last school attended.	
Source Type	Indicates the source type (referral) information for the student record.	
Source Name	Indicates additional source name (referral) information for the student record.	
Why Enroll	Indicates the reason for the student enrollment.	
Other Why Enroll	Indicates additional enrollment reason details.	
Post School Recognition – Graduation Exercises	Indicates a post-school recognition or graduation exercises in which the student participates.	
NEDP Diagnostic Phase Entry Date *	The date that the student entered the Diagnostic Phase. <i>The student will only be reported if there is a date entered here.</i>	
NEDP Assessment Phase Entry Date *	The date that the student entered the Assessment Phase. <i>The student will only be reported if there is a date entered here.</i>	
Reason Left	Left, return not anticipated.	
90 Days No Attendance		
Administratively Separated		
Changed Address or Left Area		
Child Care Problems		

Maryland Department of Labor, Licensing and Regulation

Class Ended		
Deceased		
Entered NEDP		
Family Problems		
Health Problems		
Incarcerated		
Job Related		
Lack of Interest		
Location of Instruction		
Other		
Re-enroll in High School		
Released (corrections)		
Switched Class		
Time Instruction Was Scheduled		
To Take a Job		
To Take GED		
Transportation Problems		
Reason Left Detail	Indicates additional detail for the reason the student exited the program.	
TABE Identifier	Indicates the TABE Identifier, if applicable.	

STUDENT – Education

Diplomas / Credentials, Instructional Areas, Language, Material, Term Grades, Transcripts

Agency: MD LACES Training
DASHBOARD **STUDENT** CLASS STAFF TUTOR PAIR GROUP WORKSHOP MORE
GOT FEEDBACK?

Yippie, Friday

[+ ADD NEW STUDENT](#) |
 [DELETE STUDENT RECORD](#) |
 [PRINT](#) |
 [DROP STUDENT](#)

Student ID: 177399	Intake Date: 11/4/2015	Current Level: High Adult Secondary
Overall Status: Enrolled	Date Left:	Entry Level: High Adult Secondary
Program: Adult Basic Education	Student Keyword: No Value Entered	Subject Area: Reading

Student Data	Assessments	Enrollments	Hours	Outcomes	Demographics	Education	Services	History
--------------	-------------	-------------	-------	----------	--------------	-----------	----------	---------

Education											
Diplomas/Credentials											
+ ADD NEW RECORD											
<input type="checkbox"/>	Diploma/Credential Type	Expected Award Date	Date HSE or Certification Exam Last Taken But Not Passed	Date Earned	Actual Award Date	Diploma/Credential Name					
< >											
Instructional Areas											
+ ADD NEW RECORD											
<input type="checkbox"/>	Instructional Area *	Instructional Area Status	Test Date	Test Score	Test Form	Retest Date	Retest Score	Retest Form	Date Completed	Hours	Staff Name
< >											
Language											
+ ADD NEW RECORD											
<input type="checkbox"/>	Date	Language	Language Type	Native	Read	Write	Speak	Creation Date			
Material											
<input type="checkbox"/>	Material Name	Copy Number	Material Type	Checkout Status	Checkout Date	Due Date	Return Date	Amount Due			
Term Grades											
<input type="checkbox"/>	Term	Credits Attained	Credits Received	Grade Points Received	Term Grade Point Average	Year to Date Grade Point Average	Cumulative Grade Point Average				
Transcripts											
+ ADD NEW RECORD											
<input type="checkbox"/>	Status	Term	Institution	Course Name *	Final Grade	Earned Credits	Possible Credits	Start Date	End Date	Creation Date	

STUDENT – Services

Accommodations, Referrals, Social Services

The screenshot shows a web application interface for a student record. At the top, there is a navigation bar with 'DASHBOARD', 'STUDENT', 'CLASS', 'STAFF', 'TUTOR', 'PAIR', 'GROUP', 'WORKSHOP', and 'MORE'. The current user is 'Agency: MD LACES Training'. The student's name is 'Yippie, Friday'. Below the name are several action buttons: '+ ADD NEW STUDENT', 'DELETE STUDENT RECORD', 'PRINT', and 'DROP STUDENT'. A pagination indicator shows '139 of 139' records.

Student details are listed below:

- Student ID: 177399
- Intake Date: 11/4/2015
- Current Level: High Adult Secondary
- Overall Status: Enrolled
- Date Left:
- Entry Level: High Adult Secondary
- Program: Adult Basic Education
- Student Keyword: No Value Entered
- Subject Area: Reading

The 'Services' tab is active, showing three sections:

- Accommodations:** Includes an 'ADD NEW RECORD' button and a table with columns: Requested Date, Provided Date, End Date, Accommodation, Reason/Cause, Notes, and Creation Date.
- Referrals:** Includes an 'ADD NEW RECORD' button and a table with columns: Date, Referral Type, Referral Status, Cause, Purpose, and Creation Date.
- Social Services:** Includes an 'ADD NEW RECORD' button and a table with columns: Type, Notes, and Creation Date.

STUDENT – History

Address History, Enrollment Program History, Fiscal Year, Level History

The screenshot displays the 'History' tab for a student named Yippie, Friday. The student's ID is 177399, and they are currently enrolled in an Adult Basic Education program. The interface shows four main history sections:

- Address History:** A table with columns for Primary Address, Start Date, End Date, Address 1, Address 2, Zip, City, County, State, District, Residence Area, Area, and Phone at Address. One record is visible for 'Yes' with 'No Value Entered' for County and State, and 'Urban' for Residence Area.
- Enrollment Program History:** A table with columns for Program, Start Date, Status, Reason Left, Notes, and Creation Date. Two records are shown for 'Adult Basic Education' with start dates of 11/05/2015 and 11/04/2015, both in 'Enrolled' status.
- Fiscal Year:** A table with columns for Fiscal Year, Reporting System, and Creation Date. One record is shown for '2015-2016' with 'NRS FY 15-16' as the reporting system and '01/16/2016' as the creation date.
- Level History:** A table with columns for Date, Current Level, Subject Area, and Creation Date. Four records are shown, detailing the student's progression from 'Low Adult Secondary' to 'High Adult Secondary' in 'Reading' and 'Math' subjects.

If the Address history is updated HERE, it will be tracked. If the student’s address is changed under the Student Data tab, the previous entry is overwritten.

STUDENT – History

Overall Status History, Work History, Audit History

Agency: MD LACES Training

DASHBOARD STUDENT CLASS STAFF TUTOR PAIR GROUP WORKSHOP MORE

Yippie, Friday

ADD NEW STUDENT DELETE STUDENT RECORD PRINT DROP STUDENT 139 of 139

Student ID: 177399 Intake Date: 11/4/2015 Current Level: High Adult Secondary
 Overall Status: Enrolled Date Left: Entry Level: High Adult Secondary
 Program: Adult Basic Education Student Keyword: No Value Entered Subject Area: Reading

Student Data Assessments Enrollments Hours Outcomes Demographics Education Services **History**

Address History
 Enrollment Program History
 Fiscal Year
 Level History
 Overall Status History

<input type="checkbox"/>	Start Date	Program	Status	Subject Area	Area	Notes	Creation Date
<input type="checkbox"/>	11/05/2015	Adult Basic Education	Enrolled	Reading	ClassRegistration		11/04/2015
<input type="checkbox"/>	11/04/2015	Adult Basic Education	Prospective	Reading	Student		11/04/2015
<input type="checkbox"/>	11/04/2015	Adult Basic Education	Enrolled	Reading	ClassRegistration		11/04/2015
<input type="checkbox"/>	10/12/2015	Adult Basic Education	Prospective	Reading	Assessment	Sync Assessment	11/04/2015

Work History

ADD NEW RECORD

<input type="checkbox"/>	Start Date	Employment Status	Occupation	Employer Name	Type of Employer	Employer Address	Employer Contact	Salary	Creation Date
<input type="checkbox"/>	11/04/2015	Unemployed	No Value Entered		No Value Entered				11/04/2015

Audit History

<input type="checkbox"/>	Date	Area	Action	User Name
--------------------------	------	------	--------	-----------

APPENDIX A: Cohorts and Follow-up Measures

Follow-up Measure #1: Entered Employment

Definition: Learner enters employment by the end of the first quarter after the program exit quarter. Employment is working in a paid, unsubsidized job or working 15 hours or more per week in an unpaid job on a farm or business operated by a family member or the student. The exit quarter is the quarter when instruction ends, the learner terminates or has not received instruction for 90 days, and is not scheduled to receive further instruction. A job obtained while the student is enrolled can be counted for entered employment and is reported if the student is still employed in the first quarter after exit from the program.

Applicable Population: Learners who are not employed at time of entry *and in the labor force* who exit during the program year.

Federal Reporting: States report the total number of *unemployed* learners *in the labor force* who enter employment and exit during the program year and the total number of learners in the labor force who are unemployed at entry who exit during the program year. Entered employment rate is computed by dividing these numbers.

Follow-up Measure #2: Retained Employment

Definition: Learner remains employed in the third quarter after exit quarter.

Applicable Population: Learners who, at time of entry, were not employed *and in the labor force*, who are employed in the first quarter after exit quarter, **and** learners employed at entry.

Federal Reporting: States report the total number of learners *in the applicable population (see above) who are employed in the third quarter after program exit* and the total applicable population (i.e., the number of learners in the labor force who were unemployed at entry, and who entered employment; **and** learners who are employed at entry). The retained employment rate is computed by dividing the number of learners who retain employment by the total applicable population.

Follow-up Measure #3: Receipt of a Secondary School Diploma

Definition: The learner obtains certification of attaining passing scores on GED tests, or the learner obtains a diploma or State-recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).

Applicable Population: All enrolled learners *who take all GED tests, or are enrolled in adult high school at the high ASE level, or are enrolled in the assessment phase of the EDP* who exit during the program year.

Federal Reporting: States report the total number of learners *in the applicable population (see above) and the number of learners who pass all GED tests or obtain* secondary school diplomas who exit. To compute a rate or percentage of attainment, the number of students receiving a secondary school diploma or pass the GED is divided by the total number of learners *in the applicable population* who exit during the program year. If a State has a policy officially recognizing attainment of a foreign language GED as receipt of a secondary school diploma or its recognized equivalent, the State may also report attainment of a foreign language GED in the NRS for adult literacy. A passing score on the GED test is defined by the State and must be consistent with State policies relating to the issuance of a high school diploma or its equivalent.

Follow-up Measure #4: Entered Postsecondary Education or Training

Definition: Learner enrolls in a postsecondary educational, occupational skills training program, or an apprenticeship training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.

Applicable Population: All learners *who passed the GED tests or earned a secondary credential while enrolled in adult education, or have a secondary credential at entry, or are enrolled in a class specifically designed for transitioning to postsecondary education* who exit during the program year. A transition class is a class that has a specific purpose to prepare students for entry into postsecondary education, training or an apprenticeship program.

Federal Reporting: The total number of learners who enter postsecondary education or a training program and *the total number of students in the applicable population (see above)* who exit during the program year are reported. *Entry into postsecondary education or training can occur any time from the time of exit till the end of the following program year.* To compute a rate of placement, the number of students enrolling in postsecondary education or training, through the end of the program year following the year of program exit, is divided by the total number of learners in the applicable population who exited during the program year.

*****Data matching with the National Student Clearinghouse will not fully capture the learners enrolled in postsecondary education or training in Maryland. Therefore, we would like all programs to continue to mark this goal as Met in LACES if in fact the learner has informed you that he or she is enrolled in postsecondary education or a training program and documentation is provided.

1. Direct phone/contact confirmation from the educational or training institution, with date and contact information recorded in learner's file, or
2. Copy of enrollment confirmation in learner's file.

Also, please remember that there are **two** goals you can set and mark as Met for students to count toward this NRS achievement:

1. Place in post-secondary education, and
2. Place in training program.

We will then combine the data match from the National Student Clearinghouse with LACES data to report for this outcome.

The screenshot shows a web form titled "Add New Goal Record". It contains several input fields and a dropdown menu. The "Date Set" field is populated with "4/26/2016". The "Date Met" field is empty. The "Status" dropdown is set to "No Value Entered". The "Goal" dropdown is open, displaying a list of options: "No Value Entered", "Obtain High School Diploma - GED", "Obtain High School Diploma - NEDP", "Place in postsecondary education", "Place in training program", "Achieve citizenship skills", "Vote or register to vote", "Increased involvement in community activities", and "Enter employment". The "Place in training program" option is highlighted with a red circle. Below the dropdown are three buttons: "SAVE", "SAVE AND NEW", and "CANCEL".

APPENDIX B: NEDP®

NEDP Students:

NEDP students should be entered with the **Program** type of **National External Diploma Program**

The screenshot shows the 'Student Intake' form. The 'Program' dropdown menu is open, and the 'National External Diploma Program' option is highlighted with a red circle. Other fields include: Intake Date (4/28/2016), SSN (111-22-3344), Last Name (Smith), First Name (Bob), Middle Name, Suffix, Student Unique ID, ESL Student, Residence Area, Birthdate, Age, Gender, and Student Keyword (No Value Entered). A radio button for 'Is this person Hispanic/Latino' is set to 'Yes'.

Students in the Diagnostic Phase should be entered into a class titled “NEDP Diagnostic Phase” **AND must have** a date entered in the “NEDP Diagnostic Phase Entry Date” field in the Education panel.

Students in the Assessment Phase should be entered into a class titled “NEDP Assessment Phase” **AND must have** a date entered in the “**NEDP Assessment Phase Entry Date**” field in the Education Date panel. Entering a date in this box will result in a level gain from Low Adult Secondary to High Adult Secondary.

Maryland Department of Labor, Licensing and Regulation

Student Data	Assessments	Enrollments	Hours	Outcomes	Demographics	Education	Services	History
Last Hours Date:						Highest Education Completed: No Value Entered		Source Name: No Value Entered
Last Instr Hours Date:						Admission Status: No Value Entered		Why Enroll: No Value Entered
Last Assess Date:						Mandated Student Type: No Value Entered		Other Why Enroll:
*Program: National External Diploma Program						Staff Assigned:		Post School Recognition/Grad E...: No Value Entered
ESL Student: <input type="checkbox"/>						File Location:		NEDP Diagnostic Phase Entry D...: <input type="text"/>
Enrolled in Other Reading Prog: <input type="checkbox"/>						File Security: No Value Entered		NEDP Assessment Phase Entry ...: <input type="text"/>
Enrolled in Other GED Program: <input type="checkbox"/>						Current School Attending:		Reason Left: No Value Entered
Exempt from Assessment: <input type="checkbox"/>						Current School Contact Info:		Reason Left Detail:
Fee Waiver: <input type="text"/>						Last School Attended:		TABE Identifier:

NEDP Students must be at Low Adult Secondary or higher EFL at entry and then will move to High Adult Secondary when they move to the Assessment Phase of the NEDP, which is indicated in LACES by entering a date in the **“NEDP Assessment Phase Entry Date”** field in the Education Date panel. This will count as a level gain. The minimum scores are 236 on Reading and 230 on Math. Please be aware that because a 230 on Math is High Intermediate ABE, not Low Adult Secondary, LACES will default to the lower EFL, making the student come in as High Intermediate ABE. To accommodate this, you must manually select by checking the **“Select Subject”** box for Reading in the Assessment folder Reading row if the student would populate as High intermediate for Math, so that the tracked entry EFL is Low Adult Secondary.

Add Assessment 📄 ✕

Assessment Card:	CASAS Life & Work-Reading / 185R / C	Date Completed For All:	4/28/2016	
		Staff:	<input type="text"/>	
Subtest Name or Measure:	Raw:	Scaled:	SPL/GLE:	Level:
Reading	<input type="text"/>	236	<input type="text"/>	Low Adult Secondary
			<div style="border: 2px solid red; border-radius: 50%; padding: 5px; display: inline-block;"> Select Subject: <input checked="" type="checkbox"/> </div>	Date Completed:
				4/28/2016

Scaled Score overrides the SPL/GLE when both are entered except for the TABE assessment.

SAVE
CANCEL

To indicate attainment of the NEDP, click the Education tab of the student record and then click the Diplomas/Credentials panel.

Maryland Department of Labor, Licensing and Regulation

Smith, Bob

+ ADD NEW STUDENT | DELETE STUDENT RECORD | PRINT

117 of 148

Student ID: 187870 Intake Date: 4/28/2016 Current Level: Low Adult Secondary
Overall Status: Prospective Date Left: Entry Level: Low Adult Secondary
Program: National External Diploma Program Student Keyword: No Value Entered Subject Area: Reading

Student Data | Assessments | Enrollments | Hours | Outcomes | Demographics | **Education** | Services | History

Enrolled in Other GED Program: Current School Attending: Reason Left: No Value Entered
Exempt from Assessment: Current School Contact Info: Reason Left Detail:
Fee Waiver: Last School Attended: TABE Identifier:

Diplomas/Credentials

+ ADD NEW RECORD | EXPORT

Diploma/Credential Type	Expected Award Date	Date HSE or Certification Exam Last Taken But Not Passed	Date Earned	Actual Award Date	Diploma/Credential Name	Description/Number	Person's Name Displayed on Diploma/Credential
-------------------------	---------------------	--	-------------	-------------------	-------------------------	--------------------	---

Instructional Areas

Click the "Add New Record" button and indicate the Type- NEDP High School Diploma and the Date Earned, then Save the record.

Add New Diplomas Credentials Record

*Diploma/Credential Type: NEDP High School Diploma

Expected Award Date:

Date HSE or Certification Exam ...

Date Earned: 4/28/2016

Actual Award Date:

Diploma/Credential Name:

Description/Number:

Person's Name Displayed on Dip...

Completed Requirements:

By Exam Only:

SAVE SAVE AND NEW CANCEL

Maryland NEDP Policies

1. NEDP clients **must** meet CASAS requirements for entry into the program. This requires a **236** score on the reading assessment and **230** on the math assessment. Clients should not be officially enrolled in the NEDP until both diagnostic instruments have been successfully completed.
2. Once a client has met the threshold for entry into the NEDP and continues to work within the program without stopping out for more than twelve months, he/she will not be required to be reassessed.
3. If a potential client fails to meet the screening threshold on one of the required diagnostic instruments (reading or math), he/she is eligible for a re-test using a parallel assessment after a period of not less than twenty-four hours. If the screening threshold is not met after the second attempt, the potential client **MUST** wait a period of three months before testing again. *Allowable assessments include only those approved and listed in the Federal Register.*

If the potential client has demonstrated the necessary level of skill in one area of the diagnostic instrument, but not the other, he/she has the option of:

a) Attending instruction and/or tutoring at a local program for assistance in the non-demonstrated area. His/her status will remain “active” for up to twelve months and eliminate the need to re-test in the demonstrated diagnostic area,

or

b) Seeking independent assistance outside of the local program. His/her status will remain “active” for up to twelve months. However, if after twelve months the potential client has not demonstrated in the second area, he/she will be required to re-test in both areas. In other words, if a potential client meets the threshold in one area in January 2014, seeks assistance outside of the local program and returns to the program January 2015 to be reassessed in the non- demonstrated area, he/she **MUST** now be re-assessed in both areas.

4. Clients will be placed in the NRS level corresponding to the assessment score.

5. NEDP clients do not need to be “closed out” with a CASAS post test. Previously, local programs may have used 999 as a default posttest scale score. This is no longer applicable or allowed. The outcome is achieved once the client obtains the high school diploma. However, individual programs may elect to administer a post-test as an additional source of data collection.

6. NEDP clients should have hours entered into LACES on a monthly basis. While we understand clients are not logging hours in classroom instruction, they are however, logging hours when meeting with an Advisor/Assessor and subsequently should have these hours entered into the LACES data system.

For the potential NEDP clients, hours should only be entered in the *Unlinked Hours folder* if the client did not qualify for the NEDP (e.g. time spent administering an assessment).

If the client is in either the diagnostic phase or the assessment phase of the NEDP, the client should be enrolled into the corresponding NEDP class and the hours should be entered accordingly.

Each agency that works with NEDP clients will need to set up new NEDP classes for the diagnostic phase **and** for the assessment phase for the current fiscal year so they will be able to log the hours into the corresponding classes.

7. The process for requesting diplomas is now as follows; please send requests to the attention of **Donata Mooring** at DLLR.

Mail the LACES screen shot showing the ***Diploma/Credentials*** screen for the client.

Mail the NEDP ***Diploma Name Sheet***, being sure to clearly identify how the client would like his/her name to appear.

Mail the CASAS generated ***Client Status Form*** showing Demonstrated Competencies

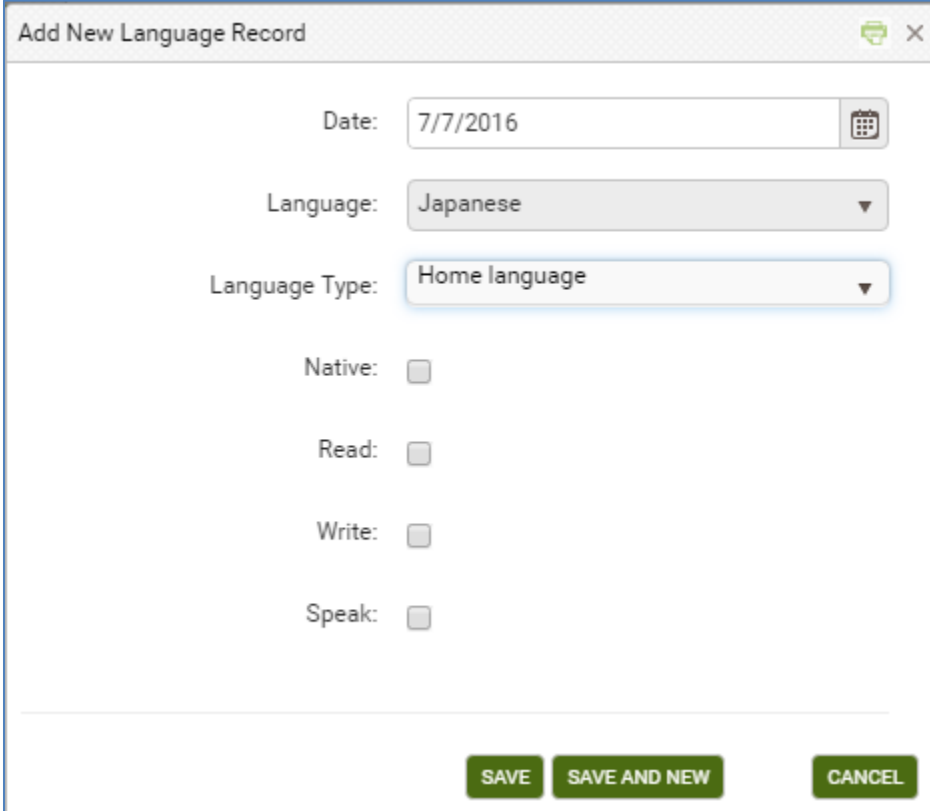
**This is a new requirement effective July 1, 2014.*

APPENDIX C: ESL Student checkbox

The ESL Student checkbox on the intake form must be checked so that LACES will convert CASAS scores to ESL. If you see that an ESL student shows ABE levels, the ESL box was not checked. You can go to the Education tab and edit this in order to check the ESL Student box after intake.

Language must be entered for all ELL Students.

Language should be entered in the student record via the Language tab.



The screenshot shows a web form titled "Add New Language Record". The form contains the following fields and controls:

- Date:** A text input field containing "7/7/2016" with a calendar icon to its right.
- Language:** A dropdown menu with "Japanese" selected.
- Language Type:** A dropdown menu with "Home language" selected.
- Native:** An unchecked checkbox.
- Read:** An unchecked checkbox.
- Write:** An unchecked checkbox.
- Speak:** An unchecked checkbox.

At the bottom of the form, there are three buttons: "SAVE", "SAVE AND NEW", and "CANCEL".

APPENDIX D: Sample NRS Tables

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

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

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/Latino		Native Hawaiian or Other Pacific Islander		White		Two or more races		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 Beginning Literacy														
ABE Beginning Basic Education															
ABE Intermediate Low															
ABE Intermediate High															
ASE Low															
ASE High															
ESL Beginning Literacy															
ESL Low Beginning															
ESL High Beginning															
ESL Intermediate Low															
ESL Intermediate High															
ESL Advanced															
Total															

OMB Number 1830-0027, Expires 08/31/2017.

*A participant is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included in this table.

**See definitions for educational functioning levels.

*** See definitions of race/ethnicity categories and examples that demonstrate how to report them. A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging. If a student does not self-identify a race/ethnicity, the program must use observer identification.

Table 2
Participants by Age, Ethnicity, and Sex

Enter the number of participants 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		Two or more races		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															
45-59															
60 and Older															
Total															

*Participants should be classified based on their age at 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. Work-based project learners are not included in this table.

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

The totals in Columns B-O should equal the totals in Column P of Table 1. Row totals in Column P should equal corresponding column totals in Table 3.

OMB Number 1830-0027, Expires 08/31/2017.

Table 3
Participants by Program Type and Age

Enter the number of participants by program type and age.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-59 (E)	60 and Older (F)	Total (G)
Adult Basic Education						
Adult Secondary Education						
English-as-a-Second Language						
Total						

The total in Column G should equal the total in Column P of Table 1.

Table 4
Educational Gains and Attendance by Educational Functioning Level

Enter number of participants for each category listed, total attendance hours, and calculate percentage of participants completing each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High*							
ESL Beginning Literacy							
ESL Low Beginning							
ESL High Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Advanced							
Total							

The total in Columns B-F should equal the total for the corresponding rows in Column P of Table 2.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in Column H is calculated by using the following formula: $H = \frac{\text{Column D}}{\text{Column B}}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing a State recognized high school equivalency test.

Maryland Department of Labor, Licensing and Regulation

Table 4B
Educational Gains and Attendance for Pre- and Posttested Participants

Enter number of pre- and posttested participants for each category listed, calculate percentage of posttested participants completing each level, and enter total attendance hours for posttested completion.

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High*							
ESL Beginning Literacy							
ESL Low Beginning							
ESL High Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Advanced							
Total							

Include in this table only students who are both pre- and posttested.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in Column H is calculated by using the following formula: $H = \frac{\text{Column D}}{\text{Column B}}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing a State recognized high school equivalency test.

Table 4C
Educational Gains and Attendance for Participants in Distance Education

Enter number of distance education participants for each category listed, calculate percentage of participants completing each level, and enter total proxy and direct attendance hours.

Entering Educational Functioning Level (A)	Total Number Enrolled In Distance Education (B)	Total Estimated and Actual Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy							
ABE Beginning Basic Education							
ABE Intermediate Low							
ABE Intermediate High							
ASE Low							
ASE High*							
ESL Beginning Literacy							
ESL Low Beginning							
ESL High Beginning							
ESL Intermediate Low							
ESL Intermediate High							
ESL Advanced							
Total							

Include in this table only students who are counted as distance education students.

Column D is the total number of learners who completed a level, including learners who left after completing and learners who remained enrolled and moved to one or more higher levels.

Column E represents a subset of Column D (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column F is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column D + F + G should equal the total in Column B.

Column G represents the number of learners still enrolled who are at the same educational level as when they entered.

Each row total in Column H is calculated by using the following formula: $H = \frac{\text{Column D}}{\text{Column B}}$

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing a State recognized high school equivalency test.

**Table 5
Core Follow-up Outcome Achievement**

Core Follow-up Outcome Measures	Method	Number of Participants in Cohort	Number of Participants Used for Representative Cohort	Number of Participants Responding to Survey or Available for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome (Unweighted)	Number of Participants Achieving Outcome (Weighted)	Percent Achieving Outcome (Weighted)
(A)		(B)	(C)	(D)	(E)	(F)	(G)	(H)
Entered Employment*	U		N/A					
	R							
	C							
Retained Employment**	U		N/A					
	R							
	C							
Obtained a Secondary School Credential or Its Equivalent ***	U		N/A					
	R							
	C							
Entered Postsecondary Education or Training – current program year****	U		N/A					
	R							
	C							
Entered Postsecondary Education or Training – prior program year****	U		N/A					
	R							
	C							

U = Universe cohort; programs attempted to collect data for all eligible participants either by survey, data match or both
 R = Representative cohort; programs attempted to collect data for a representative subset of eligible participants
 C = Combined universe and representative cohort totals; these numbers will be calculated automatically by OCTAE's data system

**Table 6
Participant Status and Program Enrollment**

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

Participant Status on Entry into the Program (A)	Number (B)	
Disabled		
Employed		
Unemployed		
Not in the Labor Force		
On Public Assistance		
Living in Rural Area*		
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)		
High School Diploma or alternate credential		
High School Equivalency certificate		
Some college, no degree		
College or professional degree		
Unknown		
Program Type		
In Family Literacy Program**		
In Workplace Literacy Program**		
In Program for the Homeless**		
In Program for Work-based Project Learners**		
Institutional Programs		
In Correctional Facility		
In Community Correctional Program		
In Other Institutional Setting		

Secondary Status Measures (Optional)	
Low Income	
Displaced Homemaker	
Single Parent	
Dislocated Worker	
Learning Disabled Adult	

*Rural areas are places with less than 2,500 inhabitants and located outside urbanized areas.

**Participants counted here must be in a program specifically designed for that purpose.

***Enter the highest level of schooling or degree attained for each student in US or non-us-based schooling. Provide *only one entry* per student. The total number of students reported here must be the same as the table total reported in Table 1, Column P.

The fields that populate the rows for Institutional Programs in LACES are as follows:

▪ **In Correctional Facility**

- Intake Form > Correctional = Any value containing 'Yes'
- Demographics > Correctional = Any value containing 'Yes'
- In Fiscal Year Summary > InCorrectionPgm = 1

▪ **In Community Correctional Programs**

- Intake Form > Correctional = Yes-Community
- Demographics > Correctional = Yes-Community
- In Fiscal Year Summary > InCommCrtPgm = 1

▪ **In Other Institutional Settings**

- Demographics > Institutional = Any value containing 'Yes'
- In Fiscal Year Summary > InOtherInstn = 1

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

Enter an unduplicated count of personnel by function and job status.

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

In Column B, count one time only each part-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column C, count one time only each full-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column D, report the number of volunteers (personnel who are not paid) who served in the program administered under the Adult Education State Plan.

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.

The number of teachers reported must represent the number of teachers, both full and part-time, who worked in the State's adult education programs at any time during the reporting period.

Table 8
Outcomes for Adults in Family Literacy Programs (Optional)

Enter the number of participants in family literacy programs for each of the categories listed.

Core Follow-up Outcome Measures	M e t h o d	Number of Participants in Cohort	Number of Participants Used for Representative Cohort	Number of Participants Responding to Survey or Available for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome (Unweighted)	Number of Participants Achieving Outcome (Weighted)	Percent Achieving Outcome (Weighted)
(A)		(B)	(C)	(D)	(E)	(F)	(G)	(H)
Completed Educational Functioning Level*	U		N/A					
Entered Employment	U		N/A					
	R							
	C							
Retained Employment	U		N/A					
	R							
	C							
Obtained a Secondary School Credential or Its Equivalent ***	U		N/A					
	R							
	C							
Entered Postsecondary Education or Training – current program year	U		N/A					
	R							
	C							
Entered Postsecondary Education or Training – prior program year	U		N/A					
	R							
	C							

Maryland Department of Labor, Licensing and Regulation

Increased Involvement in Children's Education	U		N/A					
	R							
	C							
Helped more frequently with school								
Increased contact with children's teachers								
More involved in children's school activities								
Increased Involvement in Children's Literacy Activities	U		N/A					
	R							
	C							
Reading to children								
Visiting library								
Purchasing books or magazines								

For reporting completion of Educational Functioning Level:

* Report in Column B for this row all family literacy program participants who received 12 or more hours of service. Column F should include all participants reported in Column B who advanced one or more levels.

Compute Column H for this row using the following formula: $H = \frac{\text{Column F}}{\text{Column B}}$

For reporting Follow-up Measures:

Follow instructions for completing Table 5 to report these outcomes. However, include only family literacy program participants in Table 8.

Achievement of one or more of the increased involvement in children's education or children's literacy activities measures should be counted only once per participant. However, the specific outcome should be recorded in the subcategory and more than one outcome may be reported, so that the total for the three subcategories may be greater than the total reported for the overall category. For example, a participant who helped more frequently with schoolwork and increased contact with child's teachers would be recorded in both categories but would be counted only once in the overall category of "increased involvement in children's education."

Table 10
Outcomes for Adults in Correctional Education Programs

Enter the number of participants in correctional education programs for each of the categories listed.

Core Follow-up Outcome Measures	Method	Number of Participants in Cohort	Number of Participants Used for Representative Cohort	Number of Participants Responding to Survey or Available for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome (Unweighted)	Number of Participants Achieving Outcome (Weighted)	Percent Achieving Outcome (Weighted)
(A)		(B)	(C)	(D)	(E)	(F)	(G)	(H)
Completed an Educational Functioning Level*								
Entered Employment	U		N/A					
	R							
	C							
Retained Employment	U		N/A					
	R							
	C							
Obtained a Secondary School Credential or Its Equivalent ***	U		N/A					
	R							
	C							
Entered Postsecondary Education or Training – current program year	U		N/A					
	R							
	C							
Entered Postsecondary Education or Training – prior program year	U		N/A					
	R							
	C							

APPENDIX E: i-Pathways

LACES Data Entry Procedures for Local Programs

Class: Enter the following class information for all learners assessed and referred to MD i-Pathways.

Class Code 9999
Level Determined by CASAS assessment scale score
Day Sunday
Start Date 7/1/20YY (start of each FY)
End Date: 6/30/20YY (end of each FY)
Start Time 12:00 AM
End Time 12:00 PM
Hours 6 or 12 (see Hours Attended below)
Capacity 100
Average Size 100
Entry Status/Class Type MD i-Pathways

Teacher: Enter the following teacher information.

Teacher Code Intake/Assessment Specialist's Code

Hours Attended if Learner DOES NOT Enroll in MD i-Pathways: For each learner, enter 6 hours in the quarter entered and close the record. The learner will be reported in **state** data which will provide your program with credit for orientation and pre-testing services. But, the learner will not be reported in **federal** data which requires 12 hours attended. If the learner later enrolls in one of your program's classes, you can re-open the record and follow the standard procedure for assigning to the class.

Hours Attended if Learner DOES Enroll in MD i-Pathways: For each learner, enter 12 hours in the quarter entered.

Hours at CASAS Post-Testing if Learner Enrolled in MD i-Pathways:

A total of 12 hours between pre-test and post-test must be indicated on the learner's assessment record in order to correspond with the standard 12 program hours attended that local programs enter for MD i-Pathways enrolled learners. The MD i-Pathways Program will notify the Intake/Assessment Specialist when a participant should be scheduled for post-testing by the local program.

Intake & Assessment Specialist Reference

Learner Applications

All learners that have expressed interest in pre-testing at your program will be listed on the Maryland i-Pathways website under "Learners". If you need an additional copy of an application click on "[view](#)" and then print each individual application.

CASAS Test Scores

Qualifying test scores are **minimum 239 in reading and 226 in math** on a level C or D test, which includes:

<u>CASAS Reading</u>	<u>CASAS Math</u>
85	35
86	36
116	37
185	38
186	
187	
188	

Please make sure you enter **all** CASAS pre/post test scores. We will be recording data regarding how many learners apply, pre-test, qualify, enter the program and pass the GED® tests. All information is vital.

What happens when I enter CASAS test scores?

The Program Coordinator (**PC**) immediately receives a confirmation email when you submit scores. You do not have to email any further information regarding those scores unless there was an input error or other unusual circumstance. You may also verify your submission by going to the CASAS Tests page on the website. You will see all entered scores from your site.

The learner also immediately receives an email from the website indicating whether they qualify to enroll in Maryland i-Pathways or whether they have not met the requirements and what their options are.

Local programs should counsel all learners regarding their test scores. Many learners are devastated to receive the “requirement letter” without any counseling or indication of what their scores are.

What should I tell qualified learners to expect?

When the Program Coordinator receives qualified CASAS scores, an initial congratulations letter is sent which contains notification that the learner has been placed on the waiting list for the next available class session. The average waiting time for an available class is 6 weeks. This can vary based on the availability of an instructor and the number of qualified learners on the waiting list. All correspondence between the learner, PC and Instructor are via the internet.

Tell qualified learners:

- **What his/her CASAS test scores are,**
- He/she will receive a congratulations letter via email immediately once qualifying scores have been entered,
- New sessions begin every 4 to 6 weeks depending on the numbers of qualified learners,
- When an available session is open he/she will be required to reply to a confirmation email in order to secure their seat for the next session,
- He/she will receive a welcome letter via email with session/instructor information as well as their prep-work*,
- Learners must complete the prep-work prior to the session start date in order to receive their login and password,
- To check their junk email in addition to their inbox regularly,

- To add these email addresses to their email address book to avoid spam issues: pc@mdaeo.org and NoReply@mdaeo.org.
- * **Prep-work consists of reading the learner agreement, completing the learner agreement confirmation receipt, and submission of a preliminary essay assignment.**

What if the learner doesn't qualify for Maryland i-Pathways?

If the learner has scores that are well below the qualifying scores:

- **You tell the learner his/her CASAS test scores and that his/her scores don't qualify for Maryland i-Pathways at this time. Please be sure to enter these scores in the online Learner Record.**
- You go over the Adult Education opportunities available at your local program with the learner.

We do not want to lose learners once they have expressed interest in working towards their GED®. Many learners will not qualify for Maryland i-Pathways but hopefully your program will benefit from increased enrollment in your ABE/GED classes.

If the learner just missed a qualifying score:

- **You tell the learner his/her CASAS test scores and that his/her scores don't qualify for Maryland i-Pathways at this time, but:**
 - If he/she wishes to retest within 3 months, have the learner take the corresponding post-test as a pre-test and enter it on the Maryland i-Pathways site as another PRE test. *i.e., a learner initially took the CASAS 35 reading/math pre-tests. He/she passed reading but needs to retest in math. The learner can pre-test again, but with a math 36. He/she can post-test with a math 35 once he/she has completed MD i-Pathways.*
 - If the learner decides to independently brush up on math/reading skills and retest after 3 months *he/she may use the same level test they used initially.*
 - If the learner attends ABE/GED classes through your program, you may use his/her post-test scores as pre-test scores to enter Maryland i-Pathways once the local class has been completed.

Re-enrollments

If a learner hasn't completed his/her session, has stopped-out, or experienced too many interruptions during the course of the 15 week session, he/she may request re-enrollment.

We require all learners to post-test as a prerequisite for re-enrollment. This process helps us to get the matching post-test, lets us know that the learner is serious about the re-enrollment, and gives you vital information to use when counseling the learner. Sometimes re-enrollment is not the best option. Some learners are prepared for their OGED but simply lack confidence. By requiring post-testing before re-enrollment we create an opportunity to assess the learner's situation and help them determine the best course of action.

Re-enrollments work best with learners who previously completed only a small number of lessons, or have been away from MD i-Pathways for a significant period of time. A learner who has already completed 50 or 60 hours of i-Pathways instruction would likely be repeating the same lessons over again, and thus would be better served with a different

study format. **Please email the Program Coordinator to collaborate on the best path for each learner who requests re-enrollment.**

If a learner has stopped-out for a period greater than six months, they will need to take new CASAS tests which should be entered as Pre-tests in the MD i-Pathways system.

Learners who request re-enrollment **do not** have to submit an additional Maryland i-Pathways online application. However, their personal data, such as address, phone number and email should be checked for accuracy.

Post-test and GED Ready™ Referrals

When a learner completes his/her learning plan with Maryland i-Pathways (or gets impatient) and feels he/she is ready to take the GED® tests, **our instructors** do the following:

1. Contact (or respond to) the learner,
2. Based upon the instructor's experience with the learner's work, make a recommendation regarding his/her demonstrated preparedness for the GED® tests,
3. Let him/her know that he/she will receive a referral from the Program Coordinator for post-testing, even if it conflicts with their recommendation. Many learners will simply bypass us and go straight to the GED® tests if we attempt to force the issue of when we think he/she is ready to sit for the tests. Encourage learners to post-test and take the GED Ready™ if available to demonstrate gain.

The **Program Coordinator** sends out the post-test referral letter to the learner via email with a cc: to the instructor and the local program.

The **local program** is responsible for the following:

1. Scheduling and administering CASAS post-testing with the matching post-test,
2. Counseling learners regarding their post-test /GED Ready™ scores,
3. Giving instruction on creating a "MyGED" account when appropriate,
4. Entering post-test scores into the Maryland i-Pathways website.

Maryland i-Pathways Sessions: Fast-track vs. Regular (Note, due to the new 2014 curriculum we are not running Fast-track classes at this time. Fast-track will resume at a later date once we have more experience with the 2014 GED® tests)

Maryland i-Pathways runs two types of sessions based on the learner's needs as indicated by their CASAS pre-test scores, and the availability of a Fast-Track instructor.

The differences between our traditional session format and the Maryland i-Pathways Fast-Track are as follows:

Traditional Session

- * **15** week session
- * Minimum level on CASAS reading and math: **239/226**.
- * Learners begin by completing Pre-surveys in the core subject areas, which creates an individualized learning plan for each learner.
- * Learners complete any 6 lessons per week as they choose (with the guidance of their instructor).

Fast-Track

- * **9** week session
- * Minimum level on CASAS reading/math: **246/231**.
- * Learners follow a very specific curriculum of ~ 40 core assignments = 6-10 lessons per week.
- * Learners should take GED Ready™ prior to session start date if possible.
- * Learners commit to a clearly defined goal date for taking the official GED® tests.

The Fast-track session offers high-functioning learners a chance to brush-up on their skills quickly, with an intensive course focused on the top 32-40 “must do” lessons that MD i-Pathways learners must complete in order to be prepared for the GED® tests. Every effort is made to place high functioning learners into a Fast-Track class. However, Fast-track sessions are not always available. If a Fast-track session is not available, learners are placed in a regular session in order to avoid prolonged waiting times.

Learner Status Reports

At the end of each quarter local programs will receive an email with information regarding the status of their learners enrolled in the Maryland i-Pathways program. This email is sent to the IAS contact person listed on the website. Here is a sample of the report:

Office Code	Student ID	First Name	Last Name	Session Start	Session End	Status	Achieved Status Date
XXXX	3382	Charlotte	Lambert	8/6/09	10/29/09	No Show	8/18/2009 -
XXXX	3763	LaToya	Sletzer	11/21/08	6/10/09	Enrolled-Alumni	3/18/2009 -

If the contact information for your location changes please email:

Betsy Blanchard at pc@mdaeo.org, or visit www.mdaeo.org and click on “Email Program Coordinator”

APPENDIX F: Helpful Links

Definitions, Reporting, and Assessment

DLLR/LACES homepage

<https://lwis.dllr.state.md.us/>

- Literacy Benchmarks (*NRS Educational Functioning Levels, Test Benchmarks, And Functional Descriptions Definitions*)
- Glossary (of Adult Education terms)
- Maryland Basic Skills and English Language Assessments Policy

National Reporting System (NRS)

<http://www.nrsweb.org/>

CASAS

<http://www.casas.org/>

BEST Plus

<http://www.cal.org/>

TABE

www.ctb.com

Maryland Adult Education Standards

Maryland Adult Education and Literacy Services

<http://www.dllr.maryland.gov/gedmd/esl.shtml>

- MD Professional Standards for Teachers in Adult Education
- MD Content Standards for ESL/ESOL
- MD Adult Education Technology Standards
- MD Adult ESL Quality Program Standards
- MD Adult Education Program Standards

LACES

<https://laces.literacypro.com/laces/Account/SignIn?ReturnUrl=%2flaces>

<https://laces.literacypro.com/laces/UserNews>

Maryland Basic Skills and English Language Assessments Policy:

<http://www.dllr.maryland.gov/employment/mpi/mpi5-16.pdf>