Maryland LACES Training November 2017

<u>Q&A</u>

Q: Q: In training last time, you said not to worry if the two rows for Student Entry Level not matching current level or overall status have numbers in them, is that still the case?

Yes, if you are running the Diagnostic Search only on NRS fundable students and they do not show as Non-Reportable at the bottom of the diagnostic search, you can ignore numbers in those rows. If they should be fundable but are showing as non-reportable, contact tech support.

Q: How can we tell when the FY summaries were most recently run by LiteracyPro?

In an individual record, go to the History tab>Fiscal Year panel and look for the Creation Date. For all students, go to the green More menu>All FY Data option and look at the Creation Date column.

Q: How can I report on last year's students?

The only way to pull accurate numbers for a prior fiscal year is to log at least some student hours or show an enrollment within that fiscal year. Without either of those, it's impossible to know who was served in the fiscal year. You have the option of adding non-instructional hours such as Orientation hours. I would recommend selecting these hours for students who attend but do not enroll in anything.

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Then, you can use the Hours Attended search to search for students from the prior fiscal year date range who have at least .01 hours and apply that search.

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Q: How can I find students who had the Select Subject box manually checked so I can correct it by using the Move Forward icon if I want to over-ride in a Period of Participation?

Go to the green More menu and select All Assessments. Create a custom view and add the PoP1 Select Subject and PoP2 Select subject (and 3 and 4, if needed) options to your view, then click the Yes filter option at the top of the column once the view is added to see which students have had that box manually checked.

If you don't remember or don't know how to create custom views: Views are defined as the columns displayed for the population grid. Shared views are predefined and are available on a dropdown list that displays at the top left of the student grid. Custom views can be created to add, remove, or re-order columns as needed.

To change the view, click the arrow on the drop-down view list, which is in the upper left-hand corner of the screen under the Views header. The first item is Favorites. A **favorite view** is a view that you use often, whether it is a shared system view, or a view that you created. Views that have been added to Favorites will display at the top of the list. 'No Favorites Found' will display if no views have been added to Favorites. Views that you create and save will display under 'My Views.' 'No My Views Found' will display if you have not created any views. The third item on the list is 'Shared Views' with an arrow in front that allows you to expand or collapse the Shared Views list. Shared views are standard system views that are available in all agencies. A shared view can be applied, set as a favorite, or set as the default. **Shared system views cannot be modified**, but you may copy a shared system view, make modifications to the fields, and then save with a new view name.

A view is not a search. It does not automatically filter any information, although once a view is applied, the in-column filtering can be used to filter based on added columns. The view simply displays the data contained in the added columns, if that field was filled in for the viewed record.

Click the drop-down menu icon and Select "Open View Manager." From here, you can create a new view or modify an existing view. "New" (not recommended) will remove all fields and let you start completely from scratch, while "Copy" (recommended) allows you to start with the fields from the copied view and add or delete fields to create a new view but not have to enter in already present fields such as First and Last Name.

The left-hand column will display your views and shared views. The middle column displays all of the available fields that can be added to your view. In the right-hand column are the fields currently being displayed.

You must create a New or Copied view to make modifications; if you try selecting from the Available Fields without clicking New or Copt and saving the View name first, you will not be able to click, as the field names will be inactive (indicated by the grey window). Once you have saved the view name for your New or Copied view, can add fields by clicking once on the field in the middle column to select it, then clicking the "Add" button." If you are adding multiple fields, you can hold down the CTRL button on the keyboard while making your selections to highlight more than one, and then click Add to add all of them at once. You can remove fields by clicking once on the field in the right-hand column and clicking the "Remove" button. You can also hold down the CTRL button to make multiple selections and click Remove to remove multiple fields at once. Clicking Remove All will remove all of the fields, including Last Name and First Name. You can also change the order in which fields display by clicking the "Move Up" and "Move Down" buttons. Click Save once you have added or removed the fields you want.

When creating or modifying a custom view, you can select the "Sort By" button to pre-determine the order in which columns sort. The default order is alphabetically by last name, but using the "Sort" function allows you to pre-order multiple columns at a time based on the criteria you choose. Bear in mind that you can also always sort columns into ascending or descending numeric or alphabetical order by clicking the column heading for ascending order, then clicking once more for descending order.

Sort Fields

Once you have created a view, you may specify how you want the fields to sort. You may also modify the field sort on a view that you created.

- Click the 'Sort Fields' link.
- The window to choose field order will display.
- Click the + at the top to add a new record.
- A row will populate with the first field name from the 'Show these fields in this order' column. To change the field, click on the field name to get a drop-down list of the fields in the view.
- Choose order defaults to 'Asc' (ascending) to sort A-Z. To change the order, click on the sort name to get a drop-down list, and click Desc (descending) to sort Z-A.
- Click Apply to save the changes, or click Cancel.

Sort records may be deleted by clicking the Delete button.

Custom Views get saved and can then be applied. You can return to the default view by going to the view window again and selecting Student List. A saved view can be re-applied at any time by going to the view window>My Views and locating the view by name. If you export or print data with a Custom View applied, the data in your custom view is what will export. You can make a custom view that you have created into the Default View by clicking in the View manager window and clicking the option at the bottom called Set {created view} as Default.

Data set up as a custom view can be exported by selecting the Export>CSV option in the right-hand menu of the grid in which you are working.

Q: How do you change the default alignment on the tabs? I would like to increase the default width of the columns.

Currently, default widths and alignment cannot be manually changed, although you can manually do a drag on the column borders to increase them- unfortunately, it will default back to the original width when you leave and return to the screen.

Q: What is Keyword used for?

Keyword is just a way for agencies to have an additional way to subset and search for students in specific populations, if desired. Keyword options can be changed using the Choice List. Modifying Choice Lists is one of the most powerful ways that you can customize your database. These menus can be customized by adding new choices, hiding choices, editing existing choices, or changing the order in which choices are displayed. To modify your choice list, go to the Agency Settings option in the Person Profile menu in the upper right-hand corner of the database.

From the available tabs, click Choice Lists and wait while the available options load. You will know the list has loaded when the top window has filled in with an item, such as Abuse or Accommodation. Click the dropdown menu to the right of the item and search the available options for the field you wish to modify. Click to select.

If there is no modifier to the word, it will usually refer to the Student, such as Keyword. Other population Keywords would be listed as TutorKeyword, ClassKeyword, etc. To add an item to the choice list, click Add New Item and complete the applicable fields in the Display Order, Short Description, Long Description, and Visible Box, then click Save. The "Display Order" field lets you choose the numerical order in which you want the new choice list item to display. Smaller numbers will display first. We recommend that if you are choosing numbers for the display order, choose items with a wide range such as 10, 20, 30, or 100, 200, 300, etc., rather than 1, 2, 3, so that if you ever need to add additional items, you won't have to re-order your whole list. Although you cannot delete choice list items, you can make them not visible by deselecting the "Visible" box. Hiding a choice list item will not remove that item if it has already been added to a record; however, it will prevent the item from displaying in the drop-down menu in the future. Editing an existing item acts retroactively, and will change that item if it has already been added to a record.

It is extremely important to remember that modifying the items in your Choice lists can impact whether data populates to your reports correctly. Certain fields are directly data-mapped to reports and modifying those items or using another choice list item similar to a default item can impact your reports. We recommend that only one person in your agency modifies choice lists, so that there is a consistent

record of changes made. Also, changes made to the Choice List affect everyone in the agency, not just the user who makes the change.

Q: Should we wait 90 days to enter enrollment in postsecondary education or training since that has to be after exit and a student doesn't count as exited until 90 days after their last hour's date?

No, if you exit a student from their classes after they've earned hours on 10-5-17 and then enter that they enrolled in PS education/training on 10-6-17, the database will recognize that the entry into PS occurred after exit from the Adult Ed program once the 90 days without hours has passed and they get their official Left Date of 10-5-17.

Q: I updated a subject area from the lowest to a different area in the Assessment tab and it didn't work, why?

Over-riding the LACES-selected subject area has changed with the implementation of periods of participation. The old method involved clicking the Select Subject box; however, that over-rode the subject area based on the *Fiscal Year* (represented by the Pre/Post column in the Assessment panel) and does not over-ride for the *individual periods of participation* (represented by the PoP1, Pop2 Pre/Post columns). To over-ride for a PoP, use the Move Forward icon (the circle with the arrow at the end of the row in the assessment you wish to use as the tracked subject area.)

l Date	Pre/Post	PoP 1 Pre/Post	PoP 2 Pre/Post	PoP 3 Pre/Post	PoP 4 Pre/Post	Instrument/Form/Level	Subtest	Scaled	Scaled Gain +/-	Assessed Level	Subject Area	Select Subject	Creation Date			
17			Pre			TABE / TABE 9 / M	Reading	355	31	ABE L1	Read	No	10/27/2017	0	0	t
7	Post	Post				TABE / TABE 9 / M	Total Mathem	355	97	ABE L2	Math	No	10/27/2017	Ο	0	t
7						TABE / TABE 9 / M	Language	555	83	ABE L4	Language	No	10/27/2017	ο	0	t
7						TABE / TABE 10 / M	Reading	357	33	ABE L1	Read	No	10/27/2017	Ο	0	đ
7	Pre	Pre				TABE / TABE 10 / M	Total Mathem	278	20	ABE L1	Math	No	10/27/2017	0	0	t i

In the example above, if you wanted to continue tracking the student in Total Math rather than in Reading for PoP2, you would click the Move Forward icon at the end of the Total math row. A pop-up window will open and ask you if you wish to select that subject area for the PoP. Click the radio button and save to manually over-ride and select that subject area.

Move Assessment Forward		□ ×
Move Forward Options:	Use as subject area for PoP 2	
		SAVE

You do not need to manually move forward assessments between periods of participation unless you wish to over-ride the LACES-selected subject for that PoP. You still need to move forward assessments from one fiscal year to the next if you intend to use the most current assessment from the previous fiscal year as the new fiscal year's pre-test.

Here are scenarios used in the examples discussed during the various sessions:

Q1: John Smith joins your program on October 16, 2017. He is pre-tested at ABE L3 and begins instruction, earning 35 hours between 10-16 and 10-31. He stops attending on 10-31. He returns February 20, 2018 and earns 15 hours of instruction, then takes a TABE assessment that places him at ABE L4.

- a) How many periods of participation does John have?
- b) Does John need to be re-assessed when he returns in February?
- c) Does John have a gain? In PoP1 or in PoP2?

Responses and discussion:

Q1a: How many periods of participation does John have?

John has 2 periods of participation. A period of participation begins when a student with a valid Educational Functioning Level earns 12 or more instructional hours (uninterrupted by a 90-day gap in service) and ends when the student exits, with exit being defined as 90 or more days without service (typically defined as hours), and without a scheduled service. A student can have multiple (up to 4, although it is much more typical to see 1-2) periods of participation within a fiscal year.

Periods of participation can cross fiscal years- a PoP does not end when a fiscal year ends but continues until the student goes 90 or more days without hours. A student could be enrolled in your program for multiple fiscal years but only have one period of participation.

Periods of participation are not based on quarters. Although both quarters and the definition of a student exit refer to 90-day time periods, they are not related; a student does not start a new period of participation each new quarter.

Student progress for Table 4 benchmarks is based on determination of a measurable skill gain for each period of participation within a fiscal year.

Q1b: Does John need to be re-assessed when he returns in February?

Typically, no. Most state policies allow an assessment to remain active if it was administered within 6 months (state policy can vary, check with your state office to verify your policy), so because John had only been gone for about 4 months, he would not need to be re-assessed. You could re-assess him if you felt it was appropriate. LACES will determine if a new assessment in an additional period of participation is a pre- or post- assessment based on when instructional hours were administered around the second assessment- if hours occur prior to the new assessment, it will typically be considered a post-assessment, but if hours are not entered until after the date of the new assessment, the assessment will typically be considered a pre-test for the new PoP. An assessment can serve as an assessment in more than one period of participation.

The easiest ways to determine what assessment is being used as the per or post assessment for the student, as well as what subject area is being reported as the tracked subject, is to view the Assessment tab or the PoP Summary/Measurable Outcomes panel in the student's Outcomes tab, in the individual student record.

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	Stu	dent ID:	532175						ntake Date:	7/1/2016					Current Level: ABI	EL1	
	Overall	Status:	Active						Left Date:						Entry Level: ABI	EL1	
	P	ogram:	Adult Ed					Stude	nt Keyword:	No Value E	Entered				Subject Area: Rea	d	
Stude	nt Data	Asses	sments	Enroll	nents F	lours	Outcomes	Demographic	s Educa	tion Serv	ices	History		L			
Dra		mn head	er and dro Assesse		to group by Pre/Post	PoP	1 PoP 2	PoP 3 t Pre/Post	PoP 4 Pre/Post	Instrum	nent/For	m/Level	Subtest	Scaled	Scaled Gain +/-	Assessed Level	
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	201	-2018	10/27/20	017	Post	Post				TABE / TAB	BE 9 / M		Total Mathem	355	97	ABE L2	Ma
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	,	5-2017	07/01/20							TABE / TAB	BE 9 / M		Reading	324		ABE L1	Rea
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_	201	5-2017	07/01/20	016						TABE / TAB	BE 9 / M		Language	472		ABE L2	Lai

Notice in the above screenshot that there are columns to indicate what assessments (and therefore, what subject area) LACES is using for the pre-and post-assessment for each PoP. In this example, the PoP2 pre-test is from the same TABE battery given as the post-test for PoP1, although a different subject area is being used because the student had an EFL gain in the original subject area (Math) in PoP1, making Reading the lower subject area for PoP2. Additionally, note that the information in the upper right-hand corner that displays the currently tracked subject area and its associated Entry and Current Levels is displaying based on the PoP2 information, as this data updates to display the current PoP subject. Finally, be aware that a Pre indicator for a PoP will not be displayed until the student has earned the required 12 or more instructional hours to begin the period of participation.

Additionally, you can view the data in the PoP Summary/Measurable Outcomes panel of the Outcomes tab:

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	Student ID	: 532175						In	itake Date:	7/1/20	16					Curr	ent Level: 4	ABE L1
	Overall Status	: Active							Left Date:							Er	try Level: 🦯	ABE L1
	Program	: Adult Ed						Studen	t Keyword:	No Valu	ue Entered					Sub	ject Area:	Read
Student	Data Assessme	nts Enrollm	nents Hours	s Outco	mes D	emographi	ics Edu	ucation Ser	vices H	istory								
	and Achievements Summary/Measurab	e Outcomes																
	FY PoP ↓	Start Date	End Date	Instruct Hours	Subjec t Area	Entry Level	Exit Level	Left Date	Enrolled PS Ed/Trng (MSG)	EFL Gain (MSG)	Attained SSD (MSG)	Employed 2nd Qtr (Outcome Measure)	Employed 4th Qtr (Outcome Measure)	2nd Qtr Earnings (Outcome Measure)	Attained SSD (Outcome Measure)	Enrolled PS Ed/Trng (Outcome Measure)	Employed w/n 1 year (Outcome Measure)	Attai PS C w/n yea (Outc Meas
	2017-2018 PoP 2	10/27/2017	10/27/2017	15	Read	ABE L1	ABE L1			No	No							
	2017-2018 PoP 1	07/03/2017	07/14/2017	15	Math	ABE L1		07/14/2017	No	Yes	No							

You can also view this data in the green More menu>All PoPs Summary screen:

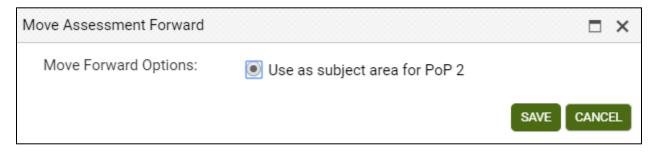
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0	Agency ID	Agency	Last Name ↑	First Name ↑	Middle Name	FY PoP ↓	Start Date	End Date	ALL NON-STUDENT WORKSHOP ENROLLMENTS ALL GOALS ALL FY DATA	ubject Area
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	777	7 NJ LACES Tra.	Aadams	Doug		2016-2017 PoP 1	04/11/2017	06/30/2017	ALL HOURS	th
	777 777			Fred		2016-2017 PoP 2 2016-2017 PoP 1	04/01/2017 07/01/2016	05/05/2017	ALL SYSTEM TASKS	эd Read

Programs should be sure to regularly verify that students are being tracked in the intended subject area and with the intended assessments being appropriately tracked as pre- or post-assessments. Contact technical support if you find anomalies in the data.

Over-riding the LACES-selected subject area has changed with the implementation of periods of participation. The old method involved clicking the Select Subject box; however, that over-rode the subject area based on the Fiscal Year (represented by the Pre/Post column in the Assessment panel) and does not over-ride for the individual periods of participation. To over-ride for a PoP, use the Move Forward icon (the circle with the arrow at the end of the row in the assessment you wish to use as the tracked subject area.)

l Date	Pre/Post	PoP 1 Pre/Post	PoP 2 Pre/Post	PoP 3 Pre/Post	PoP 4 Pre/Post	Instrument/Form/Level	Subtest	Scaled	Scaled Gain +/-	Assessed Level	Subject Area	Select Subject	Creation Date			
17			Pre			TABE / TABE 9 / M	Reading	355	31	ABE L1	Read	No	10/27/2017	0	0	â
17	Post	Post				TABE / TABE 9 / M	Total Mathem	355	97	ABE L2	Math	No	10/27/2017	0	\odot	â
17						TABE / TABE 9 / M	Language	555	83	ABE L4	Language	No	10/27/2017	•	\odot	â
17						TABE / TABE 10 / M	Reading	357	33	ABE L1	Read	No	10/27/2017	Ο	0	â
17	Pre	Pre				TABE / TABE 10 / M	Total Mathem	278	20	ABE L1	Math	No	10/27/2017	0	0	â

In the example above, if you wanted to continue tracking the student in Total Math rather than in Reading for PoP2, you would click the Move Forward icon at the end of the Total math row. A pop-up window will open and ask you if you wish to select that subject area for the PoP. Click the radio button and save to manually over-ride and select that subject area.



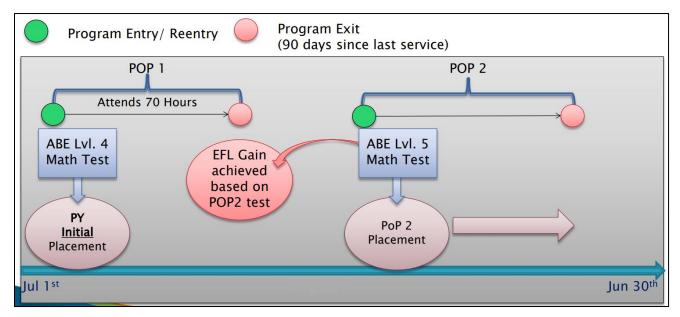
You do not need to manually move forward assessments between periods of participation unless you wish to over-ride the LACES-selected subject for that PoP. You still need to move forward assessments from one fiscal year to the next if you intend to use the most current assessment from the previous fiscal year as the new fiscal year's pre-test.

Q1c: Does John have a gain? In PoP1 or in PoP2?

Yes, John does have a gain, because he went from ABEL3 to ABEL4 in the scenario given, which is am EFL gain. According to guidance from OCTAE, "EFL gain via post-testing may be achieved in a PoP based on post-testing in a subsequent PoP, assuming the test scores are still valid according to test publisher guidelines." Additionally, post-test in a subsequent PoP can result in a gain for a previous PoP, so John's gain would count for PoP1. This has the added benefit of still allowing John to make an additional EFL gain in PoP2 if he continues to earn instructional hours and can be post-tested in PoP2 and achieve a gain.

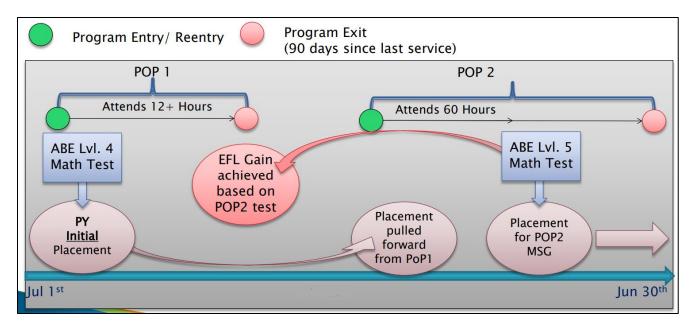
MSG may be applied to a previous PoP under the following scenario:

- A participant exits, has enough hours to posttest (according to state policy and test guidelines), but does not complete a posttest.
- The individual reenters the program (PoP2) and is tested at entry. Since the participant had already qualified to post-test based on state policy and test guidelines, the test given upon reentry may be used as the pretest for PoP2 and EFL gain may be counted for PoP1, if a gain is achieved.



EFL gain may also be applied to a previous PoP under this scenario:

- A participant exits, does not have enough hours to posttest (according to state policy and test guidelines), and is not post-tested.
- The individual returns to the program (PoP2), is tested after achieving enough instructional hours (combining hours in PoP1 and PoP2), and achieves an EFL gain. This test in PoP2 serves as the pretest for PoP2 *and* as a posttest for PoP1. The EFL gain may be counted for PoP1.
- EFL gain in PoP2 would require another test after the participant receives sufficient instructional hours for a posttest.
- See next page for graphic.



In order to apply MSG across PoPs via pre-/post-testing:

- The participant must have sufficient hours to posttest according to state policy and test guidelines from either PoP1 or combined PoP1+PoP2.
- The PoPs must be in the same program year. MSG cannot be retroactively applied to a prior program year.

Q2: John continues his instruction from February 20 to July 2, 2018. He earns 2 hours on July 1 and 2 hours on July 2, then exits the program. He is gone from July 2 until November 7, 2018. He returns on November 7 and informs you that he has obtained his GED and enrolled in college.

- a) Is John an NRS participant in the 2018-2019 fiscal year?
- b) Can you claim a measurable skills gain on Table 4 for the GED attainment in the 2018-2019 FY?
- c) Can you claim a measurable skills gain on Table 4 for the entry into postsecondary training in the 2018-2019 FY?
- d) Can you claim an outcome on Table 5 for the GED attainment in the 2018-2019 FY?
- e) Can you claim an outcome on Table 5 for the entry into postsecondary training in the 2018-2019 FY?

Q2a: Is John an NRS participant in the 2018-2019 fiscal year?

Yes. Under the new WIOA guidelines, he is an NRS participant in any fiscal year in which his initial Period of Participation is still active and he has a valid EFL. So as long as he has established his period of participation due to having 12+ instructional hours and a valid EFL, and as long as he maintains a continually enrolled status with no 90+ day gaps, and establishes an educational functioning level every fiscal year in accordance with your state's policy (typically through pre-test at the start of the new year or moving forward an assessment from the prior fiscal year), he will remain an NRS participant until he exits the program based on 90 or more days without service. He will be included on Tables 1-4 and 6 and will be tracked for whether he attained a measurable skills gain in each fiscal year in which his period of participation was active.

Q2b: Can you claim a measurable skills gain on Table 4 for the GED attainment in the 2018-2019 FY?

The short answer is that you could, provided it's his most current gain. However, to adequately answer this question, we need to thoroughly understand all of the data contained on Table 4 and specifically the requirements for attainment of a high school equivalency as a measurable skills gain for Table 4.

To be a participant in Column B of Table 4, students must be an NRS participant in the fiscal year, either through attainment of 12 or more instructional hours within the fiscal year or through a period of participation started in a previous fiscal year that has crossed into the new fiscal year, with at least one qualifying period of participation, and be 16 years of age or older at the time of intake (note that some states have higher age requirements for admission). The total on Table 4 column B should match the totals for Tables 1, 2, and 3, as well as the sums for the rows/columns for Employment Status and Highest Education Level at Entry/Location on Table 6. Table 4 is period of participation based.

Columns B-H (except C) display only the data from the *first* period of participation for each NRS participant. Columns I-K display the summary data from all periods of participation for each NRS participant.

Column B displays the **total number of NRS participants** in each entry Educational Functioning Level. Entering Educational Functioning Level is set based on the tracked subject area pre-test for the first period of participation. Assessments are entered in the Assessment panel. Verify that the student has a "Pre" indicator for PoP1 in the Assessment panel. The row in which the "Pre" indicator displays for Pop1 is the subject area in which the student is being tracked for the first period of participation and what is used for population of the EFL for Table 4.

Column C displays the **total number of instructional attendance hours** accumulated in the fiscal year for all students populating Column B for that row. Column C does not include ancillary hours.

Column D displays the **total number of participants who have achieved an educational functioning level gain in their first period of participation for that entry EFL**. Gains in this column are calculated based on educational functioning level gain through assessment, or by enrollment in post-secondary education or training. Students only receive credit for *the most recent gain (from either Column D or E)* in a period of participation and <u>do not receive additional credit for more than one gain in a PoP</u>.

Column E displays the **total number of participants who attained a secondary school diploma or its equivalent in the first period of participation for that entry EFL.** Gains in this column are calculated based on evidence of attainment of a state and NRS approved secondary school credential or equivalent, such as a GED, HiSet, TASC, NEDP, or a state-approved high school equivalency exam/certificate. Although column E displays based only on the first period of participation, this outcome is retroactively tracked and counted even if it occurred in an additional period of participation because gains in this column are counted if the student attains the credential <u>while enrolled</u> or after *exit if prior to the end of the fiscal year in which they exited*. Attainment of an HSE for Table 4 **purposes must occur on or before the fiscal year end**. Passing of a single or multiple subject areas of a secondary school equivalency exam will not count as attainment; **all** subject areas need to be passed for credit to be given for this measurable skills gain. Completion of individual subtests of the SSD exams may be entered in the Assessment panel, if desired, but the gain will not be counted until all subject areas have been successfully passed and the credential attained. Students only receive credit for *the most recent gain (from either Column D or E)* in a period of participation and <u>do not receive additional credit</u> for more than one gain in a PoP.

Attainment of a secondary school diploma or its equivalent can be entered one of two ways.

- 1. Scores can be entered in the **Assessments tab**, just as with any other assessment. Individual subject areas can be entered, if desired, but the gain will not be counted until all subject areas have been successfully passed and the credential attained.
- Indicator of attainment can also be entered in the Education tab>Diplomas/Credentials panel. From the student record, go to the Education tab>Diplomas/Credentials panel. Click +Add New Record and enter the required Diploma/Credential Type from the drop-down menu and the Date Earned (required), then Save. Other fields can be entered, if desired but the Type and Date Earned are required.

You can verify a gain through attainment of a secondary school diploma/equivalent by looking in the Outcomes panel>PoP Summary/Measurable Outcomes tab and seeing "Yes" in Attained SSD (MSG) column if it was the most current gain.

You can also search for students attaining an HSE by going to the student grid>Current FY Students> Searches>Adult Education Follow-Up. Click the triangle to the left of Adult Education Follow-Up and select Secondary School Diploma Earned>Add. Enter the date range on which you want to search (typically the current FY date range) and click Apply. This will return all students who have achieved attainment of a recognized secondary school diploma or its equivalent as evidenced in the Assessments panel **OR** the Diploma/Credentials panel of the Education tab.

<u>(IS</u>	
DASHBOARD STUDENT CLASS STAFF	
Student List	
306 of 494 and Current Fiscal Year 👔 🗙	
< Searches	
▶ NRS	
▶ General	
► Assessments	
 Demographics 	
► Hours	
► History	
► Outcomes	
 Adult Education Follow-Up 	
Diploma Credential	
Document	
Employment	
PS Ed Training	
Referral	
Secondary School Diploma Earned	
► Enrollments	
 State and Local Performance 	
► My Searches	

Specify Search Values		
Secondary School Diploma Earned		
From:	7/1/2017	
To:	10/27/2017	Ë
Includes Diploma/Credential Date Earned and HSE	E Assessments Passed.	

Q2c. Can you claim a measurable skills gain on Table 4 for the entry into postsecondary training in the 2018-2019 FY?

You could if it was his most current gain. Review the information related to Table 4 above.

For a gain based on enrollment in post-secondary education or training, evidence of enrollment must be entered in the **Education tab>Postsecondary Education or Training panel.** Entry into Postsecondary Education or Training must occur <u>after exit</u> and <u>on or before the current fiscal year end</u> in order to qualify as a measurable skills gain for Table 4.

- $ ightarrow$ C Secure https://laces.literacypro.com/laces/Details/Sta	ndard/4/81651#	
163	Add New Postsecondary Education Or Train	ing Record 🔺 🗙
G DASHBOARD STUDENT CLASS	*Postsecondary Institution Type:	Education 🔻
Student, Exmple	Name of Postsecondary School or Traini	No Value Entered
	Address 1:	
Student ID: 81651	Address 2:	
Overall Status: Enrolled		
Program: Adult Education	City:	
Student Data Assessments Enrollments Hours	State:	No Value Entered
Education	Zip:	
Diplomas/Credentials	District:	No Value Entered
Instructional Areas	Phone at Address:	
Postsecondary Education Or Training		
ADD NEW RECORD @ EXPORT	Industry:	No Value Entered
Name of	Course of Study:	No Value Entered 🔹
Postsecondary School or Postsecondary Training Institution Type Program District	Enroll Date:	5/2/2017
Training No Value Ent	e Exit Date:	(
Language	Total Hours Attended:	*
Material	Earned Credits:	•
Term Grades	Credential Attained:	
Transcripts	Credential Attained:	
	Date Earned:	
		SAVE SAVE AND NEW CANCEL

From the student record, go to Education>Postsecondary Education or Training panel. Click +Add New Record and enter the required Postsecondary Institution Type (Education or Training) and the Enroll Date (required), then Save. Other fields can be entered, if desired but the Type and Enroll Date are required.

You can search for students completing a gain in Column D through Enrollment in Post-Secondary Education or Training -or- EFL gain by going to the student grid>Current FY Students> +Add Search option. From the +Add Search window, click the drop-down arrow and scroll to the bottom. Click the triangle to the left of Student PoPs. Select Enrolled PS Ed/Trng (MSG) = checked box (click the box to check it, indicating Yes). Then click the + box at the end of the row to add an additional search and click

the drop-down arrow and scroll to the bottom. Click the triangle to the left of Student PoPs. Select EFL Gain (MSG) = checked box (click the box to check it, indicating Yes). Click Apply. This will return all students who have had a gain in a period of participation through a gain in educational functioning level or through meeting the requirements for enrolled in post-secondary education or training. You could also search just one option or the other.

	02 of 107 and	Curren	nt Fiscal Year 🛛 🔪 🕽	+ ADD SEAR	CH X REMOVE SEARCH	✓ SAV	E SEARCH				
,	Searches	Fire	Add Criteria	Student PoPs.Enroll	led PS Ed/Trng (MSG)	¥	=	v Ø		+=x	<u>۸</u>
	Student Adams	Exmp	AND	Student PoPs.EFL G	sain (MSG)	v	=	.▲		+= ×	
	mouse Bunny Birmingham	donal Bugs Britta									
	Burroughs Black Davidson	Augu Donn David									
	Duke Martin Duck	Daisy Dean Daffy									
	Knoeffler Mortenson Jones	Mark Viggo Bobby									
	Duck Spain Bailey	Daisy Vera Ralph		A TO END	Adult Educatio Level No			Value Ente	NAVAF DCCACCATI THIS F	11/18/2015	APPLY CLOSE

Final information on Table 4 includes the following:

Column F displays the **total number of participants who separated before achieving measurable skills gains in the first period of participation for that entry EFL.** Any student who did not have a measurable skills gain in the first period of participation and **exited**, through having no services/instructional hours for a 90+ day period, will be displayed in Column F. All forms of Measurable Skills Gains are tracked, so a student displayed here <u>did not have a gain</u> through EFL gain, attainment of a secondary school diploma or its equivalent, or enrollment in post-secondary education or training in their first period of participation.

Column G displays the **total number of participants who are remaining in program without achieving measurable skills gains in the first period of participation for that entry EFL.** Any student who did not have a measurable skills gain in the first period of participation but is still enrolled and/or is exited but does not have a gap in services/instructional hours for a 90+ day period, will be displayed in Column G. All forms of Measurable Skills Gains are tracked, so a student displayed here <u>did not have a gain</u> through EFL gain, attainment of a secondary school diploma or its equivalent, or enrollment in post-secondary education or training in their first period of participation.

The sum of Columns D + E + F + G should equal the total in Column B.

Column H displays the **Percentage Achieving Measurable Skills Gains** for the first period of participation for that entry EFL. The percentage is calculated by (Columns D + E)/Column B.

Column I displays the **Total Number of Periods of Participation in the fiscal year for all NRS participants included in Column B**. A participant may have more than one period of participation, and begins a new period of participation anytime they return and earn 12 or more hours after having had an initial qualifying period of participation followed by a gap of 90 or more days in instruction or services. **Column J** displays the Total Number of **Periods of Participation with Measurable Skills Gains in the fiscal year for all NRS participants included in Column B**. The same Measurable Skills Gains tracked in Columns D and E qualify, but this column summarizes gains made in <u>any</u> period of participation rather than only the first period of participation. Multiple measurable skills gains are allowed for participants with more than one period of participation, however, only one gain per PoP can be reported in Column J.

Column K displays the **Percentage of Periods of Participation with Measurable Skills Gains in the fiscal year for all NRS participants included in Column B**. The percentage is calculated by Column J/Column I.

The Pop Summary/Measurable Outcomes panel in the student Outcomes tab is an excellent resource for viewing if a student has obtained a Measurable Skills Gain within a period of participation.

Overal	udent ID: 532175 Il Status: Active Program: Adult Ed					ke Date: ft Date: eyword:					En	ent Level: A try Level: A ect Area: R	BE L1	
	and Achievements		nents Hours	Outco	omes D	emograph	lics Ed	ucation Se	rvices	listory				•
PoP St	ummary/Measurabl			Instruct	Subject	Entry	Exit		Enrolled PS Ed/Trng	EFL Gain	Attained SSD	Employed 2nd Qtr (Outcome		2nd Qt Earning (Outcon
	FY PoP ↓ 2017-2018 PoP 2	Start Date 10/27/2017	End Date 10/27/2017	Hours 15	Area Read	Level ABE L1	Level ABE L1	Left Date	(MSG)	(MSG) No	(MSG) No	Measure)	Measure)	Measur

In the above example, you can see the three MSG options, and for each PoP, LACES indicates if the student has obtained that MSG. Remember that you can only report the most current MSG in a period, you cannot report a gain using all three methods. The information above is based on evidence in the following locations within the student record.

Enrolled PS Education/Training (MSG) (measurable skills gain)	 Displays 'yes' if the student entered postsecondary education after the exit date in the PoP and the PoP left date displays. Entered Postsecondary Education and Training records are entered in the student record at the Education tab>Postsecondary Education or Training panel.
EFL Gain (MSG)	 Displays 'yes' if level is completed from a post test in the tracked subject area for the PoP. Displays 'yes' if entry level is ABE L6 and the student earns a secondary school diploma. Displays 'yes' if the student entered Postsecondary education or training after PoP exit date but on or before the last day of the fiscal year. NOTE: Entered Postsecondary after exit now counts as an EFL gain

	on Table 4: (click for further info): https://sites.google.com/a/literacypro.com/wioa-laces-updates/home.
Attained SSD (MSG)	 Displays 'yes' if the student earned a secondary credential while enrolled or after exit provided it is obtained on or before the end of the fiscal year in which they exit. Attainment of a secondary school diploma/credential can be entered in the student record at the Assessments tab or at the Education tab>Diploma/Credentials panel with the Type and Date Earned entered.

Q2d. Can you claim an outcome on Table 5 for the GED attainment in the 2018-2019 FY?

The short answer is that obtained a HSE is no longer a tracked outcome on Table 5 as a singular outcome but is now tracked in combination with two additional outcomes. However, to adequately answer this question, once again we need to thoroughly understand all of the data contained on Table 5 and specifically the requirements for each row and column within Table 5.

Column A displays the specific core Follow-up Outcome Measures being tracked. **Column B** displays the Number of Participants who Exited who should be tracked for that outcome. These students will form the denominator in determining your percentage of met outcomes for Table 5.

Columns B-D will populate based on the first period of participation only, the same as Table 4. Columns E-G will populate based on a summary of all periods of participation.

Students in Corrections education or who are institutionalized will not populate outcomes on Table 5.

Measure Definitions, Collection Method, and Number Reported information for Table 5 are as follows:

Measure	Participants to Include	Definition	Participants in Column C
	(Column B)		(Met)
Employment in 2 nd	All NRS participants, except	Employment status	Number of students from
quarter after exit	those incarcerated at program	in second quarter	column B who are
	entry and who remain	after exit	employed
	incarcerated, who exit during		
	the reporting period		
Employment in 4 th	All NRS participants, except	Employment status	Number of students from
quarter after exit	those incarcerated at program	in fourth quarter	column B who are
	entry and who remain	after exit	employed
	incarcerated, who exit during		
	the reporting period		
Median Earnings,	All NRS participants who exit	Midpoint of wages	Median wage (midpoint of
2 nd quarter	during the reporting period	between lowest	wages between lowest
	and who are employed in the	and highest wage	and highest wage)
	2 nd quarter after exit	in the 2 nd quarter	
		after exit	
Obtained a	All NRS participants, except	Receipt of a state-	Number of students from
Secondary School	those incarcerated at program	recognized	column B with a

Credential &	entry and who remain	secondary	secondary credential who
Enrolled in PS	incarcerated, who exit during	credential or	are enrolled in
Education/Training	the program year and who	diploma during	postsecondary education
w/in one year	were at a 9th grade equivalent	participation or	or training within one year
	educational functioning level	w/in one year after	after exit
	or higher (Low and High Adult	exit and enrollment	
	Secondary), at entry or exit, as	in postsecondary	
	measured by assessment with	education or	
	an approved NRS test	training within one	
		year after exit	
Obtained a	All NRS participants, except	Receipt of a state-	Number of students from
Secondary School	those incarcerated at program	recognized	column B with a
Credential &	entry and who remain	secondary	secondary credential who
Employed w/in	incarcerated, who exit during	credential or	are employed within one
one year	the program year and who	diploma during	year after exit
	were at a 9th grade equivalent	participation or	
	educational functioning level	w/in one year after	
	or higher (Low and High Adult	exit and obtained	
	Secondary) at entry or exit, as	employment within	
	measured by assessment with	one year after exit	
	an approved NRS test		
Attained a	All NRS participants enrolled	Receipt of a state-	Number of students from
Postsecondary	in an IETP in which the intent	recognized	column B with a
Credential w/in	is to earn a credential, as well	postsecondary	postsecondary credential
one year	as co-enrolled students	credential during	earned during
	intending to earn PS	participation or	participation or within one
	credentials	w/in one year after	year after exit
		exit	

The easiest way to know if the Outcome Measures are being correctly tracked is to view the Outcomes tab>PoP Summary/Measurable Outcomes panel. Table 5 is an Outcome Measure table and therefore only tracks measures for exited students, so the Measurable Outcomes data will not populate in the summary until the student is exited (without hours or services in 90+ days). Please review the PoP Summary/Measurable Outcomes explanations below.

Enrolled PS Ed/Trng (MSG)	EFL Attained Gain SSD (MSG) (MSG)	Employed 2nd Qtr (Outcome Measure)	Employed 4th Qtr (Outcome Measure)	2nd Qtr Earnings (Outcome Measure)	Attained SSD (Outcome Measure)	Enrolled PS Ed/Trng (Outcome Measure)	Employed w/n 1 year (Outcome Measure)	Attained PS Cred w/n 1 year (Outcome Measure)
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To locate the students due for employment follow-up, use the Student alerts section on the Dashboard. Students with a SSN will be data matched and you are not required to do follow-up for these students. Educational outcomes cannot currently be data matched and must be manually surveyed.

ident Alerts	⊜⊅
Students not assessed within [X] days of intake	N/A
Enrolled students with no instructional hours in [X] days	N/A
Students eligible for post testing	0
Students eligible for post testing with no measurable skills gain	0
Students requiring follow-up survey for 2nd quarter employment with median earnings - ALL	1
Students requiring survey for 2nd quarter employment with median earnings - No SSN	0
Students requiring survey for 4th quarter employment - ALL	0
Students requiring survey for 4th quarter employment - No SSN	0
Students requiring survey for Attained a SSD/Recognized Eq. and enrolled in PS Ed/Trng	0
Students requiring survey for Attained a SSD/Recognized Eq. and Employed	0
Students requiring survey for Attained a SSD/Recognized Eq.	0
Students requiring survey for Enrolled in PS Ed/Trng with Attainment of SSD/Recognized Equivalent	0

Click the number for requiring survey-No SSN for the outcome you're interested in tracking, then apply a view that shows those students contact info and conduct your surveys. Generally, it's best to wait until the very end of the quarter to give them more time to meet the outcome. Since Table 5 lags behind in when the data is reported, there's no concerns with waiting until the very end of the quarter to collect the information.

Enrolled PS Ed/Trng (MSG)	Collected for Table 4 purposes and tracking, not used for Table 5
EFL Gain (MSG)	Collected for Table 4 purposes and tracking, not used for Table 5
Attained SSD (MSG)	Collected for Table 4 purposes and tracking, not used for Table 5
Employed 2 nd Qtr (Outcome Measure)	 Populated based on the Work History panel of the History tab in the student record or through the import of information obtained through state data match, if applicable. Follow-up is done for all NRS students except Corrections (incarcerated), regardless of employment status Follow-up can be done via state data match -OR- manual survey. There is no longer a required 50% response rate for surveys. You must add a new line of work history for each follow-up conducted, even if the employment status remains the same. The follow-up should be done in the correct quarter and the start date should indicate the date of follow-up. Enter earnings into the Earnings field and complete the Earnings Period and Number of Hours so that LACES can populate the Quarterly Earnings. Do not use the Salary field, as that is not the field used for Table 5.

Salary:	
Earnings:	\$18.00
Earnings Period:	Hourly
	32
	•
Quarteriy Earnings:	\$6,912.00
• Follow-up should be done participation	SAVE SAVE AND NEW CANCEL the 2 nd and 4 th quarter for EACH period of
 Populated based on the Work Hist or through the import of informati applicable. Follow-up is done for all NF regardless of employment set on the employment set on the employment status rem correct quarter and the state. Enter earnings into the Earn Number of Hours so that LA 	state data match -OR- manual survey. There is no
	Earnings Earnings Period: Earnings Number Hours: Quarterly Earnings • Follow-up should be done participation Populated based on the Work Hist or through the import of informati applicable. • Follow-up is done for all NF regardless of employment st longer a required 50% resp • You must add a new line of the employment status ren correct quarter and the sta enter earnings into the Earn Number of Hours so that LA use the Salary field, as that Earnings Earnings Period:

	Follow-up should be d participation	one the 2 nd a	nd 4 th quarter f	or EACH period of					
2 nd Qrt Earnings (Outcome Measure)	 Populated based on the Work History panel of the History tab in the student recor Follow-up is done for all NRS students except Corrections (incarcerated), regardless of employment status Follow-up can be done via state data match -OR- manual survey. There is not longer a required 50% response rate for surveys. You must add a new line of work history for each follow-up conducted, even the employment status remains the same. The follow-up should be done in correct quarter and the start date should indicate the date of follow-up. Enter earnings into the Earnings field and complete the Earnings Period and Number of Hours so that LACES can populate the Quarterly Earnings. Do not use the Salary field, as that is not the field used for Table 5. 								
	Salary:								
	Earnings:	\$18.00	▲ ▼						
	Earnings Period:	Hourly							
	Earnings Number Hours:	32	*						
	Quarterly Earnings:	\$6,912.00	A V						
Free Had DC	Follow-up should be d participation	one only for t	the 2 nd quarter						
Enrolled PS Ed/Trng (Outcome Measure)	Populated based on the Educa the Assessments panel OR Edu import of information obtaine	ication tab>D d through sta	piploma/Creder ate data match	ntials panel or through the if applicable.					
This is <i>a combination outcome</i> for students who <i>both</i> Attain their Secondary Credential/Diploma AND then enter Postsecondary Education and Training on Table 5. Enrollment in PS Education or Training <i>as its own outcome</i> is on on Table 4 as a measurable skills gain effective 16/17.									
	This outcome is only tracked for equivalency or higher in the FY an additional method for track higher, as OCTAE has agreed th be determined based on instru	in which they ing students w at this should	y exited. Please who receive ins d not be determ	note: LACES will be adding truction at a 9 th GLE or					
	To indicate enrollment in a PS I record, go to the Education tab		-						

New record and indicate the Type of Postsecondary Institution (education or training)						
and the Date Enrolled, then save.						
Populated based on the Assessments panel OR Education tab>Diploma/Credentials panel and the Education tab>Postsecondary Education/Training panel or History tab>Work History panel or through the import of information obtained through state data match if applicable.						
This is a combination outcome for students who <i>both</i> Attain their Secondary School Credential/Diploma AND either enter Postsecondary Education and Training or Enter Employment for tracking on Table 5. Attainment of a secondary school credential/diploma as its own outcome is only tracked on Table 4 as a measurable skills gain effective 16/17.						
This outcome is only tracked for exited NRS participants who were at a 9 th grade level equivalency or higher in the FY in which they exited. Please note: LACES will be adding an additional method for tracking students who receive instruction at a 9 th GLE or higher, as OCTAE has agreed that this should not be determined solely by EFL but can be determined based on instruction provided.						
To indicate attainment of an SSD from the individual student record, enter the passing SSD scores in the Assessment tab for the appropriate HSE or go to the Education tab>Diploma/Credential panel. Click +Add New record and indicate the Type of SSD (GED, TASC or HiSet) and the Date Earned, then save.						
This outcome is additionally used to track the combined outcome of Attained a SSD and Employed within one year of exit, using this indicator with the Work History data for eligible students.						
Populated based on the Education tab>Postsecondary Education/Training panel (Type+ Enrolled Date+Credential Attained + Date Earned) or through the import of information obtained through state data match if applicable.						
This outcome is currently populated only for students who were enrolled in an IETP program as indicated on Table 3 through the IETP checkbox in the class enrollment being checked. Completion/attainment is indicated by:						
• Entered a Postsecondary Type (education or training) AND Credential Attained AND Enrolled Date AND Date Earned (must be after Enrolled Date) in the Education tab>Postsecondary Education/Training panel						

Employment Measures Follow up

If the student	Their follow-up	In this Date Range:	And will populate in this Fiscal
Exited:	should be done:		Year's NRS Report Table 5
7/1/16 to	2nd Quarter Follow	1/1/17 to 3/31/17	10/2018
9/30/16	up	(Third Quarter)	
(First Quarter)	4th Quarter Follow up	7/1/17 to 9/30/17 (First Quarter)	10/2018
10/1/16 to	2nd Quarter Follow	4/1/17 to 6/30/17	10/2018
12/31/16	up	(Fourth Quarter)	
(Second	4th Quarter Follow	10/1/17 to 12/31/17	10/2018
Quarter)	up	(Second Quarter)	
1/1/17 to 3/31/17 (Third Quarter)	2nd Quarter Follow up	7/1/17 to 9/30/17 (First Quarter)	10/2018
(Third Quarter)	4th Quarter Follow up	1/1/18 to 3/31/18 (Third Quarter)	10/2019
4/1/17 to	2nd Quarter Follow	10/1/17 to 12/31/17	10/2018
6/30/17	up	(Second Quarter)	
(Fourth	4th Quarter Follow	4/1/18 to 6/30/18	10/2019
Quarter)	up	(Fourth Quarter)	
7/1/17 to	2nd Quarter Follow	1/1/18 to 3/31/18	10/2019
9/30/17	up	(Third Quarter)	
(First Quarter)	4th Quarter Follow up	7/1/18 to 9/30/18 (First Quarter)	10/2019
10/1/17 to	2nd Quarter Follow	4/1/18 to 6/30/18	10/2019
12/31/17	up	(Fourth Quarter)	
(Second	4th Quarter Follow	10/1/18 to 12/31/18	10/2019
Quarter)	up	(Second Quarter)	
1/1/18 to	2nd Quarter Follow	7/1/18 to 9/30/18	10/2019
3/31/18	up	(First Quarter)	
(Third Quarter)	4th Quarter Follow up	1/1/19 to 3/31/19 (Third Quarter)	10/2020
4/1/18 to	2nd Quarter Follow	10/1/18 to 12/31/18	10/2019
6/30/18	up	(Second Quarter)	
(Fourth	4th Quarter Follow	4/1/19 to 6/30/19	10/2020
Quarter)	up	(Fourth Quarter)	

7/1/18 to	2nd Quarter Follow	1/1/19 to 3/31/19	10/2020
9/30/18 (First Quarter)	up	(Third Quarter)	
(4th Quarter Follow up	7/1/19 to 9/30/19 (First Quarter)	10/2020
10/1/18 to 12/31/18	2nd Quarter Follow up	4/1/19 to 6/30/19 (Fourth Quarter)	10/2020
(Second Quarter)	4th Quarter Follow up	10/1/19 to 12/31/19 (Second Quarter)	10/2020
1/1/19 to 3/31/19 (Third Quarter)	2nd Quarter Follow up	7/1/19 to 9/30/19 (First Quarter)	10/2020
(Third Quarter)	4th Quarter Follow up	1/1/20 to 3/31/20 (Third Quarter)	10/2021
4/1/19 to 6/30/19 (Fourth	2nd Quarter Follow up	10/1/19 to 12/31/19 (Second Quarter)	10/2020
Quarter)	4th Quarter Follow up	4/1/20 to 6/30/20 (Fourth Quarter)	10/2021
7/1/19 to 9/30/19	2nd Quarter Follow up	1/1/20 to 3/31/20 (Third Quarter)	10/2021
(First Quarter)	4th Quarter Follow up	7/1/20 to 9/30/20 (First Quarter)	10/2021
10/1/19 to 12/31/19	2nd Quarter Follow up	4/1/20 to 6/30/20 (Fourth Quarter)	10/2021
(Second Quarter)	4th Quarter Follow up	10/1/20 to 12/31/20 (Second Quarter)	10/2021
1/1/20 to 3/31/20	2nd Quarter Follow up	7/1/20 to 9/30/20 (First Quarter)	10/2021
(Third Quarter)	4th Quarter Follow up	1/1/21 to 3/31/21 (Third Quarter)	10/2022
4/1/20 to 6/30/20	2nd Quarter Follow up	10/1/20 to 12/31/20 (Second Quarter)	10/2021
(Fourth Quarter)	4th Quarter Follow up	4/1/21 to 6/30/21 (Fourth Quarter)	10/2022
7/1/20 to 9/30/20	2nd Quarter Follow up	1/1/21 to 3/31/21 (Third Quarter)	10/2022
(First Quarter)	4th Quarter Follow up	7/1/21 to 9/30/21 (First Quarter)	10/2022

· · ·			
10/1/20 to	2nd Quarter Follow	4/1/21 to 6/30/21	10/2022
12/31/20	up	(Fourth Quarter)	
(Second	4th Quarter Follow	10/1/21 to 12/31/21	10/2022
Quarter)	up	(Second Quarter)	
1/1/21 to	2nd Quarter Follow	7/1/21 to 9/30/21	10/2022
3/31/21	up	(First Quarter)	
(Third Quarter)	4th Quarter Follow	1/1/22 to 3/31/22	10/2023
	up	(Third Quarter)	
4/1/21 to	2nd Quarter Follow	10/1/21 to 12/31/21	10/2022
6/30/21	up	(Second Quarter)	
(Fourth	4th Quarter Follow	4/1/22 to 6/30/22	10/2023
Quarter)	up	(Fourth Quarter)	10, 2020
-	~.b		
7/1/21 to	2nd Quarter Follow	1/1/22 to 3/31/22	10/2023
9/30/21	up	(Third Quarter)	
(First Quarter)	4th Quarter Follow	7/1/22 to 9/30/22	10/2023
	up	(First Quarter)	,
10/1/21 to	2nd Quarter Follow	4/1/22 to 6/30/22	10/2023
12/31/21	up	(Fourth Quarter)	-,
(Second	4th Quarter Follow	10/1/22 to 12/31/22	10/2023
Quarter)	up	(Second Quarter)	10,2023
-	~P		
1/1/22 to	2nd Quarter Follow	7/1/22 to 9/30/22	10/2023
3/31/22	up	(First Quarter)	
(Third Quarter)	4th Quarter Follow	1/1/23 to 3/31/23	10/2024
	up	(Third Quarter)	
4/1/22 to	2nd Quarter Follow	10/1/22 to 12/31/22	10/2023
6/30/22	up	(Second Quarter)	10, 2020
(Fourth	4th Quarter Follow	4/1/23 to 6/30/23	10/2024
Quarter)	up	(Fourth Quarter)	10, 2021

Dat	a Coverage, by	y Repo	rting Y	'ear								
who con	formation is based on only those Exiters nplete their program on, or after July 1,	ANNUAL REPORT PROGRAM YEAR & REPORT DELIVERY DATE										
2016.		PY 2016 Oct 2017	PY 2017 Oct 2018	PY 2018 Oct 2019	PY 2019 Oct 2020	PY 2020 Oct 2021						
		%	Of Data Avai	lable on Repo	rt Delivery Da	ate [*]						
ors	Employment Rate Second Quarter After Exit	0%	100%	100%	100%	100%						
Performance Indicators	Employment Rate Fourth Quarter After Exit	0%	50%	100%	100%	100%						
e Ind	Median Earnings Second Quarter After Exit	0%	100%	100%	100%	100%						
nanc	Credential Attainment Rate	0%	50%	100%	100%	100%						
rforr	Measurable Skill Gains	100%	100%	100%	100%	100%						
Pe	Effectiveness in Serving Employers (If based on 4 th quarter retention)	0%	50%	100%	100%	100%						
2	F	irst year of "full"	WIOA data			43						

You can read additional information related to WIOA changes here: <u>https://sites.google.com/a/literacypro.com/wioa-laces-updates/</u>

Q2e. Can you claim an outcome on Table 5 for the entry into postsecondary training in the 2018-2019 FY?

Please see the above answer for Q2d.

Q3: Jane Smith joins your program on September 21, 2017. She is given the full TABE battery and has the following results:

- Reading: ABE L4
- Math: ABE L2
- Language: ABE L3

Q3a: What subject area will she be tracked in and what row will she populate on Table 4? (Assuming no manual over-ride of subject area)

She would be tracked in Total Math at ABE L2 and would populate the ABE L2 row of Table 4.

She earns 55 hours of instruction between September 21 and December 6. She re-assesses on December 7 and has the following results:

- Reading ABE L5
- Math: ABE L2
- Language ABE L3

Q3b: Will she be reported as having a Measurable Skills Gain in the 2017-2018 fiscal year and if so, will it change what row she populates on Table 4?

She will be reported as having a Measurable Skills Gain in 17/18, yes. The new guidelines allow for a gain to be reported in any subject area in which there is both a pre- and post- assessment, even if it is not the tracked subject area.

Remember that you can still choose to manually over-ride a subject area at the time of intake- you should not change the tracked subject area after post-assessment. Over-riding the LACES-selected subject area has changed with the implementation of periods of participation. The old method involved clicking the Select Subject box; however, that over-rode the subject area based on the Fiscal Year (represented by the Pre/Post column in the Assessment panel) and does not over-ride for the individual periods of participation. To over-ride for a PoP, use the Move Forward icon (the circle with the arrow at the end of the row in the assessment you wish to use as the tracked subject area.)

i Date	Pre/Post	PoP 1 Pre/Post	PoP 2 Pre/Post	PoP 3 Pre/Post	PoP 4 Pre/Post	Instrument/Form/Level	Subtest	Scaled	Scaled Gain +/-	Assessed Level	Subject	Select Subject	Creation Date		
1 Date	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Pre/Post	Instrument/Form/Level	Subtest	Scaled	Scaled Gain +/-	Assessed Level	Area	Subject	Creation Date		
17			Pre			TABE / TABE 9 / M	Reading	355	31	ABE L1	Read	No	10/27/2017	• •	đ
17	Post	Post				TABE / TABE 9 / M	Total Mathem	355	97	ABE L2	Math	No	10/27/2017	•	â
17						TABE / TABE 9 / M	Language	555	83	ABE L4	Language	No	10/27/2017	•	â.
17						TABE / TABE 10 / M	Reading	357	33	ABE L1	Read	No	10/27/2017	• •	t
17	Pre	Pre				TABE / TABE 10 / M	Total Mathem	278	20	ABE L1	Math	No	10/27/2017	• •	â.

In the example above, if you wanted to continue tracking the student in Total Math rather than in Reading for PoP2, you would click the Move Forward icon at the end of the Total math row. A pop-up window will open and ask you if you wish to select that subject area for the PoP. Click the radio button and save to manually over-ride and select that subject area.

Move Assessment Forward		□ ×
Move Forward Options:	Use as subject area for PoP 2	
		SAVE

You do not need to manually move forward assessments between periods of participation unless you wish to over-ride the LACES-selected subject for that PoP. You still need to move forward assessments from one fiscal year to the next if you intend to use the most current assessment from the previous fiscal year as the new fiscal year's pre-test.

Q4: Norma Kulisek joins your program on August 3, 2017. You feel she would be an appropriate placement for your Integrated English Literacy and Civics Education grant, so you indicate that she is an IELCE student. She is given a TABE CLAS-E assessment and tests at a Completed Advanced ESL level. You re-test her using a TABE so that she enters with a valid NRS-approved Entry EFL and she is now ABE L2.

Q4a: How do you know if you should be tracking someone as IELCE?

- Q4b: In what program will she be displayed on Table 3?
- Q4c: What would you need to do to insure she is counted on Table 3 as an IELCE student?
- Q4d: Where would you make updates to
 - The ESL indicator?
 - The IELCE indicator?

Q4a: How do you know if you should be tracking someone as IELCE?

A student should be tracked as IELCE if they meet the federal definition: IEL/CE is defined as "education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables 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." IELCE students must be receiving funding through Sec. 243 grant dollars, must have been offered Integrated Education and Training program opportunities, and must have received ESL instruction in the current Fiscal Year. If you are not sure if your agency receives IELCE grant monies, check with your agency director.

Q4b: In what program will she be displayed on Table 3?

Provided the correct business requirements indicators in LACES have been identified, she would populate the row for IELCE on Table 3. The following indicators are needed to correctly populate the table:

1. The **Secondary Program** selection must be IELCE. This overrides any selection made in the Program menu or the student's entry EFL, which is what typically determines the Program type for Table 3. The Secondary Program field is not a required field, as not all students will have a secondary program, so programs must remember to select IELCE. Secondary Program can be selected on the Intake Form, or can be edited/updated in the Education tab>Education panel of a student's record.

Student Intake	
*Intake Date:	Intake Date is Required
*SSN:	
*Last Name:	
*First Name:	
Middle Name:	
Suffix:	
Satellite:	No Value Entered
Student Unique ID:	
*Program:	No Value Entered
Secondary Program:	IELCE
ESL Student:	
Residence Area:	No Value Entered
*Birthdate:	.
Age:	

Secondary Program IELCE selection

- 2. They must show evidence of receiving ESL instruction. This can be through EFL placement from assessment, or from the ESL instruction menu.
 - If a student has only ESL assessment levels within the fiscal year (ESL L1, ESL L2, etc. through ESL L6) then that will count as evidence of ESL instruction.
 - If a student does not have ESL levels (has tested out and is now ABE), you can use the ESL checkbox or Yes/No menu on the Intake Form, or update it if it changes during the year in the History tab>ESL History panel.

Middle Name:	
Suffix:	
Student Unique ID:	
*Program:	No Value Entered
Secondary Program:	No Value Entered
*ESL Student:	O Yes
	O No
Residence Area:	No Value Entered
*Birthdate:	H
Age:	
*Gender:	▼

ESL Yes/No option on Intake Form

Suffix:	
Satellite:	No Value Entered
Student Unique ID:	
*Program:	No Value Entered
Secondary Program:	No Value Entered
ESL Student:	
Residence Area:	No Value Entered
*Birthdate:	
Age:	

ESL checkbox on Intake Form

To update after intake, go to the History tab>ESL History panel. Click the eye icon to edit the existing record if a mistake was made at entry, or click Add New Record to add a new historical record if the student has tested out. Do not edit the existing record if the student tests out, add a new line of history.

atman, S	Supermai	า					🕂 AD	D NEW STUDENT
	Overall S	nt ID: 80046 tatus: Enrolled gram: Correcti						
Student Data	Assessments	Enrollments	Hours C)utcomes	Demographics	Education	Services	History
Address Hist	ory							
Barriers to Er ESL History + ADD NEW	RECORD			1				
	Date ↓	ESL C	reation Date					
08	3/02/2016 No		10/06/2017	•				
Enrollment P	rogram History							
Fiscal Year								
Level History								
Overall Statu	s History							
Work History								
Audit History								

Q4c: What would you need to do to insure she is counted on Table 3 as an IELCE student?

See the response for Q4b.

Q4d: Where would you make updates to

- The ESL indicator?
- The IELCE indicator?

See the response for Q4b.

Q5: Diego Mendoza joins your program and is seeking a certification in HVAC. You indicate that he is part of the Integrated Education and Training Program for your program.

What tables will that affect?

Table 3 and Table 5 will be affected. Table 3 tracks students who are in an IETP as a subset of the primary Program.

Integrated Education and Training Programs are defined as: A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

A checkbox has been added to the class enrollment screen to allow batch enrollment of selected students in to an Integrated Education and Training Program (IETP). Any exited NRS participant student with an IETP indicator will automatically populate Column B of Table 5 for the Attainment of a Postsecondary credential outcome.

To enroll students in an IETP at the time of enrollment:

Open the class record and click the Enrollment tab. Click the green Enroll button. In the enrollment selection window, select the students to enroll by clicking the checkbox to the left of their names. Once selected, note the IETP checkbox in the bottom left, near the Enroll Date window. Check this box if any or all of the selected students should be indicated as enrolled in an IETP. Enter the Enroll Date.

If not all of the selected students are in an IETP or have the same enrollment date, you can click the green Show Selected button in the right-hand corner to display the selected students and allow you to edit the IETP and/or Enroll Dates to modify them on an individual student basis while still allowing you to enroll the students as a batch.

Ilor	Students in Class																		e
1	Last Name	-	First Name	۲ Midd	r Intake Date	T Program	Ŧ	Status	-	Current Level		Ŧ	Last Assess	T Key	vord				,
1	AAABAAAADAMS		Joseph		07/01/2015	Family Literacy		Enrolled		Level Not Defined			10/09/2015		alue Entered				
1	Aadams		George		07/01/2015	Adult Ed		Enrolled		Level Not Defined			11/09/2015	DOE	s				
ľ.	Aadams		John		07/01/2015	Adult Ed		Enrolled		Level Not Defined			04/03/2016		alue Entered				
	Abarca		Angelica	Maria	07/01/2016	Adult Ed-ESL		Left		High Int ESL (ESL L5)			10/04/2016	No	alue Entered				
	Adams		Andy		12/27/2011	Adult Ed		Enrolled		Level Not Defined			07/14/2015	GED	Night (Poston)				
i.	Adams		Jennifer		05/01/2010	Adult Ed		Enrolled		Level Not Defined			10/02/2013	DOE					
	Alcala		Juan		06/25/2013	Adult Ed-Basic		Enrolled		Beg Lit ABE (ABE L1)			07/27/2016	No	alue Entered				
	Andrews		George		07/01/2013	Adult Ed		Enrolled		High Int ABE (ABE L4)			10/14/2014		alue Entered				
	Baker		Betty		01/01/2011	Adult Ed-GED		Enrolled		Level Not Defined			12/03/2014		R Reading Prog	ram			
	Beck		lan		10/01/2013	Adult Ed-GED		Enrolled		Level Not Defined			12/03/2014		alue Entered				
	Bird		Raymond		10/15/2014	Adult Ed-Basic		Enrolled		Level Not Defined			11/21/2014		alue Entered				
]	Black		Frank		01/01/2013	Adult Ed-Basic		Enrolled		Level Not Defined			07/15/2015		alue Entered				
	Black		Shannon		05/01/2013	Adult Ed		Enrolled		Level Not Defined			07/15/2015		alue Entered				
	Bonds		Olivia		09/15/2013	Adult Ed		Enrolled		Level Not Defined			12/03/2014	No	alue Entered				
	Borges		Greg25603		10/20/2015	Adult Ed-Basic		Enrolled		Level Not Defined			10/20/2015		alue Entered				
	Brigham		Johnny		06/25/2013	Adult Literacy		Enrolled		Level Not Defined			06/25/2013		alue Entered				
Ľ	Brown		Charlie		07/07/2015	Adult Ed		Enrolled		Level Not Defined			07/09/2015		c Skills-Day (Al	llen)			
	Brown		Judy		10/14/2014	Adult Literacy		Enrolled		Level Not Defined			12/03/2014		alue Entered	,			
	Brown		Lamont		10/20/2015	Adult Ed-Diploma		Enrolled		Level Not Defined			10/05/2015		c Skills-Day (Al	len)			
1	Brown		Leticia		05/01/2010	Adult Ed		Enrolled		Level Not Defined			12/03/2014		alue Entered				
	Byers		Twila		11/01/2010	Adult Ed-GED		Enrolled		Level Not Defined			12/03/2014		alue Entered				
1	Camacho		Isabel		09/30/2011	Adult Ed-ESL		Enrolled		Level Not Defined			12/03/2014		alue Entered				
	Chanda		Pich		10/17/2016	Adult Ed		Enrolled		Beg Lit ABE (ABE L1)			10/14/2016		alue Entered				
	Clooney		George		07/01/2014	Adult Ed		Enrolled		Level Not Defined			07/01/2014		alue Entered				
	(1) 2 (F)	(H)	100 v iter	ns per page	07/01/2014	Adult Ed		Enrolled		Level Not Denned			07/01/2014	NO	alue Entered		1 - 10	00 of 145	51
								· -											-
	Last Name		First Name	Middle N		Program	Status		Current Level		ast Assessment	Keyword			IETP		Enroll Date		1
Ļ	Andrews Baker	-	George Betty		07/01/2013	Adult Ed Adult Ed-GED	Enrolled		High Int ABE (ABE L		0/14/2014 2/03/2014	No Value I	Entered ding Program		No Yes		10/6/2016 10/11/2016		l
3		-					1. The second								and the second second			-	4
2	Beck		lan		10/01/2013	Adult Ed-GED	Enrolled		Level Not Defined	1	2/03/2014	No Value I	Entered		Yes	k	10/6/2016	_	

Make changes, if needed, and click the Enroll Students button to enroll the selected students when finished.

To enroll students in an IETP after they were already enrolled in the class without the IETP indicator:

If you need to update the IETP checkbox at any point to indicate IETP enrollment for a student, open the class record in which the student is enrolled. Double click the student's enrollment record in the class, or click the Edit (eye) icon. In the Edit Enrollment window, locate the IETP checkbox in the right-hand column. Check or uncheck, as appropriate, and save. You cannot currently update IETP as a batch.

Edit Record				e x
Title:	ABE Level 1-3	Name:	Andy, Adams	
Class Start Date:	7/1/2016			
*Enroll Date:	7/15/2016	Enroll Status:	Enrolled	•
*Start Date:	7/15/2016	*End Date:	6/30/2017	
Variable Credit Class:				
Possible Credits:	0.000	Earned Credits:	0.000	
Letter Grade:		Quality Points:	0.000	
Final Grade:		Units:	0	
Grade Points:	0.000	Remedial:		
Class Meets Requirement:	No Value Entered 🔹	Standardized Test:		
Elective:		Advanced Placement:		
Honors:		IETP:		
Work Credit:				
Fees Paid (if applicable):		Fee Amount:	\$0.00	
Date Paid:				
				SAVE CANCEL

To view the IETP indicator for all students in a class:

In the Class Enrollment tab, change the View from the default Enrollment Info to Grades. This view displays a column for IETP, allowing you to view the IETP indicator for all students in the class at once.

5									Client: DC		v	Agency: Di	C LACES Traini	ng			Ŧ	
DASHBO	ARD STUDE	NT CLA	SS STAFF	TUTOR	PAIR	GROUP N	WORKSHOP	CONTACT	DONOR M	MORE *								
E Level 1	-3						+ ADD NE	W CLASS	DELETE CLASS RE	CORD 🧒 PI	RINT							
	Class ID	19250							End Date:	6/30/2017							Bldg/Room: N	o Value Ente
	Term	2016-201	7						Program:	Adult Ed							Max Enroll: 5)
	Course Number								Class Keyword:	No Value Entr	ered						Enrolled: 6	
		ABE Leve	1.0						Days:		Licu						Waiting: 0	
			1-3														-	
	Status	Active							Times:								Completed: 0	
	Start Date	7/1/2016																
ss Data Enrol	Iment Attenda	ince Insti	uctor Instru	ctor Hours	Comments													
View: Change																Date Range		
Student Grades	w		ENR	OLL COMP	LETE STUDENTS	RE-ENROLL	STUDENT(S)	DUPLICATE CLA	GRADES	EXPORT								
Urag a column ne	ager and grop it h	ere to group	by that column															
	Variable			Possible														
End Date	Credit Class	Letter Grade	Final Grade	Credit Class	Earned Credits	Grade Points	Quality Points	Units	Class Meets Requirement	Elective	Honor	Work Credit	Remedial	Standarize d Test	Advanced Placement	IETP	Creation Date	
06/30/2017	No			0.000	0.000	0.000	0.000	0		No	No	No	No	No	No	No	09/06/2016	•
06/30/2017	No			0.000	0.000	0.000	0.000	0		No	No	No	No	No	No	No	09/06/2016	•
06/30/2017	No			0.000	0.000	0.000	0.000	0		No	No	No	No	No	No	No	09/06/2016	•
06/30/2017				0.000	0.000	0.000	0.000	0		No	No	No	No	No	No	No	09/06/2016	0
06/30/2017	No																	
	No No			0.000	0.000	0.000	0.000	0		No	No	No	No	No	No	No	09/06/2016 09/15/2016	0

Please be aware that we were recently made aware that the intent of OCTAE was to include students who are enrolled in IET programs *specifically with the intent to receive a credential* for tracking of the Postsecondary Credential attainment row on Table 5. We will be making updates to this section in LACES and will release new documentation once these changes are completed.

Right now, this outcome is populated for all students who were enrolled in an IETP program as indicated on Table 3. Completion/attainment can be indicated by:

• Enter a Postsecondary Institution Type, Enroll Date, Credential Attained AND Date Earned in the Education tab>Postsecondary Education/Training panel. Note that the Date earned must be after the Enroll Date.

Batman, Superman	+ ADD NEW Add New Postsecondary Education Or Training Record	€×
Student ID: 80046	*Postsecondary Institution Type: Training	•
Overall Status: Enrolled	Name of Postsecondary School No Value Entered	•
Program: Corrections	Address 1:	
Student Data Assessments Enrollments Hours Outcomes Demographics Education Serv	Address 2:	
Education	City:	
Diplomas/Credentials	State: No Value Entered	•
Instructional Areas Postsecondary Education Or Training	Zip:	
+ ADD NEW RECORD 👱 EXPORT	District: No Value Entered	•
Name of Postsecondary	Phone at Address:	
School or Postsecondary Training Course of Institution Type Program District Study Enroll Date ↓ Exit Dat	Tot Industry: No Value Entered	•
Language	Course of Study: No Value Entered	•
Material	Enroll Date: 8/8/2017	ti i
Term Grades Transcripts	Exit Date:	H
	Total Hours Attended:	
	Earned Credits:	
	Credential Attained: Massage Therapy Certification	
	Date Earned: 10/18/2017	H
	SAVE SAVE AND NEW	CANCEL