

## **BEGINNER LACES USER MANUAL- Maryland**

This User Manual is intended as a resource to walk you through the basic data entry procedures for entering student, class, and staff data into the LACES NexGen database. This is not intended as a replacement for your state's MIS policies, or federal implementation guidelines to meet NRS standards.

Questions related to the LACES NexGen database can be directed to our technical support staff using the technical support link provided in LACES, or at <http://info.literacypro.com/solutions/laces/crmlng.htm>, or by emailing technical support at [helpdesk@literacypro.com](mailto:helpdesk@literacypro.com) or by calling them at 1-888-714-9464. Technical support is answered in the following order: form, emails, calls, with urgent issues addressed based on priority. Questions related to state or federal policy should be directed to whomever the state directs such questions, or by accessing the NRS Implementation Guidelines at [http://nrswb.org/foundations/implementation\\_guidelines.aspx](http://nrswb.org/foundations/implementation_guidelines.aspx).

You can access the training database at the same site as your actual database: <https://laces.literacypro.com/laces> Use the username mdtraining1 and the password mdtraining1 to access the training site instead of your actual site.

This manual does not replace the Help documentation available throughout the LACES NexGen database. Help can be accessed by clicking the Help link provided on each page of the database, or by using the provided Help link: <https://laces.literacypro.com/Help/LACESNexGen/NetHelp/>

State and federal policies are subject to change, and information provided in this manual is current as of October 2016. Please check the NRS website at [nrswb.org](http://nrswb.org), your state's MIS and adult education policies on the state website, and the Release Notes provided with each software update made in LACES NexGen for updates to policies and data entry, collection, and reporting methods.

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<b>Searches:</b>	<b>Pages 15-19</b>
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## Introduction to LACES NexGen

LACES NexGen is compatible with most common internet browsers, including Chrome (recommended), Mozilla Firefox, Internet Explorer 9+, Microsoft Edge, and Safari (not recommended). LACES is accessed at the following URL: <https://laces.literacypro.com/laces>

## Data Entry

When data must meet certain standards for reporting purposes, consistency becomes critical. In order to achieve this consistency, certain measures must be taken prior to doing the initial data entry. This is especially important if participants are continuing from prior years, and more importantly, from prior reporting periods/periods of participation. It cannot be stressed enough how important it is to enter your data chronologically, in a timely fashion, and according to the rules and guidelines based on your reporting system and state guidelines.

## Common Mistakes/Issues and Glossary

Obviously, learning any new software application can take some time. Our best recommendation is to use and explore the database often to become familiar with the most common features. Additionally, use the training notes, help files, FAQ's, and all provided documentation. Contact LiteracyPro Systems, Inc. Technical Support when you have questions.

Listed below are some common mistakes/issues that you should try to avoid.

### Ignoring Warnings or Recommendations

Take heed of the recommendations the software gives you, and *read the warnings, error messages, and informational windows*. If they do not make sense, contact Technical Support if you need more information.

### Single-clicking vs. double-clicking

Most functions you will perform in LACES *require only a single mouse click*. One common exception is opening a file from a list, which requires double clicking. A good tip is to single click if you are unsure: if nothing happens, go ahead and double click. Additionally, when using a toolbar with sub-menu items, wait to click until you have moved the mouse pointer to the sub-menu item. Clicking on the main menu line will only refresh the page, costing you time.

### Hitting Enter on your Keyboard versus the Save button in the Database

We recommend using the Tab button or mouse to move around in the database, and not to use the Enter button on your keyboard. Hitting Enter can cause the database to save what has been entered up to that point in time and return you to the main screen, but may result in fields not being completed and saved past the point at which you hit Enter. Use Tab to go from field to field, or your mouse, and click Save when you have completely entered the data for that page.

### Deleting Files

It is **never recommended** that you delete files other than accidental duplications or mistakes. LACES is designed so that you will not have to delete any files. Many times, historical data may be needed, or students may return after a period of being absent. Records should be left in the database, provided the record is correctly updated to

prevent it from incorrectly being included in current fiscal year searches if they have no current FY activity. Records that have had a fiscal year summary created for a prior fiscal year cannot be deleted without technical support assistance, in order to provide consistency of numbers in prior FY reports.

## Definitions

The following is a short list of some common terms used not only within this guide, but within the software itself.

**Student:** A person receiving instruction within your organization

**Staff Member:** A paid employee or unpaid volunteer working for your organization who can be assigned as an instructor for class settings

**Tutor:** A trained volunteer for your organization who can be assigned as an instructor for group and pair settings and one-on-one student instruction

**Volunteer:** A volunteer who does not provide instruction to students but engages in other organizational activities

## Student Status Definitions

**Prospective:** Student has made contact with your organization but has not yet completed the entire intake process or been assigned to instruction. Every new student entered into LACES comes in as Prospective.

**Waiting:** Student is waiting to be enrolled in a class or matched with a tutor in a pair or small group. Prospective students can be manually updated to Waiting, or will be automatically marked as Waiting if they are enrolled in an instructional setting that is at or past the Max Enrollment

**Never attended/never started:** Student never received instruction. Prospective students can be manually updated to Never Attended if they do not enroll within 90 days of completing an intake form

**Enrolled:** Student is currently enrolled in at least one instructional setting; pair, class, or group. Automatic status for a student enrolled in one or more instructional settings

**On Hold:** Student was previously enrolled, but is not currently assigned to an instructional setting, for temporary reasons.

**Left:** Student is no longer enrolled, and has exited the program either by leaving or completion. Automatic status for a student exited from all instructional settings.

**Completed Program:** Student is no longer enrolled, and has exited the program and completed requirements set forth by your agency to indicate completion of the program. This status can be set manually from the automatic Left status the database generates upon exit.

## LACES Help Center and Technical Support

Your LACES contract includes basic technical support. This means that you can receive unlimited technical support at no additional charge. Technical support issues should be communicated to LACES via the online technical support form. To access the tech support link, click the ? icon in the upper right hand corner, beside the person profile icon.



This will take you to the LACES Help section, which includes links for FAQ's, Release Notes, the User Guide, and the Technical Support request form. Click More to access the section in which you are interested. The technical support form link can also be accessed separately from NexGen. You can access the link at <http://info.literacypro.com/solutions/laces/crmlng.htm> and also save it as a Favorite or Bookmark.

You can also contact technical support via telephone: 1-888-714-9464, or email at HelpDesk@literacypro.com. However, priority support is given to tickets generated using the Online Help Desk form. You may also request a telephone appointment at a specific time and day, based on technical support staff availability.

**LPS HELP CENTER**

**Documentation, Support & Training**

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LACES NexGen will continue to grow in features, functionality, and ease of use. Builds/updates occur on a regular basis, and documentation is provided with each build to highlight new features and changes. Build information is posted on the User News for your convenience. NexGen is currently in a Beta stage and will continue to receive regular updates.

### State Specific Customizations

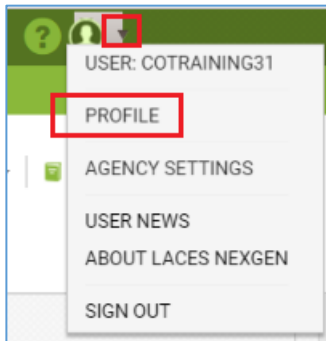
Most menus in LACES contain federal and state standard fields. In some cases, the menus or field options have been customized to fit Maryland-specific needs. Many fields can be modified with state approval. If menus do not contain options you feel are necessary to provide the functionality your program needs, please contact DLLR with requests for menu or field modification and they can decide if they wish to pursue having it changed.

## Navigation

When you first log in to LACES, you are usually taken to the Student grid. You can customize your Start Page from the Student grid to other starting pages using your Person Profile menu.

The Person Profile section contains information specific to your username, as well as agency information and links to database information.

To access the person profile, click the drop-down menu to the right of the profile icon (the circle with the head in it.)



The Person Profile contains the following items:

- Profile
- Agency Settings
- User News
- About LACES NexGen
- Sign Out

The **Profile** section contains the Settings and Security tabs. **Settings** allows you to choose your Start Page from the available options. The default is Student, but you may change it if desired. Someone who works primarily doing data analysis may want to have the Dashboard as their start page, or a teacher with a full access role may want their start page to be the Class page. **Display Rows** allows you to choose how many records will display per page in each grid. We recommend setting this number to 200, as that will load relatively quickly and will also allow you to use page sub-setting to create FY summaries for selections over 200. Make your selections from the drop-down menu and click the Save button.

The **Security** tab contains your username and password information and allows you to update your email address, if needed.

**Agency Settings** contains four tabs: Agency Data, Choice Lists, Signin Summary and Delete Log.

The **Agency Data** is simply address and contact information for your agency.

The **Choice List** tab allows System Administrators the ability to modify some drop-down menus in LACES NexGen in order to customize those fields for your own agency. Looking at the forms you use compared to the screens and fields available in LACES NexGen, decide what menu items you need on your choice list. Fields should typically not be modified without approval from DLLR as they may need to remain as they are for reporting purposes.

Keywords are optional fields that can be used however you wish, but you may also need to modify the choice list for Building and Room, class Days and Times, Referral Sources, Goals, Comment Types, Tutor Locations, Donation Types, and Social Services, just to name a few options.

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.

The **Signin Summary** displays log-in information for everyone who has accessed your agency, including number of signins, last sign in date, and the IP address for the last signin.

The **Delete Log** will indicate if an entire person record has been deleted, and by whom, as well as the data of deletion and whether it occurred in legacy LACES or LACES NexGen. The Delete Log only displays entire person record deletion; for individual record deletion such as assessments or hours, use the Audit Log contained in the person record.

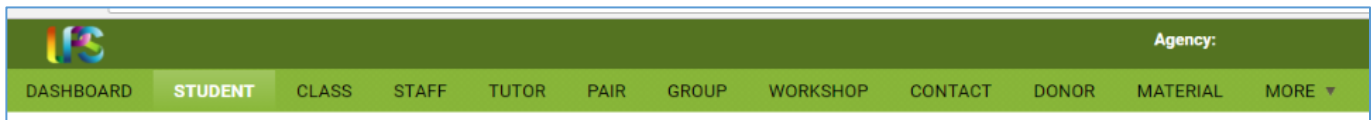
The **User News** page contains information for freeze and rollover dates, links to release notes, the tech support form, and the legacy software documentation. Documentation for the new software can and should be accessed from the Help links on each page of LACES NexGen.

**About LACES NexGen** displays the most current build and copyright information.

The **Sign Out** link should be used to exit LACES NexGen. Although many users simply close the system without signing out, this can lead to issues with accounts being locked if the system thinks you are still logged in, or with other users not being able to log in because all licenses appear to be in use. We recommend signing out prior to closing out the whole database.

## Toolbars

The green left hand toolbar at the top of the page displays the various populations in the database. The most commonly used are displayed individually, and less commonly used are grouped under the “More” menu.



The primary populations are:

- **Dashboard:** Contains graphic representations of common used data analysis tools that can be added and drilled-down into.
- **Student:** Contains all students entered into the system. Defaults to Current FY students, but can display all students and different selections of students based on search and filter results.
- **Class:** Contains all classes entered into the system. Defaults to Active classes, but can display all classes and different selections of classes based on search and filter results. Classes can only have Staff assigned as instructors, but otherwise function similarly to Groups. Classes can only have students enrolled.
- **Staff:** Contains all staff entered into the system. Staff are usually paid or unpaid instructors, data entry personnel, trainers, and directors. The Staff population defaults to Active Staff, but can display all staff and different selections of staff based on search and filter results. Staff can only be assigned as instructors in Classes.
- **Tutor:** Contains all tutors entered into the system. Tutors are usually unpaid instructors. The Tutor population defaults to Current FY, but can display all tutors and different selections of tutors based on search and filter results. Tutors can only be assigned as instructors in Pairs and Groups.
- **Pair:** Contains all Pair records entered into the system. Pairs are one student/one tutor matches. The Pair population defaults to Active pairs but can display all pairs and different selections of pairs based on search and filter results. Pairs can only have Tutors assigned as instructors.
- **Group:** Contains all groups entered into the system. Defaults to Active groups, but can display all groups and different selections of groups based on search and filter results. Groups can only have Tutors assigned as instructors, but otherwise function similarly to Classes. Groups can only have students enrolled.
- **Workshop:** Contains all workshops entered into the system. Defaults to Active workshops, but can display all workshops and different selections of workshops based on search and filter results. Workshops function similarly to Classes and Groups, but have additional required fields such as Minimum Required Days/Hours, and additional business rules depending on the Workshop Type. New Tutor Training type workshops can only have tutors assigned. Students are not typically assigned to workshops.
- **Contact:** Persons who do not fall into any other population type, but whose contact information your agency would like to have available.
- **Donor:** Funders (either individuals or organizations) who donate or are prospective donors for your agency.
- **Material:** Books, laptops, software, materials that can be checked out or given away

**Persons can be in more than one category, as needed. If a person is already in the system in one role and is entered in another, the system will provide a duplicate warning that will allow the information from the other role to be carried over into the new role.**

The “More” menu contains:

- **Volunteer:** Contains all volunteers entered into the system. Volunteers are usually unpaid persons who assist the agency in a non-instructor capacity, such as board members or office assistants. Volunteers cannot be assigned as instructors to classes, pairs, or groups.
- **Family:** Not recommended for use. Allows linking of student records into a family group.
- **All Person:** Displays all person records for all populations.
- **All Assessments:** Contains all assessments entered into the system, with one line of record for each assessment. Defaults to Current FY assessments, but can display all assessments and different selections of assessments based on search and filter results. All assessments can be very useful for creating custom views based on multiple assessment information for students.
- **All Student Enrollments:** Contains all enrollments entered into the system, with one line of record for each enrollment. Defaults to Active enrollments, but can display all enrollments and different selections of enrollments based on search and filter results. All enrollments can be very useful for creating custom views based on multiple enrollment information for students, such as all instructors and class records for a student.
- **All Non-Student Workshop Enrollments:** Contains all non-student Workshops enrollments entered into the system, with one line of record for each enrollment. Defaults to Active enrollments, but can display all enrollments and different selections of enrollments based on search and filter results.
- **All Goals:** Contains all goals entered into the system, with one line of record for each goal. Defaults to Current FY goals, but can display all goals and different selections of goals based on search and filter results.
- **All FY Data:** Contains summary data from the Fiscal Year summaries auto- or manually generated for inclusion on the NRS tables and FY data searches.
- **All Follow-up Outcomes:** Contains all goals and cohorts entered into the system, with one line of record for each goal/cohort. Defaults to Current FY goals/cohorts, but can display all goals/cohorts and different selections based on search and filter results
- **All System Tasks:** Displays LACES system tasks related to imports/exports or processed records.

The white upper right-hand toolbar displays options relevant to the population in which you are working and contains the following options:



- **+Add New [population item, ie. student, class, tutor, etc.]:** Allows you to add a new record for the population in which you are working. Each blank intake form for that population contains specific fields and required data based on that person or instructional setting type.
- **Selection:** Selection allows you to create a manual selection of data, or to select an already generated subset of students found through a search or filter, and subset that selection by clicking the checkboxes in front of those records (either one at a time or by checking the top box in the column heading), then clicking Selection in the right-hand menu bar. From Selection, you can Subset, Omit, Clear or Select All. Omitting does not delete the record, but temporarily removes it from the selection. Subsetting can be useful because **most searches and reports in LACES are generated based on your starting selection**, so having the ability to control that selection through subsetting can help you generate data on very specific populations of students or other populations.
- **Export:** Exports the data selection with the currently applied view to a CSV format Excel spreadsheet, where the data can then be saved, printed, and/or emailed, and charts created from the Excel data set. The file can be saved in various formats such as csv, xls, or pdf.



- **Graphic Reports:** Provides access to the graphic reports available for the population in which you are working. Each population has its own reports. Students have the most available reports. Most graphic reports can be run based on the selection. Some graphic reports require additional parameters such as date ranges, that can be entered for additional granularity. Once a graphic report has been opened, you can view, or print the graphic report. Graphic reports can be saved in hard-copy (printed) form, or by right-clicking and doing “Save as...” to save as a graphic file.
- **Reports:** Provides access to the reports available for the population in which you are working. Each population has its own reports. Students have the most available reports, followed by tutors. To open a report, click the checkbox to the left of the report you wish to view. In the right-hand column, enter any information needed such as data range or other parameters, being sure to follow the correct date format, if indicated. Click Print PDF or Print Excel in the bottom left-hand corner and open the report once it has successfully downloaded. Once opened you can view, save, print, or email a saved copy of the report.
- **More:** Allows you to batch add goals, if desired; batch adjust Survey data for goals or cohorts, and run FY summaries, described below:

**Fiscal Year Summaries** are required for the student to correctly populate the **Fiscal Year Data tables**, and the **Fiscal year based searches**. LiteracyPro automatically creates FY summaries twice a month so that the data gets picked up for the tables, but if you add, modify, or delete data before or after we have automatically run FY Summaries, you may not see that data populate until the next time we do them, unless you choose to manually create FY summaries prior to the next automatic creation. FY Summaries will be auto-run approximately the first and third weekend of each month.

FY summaries are created for two reasons: to keep the data concise and reduce the probability of errors being made by the database, and to allow us to “freeze” FY data so that all historical data can be maintained in one database, rather than having to use a new database every new fiscal year.

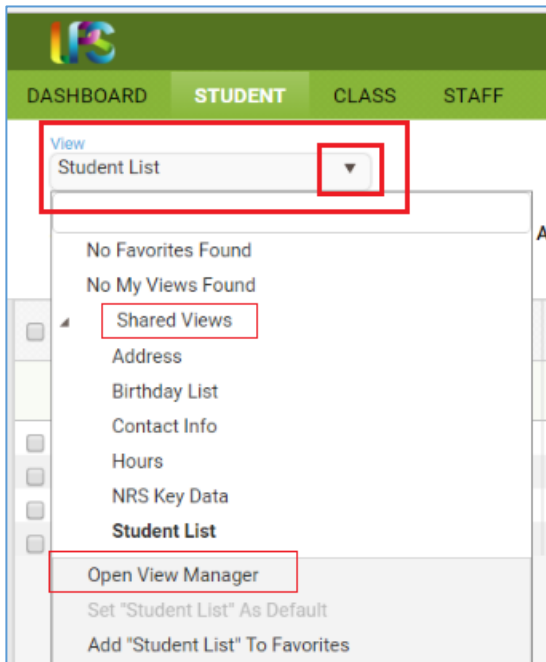
- The Fiscal Year Summary records are created from the Student or Staff tab and are run on the selection. Since this functionality requires a great deal of processing, we have limited the range of records that can be run. Also, if the selection is generated from the records themselves, you will get an error message letting you know to subset the selection first. You do not need to subset records if you are scheduling them, but to run them yourself, they must be subset first. To subset a selection, click the checkbox in front of the student name(s) for which you wish to create a new FY summary, or click the checkbox in the upper left corner of a page to select everyone on that page, and then go to the toolbar in the upper right-hand corner and click Selection>Subset.
- Once you have subset your selection, to create new FY Summary records, click the More option on the right-hand Toolbar (NOT the More option on the left hand, green toolbar!), and then click Create FY Summaries.
- The selection is limited to 200 records, note the button to “Create Now” is inactive if the selection is greater, but you can still use the “Schedule” button, or you can limit your selection to 200 students and run it multiple times for each group of 200 students.
- If your selection is 200 students or fewer, click Create Now.
- The window will reflect that the summaries are being processed. You will not be able to work in LACES on the same computer from which you are creating summaries while they are being processed.
- Student and staff NRS tables both use FY summary data. You can run new summaries just on records that have been recently changed, or you can wait for the bi-monthly automatic creation of FY summaries.
- **Only the FY Data NRS table reports and the FY Data searches run based on summaries. Every other report and search runs on current or “raw” data and does not need a FY summary, but will display information added immediately upon addition and saving.**

## HELP

Every page contains a Help link on the far right. Click the link to expand the page and view page-specific help documentation as well as links to other area of the help documentation.

## 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.

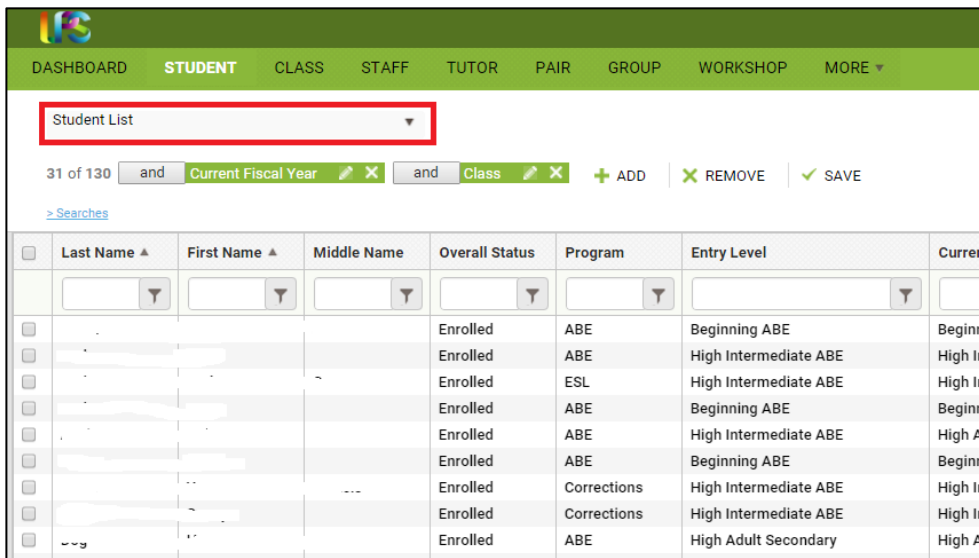


There are currently six shared views. (We plan to add at least one additional view, called Employment Barriers, in late 2016 or early 2017). The default view is **Student List**, which displays columns on the grid that provide at-a-glance information about overall status and assessments. The view may be changed by selecting a different view from the list. This view will be in effect until you change it, even if you leave the student grid temporarily by clicking on a different tab, and then return to the student grid.

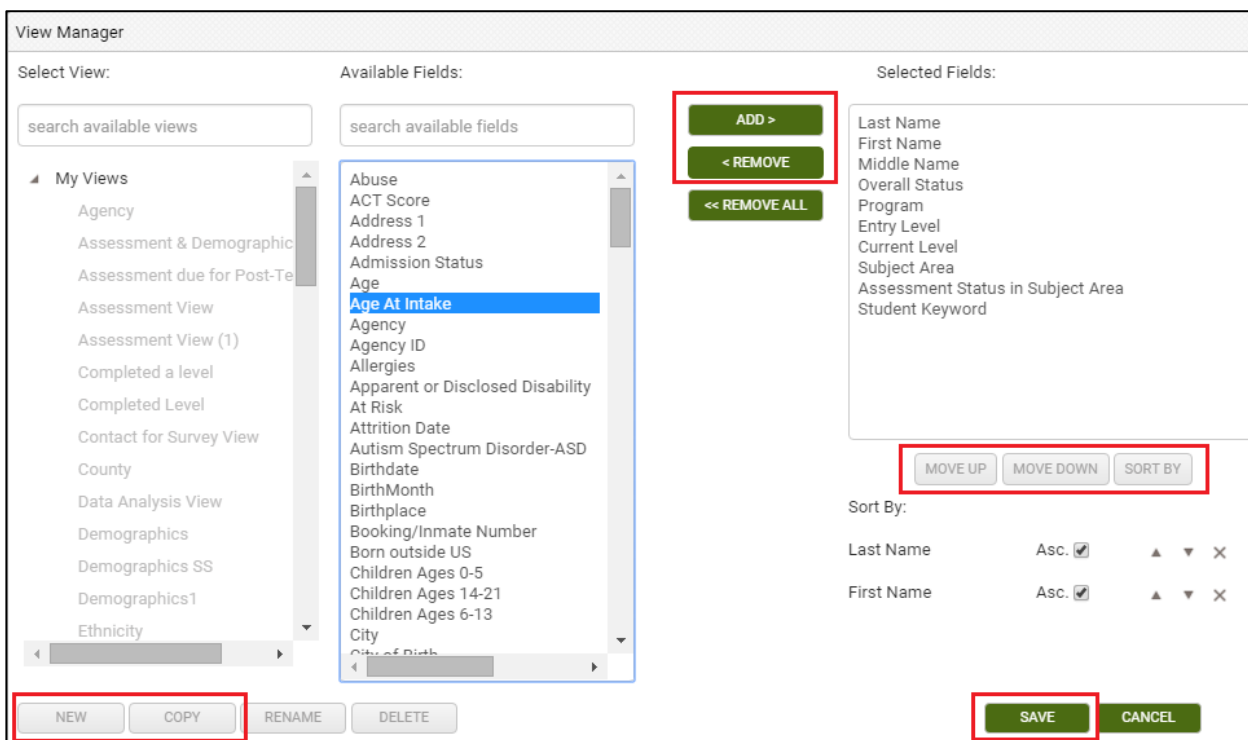
To change the view, click the arrow on the drop down list. The first item is Favorites. A **favorite view** is a view that you use often, whether it is a shared system view, or a view that you created. Views that have been added to Favorites will display at the top of the list. 'No Favorites Found' will 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.

To create a Custom View, go to the View: “Student List” window under the Menu bar in the upper left corner. Creating Custom Views in other populations will follow the same steps, but with different default view names.



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.

You can choose to set a view as a **Favorite**:

- Click the arrow on the drop down list to display the views.
- Select the view you wish to add as a Favorite, then click the arrow on the drop down list again.
- At the bottom is the option Add ‘view name’ To Favorites.
- Click Add ‘view name’ To Favorites.
- The view has now been added to the top of the list under ‘Favorites.’
- To remove the view from Favorites, click Remove ‘view name’ From Favorites.

You can also set a view as the **Default** view:

The default view displays in bold to allow you to quickly see which view is the default. The default view will always be applied to the student grid when you sign in. To change the default view:

- Click the arrow on the drop down list to display the views.
- Select the view you wish to set as the default, then click the arrow on the drop down list again.
- At the bottom is the option Set 'view name' as Default.
- Click Set "view name" as Default.
- The view name will display in bold.

The default view will be in effect at the next sign in. To change to a different default view, select the view, then select Set "view name" as Default.

You can **Delete** views that you created (shared views cannot be deleted):

- Click the down arrow on the View drop down list, or click the View: Change link.
- Click Open View Manager at the bottom of the drop down list.
- Select the view name you wish to delete.
- Click Delete View.
- Click Apply.

### **Field Search**

You do not have to scroll through the list of views or fields in the View Manager. You may enter the view or field name in the box under 'View' or 'Available Fields for View.' As you enter more information, the view or fields that contain that information will display. To clear the search field, click the X in the box.

### **Columns in Views**

Columns in views that you created and applied can be reordered by dragging and dropping the column. This will change the field order in the view, and the new order will display when you open the View Manager and select that particular view.

## SEARCHES

LACES has three basic types of searches: Pre-Generated Searches, In-Column Filtering, and the Criteria Builder. All of the searches produce the results using a visual cue called Search Tiles.

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

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

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

If you have multiple search tiles applied, you can close an individual search tile, leaving the remaining tiles in place, by clicking the X on the search tile you no longer need. For example, if you have the Current Fiscal Year search tile applied and then do a search for Last Name using the column header filter, you will now have a tile for Current Fiscal Year and another for Last Name. If you don't want the results limited to only the Current FY, you can click the X on the Current Fiscal Year search tile leaving just the Last Name tile.

To remove all of the search tiles applied so your list displays all records, click 'Remove Search.'

Additional search tiles are added each time an additional search filter is added. Search tiles will be generated by the following:

### Predefined and Templated Searches

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

#### Predefined searches:

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

#### Drilldown Searches

Drilldown searches can be run on a selection of records, then ‘drilled’ down to a subset of those records. *For example*, the NRS table searches at the student area are drilldown searches. After running an NRS table search, select the reporting system from the dropdown list on the search. After the search loads, click the value on a row to display only those students.

To return to the search results of a drilldown without having to run the search again, simply click on the Edit icon (pencil) in the search tile to bring back the original search results, allowing you to click another cell for additional results. Searches are not reports! These NRS Table Searches are there to allow you to search the cells for additional data analysis; to run the actual NRS Tables, you must use the Reports link.

#### Templated searches:

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

#### Add and Replace buttons:

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

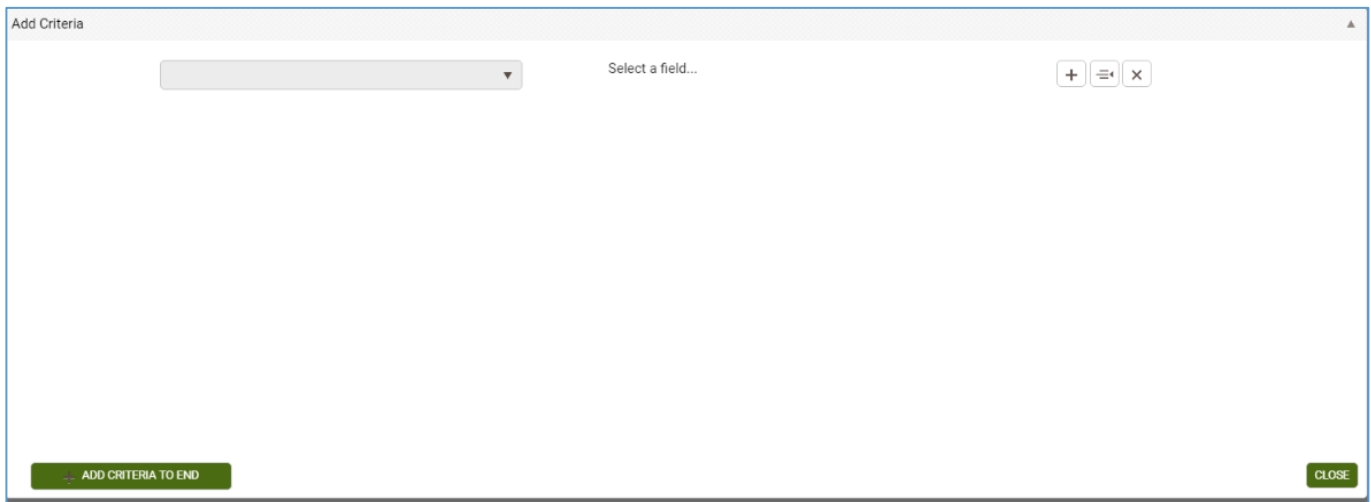
**Criteria Builder:** The Criteria Builder allows you to generate selections within the population you are in, based on the criteria you choose to add or remove from the general selection.



In the example above, the Criteria Builder is showing the default option for the Student Grid, which displays the Current Fiscal Year students. In this example, this results in 7276 student records being displayed of the 239,291 student records available. The Current Fiscal Year tile is displayed to indicate what criteria are currently being used. The Current Fiscal Year tile could be closed by clicking the X at the far right of the tile, removing that criteria selection and resulting in the database displaying all 239,291 students.

To add or modify criteria within the Criteria Builder, click on the + Add option to the right of the criteria tiles.

This will expand the Criteria Builder window, allowing the user to select criteria set information or fields, and apply that criteria or close the Criteria Builder window.



Click the down arrow to the left of the Select a field...option to choose fields on which you wish to search. Once selected, you can then choose the search terms and search parameters containing the search option you enter into the blank field. You can then choose to add additional search options and apply those criteria using the Apply button.

The following Symbols, Icons, and Filter Terms will be used in the Criteria Builder Search and Filtering

Symbol, Icon, or Search Term	Definition/Purpose
Pencil icon on search tile	Edit
X icon on search tile	Close
=	Equals
!=	Does not equal
<	Greater than
<=	Greater than or equal to
>	Less than
>=	Less than or equal to
In the list	Searches for one or more terms contained in the list. *Do not put spaces after the commas when using multiple terms!

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

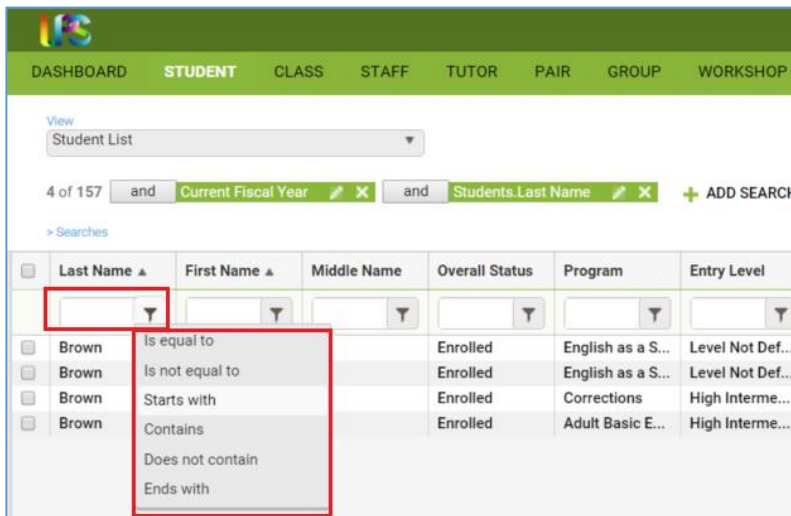
Tips for in-column filtering:



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

A simple example of in-column filtering:

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



**Subsetting:** Manually selecting and creating a selection of data of your choosing.

**Dashboard:** Clicking on the results of a dashboard widget.

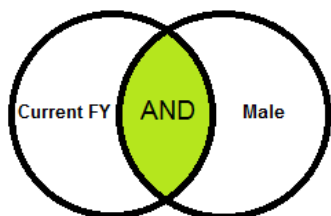
Search Tiles use Operators, that allow you to filter the data differently after application of a search tile based on the operator used.

**Operators** are simple conjunctions used to combine or exclude terms in a search, resulting in a more focused and productive result. They should save time and effort by eliminating inappropriate results and allowing you to target the exact needed selection within a population.

Search tiles have **operators** between them indicating And, Or, And Not, and Or Not. The default operator is AND.

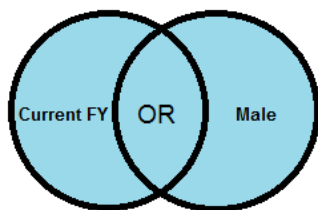
**AND:** means that your selection is X out of Y records AND contains those records that meet the criteria contained in the search filter. Multiple search tiles with AND mean that the selection is all of those criteria. Example: 153 of 1470 and Current Fiscal Year AND Gender=Male means that your selection is 153 students because you are filtering by students who are considered current fiscal year students AND whose Gender is Male (and that your total student population is 1470 including prior fiscal year students Note that with ANDs, your selection is usually smaller, because a student must meet **both** tile's criteria to be included in the search results.

This can be represented graphically like this:



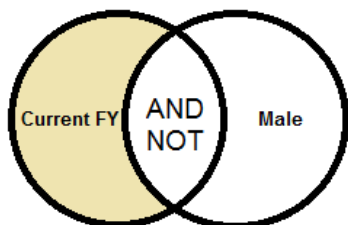
**OR:** means that your selection is X out of Y records and contains those records that meet the criteria contained in one search tile OR the criteria contained in a different search tile. Example: 911 of 1470 and Current Fiscal Year OR Gender=Male means that your selection is 911 students because you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

This can be represented graphically like this:



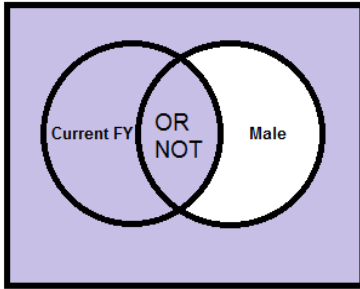
**AND NOT:** means that your selection is X out of Y records and contains those records that do NOT meet the criteria contained in the search filter. Example: 167 of 1470 and Current Fiscal Year AND NOT Gender=Male means that your selection is 167 students because you are filtering by current FY AND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

This can be represented graphically like this:



**OR NOT:** means that your selection is X out of Y records and contain those records that meet the initial search tile criteria **OR** do not meet the next search criteria. Example: 879 of 1470 and Current FY OR NOT Gender=Male means that your selection is 879 students because you are filtering by current fiscal year OR students whose Gender is **not** equal to Male.

This can be represented graphically like this:



### Auto Filters in Searches

Some searches come with filters already applied, which can make it seem like you are not able to search everything. Removing the filter will allow you to search all records to obtain the results you need.

An example of this is the Enrollments search in the student grid for Class/Group-All Students. When you select this search, the data selector will only initially display Active classes/groups. However, you can click the filter icon in the Status column and change the Status. The filter icon highlights in *white* instead of *grey* at the data selector window to provide a hint that it has been pre-filtered. Watch for this in other searches and data selectors to avoid frustration!

## STUDENTS

The toolbar at the student grid allows you to:

- Add new student
- Select records (Subset, omit, clear and Select All)
- Export a selection of records to PDF or Excel via a CSV format
- Run Reports
- Select more functions

### Adding a New Student Record

To add a new student record, click the +Add New Student icon to display the student intake form. The \* indicates a required field and must be entered before the record may be saved.

Required fields in the Maryland database are:

**Intake Date:** This should be considered the initial date of intake and should NOT be updated at a later point in time if the student re-enrolls or begins a new period of participation. Additional re-enrollments or re-entries will be tracked in the Enrollment History panel of the History tab in the Student record.

**SSN:** Social security number or pseudo-social as tracked based on instructions by DLLR

**Last Name**

**First Name**

**Program:** Corrections is used to include students on Table 10 and exclude them from Table 5. All other Primary Program selections are for state and internal program tracking. NEDP students must have the Program Type NEDP to be correctly identified for LACES tracking

**Secondary Program:** Not required, however, please be aware that students who are enrolled in an Integrated English Literacy and Civics Education program should have this Secondary Program selected here for correct population to NRS Table 3 beginning program year 2016/2017

**Birthdate:**

- Birthdate will auto-populate the Age field and auto-update every year on the student's birthday.
- If a student is entered with a birthdate resulting in an Age less than 16 at the time of Intake, the record will generate an error message and you will not be able to save the record.
- If a student is entered with a birthday resulting in an Age between 16 and 17 and the Underage Participation Allowed checkbox is *not* checked, the record will generate an error message and you will not be able to save the record unless the Underage Participation Allowed checkbox is checked.

## Gender

### Ethnicity (Hispanic/Latino, yes/no)

**Race (can select one or more).** Per OCTAE Implementation Guidelines, a Race must be selected even if the Ethnicity indicates that the student is Hispanic. For additional information on this, please review the NRS Implementation Guidelines here: <http://www.nrsweb.org/docs/tips/RaceandEthnicity.pdf>

### Highest Education Level Completed at Entry

### Highest Education Level Completed at Entry Location

### Employment Status

### Barrier to Employment (yes/no; if yes, one or more barriers must be checked)

Non-Required but Very Important Fields:

**Correctional- see below**

**Institutional- see below**

Correctional and Institutional fields are important for student population on Tables 6 and 10, and to determine if students are in Correctional programs that would exclude them from Table 5 population.

For population on Tables 6 and 10, the following fields are used:

- Inclusion on Table 10/exclusion on Table 5: Any Correctional Facility "Yes" field and/or Primary Program of Corrections
- **Inclusion on Table 6:**
- **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

## Funding Stream

- WIOA Title II-Approved
- PPR (not NRS Fundable)
- Other (not NRS Fundable)

The Funding Stream defaults to WIOA Title II-Approved. The Funding Stream field allows programs to enter students whose funding stream would exclude them from the NRS tables due to being funding from an alternate

source. Even if the student meets NRS participation and/or reporting requirements, they will not populate the NRS tables if their Funding Stream is indicated as PPR or Other. Funding Stream should be set at the beginning of each program year (if needing updates, otherwise, it can remain the same from PY to PY) and should not be modified mid-year. PPR and Other Funding Streams will not remove a student from database searches, reports, or the Dashboard unless it is specifically indicated that the search, report, or dashboard is an NRS search, report, or dashboard item.

**Underage Participation Allowed-** must be checked for students aged 16-17 to indicate that all documentation and approvals have been obtained and are on file for underage participation in the Adult Ed program. The record cannot be saved if a student is aged 16-17 at intake and does not have this box checked.

**Data Sharing Agreed-** indicates that the Data Sharing agreements are on file for the student.

Non-required fields also include address and contact information as well as other demographic information, and should be completed as thoroughly as is warranted. Correctional and Institutional data should be indicated for accurate population to the NRS Tables and Joint Reports.

**Q: Should I enter the non-required fields?** When entering a record, it is good practice to enter all the information you have at the time of entry, whether the field is required or not, if you plan to track this data. This saves having to go back later and edit the record.

### Potential Duplicate Message

Potential Duplicate(Last Name, First Name) (Click here for options)

If a person being added already exists in your agency, you will get the 'Potential Duplicate' message when the last and first name OR social security number (if entered) match an existing record. Click the message to verify if the person being added is a completely different person with the same name, or an existing person in your agency.

You will have three options: to **Continue**, which should be used when you are adding the person in a new role or they are a returning/re-entering student, **New**, which indicates that this is NOT a duplicate but just someone with the same first and last name (this option will be inactivated as indicated by being greyed out if the person is shown as a duplicate based on a matching SSN), and **Cancel**, which will cancel and not add the record.

Duplicated Persons

POTENTIAL DUPLICATE: *Lastname/Firstname MiddleName and/or SSN matches any existing data*

	Last Name	First Name	Middle Name	SSN	Birthdate	Gender	Roles
<input checked="" type="checkbox"/>	Thompson	Jack			10/10/1998	Male	Student

**ACTION TO BE TAKEN**

**CONTINUE** Person being entered already exists in the database but is being added with a new role.

**NEW** Person being entered is not a duplicate. New person will be added.

**CANCEL** Person already exists with this role, do not Add.

The potential duplicate warning is *only* within your program; it will not recognize if the student has attended another agency within Maryland. DLLR has the ability to de-duplicate at the district level if they choose to do so. Additionally, the potential duplicate warning will not generate for similar names or misspellings unless the SSN also matched.

After completing the intake form, you may: ·

- Click Save to save the record and return to the student grid. ·
- Click Save and New to save the record and get a blank intake form so you can add another student record.
- Select a specific tab in the student record from the dropdown list, and then click Save and Go to save the record and go to that tab within the new record. ·
- Cancel without saving.

### NEDP Information

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

**STUDENT** | CLASS | STAFF | TUTOR | PAIR | GROUP | WORKSH

### Student Intake

\*Intake Date:  Intake Date is Required

\*SSN:

\*Last Name:

\*First Name:

Middle Name:

Suffix:

Student Unique ID:

\*Program: No Value Entered

Secondary Program: EL/Civics  
Corrections  
Family Literacy  
Transition

ESL Student:

Residence Area: **National External Diploma Program**  
Maryland i-Pathways

\*Birthdate: MIBEST  
Workplace

Age:

\*Gender: No Value Entered

Student Keyword: No Value Entered

- 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 panel of the Education tab. Entering a date in this box will result in a level gain from Low Adult Secondary to High Adult Secondary.

The screenshot shows the LACES Student Record for Jules Aadams. The 'Education' tab is selected and highlighted with a red box. The 'NEDP Assessment Phase Entry Date' field is also highlighted with a red box. Other fields include Intake Date (1/1/2015), Last Enroll Date (11/15/2016), and Program (Adult Basic Education).

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.

The 'Edit Assessment' window shows the following data:

Subtest Name or Measure:	Raw:	Scaled:	SPL/GLE:	Level:	Date Completed:
Reading	0	236	0.0	LAS (ABE L5)	11/10/2016

The 'Select Subject' checkbox is checked for the Reading row. The window also includes a 'Staff' field, a 'SAVE' button, and a 'CANCEL' button.

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

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



## STUDENT DETAIL RECORD

Navigating is done via Panels and Tabs within records. To open a record from a list, double-click the record or click the Edit icon to the right of the record (represented by an eye).

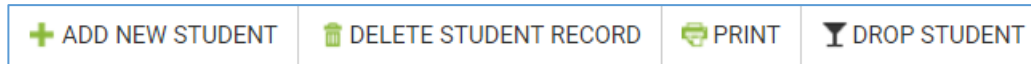
The student header displays key information about the student in the record that is currently open, and shows at the top of each student detail tab. The header itself cannot be edited, but the fields that display in the header may be edited elsewhere in the student detail record, or populate automatically. The student header will update to display any changes.

Thompson, Jack			+ ADD NEW STUDENT	DELETED STUDENT RECORD	PRINT	DROP STUDENT	4 of 4
Student ID: 67222	Intake Date: 7/15/2016	Current Level: Level Not Defined					
Overall Status: Enrolled	Date Left:	Entry Level: Level Not Defined					
Program: Adult basic education	Student Keyword: No Value Entered	Subject Area: No Value Entered					

Fields that display in the student header and where the editable fields may be edited:

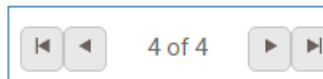
<b>Student Name</b>	Student Data tab/ Key Info panel; required at intake
<b>Student ID</b>	System number automatically generated when the student record is created
<b>Overall Status</b>	Student Data tab/ Key Info panel; prospective after intake, updates automatically based on evidence
<b>Program</b>	Student Education tab/ Education panel; required at intake
<b>Intake Date</b>	Student Data tab/ Key Info panel and Student Education tab/ Education panel; required at intake
<b>Date Left</b>	<p>Automatically populates from last hours date How left date is calculated:</p> <ul style="list-style-type: none"> <li>• Student's last instruction hours date, including unlinked hours.</li> <li>• Student's last class or group start date, or pair match date if the student was enrolled or matched in a pair, but no instruction hours were entered.</li> <li>• Student's intake if there are no enrollments or hours.</li> </ul> <p>A left date will also calculate and display based on the criteria above after 90 days with no activity after intake, enrollment date, or last hours date, <i>regardless of the student's enrollment status in a class, group, or pair, or the student's overall status</i>. No activity means no enrollments or scheduled services, or enrollments with no instructional hours within 90 days of the enrollment date or last hours date. Hours records with 0 hours entered are not considered in the left date calculation.</p> <p>The population of a left date does not change the student's enrollment status in a class, group, or pair but is used for calculating periods of participation for Tables 4 and 5.</p>
<b>Student Keyword</b>	Student Data tab/ Key Info panel; may be entered at intake, not required

<b>Current Level</b>	Student Assessment tab based on level defining assessment; may be entered at time of intake <i>but does not affect reports or populate any relevant fields</i>
<b>Entry Level</b>	Student Assessment tab; based on level defining assessment
<b>Subject Area</b>	Student Assessment tab; based on level defining assessment



The **student detail toolbar** allows you to:

- Add a new student- presents a new blank intake form to enter a new student
- Delete the student record currently open- records can only be deleted if you have a role allowing deletion, and records **cannot be deleted** if there is a fiscal year summary for the record.
- Print- Prints the header and Key Info for the student
- Drop Student- batch drops the student from all instructional settings with a status of Left and exits them from the program

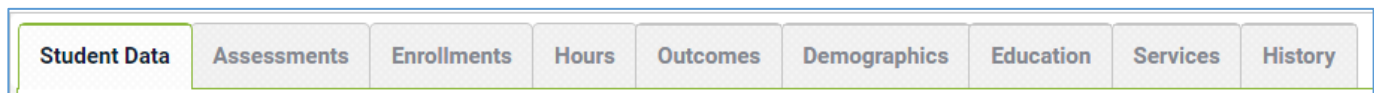


The **Record Indicator** at the top right of the student header shows what record you in out of a selection of records, and allows you to move forward or back either by record (single headed arrow), or to the beginning or end of the students in the list (single headed arrow with line). When you use the arrows to move forward or back, the record will be at the same panel and/or tab you were previously in.

A variety of information may be entered in the student detail record at the individual tabs and panels. Not all of the data you can track will be useful to every agency. The best approach is to look at any required reports, since many reports require specific data that is contained within a small number of fields. You should also decide what additional data you want or need to track for daily program management.

The **Student Detail** pages contains the following panels:

- **Student Data:** Key Info, Comments, Pair Comments, Custom Fields, Documents, Personal Data, and Preferences
- **Assessments**
- **Enrollments**
- **Hours**
- **Outcomes:** Cohorts, Goals & Achievements
- **Demographics:** Demographics, Corrections, Disability, Family Members, Health Data, Identification
- **Education:** Education, Diplomas/Credentials, Instructional Areas, Language, Material, Term Grades, Transcripts
- **Services:** Accommodations, Referrals, Social Services
- **History:** Address History, Enrollment Program History, Fiscal Year, Level History, Overall Status History, Work History {contains Employment Status}, Audit History



The information from the intake form primarily populates the Key Info section and Demographics.

We will cover each tab and panel in the student record in the order they are displayed in the database.

**Student Data: Key Info, Comments, Pair Comments, Custom Fields, Documents, Personal Data, Preferences**

**Key Info:** The Key Info panel contains key data regarding the student record, and is primarily populated based on information entered on the Intake Form. Fields with a red asterisk \* are required fields, and edits to the Key Info panel will not be saved if any required fields are left blank through editing or deletion.

Editing within the panel can be done by opening the panel and typing directly into the field(s) you wish to edit. While making changes, the header and other tabs will become inactive until the changes have been saved or cancelled within the panel you are currently accessing.

The Key Info panel contains the following fields (some databases may have customizations that result in slight variance):

<p><b>Overall Status</b></p>	<p>Auto-populated based on enrollment status. Some manual updates can be made from a drop-down, non-editable menu.</p> <p>Students will always enter the program as Prospective. You can manually change a student from Prospective to Waiting, if desired. Otherwise, enrolling them into a class, group, or pair will automatically update them to Enrolled unless you have reached maximum enrollment within a class or group, in which case they will go to Waiting. From Enrolled, you must exit the student from their class or group or dissolve their pair, and they will go to Left if that was the only instructional setting they were in. If they were enrolled in multiple instructional settings, exiting them from only one class, group, or pair will not update their Overall Status. A student who comes in as Prospective but never actually attends instruction should be updated to either Left or Never Attended.</p> <p>The Overall Status menu cannot be modified in the Choice List, but can be modified by LiteracyPro Systems, Inc. if requested at the state level.</p>
<p><b>Manual Status Change Date</b></p>	<p>A field in which agencies can manually enter dates for status changes. Status change dates are also automatically tracked in the student’s History tab</p>
<p><b>*Intake Date</b></p>	<p>Initial Intake Date for the student. A required field that should indicate the student’s initial entry date into the program. Type in field or calendar selection. Should not be updated based on re-enrollment or re-entry.</p>
<p><b>*Last Name</b></p>	<p>Last Name, required. Type in field.</p>
<p><b>*First Name</b></p>	<p>First Name, required. Type in field.</p>
<p><b>Middle Name</b></p>	<p>Middle Name, not required. Type in field.</p>
<p><b>Suffix</b></p>	<p>Student Suffix, if needed. Type in field.</p>





<b>*Program</b>	Required field generated from a non-user-modifiable drop-down menu. Program will determine placement into special populations such as Correctional Education for inclusion on Table 10/exclusion on Table 5.
<b>Secondary Program</b>	Non-Required field generated from a non-user-modifiable drop-down menu. Selection of IELCE will populate the student in the Integrated English Literacy and Civics Education section of NRS Table 3 regardless of Primary Program selection or EFL.
<b>Student Unique ID</b>	Unique number that can be used as an alternative identifier in the event SSN is not used, or for other purposes such as inmate ID's or K12 numbers. Type in field.
<b>Student Keyword</b>	Keywords are additional fields for users to add student information if an existing field is not available. The keyword field is a drop down list and can be edited by the user by adding/editing items on the Keyword choice list.
<b>Address 1</b>	Primary residence street address information, not required. Type in field.
<b>Address 2</b>	Additional residence street address information if needed, not required. Type in field.
<b>Zip</b>	5-digit format zip code, not required. Type in field. City, County, and State will auto-populate based on a valid zip code.
<b>City</b>	City of residence, not required. Auto-populates when valid zip code is entered, but can be over-ridden as a type in field
<b>State</b>	State of residence, not required. Auto-populates when valid zip code is entered, but can be over-ridden as a type in field
<b>County</b>	County of residence, not required. Auto-populates when valid zip code is entered, but can be over-ridden as a type in field.
<b>District</b>	District of residence (if needed), not required.
<b>Mail Preference</b>	Drop-down, editable menu for indicator of preference for mail contact from the agency, if any; not required
<b>Email</b>	Email address, not required. Type in field
<b>Phone at Address</b>	10-digit format telephone number, not required, typically used to indicate the primary contact phone number. Type in field
<b>Home Phone</b>	10-digit format home telephone number, not required. Type in field.
<b>Work Phone</b>	10-digit format work telephone number with 5-digit extension, not required. Type in field.
<b>Mobile Phone</b>	10-digit format mobile/cellular telephone number, not required. Type in field.
<b>Other Phone</b>	10-digit format telephone number with 5-digit extension, used to indicate other phone contact options, not required. Type in field.

<b>Other Phone Type</b>	Drop-down, editable menu option allowing indication of what type of other phone is being indicated in the Other Phone field.
<b>Emergency Contact Phone</b>	10-digit format emergency contact telephone number, not required. Type in field.
<b>Emergency Contact Name</b>	Emergency contact name, not required. Type in field.
<b>Emergency Contact Relation</b>	Emergency contact relation, selected from a drop-down menu. This field can be edited by the user by adding/editing items in the Emergency Contact Relation choice list.
<b>Contact Preference</b>	Drop-down, editable menu option allowing indication of contact preferences.
<b>Funding Stream</b>	<ul style="list-style-type: none"> <li>• WIOA Title II-Approved</li> <li>• PPR (not NRS Fundable)</li> <li>• Other (not NRS Fundable)</li> </ul> <p>The Funding Stream defaults to WIOA Title II-Approved. The Funding Stream field allows programs to enter students whose funding stream would exclude them from the NRS tables due to being funding from an alternate source. Even if the student meets NRS participation and/or reporting requirements, they will not populate the NRS tables if their Funding Stream is indicated as PPR or Other. Funding Stream should be set at the beginning of each program year (if needing updates, otherwise, it can remain the same from PY to PY) and should not be modified mid-year. PPR and Other Funding Streams will not remove a student from database searches, reports, or the Dashboard unless it is specifically indicated that the search, report, or dashboard is an NRS search, report, or dashboard item</p>
<b>Underage Participation Allowed</b>	Checkbox which must be checked for students aged 16-17 to indicate that all documentation and approvals have been obtained and are on file for underage participation in the Adult Ed program. The record cannot be saved if a student is aged 16-17 at intake and does not have this box checked.
<b>Data Sharing Agreed</b>	Checkbox indicating that the Data Sharing agreements are on file for the student

### Comments/Pair Comments

There are two comment areas: **student comments**, located in the Student Data tab; and **Pair Comments**, which can be entered in the Pair record and will auto-populate both the student and tutor records in the person's Pair Comments panel. The Comment Type choice list can be modified to allow for certain types of comments, such as Assessment Notes, or Attendance Notes, which will be useful when running the Comments report, as the report parameters allow you to select by Comment Type as well as date range, if desired. They can be useful for tracking attendance issues, assessment exceptions, or anything you may want to make a note of for other staff or instructors. The Comments Report can be accessed in the Student reports list.

To enter a comment in the student Comments panel, click the panel heading to expand the panel and click the Add New Record link. Enter the comment Date (required), comment type, and comment itself, then save.

Comments					
 ADD NEW RECORD		 EXPORT			
<input type="checkbox"/>	Date	Comment Type	Comment	Creation Date	
<input type="checkbox"/>	10/04/2016	Early Post-Test Waiver	Student was post-tested early due to being released from the correctional facility.	10/07/2016	 

Comments cannot be added to the Pair Comments panel from the student or tutor record, but will display in this panel if comments have been added to an existing pair.

### Custom Fields

The Custom Fields panel allows custom fields to be entered, edited, viewed or deleted. Custom Fields are typically used when there are additional fields of data that you wish to track for your students that are not already represented elsewhere in the database.

Editing within the panel can be done by opening the panel and typing directly into the field(s) you wish to edit. While making changes, the header and other tabs will become inactive until the changes have been saved or cancelled within the panel you are currently accessing.

The key component in using Custom Fields is to insure the consistency of data entered. It is a good idea to keep a chart or spreadsheet available for all data entry personnel within your agency so that everyone is using the same data in the same fields. Custom Fields are available in the Search and View options under their specific field names.

The following fields are available as Custom Fields:

- Custom String 1
- Custom String 2
- Custom String 3
- Keyword 2
- Custom Date 1
- Custom Date 2
- Custom Number 1
- Custom Number 2

### Documents

Storage of student documents. To enter a Document, click the panel heading to expand the panel and click the Add New Record link. Enter the Document type (required) and select the file to upload, then click Upload to upload or Upload and New to upload and continue with another document, or cancel if needed. Documents can be in .doc, .xls, .pdf, .jpg, .gif, and other file types.

### Personal Data

The Personal Data panel allows personal data records to be entered, edited, viewed or deleted. Columns and rows of personal data may be grouped and sorted by clicking the column headings to sort in alphabetical or

numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

To enter personal data, click the panel heading to expand the panel and click the Add New Record link. Enter the property, value, and type of Personal Data, then save. Other areas of the database will be inactivated until the changes are completed.

Personal Data display the following column and row data:

<b>Checkbox:</b>	Selection tool
<b>Type:</b>	The type of Personal Data being entered; type-in field; not required
<b>Property:</b>	The property of Personal Data being entered; type-in field; not required
<b>Value:</b>	The value of Personal Data being entered; type-in field; not required
<b>Creation Date:</b>	Date the Personal Data record was created
<b>Edit Icon:</b>	Icon allowing editing of the Personal Data
<b>Delete Icon:</b>	Icon allowing deletion of the Personal Data

### Preferences

The Preferences panel allows student preferences to be entered, edited, viewed or deleted. The Tutor tab also contains a Preferences panel for tutor preferences, if needed.

Preferences will display in chronological order with the most recent on top. Columns and rows of personal data may be grouped and sorted by clicking the column headings to sort in alphabetical or numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

*The key component in using Preferences is to insure the consistency of data entered. It is a good idea to keep a chart or spreadsheet available for all data entry personnel within your agency so that everyone is using the same data in the same fields.*

Preferences display the following column and row data:

<b>Checkbox:</b>	Allows for selection of one or more preferences.
<b>Effective Date:</b>	The Date recorded for the Preference record, editable, not required. Type in field or calendar selection.
<b>Item:</b>	The Preference Item being recorded (Days, Times, Location, etc.). Drop-down menu that can be modified using the Choice List item “ <b>PersonalDataItem</b> ”, not required.
<b>Preference:</b>	The preference the student has indicated for the Preference Item. Type in field, not required.
<b>Importance:</b>	A numeric indicator for the importance of the preference. Numeric selection field, not required.



<b>Comment:</b>	Additional information regarding the preference, if desired. Type in field, not required.
<b>Creation Date:</b>	System-generated date indicating the date the preference was entered in the database, non-editable.
<b>Edit:</b>	Click to open the preference record for editing.
<b>Delete:</b>	Click to delete the preference, after verification.

To add a new preference record, click the Add New Record link in the upper-left corner. A new preference record window will open, allowing you to enter the Effective Date, Item, Preference, Important, and Comment, or any combination of these available fields. Other areas of the database will be inactivated until the preference record is saved or cancelled.

After entering the preference information, click Save to save the preference record and return to the Preferences panel, or Save and New to save the preference record and add additional preference records, until clicking Save on the final preference record. Click Cancel to return to the Preferences panel without saving the preference information.

To edit a preference record, click the Edit button to the right of the preference record and make edits, then Save.

To delete a preference record, click the Delete button to the right of the preference record and verify that you wish to delete the preference record.

You can search for student or tutor preferences in the appropriate population criteria builder, or run the Student or Tutor Preferences reports.

## Assessments

To add an assessment to the student record, go to the Assessments panel:

- Click the down arrow on the Add Assessment dropdown list.
- Only Maryland and federally approved assessments will appear in the NRS Approved list. If assessments are sunset, they may continue to display for a brief period of time after sunset, but will produce an error message indicating they can only be entered through their final approved date if selected.
- Click the arrows to expand the list. Assessments are organized in a 'tree' display. You must click the arrow for the instrument selection and form selection to expand and view the available options. Once at the difficulty level selection, you may then click the select the assessment. Even assessments that do not have or only have one difficulty level must have the level selected. **Do NOT double click** to expand the instrument, form, and level selections; click on the arrows. Double clicking often results in the assessment drop-down list freezing on your screen, making it difficult or impossible to see the assessment card to enter scores.

Student ID: 67222 Intake Date: 7/15/20  
Overall Status: Enrolled Date Left:  
Program: Adult basic education Student Keyword: No Value

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

View: [Change](#)  
Pre/Post

**Add Assessment:** [Dropdown] EXPORT

- NRS Approved
  - BEST Plus 2.0
  - CASAS Life & Work-Listening
  - CASAS Life & Work-Reading
  - CASAS Life Skills-Math
    - CASAS Life Skills-Math / 31M
      - CASAS Life Skills-Math / 31M / A
      - CASAS Life Skills-Math / 32M
      - CASAS Life Skills-Math / 33M
      - CASAS Life Skills-Math / 34M
      - CASAS Life Skills-Math / 35M
      - CASAS Life Skills-Math / 36M
      - CASAS Life Skills-Math / 37M
      - CASAS Life Skills-Math / 38M

- Once you have expanded the list to display the assessment instrument/form/level you wish to enter, click the final display of the “tree” format to view the assessment card.
- The assessment card allows you to enter the date(s), staff (if applicable), and scores.
- Assessments cannot be entered with future dates!

Add Assessment

Assessment Card: CASAS Life Skills-Math / 31M / A Date Completed For All:  10/4/2016

Staff: \_\_\_\_\_

Subtest Name or Measure: Raw: Scaled: SPL/GLE: Level: Select Subject: Date Completed:

Math  127  Beg Lit ABE (ABE L1)  10/4/2016

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

SAVE CANCEL

Fields on the assessment card:

<b>Assessment Card</b>	Indicator of the assessment instrument, form, and level selected on the previous page.
<b>Date Completed for All</b>	Checkbox to indicate the date all assessment subjects areas were completed, if multiple subject areas were administrated on the same day.
<b>Staff</b>	Optional field for the name of the staff member administering the assessment, or the instructor for the student.
<b>Subtest Name or Measure</b>	Subtest/subject area indicator. For assessments with multiple subject areas, be aware that not every subject area will result in an EFL, if not NRS approved.
<b>Raw Score</b>	The raw score may be entered for most assessments, but a raw score by itself will not populate an EFL.
<b>Scaled Score</b>	You can enter either the Scaled Score for the subtests, or the Student Performance Level/Grade Level Equivalent, or both. Follow the state assessment policy. 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 <i>generated from the Scaled Score</i> . The Level field will automatically populate based on either the Scaled Score or the SPL/GLE.
<b>SPL/GLE</b>	
<b>Level</b>	Auto-generated educational functioning level based on the assessment scores and NRS Benchmarks. Non-editable. LACES programs based on the NRS Test Benchmarks, <i>not</i> the test manufacturer scores. See this link: <a href="http://www.nrsweb.org/docs/NRSTestBenchmarks.doc">http://www.nrsweb.org/docs/NRSTestBenchmarks.doc</a> for additional information.
<b>Select Subject</b>	Check to manually override the subject area, if appropriate.
<b>Date Completed</b>	Dates for individually completed subtests, if appropriate.

### Subject Area

Only NRS approved assessments will display an Educational Functioning Level and Subject. Non-NRS assessments will display GLE and Scaled Score information. 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 producing the lowest EFL*. 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, if your state policy allows it, to track in a specific subject area by clicking the checkbox for Select Subject.

To override a subject area in LACES, check the Select Subject box for the selected Subject Area when entering the assessment. If you did not select the correct subject at the time of entry and need to edit, go to the Assessment tab and click the Edit icon (eyeball) to the right of the assessment record for the subject area in which the student should be tracked. In the assessment record, click the Select Subject box. Save the record, and that subject will now be the tracked subject area.

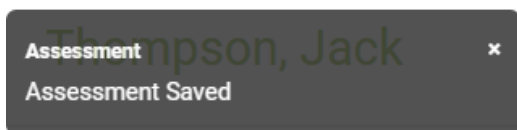
Typically, once you populate the Entry Level and Subject Area, that is what the student should remain in for the duration of that period of participation, with some exceptions. One exception to this is if the student shows an Entry Level of Completed Advanced ESL. Students with an Entry Level of Completed Advanced ESL will not be considered NRS participant students, because they have already entered as Completed and cannot show growth. So for those students, you should either re-assess them using a different ESL assessment, or give them an ABE assessment if you feel that is the more appropriate decision. Enter the new assessments, using the Select Subject box to be sure LACES tracks using the new assessment data so that the Entry Level is no longer Completed Advanced ESL. If you administered a CASAS assessment that can be read as either ESL or ABE, you must go into the Education tab, expand the Education panel, and uncheck the ESL checkbox, then Save. Return to the Assessment tab and open the assessment record, as if to edit it. Save (without making changes) and the assessment will be re-read as an ABE assessment, resulting in a valid Entry EFL.

You can also have exceptions, based on your state’s assessment policy, if it is in the student’s best interest to be tracked in a different subject area than the lowest.

When you are entering assessment data, you cannot navigate to a different tab or panel in the student detail record until the assessment data is either saved or cancelled.

After entering the data in the assessment card, click the Save button in the bottom right hand corner to save the assessment information, or the Cancel button to return to the Assessments grid without saving.

You should receive a confirmation pop-up in the upper left corner of your screen, indicating you have successfully saved the assessment. If, for any reason, the assessment is not successfully saved, you should receive an error message indicating the reason the database could not complete the request.



The process for adding a pre- or post-test is the same. Remember, LACES NexGen will consider the assessment with the lowest educational functioning level in the subject area and earliest date within the fiscal year or within a new period of participation to be the establishing pre-test for reporting purposes, unless indicated otherwise through a manual override. Any assessments conducted after that date within the fiscal year or period of participation and within the same subject area will be considered a post-test. The Subject Area, Entry and Current Levels, and Assessment Status in Subject Area fields will be updated accordingly.

LACES will not show a loss if a student post-tests and goes down a level; only gains are tracked for reporting purposes.

### General Assessment Notes and Information

Since LACES updates levels based upon Assessment records you should regularly insure that all students have a valid assessment. Some areas to review if your student shows as Never Assessed this FY or if you do not understand something in the assessment panel:

Is the assessment date in **this fiscal year**? If the assessment is in a prior FY, you may move the assessment forward to count for the new FY, based on your state’s assessment policy, which allows moving forward if the assessment was given within the 90-day period prior to the new fiscal year (April 1 to June 30). To move an assessment forward, simply click on it once to highlight it, then click the “Move Forward” icon (circle with an arrow in it), and

say “Yes” when the pop-up window appears asking if you are sure you want to move it forward. You will get an error message if you attempt to move forward an assessment that is not within the allowed state timeframe for pushing forward.

Moving an assessment forward duplicates the moved-forward assessment, so you do not lose the data from last year, but gain a duplicated record in the new year. There is typically no point to moving forward more assessments in multiple subject areas- just move forward the *most current assessment taken in the subject area for which you will be tracking the student in the new fiscal year*. Remember that although you may be instructing the student in more than one subject area, the NRS only allows reporting for the lowest EFL or area of greatest student need, so you may only report based on one subject area in a period of participation or fiscal year.

Does this assessment have an associated and valid **NRS Educational Functioning Level**? There are ESL that will allow a student to come in with an Entry Level of Completed Advanced ESL, but the NRS does not allow that level as a valid Entry Level (although it is fine to have it as a Current Level, after being post-tested). If your student’s ESL assessment generates Completed Advanced ESL for their Entry Level, re-assess them using a different assessment (it may even need to be an ABE assessment) to get them to an approved Entry Level.

Additionally, if you enter a score that is outside of the test manufacturer’s approved range, it could result in an invalid EFL which will show the student as having no level.

Adding a post-test to a student is exactly the same process in terms of the data entry. LACES will know it is a post-test due to the date occurring after the pre-test. Please be sure to follow the state assessment policies when adding post-tests. Areas to be particularly careful with are:

- Alternating forms. NRS policy is that you should use alternating forms for pre- and post-assessments.
- Assess according to test manufacturer guidelines. Most test publishers recommend a minimum of 40-60 hours of instruction between assessments. Although there can be exceptions to these guidelines, they should be just that- exceptions. Exceptions should be documented based on your state exception policy. Even if there is an exception, the NRS guidelines typically recommend that a minimum of 30 hours should be earned between assessments.

*Remember that, for federal reporting, a student is only tracked and reported in ONE subject area (typically the one resulting in the lowest EFL) per period of participation or fiscal year so although you may assess in multiple areas, a student can only be reported based on one subject area per period of participation or fiscal year.*

It is important that you regularly search for students who are eligible for post-assessment due to having the minimum number of hours of instruction.

Remember that post-assessments must:

1. Be in the tracked subject area, which should be the area of lowest functioning level or greatest student need
2. Use alternating forms
3. Be the same instrument used for the pre-assessments

## Editing and Deleting Assessments

Click the **Edit** button to open an assessment record for viewing or editing. This will open the assessment card and allow you to make and save changes to the Staff, Scaled, SPL/GLE, Select Subject, or Date Completed fields. When you are editing assessment data, you cannot navigate to a different tab or panel in the student detail record until the edits to the assessment data are either saved or cancelled.

The **Delete** button will delete the assessment record in that row, after verifying that you wish the delete that record.

*Deleting an assessment will affect the Subject Area, Entry and Current Level, and Assessment Status in Subject Area fields.* Please review the following scenarios:

### Student Assessment Status of “Assessed Once this FY”

- If the assessment deleted is the *only* level-defining assessment in the current FY or period of participation, the Subject Area will revert to “No Value Entered,” the Entry and Current Levels will revert to “Level Not Defined,” and the Assessment Status in Subject Area will revert to “Never Assessed this FY.”
- If there are additional level defining assessments available (in other subject areas), the database will automatically select the assessment with the subject area in the lowest educational functioning level from the remaining assessments and convert the Subject Area, Entry and Current Levels, and Assessment Status in Subject Area to this subject area’s information.

### Student Assessment Status of “Assessed 2+ this FY”

- If the assessment deleted is the pre-test, the data from the earliest post-test in the FY year will be used to populate the Entry and Current Levels
- If there was only one post-test, the Assessment Status in Subject Area will convert to “Assessed Once this FY.”
- If the assessment deleted is a post-test, any level gains made from that post-test will be lost.
- If there were multiple post-tests, deletion of one post-test will result in the database using the next newest post-test for tracking, and the Subject Area, Entry and Current Levels, and Assessment Status in Subject Area fields will be adjusted according to the data from that post-test.

## Moving Assessments Forward

The Move Forward button allows you to move an assessment forward from the preceding fiscal year to the current fiscal year, provided it falls within the allowable time range for moving forward. (See your assessment policy for this information.) There are business rules in place that prevent an assessment from being moved forward if the assessment date is outside of the allowable time range.

The allowable time period to push forward assessments is based on your state assessment policy and is 120 days, provided the student has been in attendance within this time period. This means that an assessment entered within 120 days prior to the end date of the preceding fiscal year may be moved forward to count as the pre-test for the current fiscal year.







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 first period of participation of the new fiscal year.

Also keep in mind that if you have already entered an assessment for a student in the current fiscal year, there may be no reason to move forward an assessment from the preceding fiscal year. *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. Example of an assessment that has been moved forward.

	Fiscal Year	Assessed Date	Pre/Post	Instrument/Form/Level	Subtest	Scaled	Scaled Gain +/-	SPL/GLE	SPL/GLE Gain +/-	Assessed Level	Subject Area	Creation Date	
<input type="checkbox"/>	2016-2017	05/13/2016	Pre	TABE / TABE 9 / M	Reading	222	0			Beg Lit ABE (...)	Read	10/10/2016	  
<input type="checkbox"/>	2015-2016	05/13/2016		TABE / TABE 9 / M	Reading	222	0			Beg Lit ABE (...)	Read	10/10/2016	  

The following rules apply to moved forward assessments:

- All moved forward assessments are considered to be in effect the first day of the fiscal year, which in most databases is 7/1, even though the date of the assessment itself does not change.
- All moved forward assessments will populate the student entry level in the current fiscal year.
- If an assessment has already been entered that is dated the first day of the current fiscal year that populates the student entry level, but then an assessment with a higher or lower level in the same or different subject area is moved forward, the moved forward assessment will override the entered assessment.
- If an assessment has been entered in the current fiscal dated AFTER the first day of the fiscal year, then an assessment is moved forward with a lower EFL, a level gain will be shown. Example: (using a fiscal year dates 7/1 to 6/30) an assessment is entered on 7/2 that populates the EFL of High Intermediate ABE. Then an assessment from the preceding fiscal year with the EFL of Low Intermediate ABE is moved forward. The student will show a level gain.

## Enrollments

There are four instructional settings for students – class, group, workshop, or pair. Classes, groups, and workshops must be created at their respective tabs prior to enrolling the student. Typically, students are not assigned to Workshops and we do not recommend doing so, but it is available as an option. Pairs may be created from the student enrollments tab by matching the student with a tutor.

The Enrollments tab comprised of two sections - the enrollments header and the enrollments grid.

### Enrollments Header Views

There are four available views on the View dropdown list in the enrollment header:

- Enrollments (default)
- Enrollment Fees
- Enrollment Grades
- Meeting Info

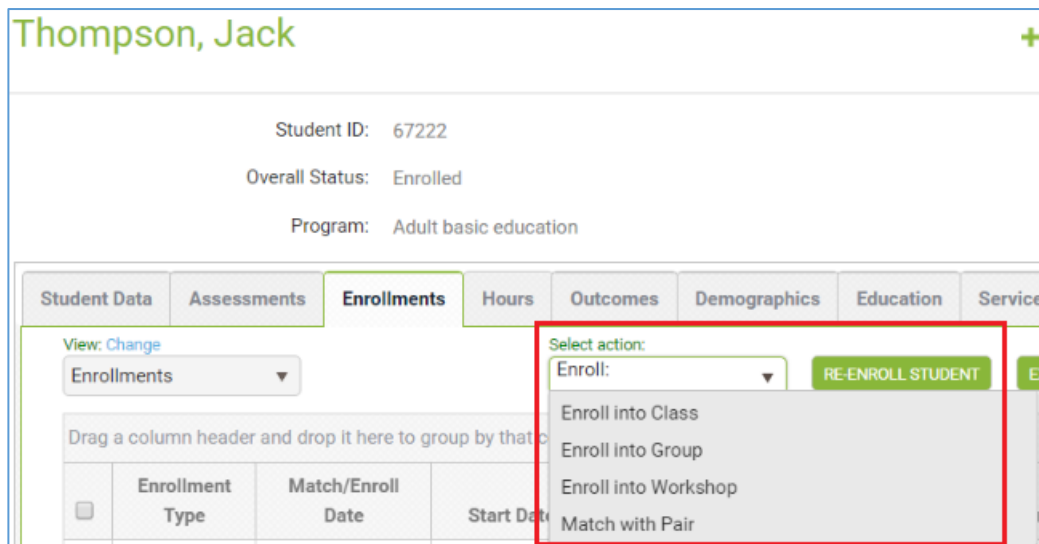
Click on the down arrow in the dropdown menu to display and select one of the available views. The selected view will remain in place when using the record indicator at the top right to move forward or back to records within the Enrollments tab.

### Fiscal Year Filter

The Fiscal Year Filter allows you to filter the student’s enrollments by All Fiscal Years, Current FY, or by a specific fiscal year.

The fiscal year is determined by the start date of the enrollment.

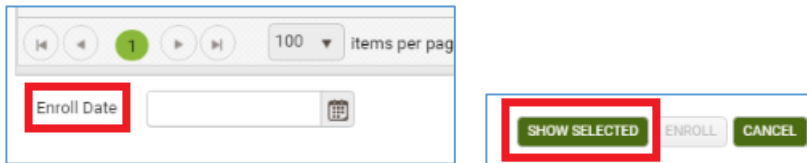
*Select action: Enroll or Match*





To enroll a student into a class, group, or workshop:

1. Click the arrow on the dropdown list, and select the instructional setting.
2. On the data chooser, select one or more enrollments by checking the box on the row. Only active classes, groups, or workshops that the student is not currently enrolled in will display on the data chooser.
3. Enter an Enroll Date at the bottom left of the window, **or** click Show Selected to display the selected instructional settings. Show Selected allows you to enter a separate enrollment date in the field on the grid if multiple instructional settings have been selected.
4. Click Enroll.

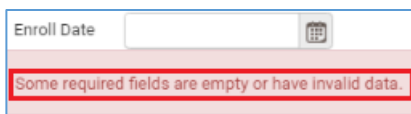


To match a student in a pair with a tutor:

1. Click the arrow on the dropdown list, and select Match with Pair.
2. On the data chooser, select one or more tutors by checking the box on the row.
3. Enter the match date and Program at the bottom left of the window, or click Show Selected to display the selected tutors. Match date and Program are required fields. Pair Keyword, Weekly Time, and Location are optional fields. Show Selected allows you to enter a separate Match Date, Program, Pair Keyword, Weekly Time, and Location in the fields on the grid if multiple tutors have been selected.
4. Click Match to create the pair(s).

Students *may not* be enrolled in a class, group, or workshop, or matched in a pair on a date that is prior to the student intake date.

The most common data entry error when enrolling is neglecting to enter the Enroll Date. If not filled out the Enroll Date will populate an information message indicating that some required fields (the Enroll Date) are empty or have invalid data. Other data entry errors including neglecting to check the box of the selected instructional setting, and attempting to enroll a student into an instructional setting prior to their program Intake Date.



Students can be enrolled into instructional settings from either the student Enrollments panel or from the instructional setting itself. Often, it is preferable to enroll from the instructional setting itself, as this allows for batch enrollment of many students at one time into the instructional setting. Please see the Class Enrollment instructions in the Class section for additional details. IETP (Integrated Education & Training Program) enrollment cannot be added at the time of enrollment if you are enrolling a student from the student record, but can be done if enrolling from the Class or Group record. IETP can be added to the student record by editing the enrollment.

## Enrollments Grid

The enrollments grid displays enrollment data. The default selection is All Fiscal Years, which will display all enrollments in the student’s enrollment history in chronological order beginning with most current, but can be changed using the Fiscal Year filter. The enrollment grid contains Rows and Columns, which work the same as all grids in LACES NexGen. Column headings on the enrollments grid can be dragged to the top row heading to group by column.

## Editing and Deleting Enrollments

Click the Edit button to open an enrollment record for viewing or editing. This will open the enrollment record and allow you to make and save changes. The fields that you are allowed to edit vary with the type of enrollment. When you are editing enrollment data, you cannot navigate to a different tab or panel in the student detail record until the edits to the record are either saved or cancelled. The Delete button allows you to delete existing enrollments. Before an enrollment record can be deleted, all associated hours must be deleted first. Pairs must also be dissolved before deleting.

## Exiting a Student from an Enrollment

Exiting a student from an enrollment is done by editing the enrollment record. Typically, students are exited from an enrollment when they have met all the requirements, or left without completing all requirements either through known departure or 90 days without service. A Left Date cannot be determined for NRS report population until 90 days after the last hours date, with no scheduled services in the future within the FY.

There are various enrollment statuses that may be selected when exiting a student. ***These are available solely for the tracking purposes of your agency and have no effect on the student in terms of reporting, other than to indicate that the student is no longer enrolled or matched in a pair.***

Exit Status	Typically used to indicate:	Populates the Overall Status (IF this is the only class in which they are enrolled) as:
Completed Class	Completed all requirements and exited	Left
Incomplete	Did not complete all requirements but has exited or ceased attending	Left
Stopout	Left but plans to return within the fiscal year	Left
Left	Did not complete all requirements but has exited or ceased attending	Left
Never Attended	Enrolled but never attended	Left
Dropout	Dropped out with no plans to return	Left
Transferred	Transferred from one class to another	Left (although typically, they would remain Enrolled because presumably you have enrolled them in the class to which they transferred)
Dismissed	Dismissed from attending	Left
On Hold	A temporary, less than 90 day hiatus	Enrolled- Overall Status remains enrolled until student is exited or goes 90+ days without service

To exit or complete a student from a class, group, or workshop:

1. Click the Edit icon.
2. Select the status from the Enroll Status dropdown list on the left side.
3. Update the End Date to reflect when the student exited or completed the enrollment.
4. Click Save.

The screenshot shows the 'Edit Record' window for a student named Jack Thompson in class ABE II. The form includes fields for Title, Name, Class Start Date, Enroll Date, Start Date, and End Date. The Enroll Status is set to 'Left' and the End Date is updated to 10/7/2016. The form also includes fields for Variable Credit Class, Possible Credits, Earned Credits, Letter Grade, Quality Points, Final Grade, Units, Grade Points, Remedial, Class Meets Requirement, Standardized Test, Elective, Honors, Work Credit, IETP, Fees Paid, and Fee Amount. The 'SAVE' button is highlighted with a red box.

You can update additional information, if needed, such as IETP enrollment or grade information prior to saving.

If the exact date of exit is unknown and the student is being exited due to non-attendance, the student's last hours date should be used, since this is the student's last known date of attendance. For classes, groups, and workshops, the End Date must be within the Start and End Date of the class, group, or workshop, and must be after the Enrollment and Start Dates. For pairs, the End Date must be after the Match and Start Dates.

1. To exit or complete a student from a pair:
  1. Click the Edit button.
  2. Enter the End Date. If this field is left blank, the date will default to today's date.
  3. Select the status 'Dissolved.'
  4. Click Save.

The student's overall status will automatically update to Left (ABE) when the student is no longer enrolled in any instructional setting.

Most common data entry errors when exiting a student are:

1. Using an exit/left date that is not within the Start and End Date of the instructional setting enrollment.
2. Neglecting to update the End Date to the correct date. It will default to the End Date of the instructional setting, but End Dates cannot be on a future date.

## Student Hours Tab

The Hours tab is comprised of two sections - the Hours header and the Hours grid.

Hours Header: Views There is one available view on the View dropdown list in the hours header: The Hours/Attendance View.

The hours view contains the following fields:

Checkbox	Selection tool to select a specific row
Enrollment Type	Displays the type of instructional setting: class, group, pair, workshop
Date	Date of the hours record
Title	The title of the class, group, or workshop, or the tutor name for Pair, or Unlinked Hours if not associated with an instructional setting
Instructor Name	Name of primary instructor assigned to the instructional setting
Hours Type	Type of hours. Note that hours will only count for NRS table purposes if the hours type contains the work "Instruction"
Hours Present	Number of hours present for the date entered. This may also represent an aggregate count if hours are entered weekly or bi-weekly.
Hours Absent	Number of hours absent for the date entered. This may also represent an aggregate count if hours are entered weekly or bi-weekly.
Late	Indicates if a student was late, if checked when entering the hours data
Creation Date	System-generated date indicating the date on which the hours record was entered into the database
Edit and Delete Icons	Click the Edit (eye) icon to edit or Delete (trash can) icon to delete

### Grouping and expanding or collapsing

1. Grouping, expanding and collapsing may be used after a column heading has been dragged to the top row header to group. Once a column is grouped, the information can be collapsed to display only the information for that column. To see how this works:
  1. Drag the column Hours Present to the top row header. This will group together the records with the same number of hours present.
  2. Now click Collapse All icon (the side arrow to the far right). This will reduce the number of records that display so only one record displays for each grouping.
  3. Each row has an arrow at the beginning of the row. Click one of the arrows to expand that particular group.

### Date Range

Hours in the student record may be searched by a specific fiscal year, or fiscal year and quarter by clicking the down arrow on the Date Range dropdown list. Once a selection has been made, the dates will display in the date fields. For example, selecting the fiscal year 2014-2015 will automatically display the date range 7/1/2014 to 6/30/2015 (start and end dates of the 2014-2015 fiscal year). Click Apply to search the hours records.

Even after a selection has been made from the list, a custom date range may be entered and applied. The date range will overwrite the previous selection. The last selection will remain in effect until Cancel is selected on the dropdown list.

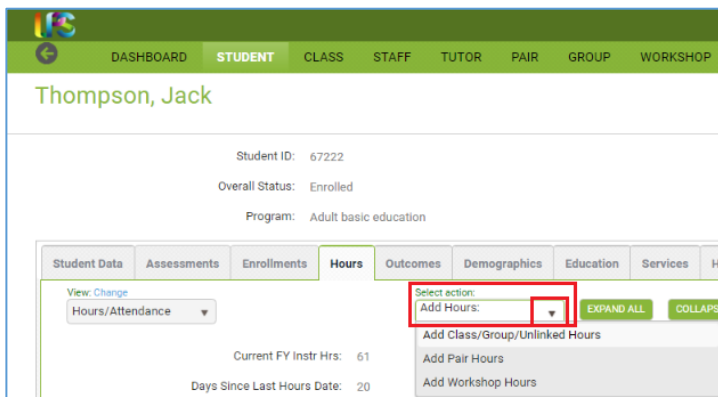
The Hours header contains the following fields:

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

### Add Hours

To add hours to the student record:

1. Click the drop-down arrow next to Add Hours in the action window.



2. The Add Hours options will display, allowing you to add hours for Class/Group/Unlinked, Pair Hours, or Workshop Hours. Click the option currently being used.
3. The Calendar hours selector and hours type options will display.

4. You may make multiple date selections by clicking the dates on the calendar for which you would like to add hours, *or* type in a date in the field below the calendar to add hours for only one date.
5. When the start and end date of an enrollment is within the selected dates, the enrollment type will display.
6. Check the enrollment you wish to add hours for.
7. Select the hours type and enter the number of hours (you CAN use 0 or any other numeric indicator, you will be able to edit if needed!) Please note that if you track specific hours types such as Math, Reading, ESL, for either Instruction or Distance Learning hours, you should select those specific hours types.
8. You can add additional hours types and hours, if needed.
9. Click the Add button when ready to proceed. **Note that the hours have NOT been added yet**, they will need to be saved on the next screen. If the Add button is inactive, you either need to click Enter to move the cursor out of the Hours window, *or double-check your dates* to insure that the hours date you are using is within the student’s Start and End date and also not a future date.
10. After clicking Add, the hours records will display and can be edited if needed, by clicking in any column or row. Once any changes have been made, click Save to complete, or Save and New if you wish to save and add additional hours to this record.

	Name	Enrollme...	Title/Name	Date	Hours Type	Hours Present	Hours Absent	Late
<input checked="" type="checkbox"/>	Thompson, Jack	Class	ABE II	10/07/2016	Instruction - Math	4	0	No

## Unlinked Hours

Unlinked Hours are not associated with an instructional setting, and should be entered only when there is a valid reason to do so, such as tracking the amount of time a student spends taking an assessment or in orientation, if your agency allows such tracking (although we recommend just rolling those hours into the first monthly hours

entry for the class, pair, or group). Typically, all instructional hours are associated with a class, group, workshop, or pair.

### **Hours Grid**

The hours grid displays hours data. The default selection is all hours records, which display in chronological order beginning with most current. The hours grid contains Rows and Columns, which work the same as all grids in LACES NexGen. Column headings on the enrollments grid can be dragged to the top row heading to group by column. **Editing and Deleting Hours Records** Click the Edit icon to open an hours record for viewing or editing. This will open the hours record and allow you to make and save changes. Date, Hours Present, Hours Absent, and Late may be edited. When you are editing an hours record, you cannot navigate to a different tab or panel in the student detail record until the edits to the record are either saved or cancelled.

The Delete icon allows you to delete hours records in the event an error was made. Deleting hours records will update the hours fields in the header.

Students hours can be entered from either the student Hours panel or from the instructional setting itself. Often, it is preferable to add hours from the instructional setting itself, as this allows for batch hours entry for many students at one time rather than having to enter individually from each student record. Please see the Class Hours instructions in the Class section for additional details.

The most common errors when adding hours are:

1. Selecting dates that are not within the instructional setting and student's Start and End dates. Hours cannot be added prior to the student's Start date or after their exit date, or prior to the instructional setting's Start date or after the instructional setting's End Date.
2. Not clicking the enrollment for which you wish to add hours.
3. Not entering the number of hours into the Instruction number of hours box.
4. Neglecting to hit Add and Save to review and save the hours.

Accurate hours entry is of vital importance, as hours tracking is used to determine enrollment, period of participation entry and exit, program exit, eligibility for post-test, and NRS participation eligibility. Be sure to follow state and federal guidelines for attendance tracking and entry.

### **Student Outcomes Tab**

The Outcomes tab contains two panels:

- Cohorts
- Goals and Achievements

LiteracyPro Systems, Inc. will be adding or modifying the Student Outcomes tab to capture additional information needed to populate Table 5 beginning in the 2016/2017 program year. Please watch the release notes for additional information.

Cohorts were in effect from 2012-2016 for Table 5 reporting, but will likely not be used, or will be modified, for reporting beginning 2016/2017.

### **Goals and Achievement panel**

The Goals and Achievements panel allows you to track goals made by your students during or after their time at your agency.

To add a new goal, click the Add New Record button to open a new goal window. Other areas of the database will be inactivated until the record is saved or cancelled. After entering the goal information, click Save to save the goal record and return to the Goals and Achievements panel, or Save and New to save the goal record and add additional goals, until clicking Save on the final record. Click Cancel to return to the Goals and Achievements panel without saving the record.

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 filled with "10/6/2016". The "Status" dropdown is set to "Active". The "Goal" dropdown is set to "Obtain secondary school diploma". A dropdown menu for "Additional Details" is open, showing a list of options: "Obtain GED", "Obtain secondary school diploma", "Place in postsecondary education", "Place in training program", "Complete educational functioning level", "Achieve work-based project learning goal", "Achieve citizenship skills", "Vote or register to vote", and "Increased involvement in community activities". At the bottom of the form, there are three buttons: "SAVE", "SAVE AND NEW", and "CANCEL". Red boxes highlight the "Date Set", "Status", "Goal", "SAVE", and "SAVE AND NEW" elements.

To edit goals, click the Edit button to the right of the record and make edits, then Save.

To delete goals, click the Delete button to the right of the record and verify that you wish to delete the record.



To add or update multiple goals at one time, click the + All Goals button. Add a Date Set to all rows for which you want to set a goal, or a Date met to all rows for which you want to indicate the goal has been met. Click Save when finished.

All Goals set within the current fiscal year

	Description ▲	Date Set	Date Met
▲	Category: NRS		
▲	Goal Type: Economic		
	Enter employment		
	Leave public assistance	10/06/2016	
	Retain employment		
▲	Goal Type: Educational		
	Achieve work-based project learning goal		
	Complete educational functioning level		
	Obtain GED		
	Obtain secondary school diploma		
	Place in postsecondary education		
	Place in training program		
▲	Goal Type: Family		
	Help child more with school		
	Increased contact w/child's teacher		
	Increased involvement in child's education		
	Increased involvement in child's literacy activities		
	More involvement in child's school activities		
	Purchase books or magazines		
	Read to children		
	Visit library (with/for child)		
▲	Goal Type: Societal/Community		
	Achieve citizenship skills		
	Increased involvement in community activities		
	Vote or register to vote		

Goals populate Tables 8 (family literacy), and 9 (Secondary Outcome Measures). Tables 5 and 10 will be populated based on Outcome data once formally approved by OCTAE.

**Demographics Tab: Demographics, Corrections, Disability, Family Members, Health Data, Identification**

**Demographics**

The Demographics panel contains the student’s demographic data, and is partially populated based on information entered on the Intake Form. Fields with a red asterisk \* are required fields, and edits to the Demographics panel will not be saved if any required fields are left blank through editing or deletion.

Editing within the panel can be done by opening the panel and typing directly into the field(s) you wish to edit. While making changes, the header and other tabs will become inactive until the changes have been saved or cancelled within the panel you are currently accessing.

The Demographics panel contains the following:

*Gender	Male or Female, required. Drop-down menu. Populated from the Intake Form.
*Is this student Hispanic/Latino (Ethnicity)	Indication of student’s ethnic origin as Hispanic/Latino. Indicated by a yes or no radio button. Required.
American Indian or Alaska Native (Race)	Indication of student’s race as American Indian or Alaska Native. Indicated by a checkbox where a check means Yes/True and a blank means No/False. At least one race selection must be made; multiple selections may be made for multi-racial students.
Asian (Race)	Indication of student’s race as Asian. Indicated by a checkbox where a check means Yes/True and a blank means No/False. At least one race selection must be made; multiple selections may be made for multi-racial students.
Black or African American (Race)	Indication of student’s race as Black or African American. Indicated by a checkbox where a check means Yes/True and a blank means No/False. At least one race selection must be made; multiple selections may be made for multi-racial students.
Native Hawaiian or Pacific Islander (Race)	Indication of student’s race as Native Hawaiian or Pacific Islander. Indicated by a checkbox where a check means Yes/True and a blank means No/False. At least one race selection must be made; multiple selections may be made for multi-racial students.
White (Race)	Indication of student’s race as White. Indicated by a checkbox where a check means Yes/True and a blank means No/False. At least one race selection must be made; multiple selections may be made for multi-racial students.
*Birthdate	Student birthdate. Can be typed in or entered with the calendar selection tool. Required. Populated from the Intake Form.
Age	Auto-generated and updated annually based on the student’s birthdate. Required and un-editable. Populates NRS Tables 2, 3, and 12. Populated from the Intake Form.
Birthdate Verification	Type-in field to indicate that the birthday has been verified, not required

Birthplace Used to indicate if the student is a US Citizen. Indicated by a checkbox where a check means Yes/True and a blank means False.	Type-in field indicating the birthplace of the student, not required.
City of Birth	Type-in field indicating the birth city of the student, not required.
Born outside US	Used to indicate if the student was born outside of the US. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required.
Country of Birth	Student's Country of Birth, as populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under "BirthCountry." Not required.
Registered Voter	Used to indicate if the student is a registered voter. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required.
Immigrant	Used to indicate if the student is an immigrant. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required.
US Citizen	Used to indicate if the student is a US Citizen. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required.
Plan to Stay in USA	Used to indicate if the student intends to continue residing in the United States. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required.
Country of Citizenship	Student's Country of Citizenship, as populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under "CountryofCitizenship." Not required.
Residence Area	Indicator of Rural or Urban residence status, not required
Employment Status	Required field indicating employment status as selected from a non-modifiable drop-down menu. Populated from the Intake Form.
Cultural Barriers	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Disabled	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Displaced Homemaker	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.

Economic Disadvantage	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
English Language Learner	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Ex Offender	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Exiting TANF within Two Years	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Foster Care Youth	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Homeless	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Long Term Unemployed	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Low Literacy Levels	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Seasonal Farmworker	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Single Parent or Guardian	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Public Assistance	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Dislocated Worker	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.
Migrant Worker	Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields should be updated every time a student begins a new period of participation.

Marital Status	Student's Marital Status, as populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under "MaritalStatus." Not required.
Parents' Highest Education Completed	Education Completed The Highest Level of Education Completed by the student's parent, as populated from a user-modifiable choice list drop-down menu. The drop down menu is modifiable in the Choice List under "HighestLevelofEducationCompleted." Not required.
Military Service Experience	Student's Military Service, as populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under "MilitaryService." Not required.
Family Income Range	Student's Family Income Range, as populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under "FamilyIncomeRange." Not required
Number of Dependents	Type in field to indicate the number of dependents.
Minor with Adult Status	Used to indicate if the student is a Minor with Adult Status. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required
At Risk	Used to indicate if the student is an At Risk student. Populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under "AtRisk." Not required
Abuse	Used to indicate if the student is an Abused student. Populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under "Abused." Not required.
Correctional	Used to indicate if the student is enrolled in Correctional Education. Populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under "Correctional." Not required.
Institutional	Used to indicate if the student is a resident of an Institutional Setting. Populated from a user-modifiable choice list drop-down menu. The dropdown menu is modifiable in the Choice List under "Institutional." Not required.

### Corrections

The Corrections panel contains the student's correctional education information.

Editing within the panel can be done by opening the panel and typing directly into the field(s) you wish to edit. While making changes, the header and other tabs will become inactive until the changes have been saved or cancelled within the panel you are currently accessing.

**Disability**

The Disability panel contains the student's disability information.

Editing within the panel can be done by opening the panel and typing directly into the field(s) you wish to edit. While making changes, the header and other tabs will become inactive until the changes have been saved or cancelled within the panel you are currently accessing.

**Family Members**

A display-only panel that will display any linked family members attached in the Family tab.

**Health Data**

The Health Data panel contains the student's health information.

Editing within the panel can be done by opening the panel and typing directly into the field(s) you wish to edit. While making changes, the header and other tabs will become inactive until the changes have been saved or cancelled within the panel you are currently accessing.

**Identification**

The Identification panel allows identification records related to the student record to be entered, edited, viewed or deleted.

Identification records will display in chronological order with the most recent on top. Columns and rows may be grouped and sorted by clicking the column headings to sort in alphabetical or numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

To add a new identification record, click the Add New Record link in the upper-left corner. A new the identification record window will open, allowing you to enter the Start Date, Identification System Code (Type), and Document or ID Number. Other areas of the database will be inactivated until the identification record is saved or cancelled.

After entering the identification record, click Save to save the identification record and return to the Identification panel, or Save and New to save the identification record and add additional identification records, until clicking Save on the final identification record. Click Cancel to return to the Identification panel without saving the identification record.

To edit identification records, click the Edit button to the right of the identification records and make edits, then Save.

To delete identification records, click the Delete button to the right of the identification record and verify that you wish to delete the identification record.

**Education Tab: Education, Diplomas/Credentials, Instructional Areas, Language, Material, Term Grades, Transcripts**

**Education**

The Education panel contains education information for the student. Some data will be populated based on information entered on the Intake Form. Other data may be added, if desired. Fields can be edited, viewed, modified, and deleted from the Education panel. Fields with a red asterisk \* are required fields, and edits to Education panel will not be saved if any required fields are left blank through editing or deletion.

Editing within the panel can be done by opening the panel and typing directly into the field(s) you wish to edit. While making changes, the header and other tabs will become inactive until the changes have been saved or cancelled within the panel you are currently accessing.

The Education panel contains the following fields (some databases may have customizations that result in slight variance):

*Intake Date	Student’s initial Intake Date into the program, populated from the Intake Form at entry. Should not be edited with new enrollments; should always remain the initial date of enrollment into the program. Required, editable.
Last Enroll Date	Date of last enrollment into an instructional setting, automatically populated based on class, pair, group, or workshop enrollment. Editable, not required
Last Hours Date	Date on which hours were last entered for the student record. Non-editable.
Last Assessment Date	Date on which an assessment was last entered for the student record. Non-editable.
*Program	Student’s main Program type, populated from the Intake Form at entry. Required, editable. Populates from a non-editable drop-down menu.
Secondary Program	Student’s secondary Program type, populated from the Intake Form at entry. Not required, editable. Populates from a non-editable drop-down menu. Primarily used to indicate enrollment in an Integrated English Literacy and Civics Education program.
ESL Student	A checkbox or Yes/No drop-down menu indicating if the student is considered an ESL student where a check indicates Yes and a blank box indicates No. <b>ESL indication is related to assessment levels for some assessments.</b> Not required, editable.
Enrolled in Other Reading Program	A checkbox indicating if the student is enrolled in another reading program where a check indicates Yes and a blank box indicates No. Not required, editable.
Enrolled in Other GED Program	A checkbox indicating if the student is enrolled in another GED program where a check indicates Yes and a blank box indicates No. Not required, editable.
Exempt from Assessment	A checkbox indicating if the student is exempt from assessment where a check indicates Yes and a blank box indicates No. Not required, editable
Fee Waiver	A type in text field for indicating fee waiver information for the student record. Not required, editable.

*Highest Education Level Completed on Entry	A drop-down menu for indicating the highest education level completed by the student at their time of initial entry into the program. Required, editable. Populates from the intake form at entry.
*Highest Education Level Completed on Entry Location	A drop-down 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. Required, editable.
Highest Education Completed	A drop-down menu for indicating the highest education level completed by the student at any point in their enrollment within the program. Not required, editable.
Admission Status	A drop-down menu for indicating admission status within the program. Not required, editable.
Mandated Student Type	A drop-down menu for indicating mandated student type within the program. Not required, editable.
Staff Assigned	A type-in field for indicating the staff member assigned to the student as a case manager or lead. Not required, editable.
File Location	A type in text field for indicating file location information for the student record. Not required, editable.
File Security	A drop-down menu for indicating file security information for the student record. Not required, editable. Drop-down menu options may be modified in the Choice List under the file name "File Security."
Current School Attending	A type in text field for indicating information for the current school being attended. Not required, editable.
Current School Contact Info	A type in text field for indicating contact information for the current school being attended. Not required, editable.
Last School Attended	A type in text field for indicating information for the last school attended. Not required, editable.
Last School Attended Location	A type in text field for indicating contact information for the last school attended. Not required, editable.
Source Type	A drop-down menu for indicating the source type (referral) information for the student record. Populates from the Intake Form. Not required, editable. Drop-down menu options may be modified in the Choice List under the file name "Source Type."
Source Name	A drop-down menu for indicating additional source name (referral) information for the student record. Not required, editable. Drop-down menu options may be modified in the Choice List under the file name "Source Name."
Why Enroll	A drop-down menu for indicating the reason for the student enrollment. Not required, editable. Drop-down menu options may be modified in the Choice List under the file name "Why Enroll."



Other Why Enroll	A type in text field for indicating additional enrollment reason details. Not required, editable.
Post School Recognition-Graduation Exercises	A drop-down menu for indicating a post-school recognition or graduation exercises in which the student participates. Not required, editable. Dropdown menu options may be modified in the Choice List under the file name "PostSchoolRecognition."
Reason Left	A drop down menu for indicating the reason the student exited the program. Not required, editable. Drop-down menu options may be modified in the Choice List under the file name "ReasonLeft."
Reason Left Detail	A type in field for indicating additional reason left details when the student has exited the program. Not required, editable.
TABE Identifier	A type in field for indicating TABE Identifier information, if needed. Not required, editable.

## Diploma/Credentials

The Diploma/Credentials panel allows diploma information related to the student record to be entered, edited, viewed or deleted. We do not recommend using this to enter GED, HiSet, or TASC information unless state instruction is to do so, as that should be entered in the assessments panel or obtained through data match, but the credentials panel can be used for other certifications earned.

Diploma records will display in chronological order with the most recent on top. Columns and rows may be grouped and sorted by clicking the column headings to sort in alphabetical or numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

To add a new diploma record, click the Add New Record link in the upper-left corner. A new diploma Info Record window will open, allowing you to enter the Type, Expected Award Date, Date Exam Last Taken But Not Passed, Date Earned, Actual Award Date, Name of Diploma/Credential, Description/Number, Person's Name Displayed on Diploma/Credential, Completed Requirements, and By Exam Only fields. Other areas of the database will be inactivated until the diploma info record is saved or cancelled.

After entering the diploma record, click Save to save the diploma record and return to the Diploma Info panel, or Save and New to save the diploma record and add additional diploma records, until clicking Save on the final diploma record. Click Cancel to return to the Diploma Info panel without saving the diploma information.

To edit diploma info records, click the Edit button to the right of the diploma record and make edits, then Save.

To delete diploma info records, click the Delete button to the right of diploma record and verify that you wish to delete the diploma record.

Some Diploma Types can only be entered into the student diploma folder if indicators elsewhere in the student record indicate that it is an appropriate diploma type based on business rules:

- High School Diploma: Student must be enrolled in Adult High School (must be indicated through the Agency Settings) and have an Entry Level of High Adult Secondary for this type of diploma/credential.
- Secondary Diploma/Credential: Student must be enrolled in Adult High School (must be indicated through the Agency Settings) and have an Entry Level of High Adult Secondary for this type of diploma/credential.

- NEDP High School Diploma: Student must be indicated as being in the assessment phase of the EDP through the Education folder for this type of diploma/credential.

## **Instructional Areas**

The Instructional Areas panel allows instructional areas records related to the student record to be entered, edited, viewed or deleted. Most agencies do not use this folder.

Records will display in chronological order with the most recent on top. Columns and rows may be grouped and sorted by clicking the column headings to sort in alphabetical or numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

## **Language**

The Language panel allows languages records to be entered, edited, viewed or deleted.

Language records will display in chronological order with the most recent on top. Columns and rows may be grouped and sorted by clicking the column headings to sort in alphabetical or numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

To add a new language, click the Add New Record link in the upper-left corner. A new language window will open, allowing you to enter the Date, Language, Language Type, and check the Native, Read, Write, and/or Speak checkbox indicators. Other areas of the database will be inactivated until the language record is saved or cancelled.

After entering the language information, click Save to save the language record and return to the Language panel, or Save and New to save the language record and add additional languages, until clicking Save on the final language record. Click Cancel to return to the Language panel without saving the language information.

To edit languages, click the Edit button to the right of the language record and make edits, then Save.

To delete languages, click the Delete button to the right of the language record and verify that you wish to delete the language record.

You can search for students who speak a particular language by using the criteria builder. There is not currently a language report but it is in the development queue for a language report to be created.

## **Material**

The Material panel is a display-only panel that allows material records to be viewed. Material information populates automatically from the Materials tab and cannot be edited or deleted from the student record. New materials cannot be added from the student record or checked out/given away from the student record; these actions must occur in the Materials record itself.

Materials records will display in chronological order with the most recent on top. Columns and rows may be grouped and sorted by clicking the column headings to sort in alphabetical or numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

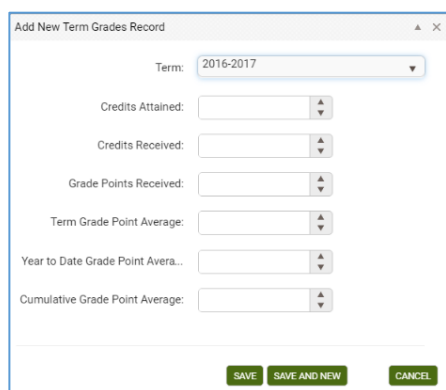
Any additions or edits to materials data must be made from the Materials tab record.

## Term Grades

The Term Grades panel allows grades related to the student enrollment records to be entered, edited, viewed or deleted. Most agencies do not track term grades and do not commonly use this folder.

Term Grades will display in chronological order with the most recent on top. Columns and rows may be grouped and sorted by clicking the column headings to sort in alphabetical or numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

To add a new term grade record, click the Add New Record link in the upper-left corner. A new term grade record window will open, allowing you to enter the Term, Credits Attained, Credits Received, Grade Points Received, Term Grade Point Average, Year to Date Grade Point Average, and Cumulative Grade Point Average fields. Other areas of the database will be inactivated until the term grade record is saved or cancelled.



After entering the term grade information, click Save to save the term grade record and return to the Term Grades panel, or Save and New to save the term grade record and add additional term grades, until clicking Save on the final term grade record. Click Cancel to return to the Term Grade panel without saving the term grade information.

To edit term grades, click the Edit button to the right of the term grade record and make edits, then Save.

To delete term grades, click the Delete button to the right of the term grade record and verify that you wish to delete the term grade.

## Transcripts

The Transcript panel allows transcript information related to the student records to be entered, edited, viewed or deleted. Most agencies do not create transcripts and do not commonly use this folder.

Transcript records will display in chronological order with the most recent on top. Columns and rows may be grouped and sorted by clicking the column headings to sort in alphabetical or numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

To add a new transcript record, click the Add New Record link in the upper-left corner. A new transcript record window will open, allowing you to enter the fields described above. Other areas of the database will be inactivated until the transcript record is saved or cancelled.

After entering the transcript information, click Save to save the transcript record and return to the Transcript panel, or Save and New to save the transcript record and add additional transcript records, until clicking Save on the final transcript record. Click Cancel to return to the Transcript panel without saving the transcript information.

To edit transcript records, click the Edit button to the right of the transcript record and make edits, then Save.

To delete transcript records, click the Delete button to the right of the transcript record and verify that you wish to delete the transcript record.

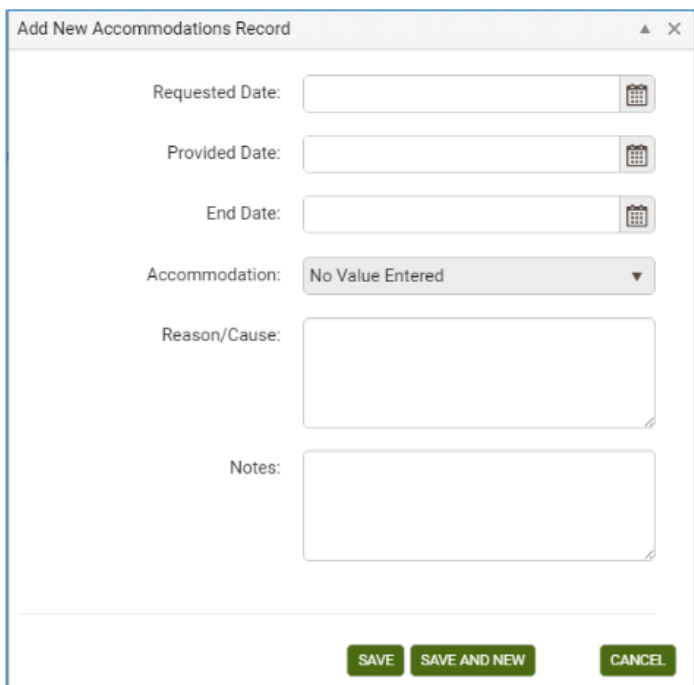
## Services Tab: Accommodations, Referrals, Social Services

### Accommodations

The Accommodations panel allows accommodations made for the student to be entered, edited, viewed or deleted. Accommodations are typically any services offered to the student such as disability related services (interpreter, software, etc.) or financial assistance (bus passes, etc.)

Accommodations will display in chronological order with the most recent on top. Columns and rows may be grouped and sorted by clicking the column headings to sort in alphabetical or numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

To add a new accommodation, click the Add New Record link in the upper-left corner. A new accommodation window will open, allowing you to enter any or all of the above fields. Other areas of the database will be inactivated until the accommodation record is saved or cancelled.



The screenshot shows a window titled "Add New Accommodations Record" with the following fields and controls:

- Requested Date:  (with a calendar icon)
- Provided Date:  (with a calendar icon)
- End Date:  (with a calendar icon)
- Accommodation:  (with a dropdown arrow)
- Reason/Cause:
- Notes:

At the bottom of the window are three buttons: **SAVE**, **SAVE AND NEW**, and **CANCEL**.

After entering the accommodation information, click Save to save the accommodation record and return to the Accommodations panel, or Save and New to save the accommodation record and add additional accommodations, until clicking Save on the final accommodation. Click Cancel to return to the Accommodations panel without saving the accommodation information.

To edit accommodations, click the Edit button to the right of the accommodation and make edits, then Save. To delete accommodations, click the Delete button to the right of the accommodation and verify that you wish to delete the accommodation.

## **Referrals**

The Referrals panel allows referral information for the student to be entered, edited, viewed or deleted. This panel is typically used for tracking referrals your agency makes to another agency for the benefit of the student, such as a referral to DVR to confirm a disability.

Referrals will display in chronological order with the most recent on top. Columns and rows may be grouped and sorted by clicking the column headings to sort in alphabetical or numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

To add a new referral, click the Add New Record link in the upper-left corner. A new referral window will open, allowing you to enter any or all of the above fields. Other areas of the database will be inactivated until the referral record is saved or cancelled.

After entering the referral information, click Save to save the referral record and return to the Referrals panel, or Save and New to save the referral record and add additional referrals, until clicking Save on the final referral. Click Cancel to return to the Referrals panel without saving the referral information.

To edit referrals, click the Edit button to the right of the referral and make edits, then Save.

To delete referrals, click the Delete button to the right of the referral and verify that you wish to delete the referral.

## **Social Services**

The Social Services panel allows social service information for the student to be entered, edited, viewed or deleted.

Social Services records will display in chronological order with the most recent on top. Columns and rows may be grouped and sorted by clicking the column headings to sort in alphabetical or numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

To add a new social service record, click the Add New Record link in the upper-left corner. A new social service record window will open, allowing you to enter any or all of the above fields. Other areas of the database will be inactivated until the social service record is saved or cancelled.

After entering the social service record information, click Save to save the social service record and return to the Social Services panel, or Save and New to save the social service record and add additional social service records, until clicking Save on the final social service record. Click Cancel to return to the Social Services panel without saving the social service record information.

To edit social service records, click the Edit button to the right of the social service record and make edits, then Save.

To delete social service records, click the Delete button to the right of the social service record and verify that you wish to delete the social service record.

## **History: Address History, Enrollment Program History, Fiscal Year, Level History, Overall Status History, Work History, Audit History**

The History tab contains seven panels where student history information may be entered. Student employment used for Table 5 reporting purposes is populated from the Work History panel, and other student history records populate automatically and cannot be edited or deleted.

### **Address History Panel**

The Address History panel allows the student's primary address history to be entered, edited, viewed or deleted.

When you enter a new student, the field 'Phone at Address' does not display on the intake page. This field will be blank when you open the student record and go to Key Info. However, when you enter a phone number in the field and save, it is included as part of the student's **primary address history** record.

A primary address record will be created in the Address History panel whether an address was entered at intake or not, and the record will be designated as the primary address. A primary address history record may be edited, but cannot be deleted. Address information added at the Student Key Info panel will automatically populate or update the primary address record. Conversely, address information entered or edited in the primary Address History record will automatically populate or update the address information in the Key Info panel.

If the student moves, but you want to keep a history of the student's addresses, you may enter a new record at the Address History panel (instead of updating the address fields), and include Phone at Address. Check Primary Address. This will update the Student Key Info; primary address always populates the address fields at student key info, and the Phone at Address field is tied to the primary address.

There must always be at least one address history record designated as the primary address. The primary address record cannot be deleted.

### ***Q: Why is there a separate 'Phone at Address' field for the primary address when I've already entered the student's home phone number?***

The primary address may or may not be the address where the student currently resides. For example, a student may indicate a parent's address as their primary address where they wish to receive mail, and indicate the phone number for that particular address. The student's home phone number may be the number where the student actually resides. The agency should decide how they plan to enter and use student contact information.

### **Enrollment Program History Panel**

The Enrollment Program History panel allows program history related to the student enrollments to be entered, edited, viewed or deleted. Initial enrollment program history records automatically populate from the class, group, workshop, or pair program when the student is enrolled or matched in a pair. The enrollment program history record will reflect the student's start date or match date. If the student is enrolled in multiple instructional settings that have the same program, only one enrollment program history record will populate, with the first enrollment start date.

### **Fiscal Year Panel**

The student Fiscal Year panel allows you to track summary fiscal year information regarding the student for current and past fiscal years.

FY summaries are created for two reasons: to keep the data concise and reduce the probability of errors being made by the database, and to allow us to “freeze” FY data so that all historical data can be maintained in one database, rather than having to use a new database every new fiscal year.

- Students and staff will not populate the NRS tables or searches without a FY Summary
- The Fiscal Year Summary records are created from the Student or Staff tab and are run on the selection. Since this functionality requires a great deal of processing, we have limited the range of records that can be run. Also, if the selection is generated from the records themselves, you will get an error message letting you know to subset the selection first. You do not need to subset records if you are scheduling them, but to run them yourself, they must be subset first. To subset a selection, click the checkbox in front of the student name(s) for which you wish to create a new FY summary, or click the checkbox in the upper left corner of a page to select everyone on that page, and then go to the toolbar in the upper right-hand corner and click Selection>Subset.
- Once you have subset your selection, to create new FY Summary records, click the More option on the right-hand Toolbar (NOT the More option on the left hand, green toolbar!), and then click Create FY Summaries.
- The selection is limited to 200 records, note the button to “Create Now” is inactive if the selection is greater, but you can still use the “Schedule” button, or you can limit your selection to 200 students and run it multiple times for each group of 200 students.
- If your selection is 200 students or fewer, click Create Now.
- The window will reflect that the summaries are being processed. You will not be able to work in LACES on the same computer from which you are creating summaries while they are being processed.
- Student and staff NRS tables both use FY summary data. You can run new summaries just on records that have been recently changed, or you can wait for the bi-monthly automatic creation of FY summaries.
- **Only the FY Data NRS table reports and the FY Data searches run based on summaries. Every other report and search runs on current or “raw” data and does not need a FY summary, but will display information added immediately upon addition and saving.**

### Level History Panel

The Level History panel allows level history related to the student record to be entered, edited, viewed or deleted. Level history records populate automatically when a level defining assessment is entered at the Assessment tab.

### Overall Status History Panel

An overall status history record is populated when:

- The student record is entered.
- The first assessment is entered.
- The student’s overall status changes.
- The student’s program changes.

When a student whose overall status is ‘left’ and the student is then re-enrolled into a class or group, a record will populate with the note ‘Re-enroll.’

### Work History Panel

The Work History panel allows the student Work History to be entered, edited, viewed or deleted.



The initial work history record is populated at the time of the student intake, and the start date of the work history record will be the same as the student intake date.

While student work history records may be deleted, it is not advisable to do so. Work history is required, and a student will not populate the NRS Tables if they have a missing or invalid work history record. The work history record should be continuous; old work history records should not be deleted when a new record is entered. The initial work history record Start Date should match the Intake Date of the student, and any changes in the employment status should be recorded with the Start Date on which the new status began.

### **Audit History**

Non-editable panel displays the date, area, action, and username of updates and creations to the student record.

## Classes

The instructional options in LACES are Class, Pair, Group, and Workshop. Classes are typically enrollment settings for a designated number of students and are taught by staff members. Groups are small, tutor-led instructional settings. Pairs are one-on-one student/tutor instruction. Workshops are typically used for tracking tutor and staff training and are generally not used for student data but can be, if desired and appropriate.

Please note that classes, groups, and workshops work in essentially the same manner so only class data is discussed in great detail within this documentation, but the Group and Workshop information should be conducted in a similar manner.

When you first sign in to LACES NexGen, the default view at the Class tab is the Class List view. The default filter is Active and class with the status of Active will display in the list. To display all class records entered in your agency regardless of status, click the X on the Active tile to remove the filter. To re-apply the Active filter, click Searches>General>Active. Class Views are available and can be created, just as in the student views. Shared views are predefined and are available on a dropdown list that displays at the top left of the class grid. There are three shared views. The default view is Class List, which displays columns on the grid that provide at-a-glance information about the class dates and details. The view may be changed by selecting a different view from the list. This view will be in effect until you change it, even if you leave the class grid temporarily by clicking on a different tab, and then return to the class grid. For more information about views, go to View Manager.

The toolbars in the class population are similar to the student toolbars. To add a new class record, click the Add New Class icon to display the class intake form. The \* indicates a required field and must be entered before the record may be saved. After entering the record, you may:

- Click Save to save the record and return to the class grid.
- Click Save and New to save the record and get a blank intake form so you can add another class record.
- Select a specific tab in the class record from the dropdown list, and then click Save and Go to save the record and go to that tab within the new record.
- Cancel without saving. Opening a class detail record Class records may be opened by double-clicking on the record, or by clicking the edit icon on the row.

### **Class Detail Record**

The Class header displays key information about the class record that is currently open, and shows at the top of each class detail tab. The header itself cannot be edited, but the fields that display in the header may be edited elsewhere in the class detail record, or populate automatically. The class header will update to display any changes.

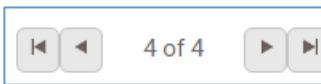
Fields that display in the class header and where the editable fields may be edited:

Class Name, in green, left corner	Class Data tab; required at intake
Class ID	System number automatically generated when the class record is created
Term	Class data tab
Course Number	Class data tab
Title	Class data tab; required at intake
Status	Class data tab; required at intake
Start Date	Class data tab; required at intake
End Date	Class data tab; required at intake
Program	Class data tab

Class Keyword	Class detail tab
Days	Class data tab
Times	Class data tab
Bldg/Room	Class data tab
Max Enroll	Class data tab
Enrolled	Auto-generated from class enrollment
Waiting	Auto-generated from class enrollment
Completed	Auto-generated from class enrollment

The class detail toolbar allows you to:

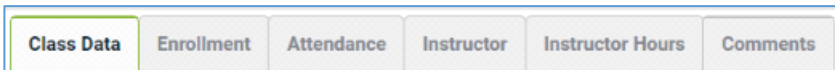
- Add a new class
- Delete the class record currently open
- Print



The **Record Indicator** at the top right of the class header shows what record you in out of a selection of records, and allows you to move forward or back either by record (single headed arrow), or to the beginning or end of the classes in the list (single headed arrow with line). When you use the arrows to move forward or back, the record will be at the same panel and/or tab you were previously in.

The Class Detail page contains the following tabs:

- Class Data
- Enrollment
- Attendance
- Instructor
- Instructor Hours
- Comments



### Class Data

The Class Data tab contains key information regarding the class record, and is primarily populated based on information when creating the class record. Fields with a red asterisk \* are required fields, and edits to the Class Data will not be saved if any required fields are left blank through editing or deletion.

Editing can be done by opening the tab and typing directly into the field(s) you wish to edit. While making changes, the header and other tabs will become inactive until the changes have been saved or cancelled within the tab you are currently accessing.

The Class Data tab contains the following fields (some databases may have customizations that result in slight variance):

Term	The term in which the class is occurring.
Course Number	The course number of class

*Title	The title of the class, required
*Status	The status of the Class. (Students may only be enrolled into an Active class.)
*Start Date	The date on which the class started or is scheduled to start
*End Date	The date on which the class ended or is scheduled to end
Program	The type of Program for which this class is associated. The class Program does not have to correspond to the enrolled students' Programs. Editable, required.
Class Keyword	Optional class keyword, can be modified in the ClassKeyword choice list
Level	The level for the class
Department	The department for the class
Days	Indicates the days the class meets
Times	Indicates the times the class meets
Bldg/Room	Indicates the building and room where the class meets
*Max Enroll	Indicates the maximum enrollment allowed in the class. Students enrolled beyond this number will enter with an enrolled status of Waiting. If this number is edited to increase after the number has been surpassed, Waiting students will not automatically go to an Enrolled status but must be manually updated from Waiting to Enrolled.
Min Enroll	Indicates the minimum enrollment allowed in the class.
Weeks of Class	Numeric field indicating the number of Weeks of Class
Hours Per Week	Numeric field indicating the number of Hours Per Week
Hours Per Term	Numeric field indicating the number of Hours Per Term
Organization	Drop down menu indicating the organization associated with the class
Location	Drop-down menu to indicate the location where the class meet
Location Detail	Type in field for additional detail regarding where the class meets
Variable Credit	Checkbox to indicate if the class is a variable credit class
Credits	Numeric field indicating the number of credits
Maximum Credits	Numeric field indicating the number of max credits
Instructional Area	Drop-down menu to indicate instructional area
Class Meets Requirement	Drop-down menu to indicate what requirement the class meets
Language of Instruction	Drop-down menu to indicate the Language of Instruction
Cost	Numeric field indicating the cost of the class
Total Paid	Numeric field indicating the Total Paid
Last Date Hours Added	Auto-generated field indicating the last date on which hours were added

## Enrollment

The following views are available at the class Enrollment tab grid:

- Enrollment Info (default)
- Student Contact Info

Click on the down arrow in the dropdown menu to display and select one of the available views. The selected view will remain in place when using the record indicator at the top right to move forward or back to records within the Enrollment tab.

## Enroll Button

The class status must be active for students to be enrolled in the class. To enroll a student:

- Click the Enroll button.
- On the data chooser, select one or more students by checking the box on the row. All students will display. You may select students on different pages.
- Enter an Enroll Date at the bottom left of the window, or click Show Selected to display the selected students. Show Selected allows you to enter a separate enroll date in the field on the grid if multiple students have been selected.
- Click Enroll Students.

## IETP (Integrated Education & Training Program) Enrollment for Table 3:

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.

The screenshot shows the LACES NeoGen enrollment interface. At the top, there is a browser window with the URL <https://aces.literacypro.com/aces/Details/Standard/6/19250>. Below the browser, there is a table titled "Enroll Students in Class" with columns: Last Name, First Name, Middle Name, Intake Date, Program, Status, Current Level, Last Assessment, and Keyword. The table lists 25 students, with the first three rows highlighted in blue. At the bottom of the table, there is a summary window with the following data:

Last Name	First Name	Middle N.	Intake Date	Program	Status	Current Level	Last Assessment	Keyword	IETP	Enroll Date
Andrews	George		07/01/2013	Adult Ed	Enrolled	High Int ABE (ABE L4)	10/14/2014	No Value Entered	Yes	10/6/2016
Baker	Betty		01/01/2011	Adult Ed-GED	Enrolled	Level Not Defined	12/03/2014	STAR Reading Program	Yes	10/11/2016
Beck	Ian		10/01/2013	Adult Ed-GED	Enrolled	Level Not Defined	12/03/2014	No Value Entered	Yes	10/6/2016

At the bottom of the interface, there is an "IETP" checkbox, an "Enroll Date" field with the value "10/6/2016", and buttons for "SHOW SELECTED", "ENROLL STUDENTS", and "CANCEL".

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.

**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.

End Date	Variable Credit Class	Letter Grade	Final Grade	Possible Credit Class	Earned Credits	Grade Points	Quality Points	Units	Class Meets Requirement	Elective	Honor	Work Credit	Remedial	Standardize 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	No	09/06/2016
06/30/2017	No			0.000	0.000	0.000	0.000	0	No	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	No	09/06/2016
06/30/2017	No			0.000	0.000	0.000	0.000	0	No	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	No	09/06/2016
06/30/2017	No			0.000	0.000	0.000	0.000	0	No	No	No	No	No	No	No	No	09/15/2016

**Data Chooser Filters**

Each column at the enroll data chooser has a filter that allows you to search for the students you want to enroll by Last Name, First Name, Middle Name, Intake Date, Program, Status, Current Level, Last Assessment Date, or Keyword. Click the filter icon on the column name and enter the search criteria, then click Filter. Multiple columns may be filtered.

## Editing and Deleting Enrollments

Click the Edit button to open an enrollment record for viewing or editing. This will open the enrollment record and allow you to make and save changes. When you are editing enrollment data, you cannot navigate to a different tab or panel in the class detail record until the edits to the record are either saved or canceled.

The Delete button allows you to delete existing student enrollments. Before an enrollment record can be deleted, all associated hours must be deleted first. Hours may be deleted at the student record or the class attendance tab.

## Exiting or Completing Students from a Class

Exiting or completing one student from the class is done by editing the enrollment record. Typically, students are exited from an enrollment when they have met all the requirements, or left prior completing all requirements whether through known departure or no attendance in 90 or more days.

There are various enrollment statuses that may be selected when exiting a student.

***These are available solely for the tracking purposes of your agency and have no effect on the student in terms of reporting, other than to indicate that the student is no longer enrolled or matched in a pair.***

Exit Status	Typically used to indicate:	Populates the Overall Status (IF this is the only class in which they are enrolled) as:
Completed Class	Completed all requirements and exited	Left
Incomplete	Did not complete all requirements but	Left
Stopout	Left but plans to return within the fiscal	Left
Left	Did not complete all requirements but has exited or ceased attending	Left
Never Attended	Enrolled but never attended	Left
Dropout	Dropped out with no plans to return	Left
Transferred	Transferred from one class to another	Left (although typically, they would remain Enrolled because presumably you have enrolled them in the class to which they transferred)
Dismissed	Dismissed from attending	Left
On Hold	A temporary, less than 90 day hiatus	Enrolled- Overall Status remains enrolled until student is exited or goes 90+ days without service

To exit or complete one student from the class:

- Click the Edit button on the row.
- Select the exit status from the Enroll Status dropdown list.
- Update the End Date to reflect when the student exited or completed the enrollment.
- Click Save.

If the exact date of exit is unknown and the student is being exited due to non-attendance, the student's last hours date should be used, since this is the student's last known date of attendance. The End Date must be within the Start and End Date of the class and must be after the Enrollment and Start Dates.

## Complete Students Button

The Complete Students button may be used to exit or complete some or all of the students from the class.

- Click the Complete Students button.
- The students whose class enrollment status is still enrolled will display on the data chooser.
- On the data chooser, select all students whom you wish to exit by checking their individual selection checkboxes. If you wish to exit all of the students in a class, you may do so by checking the box on the top header row. If there are multiple pages, you must select the top row checkbox on all pages.
- Enter a Completed/End Date at the bottom left of the window, or click Show Selected to display the selected students. Show Selected allows you to edit fields on the grid for each student and add grade and fee information. (Editable fields are highlighted.)
- The Status field at the bottom of the window may also be changed to reflect a different enrollment status for the selected students, if applicable.
- To close the class by changing the class status to Completed, check the box “Change Class Status to Completed” at the bottom of the window.
- Click Complete.

An error message will display if there are waiting or on hold students left in the class if you checked the box to change the class status.

## Re-enroll Students Button

The Re-Enroll button allows you to re-enroll students whose class enrollment status was changed from Enrolled but who have returned to the class. To re-enroll a student:

- Click the Re-Enroll Students button.
- Only students who may be re-enrolled will display on the data chooser.
- On the data chooser, select the students to re-enroll.
- Enter a Re-Enroll Date at the bottom left of the window, or click Show Selected to display the students. Show Selected allows you to edit the re-enroll date if multiple students have been selected.
- Click Re-Enroll Students.
- The student status will update to Enrolled. The enroll date will update in the student enrollment record and the end date will update to the end date of the class.

## Duplicate Class Button

It is recommended that at the end of the fiscal year, classes are closed and recreated in the new fiscal year. Classes that are being offered again in the same fiscal year, or will be offered in the new fiscal year may be duplicated when:

- A class that is ending will be offered again with the same title and requirements, including the max enroll (although these fields can be edited after duplication)
- Students still enrolled in a class that is ending are planning to continue enrollment in the new class.

To duplicate a class:

- Open the class record to be duplicated.
- Complete or mark left all students who are NOT continuing in the duplicated class.
- Click the Duplicate Class button.
- At the top right of the window, select the term for the duplicated class.



- Enter the new start and end date.
- Select the staff options for including assigned staff members in the duplicated class.
- All students who are currently enrolled will display on the data chooser and will be checked by default. You can uncheck the Display Currently Enrolled checkbox if you want formerly enrolled students to display, as well.
- Uncheck any students you do not want to have enrolled in the duplicated class. These students will need to be exited or completed individually.
- Click Save.

The duplicated class will have the status of active and will display on the class list, although if you subset the class you intended to duplicate, you will need to remove the subset filter.

After duplicating the class, you can open the original class record and complete students and mark the class status to Completed at the Class Data tab, if needed.

## Class Attendance Tab

The Class Attendance tab is for entering hours earned by the students while enrolled in the class, and is comprised of two sections - the **class attendance header** and the **class attendance grid**.

### Attendance Header

There is one available view on the view dropdown list in the class attendance header:

- Attendance

The Attendance view contains the following fields:

*Date	Date of attendance record
Last Name	Last name of student
First Name	First name of student
Middle Name	Middle name of student
Hours Type	The type of hours earned by the student
Hours Present	Number of hours present for the date entered
Hours Absent	Number of hours absent for the date entered
Late	Number of hours late for the date entered
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. All student hours associated with the enrollment must be deleted before the enrollment record can be deleted.

### Add Hours

Hours may be added for both assigned instructors and enrolled students.

To add class attendance records:

- Click the Add button.

The screenshot shows the 'CLASS' tab selected in the navigation menu. The class details for 'ABE I' are displayed, including Class ID: 44316, End Date: 6/30/2017, and Start Date: 7/1/2016. The 'Attendance' tab is active, showing a view dropdown set to 'Attendance' and buttons for 'ADD', 'EXPAND ALL', 'COLLAPSE ALL', and 'EXPORT'. Below the buttons is a table with the following data:

	Date	Last Name	First Name	Middle Name	Hours Type	Hours Present	Hours Absent	Late	Creation Date	
<input type="checkbox"/>	09/20/2016	Brown	John		Instruction	2	0	No	09/20/2016	
<input type="checkbox"/>	07/29/2016	Brown	John		Instruction	24	0	No	09/20/2016	

- The Add Hours data chooser will display.

- You may make multiple date selections by clicking the dates on the calendar for which you would like to add hours, or enter a single date to add an aggregate hours on a representative date. The selected date(s) must be within the start and end date of the class.
- Select the hours type for the students and enter the number of hours. Click the Add Hours Type button to add additional hours types and hours. You can enter multiple hours types.
- Check the 'Include Instructor' checkbox if you want to add hours for the instructor, then select the hours type and enter the number of hours.
- Hit Enter or Tab on your keyboard to activate the Add button, then click Add.
- A new window will open and display the information entered for the instructor (if selected) and the students:

<input checked="" type="checkbox"/>	Student	Date	Hours Type	Hours Present	Hours Absent	Late
<input checked="" type="checkbox"/>	Aadams, Freddie	10/07/2016	Instruction	4	0	No
<input checked="" type="checkbox"/>	Aadams, Freddie	10/07/2016	Instruction - Math	3	0	No
<input checked="" type="checkbox"/>	Aadams, Freddie	10/07/2016	Instruction - Science	5.5	0	No
<input checked="" type="checkbox"/>	Brown, John	10/07/2016	Instruction	4	0	No
<input checked="" type="checkbox"/>	Brown, John	10/07/2016	Instruction - Math	3	0	No
<input checked="" type="checkbox"/>	Brown, John	10/07/2016	Instruction - Science	5.5	0	No
<input checked="" type="checkbox"/>	Stanley, Tarley	10/07/2016	Instruction	4	0	No
<input checked="" type="checkbox"/>	Stanley, Tarley	10/07/2016	Instruction - Math	3	0	No
<input checked="" type="checkbox"/>	Stanley, Tarley	10/07/2016	Instruction - Science	5.5	0	No
<input checked="" type="checkbox"/>	Thompson, Jack	10/07/2016	Instruction	4	0	No
<input checked="" type="checkbox"/>	Thompson, Jack	10/07/2016	Instruction - Math	3	0	No
<input checked="" type="checkbox"/>	Thompson, Jack	10/07/2016	Instruction - Science	5.5	0	No

- The Hours Type, Hours Present, Hours Absent, and Late may be edited on each individual row. (If you don't want to add a particular hours record, uncheck the record on the data chooser grid.)
- Click Save, or Save and New in the bottom right corner (**be aware that, based on your screen resolution, you may need to scroll to see the Save options.**)

### Editing and Deleting Hours Records

Click the **Edit** icon to open an hours record for viewing or editing. This will open the hours record and allow you to make and save changes. Date, Hours Present, Hours Absent, and Late may be edited. When you are editing an hours record, you cannot navigate to a different tab or panel in the class detail record until the edits to the record are either saved or canceled.

The **Delete** icon allows you to delete hours records.

### Date Range

Hours records may be searched by a specific fiscal year, or fiscal year and quarter by clicking the down arrow on the Date Range dropdown list. Once a selection has been made, the dates will display in the date fields. For example, selecting the fiscal year 2013-2014 will automatically display the date range 7/1/2013 to 6/30/2014 (start and end dates of the 2013-2014 fiscal year). Click Apply to search the hours records.

Even after a selection has been made from the list, a custom date range may be entered and applied. The date range will overwrite the previous selection. The last selection will remain in effect until Cancel is selected on the dropdown list.

### Instructor Tab

The Instructor tab in the class tab is comprised of two sections; the **instructor header** and the **instructor grid**.

There are two views available on the view dropdown list in the instructor header:

- Instructor Info (default)
- Instructor Contact

Click on the down arrow in the dropdown menu to display and select one of the available views. The selected view will remain in place when using the record indicator at the top right to move forward or back to records within the Instructor tab.

### Assign an Instructor to the Class

Only staff members may be assigned to teach a class. Staff may also be assigned to classes from the staff record.

1. Click the Assign button.
2. On the data chooser, select one or instructor records by checking the box on the row.
3. Enter an Assign Date at the bottom left of the window, or click Show Selected to display the selected instructors. Show Selected allows you to enter a separate assignment date in the field on the grid if multiple instructors have been selected.
4. Click Assign Instructor.

## **Class Instructor Hours Tab**

The Hours tab is for entering hours that the instructor provided in the class. Instructor hours may also be entered at the Attendance tab. The Instructor Hours tab is comprised of two sections; the hours header and the hours grid. Hours Header

There is one available view on the View dropdown in the instructor hours header:

- Instructor/Hours

## **Add Hours**

1. Click the Add button.
2. The Add Hours data chooser will display.
3. You may make multiple date selections by clicking the dates on the calendar for which you would like to add hours. The start and end date of the class must be within the selected dates.
4. Select the hours type and enter the number of hours then click Add.
5. A row will display on the date chooser for the instructors assigned to the class.
6. The Hours Type, Hours Present, Hours Absent, and Late may be edited on each individual row. (If you don't want to add a particular hours record, uncheck the record on the data chooser grid.)
7. To add additional hours types, click Add Hours Type and select from the dropdown list.
8. Click Save, or Save and New.

## **Instructor Hours Grid**

The hours grid displays instructor hours data. The default selection is all hours records, which display in chronological order beginning with most current. The hours grid contains Rows and Columns, which work the same as all grids in LACES NexGen. Column headings on the enrollments grid can be dragged to the top row heading to class by column.

## **Editing and Deleting Hours Records**

Click the Edit icon to open an hours record for viewing or editing. This will open the hours record and allow you to make and save changes. Date, Hours Present, Hours Absent, and Late may be edited. When you are editing hours data, you cannot navigate to a different tab or panel in the staff detail record until the edits to the hours data are either saved or canceled. The Delete icon allows you to delete hours records.

## **Class Comments Tab**

The Comments panel allows comments related to the class record to be entered, edited, viewed or deleted.

To add a new comment, click the Add New Record button to open a new comments window. Other areas of the database will be inactivated until the record is saved or cancelled. After entering the comment information, click Save to save the record and return to the Comments panel, or Save and New to save the current record and get a new window to add an additional record, until clicking Save on the final record. Click Cancel to return to the Comments panel without saving the record.

To edit the record, click the Edit button to the right of the comment record and make edits, then Save. To delete, click the Delete button to the right of the comment record and verify that you wish to delete the record.

## **Staff**

Staff members are typically paid instructors who provide instruction to adult students in classes or workshops, and teach workshops designed for professional development.

When you first sign in to LACES NexGen, the default view at the Staff tab is the Staff List view. Views can be modified, just as in the student view. The default filter is Current FY.

The Current FY filter displays staff members:

- With the overall status of active.
- Who have any status except active but had at least one hour in the fiscal year.

To display all staff records entered in your agency, click the X on the Current FY tile to remove the filter.

Shared views are predefined and are available on a dropdown list that displays at the top left of the staff grid. There are three shared views. The default view is Staff List, which displays columns on the grid that provide at-a-glance information about overall status, program and department. The view may be changed by selecting a different view from the list. This view will be in effect until you change it, even if you leave the staff grid temporarily by clicking on a different tab, and then return to the staff grid. For more information about views, go to View Manager. The staff toolbars are basically identical to the student toolbars, but with staff specific fields.

To add a new staff record, click the Add New Staff icon to display the staff intake form. The \* indicates a required field and must be entered before the record may be saved. After entering the record, you may:

- Click Save to save the record and return to the staff grid.
- Click Save and New to save the record and get a blank intake form so you can add another staff record.
- Select a specific tab in the staff record from the dropdown list, and then click Save and Go to save the record and go to that tab within the new record.
- Cancel without saving.

### **Staff Required Fields**

In addition to basic required fields, such as last name and first name, certain staff fields are required at intake because they must be entered for the staff to count correctly on NRS Table 7, or because the field values affect data in other fields.

Overall Status	The overall status field must be set at intake, typically set to Active. This field must be manually updated when there are changes in the staff overall status.
Employment Classification	Indicates the classification or function of the staff member. For agencies who report to the NRS, staff members must have a classification represented in Column B of NRS Table 7 in order to populate Table 7. The following Classifications will populate NRS Table 7: <ul style="list-style-type: none"><li>• Local Aide/Paraprofessional</li><li>• Local Counselor</li><li>• Local Teacher</li><li>• Local Administrator</li><li>• Local Ancillary Services</li><li>• Local Tutor</li><li>• Local Supervisor</li><li>• State Administrator</li></ul>

	<ul style="list-style-type: none"> <li>• State Ancillary Services</li> <li>• State Supervisor</li> </ul> <p>The following Classifications will not populate NRS Table 7, and should be used only for staff members whose funding does not come from state/federal dollars: •Clerical/Support •Other</p>
Employment Status	Indicates the staff employment status; regular staff, contractor, volunteer, or volunteer tutor. Volunteer or Volunteer Tutor will populate NRS Table 7 as Unpaid Volunteers. Contractor will not populate NRS Table 7.
Full Time	Indicates that the staff member is a full-time (box checked) or part-time (box not checked) employee of your agency
Start Date	The date the staff member began employment at the agency. Class or workshop assignment dates must be on or after this date.
Years of Teaching Experience in Adult Education	Required number of years of teaching experience in adult education. Required for all staff members, including those not designated as a local teacher. 0 is an acceptable option; the field cannot be left blank. This field should include only years of teaching experience in adult education; it should not include teaching experience in other types of education or administrative experience in adult education. This field should be manually updated every fiscal year if the teacher has increased their years of experience in adult education.

### Staff Detail Record

The staff header displays key information about the staff in the record that is currently open, and shows at the top of each staff detail tab. The header itself cannot be edited, but the fields that display in the header may be edited elsewhere in the staff detail record, or populate automatically. The staff header will update to display any changes.

The staff detail toolbar allows you to:

- Add a new staff record
- Delete the staff record currently open

The Record Indicator at the top right of the staff header shows what record you in out of a selection of records, and allows you to move forward or back either by record, or to the beginning or end of the staff in the list. When you use the arrows to move forward or back, the record will be at the same panel and/or tab you were previously in. A variety of information may be entered in the staff detail record at the individual tabs and panels. Not all of the data you can track will be useful to every agency. The best approach is to look at any required reports, since many reports require specific data that is contained within a small number of fields. You should also decide what additional data you want or need to track for daily program management.

The Staff record contains the following tabs:

- Staff Data
- Assignments
- Hours
- Workshop Enrollments
- Workshop Attendance
- Professional Development
- Demographics
- History

## **Staff Data Tab**

The Staff Data tab contains four individual panels that allow you to track staff assignments, workshop enrollments and attendance, and other information that may be tracked in your agency for daily program management. The Staff Data panels are:

- Key Info
- Credentials
- Materials
- Comments

### **Key Info Panel**

The Key Info panel contains key data regarding the staff record, and is primarily populated based on information entered on the Intake Form. Fields with a red asterisk \* are required fields, and edits to the Key Info panel will not be saved if any required fields are left blank through editing or deletion.

Editing within the panel can be done by opening the panel and typing directly into the field(s) you wish to edit. While making changes, the header and other tabs will become inactive until the changes have been saved or cancelled within the panel you are currently accessing.

### **Credentials**

The Credentials panel allows credential or certification information related to the staff record to be entered, edited, viewed or deleted. Information entered into the Credentials panel will affect NRS Table 7. A staff member may have more than one credential type, and a record for each type should be entered. Both the Type and Date Earned are required for the information to correctly populate Table 7, which is a mandatory table if you do NRS reporting. If the staff member has additional certifications or credentials outside of the four tracked on Table 7, you should enter those based on your state or agency policy.

To add a new credential, click the Add New Record button to open a new credential window. Other areas of the database will be inactivated until the record is saved or cancelled. After entering the credential information, click Save to save the record and return to the Credential panel, or Save and New to save the current record and get a new window to add an additional record, until clicking Save on the final record. Click Cancel to return to the credential panel without saving the record. To edit, click the Edit icon to the right of the credential record and make edits, then Save. To delete, click the Delete icon to the right of the credential record and verify that you wish to delete the record.

### **Materials Panel**

The Material panel allows material records checked out to the staff to be viewed. Material information populates automatically from the Materials tab and cannot be edited or deleted from the staff record. New materials cannot be added from the staff record or checked out/given away from the staff record; these actions must occur in the Materials record itself. Any additions or edits to materials data must be made from the Materials tab record.

### **Comments Panel**

The Comments panel allows comments related to the staff record to be entered, edited, viewed or deleted.

To add a new comment, click the Add New Record button to open a new comments window. Other areas of the database will be inactivated until the record is saved or cancelled. After entering the comment information, click



Save to save the record and return to the Comments panel, or Save and New to save the current record and get a new window to add an additional record, until clicking Save on the final record. Click Cancel to return to the Comments panel without saving the record. To edit the record, click the Edit button to the right of the comment record and make edits, then Save. To delete, click the Delete button to the right of the comment record and verify that you wish to delete the record.

## **Staff Assignments Tab**

There are two assignment settings for staff – class and workshop. Classes and workshops must be created at their respective tabs prior to assigning the staff. The Assignments tab is comprised of two sections - the assignments header and the assignments grid.

### **Assignments Header**

Views: There are two available views on the View dropdown list in the assignment header: •

- Assignments (default)
- Meeting Info

Click on the down arrow in the dropdown menu to display and select one of the available views. The selected view will remain in place when using the record indicator at the top right to move forward or back to records within the Enrollments tab.

### **Assign a Staff to a Class or Workshop**

Assigning a staff is pretty much exactly like enrolling a student in a class. To assign a staff to a class or workshop:

1. Click the arrow on the dropdown list, and select either Assign to Class or Assign to Workshop.
2. On the data chooser, select one or more class or workshop records by checking the box on the row. Only active classes or workshops that the staff is not currently assigned to will display on the data chooser.
3. Enter an Assign Date at the bottom left of the window, or click Show Selected to display the selected classes or workshops. Show Selected allows you to enter a separate assignment date in the field on the grid if multiple classes or workshops have been selected.
4. Click Assign.

### **Assignments Grid**

The assignments grid displays the staff assignment data. The assignment grid contains Rows and Columns, which work the same as all grids in LACES NexGen. Column headings on the assignments grid can be dragged to the top row heading to group by column.

### **Editing and Deleting Assignments**

Click the Edit icon to open an assignment record for viewing or editing. This will open the assignment record and allow you to make and save changes. The fields that you are allowed to edit vary with the type of assignment. When you are editing assignment data, you cannot navigate to a different tab or panel in the staff detail record until the edits to the assignment data are either saved or canceled. To show that the staff member is inactive in a class, edit the assignment record and select Inactive from the Status dropdown list. Inactive indicates that the staff completed the assignment, or left the assignment. The assign status in a class or workshop does not automatically affect the overall status of the staff. This must be changed manually. The Delete icon allows you to delete existing assignments. Before an assignment record can be deleted, all associated hours must be deleted first. Be sure to review and update the overall status of your staff members at the end of each fiscal year,

especially if the staff member is leaving your program. The overall status of staff members who are not continuing should be changed to Left.

### **Staff Hours Tab**

The Hours tab is for entering hours that the staff member provided in a class or workshop assignment, typically instructional hours. The Hours tab is comprised of two sections; the hours header and the hours grid. Hours Header There is one available view on the View dropdown in the hours header: Staff Hours

### **Add Hours**

To add hours to the staff record:

1. Click the Add button.
2. The Add Hours data chooser will display.
3. You may make multiple date selections by clicking the dates on the calendar for which you would like to add hours.
4. When the start and end date of an assignment is within the selected dates, the assignment type will display.
5. Check the assignment you wish to add hours for.
6. Select the hours type and enter the number of hours then click Add.
7. A row will display for each date selected for the assignment type.
8. The Hours Type, Hours Present, Hours Absent, and Late may be edited on each individual row. (If you don't want to add a particular hours record, uncheck the record on the data chooser grid.)
9. To add additional hours types, click Add Hours Type and select from the dropdown list.
10. Click Save, or Save and New.

### **Unlinked Hours**

Unlinked Hours are not associated with an instructional setting, and should be entered only when there is a valid reason to do so in the staff record.

### **Hours Grid**

The hours grid displays hours data. The default selection is all hours records, which display in chronological order beginning with most current. The hours grid contains Rows and Columns, which work the same as all grids in LACES NexGen. Column headings on the enrollments grid can be dragged to the top row heading to group by column.

### **Editing and Deleting Hours Records**

Click the Edit icon to open an hours record for viewing or editing. This will open the hours record and allow you to make and save changes. Date, Hours Present, Hours Absent, and Late may be edited. When you are editing hours data, you cannot navigate to a different tab or panel in the staff detail record until the edits to the hours data are either saved or canceled. The Delete icon allows you to delete hours records.

### **Staff Workshop Enrollments Tab**

The Workshop Enrollments tab in the staff record allows you to track a staff member's enrollments in workshops. Workshops are created at the Workshop tab, and may be created for professional development or workshops that relate to staff continuing education.

## **Workshops Enrollments Header**

There are two available views on the View dropdown list in the workshop enrollment header:

- Enrollments (default)
- Meeting Info

Click on the down arrow in the dropdown menu to display and select one of the available views. The selected view will remain in place when using the record indicator at the top right to move forward or back to records within the Enrollments tab.

## **Enroll a Staff in a Workshop**

To enroll a staff in a workshop (basically just like enrolling a student in a class):

1. Click the Enroll button.
2. On the data chooser, select one or more workshops by checking the box on the row. Only active workshops that the staff is not currently enrolled in will display on the data chooser.
3. Enter an Enroll Date at the bottom left of the window, or click Show Selected to display the selected workshops. Show Selected allows you to enter a separate enrollment date in the field on the grid if multiple workshops have been selected.
4. Click Enroll.

Staff may not be enrolled in a New Tutor Training Workshop.

## **Workshop Enrollments Grid**

The workshop enrollments grid displays the staff workshop enrollment data. The workshop enrollments grid contains Rows and Columns, which work the same as all grids in LACES NexGen. Column headings on the assignments grid can be dragged to the top row heading to group by column.

## **Editing and Deleting Workshop Enrollments**

Click the Edit icon to open a workshop enrollment record for viewing or editing. This will open the workshop enrollment record and allow you to make and save changes. When you are editing workshop enrollment data, you cannot navigate to a different tab or panel in the staff detail record until the edits to the record are either saved or canceled. The Delete icon allows you to delete existing workshop enrollments. Before a workshop enrollment record can be deleted, all associated hours must be deleted first.

## **Staff Professional Development Tab**

The Professional Development tab is for tracking staff attendance at seminars, conferences, or other training or professional development not associated with a pre-created workshop in LACES NexGen.

Click Add New Record and enter any professional development earned by the staff member by name, date, and number of hours, and Save.

## Dashboard

The Dashboard allows you to visually display data in the forms of ‘widgets’ that are used to help you evaluate the success of your agency in reaching **current fiscal year** state targets and NRS negotiated targets for enrollment and post testing. The dashboard widgets also allow you to ‘drill down’ to the list of students who need post tested or are not receiving instructional hours. Information for the widgets is pulled from raw data – not FY summaries – using a base set of queries.

The dashboard widgets do not run on selection, but run on current fiscal year students with one or more hour of instruction.

To display the Dashboard and select the widgets you wish to display, click the Dashboard menu area link.

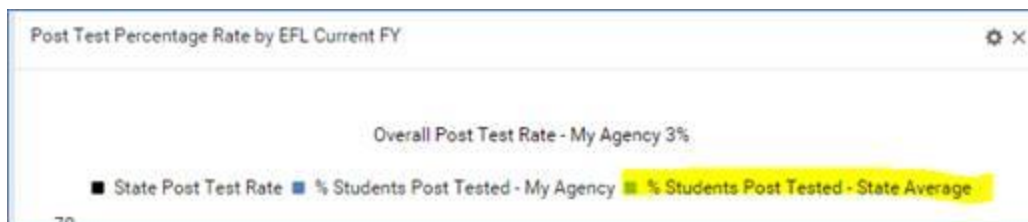
When you click the Dashboard menu area link but no widgets have been selected, you will see the Widget Library list on the left side of the window, and a ‘welcome’ screen that gives you instructions for setting a widget. Once a widget has been selected the ‘welcome’ screen will no longer display.

### Adding, editing, and removing a dashboard widget:

1. Click the Widget Library link.
2. Select a title from the widget library.
3. Widgets that require a parameter will display with the setting side first.
4. Once you have entered the parameter, click Save to display the widget. You may add the widget multiple times with different parameters.
5. To edit the parameter, click the gear icon on the widget.
6. To remove a widget, click the X in the upper right corner of the widget.

Currently, only the first series may be clicked on to drill down into the list of students who meet the dashboard criteria, but we will be implementing multi-series drill downs in a future release.

A series on a graph may be temporarily removed by clicking the legend on the dashboard widget graph. Clicking the legend again will add the series back to the graph. *For example*, the dashboard widget ‘Post Test Percentage Rate by EFL Current FY’ displays a series for ‘% Students Post Tested - State Average.’ Click the label in the heading to temporarily remove that series. Click the label again to display the series.



Once a dashboard widget displays, you may click a bar on the graph to drilldown to the list of students. A tile will display indicating the widget used to display the list. This tile cannot be edited.

The Dashboard options contain the following:

### **Enrollment Dashboard Widgets**

#### **Enrolled Students with No Instructional Hours in [X] Days – by Current EFL**

Displays students, by current EFL, with the overall status of enrolled but with no instructional hours in the past [x] days, starting from yesterday's date. Hours records with 0 hours are counted as no instructional hours.

Students who meet the widget criteria will display by their **current** EFL – not the entry EFL.

#### **Students Enrolled – Actual vs. Target**

Target

- Displays the state enrollment target. If no target has been set, this will be 0.

Enrolled to Date

- Students who have at least one instructional hour in the current FY, regardless of overall status.
- Includes instructional hours from classes, groups, pairs, and unlinked hours.

NRS fundable to date

- Students who are 16+ years of age at intake, and
- Have 12+ instructional hours from class, group, pair, or unlinked hours, regardless of overall status, and
- Assessed at least once in the current FY.

Non-NRS fundable students

- At least one instructional hour in the current FY.
- No assessment OR less than 12 hours in the current FY, regardless of overall status.

The total number of students on the second and third bars will equal the number of students on the first bar.

### **Assessment Dashboard Widgets**

#### **Level Completion by EFL**

% - Negotiated Target

- The level completion target negotiated between the state and the NRS. (*Please refer to your state assessment policy.*)

% Level Gain – My Agency

- The percentage of current FY NRS fundable students who made a level gain by EFL based on the state negotiated target for each level.
- Drill down to the list of students.

*For example:*

The state's negotiated level gain target for entry EFL Low Adult Secondary is 37%. The number of students whose entry level was Low Adult Secondary is 112. Forty-three of those students made a level gain. The percentage of students making a level gain is 39% (rounded to the nearest percent). The negotiated target for entry level Low Adult Secondary has been exceeded.

The target will be 0 when a negotiated target has not been set.

#### % Level Gain - State Average

- The average percentage gain for a particular level for the entire state. This allows you to see how your agency compares with the state average.
- No drill down.

#### Post Test Eligible by EFL

##### Eligible for post test

- Students who have been pre-tested, and have earned enough instructional hours by assessment instrument to be post tested, and
- Students who have been post tested with no level gain, and have earned enough instructional hours by assessment instrument to be post tested again.
- Drill down to the list of students.

##### Eligible for post test/no level gain in current FY

- Students who have been post tested with no level gain, and have earned enough instructional hours by assessment instrument to be post tested again.
- This bar is a subset of the first bar; students who are included on this bar are also included on the first bar.
- Drill down on this bar will be available in a future beta.

##### # students required to be post tested to meet state target

- The number of students with a particular entry level who need to be post tested to meet the state target.
  - a. For example, 13 students have the entry level of ABE Beginning. If your state posttest target is 60%, then a total of 8 students out of the 13 will need to be post tested to meet the target. Since 4 students have already been post tested, your agency currently needs an additional 4 students to be post tested.
- No drill down.

Note that the number may change throughout the current FY as new students enter your program and are pre-tested.

The state posttest target is set by the state, and is typically an overall posttest target – not a posttest target for each individual EFL.

#### Post Test Eligible by EFL Within [X] Instructional Hours

##### Eligible for posttest within X hours

- Students who have been pre-tested, and are within a specific number of hours by assessment instrument to be post tested.
  - a. *For example*, 40 hours are typically required between TABE assessments. Students who have 30 – 39 instructional hours will display when the parameter is set for ‘within 10 instructional hours.’ (Note that at 40 hours the student will display on the widget ‘Post Test Eligible by EFL.’)
- Drill down to the list of students.

Eligible for posttest within X hours/no level gain in current FY

- Students who have been post tested with no level gain, and are within a specific number of hours by assessment instrument to be post tested again.
- This bar is a subset of the first bar; students who are included on this bar are also included on the first bar.
- Drill down on this bar will be available in a future beta.

Note that the number may change throughout the current FY as new students enter your program and are pre-tested.

### **Post Test Percentage Rate by EFL Current FY**

Overall Post Test Rate – My Agency [X] %

- The average percentage of students who have been post tested across all EFLs. The percentage is based on the number of students with 12+ instructional hours who have been pre-tested, divided by the number of students with at least 12 instructional hours who have been post tested at least once in the current FY.
- Entry levels High Adult Secondary and Completed Advanced ESL are not included in the calculation.

State Post Test Rate

- The posttest target set by your state.

% Students Post Tested – My Agency

- The percentage of students post tested by EFL. Only students with at least 12 instructional hours in the current FY are included.
- Drill down to the list of students.

% Students Post Tested – State Average

- Displays the average posttest percentage for a particular level for the entire state. This allows you to see how your agency compares with the state average.
- No drill down.

### **Post Test Percentage Rate Over the Past Two Fiscal Years**

State Post Test Rate

- The posttest target set by your state.

Overall percentage of post tested students this FY – My Agency

- First bar: percentage of students post tested in the current FY in your agency. Note that this percentage will be the same as the 'Overall Post Test Rate – My Agency' in the widget 'Post Test Percentage Rate by EFL Current FY.' Drill down to the list of students.
- Second Bar: percentage of students post tested in the previous FY. This percentage is based on the number of instructional hours and the entry level in the student's previous FY summary. Drill down on this bar will be available in a future beta.

Overall percentage of post tested students this FY: State

- Third bar: average posttest percentage of students post tested in the current FY for the entire state. No drill down.
- Fourth bar: average posttest percentage of students post tested for the previous FY for the entire state. No drill down.

## Post Test Percentage Rate by EFL Past Two Fiscal Years

### Average Post Test Rate – Current FY: [X]%

- Average percentage of students who have been post tested across all EFLs. The percentage is based on the number of students with 12+ instructional hours who have been pre-tested, divided by the number of students with at least 12 instructional hours who have been post tested at least once in the current FY.
- Entry levels High Adult Secondary and Completed Advanced ESL are not included in the calculation.
- This percentage will match the ‘Overall Post Test Rate – My Agency’ percentage on the widget ‘Post Test Percentage Rate by EFL Current FY.’

### Average Post Test Rate – Previous FY: [X]%

- Percentage of students post tested in the previous FY. This percentage is based on the number of instructional hours and the entry level in the student’s previous FY summary.
- This percentage will match the ‘Overall percentage of post tested students last FY’ on the widget ‘Post Test Percentage Rate Over the Past Two Fiscal Years.’

### % Students Post Tested Current FY

- Percentage of students post tested by EFL in the current FY in your agency.
- These percentages by EFL will be the same as ‘% Students Post Tested – My Agency’ in the widget ‘Post Test Percentage Rate by EFL Current FY.’

### % Students Post Tested Previous FY

- Percentage of students post tested by EFL in the previous FY. This percentage is based on the number of instructional hours and the entry level in the student’s previous FY summary.
- The percentages by EFL will be the same as the ‘% Students Post Tested – My Agency’ in the widget ‘Post Test Percentage Rate by EFL Current FY.’



## **Table 1**

### **Participants by Entering Educational Functioning Level, Ethnicity, and Sex**

To be a participant, students must have 12 or more hours in the 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 1 should match the totals for Tables 2, 3, and 4, as well as the sums for the rows/columns for Employment Status and Highest Education Level at Entry/Location on Table 6. Table 1 is fiscal year based.

**A Period of Participation (PoP)** begins when a student enters your program and has 12 or more instructional hours, and ends when the student exits, as demonstrated by not having additional activity 90+ days after the last activity date. It is considered a new entry if the student returns in the current program year after a gap of 90+ days since the last activity. At that time a new PoP will begin. While it is possible for a student to have up to four PoPs within a fiscal year, most students will have one or two.

**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 1.

The assessment administered as the pre-test must be a valid, state and OCTAE approved assessment resulting in a valid Educational Functioning Level. Students who enter as Completed Advanced ESL cannot be counted on the NRS tables and should be re-assessed.

**Ethnicity** is set based on the Ethnicity and Race selections at Intake and can be updated in the Demographics tab>Demographics panel. A selection must be made for both Ethnicity and Race. Guidance from the NRS regarding definitions for Race and Ethnicity can be found here:  
<http://www.nrsweb.org/docs/tips/RaceandEthnicity.pdf>

**Sex** or gender is set based on the Gender selection at Intake and can be updated in the Demographics tab>Demographics panel. Sex should be based on what is indicated by the participant.

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

## **Table 2**

### **Participants by Age, Ethnicity, and Sex**

To be a participant, students must have 12 or more hours in the 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 2 should match the totals for Tables 1, 3, and 4, as well as the sums for the rows/columns for Employment Status and Highest Education Level at Entry/Location on Table 6. Table 2 is fiscal year based.

**A Period of Participation (PoP)** begins when a student enters your program and has 12 or more instructional hours, and ends when the student exits, as demonstrated by not having additional activity 90+ days after the last activity date. It is considered a new entry if the student returns in the current program year after a gap of 90+ days since the last activity. At that time a new PoP will begin. While it is possible for a student to have up to four PoPs within a fiscal year, most students will have one or two.

**Age** is automatically calculated by the database based on the Birthdate field at intake and is automatically increased by one every year on the birthdate. Birthdate can be updated in the Demographics tab>Demographics panel; Age is auto-calculated and cannot be edited.

**Ethnicity** is set based on the Ethnicity and Race selections at Intake and can be updated in the Demographics tab>Demographics panel. A selection must be made for both Ethnicity and Race. Guidance from the NRS regarding definitions for Race and Ethnicity can be found here:  
<http://www.nrsweb.org/docs/tips/RaceandEthnicity.pdf>

**Sex** or gender is set based on the Gender selection at Intake and can be updated in the Demographics tab>Demographics panel. Sex should be based on what is indicated by the participant.

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

### Table 3 Participants by Age, Ethnicity, and Sex

To be a participant, students must have 12 or more hours in the 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 3 should match the totals for Tables 1, 2, and 4, as well as the sums for the rows/columns for Employment Status and Highest Education Level at Entry/Location on Table 6. Table 3 is fiscal year based.

**A Period of Participation (PoP)** begins when a student enters your program and has 12 or more instructional hours, and ends when the student exits, as demonstrated by not having additional activity 90+ days after the last activity date. It is considered a new entry if the student returns in the current program year after a gap of 90+ days since the last activity. At that time a new PoP will begin. While it is possible for a student to have up to four PoPs within a fiscal year, most students will have one or two.

**Age** is automatically calculated by the database based on the Birthdate field at intake and is automatically increased by one every year on the birthdate. Birthdate can be updated in the Demographics tab>Demographics panel; Age is auto-calculated and cannot be edited.

**Program Type** is displayed based on the four primary programs and the subset of students from the primary programs who are additionally in an Integrated Education and Training Program (IETP).

Students are indicated as being in Adult Basic Education, Adult Secondary Education, or English Language Acquisition based on their Entry Educational Functioning Level. Entry EFL is set based on the tracked subject area pre-test for the fiscal year. 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.

Adult Basic Education is populated by students with an entry EFL of ABE Levels 1-4.

Adult Secondary Education is populated by students with an entry EFL of ABE Levels 5-6.

English Language Acquisition is populated by students with an entry EFL of ESL 1-6 who are not enrolled in Integrated English Literacy and Civics Education (IELCE).

**Integrated English Literacy and Civics Education** is populated based on the **Secondary Program** field in LACES displaying IELCE. Secondary Program is set at Intake and can be updated in the Education tab>Education panel.

*IELCE 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.”*

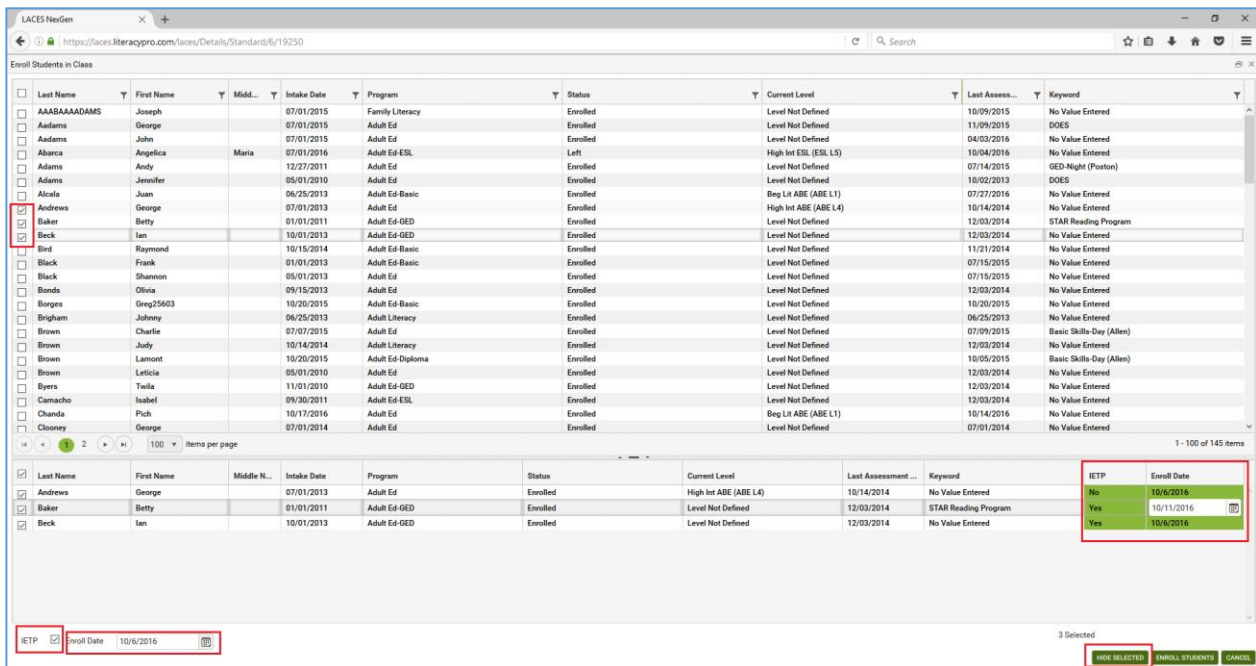
The subset program of **Integrated Education and Training Program** tracks participants who are in one of the above Primary Programs but additionally meet the IETP requirements. IETP is not currently a requirement for every program in every state and may not be implemented at your agency. Consult your state office for additional guidance.

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.*

**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.



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**

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.

Client: DC Agency: DC LACES Training

DASHBOARD STUDENT **CLASS** STAFF TUTOR PAIR GROUP WORKSHOP CONTACT DONOR MORE

ABE Level 1-3 + ADD NEW CLASS + DELETE CLASS RECORD + PRINT

Class ID: 19250 End Date: 6/30/2017 Bldg/Room: No Value Entered

Term: 2016-2017 Program: Adult Ed Max Enroll: 50

Course Number: Class Keyword: No Value Entered Enrolled: 6

Title: ABE Level 1-3 Days: Waiting: 0

Status: Active Times: Completed: 0

Start Date: 7/1/2016

Class Data **Enrollment** Attendance Instructor Instructor Hours Comments

View: Change Student Grades ENROLL COMPLETE STUDENTS RE-ENROLL STUDENT(S) DUPLICATE CLASS GRADES EXPORT Date Range:

End Date	Variable Credit Class	Letter Grade	Final Grade	Possible Credit Class	Earned Credits	Grade Points	Quality Points	Units	Class Meets Requirement	Elective	Honor	Work Credit	Remedial	Standardize 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	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	09/15/2016	

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.

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

## Table 4

### Measurable Skills Gains by Entry Level

To be a participant, students must have 12 or more hours in the 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.

**A Period of Participation (PoP)** begins when a student enters your program and has 12 or more instructional hours, and ends when the student exits, as demonstrated by not having additional activity 90+ days after the last activity date. It is considered a new entry if the student returns in the current program year after a gap of 90+ days since the last activity. At that time a new PoP will begin. While it is possible for a student to have up to four PoPs within a fiscal year, most students will have one or two.

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 enrolled 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 assessment or entry in post-secondary enrollment. Students only receive credit for *the most recent gain (from either Column D or E)* in a period of participation and do not receive additional credit for more than one gain in a PoP.

For a gain based on assessment, the pre-test subject area for the period of participation and the post-test in the same subject area in the same period of participation must result in a scaled score or GLE increase sufficient to demonstrate a gain in the entry EFL to a higher EFL. Assessment data is entered in the **Assessments panel**. EFL gains must be made within the fiscal year and within the period of participation. You can verify a gain by looking at the Pre and Post indicators in the Assessment panel and seeing an increase in EFL, or by looking in the Outcomes panel>PoP Summary/Measurable Outcomes tab and seeing "Yes" in either the EFL Gain (MSG) or Enrolled in PS Ed/Trng (MSG) column.

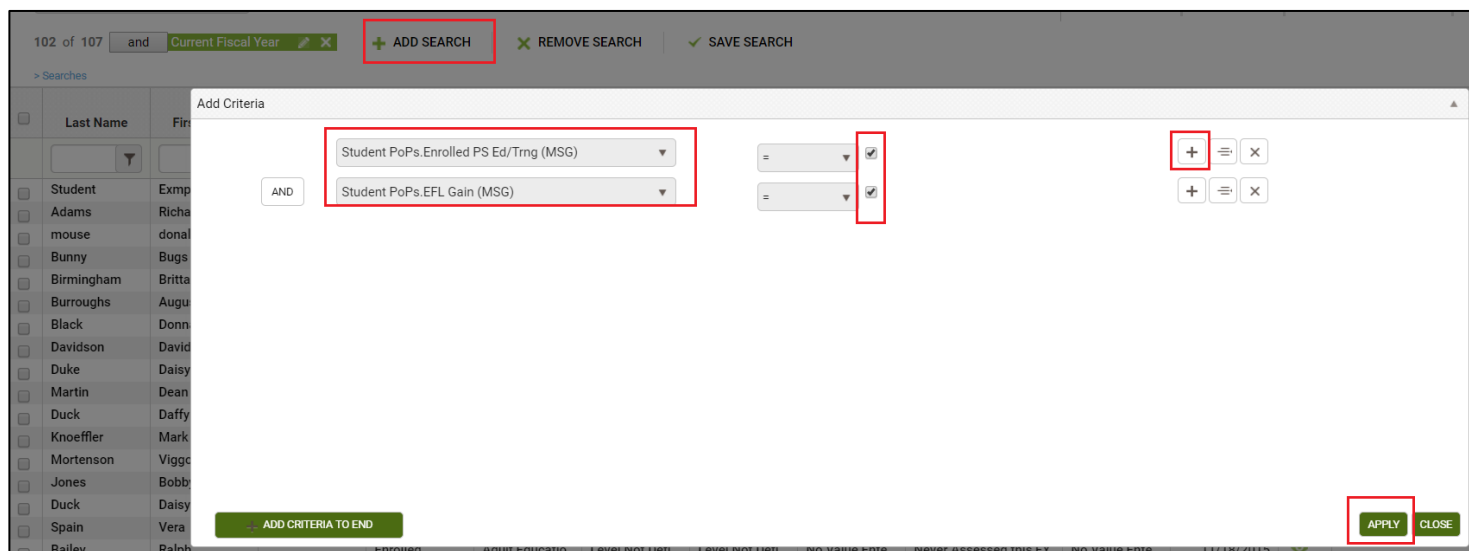
For a gain based on enrollment in post-secondary education or training, evidence of enrollment must be entered in the **Education tab>Postsecondary Education or Training panel**. Entry into Postsecondary Education or Training must occur after exit and on or before the current fiscal year end in order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

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 by going to the student grid>Current FY Students and clicking Searches>NRS>NRS Table 4>click the total number at the bottom of Column D.

You can also search for students completing a gain in Column D by going to the student grid>Current FY Students>+Add Search option. From the +Add Search window, click the drop 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.



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 typically 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 while enrolled or after exit if prior to the end of the fiscal year. Attainment of an HSE for Table 4 purposes must occur on or before 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 do not receive additional credit 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.
2. 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.



You can search for students completing a gain in Column E by going to the student grid>Current FY Students and clicking Searches>NRS>NRS Table 4>click the total number at the bottom of Column E.

You can also search for students completing a gain in Column E 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 Attained SSD (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 attainment of a recognized secondary school diploma or its equivalent.

**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 did not have a gain 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 did not have a gain 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 **any** 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.

Current NRS Table	Change	New NRS Table
Table 4: Measurable Skill Gain and Attendance by Educational Functioning Level	1. EFL gain expanded to be Measurable Skill Gain, defined as: <ul style="list-style-type: none"> <li>a) EFL gain by pre- and post-testing in the same subject area</li> <li>b) completion of Carnegie Units</li> <li>c) <i>after exit</i> from an ABE/ASE program, entry into postsecondary education or training within the program year</li> <li>d) attainment of a secondary credential or equivalent within the program year</li> </ul> 2. Column for completed and advanced no longer reported and therefore removed from table 3. New columns (I, J, K) added for period of participation reporting 4. Columns B-H, excluding column C only report the data obtained for the first period of participation. Column C displays attendance hours for the full fiscal year.	Table 4: Measurable Skill by Entry Level

**Impact on your data entry:**

**1. EFL gain expanded to be Measurable Skill Gain (MSG), defined as:**

**a) EFL gain by pre- and post-testing in the same subject area:** LACES will continue to track pre- and post-assessment and calculate gains. The potential for data entry impact will be related to what is considered a pre-test and what is considered a post-test within separate periods of participation.

To understand assessments with relation to periods of participation, it is necessary to understand what a period of participation is, and how the order in which hours, enrollments, and assessment dates are entered can impact this data.

**A Period of Participation (PoP)** begins when a student enters your program and has activity, and ends when the student leaves, or does not have additional activity 90+ days after the last activity date. It is considered a new entry if the student returns in the current program year after a gap of 90+ days since the last activity. At that time a new PoP will begin. While it is possible for a student to have up to four PoPs within a fiscal year, most students will have one or two.

A read only PoP summary record will populate at the **Outcomes tab/PoP Summary/Measurable Outcomes panel** once a **level defining pre-test** AND **12 instruction hours** have been entered in the student record. Students do not count on NRS Table 4 until they have at least one PoP. (Please refer to the Table 4 <https://sites.google.com/a/literacypro.com/wioa-laces-updates/home> instructions link)

**A student does not count as an NRS participant if they do not have a period of participation within the fiscal year. It is possible for a student to have 12+ hours in a Fiscal Year, but have 90 gaps between hours that prevent them from having a PoP.**

Students can have a PoP that crosses the fiscal year, resulting in them counting on the NRS tables in both years, even if they did not have 12+ hours in the second fiscal year. For example, if a student attends with 12+ hours and a valid EFL from 2-11-17 until 7-5-17 and then exits without earning 12+ hours in 17/18, their period of participation crosses the fiscal year and they would still populate the 17/18 NRS tables even though they did not have 12+ hours in 17/18.

**All student data has been synced to a PoP.** This means that students who meet the requirements to be in a PoP will display a record(s) at the student Outcomes tab/PoP Summary/Measurable Outcomes panel.

Each PoP summary record will display:

- A start date
- An end date
- Total number of instruction hours in the PoP
- Subject area
- Entry level
- Exit level
- Completed Level
- Obtained Secondary Credential (based on an assessment record or a diploma info record)
- Entered Postsecondary Education (based on a Postsecondary Education or Training record)
- Left Date

**IMPORTANT NOTE:** Employment information will (likely) be included in the PoP summary record in a future release.

**How PoP Data is Calculated**

PoP Start Date	<p>First activity in a PoP:</p> <ul style="list-style-type: none"> <li>▪ First assessment date, whether a level defining assessment or not</li> <li>▪ First hours date, regardless of hours type</li> <li>▪ The student start date in a class, group, or workshop, or pair match date</li> <li>▪ Diploma/Credential record date earned</li> </ul>
PoP End Date	<p>Last activity in a PoP:</p> <ul style="list-style-type: none"> <li>▪ Most recent assessment date, whether level defining assessment or not</li> <li>▪ Last hours, regardless of hours type</li> <li>▪ Most recent start date in a class, group, or workshop, or pair match date if there are not hours entered after that date within 90+ days</li> </ul>
Instruct Hours	<ul style="list-style-type: none"> <li>▪ The total number of instructional hours between the PoP start and end date. (Remember that an hours date may also be used to calculate the PoP start or end date.)</li> </ul>

Subject Area	<ul style="list-style-type: none"> <li>The subject area of the assessment in effect between the Pop start and end date. (Remember that an assessment date may also be used to calculate the PoP start or end date.)</li> </ul>
Entry Level	<ul style="list-style-type: none"> <li>The entry level based on the level defining assessment identified as the pretest in the PoP.</li> </ul>
Exit Level	<ul style="list-style-type: none"> <li>The exit level based on the assessment identified as the post test in the PoP, or the level of the assessment identified as the pretest if no post test has been entered.</li> </ul>
Left Date	<ul style="list-style-type: none"> <li>Left date in the PoP. This date will not display until 90 days after the last activity in a PoP, but will be based on the left date rules.</li> </ul>
Enrolled PS Education/Training (MSG) (measurable skills gain)	<ul style="list-style-type: none"> <li>Displays 'yes' if the student entered postsecondary education <i>after the exit</i> 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&gt;Postsecondary Education or Training panel.</li> </ul>
EFL Gain (MSG)	<ul style="list-style-type: none"> <li>Displays 'yes' if level is completed from a post test in the tracked subject area for the PoP.</li> <li>Displays 'yes' if entry level is ABE L6 and the student earns a secondary school diploma.</li> <li>Displays 'yes' if the student entered Postsecondary education or training <b>after PoP exit date</b> but before the last day of the fiscal year. <b>NOTE:</b> Entered Postsecondary after exit now counts as an EFL gain on Table 4: (click for further info): <a href="https://sites.google.com/a/literacypro.com/wioa-laces-updates/home">https://sites.google.com/a/literacypro.com/wioa-laces-updates/home</a>.</li> </ul>
Attained SSD (MSG)	<ul style="list-style-type: none"> <li>Displays 'yes' if the student earned a secondary credential. Attainment of a secondary school diploma/credential can be entered in the student record at the Assessments tab or at the Education tab&gt;Diploma/Credentials panel with the Type and Date Earned entered.</li> </ul>

In the screenshot below:

- The student's first enrollment was on 7/5/2016, which set the PoP start date.
- The last instruction hours were on 7/14/2016, which set the PoP end date.
- There was a total of 14 instructional hours in the PoP.
- The student's assessment subject was Read.
- The assessed entry level was ABE L5.
- The student did not have a post test, so the exit level was also ABE L5.

- Completed Level is 'yes' because the student Entered Postsecondary Education after the PoP exit date but before the end of the fiscal year. Entering Postsecondary after PoP exit may now count as an EFL gain on Table 4.
- Obtained Secondary Credential is 'yes' because the student earned a GED.
- Left Date is 7/14/2016, which is the date of the last instruction hours.
- Entered Postsecondary Education is 'yes' because the student has a Postsecondary Education record entered after the end date of the PoP but before the last day of the fiscal year.

PoP Summary/Measurable Outcomes											
<input type="checkbox"/>	Start Date	End Date	Instruct Hours	Subject Area	Entry Level	Exit Level	Completed Level	Obtained Secondary Credential	Left Date	Entered Postsecondary Education	Creation Date
<input type="checkbox"/>	07/05/2016	07/14/2016	14	Read	ABE L5	ABE L5	Yes	Yes	07/14/2016	Yes	03/24/2017

**REMEMBER: A new PoP will not begin until there is activity 90+ days after the previous PoP end date. A PoP summary record will not populate until an assessment and 12+ instruction hours have been entered.**

**Q:** A student in my program has had an assessment, is enrolled in a class, and has hours, but doesn't have a PoP Summary/Measurable Outcome record. Why not?

**A:** In order for a PoP Summary/Measurable Outcomes record to populate, the student must have at least 12 instructional hours without a gap. For example, look at the screenshot below.

Even though this student has been assessed and is enrolled, the student did not earn at least 12 hours before a 90 day gap in activity. The student earned 4.75 hours between 8/31/2016 and 11/11/2016. There is a 90+ day gap between the hours on 11/11/2016 and 2/24/2017. The student still has not earned at least 12 instructional hours after the gap, so will not have a PoP record until at least 2 more instructional hours are earned within 90 days of 3/3/2017.

Drag a column header and drop it here to group by that column						
<input type="checkbox"/>	Enrollment Type	Date	Title	Instructor Name	Hours Type	Hours Present
<input type="checkbox"/>	Class	03/03/2017	Adult Education		Instruction-AB...	5.50
<input type="checkbox"/>	Class	02/24/2017	Adult Education		Instruction-AB...	5.00
<input type="checkbox"/>	Class	11/11/2016	Adult Education		Instruction-AB...	2.50
<input type="checkbox"/>	Class	10/31/2016	Adult Education		Instruction-AB...	1.25
<input type="checkbox"/>	Class	08/31/2016	Adult Education		Instruction-AB...	1.00

### Assessments in PoPs

You will notice additional columns on the Student Assessments grid at the Pre/Post default view.

View: Change  
Pre/Post

Add Assessment:

Assess Status in Subj Area: Assessed once this FY

ESL Student: No

Drag a column header and drop it here to group by that column

<input type="checkbox"/>	Fiscal Year	Assessed Date	Pre/Post	PoP 1 Pre/Post	PoP 2 Pre/Post	PoP 3 Pre/Post	PoP 4 Pre/Post	Instrument/Form/Level
<input type="checkbox"/>	2016-2017	07/08/2016	Pre	Pre	Pre			TABE / Survey 9 / A
<input type="checkbox"/>	2016-2017	07/08/2016						TABE / Survey 9 / A
<input type="checkbox"/>	2016-2017	07/08/2016						TABE / Survey 9 / A

The additional columns allow you to see the assessments being used as the pre and post tests within a PoP.

**There are four PoP Pre/Post columns because it is possible for a student to enter your program 4 times within the program year with 90+ day gaps.**

It is important to understand what displays on the assessment grid and how the information pertains to the student's assessment activities. ***Hours and assessment dates are VITALLY IMPORTANT for determining if an entered assessment is a pre or post assessment in a new PoP, please read thoroughly!***

<p><b>Pre/Post Column</b></p>	<p>The Pre/Post column identifies the assessments being used as the pre and post tests for the <b>entire program year</b>. The assessments in this column populate the student header 'Subject Area', 'Entry Level', and 'Current Level' fields. This is exactly what LACES has always done, so there is NO CHANGE to this functionality.</p> <p>This column and functionality was not changed since many independent literacy agencies who also use LACES do not report to the NRS, and their additional reporting needs may not include PoPs.</p> <p><b>Important:</b> Depending on whether or not a subject area override has been indicated, an assessment that shows as the pretest in this column may not be the pretest for the first PoP. This is explained in further detail below for Assessment Rule 1.</p>
<p><b>Pop 1, PoP 2, PoP 3, PoP 4 Pre/Post Columns</b></p>	<p>These columns identify the assessments being used as the pre and post tests for each student program entry that starts a new PoP.</p> <p>There are specific rules that are used to identify existing assessments as the pre or post test in a PoP, or to determine the pretest or subject area in a PoP when a new assessment is entered. See the rules below.</p>

## Assessment Rules

1. The **most recent assessment** in the subject area is carried forward as the pretest for the next PoP after a 90+ day gap in activity, regardless of scaled score or SPL/GLE.
2. The user may override the carried forward assessment by selecting a different subject area in the previous PoP. The most recent assessment in the subject area, however, will be used as the pretest in the new PoP.
3. A level defining assessment, regardless of subject area, entered before the first hours date after the start of a PoP will override the automatically carried forward assessment.
4. An assessment in the subject area entered AFTER the first hours date in a PoP will be considered to be the post test when there is a carried forward pretest.
5. Any assessment in a different subject area entered AFTER the first hours date in the PoP can be set as the subject area in the PoP, overriding the default subject area.

To enter Postsecondary Education or Training, open the student record. Go to the Education tab, Postsecondary Education or Training panel, and click to expand the panel:

The screenshot shows a web application interface for student records. At the top, there is a navigation bar with tabs: DASHBOARD, STUDENT, CLASS, STAFF, TUTOR, PAIR, GROUP, WORKSHOP, CONTACT, DONOR, and MORE. Below the navigation bar, there are buttons for '+ ADD NEW STUDENT', 'DELETED STUDENT RECORD', and 'PRINT'. The main content area displays student information for Student ID: 226000, Intake Date: 9/13/2016, Current Level: Level Not Defined, Overall Status: Prospective, Left Date: 9/13/2016, Entry Level: Level Not Defined, Program: Adult Ed, Student Keyword: No Value Entered, and Subject Area: No Value Entered. Below this information, there is a tabbed interface with tabs: Student Data, Assessments, Enrollments, Hours, Outcomes, Demographics, Education, Services, and History. The Education tab is selected and highlighted with a red box. Under the Education tab, there is a list of panels: Education, Diplomas/Credentials, Instructional Areas, Postsecondary Education or Training, and Language. The Postsecondary Education or Training panel is highlighted with a red box.

Once the panel is expanded, click the Add New Item + link. In the pop-up window, enter the Postsecondary Institution Type (Education or Training) and the Entry Date. Entry Date **is required**, despite lacking the red asterisk. Other fields may be entered, if desired but are not required.

Add New Postsecondary Education or Training Record

\*Postsecondary Institution Typ... Education

Name of Postsecondary School...

Address 1:

Address 2:

City:

State: No Value Entered

Zip:

District: No Value Entered

Phone at Address:

Industry:

Course of Study:

Entry Date: 2/21/2017

**d) attainment of a secondary credential or equivalent:** No impact to your data entry process. This will continue to be tracked based on evidence of completion of a secondary school credential or equivalent through entry into the Assessments tab, entry of a qualifying credential in the Diploma/Credential panel of the Education tab, or data match by the state, if applicable.

Secondary school credentials are GED, TASC, HiSet, state-approved high school equivalency exams, and NEDP. These may be entered as a record at the student Education tab>Diplomas/Credentials panel with the Diploma/Credential Type selected, and the Date Earned entered, or by entering the assessment scores in the Assessment tab.

There are three *changes in the way secondary credentials* are reported on [NRS Table 4](#).

1. Obtaining a secondary credential is not counted as a completed level when the student's entry level is ABE L6, as it was previously on Table 4. Now, obtaining a secondary credential counts on the new Table 4 in column E (Attaining a secondary school diploma or its equivalent.)
2. Students do not have to enter at ABE L6 in order to count on Table 4 as attaining a secondary credential.
3. Table 4b no longer has a row for ABE L6 to show completed level when a student attains a secondary credential.

**2. Column for completed and advanced no longer reported and therefore removed from table:** No impact on your data entry

**3. New columns (I, J, K) added for period of participation reporting:**

Periods of participation track students who exit the program for 90 days or more and have no scheduled services and then return to the program.

A student is considered to have entered their first period of participation upon enrollment for the fiscal year and attainment of 12 or more hours with a valid entry Educational Functioning Level. (Note that beginning in FY 17/18,



there will be new tables that will track “NRS Reportables”- students with less than 12 hours in the fiscal year and a valid entry Educational Functioning Level. Once this is implemented, a period of participation will begin at the time of enrollment for the fiscal year regardless of number of hours, with the number of hours determining if the student is a reportable (<12 hours) or participant (>12 hours) for the period of participation.)

Students can have multiple periods of participation in a fiscal year. A new assessment should be administered OR the appropriate assessment from the prior period can be used for each new period of participation, based on your state’s assessment policy. Barriers to employment should be updated each new period of participation if they have changed from the last period of participation.

Participants cannot be determined to have exited the program until at least 90 days have elapsed since their last hour’s date.

Multiple outcomes are reported for students with more than one period of participation, with a maximum of one gain per period reported in column J. If a student achieves multiple MSG’s in one period of participation, only the most recent should be reported on Table 4.

**4. Columns B-H (excluding C) only report the data obtained for the first period of participation:** You will continue to enter in all known information about the student, paying particular attention to accurate data entry for hours in order to insure students do not inadvertently show as exited if they should not be. LACES will determine the accurate periods of participation and measurable skill gains and report them in the correct columns based on the federal guidelines.

You can read additional information related to WIOA changes here:

<https://sites.google.com/a/literacypro.com/wioa-laces-updates/>

## Table 4B

### Educational Functioning Level Gain and Attendance for Pre- and Post-Tested Participants

To be a participant, students must have 12 or more hours in the 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). To display on Table 4B, a participant must have had a valid pre-test followed by a valid post-test in the tracked subject area, within the fiscal year. Table 4B totals generally do not match the other NRS Table totals. Table 4B is fiscal year based.

**Column B** displays the **total number of enrolled NRS participants with both a pre- and post-test in their tracked subject area** 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 4B. Students must additionally have a valid post-test within the same subject area as the indicated pre-test.

The assessment administered as the pre-test must be a valid, state and OCTAE approved assessment resulting in a valid Educational Functioning Level. Students who enter as Completed Advanced ESL cannot be counted on the NRS tables and should be re-assessed.

**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 pre- and post-tested **NRS participants with an EFL Gain** in the fiscal year for each entry educational functioning level. This table only tracks gains made from Educational Functioning Level gain through pre-and post-testing and does not calculate measurable skills gains made from enrolling into postsecondary education or training or attainment of a secondary school diploma or its equivalent.

**Column E** tracks the total **Number Separated Before Achieving EFL Gain** in the fiscal year for each entry educational functioning level. Any student who did not have a level gain in fiscal year and **exited**, through having no services/instructional hours for a 90+ day period, will be displayed in Column E. This table only tracks gains made from Educational Functioning Level gain through pre-and post-testing and does not calculate measurable skills gains made from enrolling into postsecondary education or training or attainment of a secondary school diploma or its equivalent.

**Column F** tracks the total **Number Remaining Within Level** in the fiscal year for each entry educational functioning level. Any student who did not have a level gain in the fiscal year 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 F.

**Column G** displays the **Percentage Achieving EFL Gains** for the fiscal year for that entry EFL. The percentage is calculated by Columns D/Column B.

**Table 4C**  
**Measurable Skills Gains by Entry Level for Participants in Distance Education**

Table 4C is basically Table 4, but only tracks participants for whom the majority of their instructional hours were generated through distance learning.

Distance Learning is tracked if the hours entered for a student are indicated as Instruction-Distance Learning. If 51% or more of a student's Current FY Instructional Hours were generated from Distance Learning, then the student will populate all NRS tables *and additionally* populate 4C and 5A, which are tables specifically used for tracking Distance Learning.

All columns use the same rules and logic as Table 4, but are only populated with students who qualify as Distance Learning participants.

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

Table 5 tracks outcome achievements for **exited** NRS participants. The collection periods for outcomes varies by outcome, and employment outcomes have specific follow-up periods.

***OCTAE will not be collecting Table 5 or its variations (Tables 5a, 8, and 10) for 16/17, and the tables will therefore display no data.***

**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.

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 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 (Column B)	Definition	Participants in Column C (Met)
Employment in 2 <sup>nd</sup> quarter after exit	<b>All NRS participants</b> , except those incarcerated at program entry and who remain incarcerated, who exit during the reporting period	Employment status in second quarter after exit	Number of students from column B who are employed
Employment in 4 <sup>th</sup> quarter after exit	<b>All NRS participants</b> , except those incarcerated at program entry and who remain incarcerated, who exit during the reporting period	Employment status in fourth quarter after exit	Number of students from column B who are employed
Median Earnings, 2 <sup>nd</sup> quarter	<b>All NRS participants</b> who exit during the reporting period and who are employed in the 2 <sup>nd</sup> quarter after exit	Midpoint of wages between lowest and highest wage in the 2 <sup>nd</sup> quarter after exit	Median wage (midpoint of wages between lowest and highest wage)
Obtained a Secondary School Credential & Enrolled in PS Education/Training w/in one year	<b>All NRS participants</b> , except those incarcerated at program entry and who remain incarcerated, <b>who exit</b> during the program year and who were at a <b>9<sup>th</sup> grade equivalent educational functioning level or higher</b> (Low and High Adult Secondary), at entry or exit, as measured by assessment with an approved NRS test	Receipt of a state-recognized secondary credential or diploma during participation or w/in one year after exit and enrollment in postsecondary education or	Number of students from column B with a secondary credential who are enrolled in postsecondary education or training within one year after exit

		training within one year after exit	
Obtained a Secondary School Credential & Employed w/in one year	<b>All NRS participants</b> , except those incarcerated at program entry and who remain incarcerated, <b>who exit</b> during the program year and who were at a <b>9<sup>th</sup> grade equivalent educational functioning level or higher</b> (Low and High Adult Secondary) at entry or exit, as measured by assessment with an approved NRS test	Receipt of a state-recognized secondary credential or diploma during participation or w/in one year after exit and obtained employment within one year after exit	Number of students from column B with a secondary credential who are employed within one year after exit
Attained a Postsecondary Credential w/in one year	<b>All NRS participants enrolled in an IETP</b>	Receipt of a state-recognized postsecondary credential during participation or w/in one year after exit	Number of students from column B with a postsecondary credential earned during participation or within one year after 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 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)	Attained PS Cred w/n 1 year (Outcome Measure)
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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 <sup>nd</sup> Qtr (Outcome Measure)	<p><b>Populated based on the Work History panel of the History tab in the student record.</b></p> <ul style="list-style-type: none"> <li>Follow-up is done for all NRS students except Corrections (incarcerated), <i>regardless of employment status</i></li> <li>Follow-up can be done via state data match -OR- manual survey. There is no longer a required 50% response rate for surveys.</li> <li>You must add a <b>new line of work history</b> 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 <i>date of follow-up</i>.</li> </ul>

	<ul style="list-style-type: none"> <li>Enter earnings into the Earnings field and complete the Earnings Period and Number of Hours so that LACES can populate the Quarterly Earnings. <i>Do not use the Salary field, as that is not the field used for Table 5.</i></li> </ul> <p style="text-align: center;"> Salary: <input type="text"/>  Earnings: <input type="text" value="\$18.00"/> ▲▼  Earnings Period: <input type="text" value="Hourly"/> ▼  Earnings Number Hours: <input type="text" value="32"/> ▲▼  Quarterly Earnings: <input type="text" value="\$6,912.00"/> ▲▼ </p> <hr/> <p style="text-align: center;"> <input type="button" value="SAVE"/> <input type="button" value="SAVE AND NEW"/> <input type="button" value="CANCEL"/> </p> <hr/> <ul style="list-style-type: none"> <li><b>Follow-up should be done the 2<sup>nd</sup> and 4<sup>th</sup> quarter for EACH period of participation</b></li> </ul>
Employed 4 <sup>th</sup> Qtr (Outcome Measure)	<p><b>Populated based on the Work History panel of the History tab in the student record.</b></p> <ul style="list-style-type: none"> <li>Follow-up is done for all NRS students except Corrections (incarcerated), regardless of employment status</li> <li>Follow-up can be done via state data match -OR- manual survey. There is no longer a required 50% response rate for surveys.</li> <li>You must add a <b>new line of work history</b> 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 <i>date of follow-up</i>.</li> <li>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.</li> </ul> <p style="text-align: center;"> Salary: <input type="text"/>  Earnings: <input type="text" value="\$18.00"/> ▲▼  Earnings Period: <input type="text" value="Hourly"/> ▼  Earnings Number Hours: <input type="text" value="32"/> ▲▼  Quarterly Earnings: <input type="text" value="\$6,912.00"/> ▲▼ </p> <hr/> <p style="text-align: center;"> <input type="button" value="SAVE"/> <input type="button" value="SAVE AND NEW"/> <input type="button" value="CANCEL"/> </p> <hr/> <ul style="list-style-type: none"> <li><b>Follow-up should be done the 2<sup>nd</sup> and 4<sup>th</sup> quarter for EACH period of participation</b></li> </ul>

<p>2<sup>nd</sup> Qrt Earnings (Outcome Measure)</p>	<p><b>Populated based on the Work History panel of the History tab in the student record.</b></p> <ul style="list-style-type: none"> <li>Follow-up is done for all NRS students except Corrections (incarcerated), regardless of employment status</li> <li>Follow-up can be done via state data match -OR- manual survey. There is no longer a required 50% response rate for surveys.</li> <li>We strongly recommend adding a <b>new line of work history</b> 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.</li> <li>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.</li> </ul> <div style="text-align: center;"> <p>Salary: <input type="text"/></p> <p>Earnings: <input type="text" value="\$18.00"/></p> <p>Earnings Period: <input type="text" value="Hourly"/></p> <p>Earnings Number Hours: <input type="text" value="32"/></p> <p>Quarterly Earnings: <input type="text" value="\$6,912.00"/></p> </div> <div style="text-align: center; margin-top: 10px;"> <p><input type="button" value="SAVE"/> <input type="button" value="SAVE AND NEW"/> <input type="button" value="CANCEL"/></p> </div> <ul style="list-style-type: none"> <li><b>Follow-up should be done only for the 2<sup>nd</sup> quarter for EACH period of participation</b></li> </ul>
<p>Enrolled PS Ed/Trng (Outcome Measure)</p>	<p><b>Populated based on the Education tab&gt;Postsecondary Education/Training panel and the Assessments panel OR Education tab&gt;Diploma/Credentials panel</b></p> <p>This is a <i>combination outcome</i> for students who <i>both</i> Attain their Secondary School Credential/Diploma <b>AND then</b> enter Postsecondary Education and Training for tracking on Table 5. Enrollment in PS Education or Training as its own outcome is only tracked on Table 4 as a measurable skills gain effective 16/17.</p> <p>This outcome is only tracked for exited NRS participants who were at a 9<sup>th</sup> grade level equivalency or higher in the FY in which they exited.</p> <p>To indicate enrollment in a PS Education or Training, from the individual student record, go to the Education tab&gt;Postsecondary Education or Training panel. Click +Add New record and indicate the Type of Postsecondary Institution (education or training) and the Date Enrolled, then save.</p>
<p>Attained SSD (Outcome Measure)</p>	<p><b>Populated based on the Assessments panel OR Education tab&gt;Diploma/Credentials panel and the Education tab&gt;Postsecondary Education/Training panel or History tab&gt;Work History panel</b></p> <p>This is a combination outcome for students who <i>both</i> Attain their Secondary School Credential/Diploma <b>AND either</b> enter Postsecondary Education and Training or Enter Employment for tracking on Table 5. Attainment of a secondary school</p>

	<p>credential/diploma as its own outcome is only tracked on Table 4 as a measurable skills gain effective 16/17.</p> <p>This outcome is only tracked for exited NRS participants who were at a 9<sup>th</sup> grade level equivalency or higher in the FY in which they exited.</p> <p>To indicate attainment of an SSD from the individual student record, go to the Education tab&gt;Diploma/Credential panel. Click +Add New record and indicate the Type of SSD (GED, TASC or HiSet) and the Date Earned, then save.</p> <p>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.</p>
Attained PS Credential w/n 1 year (Outcome Measure)	<p><b>Populated based on the Education tab&gt;Postsecondary Education/Training panel (Type+ Enrolled Date+Credential Attained + Date Earned)</b></p> <p>This outcome is populated only for students who were enrolled in an IETP program as indicated on Table 3. Completion/attainment is indicated by:</p> <ul style="list-style-type: none"> <li>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&gt;Postsecondary Education/Training panel</li> </ul>

**Employment Measure Follow up Quarters:** Currently, the dashboard and searches display the old method of employment follow-up (first and third quarters). We will be updating LACES to display the new follow-up quarters on the dashboard and searches, but the chart below should be helpful until we can update those features.

If the student exited:	Their Follow-Up Should be Done:	In this Date Range	And will populate in this Fiscal Year's Table 5:
7/1/16 to 9/30/16	2nd Quarter Follow up should be done	1/1/17 to 3/31/17	NRS Table 5 2017-2018
	4th Quarter Follow up should be done	7/1/17 to 9/30/17	NRS Table 5 2017-2018
10/1/16 to 12/31/16	2nd Quarter Follow up should be done	4/1/17 to 6/30/17	NRS Table 5 2017-2018
	4th Quarter Follow up should be done	10/1/17 to 12/31/17	NRS Table 5 2017-2018
1/1/17 to 3/31/17	2nd Quarter Follow up should be done	7/1/17 to 9/30/17	NRS Table 5 2017-2018
	4th Quarter Follow up should be done	1/1/18 to 3/31/18 (Third Quarter)	NRS Table 5 2018-2019
4/1/17 to 6/30/17	2nd Quarter Follow up should be done	10/1/17 to 12/31/17	NRS Table 5 2017-2018



	4th Quarter Follow up should be done	4/1/18 to 6/30/18	NRS Table 5 2018-2019
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You can read additional information related to WIOA changes here:

<https://sites.google.com/a/literacypro.com/wioa-laces-updates/>

**Table 5a  
Outcome Achievement for Participants in Distance Education**

Table 5a is basically Table 5, but only tracks participants for whom the majority of their instructional hours were generated through distance learning.

Distance Learning is tracked if the hours entered for a student are indicated as Instruction-Distance Learning. If 51% or more of a student’s Current FY Instructional Hours were generated from Distance Learning, then the student will populate all NRS tables *and additionally* populate 4C and 5A, which are tables specifically used for tracking Distance Learning.

All columns use the same rules and logic as Table 5, but are only populated with students who qualify as Distance Learning participants.

## Table 6 Participant Status and Program Enrollment

To be a participant, students must have 12 or more hours in the 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 totals on Table 6 for Employment Status sum and the sum of the Highest Degree or Level of School Completed/Location rows and columns should match the totals for Tables 1, 2, 3, and 4. Table 6 is fiscal year based.

**A Period of Participation (PoP)** begins when a student enters your program and has 12 or more instructional hours, and ends when the student exits, as demonstrated by not having additional activity 90+ days after the last activity date. It is considered a new entry if the student returns in the current program year after a gap of 90+ days since the last activity. At that time a new PoP will begin. While it is possible for a student to have up to four PoPs within a fiscal year, most students will have one or two.

**Column A** tracks the participant status at Program Entry based on:

- **Employment Status:** Populates based on Employment Status from the History tab>Work History panel in the student record. Employment status is set at Intake on the Intake Form but can be updated in the History tab>Work History panel in the student record. Population to Table 6 is based on the Employment Status at the time of the data freeze.
  - **Employed** indicates that the participant, at program entry, is either a) currently performing any work at all as a paid employee, b) is currently performing any work at all in his or her own business, profession, or farm, c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or d) is one who is not working but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time off and whether or not seeing another job.
  - **Employed but Received Notice of Termination of Employment or Military Separation is Pending** indicates that the student is currently employed but has received notice of termination of employment or the employer had issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility of enterprise will close or is a transitioning service member (ie, within 12 months of separation or 24 months of retirement from the military).
  - **Unemployed** indicates that the student is currently not working but is actively seeking employment and is therefore still part of the labor force.
  - **Not in the Labor Force** covers the statuses of Retired, Not Looking for Work, and Unavailable for Work and indicates that the student is currently not employed and is not actively seeking employment and does not intend to be part of the labor force.
  - **Employment status** should be correctly collected and entered into LACES regardless of the presence or absence of a student Social Security Number.
  - **Invalid or Missing Employment Statuses** can be located by running a Student Diagnostic Search on all NRS Fundable or Current FY Students and viewing the total in the row for Search for Students with Incorrect or Missing Employment Status. Manually run FY Summaries or schedule FY Summaries to be run and then run this search when the summaries are updated. To run the search, go to the student grid. Searches>NRS>(either)Current Fiscal Year OR NRS Fundables>Add. Then Student Diagnostic Search>Add. View total in the row for Search for Students with Incorrect

or Missing Employment Status. Click the number and correct in the History tab>Work History panel.

- **Highest Degree or Level of School Completed:** Populates based on the Highest Education Level Completed on Entry and Highest Education Level Completed on Entry Location fields from the Education tab>Education panel. Students entered prior to July 1, 2012 may be missing these fields as they did not become required until that date. Invalid or Missing Highest Education Statuses can be located by running a Student Diagnostic Search on all NRS Fundable or Current FY Students and viewing the total in the rows for Search for Students with Missing or Missing Educational Data. Manually run FY Summaries or schedule FY Summaries to be run and then run this search when the summaries are updated. To run the search, go to the student grid. Searches>NRS>(either)Current Fiscal Year OR NRS Fundables>Add. Then Student Diagnostic Search>Add. View the total in the rows for Search for Students with Missing or Missing Educational Data. Click the number and correct in the Education tab>Education panel.
- **Program Type:** Populates based on Program from the Student Data tab>Key Info panel in the student record. Program is set at Intake on the Intake Form but can be updated in the Student Data tab>Key Info panel in the student record. Population to Table 6 is based on the Program at the time of the data freeze. Participants counted here must be in a program specifically designed for the purposes states. Only the following special programs are tracked on Table 6; the primary programs are tracked on Table 3:
  - **Family Literacy:** The literacy program has a family learning component to it and is funded as such.
  - **Workplace Adult Education and Literacy Activities:** Adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.
- **Institutional Programs:** Populates based on Correctional or Institutional from the Demographics tab>Demographics panel in the student record. Correctional or Institutional fields are set at Intake on the Intake Form but can be updated in the Demographics tab>Demographics panel in the student record. Population to Table 6 is based on the Correctional and Institutional fields at the time of the data freeze
  - **In Correctional Facility:** Any value in the Correctional field containing Yes
  - **In Community Correctional Program:** Yes-Community in the Correctional field
  - **In Other Institutional Setting:** Any value in the Institutional field containing Yes

You can read additional information related to WIOA changes here:

<https://sites.google.com/a/literacypro.com/wioa-laces-updates/>

**TABLE 7: No changes!**

**REMAINDER: Anticipated release prior to June 30 2017 unless otherwise noted**

<b>Current NRS Table</b>	<b>Change</b>	<b>New NRS Table</b>
<p><b>Table 8:</b> Outcomes for Adults in Family Literacy Programs (optional table)</p>	<p>Identical to new Table 5 with a row added for Measurable Skill Gains; includes optional measures of increased involvement in children’s education and increased involvement in children’s literacy activities</p> <p><b>Impact on your data entry:</b> Will be tracked identically to Table 5 for any student with Family Literacy indicated as their Primary Program. Measurable skill gains will be tracked as they are on Table 4, but also counted on this tables for those students with the Family Literacy Program type.</p> <p>Family literacy-specific outcomes are tracked through the family literacy goals entered through the Outcomes tab&gt;Goals and Achievements panel</p>	<p>Table 8: Outcomes for Adults in Family Literacy Programs (optional table)</p>
<p><b>Table 9:</b> Outcomes for Adults in Work-Based Project Learning Outcomes (optional table)</p>	<p>Eliminated Table 9, optional Work-Based Project Learner Outcome Table and replaced it with Secondary Outcomes Measures (Optional) -what used to be Table 11</p> <p><b>Impact on your data entry:</b> Will be tracked identically to the old Table 11- outcomes populate based on secondary goals entered through the Outcomes tab&gt;Goals and Achievements panel</p>	<p>Table 9: Secondary Outcome Measures (Optional)</p>
<p><b>Table 10:</b> Outcomes for Adults in Correctional Education Programs</p>	<p>Revised to be identical to new Table 5 with a row added for measurable skill gains; separate reporting of participants in correctional education programs</p> <p>Corrections education is for criminal offenders (any individual who is charged with or convicted of any criminal offense) who reside in correctional institutions, including:                      (A) prison;                      (B) jail;                      (C) reformatory;                      (D) work farm;                      (E) detention center; or                      (F) halfway house, community-based rehabilitation center, or any other similar</p>	<p>Table 10: Outcome Achievement for Adults in Correctional Education Programs</p>

	<p>institution designed for the confinement or rehabilitation of criminal offenders</p> <p>Other institutionalized individuals are not defined in WIOA, but examples might include persons who reside in facilities operated by a state mental health agency or individuals in civil confinement institutions.</p> <p><b>Impact on your data entry:</b> Will be tracked identically to Table 5 for any student with Corrections indicated as their Primary Program -or- a <b>Yes</b> indicator for any of the available Corrections drop-down menu options. Measurable skill gains will be tracked as they are on Table 4, but also counted on this tables for those students with the Corrections indicators. Students must exit the Correctional facility, not just the Adult ed program in the correctional facility, in order to populate Table 10</p>	
<b>Current NRS Table</b>	<b>Change</b>	<b>New NRS Table</b>
<b>Table 11:</b> Secondary Outcome Measures (optional)	Eliminated Table 11, which became Table 8	n/a
<b>Table 12:</b> Work-based Project Learner by Age, Ethnicity, and Sex (Gender)	Eliminated	n/a
<b>Table 13:</b>	Eliminated in 2012	n/a
<b>Table 14:</b> Local Grantee by Funding Source	<p>Columns added to include Integrated English Literacy and Civics Education providers</p> <p><b>Impact on your data entry:</b> None. LACES does not, and never has, populated Table 14. A template is provided for your convenience.</p>	<b>Table 14:</b> Local Grantee by Funding Source

<b>Joint Report</b>	A new, collaborative report to be added for joint reporting between Title I and Title II programs. Most of the data required for Title II will be populated based on the NRS Tables. Required tracking of Barriers to Employment have been added for the Joint Report.	<b>Joint Report</b>
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**Impact on your data entry:**

On the intake page:

1. If the student has barriers to employment, select the Yes radio button at the required field “Does this person have barriers to employment?” This field is ONLY on the intake form.
2. You must check at least one field before the intake form can be saved if you select “Yes.”
3. If the student does not have barriers to employment, check No. You may save the intake form when No is checked, whether any barriers to employment fields are checked or not.

In the History tab>Barriers to Employment panel:

1. You can *edit* the Barriers to Employment for existing students in the History tab>Barriers to Employment panel
2. Barriers to Employment should be updated after any 90+ day gap followed by a return

The barriers to employment fields are:

- Cultural Barriers
- Disabled
- Displaced Homemaker
- Economic Disadvantage
- English Language Learner
- Ex Offender
- Exiting TANF Within Two Years
- Foster Care Youth
- Homeless
- Long Term Unemployed
- Low Literacy Levels
- Migrant Farmworker
- Seasonal Farmworker
- Single Parent or Guardian

Definitions of the Barriers to Employment should be obtained through your state office, as they can vary by state.

**Barriers are self-reported and can also be observed.**

## New Left Date Rules

**How** a student's left date is calculated has not changed. The left date calculates and displays in the student record header in the Left Date field based on:

- Student's last instruction hours date, including unlinked instruction hours. (Records with 0 hours do not count.)
- Student's last class or group start date, or pair match date if the student was enrolled or matched in a pair, but no instruction hours were entered.
- Student's intake date if there are no enrollments or hours.

**When** a student's left date displays **has** changed.

When	Change?
After 90+ days with no instructional hours, even if the student overall status is Active or Enrolled	No.
After 90+ days with no enrollments or hours, even if student overall status is prospective.	No.
After the student is marked completed or left from all enrollments, and all pairs are dissolved. The student overall status is then Left or On Hold.	<b>Yes.</b> Now the student left date <b>will not</b> display in the student header 'Left Date' field until 90+ days <u>after</u> the last activity in a Period of Participation, even if the student is no longer enrolled and the overall status is Left or On Hold.

**Q:** How can I tell what a 'Left' or 'On hold' student's left date is if the left date won't display until 90 or more days have passed?

**A:** Even though the actual left date is based on either the student's last instructional hours date, last enrollment date, or intake date (depending on the student's activities), it is most likely that the student's left date will be based on instructional hours. The field 'Last Instr Hours Date' has been added to the Student List view to allow you to quickly see the last hours date. You can also create a student view that includes 'Overall Status,' 'Last Instr Hours Date' and 'Left Date.' This will help you to see what a student's potential left date will be.

In the screenshot below:

- Bob is still enrolled but 90+ days have passed since his last hours date (assuming today's date is 3/24/2017). His left date is the same date as his last instructional hours.
- Jimmy has completed all of his enrollments and his overall status is Left, but it has not been 90+ days since his last instructional hours date (assuming today's date is 3/24/2017). After 90+ days his left date will be 3/11/2017.

<input type="checkbox"/>	Last Name ▲	First Name ▲	Overall Status	Last Instr Hou..	Left Date	
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="checkbox"/>	Aadams	Bob	Enrolled	07/14/2016	07/14/2016	
<input type="checkbox"/>	Aadams	Jimmy	Left	03/11/2017		

**Tip:** The 'Last Instr Hours Date' field is also on the student Education tab/Education panel.

Students can have a PoP that crosses the fiscal year, resulting in them counting on the NRS tables in both years, even if they did not have 12+ hours in the second fiscal year. For example, if a student attends with 12+ hours and a valid EFL from 2-11-17 until 7-5-17 and then exits without earning 12+ hours in 17/18, their period of participation crosses the fiscal year and they would still populate the 17/18 NRS tables even though they did not have 12+ hours in 17/18.



### Scheduled Services

One of the major WOIA changes is the concept of **Periods of Participation (PoP)**. While the student is enrolled and earning instructional hours without a 90+ day gap in activity, the student is in a PoP. Once the student completes all enrollments and leaves the program, or stops attending and is gone for 90+ days, the student begins a new PoP when they return.

**However, a scheduled service by enrollment date or scheduled service start date overrides the 90+ day left rule.**

The NRS states:

- Program exit occurs when the participant has not received services for the past 90 days and has no additional services scheduled. The date of exit is the last date on which the participant receives services.

### How this works in LACES:

Scheduled Service	Rules	When to use
<p>Class, group, or workshop enrollment that is <b><i>scheduled</i></b> <u>during</u> a student's PoP but starts on a future date. The enroll date will be within the PoP but the enrollment start date will be in the future. Pairs are NOT scheduled services.</p>	<p>The scheduled service is based on the student <b>enroll</b> date in a class, group, or workshop - not the class or group start date.</p> <p>The scheduled service is in effect until 90 days after the class or group start date if the student <u>did not</u> earn instructional hours. The student will then be 'left' in the appropriate PoP. A future class or group enrollment may cross the fiscal year boundary.</p>	<p>Use if your agency creates <u>future</u> classes, groups or workshops, and you are allowed to enroll the students in advance of the class, group, or workshop start date. For example:</p> <ul style="list-style-type: none"> <li>▪ A student was in a PoP between 7/1 and 9/25 but is not currently enrolled.</li> <li>▪ The student plans to return after the first of the year.</li> <li>▪ Classes, groups, and workshops that do not begin until the new year are created with a start date in January.</li> <li>▪ The student is then enrolled into these classes, groups, or workshops.</li> <li>▪ The student must have an <b>enroll</b> date that falls within 90 days of the last PoP activity date, but the enrollment start date will be in January.</li> <li>▪ The student will not be left if there is a gap of 90+ days without activity. However,</li> </ul>

		<p>the student must earn instructional hours within 90 days of the enrollment start date.</p> <p><b><i>This is a scheduled service.</i></b></p> <p><b>Pro:</b> Staff/tutors assigned to teach these classes or groups can plan accordingly, since they know how many students will be attending.</p> <p><b>Con:</b> Students may not return even though they are scheduled, and must either be deleted from the class or group, or the enroll status changed to Never Attended. This creates additional data entry and may affect student measurable outcomes follow up quarters.</p>
<p>Indicated by a '<b>Scheduled Service Start Date</b>' entered in the student record at the Education tab/Education panel. This is the date a student is planning to begin a future service.</p>	<p>The scheduled service 'expires' 90+ days after that date if there has been no enrollment during that time, and the student will then be 'left' in the appropriate PoP. A Scheduled Service Start Date may cross fiscal year boundaries.</p>	<p>Use if your agency creates future classes or groups, but students are not allowed to be future enrolled.</p> <p><b>Or:</b> If your agency does not create future classes or groups but needs a way to show that a student plans to return after a gap in activity. <b>OR:</b> If your agency creates future classes or groups, but students are not allowed to be future enrolled because of customized assessment rules. You want to indicate that a student will return but the student cannot be enrolled in a future class or group without a new assessment. (<b>NOTE:</b> check the User News at the '&lt;ST&gt; Customizations' link to see if your state or agency has customized assessment rules.) <b>Pro:</b> Allows you to indicate that a student plans to return but is not yet enrolled in a class or group, which prevents the student from being considered left.</p> <p><b>Con:</b> The student may not return to be enrolled. If the student is not enrolled but is not considered left, you must remember to check the Scheduled Service Start Date field.</p>

		The date can be deleted, but this may create additional data entry may affect student measurable outcomes follow up quarters. Also, when this date is entered, the student overall status may be left, and a Left Date displays in the student header field, but the PoP summary record will NOT display a left date.
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**Scheduled Service Start Date**

1. This student entered the program on 9/12/2016 and his last hours date was 9/28/2016. That was the student's last activity in the PoP. It has been more than 90 days since 9/28/2016, so the student is left. Notice that the Left Date in the student header and the Left Date in the PoP summary record are the same.

Adams, Jim

+ ADD NEW STUDENT | DELETE STUDENT RECORD

Student ID: 1234567  
 Overall Status: Left  
 Program: Adult Literacy

Intake Date: 9/12/2016  
 Left Date: 9/28/2016  
 Student Keyword: ABE

Student Data	Assessments	Enrollments	Hours	Outcomes	Demographics	Education	Services	History
Cohorts								
Goals and Achievements								
PoP Summary/Measurable Outcomes								
<input type="checkbox"/>	Start Date ▼	End Date	Instruct Hours	Subject Area	Entry Level	Exit Level	Left Date	Completed
<input type="checkbox"/>	09/12/2016	09/28/2016	12	Math	ABE L4	ABE L4	09/28/2016	No

Now, assume that today's date is 3/24/2017. The student plans to return on 5/1/2017 but is not enrolled in a class or group. The date of 5/1/2017 is entered in the Scheduled Service Start Date field.

Education

\*Intake Date: 9/12/2016

Last Enroll Date: 9/19/2016

Last Hours Date: 9/28/2016

Last Instr Hours Date: 9/28/2016 \*H

Last Assess Date: 9/12/2016

Scheduled Service Start Date: 5/1/2017

The student is no longer considered left because he has a **scheduled service**. However, notice that his overall status is still Left and the Left Date of 9/28/2016 still displays in the student header, but his PoP summary record does NOT display a left date.

Adams, Jim

+ ADD NEW STUDENT    - DELETE STUDENT RECORD

Student ID: 1234567

Overall Status: Left

Program: Adult Literacy

Intake Date: 9/12/2016

Left Date: 9/28/2016

Student Keyword: ABE

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

Cohorts

Goals and Achievements

PoP Summary/Measurable Outcomes

Start Date	End Date	Instruct Hours	Subject Area	Entry Level	Exit Level	Left Date	Completed
09/12/2016	09/28/2016	12	Math	ABE L4	ABE L4		No

**Q:** When will Jim be considered left in the PoP?

**A:** If Jim does not enroll in a class or group within 90 days of 5/1/2017 (approximately 8/1/2017), his original left date of 9/28/2016 will re-populate in the PoP summary record. **This may affect follow up for his outcome measures.**

If the date is deleted from the field, the left date will re-populate in the PoP summary record.

## Scheduled Enrollment

1. Using the same student from the example above, the last activity in his first PoP was 9/28/2016. There is no date in the Scheduled Service Start Date field.
2. The student was, however, enrolled in a class that is scheduled to begin on 5/1/2017.
3. If the student's **enrollment date** in the class is within 90 days of 9/28/2017, he will not be considered left. In this example, his enrollment date was 10/15/2016, which is within 90 days of his left date of 9/28/2016.

View: [Change](#)

Select action:

Enrollments

Drag a column header and drop it here to group by that column

<input type="checkbox"/>	Enrollment Type	Match/Enroll Date	Start Date	End Date	Enrollment ID	Enroll Status	IETP	
<input type="checkbox"/>	Class	10/15/2016	05/01/2017	06/30/2017	115920	Enrolled		201
<input type="checkbox"/>	Class	09/06/2016	09/06/2016	10/03/2016	112970	Completed C...	No	201

**Q:** When will Jim be considered left in the PoP?

**A:** If Jim does not earn instructional hours within 90 days of the class start date, his original left date of 9/28/2016 will re-populate in the PoP summary record. **This may affect follow up for his outcome measures.**

You may delete Jim's enrollment record in the class if he does not return. When the enrollment is deleted, the left date will repopulate in the PoP summary record.

**It is important to utilize Scheduled Services only as directed by your state policy. When a student has a scheduled service, they are not left unless the scheduled services requirements have not been met. This is important for employment, obtain secondary credential, and entered postsecondary follow up. Make sure you are following your state policy regarding scheduled services.**

### Printing/Saving the New NRS Tables

The new NRS tables beginning fiscal year 2016-2017 are **not** on the report manager but instead are located on the student NRS table searches.

1. Click the <Searches link at the student area.
2. Expand the NRS category.
3. Select one of the **new** tables - NRS tables 1, 2, 3, or 6.
4. Select NRS FY current on the drop-down list at the 'Select Reporting System' field.
5. The new report will display. From here, you may print the report by clicking the Print icon at the top right.
6. Click any of the cells to drill down to the list of students populating the cell.

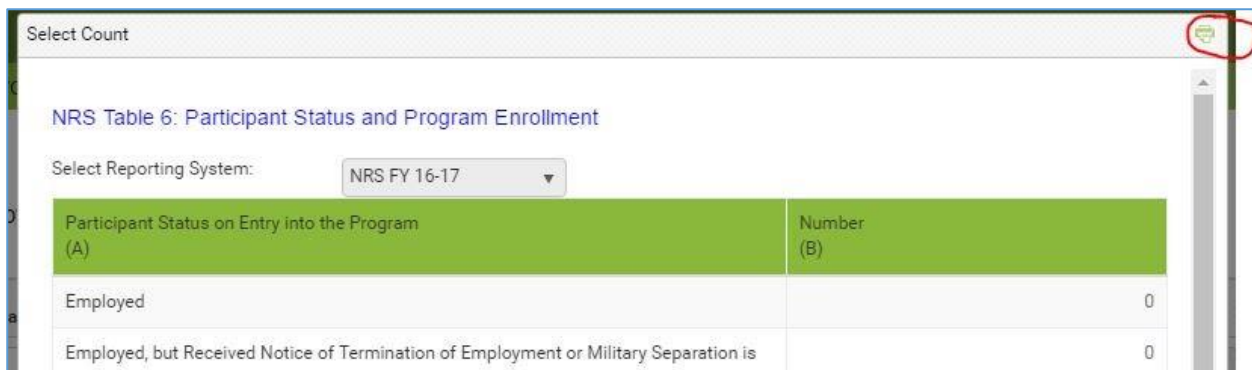
The correct table format will display once you select the Reporting System. For example, if you select NRS FY 15-16, the table format appropriate for that reporting year will display. If you select NRS FY 16-17, the new table for that reporting year will display.

**Q:** How do I save the new table?

**A:** Most browsers have a built-in PDF printer that allows you to 'print' and save any file to PDF.

To print an NRS table to PDF:

1. First, follow the steps above to display an NRS table using the <Searches link.
2. Click the printer icon on the window.



Participant Status on Entry into the Program (A)	Number (B)
Employed	0
Employed, but Received Notice of Termination of Employment or Military Separation is	0

3. The 'PrintFriendly' window will display
4. Click the Print button at the bottom of the window.
5. The printer dialog window will display. Depending on your browser and/or printer, you will see:
  - Chrome: Destination/Change
  - Firefox: Name field with a drop-down list
  - IE: 'Select Printer' area

6. Depending on your browser/printer, you will then:

- Chrome: Click the Change button and select 'Save as PDF'
- Firefox: Select 'Microsoft Print to PDF.'
- IE: Select 'Microsoft Print to PDF.'

7. Depending on your browser and/or printer, you will then:

- Chrome: Click the Save button
- Firefox: Click the OK button
- IE: Click the Print button

8. Select a location on your computer drive, enter a name for the file, and click Save.

9. The table is now saved as a file on your computer. You can locate the file, open, then print.

**IMPORTANT NOTE:** Be sure to look at the print dialog box the next time you print a file. You may have to change the destination or printer, back to your default printer name.