

LACES FAQ

Q: How do we trigger the ASE High when a student goes from diagnostics to assessment? (NEDP)

A: The trigger for updating the student level from Low Adult to High Adult Secondary is the 'In the Assessment Phase of the EDP' checkbox in the student's Education folder.

Q: Previously our NEDP program did not enroll students who did not qualify into diagnostics and they did not record their prescreening results. These students migrated to LACES under the status of Prospective and their hours are unlinked. Should these students be enrolled in Diagnostics and student status be never attended/never started?

A: In the case of the students who do not qualify for the diagnostics phase of the NEDP, from a review of the data in MD, it appears as though these students don't go on to be NRS reportable unless they are later enrolled in a non-NEDP class. If this is the case, then it seems to make sense to just log the hours spent with them in the Unlinked Hours folder rather than creating a separate class for the students who don't qualify. I would agree that entering their assessment data would be a good plan so you have the record of it. Then, if the student does not go on to enroll in another type of class not related to the NEDP, you can update the student from Prospective to Never Attended. It will then be very easy to pull up the list of students who have 'National External Diploma Program' as their Primary Program who also have a status of Never Attended so you can quickly find out how many students did not qualify.

Q: In following the directions for suggested LACES review and cleanup, I see that class types in LWIS didn't result in programs in LACES. Therefore I completed this field for our classes. However I also noticed that 2837 students are "Unassigned" under the "Primary Program". Will I have to update Primary Program for all 2837 records?

A: Gradually, you will need to enter Primary Programs for students, especially if they will be continuing with your program in future years. I do not think it will be necessary to go back to enter this information for students who left your agency in the 12/13 fiscal year. Even for 13/14 students, it is not absolutely essential that each of the students has the Primary Program field entered immediately. A student can still count as NRS reportable even if he does not have a Primary Program listed. As you work with your data in LACES, if you click 'edit this section' at the top of a student record, LACES will require that you enter a Primary Program before you will be allowed to save any other updates.

You may want to begin by focusing on the Student Primary Programs that *do* affect how students are counted for the NRS. While a student doesn't have to have a Primary Program to be included as NRS reportable, specific Programs can determine which specific tables students will be included on. If you have any students who should be included on Tables 8, 9, 10, or 12 but do not have a primary program listed, you will need to enter the correct primary program for those students so they will count accurately for your 13/14 reporting.

Student Programs used for NRS Reporting

- Family Literacy – determines which students are included on Table 8
- Corrections – will include students on Table 10 and also on Table 6 as 'In Correctional Facility.' BUT, if this program is NOT selected for a student, the student can still be included on Tables 10 and 6 based on the 'Correctional' field in the Student Demographics folder of LACES.
- Workplace – determines which students are included on Table 9
- Work-based Project Learner – determines which students are included on Table 12.

Q: I am trying to update our students' records but their status migrated as "completed". LACES tells me I can't do this.

A: Are you referring to students who have a class enrollment status of 'Completed Class?' The enrollment status was based on the rules we established during the mapping from LWIS to LACES but that doesn't mean it will be 100% accurate for all students based on the data from LWIS. I am going to list the steps to update the enrollment status from Completed Class.

It will depend on what enrollment status the student should have as to how many of the steps below will be relevant for you in terms of updating the enrollment status. If you just want to re-enroll him in the class, step 6 won't be necessary. If you want to update him to another status showing that he is no longer enrolled in the class but did not complete it, you will need step 6.

1. Update the class status from Completed to Active (if it is not still an Active class). You do this by clicking 'edit this section' at the top of the class record and changing the status on the resulting edit window.
2. In the class record, click the underlined name of one of the student's whose enrollment status needs to be changed. This will take you to the student record.
3. Click the student's Classes folder in the left navigation pane (the Classes folder for the student, not the Class tab).
4. In the class folder, click the re-enrollment button enter the re-enrollment date (which should be the original enrollment date), and put a check next to the class to re-enroll the student in. Click Save and Return.
5. This has re-enrolled the student in the class. *If all you needed to do was re-enroll the student, then this is all you need to do for this student and you can now go to step 7. Continue with the next steps if you want to change the student to another enrollment status such as Left, Terminated, Never Attended, etc.*
6. Now, still in the student record, you can double-click the enrollment record for the class (don't click where the class name is underlined). This will open the edit window for this student's enrollment and you can now update the enrollment status from Enrolled to whichever status he should have indicating that he did not complete the class.
7. Now you can click the underlined class name in the student's classes folder to be taken back to the class so you can repeat the process for the next student.

Q: Tracking an ESL learner with a Math, Reading and Listening Assessment?

A: If a student is being assessed using a CASAS-Listening assessment or BEST assessment, the 'ESL student' checkbox in the student's Education folder must be checked so any CASAS-Reading assessments will reflect an ESL level as well.

The EFL for the CASAS-Listening or BEST will correctly reflect an ESL EFL even if this box is not checked, but if the student is also assessed with CASAS Reading, the 'ESL student' box must be checked so the Reading EFL generated will be for ESL instead of ABE since CASAS Reading is allowable for either.

If an ESL student is also assessed with CASAS-Math, the EFL for this assessment will still be ABE even if 'ESL Student' is checked since CASAS-Math is only approved for ABE levels.

Q: Should we also be marking the Student Level History under Level History folder if it's not already there, even if the current and entry levels are already shown for a student, no matter if it's a GED® or ESL student?

A: My suggestion would be not to worry about the level history folder. Moving forward, this folder will automatically be populated with level data as assessments are entered in LACES, but it is not typically used by our ABE programs. It is not used for NRS reporting and level info can also be gotten from searches based on the information in the student Assessments folder.

This folder is used more by our independent literacy agencies that don't report to the NRS and use assessments that don't generate NRS levels. They can enter information here so they can track student progress even though the student is being assessed with non-NRS level generating assessments.

Q: How often are hours required to be entered into LACES?

A: Attendance hours are required to be entered in Maryland on a MONTHLY basis.

Q: How do we find students marked as 'ESL Student' but with ABE level?

A: Start by going to Find > Current FY

Use the Quick Search at the top of the student list (the one that defaults to 'last name begins with....') and change the criteria to 'ESL Student(Y/N) begins with Y' and click to search in the selection.

Now, use the Quick Search again, this time changing the criteria to 'Entry Level does not contain ESL' and search in the selection.

This will leave you with the students who are being tracked based on an ABE level even though they are marked as ESL students.

Q: Is the process still the same for assigning pseudo SSNs?

A: Yes - If no SSN has been included by program staff on the hard copy form, assign a temporary number as follows:

1. Always enter **9** for the first digit.
2. Enter the Provider Code for the next four digits.
3. Enter **0001** as the final four digits for the first learner entered, then **0002** for the next learner, and so on.

Q: Are we required to enter hours between post test even though LACES is keeping track of this info? After migration it is now located in the Comments tab. Entering this info again requires added entry to specify the hours as well as the forms.

A: It will no longer be necessary to manually enter the hours between assessments since LACES calculates it automatically based on the dates of the assessments and the dates of the hours. We simply entered the information from LWIS about this in the comments so that the previous data would not be lost.

Q: I was wondering if you could give me insight on how you count the hours for students who come to your program to take the GED® Ready and receive scores indicating they are ready to test without enrolling in any additional classes.

I am struggling with the issue that I spend time counseling these students, helping them schedule the test, and working with them on transition opportunities, but they do not earn enough hours to make it into the post-secondary education cohort.

A: You would report this student in LACES.

If they do not have at least 12 hours of contact (including the services you mention you are providing for them), they will not count on the federal report, however we do additional state reporting. This additional reporting has recently included looking at the GED® testing success rates for programs of all students including those with fewer than 12 hours.

What I could suggest is that you create a special program for these students with an enhanced level of the services that you are already providing that would meet (or exceed) the 12 hour threshold. Such

students may need some encouragement to prepare for a higher level of success on the GED® tests, rather than just passing, especially if they are planning to continue their education.

At any rate, please continue to enter them in LACES and remember only those with 12 hours count for federal reporting but state reports include all students regardless of the hours.

Q: Do the unlinked hours automatically link to the learner when he/she then enrolls?

A: Unlinked hours are always linked to the learner. The term 'unlinked' refers to the fact that the hours are not linked to a class, group, or pair enrollment. If you run a report of student hours, the unlinked hours will be included. Once the student enrolls in a class, the Unlinked hours will still be unlinked since they are not associated with the class.

Q: Are orientation hours to be counted as instruction hours (to count toward the 40 hour CASAS requirement)? Some programs are counting the orientation hours as instruction. Should they be listed as preparation hours?

A: Yes - orientation hours may be counted as Instruction hours.

Q: Clarification please surrounding cleaning up duplicate learners - how to handle in LACES.

A: I(Amanda, LACES) told a couple of people initially that they could put 'do not use' on the record they don't plan to continue with and then one of your local agency people suggested putting an X in front of the last name instead so that the names would all be grouped together and easy for her to find and recognize. After that, I suggested that people do that, but it did not occur to me to mention this to you at the state office because I didn't think about it being consistent state-wide. Sorry about that! I will stick with telling people to use the X in front of the last name because that does seem to be a better plan.

I have been suggesting this to people when they have had a ton of duplicate students because their data differed from one year to the next in LWIS. In LACES the only way to combine the two records would be to manually enter all of the info from the newer record into the older record, then let us know to delete the FY Record for 12/13 for the student who needs to be deleted, then they can delete the student. While some agencies may want to go back at a later date and do some additional cleanup to delete the extra records, putting the X in front of the last name is an effective way of being able to continue with other data entry and not accidentally use the wrong record for the student.

A little more info on deleting students: A student in LACES cannot be deleted if the student was NRS reportable in a previous fiscal year since that would change the NRS numbers for that year. So, if an agency has a duplicate student and would like to delete one of them, they can go to the Fiscal Year folder and open the 12/13 fiscal year record by double-clicking it. If 'NRS Reportable =1' then the student was reportable that year and we cannot delete the FYSummary, so they will not be able to delete the student. If 'NRS Reportable = 0' the student was not reportable and if the agency lets us know the Student ID for the student, we will delete the FY Summary for them so they can then delete the student. Typically, I just tell the agency to let me know the name of the student that is a duplicate and I check the FY Summary for them and let them know which one is able to be deleted and which one must be kept.

Q: Can learners be counted if they are in a computer lab doing self guided instruction and one instructor is in the room? Should it be counted as "computer assisted" hours or instruction hours?

A: We have stressed in the past that computer assisted instruction can be counted if they are onsite at the program and the student is monitored and is working on lessons integrated with their classroom instruction. Under those guidelines local programs should record it as "Instruction-Computer Assisted".

Q: Does the State need to know why a learner "Left"?

A: YES. Although it is not NRS required information, the reason why a learner left a program must be collected.

Q: In old LWIS we had a 4 digit "Class Code". In LACES it's now called "Course Number" and the field is not restricted to 4 digits. Can local programs use their own local CRN# (like a community college would use) here now if they want to? And if a local program wants to continue using the regular 4 digit code that they have always used, is that ok too?

A: FROM LACES: In terms of LACES and how that field is used, it doesn't make a bit of difference. Typically, the course number is a number that is relevant to the agency for identifying their classes.

FROM Pat Tyler, DLLR: That is fine. Local programs can use either number, CRN# or the usual 4 digit code.

Q: For Table 7 - for years of teaching adult education experience...are NEDP advisors and assessors included?

A: Yes they are included

Q: I would like to be able to track *some* of the Personal and Secondary goals of our students who meet NRS requirements (12+ hours). I noticed that in our Table 8 for FY 13-14 it is blank. Is this because our program is not defined as an "Adults in Family Literacy Program"?

A: Only students with the primary program 'Family Literacy' will be included on Table 8. If there are students who should be included on Table 8, you will need to update the program for these students to Family Literacy. Since we are now past the end of the 13/14 fiscal year, you will also need to make an edit in the student's Overall Status History folder as well. In the Overall Status History folder, when you change the program to Family Literacy, a new line of history will be added listing this as the program for the student, but the start date on this line of history defaults to today's date. To determine the student's program in the FY, LACES will look at the last line of history in the relevant fiscal year. Double-click the line of history with the program Family Literacy and in the resulting edit window change the start date from today's date to 6/30/2014 and save the change.

Once you update the FY Summaries for the students, if they meet the NRS requirements for reporting, they will be included on Table 8.

Q: I don't see a report that would print these goals and/or achievements for students that meet NRS requirements. Do I need to create a special view and retrieve it that way?

A: Are you referring to the Family Literacy goals? If so, you can use the following search to find any students who have these goals set.

Once you have the list of students you need the family lit goal information for, go to Find > Achievements and Goals > General Goals Search. In the search window, enter the following:

- Search for: Set during period (met or unmet)
- the following goal(s): in the list of goals, put a check next to each of the family literacy goals
- in the following time frame: select 'other' and change the date range to 7/1/2012 - 6/30/2014 unless you only want to include goals set between 7/1/13 - 6/30/14 in the results, in which case you can leave the default setting for the current FY
- Restrict this search to students who left in a specific time period (fiscal year, quarter, etc.)?: No
- Restrict this search to students who have attended 12 or more instructional hours in a specific time period (fiscal year, quarter, etc.)?: No
- Search in the CURRENT selection ONLY

This will leave you with people from your original selection of students who had a family literacy goal set in the time period you specified.

Alternately, you can go to the All Goals tab of LACES which is accessed by clicking the little-double arrows at the bottom of the left navigation pane. In the all goals tab any goals that have been set by your students are included and you can search for the specific goals you want to have displayed in the list.

Q: Clarification on goals please --- since goals are now by student how often are the student's to be assigned goals --- each time in a class or once a year?

A: Whatever is appropriate for the student. Goals for every class are not necessary.

Q: How do you change enrollment status? On one of the students I was moving info on I put Completed when he should have been Incomplete and then LACES wouldn't let me correct that.

A: In terms of the student whose enrollment status needs to be updated, once a student has been completed from a class (with any status indicating he is not enrolled), he can't be changed directly to any other status indicating that he is no longer enrolled in the class.

You will need to re-enroll him in the class and then complete him again, this time choosing the correct enrollment status.

If the class has already been completed, you will first need to go to the class record and change the class status from Completed to Active.

To re-enroll the student, go to his student record in the Student tab of LACES (you can click his underlined name in the class record to get to his student record) and click on his Classes folder (not the Class tab, but the Classes folder associated with his record).

In the classes folder, click the Re-enroll button.

In the resulting window, enter the enrollment date (you can use the same date that he originally started the class) and put a check next to the class to re-enroll him in. Save this update.

Now, still in his Classes folder, double-click the enrollment record for this class to open the edit window. In the edit window, change his enrollment status from Enrolled to Completed Class, enter the correct end date, and click Save and Return.

Once the enrollment status has been updated for any student who needs it, you can then complete the class again.

Q: What are the definitions of the Primary Program Codes listed on the proposed State LACES form? My question is based on the need to better understand how these codes will track to the NRS tables which is the determinant for our funding.

A:

Adult Basic Education Program—A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in the family.

determined by student Entry Level rather than by Primary Program – students who place at one of the 4 ABE levels in the subject area they are being tracked in will be included on the NRS reports as Adult Basic Education

Adult Secondary Education Program—A program of instruction designed for adults who have some literacy skills and can function in everyday life but who are not proficient or do not have a certificate of graduation or its equivalent from a secondary school.

determined by student Entry Level rather than by Primary Program – students who place at one of the 2 ASE levels in the subject area they are being tracked in will be included on the NRS reports as Adult Secondary Education

EL Program—A program of instruction designed to help adults with limited English proficiency achieve competence in the English language.

determined by student Entry Level rather than by Primary Program – students who place at one of the 6 ESL levels in the subject area they are being tracked in will be included on the NRS reports as English as a Second Language (EL).

Correctional Education Program—A program of ABE, ASE, or EL instruction for adult criminal offenders in correctional institutions.

This is determined either by having the Primary Program ‘Corrections’ or by having one of the Corrections options selected on the student Demographics screen.

Family Literacy Program—A program with a literacy component for parents and children or other intergenerational literacy components.

This is determined by having the Primary Program ‘Family Literacy.’

Workplace Literacy Program—A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by:

Providing adult literacy and other basic skill services and activities, including basic computer literacy skills.

Providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent.

Meeting the literacy needs of adults with limited English proficiency.

This is determined by having the Primary Program ‘Workplace.’

Program for the Homeless—A program designed for homeless adults. Homeless adults lack a fixed, regular, nighttime residence or have a residence that is (1) a publicly supervised or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), (2) an institution that provides temporary residence for individuals intended to be institutionalized, or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. The term *homeless adult* does not apply to any individual imprisoned or otherwise detained pursuant to an act of the Congress or a State law.

This is determined by having ‘Homeless’ marked as true in the Student Demographics folder.

Correctional Facilities—Any prison, jail reformatory, work farm, detention center, or any other Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders.

This is determined either by having the Primary Program ‘Corrections’ or by having one of the Corrections options selected on the student Demographics screen. On the demographics screen, Yes-County, Yes-State, or Yes-Federal can be selected for the student to be included on this row of Table 6.

Community Corrections Programs—A community-based rehabilitation facility or halfway house.

This is determined by having 'Yes – Community' selected in the Corrections field in the Demographics folder.

Other Institutional Programs—Any other medical or special institution.

This is determined by having 'Yes' selected for the Institutional field in the Student Demographics folder.

Distance Education—Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Note: For participants who receive both distance education and traditional classroom instruction during a program year (such as through a blended distance-classroom approach or concurrent enrollment in both types of instruction), the state must have a policy, consistent with the NRS definition, that defines how local programs are to classify the student. For NRS reporting, states can count a student only once, as either a distance education student or traditional classroom learner.

Applicable Population: All learners.

Federal Reporting: Total number of learners in each program or category is reported. The number of learners in each program type can be used to analyze the performance of these participants separately from the overall adult education population.

Distance Education students are determined based on their Hours Types. LACES includes a student as a Distance Learner if 51% or more of his hours in the fiscal year have the Hours Type 'Instruction-Distance Learning.'

Q: The form shows English as a Second Language and EL/Civics as separate programs. THE NRS Form has EL Program only. Will these two fields be combined by DLLR for NRS reporting?

A: For NRS reporting, inclusion in the English as a Second Language program is based on the student's **Entry Level** rather than on the Primary Program selected. This is done because the number of ESL students on Table 3 should match the number of ESL students on Table 4. The same is true for ABE and ASE. Students are included in these programs for the NRS based on their Entry Level rather than based on the primary program selected for them.

The Primary Programs of ESL or EL/Civics are available to give you a quick, easy way to pull up the students in these programs. There may even be cases when a student has the Primary Program 'English as a Second Language' because he is not a native English speaker, but will be included on the NRS reports as an ABE or ASE student because he has advanced above the ESL levels – this is a programmatic decision. Some states want the primary program for these students to be listed as English as a Second Language or EL/Civics so they can quickly pull up the students who are truly English as a Second Language but who are in ABE or ASE levels.

Q: Can you clarify the definition of Corrections. In the NRS Guide, it states "for adult criminal offenders in corrections institutions". Is this limited to State Institutions or does it also include County Facilities.

A: If this is selected as a student's Primary Program in LACES, the student will be included on Table 6 in the row for 'in Correctional Facility' and also on Table 10. These students will also be included on the other relevant NRS Tables such as 1, 2, 3, 4, 5, etc.

The NRS definition of Correctional facilities is:

- **Correctional Facilities**—Any prison, jail reformatory, work farm, detention center, or any other Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders.

Q: Also as relates to Corrections, on the LACES Form there is a separate section that asks are you in a Corrections program? In the LWIS documentation, the definition of Community Corrections includes those on Parole. I do not see these included in either the Correctional Facilities or Community Corrections definitions for LACES. Should we be tracking students who are on Parole in the new system?

A: On the student Education screen, the option to choose corrections allows you to indicate the specific type of correctional facility the student is in. If you choose County, State or Federal, the student will be included on Table 6 in the row for 'in Correctional Facility' and also on Table 10. If you choose 'Community,' the student will be included on Table 6 in the row for 'in Community Correctional Program' and also on Table 10.

The NRS definition of Community Correctional Program is:

- **Community Corrections Programs**—A community-based rehabilitation facility or halfway house.

Parole is not specifically mentioned in their definition so this is something that DLLR will need to clarify if they would like to have parole students included in this count.

Q: Where can I find a definition for Transition? It is not listed in the NRS guide. How will be it reported?

A: First, some information about LACES – in LACES, the program list for both classes and students is the same list – what is available for classes will also be available for students.

Transition is important for NRS reporting as a **Class Program**. It is one of the ways that students can be placed into the 'Enter Postsecondary Education or Training Cohort based on the NRS applicable population for this cohort:

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

The Primary Program or 'Transition' will not include the student in this cohort, only enrollment of the student in a class with the Class Program 'Transition.' But, we do have some agencies that use 'Transition' as the primary program for these students if that is their main objective for being with the agency.

Q: NEDP and Maryland i-Pathways are not listed in the NRS guide. How will it be treated for reporting?

A: These programs will have no effect on NRS reporting. Students will accurately be included on the reports as English as a Second Language, ABE or ASE based on their Entry Level. These programs are for ease of data management so these students can be pulled out easily from other groups of students.

Q: Are we using the NRS definition for a Workplace Program? The NRS guide has more detailed description on page 56 of the guide, which defines these as programs with 12-20 hours of instruction. If these are permissible programs, how will this interact with CASAS testing at 40 hours? When I first saw Workplace as an option, I thought it might be appropriate for some of our ESL Classes, but it looks like for this term to apply it would require a much more formal program.

A: There is a difference between a Workplace Program and a Work-based Project Learner. MD opted not have Work-based Project Learner as an option because it was indicated that this is not something that is done or reported in MD.

The definition you cited above is for 'Work-based project learners' rather than for Workplace. The Workbased Project learners are the ones who have a very short duration with the program and these students are *only* included on Table 12 and on the row of Table 6 pertaining to work-based project learners. They are not included on any other tables.

Workplace Literacy, on the other hand, has the following definition in the Implementation Guidelines:

- **Workplace Literacy Program**—A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by:
 - Providing adult literacy and other basic skill services and activities, including basic computer literacy skills.
 - Providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent.
 - Meeting the literacy needs of adults with limited English proficiency.

Students who have the Primary Program 'Workplace' in LACES will be included on all of the standard NRS Tables, are included on the 'in Workplace Literacy Program' row of Table 6, and are also included on Table 9. Workplace Literacy does not have the same limited scope that the Work-based project learners have.

Q: Under Education, is Grade Unknown still an acceptable answer?

A: On Table 6, in the 'Highest Degree or Level of School Completed' section, there is a row for Unknown, so that is still an acceptable answer, although of course every attempt should be made to collect the information from the learner.

Q: Under Demographics at the bottom of the page, where we are asked to mark all that apply, there are some new terms as well: Economic Disadvantage and Migrant Worker. Where do I find definitions for these fields?"

A: The 'Economic Disadvantage' field in LACES is used to determine inclusion on Table 6 in the 'Low Income' row. The official definition for low income is 'an individual whose family's taxable **income** for the preceding year did not exceed 150 percent of the poverty level amount. Unless DLLR indicates otherwise, you should continue to determine low-income for NRS reporting in whatever way you have in the past.

Migrant Worker – this is not something that is needed for NRS reporting and if it is not of interest to your agency or to DLLR, it does not need to be collected. For many agencies, such as the one I worked for in NC, there is a large migrant population and the agencies often set up migrant literacy programs. This is just a way to track those students easily.

Q: How employment tracking is done - When the State does the job matching, is it against the

State of Maryland employment data base. My question relates specifically to students who are employed outside of the State. We are thinking about adding a question to ask students the location of their employment - in or outside of Maryland, so that we can track this information. The concern is that students who are employed outside of the state will not be counted as employed and our numbers will be negatively impacted. It is of particular concern in Caroline County where many folks work in Delaware.

A: A learner who is employed outside of Maryland is not included in the data match that DLLR does for employment outcomes.

If you do ask students the location of their employment, then you can enter this in LACES by going to the Work History folder. In this folder, double-click the row that shows their employment status to open the edit window. In the edit window, you can enter the location of the employment in the Employer Address field – you of course don't have to have the complete address, you can just enter the state.

Q: Can you tell me where to look to gain an understanding of Cohorts and how they will work?

A: The best place to find this info is in the [LACES 2012.2.0 NRS Cohorts Release Notes](#). You will notice that there are many strike-throughs here, so you can ignore the info that has been stricken. That is the result of working with the NRS when the cohorts were implemented and making updates in LACES to be sure we had everything coded correctly.

The portions pertaining to follow-up on the cohorts will not be relevant for MD since all outcomes are tracked by data match at the state level and MD has been customized so local agencies cannot mark 'responded to survey.'

Q: Does the Primary Program for Class tie back to the Funding Line?

A: The only class program that is used for NRS reporting is 'Transition.' NRS reportable Students who are in a class with the Program 'Transition' will be included in the Enter Postsecondary Education or Training cohort on exit. No other class programs affect how students are counted for NRS reporting.

Q: If we have a class that physically includes students with different Primary Programs, can they all be in the same class number in LACES? For example, we may have ABE level, ASE level, and Family Literacy students all in the same room. Do we need to designate separate classes in LACES for these students according to their Primary Program?

A: There is no need to set up separate classes for students who have different student Primary Programs. For NRS reporting, they will be included on the NRS reports based on their entry level to determine whether they are ABE, ASE or ESL.

Q: What happens when the Primary Program at the Student Level and and Primary Program at the Class level conflict? For example, a student who is both ABE and ASE, or ABE and ESL?

A: This will not cause an issue since the students are included on the NRS reports as ABE, ASE, or ESL based on their Entry Level rather than their program. The attached file details which Primary Programs affect which Tables students will be included on.

Q: Is there a priority order for these Programs as far as assigning them so that our data will be reflected properly in the Tables which affect our funding?

A: Only Family Literacy, Workplace, and Corrections have any effect on the NRS reporting.

LACES Program Field

Default Program list in LACES – Used for both Student Primary Program and Class Program

- Adult Education
- Adult Literacy
- Corrections
- Family Literacy
- Other
- Transition
- Unassigned
- Work-based Project Learner
- Workplace

Student Programs used for NRS Reporting

- Family Literacy – determines which students are included on Table 8
- Corrections – will include students on Table 10 and also on Table 6 as 'In Correctional Facility.' BUT, if this program is NOT selected for a student, the student can still be included on Tables 10 and 6 based on the 'Correctional' field in the Student Demographics folder of LACES.
- Workplace – determines which students are included on Table 9
- Work-based Project Learner – determines which students are included on Table 12.

Class Program used for NRS Reporting

- Transition – used to determine inclusion in the 'Entered Postsecondary Education or Training' Cohort for inclusion on Table 5.

A student will *not* be included on Tables 6, 8, 9, 10, or 12 based on Class Program. For example, if a student has the Student Primary Program 'Adult Education' and that student is enrolled in a class that has the Class Program 'Family Literacy,' the student will not be included on Table 8 for Family Literacy.

Q: Does Primary Program at the Class Level take precedence over the one entered for a student?

A: The Student Program rather than the class program is the one that will determine if a student is Family Literacy, for example. If a student is enrolled in a class that has the program Family Literacy, but the student doesn't have the Primary Program Family Literacy, he will not count as Family Literacy for the NRS. As mentioned above, only the 'Transition' class program is significant for NRS reporting.

Q: What is the order of the Programs when assigning to the Federal Tables.

A: If the Student is either Family Literacy, Workplace, or Corrections, that should be the primary program so the student will be included correctly on Tables 8, 9, or 10.

Q: If a class site is a Family Lit site but not ALL students studying at that site are family lit eligible, and not classified as family lit, do I still designate that class number as family lit, if not what do I classify it as?

A: This class could still have the program Family Literacy since only the students with the student Primary Program Family Literacy will be counted as such for NRS reporting.

Q: When does LACES complete the automatic FY Summary updates?

A: The FY Summaries for all MD agencies are scheduled to be updated the first and third weekend of each month for any student who needs to have an updated summary.

Q: Instructions from LACES regarding the Post-Secondary cohort:

A: Students will automatically be placed into the Enter Post-Secondary Education or Training cohort provided they meet one or more of the requirements for inclusion in the cohort and are an exited, NRS reportable student.

First, they must be a reportable NRS student, so they have to have 12+ hours of instruction and at least one valid, level-defining assessment in the program year in which they exit or they cannot populate Table 5, which means they will not get a cohort.

Second, they must be exited from the program before the cohort will populate. Since Table 5 only measures outcomes for exited students, if the student is still enrolled, they will not get a cohort until they are exited.

Finally, they must meet one or more of the specific PS Ed/Training cohort requirements. These are:

A. Obtain their GED or secondary school credential while enrolled in the program. Please note that the obtainment must occur while enrolled for the PS cohort to generate; if they obtain the GED after leaving the program, they will be included in the GED cohort but not the PS ED/Training cohort.

B. Enter the program already with a secondary school credential or better, as indicated in the Highest Educational Completed at Entry field in the Education folder. If this indicates a high school diploma or secondary credential or higher at the time of intake, then when they exit the program they will be included in the PS cohort, provided they are an NRS reportable student.

C. Be enrolled in a class intended for transition to PS Education, as indicated by enrollment in a class with the Program Type called "Transition" In LACES.

If the student is NRS reportable, and exited (Overall status of Left or Completed Program) and meets one or more of the above 3 criteria, they will automatically have an Enter in Postsecondary Training or Education cohort in the Cohorts folder of their student record. To be sure it populates Table 5 correctly, you should double-click the cohort record to edit it, and update the information for the student achieve the outcome Yes/No.

You may want to check out the documentation for cohorts on the help page: <https://sites.google.com/a/literacypro.com/release-notes-laces/2012-2-0/#TOC-Entered-Postsecondary-Education-or-Training-Cohort> however, please note that the documentation discusses the Responded to Survey box, which is irrelevant for Maryland users, as DLLR has inactivated it on the user side so that only they can update it after data matching.

Q: Attendance hours by class:

A: Open up the class you want to - click on the attendance folder on the left navigation pane and the recent attendance for that class will be listed and then sort the information by date or by student. Sort on date then do a print preview, it will give you a list of dates and hours entered for each student.

Q: When a student obtains their GED does LACES automatically put them in the GED cohort and Post secondary cohort regardless of whether that student indicates those as a goal? I noticed that when I entered they earned their diploma it put them in the post-secondary cohort even though it was not a goal in the students goal & achievements folder?

A: Yes. Obtainment of the GED while enrolled in the program meets the criteria for automatic placement in the Enter Postsecondary Education or Training cohort, so the student will automatically be added to that cohort, regardless of what's in the goals folder. All of the cohorts are automatically generated in the Cohorts folder based on meeting the specific cohort criteria, and do not use the Goals folder for the cohort placement.

Q: Will I have to go in each year and add another year of teacher experience or will the system automatically accumulate years?

A: From LACES:

This field must be updated manually by the agency at the start of the new Fiscal Year for returning teachers. It cannot be updated automatically, because it's not like a birthdate field where you get a year older on your birthday whether you want to or not; people can work off and on some years or have sabbaticals or maternity/paternity leave so even if we were to put in a Start Date for Years of Experience in Adult Ed, that date couldn't accurately be used to calculate the actual years.

Instructions on how to run a report on FY14 data to obtain enrollments by ABE, ASE, NEDP, EI/Civics, Family literacy programs, etc.

To find students who were enrolled in 13/14 in each of these programs will be a two step search for each program. I will use NEDP as the example, and then the searches will be the exact same for the remaining programs.

First, go to Find > History Search > Active/Enrolled

In the search window, enter the date range 7/1/2013 - 6/30/2014 and click to Search All Records and display the result.

Go

Now, that you have all of the students enrolled in 13/14, go to Find > History Search > Student History

In the search window, enter the following:

From Start Date: 7/1/2013

to End Date: 6/30/2014

In the following PROGRAM: National External Diploma Program

With the following STATUS: Any Status (the Active/Enrolled Search used above is more accurate than choosing Enrolled here, especially since we're working with migrated data).

choose: Include all who had the status during the time period

Search in the CURRENT selection ONLY

Search

This will leave you with all of the students who were enrolled in 13/14 and who had the National External Diploma Program primary program during the time period.

You can repeat these searches for the remaining programs.