Maryland LACES Training November 2017

Q&A

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

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

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

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

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

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

Then, you can use the Hours Attended search to search for students from the prior fiscal year date range who have at least .01 hours and apply that search.
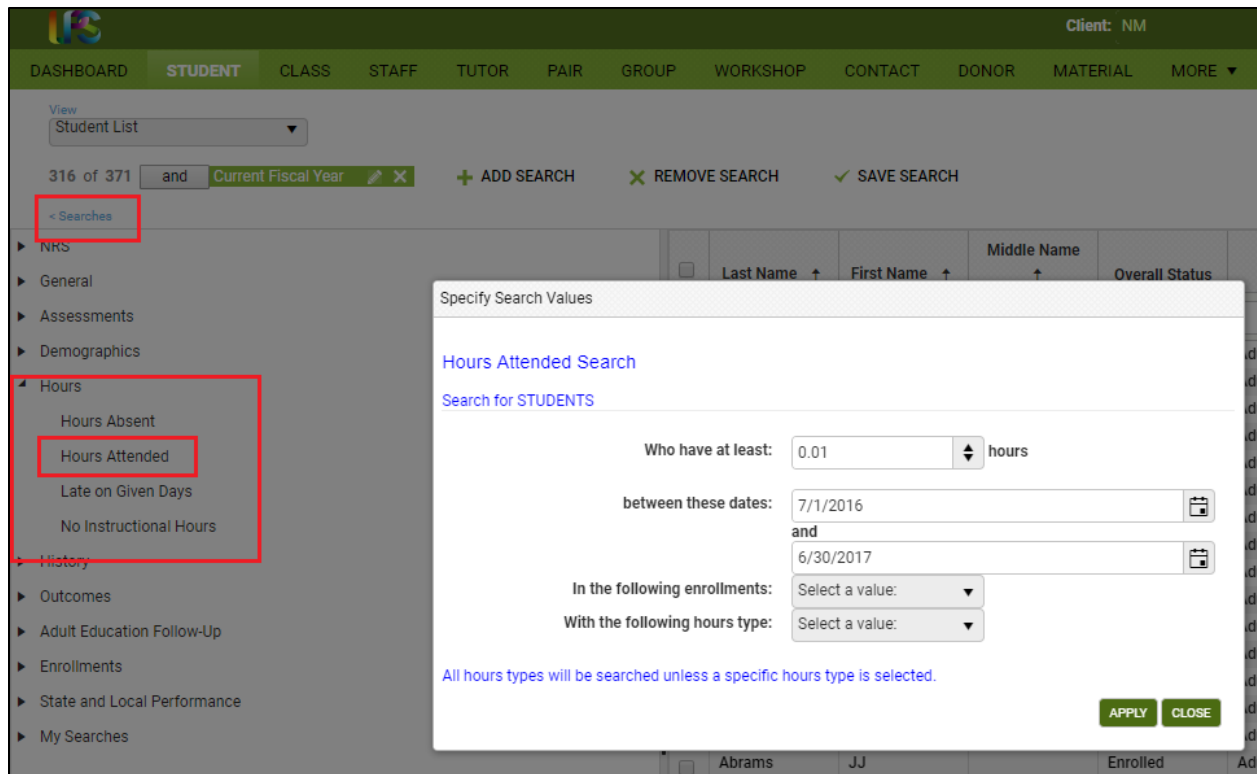
Q: How can I find students who had the Select Subject box manually checked so I can correct it by using the Move Forward icon if I want to over-ride in a Period of Participation?

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

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

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

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

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

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

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

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

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

Sort records may be deleted by clicking the Delete button.

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

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

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

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

Q: What is Keyword used for?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Responses and discussion:

Q1a: **How many periods of participation does John have?**

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

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

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

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

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

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

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

Smith, Johnathan

+ ADD NEW STUDENT   🗑 DELETE STUDENT RECORD   🖨 PRINT   🢄 🢀 10 of 1
🧍 DROP STUDENT

Student ID: 532175	Intake Date: 7/1/2016	Current Level: ABE L1
Overall Status: Active	Left Date:	Entry Level: ABE L1
Program: Adult Ed	Student Keyword: No Value Entered	Subject Area: Read

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

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

	Fiscal Year	Assessed Date	PoP 1 Pre/Post	PoP 2 Pre/Post	PoP 3 Pre/Post	PoP 4 Pre/Post	Instrument/Form/Level	Subtest	Scaled	Scaled Gain +/-	Assessed Level	Su
☐	2017-2018	10/27/2017			Pre		TABE / TABE 9 / M	Reading	355	31	ABE L1	Read
☐	2017-2018	10/27/2017	Post	Post			TABE / TABE 9 / M	Total Mathem…	355	97	ABE L2	Math
☐	2017-2018	10/27/2017					TABE / TABE 9 / M	Language	555	83	ABE L4	Lang
☐	2017-2018	07/03/2017					TABE / TABE 10 / M	Reading	357	33	ABE L1	Read
☐	2017-2018	07/03/2017	Pre	Pre			TABE / TABE 10 / M	Total Mathem…	278	20	ABE L1	Math
☐	2017-2018	07/03/2017					TABE / TABE 10 / M	Language	481	9	ABE L2	Lang
☐	2016-2017	07/01/2016					TABE / TABE 9 / M	Reading	324		ABE L1	Read
☐	2016-2017	07/01/2016					TABE / TABE 9 / M	Total Mathem…	258		ABE L1	Math
☐	2016-2017	07/01/2016					TABE / TABE 9 / M	Language	472		ABE L2	Lang

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

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

Smith, Johnathan

+ ADD NEW STUDENT   🗑 DELETE STUDENT RECORD   🖨 PRINT   🧍 DROP STUDENT

Student ID: 532175	Intake Date: 7/1/2016	Current Level: ABE L1
Overall Status: Active	Left Date:	Entry Level: ABE L1
Program: Adult Ed	Student Keyword: No Value Entered	Subject Area: Read

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

Cohorts - NRS Reporting 12/13 to 15/16

Goals and Achievements

PoP Summary/Measurable Outcomes

	FY PoP ↓	Start Date	End Date	Instruct Hours	Subject Area	Entry Level	Exit Level	Left Date	Enrolled PS Ed/Trng (MSG)	EFL Gain (MSG)	Attained SSD (MSG)	Employed 2nd Qtr (Outcome Measure)	Employed 4th Qtr (Outcome Measure)	2nd Qtr Earnings (Outcome Measure)	Attained SSD (Outcome Measure)	Enrolled PS Ed/Trng (Outcome Measure)	Employed w/n 1 year (Outcome Measure)	Attain PS Cr w/n yea (Outco Measu
☐	2017-2018 PoP 2	10/27/2017	10/27/2017	15	Read	ABE L1	ABE L1			No	No							
☐	2017-2018 PoP 1	07/03/2017	07/14/2017	15	Math	ABE L1	ABE L2	07/14/2017	No	Yes	No							

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

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

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

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

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

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

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

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

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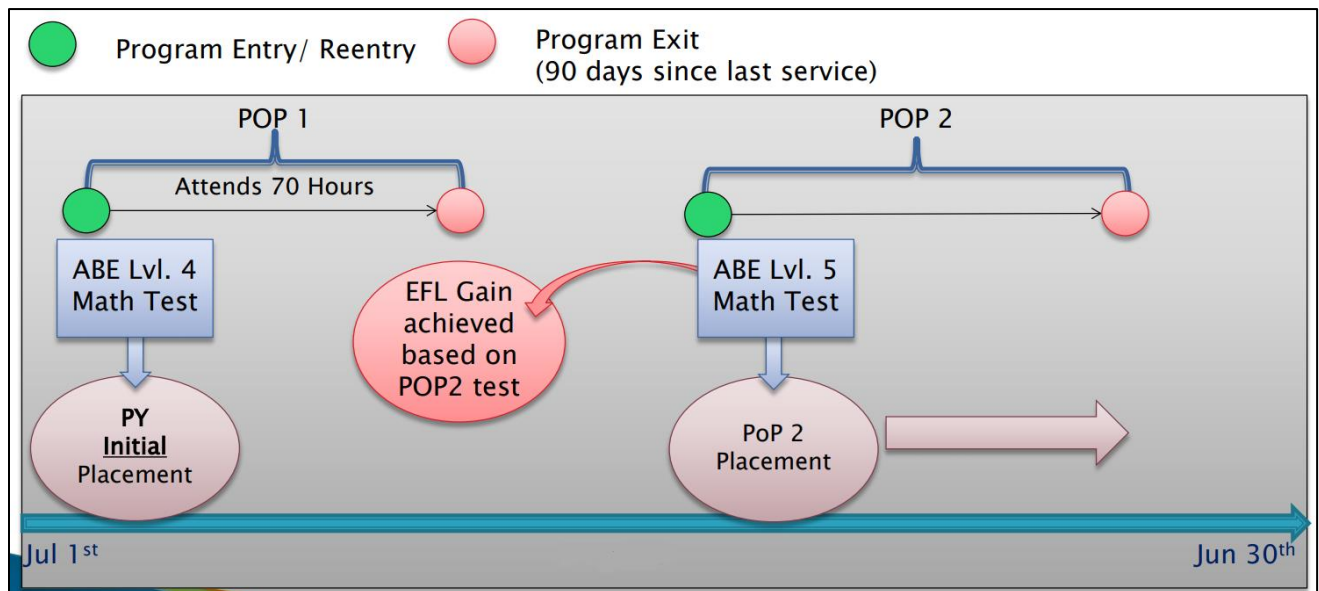
EFL gain may also be applied to a previous PoP under this scenario:

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

Program Entry/ Reentry (green circle)
Program Exit (pink circle)
(90 days since last service)

POP 1 — Attends 12+ Hours
POP 2 — Attends 60 Hours

ABE Lvl. 4 Math Test
EFL Gain achieved based on POP2 test
ABE Lvl. 5 Math Test

PY **Initial** Placement
Placement pulled forward from PoP1
Placement for POP2 MSG

Jul 1st — Jun 30th
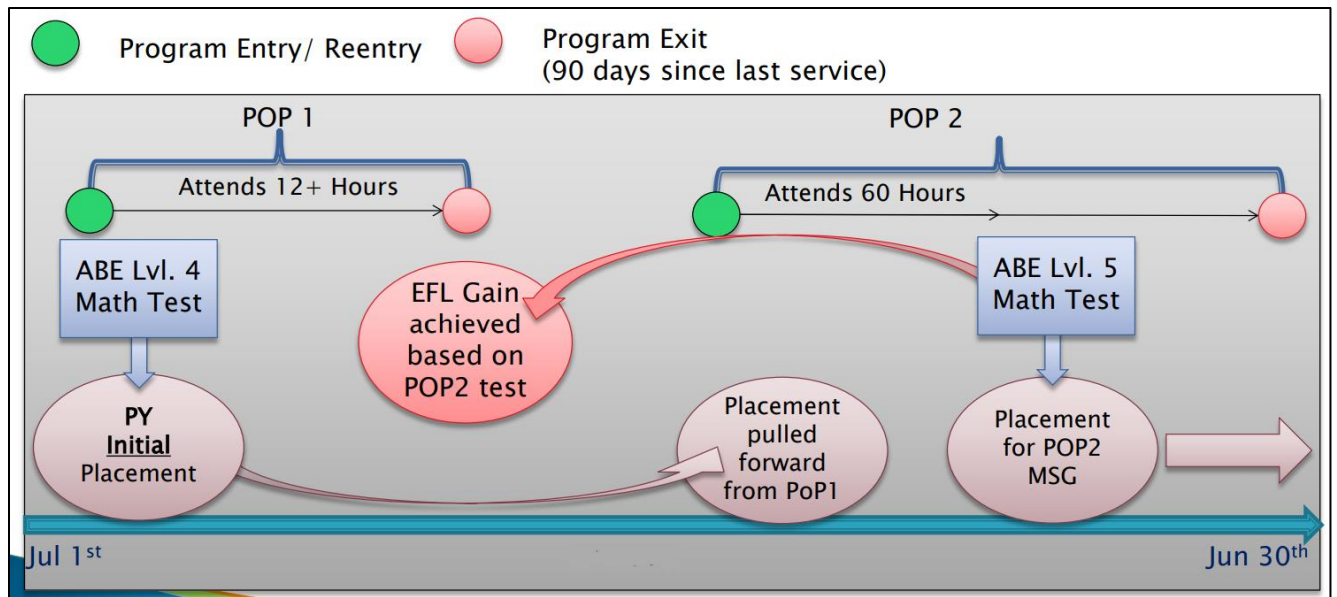
In order to apply MSG across PoPs via pre-/post-testing:

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

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

  a) **Is John an NRS participant in the 2018-2019 fiscal year?**

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

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

  d) **Can you claim an outcome on Table 5 for the GED attainment in the 2018-2019 FY?**

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

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

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

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

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

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

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

Column B displays the **total number of NRS participants** in each entry Educational Functioning Level. Entering Educational Functioning Level is set based on the tracked subject area pre-test for the first period of participation. Assessments are entered in the Assessment panel. Verify that the student has a

"Pre" indicator for PoP1 in the Assessment panel. The row in which the "Pre" indicator displays for Pop1 is the subject area in which the student is being tracked for the first period of participation and what is used for population of the EFL for Table 4.

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

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

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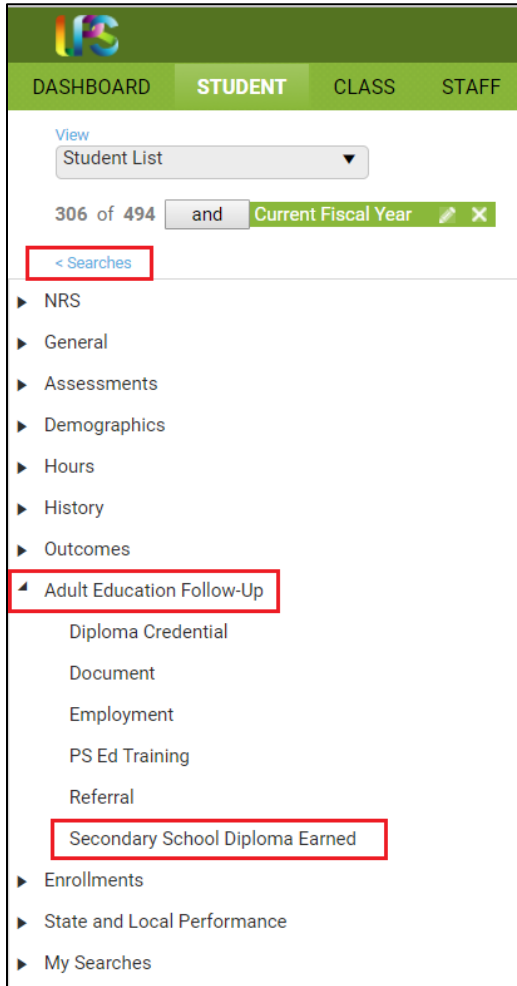
Attainment of a secondary school diploma or its equivalent can be entered one of two ways.

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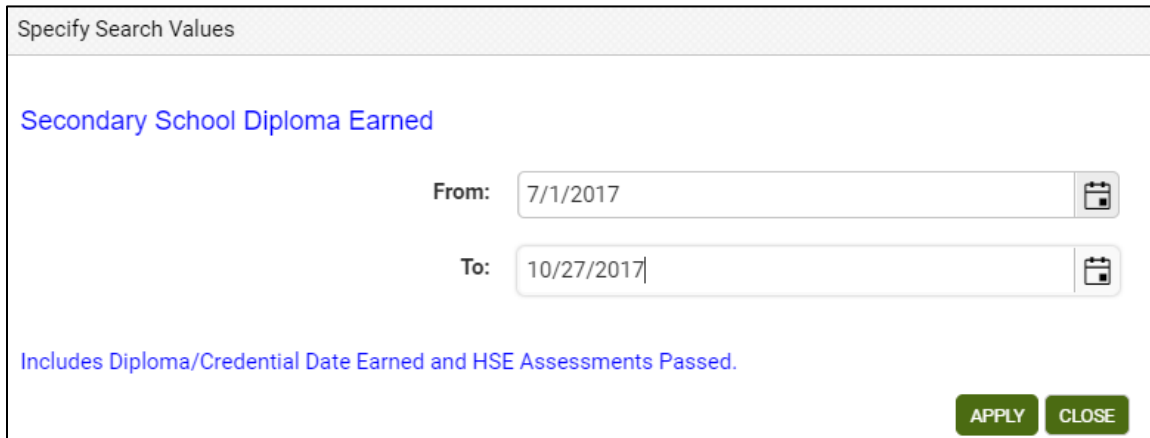
You can verify a gain through attainment of a secondary school diploma/equivalent by looking in the Outcomes panel>PoP Summary/Measurable Outcomes tab and seeing "Yes" in Attained SSD (MSG) column if it was the most current gain.

You can also search for students attaining an HSE by going to the student grid>Current FY Students> Searches>Adult Education Follow-Up. Click the triangle to the left of Adult Education Follow-Up and select Secondary School Diploma Earned>Add. Enter the date range on which you want to search

(typically the current FY date range) and click Apply. This will return all students who have achieved attainment of a recognized secondary school diploma or its equivalent as evidenced in the Assessments panel **OR** the Diploma/Credentials panel of the Education tab.

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

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

For a gain based on enrollment in post-secondary education or training, evidence of enrollment must be entered in the **Education tab>Postsecondary Education or Training panel.** Entry into Postsecondary Education or Training must occur *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 through Enrollment in Post-Secondary Education or Training -or- EFL gain by going to the student grid>Current FY Students> +Add Search option. From the +Add Search window, click the drop-down arrow and scroll to the bottom. Click the triangle to the left of Student PoPs. Select Enrolled PS Ed/Trng (MSG) = checked box (click the box to check it, indicating Yes). Then click the + box at the end of the row to add an additional search and click

the drop-down arrow and scroll to the bottom. Click the triangle to the left of Student PoPs. Select EFL Gain (MSG) = checked box (click the box to check it, indicating Yes). Click Apply. This will return all students who have had a gain in a period of participation through a gain in educational functioning level or through meeting the requirements for enrolled in post-secondary education or training. You could also search just one option or the other.
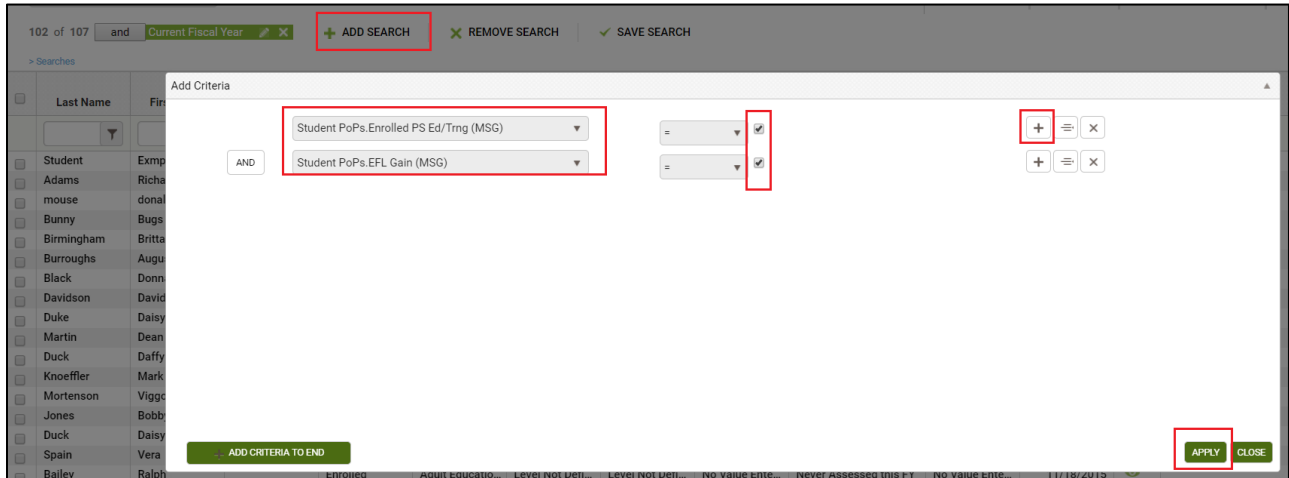
Final information on Table 4 includes the following:

Column F displays the **total number of participants who separated before achieving measurable skills gains in the first period of participation for that entry EFL.** Any student who did not have a measurable skills gain in the first period of participation and **exited**, through having no services/instructional hours for a 90+ day period, will be displayed in Column F. All forms of Measurable Skills Gains are tracked, so a student displayed here 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.

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

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

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

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

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

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

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

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

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

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

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

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

To locate the students due for employment follow-up, use the Student alerts section on the Dashboard. Students with a SSN will be data matched and you are not required to do follow-up for these students. Educational outcomes cannot currently be data matched and must be manually surveyed.

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

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

	Salary: [ ] Earnings: $18.00 ▲▼ Earnings Period: Hourly ▼ Earnings Number Hours: 32 ▲▼ Quarterly Earnings: $6,912.00 ▲▼ SAVE SAVE AND NEW CANCEL • **Follow-up should be done the 2nd and 4th quarter for EACH period of participation**
Employed 4th Qtr (Outcome Measure)	**Populated based on the Work History panel of the History tab in the student record or through the import of information obtained through state data match, if applicable**. • Follow-up is done for all NRS students except Corrections (incarcerated), regardless of employment status • Follow-up can be done via state data match -OR- manual survey. There is no longer a required 50% response rate for surveys. • **You must add a new line of work history** for each follow-up conducted, even if the employment status remains the same. The follow-up should be done in the correct quarter and the start date should indicate the *date of follow-up*. • Enter earnings into the Earnings field and complete the Earnings Period and Number of Hours so that LACES can populate the Quarterly Earnings. Do not use the Salary field, as that is not the field used for Table 5. Salary: [ ] Earnings: $18.00 ▲▼ Earnings Period: Hourly ▼ Earnings Number Hours: 32 ▲▼ Quarterly Earnings: $6,912.00 ▲▼ SAVE SAVE AND NEW CANCEL

	• **Follow-up should be done the 2ⁿᵈ and 4ᵗʰ quarter for EACH period of participation**
2ⁿᵈ Qrt Earnings (Outcome Measure)	**Populated based on the Work History panel of the History tab in the student record**. • Follow-up is done for all NRS students except Corrections (incarcerated), regardless of employment status • Follow-up can be done via state data match -OR- manual survey. There is no longer a required 50% response rate for surveys. • You must add a **new line of work history** for each follow-up conducted, even if the employment status remains the same. The follow-up should be done in the correct quarter and the start date should indicate the date of follow-up. • Enter earnings into the Earnings field and complete the Earnings Period and Number of Hours so that LACES can populate the Quarterly Earnings. Do not use the Salary field, as that is not the field used for Table 5. Salary: _____ Earnings: $18.00 Earnings Period: Hourly Earnings Number Hours: 32 Quarterly Earnings: $6,912.00 SAVE SAVE AND NEW CANCEL • **Follow-up should be done only for the 2ⁿᵈ quarter for EACH period of participation**
Enrolled PS Ed/Trng (Outcome Measure)	**Populated based on the Education tab>Postsecondary Education/Training panel and the Assessments panel OR Education tab>Diploma/Credentials panel or through the import of information obtained through state data match if applicable**. This is *a combination outcome* for students who *both* Attain their Secondary School Credential/Diploma **AND then** 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. This outcome is only tracked for exited NRS participants who were at a 9ᵗʰ grade level equivalency or higher in the FY in which they exited. Please note: LACES will be adding an additional method for tracking students who receive instruction at a 9ᵗʰ GLE or higher, as OCTAE has agreed that this should not be determined solely by EFL but can be determined based on instruction provided. To indicate enrollment in a PS Education or Training, from the individual student record, go to the Education tab>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.
Attained SSD (Outcome Measure)	**Populated based on the Assessments panel OR Education tab>Diploma/Credentials panel and the Education tab>Postsecondary Education/Training panel or History tab>Work History panel or through the import of information obtained through state data match if applicable**. This is a combination outcome for students who *both* Attain their Secondary School Credential/Diploma **AND either** enter Postsecondary Education and Training **or** Enter Employment for tracking on Table 5. Attainment of a secondary school credential/diploma as its own outcome is only tracked on Table 4 as a measurable skills gain effective 16/17. This outcome is only tracked for exited NRS participants who were at a 9th grade level equivalency or higher in the FY in which they exited. Please note: LACES will be adding an additional method for tracking students who receive instruction at a 9th GLE or higher, as OCTAE has agreed that this should not be determined solely by EFL but can be determined based on instruction provided. To indicate attainment of an SSD from the individual student record, enter the passing SSD scores in the Assessment tab for the appropriate HSE or go to the Education tab>Diploma/Credential panel. Click +Add New record and indicate the Type of SSD (GED, TASC or HiSet) and the Date Earned, then save. This outcome is additionally used to track the combined outcome of Attained a SSD and Employed within one year of exit, using this indicator with the Work History data for eligible students.
Attained PS Credential w/n 1 year (Outcome Measure)	**Populated based on the Education tab>Postsecondary Education/Training panel (Type+ Enrolled Date+Credential Attained + Date Earned) or through the import of information obtained through state data match if applicable**. This outcome is currently populated only for students who were enrolled in an IETP program as indicated on Table 3 through the IETP checkbox in the class enrollment being checked. Completion/attainment is indicated by: • Entered a Postsecondary Type (education or training) AND Credential Attained AND Enrolled Date AND Date Earned (must be after Enrolled Date) in the Education tab>Postsecondary Education/Training panel

Employment Measures Follow up

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

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

10/1/20 to 12/31/20 (Second Quarter)	2nd Quarter Follow up	4/1/21 to 6/30/21 (Fourth Quarter)	10/2022
	4th Quarter Follow up	10/1/21 to 12/31/21 (Second Quarter)	10/2022
1/1/21 to 3/31/21 (Third Quarter)	2nd Quarter Follow up	7/1/21 to 9/30/21 (First Quarter)	10/2022
	4th Quarter Follow up	1/1/22 to 3/31/22 (Third Quarter)	10/2023
4/1/21 to 6/30/21 (Fourth Quarter)	2nd Quarter Follow up	10/1/21 to 12/31/21 (Second Quarter)	10/2022
	4th Quarter Follow up	4/1/22 to 6/30/22 (Fourth Quarter)	10/2023
7/1/21 to 9/30/21 (First Quarter)	2nd Quarter Follow up	1/1/22 to 3/31/22 (Third Quarter)	10/2023
	4th Quarter Follow up	7/1/22 to 9/30/22 (First Quarter)	10/2023
10/1/21 to 12/31/21 (Second Quarter)	2nd Quarter Follow up	4/1/22 to 6/30/22 (Fourth Quarter)	10/2023
	4th Quarter Follow up	10/1/22 to 12/31/22 (Second Quarter)	10/2023
1/1/22 to 3/31/22 (Third Quarter)	2nd Quarter Follow up	7/1/22 to 9/30/22 (First Quarter)	10/2023
	4th Quarter Follow up	1/1/23 to 3/31/23 (Third Quarter)	10/2024
4/1/22 to 6/30/22 (Fourth Quarter)	2nd Quarter Follow up	10/1/22 to 12/31/22 (Second Quarter)	10/2023
	4th Quarter Follow up	4/1/23 to 6/30/23 (Fourth Quarter)	10/2024

Data Coverage, by Reporting Year

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

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

Please see the above answer for Q2d.

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

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

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

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

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

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

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

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

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

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

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

Move Assessment Forward   ▢ ✕

Move Forward Options: ⦿ Use as subject area for PoP 2

                                              SAVE   CANCEL

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

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

> **Q4a: How do you know if you should be tracking someone as IELCE?**
>
> **Q4b: In what program will she be displayed on Table 3?**
>
> **Q4c: What would you need to do to insure she is counted on Table 3 as an IELCE student?**
>
> **Q4d: Where would you make updates to**
>
> - **The ESL indicator?**
>
> - **The IELCE indicator?**

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

A student should be tracked as IELCE if they meet the federal definition: IEL/CE is defined as "*education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce trainin*g." IELCE students must be receiving funding through Sec. 243 grant dollars, must have been offered Integrated Education and Training program opportunities, and must have received ESL instruction in the current Fiscal Year. If you are not sure if your agency receives IELCE grant monies, check with your agency director.

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

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

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

Secondary Program IELCE selection

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

ESL Yes/No option on Intake Form

ESL checkbox on Intake Form

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

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

See the response for Q4b.

Q4d: Where would you make updates to

- **The ESL indicator?**

- **The IELCE indicator?**

See the response for Q4b.

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

What tables will that affect?

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

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

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

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

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

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

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.

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

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

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