**BEGINNER LACES USER MANUAL- Missouri**

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

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

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

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

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**Introduction to LACES**

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

**Data Entry**

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

**Common Mistakes/Issues and Glossary**

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

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

**Ignoring Warnings or Recommendations**

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

**Single-clicking vs. double-clicking**

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

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

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

**Deleting Files**

It is **never recommended** that you delete files other than accidental duplications or mistakes. LACES is designed so that you will not have to delete any files. Many times, historical data may be needed, or students may return after a period of being absent. Records should be left in the database, provided the record is correctly updated to prevent it from incorrectly being included in current fiscal year searches if they have no current FY activity. Records that have had a fiscal year summary created for a prior fiscal year cannot be deleted without technical support assistance, in order to provide consistency of numbers in prior FY reports.

**Definitions**

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

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

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

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

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

**Student Status Definitions**

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

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

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

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

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

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

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

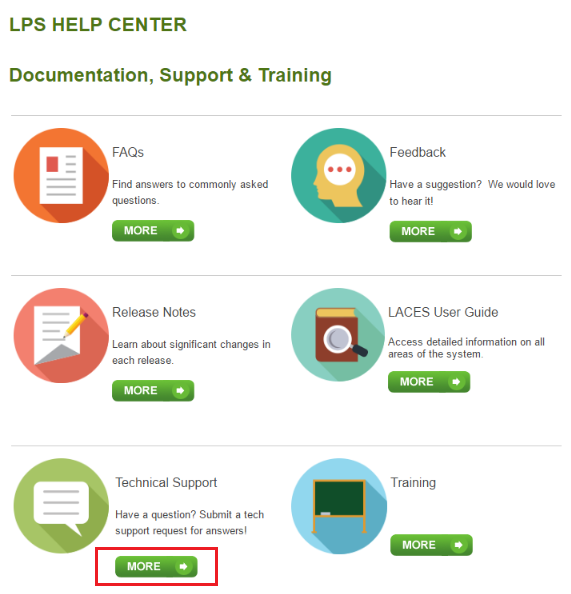
**LACES Help Center and Technical Support**

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



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

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



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

**State Specific Customizations**

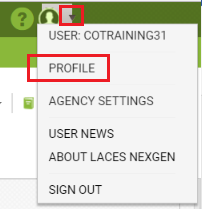
Most menus in LACES contain federal and state standard fields. In some cases, the menus or field options have been customized to fit Missouri-specific needs. Many fields can be modified with state approval. If menus do not contain options you feel are necessary to provide the functionality your program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

**Navigation**

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

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

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



The Person Profile contains the following items:

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

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

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

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

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

The **Choice List** tab allows System Administrators the ability to modify some drop-down menus in LACES NexGen in order to customize those fields for your own agency. Looking at the forms you use compared to the screens and fields available in LACES NexGen, decide what menu items you need on your choice list. Fields should typically not be modified without approval from DESE as they may need to remain as they are for reporting purposes. Keywords are optional fields that can be used however you wish, but you may also need to modify the choice list for Building and Room, class Days and Times, Referral Sources, Goals, Comment Types, Tutor Locations, Donation Types, and Social Services, just to name a few options.

Modifying Choice Lists is one of the most powerful ways that you can customize your database. These menus can be customized by adding new choices, hiding choices, editing existing choices, or changing the order in which choices are displayed. To modify your choice list, go to the Agency Settings option in the Person Profile menu in the upper right-hand corner of the database.

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

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

It is extremely important to remember that modifying the items in your Choice lists can impact whether data populates to your reports correctly. Certain fields are directly data-mapped to reports and modifying those items or using another choice list item similar to a default item can impact your reports. We recommend that only one person in your agency modifies choice lists, so that there is a consistent record of changes made. Also, changes made to the Choice List affect everyone in the agency, not just the user who makes the change.

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

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

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

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

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

**Toolbars**

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



The primary populations are:

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

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

The “More” menu contains:

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

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



* **+Add New [population item, ie. student, class, tutor, etc.]:** Allows you to add a new record for the population in which you are working. Each blank intake form for that population contains specific fields and required data based on that person or instructional setting type.
* **Selection:** Selection allows you to create a manual selection of data, or to select an already generated subset of students found through a search or filter, and subset that selection by clicking the checkboxes in front of those records (either one at a time or by checking the top box in the column heading), then clicking Selection in the right-hand menu bar. From Selection, you can Subset, Omit, Clear or Select All. Omitting does not delete the record, but temporarily removes it from the selection. Subsetting can be useful because **most searches and reports in LACES are generated based on your starting selection**, so having the ability to control that selection through subsetting can help you generate data on very specific populations of students or other populations.
* **Export**: Exports the data selection with the currently applied view to a CSV format Excel spreadsheet, where the data can then be saved, printed, and/or emailed, and charts created from the Excel data set. The file can be saved in various formats such as csv, xls, or pdf.
* **Graphic Reports:** Provides access to the graphic reports available for the population in which you are working. Each population has its own reports. Students have the most available reports. Most graphic reports can be run based on the selection. Some graphic reports require additional parameters such as date ranges, that can be entered for additional granularity. Once a graphic report has been opened, you can view, or print the graphic report. Graphic reports can be saved in hard-copy (printed) form, or by right-clicking and doing “Save as…” to save as a graphic file.
* **Reports:** Provides access to the reports available for the population in which you are working. Each population has its own reports. Students have the most available reports, followed by tutors. To open a report, click the checkbox to the left of the report you wish to view. In the right-hand column, enter any information needed such as data range or other parameters, being sure to follow the correct date format, if indicated. Click Print PDF or Print Excel in the bottom left-hand corner and open the report once it has successfully downloaded. Once opened you can view, save, print, or email a saved copy of the report.
* **More:** Allows you to batch add goals, if desired; batch adjust Survey data for goals or cohorts, and run FY summaries, described below:

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

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

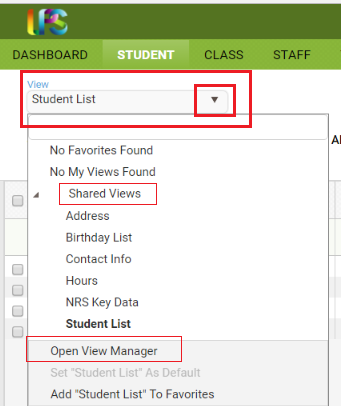
* The Fiscal Year Summary records are created from the Student or Staff tab and are run on the selection. Since this functionality requires a great deal of processing, we have limited the range of records that can be run. Also, if the selection is generated from the records themselves, you will get an error message letting you know to subset the selection first. You do not need to subset records if you are scheduling them, but to run them yourself, they must be subset first. To subset a selection, click the checkbox in front of the student name(s) for which you wish to create a new FY summary, or click the checkbox in the upper left corner of a page to select everyone on that page, and then go to the toolbar in the upper right-hand corner and click Selection>Subset.
* Once you have subset your selection, to create new FY Summary records, click the More option on the right-hand Toolbar (NOT the More option on the left hand, green toolbar!), and then click Create FY Summaries.
* The selection is limited to 500 records, so if you have a selection larger than 500, you will need to run FY summaries per page and then run the next page
* The window will reflect that the summaries are being processed. You will not be able to work in LACES on the same computer from which you are creating summaries while they are being processed.
* Student and staff NRS tables both use FY summary data. You can run new summaries just on records that have been recently changed, or you can wait for the bi-monthly automatic creation of FY summaries.
* **Only the NRS table reports and the FY Data searches run based on summaries. Every other report and search runs on current or “raw” data and does not need a FY summary but will display information added immediately upon addition and saving.**

**HELP**

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

**CUSTOM VIEWS**

Views are defined as the columns displayed for the population grid. Shared views are predefined and are available on a dropdown list that displays at the top left of the student grid. Custom views can be created to add, remove, or re-order columns as needed.

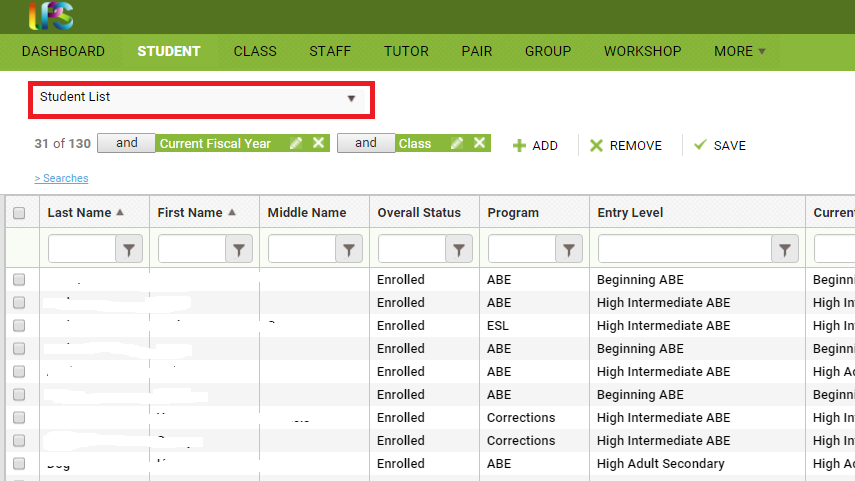


There are currently six shared views. The default view is **Student List**, which displays columns on the grid that provide at-a-glance information about overall status and assessments. The view may be changed by selecting a different view from the list. This view will be in effect until you change it, even if you leave the student grid temporarily by clicking on a different tab, and then return to the student grid.

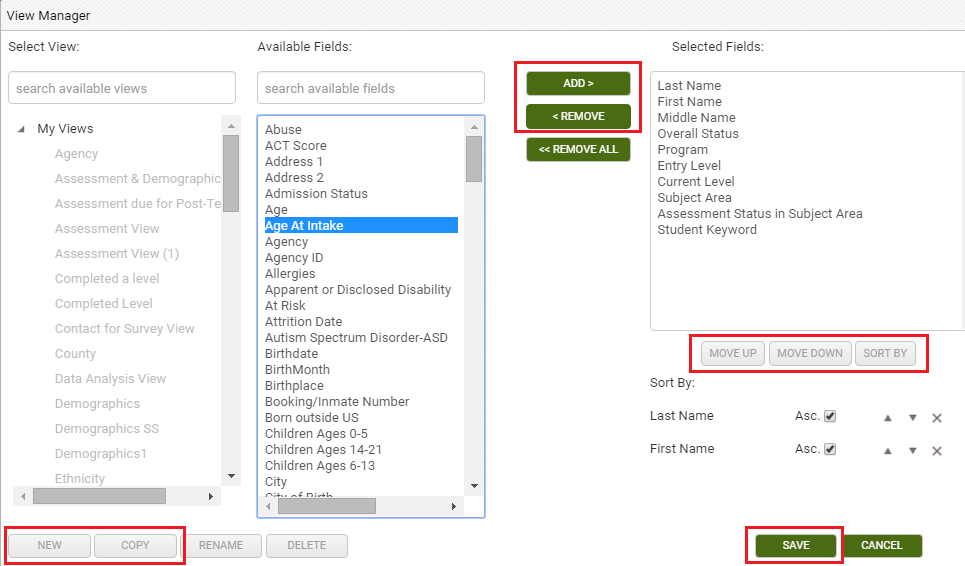
To change the view, click the arrow on the drop-down list. The first item is Favorites. A **favorite view** is a view that you use often, whether it is a shared system view, or a view that you created. Views that have been added to Favorites will display at the top of the list. ‘No Favorites Found’ will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

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

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



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



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

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

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

**Sort Fields**

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

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

Sort records may be deleted by clicking the Delete button.

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

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

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

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

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

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

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

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

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

**Field Search**

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

**Columns in Views**

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

**SEARCHES**

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

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

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

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

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

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

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

**Predefined and Templated Searches**

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

**Predefined searches:**

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

**Drilldown Searches**

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

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

**Templated searches:**

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

**Add and Replace buttons:**

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

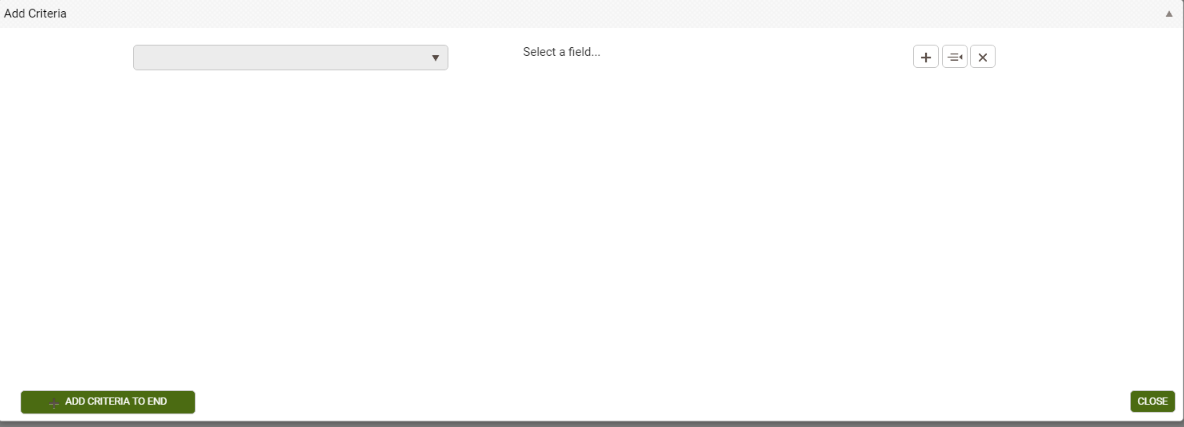
**Criteria Builder:** The Criteria Builder allows you to generate selections within the population you are in, based on the criteria you choose to add or remove from the general selection.



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

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

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



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

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

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

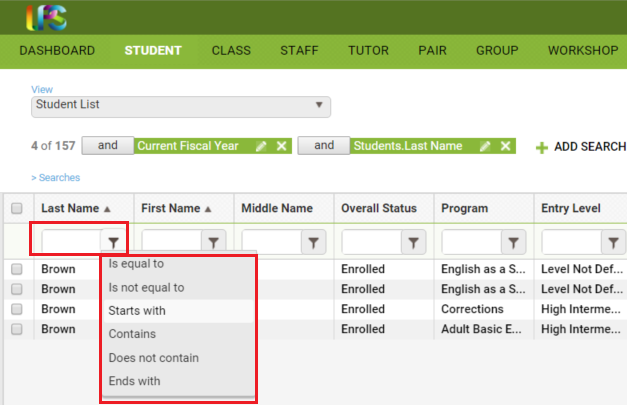
**In-Column Filtering**: Every column in a grid provides the opportunity to filter/search within that column. To filter, enter your search criteria in the blank space below the column heading, then click the filter icon. Select the option (Starts with, ends with, contains, Equal to, Not equal to, etc.)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

Tips for in-column filtering:

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

A simple example of in-column filtering:

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



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

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

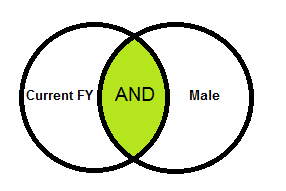
Search Tiles use Operators, that allow you to filter the data differently after application of a search tile based on the operator used.

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

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

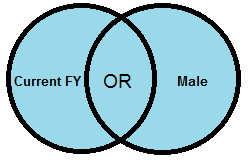
**AND**: means that your selection is X out of Y records AND contains those records that meet the criteria contained in the search filter. Multiple search tiles with AND mean that the selection is all of those criteria. Example: 153 of 1470 and Current Fiscal Year AND Gender=Male means that your selection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

This can be represented graphically like this:



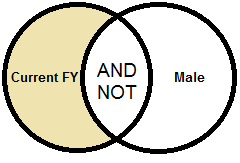
**OR:** means that your selection is X out of Y records and contains those records that meet the criteria contained in one search tile OR the criteria contained in a different search tile. Example: 911 of 1470 and Current Fiscal Year OR Gender=Male means that your selection is 911 students because you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

This can be represented graphically like this:



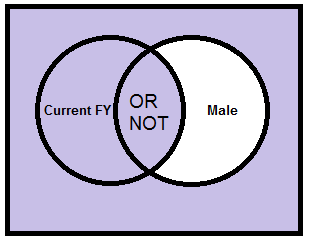
**AND NOT**: means that your selection is X out of Y records and contains those records that do NOT meet the criteria contained in the search filter. Example: 167 of 1470 and Current Fiscal Year AND NOT Gender=Male means that your selection is 167 students because you are filtering by current FY AND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

This can be represented graphically like this:



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

This can be represented graphically like this:



**Auto Filters in Searches**

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

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

**STUDENTS**

The toolbar at the student grid allows you to:

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

**Adding a New Student Record**

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

Required fields in the Missouri database are:

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

**Last Name**

**First Name**

**Program**: ABE/ASE should be used for students who start as ABE/ASE. ELL should be used for students who start as English Language Learners. You can select assessments regardless of program type.

**Secondary Program**: Contains the following additionally funded programs, which are funded from specific grants and have additional criteria. Select Not Applicable if the student has no additional programs:

* IELCE: Integrated English Literacy and Civics Education: These students will additionally populate Tables 3 and 9, provided they additionally have an ESL assessment
* Community Corrections: These students will additionally populate Tables 6 and 10
* Correctional Facility: These students will additionally populate Tables 6 and 10
* Other Institutional Setting: These students will additionally populate Tables 6 and 10
* Workplace Adult Education and Literacy Activities: These students will additionally populate Table 6 and be eligible for the additional IETP/Workplace Literacy Measurable Skills Gains on Table 4
* Not Applicable

IET (Integrated Education and Training) is added through the class enrollment and is not listed here. If you forget to add a Program or Secondary Program and need to update it once the record is saved, you can make updates in the Education tab>Education panel.

**Birthdate:**

* Birthdate will auto-populate the Age field and auto-update every year on the student’s birthday.

**Gender**

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

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

**Highest Education Level Completed at Entry**

**Highest Education Level Completed at Entry Location**

**Employment Status**

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

**Address1**

**Zip:** Will auto-populate the City, County, and State

Non-required fields also include address and contact information as well as other demographic information and should be completed as thoroughly as is warranted.

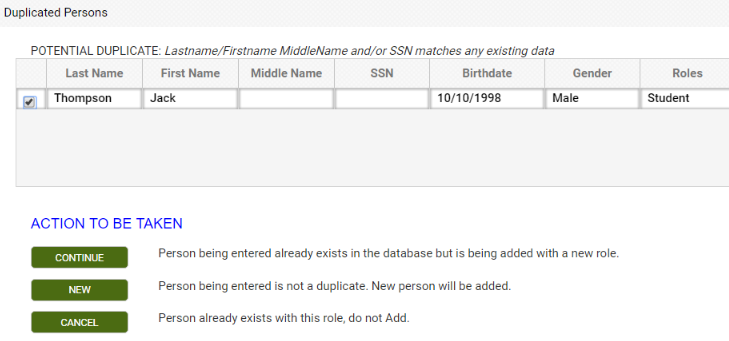
**Q: Should I enter the non-required fields?** When entering a record, it is good practice to enter all the information you have at the time of entry, whether the field is required or not, if you plan to track this data. This saves having to go back later and edit the record.

**Potential Duplicate Message**



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

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



The potential duplicate warning is currently *only* within your program; it will not recognize if the student has attended another agency within Missouri. This functionality will be expanded in the future to include cross-agency training. DESE has the ability to de-duplicate at the district level if they choose to do so. Additionally, the potential duplicate warning will not generate for similar names or misspellings unless the SSN also matched.

After completing the intake form, you may: ·

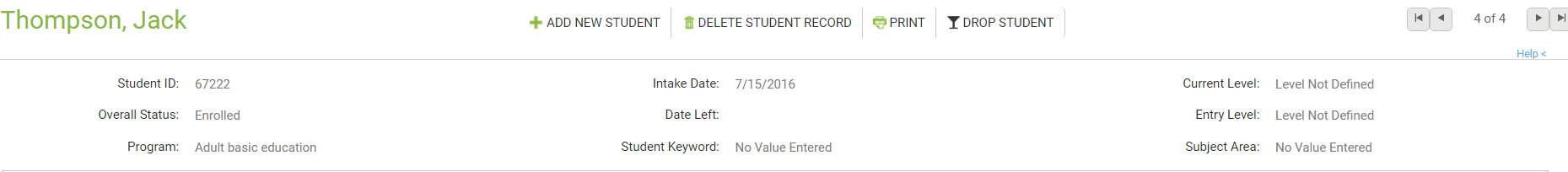
* Click Save to save the record and return to the student grid. ·
* Click Save and New to save the record and get a blank intake form so you can add another student record.
* Select a specific tab in the student record from the dropdown list, and then click Save and Go to save the record and go to that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



**STUDENT DETAIL RECORD**

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

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



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

|  |  |
| --- | --- |
| **Student Name** | Student Data tab/ Key Info panel; required at intake |
| **Student ID** | System number automatically generated when the student record is created |
| **Overall Status** | Student Data tab/ Key Info panel; prospective after intake, updates automatically based on evidence |
| **Program** | Student Education tab/ Education panel; required at intake |
| **Intake Date** | Student Data tab/ Key Info panel and Student Education tab/ Education panel; required at intake |
| **Exit Date** | Automatically populates from last hours date How left date is calculated:   * Student's last instruction hours date, including unlinked hours. * Student's last class or group start date, or pair match date if the student was enrolled or matched in a pair, but no instruction hours were entered. * Student's intake if there are no enrollments or hours.   A left date will also calculate, and display based on the criteria above after 90 days with no activity after intake, enrollment date, or last hours date, *regardless of the student's enrollment status in a class, group, or pair, or the student's overall status*. No activity means no enrollments or scheduled services, or enrollments with no instructional hours within 90 days of the enrollment date or last hours date. Hours records with 0 hours entered are not considered in the left date calculation.  The population of a left date does not change the student's enrollment status in a class, group, or pair but is used for calculating periods of participation for Tables 4 and 5. |
| **Student Keyword** | Student Data tab/ Key Info panel; may be entered at intake, not required |
| **Current Level** | Student Assessment tab based on level defining assessment; may be entered at time of intake *but does not affect reports or populate any relevant fields* |
| **Entry Level** | Student Assessment tab; based on level defining assessment |
| **Subject Area** | Student Assessment tab; based on level defining assessment |



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

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



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

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

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

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



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

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

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

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

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

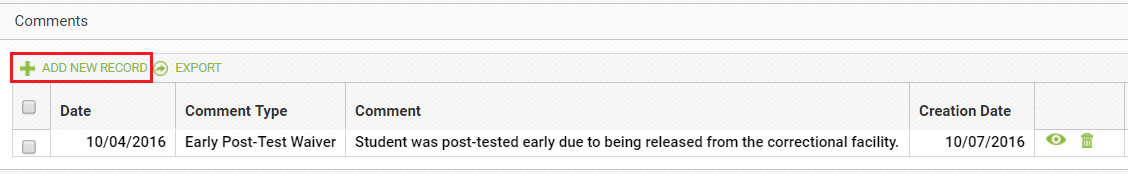
The Key Info panel contains the following fields (some databases may have customizations that result in slight variance):

|  |  |
| --- | --- |
| **Overall Status** | Auto-populated based on enrollment status. Some manual updates can be made from a drop-down, non-editable menu.    Students will always enter the program as Prospective. You can manually change a student from Prospective to Waiting, if desired. Otherwise, enrolling them into a class, group, or pair will automatically update them to Enrolled unless you have reached maximum enrollment within a class or group, in which case they will go to Waiting. From Enrolled, you must unenroll the student from their class or group or dissolve their pair, and they will go to Left if that was the only instructional setting they were in. If they were enrolled in multiple instructional settings, unenrolling them from only one class, group, or pair will not update their Overall Status. A student who comes in as Prospective but never actually attends instruction should be updated to either Left or Never Attended.    The Overall Status menu cannot be modified in the Choice List, but can be modified by LiteracyPro Systems, Inc. if requested at the state level. |
| **Manual Status Change Date** | A field in which agencies can manually enter dates for status changes. Status change dates are also automatically tracked in the student’s History tab |
| **\*Intake Date** | Initial Intake Date for the student. A required field that should indicate the student’s initial entry date into the program. Type in field or calendar selection. Should not be updated based on re-enrollment or re-entry. |
| **\*Last Name** | Last Name, required. Type in field. |
| **\*First Name** | First Name, required. Type in field. |
| **Middle Name** | Middle Name, not required. Type in field. |
| **Suffix** | Student Suffix, if needed. Type in field. |
| **\*Program** | Required field generated from a non-user-modifiable drop-down menu. |
| **Student Unique ID** | Unique number that can be used as an alternative identifier in the event SSN is not used, or for other purposes such as inmate ID’s or K12 numbers. Type in field. |
| **Student Keyword** | Keywords are additional fields for users to add student information if an existing field is not available. The keyword field is a drop-down list and can be edited by the user by adding/editing items on the Keyword choice list. |
| **Address 1** | Primary residence street address information, not required. Type in field. |
| **Address 2** | Additional residence street address information if needed, not required. Type in field. |
| **Zip** | 5-digit format zip code, not required. Type in field. City, County, and State will auto-populate based on a valid zip code. |
| **City** | City of residence, not required. Auto-populates when valid zip code is entered, but can be over-ridden as a type in field |
| **State** | State of residence, not required. Auto-populates when valid zip code is entered, but can be over-ridden as a type in field |
| **County** | County of residence, not required. Auto-populates when valid zip code is entered, but can be over-ridden as a type in field. |
| **District** | District of residence (if needed), not required. |
| **Mail Preference** | Drop-down, editable menu for indicator of preference for mail contact from the agency, if any; not required |
| **Which of the following do you have at home so we can contact you and/or connect you to services (Check all that apply)** | * Computer with Camera * Computer without Camera * Webcam * Headset with Microphone * Mobile Phone * Home Phone * Internet Access * Printer * Scanner |
| **Email** | Email address, not required. Type in field |
| **Secondary Email** | Secondary/additional email address, not required, type-in field |
| **Phone at Address** | 10-digit format telephone number, not required, typically used to indicate the primary contact phone number. Type in field |
| **Home Phone** | 10-digit format home telephone number, not required. Type in field. |
| **Work Phone** | 10-digit format work telephone number with 5-digit extension, not required. Type in field. |
| **Mobile Phone** | 10-digit format mobile/cellular telephone number, not required. Type in field. |
| **Other Phone** | 10-digit format telephone number with 5-digit extension, used to indicate other phone contact options, not required. Type in field. |
| **Other Phone Type** | Drop-down, editable menu option allowing indication of what type of other phone is being indicated in the Other Phone field. |
| **Contact Preference** | Drop-down, editable menu option allowing indication of contact preferences. |
| **Emergency Contact Phone** | 10-digit format emergency contact telephone number, not required. Type in field. |
| **Emergency Contact Name** | Emergency contact name, not required. Type in field. |
| **Emergency Contact Relation** | Emergency contact relation, selected from a drop-down menu. This field can be edited by the user by adding/editing items in the Emergency Contact Relation choice list. |

**Comments/Pair Comments**

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

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



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

**Custom Fields**

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

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

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

The following fields are available as Custom Fields:

Custom String 1

Custom String 2

Custom String 3

Keyword 2

Custom Date 1

Custom Date 2

Custom Number 1

Custom Number 2

**Documents**

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

**Personal Data**

The Personal Data panel allows personal data records to be entered, edited, viewed, or deleted. Columns and rows of personal data may be grouped and sorted by clicking the column headings to sort in alphabetical or numeric ascending or descending order. A single click will sort in ascending order, or a double click in descending order.

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

Personal Data display the following column and row data:

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

**Preferences**

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

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

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

Preferences display the following column and row data:

|  |  |
| --- | --- |
| **Checkbox:** | Allows for selection of one or more preferences. |
| **Effective Date:** | The Date recorded for the Preference record, editable, not required. Type in field or calendar selection. |
| **Item:** | The Preference Item being recorded (Days, Times, Location, etc.). Drop-down menu that can be modified using the Choice List item “**PersonalDataItem**”, not required. |
| **Preference:** | The preference the student has indicated for the Preference Item. Type in field, not required. |
| **Importance:** | A numeric indicator for the importance of the preference. Numeric selection field, not required. |
| **Comment:** | Additional information regarding the preference, if desired. Type in field, not required. |
| **Creation Date:** | System-generated date indicating the date the preference was entered in the database, non-editable. |
| **Edit:** | Click to open the preference record for editing. |
| **Delete:** | Click to delete the preference, after verification. |

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

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

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

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

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

**Assessments**

TABE and TABE CLAS-E assessments are automatically integrated into LACES on a daily basis.

**TABE-LACES Data Specification Guide: GENERAL INFORMATION**

TABE 11/12 test results are transmitted to LACES every morning between 5-8 am MST. This allows you to access your students’ TABE scores from within LACES on the following day. Individual test scores from TABE will only be accepted into LACES if a matching student is found; however, the import goes back 60 days, so the assessment will be integrated as long as the student:

1. Exists in LACES at the time of assessment -or-
2. Is entered into LACES within 60 days of their TABE assessment
3. If more than 60 days have elapsed, test results will need to be manually added to LACES

**Matching Student Profile Data**

The following Student Profile fields in TABE and LACES must match exactly:

* + First Name
  + Last Name
  + Date of Birth. Required format is MM/DD/YYYY (Note that LACES auto-converts birthdate to the correct format)
  + Gender. Must be “M” of “F” only. TABE supports “O”, but this value is not recognized in LACES due to NRS requirements. Make sure gender “M” or “F” is used in TABE.

If student scores from recent tests are missing, make sure the profiles match.

**Additional Student Naming Data Considerations**

* Apostrophes (‘), hyphens (-) and spaces ( ) are the only special characters allowed in a student’s name.
* Extra spaces are **not** allowed at the beginning or end of names. Make sure spacing is consistent within names, so the name in TABE will match the name in LACES.
* Commas (,) or periods (.) in names are not allowed in DRC, so you should remove these from LACES for the data to match.
* Diacritical characters, i.e., characters from non-English alphabets, are converted to their alphanumeric equivalent in TABE. For the student’s name to match the student’s name in LACES, the name in LACES should be converted to its alphanumeric equivalent.
* Both TABE and LACES allow numbers to be used in names.

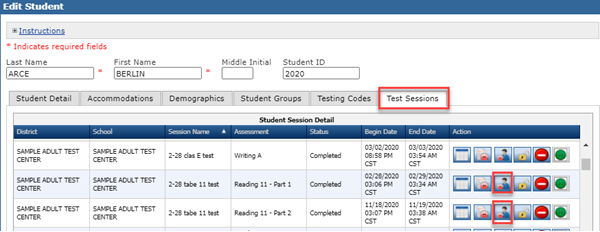
**Daily Data Transfers**

Every weekday morning between 5:00-8:00 AM MST, LACES imports data from the previous 60 days of TABE testing. For paper testing with Local Scanning, you have up to 60 days from the test date to scan your paper documents into TABE. Test data for testing more than 60 days prior may be entered manually.

If you need to invalidate a score, this is done through DRC. In the “Student Profile”, under Student Management, go to the “Test Sessions” tab.

Find the test you want to invalidate. (Do both parts if it’s a two-part test.)

Click the invalidate icon(s). They will turn green when invalidated



For assessments other than TABE and TABE CLAS-E, you will need to add assessments manually. To add an assessment to the student record, go to the Assessments panel:

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

LACES will only populate Educational Functioning Levels based on scaled score or GLE, it does not have a column for number correct. You must enter in-range scores, or you will receive an error message.

**Leveling without an NRS approved Assessment**

Due to the impact of COVID-19, OCTAE is allowing states to revise their assessment policy to allow for leveling a student by assignment of an NRS Educational Functioning Level without administering an NRS-approved assessment. Please note the following:

* A student *cannot* make an educational functioning level gain based on an agency-determined level; it is only allowable to be used for establishing a placement EFL
* As soon as possible, agencies should assess with an NRS-approved assessment which should then be used to determine a valid placement EFL
* Students can make a Measurable Skills Gain (MSG) by attaining a secondary school diploma or recognized equivalent or enrolling in Postsecondary Education or Training with only a program-determined EFL

You can read more about the guidance at the following link: <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-pm-20-5-covid-faqs-final.pdf>

Based on the guidance provided by your state’s assessment policy, you should determine the student’s placement EFL.

Once determined, open the student record, and go to the Assessments tab. In the Assessments list, locate the option for either Provisional ABE Placement Level or Provisional ESL Placement Level. Select this as you would any other assessment.

In the resulting assessment card, enter the date in the upper left corner. Then enter the ABE or ESL Educational Functioning Level number (1-6) in the Scaled Score column.

If the student is ESL L1-L6, you would enter

ESL L1 = Scaled Score of 1

ESL L2 = Scaled Score of 2

ESL L3 = Scaled Score of 3

ESL L4 = Scaled Score of 4

ESL L5 = Scaled Score of 5

ESL L6 = Scaled Score of 6

If the student is ABE L1-L6, you would enter

ABE L1 = Scaled Score of 1

ABE L2 = Scaled Score of 2

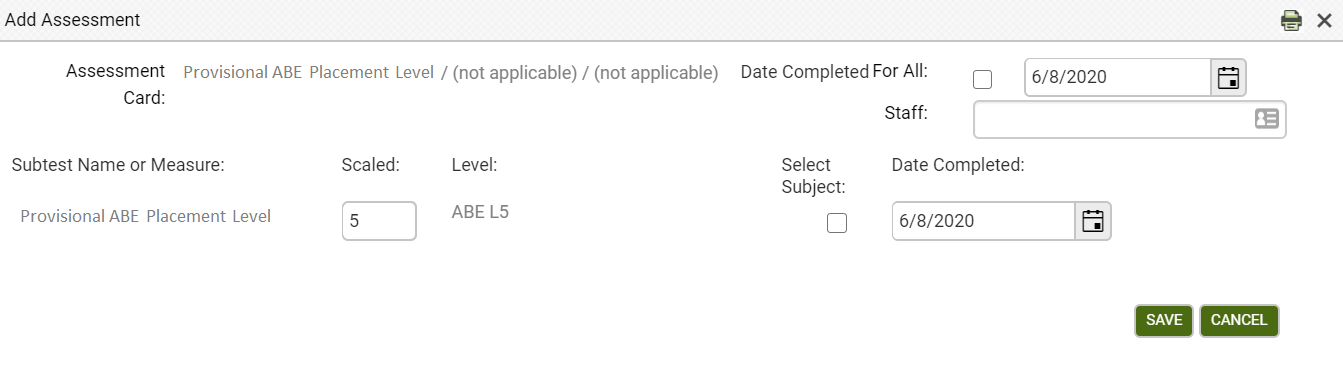
ABE L3 = Scaled Score of 3

ABE L4 = Scaled Score of 4

ABE L5 = Scaled Score of 5

ABE L6 = Scaled Score of 6

When you enter the Scaled score and hit tab, you should see the corresponding level populate in the Level column. Click Save when you have verified that the EFL has correctly populated.



After saving, the level headers for the student will be populated with the indicated Educational Functioning Level. The Subject Area will display as Provisional ABE or Provisional ESL.

These levels will be valid for NRS purposes, and the students will populate NRS Tables 1 and 4 with the indicated Educational Functioning Level as their placement EFL.

When the student can be given an NRS approved assessment, the NRS approved assessment should be set to over-ride the provisional assessment. You can manually override the database to track in the desired subject area of the NRS approved assessment by clicking the Move Forward icon (circle with an arrow between the Edit and Delete icons) and selecting the option to “use this subject area for the period of participation”.

Fields on the assessment card:

|  |  |
| --- | --- |
| **Assessment Card** | Indicator of the assessment instrument, form, and level selected on the previous page. |
| **Date Completed for All** | Checkbox to indicate the date all assessment subject areas were completed, if multiple subject areas were administrated on the same day, with an associated date field. **This or the individual assessment dates must be entered *before* the score data for the assessments, or the levels will not generate.** |
| **Staff** | Optional field for the name of the staff member administering the assessment, or the instructor for the student. |
| **Subtest Name or Measure** | Subtest/subject area indicator. For assessments with multiple subject areas, be aware that not every subject area will result in an EFL, if not NRS approved. |
| **Raw Score** | The raw score may be entered for some assessments, but a raw score by itself will not populate an EFL. This column does not appear for all assessments. |
| **Scaled Score** | Scaled score for the subtest, used to generate the EFL. Do not enter until the Date Assessed has been entered. |
| **Level** | Auto-generated educational functioning level based on the assessment scores and NRS Benchmarks. Non-editable. **LACES programs the EFL based on the NRS Test Benchmarks, *not* the test manufacturer scores.** See this link: [https://nrsweb.org/resources/test-benchmarks-nrs-educational-functioning-levels-efl-updated-august-2019](https://nrsweb.org/resources/test-benchmarks-nrs-educational-functioning-levels-efl-updated-august-2019%20) for additional information. |
| **Select Subject** | Check to manually override the subject area for the fiscal year, if appropriate. **Not used for Period of Participation subject override!** |
| **Date Completed** | Dates for individually completed subtests, if appropriate. |

**Subject Area**

Only NRS approved assessments will display an Educational Functioning Level and Subject. Non-NRS assessments will display GLE and Scaled Score information. Although LACES defaults to display the subject area and EFL with the lowest EFL, gains will be tracked for any subject area in which there is a valid pre- and post-test.

The database will *automatically track in the subject area producing the lowest EFL*. If two or more subtests produce the same lowest EFL, the database will track in the one with the lowest scaled score or SPL/GLE. You can manually override the database to track in a specific subject area by clicking the Move Forward icon (circle with an arrow between the Edit and Delete icons) and selecting the option to use this subject area for the period of participation.

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

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

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



The process for adding a pre- or post-test is the same. LACES will not show a loss if a student post-tests and goes down a level; only gains are tracked for reporting purposes.

**General Assessment Notes and Information**

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

Is the assessment date in **this fiscal year**? If the assessment is in a prior FY, you may move the assessment forward to count for the new FY, based on your state’s assessment policy, which allows moving forward if the assessment was given within the 90-day period prior to the new fiscal year (April 1 to June 30). To move an assessment forward, simply click on it once to highlight it, then click the “Move Forward” icon (circle with an arrow in it), and say “Yes” when the pop-up window appears asking if you are sure you want to move it forward. You will get an error message if you attempt to move forward an assessment that is not within the allowed state timeframe for pushing forward.

Moving an assessment forward duplicates the moved-forward assessment, so you do not lose the data from last year but gain a duplicated record in the new year.

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

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

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

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

**Editing and Deleting Assessments**

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

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

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

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

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

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

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

**MO Assessment Customization**

1. High out-of-range scores as indicated by the test manufacturer **may not** be entered for a **pretest**.
2. High out-of-range scores as indicated by the test manufacturer **may** be entered for a **post test**.
3. A pretest **may not** be deleted if a high out-of-range score was entered for the post test.
4. A post test with a high out-of-range score may be moved forward to the next FY and may be the pretest for a new PoP.
5. Assessments may not be entered with the same subtest and assessed date as an existing assessment record.

**Entering, editing, and deleting assessments**

* Enter a student's pretest assessment.
* Using the tables below for each relevant assessment, note the allowable score range.
* A **pretest** with a high out-of-range score cannot be entered. An error message will display. For example, a TABE 11/D, Reading scaled score 616 is too high for the pretest, so the error message will display:

**ERROR**

0 of 1 assessments were successfully saved.

Problems encountered: Couldn't save

assessment Reading: \*Assessment is the

first pre-test for the Fiscal Year and has an

out of range high Scaled Score.

* Enter a student's post test assessment.
* Using the chart below for each relevant assessment, note the allowable score range.
* A post test with a high out-of-range score may be entered. For example, a TABE 11/D, Reading scaled score 616 is acceptable as a **post test** score.
* Edit the Assessed Date.
* A post test with a high out-of-range scaled score cannot be edited so the Assessed Date is before the pretest Assessed Date. An error message will display.
* Deleting an assessment
* A pretest assessment record cannot be deleted if the post test has a high out-of-range score. An error message will display.

**ERROR**

\*Deleting this Assessment makes

another Assessment the first pre-test

for the Fiscal Year and it has an

out of range high Scaled Score.

* An assessment may not be entered with the same subtest and assessed date as an existing assessment record
* When an assessment already exists, another assessment with the same subtest and assessed date may not be entered. An error message will display:

\*Assessment with the same Date Assessed and Subtest already exists.

**DRC-TABE Integration**

The DRC-TABE integration "honors" the assessment customization rules. This means that the same error message that a user sees when they enter an assessment record that violates an assessment rule will also display as an error message on the DRC import file.

**Enrollments**

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

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

**Enrollments Header Views**

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

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

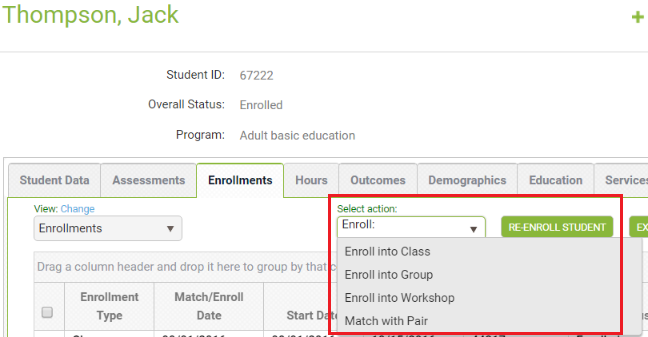
Click on the down arrow in the dropdown menu to display and select one of the available views. The selected view will remain in place when using the record indicator at the top right to move forward or back to records within the Enrollments tab.

**Fiscal Year Filter**

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

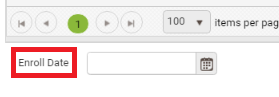
The fiscal year is determined by the start date of the enrollment.

*Select action: Enroll or Match*

**

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

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

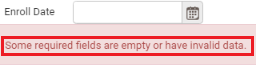
 

To match a student in a pair with a tutor:

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

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

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



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

**Enrollments Grid**

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

**Editing and Deleting Enrollments**

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

**Unenrolling a Student from an Enrollment**

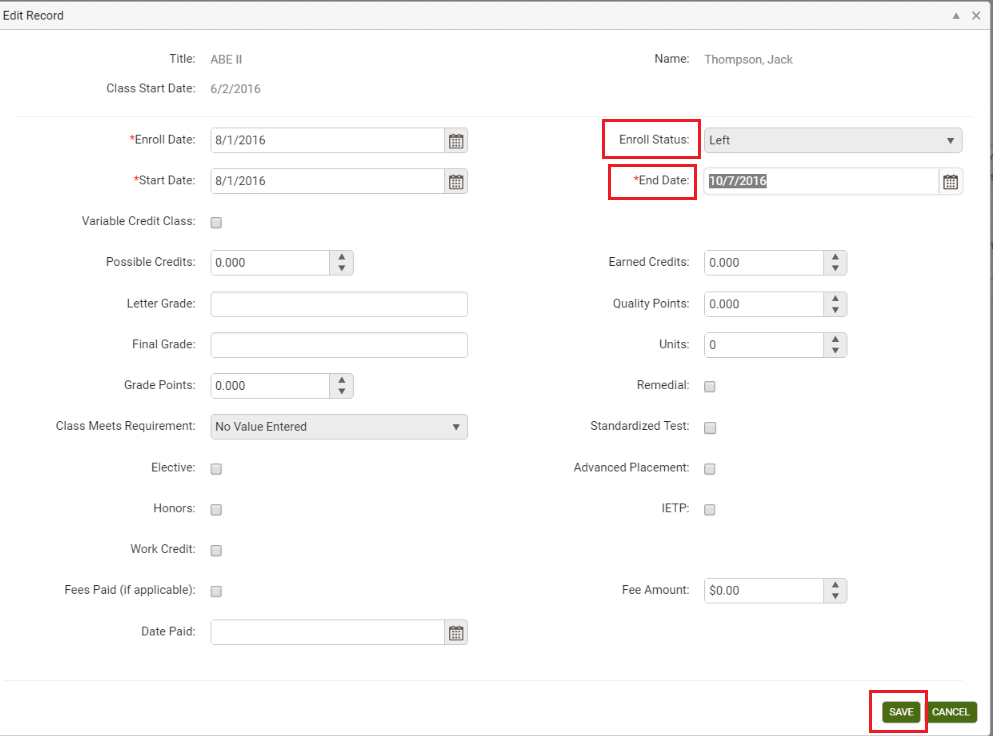
Unenrolling a student from an enrollment is done by editing the enrollment record. Typically, students are unenrolled from an enrollment when they have met all the requirements or left without completing all requirements either through known departure or 90 days without service. A Left Date cannot be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

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

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

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

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



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

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

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

The student’s overall status will automatically update to Left when the student is no longer enrolled in any instructional setting. You can update the Overall Status to Completed if desired.

Most common data entry errors when unenrolling a student are:

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

**Student Hours Tab**

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

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

The hours view contains the following fields:

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

**Grouping and expanding or collapsing**

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

**Date Range**

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

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

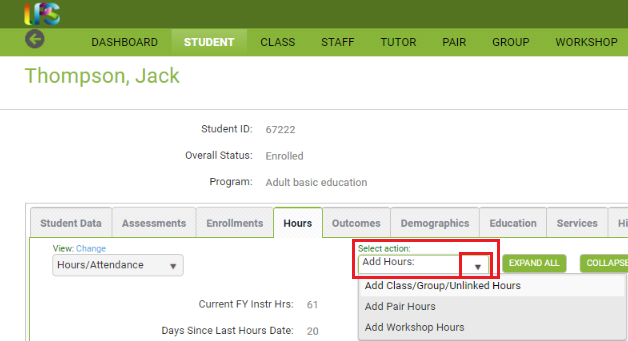
The Hours header contains the following fields:

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

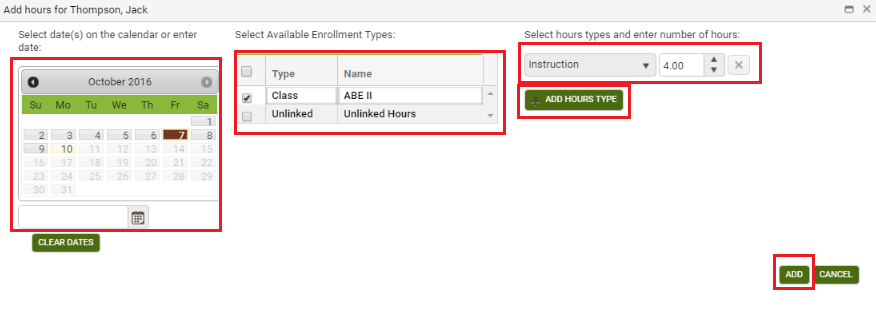
**Add Hours**

To add hours to the student record:

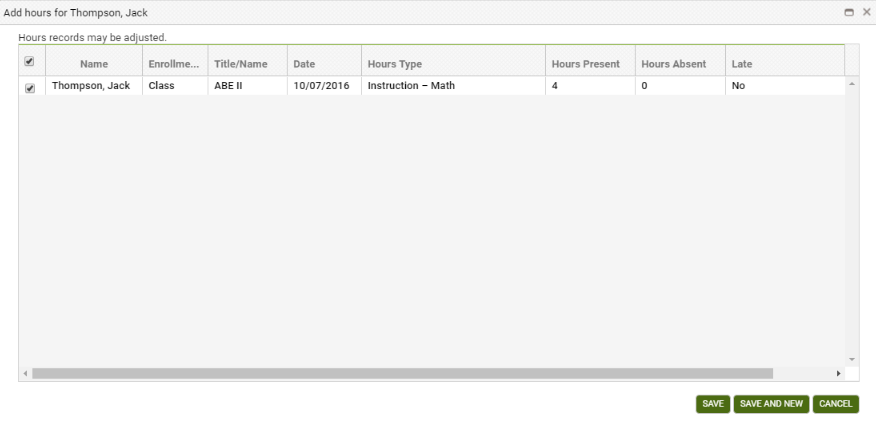
1. Click the drop-down arrow next to Add Hours in the action window.



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



1. You may make multiple date selections by clicking the dates on the calendar for which you would like to add hours, ***or*** type in a date in the field below the calendar to add hours for only one date if adding an aggregated total.
2. Missouri’s policy is that hours must be entered at least bi-weekly, but you should use daily or weekly totals.
3. When the start and end date of an enrollment is within the selected dates, the enrollment type will display.
4. Check the enrollment for which you wish to add hours.
5. Select the hours type and enter the number of hours (you CAN use 0 or any other numeric indicator, you will be able to edit if needed!)
6. You can add additional hours types and hours, if needed.
7. Click the Add button when ready to proceed. **Note that the hours have NOT been added yet**, they will need to be saved on the next screen. If the Add button is inactive, you either need to click Enter to move the cursor out of the Hours window or *double-check your dates* to ensure that the hours date you are using is within the student’s Start and End date and also not a future date.
8. After clicking Add, the hours records will display and can be edited if needed, by clicking in any column or row. Once any changes have been made, click Save to complete, or Save and New if you wish to save and add additional hours to this record.



**Unlinked Hours**

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

**Hours Grid**

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

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

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

The most common errors when adding hours are:

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

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

**Student Outcomes Tab**

The Outcomes tab contains 4 panels:

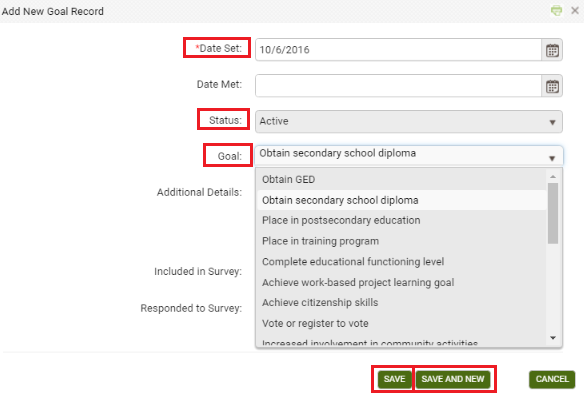
* Cohorts
* Goals and Achievements
* IETP and Workplace Literacy Measurable Skills Gains
* PoP Summary/Measurable Outcomes

**Cohorts** were in effect from 2012-2016 for Table 5 reporting but are no longer used-you should ignore this panel.

**Goals and Achievement panel**

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

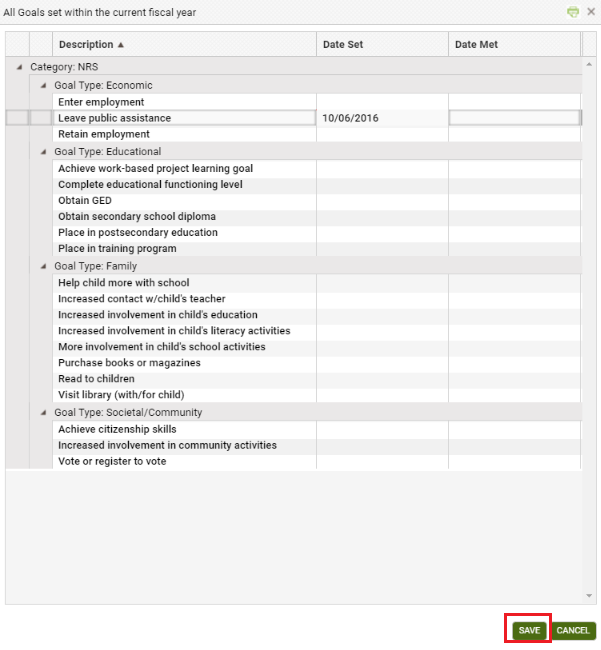
To add a new goal, click the Add New Record button to open a new goal window. Other areas of the database will be inactivated until the record is saved or cancelled. After entering the goal information, click Save to save the goal record and return to the Goals and Achievements panel, or Save and New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



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

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

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

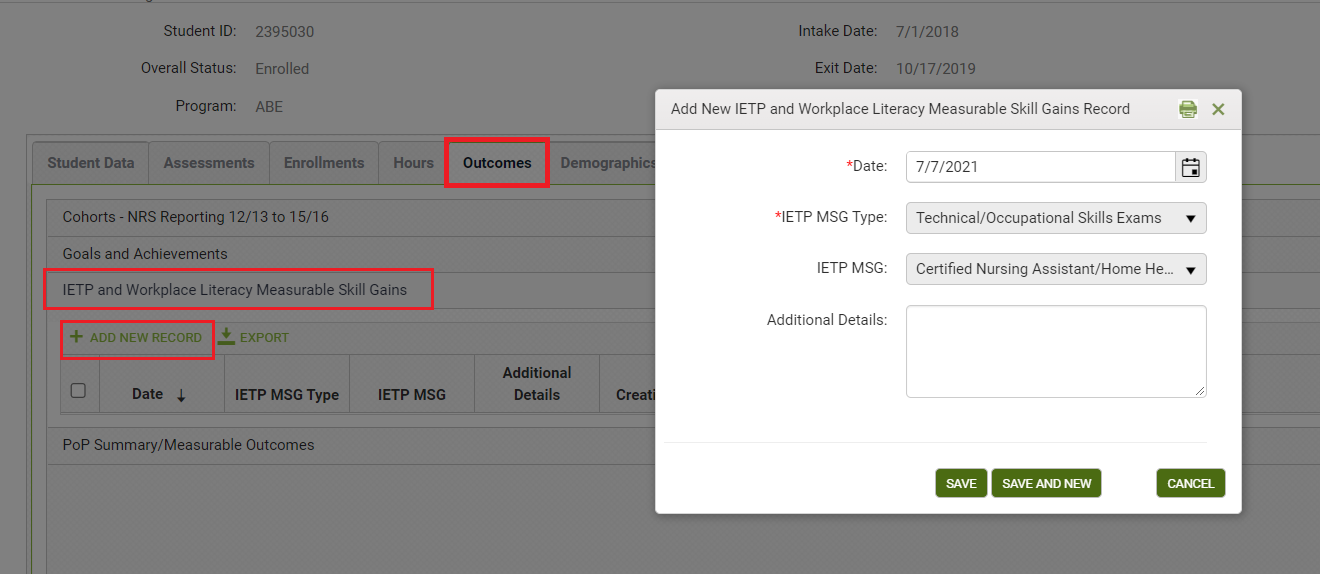


Goals populate Tables 8 (family literacy), and 9 (Outcome Achievement for Participants in Integrated English Literacy and Civics Education). Tables 5 and 10 are populated based on evidence in the student record.

**IETP and Workplace Literacy Measurable Skills Gains**

This panel is where IET and Workplace Literacy specific Measurable Skill Gains are added. Please note that EFL and High School Equivalency MSGs do not need to be added here, as they are evidence based and captured through the data in the Assessments and Diploma/Credentials areas.

To add an IET and Workplace Literacy specific Measurable Skill Gain, from this panel click +Add New Record. Enter the required Date of completion/attainment of the MSG. Enter the required IETP/Workplace MSG type. Select the specific activity from the drop-down menu in the IETP MSG field. You may add additional details if desired.



IET/Workplace MSGs cannot be added if the student does not have one of the following:

* An IET enrollment in the same fiscal year as the Date of the MSG being added -or-
* An indicator of enrollment in a Workplace Education Activities or Literacy program selected in the Secondary Program field for the student

If adding the MSG for Technical/Occupational Skills Exam passage, you should also go to the Education tab>Postsecondary Education or Training panel and add the credential information there for population to Table 5. For Credential data, enter the Postsecondary Institution Type, Enroll Date, Exit Date, Credential Attained, and Date Earned.

**Pop Summary/Measurable Outcomes tab**

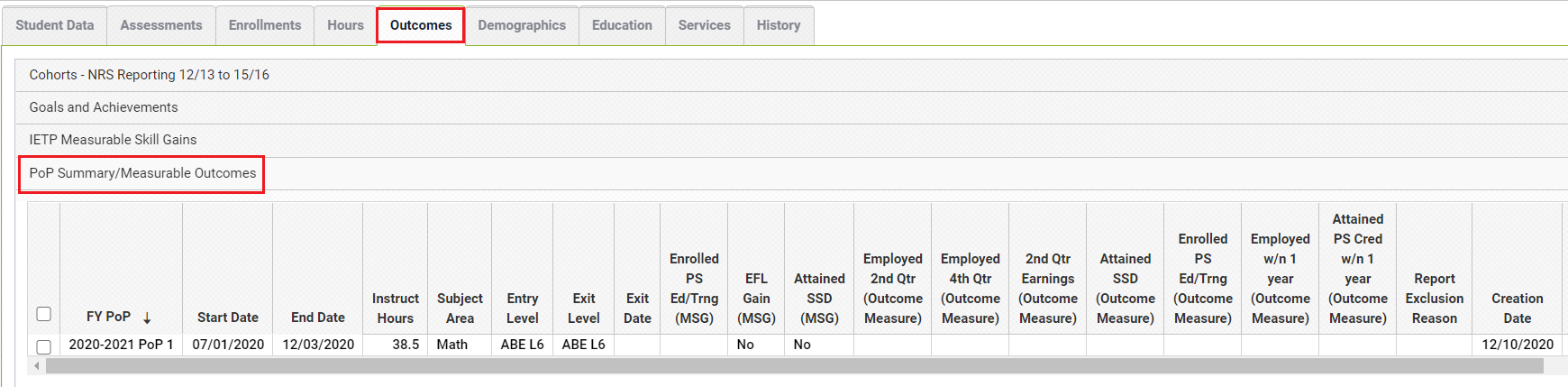
This is a read-only panel that displays a summary of the activity recorded for the student related to PoPs, Measurable Skills Gains and Measurable Outcomes. A new record is populated for each new PoP within a fiscal year or for each fiscal year if the period of participation crosses the fiscal year. It can be useful to use the green More menu and view the All PoPs Summary to see aggregated PoP data.

In order to populate the NRS Tables, a learner must meet the following federal criteria:

1. Be at least 16 years of age
2. Have a valid entry educational functioning level established in each fiscal year
3. Have at least 12 instructional hours within a fiscal year without an exit between them (note that an exit is defined as 90 days without hours or services)

Learners who meet these criteria will have an established Period of Participation. Students can have more than one Period of Participation (PoP) within a fiscal year, as a new PoP will be established if the student exits for 90 or more days after establishing one PoP and then returns within the same fiscal year and again has 12+ hours with a valid educational functioning level. Because programs are encouraged to report a Measurable Skills Gain (MSG) for each Period of Participation in each fiscal year, it is usually to the program’s benefit if students only have one PoP, but this cannot always be controlled. A Period of Participation can also cross fiscal years since it only ends upon a student exit, although the student must have a valid entry Educational Functioning Level in each new fiscal year.

All PoP data is contained in this panel, and the MSG and Outcomes tabs update as information is added elsewhere in the student record to show evidence of attainment.



The columns populate based on the following:

**FY PoP:** Indicates if the student has a PoP, for which fiscal year(s), and how many PoPs they have within a fiscal year. A new PoP row will be added for each new PoP and for a PoP in a new fiscal year, even if it is a continuing PoP from the prior fiscal year. If the end date of the PoP for the previous fiscal year is 6-30 and the start date of the PoP for the new fiscal year is 7-1 and there is no Exit Date, then the PoP is a continuous PoP. Remember that if the student does not have an exit due to 90 or more days without hours, and they do have an Entry Educational Functioning Level in the new fiscal year, they can continue a PoP in the new fiscal year without having 12 or more hours of instruction, they only need hours to indicate the PoP extension.

**Start Date:** The date on which the first activity of the PoP occurred, through attendance or assessment.

**End Date:** The date on which the PoP ended or will end if the student does not have attendance in the next 90 days. This will be populated by the last date on which the student has hours entered.

**Instruct Hours:** The number of instructional hours earned by the student in the PoP.

**Subject Area:** The subject areas being used to establish the placement Educational Functioning Level for the NRS tables.

**Entry Level:** The entry Educational Functioning Level established through pre-test or provisional leveling, usually based on the first assessment entered with the lowest EFL.

**Exit Level:** The Educational Functioning Level in place based on the establishing Subject Area at the time of the student’s exit from the PoP.

**Exit Date:** The student’s exit date for the PoP. Will only populate if the student has gone 90 or more days without hours or a scheduled service/future enrollment. If the end date of the PoP for the previous fiscal year is 6-30 and the start date of the PoP for the new fiscal year is 7-1 and there is no Exit Date, then the PoP is a continuous PoP. Remember that if the student does not have an exit due to 90 or more days without hours, and they do have an Entry Educational Functioning Level in the new fiscal year, they can continue a PoP in the new fiscal year without having 12 or more hours of instruction, they only need hours to indicate the PoP extension.

**Enrolled PS Ed/Trng (MSG):** Indicator of this being the Measurable Skills Gain (MSG) being used to populate the NRS tables. This data should be entered in the Education tab>Postsecondary Education or Training panel. Enter the Postsecondary Institution Type and the Enroll Date.

Will only populate if the student meets the following criteria along with their Postsecondary Education or Training (PSE/T) enrollment:

1. The enrollment must be after their exit from adult education but on or before the last day of the fiscal year in which they exit
2. If their last hours date was less than 90 days ago, it will not populate because the student is not “officially” exited but it will populate once they have reached 90 days without hours, provided they do not have a scheduled service or future enrollment. For example, if the student’s last hours are on 10-28-FY and you enter that the student enrolled into PSE/T on 11-16-FY, this indicator will not display Yes until January 26 when the student has gone 90 days without hours.
3. Must be the most current MSG as only the most current gain in a PoP is used for NRS table reporting.
4. There are not stipulations regarding the funding or locations of the postsecondary education or training. Students can enroll into PSE/T at the same facility from which they exited the adult education program, or into different DESE facilities.

**EFL Gain (MSG):** Indicator of this being the Measurable Skills Gain (MSG) being used to populate the NRS tables. This data should be entered in the Assessments tab and can also be tracked through EFL gain by completion of credits.

Will only populate if the student meets the following criteria:

1. This gain will apply for NRS participants who have an established state and federally approved pre-test assessment in a subject area and then are administered a post-test for that subject area and make a sufficient gain in their score to go up at least one educational functioning level.
2. A student can make a gain in any valid subject area in which they have at least a pre- and post-test; it does not have to be their primary subject area. For this reason, it is recommended to assess students in all subject areas unless there is a valid reason not to.
3. The pre- and post-test must be completed within the same fiscal year, although the pre-test can have been administered in the prior fiscal year and then “pushed forward” to also count for the new year. In Idaho, you can push forward assessments from the preceding fiscal year.
   1. If a student post-tests in one period of participation, it can be counted as the pre-test for a second period of participation within the fiscal year.
   2. If a student ends one PoP and returns to start a second PoP, an assessment administered in the second PoP can count as the post-test for the previous PoP if it was within the same fiscal year, and if an EFL gain is made, it will retroactively count as a gain for PoP1.
4. The pre- and post-assessment must be in the same assessment Instrument and should use alternating Forms, and the learner should have obtained the minimum recommended number of hours between assessments, as determined by the test manufacturer and your state’s assessment policy (typically 40-60 hours). If you post-test a student with fewer than the recommended number of hours between assessments, you should document the reason in the student record.
5. Must be the most current MSG as only the most current gain in a PoP is used for NRS table reporting.

**Attained SSD (MSG) [Secondary School Diploma {more commonly referred to as HSE for High School Equivalency}]:** Indicator of this being the Measurable Skills Gain (MSG) being used to populate the NRS tables. This data can be manually entered in the Assessments tab, or in the Education tab>Diploma/Credentials panel with the Type and Date Earned, or the data can be imported or integrated by the state through a data match.

Will only populate if the student meets the following criteria:

1. All subject areas of the HSE assessment do not need to be taken in the same fiscal year; however, the student can only receive credit for attaining their SSD/HSE as an MSG in the fiscal year in which they complete and pass the final subject area resulting in awarding of the diploma. If the student is not an NRS participant in the year in which they complete the SSD/HSE, the program cannot receive credit for it as an MSG.
2. Passing individual subject areas of the HSE assessment will not result in a measurable skills gain, only completion and passing of all subject areas of the official HSE assessment.
3. Completion and passing of practice HSE assessments will not result in a measurable skills gain, only completion and passing of all subject areas of the official HSE assessment.
4. Must be the most current MSG as only the most current gain in a PoP is used for NRS table reporting.

**IET/Workplace Literacy (MSG):** Indicator of this being the Measurable Skills Gain (MSG) being used to populate the NRS tables. *Students are only eligible for these three additional MSG types if the student is an NRS participant who is enrolled in an Integrated Education and Training Program or with a Secondary Program type indicating enrollment in Workplace Adult Education and Literacy Activities within the fiscal year and attains the MSG within the fiscal year.*

## Definition of Workplace Literacy and IET Programs

**Workplace adult education and literacy** **activities** include adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location designed to improve the productivity of the workforce.

**IET** is 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.

## Validating and Documenting MSG

States must follow the requirements for data validation described in [OCTAE PM 19-1](https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-19-1.pdf) for reporting MSG. To illustrate the outcomes that may be reported under MSG types 3, 4, and 5 in the context of a workplace literacy and IET program, the next section focuses on clarifying key terms and requirements for these types of MSG to help determine whether the specific gain meets the validation requirements for NRS reporting.

## **IETP/Workplace MSG #1: Secondary or Postsecondary Transcript or Report Card**

The transcript type of MSG is applicable only to postsecondary transcripts for participants enrolled in an IET program provided in partnership, most often with a postsecondary institution. The postsecondary institution would be providing the training component of the IET, and a transcript may be provided as documentation that the participant is meeting the state’s academic standards for progress in the training course. A full-time participant must also complete a minimum of 12 credit hours per semester; part-time participants must complete a total of at least 12 credit hours over the course of two consecutive semesters during the program year.

### Example That Counts

Carlos participated in an IET program at a local community college for certified, licensed automotive technicians. The IET program uses a co-teaching model that integrated basic skills and workplace preparation into the college’s technical course for automotive technicians. The program is a 30-hour semester program and includes basic reading and math skills related to the occupation; it is taught by instructors from the adult education program. Upon completion of the course, the adult education program obtained Carlos’s transcript, which shows satisfactory completion of the postsecondary course.

### Why it Counts

The college maintains a postsecondary transcript for the automotive technician course. The transcript shows that Carlos attended a sufficient number of hours and demonstrated satisfactory progress.

## **IETP/Workplace MSG #2: Progress Toward Milestones**

A progress report documenting sufficient or better progress toward an established milestone is typically well suited for workplace education programs. Workplace education and literacy services are provided in collaboration with an employer or employee organization at a workplace or an off-site location designed to improve the productivity of the workforce. Services tend to be customized to the needs of the employer. Progress milestones for employees should be set in collaboration with an employer when establishing the workplace literacy program. The completion of established milestones can be documented through progress reports from the employer. Progress reports must document development of substantive skills that the participant has gained. [PM 17-2](https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf) also allows documentation of a participant’s increase in pay resulting from newly acquired skills or increased performance.

### Example That Counts

The director of the adult education program at a local community college gave a presentation highlighting the programs and services available to the community during a lunch-and-learn meeting sponsored by the local chamber of commerce. Shortly afterward, the adult education program director was contacted by the manager of the local chicken processing plant, who had attended the lunch-and-learn presentation. The plant manager informed the director that her plant is suffering from high employee turnover and that she would like to improve retention by offering employees opportunities to continue their education, thus leading to career advancement opportunities with higher wages. The plant manager specifically wants to improve the English proficiency of the plant’s production line employees.

The adult education program began to offer customized English language acquisition courses and training at the chicken processing plant after collaborating with plant management to develop flexible, adaptable milestones that are measurable and that reflect the job requirements for career advancement opportunities in the plant. Established milestonesinclude the following:(a) improved English proficiency using job-related vocabulary and oral communication, (b) improved written and oral communication skills during in-service and/or required plant trainings, and (c) the ability to read all plant safety protocols and communicate their meaning to plant management in the event of an emergency.

Plant management and adult education instructors developed a progress reporting tool to exchange information about each employee’s progress toward the established milestones. The plant manager and the adult education program director agreed to exchange progress reports. The adult education program uses the progress reports to determine whether each student is making sufficient progress toward the established milestones.

### Why it Counts

The employer and adult education provider established three progress milestones that identified specific participant outcomes before the start of the program. They established a routine method for tracking progress toward the milestones through progress reports.

## **IETP/Workplace MSG #3: Passage of an Exam or Progress in Attaining Skills**

Because this type of MSG measures demonstrated occupational progress, it is appropriate only for participants in IET programs, given that IET is the only service under the Adult Education and Family Literacy Act that allows occupational training. Participants may demonstrate an MSG under this type of gain in one of two ways: passing an exam or demonstrating progress in gaining technical or occupational skills, as evidenced by trade-related benchmarks. The critical requirements for this type of MSG are that the exam must be required for a specific occupation and that the skills must reflect industry benchmarks. The exam can be an employer-required, knowledge-based exam or other test necessary to obtain a credential. Satisfactory attainment of an element on an industry or occupational competency-based assessment can be used to demonstrate progress.

It is critical to emphasize that [PM 17-2](https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf) and [PM 19‑1](https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-19-1.pdf) require that exams and technical or occupational skills used for validation of MSG type 5 must be directly tied to *trade-related benchmarks* and *specific occupations*. Exams must measure skills for a *specific* industry or occupation that are necessary to obtain employment or to advance within the industry or occupation, and that have been developed or endorsed by employers or industry associations.

However, general skills related to an industry or occupation, even if such general skills are broadly required to qualify for entry-level employment or advancement in employment, are *not* *recognized* for determining MSG type 5. For example, work readiness exams or certificates are not acceptable for documenting this type of MSG gain because they are not recognized industrywide and do not document the measurable technical or industry or occupational skills necessary to gain employment or advance within a specific occupation.

### Example That Counts

A heating and air conditioning service company wants to open a new facility and needs certified technicians. The state requires the certifications for licensure. The employer cannot find sufficiently qualified applicants and contacts a local adult education program to develop a training program. The employer and program staff develop an IET program that includes contextual literacy skills instruction, workplace preparation, and job training. The training encompasses three phases, and after each phase, participants take an assessment that measures their skills mastery in each phase. Program participants are certified for the job when they successfully pass the final assessment.

### Why it Counts

The IET program trains participants for a specific occupation, which requires successfully passing a multipart exam to achieve certification. Passing each part of the exam demonstrates progress toward completion, and passing the final exam certifies participants for the job.

## Summary Guidance

The ability to use all types of MSG in workplace literacy and IET programs enables programs to demonstrate participant progress in additional ways. Given the variety of occupations and the structure of workplace literacy and IET programs, the validation requirements the IETP/Workplace MSGs offer states flexibility in establishing the most appropriate outcomes for demonstrating participant progress in these programs. When considering what may be an allowable outcome, consider the following general principles:

1. States may report these addition outcomes only for participants in workplace literacy and IET programs.

* As with other types of MSG, states report only the most recent MSG outcome per period of participation.

1. Occupational exams, milestones, and courses must be **directly required for a specific occupation or must be required to achieve a state-recognized credential. Employer-specific testing, for example, such as interest inventories, hiring assessments, general vocational evaluation assessments, and aptitude tests are not acceptable.**
2. The types of MSG are usually applicable to the type of program in which the participant is enrolled. For example, postsecondary transcripts and occupational exams are likely to be most relevant for participants in IET programs, while progress milestones are likely to be most relevant for participants in workplace literacy programs. Table 1 summarizes most likely uses for each type of MSG and valid documentation to show MSG. However, other types of MSG may apply in a specific circumstance and are not limited by program type.

Table 1: Program Application and Documentation Needed for IET/Workplace MSGs

| **MSG Type** | **Most Likely Use** | **Valid Documentation** |
| --- | --- | --- |
| Transcript or report card | Participants enrolled in IET programs that co-enroll participants in postsecondary occupational courses | Transcript showing satisfactory progress in applicable courses, according to state academic standards and with sufficient credit hours |
| Progress toward milestones | Participants in workplace literacy | A satisfactory or better progress report toward established milestones, set in partnership with an employer or documentation that the participant had an increase in pay resulting from newly acquired skills or improved performance |
| Passing an occupational exam or progress toward attaining occupational skills identified by trade-related benchmarks for specific occupations | Participants enrolled in IET | Passing an exam required for a specific occupation or demonstrating progress in attaining technical or occupational skills reflecting trade-related benchmarks. |

**The Outcome Measures section of the PoP Summary panel refers to Table 5 outcomes. Please view the comprehensive Table 5 documentation in the Tables section of this manual.**

**Employment 2nd Qtr (Outcome Measure):** Indicator of whether the student was employed in their second quarter after exit for population to the NRS tables. Will only populate if the student meets the following criteria:

1. Must be an NRS participant in the fiscal year in which they exited
2. Must have an exit, defined as 90 or more days without hours or scheduled services
3. Must have an employment history record indicating an Employed status with a Start Date matching the date range of the second quarter after the student’s exit from adult education
4. Must have Earnings data added in the employment history record

**Employment 4th Qtr (Outcome Measure):** Indicator of whether the student was employed in their fourth quarter after exit for population to the NRS tables. Will only populate if the student meets the following criteria:

1. Must be an NRS participant in the fiscal year in which they exited
2. Must have an exit, defined as 90 or more days without hours or scheduled services
3. Must have an employment history record indicating an Employed status with a Start Date matching the date range of the fourth quarter after the student’s exit from adult education

**2nd Quarter Earnings (Outcome Measure):** Indicator of whether the student had earnings in their second quarter after exit for population to the NRS tables. Will only populate if the student meets the following criteria:

1. Must be an NRS participant in the fiscal year in which they exited
2. Must have an exit, defined as 90 or more days without hours or scheduled services
3. Must have an employment history record indicating an Employed status with a Start Date matching the date range of the second quarter after the student’s exit from adult education
4. Must have the Earnings, Earnings Period, Earnings number of hours entered, and the Earnings must be a greater than 0 value.

**Attained SSD (Outcome Measure):** Indicator of whether the student attained a secondary school diploma/high school equivalency while enrolled in the adult education program or within one year of exit from the adult ed program. Will only populate if the student meets the following criteria:

1. Must be an NRS participant in the fiscal year in which they exited
2. Must have an exit, defined as 90 or more days without hours or scheduled services
3. Must have evidence of 9th grade or higher instruction as evidenced by either:
   1. Assessments of ABE L5 or ABE L6 in all subject areas at either pre- or post-assessments for the fiscal year in which they exit, or
   2. Enrollment in a class for which the Instruction at 9th Grade Level or Higher checkbox is checked, indicating that the instruction being provided for that class meets criteria for being at a 9th grade level or above
4. This outcome does not count for Table 5 on its own; the student must additionally either enroll in postsecondary education or training or be employed while enrolled or within one year of exit from adult education
5. The order of meeting the combination of Attain SSD + Enroll in PSE/T or Attain SSD + Employed does not matter, provided both parts occur while the student is enrolled in adult education or within one calendar year of exit from adult education.

**Enrolled PS Ed/Trng (Outcome Measure):** Indicator of whether the student enrolled in postsecondary education or training while enrolled in the adult education program or within one year of exit from the adult ed program. Will only populate if the student meets the following criteria:

1. Must be an NRS participant in the fiscal year in which they exited
2. Must have an exit, defined as 90 or more days without hours or scheduled services
3. Must have evidence of 9th grade or higher instruction as evidenced by either:
   1. Assessments of ABE L5 or ABE L6 in all subject areas at either pre- or post-assessments for the fiscal year in which they exit, or
   2. Enrollment in a class for which the Instruction at 9th Grade Level or Higher checkbox is checked, indicating that the instruction being provided for that class meets criteria for being at a 9th grade level or above
4. This outcome does not count for Table 5 on its own; the student must also have attained a high school equivalency while enrolled or within one year of exit from adult education.
5. The order of meeting the combination of Attain SSD + Enroll in PSE/T or Attain SSD + Employed does not matter, provided both parts occur while the student is enrolled in adult education or within one calendar year of exit from adult education.

**Employed w/n 1 year (Outcome Measure):** Indicator of whether the student was employed while enrolled in the adult education program or within one year of exit from the adult ed program. Will only populate if the student meets the following criteria:

1. Must be an NRS participant in the fiscal year in which they exited
2. Must have an exit, defined as 90 or more days without hours or scheduled services
3. Must have evidence of 9th grade or higher instruction as evidenced by either:
   1. Assessments of ABE L5 or ABE L6 in all subject areas at either pre- or post-assessments for the fiscal year in which they exit, or
   2. Enrollment in a class for which the Instruction at 9th Grade Level or Higher checkbox is checked, indicating that the instruction being provided for that class meets criteria for being at a 9th grade level or above
4. This outcome does not count for Table 5 on its own; the student must also have attained a high school equivalency while enrolled or within one year of exit from adult education.
5. The order of meeting the combination of Attain SSD + Enroll in PSE/T or Attain SSD + Employed does not matter, provided both parts occur while the student is enrolled in adult education or within one calendar year of exit from adult education.

**Attained PS Cred w/n 1 year (Outcome Measure):** Indicator of whether the student attained a credential, certification or license while enrolled in the adult education program or within one year of exit from the adult ed program. Will only populate if the student meets the following criteria:

1. Must be an NRS participant in the fiscal year in which they exited
2. Must have an exit, defined as 90 or more days without hours or scheduled services
3. Must have evidence of enrollment and exit from a postsecondary training or education provider with a credential or have been enrolled in an Integrated Education and Training Program through adult education with a credential indicator at enrollment.

**Report Exclusion Reason:** Indicator that the student has an exclusion reason added to their record that will result in the student being excluded from the performance-based tables, although they will still be included in the non-performance-based data NRS tables**.** This information can be updated in the Demographics tab>Demographics panel>Report Exclusion Reason field if necessary.

**Creation Date:** Date on which the PoP summary was originally created.

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

**Demographics**

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

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

The Demographics panel contains the following:

|  |  |
| --- | --- |
| \*Gender | Male or Female, required. Drop-down menu. Populated from the Intake Form. |
| \*Is this student Hispanic/Latino (Ethnicity) | Indication of student’s ethnic origin as Hispanic/Latino. Indicated by a yes or no radio button. Required. |
| \*What is this person’s race | Choose one or more (see below) |
| American Indian or Alaska Native (Race) | Indication of student’s race as American Indian or Alaska Native. Indicated by a checkbox where a check means Yes/True and a blank means No/False. At least one race selection must be made; multiple selections may be made for multi-racial students. |
| Asian (Race) | Indication of student’s race as Asian. Indicated by a checkbox where a check means Yes/True and a blank means No/False. At least one race selection must be made; multiple selections may be made for multi-racial students. |
| Black or African American (Race) | Indication of student’s race as Black or African American. Indicated by a checkbox where a check means Yes/True and a blank means No/False. At least one race selection must be made; multiple selections may be made for multi-racial students. |
| Native Hawaiian or Pacific Islander (Race) | Indication of student’s race as Native Hawaiian or Pacific Islander. Indicated by a checkbox where a check means Yes/True and a blank means No/False At least one race selection must be made; multiple selections may be made for multi-racial students. |
| White (Race) | Indication of student’s race as White. Indicated by a checkbox where a check means Yes/True and a blank means No/False At least one race selection must be made; multiple selections may be made for multi-racial students. |
| \*Birthdate | Student birthdate. Can be typed in or entered with the calendar selection tool. Required. Populated from the Intake Form. |
| Age | Auto-generated and updated annually based on the student’s birthdate. Required and un-editable. Populates NRS Tables 2, 3, and 12. Populated from the Intake Form. |
| Birthdate Verification | Type-in field to indicate that the birthday has been verified, not required |
| Birthplace | Type-in field indicating the birthplace of the student, not required. |
| City of Birth | Type-in field indicating the birth city of the student, not required. |
| Born outside US | Used to indicate if the student was born outside of the US. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required. |
| Country of Birth | Student’s Country of Birth, as populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under “BirthCountry.” Not required. |
| Homeless or Runaway Youth at Program Entry | Used to indicate if the student is a Homeless or Runaway Youth at Program Entry. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required. |
| Registered Voter | Used to indicate if the student is a registered voter. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required. |
| Immigrant | Used to indicate if the student is an immigrant. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required. |
| US Citizen | Used to indicate if the student is a US Citizen. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required. |
| Plan to Stay in USA | Used to indicate if the student intends to continue residing in the United States. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required. |
| Country of Citizenship | Student’s Country of Citizenship, as populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under “CountryofCitizenship.” Not required. |
| Employment Status | Required field indicating employment status as selected from a non-modifiable drop-down menu. Populated from the Intake Form. |
| Cultural Barriers | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Disabled | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Displaced Homemaker | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Economic Disadvantage | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| English Language Learner | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Ex Offender | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Exiting TANF within Two Years | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Foster Care Youth | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Homeless | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Long Term Unemployed | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Low Literacy Levels | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Seasonal Farmworker | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Single Parent or Guardian | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Public Assistance | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Dislocated Worker | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Migrant Worker | Part of the Joint Reporting of Employment Barriers; a check means Yes, the student has this barrier, a blank checkbox means no, they do not have this barrier. These fields are Read Only in the Demographics tab but should be updated every time a student begins a new period of participation using the History tab>Barriers to Employment History panel and adding a new record with any changes. |
| Marital Status | Student’s Marital Status, as populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under “MaritalStatus.” Not required. |
| Parents’ Highest Education Completed | Education Completed  The Highest Level of Education Completed by the student’s parent, as populated from a user-modifiable choice list drop-down menu. The drop  down menu is modifiable in the Choice List under “HighestLevelofEducationCompleted.” Not required. |
| Military Service Experience | Student’s Military Service, as populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under “MilitaryService.” Not required. |
| Family Income Range | Student’s Family Income Range, as populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under “FamilyIncomeRange.” Not required |
| Number of Dependents | Type in field to indicate the number of dependents. |
| Minor with Adult Status | Used to indicate if the student is a Minor with Adult Status. Indicated by a checkbox where a check means Yes/True and a blank means No/False. Not required |
| At Risk | Used to indicate if the student is an At Risk student. Populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under “AtRisk.” Not required |
| Abuse | Used to indicate if the student is an Abused student. Populated from a user-modifiable choice list drop-down menu. The drop-down menu is modifiable in the Choice List under “Abused.” Not required. |
| Date of Death | Date on which a student became deceased. Does not affect Exclusion Reason tracking. |
| Report Exclusion Reason | Students will be excluded from outcome/performance-based tables if they had a valid exclusionary reason.  Participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit, are excluded from *all performance indicators* except the Measurable Skill Gains indicators on Tables 4, 4a, 4b, and 4c. Participants who exit the program due to the following circumstances may be excluded from the WIOA primary indicators of performance:  • **Call to active duty:** The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.  • **Deceased:** The participant is deceased.  • **Entered hospital or treatment center:** The participant exits the program because he or she has become a resident of an institution or facility providing 24­-hour support such as a hospital or treatment center during the course of receiving services as a participant, or the participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.  • **Became incarcerated:** The participant exits the program because he or she has become incarcerated in a correctional institution  Report Exclusion Reasons should typically only be used if the student has not already made gains/outcomes in the FY and is expected not to be able to do so due to their exit |

**Exclusion reasons** should be listed in the student’s Demographics tab>Demographics panel>Report Exclusion Reason field. Students with exclusions will not populate any of the primary indicator or outcome NRS tables except Column C of Table 4 and will not be calculated toward completion totals for any table. They will be included on non-outcome/indicator tables such as Tables 1-3 and 6.

Participants in correctional education programs (WIOA Section 225), who remain incarcerated at program exit, are excluded from all performance indicators except the Measurable Skill Gains indicator of Table 10.

To add or update Exclusion reasons, go to the Demographics tab>Demographics panel and locate the field called **Report Exclusion Reason.** Exclusion reasons can be used for students who meet the criteria to be considered NRS participants but have had an event meeting exclusion criterion that will likely result in them not receiving a post-assessment or other activity resulting in a measurable skills gain. Such an event must result in them being absent from instruction for at least 90 days and remain in place through the end of the fiscal year and would allow you to exclude them from populating performance-based tables. These students will populate tables 1, 2, 3, 4 and 6 so the state will receive funding for these students as NRS participants, but they will not be included in the denominator of any performance-based outcomes and will not affect your benchmark percentages. The allowable exclusion reasons are:

* Became incarcerated
* Call to active duty
* Deceased
* Entered hospital or treatment center

Be sure to follow state policy for evidence needed to support an exclusion reason, as these fields are required to have validation. Validation can include notes from program staff.

Exclusions must be removed if the student returns and the reason no longer applies.

**Corrections**

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

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

**Disability**

The Disability panel contains the student’s disability information.

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

**Family Members**

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

**Health Data**

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

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

**Identification**

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

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

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

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

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

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

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

**Education**

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

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

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

|  |  |
| --- | --- |
| \*Intake Date | Student’s initial Intake Date into the program, populated from the Intake Form at ssentry. Should not be edited with new enrollments; should always remain the initial date of enrollment into the program. Required, editable. |
| Last Enroll Date | Date of last enrollment into an instructional setting, automatically populated based on class, pair, group, or workshop enrollment. Editable, not required |
| Last Hours Date | Date on which hours were last entered for the student record. Non-editable. |
| Last Instr Hours Date | Date on which Instructional hours were last entered for the student record. Non-editable. |
| Last Assess Date | Date on which an assessment was last entered for the student record. Non-editable. |
| Scheduled Service Start Date | Date used for indicating that the student has a service scheduled for the future in order to negate an exit, as the student does not intend to exit the program. See the Scheduled Service definitions on pages 102-106. |
| \*Program | Student’s main Program type, populated from the Intake Form at entry. Required, editable. Populates from a non-editable drop-down menu. |
| \*Secondary Program | Student’s secondary Program type, populated from the Intake Form at entry. |
| ESL Student | A checkbox or Yes/No drop-down menu indicating if the student is considered an ESL student where a check indicates Yes and a blank box indicates No**. ESL indication is related to assessment levels for some assessments.** Not required, editable. |
| Available Hours per Week | Hours available on a weekly basis |
| Available for Summer Classes | A checkbox indicating if the student is available for enrollment in summer classes where a check indicates Yes, and a blank box indicates No. Not required, editable. |
| Enrolled in Other Reading Program | A checkbox indicating if the student is enrolled in another reading program where a check indicates Yes and a blank box indicates No. Not required, editable. |
| Enrolled in Other HSE Program | A checkbox indicating if the student is enrolled in another HSE program where a check indicates Yes and a blank box indicates No. Not required, editable. |
| Exempt from Assessment | A checkbox indicating if the student is exempt from assessment where a check indicates Yes and a blank box indicates No. Not required, editable |
| Fee Waiver | A type in text field for indicating fee waiver information for the student record. Not required, editable. |
| \*Highest Education Level Completed on Entry | A drop-down menu for indicating the highest education level completed by the student at their time of initial entry into the program. Required, editable. Populates from the intake form at entry. |
| \*Highest Education Level Completed on Entry Location | A drop-down menu for indicating the location at which the highest education level completed by the student at their time of initial entry into the program occurred. Required, editable. |
| Highest Degree/Diploma Earned | A drop-down menu for indicating the highest degree or diploma earned or completed by the student at any point in their enrollment within the program. Not required, editable. |
| Admission Status | A drop-down menu for indicating admission status within the program. Not required, editable. |
| Staff Assigned | A type-in field for indicating the staff member assigned to the student as a case manager or lead. Not required, editable. |
| File Location | A type in text field for indicating file location information for the student record. Not required, editable. |
| File Security | A drop-down menu for indicating file security information for the student record. Not required, editable. Drop-down menu options may be modified in the Choice List under the file name “File Security.” |
| Current School Attending | A type in text field for indicating information for the current school being attended. Not required, editable. |
| Current School Contact Info | A type in text field for indicating contact information for the current school being attended. Not required, editable. |
| Last School Attended | A type in text field for indicating information for the last school attended. Not required, editable. |
| Last School Attended Location | A type in text field for indicating contact information for the last school attended. Not required, editable. |
| Source Type | A drop-down menu for indicating the source type (referral) information for the student record. Populates from the Intake Form. Not required, editable. Drop-down menu options may be modified in the Choice List under the file name “Source Type.” |
| Source Name | A drop-down menu for indicating additional source name (referral) information for the student record. Not required, editable. Drop-down menu options may be modified in the Choice List under the file name “Source Name.” |
| Why Enroll | A drop-down menu for indicating the reason for the student enrollment. Not required, editable. Drop-down menu options may be modified in the Choice List under the file name “Why Enroll.” |
| Other Why Enroll | A type in text field for indicating additional enrollment reason details. Not required, editable. |
| Post School Recognition-Graduation Exercises | A drop-down menu for indicating a post-school recognition or graduation exercises in which the student participates. Not required, editable. Dropdown menu options may be modified in the Choice List under the file name “PostSchoolRecognition.” |
| Reason Left | A drop down menu for indicating the reason the student exited the program. Not required, editable. Drop-down menu options may be modified in the Choice List under the file name “ReasonLeft.” |
| Reason Left Detail | A type in field for indicating additional reason left details when the student has exited the program. Not required, editable. |
| TABE Identifier | A type in field for indicating TABE Identifier information, if needed. Not required, editable. |

**Diploma/Credentials**

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

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

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

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

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

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

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

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

**Non-Reportable Credentials**

The Non-Reportable Credentials panel allows non-industry recognized credentials to be tracked even though they are not reported on state or federal tables. Non-reportable credentials may be entered, edited, viewed, or deleted. Most agencies do not use this panel.

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

**Instructional Areas**

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

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

**Postsecondary Education or Training**

The Postsecondary Education or Training panel allows postsecondary enrollment and credential information related to the student record to be entered, edited, viewed, or deleted. This panel should be used to enter information related to postsecondary education and training not obtained through state data match. This panel is important for Table 5 follow-up of educational outcomes.

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

To add a new credential record, click the Add New Record link in the upper-left corner. A new credential Info Record window will open, allowing you to enter the **Postsecondary Institution Type**, Name of Postsecondary School, Address1, Address2, City, State, Zip, District, Phone at Address, Industry, Course of Study**, Enroll Date**, Exit Date, Total Hours Attended, Earned Credits, **Credential Attained**, and **Date Earned**.

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

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

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

**Definition of a Recognized Postsecondary Credential:**

A recognized postsecondary credential is defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal government, or an associate or baccalaureate degree, as well as graduate degrees for purposes of the VR program as required by section 103(a)(5) of the Rehabilitation Act of 1973, as amended by title IV of WIOA. A recognized postsecondary credential is awarded in recognition of an individual’s attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an

industry/occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.

Certificates awarded by workforce development boards (WDBs) and work readiness certificates are not included in this definition because neither type of certificate is recognized industry-wide nor documents the measurable technical or industry/occupational skills necessary to gain employment or advance within an occupation. Certificates must recognize technical or industry/occupational skills *for the specific industry/occupation* rather than general skills related to safety, hygiene, etc., even if such general skills certificates are broadly required to qualify for entry-level employment or advancement in employment.

A variety of different public and private entities issue recognized postsecondary credentials. Below is a list of the types of organizations and institutions that award recognized postsecondary credentials (not all credentials by these entities meet the definition of recognized postsecondary credential).

* A State educational agency or a State agency responsible for administering vocational and technical education within a State;
* An institution of higher education described in Section 102 of the Higher Education Act of 1965 (20 U.S.C. §1002) that is qualified to participate in the student financial assistance programs authorized by title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in Federal student financial aid programs;
* An institution of higher education that is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes.
* A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or product manufacturer or developer (e.g., recognized Microsoft Information Technology certificates, such as Microsoft Certified IT Professional (MCITP), Certified Novell Engineer, Sun Certified Java Programmer, etc.) using a valid and reliable assessment of an individual’s knowledge, skills and abilities;
* ETA’s Office of Apprenticeship or a State Apprenticeship Agency;
* A public regulatory agency, which awards a credential upon an individual’s fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., Federal Aviation Administration aviation mechanic license, or a State-licensed asbestos inspector);
* A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons; or
* Job Corps, which issues certificates for completing career training programs that are based on industry skills standards and certification requirements

**Language**

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

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

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

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

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

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

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

**Material**

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

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

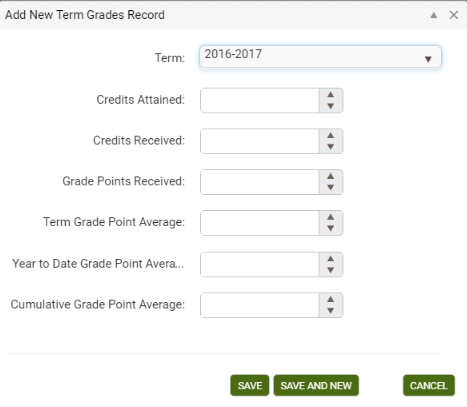
Any additions or edits to materials data must be made from the Materials tab record.

**Term Grades**

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

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

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



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

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

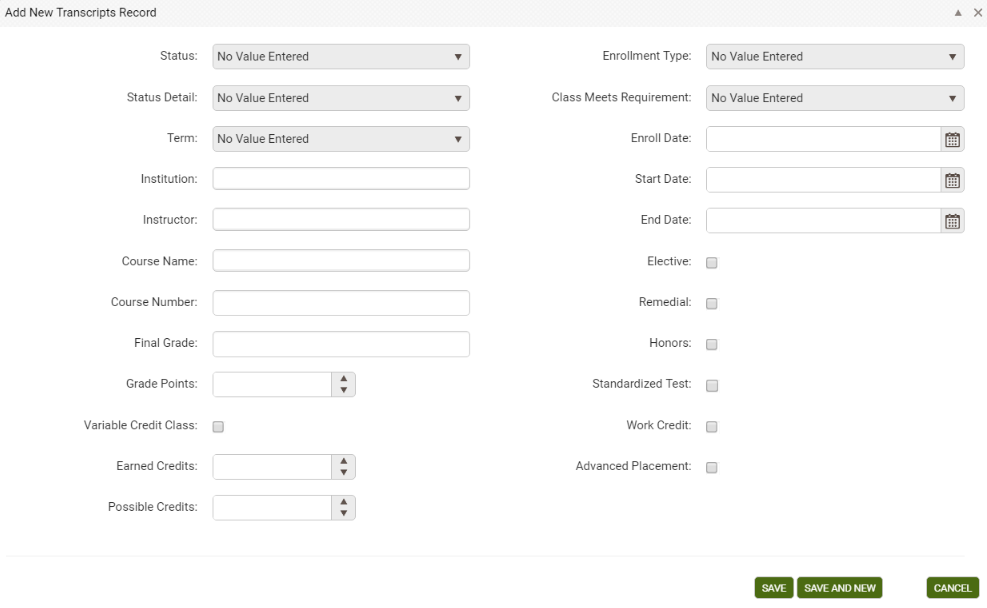
To delete term grades, click the Delete button to the right of the term grade record and verify that you wish to delete the term grade.

**Transcripts**

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

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

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



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

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

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

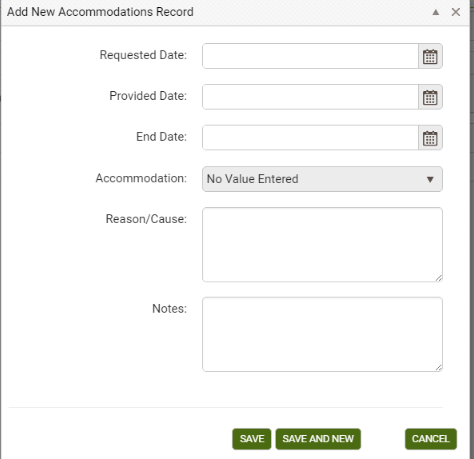
**Services Tab: Accommodations, Referrals, Social Services**

**Accommodations**

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

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

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



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

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

**Referrals**

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

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

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

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

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

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

**Social Services**

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

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

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

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

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

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

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

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

**Address History Panel**

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

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

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

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

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

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

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

**Barriers to Employment History**

The Barriers to Employment are included in the Workforce Innovation and Opportunity Act (WIOA): <https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>

The Barriers to Employment are primarily based on self-reporting by the learner, except in circumstances where the barrier may be observed, and all barriers should be tracked in accordance with state policies or guidelines.

**In LACES, the Barriers to Employment display as read-only in the student's Demographics panel and can be edited/updated in the student's History tab > Barriers to Employment History panel. Barriers should be updated at re-entry after any exit of 90+ days by the student.**

When a new student is entered into LACES, a Barriers to Employment record will be created in the Barriers to Employment History panel with the start date the same as the intake date.  This record can be edited if an error was made.    
  
When a student's Barriers to Employment change, a new record may be added. The most recent barriers will display at the Demographic tab/ Demographic panel. 

On the WIOA Statewide and Local Performance Report, students are included based on their barriers at program entry so a new Barrier record should be added if the student leaves and returns to the program after 90+ days if there are any changes in the barriers.

|  |  |
| --- | --- |
| **Barriers to Employment** | |
| **Barrier** | **WIOA Definition** |
| Cultural Barriers | The participant has a perception of him- or herself as possessing attitudes, beliefs, customs, or practices that influence a way of thinking, acting, or working that may serve as a hindrance to employment. |
| Disabled | (A) IN GENERAL.—The term ‘‘individual with a disability’’ means an individual with a disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).  (B) INDIVIDUALS WITH DISABILITIES.—The term ‘‘individuals with disabilities’’ means more than 1 individual with a disability.  The participant indicates that he or she has any disability, defined as a physical or mental impairment that substantially limits one or more of the person's major life activities, as defined under the Americans with Disabilities Act of 1990. |
| Displaced Homemaker | —The participant has been providing unpaid services to family members in the home and (a) has been dependent on the income of another family member but is no longer supported by that income; (b) is the dependent spouse of a member of the armed forces on active duty whose family income is significantly reduced because of (i) a deployment or a call or order to active duty pursuant to a provision of law, (ii) a permanent change of station, or (iii) the service-connected death or disability of the member; and (c) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment. |
| Economic Disadvantaged (Will be changed to Low Income) | The participant (a) receives, or in the 6 months prior to application to the program has received, or is a member of a family that is receiving in the past 6 months assistance through the Supplemental Nutrition Assistance Program (SNAP), the TANF program, the Supplemental Security Income (SSI) program, or State or local income-based public assistance; (b) is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level; (c) is a youth who receives, or is eligible to receive, a free or reduced-price lunch; (d) is a foster child on behalf of whom State or local government payments are made; (e) is a participant with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement; (f) is a homeless participant or homeless child or youth or runaway youth; or (g) is a youth living in a high-poverty area. |
| English Language Learner | The term "English language learner" when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and-  (A) whose native language is a language other than English; or  (B) who lives in a family or community environment where a language other than English is the dominant language. |
| Ex-Offender | The participant is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction. |
| Exhausting TANF Within Two Years | Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.). |
| Foster Care Youth | Youth who are in or have aged out of the foster care system. |
| Homeless | The participant lacks a fixed, regular, and adequate nighttime residence; has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. However, a participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that fact alone, be recorded as homeless. |
| Long Term Unemployed | Long Term Unemployed refers to students who have been unemployed for 27 or more consecutive weeks.  The term "unemployed individual" means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this paragraph, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed. |
| Low Literacy Levels | The participant has an inability to compute and solve problems, or read, write, or speak English at a level necessary to function on the job in the participant’s family or in society |
| Migrant Farmworker | The participant is a low-income individual who for 12 consecutive months out of the 24 months prior to application for the program involved has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment and faces multiple barriers to economic self-sufficiency. |
| Seasonal Farmworker | The participant is a low-income individual who for 12 consecutive months out of the 24 months prior to application for the program involved has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment and faces multiple barriers to economic self-sufficiency. |
| Single Parent or Guardian | The participant is a single, separated, divorced, or widowed individual who has primary responsibility for one or more dependent children under age 18 (including single pregnant women). |

**Enrollment Program History Panel**

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

**Fiscal Year Panel**

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

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

* Students and staff will not populate the NRS tables or searches without a FY Summary
* The Fiscal Year Summary records are created from the Student or Staff tab and are run on the selection. Since this functionality requires a great deal of processing, we have limited the range of records that can be run. Also, if the selection is generated from the records themselves, you will get an error message letting you know to subset the selection first. You do not need to subset records if you are scheduling them, but to run them yourself, they must be subset first. To subset a selection, click the checkbox in front of the student name(s) for which you wish to create a new FY summary, or click the checkbox in the upper left corner of a page to select everyone on that page, and then go to the toolbar in the upper right-hand corner and click Selection>Subset.
* Once you have subset your selection, to create new FY Summary records, click the More option on the right-hand Toolbar (NOT the More option on the left hand, green toolbar!), and then click Create FY Summaries.
* The selection is limited to 500 records
* If your selection is 500 students or fewer, click Create Now.
* The window will reflect that the summaries are being processed. You will not be able to work in LACES on the same computer from which you are creating summaries while they are being processed.
* Student and staff NRS tables both use FY summary data. You can run new summaries just on records that have been recently changed, or you can wait for the bi-monthly automatic creation of FY summaries.
* **Only the FY Data NRS table reports and the FY Data searches run based on summaries. Every other report and search runs on current or “raw” data and does not need a FY summary, but will display information added immediately upon addition and saving.**

**Level History Panel**

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

**Overall Status History Panel**

An overall status history record is populated when:

•The student record is entered.

•The first assessment is entered.

•The student’s overall status changes.

•The student’s program changes.

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

**Work History Panel**

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

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

Do not delete Work History unless an error was made. A new record should be added to update new work history.

The Start Date of the initial work history record must match the student Intake Date, or it will not be considered a valid entry work history and the student will not meet NRS participation criteria.

**Waitlist Contact History**

Click +Add New Record to add information regarding the date, results of contact, and other information before saving the record.

To view all waitlist contact information for all students, go to the green More menu and locate ALL WAITLIST CONTACT HISTORY. This will display the information you have added within the current FY, although you can remove the current FY filter for all waitlist contact history data. You can export this information to Excel to create a report regarding your waitlist updates.

**Audit History**

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

**CLASSES**

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

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

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

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

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

**Class Detail Record**

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

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

|  |  |
| --- | --- |
| Class Name, in green, left corner | Class Data tab; required at intake |
| Class ID | System number automatically generated when the class record is created |
| Term | Class data tab |
| Course Number | Class data tab |
| Title | Class data tab; required at intake |
| Status | Class data tab; required at intake |
| Start Date | Class data tab; required at intake |
| End Date | Class data tab; required at intake |
| Program | Class data tab |
| Class Keyword | Class detail tab |
| Days | Class data tab |
| Times | Class data tab |
| Bldg/Room | Class data tab |
| Max Enroll | Class data tab |
| Enrolled | Auto-generated from class enrollment |
| Waiting | Auto-generated from class enrollment |
| Completed | Auto-generated from class enrollment |

The class detail toolbar allows you to:

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



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

The Class Detail page contains the following tabs:

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



**Class Data**

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

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

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

|  |  |
| --- | --- |
| Term | The term in which the class is occurring. |
| Course Number | The course number of class |
| \*Title | The title of the class, required |
| \*Status | The status of the Class. (Students may only be enrolled into an Active class.) |
| \*Start Date | The date on which the class started or is scheduled to start |
| \*End Date | The date on which the class ended or is scheduled to end |
| \*Program | The type of Program for which this class is associated. The class Program does not have to correspond to the enrolled students’ Programs. Editable, required. |
| Class Keyword | Optional class keyword, can be modified in the ClassKeyword choice list |
| Level | The level for the class |
| Description | Description of the class |
| Days | Indicates the days the class meets |
| Times | Indicates the times the class meets |
| Bldg/Room | Indicates the building and room where the class meets |
| \*Max Enroll | Indicates the maximum enrollment allowed in the class. Students enrolled beyond this number will enter with an enrolled status of Waiting. If this number is edited to increase after the number has been surpassed, Waiting students will not automatically go to an Enrolled status but must be manually updated from Waiting to Enrolled. Defaults to 200. |
| Min Enroll | Indicates the minimum enrollment allowed in the class. |
| Weeks of Class | Numeric field indicating the number of Weeks of Class |
| Hours Per Week | Numeric field indicating the number of Hours Per Week |
| Hours Per Term | Numeric field indicating the number of Hours Per Term |
| Organization | Drop down menu indicating the organization associated with the class |
| Location | Drop-down menu to indicate the location where the class meet |
| Location Detail | Type in field for additional detail regarding where the class meets |
| Variable Credit | Checkbox to indicate if the class is a variable credit class |
| Credits | Numeric field indicating the number of credits |
| Maximum Credits | Numeric field indicating the number of max credits |
| Instructional Area | Drop-down menu to indicate instructional area |
| Class Meets Requirement | Drop-down menu to indicate what requirement the class meets |
| Language of Instruction | Drop-down menu to indicate the Language of Instruction |
| Cost | Numeric field indicating the cost of the class |
| Total Paid | Numeric field indicating the Total Paid |
| Last Date Hours Added | Auto-generated field indicating the last date on which hours were added |

**Enrollment**

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

* Enrollment Info (default)
* Enrollment Info with IDs
* Student Contact Info
* Student Fees
* Student Grades

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

**Enroll Button**

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

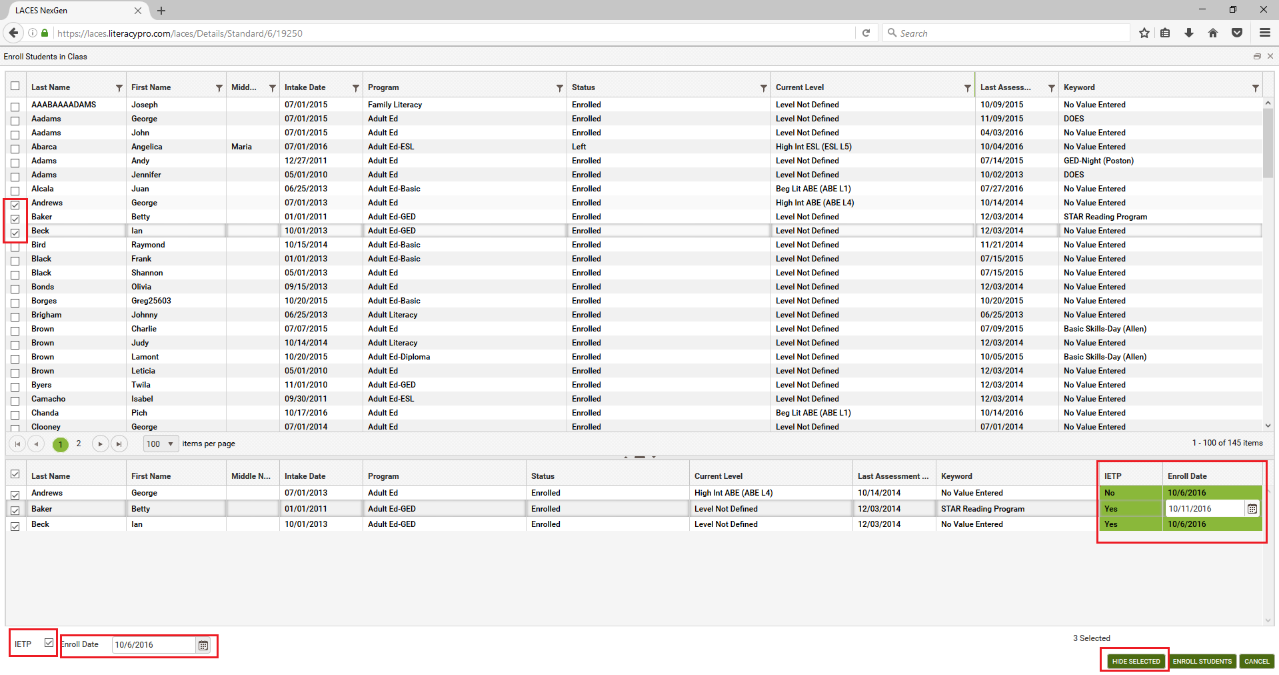
* Click the Enroll button.
* On the data chooser, select one or more students by checking the box on the row. All students will display. You may select students on different pages.
* Enter an Enroll Date at the bottom left of the window or click Show Selected to display the selected students. Show Selected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

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

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

Open the class record and click the Enrollment tab. Click the green Enroll button. In the enrollment selection window, select the students to enroll by clicking the checkbox to the left of their names. Once selected, note the IETP drop-down menu in the bottom left, near the Enroll Date window. In this dropdown, you can select No Value Entered if the enrollment has no training component, or select IETP if there is an integrated Education and Training component to the enrollment but the student would likely not receive a credential upon completion (example, a prerequisite class), or select IETP/Credential if there is an integrated Education and Training component to the enrollment and the student would be expected to receive a credential upon successful completion of the enrollment. The selection here determines whether the student correctly populates Tables 3 and 11 as an IETP student and is eligible for the additional MSG types, and determines if they populate Table 5 as intending to earn a credential within the fiscal year.

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.



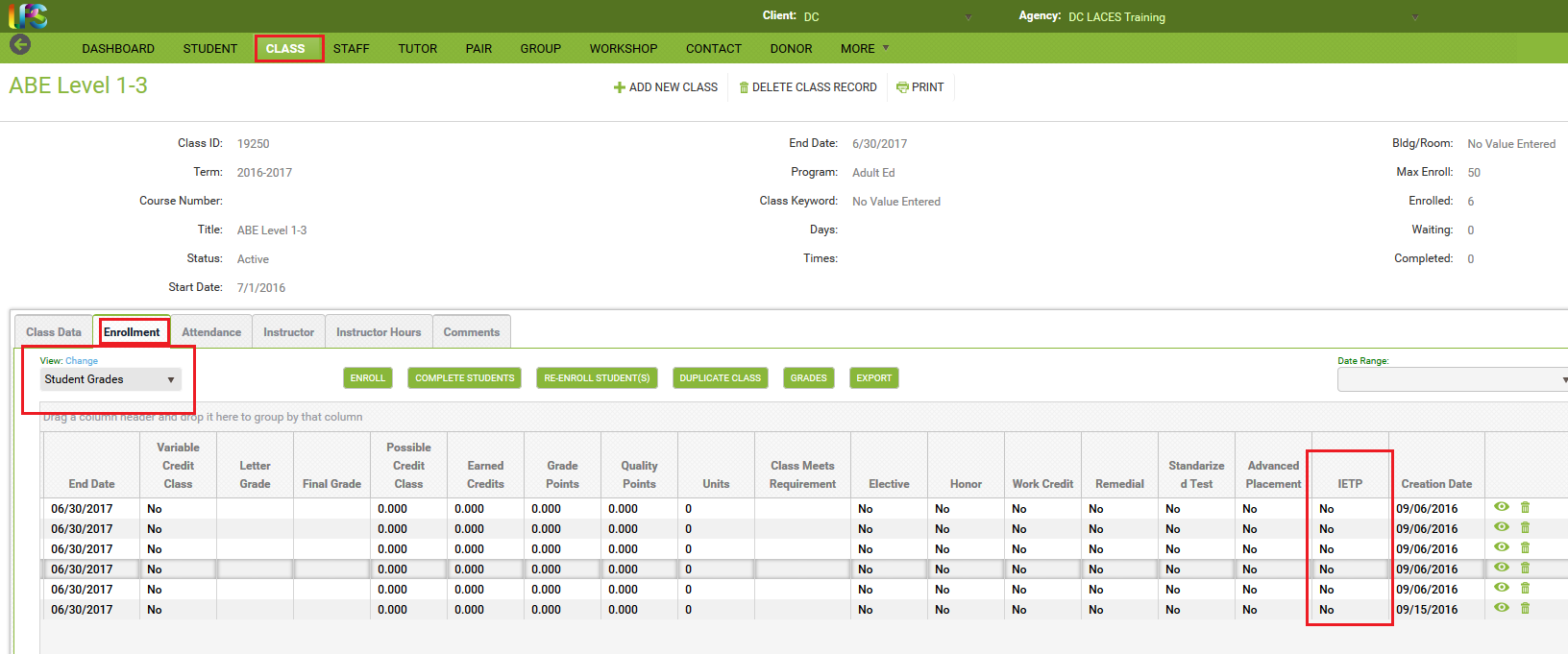
Make changes, if needed, and click the Enroll Students button to enroll the selected students when finished.

**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 menu in the right-hand column. Update 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.



**Data Chooser Filters**

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

**Editing and Deleting Enrollments**

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

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

**Unenrolling or Completing Students from a Class**

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

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

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

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

To unenroll or complete one student from the class:

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

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

**Unenroll Students Button**

The Unenroll Students button may be used to unenroll some or all of the students from the class.

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

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

Note that unenrolling a student from a class does not automatically make them display as exited on NRS tables. A student is not considered officially exited for reporting purposes until they have gone 90 or more days without instructional hours or scheduled services in all enrollments. LACES tracks this information automatically and will auto-populate the Exit Date in the student header once this has occurred.

**Re-enroll Students Button**

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

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

**Duplicate Class Button**

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

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

To duplicate a class:

* Open the class record to be duplicated.
* Complete or mark left all students who are NOT continuing in the duplicated class.
* Click the Duplicate Class button.
* At the top right of the window, select the term for the duplicated class.
* Enter the new start and end date.
* Select the staff options for including assigned staff members in the duplicated class.
* All students who are currently enrolled will display on the data chooser and will be checked by default. You can uncheck the Display Currently Enrolled checkbox if you want formerly enrolled students to display, as well.
* Uncheck any students you do not want to have enrolled in the duplicated class. These students will need to be unenrolled or completed individually.
* Click Save.

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

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

**Class Attendance Tab**

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

**Attendance Header**

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

* Attendance

The Attendance view contains the following fields:

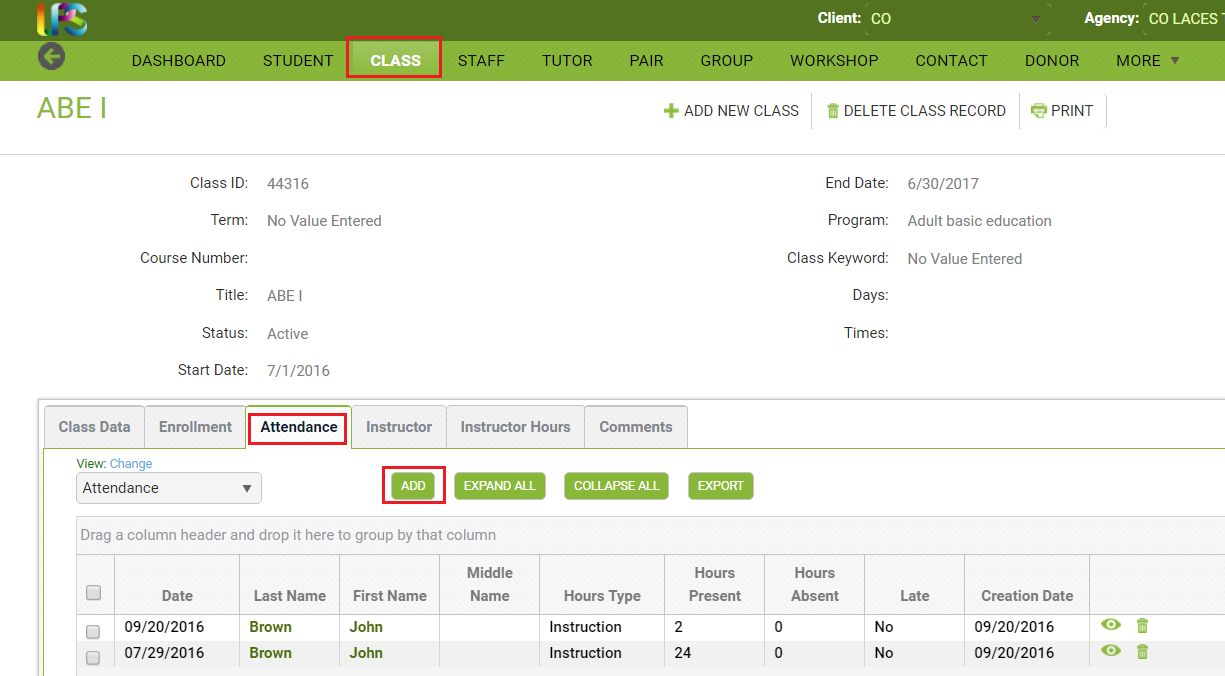
|  |  |
| --- | --- |
| \*Date | Date of attendance record |
| Last Name | Last name of student |
| First Name | First name of student |
| Middle Name | Middle name of student |
| Hours Type | The type of hours earned by the student |
| Hours Present | Number of hours present for the date entered |
| Hours Absent | Number of hours absent for the date entered |
| Late | Number of hours late for the date entered |
| Creation Date | System-generated date indicating the date the hours record was entered in the database |
| Edit | Click to open the hours record for editing |
| Delete | Click to delete the hours record. All student hours associated with the enrollment must be deleted before the enrollment record can be deleted. |

**Add Hours**

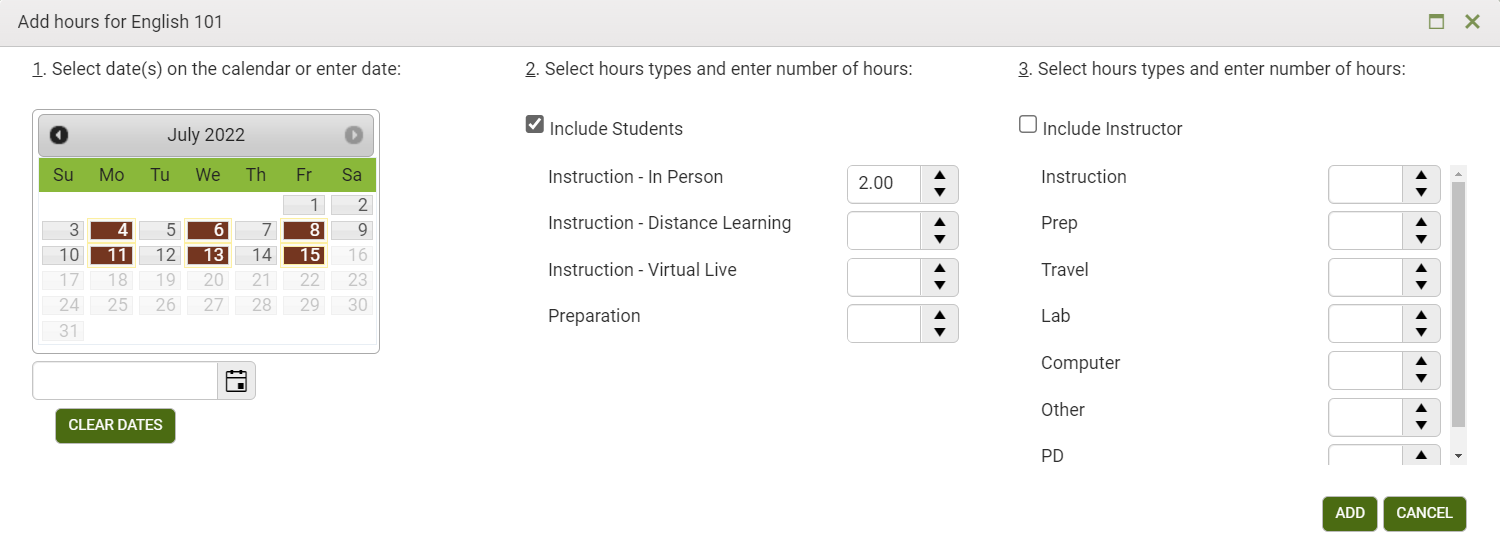
Hours may be added for both assigned instructors and enrolled students.

To add class attendance records:

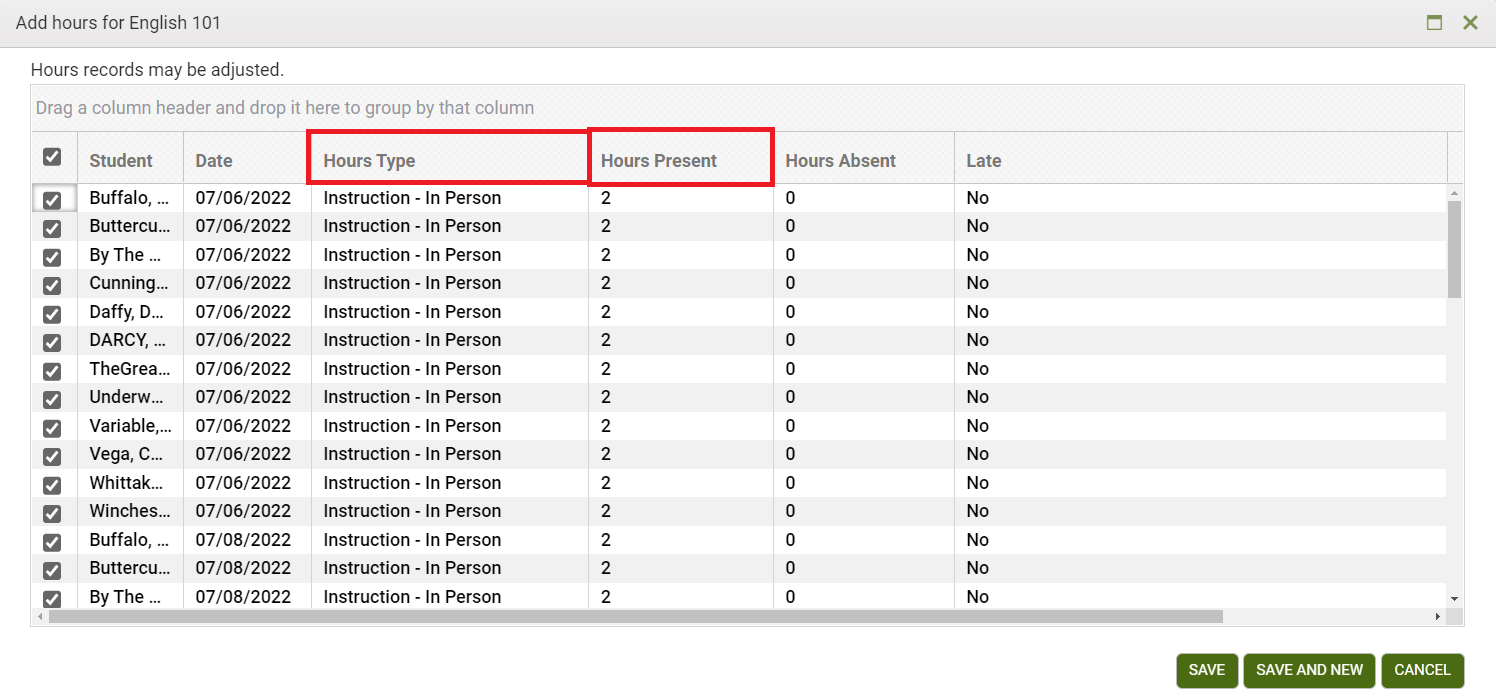
* Click the Add button.



* The Add Hours data chooser will display.



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



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

**Editing and Deleting Hours Records**

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

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

**Date Range**

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

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

**Instructor Tab**

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

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

* Instructor Info (default)
* Instructor Contact

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

**Assign an Instructor to the Class**

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

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

**Class Instructor Hours Tab**

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

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

* Instructor/Hours

**Add Hours**

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

**Instructor Hours Grid**

The hours grid displays instructor hours data. The default selection is all hours records, which display in chronological order beginning with most current. The hours grid contains Rows and Columns, which

work the same as all grids in LACES NexGen. Column headings on the enrollments grid can be dragged to the top row heading to class by column.

**Editing and Deleting Hours Records**

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

**Class Comments Tab**

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

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

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

**STAFF**

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

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

The Current FY filter displays staff members:

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

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

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

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

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

**Staff Required Fields**

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

|  |  |
| --- | --- |
| Last Name | Last name of staff member |
| First Name | First name of staff member |
| Overall Status | The overall status field must be set at intake, typically set to Active. This field must be manually updated when there are changes in the staff overall status. |
| Employment Classification | Indicates the classification or function of the staff member. For agencies who report to the NRS, staff members must have a classification represented in Column B of NRS Table 7 in order to populate Table 7. The following Classifications are available:   * Local Aide/Paraprofessional * Local Counselor * Local Teacher * Local Administrative * Local Ancillary Services * Local Tutor (will not populate to Table 7) * Local Supervisor |
| Employment Status | Indicates the staff employment status; Staff Paid with Federal, State or Local Funds), or Volunteer |
| Full Time | Indicates that the staff member is a full-time (Yes) or part-time (No) employee of your agency |
| Start Date | The date the staff member began employment at the agency. Class or workshop assignment dates must be on or after this date. |
| Years of Teaching Experience in Adult Education | Required number of years of teaching experience in adult education. Required for all staff members, including those not designated as a local teacher. 0 is an acceptable option; the field cannot be left blank. This field should include only years of teaching experience in adult education; it should not include teaching experience in other types of education or administrative experience in adult education. This field should be manually updated every fiscal year if the teacher has increased their years of experience in adult education. |
| Choose all credentials held by this staff person: | Checkboxes to indicate all credentials held by the staff member. Additional details can be added in the Credentials panel after initial intake. The options are:   * Adult Education * K-12 * Special Ed * TESOL * Other (add details at Credentials panel) * No Credentials   The first four credentials are the ones tracked federally that will populate Table 7. You should enter as many credentials as the staff member has. If the staff person has no credentials, enter No Credentials. The credential Date Earned will default to the Start Date of the staff person; this can be updated in the Credentials panel if needed. |

**Staff Detail Record**

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

The staff detail toolbar allows you to:

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

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

The Staff record contains the following tabs:

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

**Staff Data Tab**

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

* Key Info
* Classifications
* Comments
* Credentials
* Custom Fields
* Language
* Documents
* Materials

**Key Info Panel**

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

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

**Classifications**

Allows the ability to add or edit for existing or multiple classifications for the staff person.

**Comments Panel**

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

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

**Credentials**

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

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

**Custom Fields**

Allows tracking of staff custom fields not already existing in LACES.

**Language**

Allows entry and editing of all languages for which the staff member has written, spoken, reading or other mastery.

**Documents**

Allows updating of documents associated with this staff member.

**Materials Panel**

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

**Staff Assignments Tab**

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

**Assignments Header**

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

* Assignments (default)
* Meeting Info

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

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

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

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

**Assignments Grid**

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

**Editing and Deleting Assignments**

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

**Staff Hours Tab**

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

**Add Hours**

To add hours to the staff record:

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

**Unlinked Hours**

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

**Hours Grid**

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

**Editing and Deleting Hours Records**

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

**Staff Workshop Enrollments Tab**

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

**Workshops Enrollments Header**

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

* Enrollments (default)
* Meeting Info

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

**Enroll a Staff in a Workshop**

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

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

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

**Workshop Enrollments Grid**

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

**Editing and Deleting Workshop Enrollments**

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

**Staff Professional Development Tab**

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

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

**DASHBOARD**

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

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

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

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

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

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

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

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



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

The Dashboard options contain the following:

## **Enrollment Dashboard Widgets**

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

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

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

**Students Enrolled – Actual vs. Target**

Target

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

Enrolled to Date

•Students who have at least one instructional hour in the current FY, regardless of overall status.

•Includes instructional hours from classes, groups, pairs, and unlinked hours.

NRS fundable to date

•Students who are 16+ years of age at intake, and

•Have 12+ instructional hours from class, group, pair, or unlinked hours, regardless of overall status, and

•Assessed at least once in the current FY.

Non-NRS fundable students

•At least one instructional hour in the current FY.

•No assessment OR less than 12 hours in the current FY, regardless of overall status.

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

## **Assessment Dashboard Widgets**

**Level Completion by EFL**

% - Negotiated Target

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

% Level Gain – My Agency

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

•Drill down to the list of students.

*For example:*

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

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

% Level Gain -  State Average

•The average percentage gain for a particular level for the entire state.  This allows you to see how your agency compares with the state average.

•No drill down.

**Post Test Eligible by EFL**

Eligible for post test

•Students who have been pre-tested, and have earned enough instructional hours by assessment instrument to be post tested, and

•Students who have been post tested with no level gain and have earned enough instructional hours by assessment instrument to be post tested again.

•Drill down to the list of students.

Eligible for post test/no level gain in current FY

•Students who have been post tested with no level gain and have earned enough instructional hours by assessment instrument to be post tested again.

•This bar is a subset of the first bar; students who are included on this bar are also included on the first bar.

•Drill down on this bar will be available in a future beta.

# students required to be post tested to meet state target

•The number of students with a particular entry level who need to be post tested to meet the state target.

a.  For example, 13 students have the entry level of ABE Beginning.   If your state posttest target is 60%, then a total of 8 students out of the 13 will need to be post tested to meet the target.  Since 4 students have already been post tested, your agency currently needs an additional 4 students to be post tested.

•No drill down.

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

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

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

Eligible for posttest within X hours

•Students who have been pre-tested and are within a specific number of hours by assessment instrument to be post tested.

a.  *For example*, 40 hours are typically required between TABE assessments.  Students who have 30 – 39 instructional hours will display when the parameter is set for ‘within 10 instructional hours.’  (Note that at 40 hours the student will display on the widget ‘Post Test Eligible by EFL.’)

•Drill down to the list of students.

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

•Students who have been post tested with no level gain and are within a specific number of hours by assessment instrument to be post tested again.

•This bar is a subset of the first bar; students who are included on this bar are also included on the first bar.

•Drill down on this bar will be available in a future beta.

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

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

Overall Post Test Rate – My Agency [X] %

•The average percentage of students who have been post tested across all EFLs.  The percentage is based on the number of students with 12+ instructional hours who have been pre-tested, divided by the number of students with at least 12 instructional hours who have been post tested at least once in the current FY.

•Entry levels High Adult Secondary and Completed Advanced ESL are not included in the calculation.

State Post Test Rate

•The posttest target set by your state.

% Students Post Tested – My Agency

•The percentage of students post tested by EFL.  Only students with at least 12 instructional hours in the current FY are included.

•Drill down to the list of students.

% Students Post Tested – State Average

•Displays the average posttest percentage for a particular level for the entire state.  This allows you to see how your agency compares with the state average.

•No drill down.

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

State Post Test Rate

•The posttest target set by your state.

Overall percentage of post tested students this FY – My Agency

•First bar:  percentage of students post tested in the current FY in your agency.  Note that this percentage will be the same as the ‘Overall Post Test Rate – My Agency’ in the widget ‘Post Test Percentage Rate by EFL Current FY.’  Drill down to the list of students.

•Second Bar:  percentage of students post tested in the previous FY.  This percentage is based on the number of instructional hours and the entry level in the student’s previous FY summary.  Drill down on this bar will be available in a future beta.

Overall percentage of post tested students this FY:  State

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

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

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

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

•Average percentage of students who have been post tested across all EFLs.  The percentage is based on the number of students with 12+ instructional hours who have been pre-tested, divided by the number of students with at least 12 instructional hours who have been post tested at least once in the current FY.

•Entry levels High Adult Secondary and Completed Advanced ESL are not included in the calculation.

•This percentage will match the ‘Overall Post Test Rate – My Agency’ percentage on the widget ‘Post Test Percentage Rate by EFL Current FY.’

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

•Percentage of students post tested in the previous FY.  This percentage is based on the number of instructional hours and the entry level in the student’s previous FY summary.

•This percentage will match the ‘Overall percentage of post tested students last FY’ on the widget ‘Post Test Percentage Rate Over the Past Two Fiscal Years.’

% Students Post Tested Current FY

•Percentage of students post tested by EFL in the current FY in your agency.

•These percentages by EFL will be the same as ‘% Students Post Tested – My Agency’ in the widget ‘Post Test Percentage Rate by EFL Current FY.’

% Students Post Tested Previous FY

•Percentage of students post tested by EFL in the previous FY.  This percentage is based on the number of instructional hours and the entry level in the student’s previous FY summary.

•The percentages by EFL will be the same as the ‘% Students Post Tested – My Agency’ in the widget ‘Post Test Percentage Rate by EFL Current FY.’

**Scheduled Enrollment**

## Scheduled Services

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

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

The NRS states:

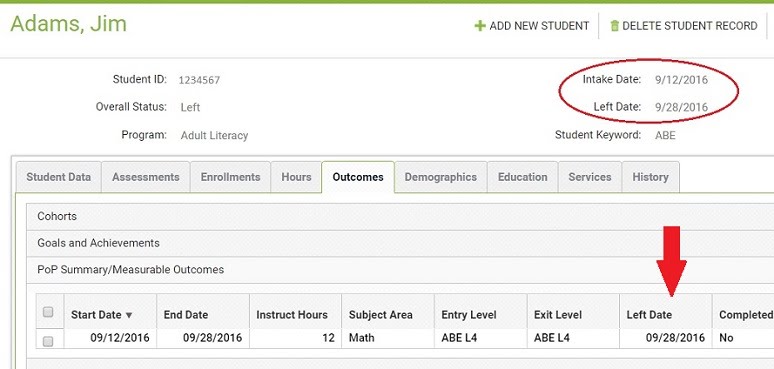
* Program exit occurs when the participant has not received services for the past 90 days and has no additional services scheduled. The date of exit is the last date on which the participant receives services.

**How this works in LACES:**

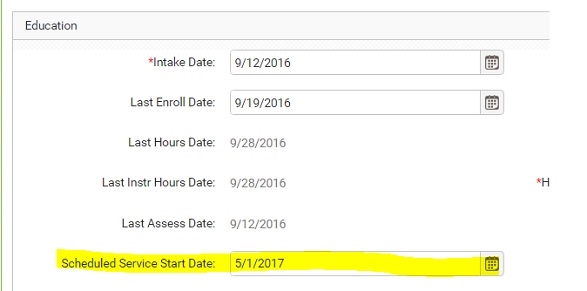
|  |  |  |
| --- | --- | --- |
| **Scheduled Service** | **Rules** | **When to use** |
| Class, group, or workshop enrollment that is ***scheduled*** during a student’s PoP but starts on a future date. The enroll date will be within the PoP but the enrollment start date will be in the future. Pairs are NOT scheduled services. | The scheduled service is based on the student **enroll** date in a class, group, or workshop - not the class or group start date.  The scheduled service is in effect until 90 days after the class or group start date if the student did not earn instructional hours. The student will then be 'left' in the appropriate PoP. A future class or group enrollment may cross the fiscal year boundary. | Use if your agency creates future classes, groups or workshops, and you are allowed to enroll the students in advance of the class, group, or workshop start date. For example:   * A student was in a PoP between 7/1 and 9/25 but is not currently enrolled. * The student plans to return after the first of the year. * Classes, groups, and workshops that do not begin until the new year are created with a start date in January. * The student is then enrolled into these classes, groups, or workshops. * The student must have an **enroll** date that falls within 90 days of the last PoP activity date, but the enrollment start date will be in January. * The student will not be left if there is a gap of 90+ days without activity. However, the student must earn instructional hours within 90 days of the enrollment start date.   **This is a *scheduled service.***  **Pro**: Staff/tutors assigned to teach these classes or groups can plan accordingly, since they know how many students will be attending. **Con:** Students may not return even though they are scheduled, and must either be deleted from the class or group, or the enroll status changed to Never Attended.This creates additional data entry and may affect student measurable outcomes follow up quarters. |
| Indicated by a '**Scheduled Service Start Date**' entered in the student record at the Education tab/Education panel. This is the date a student is planning to begin a future service. | The scheduled service ‘expires’ 90+ days after that date if there has been no enrollment during that time, and the student will then be 'left' in the appropriate PoP. A Scheduled Service Start Date may cross fiscal year boundaries. | Use if your agency creates future classes or groups, but students are not allowed to be future enrolled. **Or:** If your agency does not create future classes or groups but needs a way to show that a student plans to return after a gap in activity. **OR:** If your agency creates future classes or groups, but students are not allowed to be future enrolled because of customized assessment rules. You want to indicate that a student will return but the student cannot be enrolled in a future class or group without a new assessment. (**NOTE:** check the User News at the '<ST> Customizations' link to see if your state or agency has customized assessment rules.) **Pro**: Allows you to indicate that a student plans to return but is not yet enrolled in a class or group, which prevents the student from being considered left. **Con**: The student may not return to be enrolled. If the student is not enrolled but is not considered left, you must remember to check the Scheduled Service Start Date field. The date can be deleted, but this may create additional data entry may affect student measurable outcomes follow up quarters. Also, when this date is entered, the student overall status may be left, and a Left Date displays in the student header field, but the PoP summary record will NOT display a left date. |

**Scheduled Service Start Date**

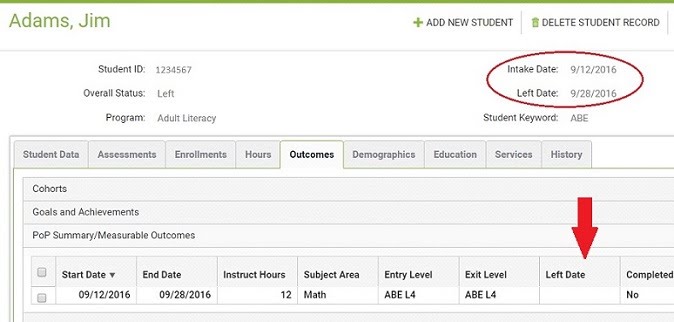
1. This student entered the program on 9/12/2016 and his last hours date was 9/28/2016.  That was the student's last activity in the PoP.  It has been more than 90 days since 9/28/2016, so the student is left. Notice that the Left Date in the student header and the Left Date in the PoP summary record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

[](https://sites.google.com/a/literacypro.com/wioa-laces-updates/periods-of-participation/sservice%20date.jpg?attredirects=0)

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

[](https://sites.google.com/a/literacypro.com/wioa-laces-updates/periods-of-participation/sstartdate.JPG?attredirects=0)

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

[](https://sites.google.com/a/literacypro.com/wioa-laces-updates/periods-of-participation/sservice%20no%20date.jpg?attredirects=0)

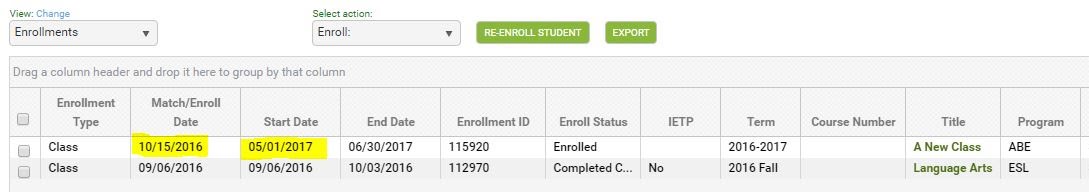
**Q:** When will Jim be considered left in the PoP?

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

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

**Scheduled Enrollment**

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

[](https://sites.google.com/a/literacypro.com/wioa-laces-updates/periods-of-participation/future.jpg?attredirects=0)

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

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

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

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

## Printing/Saving the NRS Tables

1. Click the <Searches link at the student area.

2. Expand the NRS category.

3. Select one of the **new**tables - NRS tables 1, 2, 3, or 6.

4. Select NRS FY current on the drop-down list at the 'Select Reporting System' field.

5. The new report will display.  From here, you may print the report by clicking the Print icon at the top right.

6. Click any of the cells to drill down to the list of students populating the cell.

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

**Q:** How do I save the new table?

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

To print an NRS table to PDF:

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

[](https://sites.google.com/a/literacypro.com/release-notes-laces/2017-2-0/printer%20icon.JPG?attredirects=0)

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

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

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

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

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

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

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

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

**MISSOURI CUSTOM REPORTS**

Please review the following links for instructions on the Missouri-specific class and student reports:

Student custom report: <https://sites.google.com/a/literacypro.com/laces-missouri-customizations/student-report>

Class custom reports: <https://sites.google.com/a/literacypro.com/laces-missouri-customizations/customized-reports>