AE InTERS Users Manual

September 23, 2011
Version: 1.0

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1. Introduction

1.1 Purpose of AE InTERS

The National Reporting System (NRS), the accountability system for the adult education program, requires states to report on measures of student outcomes, demographics, and program attendance and participation. The Department of Workforce Development (DWD), Division of Adult Education designed the software Adult Education (AE) InTERS to meet these and additional state reporting requirements.

1.2 Manual Organization

The manual provides the guidance on the following topics related to AE InTERS:

- Users and Responsibilities
- Installing and Accessing the Software
- AE InTERS Overview
- AE InTERS Tabs
- Reporting
- Appendices—Data Glossary, Data Sources

1.3 AE InTERS Technical Support

Programs may contact the following DWD staff Monday through Friday 7:30 AM – 3 PM using email, phone, or the Bomgar™ Button. Staff may be contacted outside of these hours by appointment only.

Name	Email	Phone	Bomgar
Jedd Vance	JVance@dwd.in.gov	317-233-5663	
Chris Deaton	CDeaton@dwd.in.gov	317-233-6697	
Brin Sisco	BSisco@dwd.in.gov	317-234-4278	
Matt Crites	MCrites@dwd.in.gov	317-232-7241	

2. Users and Responsibilities

2.1 DWD Administrative Staff

DWD staff monitors adult education programs across the state and maintains the AE InTERS data system. Specific responsibilities include:

- installing software on computers at adult education sites
- entering adult education programs in AE InTERS (program staff **MAY NOT** enter programs)
- providing technical support
- monitoring data at least quarterly (more frequent if warranted)
- monitoring program data entry errors monthly or when notified by an adult education program
- working with programs to fix data entry errors
- producing and submitting NRS tables to the federal government

2.2 Program Data Entry Personnel

Program data entry personnel are responsible for:

- entering student data at each adult education program site
- adding course locations
- working with DWD on data entry errors/issues

At least two staff members should be trained and have access to the system at all times.

2.3 Program Operations Staff

Program operations personnel instruct students, assess student progress, and track attendance, test scores, and achievement of student-specified goals. These individuals may enter data in AE InTERS or work with data entry personnel to enter the data.

2.4 Adult Education Regional Coordinators

Regional coordinators shall use AE InTERS to monitor the performance of all programs within their region.

3. Installing and Accessing the Software

3.1 Software Installation

DWD staff members will install AE InTERS software on computers at adult education sites. Computers must have a Windows Operating System. To install the software, a DWD staff member will enter a security code in the computer.

3.2 Log-in and Access

To start the software, double click on "Indiana Web Client" Icon →

Users will be asked before logging in to the system to agree to AE InTERS terms and conditions. After agreeing, the software will prompt users for a username and password. The software may be accessed by a user 24 hours a day, 7 days a week with the exception of planned maintenance or updates.

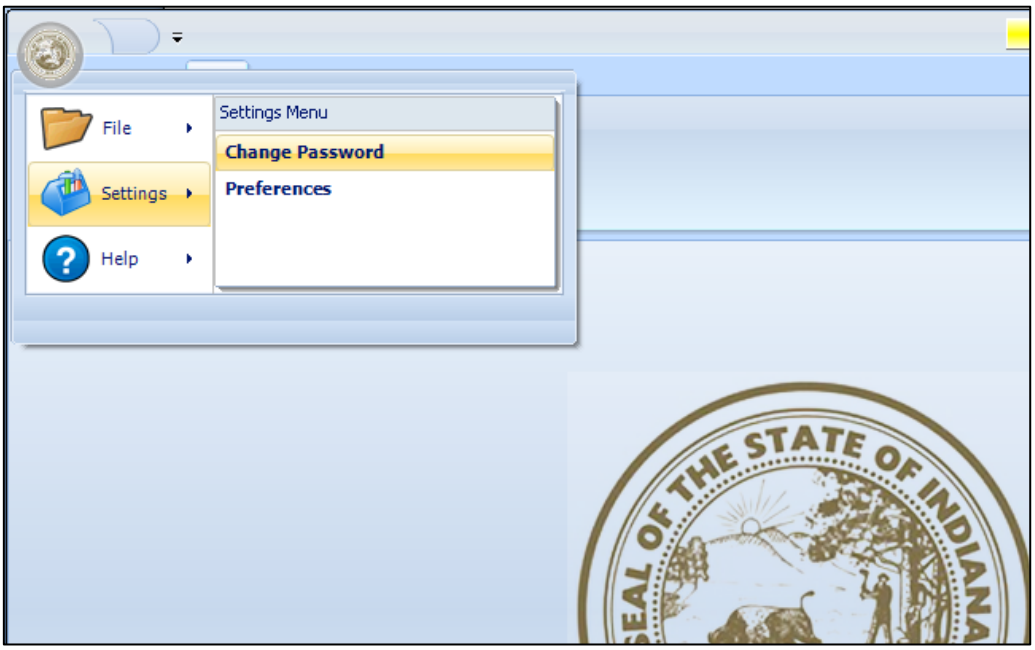
Web Access: The software may also be accessed via the following link:
http://www.inters-dwd.com:443/

Teachers may be given access via the Teachers Record (See Views Tab, Teacher Record)

3.3 Usernames and Passwords

DWD staff members assign default usernames and passwords to all users. Users should change the password within two business days. DWD also recommends users change the password every 90 days thereafter.

To change a password, left click on the state seal in the upper right corner of AE InTERS, select Settings, and Change Password from the Settings Menu.



Follow the guidelines below when creating a password:

- Easy to remember
- Between 8 and 12 characters in length
- Contains both numbers and letters.

Users must protect the password chosen so others do not access the system and sacrifice the integrity of the data.

3.4 Data Security

Every night at midnight data is copied to computers at the Indiana Government Center. These computers are password protected, etc.

3.5 Updates/Maintenance

DWD will periodically update or perform maintenance on the system. The staff will notify adult education programs of planned updates and maintenance.

4. AE InTERS Overview

4.1 Ribbon and Tabs

The features of AE InTERS resemble those of Microsoft Office 2007. There is a main AE InTERS Button and Ribbon. The Ribbon is divided into **five main tabs**: **Filters, Tasks, Views, Rapid Entry, and Reports**. Each of these tabs has grouped tasks. Additional tabs may appear by clicking images in these groups. The AE InTERS Button provides a drop down menu of functionalities embedded in the tabs.

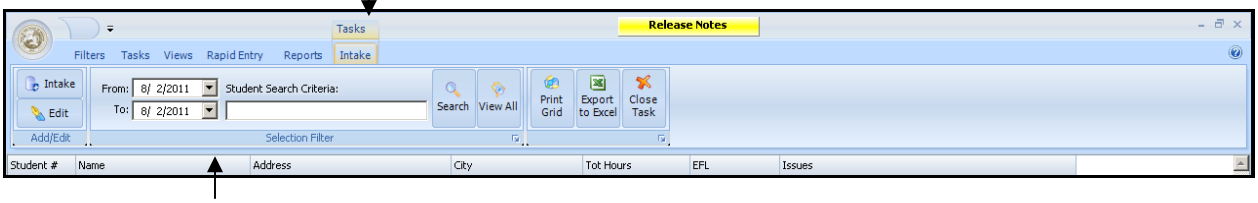
Example: Users may click on the Intake image below to access the additional **Intake Tab**. Note that the additional tab that appears also has the main tab label above it. In this case, the **Intake Tab** is part of the **Tasks Tab**.

AE InTERS Button

Grouped Tasks

Additional Tasks

Tab: Intake



Group

4.2 Main and Additional Tabs

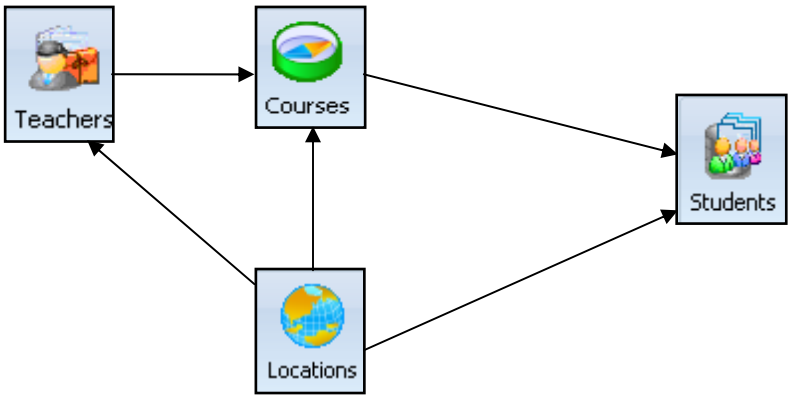
The table below summarizes the main and additional tabs.

Main Tabs	Purpose	Additional Tabs
Filters	Apply a set of global filters to the system. Filters include Active Term, Programs, and Locations. Filter settings are saved on a per user basis and reloaded when the system restarts.	N/A
Tasks	Search, add, and modify student intake, testing, and	Intake, Testing, Follow-up

	follow-up	
Views	Access and edit four main AE InTERS records: students, courses, teachers, and locations	Students, Courses, Teachers, Locations
Rapid Entry	Enter attendance and testing data via a grid	Attendance, Testing
Reports		Report Wizard

4.3 Records

Four types of records comprise the AE InTERS system: students, courses, teachers, and program locations. The relationships between these records are shown below:

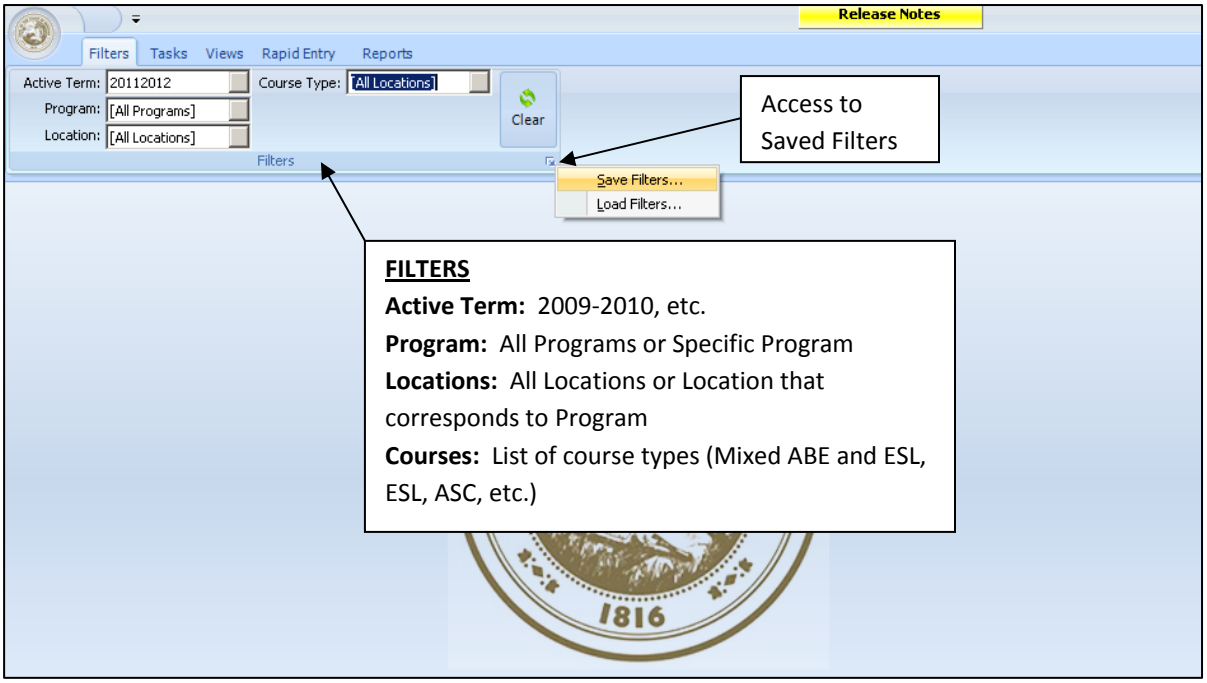


- Teacher Records are connected to courses.
- Location records are connected to students, courses, and teachers.
- When a student registers for his or her first course, the student becomes connected to the course via the **Intake Tab**. After initial intake, students have a record and can bypass the Intake step.

Records for Students, Courses, Teachers, and Locations are accessed through the **Views Tab**.

5. Filters Tab

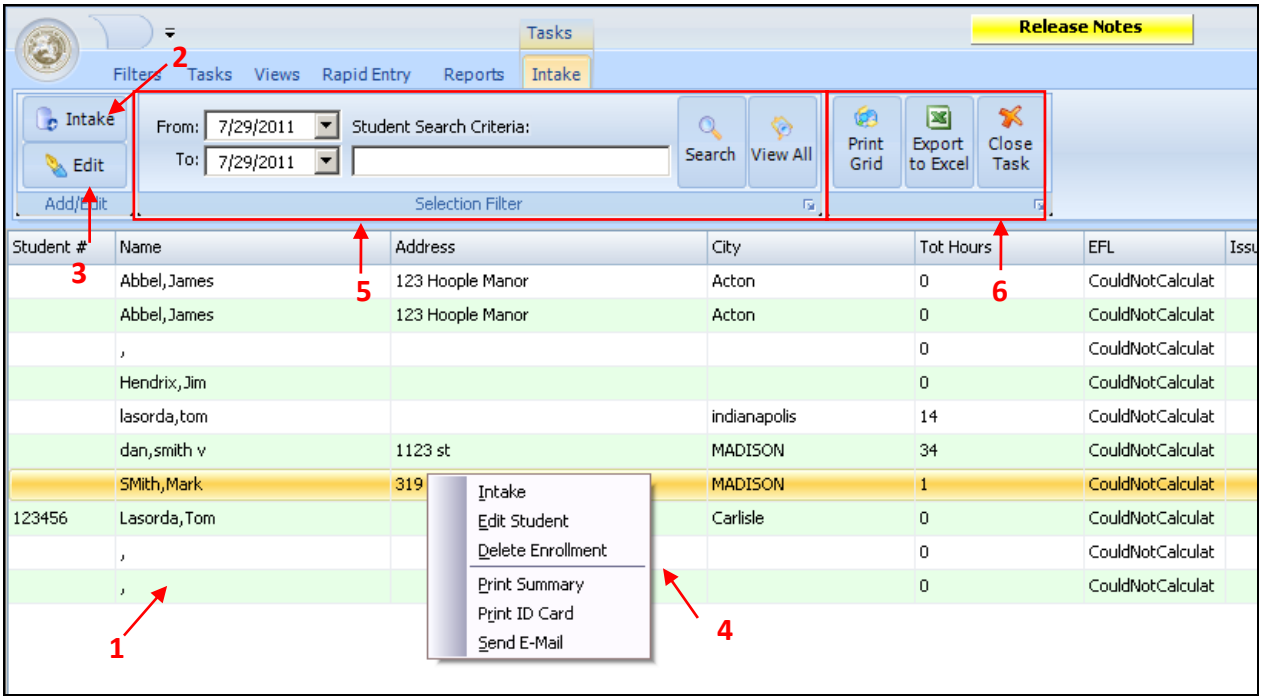
The Filters Tab is the default selected main tab when AE InTERS starts. Select global filters to apply to all tabs, including Active Term, Program, Location, and Course Types. Filter settings are saved on a per user basis and reloaded when the system restarts. Saved filters may also be accessed by clicking on the small arrow in the bottom corner of the Filters Group.



6. Tasks Additional Tabs

6.1 Overview

The Tasks Additional Tabs Intake, Testing, and Followup share common features as numbered and described below.



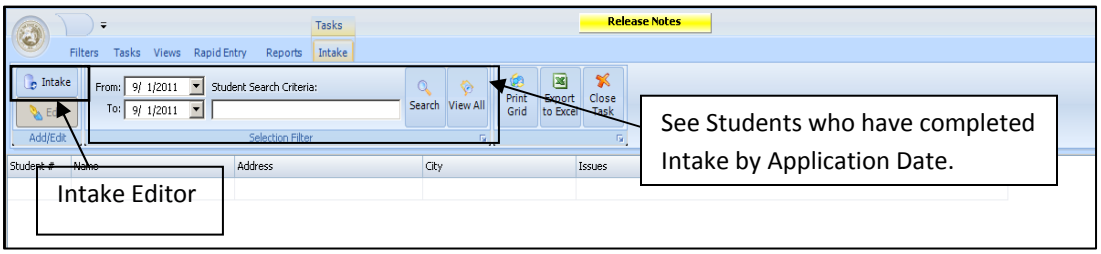
1. **Read-Only Grid**: View status/completed student intake, student testing, and student followup.
2. **Intake, Followup, and Test Entry Icons**
   - **Intake:** Create a student record during the Intake process.
   - **Followup:** Add data on student achievement of followup measures, a student exit date, or a student separation reason in the Followup section of the student record.
   - **Testing** : Enter student test information in a student's record. This feature will be developed in the future.
3. **Edit Icon:** Edit the **Student Record**. Alternatively, edit the **Student Record** by double clicking on the student entry in the grid.
4. **Right click pop-up menu**: Right click on the student entry in the read-only grid. The menu list includes intake, edit student, delete enrollment, print summary, print id-card, and send email.
5. **Selection Filter Group:** Apply unique filters for viewing the read only grid.
6. **Other Common Features:** View All, Print Grid, Export to Excel , Close Task (allows user to exit Additional Tab/Task)

6.2 Intake Additional Tab

Use the Intake Additional Tab to create a new student record in AE InTERS via the Intake Editor.

6.2.1 Intake Grid

Programs may view students who have completed Intake by searching application dates. Enter the date range and click "Search"



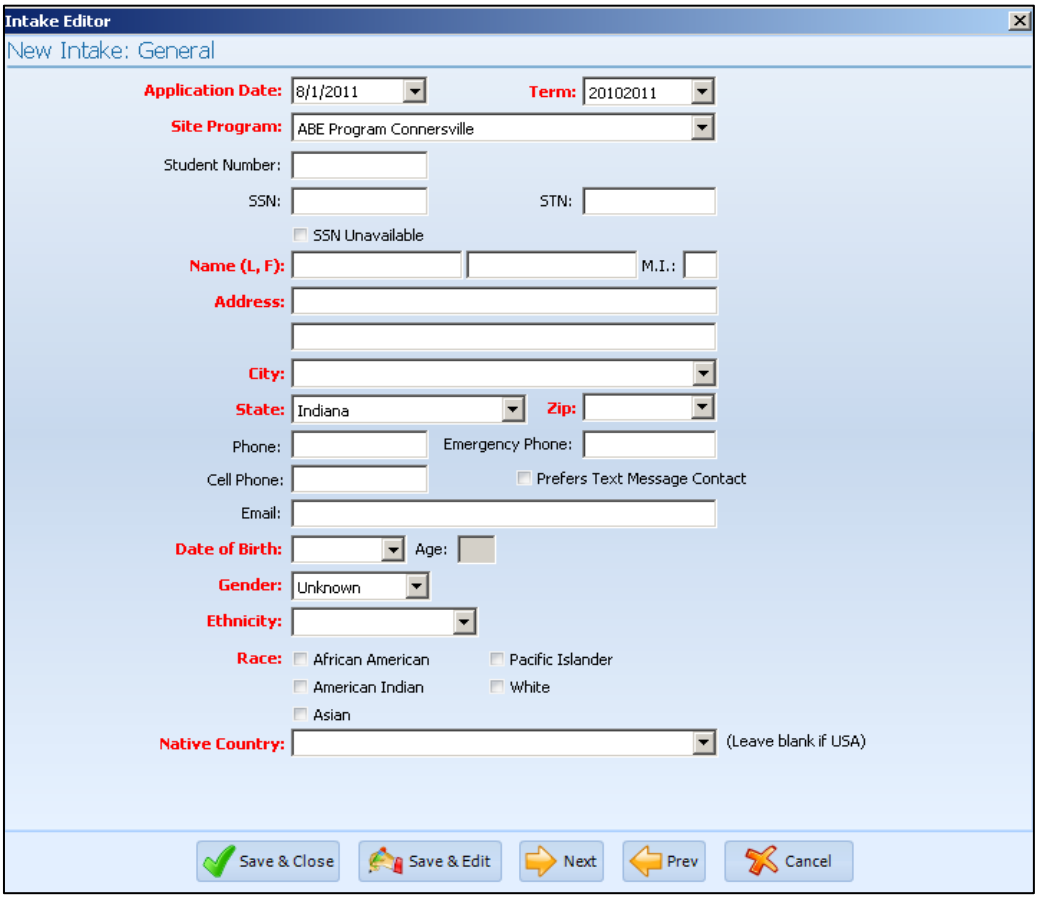
6.2.2 Access the Intake Editor

To enter a student in AE InTERS, follow these steps:

1. Click Intake Icon in the upper left corner to access the first screen of the Intake Editor: General.
2. Click the yellow arrow "Next" at the bottom of each of the Intake Editor screens to be guided through the five (5) step intake data collection process. In addition to "Next," other navigation options include: Save & Close, Save & Edit, Previous to return to the previous screen, and Cancel.

Screen shots of the New Intake Editor are shown below. For further guidance on data fields, refer to Appendix A—Data Glossary.

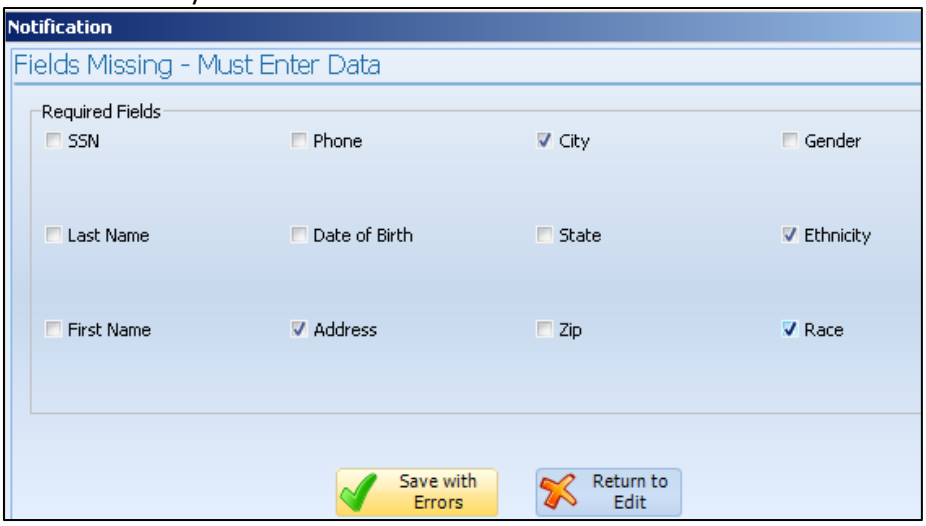
Screen 1: New Intake: General



Red and bold labels indicate required data. Many of the labels are defined in Appendix A—Data Glossary.

***Data Entry Notice*: Red and Bolded Fields**

If this data is missing, the system will notify the user of missing data when the user tries to save the record entry.

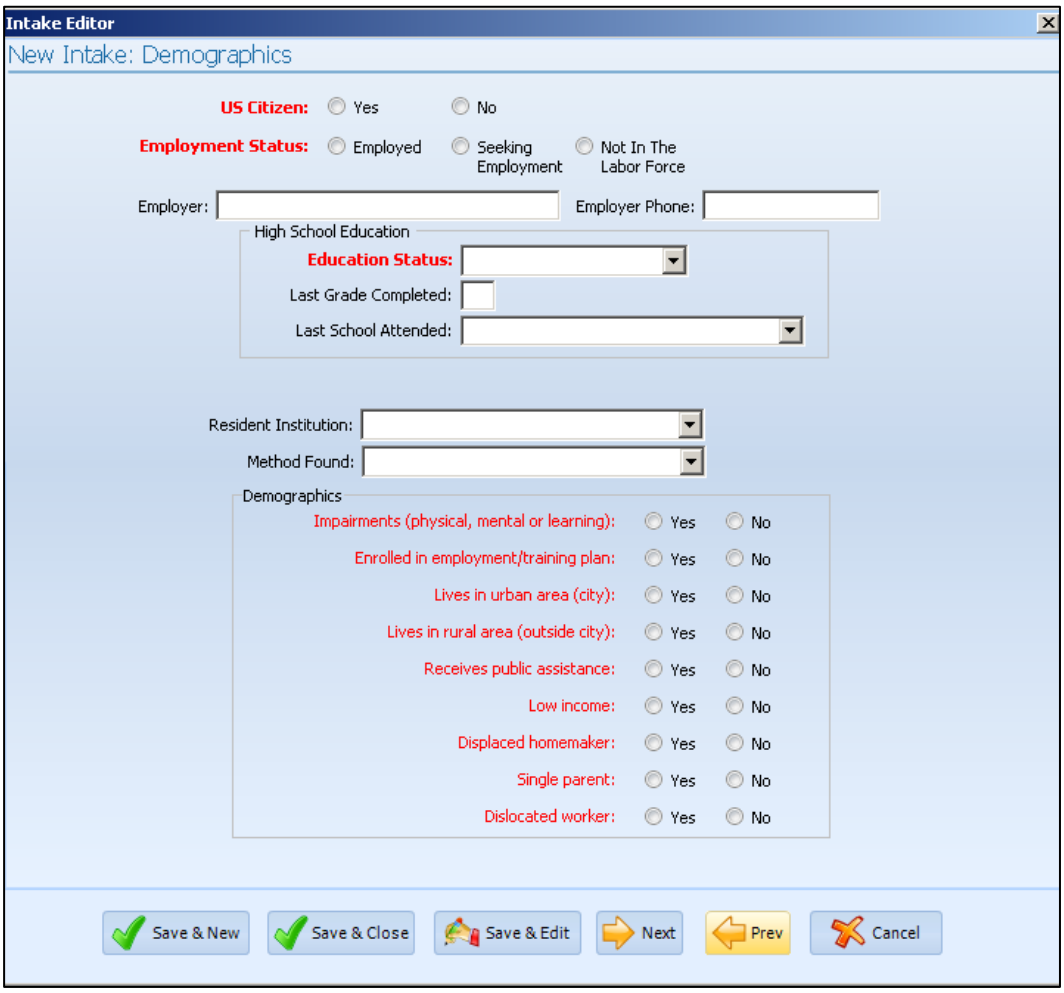


The system will continue to notify the user of the Fields Missing every time the user accesses the student record in AE InTERS.

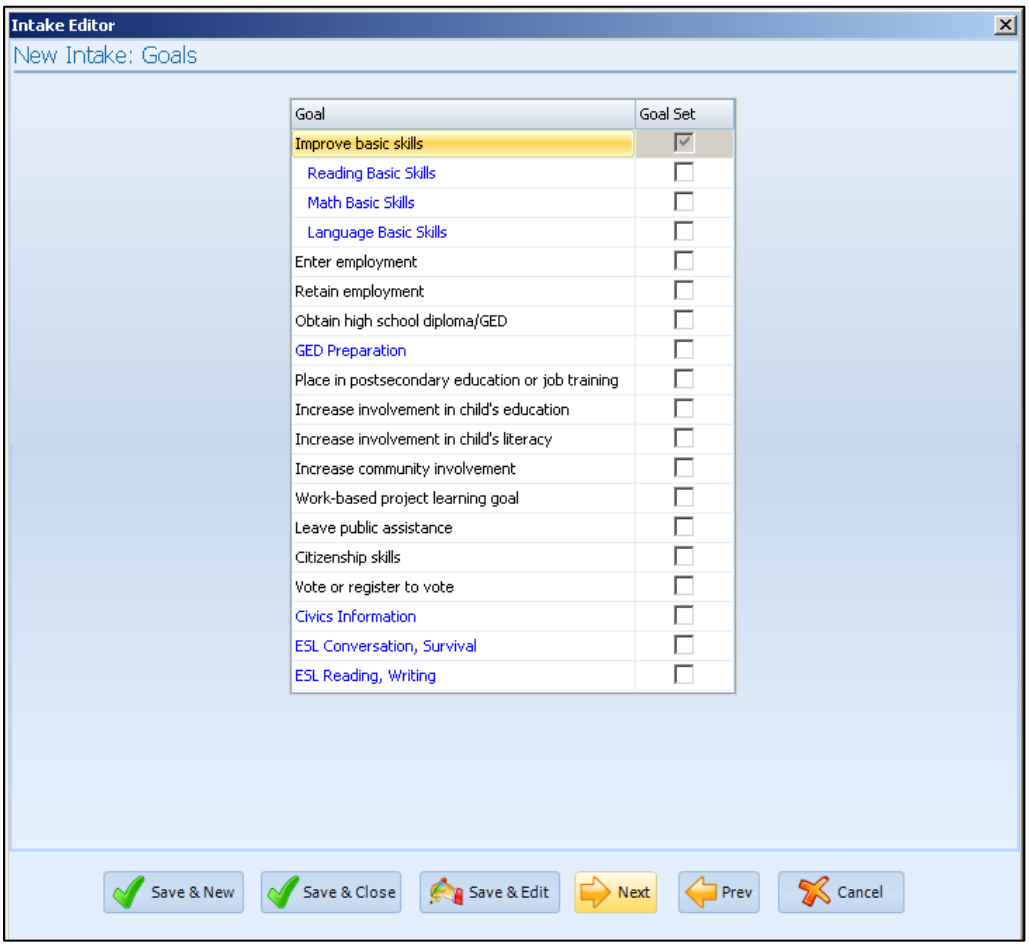
***Data Entry Notice*:** **Site Program (Home Program)**

This is the student's registration site.

Screen 2: New Intake: Demographics



Screen 3: New Intake: Goals



***Data Entry Notice*: Goals**

Based on NRS guidance, all students **must be assigned at least the default goal of improving basic skills**. That is, all students are assumed to be in the program to improve their literacy skills, and thus have the default goal of either improving literacy skills or improving English language skills. Students may also set one of four followup goals including obtaining employment, retaining employment, achieving a GED or high school credential, and entering postsecondary education.

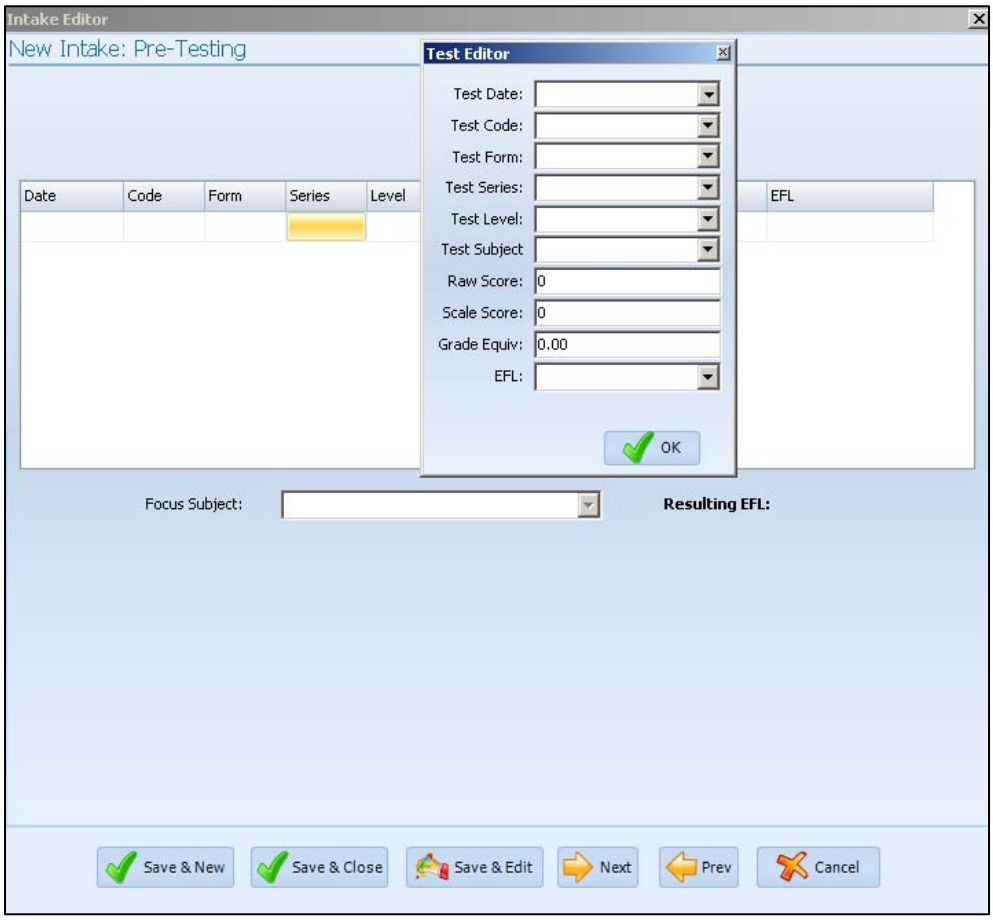
Students who achieve these four followup outcomes may only be reported to NRS if the student has set the goal. The same applies for outcome reimbursements for the GED Certificate and/or Transition to Post-secondary. To be eligible for reimbursement for these outcomes, the student must have set the goal. This may require teachers to update goals more frequently. DWD expects all providers to set the minimum goal of GED attainment for all students who have the skill level ability to pass the GED Tests within one year.

Note: If a goal must be removed, the program must enter a justification for removing the goal. DWD will monitor the frequency and rationale of goal removal.

Screen 4: New Intake: Pre-Testing

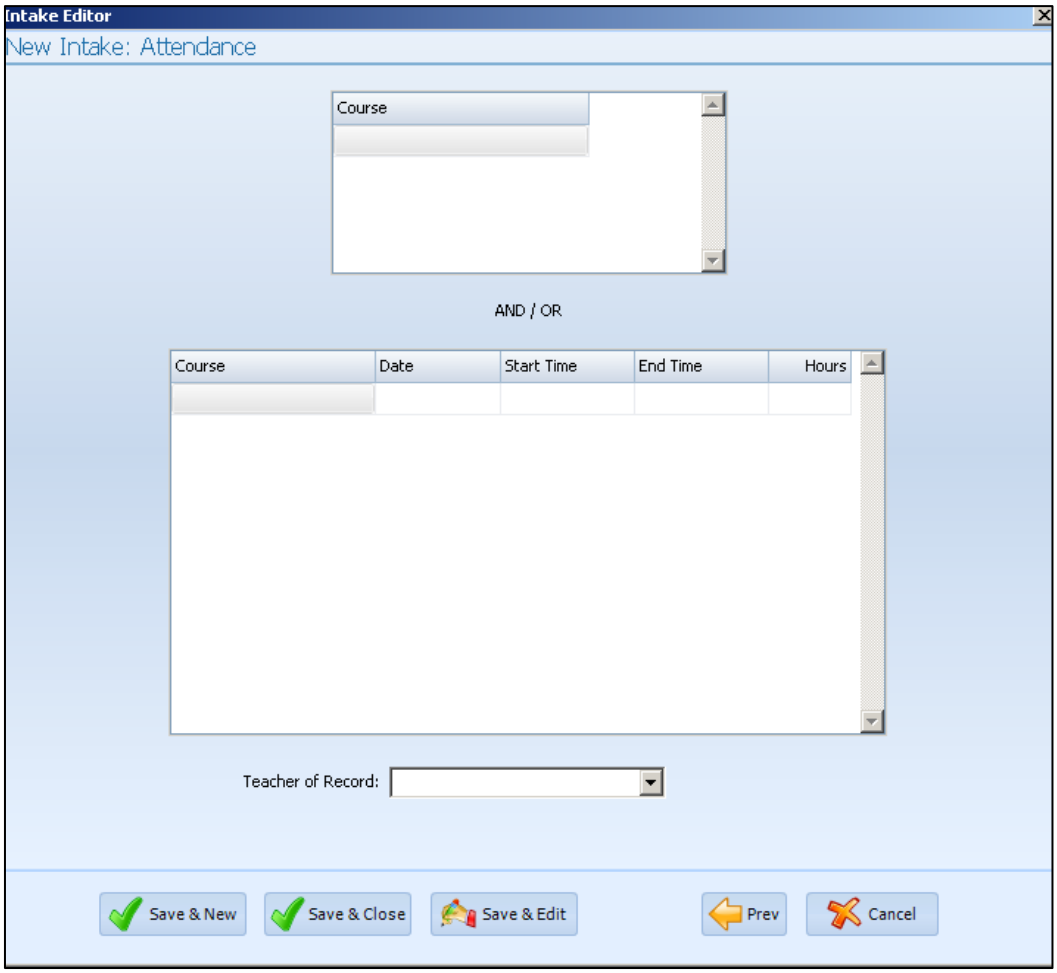
All students should be administered the Test for Adult Basic Education (TABE) or TABE Complete Language Assessment System-English™ (TABE CLAS-E) **Locator and Pre-Test** at intake or within a short period thereafter. Results from the **Pre-Test** are entered via the Test Editor screen. Access the Test Editor by double clicking on any of the data entry fields.

- **Data Entry Required:** Test Date, Test Code, Test Form, Test Series, Test Level, Test Subject, and Raw Score.
- **Self-Calculate**: Scale Score, Grade Equiv., and EFL.



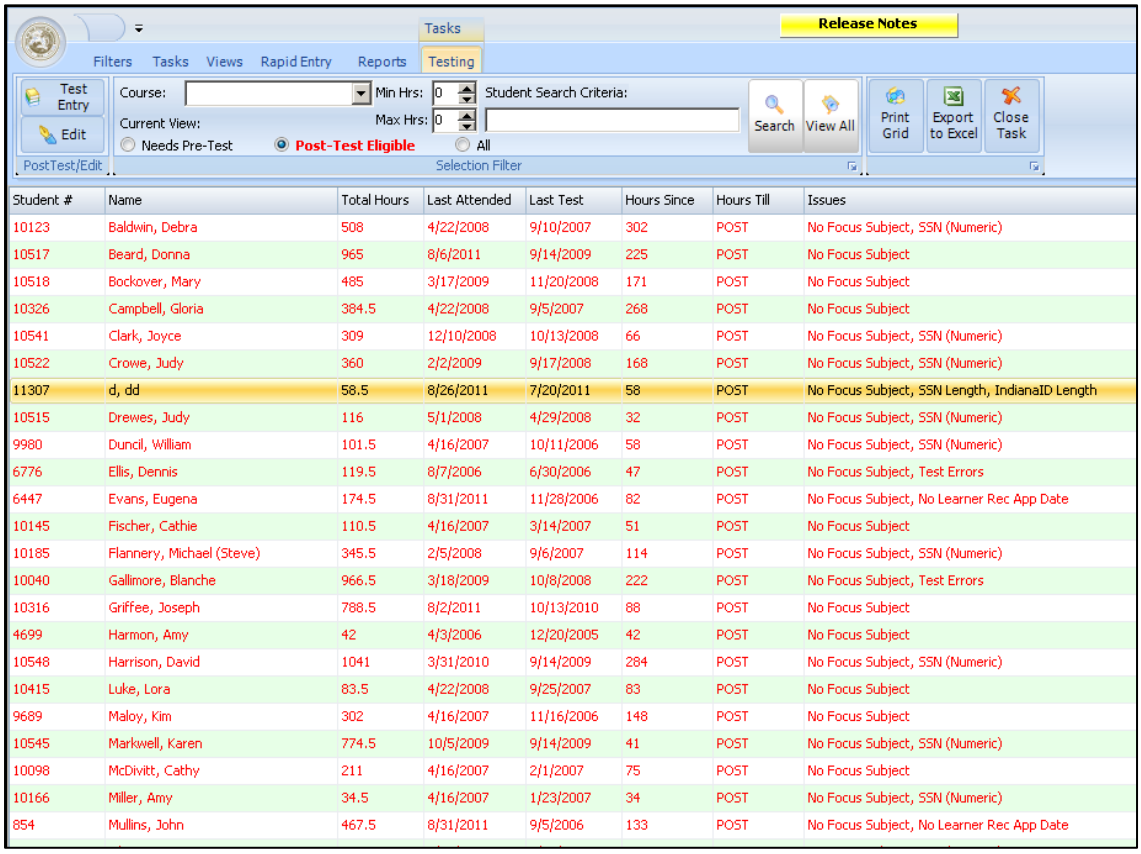
Screen 5: New Intake: Attendance

Add attendance hours for orientation/intake.



6.3 Testing Additional Tab

View students and information related to pretesting and posttesting including the next test, hours since last test, and the focus subject. **Tests may not be added via this tab.** However, the student record may be edited by selecting a student and the edit button. The selection filter feature may sort students according to posttest eligibility and needs pretest.



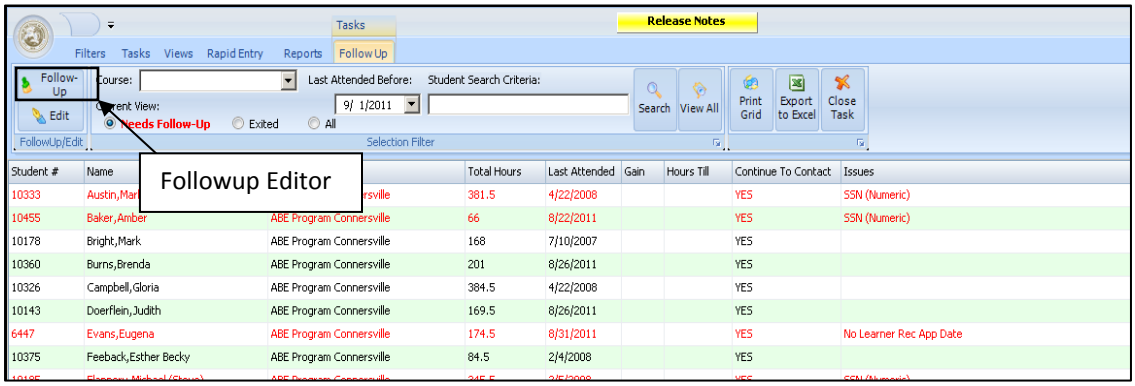
Student #	Name	Total Hours	Last Attended	Last Test	Hours Since	Hours Till	Issues
10123	Baldwin, Debra	508	4/22/2008	9/10/2007	302	POST	No Focus Subject, SSN (Numeric)
10517	Beard, Donna	965	8/6/2011	9/14/2009	225	POST	No Focus Subject
10518	Bockover, Mary	485	3/17/2009	11/20/2008	171	POST	No Focus Subject
10326	Campbell, Gloria	384.5	4/22/2008	9/5/2007	268	POST	No Focus Subject
10541	Clark, Joyce	309	12/10/2008	10/13/2008	66	POST	No Focus Subject, SSN (Numeric)
10522	Crowe, Judy	360	2/2/2009	9/17/2008	168	POST	No Focus Subject, SSN (Numeric)
11307	d, dd	58.5	8/26/2011	7/20/2011	58	POST	No Focus Subject, SSN Length, IndianaID Length
10515	Drewes, Judy	116	5/1/2008	4/29/2008	32	POST	No Focus Subject, SSN (Numeric)
9980	Duncil, William	101.5	4/16/2007	10/11/2006	58	POST	No Focus Subject, SSN (Numeric)
6776	Ellis, Dennis	119.5	8/7/2006	6/30/2006	47	POST	No Focus Subject, Test Errors
6447	Evans, Eugena	174.5	8/31/2011	11/28/2006	82	POST	No Focus Subject, No Learner Rec App Date
10145	Fischer, Cathie	110.5	4/16/2007	3/14/2007	51	POST	No Focus Subject
10185	Flannery, Michael (Steve)	345.5	2/5/2008	9/6/2007	114	POST	No Focus Subject, SSN (Numeric)
10040	Gallimore, Blanche	966.5	3/18/2009	10/8/2008	222	POST	No Focus Subject, Test Errors
10316	Griffee, Joseph	788.5	8/2/2011	10/13/2010	88	POST	No Focus Subject
4699	Harmon, Amy	42	4/3/2006	12/20/2005	42	POST	No Focus Subject
10548	Harrison, David	1041	3/31/2010	9/14/2009	284	POST	No Focus Subject, SSN (Numeric)
10415	Luke, Lora	83.5	4/22/2008	9/25/2007	83	POST	No Focus Subject
9689	Maloy, Kim	302	4/16/2007	11/16/2006	148	POST	No Focus Subject
10545	Markwell, Karen	774.5	10/5/2009	9/14/2009	41	POST	No Focus Subject, SSN (Numeric)
10098	McDivitt, Cathy	211	4/16/2007	2/1/2007	75	POST	No Focus Subject
10166	Miller, Amy	34.5	4/16/2007	1/23/2007	34	POST	No Focus Subject, SSN (Numeric)
854	Mullins, John	467.5	8/31/2011	9/5/2006	133	POST	No Focus Subject, No Learner Rec App Date

6.4 Followup Additional Tab

Enter followup data for a student via the Followup Editor and view the list of students and followup status.

6.4.1 Followup Grid

Programs may view Followup status for students via the grid.



6.4.2 Access the Follow-up Editor

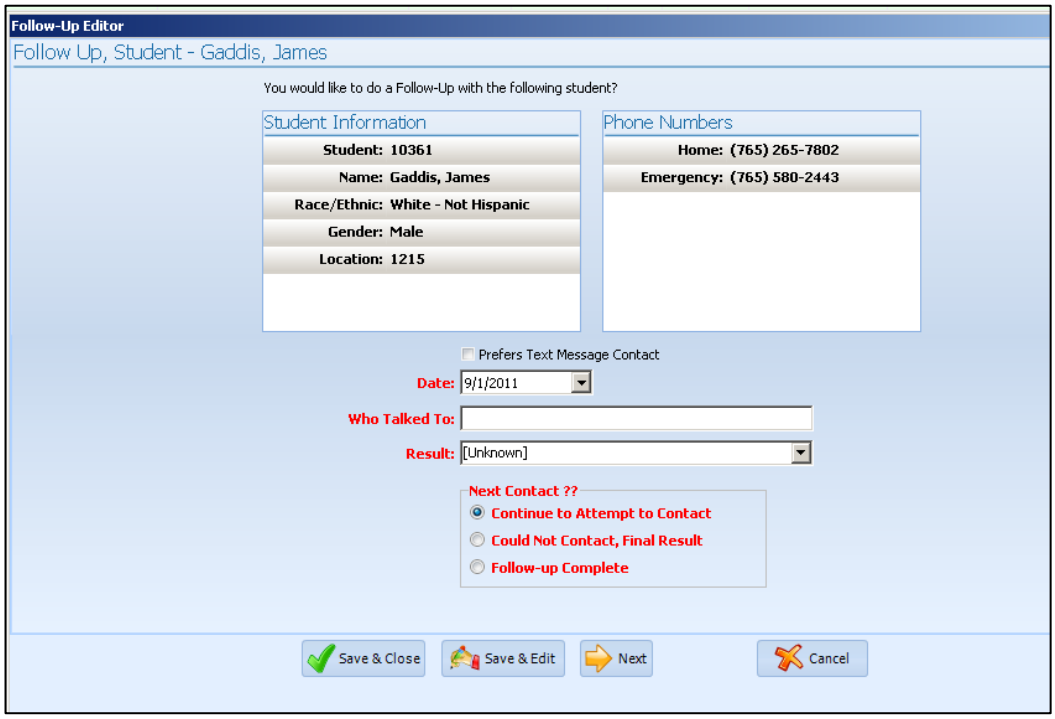
To access the Followup Editor, follow these steps:

1. Select a student and click Followup Icon in the upper left corner to access the first screen of the Followup Editor. Double clicking the student or clicking edit will open the student's record.
2. Proceed through four (4) screens during Follow-up by selecting "Next." Other navigation options include: Save & Close, Save & Edit, Previous to return to the previous screen, and Cancel. By clicking Save & Edit, the user will exit the Follow-up Editor and enter the Student Record.

Screen shots of the Follow-up Editor are shown below. For further guidance on data fields, refer to the Data Glossary in Appendix A.

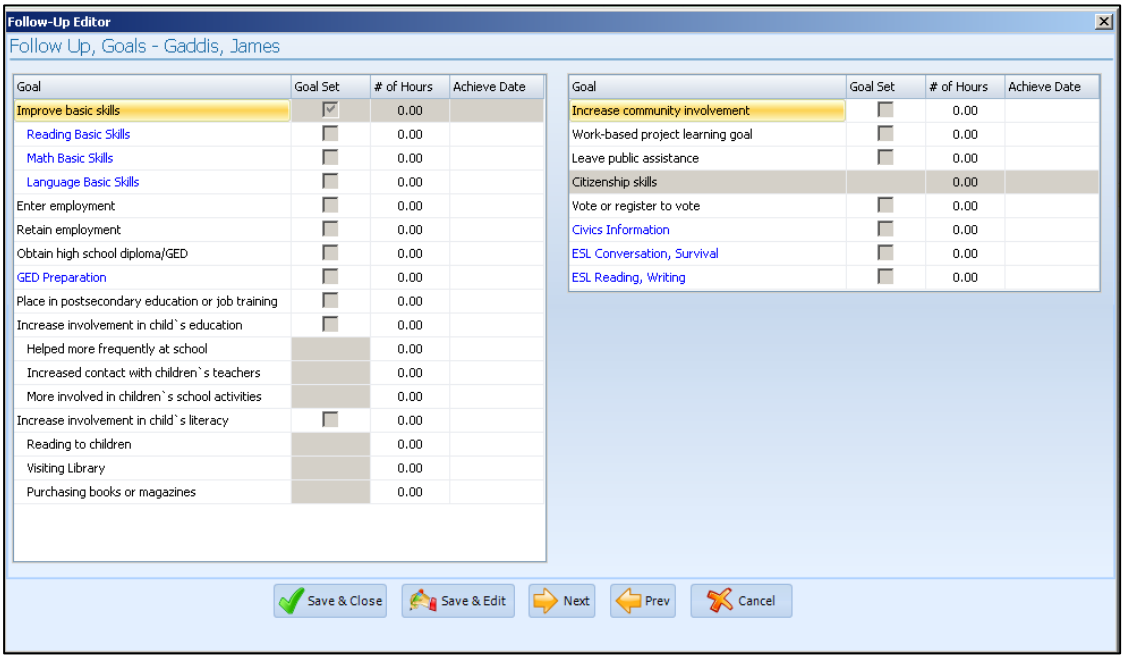
Screen 1: Follow Up, Student

Add data on a follow-up attempt.

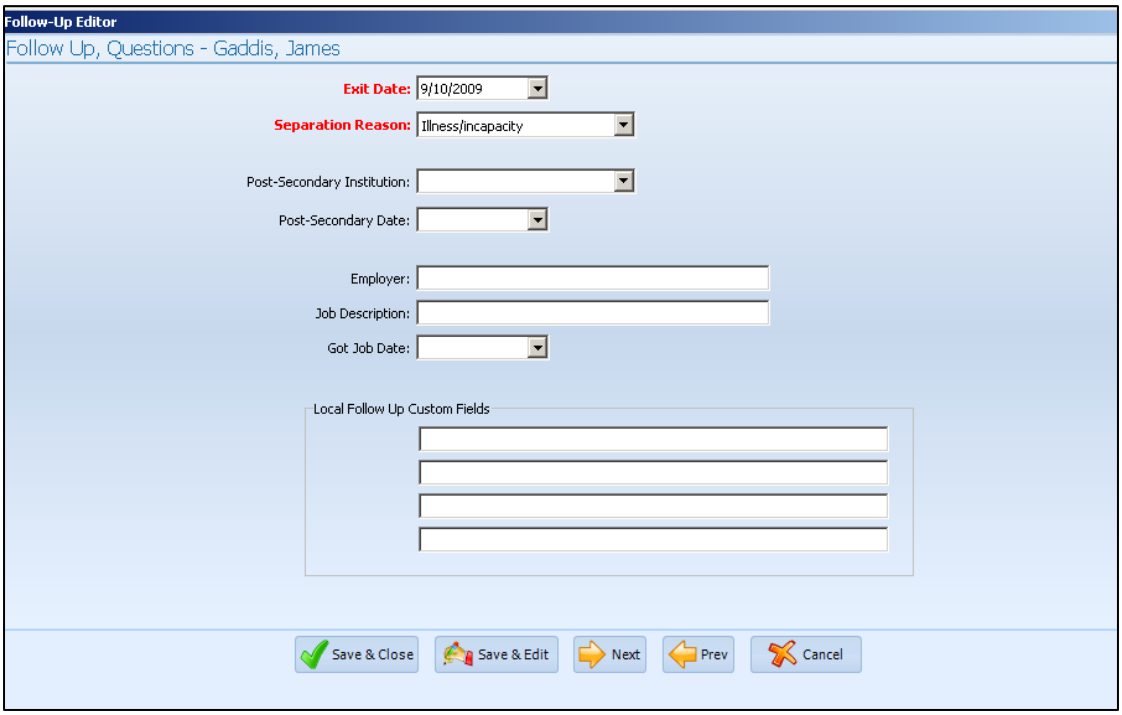


Screen 2: Follow Up, Goals

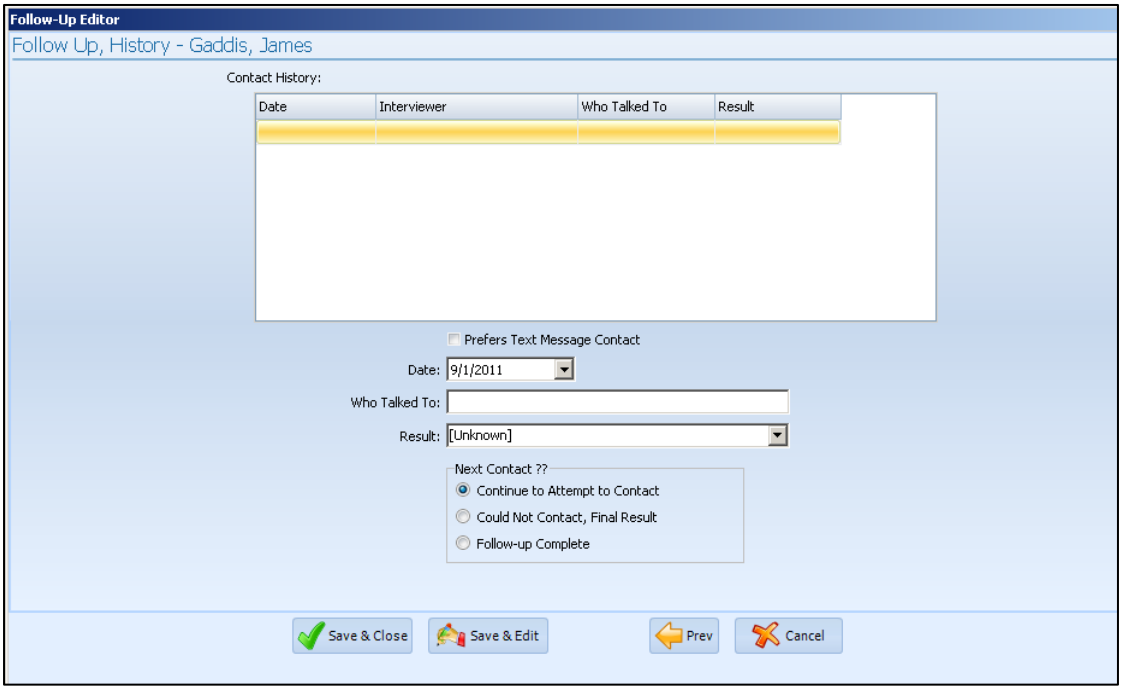
Enter goals that the student achieves.



Screen 3: Follow Up, Questions



Screen 4: Followup, History



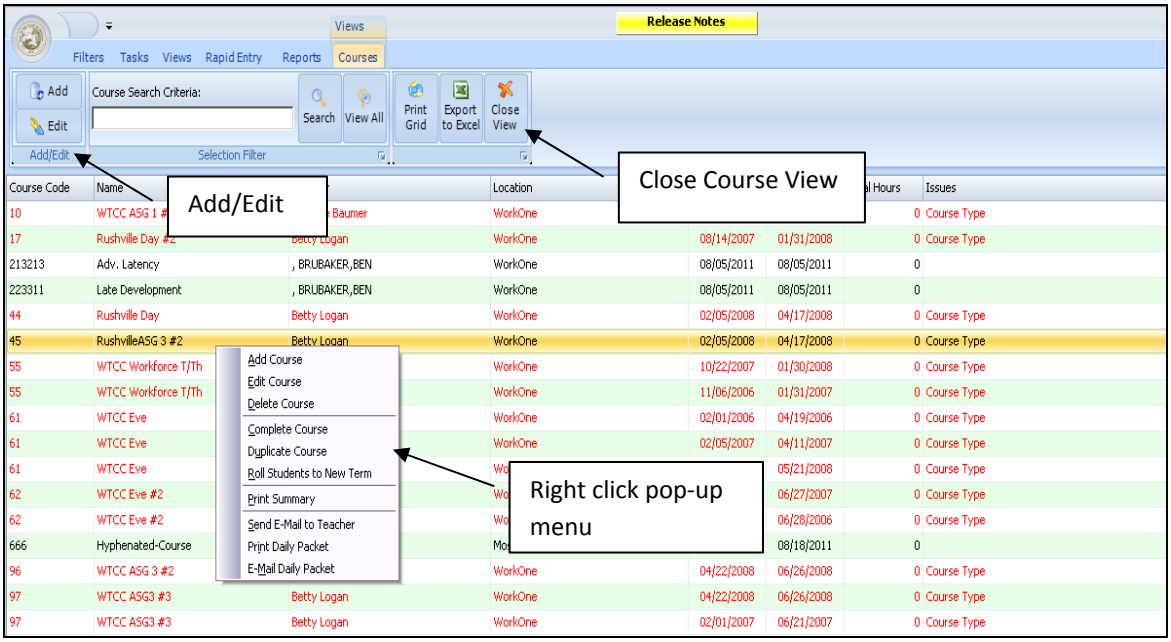
7. Views Additional Tabs (Records)

7.1 Overview

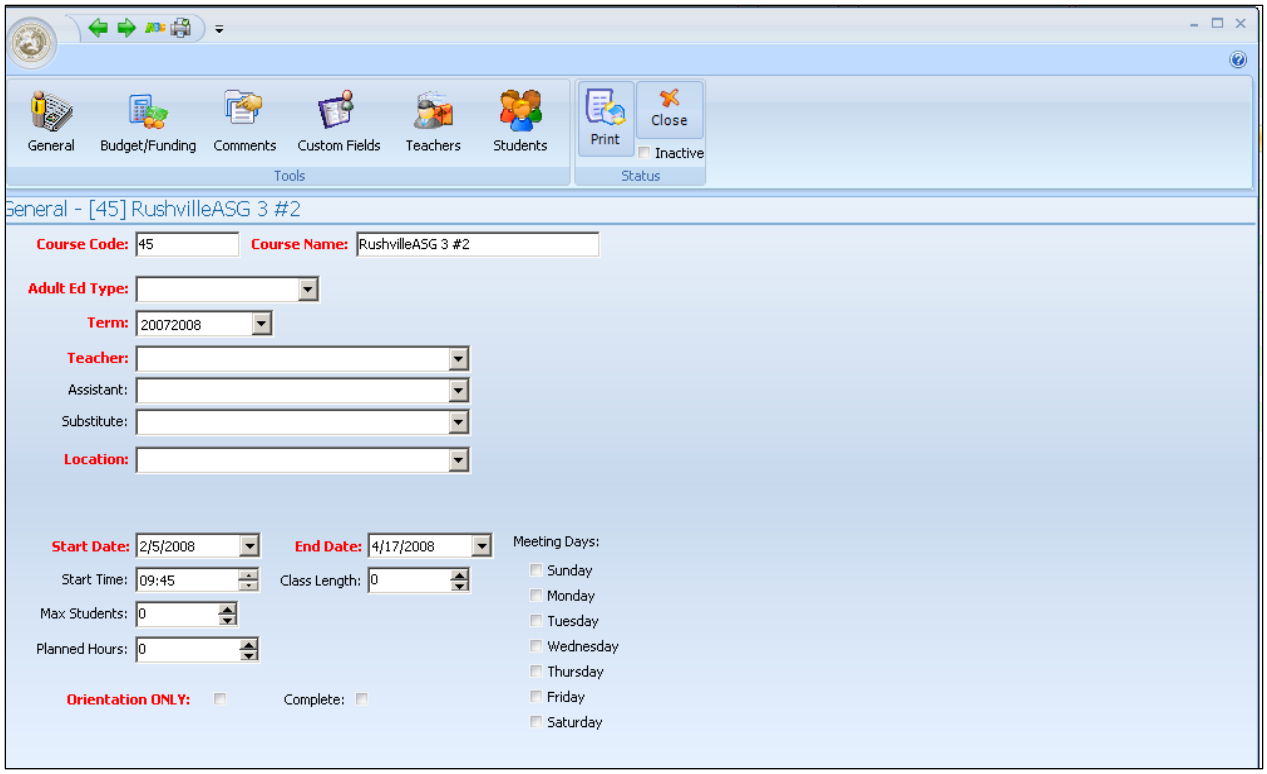
Access the four main records (students, courses, teachers, and locations) via the **Views Tab**. Once on the **Views Tab**, click on the appropriate icon to access the corresponding additional tab (Students, Courses, Teachers, Locations) and read-only grid.

Step 1: Access records for Students, Courses, Teachers and Locations via the Views Tab

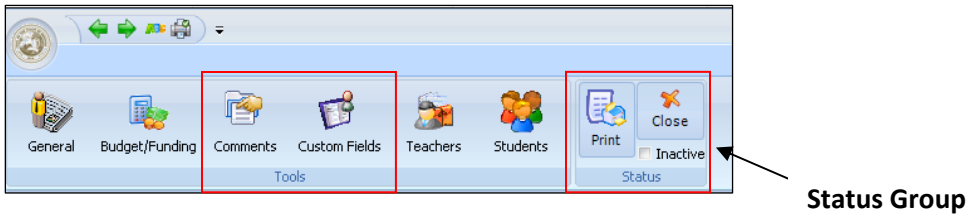
Steps 2/3: View Read-Only Grid and Select Add/Edit



Step 3: Edit Record



The four records have similar features including: comments and custom fields, status group (print, close, inactive), and green record navigation arrows. The **Comments** tool allows the user to enter notes. **Custom Fields** tool allows the program to create additional fields for data entry. The **status group** allows the user to print the record, close the record, or mark it as inactive.

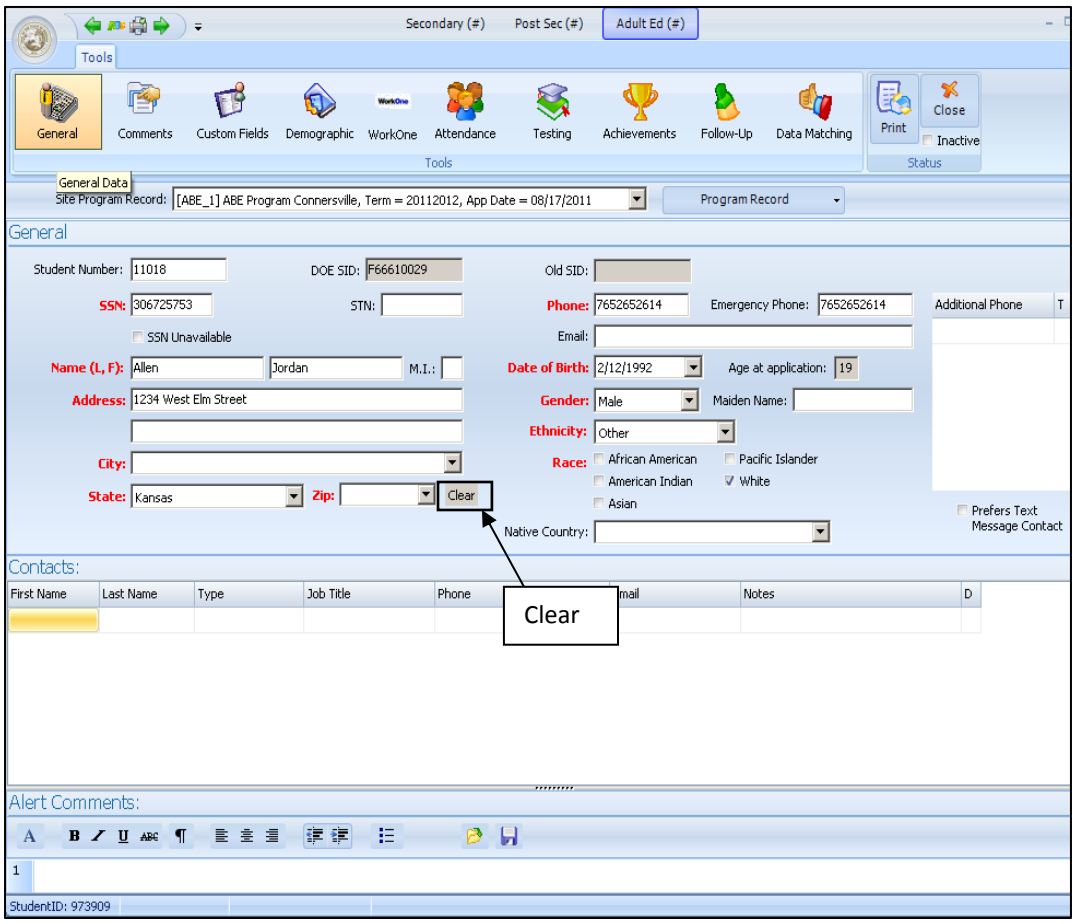


7.2 Student Record

The student record contains the following tools: general, comments, custom fields, demographic, WorkOne, attendance, testing, achievements, follow-up, and data matching. **Students may not be added via the Views Tab-Student Record View; only editing is allowed.**

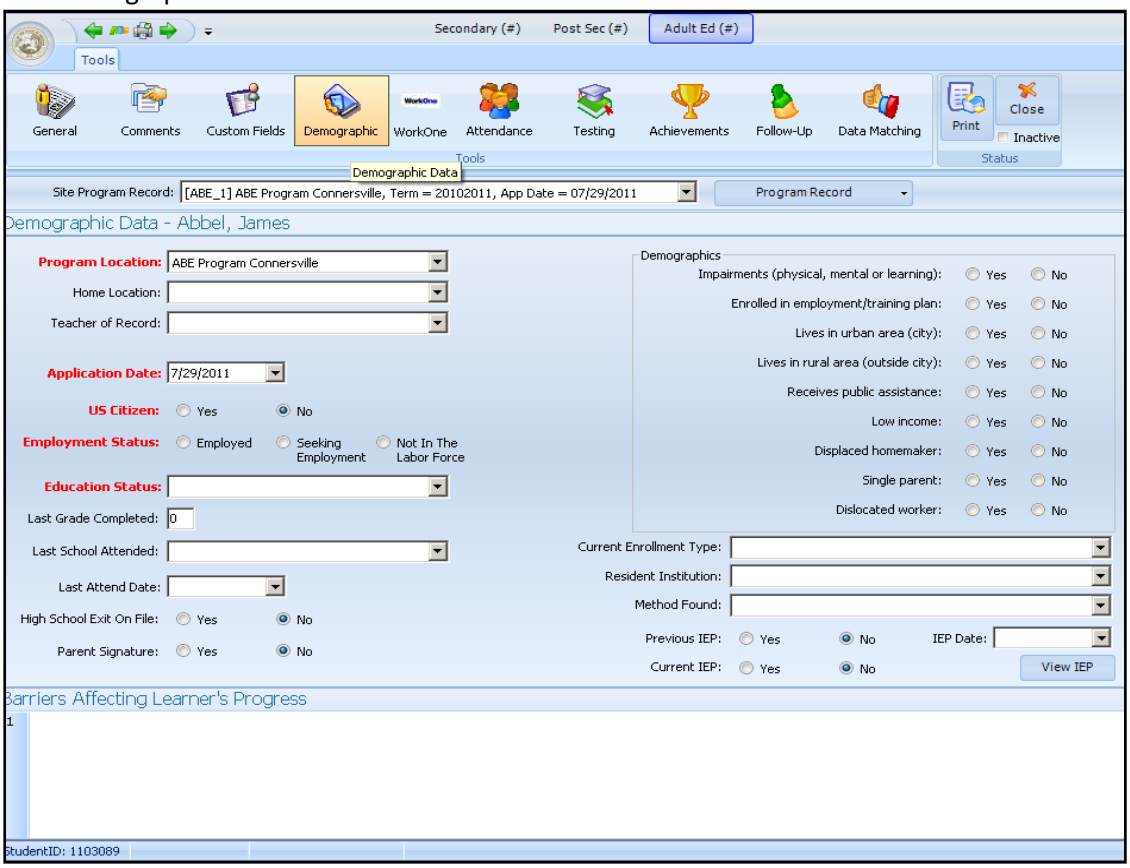
7.2.1 General

Edit general information about the student such as SSN, name, and address. The city and zip may be cleared by pressing the "Clear" button.



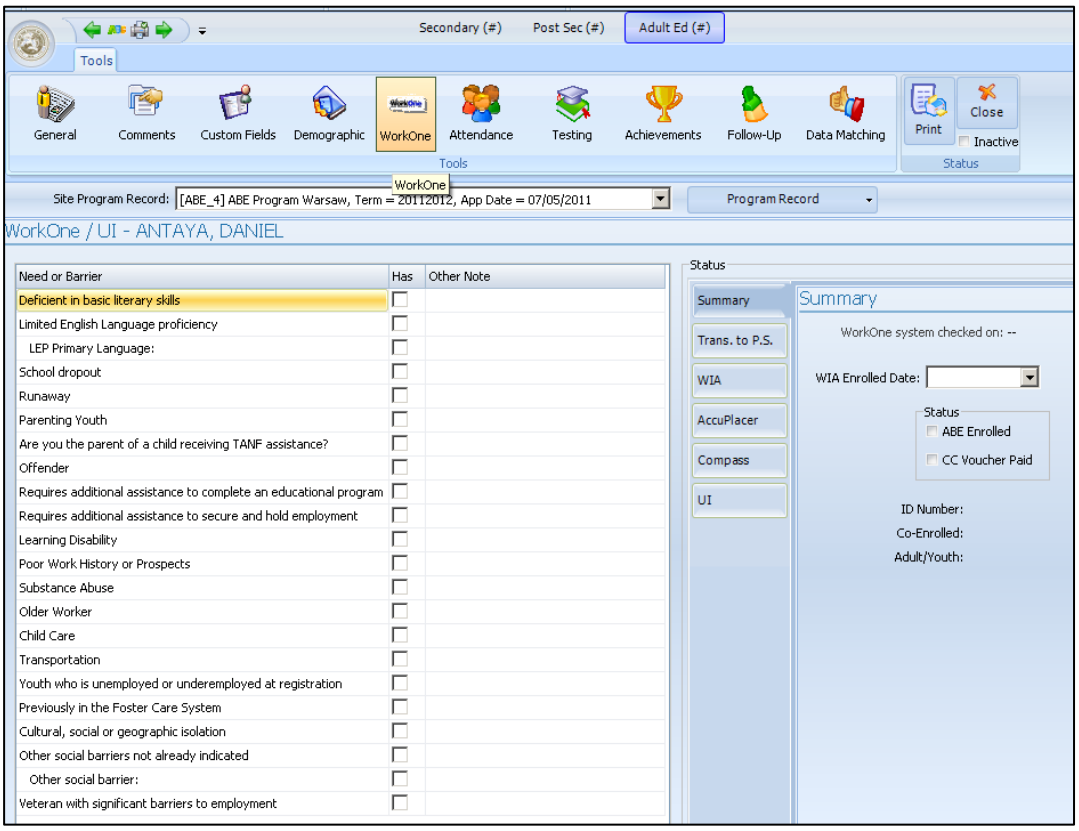
7.2.2 Demographic

Edit demographic information about students as shown below.



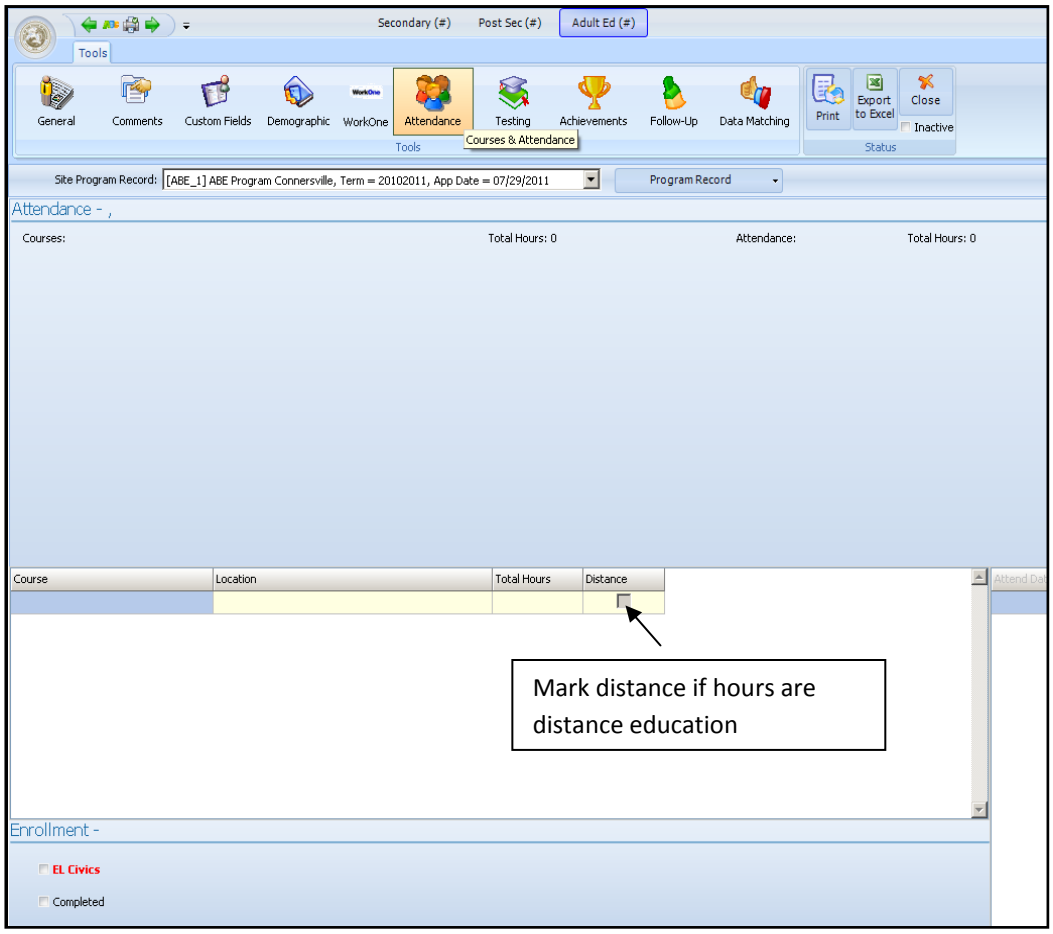
7.2.3 WorkOne

Via the WorkOne tool, enter information on those clients who are co-enrolled in Workforce Investment Act (WIA) Services and Adult Education Services. **AccuPlacer and Compass scores are entered via the WorkOne Tab.**



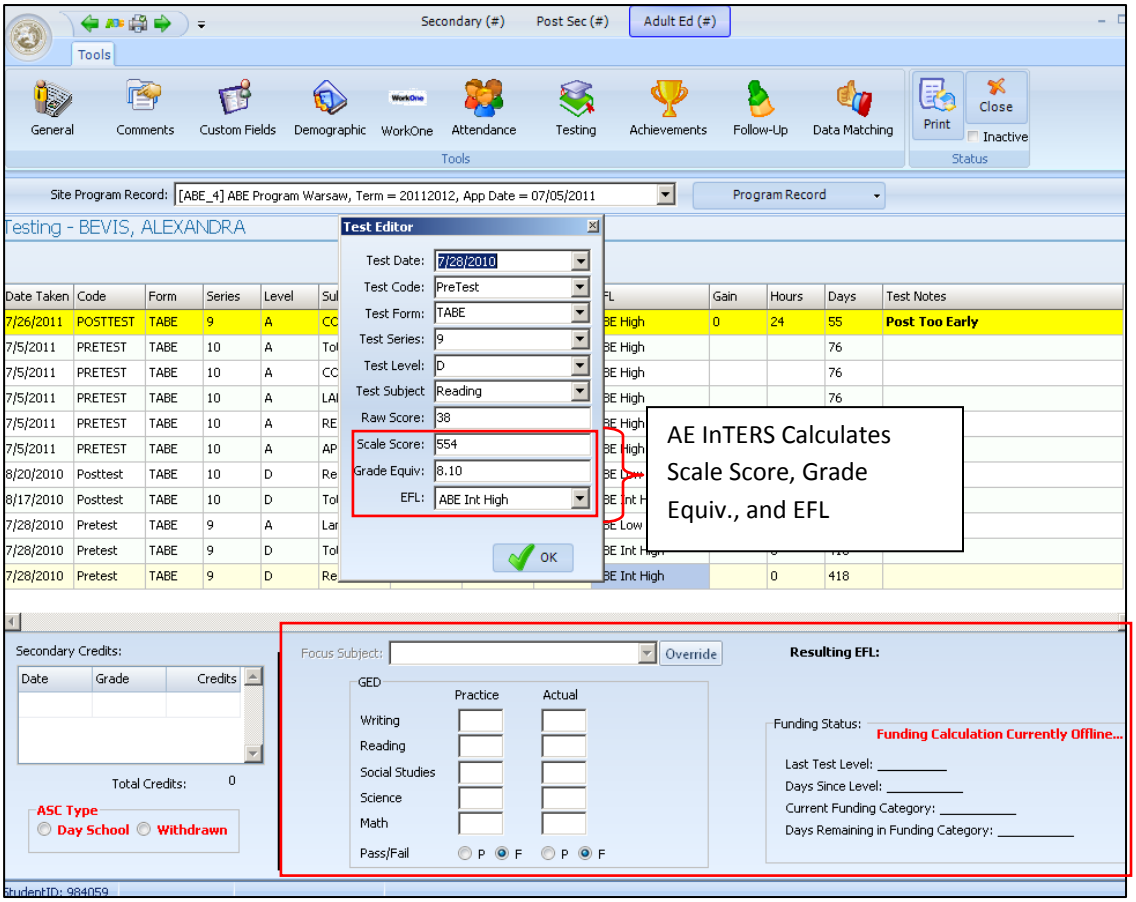
7.2.4 Attendance

The attendance tool lists all attendance hours for the student. Hours should be marked distance if the course hours were distance learning hours.



7.2.5 Testing

View all tests taken by the student. Double click on the data entry fields to access the test editor for data entry ease. Note: AccuPlacer and Compass scores are entered via the WorkOne Tab.



***Data Entry Notice*: Test Editor**

Users must select Test Date, Test Code, Test Form, Test Series, Test Level, Test Subject and Enter the Raw Score. AE InTERS will self-calculate the following Test Editor: Scale Score, Grade Equiv., and EFL

***Data Entry Notice*: Focus Subject, GED Scores, Current EFL & Funding Status**

Focus Subject: Subject in which the student scores the lowest during the initial assessment. Reimbursement for outcomes and NRS gains will be based on educational gains made in this subject. This will be determined by InTERS unless the provider overrides the subject.

Resulting EFL: This is the student's Educational Functioning Level (EFL) determined during the initial assessment. InTERS will self-calculate this.

GED Scores: The actual GED scores will be updated in InTERS via data matching. If a program has entered these scores already, the data system will override the scores. Programs will not be able to change the scores once data matching has occurred. If there is an error after the data match, the program must contact the DWD.

The radial button next to either P or F will automatically be chosen based on the following three conditions for passing the GED Tests:

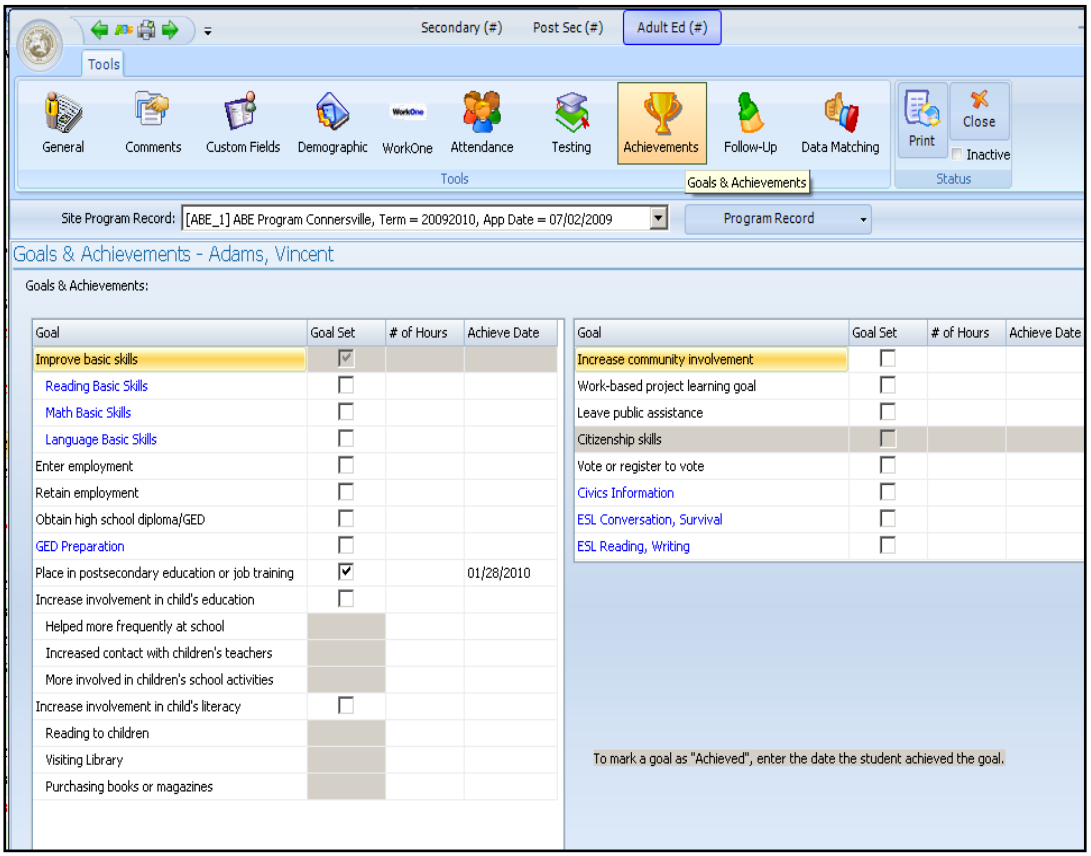
1. The student must score a 410 on each of the GED Tests.
2. The student must score an average of 450.
3. The students overall total must be 2250.

Note: If a student does not have a SSN, the program may enter the scores. However, the program must maintain documentation of the student's scores.

Funding Status: InTERS will match level gains to earned reimbursement for bundled level gains (see Appendix B for Reimbursement for Outcomes).

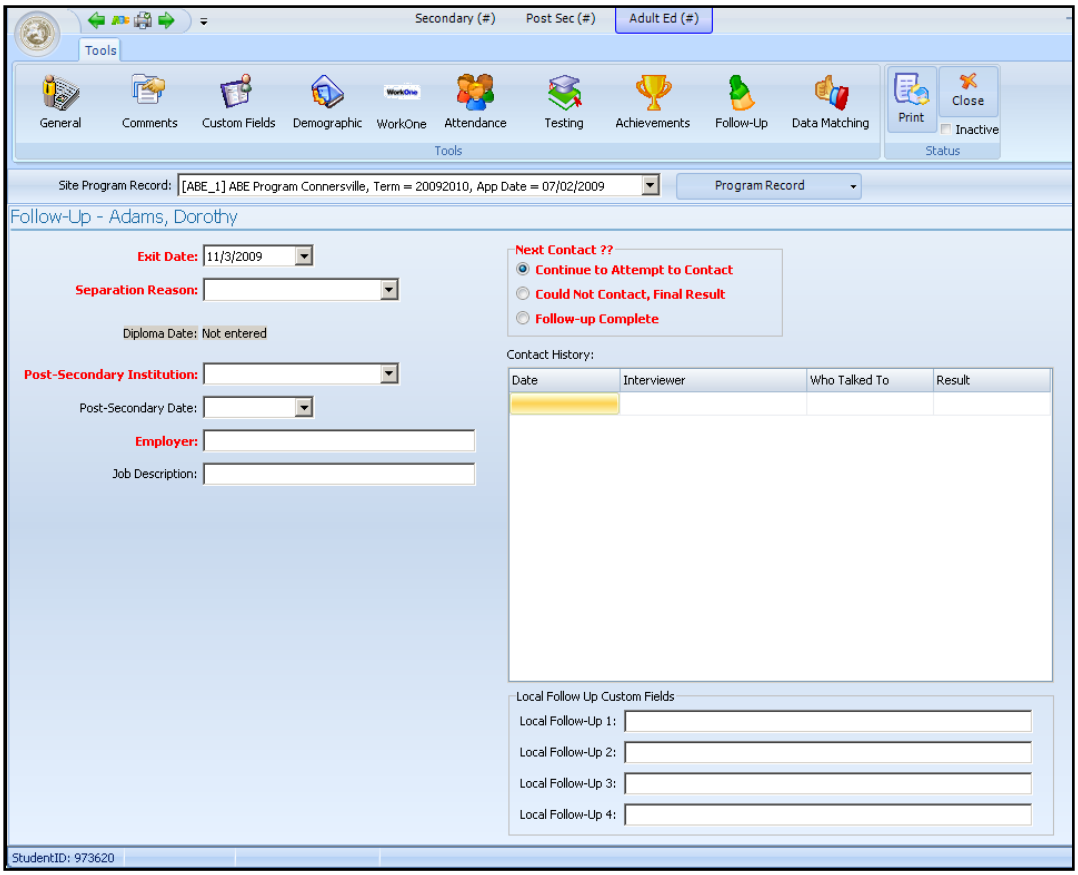
7.2.6 Goals & Achievements

The Achievements tool offers a way to view and/or edit student goals and corresponding achievement dates.



7.2.7 Follow-up

Record the following via the student achievements tool: achievement of a NRS Core Outcome follow-up measure, student exit date, and separation reason. Additionally, users may record contact history.



Data Entry Notice: **Separation**

Students shall be separated if the student has not participated in the AE program for 90 consecutive days or has notified the program of separation. Providers may re-enroll separated students at any time. However, the student will be required to complete the full intake process upon re-enrollment, including pretesting.

7.2.8 Data Matching

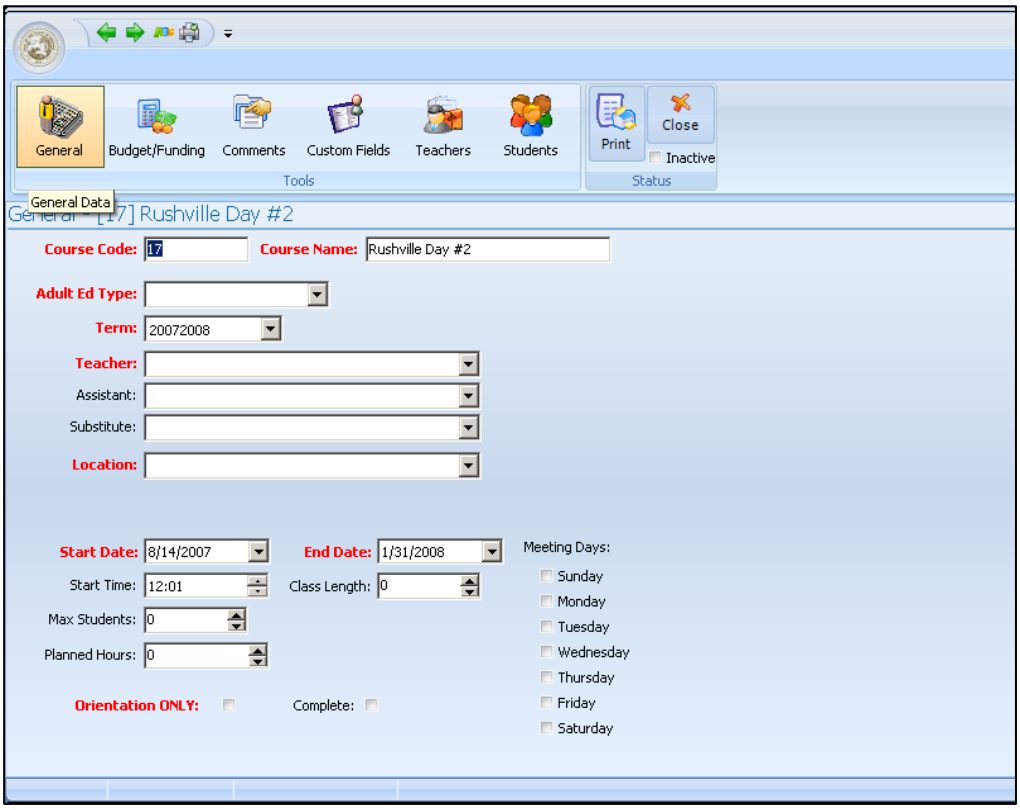
Do not enter data via this tool. Data matching refers to the process of obtaining student data from other agencies or educational institutions via a common identifier such as an SSN. See Appendix B for a list of databases used in the data matching process.

7.3 Course Record

The course record contains the following tools to enter information about a course including: general, budget & funding, comments, custom fields, teachers, and students.

7.3.1 General

Edit general information about the course such as course code, adult education type, term, teacher, and location.

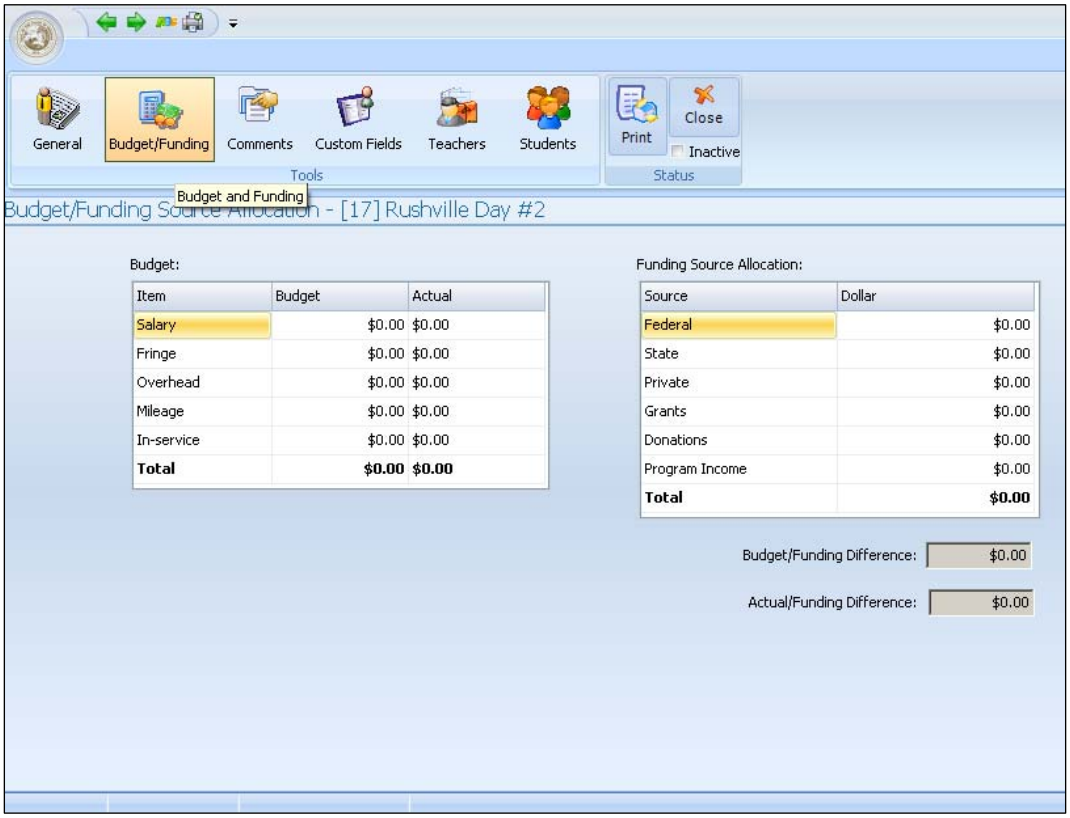


***Data Entry Notice*: Course Code & Course Name**

Course Code and Course Name must both be unique.

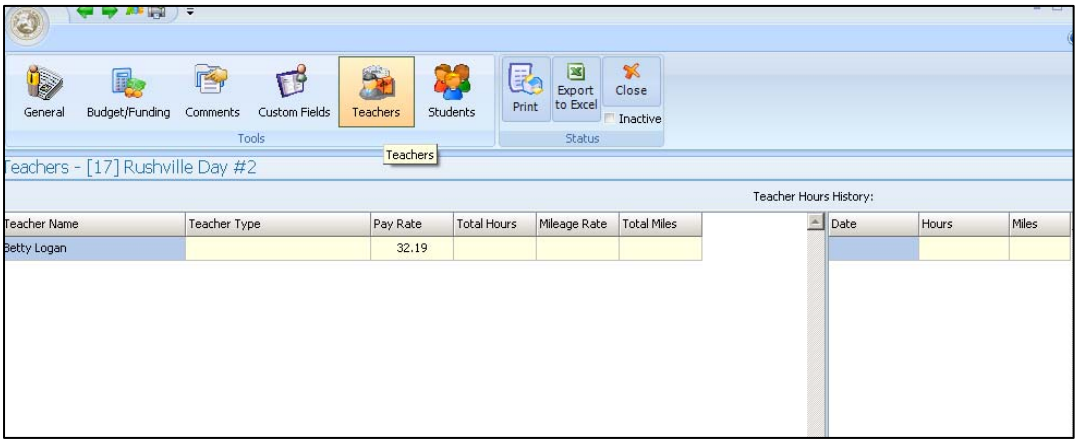
7.3.2 Budget/Funding

Save information related to course budget and funding information.



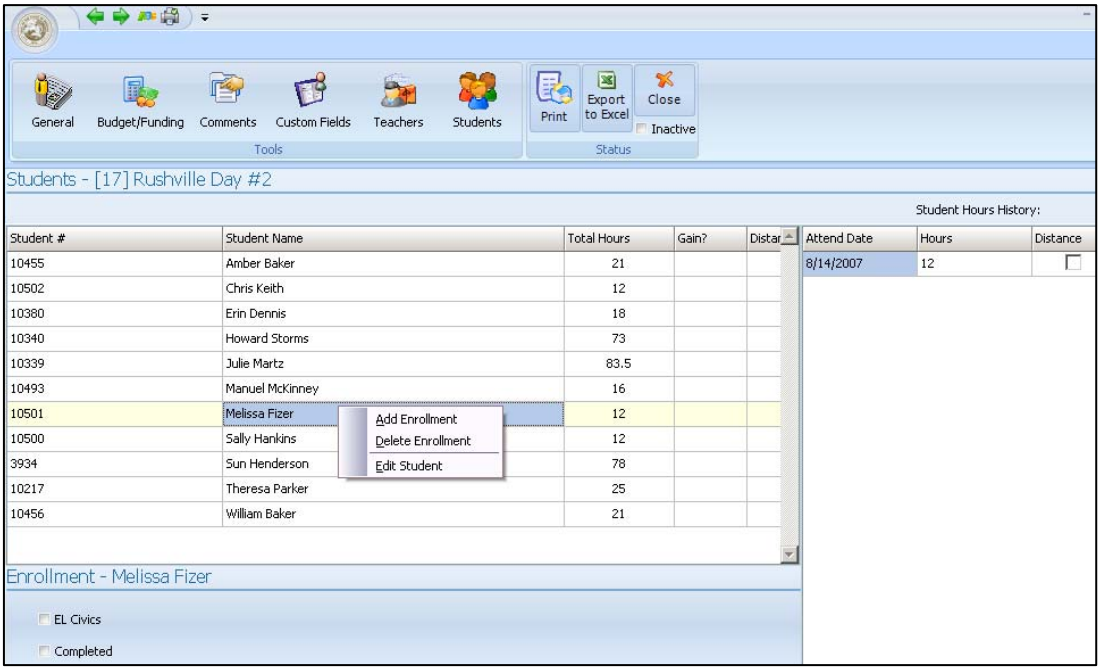
7.3.3 Teachers

Teachers associated with the course may be added, edited, or deleted under the Teachers tool. Data includes the Teacher's Name, Teacher Type, Pay Rate, Total Hours, and information related to travel reimbursement.



7.3.4 Students

View the course's roster and enroll a student in the course or edit a student's information.

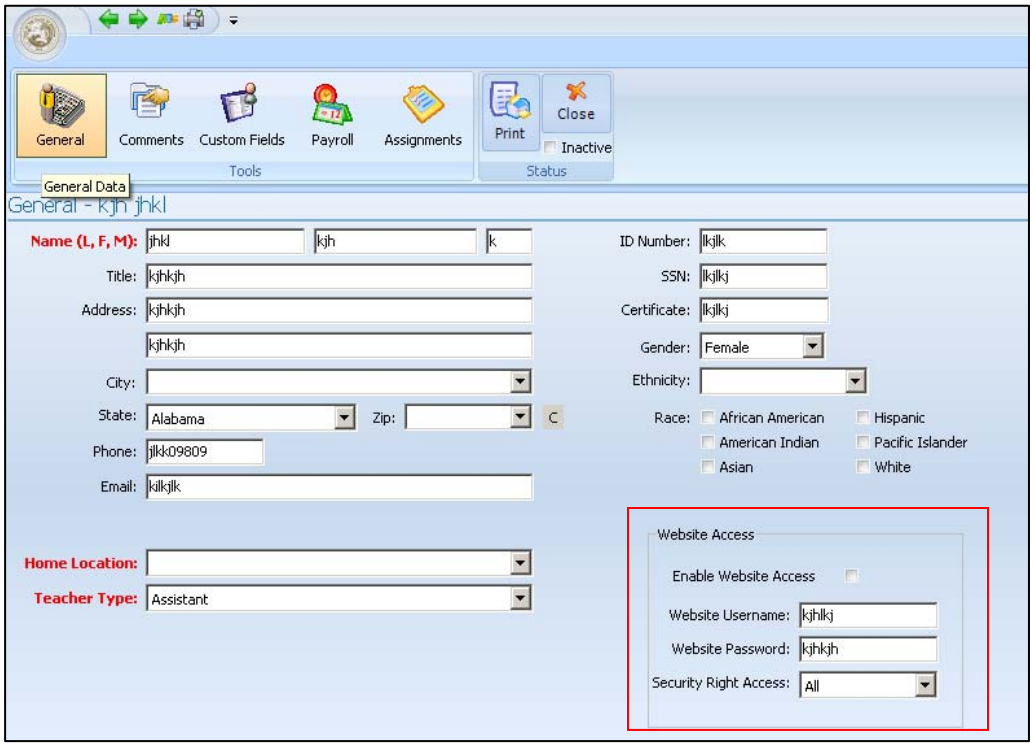


7.4 Teacher Record

The teacher record contains the following tools to enter information about a teacher including: general, comments, custom fields, payroll, and assignments.

7.4.1 General

Enter teacher information, including name, location, and teacher type.

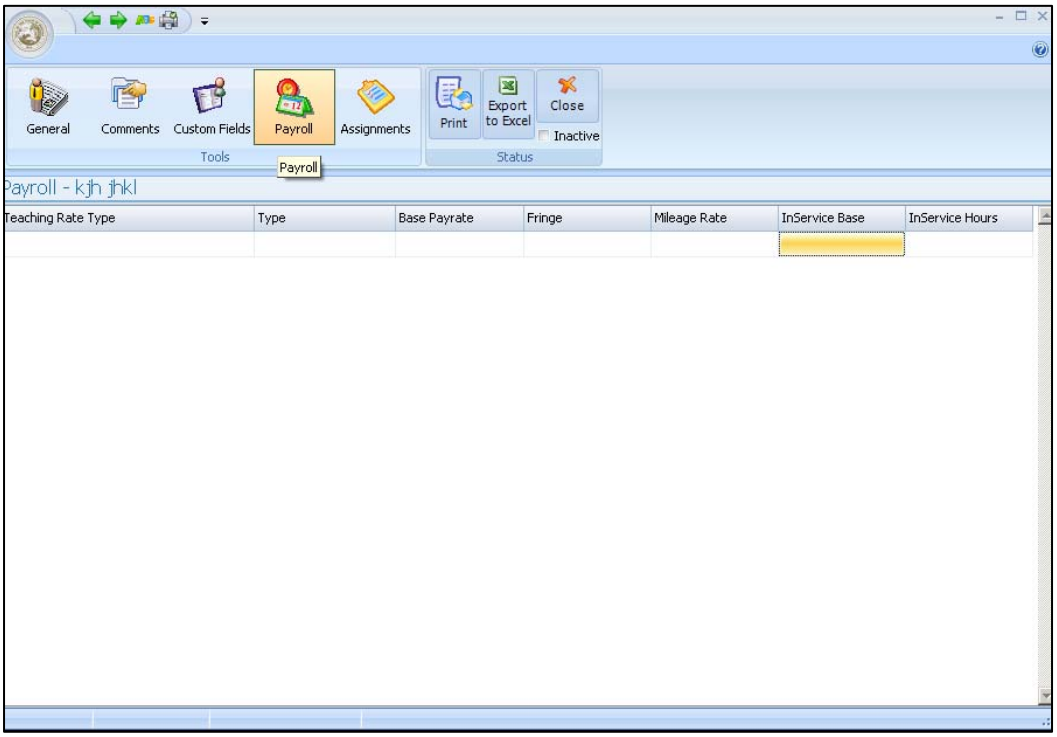


***Data Entry Notice*: AE InTERS Website Access**

Users may grant the teacher AE InTERS access. Note that there are different levels of security: All, Read Only, and Rapid Entry Only.

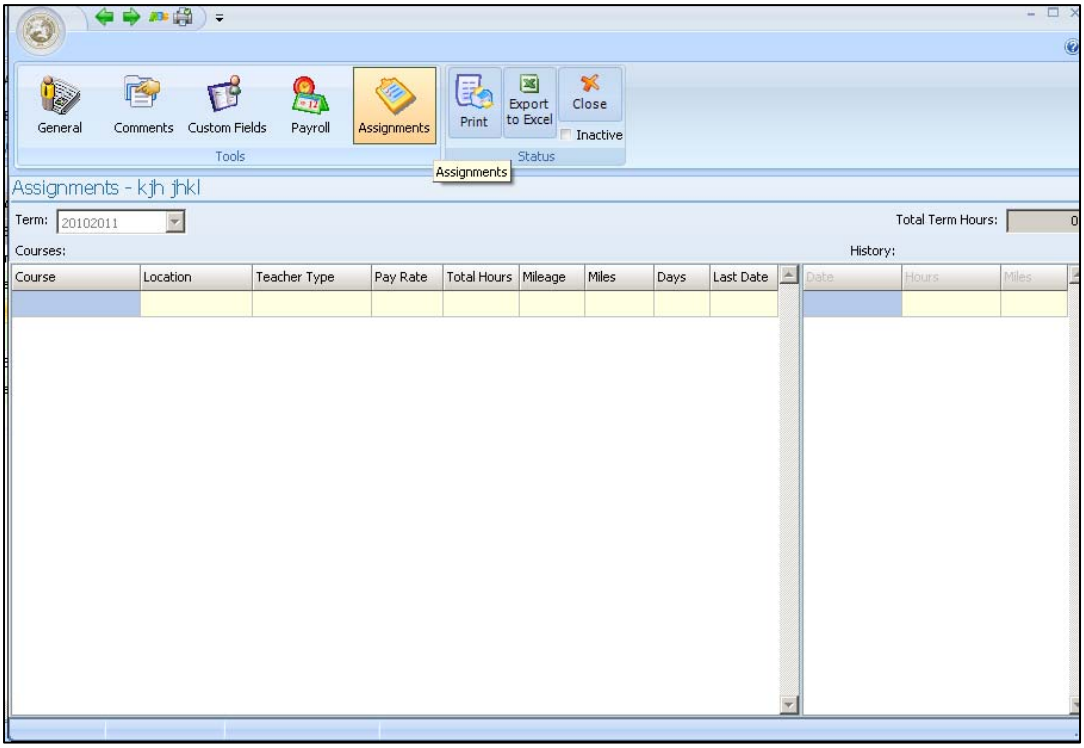
7.4.2 Payroll

Track teacher compensation via the Payroll tool.



7.4.3 Assignments

The Assignments tool lists courses taught by the teacher and associated compensation information.

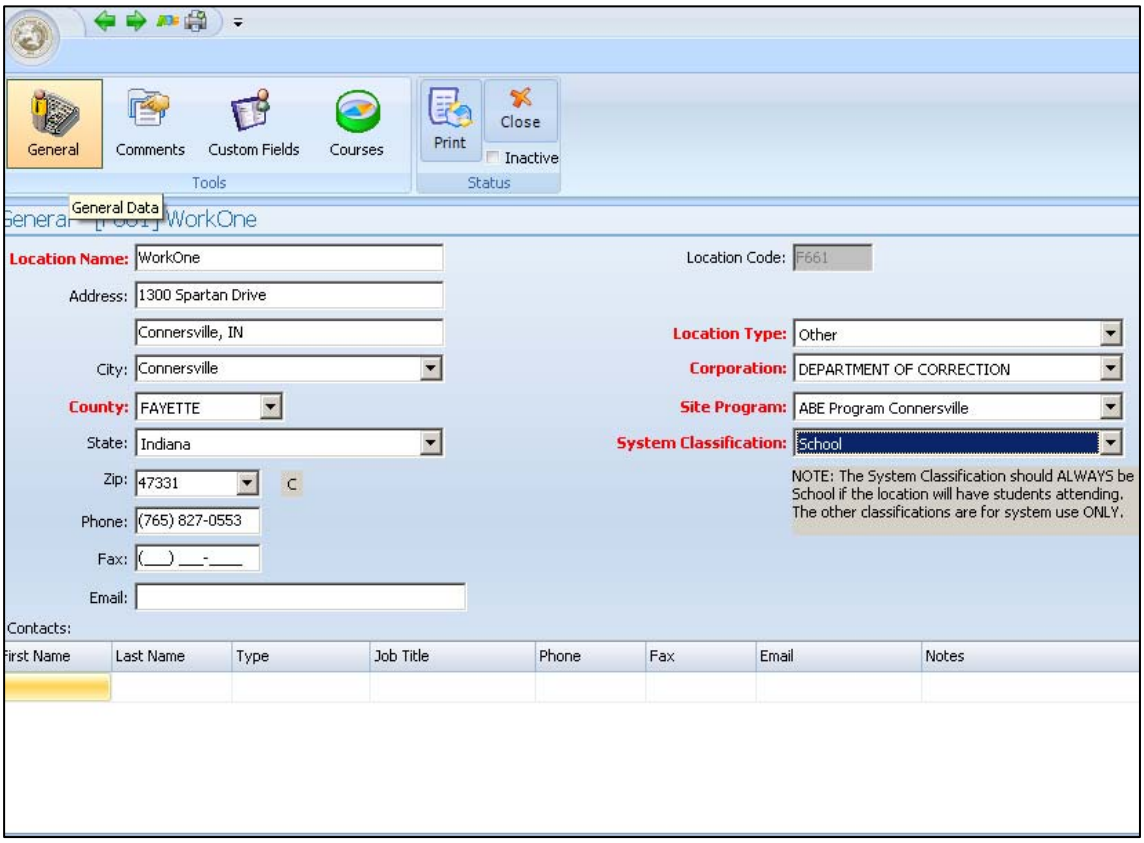


7.5 Location Record

The location record contains the following tools that allow the user to enter information about a program or course location including: general, comments, custom fields, and courses.

7.5.1 General

Enter location data such as name, address, and location type.

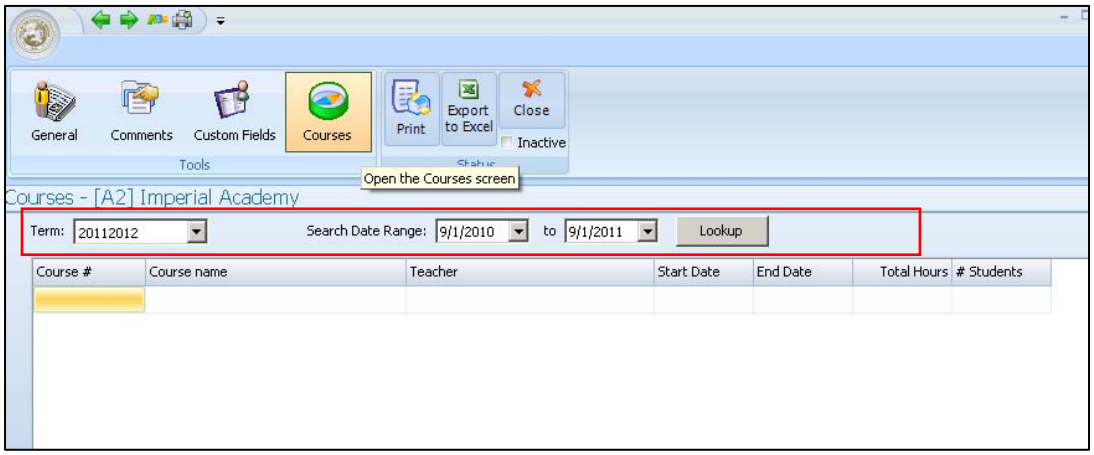


***Entry Notice*: System Classification**

The System Classification should ALWAYS be School if the location will have students attending classes. The other classifications are for system use ONLY.

7.5.2 Courses

The Courses tool lists all courses offered at the location. Note that courses may be filtered by term and date range.

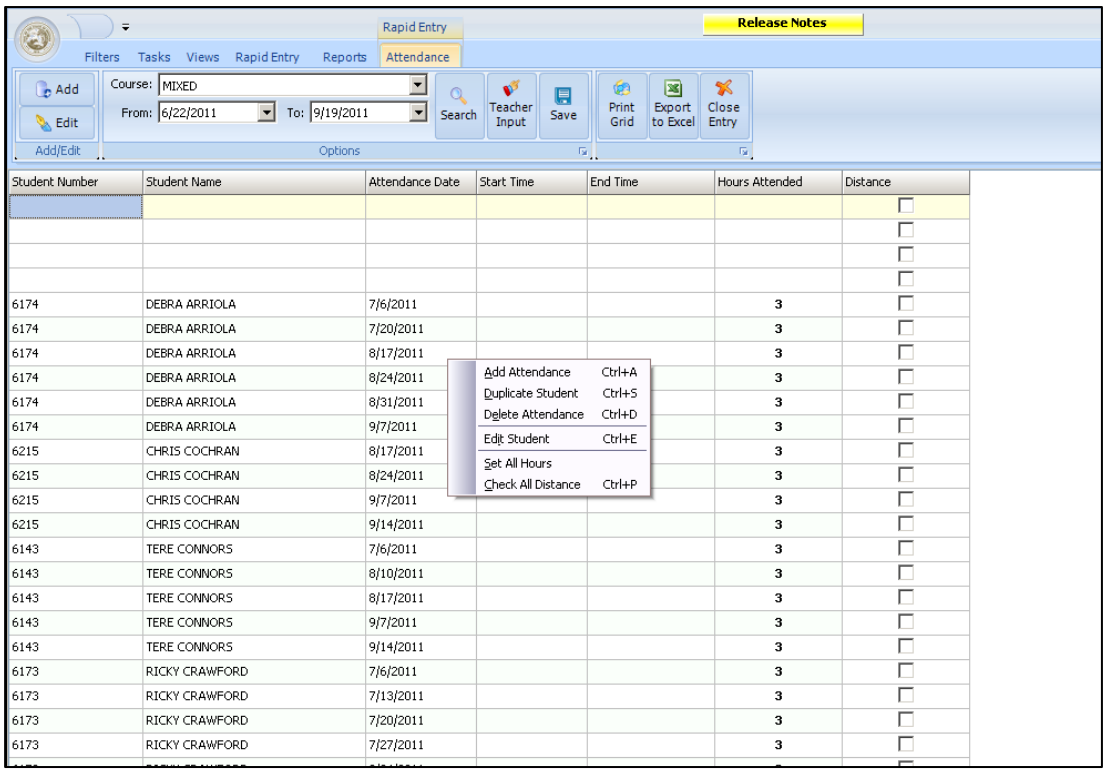


8. Rapid Entry Additional Tabs

Enter attendance and testing data entry for multiple students via a grid. Unlike the tasks and views additional tabs, the grids associated with the Attendance and Testing Tabs are not "read only." Important features of each of the tabs are highlighted below.

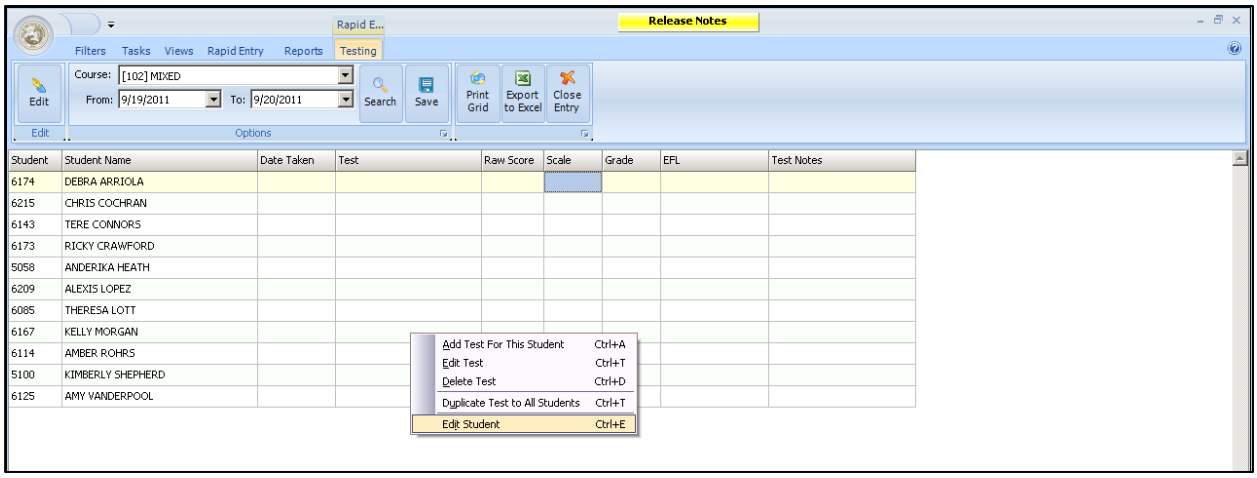
8.1 Attendance

Student attendance for several students may be added via the Attendance Additional Tab. By clicking the Add button, users may add additional rows. There is also a right click popup menu that allows users to add attendance, delete student, edit student, set all hours, and check all hours as distance.



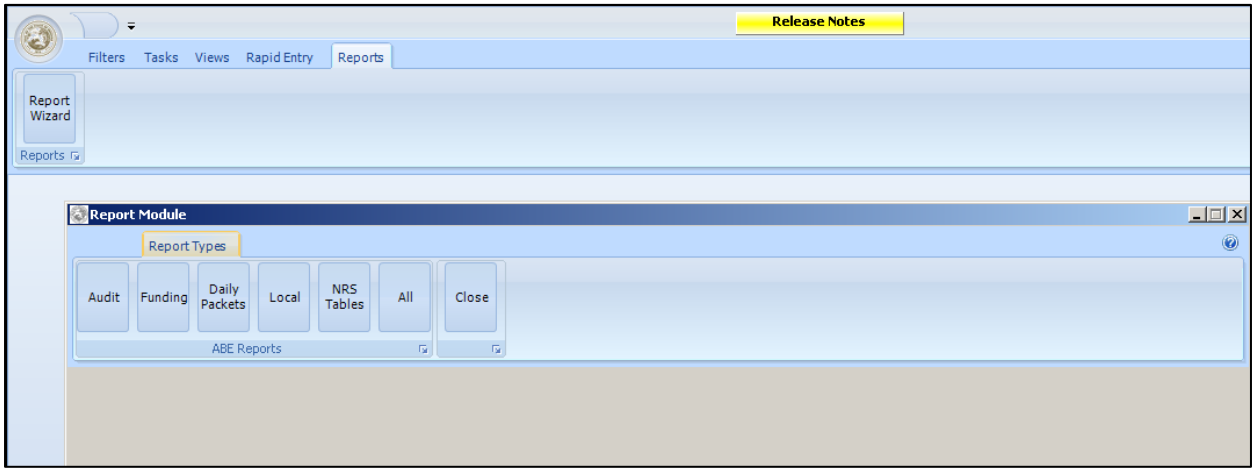
8.2 Testing

Test scores for several students may be added via the Testing Additional Tab. To duplicate a test for all students, right click the grid and select "Duplicate Test for All Students"



9. Reports

Users may access report categories by clicking the Report Wizard on the Report Tab as shown below. Click on a report type to see the list of reports available to print.



Appendix A – Data Glossary

A

ACCUPLACER: A computer adaptive college placement test designed by CollegeBoard to assess students' skills in math, English, and Reading.

Achieve Date: Date when a student achieves a primary or secondary NRS goal.

Address: The physical or mailing address, include street number and name or post office box.

Adult Basic Education (ABE): Programs and services that target adults functioning below the ninth grade level based on an approved assessment.

Adult Secondary Credit (ASC) Program: A program that enables an adult no longer enrolled in public education to complete the required courses/activities to earn an Adult High School diploma, with the local high school scheduling classes and determining course requirements in accordance with standards established by the Indiana Department of Education (DOE).

Adult Secondary Education (ASE): Programs and services that target adults functioning at or above the ninth grade level based on an approved assessment. This is different than ASC discussed above.

Application Date: The official date the learner is entered in AE InTERS

Assessment: Method of measuring learner progress, including state approved assessments, nonapproved testing, staff evaluation, and self-reporting of learners. DWD, Division of Adult Education requires administration of Tests of Adult Basic Education (TABE) or TABE Complete Language Assessment-English (TABE CLAS-E).

Attendance: Time reported in hours from learner participation in an approved adult education program.

B

Bundled Level Gains: Basis of DWD Program reimbursement. These are grouped NRS Educational Gains. See Appendix B for the complete list of bundled level gains and associated reimbursements.

C

Career Readiness Certificate (CRC): A workforce readiness/development certification that identifies a learner's ability or skill level in a variety of occupations or industries. The certificate requires completion of the WorkKeys assessment.

City: Select Indiana City from drop down menu or type in city if student is from another state.

Community Correction Program: A community-based rehabilitation facility or halfway house.

Compass: A ccomputer-adaptive college placement test designed by ACT that assesses students' skill levels in Reading, Writing Skills, Writing Essay, Math, and English as a Second Language. See also Accuplacer.

Corporation: School Corporation

Course Code/Name: Local program or data system defined number and name that uniquely identifies an individual class.

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

D

Data matching: Process of obtaining student data from other agencies or educational institutions via a common identifier such as an SSN.

Date of Birth: The official date a learner was born. The student must be a minimum age of 16 years and not exceed 100 years of age at time of enrollment. If Date of Birth and Age of Application do not match, the system will issue an error warning.

Dislocated Worker: A learner who has:

- been terminated or laid off, or who has received a notice of termination or layoff, from employment
- has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;
- was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters; or
- is a displaced homemaker

Displaced Homemaker: an individual who has been providing unpaid services to family members in the home and who-- (A) has been dependent on the income of another family member but is no longer supported by that income; and (B) is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Distance Learning: Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software. For the learning activity to be considered distance education, DWD requires that teachers and students be separated by geography, time, or both for at least 51 percent of the instructional time.

E

Educational Functioning Level (EFL): A measure of learner acquisition of literacy skills within three educational functioning level descriptors: Basic Reading and Writing Skills, Numeracy Skills, and Functional and Workplace Skills. The educational functioning level descriptors provide a range of skills a learner may possess at the respective level. The twelve educational functioning levels are organized in three categories:

Adult Basic Education (ABE)

- ABE Beginning Literacy (grade level 0-1.9)
- ABE Beginning Basic Education (grade level 2-3.9)
- ABE Intermediate Low (grade level 4-5.9)
- ABE Intermediate High (grade level 6-8.9)

Adult Secondary Education (ASE)

- ASE Low (grade level 9-10.9)

ASE High (grade level 11-12)

English as a Second Language (ESL)

ESL Beginning Literacy

ESL Low Beginning

ESL High Beginning

ESL Intermediate Low

ESL Intermediate High

ESL Advanced

Educational Gains: Advancing one or more educational functioning levels (EFLs) from the starting level as measured by an approved assessment. This is one of the NRS Core Outcome Measures.
Note: If a student switches programs during a program year, the student will only be counted once for NRS purposes. The student will be associated with the program where they received more instructional hours even if more gains were made at the other program. For example, consider a student who made 3 gains at the first program and only one gain at the second program. If the student received more instructional hours at the second program, only one gain is counted for NRS purposes. The other three gains will not be counted. This is not the case for reimbursement purposes. Both programs will receive reimbursement for the gains. Gains stay with the program where the student achieved them.

Email Address: Unique address established with an Internet provider to send correspondence electronically.

Employed: Learners who are paid employees, who work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent, such as those on furlough, maternity leave, or short-term disability leave.

English as a Second Language (ESL): Programs and services that target those limited English proficient (LEP) learners who have a focus on improving English communication skills in the instructional areas of speaking, reading, writing, and listening.

English Literacy/Civics (EL/Civics): Programs that provide or increase access to English literacy programs linked to civics education for learners of limited English proficiency (LEP).

Enrollment: Adult education participants officially are enrolled upon meeting student eligibility requirements, completing intake, and participating in at least twelve (12) hours of AE services. Participation hours may include a combination of intake (designated "Orientation" in AE InTERS) and instructional hours. Note that this differs from enrolling in a class.

Enrollment type: Describes the learner's main emphasis in adult education. Options include adult basic education, adult secondary education, community corrections, correctional facilities, English as a Second Language, Family Literacy, Homeless Program, Other Institutional Program, and Workplace Literacy.

Entered Employment: Learners who obtain a job by the end of the first quarter after the exit quarter. Entered Employment is one of the NRS Core Outcome measures.

Ethnicity: Self-identified by the learner (observer identified if self-identification is not practicable or feasible) as Hispanic or Other. Hispanic/Latino of any race is defined as a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Other Ethnicities include the following:

- American Indian or Alaska Native—A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian—A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Native Hawaiian or Other Pacific Islander—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- Black or African American—A person having origins in any of the Black racial groups of Africa.
- White—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Exit Date: The official date assigned to a learner who is no longer attending the program. The student has either completed the program or separated from the program before completion. See the definition of separation below.

F

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

Fast Track GED: A GED preparation program for adult secondary learners that provides an accelerated pace of instruction before completing the Official GED Tests.

Focus Subject: Subject in which the student scores the lowest during the initial assessment. Reimbursement for outcomes and NRS gains will be based on educational gains made in this subject.

Follow-up: Process of contacting learners who are no longer attending the program. Methods may include telephone calls, email, post cards, or written letters.

Follow-up Measures: Core Outcome Measures defined by the NRS, which include Entered Employment, Retained Employment, Receipt of secondary school diploma or GED Certificate, and Placement in postsecondary education or training.

G

Gain: The learner completes or advances one or more educational functioning levels (EFLs) from the starting level measured by an approved assessment (see Educational Gain)

Gender: The learner identifies as male, female, or unknown.

General Educational Development (GED) Tests: A battery of five tests that measure the skills considered as major outcomes of a high school education. The tests focus on the major use of skills and concepts rather than upon recall of specific facts. There are five subject areas: Language Arts – Writing; Language Arts – Reading; Social Studies; Science; and Mathematics.

Certificates are awarded in Indiana to learners who meet the following requirements:

1. The student must score a 410 on each of the GED Tests.
2. The student must score an average of 450
3. The overall total score must be 2250.

Goals: Based on NRS guidance, all students **must be assigned at least the default goal of improving literacy skills**. That is, all students are assumed to be in the program to improve their literacy skills, and thus have the default goal of either improving literacy skills or improving English language skills. Students may also set one of four followup goals including obtaining employment, retaining employment, achieving a GED or high school credential, and entering postsecondary education.

Students who achieve these four followup outcomes may only be reported to NRS if the student has set the goal. The same applies for outcome reimbursements for the GED Certificate and/or Transition to Post-secondary. To be eligible for reimbursement for these outcomes, the student must have set the goal. This may require teachers to update goals more frequently. DWD expects all providers to set the minimum goal of GED attainment for all students who have the skill level ability to pass the GED Tests within one year.

Note: If a goal must be removed, the program must enter a justification for removing the goal. DWD will monitor the frequency and rationale of goal removal.

Grade Level Equivalency: This level is calculated by AE InTERS based on a student's test score. It corresponds to the NRS grade levels E-12.9.

H

Home Location: Learner's primary program attendance location if different than program location.

I

Impairments (physical, mental, or learning): The learner has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.

Increase Involvement in Child's Education: This is a NRS secondary outcome and student status measure related to family. The goal is achieved if the learner increases involvement in the education of dependent children under his or her care, including:

- Helped more frequently at school;
- Increased contact with children's teachers, or
- More involvement in children's school activities, including attending parent meetings and volunteering to work on school projects.

Increase Involvement in Child's Literacy Activities: This is a NRS secondary outcome and student status measure related to family. The goal is achieved if the learner increases involvement in the literacy related activities of dependent children under his or her care, including:

- Reading to children,
- Visiting a library, or
- Purchasing books or magazines for children.

Individualized Education Program (IEP): Required by the Individuals with Disabilities Education Act (IDEA) all eligible children with disabilities.

Intake: Process by which data is gathered to determine an individual's placement in AE. All intake data and hours spent on the intake process are recorded in AE InTERS. Providers must designate intake hours as "Orientation." The five main steps include collecting demographic information, assessing the student, identifying NRS goals with the student, scheduling orientation, and placing the student in the program. See DWD Policy 2011-XX for further details.

L

Last Grade Completed: The highest grade a learner has officially completed. The value for foreign-born learners may differ from native-born learners.

Locator Test: Screening/Placement test for TABE and TABE CLAS-E.

Lives in Urban Area (City): A learner resides in a place of 50,000 or more people or in an urban cluster, which is defined as a place with at least 2,500 and less than 50,000 people (Source: U.S. Census Bureau).

Lives in Rural Area (Outside City): A learner who resides in a place not described as an urban area. above.

Location Type (Course): Community Based Organization Center, Correctional Institution, Elementary/Junior High, Four-Year College, Home or Home-based, Junior College/Technical Institute, Learning Center, Library, Other, State/Local Institute for Disabled, Work site.

Low Income Status: A learner who meets one of the following requirements:

- receives, or is a member of a family that receives, cash payments under a Federal, State, or local income-based public assistance program;
- received an income, or is a member of a family that received a total family income, for the 6-month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, cash payments under a Federal, State, or local income-based public assistance program, and old-age and survivors insurance benefits received under section 202 of the Social Security Act (42 U.S.C. 402)) that, in relation to family size, does not exceed the higher of—
    - the poverty line, for an equivalent period; or
    - 70 percent of the lower living standard income level, for an equivalent period;
- is a member of a household that receives (or has been determined within the 6-month period prior to application for the program involved to be eligible to receive) food stamps pursuant to the Food Stamp Act of 1977; or

- qualifies as a homeless individual, as defined in subsections (a) and (c) of section 103 of the Stewart B. McKinney Homeless Assistance Act.

M

Maiden Name: Name of learner prior to marriage.

N

Native Country: The native country identified by foreign-born learners.

National Reporting System: The accountability system for the federally funded, state-administered adult education program. It addresses the accountability requirements of the Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA).

O

Official Practice Test (OPT): A non-NRS assessment that simulates the Official GED Tests. Results of the OPT may be used to interpret a learner's readiness to take the official tests.

P

Post-secondary education or training: The learner enters another education or training program, such as a community college, trade school, a four-year college, or university. The education or training program must not duplicate other services or training received regardless if those services or training were completed.

Posttest: A state approved assessment (TABE or TABE CLAS-E) administered to a learner at regular intervals during a program to measure learner educational functioning level and gain.

Pretest: A state approved assessment (TABE or TABE CLAS-E) administered to a learner upon entry into the program to initially place the learner at an educational functioning level.

Primary NRS (Goals): These include educational gains and followup measures. Followup measures include entered employment, retained employment, receipt of secondary school diploma or GED certificate, and placement in postsecondary education or training. The primary NRS goals represent federal measures of the core outcomes for state and local program performance in the *Adult Education and Family Literacy Act (AEFLA)* of the *Workforce Investment Act of 1998*.

Program location: Location where adult education course is offered

R

Raw Score: Student's raw score on a state approved assessment (TABE, TABE CLAS-E, or WorkKeys)

Receives Public Assistance: Learner receives financial assistance from federal, state, or local government agencies, including Temporary Assistance for Needy Families (TANF) or equivalent general assistance, food stamps, refugee cash assistance, old age assistance, and aid to the blind or totally disabled. Social Security benefits, unemployment insurance, and employment-funded disability are not included under this definition.

Resulting EFL: This is the student's Educational Functioning Level (EFL) determined during the initial assessment. InTERS will self-calculate this.

Retained employment: The learner remains employed in the third quarter after the exit quarter.

Resident Institution: Correctional Facility, Community Correctional Facility, or Medical/Group/Nursing Home.

S

Separation: Students shall be separated if the student has not participated in the AE program for 90 consecutive days or has notified the program of separation. Providers may re-enroll separated students at any time. However, the student will be required to complete the full intake process upon re-enrollment, including pretesting.

Scale Score: The converted raw score of an approved assessment used for placing learners in educational functioning levels. AE InTERS calculates Scale Scores automatically.

Secondary NRS (Goals): The secondary NRS goals or outcome measures represent federal measures that are optional for reviewing outcomes of state and local program performance in the *Adult Education and Family Literacy Act (AEFLA)* of the *Workforce Investment Act of 1998*. Secondary NRS goals are not required and are not the basis for assessing program performance. These include reduction of receipt of public assistance, a work-based project learner goal, achieved citizenship skills, vote or register to vote, increase involvement in the community, increase involvement in children's education, and increase involvement in children's literacy-related activities.

Single Parent: Learner has sole custodial support of one or more dependent children.

Social Security Number: Nine-digit personal identification number issued by the federal government. Programs must collect the SSN for the purposes of data matching. Data matching refers to the process of obtaining student data from other agencies or educational institutions via a common identifier such as an SSN.

State (address): Select state from drop down menu list.

Student Number: The official number assigned to a learner by the program or a uniquely identifying number assigned by a data system.

T

Teacher Type: Administrative/Supervisory/Ancillary, Assistant, Counselor, Paraprofessional, Substitute, Teacher, or Volunteer Tutor

Test Code: Locator, Pretest, or Posttest

Test Date: The official date the learner completes the assessment.

Tests for Adult Basic Education (TABE): TABE 9&10 measures an adult learner's basic skills in the areas of reading, math, language, language mechanics, vocabulary, and spelling. The assessment includes a

screening instrument, a standardized pretest to determine educational functioning level (EFL), and a post-test to measure gain from instruction for those students who enroll in adult education services.

TABE Complete Language Assessment System-English™ (TABE CLAS-E): TABE CLAS-E assesses the language proficiency of adult English language learners in the areas of reading, listening, writing, and speaking. Scores from the assessment align with the National Reporting System (NRS) ESL Educational Functioning Level (EFL) Descriptors. TABE CLAS-E scores also align with TABE 9&10, which provides smooth transition for clients from ESL to ABE.

Test Form: The official test name of the assessment completed by the learner. Approved tests include TABE and TABE CLAS-E.

Test Series/Level: The specific identifying form or level of the assessment as developed by the publisher for instruments that have multiple versions.

Test Subject: The area of focus of the administered assessment. Examples include oral, reading, speaking and listening, mathematics, or writing.

U

Unemployed (Seeking Employment): A learner who is not working, but is seeking employment, and who has made specific efforts to find a job and is available for work.

Unemployed (Not in Labor Force): A learner who is not employed and is not seeking employment.

W

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

- Providing adult literacy and other basic skill services and activities, including basic computer literacy skills,
- Providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent, or
- Meeting the literacy needs of adults with limited English proficiency.

Z

Zip code: Five digit code

Appendix B – Adult Education Reimbursement for Outcomes

Adult Education Reimbursement for Outcomes

Effective July 1, 2011 to June 30, 2012

Transition to Postsecondary*+

Number of Weeks	<4 weeks	4-6 weeks	>6 weeks
Reimbursement Amt	$ 300	$ 225	$ 150

GED/HS Diploma+

Number of Weeks	<4 weeks	4-6 weeks	>6 weeks
Reimbursement Amt	$ 300	$ 225	$ 150

Adult Secondary Credit

Number of Weeks	Runs length of program year
Reimbursement Amt	$100 per Core-40 credit

9-12.9

Number of Weeks	<12 weeks	12-14 weeks	>14 weeks
Reimbursement Amt	$ 585	$ 450	$ 315

6-8.9

Number of Weeks	<22 weeks	22-24 weeks	>24 weeks
Reimbursement Amt	$ 585	$ 450	$ 315

E-5.9

Number of Weeks	<22 weeks	22-24 weeks	>24 weeks
Reimbursement Amt	$ 585	$ 450	$ 315

ESL Int/Advanced

Number of Weeks	<22 weeks	22-24 weeks	>24 weeks
Reimbursement Amt	$ 650	$ 500	$ 350

ESL Beginning

Number of Weeks	<22 weeks	22-24 weeks	>24 weeks
Reimbursement Amt	$ 650	$ 500	$ 350

All Enrolled

Number of Weeks	n/a	1-2 weeks	n/a
Reimbursement Amt	n/a	$ 60	n/a

* Students must receive scores on the Compass/Accuplacer that allow for entry into credit-bearing courses for *all areas of testing*. For Compass, students must score at least an 80, 70, and 35 in reading, writing, and math, respectively. For Accuplacer, students must score at least an 89, 80, and 53 in reading, writing, and math, respectively.

+ In accordance with policy, students must have set the goal for GED Attainment and/or Transition to Post-Secondary in order to be eligible for the outcome reimbursement. This may require that teachers update goals more frequently.

Appendix C – Data Source Summary

Coming Soon!