

Data Collection

Module 8

Data collection is a requirement of the Workforces Investment Act Title II – Adult Education and Family Literacy Act. Publically funded programs and agencies have greater accountability in this law which began in 1998. It requires programs to demonstrate their impact.

Data is collected on student demographics and the progress made toward their educational, personal, and employment goals. These are recorded in a Management Information System (MIS). The vendor we use in Wyoming is LiteracyPro Systems and the software is LACES.

Once the data is collected on the intake form and entered by each local ABE program provider, the data is aggregated at the state level for reporting to the US Department of Education – Office of Vocational and Adult Education (OVAE). State data is entered into the National Reporting System (NRS) online database. OVAE creates a NRS report that is then given to the U.S. Congress. It has both state profiles and aggregated data tables for the national Adult Basic Education program.

It all begins with our ABE students entering the ABE program to enroll in classes. The quality of the data is initially up to the front line staff that walks the student through the orientation, enrollment, and assessment process. Teachers accurately determining the appropriate post testing times, timely input of scores, recording attendance, and managing the student files to reflect current information on students is a cornerstone to this accountability process. Error checking and updating should happen on a continual basis.

The intake sheet a student fills out during enrollment contains the data elements required for the NRS Reporting. The following data must be entered into your LACES database in order for students to have complete fiscal year data records, which are used to generate the NRS tables:

Data	Location in LACES
Fiscal Year	To be completed by the end of the fiscal year
Status	Student Record > Programs > Status LACES uses the status of the program that matches the student's primary program field (enrolled, exited, waiting...)
Entry Date	Student Record > Programs> 1st Intake Date
Entry Level	Student Record > Key Info> Entry Level
Gender	Student Record > Demographics > Gender
Ethnicity	Student Record > Demographics > Ethnicity Students self-identify. First ask if Hispanic or not then select one or more races
Birthdate	Student Record > Demographics > Birthdate
Age Upon Entry	Student Record > Demographics > Birthdate LACES automatically calculates age from Birthdate field based on the student's age when the student's first date of Enrolled status this fiscal year: must be 16

	or older upon entry of NRS
Exit Level	Student Record > Current Level
Hours	Student Record > Class Hours > Current FY Instruct Hours Hours are entered through Class and must be "linked" to a particular class with Hours Type: "Instruction." Students must have 12 instructional hours or more during a particular fiscal year to be counted as participants on the NRS Tables
Assessed Status	Student Record > Assessments > Overall Assessment Status Student must have at least one assessment during the current fiscal year that generates an NRS crosswalk to an Entry Level.
Highest level of education	Student Record > Class Hours > Level of education requires reporting of the highest grade level or degree students attained, either in the U.S. or abroad

Additional data required by NRS for specific tables. If this data is not entered, a student will still count on many of the NRS tables but not on others.

Data	Location in LACES
Program	Student Record > Primary Program This information is used on NRS Table 6, and determines which students appear on optional NRS Tables 8, 9, & 10 (Family Literacy, Workplace, & Corrections programs)
Employed (labor Force status)	Student Record > Demographics > Employment Status
Public assistance	Student Record > Demographics > Public Assistance True/False field – can be left blank for "False"
Area	Student Record > Residence Area "Rural" is counted on NRS Table 6
Disability	Student Record > Disability > Apparent or Disclosed Disability True/False field – can be left blank for "False"
Goals & Achievements	Student Record > Goals & Ach
Survey data	Student Record > Goals & Ach > Add Goals > Included in Survey and Responded to Survey
Homeless	Student Record > Demographics > Homeless True/False field – can be left blank for "False"

Additional data for NRS:

Data	Location in LACES
Low Income	Student Record > Demographics > Economic Disadvantage
Displaced Homemaker	Student Record > Demographics > Displaced Homemaker True/False field – can be left blank for "False"
Household (single parent status)	Student Record > Demographics > Single Parent or Guardian
Dislocated	Student Record > Demographics > Dislocated worker

worker	Learning Disability Student Record > Disability > Specific Learning Disability True/False field – can be left blank for “False”
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The following data must be entered into the staff records in your LACES database in order for staff members to be counted properly on NRS Table 7:

Data	Location in LACES
Staff Status	Staff Record > Staff Key Information > Employment Status Status must be Active sometime during the fiscal year for any staff member to be counted on NRS Table 7
Staff Job Category	Staff Record > Staff Key Information > Full Time Position (checkbox – displays True/False) If not checked, this indicates the staff person is part-time.
Staff Position (Primary)	Staff Record > Staff Key Information > Classification
Staff Compensation	Staff Record > Staff Key Information > Employment Status. Volunteer This field only needs to be used for staff members who are volunteers.
Staff Years of Experience	Staff Record > Staff Key Information > Years of Experience
Teacher Certification	Staff Record > Staff Key Information > Teacher Certification “Not reported” is checked for non-certificated teachers. Multiple certification responses are allowed.

NRS Demographic and Status definitions from the “NRS Implementation Guide”:

Race/Ethnicity:

***Definition:** Racial or ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging.*

When collecting data, program staff are to first ask about a student’s ethnicity (i.e., Hispanic/Latino or not) and then select one or more races with which the student identifies. Programs report data by counting students in only one of the following seven aggregate racial/ethnic categories:

- **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.
- **Black or African American**—A person having origins in any of the Black racial groups of Africa.
- **Hispanic/Latino of any race**—A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term “Spanish origin” can be used in addition to “Hispanic/Latino or Latino.”
- **Native Hawaiian or Other Pacific Islander**—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- **White**—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- **Two or more races**—A person having origins in two or more race categories and not Hispanic/Latino.

NOTE: Students who identify themselves as Hispanic/Latino are reported only in that category.

Gender:

Definition: Whether the learner is male or female.

Age:

Definition: Years since learner's date of birth.

Age is reported using the following age categories: 16–18 years, 19–24 years, 25–44 years, 45–59 years, and 60 years and older.

Labor Force Status:

Definition: Whether the learner is employed, not employed, or not in the labor force at time of entry into the adult education program, according to the following criteria:

- **Employed**—Learners who work as paid employees, work at their own business or farm, or who work 15 hours or more per week as unpaid workers at a farm or business operated by a member of their family. Also included are learners who are not currently working but who have jobs or businesses from which they are temporarily absent.
- **Unemployed**—Learners who are not employed but are seeking employment, make specific efforts to find a job, and are available for work.
- **Not in the Labor Force**—Learners who are not employed and are not seeking employment.

Public Assistance Status

Definition: Learner is receiving 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 in this definition.

Disability Status

Definition: 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 (e.g., walking, seeing, hearing, speaking, learning, and working).

Rural Residency Status

Definition: *Learner resides in a rural area; that is, a place with a population of less than 2,500 that is not near any metropolitan area with a population greater than 50,000, or in a city with adjacent areas of high density.*

Learner Goals for Attending

Definition: *Learner's reasons for attending the class or program, as defined in the following categories:*

- **Obtain a Job**—Obtain full- or part-time paid employment.
- **Retain Current Job**—Upgrade skills to enable retention of current job.
- **Earn a Secondary School Diploma or Achieve a GED Certificate**—Achieve sufficient skills and credit hours to earn a State-accredited secondary diploma or pass GED tests.
- **Enter Postsecondary Education or Job Training**—Achieve skills to enable enrollment in a postsecondary education program or job training program.
- **Improve Basic Literacy Skills**—Improve overall basic literacy skills.
- **Improve English Language Skills**—Improve overall skills in the English language (e.g., speaking, reading, and writing).
- **Obtain Citizenship Skills**—Obtain skills to pass the U.S. citizenship test.
- **Achieve Work-Based Project Learner Goals**—Obtain the skills needed to complete a project learner activity (i.e., a course of 12–30 hours duration designed to teach specific workplace skills).
- **Other Personal Goals**—Any other goal related to instruction with a clearly definable outcome, such as passing a driver's test or improving reading ability.

Effective Program Year 2012 (starting July 1, 2012)

Student Status Measure: Highest Degree or Level of School Completed

Definition: *The highest number of years of formal schooling the learner has completed or the highest credential or degree the learner has achieved. Schooling in the U.S. or abroad is included.*

Total number of learners completing the highest grade level or credential is reported for schooling either in the U.S. or abroad.

Teacher Status Measure: Total Years of Teaching Experience

Definition: *The total number of years a teacher has taught in a school setting.*

Teacher Status Measure: Teacher Certification

***Definition:** The credential achieved by the teacher or equivalent education, as defined in the following categories:*

- **Adult Education Certificate**—a credential or degree awarded by an educational institution for undergraduate or graduate studies that focus on teaching adult education students.
- **K-12 Certification**— a credential awarded by an educational institution for undergraduate or graduate studies that focus on teaching children.
- **Special Education Certification**-- a credential awarded by an educational institution for undergraduate or graduate studies that focus on teaching children or adults with disabilities or special needs.

More information can be found on the definitions used for the NRS in the NRS Implementation Guidelines found online at www.nrsweb.org

Attendance – Recording and Tracking

Tracking Instructional Time

Students are to sign in on a sign-in sheet which contains time in (time of arrival) and time out (time of departure). The time in between should be instructional time. Students must sign their name to indicate they were present.

Long breaks should not be considered as instruction time recorded in LACES. Determine reasonable breaks. About 15 minutes is typically observed at most class or work sites.

Electronic Time keeping or Software

Students may use a time clock system to check in and out of the classroom. Students should have a unique identification number. Reports should be able to be printed for specified time frames (weekly, monthly, and quarterly) with student's name.

Attendance hours should be entered into the LACES system at least monthly.

Roll call and attendance taken by a teacher should only be used for limited English language learners not literate enough to understand the procedure or cannot write their name.

Initial attendance is counted once the student has attended one hour of instruction. The hours for orientation, assessment, and goal setting may be counted after the first hour of class.