Number of NRS participants: It is important to know how many of your current FY students meets the requirements to be an NRS participant, as these are the student who populate the NRS Tables and result in federal funding for the state. To locate these students, from the Student grid, go to Searches>Current Fiscal Year>Add, then Searches>NRS>NRS Fundables>Add. You can also access the NRS participants by using the Dashboard item "Students Enrolled- Actual vs. Target" and clicking the "NRS Fundable Enrolled to Date" column. These are the students who are 16 years of age or older at intake, with 12+ hours of instruction and a valid assessment generating a valid Educational Functioning Level (EFL) in the current FY.

Number of NRS participants on Tables 1-4 & totals for Table 6: The total number of NRS participants should always equal the totals on Tables 1-4, and the sum of select rows on Table 6. To verify this, from the above selection (or from Current FY student selection) go to Reports. Put a checkmark in the box for Fiscal Year Data Table 01 (not the version that says FY 2009-2010 & before). Click Print PDF or Print Excel and view the results. Verify that the number in the Total column matches the number of NRS participants returned in your above search. Repeat with Tables 2-4. Repeat with Table 6, but rather than looking in the Total column on Table 6, verify that the 3 lines of Employment Status (Employed, Unemployed, Not in Labor Force) add up to the total of NRS participants, and that the columns and rows for Highest Education Level Completed at Entry and Location also add up to the total of NRS participants.

If any of the totals do not add up, return to the list of Current FY NRS Participants and go to Searches>Student Diagnostic Search to determine why.

The **Student Diagnostic Search** is an extremely useful search for identifying issues in student data that can potentially prevent them from accurately populating your NRS tables.

This search is run using summarized, fiscal year data, not raw data, which means you want to run this search after LACES has run FY summaries, which is automatically done on a bi-monthly basis, or after you have manually run FY summaries for your agency.

To run manual FY summaries, select your Current FY students by going to Searches>Current Fiscal Year>add. This will return those students who have been active at some in this FY. LACES can only run FY summaries on selections of 200 students or fewer, so if you have more than 200 students in your current FY selection, you'll need to schedule the summaries to be run, or break the selection down to subsets of 200 and run them in groups.

To schedule the summaries, go to More>Create Fiscal Year Summaries. Click the Schedule button in the pop-up window. You can see that the "Create Now" button is inactive, because the selection is larger than 200 students. Click the schedule button to schedule the summaries to be run by LiteracyPro. Generally, it takes 1-2 business days to run summaries. You will be notified via email when the summaries are run, provided your account has a valid email address associated with it.

Once summaries have been run, whether by LiteracyPro automatically, by being scheduled, or manually by you, you are ready to run a Student Diagnostic Search.

Generally speaking, it makes the most sense to run the Diagnostic Search on students who are NRS Participants. This search is intended to locate issues in student records that would populate the NRS tables if not for the errors. So, we'll start by going to Searches>Current Fiscal Year>Add, then Searches>NRS Fundables>Add. These are the people who should be populating your NRS tables.

Now, go to Searches>Student Diagnostic Search>Add. Select the program year.

The first category is **Search for Students Using Fiscal Year Data**. The first row indicates students with FY data in the above reporting system. This should match the number of students in your selection, indicating that all students have a FY summary created. If it does not match, look at the results for **Students Without FY data in the above reporting system**. If there is a number here, click on that number and run a FY summary on the selection. Students without FY data will not populate your FY NRS tables. **Student with FY data created before today** in the above Reporting System means that the students have a FY summary, but it was created prior to today, meaning some data may not be as up to date as you would like it to be. It is best to run this search with data that has been created very recently.

The next category is the **Search for Students missing Demographic Data in FY Records**, and contains indicators of missing ethnicity/race information or gender information. It is very unlikely that you will see students reported in this section, since LACES required you to enter that data to save the record, but some agencies migrated data from other systems, so it is possible. If you see numbers in this category, click on the number. You will be taken to the list of students missing that data. You can open the record, go to the Demographics panel, edit the record to add the data, and save. Remember that you will need to run a new FY summary after any corrective changes made so that they will be picked up for the search and reporting purposes.

Next is the search for **Students with Missing or Invalid Education Data**. This is a very important search, as new fields were added effective July 1, 2012, that require education data for federal reporting. Again, these fields are required for new, incoming students, but many students who were prior FY students may have returned and because these fields were not required when they did their initial intake, you make have students missing these fields. Click on the number for students missing Highest Education Level Completed on Entry. You will be taken to the list of students missing that data. Open the first record and go to the Education folder. Click Edit in the bottom right hand corner, and edit the Highest Education Level Completed on Entry and Highest Education Level Completed on Entry Location fields, then click the Save & Return button. Run a new FY summary to be sure the updates have been captured.

The **Search for Students with Incorrect or Missing Employment Data** is another search that usually has little to no results, because Employment Status is required on intake. However, again, migrated data may cause issues, as can students returning from prior FYs who had invalid statuses, or incorrect dates that do not correspond to the intake date or are invalid dates. Click on the number for students found with this error, and go to the History>Work History panels to correct any issues. Save, and run a new FY summary.

The **Search for Students whose Age at Intake is Less than 16 or Greater than 99** will locate students who were less than 16 at Intake, as a student must be at least 16 years of age at intake for federal tracking purposes and inclusion on the NRS tables. The Greater than 99 indicator is because usually this is a typographical error. Click on the number for students found with this error, and go to the Demographics>Demographics panels to correct any issues in the Birthdate field. Save, and run a new FY summary.

The **Search for Students with Incorrect Assessment or Level Data** is one of the most common areas to see students reported as having issues. **Students with Subject Area in Student Overall Status History not matching current subject area** is a common technical support issue. These records are usually caused by assessments that were pushed forward from one year to the next, but the database did not populate a current FY record in the Overall Status History folder. Other issues can be caused if subject areas are changed after the initial assessment. Because the Overall Status History folder cannot be modified by local users, you will need to contact technical support to have us update these records if you have results in this category, as well as with the **Students with Entry Level Student Overall Status History not matching current entry level**, which tends to go along with the Subject Area search.

The **Students with incorrect GED levels in FY records** search picks up students who have incorrect data in their FY record. In order to show as having Completed High Adult Secondary they must have an entry level of High Adult Secondary. This usually occurs if the Overall Status History record has no subject area from a non-GED pre-test. If you have numbers here but do NOT have numbers in the NRS Not Reportable row, this may not need to be corrected as long as your NRS tables look accurate. To correct this, contact technical support.

Students with more than one assessment pushed forward in the Reporting Period: LACES allows you to move assessments from one FY to the next by using the "Move Forward" button in the Assessment record. This should be done within the guidelines of the State agency you report to, as well as the test manufacturer's guidelines. However, you should never move more than one assessment forward in the same subject area. If more than one assessment has been pushed forward in the same subject area, those students will show up in this search. To correct the records: Delete extraneous pushed forward assessment records for the new FY. Only one assessment per subject area may be pushed forward (and there is no reason to push forward more than one subject area since the student can only be tracked in one subject area per year for federal reporting purposes.) Run a new FY Summary Record after making corrections to students returned in this search.

The **Students with Current FY Instruction Hours totals not Matching the Recalculated Total** search will bring up any students whose current FY hours totals do not equal the sum of their hours for the Fiscal year. Most often, this is because hours have been added since the most recent FY summary was created. This can be avoided by always waiting to run the Student Diagnostic Search until immediately after summaries have been run. To correct the records: Click on the number of students returned in the Get Results area. Run new FY summaries on these students and then run this search again. If the search is still returning students, contact Tech Support to run an hours recalculation on your data. Run a new summary for any students in this category BEFORE attempting to fix other NRS non-reportable students, as this often clears up non-reportables.

The **Search for Students: Total Not Reportable** for NRS search should be run after all the other data has been cleaned up. If you run this search only on NRS Participants and have no issues in any other areas, you should have no non-reportable students. If you run the search on non-participants, you may find other problems with records that cause them to not be counted that are not included in the other diagnostic searches. To correct those records, you will need to review the records for common issues including a lack of hours or a valid assessment in the current FY. If you cannot determine the problem then send the list to Technical Support for analysis.

Number of non-NRS participants and reasons why: Just as it is important to know who is an NRS participant, it is also important to know who is not, and most importantly, why they are not.

To locate these students, go to Dashboard>Students Enrolled- Actual vs. Target. Click the bar for Non-NRS Fundable Enrolled to Date. This will take you to the list of students who currently do not meet the NRS requirements for inclusion on the NRS tables. Typically, the majority of these students are not NRS-Fundable due to not having enough hours (12 or more) in the fiscal year to count as NRS participants, and that is acceptable. Verify the hours for these students.

Occasionally, data entry errors in the required assessment or demographic information will keep a student from being picked up as a participant as well. To check why these students are not counting, use the Custom View called "NRS" to look at their information this fiscal year.
First, go to the view window "Student List" in the upper left corner and change the view to the NRS view.

- Sort the Current FY Instructional Hours column by clicking the column heading. This will sort by ascending order. Click once more on the column heading to sort in descending order. Alternatively, you could use the Hours Attended search to reduce your selection to just those students with less than 12 hours. To do this, go to Searches>Hours Attended>Add. Search for students who have at least 12 hours between the current fiscal year date range.
- Students with <12 hours you should not be concerned with, as they should not count as participants (although you may want to look for data trends to spot possible retention issues.)
- If a student has 12+ hours, check their Assessment Status in Subject Area column. If it says "Never Assessed this Fiscal Year" or "No Value Entered," the student does not have a valid assessment entered in LACES for the current fiscal year. You can check this by going into the student record, then going to the Assessments panel. Look for any errors that kept an assessment from counting. Additionally, check to see if the student had an assessment from last fiscal year that could be moved forward to count for this FY. You can retroactively push forward an assessment if you missed one from last FY. You may want to do an Assessment Search and search for students never assessed this year but who had assessments in a period last year that fall within the acceptable date range to be moved forward. The time period in which an assessment can be moved forward from the preceding fiscal year to count for the current fiscal year varies according to state policy, but is typically 90 days. Check your state's assessment policy for the specific allowable date range. To search for assessments from the prior FY that could be moved forward for the current FY, go to Searches>Assessments>Last Assessed within Date Range>Add. Enter the date range allowed by your state's policy, such as 4-1 to 6-30, and Apply. Go through the returned list of students for those who have not been assessed this fiscal year and view their assessments to determine if it is appropriate to push one forward for this fiscal year.
- If the student has a valid assessment and 12 or more instructional hours, check the Demographics information to see if there is missing or incorrect data in the required fields, or if the student was not 16+ years of age at entry. Additionally, make sure students do not have the Primary Program Work-based Project Learner unless they really are a Work-Based Project Learner, as that prevents them from being counted as an NRS participant. Also, if your state uses a Funding Stream field, check their Funding Stream to see if they are not supposed to be NRS students.
- Finally, check the Entry Level for any remaining non-NRS participants. Completed Advanced ESL is not a valid Entry Level, since a student cannot show growth if they enter as Completed, and the NRS is interested in tracking growth. Completed Advanced ESL is acceptable and valid as a Current Level (i.e., the student made a level up to Completed Advanced ESL) but if a student has

an entry level of Competed Advanced ESL, they will not count as an NRS participant. Typically, students with this entry level should be re-assessed to generate a valid pre-test level.

Number of NRS participants post-assessed/number of those who made level gains

Post-assessment of students is obviously important in order to show level gains for students and meet NRS Table 4 benchmarks. Most states have benchmarks in the assessment policy regarding percentage of students expected to receive post-assessments in the fiscal year.

To see the number of students post-assessed, from the Student grid, go to the Assessment Status column. The Assessment status column is part of the default Student List view, but if you have modified your view, you can apply the Student List view or NRS view to insure that the Assessment Status column is included. In the filter section of the column heading for the Assessment Status column, enter the number 2 and then choose "Contains" from the possible filter options. This will return all students whose Assessment Status is Assessed 2+ this FY, meaning they have received at least one valid pre-test, and at least one valid post-test within their tracked subject area in the current FY.

Once you have the list of students who have been assessed 2 or more times, you can then see how many have made level gains. You can go to Reports>Fiscal Year Data NRS Table 4 or 4B from your current selection to view number of students in this selection who have gained, or you can use the Searches>NRS Table 4 or 4B>Add, and check the results in Column D.

You could also use the Criteria Builder and add the Completed Level field with the active checkbox indicator. To do this, click the +Add option in the upper left hand corner. Select "Completed Level" from the drop-down options. The center option will automatically be = for equal to, and a checkbox will appear. Click the checkbox to make it active for indicating those who did complete a level, and click Apply.

Finally, you can apply and use the Dashboard option for "Level Completion by EFL." Go to the Dashboard menu and click the Widget Library link. Under the Assessments option, click Level Completion by EFL to add this option to your Dashboard. This will show a bar graph indicating the benchmark of percentage of students expected to make level gains in each EFL (black), the percentage of students who have made gains in each EFL at your agency (blue), and the percentage of students who have made gains in each EFL state-wide (green). Clicking on the blue bars within the bar graphs will take you to those students who make up the percentage of level gains for that EFL.

IMPORTANT NOTES: Remember that, in determining the percentage of gains for Table 4, *all* NRS participants are included, not just those who have been post-tested. Table 4B displays post-tested students and their gains, but Table 4B is an optional table and is not part of the funding formula.

Additionally, remember that for federal reporting purposes, only one subject area is tracked within a fiscal year. You may be providing instruction in more than one subject area, pre- and post-testing in more than one subject area, and tracking EFL gains locally in more than one subject area, but the database is only tracking ONE subject area (the subject are with the lowest EFL) and reporting within that subject area in a fiscal year. *Ex: If a student is being tracked in Reading and makes a gain in Math but not Reading, they will not count as having made a level gain within the fiscal year, because it did not occur within their tracked subject area.*

Number of Students with Too Few Hours Between Assessments: In addition to checking who has been post-tested and who has made gains, you may want to verify that the students were post-assessed within the correct number of hours based on state policy.

Hours between assessments has become a big area of concern with OCTAE. Your state has an assessment policy regarding how many hours a student must have ***at a minimum*** in order to be eligible for post-assessment. These hours are required whether it is their first or second (or more) post-test within a fiscal year. ***Typically,*** the hours between assessment minimums are:

At least 30 for ASE students (Low Adult Secondary)
At least 40 for ABE students
At least 50-60 for ESL students or ABE students with certain assessments

Most states do have exception policies for post-testing sooner, but assessments should never be given with fewer than 30 hours between assessments under any circumstances. Familiarize yourself with your state's assessment policy.

You can use the Assessment report called Hours Between Assessment to verify that your agency is following policy by going to the Student Grid, then using one of the options above to narrow your selection to only post-assessed students. You might also considering narrowing down your selection by program (ABE/ESL) or by choosing Entry Level>Contains>ABE (or ESL) (or Low Adult) since that will enable you to run the report with the specific hours options for those programs.

Go to Reports>Assessments: Hours Between Assessment, select. In the right-hand panel, choose the appropriate number of hours, bearing in mind that you are searching for students who ***did not*** comply with the state policy, so you would want to search on students with fewer than the required number of hours. Ex: if searching for students with fewer than 70 hours between assessments, you would 69 so that it would run on those with 69 or fewer hours between assessments. Click Print PDF or Print Excel to view the results.

The returned report will give you students who were post-tested outside of the state's assessment policy for minimum number of hours.

Sometimes it can appear that the student was post-tested too early because many agencies only put in hours entry monthly, at the end of the month. LACES looks at the assessment dates and the hours dates to determine the hours since last assessment. Based on the data entered in LACES, something like this can occur:

1. 8/7/15 - TABE assessment
2. 8/22/15 - TABE assessment
3. 8/31/15 - 73 class hours entered for the student

While we understand that 8/31/15 is the date used to enter all of the hours for the month of August, LACES has no way of knowing if any of these hours were between 8/7/15 and 8/22/15; it simply looks at the assessment date and the hours date and sees that the student had 73 hours dated after the 8/22/15 assessment and no hours between the two assessments.

For the student to show the correct hours since last assessment (and also the correct hours between the pre-test and post-test), you would need to break up the hours for the month. Delete the 73 hours record on 8/31/15 and re-enter the hours in two batches. Date the first hours record 8/22/15 and only enter the number of hours the student had in August up to that date (for example, if she had 46 hours prior to her post-test, enter that amount). Then, add a second hours record dated 8/31/15 that captures the remainder of hour hours for the month (in the example above, you would enter the remaining 26 hours she had after her post-test). Otherwise, you could consider doing data entry more frequently, such as daily or weekly. The new functionality in NexGen allows you to do batch hours entry on a daily or weekly basis much more easily than the legacy LACES did, so it should be easier to do more accurate hours entry and avoid the above issue altogether.

Be sure to also run a Comments report to see that students on your Hours Between Assessments report are documented in the Comments folder with an explanation.

Number of NRS participants with enough hours for post-testing but did not receive a post-test *(including people who left with enough hours, excluding those with HAS Entry Level and excluding those who already made a level gain in FY):* There are many ways to locate students who are eligible for post-testing. You can use the Dashboard Widget called Post Test Eligible by EFL, or use the Alert indication of Students Eligible for Post Testing. You can use the Searches menu in the student grid and go to Assessments>More than X Instr Hours since Last Assessment Date and search based on hours, or the General>Quick Select Search and do the same. Use a range beginning with the minimum number of hours required.

Once you have your list of students with enough hours to be post-assessed, you can choose to narrow it down further, if you choose to. For example, students with an ENTRY level of High Adult Secondary cannot be post-assessed using the same instrument, since they've come in at the highest ABE level, so you may want to use the column filters and choose: Entry Level: Does Not Contain: High Adult.

Additionally, you may choose to remove students whose status indicates they have already exited your program, or those who have already made a level gain. You can, of course, choose to leave those students in your selection, as well.
Once you have this list, it can be helpful to use it to provide an Assessment Report to the people who will be post-assessing the students, letting them know that they are eligible for post-assessment, and what their last Assessment data was.

Current FY students missing new fields: Students with missing or invalid fields for the Highest Education Completed at Entry/Location fields added in 2012 will cause discrepancies from Tables 1-4 to Table 6. Use the NRS>Student Diagnostic Search described above in the section for NRS Participants on Tables 1-4 and 6 to locate and correct any missing data for these fields.

Current FY students still enrolled with no hours in 90+ days: Students should be properly exited in LACES at 90+ days without service, or at the time of their known exit. Use the Dashboard Alert Indicator for Students with No Instructional Hours for X Days (with x=91) to locate students who need to be exited.

Students should be exited from the program based on known departure or 90 days without service; however, please be aware that LACES does not use the class end date entered as their end date to populate the Left Date field. Left Date is their last known date of attendance, based on Last Hours Date.

You can create a custom view that shows the Left Date assigned by LACES. You may notice that sometimes a Left Date will display for a student who is still Enrolled. This indicates that the student has gone more than 90 days without attendance hours being entered into their record, so even though you still have them as Enrolled, the database considers them left for reporting purposes. You should correctly exit these students. If you add hours for those students, the Left Date will be removed.

Staff missing new fields:

New staff data became required effective 7-1-12. They are:

- The field called Years of Teaching Experience in Adult Education
- Indicators of teaching credentials in the staff credentials folder

This data must be populated for all staff member who were active in your fiscal year, even if they were not teachers.

For Certification, OVAE is interested in tracking the following certifications:

- Adult Ed
- Special Ed
- K-12
- TESOL

If a staff member has any of those certifications, you should manually go to the Credentials folder and click the Add New button to add the certification Type and Date Earned*. Both the Type and Date Earned are required for the information to correctly populate Table 7, which is a mandatory table*. If the staff member does not have any of the 4 tracked certifications, you should enter No in the Certification field. A staff member can have more than one credential type and each should be entered into the Credentials folder. If the staff member has additional certifications or credentials outside of the 4 tracked on Table 7, you should enter those based on your state policy. The rows and columns for Teacher Certifications on Table 7 should at least equal the sum of the Local Teachers (FT and PT) row on Table 7 (excluding volunteers.)

For Years of Teaching Experience in Adult Education, this only refers to teaching experience in adult education. For staff members who are not teachers, this should be 0. Otherwise, enter the number of year's experience teaching specifically adult education. This must be manually updated every year; it will not update automatically. The Years of Teaching Experience in Adult Education rows should add up to exactly the sum of the Local Teachers (FT and PT) row on Table 7 (excluding volunteers.)

The best way to verify this data is to create a custom view that adds the Years of Teaching Experience in Adult Ed field.

For this view, you should see no blank fields in the new staff information fields. If there are blanks for any staff member who was active in the FY, edit the Key Info folder in the Staff record to add those fields.

Updated data will not display on Table 7 until a new FY Summary has been run for the updated staff records.

When viewing Table 7, the number of full and part time local teachers (excluding volunteers) *should add up to the total sum of the Years of Teaching Experience in Adult Education rows and columns*. The Certification rows and columns should add up to *at least the sum* of the full and part time local teachers (excluding volunteers), although since a staff member can have more than one certification, it may exceed the total. If your numbers are not reflecting as they should, please contact our technical support department.

Finally, your staff list should accurately reflect the active staff members in your agency. If people have left, mark them left. If people have been hired, add them. If you mark them left now and they actually left last year (or more years back), you must go into the Staff History folder and update **both** the End Date of the Active status **and** the Start Date of the Left status so that they do not show activity in the current fiscal year date range. Remember that the Years of Teaching Experience in Adult Education field must be manually updated at the beginning of each new fiscal year for teachers whose experience has increased.