Q1: If someone has "not looking for work" for their employment status and they come up on the employment follow up. If they are still "not looking for work", do we report this as such, or do we need to follow up on those students?

Under the new WIOA guidelines, all students will populate Column B for the Employment Outcome rows and should have follow-up conducted. The state will do follow-up using a data match for all students whose record contains a valid social security number, so you only need to do manual survey for those without a social security number. You can locate students needing survey in the 2nd and 4th quarter by using the Student Alerts dashboard widget and selecting the rows for Students Requiring Survey for 2nd (or 4th) Quarter Survey- NO SSN. Do not use ALL as that will return students with SSN's who will already be data matched (although you can survey those with an SSN if you choose to do so.)

Regardless of entry or exit employment status, you should still add a new employment status with the Start Date in the quarter representing the correct quarter of follow-up for that student, even if the Employment Status has not changed and even if the student is not employed due to not being in the labor force of being unemployed.

Q2: If a student is in a POP and then exits before they post test, comes back for a 2nd POP, can we use the prior POP's pre test in the 2nd POP? If so, do the hours between assessments carry over into the 2nd POP?

Yes, the database will automatically use the most current existing assessment in the lowest functioning level in the fiscal year as the pre-test for a new period of participation. The hours are carried forward as Hours between Assessment, as well, and would also be carried forward if you pushed an assessment forward into the new year.
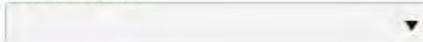
See the information below related to assessments and PoPs rules.

Terms Related to Assessments	Definition
Assessed Levels	ABE L1 through ABE L6 ESL L1 through Completed ESL L6
Current Level	The current level in each PoP determined by the pretest or posttest in the same subject area.
EFL	Educational Functioning Level
Entry Level	The entry level in each PoP determined by an assessment in the previous PoP or an assessment in the current PoP. See Rule 2 below.
ESL Student	The ESL field is entered at the time of intake, and an ESL history record populates indicating that the student is ESL or not ESL. When the student is ESL, the assessment card displays 'ESL Student: Yes.' *This field is not tied to the student program*, but to the

	most recent ESL History record. Most assessments will populate an ABE level only, or an ESL level only, regardless of whether or not the student is ESL. The exception is the CASAS Life and Work Reading assessment. This assessment will populate an ABE level or an ESL level based on the most recent ESL history record.
Initial Entry Level	The first entry level, determined by the first assessment in the fiscal year, regardless of the number of Pops. The initial entry level is used to place the student on the correct EFL row on the NRS tables.
Level-defining	Assessments that are approved by the Office of Career, Technical, and Adult Education, Department of Education to populate an educational functioning level.
Level Gain	A gain in ABE level, or ESL level, such as making a gain from ABE L2 to ABE L3 based on a pre and post test.
Move Forward	Option on the assessment row to select an assessment to use as the subject area for a PoP, or to move an assessment forward to populate the entry level in the next fiscal year. The number of days to move an assessment forward to the next fiscal year is based on the test manufacturers' 90 day recommendation unless a state has made a specific request to change the recommended number of days to move forward. To see how your state is configured, select 'Agency Settings' from person profile, and open the Detail panel. Look for the configuration name 'MaxDaysToMoveAssessmentsForward' for the setting.
Scaled Score	Score used to populate the Assessed Level. Levels are based on the NRS Benchmarks.
SPL/GLE	Student Performance Level/ Grade Level Equivalent
Subject Area	The tracked subject area based on the lowest assessment score or the selected assessment.

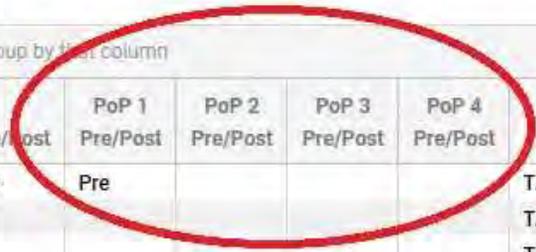You will notice additional columns on the student Assessments grid at the **Pre/Post default view.**

The additional columns allow you to see the assessments being used as the pre and post-tests in the PoP.

There are four PoP Pre/Post columns because it is (technically) possible for a student to enter your program 4 times within the program year with 90+ day gaps, but you will much more typically only see 1-2 PoPs.

It is important to understand what displays on the assessment grid and how the information pertains to the student's assessment activities.

Pre/Post Column	The Pre/Post column identifies the assessments being used as the pre and post tests for the **entire program year.** For federal reporting purposes, this field is pretty much irrelevant since data is now PoP based.
PoP 1, PoP 2, PoP 3, PoP 4 Pre/Post Columns	These columns identify the assessments being used as the PoP pre and post tests. **The Entry Level and Current Level fields in the student header reflect the current PoP.**

Student Header

When a new student record is entered, and assessments have not yet been entered, the student Entry and Current Level fields will display 'Level Not Defined' and the Subject Area field displays 'No Value Entered.'

The fields will update, depending on whether the first activity is an assessment, or hours.

First Activity	Student Header Fields
Assessment	Subject Area, Entry Level, and Current Level update based on the level-defining assessment.
Hours	The fields will 'blank' when hours are entered, regardless of the number of hours. Once an assessment is entered, the level fields will reflect the subject area and entry and current level.

Remember that a PoP will not populate in the student record until an assessment **and** at least 12 instruction hours have been entered!

Assessment Rules: Here are some rules and examples that can be helpful in understanding how LACES tracks assessments related to PoPs:

1. A PoP will **not** populate if the entry level is Completed ESL L6; this is NOT a valid **entry level -** it is only a valid exit level. You should re-assess the student using a different instrument.
2. The last activity in a PoP, and the first activity in the next PoP after a 90+ day gap determine the PoP pre and post tests. Activities are assessments and hours.

   A = assessment
   H = hours
   Space = 90+ day gap

EXAMPLES
Note that these examples use unlinked hours and TABE assessments, and two PoPs in the 17/18 fiscal year, but are applicable to other level defining assessments and hours associated with a class, group, or pair. The examples demonstrate how assessments populate the PoP pre and posttests based on the last activity in one PoP and the first activity in the next PoP after a 90+ day gap.

Test	Date	Activity	Assessments PoP 1 Pre/Post	PoP 2 Pre/Post	PoP 3 Pre/Post	PoP 4 Pre/Post
AHA AHA						
	7/1/2017	Intake				
	7/10/2017	TABE 10 A Reading (200)	Pre			
	7/15/2017	Unlinked hours (12)				
	7/20/2017	TABE 10 A Reading (400)	Post			
	11/10/2017	TABE 10 A Reading (500)		Pre		
	11/15/2017	Unlinked hours (12)				
	11/20/2017	TABE 10 A Reading (550)		Post		
AH AHA						
	7/1/2017	Intake				
	7/10/2017	TABE 10 A Reading (200)	Pre			

	7/15/2017	Unlinked hours (12)				
	11/10/2017	TABE 10 A Reading (500)	Post	Pre		
	11/15/2017	Unlinked hours (12)				
	11/20/2017	TABE 10 A Reading (550)		Post		
AH HA						
	7/1/2017	Intake				
	7/10/2017	TABE 10 A Reading (200)	Pre	Pre		
	7/15/2017	Unlinked hours (12)				
	11/15/2017	Unlinked hours (12)				
	11/20/2017	TABE 10 A Reading (550)		Post		
AH AH						
	7/1/2017	Intake				
	7/10/2017	TABE 10 A Reading (200)	Pre			
	7/15/2017	Unlinked hours (12)				
	11/10/2017	TABE 10 A Reading (400)	Post	Pre		
	11/15/2017	Unlinked hours (12)				
AHA HA						
	7/1/2017	Intake				
	7/10/2017	TABE 10 A Reading (200)	Pre			
	7/15/2017	Unlinked hours (12)				
	7/20/2017	TABE 10 A Reading (400)	Post	Pre		
	11/15/2017	Unlinked hours (12)				

	11/20/2017	TABE 10 A Reading (550)		Post		
HA HA						
	7/1/2017	Intake				
	7/15/2017	Unlinked hours (12)				
	7/20/2017	TABE 10 A Reading (400)	Pre	Pre		
	11/15/2017	Unlinked hours (12)				
	11/20/2017	TABE 10 A Reading (550)		Post		
AHA AH						
	7/1/2017	Intake				
	7/10/2017	TABE 10 A Reading (200)	Pre			
	7/15/2017	Unlinked hours (12)				
	7/20/2017	TABE 10 A Reading (400)	Post			
	11/10/2017	TABE 10 A Reading (500)				
	11/15/2017	Unlinked hours (12)		Pre		

3. All <u>non-tracked</u> subject area assessments follow the same business rules for <u>the tracked subject area</u> assessments; this allows a student to achieve an EFL gain from any assessment pre/post combination. The PoP Summary record will continue to display the subject area entry and exit levels, but EFL Gain (MSG) will show 'Yes' if the student made a gain in an untracked subject area, unless an additional gain is made later for the HSE attainment.
4. The user may override the default subject area by clicking the 'Move Forward' icon on the assessment row and selecting to use a different subject area.

For example, a student takes a TABE assessment for the subtests Reading,Total Mathematics, and Language. The lowest scaled score is Reading, so Read is the default subject area. However, the student will be tracked in Language. Click the 'Move Forward' icon on the Language assessment row and select to the the subject area for the PoP.

Move Forward icon
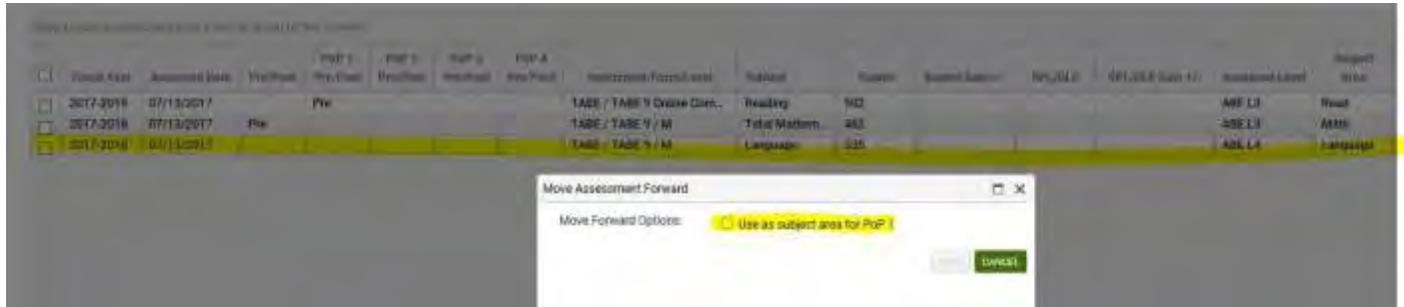
To clear a subject area and go back to the default subject area, click the 'Move Forward' icon on the assessment row and select 'Clear as subject area.'

You can also go to the All Assessments area and add the following fields to the view:

Subject area
Select Subject
PoP 1 Select Subject
PoP 2 Select Subject, etc.

Q3: This is about Dashboard and posttests. One of our students did a posttest and improved and on his Assessments page it shows his level and Instr. Hrs. Since Last Assess in Subject Area =16 hours but on the Dashboard it shows that he needs a posttest with 78 hours. Can you explain this to me please?

This is a known issue and will be corrected in an upcoming software release. Until this is corrected, I recommend using the shared Hours view or creating a custom view with Instructional Hours since Last Assessment to verify the data before making the decision to post-test.

Q4: When a student doesn't become fundable in the first POP (only 5 hours); then enrolls again, becomes fundable, and makes gain in the second POP, what is the outcome and how does it "count" for our goals and what table will show this information?

The student would only have one period of participation in the above example, since a PoP is not established until the student has obtained 12 or more instructional hours that are no interrupted by a 90 or more day gap. So, the student would being their first PoP in the second enrollment, and if they made a gain, it would count as a 100%% completion because the student only has one PoP. The would count on Table 4 once in their row of entry EFL.

Q5: A student lets us know she is moving away and commits to taking a post-test before leaving. She leaves unexpectedly and never takes the post-test; also a leave of absence form is not completed. Our instructor provides advising over the phone; and continues to work with the student and another out-

of-state site to proctor a post-test for the student. Student takes the test 1 day after her POP expires (she has been absent for 91 days when she tests because we didn't enter the advising phone time into LACES). We are given approval to count the advising phone time and enter it into LACES. How do we enter that contact time and can it be entered in 15 minute increments? Then, what is the outcome and how does the student's gain "count" for our goals and what table will show this information?

1. The post-test does not need to occur within 90 days; you can post-test a student after 90+ days without hours and it can still count as a post-test, as long as they have enough hours since the pre-test and it has not been more than 6 months since the last assessment.
2. You may enter hours as "Unlinked Hours" by adding hours from the student Hours tab and selecting the hours types "Unlinked Hours." This is used for hours that are not tied to a specific class but are instructional hours. They will count as instructional hours and can be used both for the 12+ hours needed to establish a PoP and as hours between assessments.

Q6: The dashboard widget shows a different number on the "Students Enrolled - Actual vs Target" table than table 4 shows. Why is this?

The Dashboard widget "Students Enrolled-Actual versus Target" will almost always display a different number for the Current FY totals, as the student grid definition of Current FY is any student with an active enrollment record, a status of Prospective, and/or any non-zero hours record in the current FY, while the Dashboard definition of Current FY is any student with non-zero hours and will exclude people with 0 hours and an active enrollment or a Prospective status.

Additionally, the Dashboard has not yet been programmed to pick up students who are NRS fundable with less than 12 hours in the FY due to having a carry-over period of participation.

A Period of Participation (PoP) may cross the fiscal year boundary. This means that a student who had activity at the end of the previous fiscal year, and continues into the next fiscal without a 90+ day gap will have a 'continuous PoP.'   Additionally, a student who has less than 12 hours in the preceding fiscal year but continues attending and has less than 12 hours in the current fiscal year, but did not have a 90+ day gap between those hours could establish a PoP in the second year if the hours from both FY's add up to 12+ hours.

Remember that a fiscal year ends on 6/30 and begins on 7/1. If your agency or state is set for the 16/17 fiscal year, you may enter data for the 17/18 fiscal year, but continuing PoP records will not populate in 17/18 until your agency or state is rolled over.

How continuous PoPs are created in the next fiscal year after the rollover:

1. The student must be in a PoP without a 90+ day gap in activity that crosses the fiscal year boundary.
2. The student must have activity in the previous fiscal without a PoP, and continues into the next fiscal year **without a 90+ day gap in activity.**
3. Assessments must be pushed forward to the next fiscal year, or a new assessment to establish EFL must be entered.

See the graphic below for examples that may be helpful.

	CONTINUING POP: AFTER ROLLOVER				
	Previous FY				**Current FY**
PoP	Student met requirements to be in a PoP; reportable.			Assessment moved forward, <12 hours	Previous FY PoP end is 6/30; current FY PoP start date 7/1; PoP record displays number of hours earned so far in current FY (may be less than 12); reportable.
Enrollment only	Student was not in a PoP			Enrollment, <12 hours OR	No PoP since there is no assessment and not enough hours; after assessment and enough hours, current FY PoP will populate with start date 7/1.
				Enrollment, >12 hours	No PoP since there is no assessment, even with enough hours; after assessment, current FY PoP will populate with start date 7/1.
Assessment only	Student was not in a PoP			Assessment moved forward, enrollment, <12 hours OR	No PoP since not enough hours; after enough hours, current FY PoP will populate with start date 7/1.
				Assessment moved forward, enrollment, >12 hours	Current FY PoP with start date 7/1.
Hours only <12	Student was not in a PoP			Assessment, enrollment, <12 hours	Current FY PoP if number of hours from both FYs total at least 12; PoP start date 7/1; reportable.
Hours only >12	Student was not in a PoP			Assessment, >12 hours	Current FY PoP with start date 7/1; reportable.

Rollover: End of FY 6/30; Beginning of FY 7/1

Finally, the Dashboard widget "Students Enrolled-Actual versus Target" is currently incorrectly calculating students with no assessment as not being Non-NRS Fundable, so the totals are not matching. This is a known bug and we will correct it in a future build.