MAERS

MICHIGAN ADULT EDUCATION REPORTING SYSTEM

Revised August 2008

User Manual

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CHAPTER 1: INTRODUCTION

The Michigan Adult Education Reporting System (MAERS) is the Department of Labor and Economic Growth (DLEG) Office of Adult Education's participant data tracking system. **All participants served with funds provided and administered by the Office of Adult Education must be reported in MAERS.** The system became operational in March of 2001. MAERS is one component of a much larger data system, the One Stop Management Information System (OSMIS), which tracks all of DLEG's clients. Through OSMIS, DLEG can manage all services that an individual participant receives.

MAERS was created to fulfill the requirements of the Workforce Investment Act (WIA) of 1998, which required that adult education data be reported to the United States Department of Education (USDOE) in an electronic format. The specifications for that data were published in 2000 in the first edition of the USDOE's National Reporting System (NRS) Guidelines. The most recent edition of the NRS Guidelines was published in 2005. The data collected in MAERS and reported to USDOE is used to determine the amount of federal adult education funds that Michigan and its local programs will receive.

This manual is an introduction to MAERS. It provides an overview of how to enter data into the system. The manual provides enough detail to learn the system; however, it avoids specific detail that would prohibit local flexibility of data reporting. The section on policies provides an overview of pertinent policies that govern MAERS data entry. The remaining sections provide information about the five major components of MAERS: Enrollment, Assessment, Outcome, Follow-Up and Reports.

One-Stop Management Information System (OSMIS)

The One Stop Management Information System (OSMIS) in Michigan has numerous components. The key features of the system are:

a. Each component uses a single applicant record that ties all of the service information about a person together.
b. The Internet-based system can be accessed from any computer with web access.
c. The system is secure since it requires a log-on process, user ID, and password to see the data.
d. Data is only displayed to staff that have been granted permission to see and use the information.
e. Flexible so that modules and features can be added quickly and easily.
f. Duplicate data entry is reduced whenever and wherever possible.
g. Information is available immediately after data entry.

The current components of OSMIS are:

- Adult Education (AE) – for individuals who need to become literate or complete their secondary education. This includes services such as adult basic education, high school completion, and English as a second language.

- Mediated Services (MS) – for individuals seeking work. Through the Employment Service in Michigan an individual can receive specialized services from trained staff.

- Welfare Reform (WR) – for individuals receiving Temporary Assistance to Needy Families (TANF), required to register and seek work as a condition of receiving benefits. This portion of the system tracks the services for these individuals.

- Workforce Investment Act (WIA) – the funding source for programs that provide training or other employment-related skills to individuals. This portion of the system tracks the services provided.

- Individual Service Strategy (ISS) – this component contains information regarding the services and activities that are planned for an individual and the services and activities an individual has

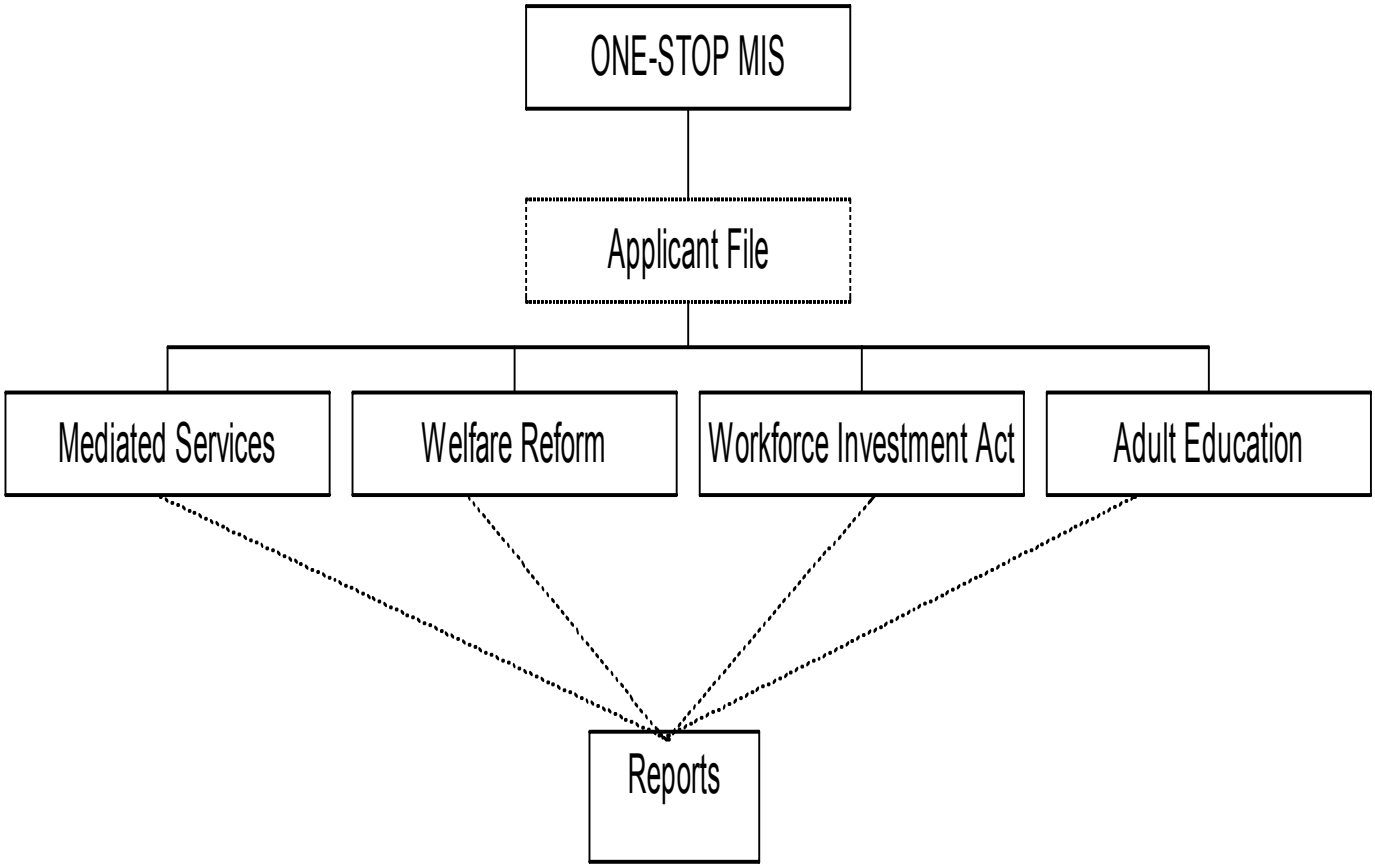
already received. It is an optional feature of the system that many staff members can access when needed. It is used for the management of services to individuals.

- Case Notes – this component contains information about a participant that is shared with staff who are working with the individual.

- Reports – each segment of the OSMIS has its own set of reports. The reports available to each staff member are based on the access rights assigned to that individual through a set of predefined staff access levels.

The chart below displays the relationship of the various components to each other and the OSMIS as a whole. Only the Adult Education and Reports components are available to Michigan's adult education service providers.

File Diagram



National Reporting System (NRS)

The National Reporting System (NRS) was developed by the U.S. Department of Education in the early 1990's to demonstrate the impact of federally funded adult education programs on their client populations. In 1995, the U.S. Congress considered integrating adult education into a general system of workforce development, eliminating it as a separate delivery system. In order to demonstrate the importance of adult education as a separate delivery system, convincing data was necessary. The state directors of adult education asked the USDOE-DAEL (Division of Adult Education and Literacy) to develop a system to collect student outcome data for adult education programs. By working together, a framework consisting of the purposes of adult education programs, the essential characteristics of an accountability system and outcome measures was created. At the March 1997 DAEL national meeting, a broad group of adult education stakeholders validated the framework, identified outcome measures for a new national reporting system, and discussed possible methodologies for the system. Based on these decisions, the NRS was designed and formally began operating in October 1997.

In 1998, the Adult Education and Family Literacy Act within the Workforce Investment Act (WIA) became law. The WIA sets forth specific accountability requirements for adult education providers. This resulted in the NRS being expanded to include measures and methods to conform to these new requirements.

The following measures are considered "core" measures. There are three types of core measures:

1) Outcome Measures – for the purposes of NRS, core and secondary outcomes of adult education include:
    a. Educational Gains
    b. Follow-up Measures:
        i. Entered Employment
        ii. Retained Employment
        iii. Receipt of Secondary School Diploma or GED
        iv. Placement in Postsecondary Education or Training

2) Descriptive Measures – for the purposes of NRS, descriptive measures may include:
    a. Demographics (i.e., ethnicity, gender, age)
    b. Status and Goals:
        i. Labor force status
        ii. Public assistance status
        iii. Disability status
        iv. Rural residency
        v. Learner primary and secondary reasons or goals for attending

3) Participation Measures – for the purposes of the NRS, possible participation measures include:
    a. Contact hours
    b. Program enrollment type

An educational gain is the first core measure and is defined by the educational functioning level (EFL). All students who receive 12 or more instruction hours are included. The measure is taken by comparing the EFL as determined by the pretest at enrollment with the EFL as determined by the posttest at the time of exit. When a student is tested on multiple subject areas, the educational gain is measured using the subject area with the **lowest** level on the pretest against the posttest level of that same subject. For example, if a student is pretested on reading and math and receives a 200 in math and a 270 in reading, the math posttest will determine the educational gain. It is recommended that only test results for the areas which will be included in the instruction be included in the pre-and posttest. All module scores can be reported in a progress test record. A progress test can be reported on the same date as a pre- or posttest and can be used to record the complete results of an assessment.

The remaining core measures are reported as follow-up measures. Follow-up measures are collected during the student's attendance or following the student's exit. These measures apply only to students who enter the program with goals related to these measures.

Performance standards required by WIA will be set for the core outcome measures. The awarding of incentive grants will be tied to these performance standards.

NRS secondary measures are optional measures of student outcomes and status that states **are not required** to report, and the measures **will not** be used as a basis for assessing state performance under WIA. NRS includes these measures because many stakeholders in the consensus building process believed these measures were important to the identity of the program as well as the goals and purposes of adult education.

Secondary measures include:

1) Employment – additional measure of reduction in public assistance
2) Work-Based Project Learner – achievement of goal
3) Community (general)
    a. Citizenship skills
    b. Voting behavior
    c. Involvement in community activities
4) Community (family)
    a. Involvement in children's education
    b. Involvement in children's literacy-related activities
5) Student status
    a. Low income status
    b. Displaced homemaker
    c. Single parent
    d. Dislocated worker
    e. Learning-disabled adult

Secondary measures are not required by NRS but Michigan has elected to provide the ability to collect them. It is very important to distinguish between secondary *measures* (information about a student which will be collected), and secondary *goals* (outcomes a student wants to accomplish as a result of instruction received). There is no relationship between secondary goals and secondary measures. Secondary measures are collected; a second goal for the student is optional.

CHAPTER 2: ACCESSING MAERS TRAINING SITE

Objectives:

- Login to the MAERS Training Site
- Login to the MAERS Production Site
- Explain the menu bar options
- Identify helpful hints for navigating through MAERS

.....

Step 1

Welcome to MAERS! If you have not used the system before, please begin by practicing on the training site, which is available 24 hours a day, 7 days a week. The web address is: http://training3.michworks.org/.

Step 2

There are three options available on the training site:

- Go to the training environment for the Michigan Talent Bank.
- Go to the training environment for the One Stop MIS system **(MAERS).**
- Go to the development site for downloading a MTB MS Shortcut.

Click on the link for the One Stop MIS System.

Step 3

You will be prompted for a username and password. Enter **"trainae11"** for the username. **"Training"** is the password. *Please note, all trainees use the same username and password, Therefore, information on the training site is subject to change.*

Step 4

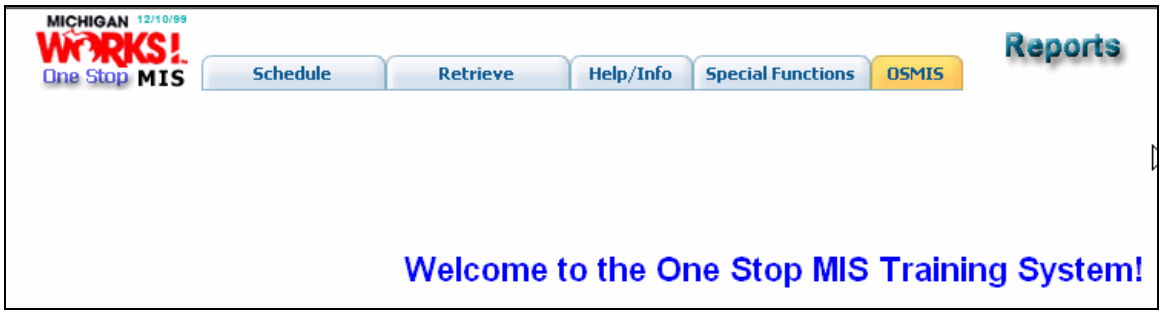
Once you have successfully logged on to the training site, the Adult Education Main Menu will be displayed.

Please select the system you want to go to ...

Reports	Adult Ed.

Step 5

Selecting **Reports** will take you to the Reports section, as shown below:



The main menu items are always displayed in the blue boxes at the top of the screen. These items and their corresponding options are:

- **Schedule**
  - **New Report** – schedule a new report to be run.
  - **Check on Report Status** – check the status of a previously scheduled report.
- **Retrieve**
  - **New Results** – view a previously unopened report
  - **Old Results** – access a previously viewed report. *(Note: a report is kept in Old Results for 20 days and is then deleted).*
- **Help/Info**
  - **Help Desk Email** – when available, allows user to send an email to the help desk.
  - **System Update Notices** – displays a list of recent updates to the OSMIS system.
  - **Current System Status** – provides information on the current status of OSMIS.
  - **Admin Information** – not applicable to MAERS users.
- **Special Functions**
  - **Change Password** – used to change user password for MAERS.
  - **Change Location** – used to change local adult education provider agency.
  - **Change Staff** – used to change staff user name.
  - **Staff Account Admin** – link not available at this time.
- **OSMIS**
  - **Adult Ed** – this link will take you out of the Reports area and to the Adult Ed section of MAERS.

Selecting **Adult Ed** will take you to the Adult Education section, as shown below:

For the Adult Ed section, the main menu items and their corresponding options are:

- **Participants**
  - **Enrollment** – takes user to the Participant Search screen to enter participant enrollment data.
  - **Assessment** – takes user to the Participant Search screen to update participant assessment data.
  - **Outcome** – takes user to the Participant Search screen to enter participant outcome data.
  - **Follow Up** – takes user to the Participant Search screen to enter required follow up data.
- **Ticklers**
  - **Enter New Tickler** – users can enter a tickler that serves as a reminder to complete a participant related task in the future.
  - **Retrieve** – provides a list of all scheduled ticklers with current and previous dates.
- **Help/Info**
  - **Help Desk Email** – when available, allows user to send an email to the help desk.
  - **System Update Notices** – displays a list of recent updates to OSMIS.
  - **Current System Status** – provides information for the current status of OSMIS.
  - **Adult Education Website** – link to the DLEG Office of Adult Education website (www.michigan.gov/adulteducation).
  - **Follow Up Manual - Instructions** – link to the Follow Up Manual drafted in March 2006.
  - **Follow Up Manual - Appendices** – link to the Appendices of the Follow Up Manual which include sample documents.
  - **MAERS Changes for PY 2005-06** – link to the document detailing the 2005-06 changes to the MAERS system.
  - **MAERS User Manual** – link to the latest MAERS User Manual.
- **Special Functions**
  - **MAERS Admin Menu**
  - **NRS Table #7 Data Collection**
  - **Staff Admin**
    - **Change Password** – used to change user password for MAERS.
    - **Staff Account Admin** – link not available at this time.
- **OSMIS**
  - **Reports** – this link will take you out of the Adult Ed section and into the Reports section of MAERS.

Accessing MAERS Production Site

Once you become familiar with the MAERS system by using the training site, you may log on to the production site. The web address is http://services.michworks.org.

You must enter your assigned user name and password on the production site. This name is unique to you and is different than the training name and password. If you have not had a user name and password assigned to you, refer to pages 11 and 12 for the User Profile Form and User Profile Form Instructions or go to the Office of Adult Education website: www.michigan.gov/adulteducation.

If you forget either your username or password, please contact the MAERS Help Desk at (313) 456-3200 or maers@michworks.org.

Below is a list of tips to serve as a guide as you navigate through MAERS:

- A red arrow (⇨) next to a field means that it is required.
- You can use either the Tab key or the mouse to move through the system fields.
- The scroll bar on the right side of the screen allows you to move up and down the page displayed.
- The scroll bar at the bottom allows you to move left and right across the screen.
- The cursor does **not** advance automatically.
- There are two types of field boxes:
    1. A box in which you type information.
    2. A drop down box where you can type the first letter of the option or click on the arrow to display the list of options. *(Note: to deselect an option, select the blank line at the top of the list).*

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Michigan Adult Education Reporting System (MAERS) Access

User Profile Form

A separate User Profile Form must be completed for each user access request. Each form must indicate the Service Class requested for each person. The fiscal agency should review the "MAERS Service Class List" provided with this form to determine the level of access needed for each user**.**

Section 1 – User Information

Last Name: _____ First Name: _____Middle Initial: _____

Title: _____ Telephone: (_____) _____

E-Mail Address: _____

Section 2 - Fiscal Agency Information

Fiscal Agency Code: _____ (School District or Recipient Code)

Fiscal Agency Name: _____

Section 3 –Provider Information

Provider Code: _____ (School District or Recipient Code) **OR**

□ Check here if Adult Education provider does not have a school district or recipient code.

Provider Name: _____

Section 4 – Service Class

Service Class Requested: _____

Section 5 - Approval

Approved by: _____
Printed name of Superintendent or Adult Education official authorized for Signature

_____
Signature

_____ _____
Title Date

Michigan Adult Education Reporting System (MAERS)
User Profile Form – Step by Step Instructions

A separate form must be completed for each user access request. Users must be employed by a fiscal agent or program provider that receives funds from an authorized fiscal agent.

Section 1 – User Information:

Please enter the last name, first name, middle initial, title and e-mail address of the user.

Section 2 – Fiscal Agency Information:

Please enter the Fiscal Agency Code and the Fiscal Agency legal name.

Section 3 – Provider Information:

Provider Information: Enter the Program Provider Code and the Program Provider Name. *(Please note that if you do not have a Program Provider Code assigned by the Michigan Department of Education check the box under the Program Provider code).*
This code is a five-digit code for school districts, a seven-digit code for intermediate school districts and a ten-digit code ending in a letter for all other organizations.

Section 4 – Service Class Requested:

Service Class Requested: It is important that you specify the MAERS Service Class using one of the following staff class codes:

Section 1.01 FISCAL AGENCY STAFF CLASSES	
AE F/A Staff	Has view access to all student records for all Providers under the Fiscal Agency. Does not have ability to enter, edit, or delete records. Has access to selected Fiscal Agency-level reports and Provider-level reports.
AE F/A Admin	Has view access to all student records for all Providers under the Fiscal Agency. Does not have ability to enter, edit, or delete records. Has access to all Fiscal-Agency level reports.

Section 1.02 PROGRAM PROVIDER STAFF CLASSES	
AE Provider Staff-Read Only	Has look-up access to all student records within the Program Provider/Fiscal Agency combination. Has no enter, edit, or delete capability.
AE Provider Staff	Has full read/write access to all student records within the Program Provider/Fiscal Agency combination. This includes ability to enter, view, and edit records. Has access to certain reports.
AE Provider Admin	Has full read/write access to all student records within the Program Provider/Fiscal Agency combination. This includes ability to enter, view, edit, and delete records. Has access to all Provider-level reports.

Section 5 – Approval:

This form must be signed by the Superintendent of the school or the authorized official for the Adult Education program for other organizations. This must be the same signature that appears on the fiscal agent form.

CHAPTER 3: CONDUCTING A PARTICIPANT SEARCH

Objectives:

- Conduct a participant search
- Identify your participant on the search results page
- What to do if your participant is not on the search results page

Conducting a **Participant Search** is always the first step when entering data into MAERS, whether it is Enrollment, Assessment, Outcome, or Follow Up data.

Step 1

Place the cursor over the **Participant** main menu box and select one of the four drop-down menu options (i.e., Enrollment, Assessment, Outcome, or Follow Up).

Step 2

The following screen will appear:

Participant Search Criteria

Enter the Last Name and click on 'Submit'.

Last Name:

Providing more information will narrow the search:

First Name:

Date of Birth: (mm/dd/yyyy)

Submit

If you know the Local Student Number, enter it below and click on Submit.

Local Student Number:

Submit

If you know the Customer ID, enter it below and click on Submit.

Customer ID:

Submit

There are three ways to conduct this search. **It is recommended to cross-check using multiple search methods for all participants.**

1. Enter the participant's **Last Name**.

   Only the Last Name is required to do a name search, however, it must be an exact match. You have the option to also enter the First Name or Birth Date. *(Note: match is only performed on first three characters of the First Name).*

2. Enter the participant's **Local Student Number**.

   The Local Student Number is a unique number that has been assigned to the participant by the local provider.

3. Enter the participant's **Customer ID**.

   The Customer ID is generated by OSMIS and consists of the first three letters of the last name, the first two letters of the first name, and the month and day of birth date. For example, Samuel Jones born on September 4 would be JONSA0904.

   Unlike the Local Student Number, the Customer ID is not unique and there can be multiple individuals with the same Customer ID.

Enter the respective participant data using one of the above methods and click **Submit**.

Step 3

The results of your participant search are displayed. There are two possible results:

1. A list of individuals matching your search criteria. The example shown below is the result of a participant search conducted for the last name **DOE**, first name **JOE**. *(Note: the search criteria is displayed at the top of the search results page, "You searched for participant: DOE, JOE with a Date of Birth of MM/DD/YYYY:").*

MAERS Enrollment
Participant Search Results

Click on the 'Name' column (if a link exists) to update the existing MAERS Enrollment for the customer or to create a new MAERS record.

If the individual you are searching for does not appear, click on "New Applicant/MAERS Enrollment" to enter the initial Applicant/MAERS Enrollment record or click on "New Search" to conduct a new search.

You searched for participant: DOE, JOE with a Date of Birth of:

Name	Birth Date	Customer ID	Address	Phone	In MAERS?
DOE, JOE E.	01/01/1960	DOEJO0101	100 One Hundred Jackson, MI 49203	(517) 202-2022	No
DOE, JOE	08/23/1984	DOEJO0823	523 W. Cedar Lansing, MI 48910	(517)-372-4700	Yes

The **Participant Search Result** screen displays six columns of participant information. They are:

- **Name** – the names of all of the individuals in the OSMIS database who meet the search criteria. *(Note: The underlining and blue color indicate that clicking on the name will take you to another screen).*
- **Birth Date** – the individual's corresponding date of birth.
- **Customer ID** – the Customer ID that is automatically created by OSMIS.
- **Address** – the last address for the individual entered into OSMIS. *(Note: keep in mind that this information may be different than what you have in your records).*
- **Phone** – the last phone number for the individual entered into OSMIS. *(Note: keep in mind that this information may be different than what you have in your records).*
- **In MAERS?** – a **Yes** in this column signifies that this individual has a record in MAERS; a **No** signifies the individual has not previously received adult education services, however, they have participated in one of the other One-Stop programs. *(Note: an individual with a **No** in this column does not indicate that this individual is not the participant you are searching for, it simply means they have not received adult education services in the past).*

To eliminate duplication of records, if the search results produce similar names with identical characteristics, select participant based on current program records.

2. Instead of a list of matching records as before, a **No applicant matches your search criteria in the database** message is displayed in red.

Participant Search Results

- **No applicant matches your search criteria in the database.**

Click on the 'Name' column (if a link exists) to update the existing MAERS Enrollment for the customer or to create a new MAERS record.

If the individual you are searching for does not appear, click on "New Applicant/MAERS Enrollment" to enter the initial Applicant/MAERS Enrollment record or click on "New Search" to conduct a new search.

You searched for participant: FLAPPER, with a Date of Birth of:

Name	Birth Date	Customer ID	Address	Phone	In MAERS?

Only click on 'New Applicant/MAERS Enrollment', if your Participant DOES NOT APPEAR on the Customer Search Results List.

New Applicant/MAERS Enrollment

New Search

To verify that your participant is not already in the system, click on **New Search** to search again. You may also want to try to search using one of the other methods (i.e., Last Name, Local Student Number, or Customer ID) if possible.

Step 4

If you were **not** able to identify your participant on the search results list, proceed to ***Step 6***.

If you were able to identify your participant on the Participant Search Results page, click on your participant's name, which will take you to the Participant History page. The Participant History screen displays a record for each of the programs in which the participant has been enrolled.

MAERS Enrollment
Participant History

NAME: JOE DOE **Current Staff:** YOUR NAME

Customer ID: DOEJO0823 **Current Staff Location:** Test Schools

Click on the 'Program' to update the Enrollment

Program	Enrollment Date	Status	Exit Date	Exit Reason	Local Student Number	Fiscal Agent
GED	01/10/2007	Active	-	-	123456	TEST PUBLIC SCHOOL SD
Adult Basic Education	04/02/2001	Active	-	-		BEAR LAKE SCHOOL SCHOOL DISTRICT
High School Diploma	09/07/2007	Inactive	01/21/2008	Participant Completed and Does Not Plan to Continue	123456	TEST PUBLIC SCHOOL SD
Adult Basic Education	09/06/2006	Inactive	06/30/2007	Participant Separated Before Completion - System Exit	123456	TEST PUBLIC SCHOOL SD

Enter New MAERS Enrollment

New Search

The top part of the screen shows the following:

- **Name** – participant's name
- **Customer ID** – automatically created by OSMIS
- **Current Staff** – your name
- **Current Staff Location** – your agency

The bottom half of the screen displays a table containing a list of all the participant's previous programs of enrollment. It includes current and exited programs, with the most recent program of enrollment listed first. There are seven columns of information displayed in the table:

- **Program** – identifies in which adult education program the participant is enrolled; i.e., GED, High School Completion (HSC), Adult Basic Education (ABE), or English as a Second Language (ESL). *(Note: the underlining and blue color indicate that clicking on the name will take you to another screen).*
- **Enrollment Date** – the date the participant was enrolled in the program.

- **Status** – shows whether the participant is still enrolled (**Active**) or has been exited (**Inactive**).
- **Exit Date** – the date that the participant was exited from the program.
- **Exit Reason** – one of four possible reasons:
    1. Student Completed and Does Not Plan to Continue.
    2. Student Completed and Plans to Continue Within 90 Days.
    3. Student Separated Before Completion.
    4. Student Separated Before Completion – System Exit. *(Note: this is also known as a "soft exit" and occurs when the system exits a participant at the end of a program year).*
- **Local Student Number** – unique number assigned to the participant by the local provider.
- **Fiscal Agent** – the agency that receives funding from the DLEG Office of Adult Education for the instructional services provided. *(Note: you are only able to access records entered by your fiscal agent).*

Step 5

At this point, you have two options:

1. Click on the name of the **Program** to update information for a program listed on the Participant History screen.
2. Click on **Enter New MAERS Enrollment** to create a new MAERS enrollment for this participant.

Either selection will take you to the MAERS Enrollment page. Proceed to **Chapter 4: Entering Enrollments** in the manual.

Step 6

If you have verified that the participant you are searching for is **not** currently in OSMIS, select **New Applicant/MAERS Enrollment** near the bottom of the page. *(Note: only select **New Applicant/MAERS Enrollment** if your participant does **not** appear on the Participant Search Result list, otherwise it will create a duplicate record).*

This will take you to the MAERS Enrollment page. Proceed to **Chapter 4: Entering Enrollments**.

CHAPTER 4: ENTERING ENROLLMENTS

Objectives:

- Enroll a participant into MAERS
- Define the data fields on the Enrollment page

To enter an Enrollment, you must first locate the participant via the Participant Search. If you have not yet done this, please go to **Chapter 3: Conducting a Participant Search** in the manual.

There are three paths that will take you to the Enrollment screen:

1. Selecting **New Applicant/MAERS Enrollment** after verifying that your participant is **not** currently in OSMIS.
2. Selecting **Enter New MAERS Enrollment** to create a new MAERS Enrollment for a participant that is currently in OSMIS.
3. Selecting the **Program** name from the Participant History screen to update the respective program Enrollment.

From options #1 and #2, you will be taken to the Enrollment screen titled **MAERS Enrollment**.

MAERS Enrollment

Program Year:

PARTICIPANT INFORMATION

For option #3, you will be taken to the Enrollment screen titled **Update MAERS Enrollment**.

Update MAERS Enrollment

NAME:	JOE DOE	**Current Staff:**	YOUR NAME
Local Student Number:	123456	**Current Staff Location:**	TEST PUBLIC SCHOOL SD
Program:	GED	**Status:**	Active

Program Year: 2006-2007

PARTICIPANT INFORMATION

The two Enrollment pages have identical data fields. The only difference is that the field boxes for a new MAERS applicant will be blank, whereas those updating or adding a current MAERS enrollment will have some participant data already entered by OSMIS.

Step 1

Program Year:

PARTICIPANT INFORMATION

Local Student Number:

Last Name: **First Name:** **MI:** **Maiden Name:**

Address: **City:** **State:** **Zip:**

County:

Check if no Address

Phone + Ext.: - **Alt. Phone + Ext.:** - **SSN:** Requested for Participants with Employment Related Goals

Email:

- **Program Year** (Required) – select the appropriate Program Year (PY) from the drop-down menu. *(Note: a PY runs from July 1st to June 30th).*
  - From October 26th to March 31st, you will only have the current program year ending June 30th available.
  - From April 1st to October 25th, you will have the current program year ending on June 30th **and** the following program year beginning on July 1st. This is to accommodate late entry of data from the previous program year and the "bridge" option.
    - The bridge option is used for participants who begin their instruction after April 1st and will be attending adult education classes throughout the summer.
    - Use of the bridge option delays measuring a participant's educational gain until the upcoming program year. *(Note: if the upcoming program year is selected for a bridge participant but the participant is exited prior to June 30th, MAERS will automatically change the selected program year to the current program year).*
  - October 25th is the cutoff date for entering Enrollments after the end of the program year. *(Note: Refer to Appendix T: Important MAERS Dates).*
- **Local Student Number** (Required) – this is a locally assigned, four to ten character field that is unique to each participant.
- **Last Name** (Required).
- **First Name** (Required) – enter the participant's legal name (**not** a nickname) to avoid duplication.
- **MI** – middle initial is optional but recommended as another method for tracking participants.
- **Maiden Name** – optional but recommended as another method for tracking female participants.
- **Address** (Required unless **Check if no address** box is selected).
- **City** (Required unless **Check if no address** box is selected) – city names must be spelled out (i.e., Mt. Pleasant is "Mount Pleasant"), otherwise an **Invalid City Zip Code** error is displayed.
- **State** (Required unless **Check if no address** box is selected).
- **Zip Code** (Required unless **Check if no address** box is selected).
- **County** – MAERS-generated based on **Zip Code** *(Note: A drop-down menu is provided if more than one county is associated with the **Zip Code**; **Other** is inserted if the **Check if no address** box is selected).*
- **Check if no address** (Required if **Address**, **City**, **State**, **Zip Code** are blank) – select if participant does not have a permanent home address.
- **Phone + Ext.** – not required but strongly recommended for follow-up purposes.
- **Alternate Phone + Ext.** – not required but strongly recommended for follow up purposes.

- **SSN** – not required but strongly recommended for participants with employment-related goals for follow up purposes. *(Note: MAERS will display an error message if **SSN** is not entered and participant has selected an employment related goal).*
- **Email** – optional.

Step 2

PERSONAL INFORMATION

Date of Birth: (mm/dd/yyyy)

Age At Registration:

Place of Birth:

Sex:

Number of Children in Pre-school:

Number of School-Age Children:

Race:

- **Date of Birth** (Required).
- **Age At Registration** – this is a display only item and will be calculated by MAERS.
- **Place of Birth** (Required) – this field should be something significant, such as city of birth.
- **Sex** (Required).
- **Number of Children in Pre-School** (Required) – enter the number of children that the participant has under the age of five.
- **Number of School-Age Children** (Required) – enter the number of children that the participant has who are eligible for or are enrolled in K–12 classes.
- **Race** (Required) – only one selection is allowed from the drop-down menu. *(Note: refer to NRS Guidelines for a complete explanation of who is included in each category).*

Step 3

DIPLOMA/GED STATUS AT ENTRY

Diploma/GED Status at Entry:

Has US High School Diploma?:

Has High School Diploma from Other Country?:

- **Diploma/GED Status at Entry** (Required) – select the participant's appropriate status at enrollment from the drop-down menu.
- **Has US High School Diploma?** – if the **Diploma/GED Status at Entry** is selected as **Has High School Diploma**, then select **Yes** if the participant received their diploma in the United States or **No** if it is from a foreign country.

- **Has High School Diploma from Other Country?** – if the **Diploma/GED Status at Entry** is selected as **Has High School Diploma**, then select **Yes** if it is from a foreign country or **No** if the participant received their diploma in the United States.

Step 4

ADDITIONAL STATUS MEASURES

Receiving Public Assistance:

Disabled:

Living in a Rural Area:

Low Income:

Displaced Homemaker:

Single Parent:

Dislocated Worker:

Learning Disabled:

- **Receiving Public Assistance** (Required) – enter **Yes** if the participant is receiving financial assistance from Federal, State, or Local government agencies. *(Note: Social Security benefits, unemployment insurance, and employment-funded disability are **not** included under this definition).*
- **Disabled** – select as appropriate.
- **Living in a Rural Area** (Required) – enter **Yes** if the participant resides in a place with a population less than 2,500 and outside an urbanized area. *(Note: an urbanized area includes a population of 50,000 or more in a city and adjacent areas of high density).*
- **Low Income** (Required) – enter **Yes** if the participant has or is a member of a family with a total family income in the six months prior to enrollment at or below 70 percent of the Lower Living Standard Income Level (LLSIL). *(Note: LLSIL information can be found at www.doleta.gov/llsil).*
- **Displaced Homemaker** (Required) – enter **Yes** if:
  - the participant has been providing unpaid services to family members in the home and has been dependent on the income of another family member but is no longer supported by that income.
  - the participant is unemployed or underemployed and is experiencing difficulty obtaining or upgrading employment.
- **Single Parent** (Required) – enter **Yes** if the participant has sole custodial support of one or more dependent children. *(Note: this item has an edit-check; a participant must have children listed in **Number of Children in Preschool** or **Number of School-Age Children** to be recorded as a **Single Parent** in MAERS).*
- **Dislocated Worker** (Required) – enter **Yes** if the participant received individual or public notice of a pending or actual layoff from a job.
- **Learning Disabled** – self-reported by the participant.

Step 5

LABOR STATUS AT ENTRY

Labor Status:

Hourly Wage at Intake:

- **Labor Status** (Required) – select as appropriate from the drop-down menu. *(Note: **Not in Labor Force** is selected when the individual is **not** looking for work).*
- **Hourly Wage at Intake** – optional.

Step 6

PARTICIPANT GOALS

Primary Goal:

Secondary Goal:

Enter Other Goal:

- **Primary Goal** (Required) – select the appropriate goal from the drop-down menu based on the participant's program of instruction.
- **Secondary Goal** – a second goal for the participant is optional but one may be selected if there is another outcome the participant wants to accomplish as a result of instruction received.
- **Enter Other Goal** – if **Other Personal Goals** is selected as a Secondary Goal, a text entry regarding the specific information about the goal is required.

Consider the following three requirements when entering a participant's **Primary Goal** and **Secondary Goal**:

- If Labor Force Status is **Employed**, **Obtain Job** can **not** be selected as a goal.
- If Labor Force Status is **Unemployed** or **Not in Labor Force**, **Retain Job** can **not** be selected as a goal.

- If Labor Force Status is **Unemployed** or **Not in Labor Force, Improve Job** can **not** be selected as a goal.

Step 7

PROGRAM

Program of Enrollment:

Date of Enrollment:

- **Program of Enrollment** (Required) – select as appropriate from the drop-down menu.
- **Date of Enrollment** (Required) – enter the date the participant was enrolled at the local adult education program which must be within the allowable range for the **Program Year** selected. *(Note: once the record is submitted, the **Date of Enrollment** can **not** be changed locally. If a change is needed, an email request must be submitted to MAERS@michworks.org with the following information: participant's First Name, Last Name, Date of Birth, Program Enrollment, Incorrect Enrollment Date, Correct Enrollment Date, Requestor's Name, and Fiscal Agent).*

Step 8

PROGRAM FUNDING SOURCE(S)

Funding Source:

Federal Adult Educ. & Family Literacy (ALL)
State School Aid - Section 107 (ALL)
Other (ALL)

If "OTHER Funds", please specify them:

- **Funding Source** (Required) – select the source of funds used to support the participant's instruction; only funding sources that the fiscal agent receives are displayed on the drop-down menu. *(Note: to select more than one funding source, select the first item and hold down the Control (Ctrl) key while selecting the other applicable items).*
- **If "OTHER Funds", please specify them** – this item is required if **Other** is selected from the **Funding Source** drop-down menu. You must specify the source of the funds.

Step 9

INSTITUTIONAL PROGRAM TYPE (if applicable)

State Correctional Facility (Prisons):

Community Correctional Program:

Other Institutional Setting:

- **State Correctional Facility (Prisons)** – select **Yes** from the drop-down menu if the participant is enrolled in a state prison program.
- **Community Correctional Program** – select **Yes** from the drop-down menu if the participant is enrolled in a county jail program.
- **Other Institutional Setting** – select **Yes** from the drop-down menu if the participant is enrolled in a halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Step 10

HIGH SCHOOL CREDITS

# of Credits Previously Earned
(Not used for EFLs as of Prog. Year 2004)

# of Credits Required for Completion
(Not used for EFLs as of Prog. Year 2004)

- **# of Credits Previously Earned** – enter the number of high school credits that the participant has earned prior to enrollment.
- **# of Credits Required for Completion** – enter the number of credits required to earn a high school diploma.
  (Note: This section is required for all participants enrolled in a High School Completion program).

Step 11

GED TESTS

OSSID:

# of Actual Tests Previously Passed
(Not used for EFLs as of Prog. Year 2002)

# of Practice Tests Previously Passed
(Not used for EFLs)

- **OSSID** – this is a 10-digit ID number created by the Oklahoma Scoring Service and is displayed on the GED transcript given to the student. *(Note: the **OSSID** can be used for follow up and to track all GED tests taken by the participant).*
- **# of Actual Tests Previously Passed** – enter the number of official GED tests that the participant has passed upon enrollment in the program. *(Note: this value will be between 0 and 5, representing the five subject areas of the GED test).*
- **# of Practice Tests Previously Passed** – enter the number of practice tests that the participant has passed upon enrollment in the program. *(Note: this value will be between 0 and 5, representing the five subject areas of the GED test).*

*(Note: if the # **of Actual GED Tests Passed** is greater than zero and the **OSSID** is left blank, MAERS will display a warning message each time the Enrollment record is accessed until the information is complete).*

Step 12

ADDITIONAL INFORMATION

Adult Learner Plan on File:

Site Name:

Class Name:

Teacher First Name:

Teacher Last Name:

- **Adult Learner Plan on File** (Required) – select **Yes** from the drop-down menu if the participant has an Adult Learning Plan (ALP) on file. *(Note: all recipients of state and/or federal adult education funds are required to maintain the DLEG-developed Adult Learning Plan (ALP) for all adult education participants. For more information, refer to the* Adult Education Guidebook*).*
- **Site Name** (Required) – enter the specific location or classroom where the instruction is being provided. *(Note: the **Site Name** should be entered into MAERS consistently and be identifiable to the participants. For example, if the site is referred to as Building 1, "Building 1" should always be entered and not "Bldg1" or "Building #1").*
- **Class Name** (Required) – enter the name of the class that the participant is attending *(Note: the **Class Name** should be entered into MAERS consistently and be identifiable to the participants).*
- **Teacher First Name** (Required) – enter the first name of the teacher delivering instruction to the participant. *(Note: the **Teacher First Name** should be entered into MAERS consistently and be identifiable to the participants).*
- **Teacher Last Name** (Required) – enter the last name of the teacher delivering instruction to the participant. *(Note: the **Teacher Last Name** should be entered into MAERS consistently and be identifiable to the participants).*

Step 13

Enrolled By: YOUR NAME - AE_ADMDCD

Enrollment Fiscal Agent: TEST PUBLIC SCHOOL SD

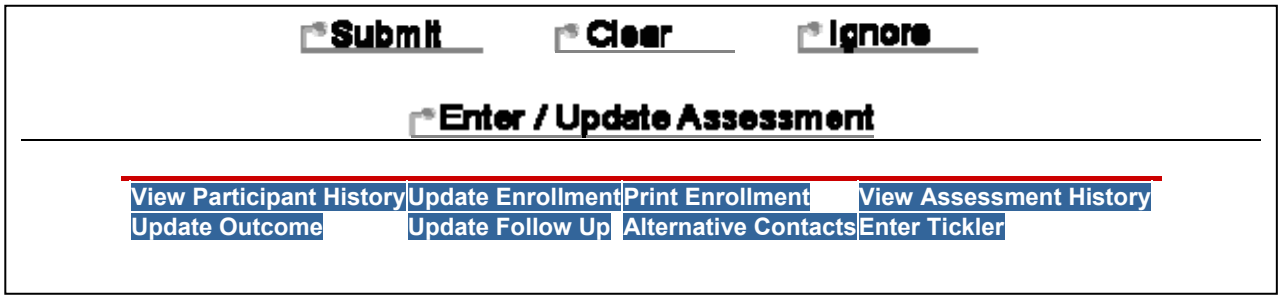
Enrollment Provider: TEST PUBLIC SCHOOL SD

Note: The data fields displayed above are automatically entered by MAERS based on the username of data entry staff and can not be changed.

Step 14

If you are updating a current MAERS Enrollment, proceed to **Step 15**.

If you are creating a new MAERS Enrollment for an individual in OSMIS, but not previously in MAERS, or who is not currently in OSMIS, you will see the following options at the bottom of the Enrollment page:

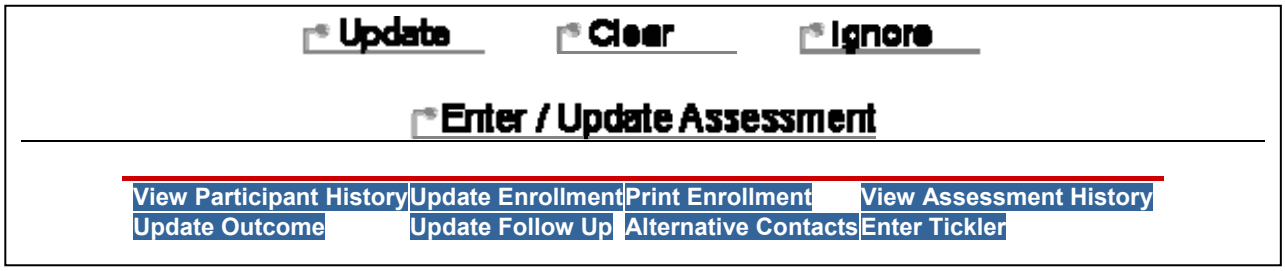


- **Submit** – select to save the Enrollment record. MAERS verifies the information and returns any error messages to the top of the screen. Wait until you receive the **Successful** message before proceeding with the next enrollment.
- **Clear** – select to remove the information from the Enrollment record. **Clear** does **not** save the record.
- **Ignore** – select to cancel the Enrollment and return to the Participant Search screen. **MAERS Enrollment Transaction Canceled** will appear at the top of the screen.
- **Enter/Update Assessment** – select to save the Enrollment Information and advance to the Assessment History screen.
- The menu items in the blue boxes at the bottom of the page serve as quick links, similar to the menu items at the top of the page.
- The **Print Enrollment** option will print the participant's Enrollment, Assessment, and Outcome information.

Note: Local deletion of a participant is not available. If you need a participant record deleted, send an email request to MAERS@michworks.org with the following information: First Name, Last Name, Date of Birth, Program Enrollment, Enrollment Date, Requestor's Name, and Fiscal Agent.
Deletion of twenty or more participant records requires Office of Adult Education approval.

Step 15

If you are updating a current MAERS Enrollment, you will see the following options at the bottom of the Enrollment page:



- **Update** – select to save the Enrollment record. MAERS verifies the information and returns any error messages to the top of the screen. Wait until you receive the **Successful** message before proceeding with the next enrollment.
- **Clear** – select to remove the information from the Enrollment record. **Clear** does **not** save the record.
- **Ignore** – select to cancel the Enrollment and return to the Participant Search screen. **MAERS Enrollment Transaction Canceled** will appear at the top of the screen.
- **Enter/Update Assessment** – select to save the Enrollment information and advance to the Assessment History screen.
- The menu items in the blue boxes at the bottom of the page serve as quick links, similar to the menu items at the top of the page.

CHAPTER 5: ENTERING ASSESSMENTS

Objectives:

- Enter participant assessment information into MAERS
- Define the data fields on the Assessment page
- Review state and federal policies regarding assessment

.....

All participants must be assessed upon entering and exiting an adult education program. **October 25th** is the deadline for entering Assessment data into MAERS after the end of the program year. *(Note: Refer to Appendix T: Important MAERS Dates).*

Step 1

There are two ways to enter/update Assessment data for a participant:

1. If you are currently in the participant's MAERS record, you can select the **View Assessment History** option from the menu items in blue boxes at the bottom of the page.
    - This will take you to the **Assessment History** page; proceed to **Step 3**.
2. Select the **Assessment** option from the **Participant** drop-down menu at the top of the screen.
    - This will take you to the **Update MAERS Assessment** page where you will first conduct a Participant Search to locate the participant. *(Note: Refer to **Chapter 2: Conducting a Participant Search** if you need more information on performing a Participant Search).*

Step 2

Select the name of the participant that you wish to enter/update Assessment information for from the Participant Search Results page. This will take you to the **Participant History** page, which lists all programs of enrollment for that participant.

*(Note: The participant **must** have an Enrollment record in MAERS before you can enter/update Assessment data. Refer to **Chapter 4: Entering Enrollments** if the participant you are searching for is not on the Participant Search Results list).*

Step 3

Select the program of enrollment for which you are entering Assessment data. If more than one program is listed, select the appropriate program. This will take you to the **Assessment History** page as shown on the next page.

MAERS Assessment

Assessment History

NAME: JOE DOE **Current Staff:** YOUR NAME

Local Student Number: 123456 **Current Staff Location:** TEST PUBLIC SCHOOL SD

Program: GED **Status:** Active

Click on the 'Test Name' for the Assessment you wish to view or update

Test Date	Test Name	Test Type
09/06/2006	TABE(9-10)	Pre Test

Enter New Assessment

New Search

View Participant History **Alternative Contacts** **Enter Tickler**

The **Assessment History** page will display all previous assessment tests for the program of enrollment selected.

Step 4

From the Assessment History page, there are two options:

1. Select **Enter New Assessment** to enter a new assessment test. Proceed to **Step 5**.
2. Select the **Test Name** from the current list to update existing assessment data. Proceed to **Step 10**.

Step 5

Enter Assessment

NAME: JOE DOE **Current Staff:** YOUR NAME

Local Student Number: 123456 **Current Staff Location:** TEST PUBLIC SCHOOL SD

Program: GED **Status:** Active

Test Date: - - **Select Test:** **Test Type:**

Enrolled By: YOUR NAME **Fiscal Agent:** TEST PUBLIC SCHOOL SD

Enrolled On: 09/06/2006 **Provider:** TEST PUBLIC SCHOOL SD

Location: TEST PUBLIC SCHOOL SD

Enter the required data:

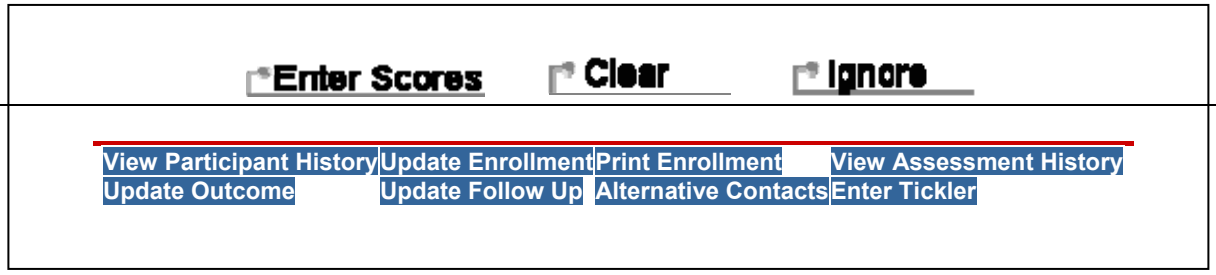
- **Test Date** – enter the date that the test was administered.
- **Select Test** – select the appropriate test from the drop-down menu; if entering a **Miscellaneous** test, please proceed to **Step 9.**
- **Test Type** – select the appropriate option from the drop-down as to whether it is a pre-, post-, or progress test.

There are a few important rules to keep in mind when entering assessment data:

- **A pretest and a posttest is required for all participants**, however only one pretest and one posttest can be entered for a participant.
- The pretest assessment date may be up to 180 days prior to the enrollment date. *(Note: this rule is important if a participant completes and plans to continue the following program year; their posttest score may be used for the subsequent pretest to minimize the number of tests administered to the participant).*
- Progress tests are required for ABE, GED, and ESL participants after every 90 hours of attendance.
- The posttest assessment date must fall after the pretest date.
- The posttest assessment date cannot fall after the MAERS exit date.
- There are two types of assessment tests that can be entered into MAERS:
  i. DLEG-approved assessment tests – CASAS, TABE 9/10, and Work Keys *(Note: please refer to pages 35-37 for more information on the DLEG-approved assessment).*
  ii. Miscellaneous assessment tests – these accommodate information that does not readily fit into the regular assessment category, such as teacher-developed progress tests, learning inventories, and/or career tests; **available for progress-tests only.**
- If the program of enrollment is ESL, the only DLEG-approved assessment test is CASAS.
- The same assessment test must be used for both the pretest and posttest, however, it is recommended that a different form be used.
- There is no limit on the number of progress-tests that can be entered for a participant.
- Only enter pretest and posttest data for a participant in the areas that the participant is receiving instruction.

Step 6

Once you have entered the required information, you will see the following options at the bottom of the page:



- **Enter Scores** – select to save the Assessment test entry and proceed to **Step 7**.
- **Clear** – select to remove the Assessment test entry. **Clear** does **not** save the data.
- **Ignore** – select to cancel the Assessment test entry and return to the Assessment History screen. **MAERS Assessment Transaction Canceled** message will appear at the top of the screen.

After selecting **Enter Scores**, you will be taken to the **Enter Assessment Results For:** page, as shown below. *(Note: each test has its own set of modules and scores that MAERS will automatically insert. The example displayed below is based on TABE 9/10).*

Enter Assessment Results For:

NAME:	JOE DOE	**Current Staff:**	YOUR NAME
Local Student Number:	123456	**Current Staff Location:**	TEST PUBLIC SCHOOL SD
Program:	GED	**Status:**	Active

TABE(9-10) Pre Test taken on 09/06/2006 :

MODULE	SCORE	FORM	FORM NUMBER	EFL
LANGUAGE:		Choose Form Name	Then Choose Form Number	**None**
READING:		Choose Form Name	Then Choose Form Number	**None**
TOTAL MATH:		Choose Form Name	Then Choose Form Number	**None**

Comments:

Enrolled By: YOUR NAME
Enrolled On: 09/06/2006

Fiscal Agent: TEST PUBLIC SCHOOL SD

Enter the required information:

- **Score** – enter the scale score for each module as appropriate.
- **Form** – select the form of the assessment test administered from the drop-down menu.
- **Form Number** – select the appropriate form number of the test administered from the drop-down menu.

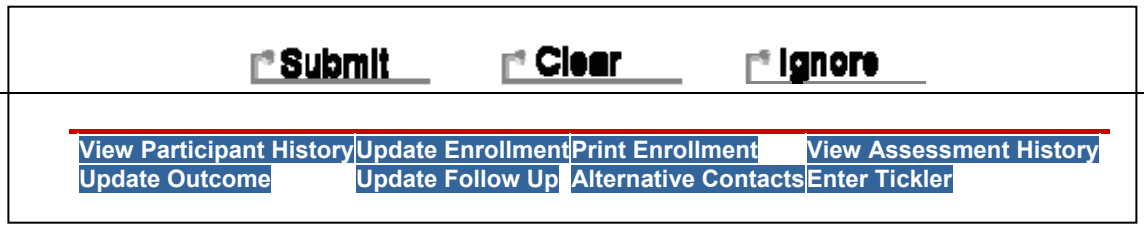
When you enter the assessment test scores, MAERS will automatically calculate the Educational Functioning Level (EFL) based on the scores entered. The assessment record will display the EFL for every module that has a score entered. The participant's beginning EFL is set as the lowest EFL of the module with scores entered and highlighted in red.

The example displayed above is based on the entry of a pretest. However, for progress tests and posttests, there are two additional data fields displayed:

1. **Instruction Hours Since Last Test** – enter the number of instruction hours that the participant received between the most recent preceding test and the current progress/posttest.
2. **Cumulative Hours of All Tests** – this is a display-only item showing the cumulative hours of instruction for all tests entered.

Step 8

Once you have entered the required information, you will see the following options at the bottom of the page:



- **Submit** – select to save the assessment test data. This will return you to the Assessment History screen and **The MAERS Assessment was successfully inserted in the database** message will appear if all the information is entered correctly.
- **Clear** – select to remove the assessment test data. **Clear** does **not** save the data.
- **Ignore** – select to cancel the assessment test data and return to the Assessment History screen. **MAERS Assessment Transaction Canceled** message will appear at the top of the screen.

After selecting the appropriate option above, you may choose to **Enter New Assessment**, execute a **New Search** for another participant, or navigate to another section of MAERS by selecting one of the menu items in the blue boxes at the bottom of the page.

Step 9

If you selected a **Miscellaneous** Assessment test, the **Enter Assessment Results For:** page will be displayed as shown on the following page.

Enter Assessment Results For:

NAME: JOE DOE **Current Staff:** YOUR NAME

Local Student Number: 123456 **Current Staff Location:** TEST PUBLIC SCHOOL SD

Program: GED **Status:** Active

Date of Assessment: 10/04/2006

Type of Assessment:

Result:

Comments:

Instruction Hours since last test:

Enrolled By	YOUR NAME
Location	TEST PUBLIC SCHOOL SD
Enrollment Fiscal Agent	TEST PUBLIC SCHOOL SD
Enrollment Provider	TEST PUBLIC SCHOOL SD
Enrollment Date	09/06/2006

Submit Clear Ignore

Enter the following information where applicable:

- **Type of Assessment** (Required).
- **Result** (Required).
- **Comments** – this field may be useful for entering more detailed information.

- **Instruction Hours since last test** – enter the number of instruction hours that the participant received between the most recent preceding test and the current progress test.
- **Submit** – select to save the assessment test data. This will return you to the Assessment History screen and **The MAERS Assessment was successfully inserted in the database** will appear if all the information is entered correctly.
- **Clear** – select to remove the Assessment test data. **Clear** does **not** save the data.
- **Ignore** – select to cancel the Assessment test data and return to the Assessment History screen. **MAERS Assessment Transaction Canceled** message will appear at the top of the screen.

Step 10

If you selected a **Test Name** from the Assessment History screen, you will be taken to the **Update Assessment** page, shown below.

Update Assessment

NAME:	JOE DOE	**Current Staff:**	YOUR NAME
Local Student Number:	123456	**Current Staff Location:**	TEST PUBLIC SCHOOL SD
Program:	GED	**Status:**	Active

TABE(9-10) Pre Test taken on 09/06/2006 :

MODULE	SCORE	FORM	FORM NUMBER	EFL
LANGUAGE:	436	Complete Battery	Level M	Beginning Basic Education
READING:	422	Complete Battery	Level M	Beginning Basic Education
TOTAL MATH:	377	Complete Battery	Level M	Beginning Basic Education

Comments:

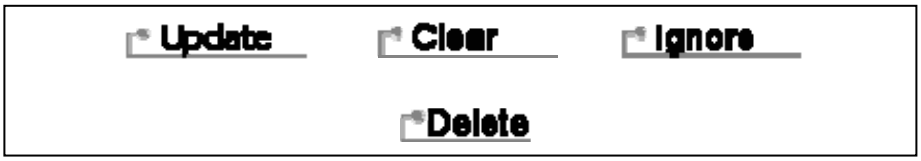
Enrolled By: YOUR NAME
Enrolled On: 09/06/2006

Fiscal Agent: TEST PUBLIC SCHOOL SD
Provider: TEST PUBLIC SCHOOL SD
Location: TEST PUBLIC SCHOOL SD

The page will display the assessment data previously entered for this assessment test. This enables you to update the **Score**, **Form**, or **Form Number** for this assessment test.
Every Assessment has a comment section available for use. Information entered in the **Comments** section can be viewed by all staff that has access rights to MAERS.

Step 11

Once you have entered the updated assessment data, the following options are displayed at the bottom of the page:



- **Update** – select to save the updated assessment test data. This will return you to the Assessment History screen and **The MAERS Assessment was successfully updated in the database** message will appear if all the information is entered correctly.
- **Clear** – select to remove the updated assessment test data. **Clear** does **not** save the data.

- **Ignore** – select to cancel the updated assessment test data and return to the Assessment History screen. **MAERS Assessment Transaction Canceled** message will appear at the top of the screen.
- **Delete** – select to delete this Assessment Test record from MAERS.
    - A pretest can **not** be deleted if a progress test or posttest is on file; the posttest or progress test would need to be deleted first.
    - The Assessment Test **Name**, **Date**, and **Type of Test** can **not** be changed once entered; you must delete the entire assessment record from MAERS and re-enter it with corrected data.

After selecting the appropriate option above, you may Enter New Assessment**, execute a** New Search **for another participant, or navigate to another section of MAERS by selecting one of the menu items in blue boxes at the bottom of the page.**

DLEG-APPROVED ASSESSMENTS BY LEANER GOAL
NRS Reporting for Educational Functioning Levels and Educational Gains

Educational Functioning Levels		Assessments for Non-Work and Work-Related Goals
ABE Levels		
Beginning ABE Literacy	(Grades 0 – 1.9)	**TABE 9/10** (Survey *or* Full Battery) (Reading, Total Math, Language) **CASAS** (Reading, Math, Writing) **WORK KEYS** (upper three EFLs only) (Reading for Information, Writing, Applied Mathematics)
Beginning Basic Education	(Grades 2 – 3.9)	
Low Intermediate Basic Education	(Grades 4 – 5.9)	
High Intermediate Basic Education	(Grades 6 – 8.9)	
Low Adult Secondary Education (GED and HS Diploma)	(Grades 9 – 10.9)	
High Adult Secondary Education (GED and HS Diploma)	(Grades 11 – 12)	
ESL Levels		
Beginning ESL Literacy		**CASAS** (Reading, Listening, Writing) Note: CASAS Writing begins with Low Beginning ESL
Low Beginning ESL		
High Beginning ESL		
Low Intermediate ESL		
High Intermediate ESL		
Advanced ESL		

All adult education participants, including GED and HSC, must be pretested and posttested using a DLEG approved assessment test. The resulting scale scores when entered into MAERS will determine the beginning and ending EFLs and educational gain as defined by NRS.

Adult education providers are required to assess ABE, GED and ESL participants for progress after every 90 hours of instruction.

ASSESSMENT SCORES AND EDUCATIONAL FUNCTIONING LEVELS
Effective: PY 2006-07 (July 1, 2006) (April 1, 2006 for bridged participants)

Test Name	Module	Scoring Range	Educational Functioning Level
CASAS	ABE/ASE: Reading and Math	200 and below	Beginning ABE Literacy
		201 – 210	Beginning Basic Education
		211 – 220	Low Intermediate Basic Education
		221 – 235	High Intermediate Basic Education
		236 – 245	Low Adult Secondary Education
		246 +	High Adult Secondary Education
	ABE/ASE: Writing	200 and below	Beginning ABE Literacy
		201 – 225	Beginning Basic Education
		226 – 242	Low Intermediate Basic Education
		243 – 260	High Intermediate Basic Education
		261 – 270	Low Adult Secondary Education
		271 +	High Adult Secondary Education
	ESL: Reading and Listening	180 and below	Beginning ESL Literacy
		181 – 190	Low Beginning ESL
		191 – 200	High Beginning ESL
		201 – 210	Low Intermediate ESL
		211 – 220	High Intermediate ESL
		221 – 235	Advanced ESL
		Exit Criteria: CASAS Reading and Listening: 236 +	
	ESL: Writing	Not Applicable	Beginning ESL Literacy
		136 – 145	Low Beginning ESL
		146 – 200	High Beginning ESL
		201 – 225	Low Intermediate ESL
		226 – 242	High Intermediate ESL
		243 – 260	Advanced ESL
		Exit Criteria: CASAS Writing: 261+	

ASSESSMENT SCORES AND EDUCATIONAL FUNCTIONING LEVELS
Effective: PY 2006-07 (July 1, 2006) (April 1, 2006 for bridged participants)

Test Name	Module	Scoring Range	Educational Functioning Level
TABE (9–10)	Reading	367 and below	Beginning ABE Literacy
		368 – 460	Beginning Basic Education
		461 – 517	Low Intermediate Basic Education
		518 – 566	High Intermediate Basic Education
		567 – 595	Low Adult Secondary Education
		596 +	High Adult Secondary Education
	Total Math	313 and below	Beginning ABE Literacy
		314 – 441	Beginning Basic Education
		442 – 505	Low Intermediate Basic Education
		506 – 565	High Intermediate Basic Education
		566 – 594	Low Adult Secondary Education
		595 +	High Adult Secondary Education
	Language	389 and below	Beginning ABE Literacy
		390 – 490	Beginning Basic Education
		491 – 523	Low Intermediate Basic Education
		524 – 559	High Intermediate Basic Education
		560 – 585	Low Adult Secondary Education
		586 +	High Adult Secondary Education
Work Keys	Reading for Information	75 – 78	High Intermediate Basic Education
		79 – 81	Low Adult Secondary Education
		82 – 90	High Adult Secondary Education
	Writing	75 – 77	High Intermediate Basic Education
		78 – 85	Low Adult Secondary Education
		86 – 90	High Adult Secondary Education
	Applied Math	75 – 77	High Intermediate Basic Education
		78 – 81	Low Adult Secondary Education
		82 – 90	High Adult Secondary Education

CHAPTER 6: ENTERING OUTCOMES

Objectives:

- Enter participant Outcome information into MAERS
- Define the data fields on the Outcomes page
- Review state and federal policies regarding Outcomes

The Outcome page is used to record participant achievements, instructional hours, and exit information. An Outcome represents all objectives achieved by a participant during the program of enrollment, which includes but is not limited to all goals. **For participants with one of the six goals requiring follow-up (Obtain a High School Diploma, Obtain a GED, Enroll in Post-secondary Education or Job Training, Obtain Employment/Job, Retain Employment, Improve Current Job), Outcomes must be entered in the Follow-Up section. Proceed to the Follow-Up section of the manual.**

Outcome data is required for all participants in an adult education program and may be entered while the participant is still enrolled or after the participant is exited from the adult education program. For reporting purposes, the participant's exit status and all remaining Outcome data must be entered by **October 25th following the end of the program year**. *(Note: Refer to Appendix T: Important MAERS Dates).*

Step 1

There are two ways to enter/update Outcome data for a participant:

1. If you are currently in the participant's MAERS record, you can select the **Update Outcome** option from the menu items in the blue boxes at the bottom of the page.
   - This will take you to the **Update Outcomes** page.
2. Select the **Outcome** option from the **Participant** drop-down menu at the top of the screen.
   - This will take you to the **Update MAERS Outcome** page where you will first conduct a Participant Search to locate the participant. *(Note: refer to **Chapter 2: Conducting a Participant Search** if you need more information on performing a Participant Search).*

Step 2

Update Outcomes

NAME:	JOE DOE	**Current Staff:**	YOUR NAME
Local Student Number:	123456	**Current Staff Location:**	TEST PUBLIC SCHOOL SD
Program:	Adult Basic Education	**Status:**	Active

STATE GOALS

Participant improved 1 Functioning Levels for Basic Literacy Skills during this enrollment
Participant improved 1 Functioning Levels for Basic Literacy Skills across all enrollments

The **Update Outcomes** page, as displayed above, details the participant information at the top along with current staff information.

The first section displayed is **State Goals**. MAERS automatically calculates whether a participant has made an educational gain based on the participant's assessment test scores. If a participant selected one of

two **State Goals**, Improve Basic Literacy or Improve Basic English Speaking Skills, the participant's educational gain and subsequent goal achievement will be displayed here. The example participant above made an educational gain and thus achieved a **State Goal**.

Step 3

UNINTENDED OUTCOMES

Educational

Obtained a High School Diploma:

Obtained GED:

Entered Postsecondary Education or Training:

Economic

Entered Employment:

Entered Employment Date:

Retained Employment:

Retained Employment Date:

Improved Current Job:

Improve Current Job Date:

If a participant achieves one of the six measurable goals, but it was **not** selected as either their primary or secondary goal, it can be reported as an **Unintended Outcome.** Even though **Unintended Outcomes** are not reported to USDOE, they **are** included in State reports, reflect positively on your program, and should thus be reported in MAERS.

For both **Educational** and **Economic** Unintended Outcomes, select as appropriate from each drop-down menu. *(Note: an entry is not required in all fields. If the participant did not achieve the listed goal, you may leave the field blank).*

SECONDARY OUTCOMES

Societal

Achieved Citizenship Skills or Obtained U.S. Citizenship:

Registered to Vote or Voted for the First Time:

Increased Involvement in Community Activities:

Left Public Assistance:

Achieved Work-Based Project Learner Goal:

Family Literacy

Increased Involvement in Children's Education

Helped More Frequently With School:

Increased Contact With Children's Teachers:

Became More Involved In Children's School Activities:

Increased Involvement in Children's Literacy Activities

Read to Children:

Visited Library:

Purchased Books or Magazines:

Other

Achieved Other Personal Goal:

No Goals Were Achieved During the Reporting Period:

Participant Instructional Hours:

For **Secondary Outcomes**, select as appropriate from each drop-down menu. *(Note: an entry is required for **No Goals Were Achieved During the Reporting Period** but not **all** of the fields. If the participant did not achieve the listed goal, you may leave the field blank).*

For **No Goals Were Achieved During the Reporting Period**, a **YES** response means the participant did **not** achieve a goal during the reporting period and a **NO** response means the participant did achieve a goal. A response is required to indicate that the entry in the participant achievement section is complete.

HIGH SCHOOL DIPLOMA/GED

High School Diploma

Program Entry:

% of Achievement:

Program Completion:

Total Credits Earned to Date:
(Not used for EFLs as of Prog. Year 2004)

% of Achievement:

GED

Program Entry:

% of Achievement:

Program Completion:

Number of Actual Tests Passed to Date:
(Not used for EFLs as of Prog. Year 2002)

% of Achievement:

Number of Practice Tests Passed to Date:
(Not used for EFLs)

OSSID:

For participants with a goal of **Obtaining a High School Diploma** or **GED**, complete as appropriate:

- **% Achievement** – MAERS automatically calculates this amount based on data entered.
- **Total Credits Earned to Date** (Required for participants in a HSC program) – enter the participant's total number of credits upon completion of the program.
- **Number of Actual Tests Passed to Date** – enter the total number of official GED tests the participant has passed.
- **Number of Practice Tests Passed to Date** – enter the number of GED practice tests the participant has passed.
- **OSSID** – enter the Oklahoma Scoring Service ID number, a unique number assigned to individuals who take the GED tests. This can be used to match individuals within the DLEG GED database. *(Note: a warning error message will be displayed if an OSSID number is not entered for a GED enrollment showing GED tests passed, but the record is allowed to be saved without it).*

The achievement of the goal **Obtain a High School Diploma** or **GED** for a participant is recorded in the **Follow Up** section.

Step 6

EXIT STATUS

EFL at Entry: Beginning Basic Education

EFL at Completion: Low Intermediate Basic Ed.

End of Enrollment Participant Status:

Exit Status Date:

The exit process is the end of **Enrollment**. The **EFL at Entry** and **EFL at Completion** are automatically calculated by MAERS. The **End of Enrollment Participant Status** is required for all **Enrollments** at the time of exit or inactivation.

- Select the **End of Enrollment Participant Status** from the drop-down menu. The three options are:
  1. **Participant Completed and Plans to Continue Within 90 Days.**
  2. **Participant Completed and Does Not Plan to Continue.**
  3. **Participant Separated Before Completion** *(Note: if this option is selected, one or more of the **Reason(s) for Separation** is required).*
- **Exit Status Date** – this is the date the participant was exited from the program. *(Note: the **Exit Status Date** reported must be prior to or on June 30th of the program year in which the participant is enrolled).*

MAERS will record a **Soft Exit** for any enrollment record without an entry for **End of Enrollment Participant Status** after the reporting deadline (October 25th) for the previous program year. **Soft Exits** negatively impact Michigan's performance and every effort should be made to avoid them. The **Upcoming Soft Exit Report** is available and should be scheduled to be run at the beginning of October to provide information on which participants are not exited for the previous program year and require **End of Enrollment Status** information.

For participant records that are soft exited, MAERS will post each of the following:

- An **End of Enrollment Participant Status** of **Participant Separated Before Completion – System Exit**
- A **Reason(s) of Separation** of **No Service for 90 Days**
- A **Exit Status Date** of **June 30th** for the program year in which the participant was enrolled
- A **12** in the **Instructional Hours** field
- **Soft Exit** in the **Updated By** field

Step 7

REASON(S) FOR SEPARATION

Illness/Incapacity/Pregnancy:

Lack of Dependent Child Care Resources:

Lack of Transportation Resources:

Family Problems:

Time and/or Location of Services Not Feasible:

Lack of Interest/Instruction Not Helpful:

Moved:

Entered Employment:

Work Conflict:

Incarcerated:

Deceased:

Other Known Reason:

Unknown:

No Service 90 Days:

The **Reason(s) for Separation** must be entered only if the **End of Enrollment Participant Status** is **Separated Before Completion**.

Step 8

Entered By: YOUR NAME

Fiscal Agent: TEST PUBLIC SCHOOL SD

Provider: TEST PUBLIC SCHOOL SD

Outcome Changed Date: 08/06/2007

Update Clear Ignore

- **Update** – select to save the updated Outcome data. This will return you to the Participant History screen and **The MAERS Outcome was successfully updated in the database** message will appear if all the information is entered correctly.
- **Clear** – select to remove the updated Outcome data. **Clear** does **not** save the data.
- **Ignore** – select to cancel the updated Outcome data and return to the Participant History screen. **MAERS Outcome Transaction Canceled** message will appear at the top of the screen.

Note: Outcomes may be deleted until October 25th by deleting the entries in Outcome data fields.

CHAPTER 7: ENTERING FOLLOW-UP DATA

Objectives:

- Enter participant Follow-Up information into MAERS
- Define the data fields on the Follow Up page
- Review state and federal policies regarding Follow Up

.....

All state and federally funded adult education programs are required to do **Follow Up** on participants with one of the following primary **or** secondary goals:

- Obtain High School Diploma
- Enroll in Post-Secondary Education/Job Training
- Obtain Employment/Job
- Retain Employment/Job
- Improve Current Job

Step 1

There are two ways to enter/update Follow-Up data for a participant:

1. If you are currently in the participant's MAERS record, you can select the **Update Follow Up** option from the menu items in the blue boxes at the bottom of the page.
    - This will take you to the **Enter/Update Follow Up** page; proceed to **Step 3.**
2. Select the **Follow Up** option from the **Participant** drop-down menu at the top of the screen.
    - This will take you to the **Update MAERS Follow Up** page where you will first conduct a participant search to locate the participant. *(Note: Refer to* ***Chapter 2: Conducting a Participant Search*** *if you need information on performing a participant search).*

Step 2

Select the name of the participant that you wish to enter/update Follow-Up information for from the **Participant Search Results** page. This will take you to the **Participant History** page, which lists all programs of enrollment for that participant.

Step 3

Select the program of enrollment for which you are entering Follow-Up data from the Participant History page. This will take you to the **Enter/Update Follow Up** page, as shown on the next page.

Enter/Update Follow Up

NAME: JOE DOE **Current Staff:** YOUR NAME

Local Student Number: 654321 **Current Staff Location:** TEST PUBLIC SCHOOL SD

Program: GED **Status:** Inactive

Teacher Name: SMITH, SALLY **Site Name:** BUILDING 1

General Data

Did the Participant stop attending classes for any reason?:

If yes, why did the Participant stop attending?:

Warning: System accepts up to 400 characters only (about 5 sentences)

Has the Participant re-enrolled in adult education classes?:

If yes, what is the name of the school?:

The first section detailing participant name, local student number, program, and staff information is automatically entered by MAERS and can not be changed.

The next section displayed is the **General Data** section where you may enter information, if known, as to why the participant stopped attending classes and if the participant re-enrolled in adult education classes.

Only the data fields appropriate for the participant's goal(s) will be displayed. Enter the required information. *Note: Follow-Up information is obtained via a survey of participants and is self-certified by the participant. Refer to the Follow-Up Manual on the DLEG Office of Adult Education website (http://www.michigan.gov/documents/Follow_Up_Manual_2006_--_Final_167179_7.doc).*

— If the participant's goal was **Obtain High School Diploma (HSD)**, you will see:

GED/HSD Data

Did the Participant obtain their HSD?:

Date Participant was contacted:

Date Participant obtained their HSD:

- **Did the Participant obtain their HSD?** – select appropriate response from the drop-down menu.
- **Date Participant was contacted** – enter the date that the participant was contacted from the drop-down menu. *(Note: leave the date blank if the attainment of a high school diploma was verified by the school office that issued the diploma).*
- **Date Participant obtained their HSD** – enter the date that the participant received their high school diploma from the drop down menu. *(Note: leave the date blank if the participant did not receive their high school diploma).*

— If the participant's goal was **Obtain a GED**, you will see:

GED/HSD Data

Did the Participant obtain their GED?:

Date Participant was contacted:

Date Participant obtained their GED:

- **Did the Participant obtain their GED?** – select appropriate response from the drop-down menu.
- **Date Participant was contacted** – enter the date that the participant was contacted from the drop-down menu. *(Note: leave the date blank if GED test results were verified based on the participant's Official GED Transcript).*
- **Date Participant obtained their GED** – enter the date that the participant received their GED from the drop down menu. *(Note: leave the date blank if the participant did not receive their GED).*

— If the participant's goal was **Enroll in Post Secondary Ed / Job Training**, you will see:

Enter Post Secondary Education Data

Did the Participant enroll in a college or vocational educational program?:

Date Participant was contacted:

If the Participant enrolled in a Postsecondary Program, please enter the school information:

Date Participant was enrolled in a college or vocational educational program since completing their classes:

School Name:

Address1:

Address2:

City:

State:

Zip:

Contact Name:

Contact Phone:

Alternate Contact Name:

Alternate Contact Phone:

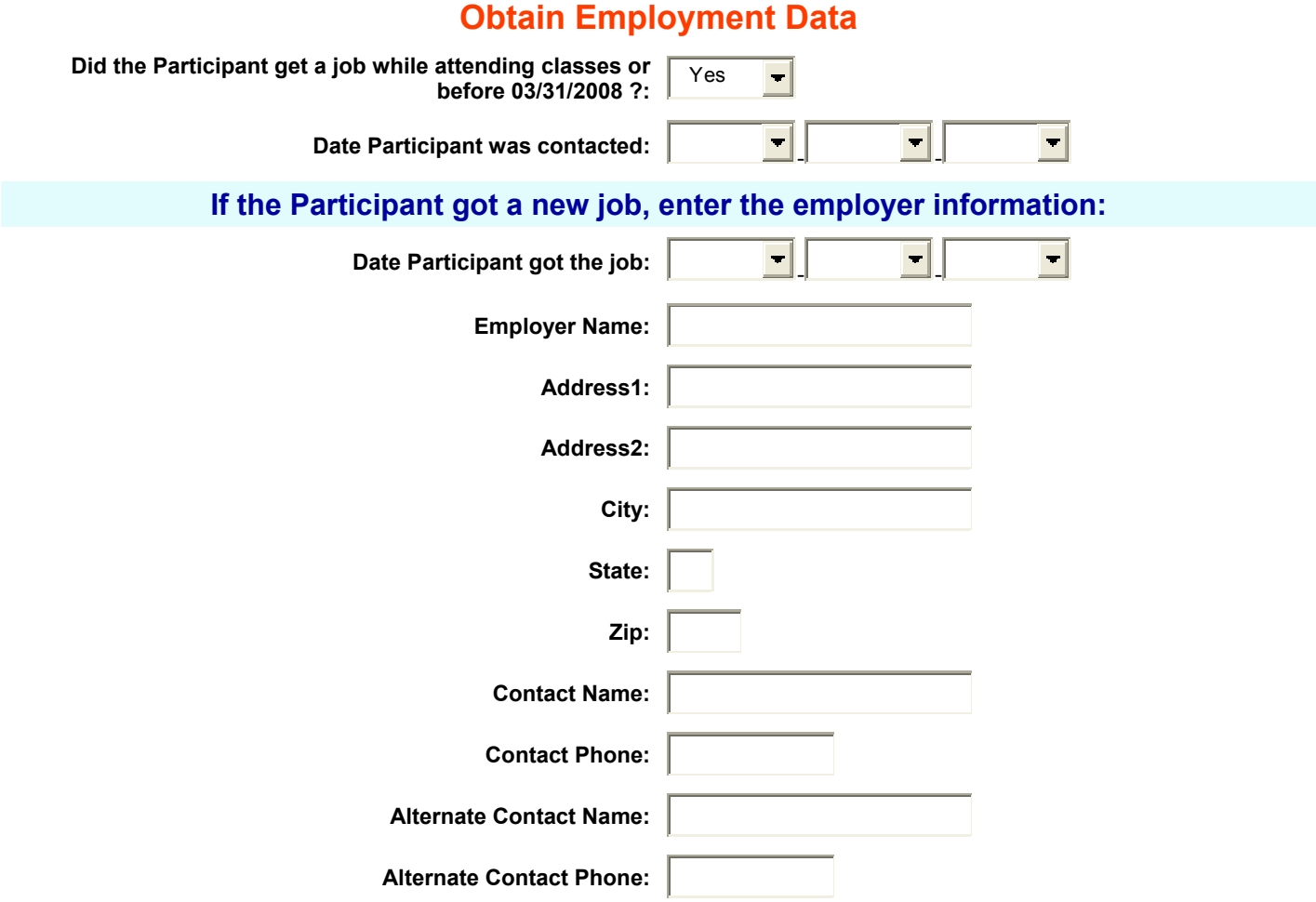
- **Did the Participant enroll in a college or vocational educational program?** – select the appropriate response from the drop-down menu.
- **Date Participant was contacted** – enter the date the participant was contacted from the drop-down menu.
- Enter the contact information for the school where the participant was enrolled.

Note: For goals of Retain Employment / Current Job or Improve Current Job, the data fields will not be displayed until the third quarter after the participant exits. Please review the chart below which details the timeline for the Follow Up of employment-related goals.

Quarterly Schedule for Collecting Entered and Retained / Improved Employment Data

Exit Quarter	Collect Entered Employment by the end of:	Collect Retained or Improved Employment by the end of:
First Quarter (July 1 – September 30)	Second Quarter	Fourth Quarter
Second Quarter (October 1 – December 31)	Third Quarter	First Quarter, Next Program Year (July 1 – September 30)
Third Quarter (January 1 – March 31)	Fourth Quarter	Second Quarter, Next Program Year (October 1 – December 31)
Fourth Quarter (April 1 – June 30)	First Quarter, Next Program Year (July 1 – September 30)	Third Quarter, Next Program Year (January 1 – March 31)

— If the participant's goal was to **Obtain Employment / Job**, you will see:



- **Did the Participant get a job while attending classes or before 3/31/2008? (last day of the first quarter after exiting the program)** – select the date from the drop-down menu.
- **Date Participant was contacted** – enter the date the participant was contacted from the drop-down menu.

— Enter the contact information for the employer where the participant is currently employed. If the participant's goal was to **Retain Employment / Current Job**, you will see:

Retain or Improve Employment Data

If the Participant had a job when starting their classes, were they still working between 04/01/2008 and 06/30/2008?:

Date Participant was contacted:

If the Participant retained or improved their job, enter the employer information:

Date Participant retained their job?:

Employer Name:

Address1:

Address2:

City:

State:

Zip:

Contact Name:

Contact Phone:

Alternate Contact Name:

Alternate Contact Phone:

- **If the Participant had a job when starting their classes, were they still working between 04/01/2008 and 06/30/2008? (third quarter after exiting the program)** – select the appropriate date from the drop-down menu.
- **Date Participant was contacted** – enter the date the participant was contacted from the drop-down menu.
- Enter the contact information for the employer where the participant is currently employed.

— If the participant's goal was to **Improve Current Job**, you will see:

Retain or Improve Employment Data

If the Participant had a job or started a job since completing their classes, did they get a better job, promotion or wage increase between 04/01/2008 and 06/30/2008?:

Date Participant was contacted:

If the Participant retained or improved their job, enter the employer information:

Date Participant got a better job, promotion or wage increase between 04/01/2008 and 06/30/2008:

Employer Name:

Address1:

Address2:

City:

State:

Zip:

Contact Name:

Contact Phone:

Alternate Contact Name:

Alternate Contact Phone:

- **If the Participant had a job or started a job since completing their classes, did they get a better job, promotion or wage increase between 04/01/2008 and 06/30/2008? (third quarter after exiting the program)** – select the appropriate date from the drop-down menu.
- **Date Participant was contacted** – enter the date the participant was contacted from the drop-down menu.
- Enter the contact information for the employer where the participant is currently employed.

For more information on policies and procedures regarding Follow Up, please refer to the *Follow Up Manual* on the DLEG Office of Adult Education website: (http://www.michigan.gov/documents/Follow_Up_Manual_2006_--_Final_167179_7.doc)

Step 5

Suggestions and Status

Did the Participant have any suggestions for improvement?:

Warning: System accepts up to 400 characters only (about 5 sentences)

Follow Up Status: In Progress

Follow Up Status Date: 06/15/2008 05:42:56 PM

The **Suggestions and Status** section provides an opportunity to enter any suggestions provided by the participant for improvement, if available, and displays the current Follow-Up status.

Step 6

Once you have entered the appropriate Follow-Up information based on the participant's goal(s), the following options are displayed at the bottom of the page:

- **Update** – select to save the updated Assessment Test data. This will return you to the Assessment History screen and **Transaction completed successfully** message will appear if all the information is entered correctly.
- **Clear** – select to remove the updated Assessment Test data. **Clear** does **not** save the data.
- **Ignore –** select to cancel the updated Assessment Test data and return to the Assessment History screen. **MAERS Follow Up Transaction Canceled** message will appear at the top of the screen.

CHAPTER 8: REPORTS

Objectives:

- Detail how to run a report
- Identify reports available to meet the data needs of the user
- Use reports to improve data accuracy

There are two paths to enter the **Reports** section of MAERS:

1. Select **Reports** when first entering the MAERS system.
2. From the Adult Ed section of MAERS, select **Reports** from the OSMIS drop-down main menu at the top of the screen.

The **Reports** section is shown below:

The main menu items are always displayed in the blue boxes at the top of the screen. These items and their corresponding options are:

- **Schedule**
  - **New Report** – to schedule a new report to be run.
  - **Check on Report Status** – to check the status of a previously scheduled report.
- **Retrieve**
  - **New Results** – to view a previously unopened report. *(Note: a report is kept in New Results for a total of seven days).*
  - **Old Results** – to access a previously viewed report. *(Note: a report is kept in Old Results for 20 days and is then deleted).*
- **Help/Info**
  - **Help Desk Email** – when available, allows user to send an email to the help desk.
  - **System Update Notices** – displays a list of recent updates to the OSMIS system.
  - **Current System Status** – provides information on the current status of OSMIS.
  - **Admin Information** – not applicable to MAERS users.
- **Special Functions**
  - **Change Password** – used to change user password to MAERS.
  - **Change Location** – used to change local adult education provider agency.
  - **Change Staff** – used to change staff user name.
  - **Staff Account Admin** – link not available at this time.
- **OSMIS**
  - **Adult Ed** – this link will take you out of the Reports area and to the Adult Ed section of MAERS.

Step 1

To schedule a new report, select **New Report** from the **Schedule** drop-down menu along the top of the screen. Depending on the user's MAERS Service Class, the reports available will vary.

Fiscal Agent Staff has the following list of reports available:

List of Available Reports

ADULT EDUCATION REPORTS (MAERS)

Name	Description
AEMDR	Adult Education Missing Data Report
AENRS-TABLE7	Adult Education NRS: Professional Staff Counts
AESER	Adult Education Participant Enrollment Report
AESFTEXT	Adult Education Upcoming Soft Exit Report

Fiscal Agent Admin has the following list of reports available:

List of Available Reports

ADULT EDUCATION REPORTS (MAERS)

Name	Description
AECMPLCHAR	Adult Education: Completers Characteristics (Participants Who Have Exited)
AEFOLSEL	Adult Education: Follow Up Selection Report
AEMDR	Adult Education Missing Data Report
AENRS-TABLE1	Adult Education NRS: Participants By EFL, Ethnicity and Sex
AENRS-TABLE10	MAERS NRS: Outcomes for Adults in Correctional Education Programs
AENRS-TABLE2	Adult Education NRS: Participants By Age, Ethnicity and Sex
AENRS-TABLE3	Adult Education NRS: Participants By Program Type and Age
AENRS-TABLE4	Adult Education NRS: Educational Gains and Attendance by Educational Functioning Level
AENRS-TABLE4A	MAERS NRS: Educational Gains and Attendance by EFL, with Completion Breakdown
AENRS-TABLE4B	MAERS NRS: Educational Gains and Attendance for Pre- and Posttested Participants
AENRS-TABLE5	Adult Education NRS: Core Follow-up Outcome Achievement
AENRS-TABLE6	Adult Education NRS: Participant Status and Program Enrollment
AENRS-TABLE7	Adult Education NRS: Professional Staff Counts
AENRS-TABLE8	MAERS NRS: Outcomes for Adults in Family Literacy Programs
AEPROGCHAR	Adult Education: Program Characteristics
AESER	Adult Education Participant Enrollment Report
AESFTEXT	Adult Education Upcoming Soft Exit Report
AESTUDCHAR	Adult Education: Participant Characteristics Enrollment

AE Provider Staff has the following list of reports available:

List of Available Reports

ADULT EDUCATION REPORTS (MAERS)

Name	Description
AEMDR-STAF	Adult Education Missing Data Report-Staff
AENRS-TABLE7	Adult Education NRS: Professional Staff Counts
AESER_STAFF	Adult Education Participant Enrollment Report

AE Provider Admin has the following list of reports available:

List of Available Reports

ADULT EDUCATION REPORTS (MAERS)

Name	Description
AECMPLCHAR	Adult Education: Completers Characteristics (Participants Who Have Exited)
AEFOLSEL	Adult Education: Follow Up Selection Report
AEMDR-STAF	Adult Education Missing Data Report-Staff
AENRS-TABLE7	Adult Education NRS: Professional Staff Counts
AEPROGCHAR	Adult Education: Program Characteristics
AESER_STAFF	Adult Education Participant Enrollment Report
AESTUDCHAR	Adult Education: Participant Characteristics Enrollment
PROVEDGAIN	Adult Education: Provider Educational Gain Performance Report (EFL)

The **Name** column contains the title of the available reports and is also a hyperlink to schedule the report. Select the report that you would like to run.

Step 2

After selecting the report to be run, complete the **Report Selection Criteria**.

The **AESER-FA-Participant Enrollment Report** is available to staff that are logged on as a Fiscal Agent. (*Note: if you are a Fiscal Agent Admin and have a consortium, you will have the option to select one or all of your Program Providers.)*

Adult Education Participant Enrollment Report

Please complete the attached form to submit your report.
Note various fields have special significance based upon the following symbols:
⇨=> Required.

I. Report Selection Criteria

⇨Begin Date: 7 - 1 - 2007

⇨End Date: 6 - 30 - 2008

⇨Program of Enrollment: ALL

⇨Funding Source: ALL **Explain**

⇨Fiscal Agent: TEST PUBLIC SCHOOL SD

⇨Program Enrollment Period: 2007-2008

II. Report Schedule Criteria

○ **Online** **- This report will be run as soon as possible.**
- The date range for online report can not be more than 7 days.

○ **Custom** **- This report will be run after office hours.**
- No limitation on number of days for custom the report.

Submit Clear

Modify the report description to easily identify your report:

06/12/2008: AESER-FA - Adult Education Participant Enrollment Report

The **Report Selection Criteria** is displayed above for the **Adult Education Participant Enrollment Report.**

- **Begin Date** (Required) – starting date for the period that the report will cover; all participants who were enrolled on or after the Begin Date will be included in the report. *(Note: to include Bridge Participants in the report, use 4-1 as the Begin Date).*
- **End Date** (Required) – end date for the period that the report will cover; all participants whose enrollment date is on or before the End Date will be included in the report.
- **Program of Enrollment** (Required) – MAERS automatically selects **ALL** or you can select one Program of Enrollment from the drop-down menu. *(Note: no more than one program can be selected).*
- **Funding Source** (Required) – MAERS automatically selects **ALL** or you can select one Funding Source from the drop-down menu.
- **Fiscal Agent** (Required) – MAERS automatically selects your program. Fiscal Agent Administrators have the additional option to select a Service Provider from the drop down menu.

- **Program Enrollment Period** (Required) – MAERS automatically selects **ALL** or you can select Program Enrollment Period.
- **Online** – the report can be scheduled to run online **if** the date range for the report is seven days or less. It will be available to review in 30 minutes.
- **Custom** – the report must be scheduled to run if the date range is more than seven days. The report will run after regular business hours and will be available the next day. You can retrieve your report by clicking on the "New Results" button, which is visible after highlighting the "Retrieval" button with your mouse pointer.
- **Report Description** – modify the report description to easily identify your report.
- **Submit** – select to run the selected report.
- **Clear** – select to remove the information from the selected report.

Step 3

Once the **Submit** button has been selected, you will be taken to the **Report Confirmation** screen. As noted earlier, you have seven days to retrieve a new report or it will be deleted.

Scheduled Report Confirmation

You have scheduled the following Report

Report#	Description	Schedule	Begin Date	End Date
AESER-FA	06/14/2008: AESER-FA - Adult Education Participant Enrollment Report	Custom Batch Processing	07/01/2007	06/30/2008

*(Note: To delete a requested report, refer to **Step 6**).*

Step 4

Place the cursor over the **Retrieve** main menu box and select one drop-down menu options:

- **New Results** – to download new reports.
- **Old Results** – to access a previously downloaded report. *(Note: a report is kept in Old Results for 20 days and is then deleted).*

Download New Reports

Click on the **Name** column to *download the results of that report.*

Name	Print / Savable Version	Description	Type	Date Finished	Criteria Begin Date	Criteria End Date	Status
AESER-FA	AESER-FA	06/14/2008: AESER-FA - Adult Education Participant Enrollment Report	Online Processing	06/14/2008 09:19:54 AM	06/07/2008	06/14/2008	Report Completed

- **Download New Reports** screen will display available reports.
- **Name** column will display the report within the current window.
- **Print/Savable Version** column will allow you to print or save the report. This selection opens the report in a new window.
- Once the report has been reviewed, it is moved from **New Results** to **Old Results.** *(Note: the report is kept in the **New Results** table for seven days and if the report is not viewed it will be deleted).*

Previously Downloaded Reports

Click on the **Name** column to *download the results of that report.*

Name	Print / Savable Version	Description	Type	Date Finished	Criteria Begin Date	Criteria End Date	Status
AESER-FA	AESER-FA	06/14/2008: AESER-FA - Adult Education Participant Enrollment Report	Online Processing	06/14/2008 09:19:54 AM	06/07/2008	06/14/2008	Report Completed

Step 5

To print a report, click on the link in the **Print/Savable Version** of the report and then click on **File/Print** on the main toolbar. Some reports must be printed in landscape format in order to view the entire table.

To save a report, select **File** from the main toolbar in the upper left corner of the window. When the options are displayed, click on **Save As**. Specify the location on your hard drive where you want to store the file. Once you have given the report a unique name, select **Save** and the report will be saved to the location you specified.

Report Result

Saveable or Printable version of the report.

```
DATE: 06/14/2008     Adult Education Participant Enrollment Report For: 06/07/2008 TO
06/14/2008    RPT: AESER-FA
                                        Program Year: 2007
  Fiscal Agent: TEST PUBLIC SCHOOL SD  Provider Name: Not Available

Local Stud#  Last Name        First Name      MI     Program      Participant Hrs.
Funding Source         Enroll.Date Status Code Exit Date
```

Step 6

To delete a scheduled report, select **Report Status** from the **Schedule** drop down menu. The **Status of Scheduled Reports** screen will display a list of scheduled reports. Select **Cancel** on the right side of the table for the report you want to delete and then click the **Stop Running Indicated Report** button.

Status of Scheduled Reports

Check the **Cancel?** boxes for selecting the reports you no longer wish to run, and then click on any button at the bottom to submit your request.

Name	Description	Type	Latest Status	Cancel?
AESER-FA	06/14/2008: AESER-FA - Adult Education Participant Enrollment Report	Custom Batch Processing	Report is New and is waiting to be run	☐

Stop Running Indicated Reports

Report Descriptions

Note: To view an example of any Report or Table, Ctrl+Click on the title in the heading.

- **Participant Enrollment Report (AESER)** – provides a summary of the enrollment(s) for each participant in the selected group. The report includes information on the Program, Funding Source, Enrollment, Exit Dates, and Goal(s) selected at enrollment and Goal Achievements, EFL at Entry and Exit, Status, and End of Enrollment Status. A display of the Participant Instructional Hours has recently been added to this report. Staff can specify a date range (selects on Enrollment Date), Program of Enrollment, Funding Source, Program Enrollment Period (Program Year), and Provider (F/A Admin staff class codes only). **See example on Page 62.**

- **Missing Data Report (AEMDR)** – provides a list of enrollments that are missing one or more data items that are important for NRS reporting purposes. All of the items listed are not necessarily required items (i.e., resulting in a fatal error when the participant is exited), but all are important for NRS reporting and follow-up. Only enrollments having one or more missing data elements will be included in the report. The report contains identifying information for the participant (Customer ID, Last Name, First Name and Middle Initial) and the enrollment (Program, Funding Source, Enrollment Date, Status, and Staff Name) followed by a listing of the missing data elements. Staff can specify a date range (select Enrollment Date), Program of Enrollment, Funding Source, Participant Population (All or Exited Participants Only), Program Enrollment Period (Program Year), and Provider (F/A Admin staff class codes only). **See example on Page 63.**

- **Upcoming Soft Exit Report (AESFTEXT)** – provides a list of participant enrollments for the school year ending June 30th that are not exited. It serves as a reminder of which participants are not exited for the program year (i.e. need End of Enrollment Status and Exit Status Date information posted on their Outcomes record). It is typically most useful near the end of the program year; during the program year, most participants will not have an End of Enrollment Participant Status or Exit Status Date. The report shows data for the current program year (from October 1st to June 30th), or it shows data for the program year that ended on June 30th when it is run between July 1st and October 25th. For each participant that does not have an End of Enrollment Status or Exit Status Date, the Customer ID, participant Name, Program, Enrollment Date, Funding Source, and Provider Name are included. Records for this report are selected by the Program Enrollment Period, and may be run by Funding Source and Program of Enrollment.
  If the End of Enrollment Participant Status and Exit Status Date are not posted for enrollments for the previous program year by the October 25th reporting deadline, the enrollment will automatically be exited on October 26th with a status of "Separated Before Completion — System Exit." Participant Instructional Hours will be filled with the default of 12 hours if not already completed. **See example on Page 64.**

- **Participant Characteristics Report (AESTUDCHAR)** – provides summary information on the number of enrollments, active status, and the End of Enrollment Status by sex, age, ethnicity, supplemental characteristics (disabled, low income, single parent, etc.), program of enrollment, funding source, or program type (Workforce Readiness, Correctional, etc.). It can be run for a variable date range (selected based on Enrollment Date) within a specific Program Year or for all Program Years. It can also be run by a particular Funding Source and Provider (F/A Admin staff classes only). **See example on Page 65.**

- **Program Characteristics Report (AEPROGCHAR)** – provides summary information on the number of enrollments by program of enrollment, sex, age, ethnicity, supplemental characteristics, and funding source. It can be run for a variable date range (selected by Enrollment Date) within a specific Program Year or for all Program Years. It can also be run by a particular Funding Source and Provider (F/A Admin staff classes only). **See example on Page 66.**

- **Completers' Characteristics Report (AECMPLCHAR)** – provides summary information on **exited** (Exit Status Date) enrollments. It shows counts for the number of exits, End of Enrollment Status, educational gain attainment, and goal attainment by sex, age, ethnicity, program of enrollment, and funding source. It can be run for a variable date range (selected on Exit Date) within a specific Program Year or for all Program Years. It can also be run by a particular Funding Source and provider (F/A Admin staff classes only). **See example on Page 67.**

- **Follow Up Selection Report (AEFOLSEL)** – provides a listing of participants that either need to have their follow-up process completed (status "In Progress") or that have had their follow-up process completed (status "Completed"). The report is run by measurable goals, which are Obtain a GED, Obtain a HSD, Enroll in Postsecondary Education, Obtain Employment, Improve Employment and Retain Employment. The data printed on the Follow-Up Selection Report is collected on the Update Follow-Up screen and the report is used to manage the survey of participants that selected a measurable follow up goal. The report lists the Contact Information, Goal, Goal Status, Measure Begin Date and Measure End Date for each participant to be contacted. (Measure Begin Date and Measure End Date are used for Employment Goals, which must be collected and reported in specific time periods). The report should be run after the participants exit the program. **See example on Page 68.**

- **Provider Educational Gain Performance Report (PROVEDGAIN)** – provides a summary count of individual enrollments by educational functioning level (EFL). The report includes the following information: Number Enrolled, Participant Attendance Hours, Number of EFLs Completed within the EFL Category, Number of EFLs Completed per 100 Hours of Instruction Provided, Percent of

Enrollees that were both Pre- and Posttested, Number Completing One EFL, Number Completing Two EFLs and Number Completing Three or More EFLs. In addition, it provides totals for all these columns.
This report is intended for analysis and evaluation of provider performance by total EFL completions, intensity (EFLs / 100 hours) and concentration (EFLs / attendance hours). It can be run **only** by users with Provider level access. **See example on Page 69.**

- **NRS Table 1 (AENRS-TABLE1)** – provides a summary of participant information by EFL, ethnicity, and sex. It is a report of individuals, rather than enrollments (transactions). To be counted, an enrollment must have Participant Instructional Hours greater than or equal to 12 and a beginning EFL designation. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual providers. **See example on Page 70.**

- **NRS Table 2 (AENRS-TABLE2)** – provides a summary of participant information by age, ethnicity, and sex. It is a report of individuals, rather than enrollments (transactions). To be counted, an enrollment must have Participant Instructional Hours greater than or equal to 12 and a beginning EFL designation. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual providers. **See example on Page 71.**

- **NRS Table 3 (AENRS-TABLE3)** – provides a summary of the age distribution of participants by the three program types: adult basic education, adult secondary education, and English as a second language. The inclusion of an enrollment in one of these categories is based on the EFL at entry rather than the Program of Enrollment. It is a report of individuals, rather than enrollments (transactions). To be counted, an enrollment must have Participant Instructional Hours greater than or equal to 12 and a beginning EFL designation. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual providers. **See example on Page 72.**

- **NRS Table 4 (AENRS-TABLE4)** – provides a summary of participant performance information by beginning EFL (not by Program of Enrollment). It shows information on educational gain and participant instructional hours. It is a report of individuals rather than enrollments (transactions). To be counted, an enrollment must have Participant Instructional Hours greater than or equal to 12 and a beginning EFL. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual providers. *Note: the only way to complete an EFL level is to move to the next higher level. Given this, Column E is a count of individual participants that have moved up one or more EFL levels.* **See example on Page 73.**

- **NRS Table 4A (AENRS-TABLE4A)** – provides a summary of educational gains and instructional hours by beginning EFL. It is a report of individuals rather than enrollments (transactions). NRS Table 4a includes a column (E2) that displays a count of participants that moved up two or more EFLs. Column E1 is the same as on NRS Table 4, which reports participants that moved to a higher EFL, thus E2 is a subset of E1. To be included on this report, a participant must have instructional hours greater than or equal to 12 and a beginning EFL. The report shows the data for the entire program year and it is not possible to run the report for shorter time periods or for individual providers. **See example on Page 74.**

- **NRS Table 4B (AENRS-TABLE4B)** – provides a summary of educational gains and instructional hours by beginning EFL. It is a report of individuals rather than enrollments (transactions). However, participants listed on NRS Table 4b have a pre- **and** posttest. To be included on this report, a participant must have instructional hours greater than or equal to 12 and a beginning EFL. The report shows the data for the entire program year and it is not possible to run the report for shorter time periods or for individual providers. **See example on Page 75.**

- **NRS Table 5 (AENRS-TABLE5)** – provides a summary of participant achievement in the core measures identified in the NRS reporting guidelines. The core measures are: Entered Employment, Retained Employment, Improved Employment, Obtained a GED, Obtained a High School Diploma, and Enrolled in Post-Secondary Education or Training. To be counted, an enrollment must have Participant Instructional Hours greater than or equal to 12 and a beginning EFL. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual providers. **See example on Page 76.**

- **NRS Table 6 (AENRS-TABLE6)** – provides summary counts of participants having various characteristics (e.g. disabled, employed, living in rural areas, and low income) or participating in particular types of programs (e.g. Family Literacy, Workplace Literacy, and Corrections). To be counted, an enrollment must have Participant Instructional Hours greater than or equal to 12 and a beginning EFL. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual providers. **See example on Page 77.**

- **NRS Table 7 (AENRS-TABLE7)** – provides a summary of the staff that work within adult education. It provides a functional count of Supervisors, Teachers, Counselors and Paraprofessionals, as well as a categorical count of each area by Full Time, Part Time, or Unpaid Volunteer Staff. This report provides functional, categorical and report totals. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods. **See example on Page 78.**

- **NRS Table 8 (AENRS-TABLE8)** – provides a summary count of individual participants in the Family Literacy program of enrollment **only**, which is different from the ABE program. This report is similar to NRS Table 5 in that it provides a count of participants selecting measurable follow up goals but also includes goals in the areas of Increased Involvement in Children's Education and Increased Involvement in Children's Literacy Activities. (*Note: specific outcomes for these two categories are recorded in the Unintended and Secondary Outcomes section on the Update Outcome screen and are not subject to follow up).* The report shows the data for the entire program year. It is *not* possible to run the report for shorter time periods or for individual providers. **See example on Page 79.**

- **NRS Table 10 (AENRS-TABLE10)** – provides a summary count of individual participants who are in a State Correctional Facility as indicated on the Update Enrollment screen. Participants in county jail programs or other institutional settings are **not** included in this report. This report is similar to NRS Table 5 in that it provides a count of participants selecting measurable follow up goals, however, it also includes a count of the total number of individuals enrolled (Column B) and the total that completed an EFL (Column F). Thus, Column F is a subset of Column B. The report shows the data for the entire program year. It is not possible to run the report for shorter time periods or for individual providers. **See example on Page 80.**

NOTE: The program year on the NRS tables is displayed as the beginning year of the program year. For example, PY 2007-2008 is displayed as 2007.

```
DATE: 04/04/2008     Adult Education Participant Enrollment Report For: 04/01/2006 TO 06/30/2007    RPT: AESER
                                     Program Year: ALL
  Fiscal Agent: TEST PUBLIC SCHOOL SD  Provider Name: TEST PUBLIC SCHOOL SD
 Local Stud#  Last Name        First Name      MI     Program      Participant Hrs. Funding Source         Enroll.Date Status Code Exit Date
 ---------------------------------------------------------------------------------------------------------------------------------------------
Z-L_1.2'     ZLED             TEST                   ABE          0                107                    04/01/2007  AC
                                     Goals : Obtain employment / job
                              EFL at Entry:
                               EFL at Exit:
                    Follow Up Goals Achieved:
  Unintended or Secondary Outcomes Achieved:
 1234567      CHACKO           TEST                   GED             12            Federal                10/14/2006  IN          06/30/2007
                                     Goals : Obtain a GED
                              EFL at Entry: High Adult Secondary Education
                               EFL at Exit: High Adult Secondary Education
                    Follow Up Goals Achieved:
  Unintended or Secondary Outcomes Achieved: No Listed Goals Achieved
                    End of Enrollment Status: Participant Separated Before Completion - System Exit
 123456       TEST             JOHNSON                ABE             10            Federal                07/20/2006  IN          09/04/2006
                                     Goals : Improve basic literacy skills
                              EFL at Entry: Beginning ABE Literacy
                               EFL at Exit:
                    Follow Up Goals Achieved:
  Unintended or Secondary Outcomes Achieved: No Listed Goals Achieved
                    End of Enrollment Status: Participant Separated Before Completion
 TEST2342     TEST             TEST                T      ABE             12            107                    05/02/2006  IN          06/30/2006
                                     Goals : Improve basic literacy skills
                                             Obtain high school diploma
                              EFL at Entry:
                               EFL at Exit:
                    Follow Up Goals Achieved:
  Unintended or Secondary Outcomes Achieved:
                    End of Enrollment Status: Participant Separated Before Completion - System Exit
 1223456      TEST             TEST                   ABE             12            Federal                05/10/2006  IN          06/30/2006
                                     Goals : Improve basic literacy skills
                              EFL at Entry: High Intermediate Basic Ed.
                               EFL at Exit:
                    Follow Up Goals Achieved:
  Unintended or Secondary Outcomes Achieved:
                    End of Enrollment Status: Participant Separated Before Completion - System Exit
 ZL98123      ZLED             TEST1                  ABE            130            107                    04/01/2007  IN          08/03/2007
                                     Goals : Obtain employment / job
                              EFL at Entry: Beginning Basic Education
                               EFL at Exit: High Adult Secondary Education
                    Follow Up Goals Achieved: Obtained Employment/Job
  Unintended or Secondary Outcomes Achieved: Left public assitance
                    End of Enrollment Status: Participant Separated Before Completion
ZL12345      ZLED             TEST2                  ABE            125            107                    04/01/2007  IN          07/02/2007
                                    Goals : Retain employment / current job
                              EFL at Entry: Beginning ABE Literacy
                               EFL at Exit:
                    Follow Up Goals Achieved:
  Unintended or Secondary Outcomes Achieved: Registered to vote/1st time voting, Left public assitance
                    End of Enrollment Status: Participant Separated Before Completion
 ZL91456      ZLED             TEST3                  ABE            120            107                    04/01/2007  IN          07/30/2007
                                     Goals : Obtain a GED
                              EFL at Entry: Beginning ABE Literacy
                               EFL at Exit:
                    Follow Up Goals Achieved: Obtained a GED
  Unintended or Secondary Outcomes Achieved: Increased involvement in children, Visited library
                    End of Enrollment Status: Participant Separated Before Completion
```

```
DATE: 04/04/2008     Adult Education Missing Data Report For: 04/01/2006 TO 06/30/2007    RPT: AEMDR
                                        Program Year: ALL
  Fiscal Agent: TEST PUBLIC SCHOOL SD                                          Provider Name: TEST PUBLIC SCHOOL SD

Customer ID  Last Name        First Name      MI     Program      Funding Source       Enroll.Date    Status           Staff Nmae

-------------------------------------------------------------------------------------------------------------------------------------
ZLETE0101    ZLED             TEST                   ABE          107                  04/01/2007     AC               SMITH DEAN

 ERROR : End of Enrollment Participant Status missing.
 ERROR : Participant Instructional Hours Missing.
 ERROR : Pre-Test record missing.
 ERROR : Post-Test record missing.
 ERROR : Follow-Ups for the following Goals: "Obtain Employment/Job" are missing.

CHATE0515    CHACKO           TEST                   GED          Federal              10/14/2006     IN               CHACKO JOHNSON

 ERROR : Follow-Ups for the following Goals: "Obtain a GED" are missing.

TESJO0616    TEST             JOHNSON                ABE          Federal              07/20/2006     IN               HUSBY LYNN

 ERROR : Post-Test record missing.

TESTE0405    TEST             TEST            T      ABE          107                  05/02/2006     IN               HUSBY LYNN

 ERROR : No secondary measures or unintended outcomes indicated on Outcome screen.
 ERROR : Pre-Test record missing.
 ERROR : Post-Test record missing.

TESTE0101    TEST             TEST                   ABE          Federal              05/10/2006     IN               HUSBY LYNN

 ERROR : No secondary measures or unintended outcomes indicated on Outcome screen.
 ERROR : Post-Test record missing.

ZLETE0101    ZLED             TEST1                  ABE          107                  04/01/2007     IN               SMITH DEAN

 ERROR : Follow-Ups for the following Goals: "Retain Employment/Current Job" are missing.

ZLETE0101    ZLED             TEST2                  ABE          107                  04/01/2007     IN               SMITH DEAN

 ERROR : Post-Test record missing.
 ERROR : Follow-Ups for the following Goals: "Retain Employment/Current Job" are missing.

ZLETE0101    ZLED             TEST3                  ABE          107                  04/01/2007     IN               SMITH DEAN

 ERROR : Post-Test record missing.
```

DATE: 06/17/2008 Adult Education Upcoming Soft Exit Report For Program Year 2007 RPT: AESFTEXT

Fiscal Agent: TEST PUBLIC SCHOOL SD Provider Name: TEST PUBLIC SCHOOL SD

Customer ID	Customer Name	Program	Enroll. Date	Funding Source	Provider Name	Staff Name
TESTE0101	TEST, TEST	ABE	09/01/2007	107	TEST PUBLIC SCHOOL SD	HUSBY
USDTE0101	USDOE, TEST	GED	07/02/2007	107,Federal	TEST PUBLIC SCHOOL SD	SMITH
ZLETE0101	ZLED, TEST	ABE	04/01/2007	107	TEST PUBLIC SCHOOL SD	SMITH

DATE: 04/04/2008 Adult Education: Participant Characteristics Enrollment RPT: AESTUDCHAR

Program Enrollment Period: 2006

Enrollments from: 04/01/2006 to: 06/30/2007

Funding Source: ALL

Fiscal Agent: TEST PUBLIC SCHOOL SD Provider: TEST PUBLIC SCHOOL SD

Demographic Groups	Enrollments	Active	Completed Returning	Completed Not Return	Sep Before Completion
Total	2	0	0	0	2
GENDER GROUP					
Female	0	0	0	0	0
Male	2	0	0	0	2
AGE GROUP					
16-18	0	0	0	0	0
19-24	0	0	0	0	0
25-44	1	0	0	0	1
45-59	1	0	0	0	1
60 and Older	0	0	0	0	0
RACE/ETHNIC GROUP					
African American	0	0	0	0	0
Amer Ind/Alaskan	0	0	0	0	0
Asian	2	0	0	0	2
Hawaian/Pacific Isl	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0
White	0	0	0	0	0
SUPPLEMENTAL CHARACTERISTICS					
Public Assistance	0	0	0	0	0
Disabled	0	0	0	0	0
Rural Area	0	0	0	0	0
Low Income	0	0	0	0	0
Displaced Homemaker	0	0	0	0	0
Single Parent	0	0	0	0	0
Dislocated Worker	1	0	0	0	1
Learning Disabled	0	0	0	0	0
FUNDING SOURCE					
107	0	0	0	0	0
Federal	2	0	0	0	2
Other	0	0	0	0	0
107+Federal	0	0	0	0	0
107+Federal+Other	0	0	0	0	0
107+Other	0	0	0	0	0
Federal+Other	0	0	0	0	0
PAL	0	0	0	0	0
107-ALL	0	0	0	0	0
Federal-ALL	2	0	0	0	2
Other-ALL	0	0	0	0	0
PROGRAMS					
ABE	1	0	0	0	1
ESL	0	0	0	0	0
HSD	0	0	0	0	0
GED	1	0	0	0	1
WBPL	0	0	0	0	0
Family Lit.	0	0	0	0	0
Workplace Lit.	0	0	0	0	0
Homeless	0	0	0	0	0
PROGRAM TYPE					
Workforce Readiness	0	0	0	0	0
Corrections	0	0	0	0	0
Comm Corr	0	0	0	0	0
Other Institution	0	0	0	0	0

DATE: 04/04/2008 Adult Education: Program Characteristics RPT: AEPROGCHAR
Program Enrollment Period: 2006
Enrollments from: 04/01/2006 to: 06/30/2007
Funding Source: ALL
Fiscal Agent: TEST PUBLIC SCHOOL SD Provider: TEST PUBLIC SCHOOL SD

Demographic Groups	ABE	ESL	HSD	GED	WBPL	FAM LIT	WORK LIT	HOMELESS
Total	1	0	0	1	0	0	0	0
GENDER GROUP								
Female	0	0	0	0	0	0	0	0
Male	1	0	0	1	0	0	0	0
AGE GROUP								
16-18	0	0	0	0	0	0	0	0
19-24	0	0	0	0	0	0	0	0
25-44	1	0	0	0	0	0	0	0
45-59	0	0	0	1	0	0	0	0
60 and Older	0	0	0	0	0	0	0	0
RACE/ETHNIC GROUP								
African American	0	0	0	0	0	0	0	0
Amer Ind/Alaskan	0	0	0	0	0	0	0	0
Asian	1	0	0	1	0	0	0	0
Hawaian/Pacific Isl	0	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0	0
SUPPLEMENTAL CHARACTERISTICS								
Public Assistance	0	0	0	0	0	0	0	0
Disabled	0	0	0	0	0	0	0	0
Rural Area	0	0	0	0	0	0	0	0
Low Income	0	0	0	0	0	0	0	0
Displaced Homemaker	0	0	0	0	0	0	0	0
Single Parent	0	0	0	0	0	0	0	0
Dislocated Worker	0	0	0	1	0	0	0	0
Learning Disabled	0	0	0	0	0	0	0	0
FUNDING SOURCE								
107	0	0	0	0	0	0	0	0
Federal	1	0	0	1	0	0	0	0
Other	0	0	0	0	0	0	0	0
107+Federal	0	0	0	0	0	0	0	0
107+Federal+Other	0	0	0	0	0	0	0	0
107+Other	0	0	0	0	0	0	0	0
Federal+Other	0	0	0	0	0	0	0	0
PAL	0	0	0	0	0	0	0	0
107-ALL	0	0	0	0	0	0	0	0
Federal-ALL	1	0	0	1	0	0	0	0
Other-ALL	0	0	0	0	0	0	0	0
PROGRAM TYPE								
Workforce Readiness	0	0	0	0	0	0	0	0
Corrections	0	0	0	0	0	0	0	0
Comm Corr	0	0	0	0	0	0	0	0
Other Institution	0	0	0	0	0	0	0	0

DATE: 04/04/2008 Adult Education: Completers Characteristics (Participants Who Have Exited) RPT: AECMPLCHAR

Program Enrollment Period: 2006
Enrollments from: 04/01/2006 to: 06/30/2007
Funding Source: ALL
Fiscal Agent: TEST PUBLIC SCHOOL SD Provider: TEST PUBLIC SCHOOL SD

Demographic Groups	Exits	Completed Returning	Completed Not Return	Separated Before Completion	Educational Gain	Primary Goals Attained	Secondary Goals Attained
Total	2	0	0	2	0	0	0
GENDER GROUP							
Female	0	0	0	0	0	0	0
Male	2	0	0	2	0	0	0
AGE GROUP							
16-18	0	0	0	0	0	0	0
19-24	0	0	0	0	0	0	0
25-44	1	0	0	1	0	0	0
45-59	1	0	0	1	0	0	0
60 and Older	0	0	0	0	0	0	0
RACE/ETHNIC GROUP							
African American	0	0	0	0	0	0	0
Amer Ind/Alaskan	0	0	0	0	0	0	0
Asian	2	0	0	2	0	0	0
Hawaian/Pacific Isl	0	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0	0
White	0	0	0	0	0	0	0
SUPPLEMENTAL CHARACTERISTICS							
Public Assistance	0	0	0	0	0	0	0
Disabled	0	0	0	0	0	0	0
Rural Area	0	0	0	0	0	0	0
Low Income	0	0	0	0	0	0	0
Displaced Homemaker	0	0	0	0	0	0	0
Single Parent	0	0	0	0	0	0	0
Dislocated Worker	1	0	0	1	0	0	0
Learning Disabled	0	0	0	0	0	0	0
FUNDING SOURCE							
107	0	0	0	0	0	0	0
Federal	2	0	0	2	0	0	0
Other	0	0	0	0	0	0	0
107+Federal	0	0	0	0	0	0	0
107+Federal+Other	0	0	0	0	0	0	0
107+Other	0	0	0	0	0	0	0
Federal+Other	0	0	0	0	0	0	0
PAL	0	0	0	0	0	0	0
107-ALL	0	0	0	0	0	0	0
Federal-ALL	2	0	0	2	0	0	0
Other-ALL	0	0	0	0	0	0	0
PROGRAMS							
ABE	1	0	0	1	0	0	0
ESL	0	0	0	0	0	0	0
HSD	0	0	0	0	0	0	0
GED	1	0	0	1	0	0	0
WBPL	0	0	0	0	0	0	0
Family Lit.	0	0	0	0	0	0	0
Workplace Lit.	0	0	0	0	0	0	0
Homeless	0	0	0	0	0	0	0
PROGRAM TYPE							
Workforce Readiness	0	0	0	0	0	0	0
Corrections	0	0	0	0	0	0	0
Comm Corr	0	0	0	0	0	0	0
Other Institution	0	0	0	0	0	0	0

DATE: 04/08/2008 Adult Education: Follow Up Selection Report RPT: AEFOLSEL
Program Enrollment Period: 2006
Follow Up Status: Completed
Measurable Goal: Obtain Employment / Job
Fiscal Agent: STATEWIDE
Provider: ALL

Participant Name & Email Address	Teacher Name	Local Student#	Home Phone	Alternate Phone	Exit Date	Outcome Status	Measurable Goal(s)	Goal Status	Measure Begin Date	Measure End Date
ANDREWS, MARTIN J.	NIEBOER, JAYNE	200602657	(269) 841-7442		01/18/2007	Comp.-will NOT cont.	Obtain a Job	Complete	08/10/2006	06/30/2007
							Obtain an HSD	Complete	01/18/2007	06/30/2007
FOX, LARRY	STAFF, MANISTEE	B440206L	(231) 398-9621		09/27/2006	Separated bef. comp.	Obtain a Job	Complete	07/17/2006	12/31/2006
(LARRY60FOX@YAHOO.COM)							Retain a Job	Complete	04/01/2007	06/30/2007
PARKER, CHAZ	CADY, SUSAN	NEC100607	(517) 394-6778		12/18/2006	Separated bef. comp.	Obtain a Job	Complete	08/28/2006	03/31/2007
							Retain a Job	Complete	07/01/2007	09/30/2007
SNIDER, STEPHANIE A.	CADY, SUSAN	NEC1315	(517) 391-2994	(517) 267-8789	11/14/2006	Separated bef. comp.	Obtain a Job	Complete	08/28/2006	03/31/2007
							Retain a Job	Complete	07/01/2007	09/30/2007
WRIGHT, CHARLES	COLEMAN, TEACHER	ENG0000037			06/15/2007	Comp.-will NOT nt .	Obtain a Job	Complete	03/07/2007	09/30/2007
							Obtain a GED	Complete	06/15/2007	09/30/2007
WRIGHT, JAMIE N.	CADY, SUSAN	P060720	()-507-7629		01/22/2007	Separated bef. comp.	Obtain a Job	Complete	09/18/2006	06/30/2007
							Retain a Job	Complete	10/01/2007	12/31/2007

DATE: 08/14/2008 Adult Education: Provider Educational Gain Performance Report (EFL) RPT: PROVEDGAIN

Program Enrollment Period: 2006

Enrollments from: 04/01/2006 to: 06/30/2007

Program of Enrollment: ALL Funding Source: ALL Provider: TEST PUBLIC SCHOOL SD Residence MWA: STATEWIDE

POPULATION: All Enrollments

Beginning Educational Functioning Level (Column A)	Total Number Enrolled (Column B)	Participant Attendance Hours (Column C)	Total Number of EFLs Completed (Column D)	EFLs Completed Per 100 Instructional Hours (Column E)	Percent Enrollees Completing Both Pre- and Post-Tests (Column F)	Number Completing One EFL (Column G)	Number Completing Two EFLs (Column H)	Number Completing Three or More EFLs (Column I)
Beginning ABE Literacy	1	10	0	0.00	0.00%	0	0	0
Beginning Basic Education	0	0	0	0.00	0.00%	0	0	0
Low Intermediate Basic Ed.	0	0	0	0.00	0.00%	0	0	0
High Intermediate Basic Ed.	0	0	0	0.00	0.00%	0	0	0
Low Adult Secondary Education	0	0	0	0.00	0.00%	0	0	0
High Adult Secondary Education	1	12	0	0.00	100.00%	0	0	0
Total All non-ESL Participants	2	22	0	0.00	50.00%	0	0	0
Beginning ESL Literacy	0	0	0	0.00	0.00%	0	0	0
Low Beginning ESL	0	0	0	0.00	0.00%	0	0	0
High Beginning ESL	0	0	0	0.00	0.00%	0	0	0
Low Intermediate ESL	0	0	0	0.00	0.00%	0	0	0
High Intermediate ESL	0	0	0	0.00	0.00%	0	0	0
Advanced ESL	0	0	0	0.00	0.00%	0	0	0
Total All ESL Participants	0	0	0	0.00	0.00%	0	0	0
Total All Participants	2	22	0	0.00	50.00%	0	0	0

DATE: 04/04/2008 Adult Education NRS: Participants By EFL, Ethnicity and Sex RPT: AENRS-TABLE1
Program Enrollment Period: 2006
Fiscal Agent: STATEWIDE

Entering Educational Functioning Level (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total
	Male (A)	Female (B)	Male (C)	Female (D)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	(N)
Beginning ABE Literacy	19	2	20	17	816	280	51	76	3	6	675	337	2302
Beginning Basic Education	44	22	27	27	1858	788	109	96	4	6	1294	797	5072
Low Intermediate Basic Ed.	50	38	18	44	1586	1108	156	149	8	5	1430	1206	5798
High Intermediate Basic Ed.	48	54	13	25	1074	966	157	179	11	7	1513	1520	5567
Low Adult Secondary Education	18	17	5	8	237	337	54	52	7	1	547	519	1802
High Adult Secondary Education	13	13	1	6	159	209	43	31	0	1	460	394	1330
Beginning ESL Literacy	0	1	68	121	26	65	297	145	1	2	256	610	1592
Low Beginning ESL	0	2	54	98	15	30	202	152	2	0	142	313	1010
High Beginning ESL	1	2	112	210	27	45	488	457	1	0	351	628	2322
Low Intermediate ESL	1	1	151	361	33	38	431	457	1	4	363	655	2496
High Intermediate ESL	1	4	84	370	12	24	254	391	0	2	174	445	1761
Advanced ESL	0	3	91	440	14	17	259	427	1	1	171	380	1804
Total	195	159	644	1727	5857	3907	2501	2612	39	35	7376	7804	32856

DATE: 04/04/2008 Adult Education NRS: Participants By Age, Ethnicity and Sex RPT: AENRS-TABLE2
Program Enrollment Period: 2006
Fiscal Agent: STATEWIDE

Age Group (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	(N)
16-18	10	1	10	12	258	114	56	43	2	1	352	181	1040
19-24	83	64	102	155	2118	1208	818	543	13	3	2791	2277	10175
25-44	80	73	321	1148	2796	2186	1388	1713	21	24	2965	3630	16345
45-59	16	17	143	319	627	342	218	275	2	6	967	1282	4214
60 and Older	6	4	68	93	58	57	21	38	1	1	301	434	1082
Total	195	159	644	1727	5857	3907	2501	2612	39	35	7376	7804	32856

DATE: 04/04/2008 Adult Education NRS: Participants By Program Type and Age RPT: AENRS-TABLE3

Program Enrollment Period: 2006

Fiscal Agent: STATEWIDE

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-59 (E)	60 and Older (F)	Total (G)
Adult Basic Education	779	7140	8653	1911	256	18739
Adult Secondary Education	158	1268	1498	199	9	3132
English-as-a-Second Language	103	1767	6194	2104	817	10985
Total	1040	10175	16345	4214	1082	32856

DATE: 04/04/2008 Adult Education NRS: Educational Gains and Attendance by Educational Functioning Level RPT: AENRS-TABLE4
Program Enrollment Period: 2006
Fiscal Agent: STATEWIDE

Entering Educational Functioning Level (EFL) (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number Completed a Level and Advanced one or more Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
Beginning ABE Literacy	2302	500033.80	683	315	616	1003	29.67%
Beginning Basic Education	5072	1067025.60	1437	593	1506	2129	28.33%
Low Intermediate Basic Ed.	5798	920299.50	1818	494	2213	1767	31.36%
High Intermediate Basic Ed.	5567	696030.50	1518	576	2726	1323	27.27%
Low Adult Secondary Education	1802	193118.10	519	0	1011	272	28.80%
High Adult Secondary Education	1330	130879.70	0	0	1121	209	0.00%
Beginning ESL Literacy	1592	355028.90	896	635	467	229	56.28%
Low Beginning ESL	1010	138983.00	671	385	276	63	66.44%
High Beginning ESL	2322	293360.00	1494	681	601	227	64.34%
Low Intermediate ESL	2496	307177.05	1317	577	810	369	52.76%
High Intermediate ESL	1761	209048.10	903	0	555	303	51.28%
Advanced ESL	1804	201050.80	1037	0	416	351	57.48%
Total	32856	5012035.05	12293	4256	12318	8245	37.41%

DATE: 04/07/2008 MAERS NRS: Educational Gains and Attendance by EFL, with Completion Breakdown RPT: AENRS-TABLE4A
Program Enrollment Period: 2006
Fiscal Agent: STATEWIDE

Entering Educational Functioning Level (EFL) (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed one Level and Advanced (E1)	Number who Completed two or more Levels and Advanced (E2)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
Beginning ABE Literacy	2302	500033.80	683	161	154	616	1003	29.67%
Beginning Basic Education	5072	1067025.60	1437	421	172	1506	2129	28.33%
Low Intermediate Basic Ed.	5798	920299.50	1818	318	176	2213	1767	31.36%
High Intermediate Basic Ed.	5567	696030.50	1518	576	0	2726	1323	27.27%
Low Adult Secondary Education	1802	193118.10	519	0	0	1011	272	28.80%
High Adult Secondary Education	1330	130879.70	0	0	0	1121	209	0.00%
Beginning ESL Literacy	1592	355028.90	896	324	311	467	229	56.28%
Low Beginning ESL	1010	138983.00	671	261	124	276	63	66.44%
High Beginning ESL	2322	293360.00	1494	425	256	601	227	64.34%
Low Intermediate ESL	2496	307177.05	1317	577	0	810	369	52.76%
High Intermediate ESL	1761	209048.10	903	0	0	555	303	51.28%
Advanced ESL	1804	201050.80	1037	0	0	416	351	57.48%
Total	32856	5012035.05	12293	3063	1193	12318	8245	37.41%

DATE: 04/07/2008 MAERS NRS: Educational Gains and Attendance for Pre- and Posttested Participants RPT: AENRS-TABLE4B
Program Enrollment Period: 2006
Fiscal Agent: STATEWIDE

Entering Educational Functioning Level (EFL) (A)	Total Number Enrolled Pre- and Post-Tested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced one or more Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
Beginning ABE Literacy	1156	255614.50	683	315	139	334	59.08%
Beginning Basic Education	2502	537026.50	1437	593	339	726	57.43%
Low Intermediate Basic Ed.	3082	514407.00	1818	494	602	662	58.99%
High Intermediate Basic Ed.	3308	453100.50	1518	576	1142	648	45.89%
Low Adult Secondary Education	1094	136533.50	519	0	449	126	47.44%
High Adult Secondary Education	863	95326.50	0	0	738	125	0.00%
Beginning ESL Literacy	1421	348202.80	896	635	306	219	63.05%
Low Beginning ESL	812	131637.80	671	385	91	50	82.64%
High Beginning ESL	1929	278575.20	1494	681	242	193	77.45%
Low Intermediate ESL	1945	287107.10	1317	577	320	308	67.71%
High Intermediate ESL	1412	195638.80	903	0	234	275	63.95%
Advanced ESL	1422	185187.30	1037	0	66	319	72.93%
Total	20946	3418357.50	12293	4256	4668	3985	58.69%

DATE: 04/04/2008 Adult Education NRS: Core Follow-up Outcome Achievement RPT: AENRS-TABLE5
Program Enrollment Period: 2006
Fiscal Agent: STATEWIDE

Core Follow-up Outcome Measures	Number of Participants with Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	Number of Participants Responding to Survey or used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment	55	55	18	32.73%	13	72.22%
Retained or Improved Employment	20	20	0	0.00%	0	0.00%
Obtained GED or Sec. School Diploma	13047	13047	4362	33.43%	2248	51.54%
Entered Postsecondary Educ./Training	480	480	81	16.88%	74	91.36%

DATE: 04/04/2008 Adult Education NRS: Participant Status and Program Enrollment RPT: AENRS-TABLE6

Program Enrollment Period: 2006

Fiscal Agent: STATEWIDE

Participant Status on Entry into the Program (A)	Number (B)
Disabled	833
Employed	10476
Unemployed	13788
Not in the Labor Force	8592
On Public Assistance	4833
Living in Rural Areas	3335
Program Type	
In Family Literacy Programs	87
In Workplace Literacy Programs	33
In Programs for the Homeless	0
In Programs for Work-based Project Learners	1
Institutional Programs	
In Correctional Facilities	4331
In Community Correctional Programs	1241
In Other Institutional Settings	1652
Secondary Status Measures (Optional)	
Low Income	9944
Displaced Homemaker	182
Single Parent	3229
Dislocated Worker	441
Learning Disabled Adults	1160

DATE: 04/07/2008 Adult Education NRS: Professional Staff Counts RPT: AENRS-TABLE7
Program Enrollment Period: 2006
Fiscal Agent: STATEWIDE Provider: ALL

Job Types	JOB FUNCTIONS				
	Supervisors	Teachers	Counselors	Parapro-fessionals	Totals
Full Time	180	352	37	187	756
Part Time	162	1216	114	386	1878
Unpaid Volunteers	356	1137	9	104	1606
Totals	698	2705	160	677	4240

DATE: 06/16/2008 MAERS NRS: Outcomes for Adults in Family Literacy Programs RPT: AENRS-TABLE8
Program Enrollment Period: 2006
Fiscal Agent: TEST PUBLIC SCHOOL SD

Core Follow-up Outcome Measures (A)	Number of Participants with Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Weighted Average Percent Achieving Outcome (G)
Completed an Educational Functioning Level	0				0	0.00%
Entered Employment	0	0	0	0.00%	0	0.00%
Retained or Improved Employment	0	0	0	0.00%	0	0.00%
Obtained a GED or Secondary School Diploma	0	0	0	0.00%	0	0.00%
Entered Postsecondary Education or Training	0	0	0	0.00%	0	0.00%
Increased Involvement in Children's Education	0	0	0	0.00%	0	0.00%
Help more frequently with School					0	
Increased Contact with Children's Teachers					0	
More Involved in Children's School Activities					0	
Increased Involvement in Children's Literacy Activities	0	0	0	0.00%	0	0.00%
Reading to Children					0	
Visiting Library					0	
Purchasing Books or Magazines					0	

DATE: 06/16/2008 MAERS NRS: Outcomes for Adults in Correctional Education Programs RPT: AENRS-TABLE10
Program Enrollment Period: 2006
Fiscal Agent: TEST PUBLIC SCHOOL SD

Core Follow-up Outcome Measures (A)	Number of Participants with Main or Secondary Goal/Row 1 = Nbr Enrolled (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome/ Row1=EFL Gain (F)	Weighted Average Percent Achieving Outcome (G)
Completed an Educational Func. Level	0				0	0.00%
Entered Employment	0	0	0	0.00%	0	0.00%
Retained or Improved Employment	0	0	0	0.00%	0	0.00%
Obtained GED or Sec. School Diploma	0	0	0	0.00%	0	0.00%
Entered Postsecondary Educ./Training	0	0	0	0.00%	0	0.00%

APPENDIX T: IMPORTANT MAERS DATES

July 1	Program Year and data entry into MAERS begins *(User passwords expire; users must enter a new password)*
October 25	Last day to enter participant **Enrollment**, **Assessment**, **Exit Status, and** achievement data into the **Outcome** and/or **Follow Up** sections for the Program Year ending June 30th
October 26	All open enrollments from the Program Year ending June 30th are **Soft Exited** from MAERS; Soft Exit Report is generated at the State level
October 31	First quarter data entry for the current Program Year is due
November 1	NRS tables for the Program Year ending June 30th are available for local program retrieval
January 31	Second quarter data entry for the current Program Year is due
April 1	Bridge participant data entry for the following Program Year can begin; Begin running Upcoming Soft Exit, Missing Data and Program Enrollment reports to identify and begin closeout of current Program Year records
April 30	Third quarter data entry for the current Program Year is due
May 1	Continue running Upcoming Soft Exit, Missing Data and Program Enrollment reports to identify and begin closeout of current Program Year records
June 1	Continue running Upcoming Soft Exit, Missing Data and Program Enrollment reports to identify and begin closeout of current Program Year records
June 30	Program Year ends; Data entry continues through October 25th

Quarterly Schedule for Collecting Entered and Retained / Improved Employment Data

Exit Quarter	Collect Entered Employment by the end of:	Collect Retained or Improved Employment by the end of:
First Quarter (July 1 - September 30)	Second Quarter	Fourth Quarter
Second Quarter (October 1 - December 31)	Third Quarter	First Quarter, Next Program Year (July 1 – September 30)
Third Quarter (January 1 - March 31)	Fourth Quarter	Second Quarter, Next Program Year (October 1 – December 31)
Fourth Quarter (April 1 - June 30)	First Quarter, Next Program Year (July 1 – September 30)	Third Quarter, Next Program Year (January 1 – March 31)