



Arkansas Adult Education



Adult Education Reporting Information System

Please login

Account Login

Login Name:

tracyandrews

Password:

Remember Login

sign-in

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# Introduction

## Why is a Data System Required?

### Adult Education and Family Literacy Act of 1998

#### ➤ WIA-Workforce Investment Act

Signed into Law on August 7, 1998, the Workforce Investment Act of 1998 (WIA--P.L. 105-220) reforms Federal employment, adult education, and vocational rehabilitation programs to create an integrated, "one-stop" system of workforce investment and education activities for adults and youth. Entities that carry out activities assisted under the Adult Education and Family Literacy Act are mandatory partners in this one-stop delivery system (US Department of Education) (<http://www.ed.gov/policy/adulted/leg/legis.html>)

### History of the NRS

#### ➤ The NRS

- National Reporting System

NRS was born in the 1990s, a decade known for its emphasis on accountability of Federal programs, when all publicly funded programs and agencies faced increasing pressures to demonstrate that they had met their legislative goals and had an impact on their client populations. The requirement to demonstrate program impact was mandated in 1993 through the Government Performance and Review Act (GPRA). GPRA required all Federal agencies to develop strategic plans to ensure that services were delivered efficiently and in a manner that best suited client needs and to develop indicators of performance to demonstrate their agency's impact.

In 1995, the U.S. Congress considered eliminating adult education as a separate delivery system by integrating the program into a general system of workforce development. Strong and convincing data on the impact of adult education at the State and Federal levels were demanded to demonstrate its importance as a separate education program. In response to these demands, the State directors of adult education asked the Division of Adult Education and Literacy (DAEL) to work toward developing a national system for collecting information on adult education student outcomes.

To address these demands, DAEL devoted its March 1996 national meeting of State directors of adult education to developing a framework for program accountability. This framework specified the purposes of the adult education program and the essential characteristics of an accountability system and identified seven categories of outcome measures. 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, a project to design and develop the reporting system began in October 1997. The proposed voluntary nature of the NRS changed in August 1998 with the passage of WIA, which required an accountability system. The NRS mandate was then expanded to establish the measures and methods to conform to WIA requirements.

DAEL released a draft of the NRS Implementation Guidelines in mid-1999 and another draft in June 2000, reflecting changes from State comments and early State experiences in implementing the requirements. The NRS formally went into effect on July 1, 2000, and DAEL issued a final guidelines document in March 2001 (NRS Implementation Guidelines, History)

(<http://www.nrsonline.org/reference/index.html?chapter=1&section=1&topic=0&subtopic=null>)

### **AERIS History**

➤ In the beginning

## **The New Adult Education Reporting Information System (AERIS)-Trainings Conducted Across State**

From June 20-24, 2005, the new AERIS student data management system was introduced in five regional trainings in Arkansas. Program administrators and data entry personnel participated in the trainings that were held in Fayetteville, Batesville, Little Rock, Arkadelphia, and Monticello. The three trainers who conducted the sessions were Ray Barrentine, Kevin Strickland, and Lindsey Price, all from the Alabama-based Access Plus Group, the software company that developed the system. The Access Plus Group also designed a similar system for Alabama's adult education office in 2004 had one year of successful experience with the software. "The system is never completely finished," Barrentine says. "We are always making improvements, upgrading new versions, and making adjustments as the NRS rules are changed." Accompanying the Access Plus trainers were Tracy Andrews, AERIS project analyst, and Philip Less, program advisor from the state Office of Adult Education. Andrews and Less were available for questions about state policies and the new system, and they assisted the trainers by providing individualized help for the participants.

AERIS is a Web-based, student-centered data management system. Participants at the trainings had hands-on practice creating student profiles, teacher profiles, and classes. They also learned how to enter test scores, attendance hours, and student goals. An important function of the system will be to run quick and accurate reports. According to the trainers, the only limitation on the speed of running these reports is the user's Internet connection. As an example of the possible speed of running reports, the trainers ran a live NRS Table 4 report from the Alabama software system that included more than 20,000 enrolled students and more than 3 million attendance hours. It appeared in less than one minute. Reports can be printed from the screen or exported into a Word document, an Excel spreadsheet, or an Adobe pdf file. In general, the participants at the trainings were pleased with their first introduction and training with AERIS and were looking forward to working with the new system. It was described by many as being more user-friendly and more intuitive in navigation. The state office will be available to help all adult education and literacy programs with AERIS.

### **AERIS Listserve**

➤ It is very important that all personnel working with AERIS be subscribed to the AERIS Listserve to receive up-to-date information.

- <http://cls.coe.utk.edu/mailman/listinfo/ar-aeris>

# Organizational Structure

## AERIS User Roles:

- State Level: Allows state level personnel to access statewide data, reports, and data for all LEA's and all students. (Figure 1)
- State Viewer: Allows Adult Education State Staff to view all information entered by LEA's.
- User Roles:
  - LEA Admin- this is the level for directors and approved data entry personnel
  - Teacher- allows teachers to view, add, and edit students enrolled in the class assigned to them.
  - LEA Viewer-allows a person associated with the LEA to view program information (e.g.-Public School Administrator, College President, or Literacy Board member)
  - View Only Teacher- allows teachers to view students enrolled in the class assigned to them.
  - LEA Admin. NO Approval-this role is only assigned through the state office.
  - Teacher Add Class- This role is only assigned through the state office.
  - LEA Crowley's Rdg Only- This role is only assigned through the state office.
  - LEA View Only with Search Option- allows a person associated with the LEA to view program information and have the ability to search records.
  - AALRC View: allows the staff at the AR Adult Learning Resource Center to view information for travel reimbursement purposes.
- LEA (LEAadmin): This is the level for directors and approved data entry personnel.

### LEAadmin Role can:

- input data
- set up new classes, edit existing classes, close unused classes
- add and disable users
- set roles for users
- see all data for the LEA
- run tables for the LEA
- print NRS tables
- **Directors should Approve data**

- This role must enter users and assign a password. Use first and last name lower case with no spaces for log in.
- This level is responsible for informing the state office of any changes in the Program information. (i.e. address or telephone numbers)

➤ Teacher: This role is determined by the director. Teachers will log in using their first and last name and a password assigned by the director, once logged in you can change the password if permitted by your director.

A TEACHER Role can:

- enter students
- edit students
- enter test scores
- enter attendance hours
- edit attendance hours
- add student outcomes
- separate students
- view reports, attendance and testing alerts
- print NRS tables

A TEACHER Role cannot:

- add new users
- add classes
- change user roles
- view any information except their assigned classes

A VIEW ONLY TEACHER Role can:

- view class information
- view student list
- view student details
- view students test
- view student attendance
- view reports
- print NRS tables

A VIEW ONLY TEACHER Role cannot:

- enter data
- edit data

➤ LEA View Only with Search Option- allows a person associated with the LEA to view program information and have the ability to search records.

- ✓ The roles listed in *Figure 1* are a list of all roles available in AERIS.
- ✓ The links available to you are dependent upon your individual role assigned.

Notes: \_\_\_\_\_

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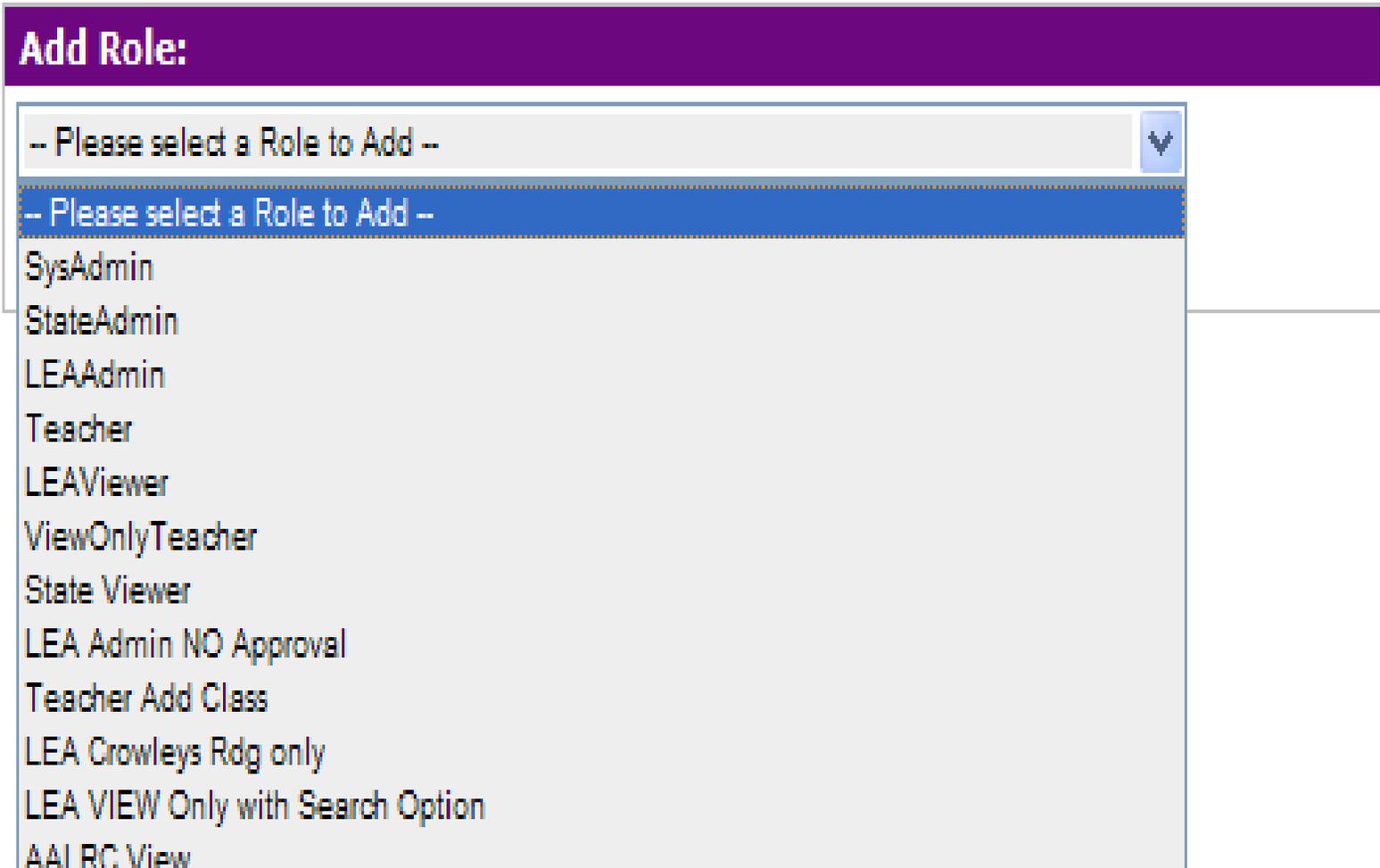


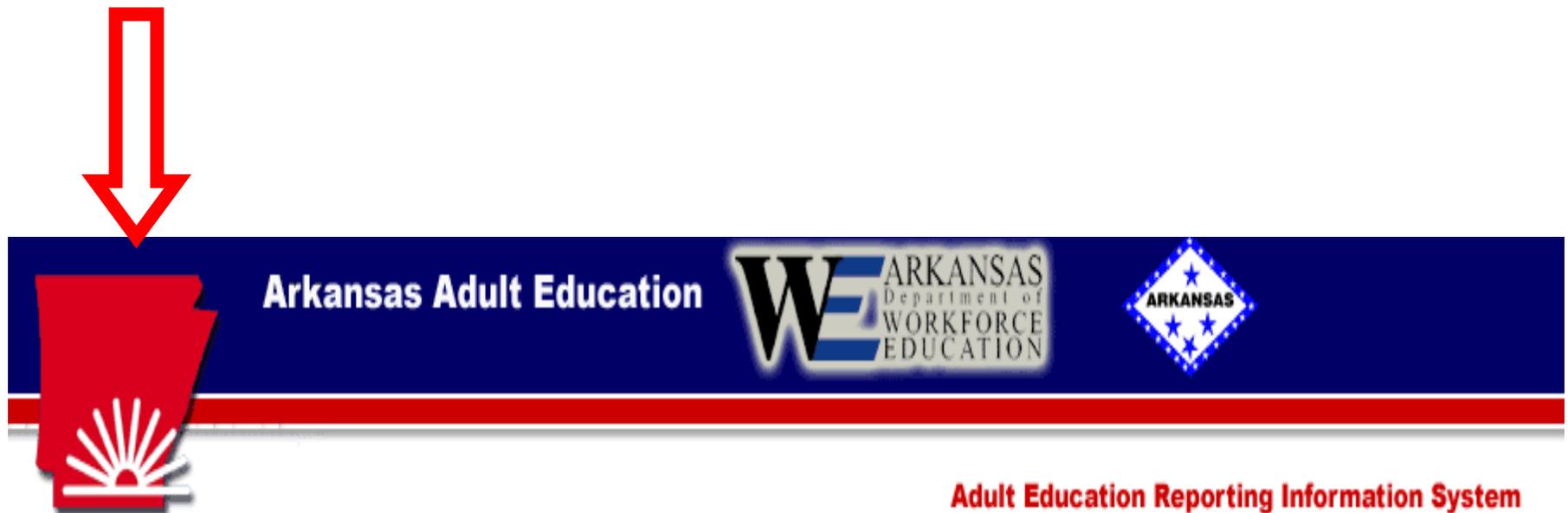
Figure 1

## Getting Started

### AERIS Website

URL: <http://aeris.aalrc.org>

- Log in will be the first and last name lower case with no spaces (johndoe). The password should be unique to the individual to protect LEA data.
- Clicking on the Red state in the upper left corner of the page will return you to the home page at anytime.



## Navigation Menu Bar

- The navigation menu bar on the left side of the page is divided into sections: **Student Management, Class Management, Program Management, User Management, and Reports**. The assigned user role status will determine the number of subtitles accessible. (Figure 2)

The screenshot shows a web browser window with the URL <http://aeris.aalrc.org/AddEditStudent.aspx>. The page title is "Arkansas Adult Education" and "Arkansas Department of Workforce Education". The main content area is titled "ADD / EDIT STUDENT" and contains a "Student Lookup" form. The form includes a "Student Lookup" section with a search box for SS# and a "Show / Hide" link. Below it is an "Advanced Student Lookup" section with search boxes for Tax Identification Number, Last Name, First Name, and Birth Date (optional). The left sidebar contains a navigation menu with the following sections:

- STUDENT MANAGEMENT**
  - Browse Students
  - Lookup Students
  - Add New
  - Student Tests
  - Attendance Alerts
  - Testing Alerts
- CLASS MANAGEMENT**
  - Class Improvements
  - Enter Hours
  - Review Hours
  - New Class
  - Class List
- PROGRAM MANAGEMENT**
  - Data Changes
  - Tests Review
  - Downloads
- USER MANAGEMENT**
  - New User
  - User List
  - User Alerts
  - Teacher Certificate Alerts
- REPORTS**
  - Table 1
  - Table 2
  - Table 3
  - Table 4
  - Table 4b
  - Table 5
  - Table 6
  - Table 7
  - Table 8
  - Table 9
  - Table 10
  - Table 11
  - Table 12
  - Table 13
  - WAGE Status
  - Table 4 Names Report
  - Reports

A green box labeled "Navigation Menu" has a red arrow pointing to the left sidebar and a green arrow pointing to the "USER MANAGEMENT" section.

Figure 2

# User Management

## Entering New Users:

- Under **User Management** Click on “New Users” on the menu bar.
- Enter *Users/staff/tutors*
- *To proceed you must have all of the user’s personal information available*
- Enter all personnel including paraprofessionals and all literacy council tutors using first and last name (lower case no spaces) as log-in.
- Assign or have them select a password.
- Not ALL users will access AERIS, but all staff, tutors, and volunteers must be entered as “Users”.
- Complete all information on each user including the “Date of Hire”.

## User List

- To change a user’s password-
  - Click on “User List” on the menu bar under **User Management**.
  - Click on the user’s name.
  - Or the user can log in and scroll down to the bottom of the user information page,
  - Enter the new password and confirm by re-entering the password then click “Update User Bio” twice.
  - The new password will be used the next time the user logs into AERIS.
- When *Users/staff/tutors* are no longer employed or volunteering for your program you must:
- Click on “User List” on the menu bar under **User Management**.
- Click on the user’s name
  - If teaching certificate is entered remove the check mark and the **Certificate Expiration Date**
  - Scroll to the bottom of the page and click in the box next to “**Account is Disabled**”
  - Click Update User Bio
    - The user will remain on the User List as disabled since information is tied to the user within the program
- Keep this information current. This information populates Table 7.

# Class Management

## Creating and Managing Classes:

- Creating New Classes
- Under the Class Management menu bar
  - Click on **New Class**
  - ✓ Title the class by a name that can be easily identified.
    - **Do Not** use a date in the class name.
    - Once created, these classes will roll over from one fiscal year to the next.
    - **The class title enables you to run class specific reports**
- Required Specific Class titles: (Figure 3)
  - Career Pathways
  - DWS-KeyTrain (referrals from DWS for KeyTrain Only)
  - WAGE Pre 6.0 (Only WAGE bound Students who are not up to 6.0 level)
  - WAGE (Only eligible WAGE students)
  - WorkKeys (Only if you are a State approved WorkKeys testing site)
  - Distance Ed.—Face-to-Face (Only to be created by the state office)
  - Distance Ed.—Proxy Hours (Only to be created by the state office)
- Class Program “Type” (Figure 3)
  - Select your class program type according to the appropriate student placement.
    - The required class names should match the Class Program “Type”
      - DWS-KeyTrain’s class type = KeyTrain, WAGE=WAGE (Figure 3)
  - If it is a general or non-specific class type (for example: ABE, ASE, or ESL classes) choose “No Specialized Program”
  - NRS tables are generated according to the class program “type” assigned to the class
    - Example: Table 4C and 5A Distance Ed, Table 10 Correctional
- Assign teacher to class and their role related to the class.
- Class Schedules should be kept as up-to-date as possible
- Classes can be edited
  - Title, address, schedule, or teacher
  - The change will be reflected as of the date the edit is made

### CLASS ADD/EDIT

**Add New Class**

<b>Name</b>	<input type="text"/>	<input type="checkbox"/> <b>Is Closed</b>
<b>Address</b>	<input type="text"/>	
<b>Geographic Location (county)</b>	<input type="text" value="Arkansas"/>	<input type="text" value="Select County"/>
<b>Geographic Location (ZIP)</b>	<input type="text"/>	
<b>Type</b>	<div style="border: 1px solid gray; padding: 2px;"> <input type="text" value="--Please select--"/> <ul style="list-style-type: none"> <li>--Please select--</li> <li>Career Pathways</li> <li>Community Corrections</li> <li>Correctional Facilities</li> <li>Distance Learning</li> <li>EL Civics</li> <li>Family Literacy</li> <li>KeyTrain</li> <li>No Specialized Program</li> <li>One Stops</li> <li>Other Institutional Settings</li> <li>Project Learner</li> <li>WAGE</li> <li>WorkKeys</li> <li>Workplace Literacy</li> </ul> </div>	
<b>LEA</b>	<input type="text"/>	
<b>Referring Agency</b>	<input type="text"/>	
<b>Assign Teacher</b>	<input type="text"/>	
<b>Assign Role</b>	<input type="text"/>	

**Meeting Days / Time**

Days	From	To	Time	To	Time
<input type="checkbox"/> Sunday	<input type="text" value="00"/>				
<input type="checkbox"/> Monday	<input type="text" value="00"/>	<input type="text" value="00"/>	<input type="text" value="AM"/>	<input type="text" value="00"/>	<input type="text" value="00"/>
<input type="checkbox"/> Tuesday	<input type="text" value="00"/>	<input type="text" value="00"/>	<input type="text" value="AM"/>	<input type="text" value="00"/>	<input type="text" value="00"/>
<input type="checkbox"/> Wednesday	<input type="text" value="00"/>	<input type="text" value="00"/>	<input type="text" value="AM"/>	<input type="text" value="00"/>	<input type="text" value="00"/>
<input type="checkbox"/> Thursday	<input type="text" value="00"/>	<input type="text" value="00"/>	<input type="text" value="AM"/>	<input type="text" value="00"/>	<input type="text" value="00"/>
<input type="checkbox"/> Friday	<input type="text" value="00"/>	<input type="text" value="00"/>	<input type="text" value="AM"/>	<input type="text" value="00"/>	<input type="text" value="00"/>
<input type="checkbox"/> Saturday	<input type="text" value="00"/>	<input type="text" value="00"/>	<input type="text" value="AM"/>	<input type="text" value="00"/>	<input type="text" value="00"/>

Figure 3

## Closing Classes:

### ➤ Close Classes:

- Classes that do not have any students enrolled can be marked as “**Is Closed**”
  - Open class by clicking on “**Class List**” on the navigational bar (Figure 4)
  - Click on the Class Name
  - Place a check in the “**Is Closed**” box at the top right of the class title (Figure 5)
  - Scroll to the bottom and click Save Class. This makes the class inactive.

### ➤ Inactive Class List (Figure 6)

- Open the inactive class list
  - Click on “**Class List**”
  - Top right of the classes listed is a drop down:
    - **Show me:** drop down the list, click on Only Inactive Classes
  - To reactivate the class (Figure 7)
    - click on the class title and remove the check mark from “**Is Closed**” box and click Save Class at the bottom of the class page.



## CLASS ADD/EDIT

**Edit Class (0 Students Enrolled)**

**Name** WAGE  **Is Closed**

**Address** 3 Capitol

**Geographic Location (county)** Arkansas  Pulaski, AR

**Geographic Location (ZIP)** 72201

**Type** WAGE

**LEA** X-Department of Workforce Ed.

**Referring Agency** none

**Assign Teacher** Andrews, T

**Assign Role** Do not assign at this time



**Meeting Days / Time**

Days	From Time	To Time
<input type="checkbox"/> Sunday	00 <input type="button" value="v"/> : 00 <input type="button" value="v"/> AM <input type="button" value="v"/>	00 <input type="button" value="v"/> : 00 <input type="button" value="v"/> AM <input type="button" value="v"/>
<input checked="" type="checkbox"/> Monday	09 <input type="button" value="v"/> : 00 <input type="button" value="v"/> AM <input type="button" value="v"/>	01 <input type="button" value="v"/> : 00 <input type="button" value="v"/> PM <input type="button" value="v"/>
<input checked="" type="checkbox"/> Tuesday	01 <input type="button" value="v"/> : 00 <input type="button" value="v"/> PM <input type="button" value="v"/>	07 <input type="button" value="v"/> : 00 <input type="button" value="v"/> PM <input type="button" value="v"/>
<input checked="" type="checkbox"/> Wednesday	09 <input type="button" value="v"/> : 00 <input type="button" value="v"/> AM <input type="button" value="v"/>	01 <input type="button" value="v"/> : 00 <input type="button" value="v"/> PM <input type="button" value="v"/>
<input type="checkbox"/> Thursday	00 <input type="button" value="v"/> : 00 <input type="button" value="v"/> AM <input type="button" value="v"/>	00 <input type="button" value="v"/> : 00 <input type="button" value="v"/> AM <input type="button" value="v"/>
<input checked="" type="checkbox"/> Friday	09 <input type="button" value="v"/> : 00 <input type="button" value="v"/> AM <input type="button" value="v"/>	01 <input type="button" value="v"/> : 00 <input type="button" value="v"/> PM <input type="button" value="v"/>
<input type="checkbox"/> Saturday	00 <input type="button" value="v"/> : 00 <input type="button" value="v"/> AM <input type="button" value="v"/>	00 <input type="button" value="v"/> : 00 <input type="button" value="v"/> AM <input type="button" value="v"/>

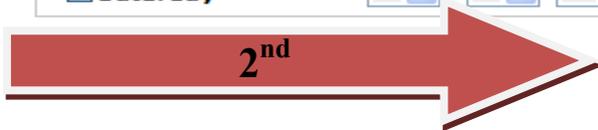


Figure 5

---

## CLASS LIST

Show me:

**Classes in X-Department of Workforce Ed.**

Hours	Class name	Instructor	Schedule
	<a href="#">ABE Days</a>	<a href="#">AERIS Trainer</a>	<input type="text" value="Mon 8:00 AM-11:00 AM"/> <input type="text" value="Wed 8:00 AM-11:00 AM"/> <input type="text" value="Fri 8:00 AM-11:00 AM"/>

Click [here](#) to add a class to X-Department of Workforce Ed. .



Figure 6

**DWE ADULT EDUCATION WEB PORTAL**

As Soon as you enter a Manual Outcome you need to email me the Manual Outcome Form so I can determine approval of the goal. Thanks Tracy

Check your Needs Class Aggsigned class to see if you have any students enrolled that need to be enrolled in the correct class or separated from the pogram.

There are 1 attendance alerts for X-Department of Workforce Ed.  
[View Attendance Alerts](#)

There are new data changes which need approval.  
[Approve Changes](#)

Show me: Only Active Classes

Hours	Class name	Instructor	Schedule	Stds.
🕒	<a href="#">AAA</a>	<a href="#">AERIS Trainer</a>	<div style="border: 1px solid black; padding: 2px;">Mon 9:00 AM-12:00 PM</div> <div style="border: 1px solid black; padding: 2px;">Wed 9:00 AM-12:00 PM</div> <div style="border: 1px solid black; padding: 2px;">Fri 9:00 AM-12:00 PM</div>	👤
🕒	<a href="#">ABE Days</a>	<a href="#">AERIS Trainer</a>	<div style="border: 1px solid black; padding: 2px;">Mon 8:00 AM-11:00 AM</div> <div style="border: 1px solid black; padding: 2px;">Wed 8:00 AM-11:00 AM</div> <div style="border: 1px solid black; padding: 2px;">Fri 8:00 AM-11:00 AM</div>	👤
🕒	<a href="#">Distance Ed.--Face-to-Face</a>	<a href="#">T Andrews</a>	<div style="border: 1px solid black; padding: 2px;">Mon 10:00 AM-12:00 PM</div> <div style="border: 1px solid black; padding: 2px;">Wed 10:00 AM-12:00 PM</div> <div style="border: 1px solid black; padding: 2px;">Fri 10:00 AM-12:00 PM</div>	👤
🕒	<a href="#">Distance Ed.--Proxy Hours</a>	<a href="#">T Andrews</a>	<div style="border: 1px solid black; padding: 2px;">Tue 9:00 AM-8:00 PM</div> <div style="border: 1px solid black; padding: 2px;">Thu 9:00 AM-8:00 PM</div>	👤
🕒	<a href="#">WAGE</a>	<a href="#">T Andrews</a>	<div style="border: 1px solid black; padding: 2px;">Mon 9:00 AM-1:00 PM</div> <div style="border: 1px solid black; padding: 2px;">Tue 1:00 PM-7:00 PM</div> <div style="border: 1px solid black; padding: 2px;">Wed 9:00 AM-1:00 PM</div> <div style="border: 1px solid black; padding: 2px;">Fri 9:00 AM-1:00 PM</div>	👤

Click [here](#) to add a class to X-Department of Workforce Ed. .

Student Lookup:  [Show / Hide](#)

If Student does not have Social

Figure 7

- This is a view of what a program may see at login, which includes the completed class list. You can access attendance, class information, and students enrolled in the class from this Class List view. (Figure 7)
- Also important are the Notes from the state office and the Alerts and Approvals.

## Student Management

### New Student Search

- Before registering you must first search to make sure that your student is not in the system.
- Searching for a student
- Click Lookup Students & Add New on the navigation bar, under Student Management.
  - You will get the ADD/EDIT STUDENT screen.
- Option 1: (Figure 8)
  - Type in the social security number in the “**Student Lookup**” box
  - Click Search or use the Enter key
- Option 2:
  - Enter the students last and/or first name and birth date in the “**Advanced Student Lookup**” box
  - **Use the mouse to Click Search.**
- If the student does not exist in the system, the message “**No Results Found**” will appear in red at the bottom of the ADD/EDIT STUDENT screen.
- If student had previous registration and the social security number is entered incorrectly contact Tracy in the state office to correct

### New Student Registration

- If you receive the message “**No Results Found**”
- Click on the blue link “[click here](#)” (located in the sentence right under the **ADD/EDIT STUDENT** heading) to go to the student entry screen, STUDENT BIO (Figure 9)
- Enter student’s social security number and begin entering student data.
- **\*Fields in red (Social Security Number, Date of Birth, Last Name, etc) indicate required fields.**
- The small box to the right of the Date of Birth field is a calendar. You may click on the calendar and choose the date from there, or you may manually input the birth date. If you manually input the date, use the format mm/dd/yyyy.(Use slashes / and not dashes -)
- At registration AERIS allows you to enter Intake time ranging from .25-2 hours, enter the amount of time it takes for the intake process.
  - Only enter the amount of time you can justify
  - DO NOT enter the assessment time, testing is to be entered under the class attendance

**Arkansas Adult Education** **WE** ARKANSAS Department of WORKFORCE EDUCATION

**Adult Education Reporting Information System**

Tuesday, September 30, 2008  
 You are logged in as: **[871]tandrews**  
 T Andrews  
[<Log Out>](#)

**STUDENT MANAGEMENT**  
[Browse Students](#)  
[Lookup Students & Add New](#)  
[Student Tests](#)  
[Attendance Alerts](#)  
[Testing Alerts](#)

**CLASS MANAGEMENT**  
[Class Improvements](#)  
[Enter Hours](#)  
[Review Hours](#)  
[New Class](#)  
[Class List](#)

**PROGRAM MANAGEMENT**  
[Data Changes](#)  
[Tests Review](#)  
[Downloads](#)

**USER MANAGEMENT**

**ADD / EDIT STUDENT**  
 Please search for an existing student and only if he or she cannot be found please [click here](#) to enter new student into the system.

**Student Lookup:**  
 by SS#:  -  -   **If Student does not have Social Security # then use Advanced Student Lookup.**

**Advanced Student Lookup**  
 by Tax Identification Number    
 OR  
 by any part of Last Name  **AND**  
 by any part of First Name  **AND**  
 Birth Date (optional)

**No Results Found.**

**Click Here**

**No Results Found- Indicates Student is not in AERIS**

Figure 8

## Generating a Student I.D. Number

- ✓ Any student without a social security number must have an AERIS generated I.D. Number following these steps. (Figure 9)
  - If you are registering a new student that does not have a social security number:
    - Enter the information in the required fields BEFORE you can assign that student a number.
      - Enter the Date of Birth, First Name, etc., until you have completed the data entry required on this screen.
      - Click Enter New Student Bio and Continue>> button
      - Then go back to the top of the screen
      - Click under the social security field where it tells you “**If student does not have SSN click here.**” The message will change to “If student doesn’t have Federal ID Number, assign Student Number”.
      - Click on “Click here to generate Student ID Number”.
    - If you try to assign a number before inputting student information in the required fields, it will appear that nothing happens. However, if you scroll to the bottom of your screen, you will see the error messages telling you to fill in required information.
    - **Once you have acquired the ID Number, be sure to document that number or print the page for the student file. Once you continue to the next screen, the Student ID Number will be hidden from view** (Figure 9).
    - When you get to the end of the first entry screen, you will click on the “**Enter New Student Bio and continue**” box at the bottom (Figure 9)
    - After clicking on the “Enter New Student Bio and continue” box, you will go to the STUDENT REGISTRATION screen.

Notes:

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STUDENT BIO

2008  
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T Andrews  
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**STUDENT MANAGEMENT**  
Browse Students  
Lookup Students & Add New  
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Table 8

**STUDENT BIO**

**Social Security Number** [ ] [ ] - [ ]

**Date of Birth** 2/12/1977

**First Name** Tracy

**Middle Name** [ ]

**Last Name** Andrews

**Primary Address** 3

**City** LR

**State** Arkansas

**County** Pulaski, AR

**Zip** 72201

**Ethnicity** White

**Gender** Female

**Home Phone** ( 501 ) 000 - 0000

**Emergency Contact** ( 501 ) 999 - 9999

**Work Phone** ( ) -

**Cell Phone** ( ) -

**Email Address** [ ]

**Native Language** English

**Data Matching**  Has given permission

**Current Registration(s)**  
Not registered

Enter New Student Bio and continue >>

If no SS#, first enter all data, click button to continue at bottom of screen, then you will scroll up and then click here to receive a link to generate the ID number.

✓ Data Matching-the check mark indicates they have signed the Intake Form release statement and given permission to data match their goals.

Figure 9

## Student Registration Screen

- ▶ Continue student registration
- You will enter the Date of Registration (Contact Date) under the **Registration Date** field of the “**Renew or Create New Student Registration**” red bar.
- You will also enter the **Student Contact Type**, which will be either ABE/ASE (adult basic) or ESL (for English as a Second Language student).
- Click the “**Register**” button located to the right of the contact type in the same box (Figure 10).
- If a student is entered with an incorrect contact type, contact Tracy to correct the error.
- After successful registration, a message will appear at the bottom of the STUDENT REGISTRATION screen in red stating “Student has been registered!” (Figure 11)
- Click “**continue**” at the bottom of the STUDENT REGISTRATION screen to go to the class enrollment screen.

Notes:

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STUDENT REGISTRATION

**Arkansas Adult Education** **WE** ARKANSAS Department of WORKFORCE EDUCATION

**Arkansas**

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**STUDENT MANAGEMENT**  
[Browse Students](#)  
[Lookup Students & Add New](#)  
[Student Tests](#)  
[Attendance Alerts](#)  
[Testing Alerts](#)

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[Class Improvements](#)  
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**USER MANAGEMENT**  
[New User](#)  
[User List](#)  
[User Alerts](#)

**STUDENT REGISTRATION**

**Tracy Andrews [133936]**

**Renew or Create New Student Registration**

Registration Date:   Student Contact Type:  ABE/ASE, ESL

**Select Student Registration**

Contact Type	Registered	Separated	Hours	Outcome	del*
* A registration can be deleted only if it has no dependencies and it has not been approved yet.					

Register Button

Figure 10

STUDENT REGISTRATION

T Andrews  
[<Log Out>](#)

**STUDENT MANAGEMENT**

- [Browse Students](#)
- [Lookup Students & Add New](#)
- [Student Tests](#)
- [Attendance Alerts](#)
- [Testing Alerts](#)

**CLASS MANAGEMENT**

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- [Table 10](#)
- [Table 11](#)

## Tracy Andrews [133936]

**Renew or Create New Student Registration**

Registration Date	Student Contact Type	
7/1/2008	<input checked="" type="checkbox"/> ABE/ASE, ESL	<input type="button" value="Register"/>

**WAGE Status of registration [169239]**

Is this a WAGE Student? Check for Yes

**Current Registration**

Contact Type	Registered on	Separate on	Reason	
ABE / ASE	7/1/2008		--Please Select--	<input type="button" value="Separate"/>

**Select Student Registration**

Contact Type	Registered	Separated Hours	Outcome del*
<a href="#">ABE / ASE [169239]</a> X-Department of Workforce Ed.	7/1/2008	Current	0.00 <a href="#">Status</a> <a href="#">Goals</a> N/A

\* A registration can be deleted only if it has no dependencies and it has not been approved yet.

**Student has been registered!**

Current registration will be in yellow, if more than one current registration they will be yellow and green

Figure 11

## Student Class Enrollment

(Figure 12)

- Steps to enroll in a class
- Classes that have been created will be listed in the “Enroll In Classes” box.
- To add your student to a class, click the box to the right of the class in the column under Add.
  - Click on the “**Update Class Enrollment and continue**” to enroll the student in class.
  - *Note: You MUST put a check in the “Add” box for the class in which the student will be enrolling, or the student will not appear in any class, even though you have registered that student.*
  - This system makes a distinction between registering a student and enrolling a student into a class (enrollment). **(DO NOT Skip Class Enrollment)**
  - You cannot enter test scores until the student is enrolled in a class.
  - You cannot get credit for contact hours until the student is enrolled in a class.

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STUDENT CLASS PLACEMENT

**Adult Education Reporting Information System**

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 T Andrews  
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**STUDENT CLASS PLACEMENT**

Tracy Andrews [133936/169239]

[Change/Add Classes](#)    Contact type: **ABE / ASE**  
[Attendance History](#)    [Enter Test Scores](#)  
 WAGE status: **No**  
 Table-4 advance 2008-2009:

**Register, Update Registration or Separate Student**

**Class Placement History**

Class	Status	Placed	Separated

**Enroll in classes under X-Department of Workforce Ed.**

Class name	Instructor	Schedule	Add*
<a href="#">AAA</a>	<a href="#">AERIS Trainer</a>	Mon 9:00 AM-12:00 PM	<input checked="" type="checkbox"/>
		Wed 9:00 AM-12:00 PM	
		Fri 9:00 AM-12:00 PM	
<a href="#">ABE Days</a>	<a href="#">AERIS Trainer</a>	Mon 8:00 AM-11:00 AM	<input type="checkbox"/>
		Tue 8:00 AM-11:00 AM	
		Wed 8:00 AM-11:00 AM	
		Thu 8:00 AM-11:00 AM	
		Fri 8:00 AM-11:00 AM	

\*Click on a corresponding checkbox to add student to class.  
 Click [here](#) to add a class to X-Department of Workforce Ed. .

Student Snapshot Box

Class Enrollment

Figure 12

**Student Status Measures**

- Continue entering student demographic data on this screen (Figure 13)
- Click **“Update Status and continue”** at the bottom of the page.
  - Due to student confidentiality once this has been submitted you will no longer have access to some of the information entered here. If it needs to be edited/changed, contact Tracy in the state office.
  - Information entered on this screen from the Status Needs page in the intake form generates NRS table 6.
- At registration AERIS allows you to enter Intake time ranging from .25-2 hours, enter the amount of time it takes for the intake process.
  - Only enter the amount of time you can justify (Figure 13)
  - DO NOT enter the assessment time, testing is to be entered under the class attendance

Notes:

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File Edit View Favorites Tools Help

STUDENT STATUS MEASURES

T Andrews [133936/169239]  
 <Log Out>

**STUDENT MANAGEMENT**

- Browse Students
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**Tracy Andrews**

Enrolled Classes: X-Department of Workforce Ed. - AAA  
[Change/Add Classes](#)  
[Attendance History](#)  
[Outcomes](#)  
[Enter WAGE Certificates](#)  
[G.E.D. Scores](#)

Contact type: **ABE / ASE**  
[Enter Test Scores](#)  
 WAGE status: **No**  
 Table-4 advance 2008-2009:

**Register, Update Registration or Separate Student**

**Citizenship** -Please select -

**Last Grade completed** High School Diploma

**Last year attended** Please select year

**Living Area** Urban

**Employment** Unemployed

**Receives public assistance?**  Yes  No

**Diagnosed with physical disability?**  Yes  No

**Diagnosed with learning disability?**  Yes  No

**Status**

<input checked="" type="checkbox"/> Low Income	<input type="checkbox"/> Displaced Homemaker
<input type="checkbox"/> Single Parent	<input type="checkbox"/> Dislocated Worker

**Intake Person** Andrews, T

**Intake Hours** 2

**Referring Agency** None

Figure 13

## WAGE

All WAGE programs will have a **minimum of two WAGE classes (WAGE Pre-6.0 Class and WAGE Class)** entered in AERIS by the state office. Contact the state office if additional classes are needed.

Any student who desires to attend a WAGE Program will be enrolled in one of the two WAGE classes at registration.

**The WAGE class will be determined by the student's pretest scores/grade equivalency.**

- ❖ If the student's pretest scores are below a 6.0 grade equivalency, he/she needs to be enrolled into the "WAGE Pre-6.0 class"
- ❖ If the student's pretest scores are 6.0 grade equivalency or above, he/she needs to be enrolled into the "WAGE class" and marked as a WAGE student in AERIS.

### WAGE Pre-6.0 class

- ✓ Once the student posttests and scores a 6.0 grade equivalency or above he/she needs to be separated from the WAGE Pre-6.0 class and enrolled into the WAGE class.
- ✓ At this point, the student is considered a "WAGE" student, and you are to mark them as "WAGE" in AERIS.

### Programs are to:

- ✓ Assess all students in your current WAGE classes to determine their current grade equivalency.
- ✓ Any students who are below a 6.0 grade equivalency must be separated from the current class and enrolled into the WAGE Pre-6.0 class or any current ABE class.
- ✓ Students enrolled in the WAGE Pre-Class 6.0 **should NOT** be marked as "WAGE" students.
- ✓ Any students who are at the 6.0 grade equivalency or above must be separated from the current class and enrolled into the WAGE class
- ✓ Once students are enrolled into the WAGE class, you **MUST** mark them as a "WAGE" student.

## Assessments

### Entering Student Test Scores

#### ▶ STUDENT TESTS

(Figure 14)

- Under the “Assessment Testing Based on Contact Type” red bar choose:
- ABE/ASE
  - TABE 7/8 or TABE 9/10
- ESL
  - BEST Literacy08, BEST Plus, BEST Oral or a combination
  
- After selecting the appropriate test, you are taken to the STUDENT TESTS screen (Figure 14).
- **Justification**, you will choose one of the three options
  - Traditional: entering three subject area scores,
  - Non-Traditional 1: entering one subject area score,
  - Non-Traditional 2: entering two subject area scores.
  
- ▶ “ASSESSMENT TEST REPORTING” box on the STUDENT TESTS screen
- Enter the actual test Date, Test Name, and Score.
  - Note that when you enter the Test Name, your screen may change for a split second and you may have to scroll back down to the ASSESSMENT TEST REPORTING box
    - This happens because the test Score Range is being configured.
  - After scrolling back down to enter the score, you will see a range. You will have to enter a score between these ranges.
- Click on the “**Save Tests and continue**” box.
- It is important to enter the date the test was taken, not the date the information is entered in the system.
- Continue to page 35

## STUDENT PRE TEST

<b>t_aa</b>		[148285/190687]
<b>Enrolled Classes:</b> X-Department of Workforce Ed. - AAA X-Department of Workforce Ed. - WAGE	<b>Contact type:</b> ABE / ASE <a href="#">Enter Test Scores</a> <b>WAGE status:</b> No	
<a href="#">Change/Add Classes</a> <a href="#">Attendance History</a> <a href="#">Outcomes</a> <a href="#">Enter WAGE Certificates</a> <a href="#">G.E.D. Scores</a>	<b>Table-4 advance 2008-2009:</b> <input type="checkbox"/>	
<b>Register, Update Registration or Separate Student</b>		

Current Status: **Never Tested** (no tests were entered). Enter Pretests below.

<b>Assesment Testing Based on Contact Type:</b>		ABE / ASE	<input type="button" value="v"/>	
<b>Battery for: ABE / ASE</b>	<b>Justification:</b>			
TABE 9/10	<input type="button" value="v"/>	Traditional	<input type="button" value="v"/>	
<b>ASSESSMENT TEST REPORTING</b>				
<b>Test Name</b>	<b>Ver.</b>	<b>Date</b>	<b>Range</b>	<b>Score</b>
--Please Select--	--	<input type="text"/>	<input type="button" value="grid"/>	<input type="text"/>
--Please Select--	--	<input type="text"/>	<input type="button" value="grid"/>	<input type="text"/>
--Please Select--	--	<input type="text"/>	<input type="button" value="grid"/>	<input type="text"/>
<input type="button" value="Save Tests and continue &gt;&gt;"/>				
<b>TESTS HISTORY</b>				
<b>Series Entry</b>	<b>Tests **</b>			

Figure 14

## Goals/Outcomes

### Entering Goals/Outcomes at Registration

- STUDENTS GOALS/Outcome screen (Figure 15)
  - Obtain a GED
  - Enter Employment
  - Retain or Improve Employment
  - Enter Postsecondary Ed or Training
- ✓ All students have the goal of Improving Basic Literacy Skills (ABE/ASE) or Improving Basic English Skills (ESL).
- ✓ These are the default goals in AERIS, it credits the student with achieving these goals when educational functioning level (EFL) advancement is made on table 4.1.
- The goal options available will depend on the students employment status entered at registration
  - Employed (full-time or part-time)-Enter Employment option is not listed
  - Not in Labor Force/Market-Enter Employment and Retain/Improve Employment options are not listed
- The student could have two of the four NRS goals listed, but two are not required!
- If Obtain a GED is one of the student's goals **always** list it as the **Primary goal**.
- Complete entering Secondary Reasons and Recruitment here.
- Click on “**Submit for Approval**” and you will have finished entering this student.
  - Upon achievement of the goal(s) and separation from the program, credit will be given to the student and the program

Notes:

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STUDENT GOALS

**Adult Education Reporting Information System**

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 T Andrews  
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**STUDENT MANAGEMENT**

- Browse Students
- Lookup Students & Add New
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- Class Improvements
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**STUDENT GOALS**

Tracy Andrews [133936/169239]

Enrolled Classes: X-Department of Workforce Ed. - AAA  
 Contact type: ABE / ASE  
 WAGE status: No  
 Table-4 advance 2008-2009:

[Enter Test Scores](#)  
[Change/Add Classes](#)  
[Attendance History](#)  
[Outcomes](#)  
[Enter WAGE Certificates](#)  
[G.E.D. Scores](#)

Register, Update Registration or Separate Student

**Core Indicator**

Primary: Obtain a G.E.D.  
 Secondary: Enter Employment

Note: Employment status for this registration is "Unemployed"

**Secondary Reasons**

Primary: --Please select--  
 Secondary: --Please select--

**Recruitment**

--Please select--

Submit for approval >>

Student Goals/Core Indicator

Figure 15

## Student Registrations

### Registering a Student with one previous registration in AERIS

- ✓ Before registering you must first check to make sure that your student is not in the system.
- Searching for a student
- Click Lookup Students & Add New.
  - You will get the ADD/EDIT STUDENT screen.
- Option 1:
  - Type in the social security number in the “**Student Lookup**” box
  - Click Search or use the Enter key
- Option 2:
  - Enter the students last and/or first name and birth date in the “**Advanced Student Lookup**” box
  - **Use the mouse to Click Search.**
- If the student had a previous registration and the social security number is entered incorrectly contact Tracy in the state office to correct
- A Student who had a previous registration or is currently registered will appear
- You will see the student’s bio (Figure 16)
- If this registration was not created by your program go to the next step
  - Hint: check class/program enrolled if student is currently registered
  - Click student’s name to go to registration links-if the student has more than one registration it will show here
- Click the red bar: **Register, Update Registration or Separate Student**
- Generates the Renew or Create new Student Registration page
- Enter the registration date and choose the contact type (Figure 17)
- Click Register (Figure 17)
- You will then proceed with creating a registration for your program

- Steps to enroll in a class
  - Classes that have been created and are active will be listed in the “Enroll In Classes” box.
  - To add your student to a class, click the box to the right of the class in the column under ADD.
    - Click on the “**Update Class Enrollment and continue**” to enroll the student in class.
    - *Note: You MUST put a check in the “Add” box for the class in which the student will be enrolling, or the student will not appear in any class, even though you have registered that student.*
    - This system makes a distinction between registering a student and enrolling a student into a class (enrollment). **(DO NOT Skip Class Enrollment)**
    - You cannot enter test scores until the student is enrolled in a class.
  
- Continue entering student demographic data on this screen.
- Click “**Update Status and continue.**”
  - Due to student confidentiality once this has been submitted you will no longer have access to some of the information entered here. If it needs to be edited/changed, contact Tracy in the state office.
  - Information entered on this screen from the Status Needs page in the intake form generates NRS table 6.
  
- **STUDENT TESTS**
  - **\*If the student has a test score entered by another program that is less than 45 days old you should use the test scores as your program’s test. Print the page where you retrieve the test scores you entered for documentation and place in your student folder.**
  - Under the Assessment Testing Based on Contact Type red bar choose:
  - ABE/ASE
    - TABE 7/8 or TABE 9/10
  - ESL
    - BEST Literacy08, BEST Plus, BEST Oral or a combination
  - After selecting the appropriate test, you are taken to the STUDENT TESTS screen (Figure 14).
  - **Justification**, you will choose one of the three options
    - Traditional: entering three subject area scores,
    - Non-Traditional 1: entering one subject area score,
    - Non-Traditional 2: entering two subject area scores.

➤ ASSESSMENT TEST REPORTING box on the STUDENT TESTS screen

- Enter the test Date, Test Name, and Score.
  - Note: when you enter the Test Name, your screen may change for a split second and you may have to scroll back down to the ASSESSMENT TEST REPORTING box; this happens because the test Score Range is being configured.
  - After scrolling back down to enter the score, you will see a range. You will have to enter a score between these ranges.
- Click on the “**Save Tests and continue**” box.
- It is important to enter the date the test was taken, not the date the information is entered in the system.
- ✓ **DO NOT:** If the student’s previous registration falls within the same fiscal year **do not** enter the same goals on the new registration.
  - Example: Student Registers July 2008 and separates on September 2008 with a goal of Postsecondary Education, then the student returns and is reregistered in November 2008, at this point you could register them with another goal, but do not re-enter Postsecondary Education it is carried over from the previous registration.

➤ STUDENTS GOALS/Outcome screen (Figure 15)

- Obtain a GED
- Enter Employment
- Retain or Improve Employment
- Enter Postsecondary Ed or Training

- The goal options available will depend on the students employment status entered at registration
  - Employed (full-time or part-time)-Enter Employment option is not listed
  - Not in Labor Force/Market-Enter Employment and Retain/Improve Employment option is not listed
- The student could have two of the four NRS goals listed, but two are not required!
- If Obtain a GED is one of the students goals always list it as the Primary goal.
- Complete entering Secondary Reasons and Recruitment here.
- Click on “**Submit for Approval**” and you will have finished entering this student.

## ADD / EDIT STUDENT

Please search for an existing student and only if he or she cannot be found please [click here](#) to enter new student into the system.

Student		[121315/-1]
<b>Register, Update Registration or Separate Student</b>		<b>Delete Student</b>
<b>Personal Information</b>		
Student Name	R...	
Social Security Number		
Student ID Number		
Street Address:		
City		
State	Arkansas	
Zip	72104	
County	Hot Spring	
Phone	(501) 332 - 4340	
Emergency Contact	(501) 332 - 5169	
Work Phone	Not Specified	
Cell Phone	Not Specified	
Email Address		
Date of Birth	Tuesday, January 30, 1968	
Gender	Female	

Previously registered student bio. Click on the red bar: **Register, Update Registration or Separate Student** to create your program's registration.

Figure 16

## STUDENT REGISTRATION

Student Name

### Renew or Create New Student Registration

Registration Date      Student Contact Type

2/12/2009



ABE/ASE, ESL

ABE / ASE



Register

### Select Student Registration

Contact Type    Registered    Separated    Hours    Outcome del\*

ABE / ASE

[149913]

5/9/2008

2/10/2009

27.50

[Status](#)

[Goals](#)

[Enter](#)

Program Name

\* A registration can be deleted only if it has no dependencies and it has not been approved yet.

Continue >>

Figure 17

## **Registering a Student with multiple previous registrations**

- ✓ Before registering you must first check to make sure that your student is not in the system.
- Searching for a student
- Click Lookup Students & Add New.
  - You will get the ADD/EDIT STUDENT screen.
- Option 1:
  - Type in the social security number in the “**Student Lookup**” box
  - Click Search or use the Enter key
- Option 2:
  - Enter the students last and/or first name and birth date in the “**Advanced Student Lookup**” box
  - **Use the mouse to Click Search.**
- Example searching by name
  - You could receive a list of students with the search criteria (Figure 18)
- Determine which student is correct
  - tip: check birth date
- Click on the student’s name to go to his/her record
- If the student had previously been registered at your program
  - Click on the most recent link to the left of your program name (Figure 19)
  - Continue to update the registration
- If your program is not listed with a link
  - Click on the **CREATE NEW REGISTRATION** link at the bottom of the page (Figure 19)
  - Continue creating a registration for your program
- ✓ **DO NOT:** If the student’s previous registration falls within the same fiscal year **do not** enter the same goals on the new registration.
  - Example: Student Registers July 2008 and separates on September 2008 with a goal of Postsecondary Education, then the student returns and is reregistered in November 2008, at this point you could register them with another goal, but do not re-enter Postsecondary Education it is carried over from the previous registration.
- **\*If the student has a test score entered by another program that is less than 45 days old you should use the test scores as your program’s test. Print the page where you retrieve the test scores you entered for documentation and place in your student folder.**
- If you encounter any problems with the registration process refer to the New Student Registration process.

Colorado Technical Universit... ADD / EDIT STUDENT

**Arkansas Adult Education** **WE** ARKANSAS Department of WORKFORCE EDUCATION

**Adult Education Reporting Information System**

Tuesday, October 28, 2008  
 You are logged in as: **[390]patkachel**  
 Patricia Kachel  
[<Log Out>](#)

**STUDENT MANAGEMENT**  
[Browse Students](#)  
[Lookup Students & Add New](#)  
[Student Tests](#)  
[Attendance Alerts](#)  
[Testing Alerts](#)

**CLASS MANAGEMENT**  
[Class Improvements](#)  
[Enter Hours](#)  
[Review Hours](#)  
[New Class](#)  
[Class List](#)

**PROGRAM MANAGEMENT**  
[Data Changes](#)  
[Tests Review](#)  
[Downloads](#)

**USER MANAGEMENT**  
[New User](#)  
[User List](#)  
[User Alerts](#)  
[Teacher Certificate Alerts](#)

**ADD / EDIT STUDENT**

Please search for an existing student and only if he or she cannot be found please [click here](#) to enter new student into the system.

**Student Lookup:** [Show / Hide](#)

First Name	Last Name	DOB	Current Registrations		
<a href="#">Maria Elvira</a>	<a href="#">Orellana</a>	9/2/1976	<b>Contact Type</b> <a href="#">ABE / ASE</a>	<b>Reg. Date</b> 7/24/2008	<b>ID</b> <a href="#">157521</a>
<a href="#">create new registration</a>					
<a href="#">Maria Marta</a>	<a href="#">Orellana Molina</a>	2/23/1970	<b>Contact Type</b> Not Registered	<b>Reg. Date</b>	<b>ID</b>
<a href="#">create new registration</a>					
<a href="#">Maria</a>	<a href="#">Orellana</a>	3/24/1952	<b>Contact Type</b> <a href="#">ESL06</a>	<b>Reg. Date</b> 10/23/2007	<b>ID</b> <a href="#">124674</a>
<a href="#">create new registration</a>					
<a href="#">Maria Nelis</a>	<a href="#">Orellana</a>	9/16/1949	<b>Contact Type</b> <a href="#">ESL06</a>	<b>Reg. Date</b> 9/3/2008	<b>ID</b> <a href="#">166467</a>
<a href="#">create new registration</a>					
<a href="#">Maria</a>	<a href="#">Orellana</a>	12/29/1960	<b>Contact Type</b> <a href="#">ESL06</a>	<b>Reg. Date</b> 10/22/2008	<b>ID</b> <a href="#">174038</a>
<a href="#">create new registration</a>					

Figure 18

File Edit View Favorites Tools Help

Colorado Technical Universit... STUDENT REVIEW

**Adult Education Reporting Information System**

**Tuesday, October 28, 2008**  
 You are logged in as:  
**[390]patkachel**  
 Patricia Kachel  
[<Log Out>](#)

**STUDENT MANAGEMENT**  
[Browse Students](#)  
[Lookup Students & Add New](#)  
[Student Tests](#)  
[Attendance Alerts](#)  
[Testing Alerts](#)

**CLASS MANAGEMENT**  
[Class Improvements](#)  
[Enter Hours](#)  
[Review Hours](#)  
[New Class](#)  
[Class List](#)

**PROGRAM MANAGEMENT**  
[Data Changes](#)  
[Tests Review](#)  
[Downloads](#)

**USER MANAGEMENT**  
[New User](#)  
[User List](#)  
[User Alerts](#)  
[Teacher Certificate Alerts](#)

**REPORTS**  
[Table 1](#)  
[Table 2](#)  
[Table 3](#)

**STUDENT REVIEW**

**Student Lookup:** [Show / Hide](#)

**More than one registration is found for the student. Please select a registration from the list below:**

Registration	Enrolled Program Registered by:
• <a href="#">[157521] From 7/24/2008 To</a>	Literacy Council of Benton Co., Inc. Kathie Chambers
• <a href="#">[101157] From 3/2/2007 To 8/23/2007</a>	Northwest Arkansas Community College Patricia Kachel
• <a href="#">[57891] From 7/2/2006 To 3/1/2007</a>	Northwest Arkansas Community College Patricia Kachel
• <a href="#">[1560] From 7/1/2005 To 7/1/2006</a>	Northwest Arkansas Community College Patricia Kachel

If you wish to renew one of the separated registrations above, please click on the link for that particular registration. To create an entirely new registration for this student, please

[CREATE NEW REGISTRATION.](#)

*Please note that new registrations will not carry forward testing or attendance histories from any previous active or separated registrations.*

Figure 19

# Program Management

## Data Changes and Approval Process

- All student registrations, student data edits, test scores, and attendance MUST be approved
- ✓ If the data is not approved it will not give credit to the student or program for the data entered
- ✓ **The data entry person cannot do approvals**
- When the Director logs in to AERIS he/she will have the opportunity to
  - Click on the Data Changes (Approvals) bar,
  - you will see “Awaiting Authorization:” and under this are “Student Registrations,” “Student Profile Data Changes,” “Student Test Scores Entered,” and “Class Hours Entered.” or
  - Go to the Program Management section “**Data Changes.**” You will be taken to the DATA CHANGES (APPROVAL) screen (Figure 20).
- If you click “Expand” on any of the categories, you will see details of what is waiting to be approved. Only expand one category at a time.
- You may approve (or decline) all students at one time, or you may do this individually. This is a matter of preference.
- The approvals for each category may include multiple pages (pages show at the bottom of each section).
- **You can only approve or decline one page at a time.**
- Edits to student demographics (i.e. street address, phone number, etc.) will have to be approved for the changes to reflect on the student demographics.
- The changes will show up under the “Student Profile Data Changes” to be approved.
- Only expand one category at a time.
- Clicking “Collapse” will collapse the box and will give you just the category heading.
- Click the submit button at the bottom of the screen, you will get a message that asks if you want to commit to the changes.
- **AFTER SUBMISSION OF APPROVAL, YOU WILL NO LONGER BE ABLE TO CHANGE STUDENT CONTACT TYPE, TEST OR ATTENDANCE DATA. Be sure all information is accurate BEFORE you approve it.**
- Clicking “Collapse” will collapse the box and will give you just the category heading bar.
- **WARNING: After test score and attendance entries are APPROVED they cannot be changed or edited by the program.** For example, if you enter test scores and discover that one of the test scores is wrong, you may go in and modify it as long as it is waiting for approval. However, after that test has *been approved*, you can no longer modify it. Also, until information is actually approved, it will not show up on any tables. To decline a student registration you will need to contact Tracy in the state office. If you decline test scores or attendance on the approval list it will delete all information associated with that item.

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites Print Mail News RSS Feeds

Address http://aeris.aalrc.org/Approvals.aspx

Arkansas Adult Education

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**Monday, August 22, 2005**  
 You are logged in as:  
**[288]tracyandrews**  
 Tracy Andrews  
[<Log Out>](#)

**STUDENT MANAGEMENT**

[Browse Students](#)  
[Lookup Students](#)  
[& Add New](#)  
[Student Tests](#)  
[Attendance Alerts](#)  
[Testing Alerts](#)  
[Enrollment Alerts](#)  
[Status Aggregate](#)

**CLASS MANAGEMENT**

[Class Improvements](#)  
[Enter Hours](#)  
[Review Hours](#)  
[New Class](#)  
[Class List](#)

**PROGRAM MANAGEMENT**

[Application Lock](#)  
[Data Changes](#)  
[LEA List](#)

### DATA CHANGES (APPROVALS)

**Awaiting Authorization:**

<b>Student Registrations</b>	<b>2087</b>	<a href="#" style="color: white;">Expand</a>
<b>Student Profile Data Changes</b>	<b>57</b>	<a href="#" style="color: white;">Expand</a>
<b>Student Test Scores Entered</b>	<b>1845</b>	<a href="#" style="color: white;">Expand</a>
<b>Class Hours Entered</b>	<b>360</b>	<a href="#" style="color: white;">Expand</a>

**Please Note:**

1. All disapproved records will be permanently deleted.
2. If a record is neither approved nor declined it will stay on this page until some action is taken on it.
3. It is recommended to submit approvals/declines for one section at a time.

Shows number waiting to be approved

Expand each bar one at a time to do your approvals. Once approvals are completed click to collapse the bar.

Figure 20

# Class Management

## Change/Add Classes

- To enroll or delete/remove a student from a class
  - Look the student up and click on [Change/Add Classes](#) link in the student snapshot box. (Figure 21)
  - It will list the class or classes the student is enrolled in and give you the link to delete/remove them from the class you choose.
  - You also have the option to enroll the student in a class through this link.
  - Once the student is separated from a class, **you cannot** re-enroll them in the same class.
  - Do not separate the student from the class if he/she should be separated from the Program!

## STUDENT REVIEW

T Andrews [6463/189850]

**Enrolled Classes:**  
X-Department of Workforce Ed. - WAGE

[Change/Add Classes](#)  
[Attendance History](#)  
[Outcomes](#)  
[Enter WAGE Certificates](#)  
[G.E.D. Scores](#)

**Contact type:** ABE / ASE  
**Functioning Level:** ASE High ↗  
**Last action taken:** Entered  
[Enter Test Scores](#)  
**WAGE status:** Yes

Table-... 2008-2009:  Earned credit

**Register, Update Registration...**

Figure 21

Change/Add Classes link  
Remember: once separated from this class the student cannot be re-enrolled in this same class again. If the student is not going to be enrolled into another class, you should be separating them from the Program using the red bar-  
“Register, Update Registration...”

## Separation from the Program

### Separating a Student from the Program

- According to NRS any student who has not received attendance for 90 days “and is not scheduled to receive further instruction” is to be Separated from the Program.
- Prior to Separating check Goals and make sure everything has been approved.
  - You will not lose any information on the student by Separating them from the Program.
  - To separate a student from the program you look the student up
  - Click the red bar on the bottom of the student snapshot box **Register, Update Registration or Separate Student**
  - ✓ **Separate using the last date of attendance to separate from the program** (Figure 22)
    - Hint: You can click on the students attendance history for last date of attendance entered
  - In the 1<sup>st</sup> empty box, enter the separation date and select the appropriate reason the student has left the program
  - Click the Separate button
  - DO NOT separate a student from the class if they should be Separated from the Program!

Notes:

---

---

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---

**Renew or Create New Student Registration**

**Registration Date**      **Student Contact Type**


 ABE/ASE, ESL    ABE / ASE 

Use last date of attendance to separate student from the Program then drop down and choose the reason for separation and click Separate button.

**WAGE Status of registration [189850]**

Is this a WAGE Student? Check for Yes

**Current Registration**

Contact Type	Registered on	Separate on	Reason
ABE / ASE	11/15/2008	<input type="text"/> 	--Please Select--  <input type="button" value="Separate"/>

Figure 22

**Students Separated with Outcome/Goal Indicators**

- ✓ Complete the Manual Entry steps only if the goal will not be data matched through Department of Higher Education (Postsecondary Ed) or Department of Workforce Services (Employment).
- ✓ All GED outcomes are manual entries-they are not data matched.
- Prior to Separating make sure the Goal is entered and all attendance has been approved.
  - Refer to:
    - **Separation from the Program** for the steps on separating a student from the program
    - After you separate the student from the program it will look similar to (Figure 23)
    - If your program registrations are in the current fiscal year, you can click on any Enter link available to enter outcome.

Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Manual Outcome Entries

### Manual Outcome entry at time of Separation-

- Click on "New Outcome Indicator" drop down box.
- Select proper outcome indicator. Page will blink after indicator has been selected.
- Click in box "Proper documentation for this outcome is available."
- Click "Save."
- Message will be displayed "One outcome indicator was successfully saved."

### Manual Outcome entry after separation date

- Click on Look up Students & Add new link in the navigation bar
- Enter search criteria to locate student
- Click on student's name in the student snapshot box
- Click on the Outcome link in the student snapshot box (Figure 24)
- Scroll down to Outcome Indicators (Figure 24)
- Click on New Indicator on the right side of the page
- Enter date of goal achievement *The date entered will be after the separation date* (Figure 25)
- Click on "New Outcome Indicator" drop down box.
- Select proper outcome indicator. Page will blink after indicator has been selected.
- Click in box "Proper documentation for this outcome is available."
- Click "Save."
- Message will be displayed "One outcome indicator was successfully saved."

- ✓ **As soon as the outcome has been entered, fill out the Manual Outcome Form and email it to Tracy so it can be determined if this would be an allowable manual entry.**
- ✓ **DO NOT send Manual Outcome Forms on GED outcomes.**

## STUDENT REGISTRATION

# T Andrews [6463]

**Renew or Create New Student Registration**

Registration Date   Student Contact Type  ABE/ASE, ESL

**Select Student Registration**

Contact Type	Registered	Separated	Hours			Outcome del*
ABE / ASE [189850] X-Department of Workforce Ed.	11/15/2008	3/3/2009	10.00	<a href="#">Status</a>	<a href="#">Goals</a>	N/A
ABE / ASE [178263] X-Department of Workforce Ed.	7/1/2008	11/14/2008	12.00	<a href="#">Status</a>	<a href="#">Goals</a>	<a href="#">Enter</a>

Click [Status](#) to view the student information

Click [Enter](#) to go to the Outcome entry page.

Figure 23

## STUDENT OUTCOME INDICATORS AND REASONS

**T Andrews** [6463/178263]

[Change/Add Classes](#)      Contact type: **ABE / ASE**  
[Attendance History](#)      Functioning Level: **ABE Beginning Basic Education** ↑  
[Outcomes](#) ←      Last action taken: **Continued in same level**  
[Enter WAGE Certificates](#)      [WAGE Test Scores](#)  
[G.E.D. Scores](#)      WAGE status: **NO**  
 Table-4 advance 2008-2009:  Earned cre

**Outcomes**

**Register, Update Registration or Separate Student**

Registration details			
<b>Registration Date</b>	<b>7/1/2008</b>	<b>Separation Date</b>	<b>11/14/2008</b>
<b>Enrollment Date</b>	<b>11/15/2008</b>	<b>Fiscal Quarter</b>	<b>2</b>
<b>12 Hours Requirement</b>	<b>Met on Saturday, November 15, 2008</b>		
<b>Employment Status</b>	<b>Unemployed</b>		

Can be added by State or Program Administrator only if student is separated and meets all requirements for entry.

Outcome Indicators			<b><u>New Indicator</u></b>
<b>Date</b>	<b>Entered</b>	<b>Goal Achieved</b>	

Click--New Indicator

Can be added by State or Program Administrator at any time during the fiscal year, whether this student is currently enrolled or not.

Secondary Achievements (Reasons)			<b><u>New Reason</u></b>
<b>Date</b>	<b>Entered</b>	<b>Achievement</b>	

Secondary Goal outcomes can be entered while registration is

Figure 24

Outcome Indicators		<a href="#">New Indicator</a>	
Date	Entered	Goal Achieved	
<input type="text" value="3/19/2009"/> <input type="button" value="Calendar"/>	3/19/2009	<input checked="" type="checkbox"/> Proper documentation for this outcome is available	<input type="text" value="Enter Employment"/> <input type="button" value="v"/>
		<input type="button" value="Save"/> <input type="button" value="Cancel"/>	

*Note: Callouts in the image point to the 'Date Goal Achieved' header and the 'Outcome Indicator drop down' menu.*

Can be added by State or Program Administrator at any time during the fiscal year, whether this student is currently enrolled or not.

Secondary Achievements (Reasons)		<a href="#">New Reason</a>
Date	Entered	Achievement

Figure 25

## NRS Tables

### Generating Tables

- Go to “Reports” link at the bottom of the navigation bar (Do not use the Table links listed) (Figure 26)
  - Reports –You can view any of the table listed the Program Specific tables are: (Figure 27)
    - Table 4.1
    - Table 4b
    - Table 5.1
  - Click on table title
  - Click on LEA/program name
  - Use filters for specific report information (Figure 28)
    - Ignore Minimum Attendance Requirement
      - Clicking this box will generate your served numbers
        - (served=all students with an approved pretest score and at least one hour of approved attendance)
  - Click run report button (Figure 29)
- 
- To Print reports
  - Option 1:
    - Across the top of the report in the percent box change the percent from 100% to 75%
    - Go to file and select print
  - Option 2:
    - Across the top of the report click the Export drop down list
    - Choose Excel or PDF
    - Click the Export link to the right of the box
    - A pop-up will ask if you want to “Open”, “Save”, or “Cancel”
    - If you choose “Open” it will export the file and print as usual
    - If you choose “Save” it will export the report to save to your computer once it is saved you can print as usual.
- 
- ✓ **You are advised to generate and print your program reports regularly!**

**REPORTS**

- [Table 1](#)
- [Table 2](#)
- [Table 3](#)
- [Table 4](#)
- [Table 4b](#)
- [Table 5](#)
- [Table 6](#)
- [Table 7](#)
- [Table 8](#)
- [Table 9](#)
- [Table 10](#)
- [Table 11](#)
- [Table 12](#)
- [Table 13](#)
- [WAGE Status](#)

**Do Not Use  
These Links to  
Generate  
Reports/Tables**

[Table 4 Names Report](#)  
[Reports](#)

**Use the Reports link to generate reports**

Figure 26

## DWE ADULT EDUCATION WEB PORTAL

### Federal Reports

**Table 1**

Participants by Entering Educational Functioning Level, Ethnicity, and Sex

**Table 5**

Core Followup Outcome Achievement

**Table 12 (Optional)**

Work-based Project Learners by Age, Ethnicity, and Sex

**Table 2**

Participants by Age, Ethnicity, and Sex

**Table 6**

Participant Status and Program Enrollment

**Table 4.1**

Educational Gains and Attendance by Educational Functioning Level calculated at the Program Level

Table 4.1 Programs are to use this table 4.

**Table 3**

Participants by Program Type and Age

**Table 7**

Adult Education Personnel by Function and Job Status

**Table 4B.1 (Optional)**

Educational Gains and Attendance for Pre-and Posttested Participants calculated at the Program Level

Notice—Tables 8-12 are generated in part by the Class Program “TYPE” selected when the class is created. (Figure 4)

**Table 4**

Educational Gains and Attendance by Educational Functioning Level

**Table 8 (Optional)**

Outcomes for Adults in Family Literacy Programs

**Table 4C**

Educational Gains and Attendance by Educational Functioning Level for Participants in Distance Education

**Table 4B**

Educational Gains and Attendance for Pre-and Posttested Participants

**Table 9 (Optional)**

Outcomes for Adults in Workplace Literacy Programs

**Table 5.1**

Core Followup Outcome Achievement calculated at the Program Level

Table 5.1 Programs are to use this table 5.

**Table 4C**

Educational Gains and Attendance for Participants in Distance Education

**Table 10**

Outcomes for Adults in Correctional Education Programs

**Table 5A**

Core Followup Outcome Achievement for Participants in Distance Education

Figure 27

## Additional Reports

### **Custom Reports**

#### **Table 4 Names Report**

This report allows a user to display a list of students with First name, Last name, and if they have completed a level or if they have advanced a level.

#### **Table 5 Names Report**

This report allows a user to display a list of names of students who appear on the Table 5 report and reflects whether or not they have achieved one of the four core outcomes.

#### **Address Label Generation Report**

This report allows a user to display a list of students with First name, Last name, Street address, City, State and zip code. That information can then be pasted into Excel for use on mailing labels.

#### **Student Class Report**

Cumulative report showing student history of registration, separation, EFL, achievement, attendance and GED status.

#### **Student Goals Report**

This report designed to display students with First name, Last name, Primary goal, Secondary goal, and Funding source.

#### **Student Tests Report**

This report designed to display a list of students testing history listed by First name, Last name, Test name, Score and Test date.

#### **Student Registration/Attendance Report**

This report will display First name, Last name, Registration date, Separation date, YTD attendance and Entering functioning level.

#### **Phone List**

Quick class roster displays student name and contact numbers.

Figure 28

**TABLE 4.1 REPORT FILTER**

REPORTING PARAMETERS			
<b>LEA</b>	Arkadelphia School District		
<b>Classes</b>	<div style="border: 1px solid blue; padding: 5px;">                     --ALL Classes--                      Arkadelphia School District - 17 Year Olds                      Arkadelphia School District - Communications Communications                 </div> <p><b>To select more than one class, hold Ctrl key</b></p>		
<b>Dates</b>	<b>Students enrolled and separated within</b>		
	<b>Calculated Range</b>		Current Fiscal (2008) YTD
	<b>From</b>	7/1/2008	<b>To</b> 3/23/2009
<b>Class Fundings</b>	--ALL Funding Types--		
<b>Student/User Ethnicity</b>	--ALL Ethnic Groups--		
<b>Student Gender</b>	--Both Genders--		
<b>Location</b>			
<b>State</b>	Arkansas	<b>County</b>	--ALL Counties--
<b>Student Age</b>	<input checked="" type="checkbox"/> All	OR From: 16	To: 999
<b>Attendance</b>	<input type="checkbox"/> <b>Ignore Minimum Attendance rule</b>		
<b>Run Report</b>			

Check this box for Served numbers.

Figure 29

## TIPS

- Any questions or if in doubt, contact Tracy in the State Office.
- Test Scores
  - \*If the student has a test score entered by another program that is **less than 45 days old** you should use the test scores as your programs test. Print the page where you retrieve the test scores you entered for documentation and place in your student folder.
- GED Outcomes
  - Programs are to share GED outcome information if Any student with a GED goal in AERIS within the fiscal year has the following criteria with any program:
    - A pretest score
    - At least 12 hours of attendance
    - Has received instruction with your program then goes to another program to take the official GED test and passes.
  - The program that receives the GED report will notify the program with the previous registration listed within the same fiscal year of the outcome.
- **DO NOT:** If the student's previous registration falls within the same fiscal year **do not** enter the same goals on the new registration.
  - Example: Student Registers July 2008 and separates on September 2008 with a goal of Postsecondary Education, then the student returns and is reregistered in November 2008, at this point you could register them with another goal, but do not re-enter Postsecondary Education it is carried over from the previous registration
- ALL AERIS Users must be subscribed to the AERIS Listserve to receive emails of importance.
- Keep a "paper trail" for documentation
  - Print any page with information that can be used as documentation (Example: test scores entered from another program)
- Check the bottom of each screen for a "Save" or "Continue" button before going to another screen. If the "Back" arrow is clicked before saving, the data entered the data will be lost.
- **Check the bottom of each screen for any messages that would be critical in data entry completion.**
- No data will be reflected in tables until it has been APPROVED. Directors should approve data. The person entering the Data **should not** approve data.
- Read message board information posted on the AERIS homepage each time you log on.
- **If a student shows being enrolled in another program's class under your program registration, notify the state office for steps to correct the situation (Tracy Andrews).**
- All Attendance entered on a specific date should be entered at the same time.
  - Once a date is used, it cannot be used again to enter additional attendance for that class.
- According to the Arkansas Adult Education State Policies, all student data (registrations, assessments, attendance) is to be **entered by the 15<sup>th</sup> of the following month and approved by the 22<sup>nd</sup>**. Example: July data must be completed by August 15<sup>th</sup> and approved by August 22<sup>nd</sup>.
- Use last date of attendance for the student separation date
  - Exception: if they had a test entered after the last attendance date then enter the date the red error messages gives you.

## Appendixes

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To Subscribe go to: <http://cls.coe.utk.edu/mailman/listinfo/ar-aeris>

### Subscribing to AR-AERIS

Your email address:	<input type="text" value="tracy.andrew s@arkansas.gov"/>
Your name:	<input type="text" value="Tracy"/> Do fill in first name
<p>Subscribe to AR-AERIS by filling out the following form. This is a closed list, which means your subscription will be held for approval. You will be notified of the list moderator's decision by email.</p> <p>You may enter a privacy password below. This provides only mild security, but should prevent others from messing with your subscription. <b>Do not use a valuable password</b> as it will occasionally be emailed back to you in clear text.</p> <p>If you choose not to enter a password, one will be automatically generated for you, and it will be sent to you once you've confirmed your subscription. You can always request a mail-back of your password when you edit your personal options. Once a month, your password will be emailed to you as a reminder.</p>	
Pick a password:	<input type="password" value="*****"/>
Reenter password to confirm:	<input type="password" value="*****"/>
Which language do you prefer to display your messages?	English (USA)
Would you like to receive list mail batched in a daily digest?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
<input type="button" value="Subscribe"/>	

**Appendix C: Educational Functioning Level Score Ranges**

**Adult Basic Education (ABE) and Adult Secondary Education (ASE) Levels**

TABE = Test of Adult Basic Education

GED = General Educational Development

*\*NOTE: If the BEST test scores are the result of an initial assessment (pre-test) **AND** the scores are **65** or greater on the Oral BEST, **79** or greater on the Literacy BEST, and **541** or greater on BEST Plus, then do not enter the scores into AERIS. Since these students are above Advanced ESL and can not show educational gain with the BEST, they should be given the TABE.*

**Functioning Level Benchmarks (TABE)**

EFL	Grade Level	TABE Reading	TABE Math	TABE Language	CASAS
<i>Beg ABE Lit--101</i>	GL= 0-1.9	=<367	=<313	=<389	=<200
<i>Beg Basic Ed--102</i>	GL= 2-3.9	368-460	314-441	390-490	201-210
<i>Low Inter. Basic Ed--103</i>	GL= 4-5.9	461-517	442-505	491-523	211-220
<i>High Inter. Basic Ed--104</i>	GL= 6-8.9	518-566	506-565	524-559	221-235
<i>Low ASE--105</i>	GL=9-10.9	567-595	566-594	560-585	236-245
<i>High ASE--106</i>	GL=11-12.9	=>596	=>595	=>586	=>246

**Functioning Level Benchmarks (ESL)**

	BEST (Oral)	BEST (Literacy)	BEST Plus	CASAS (Life Skills)
<i>Beg Lit ESL--107</i>	0-15	0-20	=<400	=<180
<i>Low Beg ESL--108</i>	16-28	21-52	401-417	181-200
<i>High Beg ESL--109</i>	29-41	53-63	418-438	201-210
<i>Low Inter. ESL--110</i>	42-50	64-67	439-472	211-220
<i>High Inter. ESL--111</i>	51-57	68-75	473-506	221-235
<i>*Adv. ESL--112</i>	58-64	76-78	507-540	236-245
<i>ESL Graduate</i>	65-99	79-99	541-999	264

## **Appendix D: Definitions**

- ✓ Adult Basic Education Program – A program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving or computation at a level necessary to function in society, on a job or in the family.
- ✓ Adult Secondary Education Program – A program of instruction designed for adults who have some literacy skills and can function in everyday life, but are not proficient or do not have a certificate of graduation or its equivalent from a secondary school.
- ✓ Community Corrections Programs – A community-based rehabilitation facility or halfway house.
- ✓ Correctional Facilities – Any prison, jail reformatory, work farm, detention center, or any other similar Federal, State, or local institution designed for the confinement or rehabilitation of criminal offenders.
- ✓ Distance Education - Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.
- ✓ English-as-a-second Language Program – A program of instruction designed to help adults who are limited English proficient achieve competence in the English language.
- ✓ Family Literacy Programs – A program with a literacy component for parents and children or other intergenerational literacy components.
- ✓ Other Institutional Program – Any other medical or special institution.
- ✓ Program for the Homeless – A program designed for homeless adults. Homeless adults are adults lacking a fixed, regular nighttime residence or have a residence which is: (1) a publicly supervised or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters and transitional housing for the mentally ill); (2) an institution that provides temporary residence for individuals intended to be institutionalized; or (3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. The term “homeless adult” does not apply to any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.
- ✓ Workplace Literacy Programs – A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by:
  - providing adult literacy and other basic skills services and activities, including basic computer literacy skills;

- providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent; or
  - meeting the literacy needs of adults with limited English proficiency
- ✓ Rural Living Area—Learner resides in a rural area; that is, a place with a population of less than 2,500 that is not near any metropolitan area with a population greater than 50,000, or in a city with adjacent areas of high density.
- ✓ Employed—Learners who work as paid employees, work at their own business or farm, or who work 15 hours or more per week as unpaid workers at a farm or business operated by a member of their family. Also included are learners who are not currently working but who have jobs or businesses from which they are temporarily absent.
- ✓ Unemployed—Learners who are not working but are seeking employment, make specific efforts to find a job, and are available for work.
- ✓ Not in the Labor Force—Learners who are not employed and are not seeking employment.
- ✓ On Public Assistance—Learner is receiving financial assistance from Federal, State, or local government agencies, including Temporary Assistance for Needy Families (TANF) or equivalent general assistance, food stamps, refugee cash assistance, old-age assistance, and aid to the blind or totally disabled. Social Security benefits, unemployment insurance, and employment-funded disability are not included in this definition.
- ✓ Low Income—Receives a total family income in the 6 months prior to enrollment of 70 percent of the income level standard for a family of that size, or receives cash assistance payments from Federal or State agencies or food stamps, or the learner can be designated as homeless under the McKinney Act.
- ✓ Displaced Homemaker—Learner has been providing unpaid services to family members in the home, has been dependent on the income of another family member but is no longer supported by that income, and is unemployed or underemployed and experiencing difficulty obtaining or upgrading employment.
- ✓ Dislocated Worker—An individual who receives an individual notice of pending or actual layoff from a job, or an individual who receives a publicly announced notice of pending or actual layoff.
- Reference the National Reporting System (NRS) Implementation Guidelines for additional information. (<http://www.nrsweb.org/>)

**Appendix E: Table 4 example** E-1

Appendix E: Interpreting NRS Adult Education Table 4

**Table 4.1**

4/6/2009

**Educational Gains and Attendance by Educational Functioning Level**

Enter the number of participants for each of the categories listed, the total number of attendance hours and calculate the percentage of participants completing each level

Entering Educational Functioning Level  (A)	Total Number Enrolled  (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)
ABE Beginning Literacy	1,370	85,749.00	403	374	235	732	29 %
ABE Beginning Basic Education	3,874	262,724.25	1,221	1,134	985	1,668	32 %
ABE Intermediate Low	5,009	310,496.00	1,564	1,484	1,349	2,096	31 %
ABE Intermediate High	6,137	335,061.50	2,076	1,963	1,783	2,278	34 %
ASE Low	2,620	118,290.75	904	845	902	814	35 %
ASE High	2,158	81,821.75	9	0	1,319	830	0 %
Beginning ESL Literacy (06)	1,698	88,932.50	372	302	371	955	22 %
Low Beginning ESL (06)	866	39,096.25	152	147	130	584	18 %
High Beginning ESL (06)	543	31,733.00	135	129	80	328	25 %
Low Intermediate ESL (06)	355	26,879.00	98	94	50	207	28 %
High Intermediate ESL (06)	357	24,261.50	81	77	60	216	23 %
Advanced ESL (06)	228	15,489.00	30	0	70	128	13 %
<b>Total</b>	<b>25,215</b>	<b>1,420,534.50</b>	<b>7,045</b>	<b>6,549</b>	<b>7,334</b>	<b>10,836</b>	<b>28 %</b>

**Appendix E: Interpreting NRS Adult Education Table 4**

**Interpreting NRS Adult Education Table 4  
National Reporting System (NRS)**

Column (A)  
NRS Functioning Levels

Column (B)  
Total number of students entering the adult education program and the functioning level at which they tested.

Column (C)  
Cumulative attendance hours entered for all students in the functioning level

Column (D)  
Number of students who have been post tested and made a gain in each EFL

Column (E)  
Number of student who have been post tested, made one or more gains and returned to class for additional attendance hours (Retention)

Column (F)  
Number of students who separated from the adult education program before they post tested or before they made a gain.

Column (G)  
Number of students who remain in the program and have not made a gain.

Column (H)  
Percentage of students who are enrolled divided by the number of students who made a gain. ( $H=D/B$ ).  
Column H percents are compared to your Core Indicators.

## Appendix F: AERIS Flow Chart

# AERIS

## Throughout the Fiscal Year:

### Staff Files

- ✓ Check (User) Staff Profiles and update. If (User) staff is no longer employed by your program, you MUST mark their profile **“Account is Disabled”**
- ✓ Add all new (User) Staff Profiles
- ✓ Enter date of staff employment. This is a new field **you are required to enter date of employment.**

### Class Files

- ✓ Classes rollover to the new FY \*\*You do not create new classes each year
- ✓ Edit class information if needed
- ✓ Mark class as Closed if no students are enrolled they can be opened for use at anytime

### Student Files

- ✓ Current registered students will rollover to the new FY and attendance will zero out and begin accumulating for the new FY. (**See: Ending the fiscal year**, for instructions on separating students)

### Returning or New Student

- ✓ Search for Student Profile
  - If Student Profile is found for your program, update information
  - If Student Profile is found, but not for your program, create new registration for your program
  - **You must enter the County**, do not leave it on the default for all students (Default=Arkansas County, AR)
  - If Student Profile is not found, register and create new profile (**You must enter the correct County**)
- ✓ All students must be Enrolled in a Class(es)
- ✓ Set student Goal(s)
- ✓ Add student Assessment(s) and continue registration process

## Student Assessment

- ✓ **Current students** that have rolled over from the previous fiscal year (FY) will begin the new FY using their last assessment score from the prior FY as their new beginning EFL.
- ✓ **Rollover Students:** It has been decided (using NRS recommendation) that the testing hours will continue to count toward the 60 hour assessment policy using the date of the last test score entered in AERIS and will follow into the new fiscal year. In other words, testing hours will rollover.

## Ending the fiscal year:

### Before Separating a Student from the Program

- ✓ Update student Assessment(s)
- ✓ Update student Attendance
- ✓ Check student Goals
- ✓ Approve all actions, anything not approved prior to separation will not be counted

### Separate Student from the Program

- All students who are no longer attending must be separated from the program.
  - Check the Attendance Alerts and separate all students reflecting 90+ days since last attendance entered, use last date of attendance for separation date.
  - Separate students who have 12 or more hours of attendance and do not have a beginning EFL (Pretest scores entered)
- ✓ Mark outcomes on GED graduates and manual goal entries (Email Tracy Andrews the Manual Outcome Form at time of outcome entry. Exception: do not send forms on GED's) Make sure you are using the current Manual Outcome Form.

**\*\*Additional Information\*\***

**As of July 1 the following policies will be enforced, exceptions will be granted when the State Office (Tracy) is notified prior to the deadlines.**

- ✓ According to the Arkansas Adult Education State Policies, all student data (registrations, assessments, attendance) is to be entered by the 15<sup>th</sup> of the following month and approved by the 22<sup>nd</sup>. Example: July data must be completed by August 15<sup>th</sup> and approved by August 22<sup>nd</sup>.
- ✓ Class Attendance is to be entered weekly

Approval/data change page-

Following the date required for data approvals any student registrations that do not have a class enrollment reflected will be declined.

\*All Students must be enrolled in a class at registration!

Manual Outcome Forms must be emailed to [Tracy.andrews@arkansas.gov](mailto:Tracy.andrews@arkansas.gov) at the time the outcomes are entered in AERIS for Employment goals, Postsecondary Ed. or Training. Include any additional comments that will be helpful in determining the approval of the student outcome entered.

## **Appendix G: NRS Goal/Outcome Tips**

### **NRS Tips: Learner Goals and NRS Goals—Making the Connection**

An effective goal-setting process that focuses on instruction and learning is central to good educational practice. Setting goals allows adult education students to specify what they want to accomplish and provides a benchmark for both individual and program performance. Goal setting is an interactive process that involves learners in

- ◆ Identifying and recording their goals
- ◆ Determining whether the goals are attainable and measurable
- ◆ Creating a timeline for achieving them based on an appropriate instructional plan and relevant learning activities
- ◆ Establishing a means for periodic review and revision of their goals

### **Setting Goals Collaboratively**

Students often do not know their goals when asked about them, or respond with very broad or unrealistic goals. Programs need to work collaboratively with students to help them develop goals that guide learning and participation. Collaborative goal setting allows program staff members to contribute knowledge of what the program has to offer and to share experiences working with other students in similar situations. Students share their needs and aspirations—the sources of their goals. Learners are highly motivated to achieve their goals when

- ✓ The goals represents the learners' values
- ✓ The learners are involved in setting their goals
- ✓ The learners can recognize progress toward goals
- ✓ The learners' progress is recognized and praised

### **NRSTips Effective Goal Setting**

The NRS has few specific guidelines or requirements for goal setting and lets states and local programs determine the procedures that best serve their individual situations. Although generalizing and defining effective procedures can be hard, programs should have clear, documented procedures for assisting students in setting goals. During intake, students should meet with teachers or an intake counselor to identify and set goals. The best goals have five basic characteristics:

- ◆ **Specific** goals let students know what they are striving for and give them a clear target at which to aim.
- ◆ **Measurable** goals let students know when they have achieved their goals.
- ◆ **Attainable** goals are those within a student's reach.
- ◆ **Reasonable** goals strike a balance between pushing students to their limits and not frustrating them.
- ◆ **Time-limited** goals establish due dates that push students to complete a goal. A timeline should include periodic checks on progress.

Breaking down a general goal into its component parts helps ensure that it meets the above criteria. For instance, if a student expresses the desire to get a GED Certificate, it is important to break that goal into the discrete steps necessary to pass the GED test. These steps might involve a student taking a class to improve skills, and then taking a pre-GED class, and subsequently completing a practice GED test. Each of the steps then becomes its own goal. After you break general goals into specific goals, you should establish a reasonable timeframe for achieving the goals—determining which are short term and which are long term. This approach motivates students and program staff to focus on achieving the short-term goals while enrolled in the program, yet does not discount a student’s long-term goals. Work with the student to set a path that is realistic.

### **Additional Resources**

#### **What are the four core outcome (follow-up) measures?**

- Obtain a secondary credential
- Entered postsecondary education or training
- Entered employment
- Retained employment

#### **Are students required to set any or all of these goals?**

- No, programs should work with students to set goals that are appropriate to students’ needs and circumstances. However if students set any of the NRS goals, NRS reporting of them is required.

#### **Can students set goals other than the core outcome measures?**

- Yes, as long as they are appropriate to students’ needs and circumstances. Only the core outcome measures, however, are part of NRS accountability.

#### **What are some important criteria to consider in the goal-setting process?**

Set goals that are

- **Specific**
- **Measurable**
- **Attainable**
- **Reasonable**
- **Time limited**

## **Appendix H: Postsecondary Education Data Match List**

### Two-Year Public Colleges

- [Arkansas Northeastern College](#)
- [Arkansas State University - Beebe](#)
- [Arkansas State University - Mountain Home](#)
- [Arkansas State University - Newport](#)
- [Black River Technical College](#)
- [Cossatot Community College of the University of Arkansas](#)
- [East Arkansas Community College](#)
- [Mid-South Community College](#)
- [National Park Community College](#)
- [North Arkansas College](#)
- [Northwest Arkansas Community College](#)
- [Ouachita Technical College](#)
- [Ozarka College](#)
- [Phillips Community College of the University of Arkansas](#)
- [Pulaski Technical College](#)
- [Rich Mountain Community College](#)
- [South Arkansas Community College](#)
- [Southeast Arkansas College](#)
- [Southern Arkansas University - Tech](#)
- [University of Arkansas Community College at Batesville](#)
- [University of Arkansas Community College at Hope](#)
- [University of Arkansas Community College at Morrilton](#)

### Four-Year Public Universities

- [Arkansas State University](#)
- [Arkansas Tech University](#)
- [Henderson State University](#)
- [Southern Arkansas University](#)
- [University of Arkansas at Fort Smith](#)
- [University of Arkansas at Little Rock](#)
- [University of Arkansas at Monticello](#)
- [University of Arkansas at Pine Bluff](#)
- [University of Arkansas for Medical Sciences](#)
- [University of Arkansas, Fayetteville](#)
- [University of Central Arkansas](#)

### Four-Year Independent Colleges

- [Arkansas Baptist College](#)
- [Central Baptist College](#)
- [Crowley's Ridge College](#)
- [Harding University](#)
- [Hendrix College](#)
- [John Brown University](#)
- [Lyon College](#)
- [Ouachita Baptist University](#)
- [Philander Smith College](#)
- [University of the Ozarks](#)
- [Williams Baptist College](#)

**Appendix I: AERIS Manual Outcome/Goal Form**



**AERIS Manual Outcome/Goal**

Student Name: \_\_\_\_\_

Student Outcome/Goal:  Employment     Retain/Improve Employment  
 Postsecondary Ed.     Training     HS Diploma

Where (State, name of school/business, etc): \_\_\_\_\_

Date of Separation from Program: \_\_\_\_\_

Date Outcome achieved: \_\_\_\_\_

Student has:     Social Security number     Generated number

Adult Ed/Literacy Program entering outcome: \_\_\_\_\_

Comments: \_\_\_\_\_

**Appendix J: ABE/ASE Intake Form**

**Adult Education Reporting Information System  
Intake Form**



LEA Name: \_\_\_\_\_

(\*Required Fields)

\*Social Security #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

\*Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Mo. Day Year

Age: \_\_\_\_\_

\*First Name: \_\_\_\_\_

Middle Name: \_\_\_\_\_

\*Last Name: \_\_\_\_\_

\*Primary Address: \_\_\_\_\_

\*City: \_\_\_\_\_ \*State: \_\_\_\_\_

\*County: \_\_\_\_\_ \*Zip: \_\_\_\_\_

\*Ethnicity:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White

\*Gender:  Female  Male

\*Home Phone: (\_\_\_\_) \_\_\_\_\_

\*Emergency Contact: (\_\_\_\_) \_\_\_\_\_

Work Phone: (\_\_\_\_) \_\_\_\_\_

Cell Phone: (\_\_\_\_) \_\_\_\_\_

E-mail Address: \_\_\_\_\_

\*Native Language:  English  Non-English

Non-English Native Language: \_\_\_\_\_

Career Pathways Student  Yes

CRC Student  Yes

Distance Education Student  Yes

WAGE Student  Yes

If applicable: AERIS-generated Student ID Number: \_\_\_\_\_

\*Date of Enrollment (Today's Date): \_\_\_\_\_

Contact Type:  ABE/ASE  ESL06

\*Last Grade Completed: \_\_\_\_\_  
If 12<sup>th</sup> grade:  Diploma  No Diploma

Last Year School Attended: \_\_\_\_\_

\*Living Area Rural:  Yes  No  
(Rural: With population of less than 2,500)

\*Employment (Current):  
 Full Time  Part Time  
 Unemployed  
 Not in Labor Market

Follow-up Goals: Choose only one Primary and one Secondary Goal if applicable (follow-up goals are optional/not required if not applicable). Do not choose the same goal more than once. (Students may be contacted for follow-up on achievement of these goals)

PRIMARY

- Enter employment
- Retain or improve employment
- Obtain a GED or high school diploma
- Enter postsecondary education or training

SECONDARY

- Enter employment
- Retain or improve employment
- Obtain a GED or high school diploma
- Enter postsecondary education or training

Additional Reasons:

- Achieve citizenship skills
- Increase involvement in children's education
- Increase involvement in children's literacy-related activities
- Increase involvement in community affairs
- Leave public assistance
- Obtain WAGE certificate
- Obtain Career Readiness Certificate (CRC)
- Vote or register to vote for first time

Recruitment: How did the student hear about this program?

- Friend or family member
- Newspaper or magazine
- Pamphlet or brochure
- Employer
- Radio or TV
- Web site
- None
- Other \_\_\_\_\_

Referring Agency:

- Department of Correction
- Department of Health
- Department of Human Services (DHS)
- Department of Workforce Education (DWE)
- Department of Workforce Services (DWS)
- Employment and Training Program (E&T)
- Faith-based organization
- Literacy Council
- Local public school
- One-Stop/Workforce Center
- TEA
- None

Selective Service:

- This 18-25 year old male has been made aware of his obligation to register with the U.S. Selective Service System and has been made aware of how to register.

Refer to this website: [http://www4.sss.gov/regver/register\\_nc.asp](http://www4.sss.gov/regver/register_nc.asp)

Arkansas Adult Education provides equal educational opportunities to all students without regard to race, color, sex, age, religion, national origin, ancestry, or handicap.

No otherwise qualified disabled individual shall, solely by reason of such disability, be excluded from the participation in, be denied the benefits for, or be subjected to discrimination in programs or activities sponsored by a public entity.

**I give permission for the information collected in the Arkansas Adult Education Reporting Information System to be used in data sharing within the Arkansas Department of Workforce Education/Adult Education Division, and with the Arkansas Department of Workforce Services and the Arkansas Department of Higher Education.**

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

For Office Use Only

**Do Not Omit any Data from these Forms**

Intake Hours: \_\_\_\_\_  
(0.25-2 hours)

Intake Person: \_\_\_\_\_

Date: \_\_\_\_\_

Data Entry Person: \_\_\_\_\_

## STATUS NEEDS

**THIS PAGE WILL NOT BE ASSOCIATED WITH THE STUDENT**

**Do NOT write student name or any identifying information on this page.**

**Please check any that apply:**

Physical Disability

Learning Disability

On Public Assistance

Low Income

Displaced Homemaker

(Learner has been providing unpaid services to family members in the home, has been dependent on the income of another family member but is no longer supported by that income, and is unemployed or underemployed and experiencing difficulty obtaining or upgrading employment.)

Single Parent

Dislocated Worker

(An individual who receives notice of pending or actual layoff from a job.)

**After data entry, separate this sheet from Intake Form and file in confidential folder.**

# Student Pretest/Posttest Form

Student Name: \_\_\_\_\_  
First Middle Last

Class Enrolled: \_\_\_\_\_

<b><u>PRETEST</u></b>				
Date: _____				
Test Form: <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10				
Assessment Hours: _____ (Add as Attendance Hours)				
		Level	Scores	Grade
TABE Reading:				
TABE Math:				
TABE Language:				
*BEST Oral:				
*BEST Literacy:				
*BEST Plus:				
CASAS Reading:				
CASAS Listening:				

<b>Assessment Justification</b> (Number of subjects tested) <b>(Choose One)</b>	
Traditional	(3) <input type="checkbox"/>
Non-Traditional	(2) <input type="checkbox"/>
Non-Traditional	(1) <input type="checkbox"/>

<b><u>GED Tests</u></b>		<b><u>Pass/Fail</u></b>	
Date: _____	GED Practice	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail
Date: _____	Practice Retest	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail
Date: _____	Official GED	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail
Date: _____	Official GED Retest	<input type="checkbox"/> Pass	<input type="checkbox"/> Fail

***\*NOTE:** If the BEST test scores are the result of an initial assessment (pre-test) **AND** the scores are **65** or greater on the Oral BEST, **79** or greater on the Literacy BEST, and **541** or greater on BEST Plus, then do not enter the scores into AERIS. Since these students are above Advanced ESL and can not show educational gain with the BEST. they should be*

<b><u>POSTTEST</u></b>				
Date: _____				
Test Form: <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10				
Assessment Hours: _____ (Add as Attendance Hours)				
		Level	Scores	Grade
TABE Reading:				
TABE Math:				
TABE Language:				
*BEST Oral:				
*BEST Literacy:				
*BEST Plus:				
CASAS Reading:				
CASAS Listening:				

<b><u>POSTTEST</u></b>				
Date: _____				
Test Form: <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10				
Assessment Hours: _____ (Add as Attendance Hours)				
		Level	Scores	Grade
TABE Reading:				
TABE Math:				
TABE Language:				
*BEST Oral:				
*BEST Literacy:				
*BEST Plus:				
CASAS Reading:				
CASAS Listening:				

# This page is Reference Only

**\*NOTE:** If the BEST test scores are the result of an initial assessment (pre-test) **AND** the scores are **65** or greater on the Oral BEST, **79** or greater on the Literacy BEST, and **541** or greater on BEST Plus, then do not enter the scores into AERIS. Since these students are above Advanced ESL and can not show educational gain with the BEST, they should be given the TABE.

## Functioning Level Benchmarks (TABE)

	TABE Reading	TABE Math	TABE Language	CASAS
101 GL= 0-1.9 <b>Beg ABE Lit</b>	=<367	=<313	=<389	=<200
102 GL= 2-3.9 <b>Beg Basic Ed</b>	368-460	314-441	390-490	201-210
103 GL= 4-5.9 <b>Low Inter. Basic Ed</b>	461-517	442-505	491-523	211-220
104 GL= 6-8.9 <b>High Inter. Basic Ed</b>	518-566	506-565	524-559	221-235
105 GL=9-10.9 <b>Low ASE</b>	567-595	566-594	560-585	236-245
106 GL=11-12.9 <b>High ASE</b>	=>596	=>595	=>586	=>246

## Functioning Level Benchmarks (ESL)

	BEST (Oral)	BEST (Literacy)	BEST Plus	CASAS (Life Skills)
107 <b>Beg Lit ESL</b>	0-15	0-20	=<400	=<180
108 <b>Low Beg ESL</b>	16-28	21-52	401-417	181-200
109 <b>High Beg ESL</b>	29-41	53-63	418-438	201-210
110 <b>Low Inter. ESL</b>	42-50	64-67	439-472	211-220
111 <b>High Inter. ESL</b>	51-57	68-75	473-506	221-235
112 <b>*Adv. ESL</b>	58-64	76-78	507-540	236-245

## Adult Education—AERIS Student Separation Form

First Name: \_\_\_\_\_

Middle Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Social Security #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

Generated Student ID # \_\_\_\_\_

Class Enrolled: \_\_\_\_\_

Separation Date: \_\_\_\_\_

Enter the Follow-up Goals and Additional Achievements the student has achieved at separation under the Student Outcomes.

Follow-up Goals	Date of Accomplishment	Documentation (Yes or No)
Entered Employment		
Retained or Improved Employment		
Obtained a GED or High School Diploma		
Entered Postsecondary Education or Training		

Additional Achievements	Date of
Achieved Citizenship Skills	
Increased Involvement in Children's Education	
Increased Involvement in Children's Literacy-Related Activities	
Increased Involvement in Community Affairs	
Left Public Assistance	
Voted or Registered to Vote for First Time	
Achieved WAGE certificate	
Achieved CRC certificate	

Student was separated due to:  No attendance for 90 days

Other \_\_\_\_\_

Unknown

**Additional Comments:**

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## Release of Confidential and/or Academic Information

I, \_\_\_\_\_, authorize  
(Student Name)

\_\_\_\_\_ to use my name and/or photo in  
(Program Name)

the following manner:

(Initial if you agree)

\_\_\_\_\_ Graduation Packet, mailings, program, news release, and/or booklet

\_\_\_\_\_ Newsletter

\_\_\_\_\_ Television

\_\_\_\_\_ Videotaping

\_\_\_\_\_ Photographing

\_\_\_\_\_ Radio

\_\_\_\_\_ Other \_\_\_\_\_

\_\_\_\_\_ All Listed Above

This release is valid from the date of signature until \_\_\_\_\_ (Ending Date) or until cancelled by the undersigned in writing. I understand that my participation in GED Testing will be kept confidential and will not be used in any media manner other than stated above, without my consent. This release form has been read and reviewed with me, and I understand its content.

\_\_\_\_\_  
(Student Signature)

\_\_\_\_\_  
(Guardian's Signature, if applicable)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Street Address/PO Box)

\_\_\_\_\_  
(City)

\_\_\_\_\_  
(State)

\_\_\_\_\_  
(Zip Code)

## Learning Needs Screening

Interviewer Name \_\_\_\_\_ Interview Date \_\_\_\_\_

The following questions are about your school and life experiences. We are trying to find out how it was for you (or your family members) when you were in school or how some of these issues might affect your life now. Your responses will help identify resources and services you might need to be successful securing employment.

How many years of schooling have you had? \_\_\_\_\_

Check all you have earned:  H.S. Diploma       GED     AA Degree  
 Tech. /Vocational       Other

What type of job would you like to get? \_\_\_\_\_

Do you have experience in this area?  Yes       No

If currently employed, where do you work? \_\_\_\_\_

What makes it hard for you to get or keep this kind of job? \_\_\_\_\_

What would help? \_\_\_\_\_

### Section A

1. Did you have any problems learning in middle school or junior high school?  Yes  No
2. Do any family members have learning problems?  Yes  No
3. Do you have difficulty working with numbers in columns?  Yes  No
4. Do you have trouble judging distances?  Yes  No
5. Do you have problems working from a test booklet to an answer sheet?  Yes  No

Count the number of "Yes's" from Section A \_\_\_\_ x 1= \_\_\_\_\_

### Section B

6. Do you have difficulty or experience problems mixing arithmetic signs (+/x)?  Yes  No
7. Did you have problems learning in elementary school?  Yes  No

Count the number of "Yes's" from Section B \_\_\_\_ x 2= \_\_\_\_\_

### Section C

8. Do you have difficulty remembering how to spell simple words you know?  Yes  No
9. Do you have difficulty filling out forms?  Yes  No
10. Did you (do you) experience difficulty memorizing numbers?  Yes  No

Count the number of "Yes's" from Section C \_\_\_\_ x 3= \_\_\_\_\_

### Section D

11. Do you have trouble adding and subtracting small numbers in your head?  Yes  No
12. Do you have difficulty or experience problems taking notes?  Yes  No
13. Were you ever in a special program or given extra help in school?  Yes  No

Count the number of "Yes's" from Section D \_\_\_\_ x 4= \_\_\_\_\_

**Total Yes's Multiplied by factors indicated for Sections A, B, C, D** \_\_\_\_\_

(Refer to the Learning Disability Policy Manual for further information on screenings and referrals)

**This is an example tool you may choose to conduct the Learning Needs Screening.**

**Appendix K: ESL Intake Form**

**Adult Education Reporting Information System  
Intake Form**

LEA Name: \_\_\_\_\_



If applicable: AERIS-generated Student ID Number: \_\_\_\_\_

**\*Información Requerida**

**\*Número de Seguro Social o tarjeta de residencia**

\*Social Security #: \_\_\_\_\_ - \_\_\_\_\_ - \_\_\_\_\_

**\*Fecha de nacimiento** \_\_\_\_/\_\_\_\_/\_\_\_\_

Date of Birth:           mes       día       año

**\*Primer Nombre**

First Name: \_\_\_\_\_

**Segundo Nombre**

Middle Name: \_\_\_\_\_

**\*Apellido**

Last Name: \_\_\_\_\_

**\*Dirección**

Primary Address: \_\_\_\_\_

**\*Ciudad**

City: \_\_\_\_\_

**\*Estado**

State: \_\_\_\_\_

**\*Condado**

County: \_\_\_\_\_

**\*Código Postal**

Zip: \_\_\_\_\_

**\*Identidad Étnica**

Ethnicity:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White

**\*Sexo**

**Femenino**

**Masculino**

Gender:  Female

Male

**\*Número de teléfono de la Casa**

Home Phone: (\_\_\_\_) \_\_\_\_\_

**\*Número en caso de emergencia**

Emergency Contact: (\_\_\_\_) \_\_\_\_\_

**\*Número de teléfono del trabajo**

Work Phone: (\_\_\_\_) \_\_\_\_\_

**Número de celular**

Cell Phone: (\_\_\_\_) \_\_\_\_\_

**Correo electrónico**

E-mail Address: \_\_\_\_\_

**\*Idioma nativo**

**Inglés**

**No-Inglés**

Native Language:  English

Non-English

**Lenguaje nativo no-Inglés**

Non-English Native Language: \_\_\_\_\_

**\*Fecha de inscripción**

Date of Enrollment (Today's Date): \_\_\_\_\_

Contact Type:  ABE/ASE or  ESL

Class Enrolled in: \_\_\_\_\_

**\*Grado escolar más alto completado:**

Last Grade Completed: \_\_\_\_\_

Si grado 12:  diploma  sin diploma

**En que año dejó sus estudios:**

Last Year School Attended: \_\_\_\_\_

**\*Residencia:**

Living Area:  Rural

(Rural con una población menor de 2,500)

**\*Empleo:**

Employment:

Tiempo Completo (Full-time)

Medio Tiempo (Part-time)

Desempleado (Unemployed)

No está en la Fuerza Laboral

(Not in the labor market)

(Optional-Where do you work?) \_\_\_\_\_

Distance Education Student  Yes  No

**¿Donde Trabaja?**

**Otras Metas (después podemos comunicarnos con usted para verificar el logro de estas metas)**

(Other Goals—you may be contacted for follow-up on achievement of these goals)

**Primera Meta (Primary Goal)**

Obtener empleo (Enter Employment)

Mantener el empleo (Retain Employment)

Obtener el GED (Obtain a GED)

Empezar los estudios universitarios o de una escuela técnica (Postsecondary Education)

**Segunda Meta (Secondary Goal)**

Obtener empleo (Enter Employment)

Mantener el empleo (Retain Employment)

Obtener el GED (Obtain a GED)

Empezar los estudios universitarios o de una escuela técnica (Postsecondary Education)

**¿Como escuchó usted de este programa?**

(How did you hear about this program?)

- Amigo o Miembro de su familia**  
(Friend or family member)
- Periódico o Revista**  
(Newspaper or magazine)
- En el trabajo**  
(At work)
- Anuncio de Televisión o Radio**  
(T.V. or Radio)
- Computadora**  
(Web site – computer)
- Folleto o Volante**  
(Pamphlet or brochure)
- Otro** \_\_\_\_\_  
(Other)

**Clave de la agencia que lo envió:**

(Referring Agency Code)

- Department of Correction
- Department of Health and Human Services
- Department of Workforce Education
- Department of Workforce Services (DWS)
- Employment and Training Program
- Faith-based organization
- Literacy Council
- Local public school
- One-Stop/Workforce Center
- TEA
- EvenStart
- None

**Selective Service:**

- A este joven de 18-25 años se le notificó de su obligación de registrarse con el Servicio Militar de los Estados Unidos. También fue notificado cómo registrarse.**

(This 18-25 year old male has been made aware of his obligation to register with the U.S. Selective Service System and has been made aware of how to register.)

- Doy permiso para que esta información recolectada por el Departamento de Educación para Adultos pueda ser compartida con el Departamento de Educación de la Fuerza Laboral, con el Departamento de Desempleo de Arkansas, y el Departamento de Educación Superior de Arkansas.**

(I give permission for the information collected in the Arkansas Adult Education Reporting Information System to be used in data sharing by the Arkansas Department of Workforce Education with the Arkansas Employment Security Department and the Arkansas Department of Higher Education.)

**Firma:** \_\_\_\_\_  
(Student Signature)

**Fecha:** \_\_\_\_\_  
(Date)

**Metas Adicionales (Additional Reasons)**

- Prepararse para el examen de ciudadanía  
(Achieve citizenship skills)
- Aumentar mi participación en la educación de mis niños (Increase involvement in children’s education)
- Aumentar mi participación en las actividades literarias de mis niños  
(Increase involvement in children’s literacy-related activities)
- Dejar de recibir asistencia pública  
(Leave Public assistance)
- Obtener el certificado de WAGE  
(Obtain WAGE Certificate)
- Obtener el certificado de Career Readiness Certificate(CRC) (Obtain Career Readiness Certificate)
- Registrarse para votar (Register to vote)
- Votar para primera vez (Vote for first time)

Program Referring: \_\_\_\_\_

To Program: \_\_\_\_\_

Date: \_\_\_\_\_

**For Office Use Only (Para el uso de la oficina solamente)**

**Intake Hours:** \_\_\_\_\_ **Intake Person:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(.25 – 2 hours)

**Data Entry Person:** \_\_\_\_\_

## STATUS NEEDS

**Esta página no estará asociada con el estudiante.**

(This page will not be associated with the student)

**No escriba ninguna información que identifique al estudiante.**

(Don't write the student's name or any other identifying information on this page)

**Por favor, escoja todos los que aplican:**

(Please check all that apply)

Discapacitado

Physical Disability

Discapacidad de aprendizaje

Learning Disability

Asistencia Pública

On Public Assistance

Sueldo bajo

Low Income

Madre soltera o viuda

trabajando sin experiencia

Displaced Homemaker

Padre o Madre Soltero(a)

Single Parent

Trabajador en Suspensión

Temporal

Dislocated Worker

**After data entry, separate this sheet from Intake Form and file in confidential folder**

***Autorización de Uso de Información Confidencial y/o Académica***  
***Release of Confidential and/or Academic Information***

Yo, \_\_\_\_\_, autorizo al  
*(Nombre del Estudiante)*

\_\_\_\_\_ que usen mi nombre y/o mi  
fotografía de las siguientes maneras:

*(Si usted esta de acuerdo por favor ponga sus iniciales)*

\_\_\_\_\_ Graduación, Contacto por correo, Programas, noticias, y/o folletos

\_\_\_\_\_ Boletín informativo

\_\_\_\_\_ Televisión

\_\_\_\_\_ Grabación en video

\_\_\_\_\_ Fotografía

\_\_\_\_\_ Radio

\_\_\_\_\_ Otro \_\_\_\_\_

\_\_\_\_\_ Todos los de arriba

Esta autorización es valida desde esta fecha hasta \_\_\_\_\_ (fecha de cancelación) o hasta que sea cancelada por la persona por escrito. Yo entiendo que mi participación en los exámenes del GED se mantendrá confidencial y no será usada de ninguna otra manera más que solo en las formas indicadas arriba sin mi consentimiento. He leído y revisado esta forma de autorización y entiendo su contenido.

\_\_\_\_\_  
(Firma del Estudiante)

\_\_\_\_\_  
(Firma del Guardián, si es aplicable)

\_\_\_\_\_  
(Fecha)

\_\_\_\_\_  
(Dirección)

\_\_\_\_\_  
(Ciudad)

\_\_\_\_\_  
(Estado)

\_\_\_\_\_  
(Código)