# 2024-25 AEFLA Data Assurances

## (Insert Fiscal Agent Name)

Introduction

To ensure educational and workforce services are provided at the highest levels of quality for the Adult Education and Family Literacy Act (AEFLA), the Office of Adult Education Initiatives (AEI) requires grantees to comply with the following assurances. No responses or signatures are included in this assurance. Individuals responsible for reporting any portion of the data required for the AEFLA grant should review this assurance and annually complete the AEFLA Data Assurances Moodle course.

Grantees not able to comply with any part of these assurances should coordinate with the AEI team to create a plan to come into compliance. Persistent compliance issues with these assurances will result in targeted technical assistance, program improvement planning, and, if needed, corrective action.

Requirements in these assurances are subject to change as federal and state reporting requirements and guidance are updated.

### Local Data Assurances

Data collection and reporting are essential components of the performance and accountability system for grantees. AEFLA grantees are required to use the statewide data reporting system, LACES. Local procedures for the collection and reporting of data are necessary to ensure grantees and AEI meet federal data reporting requirements. Grantees should incorporate the requirements below when developing data procedures locally.

Navigation Menu

1. Local LACES System Administrator Duties
2. Intake Data Entry
3. Assessment Data Entry 4.
4. Class & Workshop Data Entry
5. Attendance Data Entry
6. Goal Data Entry
7. Exit Follow Up Survey Data Entry
8. Customer Satisfaction Survey Data Entry
9. Staff Data & LACES User Permissions
10. Data Monitoring & Annual Data Close Out
11. Data Privacy

1. Local LACES System Administrator Duties

The grantee must assign one staff person to be the Local LACES System Administrator. AEI encourages AEFLA grantees, to the greatest extent possible, to devote at least one full-time staff position to data collection, reporting, monitoring, and analysis. The Local LACES System Administrator must:

* Read AEI Updates emails and other email communication sent to Local LACES System Administrators by the AEI office. Share the content of these communications with LACES users at the program as relevant.
* Attend LACES System Administrator trainings (or view recordings).
* Annually complete the AEFLA Data Assurances Moodle course and score at least 80% on the associated knowledge check.
* Coordinate with program staff to develop local standard operating procedures for collecting and reporting data into LACES.
* Train staff on these Local Data Assurances and their program’s standard operating procedures for collecting and reporting grant data.
* Ensure all staff are properly trained in the use of LACES.s.
* Manage local staff access to the grantee’s LACES database requesting new users accounts or disabling inactive user accounts.
* Manage choice lists for all sites under your agency in LACES.
* Document all staff working on the AEFLA grant, both paid and unpaid, in LACES through the creation of a staff record; update staff records at a minimum annually and anytime required by AEI.
* Ensure that data errors in the LACES monitoring dashboard widgets and searches are corrected or documented through comments in learner records by the second Friday of each month.
* Respond to/address potential errors identified in LACES data monitoring reports by the second Friday of each month.
* Share reports, data updates, data resources, and training opportunities with relevant staff at the local program.
* Provide data for the completion of all reports required on the AEFLA grant.

2. Intake Data Entry

* The grantee must ensure that learners complete orientation or are otherwise provided adequate information about the grantee’s programs and services, in order to make an informed decision about enrollment into the program before they complete the full intake form. See the Local Attendance Assurances for details on orientation requirements.
* Other registration forms collecting directory information only (e.g., name, phone, etc.) may be used prior to orientation and completion of the full intake form for marketing, outreach, and recruitment.
* The grantee must ensure their local learner intake form contains all federally and state-required fields. The grantee must use the Sample Student Intake Form or an alternate form of their own design that includes the same required data components.
* Grantees may modify the language of the required fields on the intake form to support learner understanding, but these changes must not alter the data's meaning. Grantees may create and provide learners with other materials/media (picture dictionary supports, forms translated into learner primary languages, etc.) to support their full understanding of the data collected on the intake form.
* Grantees must not omit any required fields from their intake form except Social Security Number (SSN) which may be omitted but must be discussed, at a minimum, during orientation to the program. SSN data collection and reporting may be done orally for data entry into LACES if desired to reduce paperwork containing SSNs.
* The following fields must be included on the learner intake form (items with an asterisk must be completed before learners may be enrolled into classes):
  + First name\*
  + Last name\*
  + Date of Birth\*
    - Grantees must inform learners that the first name, last name, and date of birth fields are used for data matching with WIOA partners and should reflect their name and date of birth as might appear on a government issued identification. Grantees must also inform learners that proof of identification is not required to be eligible for adult education services funded by the AEFLA grant.
    - Before serving learners under the age of 17, grantees must collect and upload required Underage Exception Documentation and email their AEI Program Coordinator for review. AEI staff will add a comment in the learner’s record to indicate whether the documentation is approved and notify the grantee regarding whether the learner may be enrolled into classes.
  + Preferred name
  + Sex\*
    - The intake form must include the following options for sex reporting:
      * Female
      * Male
      * Non-binary
      * No answer
    - Grantees must inform learners to select only one of the above options.
  + Gender Identity
  + Preferred pronouns
  + Email\*
    - If learners do not have or wish to share their email, grantees will enter “NA.”
  + SSN
    - Grantees must inform learners that the purpose of collection SSNs is for CDE’s secure data matching with WIOA partners and that possessing or sharing an SSN is not required to be eligible for adult education services funded by the AEFLA grant.
    - If SSN is collected on paper or digital intake forms, the statements above must be included on that form. If collected orally, staff must verbally inform learners of the same statements.
    - If SSN is stored in any paper format, it must be secured in a locked location with tracking procedures to monitor staff accessing the data.
    - If SSN is stored in any digital format, it must be stored in a secure manner with tracking procedures to monitor staff accessing the data. (LACES includes measures to securely store SSN and track access).
  + Ethnicity
    - The intake form must include the following options for ethnicity reporting:
      * Hispanic/Latino
        + Yes
        + No
    - Due to requirements in LACES, Hispanic/Latino is not available as a reporting option for race data collection. Learners identifying with a race of Hispanic/Latino must be informed that one or more of the available race reporting options must be selected on the intake form. Grantees must inform learners that records reported with an ethnicity of Hispanic/Latino when included in state and federal aggregate grant reporting are only ever reporting in the Hispanic/Latino ethnicity category and will not be included in the other race reporting options the learner selects on the intake form.
  + Race
    - The intake form must include the following options for race reporting:
      * American Indian or Alaska Native
      * Asian
      * Black/African American
      * Native Hawaiian/Pacific Islander
      * White
    - Grantees must inform learners they can select one or more race reporting options and that if choosing multiple race categories, their data will be included in state and federal aggregate reports under the category called “Two or more races.”
  + Labor Force Status\*
    - The intake form must include the following options for labor force status reporting:
      * Employed
      * Employed with a Separation Notice
      * Unemployed
      * Not in the Labor Force
    - Grantees must inform learners to choose only one option.
    - Grantees must update this field in LACES annually by re-asking the learner the labor force question, and adding a new Work History record in LACES, before learners attend classes in each new program year.
  + Employment Barriers\*
    - The intake form must include the following options for employment barrier reporting:
      * Yes
      * No
      * If, yes, select any of the following (as applicable):
        + Cultural barriers
        + Disabled
        + Displaced homemaker
        + Economic disadvantage
        + English language learner
        + Ex-offender
        + Exhausting TANF within 2 years
        + In foster care or aged out of system
        + Homeless
        + Unemployed for 27 or more weeks
        + Low literacy levels
        + Migrant/seasonal farmworker
        + Single parent
    - Grantees must inform learners that they do not have to report barriers to employment and may select “no” if they are not experiencing any.
    - Grantees must inform learners that if they are experiencing barriers they can select one or more barriers to employment, and must tell learners that barriers can be any experiences they are facing which make it difficult to get a job, keep a job, advance within a workplace or industry, be employed at a livable wage, or change jobs into an industry with more consistent or reliable work (e.g., less at risk of layoff, replacement, etc.).
  + Highest level of education completed at entry\*
    - The intake form must include the following options for highest education level at entry reporting:
      * No Schooling
      * Grades 1-5
      * Grades 6-8
      * Grades 9-12 (no diploma/alternate credential)
      * Secondary school diploma or alternate credential
      * Secondary school equivalent
      * Some postsecondary education, no degree
      * Postsecondary or professional degree
      * Unknown
  + Highest level of education completed at entry location\*
    - The intake form must include the following options for highest education level at entry reporting:
      * U.S. Based Schooling
      * Non-U.S. Based Schooling
  + NRS Goals\*
    - The intake form must include the following options for NRS goals reporting:
      * Educational Goals (at least one required):
        + Complete educational functioning level
        + Obtain HSE
        + Obtain secondary school diploma
        + Place in postsecondary education or training
        + Earn post-secondary or industry recognized credential (IET & Workplace Literacy)
        + Achieve work-based project learning goal (Workplace Literacy)
      * Table 5 Goals (at least one required):
        + Enter employment
        + Retain employment
        + Advance in employment
        + Increase Wage
        + Leave public assistance
        + Secondary school diploma/HSE + Employment
        + Secondary school diploma/HSE + enrollment in postsecondary education or training
        + Earn post-secondary or industry recognized credential
      * Family Goals (required if Family Literacy):
        + Increase involvement in child's education
        + Help child more with school
        + Increase contact w/child's teacher
        + More involvement in child's school activities
        + Increase involvement in child's literacy activities
        + Read to children
        + Visit library (with/for child)
        + Purchase books or magazines
      * Community Goals (required if IELCE):
        + Achieve citizenship skills
        + Vote or register to vote
        + Increased involvement in community activities
  + Intake Date\*
    - Staff may complete this question for learners.
    - Intake date should be listed as the date on which the learner completes the entire intake form.
  + WIOA Co-enrollment
    - The intake form must include the following options for WIOA Co-enrollment reporting:
      * None
      * Title I Adult
      * Title I Dislocated Worker
      * Title I Youth
      * Title III Wagner-Peyser
      * Titel IV Vocational Rehabilitation
  + Program Type\*
    - The intake form must include the following options for Program Type reporting (select only one):
      * Adult Basic Education
      * Adult Secondary Education
      * English Language Acquisition
      * Family Literacy
      * Corrections
      * Workplace Literacy
    - Staff may complete this question for learners.
  + Secondary Program Type\*
    - The intake form must include the following options for Secondary Program Type reporting (select only one):
      * Integrated English Literacy and Civics Education
      * None
    - Staff may complete this question for learners.
  + Funding stream\*
    - The intake form must include the following options for Funding Stream reporting (select only one):
      * WIOA Title II (AEFLA)
      * WIOA Title II (AEFLA) & AELA (State)
      * AELA (State) Only
      * PPR – Not NRS Funded
    - Only learners receiving services under the AEFLA and AELA grants may be reported in LACES. No grant programs funded solely by other funding streams may be reported in LACES.
    - Grantees must identify a learner’s funding stream when they begin classes. Funding stream selections should be based on the CDE grant funding (including match funding where applicable) that is used to pay for services the learner receives. This includes but is not limited to intake and orientation services, assessment, materials, building costs, and both instructional and non-instructional staff costs.
    - If a learner’s funding stream changes after intake, grantees must not remove a previously recorded funding stream unless that funding stream was recorded in error. Once a learner receives services during the program year with any funding stream, that funding stream must remain in the learner’s record through the end of the program year.
    - In cases where the learner’s funding stream was initially reported in error, grantees may later change that but must add a General Comment in the learner’s record to describe why the learner’s funding stream is being changed during the same program year.
* Grantees are encouraged to add the following items to their intake form for optional reporting:
  + Primary Phone
  + Secondary Phone
  + Address
  + Language(s)
  + Home technology:
    - Computer with camera
    - Computer without camera
    - Webcam
    - Headset with microphone
    - Mobile phone
    - Home phone
    - Internet access
    - Printer
    - Scanner
  + Learner Satisfaction Survey Dates
  + Exit Reason
    - To take a job
    - To take a better job
    - Release/transfer from institution
    - To enter a training program
    - Met personal objective
    - Moved from area
    - Health problem
    - Transportation problem
    - Childcare problem
    - Family problem
    - Time class is scheduled
    - Location of class
    - Lack of interest
    - Financial problem
    - Information unavailable
    - Met goals
    - Attained employment/job conflict
    - Scheduling problems
  + Exit Follow Up Survey Dates:
    - Date range for 2nd quarter employment & median earnings follow up
    - Date range for 4th quarter employment follow up
    - Date range for credential attainment follow up
* Grantees must submit their intake form to the AEI Office for review when requested and anytime changes are made to the local intake/registration form being used.
* Learner intake forms must be reviewed by the grantee for completeness and accuracy before entering the data into LACES, including checking for existing learner records before creating new ones (to prevent duplicates).
* The grantee must enter all learner intake forms into LACES no less than a week after learners are first assessed or enrolled into classes.
* Intake forms for learners who are never assessed or enrolled into classes must still be entered into LACES. Grantees are encouraged to enter intake forms for these learners no less than a week after the form is completed by the learner.
* The grantee must ensure all intake data is reviewed and updated for returning and continuing learners each new Fiscal Year and Period of Participation (PoP) and ensure any changes to returning and continuing learner intake data are entered in LACES before learners return to classes.
* At a minimum grantees must collect a new Labor Force Status and Barriers to Employment response from learners continuing from one year to the nest or returning from an earlier prior year.
  + If learner responses have changed, a new Work History and Barriers to Employment History record must be added to the learner’s record in LACES to reflect those changes.
  + If learner responses have not changed, a new Work History and Barriers to Employment History record must be added to the learner’s record in LACES to with identical responses as the prior year or PoP.

3. Assessment Data Entry

* The grantee must ensure all NRS assessment data is entered into LACES no less than one week after test administration. This includes all NRS tests administered to AEFLA learners regardless of the context (e.g., remote tests, incomplete tests, tests given on the wrong form or subject, tests with a testing disruption, tests invalidated for cheating, tests resulting in an out of range score, tests where learners reported guessing, early post-tests, same form post-tests, etc.).
  + For assessment data entered into LACES more than 2 weeks past the date it is required to be reported, grantees must add a Late Data Entry comment in the learner’s record in LACES. The comment must indicate what data was entered late and any known cause for that late data entry.
  + Grantees must analyze late data entry comments no less than annually to identify improvements to their local data collection and reporting procedures.
* For TABE and CASAS, locator and/or appraisal tests must be used when pre-testing learners for the first time in a subject area and if re-testing is required for a new program year or PoP. Locator and appraisal tests are not required to be reported in LACES but may be reported.
* Tests may be manually entered into LACES, or, for CASAS and TABE, they may be externally imported into LACES from the test vendor’s system.
  + For manually entered assessments:
    - Before manually entering assessments in LACES, grantees must first check to ensure the test record does not already exist (to prevent duplicates).
    - Before manually entering assessments in LACES grantees must review them for accuracy including checking to make sure the assessment is being reported under the correct student ID/learner record in LACES and that the correct subject areas, levels, series, forms, scores, and assessed dates have been recorded.
    - Before manually entering assessments in LACES where the test was administered by a partner organization the grantee must verify the test administration met the requirements outlined in the state’s [Assessment Policy](https://www.cde.state.co.us/cdeadult/grantees/handbook/assessment).
    - Tests manually reported in LACES must be entered into the system in chronological order to avoid inaccurate and unnecessary error flags in the test record.
  + For externally imported (ingested) assessments:
    - Grantees must ensure that learner records are created in LACES and that the demographics for learners reported in LACES and test vendor’s systems must match in order for tests to automatically ingest daily. Alternatively, grantees may report the CASAS Student Code or DRC Student ID for learners in LACES so that tests can automatically ingest.
      * Tests from other agencies may automatically ingest into LACES. Should a grantee not wish to accept tests from other entities, they may request a test deletion for tests ingested from other entities.
    - Grantees must ensure that all CASAS and TABE tests administered on paper and not entered into/scored in the test vendor’s computer-based system are manually entered into LACES as these will not automatically ingest.
    - Grantees must ensure that all CASAS and TABE tests triggering a same form or early post-test error are manually entered into LACES as these will not automatically ingest.
    - Grantees must review the All Assessments screen in LACES weekly when testing is occurring to ensure that tests expected to import from external sources into LACES are ingested. When they are not, grantees must manually report those tests in LACES.
* For any tests triggering an early post-test or same form post-test error flag in LACES, grantees must select an override reason in order to save the test record in LACES. (Please note this may include tests given for a new Fiscal Year or PoP, to address an out-of-range score, an incomplete testing session, or a test invalidated due to cheating or testing disruptions):
  + Early post-test override reasons:
    - Save early post-test error and add exception form
      * The completed and signed early post-test form must be uploaded in the learner’s documents in LACES.
    - Save early post-test error and add error comment
      * An early post-test error comment must be added in the learner’s record in LACES. The comment must describe what occurred causing staff to administer the learner a post-test before reaching the test publisher’s minimum required hours.
    - Save re-test for a new fiscal year or PoP
    - Save re-test for an out of range score
  + Same form post-test override reasons:
    - Save same form post-test error and add error comment
      * A same form post-test error comment must be added to the learner’s record in LACES. The comment must describe what occurred causing staff to administer the same form to a learner back-to-back rather than alternating forms per test publishers’ guidelines.
    - Save re-test for a new fiscal year or PoP
    - Save re-test for an out of range score
* The grantee must ensure that learners are not admitted to classes without a valid, Educational Functioning Level-defining (EFL) assessment each new program year or period of participation for any subject area in which the learner will receive instruction with the exception of learners placed using alternative placement methods outlined in the State Assessment Policy
  + All initial pre-tests and any pre-tests administered after a gap in attendance of 90 or more days must begin with the locator or appraisal. Locator and appraisal scores are included in the automated ingests and may be manually reported in LACES. Grantees are not required to report locator and appraisal scores in LACES but are encouraged to do so.
  + Pre-tests resulting in an EFL of “Completed ESL Level 6” are not valid for class placement. Grantees must ensure learners with this pre-test result are either tested in a different ESL subject area with a valid EFL for class placement or that they are re-tested on an ABE assessment for class placement.
  + Grantees must ensure local processes, and the time and staff needed to re-test, are in place to allow for re-pre-testing for out of range scores during initial assessment and that consistent processes are in place for determining if and when learners will be re-pre-tested before being admitted to classes.
  + Test publisher materials detail when re-testing is recommended and when it is required for pre-tests which result in out of range (above or below the reliable range of the test level) when pre-tests result of range scores. Scores above and below the reliable range will be listed as “Needs Approval” in LACES with “Level Not Defined” as the Educational Functioning Level (EFL).
    - Grantees may request out of range pre-test scores be approved to populate an EFL in LACES before admitting learners to classes if the learner faces barriers to completing a re-pre-test or a re-pre-test has already been administered and resulted in another out of range score. Grantees must contact the AEI to request approval of out of range pre-test scores with the learner’s LACES student ID number.
  + Grantees may use eligible tests from prior years for EFL and class placement in new program years only if the test resulted in a valid EFL and was administered within 90 days from when the learner will begin classes in the new program year. If using prior year assessments for placement in new program years, grantees must push forward the assessment in LACES prior to enrolling the learner into classes in the new program year.
    - Tests resulting in an unapproved out of range score or an EFL of “Completed ESL Level 6” are not eligible to be pushed forward into new program years.
    - Tests which are expired in the Federal Register are not eligible to be pushed forward into new program years.
    - In limited circumstances where a learner’s test from a prior year falls outside of the 90-day window but where evidence exists that the prior year test EFL is still valid for class placement, grantees may request a test push forward override.
      * Grantees must contact the AEI with a description of the evidence and the learner’s LACES student ID number to request a test push forward override.
* The grantee must ensure that local procedures are in place for determining when a learner is post-test eligible based on the instructional hours in a corresponding subject area reported in the learner’s attendance in LACES and any other local criteria used to consistently determine post-test eligibility.
  + Only instructional hours in a corresponding subject area which occur before the date of the learner’s post-test, and which occurred on or after the date of the learner’s last test of the same vendor/subject are counted toward post-test eligibility. This includes distance instructional hours and instruction – Assessment hours recorded in LACES. This does not include unlinked or workshop hours. Instructional hours attended on the same day as a post-test do not count toward eligibility on the post-test given that day and will instead count toward the learner’s next post-test.
  + Grantees must complete an [Early Post-Test Form](http://www.cde.state.co.us/cdeadult/grantees/laces-data-dictionary/instructional-hour-exception-form) before early post-testing a learner who has attended fewer than the vendor’s minimum required hours for post-testing. The form must be signed and dated by the program director or their designee before learners are given any early post-test. The grantee must ensure all approved Early Post-Test forms are uploaded into LACES when a learner’s early post-test is entered into LACES.
    - Early post-tests forms must not be used/completed retroactively where approval from the program director, or their designee, was not given using the form prior to the early post-test.
  + Grantees must ensure local procedures are in place to avoid using the same assessment form back-to-back resulting in a same form post-test error.
  + Grantees must ensure local procedures are in place to avoid overuse/over-testing on NRS assessments. These high-stakes, standardized assessments are designed to be used when learners and instructional staff have completed a course of study designed to result in an EFL gain. They must not be used to replace in-class assessment of learner progress. Grantees must also implement non-NRS formative and summative assessments into instruction to measure learner progress and should analyze these and other evidence of learner progress prior to post-testing using an NRS assessment.
    - Assessment data will be monitored monthly to track learners post-tested more than twice at the same level within a six-month period. Grantees must analyze this data for instructional and program improvements.
  + Grantees must ensure local processes are in place to allow for re-post-testing for out of range scores during post-testing and that consistent processes are in place for determining if and when learners will be re-post-tested before being continuing with classes.
    - Grantees may request out of range post-test scores be approved to populate an EFL if the test was administered on the level indicated in the test vendor’s manual if they do not plan to re-post-test the learner for a more reliable score.
      * Grantees must contact the AEI to request approval of out of range post-test scores.
  + Post-tests resulting in an EFL of “Completed ESL Level 6” are valid for attaining a Measurable Skills Gain (MSG) if the learner’s corresponding pre-test level was below “Completed ESL Level 6.”
    - In order to continue attending classes in the same subject area after a post-test result of “Completed ESL Level 6” learners must be tested in either another ESL subject area with a lower EFL or be tested on an assessment approved for tracking ABE EFLs.
  + Grantees must ensure that learners pre-tested at ABE L6 in a subject area are not post-tested in that subject area as their pre-test scores indicate no additional need for remediation in that subject area.
    - Learners with this pre-test score should be working toward a post-test gain in another subject area or they should be working toward a non-post-test Measurable Skill Gain.
  + For learners eligible to post-test who are not post-tested before separating from the program, grantees must add a comment “Missing post-test error comment” in the learner record explaining why the eligible learner could not be post-tested before exiting.
    - The grantee will analyze these comments no less than annually to design and implement support for learners and program improvements.
* Grantees must ensure local processes are in place for sharing NRS assessment scores and results with instructional staff and that scores are used for instructional planning. Grantees are encouraged to discuss score results and instructional planning with learners to support them in goal setting.
* Grantees must analyze assessment administration and score data no less than quarterly for instructional and program improvements. The grantee must ensure that, no less than quarterly, LACES data is reviewed to determine whether the grant program is on track to meet or exceed post-testing and Measurable Skill Gain targets.
* All tests administered with accommodations that require documentation from a medical professional must be recorded in LACES as either an “Accommodations Documentation” document or a “Testing Accommodations Comment.”
  + Sensitive data may be redacted from these comments/documents but information about the accommodation approved and provided to the learner during the testing session must be included.
* For assessment data entry errors requiring a test deletion, the grantee must ensure that an email request is sent to the AEI to request a test deletion. Before requesting a test deletion, the grantee must ensure the corrected assessment record has been entered into LACES (if applicable). The email request must include:
  + Student ID
  + Test Name (including form, level and subject area)
  + Test scale score
  + Test administration date (as entered in LACES)
  + A brief description of the data entry error
  + Rationale for why the assessment needs to be deleted
* Alternative placement:
  + Learners enrolling in fast track or boot camp programming focused on High School Equivalency test preparation may be administered the HSE test publisher’s official practice tests for class placement instead of an NRS assessment.
    - This option should only be used when the length of the HSE class prevents learners from accumulating adequate hours to become NRS post-test eligible.
    - Official practice test scores may be reported in LACES but are not required. Grantees will follow steps for alternative placement in LACES.
      * Contact AEI to have these tests added to the menu of “NRS Not Approved” assessments in LACES.
    - All traditional high school diplomas (also called “Secondary School Credential/Diploma”) earned must be reported in LACES as an “Other” document in order to be included for the secondary diploma or equivalent MSG. This does not include secondary equivalent diplomas earned by taking a high school equivalency test (GED or HiSET tests) which are ingested into LACES from DiplomaSender.
    - Learners placed using HSE test publisher’s official practice tests must have an “Obtain HSE” goal set in their record in LACES.
    - Learners placed using an HSE test publisher’s official practice tests must be enrolled in a workshop in LACES with the workshop type of “AEFLA HSE Preparation.”
  + Learners enrolling in Workplace Literacy programming designed for an employer, where the program includes an employer-based pre-test that has been approved by AEI may be placed using the employer’s pre-test instead of an NRS assessment, which may include the WorkKeys assessments.
    - This option should only be used in Workplace Literacy programming where NRS testing is not taking place.
    - The employer’s pre-test scores may be reported in LACES but are not required.
      * Contact AEI to have these tests added to the menu of “NRS Not Approved” assessments in LACES.
    - All Workplace Literacy credential attainment, passing a technical or occupational skills exam, transcript or report card, and progress toward milestone MSGs must be documented in LACES.
      * Documentation of these outcomes must be reported with the corresponding Workplace Literacy MSG document type in LACES.
    - Learners placed using an employer’s pre-test for Workplace Literacy must have either an “Earn post-secondary or industry recognized credential (IET & Workplace Literacy)” or “Achieve work-based project learning goal (Workplace Literacy)” goal reported in LACES.
    - Learners placed using an employer’s pre-test for Workplace Literacy must be enrolled in a workshop record in LACES with the workshop type of “AEFLA Workplace Literacy.”
  + Learners enrolling in IET programming focused primarily on credential attainment, passing a technical or occupational skills exam, and transcript or report card MSGs may be placed using WorkKeys assessments.
    - This option should only be used when the length of the IET prevents learners from accumulating adequate hours to become NRS post-test eligible and where WorkKeys tests align with skills needed to be successful in the IET.
    - This option should only be used in IET programming where NRS testing is not taking place.
    - The WorkKeys pre-test scores may be reported in LACES but are not required.
      * Contact AEI to have these tests added to the menu of “NRS Not Approved” assessments in LACES.
    - All IET credential attainment, passing a technical or occupational skills exam, and transcript or report card MSGs must be documented in LACES.
      * Documentation of these outcomes must be reported with the corresponding IET MSG document type in LACES.
    - Learners placed using an employer’s pre-test for IET must have a “Earn post-secondary or industry recognized credential (IET & Workplace Literacy)” goal reported in LACES.
    - Learners placed using WorkKeys for IET must be enrolled in a workshop record in LACES with the workshop type of “AEFLA IET Alternative Placement”
  + Learners who are basic skills deficient and already possess secondary credentials who are enrolling into programming focused on exiting adult education and entering post-secondary education may be placed using Accuplacer instead of an NRS assessment.
    - This option should only be used for college readiness programming where NRS testing is not taking place.
    - Accuplacer scores may be reported in LACES but are not required.
      * Contact AEI to have these tests added to the menu of “NRS Not Approved” assessments in LACES.
    - All postsecondary education or training entrance (after adult education exit) MSGs must be documented in LACES.
      * Documentation of these outcomes must be reported with the corresponding Postsecondary Ed & Training MSG document type in LACES.
    - Learners placed using Accuplacer must have either a “Place in postsecondary education or training” goal reported in LACES.
    - Learners placed using Accuplacer must be enrolled in a workshop record in LACES with the workshop type of “AEFLA College Readiness.”

### 4. Class & Workshop Data Entry

* When creating new class records in LACES, the following fields are required:
  + Start date
  + End date
  + Title
    - Grantees are encouraged to develop local naming conventions for classes so that they are easily searchable in LACES (such as a combination of subject, days, times, instructor name).
  + Program
    - Program type options include:
      * Adult Basic Education
      * Adult Secondary Education
      * English Language Acquisition
      * Family Literacy
        + Only classes approved for Family Literacy by AEI may be assigned this program type. All AEI approved Family Literacy classes must have this program type.
        + All learners enrolled in classes with this program type must also have a learner record program type of “Family Literacy.”
      * Corrections
        + All classes taking place in an institutionalized setting must have this program type.
        + All learners enrolled in classes with this program type must also have a learner record program type of “Corrections.”
      * Workplace Literacy
        + Only classes approved for Workplace Literacy by AEI may be assigned this program type. All AEI approved Workplace Literacy classes must have this program type.
        + All learners enrolled in classes with this program type must also have a learner record program type of “Workplace Literacy.”
  + Secondary program
    - Secondary program type options include:
      * No value entered
      * Integrated English Literacy and Civics Education
        + All classes funded with IELCE funding must be assigned this secondary program type in LACES.
        + All learners enrolled in classes with this secondary program type must also have a learner record secondary program type of “Integrated English Literacy and Civics Education.”
  + Status
    - Status options include:
      * Prospective
      * Active
      * Scheduled
      * Completed
        + Grantees are encouraged to use just “active” for classes which are occurring or which are scheduled to occur and “completed” for classes that have ended.
  + Max enroll
    - Grantees must set this value higher than the total number of learners who will enroll in the class (including learners who never attend or who drop the class) and not set this as just the total seats available in the class.
  + Hours per class
    - Hours per class must include any required distance learning hours
  + Hours per week
    - Hours per week must be greater than “8” and must mathematically correspond to the hours per class, days, and times listed in the class record.
  + Times
    - For classes which are fully asynchronous distance learning, grantees may list “variable,” but otherwise should list the times the class is scheduled to meet (whether online or in-person).
  + Location detail
    - Grantees must list the full physical address of the class, including zip code.
    - For classes which are fully asynchronous distance learning, grantees should list “online only.”
  + Local Workforce Development Area
    - Classes must be delivered in the Local Workforce Development Area(s) approved by AEI in the grantee’s grant application. Classes must not be offered in un-approved LWDA’s with AEFLA funds.
* All class records must have an assigned instructor.
  + Class records may have additional instructional staff assigned.
* Classes must be created in LACES no less than one week after the class begins.
* Enrollment into classes must be managed.
  + All classes must have a discrete start and end date reported in LACES which corresponds to the period of time during which no new groups of learners will be enrolled into the class.
  + Learners enrolled in classes must have a valid entry educational functioning level (EFL) before being admitted to classes (except learners placed using the alternative methods allowed in the state Assessment Policy).
  + That EFL must be based on a valid pre-test in any subject area in which the learner will be receiving instruction in the class.
  + For classes at the start of each new program year or PoP, that assessment must have been administered within 90 days of when the learner plans to begin attending the class. See the Assessment section of this assurance for information about requesting an override to this rule from AEI.
* Learners must be enrolled into classes in LACES no less than a week after they begin attending them.
  + Grantees are encouraged to develop local standard operating procedures for using class enrollment statuses in LACES. Learner enrollment types in LACES include:
    - Provisional enrollment statuses:
      * Registered
      * Waiting
    - Enrolled statuses
      * Enrolled
      * On-hold
    - Exit statuses:
      * Completed class
      * Incomplete
      * Stopout
      * Left
      * Never attended
      * Dropped
      * Dismissed
      * Transferred
  + When enrolling learners into classes in LACES, grantees must enter a start date.
    - This must be the date on which the learner plans to begin attending the class.
  + Learners may be enrolled in multiple classes at the same time.
  + When enrolling learners into classes, grantees must identify if the enrollment is part of an AEI-approved Integrated Education and Training (IET) program.
    - The concurrent and contextualized adult education and literacy activities component of the IET program must be reported as a class record in LACES.
    - Learners in the IET program must have the IETP/Credential checkbox selected on their enrollment record in this class in LACES.
* All instruction aligned to the College and Career Readiness (CCR) and English Language Proficiency (ELP) Standards, and therefore aligned to the NRS tests must be reported under a class record in LACES and counts toward post-testing eligibility (if occurring after a pre-test and before the day of a corresponding post-test).
* Learners must be completed from classes in LACES no less than a week after the class ends.
  + Grantees are encouraged to track exit reasons anytime a learner does not complete a class. Grantees are encouraged to develop local standard operating procedures for using class enrollment exit reasons.
    - Class enrollment exit reasons in LACES include:
      * Administratively separated
      * Changed class or program
      * Completed program
      * End of program year
      * Family problems
      * Got a job
      * Lacking childcare
      * Lacking interest
      * Lacking transportation
      * Met goals
      * Moved
      * Other known reason
      * Own health problems
      * Public safety
      * Released from incarceration
      * Scheduling conflict
      * Unknown reason
  + Once all learners are completed or exited from a class record in LACES, the class record must be completed. This must also occur no less than one week after the class ends.
  + LACES will auto-complete all class records in LACES 14 days after the “end date” listed in the class record.
    - Learner enrollments in auto-completed classes will revert to “completed class” unless the learner enrollment status is edited to a different status before or after the auto-completion of the class record.
* Class records in LACES must demonstrate that breaks are not longer than 4 consecutive weeks.
* Class records in LACES must not cross program years.
  + For classes which takes place in June and continuing without a break into July, across the program year change, grantees must create a version of the class for the current program year which ends the last date the class occurs in June and a separate version of the class for the new program year which starts on the first date the class occurs in July.
* To save time in creating class records in LACES, grantees are encouraged to use the “Duplicate Class” feature in LACES, located on the enrollment tab in the class record, before completing classes to create new class records similar to those which have recently ended.
  + Duplicated class records must include updated:
    - Start Date
    - End Date
    - Days (if applicable)
    - Times (if applicable)
    - Hours Per Week (if applicable)
    - Location Detail (if applicable)
    - Local Workforce Development Area (if applicable)
    - Learners actively enrolled in the original class record may be carried forward into the duplicated class record (if desired).
    - Instructors assigned to the original class record may be carried forward into the duplicated class record (if desired).
* Workshop records in LACES have the same required fields as class records (as described above) and all guidance listed above for adding class records to LACES also applies to workshop records.
* Workshops must follow the same data reporting guidelines and timelines in LACES as classes (with the exception of the valid NRS EFL/pre-test score requirement to enroll in classes):
  + Workshops should be added to LACES no less than a week after they occur.
  + Enrollment in workshops must be managed with discrete start and end dates.
  + Learners must be enrolled into workshops no less than a week after they first attend.
  + Learners must be completed from workshops no less than a week after the class ends.
    - Grantees are encouraged to track workshop enrollment exit reasons for any learners who do not complete a workshop. (See the class enrollment exit reasons above for guidance).
  + Workshop records must be completed in LACES no less than a week after the end date of the workshop. There is no auto-complete of workshop records in LACES.
    - Unlike classes there is no auto-complete of workshops in LACES.
  + Workshop records must not cross program years.
* Workshop records should only be created in LACES to track hours attended which are not directly aligned to the CCR and ELP standards measured on NRS tests, and which do not count toward post-testing eligibility.
  + Non-NRS testing hours learners spend during intake and orientation, specialized lessons, or one-off events not aligned to the standards (e.g., employer visits, guests speakers, digital literacy only, etc.) may be recorded under workshop records in LACES.
    - These must have a workshop type of “AEFLA Workshop – Other"
  + The Workforce Training component of any AEI-approved IET program should be tracked in LACES under a workshop record if the hours are not aligned to the CCR and ELP standards. If the hours are aligned to the standards, they should be reported under a class record in LACES.
    - These must have a workshop type of “Workforce Training”
  + Family Literacy PACT component hours should be tracked in LACES under a workshop record.
    - These must have a workshop type of “PACT Family Literacy”
  + Workplace Literacy classes using an AEI approved employer assessment for alternative placement instead of NRS tests should be tracked in LACES under a Workshop record.
    - These must have a workshop type of “AEFLA Workplace Literacy”
  + IET classes using WorkKeys for alternative placement instead of NRS tests should be tracked in LACES under a Workshop record.
    - These must have a workshop type of “AEFLA IET Alternative Placement”
  + HSE preparation classes using an official HSE practice test for alternative placement instead of NRS tests should be tracked in LACES under a Workshop record.
    - These must have a workshop type of “AEFLA HSE Preparation”
  + College readiness classes using Accuplacer for alternative placement instead of NRS tests should be tracked in LACES under a Workshop record.
    - These must have a workshop type of “AEFLA College Readiness”
* Workshops must not be used to track attendance for learners in non-AEI funded programming.
* When learners experience a major life event preventing them from completing or continuing with enrollment in workshops of classes under the AEFLA grant, they may be excluded from NRS performance target denominators if their life event meets one of the following criteria:
  + The participant exits the program because he or she has become incarcerated in a correctional institution or has become a resident of an institution or facility providing 24-hour support such as a hospital or treatment center during the course of receiving services as a participant.
  + The participant exits the program because of medical treatment and that treatment is expected to last longer than 90 days and precludes entry into unsubsidized employment or continued participation in the program.
  + The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is called to active duty for at least 90 days.
  + The participant is deceased.
    - These exclusion reason must be reported in LACES under the learner’s record via the “Report Exclusion Reason” drop down menu located in the demographics tab and panel in the learner’s record in LACES.
      * If documentation of the exclusion is available, it should be reported under the learner’s documents in LACES, redacting sensitive information, with a document type of “Exit Exclusion Documentation”
      * If documentation of the exclusion is not available, staff should add a comment in the learner record to detail the exclusion, redacting sensitive information, with a comment type of “Exit Exclusion Comment”
* Class and workshop records must not be deleted from LACES.

### 5. Attendance Data Entry

* The grantee must ensure instruction delivered with AEFLA allocation or match funding is reported in LACES.
* Hours from programming which is not a part of the grantee’s AEFLA funded adult education program must not be reported in LACES.
* Hours aligned to the CCR and ELP standards, and NRS tests, must be reported under class records in LACES.
* Hours not aligned to the CCR and ELP standards, and NRS tests, should be reported under workshop records in LACES. (See the workshop section above for additional details).
* Grantees must ensure all instructional attendance data, including distance learning, is reported in LACES no less than one week after the attendance occurs with the exception of AEI-approved learner mastery model distance learning hours which must be reported no less than every 89 days.
  + Grantees reporting learner mastery model distance learning hours are encouraged to report that attendance data monthly.
* Hours must be tracked separately by subject area, must be reported at the daily level, and must be reported in no less than 15-minute increments.
* Attendance whether in person or distance may not exceed 8 hours in a single day with the exception of AEI approved learner mastery model distance learning hours.
* Grantees must review all attendance data for completeness and accuracy before entering the data into LACES, including but not limited to checking for existing attendance records before creating new records (to prevent duplicates) and confirming the accuracy the number of hours entered for each record.
* Grantees must ensure that learners do not have instructional hours reported under a class record in LACES in a subject area in LACES in which they do not have a corresponding, EFL-defining assessment for the program year or PoP. Hours reported under an incorrect subject area must be deleted and re-reported in the correct subject area.
* Hours the learner spends taking NRS assessments may be reported in LACES as “Instruction – Assessment.” These hours, if recorded in LACES, count toward the minimum hours learners must attend in order to be post-test eligible.
* Grantees must select which distance education platforms they will use annually from the approved list in the Distance Education Assurances. Hours from any platforms not on the Approved Distance Education Platforms list must not be reported as instructional hours in LACES until the grantee has completed the required online application and has received approval of that application from AEI.
* Distance hours must be tracked separately from in-class attendance hours in LACES in both class and workshop records.
  + Distance education hours delivered live, such as when an instructor and learners are video conferencing via platforms like Zoom or Google Meets must be recorded as “Instruction – Distance Learning – Subject Area” if reported under a class record in LACES or “Workshop - Distance Learning” if reported under a workshop record in LACES.
  + Distance education hours where a learner is completing learning on their own without an instructor present should be recorded as “Instruction – Distance Learning – Async. – Subject Area” if reported under a class record in LACES or “Workshop - Distance Learning – Async” if reported under a workshop record in LACES.
* Grantees are strongly encouraged but not required to report “0” hours attended records for learners when they miss scheduled classes/hours so that attendance reports in LACES function correctly.
* For attendance data entered into LACES more than 2 weeks passed the date it is required to be reported, grantees must add a Late Data Entry comment in the learner or class record in LACES.
* The comment must indicate what data was entered late and any known cause for that late data entry.
* Grantees must analyze late data entry comments no less than annually to identify improvements to their local data collection and reporting procedures.
* AEI will monitor attendance reporting for compliance with the following assurances requirements:
  + Attendance Assurances:
    - Hours are recorded by subject area, on the daily level, and in no more than 15-minute increments (for partial hours attended)
    - At least 8 hours of instruction are being made available weekly
    - Breaks are no more than 4 consecutive weeks in length
  + Assessment Assurances:
    - Learners are not enrolled in classes before having a valid, level-defining pre-test score
    - Learners are attending hours only in subject areas in which they have a valid corresponding pre-test
    - Learners not NRS tested but place using approved alternative methods only have hours under workshops in LACES
  + Distance Education Assurances:
    - Distance and non-distance hours are reported separately
    - Learners have at least 12 non-asynchronous hours
    - Only grantees with completed distance education assurances are reporting distance education hours
  + Family Literacy Assurances:
    - PACT time is of at least 2 hours in length per week and is reported under a workshop in LACES
    - Only grantees with completed Family Literacy assurances are reporting PACT hours in LACES
  + IET Assurances:
    - The Workforce Training component of the IET is reported under a workshop if not aligned with the NRS assessments.
* The grantee must ensure that, no less than quarterly, attendance data are reviewed to inform program and instructional design and delivery, including but not limited to increasing persistence and retention, improving intake/orientation and class schedules, improving instructional quality, and increasing supports to address learner barriers.

### 6. Goal Data Entry

### Grantees must set NRS goals with learners before starting classes and throughout the learner’s enrollment in programming. Goals must be reported on the learner’s intake form (whether digital or paper) and must be reported in LACES when the intake form is reported.

### All learners must have at least one NRS Table 4 MSG goal set annually in LACES. They may have more than one NRS Table 4 MSG goal set annually.

### NRS Table 4 MSG goals include the following Educational Goals:

### Complete educational functioning level

### Obtain HSE

### Obtain secondary school diploma

### Place in postsecondary education or training

### Earn post-secondary or industry recognized credential

### This goal will only count as an MSG when part of an approved IET or Workplace Literacy program.

### Achieve work-based project learning goal

### This goal will only count as an MSG when a Workplace Literacy program progress toward milestone goal has been approved by AEI.

### All learners must have at least one NRS Table 5 goal set annually in LACES. They may have more than one NRS Table 5 goal set annually.

### NRS Table 5 goals include the following:

### Enter employment

### Retain employment

### Advance in employment

### Increase Wage

### Leave public assistance

### Secondary school diploma/HSE + Employment

### Secondary school diploma/HSE + enrollment in postsecondary education or training

### Earn post-secondary or industry recognized credential

### All learners with a program type selection of Family Literacy must have at least one Family Literacy goal set in LACES annually. They may have more than one Family Literacy goal set annually.

### Family Literacy goals include the following:

### Increase involvement in child's education

### Help child more with school

* + - Increase contact w/child's teacher
    - More involvement in child's school activities
    - Increase involvement in child's literacy activities
    - Read to children
    - Visit library (with/for child)
    - Purchase books or magazines

### All learners with a secondary program type selection of Integrated English Literacy and Civics Education (IELCE) must have at least one IELCE goal set in LACES annually. They may have more than one IELCE goal set annually.

### IELCE goals include the following Community Goals:

* + - Achieve citizenship skills
    - Vote or register to vote
    - Increased involvement in community activities

### When setting goals in LACES, grantees must enter a “date set” for each goal. This should be the date on which the learner indicated having this goal.

### Grantees must mark met goals as “met” with a “met date” in LACES. This should be the date on which the learner accomplished the goal.

### Goals which remain unachieved in a program year may remain listed as “active” in LACES if the learner will be continuing into the next program year.

### Goals which are achieved, but which can be earned multiple times in the same year or different program years, should be set, and if applicable marked as “met,” more than once in LACES.

### For example, if a learner achieves a post-test EFL gain and wants to continue with programming to achieve a second post-test EFL gain, the learner should have two “Complete educational functioning level” goals recorded in LACES, one marked as “met” and the other marked as “active.”

### Goals do not need to be marked as “unmet” unless the grantee finds this practice helpful for local tracking.

### Goals which are marked as “unmet” may be switched back to “active” at any time.

### Met goals should not be deleted from LACES unless they were reported in error.

### “Met” NRS goals do not require documentation with the exception of IET and Workplace Literacy MSG goals.

### Grantees should discuss progress toward goals with learners regularly and, at a minimum, at the start of each new term in the grantee’s schedule of classes.

### 7. Exit Follow Up Survey Data Entry

* Grantees must complete a follow up survey with all NRS participants who exit programming regardless of whether the learner elects to report an SSN.
* A participant exits programming any time they are not in attendance for 90 or more consecutive days. Participants can exit multiple times. Every time a participant exits grantees must contact them 6 months and 12 months later to try and ask them the follow-up survey questions provided in LACES regarding the employment, wage, and credential attainment exit outcomes measured under the AEFLA grant.
* Grantees will use the designated dashboard widget in LACES to identify the exited learners they need to contact for survey.
  + The dashboard widget will direct grantees to the All PoPs Summary grid in LACES where the learner follow-up survey is housed.
  + Grantees can double click on any record in the All PoPs Summary grid to locate the survey in the “Follow Up Survey” tab of the learner’s PoP record.
  + Grantees must take note of the dates listed in the survey script in LACES and ensure that the learner is asked about outcomes during that time period which is distinct to each learner based on their exit date.
    - Grantees must not ask learners about a generic timeframe in which they may have met follow up outcomes.
  + Grantees may modify the language of the follow up survey in LACES only if the changes do not significantly alter the meaning of the follow up questions, and grantees should never alter the dates included in the survey in LACES.
  + Grantees may add to the script to support learner engagement and comprehension.
* Grantees may administer the survey in one or more formats (such as phone calls, emails, texts, online forms, in person interviews, paper forms, etc.)
  + Regardless of delivery format, grantees must record learner responses in the “Follow Up Survey” tab of the learner’s All PoP Summary record.
* Grantees do not need to collect validation documentation from learners when asking the follow up survey questions.
* At the end of the survey form in LACES, the system will require staff to enter the date on which the survey was administered.
  + LACES will prepopulate the current date.
  + If the survey was not administered on that date, grantees must edit it to the date on which the survey was administered.
* At the end of the survey form in LACES, the system will require staff to enter the name of the individual who administered the survey.
  + LACES will prepopulate this field with the name of the user who is entering the survey data into LACES.
  + If the survey was not administered by the individual entering the data into LACES, grantees must edit it list the full name of that individual.
* At the end of the survey form in LACES, the system will require staff to enter the initials of the individual who is entering the survey into LACES.
  + If the survey is entered into LACES by someone other than the person who administered the survey to the exited participant, grantees must list the full name of the individual who is entering the survey responses in LACES.
  + If the survey is entered into LACES by the same person who administered the survey to the exited participant, that individual should list their initials in this field.
* Grantees must attempt to reach out to exited participants at least twice before marking the participant as non-responsive in LACES. Grantees may reach out more than once to try and make contact to collect survey responses.
* If exited participants are non-responsive, grantees must document at least the first two unsuccessful attempts to contact the participant through a “PoP Contact History” comment in the “PoP Contact Info” tab of the learner’s All PoP Summary record in LACES.
  + The comment should document when staff reached out to the exited participant, which staff member tried to outreach to the learner, and what method of contact was attempted. Staff may include other details in the comment if desired.
* AEI may set recommended or required targets for follow-up responses throughout the four-year grant cycle.

### 8. Customer Satisfaction Survey Data Entry

* Grantees will be required to implement a customer satisfaction survey (designed by AEI) with enrolled learners no less than bi-annually.
* Questions on the survey are subject to change annually but currently include:
  + Rate how much you agree with the following statements:
    - I am respected in this class
    - I am successful in this class
    - I feel like I belong in class
    - I enjoy this class
  + Rate how much you agree with the following statements:
    - The staff here encourages me
    - I am comfortable asking staff for help
    - This class is a good use of my time
    - This class helps me meet my goals
  + What makes it hard to attend class?
  + Rate how much you agree with the following statements:
    - This class helps me find a job or get a better job
    - This class helps me support my children at school
  + Do you intend to take another class in this program?
  + What is the best part about this class?
  + If you could change one thing about class, what would it be?
  + What type of class is this?
  + Where do you take this class?
  + When do you take this class?
  + Do you attend class completely online?
  + Did you go to High School in the United States?
  + What year were you born?
  + Gender
  + Race/Ethnicity
* Learner responses will be recorded in LACES once customizations to administer the survey via LACES are complete.

### 9. Staff Data & LACES User Permissions

* Grantees must ensure all staff working on the AEFLA program are reported in LACES. Staff records must include all required fields:
  + Name
  + Email
  + Classification (job role)
    - If instructional, the Custom Number 1 field in the staff record must also be filled out to list the staff member’s average planning or preparation hours per term.
    - If administrative, the Custom Number 2 field in the staff record must also be filled out to list the staff member’s average hours worked per week.
  + Employment status (full/part time)
  + Credentials
  + Start Date
  + Years teaching in adult education
  + Race/Ethnicity
  + Sex
* Grantees must ensure that any certification or training documentation requested from AEI is added to staff documents in LACES.
  + This includes ABEA initial authorizations and renewals and NRS test administrator certifications.
* Grantees must ensure that staff records in LACES are created before requesting LACES user permissions for new staff.
  + Grantees must email the AEI Data Coordinator to request LACES user permissions for new staff. Only the LACES System Administrator or Primary Contact may request LACES user permissions staff. The email must include the following:
    - First name
    - Last name
    - Email address
      * NOTE: AEI discourages the use of personal email addresses for use in creating LACES user accounts. AEI strongly recommends using work/employer-provided email addresses for user accounts in order to maximize security of learner data.
    - User role/permissions requested
* Grantees must request staff user permissions be disabled no less than 2 weeks after the staff person is no longer working on the program.
* Grantees must email the AEI Data Coordinator to request LACES user permissions be disabled for staff who have left the program. The email must include the staff member’s email address used as their LACES username or LACES Staff ID number.
* Grantees must update a staff member’s overall status in LACES to “Left” in LACES no less than 2 weeks after the staff person is no longer working on the program.
* Professional learning hours for instructional staff meeting any of requirements outlined in the professional learning assurances must be reported in the Professional Development tab under staff records in LACES.
  + AEI staff will add professional learning records to LACES for events which are hosted by the AEI office.
* Grantees will be required to implement a customer satisfaction survey (designed by AEI) with active staff members no less than bi-annually.
* Questions on the survey are subject to change annually but currently include:
  + Are you a site program administrator?
    - Rate how much you agree with the following statements:
      * I receive resources from CDE that help me be more successful in my role
      * The program I administer helps adult learners reach their goals
      * My program has the resources it needs for adult learners to be successful
      * I am able to retain program staff
  + Are you an adult education teacher?
    - Rate how much you agree with the following statements:
      * I am supported in my role
      * I have what I need to teach my class successfully
      * The class I teach helps adult learners reach their goals
      * The adult learners I teach have the resources they need to be successful in class
      * I have access to resources for teaching adult learners from a variety of cultural backgrounds
      * I have access to resources for teaching adult learners with disabilities
  + Rate how much you agree with the following:
    - I am comfortable being myself at work
    - I feel valued at work
    - I feel like a part of the community at work
    - My work environment is inclusive of all
  + What could Colorado Department of Education provide that would most help you in your role?
  + If you could change one thing about your program, what would it be?
  + What site do you work at?
  + How long have you worked in adult education?
  + How long have you worked at your current program?
* Staff responses will be recorded in LACES once customizations to administer the survey via LACES are complete.

10. Data Monitoring & Annual Data Close Out

* Before the second Friday of each month grantees will monitor their own data using the monthly monitoring widgets provided in LACES to check for data entry errors.
* Monthly monitoring checks include:
  + Duplicates
  + Underage learners
  + Invalid entry levels
  + Funding stream accuracy
  + Program and Secondary Program accuracy
  + Goal data reporting
  + Missing tests
  + Out of Range scores
  + Early and Same Form post-test errors
  + Learners eligible to post-test
  + Class & Workshop Enrollment accuracy
  + Class & Workshop completions
  + Class & Workshop record accuracy
  + Minimum hours and breaks requirements
  + IET enrollment flags
  + Non-post-test MSG documentation review
  + Attendance hours accuracy
  + Staff record accuracy
  + Progress toward performance targets
  + Exit survey completions
* AEFLA data in LACES will be monitored by AEI staff no more than monthly except in cases where more frequent monitoring is required due to corrective action.
  + Grantees will receive a monthly monitoring report indicating any outstanding errors or potential errors.
  + Grantees must address the areas outlined in the report before the second Friday of the following month.
* Grantees will be required to close out their data annually.
  + This includes ensuring all data is reported and any data monitoring errors are addressed before the date of the LACES data freeze.
    - Any data not corrected before the data freeze will not be included in annual performance tables.
  + Grantees will receive a data close out memo with instructions for completing the annual data close out steps in the fourth quarter annually.
  + The annual rollover of the LACES database from one year to the next will occur in the second week of August unless otherwise indicated by AEI staff.

11. Data Privacy

* Grantees must implement safeguards to protect the privacy of learner data collected in LACES. This includes but is not limited to:
  + Not sharing users access (usernames and passwords)
  + Logging out of LACES when not in use
  + Training users on what data they are/are not permitted to access in LACES
  + Using LACES user permission levels to determine what data users are/are not able to access in LACES
* Grantees must ensure all paper files containing learner personally identifiable information and other educational data are stored in a secure location. The grantee must also ensure that all digital files containing learner data are securely stored and protected.
  + Where applicable, grantees should securely destroy any documentation containing data which no longer needs to be retained for the time periods described in the Grant Award Letter or by longer retention requirements (if any) by the grantee’s parent organization.