

# **Adult Education and Literacy**

## **Database Transition and New Fiscal Year Changes**

**April 26, 2023 Update**

### **Purpose**

This document outlines the major changes in practice as a result of the Adult Education and Literacy (AEL) database transition from DataWorks to LACES (deployed on April 14, 2023), as well as changes slated to occur beginning July 1, 2023 (fiscal year 2024). Additional updates as they arise will be forthcoming and added to this document. Below please find changes in practice and/or policy by topic.

### **Special Group Enrollments Sunset**

Special Group Enrollments (SGEs) in DataWorks previously identified student participation in particular program offerings or indicated reimbursable services for High School Completion Program funds. SGEs are discontinued as of the completion of FY23 Quarter 3 invoicing. Discontinuation of Special Group Enrollments includes those for HSCP students with reimbursable services, English for Speakers of other Languages (ESL) students, students assessing at NRS 1 or 2 on the TABE 11/12, and Integrated Education and Training (IET) participation. The changes/tracking for each former SGE participation is outlined in this document.

- NRS 1-2 SGEs are discontinued as of July 1, 2023 – the AOE will provide technical assistance to each AEL provider to develop strategies to assess each formerly SGE'd student in all three skill areas in FY24.
- Integrated Education and Training (IET) participation – the AOE will provide technical assistance when IET program cohorts are being implemented. AEL providers may refer to the [current policy](#) that describes the process for IET program approvals, including submitting an IET checklist for approval and then submitting a registration form for each cohort implementation.
- HSCP – see section below.
- ESL students – see section below.

### **High School Completion Program**

HSCP funds are Vermont Education Funds which by law are school district funds. The AOE disburses HSCP funds on behalf of districts. Historically, AEL providers have received the large majority of the reimbursed funds to provide educational services that lead to students meeting

### **Contact Information:**

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the Proficiency-Based Graduation Requirements of the partnering high school. Although the AOE has proposed that the HSCP funds are managed as a grant rather than a reimbursement program, the program will continue to operate as currently defined in legislation. Operational changes will not occur until and/or if the statute governing HSCP is changed. For the remainder of FY23, the invoicing process is described below.

### **HSCP Invoicing FY23 Quarter 3 (Q3)**

Invoicing for Q3 will take place in DataWorks as it has in the past though AEL provider access to DataWorks was removed on April 17, 2023. If access to the system needs to be provided to make edits to Q3, the access will be temporary and the completion of Q3 invoicing will mark the permanent end of AEL provider access to DataWorks.

### **HSCP Invoicing FY23 Quarter 4 (Q4)**

Q4 has predictably been the busiest quarter for reimbursements, diploma and GED achievements, and other activities. AEL providers will be required to fill out an Excel workbook indicating the line-item reimbursements for each student that AOE identifies based on the Funding Stream field in LACES as having reimbursable services. Technical assistance and support will be provided in order for AEL provider staff to complete the Excel workbook and submit for Q4 reimbursements in July.

### **“Funding Stream” LACES database field**

This field is new in LACES and will indicate student participation in the HSCP, regardless of NRS levels or type of assessments used to set Educational Functioning Level (EFL). The Funding Stream field appears on the Student Data tab and is required. For each student one of the below options must be selected:

- Adult Education and Literacy – AEL funds only
- UN-HSCP below NRS 4 – AEL funds only
- UN-HSCP NRS 4+ - AEL/HSCP funds
- EN-HSCP NRS 4+ - HSCP funds only
- EN-HSCP below NRS 4 – school pays through contract (no AEL/HSCP funds allowed)

An explanation for each field is provided below.

- Adult Education and Literacy – AEL funds only
  - For those unenrolled from school students who already have a diploma, those who are pursuing the GED and not a diploma, those pursuing skill development and not a diploma.
- UN-HSCP below NRS 4 – AEL funds only
  - Those unenrolled from school and pursuing a diploma through the HSCP with skills below NRS 4 – ABE and ESL students.
- UN-HSCP NRS 4+ - AEL/HSCP funds
  - Those unenrolled from school and pursuing a diploma through the HSCP with skills at NRS 4 and above.
- EN-HSCP NRS 4+ - HSCP funds only

- Those enrolled in school, at risk of disengaging and exiting before graduation, pursuing a diploma through the HSCP with skills at NRS 4 and above.
- EN-HSCP below NRS 4 – school pays through contract (no AEL/HSCP funds allowed)
  - Those enrolled in school, at risk of disengaging and exiting before graduation, pursuing a diploma through the HSCP with skills below NRS 4.

If a student is **enrolled** in school, the student record in LACES should not be created until assessments have been administered. If the student is **unenrolled** from school and assessments have not yet been given at the time the student record is created, the first option “Adult Education and Literacy” should be selected as a default. Once the assessments are given for those students who wish to participate in the HSCP, then the proper funding stream should be updated.

## ESL student tracking

LPS has not yet migrated ESL SGE data. This means that the section of LACES that indicates ESL participation currently says “No” for all students migrated. The Federal table tables will populate based on assessments administered, i.e., any ESL assessments will feed into the Federal reports to set EFL.

The ESL status can be seen in two places in LACES – on the Assessments tab and the Education tab. When the student transitions to ABE/ASE, do not remove the ESL Student status from “Yes” as this will help local programs and the State track the true number of ESL students served over time and their outcomes regardless of the assessments used. In short, if English is not a native language for the student, the ESL Student field should say “Yes” regardless of their English proficiency level, and regardless of whether or not they ever took ESL assessments as an AEL student. For new students, check the box for ESL Student as part of initial entry of data in the student record.

## Assessments

Changes related to assessments are due to the database transition or to expected policy changes effective July 1, 2023 for FY24. The assessment manual is submitted each year to the U.S. Department of Education’s Office of Career Technical and Adult Education (OCTAE) for approval. The FY24 assessment manual is pending approval from OCTAE, who is expected to respond by the end of May 2023.

## Database transition changes impacting assessments

- All contact hours will count as instructional hours between assessments. This includes: instruction (classes/groups and pairs/individual); time spent taking assessments; career services; goal setting and learning plans.
  - Note: It is expected that programs will post-test students in accordance with Vermont’s Federally approved assessment policy, which includes the requirement that the student has received 40 hours of instruction between assessments in each subject area.

- A student's entry level is not automatically set at the beginning of each fiscal year in LACES. Therefore, each student's valid assessments may be moved forward into the new fiscal year manually. Only those who have received services in the new fiscal year should have their assessments moved forward into the new fiscal year, and only those assessments that have not expired can be moved forward.
- When moving forward assessments from a prior FY, the highest valid assessment score in each subject area will be moved forward, which may not be the most recent assessment in that content area. This is a change brought to AOE's attention by LiteracyPro Systems that was subsequently confirmed with the U.S. Department of Education's Office of Career Technical and Adult Education (OCTAE).
- Integrations with DRC and GED will bring in assessment score data and GED credentials and scores automatically. The DRC integration is already taking place daily. The GED integration will be delayed until an amendment between AOE and GED Testing Service is signed and executed.

### **FY24 changes to assessment manual, pending Federal approval.**

- Assessments in all three content areas using the TABE 11/12 must be administered within 30 days in FY23 and within 45 days beginning FY24.
- NRS 6 Complete status will be discontinued. All students will be assessed according to assessment policy.
- Beginning in FY24, all assessments will be valid in the fiscal year in which they are administered and the following two fiscal years. This means that, if Vermont's FY24 assessment manual is Federally approved, assessments given before July 1, 2021 will expire on June 30, 2023, but assessments given in FY22 and FY23 will still be valid.
  - Note: AEL providers should plan to prevent EFL expiration according to the [current policy manual](#) updated on July 1, 2022 unless notified of a change. Any assessments given before July 1, 2022 are slated to expire on June 30, 2023, but assessments given in FY23 will continue to be valid.
- The AOE will provide an update as soon as OCTAE responds to the AOE with a determination on the status of the submitted FY24 assessment manual.

### **Goals and Achievements**

In DataWorks, some goals and achievements populated the federal reports. In LACES, this will not be the case with the exception of Table 9 and three goals. Other changes to goals and achievements are described below.

- The only achievements of goals that will populate federal reports are those for Integrated English Literacy and Civics Education (IELCE) students on Table 9:
  - Achieved citizenship skills
  - Voted or registered to vote
  - Increased involvement in community activities
    - Note: Table 9 in LACES will show these goals though they were not shown in the DataWorks version of the table.

- The Industry Recognized Credentials (IRCs) and non-reportable IRCs will not pull from the goals and achievements but will need to be entered in the student record under the Education tab. A dropdown list will appear for each of the two categories. If you would like to propose an IRC that is not on the dropdown lists, please submit your request on [this cognito form](#). From the Education tab:
  - For reportable IRCs, go to the Postsecondary Education or Training tab.
  - For non-reportable IRCs, go to the Non-Reportable Credentials tab.
- It is no longer necessary to add the “Improve Educational Functioning Level to ASE” as a goal unless they:
  - are baseline assessed with skills below NRS 5 and
  - would like to work toward meeting the goal.

## **Changes Related to Student Identification**

### **Social Security Numbers and alternate IDs**

Alternate IDs are no longer required for students who do not provide their SSN. If a student does not have/provide their Social Security number, check the box on the student data tab for “SSN Not Provided”. If their SSN is provided at a later date, please go the Demographics ⇒ Identification tab and enter the information by selecting “Add new record”.

### **Student ID numbers in LACES**

#### **Student External ID**

For all student records migrated from DataWorks, the DataWorks ID number will appear in LACES in the field “Student External ID”. Students whose records were not migrated from DataWorks will therefore not have an External ID in LACES.

#### **Student ID**

The “Student ID” field is a LACES number that will be automatically assigned for each student, both for those migrated from DataWorks and for those who were not migrated. If a student receives services from more than one provider, a student record and a student ID will be created within each Agency (AEL provider organization). Therefore, a student could have more than one Student ID, but the large majority of students will have only one Student ID.

#### **Permnumber**

A permnumber, also known as a Permanent Number, is a unique ID number assigned by the AOE for each student. The AOE’s goal is to ensure that every AEL student has a permnumber, as the enrolled-in-school population does – this will facilitate data matching data in order to create State reports that include AEL student data. Every student who has ever been enrolled in a Vermont elementary or secondary school has already been assigned a permnumber.

LACES will house permnumbers in each student record beginning in May of 2023, exact date TBD. The AOE is working with LiteracyPro Systems to identify which students in LACES already have had a permnumber assigned to them and subsequently populate the permnumber field on the Student Data tab in each of those student records. For those who do not already

have a permnumber assigned to them, AOE will assign a number and the permnumber field will be populated.

Please note that the permnumber is the unique number that will belong to each student, whether they are enrolled in a school or participating in AEL services. Periodic matches of data will take place at the AOE to keep the permnumbers up to date for new AEL students, therefore, AEL providers will not need to take any action for the permnumber to be populated in LACES.

## **Students in Custody of the Department of Corrections**

As a result of the database transition, the Agency of Education has communicated with U.S. Department of Education staff and received clarifications that impact tracking of those who are in a “Community Correctional Program.”

Only those who are residing in a Corrections-sponsored rehabilitation facility (not including a Corrections prison facility), halfway house, or have participation in an AEL program indicated as a condition of their probation/parole meet the definition of participating in a Community Correctional Program.

In LACES, select “Searches” and choose Table 6. Enter the current fiscal year and view any students at your provider organization who are hitting the report as participating “In Community Correctional Program.” For any who do not meet the criteria for inclusion in the category, the field may be edited on the Demographics tab.

## **Migrated and Archival Data**

Any student record with active services at any time during the July 1, 2016 – April 7, 2023 period was migrated to LACES. Any services received by these students prior to July 1, 2016 are also included in their record. The professional development data was also migrated to LACES and can be found by choosing Agency ⇒ VT Professional Development Events.

Other student record data that was not migrated to LACES will be housed by the AOE. A format for storing the data is TBD. The AOE will provide technical assistance on how AEL providers may request specific information related to this archival data.