Adult Education Student Information System (AESIS)
POLICY AND PROCEDURE MANUAL

Version 1.2020

★ LEADING HIGHER EDUCATION ★

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Definition or Explanation of Terms

DRP – Data, Research, and Planning. This is the KBOR department responsible for developing and maintaining the AESIS database.

User ID – All new accounts created are required to be at least 8 characters long. The *User ID* cannot contain any spaces and is not case sensitive.

Password – Must be at least 8 characters long, and must contain at least one numeric value and one special character (characters like &, #, or %). The password will expire every 60 days.

Password Hint – Any statement the user wishes to enter that will remind the user of the password. When a password is forgotten, the *Password Hint* will be e-mailed to the user at the address stored in our database. If the password hint does not help the user remember his/her password, the user must contact IRHelp@ksbor.org.

Title – The users job title at the institution.

Secret Question – A question the user will be asked when his/her account has been frozen. An account is frozen when the user has incorrectly entered his/her password three times. The *secret question* is determined by the user. In order to "defrost" the frozen account, the user must correctly answer this secret question.

Secret Answer – User supplied answer to the secret question identified by the user.

Access Levels – Read or Write

Read – Allows user to read student level data but not modify data.
Write – Allows user to read student level data and add or modify data.

AESIS Account Creation, Maintenance, and Login

URL: https://submission.kansasregents.org

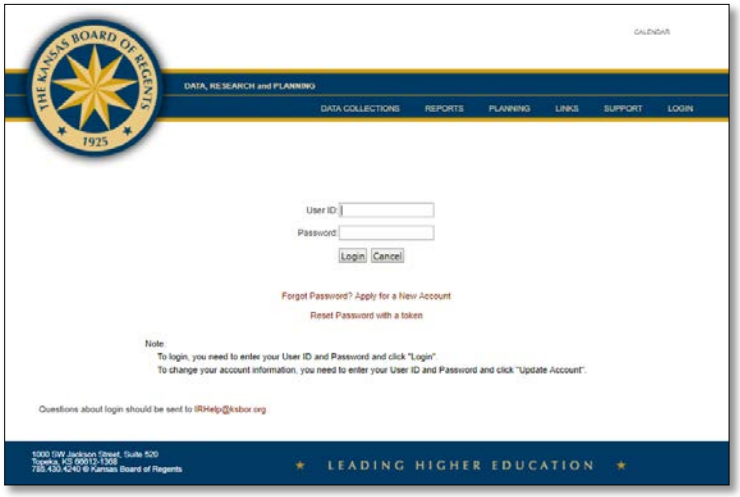
The Adult Education Student Information System (AESIS) is the student information, program accountability, and reporting system for Kansas Adult Education. Use requires access to be granted from the KBOR Data, Research, and Planning Unit (DRP). **No individual will be granted user access to AESIS until he/she is reported as a current staff member in AESIS.**

Steps to Log In when Password and ID are Known

Step 1 – Navigate to submission.kansasregents.org

Step 2 – The user will automatically be routed to a secure server. As part of this process, the user may receive a Security Alert message asking if the user wants to proceed. The user should click on the *Yes* button to proceed. (The user may also encounter another Windows message related to moving to a secure site. The user should click on the *Yes* button and proceed.)

Step 3 – The user will see a pop-up message and must click ok to proceed.



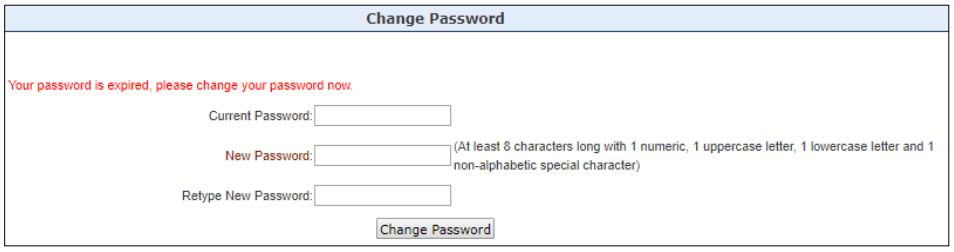
Step 4 – The user should enter his/her user ID and password, and then click on the "Login" button.

Changing an Expired Password

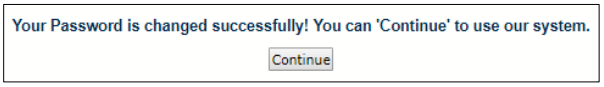
For security purposes, a user's password will expire every 60 days. When a user tries to log into the system after the password has expired, he/she will be asked to change the password and password hint question.

Step 1 – Click on the login link on the DRP Home Page and enter current password.

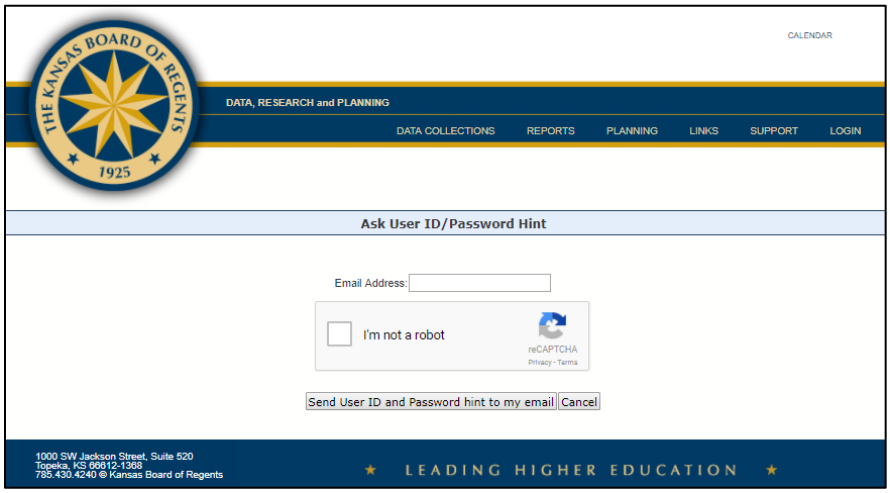
Step 2 – If the password is expired, the user will automatically be routed to the **Change Password Page** and prompted to enter a new password and password hint question.



Step 3 – Once the new password has been entered, a message will appear to say the password has been changed. At this time, the user should click on the "Cancel" button to be returned to the login page and to login in with the new password.



Steps when Password or User ID is Forgotten



Step 1 – The user should navigate to submission.kansasregents.org, then click on the “Forgot Password?” button.

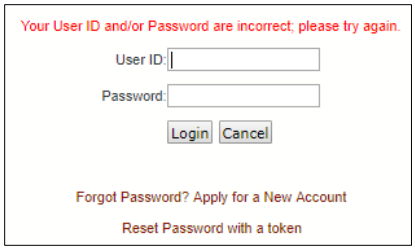
Step 2 – The user should enter his/her e-mail address. The e-mail address entered must be the same e-mail address that is currently in the AESIS system. **If another e-mail address is entered, KBOR IRHelp CANNOT verify the user's identity** and, therefore, CANNOT communicate relevant password/ID information.

Step 3 – Click the check box next to “I’m not a robot.”

Step 4 – A password reset token will be sent to the user’s e-mail address on file. Follow the directions contained in the e-mail to reset the user’s AESIS password.

Steps to Unlock an Account

A user can lose access to his/her AESIS account by entering an invalid login three (3) consecutive times. An invalid login is defined as entering a correct user ID but an incorrect password.



However, if the user continues to attempt to login with the incorrect id, after three additional invalid logins, the account will be frozen, and the following screen will appear:

Step 1 – After the account has been locked, the user will receive an e-mail stating the account is locked. The e-mail message will also provide a URL that will allow the user to generate a password reset token. If the user completes the password token reset process, the account will be unlocked or defrosted. If the user is unable to complete the process, the user must contact IRHelp@ksbor.org.

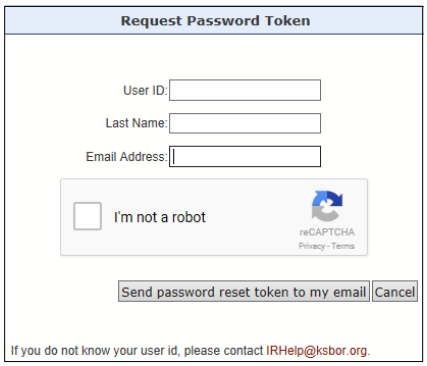
E-mail Notification

From: kspsd-daemon@ksbor.org
To: USER EMAIL ADDRESS
Subject: Your account on the AESIS website is locked

USER NAME (USER ID),
Your account to the Kansas Board of Regents DRP KSPSD website has been locked due to too many failed login attempts. You will not be able to use the website until you have unlocked the account.

Please go to https://submission.kansasregents.org/public/reset_token.jsp? to generate a password reset token.

If you have any questions, please email irhelp@ksbor.org. Thanks!
DRP Staff Message To: email This is an automated message. Please do not reply. If you have any trouble, please contact irhelp@ksbor.org.



Step 2 – Submitting the information will result in a reset token being sent to the user's e-mail.

Your User ID/password reset token will be sent to you by email. Password reset tokens will expire in 15 minutes. If you are still having problems with login, please contact IRHelp.

E-mail Notification

From: kspsd-daemon@ksbor.org
To: USER EMAIL ADDRESS
Subject: From KBOR Submission Website

Your password reseet token is: ######
(Will expire in 15 minutes)

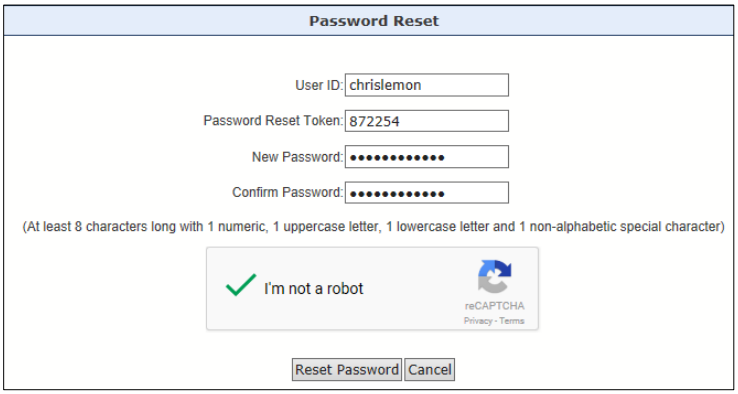
Please use the information in this email to fill out the password reset form located on the following URL:
https://submission.kansasregents.org/public/reset_password.jsp

If you are receving this email and have not requested a password reset token, please contact irhelp@ksbor.org.

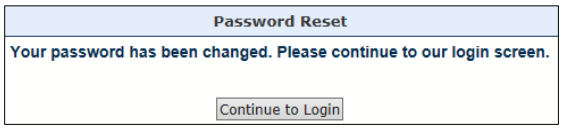
Message To: useremail@email.com

This is an automated message. Please do not reply. If you have any trouble, please contact irhelp@ksbor.org.

Step 3 – Clicking the URL in the email will take you to the password reset page where you will enter your Password Reset Token and any other required information.



Once the user successfully completes this step, you will see the following screen:

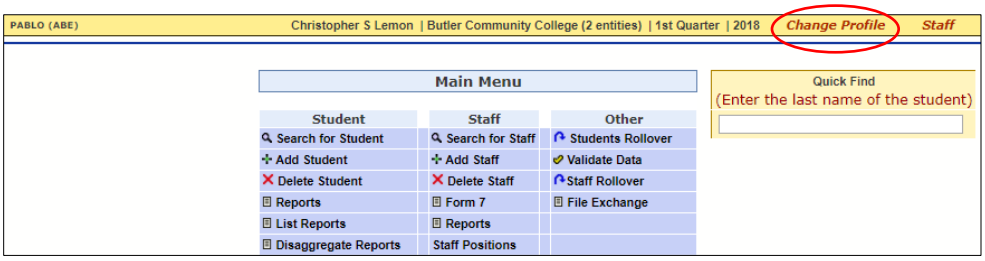


Step 4 – Click "Continue to Login", which will return you to the main AESIS login screen. Proceed with the normal AESIS login procedures using your username and new password.

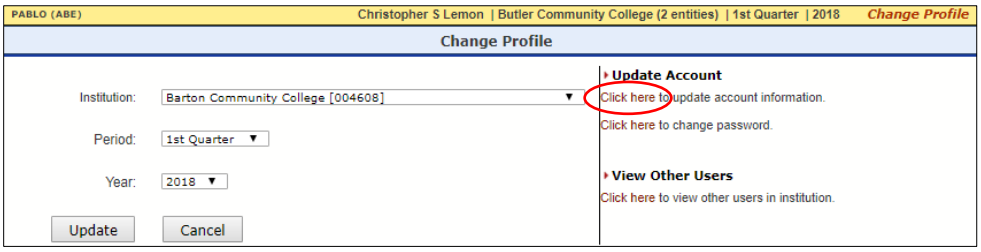
Steps to Update Account Information

This choice should be used when the user needs to update an e-mail address, phone number, any personal information or access to projects.

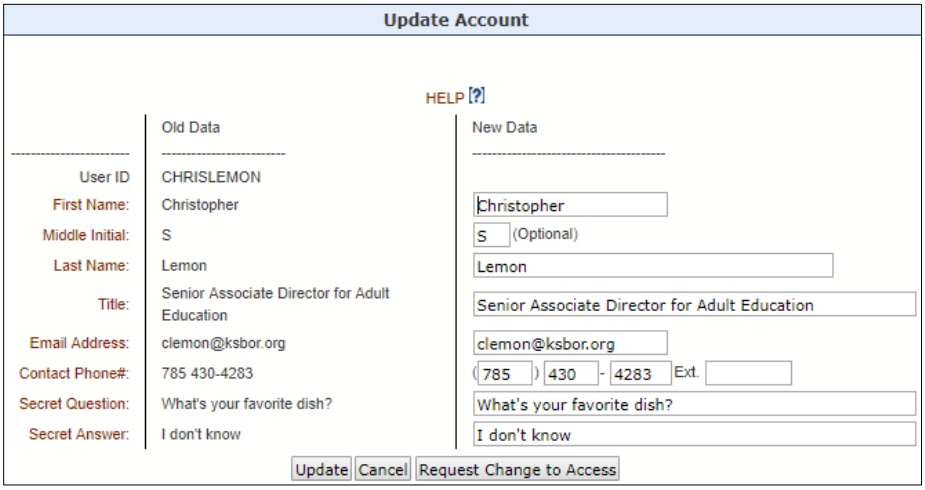
Step 1 - Click on the login link on the DPR Home Page. Login and click on "Change Profile."



Step 2 – Click on the "Update Account" button to make modifications.



Step 3 – Enter the new account information.

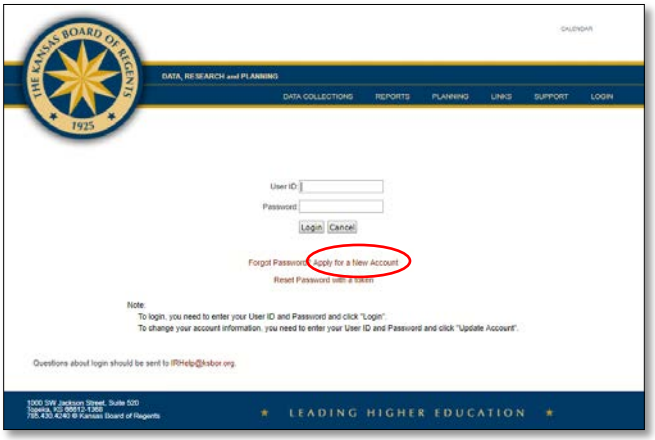


Step 4 – If the user needs to change access to a project, click on the "Request Change to Access" button on the update form. The user will be taken to a screen where he/she can choose the project for which a change in access is requested. Once the *Request to change* is clicked, the user must complete a form requesting an access change.

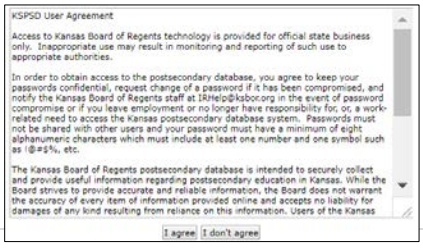
Steps to Apply for a New KBOR Account

Please note: Do not use this option if you already have an account and just need to modify your access levels or project access. If you need to modify access, use the update account section. You will not be approved for a new account if you have not been entered as staff at your program location.

Step 1 – Click on the login link on the DRP Home Page. Then click on the Apply for a New Account link.

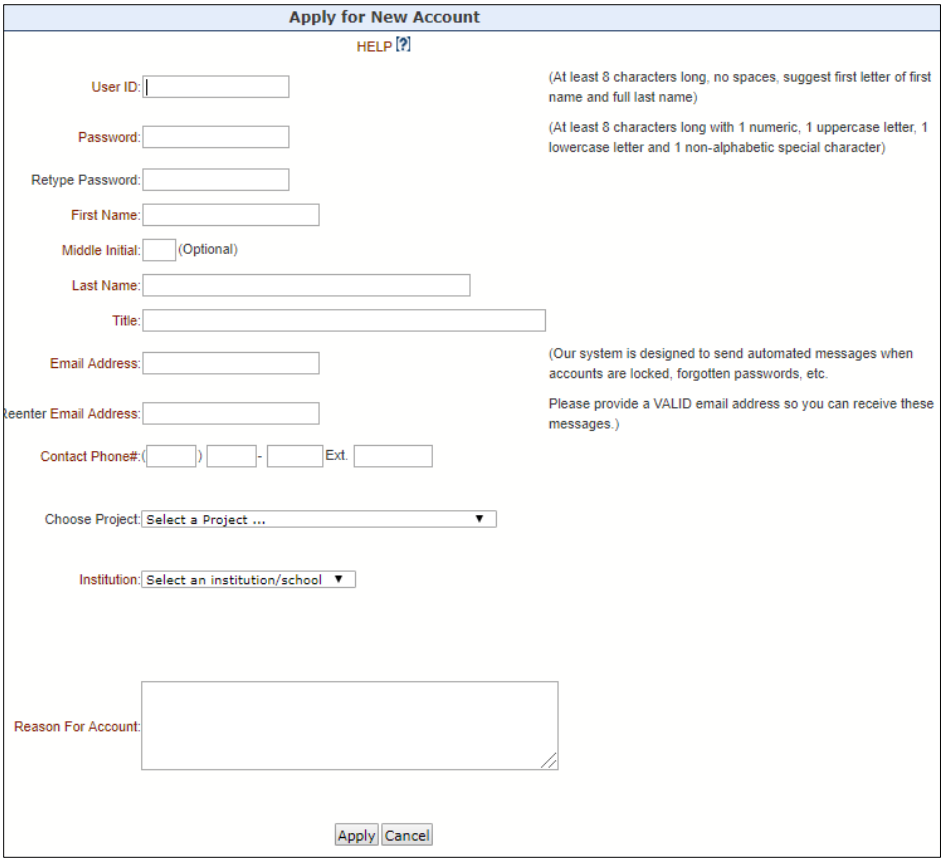


Step 2 – The user will be asked to agree to the usage policy. Click on "I agree" to continue.



Step 3 – Enter user information. Refer to descriptions of these fields in either the online help or the outline that appears at the beginning of the account creation and maintenance section of this manual. If everything is entered properly, the user will receive an alert screen saying the application is being processed.

Step 4 – You will receive an email when your account has been set up and you are ready to login.



Policy on Confidential Student Information

Staff with accounts in AESIS have access to confidential student records. The user must take responsibility for keeping those records secure. All confidential student data should be aggressively protected but none more so than the student social security number.

A personal confidentiality statement, such as the one on the next page, should be completed and signed by all persons designated as having access to student records for legitimate educational and/or reporting purposes.

Personal Confidentiality Statement

A personal confidentiality statement should be completed by all staff with authority to access confidential student records. Confidentiality statements should be kept on file for the duration of employment.

I, _____, am an employee of _____. I understand that a student's confidential information is to be used for the sole purpose of establishing and evaluating state and federal reporting on student performance measures. I understand that in the course of my employment I may have access to confidential student records, including social security numbers.

Regarding access to confidential student information, I acknowledge and agree to abide by the following terms:

- I will access and use confidential information only as necessary for the performance of my official job duties.
- I will secure both electronic and hard copies of records in an area that is safe from access by unauthorized persons at all times.
- I will ensure that electronic records are encrypted in transit and on storage devices.
- I will process the information and any records created from the information in a manner consistent with all policies pertaining to the handling of confidential records.
- I will immediately notify my supervisor of any suspected or actual violation of confidentiality.
- At no time will I e-mail confidential student information, including social security numbers, either as an attachment or in the body of an e-mail.
- I will take the following steps to protect the confidentiality of data:
    - Protecting my personal passwords;
    - Securing computer equipment, including computer storage devices;
    - Securing office areas where confidential data may be stored;
    - Verifying that individuals requesting access to data are authorized to receive the data.

By signing below, I acknowledge that I have read and understand the Personal Confidentiality Statement.

Signature: _____ Date: _____

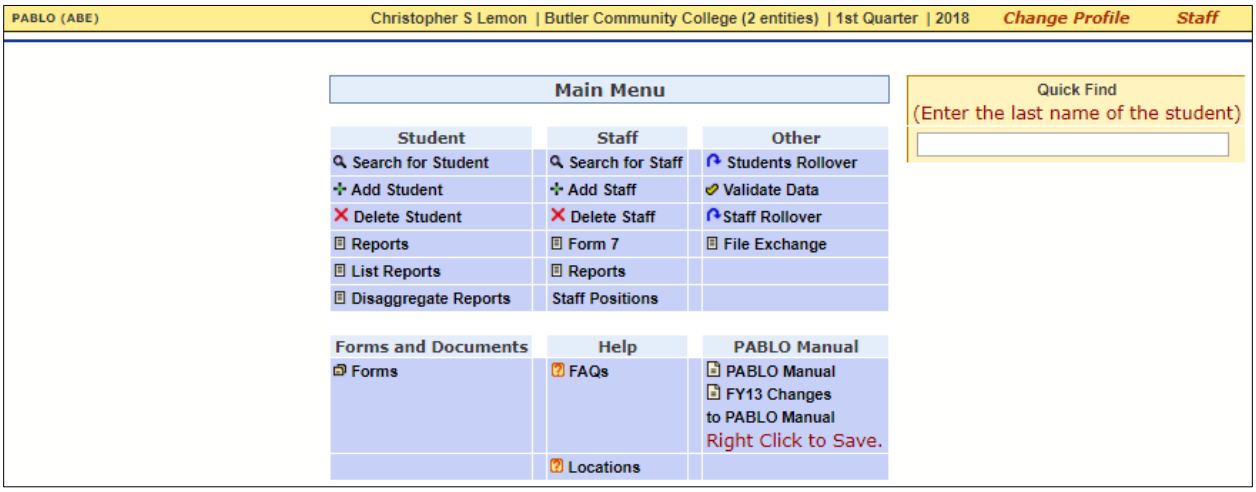
Printed Name: _____

Main Menu

The **Main Menu** screen opens automatically once a user logs in to AESIS. The **Main Menu** is organized into six main sections--**Student**, **Staff**, **Other**, **Forms and Documents**, **Help**, and an online version of the **AESIS Manual**.

This menu allows the user to do the following tasks:

- Search for a student and add new students.
- Search for staff and add new staff.
- Preview **Student** and **Staff** reports before printing or submitting.
- Open **Validate Data** reports to check for missing or inconsistent data.
- View the **List Reports Menu** containing different types of student data reports.
- View and print forms
- View **Disaggregate Reports**.
- Rollover continuing students and staff for use in the next reporting year.
- View student and staff data from previous years.
- View a list of frequently asked questions.
- Access AESIS Manual.
- Securely exchange files with KBOR and program staff.
- Sign out of AESIS.

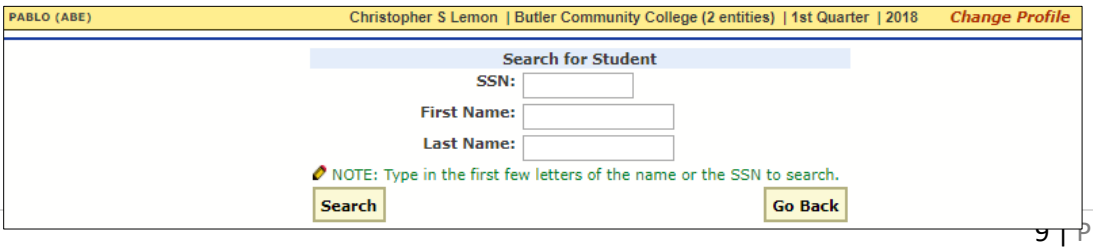


NOTE: When viewing **Student, Staff, and Report** data, the user should ensure that he/she has selected the appropriate fiscal year from the **Change Profile** option on the tool bar.

Student

Search for Student

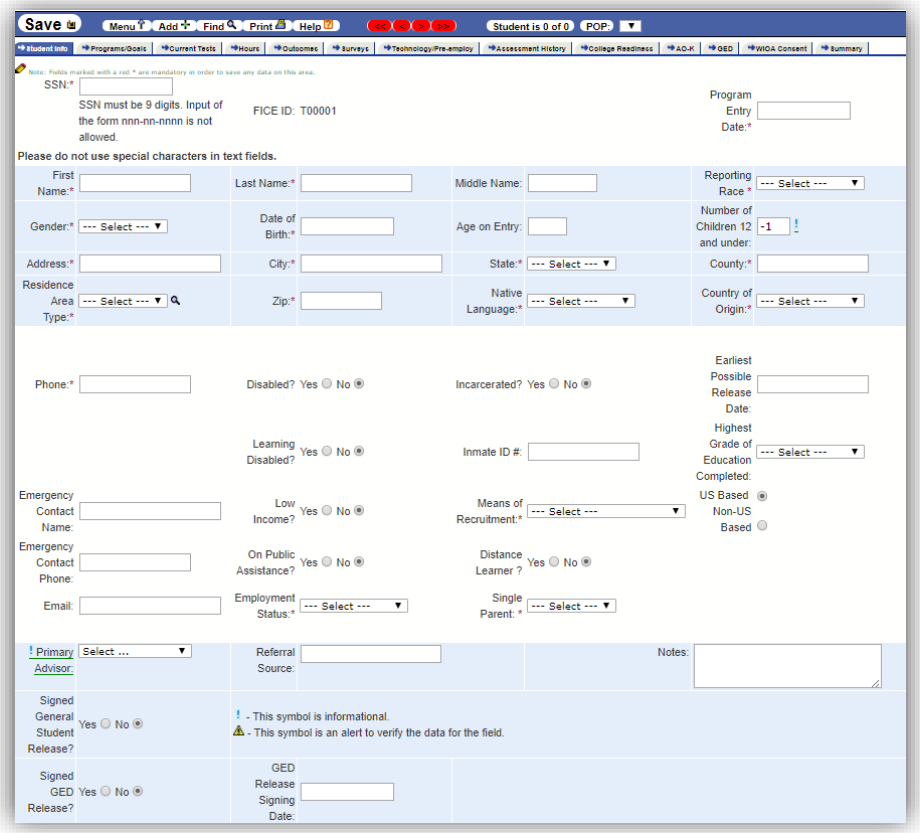
To search for a student, from the **Main Menu** page, click on the **Search for Student** link. Once the link is open, enter the student's Social Security Number, first name, or last name. If you enter a few letters of the first or last name or a few numbers of the Social Security Number, you will see a list of all students whose names or Social Security Numbers meet those criteria. If you simply click on the **Search** button, you will get a list of all students in the database.



Add Student

To add a new student, click on the **Add Student** link found on the **Main Menu** screen. **ALL individuals providing identifying information must be added to AESIS although the individual may never become a participant.** There is no penalty for individuals who have incomplete data **and** have less than 12 hours of participation. However, complete enrollment data must be entered for all learners with twelve (12) or more hours of participation within a single period of participation.

The initial screen accessed by selecting the **Add Student** link contains fields for entering **Student Info**, such as Social Security Number, name, address, ethnic origin, gender, entry classification, etc. Tabs located across the top of this screen allow you to enter additional student information.



These fields are required: Built-in validations, if any, are listed under “Restrictions”

Field	Restrictions
SSN	Must be nine digits. Input of the form nnn-nn-nnnn is not allowed.
Program Entry Date	None
First Name	None
Last Name	None- if multiple names are entered with or without hyphen, search function will be affected
Reporting Race	None
Gender	None
Date of Birth	Must be 16 or older by program entry date
Address	None
City, State, County, Zip Code	None

Residence Area Type	None
Native Language	None
Country of Origin	None
Phone	Must be ten digits
Highest Grade of Education Completed	Highest grade completed entered must align with the highest education level entered
Highest Education Level or Degree	Highest education level entered must align with highest grade completed entered, e.g., if grade 11 highest grade completed entered you cannot enter high school diploma as the highest education level Only mark “Some College, no degree” if the learner has a high school diploma or equivalent
Means of Recruitment	None
Employment Status	Upon entry to program and cannot be changed in that program year
Single Parent Status	None

Additional Student Tabs:

Program/Goals tab links to a screen that contains a series of check boxes to indicate if the learner is in a program targeting certain learners and/or if the learner is in a specific category. The tab also contains a series of check boxes to report the goals that the learner will be working toward achieving during the program year. The educational gain goal is automatic for all students and will be grayed out. Employment goals will only be available based on the employment status on entry.

Current Tests tab links to a screen containing fields for all of the learner’s locator, pretest, and posttest forms, levels, scores, and testing dates.

Hours tab links to a screen containing fields for reporting the learner’s class code(s), hours of participation, time of day of attendance, and last date of attendance.

Outcomes tab links to a screen with check boxes to indicate the goal(s) the learner identified, check boxes to indicate the outcome(s) the learner achieved (some outcomes are indicated automatically when other information is entered), a field for entering the date of employment, and check boxes for reporting the learner’s reason for leaving the program, and a field for entering the exit date.

Survey tab links to a screen with a form to collect information on outcomes for a learner who is in the cohort or has the goal of entering postsecondary education or training.

Technology/Pre-employment tab links to a screen containing fields for entering information on the learner’s mastery of technology and pre-employment skills, as demonstrated through NorthStar, Microsoft Office Specialist testing, and/or WorkKeys.

Assessment History tab links to a screen with a longitudinal history of all pre- and posttest scores, test forms used, and dates of testing.

College Readiness tab links to a screen containing fields for assessment data that has been entered elsewhere, or for entering assessment information, confirming that the student demonstrates the skills necessary for entering postsecondary education.

AO-K tab links to a screen used only by programs that have been approved as Accelerating Opportunity programs.

GED® tab links to a screen that is either populated through data match with GED Testing Service or allows GED® test information to be entered through a state staff override function.

WIOA Consent tab links to a screen where programs can indicate a student's consent to share their data with our WIOA partners.

Summary tab links to a screen with a detailed snapshot of the learner's pre- and posttest scores, test forms used, dates of testing, instructional hours, technology outcomes, goals identified, and outcomes achieved.

To save the record after the minimum required information is entered, click on the **Save** button located at the top left-hand side of each screen. Each screen must be saved before you move to the next screen.

Continuing learners' records must be updated by entering the current fiscal year program entry date, entry classification (assessment data), and time of day the learner attends class (hours tab). Update the learner's address, telephone numbers, and emergency contact information as needed.

Student Information

Enter information in the fields on the **Student Info** screen as follows:

Please note that the fields marked with an * are mandatory fields. You will not be able to save this page until all the required information is entered.

1. **Social Security Number:** Enter the learner's Social Security Number (no hyphens needed). The student record will not save without the Social Security Number. For learners without a Social Security Number, or unwilling to release their Social Security Number, programs must create a student identification number using the process developed and communicated by KBOR staff. Programs should assign numbers in numerical order and keep a list of numbers assigned and to whom the numbers were assigned. **NOTE: If your program** has assigned numbers for lea**r**ners in previous years, DO NOT reassign returning learner's new numbers. *Learners continuin*g from previous years who have been assigned numbers should continue with the assigned numbers from one year to the next. However, if a learner who initially was assigned a number supplies a Social Security Number at a later date; the learner's file should be updated by replacing the assigned number with the learner's Social Security Number.

2. **Program Entry Date:** Enter the date of the first day the learner received services during the current fiscal year (MMDDYYYY format, forward slashes will **automatically** insert). For continuing learners, the Program Entry Date is the first day that the learner returns for services in the new fiscal year. **NOTE:** Programs MUST enter every learner who receives at least one hour of adult education services into AESIS. Programs that collect information on all learners should enter the initial date of contact as the **Program Entry Date**.

3. **Name:** Enter **First Name**, **Last Name,** and **Middle Initial**. Each part of the name is entered in a separate field. Each name field automatically appears as uppercase letters.

4. **Reporting Race:** Click on the drop-down arrow, and select the ethnic origin identified by the learner. If the learner chooses not to self-identify, the program staff must make an educated guess. See Appendix 1 for definitions.

5. **Gender:** Click on the drop-down arrow, and select the gender identified by the learner.

6. **Date of Birth:** Enter date of birth (MMDDYYYY format, forward slashes will **automatically** insert).

7. **Age on Entry:** This field is automatically calculated based on the learner's **Date of Birth** and **Program Entry Date**.

8. **Number of Children 12 and under:** Enter the number of children 12 years of age and under living in the learner's household. Children may include those natural born to the learner, adopted, or receiving foster care, or any child 12 years of age and under for whom the learner has some responsibility for food, clothing, and livelihood.

9. **Address:** Enter street address and, if appropriate, apartment number and/or other location identifiers where the learner *currently* resides. This field automatically appears as uppercase letters.

10. **City:** Enter the name of the town or city in which the learner *currently* resides. This field automatically appears as uppercase letters.

11. **State:** Click on the drop-down arrow, and select the state where the learner *currently* resides.

12. **County:** Enter the full name of the county in which the learner *currently* lives. No two letter abbreviations are allowed.

    NOTE: The learner's identified **City** of residence should be located in the learner's identified **County** of residence. This field automatically appears as uppercase letters.

13. **Residence Area Type:** Click on the drop-down arrow, and select the appropriate check box that describes the population density for the learner's residence--*urbanized area*, *rural,* or *other*. Click on the magnifying glass to link to a website that will assist in determining the classification of a specific city or town. See Appendix 1 for definitions.

14. **Zip:** Enter the learner's five-digit ZIP Code.

15. **Native Language:** Click on the drop-down arrow, and select the language identified by the learner. If the learner's native language does not appear in the drop-down list, select "other."

16. **Country of Origin:** Click on the drop-down arrow, and select the country identified by the learner.

17. **Phone:** Enter a telephone number (no hyphens needed) at a location where the learner or a family member can usually be contacted. The area code is required.

18. **Disabled:** This field defaults to **No.** Check **Yes** if there is sufficient evidence of a disability. See Appendix 1 for definition.

19. **Learning Disabled:** This field defaults to **No**. Check **Yes** if there is sufficient evidence of a specific learning disability. A learning disability is a subset of the broader category of **Disabled.** If **Learning Disabled** is checked, **Disabled** must be checked. See Appendix 1 for definitions.

20. **Incarcerated:** This field defaults to **No**. Click **Yes** if the student is incarcerated in a state correctional facility.

21. **Earliest Possible Release Date:** Enter an incarcerated student's earliest possible release date (MMDDYYYY format, forward slashes will **automatically** insert) as indicated on KASPER or in OMIS.

22. **Inmate ID #:** Enter an incarcerated student's seven-digit inmate identification number.

23. **Highest Grade of Education Completed:** Select the learner's highest grade of education completed from the drop-down menu. If the learner attended school outside of the United States, the learner may report the number of years of formal schooling instead of completion of a "grade level."

24. **Completed Education in U.S.:** Did the learner receive the majority of his/her formal education in the United States? This field defaults to **US Based**. Check **Non-US Based** if applicable.

25. **Emergency Contact** and **Emergency Contact Phone Number:** These are two separate fields. Enter the name (automatically appears as uppercase letters) and telephone number (no hyphens needed, area code required) that the learner has provided. Inform the learner that this phone number will be used to contact an individual in case of a *medical emergency* requiring the notification of a family member, guardian, or close friend. Inform the learner that this phone number may also be used for follow-up surveys if other provided telephone numbers are no longer valid when the surveys are conducted.

26. **On Public Assistance:** This field defaults to **No**. Check **Yes** if applicable. See Appendix 1 for definition. Voluntary information from student.

27. **Employment Status:** Click on the drop-down arrow, and select the appropriate check box that describes the learner's employment status at program entry—*employed; unemployed, available; unemployed not available; employed, but received notice of termination of employment; or Military separation is pending*. See Appendix 1 for definitions.

28. **Distance learner:** This field defaults to **No**. Check **Yes** if the learner's hours of participation in distance education activities exceeds the learner's hours of participation in face-to-face activities.

29. **E-mail:** Enter the e-mail address at which the student chooses to receive communication.

30. **Means of Recruitment:** Select the appropriate means of recruitment for the student from the drop-down list.

31. **Single Parent Status:** Select the appropriate status for that student from the drop-down list.

32. **Primary Advisor:** Enter the name or assigned code for the instructor who will be primarily responsible for monitoring the learner's attendance, curriculum, assessments, and progress toward goals.

33. **Referral Source:** Enter the name of the referring agency if the learner was referred to the program. This field automatically appears as uppercase letters.

34. **Signed General Student Release:** This field defaults to **No**. Check **Yes** if the learner has signed a release form agreeing to release personally identifiable information (i.e. name, social security number) for data matching. Since attainment of employment outcome is determined through data matching, if possible all learners should sign a General Student release form.

35. **Signed GED® Release and Date:** This field defaults to **No**. Check **Yes** if the learner has signed a release form agreeing to release personally identifiable GED® testing information for data matching. Enter the date the release was signed.

Save the record before exiting.

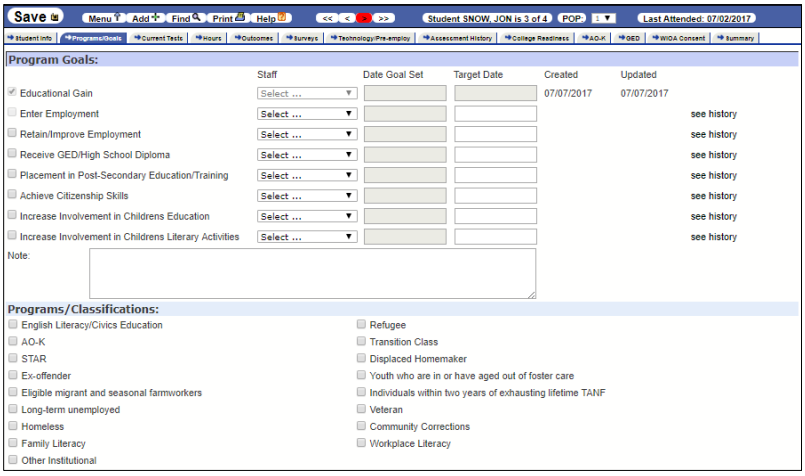
Make sure to save frequently. The database times out after 20 minutes and requires the user to log in again to continue working.

Programs/Goals

After saving newly entered information on the **Student Info** screen, click on the **Programs/Goals** tab.

The learner's name and the fiscal year are automatically brought forward from the **Student Info** screen. *If these fields do not pull forward to this screen, the **Student Info** screen was not saved.* To save a record at any time, click on the **Save** button located at the top left of the menu bar. Data has been saved when the message, "Your changes have been saved," appears in red at the top left hand side of the screen.

The **Programs/Goals** screen displays two sets of check boxes; the initial date the learner set a particular goal; the date the goal was updated, removed, or changed; and the history of all the updates made to the learners' goal(s).



Program Goals: Click on the check box corresponding to the program goal *<u>identified by the learner</u>* in conjunction with a program staff member--after review of initial testing and one-on-one counseling to determine the appropriateness of the identified goal(s). Goal #1, Educational Gain, is automatically checked for all learners since all individuals entering an education program have this goal. See Appendix 1 for details on each goal.

Programs/Classifications: Click on one or more of the check boxes if the learner is in a program designed specifically for a certain category of learners or is in a special project program:

Save the record before exiting.

Current Tests

Click on the **Current Tests** tab to enter or review the learner's assessment data. The learner's name and the fiscal year are automatically brought forward from the **Student Info** screen. *If these fields do not pull forward to this screen, the **Student Info** screen was not saved.* To save a record at any time, click on the **Save** button located at the top left of the menu bar. Data has been saved when the message, "Your changes have been saved," appears in red at the top left hand side of the screen.

The **Current Tests** screen contains fields for entering locator tests and diagnostic pre- and posttest forms, scores, and dates of testing.

1. **ABE/ESL Locator** – Locator test scores and dates of testing are entered in the assigned fields. **Locator testing is required**. However, a locator score does not have to be entered.

2. **ABE Diagnostic Reading, Math,** and **Language** and **ESL Diagnostic Reading, Listening,** and **Writing Diagnostic** - Record pretest form and level, scores, and dates in the **Pretest** row. Record posttest form and level, scores, and dates in the **Posttest** rows. A pretest score must be entered in order for a posttest score to be entered. Posttest scores must be entered in the fields in order of test administration dates from left to right (first posttest administered during the fiscal year is entered in the first field, second posttest administered during the fiscal year is entered in the second field, etc.). If no diagnostic pretest score is entered, the first posttest score automatically becomes the pretest score.

   Invalid test scores (scores outside of the valid range) should never be entered into AESIS in the pre- and posttest fields. If the learner's diagnostic test score is determined to not be valid, and an additional TABE Diagnostic Test is administered (either at a lower or higher level, depending on whether the invalid test score was at the upper or lower end of the scale score), the additional diagnostic test is entered into the pretest field and the original test is entered into the notes section.

   Yellow fields indicate a data entry error. Before saving the page, the warning message should be corrected. If you fail to correct the data entry error and save the record, information entered will be deleted.

3. **ESL Writing Folio** scores should be entered as scales scores.

4. **Citizenship Skills** and **Citizenship Dictation** – The *CASAS Government and History for Citizenship Test* measures entry-level skills and progress of learners who have the goal of "achieving skills necessary to pass the U.S. Citizenship exam." This test consists of two parts - a multiple choice reading assessment **(Citizenship Skills)** and a dictation assessment **(Citizenship Dictation)**. The test has two parallel forms for pre- and posttesting - Form 965 and Form 96. While the reading assessment has two distinct forms, the dictation assessment is composed of three sentences chosen from a choice of six sentences. Programs must ensure that the three sentences used for the dictation pretest are not repeated on the dictation posttest. As with all assessments, no sentence used in a dictation assessment may be used on a subsequent assessment within a six-month period.

   Record pretest forms, scores, and testing dates in the **Pretest** fields. Record the posttest forms, scores, and testing dates in the **Posttest** fields.

5. **Entry Level:** The **Entry Level** defaults to the lowest subject area in which the learner is assessed. Users may choose a different subject area level in accordance with a student's wishes. The **Entry Level** is always based on a TABE or CLAS-E diagnostic assessment.

   At least one diagnostic pretest form and level, score and date must be entered on the **Current Tests** screen in order to save any information entered on this screen. **An error message in yellow will appear on the screen until diagnostic pretesting information is entered.** If a user attempts to save the screen without entering diagnostic pretesting information, information already entered will be deleted.

   In the far left column under **ABE Entry Level** and **ESL Entry Level**, a radio button indicates the learner's lowest diagnostic pretest score. By default, AESIS automatically calculates the **Entry Level** based on the lowest diagnostic pretest score. This automatically calculated level will appear in the **Suggested** field at the bottom of the page.

   If a learner chooses not to work in the area where he/she achieved the lowest diagnostic pretest score, the user must manually click on the **Entry Level** circle next to the subject area in which the learner will be studying. When an override is executed in response to ***the learner's decision*** not to study in the subject area where the lowest pretest score was achieved, information regarding this decision must be entered in the **Notes** field and maintained in the learner's permanent folder.

   The override function should also be executed for a Level 4 or Level 5 learner (based on the lower or lowest pretest score) who appears to be an excellent "GED® fast track" candidate. In order to override a learner in this scenario, the learner **must have at least one pretest score at Level 6**, and after only a very limited amount of instruction, ***the learner and an instructor determine*** that the Level 6 pretest score is a better predictor of the learner's actual skill level. Information regarding this override decision must be entered in the **Notes** field and maintained in the learner's permanent folder.

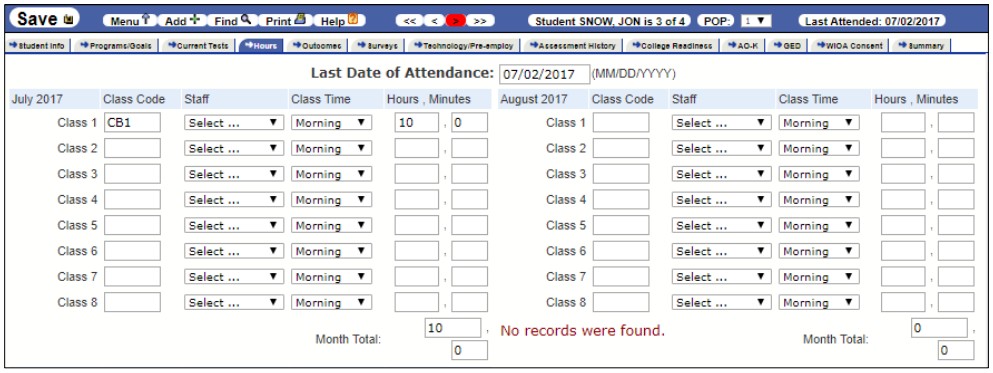
   When the **Current Tests** screen is saved after overriding, the user will get a message stating that he/she has chosen to override the **Suggested** entry level. The manually selected level must be recorded in the **Entered** field at the bottom of the screen.

6. **Verify This:** After pretest scores are entered on the **Current Tests** screen, click on the **Verify This!** button at the bottom or top of the page to ensure that the learner's entry level has been recorded correctly. The **Verify This!** screen will also pop up when the **Save** button is clicked.

   Save the record before exiting.

Hours

Click on the Hours tab to enter the classes the learner attends, the time of day (morning, afternoon, evening, weekends), the learner's instructional hours for each class, and the learner's last date of attendance. Each field relating to a class must be filled. You will receive an error message if you fail to enter the **Class Code** and **Hours** or if the **Class Time** is not selected. Total time per month and quarter is calculated automatically.



1. **Month:** Select the month in which the hours were earned and enter the required fields for the hours tab.

2. **Class Code:** Each quarter contains fields to enter up to eight (8) different classes (i.e., Class 1, Class 2) that the learner may have attended during the month. **Class Codes**, composed of up to five characters, should be assigned based on instructors, time of class, and/or class location. Assignment of **Class Codes** allows program to print reports, compare data, examine outcomes, etc. on a narrowly defined groups of learners.

   NOTE: Class codes must be used to differentiate between distance learning hours and face-to-face time. At the end of the fiscal year, a learner should be identified as a face-to-face learner or a distance learner (see **29. Distance learner**, page 26) based on how the majority of hours of adult education services were delivered.

3. **Class Time:** Click on the drop-down arrow to select the time of day the learner attends the class (morning, afternoon, evening, weekends)**.**

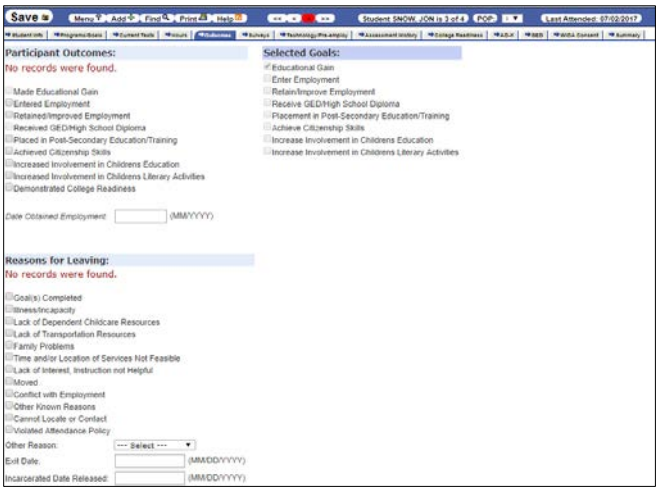
4. **Hours, Minutes:** Enter the learner's actual time of attendance (hours and minutes) for the entire month for each class.

5. **Total Hours:** AESIS automatically calculates the learner's total time of attendance each month, quarter, and fiscal year.

Save the record before exiting.

Outcomes

Click on the **Outcomes** tab to record the outcomes achieved by the learner during the fiscal year, enter dates when certain outcomes were achieved, report the reason the learner left the program, and enter the learner's exit date 90 days after their last date of attendance.

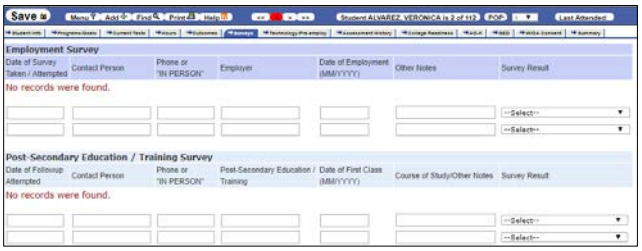


1. **Participant Outcomes:** See Appendix 1 for an explanation of how each of the outcomes is achieved.
2. **Selected Goals:** The learner's identified goals have been repeated here for reference only. They cannot be changed on this screen.
3. **Entered Employment:** If this outcome is checked, the appropriate fields under "Employment Survey" must be included on the **Survey** screen.
4. **Date Obtained Employment:** The approximate date (MM/YYYY) of the learner's first day on the job. Do not check the **Entered Employment** outcome without providing the **Date Obtained Employment**. This date should also be included on the **Survey** screen.
5. **Placement in Postsecondary Education/Training:** If this outcome is checked, the fields in the Postsecondary Education/Training Survey on the **Survey** screen must be filled.
6. **Demonstrated College Readiness:** If this outcome is checked, at least one criterion for college readiness must be met, and the appropriate fields on the **College Readiness** screen must be filled.
7. **Reasons for Leaving:** Check the learner's reason for leaving the program.
8. **Exit Date:** Automatically populates 90 days after the student's Last Date of Attendance.
9. **Incarcerated Date Released:** Enter the date (MM/DD/YYYY) that the learner was released from a state correctional facility.

Save the record before exiting.

Surveys

Click on the **Surveys** tab. The surveys screen displays all records pertaining to a learner's postsecondary education/training. All fields on the surveys screen are mandatory if the learner has the outcome of Entered Postsecondary Education. Under the "Survey Results" section, if "has not entered PSE," or "could not be contacted," is selected, then "Date of First Class" must be left blank.



Postsecondary Education/Training Survey and Follow Up:

NOTE: All learners in the postsecondary education or training cohort, who have exited the program, must be included in this survey. Adult education programs are responsible for exercising "due diligence" to contact all learners in this cohort to ensure accurate reporting on this outcome. No program is expected to have a 100% response rate on follow-up surveys. However, programs are expected to use each of the learner's contact phone numbers (phone and emergency) and attempt to contact the learner at different times of the day and on different days before abandoning the attempt to survey the learner and selecting "Could Not Contact" in the Survey Result field.

What is an example of good Postsecondary Education Follow Up?
For example, a participant who exits in Q1 must receive a follow-up call within the quarter immediately following their last date of instruction and every quarter thereafter until the participant enters postsecondary education or other training unless the participant, **is not able to be contacted or has no intention to enter postsecondary education or other training**. Contacts with the participant should be viewed as more than simply "surveying." The conductor of the survey should have a planned and systematic approach to assisting the learner with the achievement of his/her goal. With a written plan for transitioning participants to postsecondary education, the Adult Education program staff becomes a part of the support system for the participant—playing an active role in helping the participant make their postsecondary education decisions and achieve their goal. The last attempts to support the participant's goal achievement should be made prior to submission of the end-of-the-year report to determine if he/she has entered postsecondary education or training or if any additional assistance is needed.

Additionally, programs must have a written Postsecondary Education/Training Transition Plan. This plan must have reasonable resources designated to implement the plan.

Date of Follow-up Attempt: *This is a mandatory field*. Enter dates on which attempts were made to verify the learner's participation in a postsecondary education or training program.

Contact Person: *This is a mandatory field*. Enter the name of the person providing the information necessary to complete the remainder of the survey. Ideally, the contact is the former learner. However, a family member, roommate, or close friend who has updated information on the former learner may provide survey information. Enter "Data matching" if the outcome was confirmed through data matching with a postsecondary institution's student database. When a survey attempt is unsuccessful, enter the reason for the unsuccessful attempt in the **Course of Study/Other Notes** field (see below).

Phone Number or "IN PERSON": *This is a mandatory field.* Enter each phone number used to contact the learner. If contact was made in person, enter “in person” in the phone number field. If contact was made via the internet, e.g. e-mail, Facebook, also enter “in person.”

Postsecondary Education/Training: *This is a mandatory field*. If the learner has entered postsecondary education or training, enter the name of the postsecondary institution. Enter “No outcome” if learner reports he/she has not achieved this goal. Enter “NA” if survey attempt is unsuccessful.

Date of First Class: *This is a mandatory field.* **If the learner has entered** postsecondary education or training, enter the date of the first class (MM/YYYY). This field must be left blank if survey attempt is unsuccessful or if the learner reports he/she has not achieved this outcome.

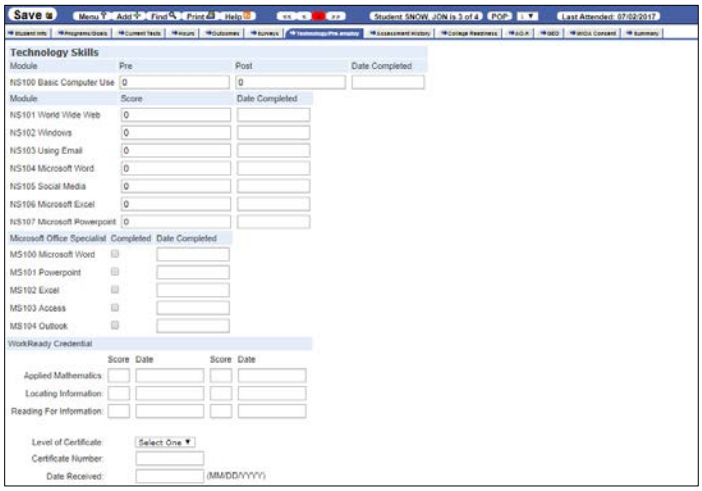
Course of Study/Other Notes: *This is a mandatory field.* If the learner has entered postsecondary education or training, enter the learner’s course of study. If the survey attempt was unsuccessful, enter information clarifying the unsuccessful attempt (i.e., “Phone disconnected.” “No answer.” “Call back.”). Enter “no outcome” if learner reports he/she has not achieved this goal.

Survey Results: *This is a mandatory field.* Use the drop-down option to select if the learner has entered postsecondary education, has not entered postsecondary education, or if the learner could not be contacted.

Save the record before exiting.

Technology/Pre-employment

Select the **Technology/Pre-employment** tab to record technology module or WorkReady! certificate completion.



1. **NS100 (Basic Computer Use):** Enter the pre- and posttest scores where necessary. Students who score an 85 or above on the Basic Computer use pretest will not require a posttest.

2. **Date Completed:** Enter the date (MM/DD/YYYY) the learner completed the technology skills module. For students taking both a pretest and a posttest, the date of the most recent test should be saved.

3. **NS101 (World Wide Web) – NS107 Microsoft PowerPoint:** For students scoring an 85 or above on the NS100 pretest, or students completing additional NorthStar modules, module scores and dates completed should be listed in this section. If a student takes a test more than once, replace the original score and date completed with the most recent information.

4. **Microsoft Office Specialist:** If a student successfully completes the official Microsoft Office Specialist certification exams, check the box next to the corresponding module and enter the date the student completed the exam.

WORK*Ready*! Credential

Kansas WORK*READY*! is a state-wide initiative that uses WorkKeys, an ACT national assessment system, to create a career readiness certificate documenting an individual's skills in applied mathematics, graphic literacy, and workplace documents.

1. **Score** and **Date:** Enter the WorkKeys level **Score (not scale score)** and the **Date** of testing for each of the following subtests:

   Applied Mathematics - measures skills used to apply mathematical reasoning and problem-solving techniques to work-related problems;

   Graphic Literacy – measures skills used to work with workplace graphics, such as charts, graphs, tables, forms, maps, diagrams, and instrument gauges;

   Workplace Documents – measures skills used to read and use written text to do a job such as memos, letters, directions, signs, policies, and regulations.

   A student may test only twice on each subtest.

2. **Level of Certificate:** Choose the **Level of Certificate** from the drop-down box. Kansas WORK*READY*! Certificates have the following three levels included in AESIS*:

   Bronze Level: An individual achieving this level possesses core skills for approximately 35 percent of the jobs profiled by WorkKeys.

   Silver Level: An individual achieving this level possesses core skills for approximately 65 percent of the jobs profiled by WorkKeys.

   Gold Level: An individual achieving this level possesses core skills for approximately 90 percent of the jobs profiled by WorkKeys.

   * There is a Platinum level of WorkReady! Certificate not included in AESIS. Documentation of a learner completing the Platinum level must be kept separately.

When awarding a certificate, the individual's lowest score on any one test determines the type of certificate awarded.

Gold: must receive a score of 5 or above on **all** three tests
Silver: must receive a score of 4 or above on **all** three tests
Bronze: must receive a score of 3 or above on **all** three tests

3. **Certificate Number:** Use the number listed on the certificate issued by KansasWorks.

Save the record before exiting.

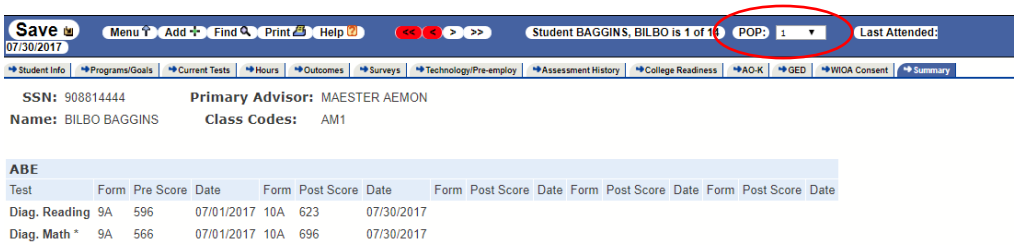
Assessment History

Click on the **Assessment History** tab to review a "historical" perspective on the learner's pretests, posttests, test forms used, and dates of testing. Information is for reference only; you cannot enter data on this screen.

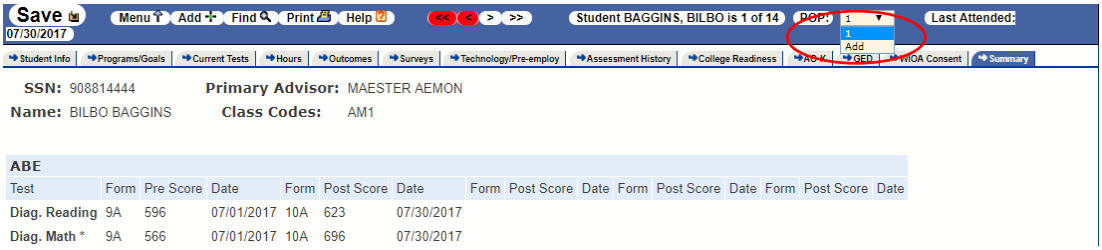
Periods of Participation

A period of participation refers to the period of time beginning when an individual becomes a participant and ending on the participant's date of exit from the program. A period of participation ends when a student has been absent from the program for 90 days, without any future planned services. 90 days after the Last Date of Attendance (recorded in the **Hours** tab), AESIS will automatically populate the participant's exit date. If a student reenters the program after an absence of 90 days or more (without planned services), a new period of participation must be created.

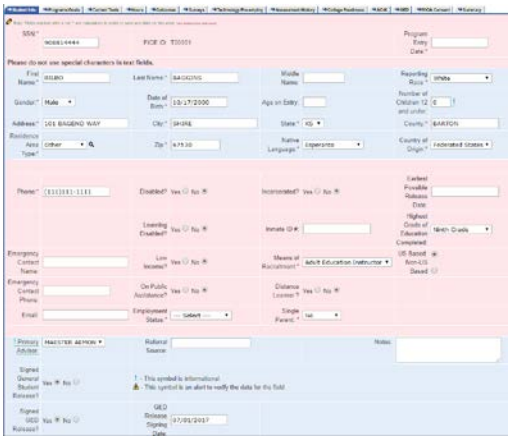
To create a new period of participation, users must click on the **1** located next to **POP** in the AESIS navigation ribbon as shown below:



Once the user has clicked the **1**, they will then have the option to click **Add.**



Click **Add,** then click OK when the system asks, "**Do you wish to create a new period of participation**?", which will take you to the **Student Info** tab for **POP2**.



The new **POP** is colored in red and blue to better differentiate between **POP1** and **POP2**.

The procedure is now very similar to the student rollover procedure used when rolling a student over from one fiscal year to another. When creating a new **POP**, programs must update the following data fields:

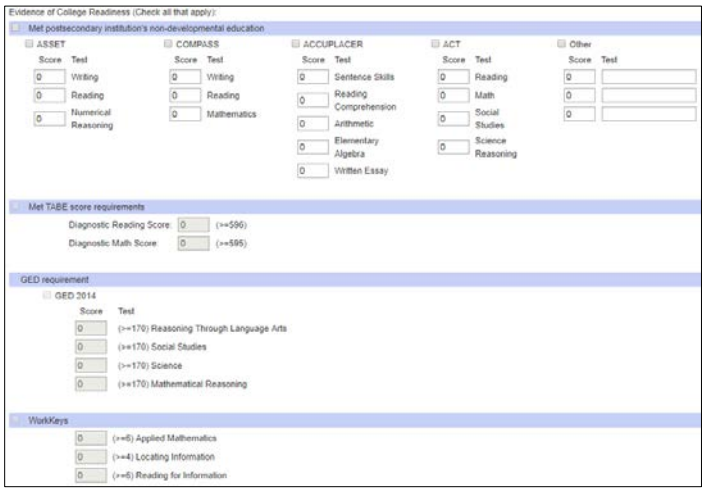
Student Info	**Programs/Goals**	**Current Tests ***
Program Entry Date	Programs/Classifications	All TABE tests
Employment Status		
GED Release Date		

* When creating a new period of participation, programs may use assessments from the first POP as pretests for the new POP. If the student left the program with enough hours to posttest, the program may administer the posttest when the student returns. Using this test as a posttest for POP1, and a pretest for POP2. The program also has the option of waiting until the student gains enough hours to posttest using POP1 and POP2 hours, administering the posttest and using those scores for a POP1 posttest and a POP2 pretest.

Programs can navigate between student POPs by clicking the POP number next to **POP** in the AESIS Navigation Ribbon and selecting the POP they wish to view. Programs should take care to ensure that they are entering information into the correct POP.

College Readiness

Click on the **College Readiness** tab to enter information confirming a student's ability to enter postsecondary education at the credit-bearing level. The user should indicate each assessment on which the student achieved the college readiness criterion. Users are encouraged to enter all assessment data, whether or not the assessment results meet the college readiness criteria. **If a student did not reach college readiness, enter the assessment score(s), but do not check the box.**



Evidence of College Readiness (Check all that apply):

1. **Met postsecondary institution's non-developmental education**

NOTE: In order to use the "***Met postsecondary institution's non-developmental education***" criterion for college readiness, a program must have submitted the postsecondary education's institution testing criteria to KBOR Adult Education. It is the program's responsibility for

submitting their host institution's developmental education "cut scores" between developmental education and non-developmental education or the postsecondary institution's "cut scores" to which the adult education student has a goal of entering. If a program cannot identify a postsecondary institution's "cut scores," another assessment (such as TABE or GED®) must be used to confirm college readiness.

The following assessments (with their subtests) are commonly used by postsecondary institutions to determine if an individual "***Met postsecondary institution's non-developmental education***" criteria:

ASSET
ACCUPLACER
ACT

In addition to the above listed assessments, a variety of other assessments are used by postsecondary institutions to determine the college readiness of students. Therefore, an "Other" category is provided in AESIS, with some common subject areas that are tested on these less-frequently-used assessments. If the "Other" category is selected, the name of the test or subtest used by the institution and taken by the student must be entered in the field below "Other."
In order to confirm college readiness through one of these assessments, check the box preceding "***Met postsecondary institution's non-developmental education***" AND the box preceding the specific assessment used by the postsecondary institution. The scores meeting the postsecondary institutions non-developmental education criteria must also be entered in the fields preceding each subtest. If the student took the college readiness assessment used by a postsecondary institution AND **did not meet** the non-developmental education criteria, the test scores should still be entered into AESIS, but the box preceding "Met postsecondary institution's non-developmental education" and the box preceding the specific assessment must **NOT** be checked.

2. Met TABE score requirements

TABE scores will automatically be populated in the “College Readiness” tab. If the student's TABE Diagnostic Reading score and TABE Diagnostic Math Score entered in the “Current Tests” tab are high enough to demonstrate college readiness, the outcome will automatically be counted.

3. Met GED® requirements

GED® scores will automatically be entered into the “College Readiness” tab from the “GED®” tab. In order to demonstrate college readiness via GED® testing, the student must have achieved an average scale score of 170 on the four GED® subtests. (If the student took the GED® Test and **did not meet** the GED® Test requirements for college readiness, the test scores should still be entered into AESIS.)

4. Met WorkKeys requirements

Enter the student's WorkKeys subtest scores in the appropriate fields. In order to demonstrate college readiness via WorkKeys testing, the student must have achieved a scale score on WorkKeys of 6 on Applied Mathematics and Graphic Literacy and 4 on Workplace Documents. If the student took the WorkKeys and **did not meet** the WorkKeys requirements for college readiness, the test scores should still be entered into AESIS.

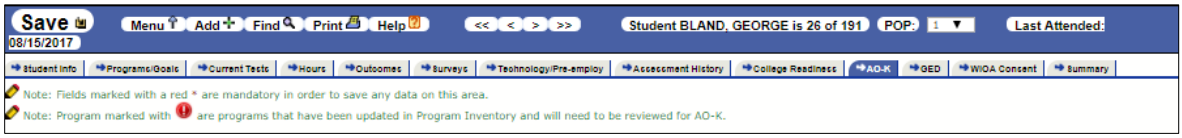
If incorrect data is entered into AESIS, simply highlight the cell and delete it by selecting the delete button on the keyboard.

Save the record before exiting.

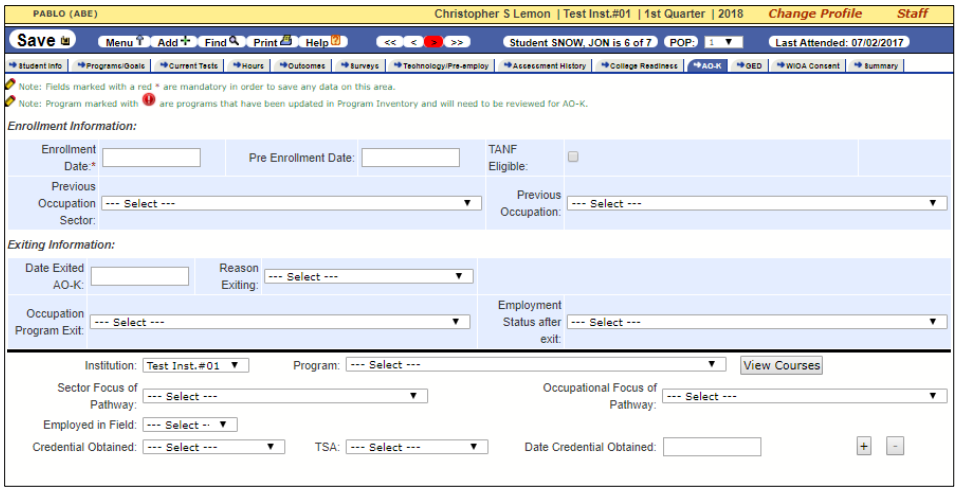
AO-K

Only programs with approved AO-K pathways will have access to the “AO-K” tab. You will see the screen below if you either do not have an approved AO-K program or the individual student is not checked as AO-K on the “Programs/Goals” tab.

Click on the AO-K tab to enter the required information for Accelerating Opportunity.



Fields by Order of Data Entry



1. **Enrollment Date** must be entered as the date the learner entered CTE courses with ABE co-instruction.
2. **Pre-enrollment Date** is not required but can be used for learners who are interested in starting AO-K.
3. **Previous Occupation Sector** is not required but should be completed if known.
4. **Previous Occupation** is not required but should be completed if known.
5. **Institution** must be selected for the college the learner is attending for CTE and ABE co-instruction.
6. **Program** must be selected to indicate the CTE program that encompasses the learner’s pathway.
7. **Sector Focus of Pathway** must be selected to indicate the general sector in which the pathway belongs.
8. **Occupational Focus of Pathway** indicates the specific pathway in which the learner is enrolled.
9. **Employed in Field** indicates whether or not the learner is employed in a field that includes the pathway or if the area of employment is unknown at the time of enrollment.
10. **Credential Obtained** is used to indicate that an industry-recognized credential has been obtained during or following participation in AO-K.

11. **TSA (Technical Skills Assessment)** indicates the type of certificate obtained.
12. **Date Credential Obtained** should be completed using the date listed on the credential.
13. **Date Exited AO-K** must indicate the last date that the learner was enrolled in CTE/ABE co-instruction.
14. **Reason Exiting** must be selected to indicate the reason that most closely reflects the learner's reason for exiting.
15. **Occupation Program Exit** must be selected based on the information available at the time of the learner's exit. "Pending Review at 3 Months" should be selected when no information is available at the time of exit.
16. **Employment Status after Exit** must be selected to reflect the information available at the time of the learner's exit.

Save the record before exiting.

GED®

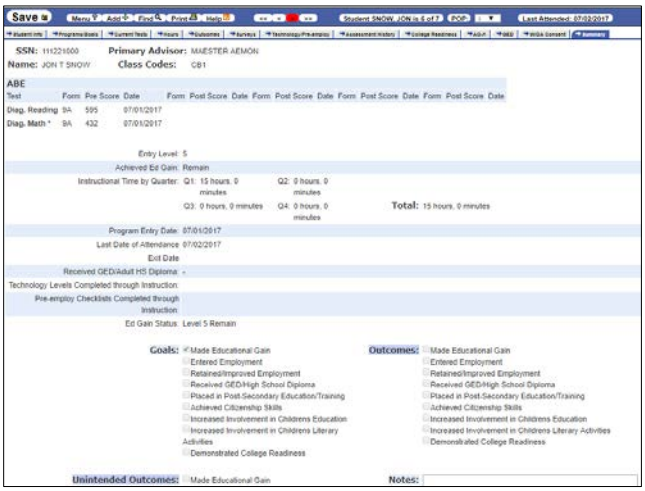
GED® test results will automatically populate when the data match is run. You cannot enter any data on this screen.

If a student's GED® Test scores are not populating, ensure that the **First Name**, **Last Name**, and **Date of Birth** in AESIS match those the student entered into the GED Testing Service system. If the data matches, please ensure that the student has a "**Signed GED® Release**" within two years of the date of testing and that these are properly indicated in the "**Student Info**" tab.

Note: GED® testing data will not pull for students with fewer than 12 hours of attendance.

Summary

Click on the **Summary** tab to review a "snapshot" of the learner during the current fiscal year. Information on the screen includes pretests and posttests, testing forms used, dates of testing, entry level, hours of attendance by quarter, goals, outcomes, etc. Information is for reference only; you cannot enter data on this screen.



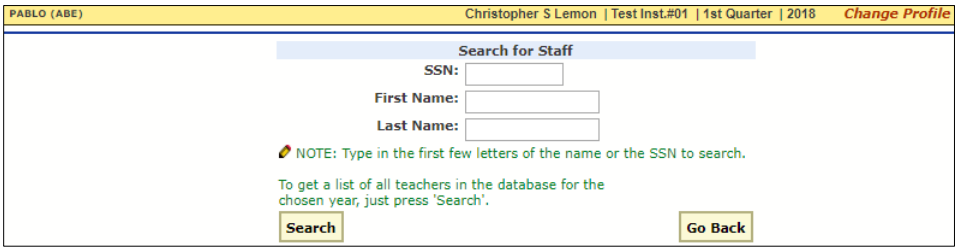
Note: Unintended Outcomes are displayed, but "Unintended Outcomes" no longer apply.

Staff

The **Main Menu** provides two options for viewing and/or entering information on program staff.

Search for Staff

Click on the **Search for Staff** link on the **Main Menu** screen. Once the link is open, enter the staff member's Social Security Number, first name, or last name. If you enter a few letters of the first or last name or a few numbers of the Social Security Number, you will see a list of all staff members whose names or Social Security Numbers meet those criteria. If you click on the **Search** button, you will get a list of all the staff members in the database.



To add new staff, return to the **Main Menu** and click on the **Add Staff** link.

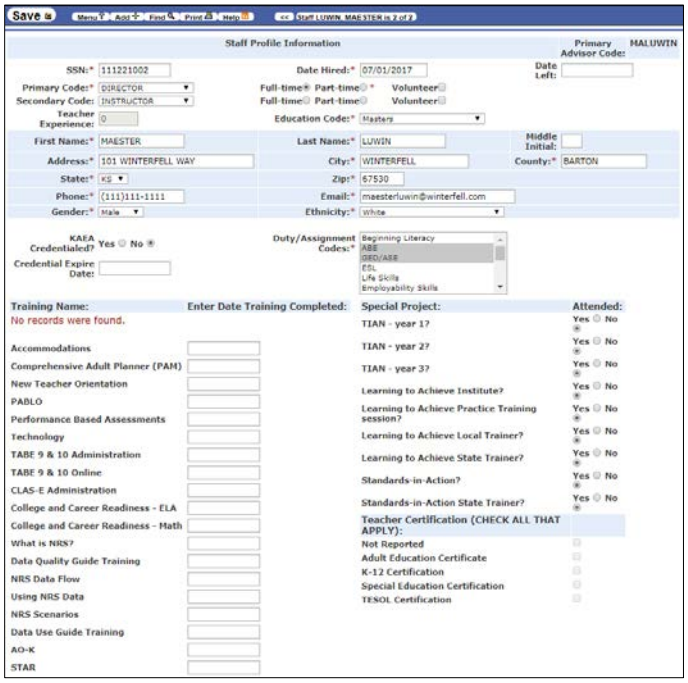
Clicking on a name will access the staff member's **Staff Profile Information** screen.

Staff Positions

Click on the **Staff Positions** link on the **Main Menu** screen to create, edit, or view staff positions for the program. Each position must have a description, position code, and be categorized as either administrative or instructional. Each staff member must be assigned at least one position code in their profile.

Staff Profile Information

Click on the **Add Staff** link on the **Main Menu** screen to enter data on a staff member. The screen contains an individual staff member's demographic information, employment-related information, teacher certification status, and professional development history. Fields marked with an * are mandatory.



Staff Profile Information

1. **Primary Advisor Code:** Name or assigned code used to link this staff member with learners. A primary advisor is the staff member who is primarily responsible for monitoring a group of learners' attendance, curriculum, assessments, progress toward goals, etc.

2. **SSN:** Enter the staff member's Social Security Number (no hyphens needed) or an assigned identification number (9 digits). *This is a mandatory field*. The staff member's record will not save without a number in this field.

3. **Date Hired:** Enter the first day (MM/DD/YYYY) of employment or approximate first day of employment. *This is a mandatory field.*

4. **Date Left:** Enter the last day (MM/DD/YYYY) of employment.

5. **Primary Code:** Click on the drop-down arrow, and select the **one** position code which best describes the staff member's primary duties position. *This is a mandatory field.*

6. **Education Code:** Click on the drop-down arrow and select the staff member's highest educational level. *This is a mandatory field*.

7. **Teacher Experience:** Enter the number of years staff member has taught in **adult** education. *This is a mandatory field.*

8. **Name:** Enter **First Name**, **Last Name** (*these are mandatory fields*) and **Middle Initial**. Each part of the name is entered in a separate field. Each name field automatically appears as uppercase letters.

9. **Address:** Enter street address and, if appropriate, apartment number and/or other location identifiers where the staff member resides.

10. **City:** Enter the name of the town or city in which the staff member resides.

11. **County:** Enter the name of the county in which the staff member resides.

12. **State:** Click on the drop-down arrow and select the state where the staff member resides.

13. **Zip:** Enter the staff member's five-digit ZIP Code.

14. **Phone:** Enter the staff member's telephone number (no hyphens needed).

15. **Email:** Enter the staff member's work email address.

16. **Gender:** Click the drop-down arrow and select the gender identified by the staff member.

17. **Ethnicity:** Click the drop-down arrow and select the ethnic origin identified by the staff member.

18. **KAEA Credential** is not currently used.

19. **Duty/Assignment Codes:** Select the instructional area(s) or assignment(s) that describe the staff member's job responsibilities. To select more than one option, hold the Ctrl (control) key while clicking on the appropriate codes. *This is a mandatory field*.

Training Name

20. **Date Attended:** Enter the date the staff member attended the listed training.

Special Projects

21. **Attended:** This is to identify staff members involved in special projects, such as TIAN.

Teacher Certification

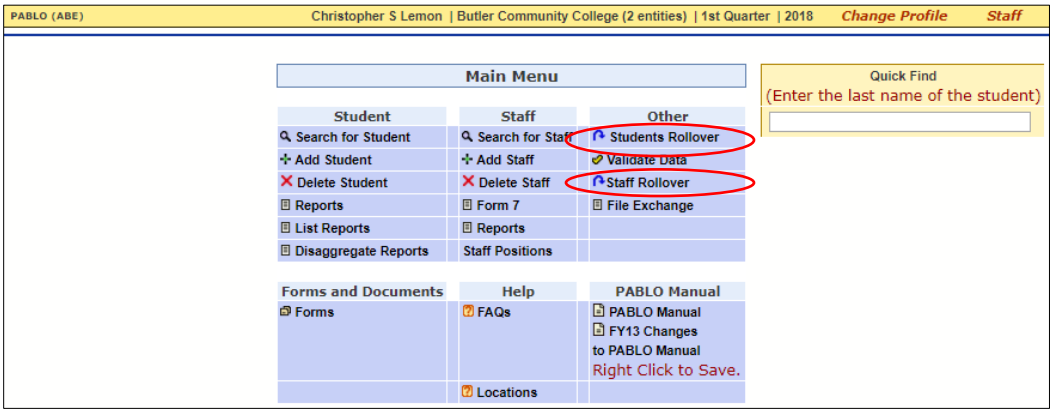
22. **Teacher Certification:** Check all current certifications each teacher holds. Use "Not Reported" for teacher without any of the credentials listed. *This is a mandatory field.*

Save the record before exiting.

Other

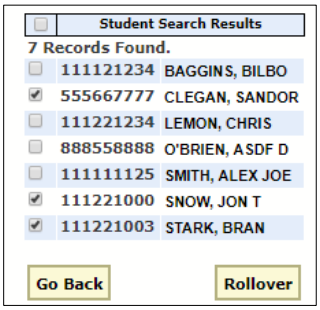
Student Rollover and Staff Rollover

Click on the **Student Rollover** or **Staff Rollover** link on the **Main Menu** to rollover continuing students' and/or a staff member's basic demographic data for use in the next reporting year.



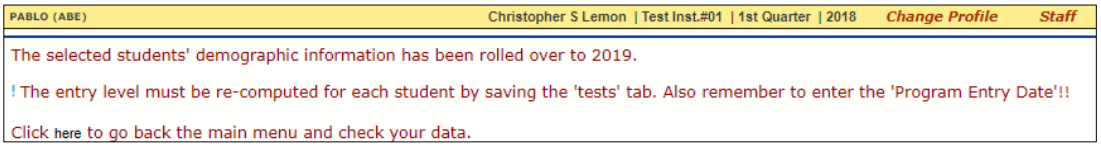
The screen allows the user to search for a student or staff member by first name, last name, or by social security number. For students, the user may also check the box titled **Not Exited Yet**. This action will bring up a list of all learners who do not have an exit date.

Clicking the search button from the **Rollover** screen will display a list of learners and staff in the program. The user can then manually select student or staff members to roll over by checking the box next to the student's and/or staff member's name, and then clicking the **Rollover** link.



After selecting students and/or staff members to be rolled over, click on the rollover button. A screen will appear letting the user know that the selected student's or staff member's demographic information has been rolled over to the next fiscal year. Educational functioning levels must be re-computed for each student by clicking the "Save" button on the **Tests** tab. Users must also update **Program Entry Date** on the **Student Info** tab with the date the learner entered the program in the new fiscal year (year that the data was rolled into).

Note: A student may only be rolled over while the previous year is open for editing.



Deleting a Student or Staff Record

Local users do not have the ability to delete student or staff records. If information was entered erroneously, or a student or staff member was rolled over but never returned, please contact state staff to have their record deleted from that fiscal year.

File Exchange

The AESIS File Exchange serves as a secure means of transferring sensitive student information between local programs and state staff. Files can be uploaded in .docx, .xlsx, or .pdf formats. Once uploaded, anyone with access to the program's AESIS profile will have the ability to download and review the document.

Follow-up Collection

The AESIS Follow-up Collection is designed to collect supplemental wage data and postsecondary enrollment information for students for whom an Unemployment Insurance (UI) data match could not be found, did not provide a SSN, or could not be found in the state's postsecondary system. Follow-up should be conducted quarterly as lined out in the Kansas Adult Education Policy Manual.

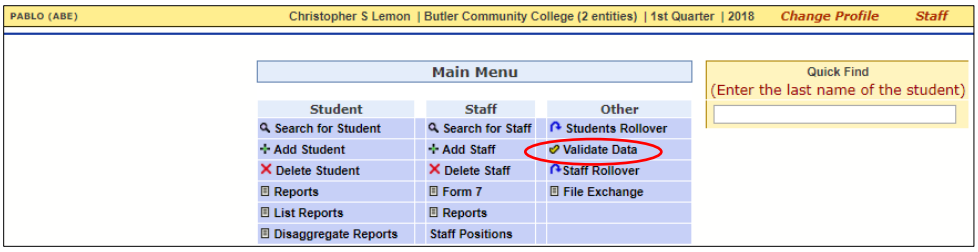
An in-depth walk-through of the follow-up collection process is available at:

https://bit.ly/2uMC6gI

Student Reports, List Menu, Forms, and Validate Data Reports

Student Reports

Before running **Reports** under the **Student** section of the **Main Menu**, the user must check the validity of the data in student records. From the **Main Menu**, under the **Other** section, select the **Validate Data** option. If a query has missing or incorrect data, the learner's name and the missing or incorrect data will appear. (See Appendix 5, Validate Data Reports.) Once the missing or correct data is located, the data can be entered in the learner's record on the appropriate screen. Close the query to return to the **Validate Data** menu.



1. Review each validate data report.

2. After making necessary corrections, return to the main menu and select the **Reports** option located under the **Student** section. *The user must check to ensure that the appropriate reporting year has been selected*. The **Reports** menu only reports students who have 12 or more program hours. (See Appendix 5, Student Reports.)

3. To preview the reports, the user must click on the button of the report to be viewed. The reports can then be printed by clicking on the print icon located on the tool bar. Close the report to return to the **Reports** menu.

Staff Reports

Click on **Reports** under the **Staff** section on the **Main Menu**. *The user must ensure that the appropriate reporting year is selected.* The staff **Reports** menu allows the user to view a staff

listing, a list of trainings staff has attended, staff credentialing information, and staff mailing labels.

List Reports

1. Select **List Reports** under the **Student** section on the **Main Menu**. *The user must ensure that the appropriate reporting year is selected.* The **List Reports** menu will report data for **all** students, not just those with 12 or more hours.

2. The **List Reports** provide useful information, including a list of all students in the program, age breakdown, mailing labels, testing reports, test types and forms administered, technology, and pre-employment reports, etc.