

Part 7

ABE Reports

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Part 7

ABE Reports

Introduction

The 1990's ushered in an era of accountability. Congress wanted to know which federally funded programs were worthwhile and wanted to see a report on how well programs as a whole were performing in a variety of areas. Adult education was no exception.

The Adult Education and Family Literacy Act within the Workforce Investment Act (1998) reauthorized the Federal adult literacy program. It requires states to report on a set of core indicators of performance. In other words, it requires states to show adult learner outcomes as a result of program participation. Every state is required to set performance standards. States must consider whether their local programs meet these standards as a consideration for future funding.

The Adult Basic Education program uses the ABE 400A and 400B to collect student performance data, in addition to other demographic and programmatic information. Accurate completion of these forms allows you, as the instructor, to present information on the results of student participation in your adult education class. Completed ABE 400A and 400B forms are submitted upon completion of the program or no later than the end of the program year to your ABE Regional Coordinator. This type of information is being collected in every ABE class across the country. This system is referred to as the National Reporting System (NRS). The NRS, which was implemented nationally in July 2000, will help to ensure that all states are collecting similar data, in similar ways, and with identical definitions.

Although Computer Literacy students are considered work-based project learners and not reported on the federal report, West Virginia ABE requires that data collection and documentation of student achievements be consistent with the federal standards for traditional ABE students. This data is included in the state report for state funding.

Enrollment and contact hour information is collected monthly using the ABE 300 form. These reports are submitted to your ABE Regional Coordinator no later than the 10th of the month for the previous month's enrollment and attendance data.

If you have any questions on ABE reporting, please contact your ABE Regional Coordinator of Adult Education (See Appendix) or Louise Miller, ABE Technology Coordinator at 1-800-251-7372 ext. 1122.

Directions for Completing the ABE 400A Student Profile Intake Form

Note

- A current ABE 400A Student Profile Intake Form may be downloaded from www.wvabe.org – West Virginia ABE Publications/Forms. The ABE 400A and 400B should be copied front and back.
- It is NOT advisable to give the ABE 400A to the students to complete on their own. It is recommended that the instructor fill in the information during the initial student interview. A student profile is included in the Appendix to collect key information when there is a larger class.
- If you are completing the paper/pencil version of the ABE 400A and 400B, the forms should be submitted on all students who:
 - Attend 12 hours or more, or
 - Attend less than 12 hours but meet their primary or secondary goal. Although these students cannot be included in the federal report, they will be included in the state count.
- If your program is submitting enrollment and contact hour information electronically via AEMIS, the ABE 400A and 400B forms should be completed on all students, regardless of the number of hours the students attended.

Key Information

1. **Enrollment Date:** The date will automatically reflect the student's first day of attendance.
2. **Last Name:** Record the student's last name.
3. **First/Middle/Maiden:** Record the student's first name, followed by middle name, if provided. Room is also available to add a student's maiden name, if appropriate. Be sure to use the same name and spelling on the ABE 400B, if you are completing a handwritten copy for someone else to enter into AEMIS.
4. **Release of Information:** Student data on the ABE 400A and ABE 400B will be aggregated by the State ABE Office. To release personal information found on the ABE 400A and ABE 400B a Signed/Dated Release of Information **must** be on file in the student folder and **YES** checked on the 400A. (See Appendix) Check **NO**, if the student did not or would not complete a Release of Information form. Legally, the ABE program cannot require any student to sign the Release of Information form to receive ABE services.
5. **Social Security Number (SSN):** Record the student's nine-digit SSN. The format for the social security number field is: xxxxxxxx. Legally, the ABE program cannot require any student to provide a SSN. If a student does not want to provide his or her SSN or does not have a SSN, leave the space blank.
6. **Gender:** Select the appropriate gender.

7. **Birthdate:** Record the two-digit month, two-digit day, and four-digit year of the student's birth (mm/dd/yyyy). AEMIS will automatically record the student's age based upon the

birth date. AEMIS will NOT allow you to enroll students younger than 16 years of age. The age recorded will be the age upon entry. The age upon entry is based upon the student's first day of attendance, which is also automatically determined by AEMIS and does not change.

8. **Ethnicity:** Select the student's ethnicity from the list specified by the student or through observation by staff. Encourage the student to select one category. If two or more are chosen, selection should be based upon staff observation.
 - **American Indian or Alaskan Native:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.
 - **Asian:** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent. These areas include, for example, China, India, Japan, and Korea.
 - **Black or African American:** A person having origins in any of the Black racial groups of Africa, but not of Hispanic culture or origin.
 - **Hispanic or Latino:** A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
 - **Native Hawaiian or Other Pacific Islander:** A person having origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa.
 - **White:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin.
9. **Other: Online Learner** should be selected if the student will be utilizing a WVABE approved on-line learning management system outside of the regular classroom hours as part of their plan of study. This will allow the logging of additional contact/attendance hours. Only certified distance education instructors who have completed the home study certification module may use this option.
10. **Address:** Record the street address, post office box, rural route, and/or apartment number. Record the city, state, and zip of the student's mailing address.
11. **County:** Record the county in which the student resides, not the county in which the class is being held.
12. **Telephone:** Record the student's telephone number. Phone numbers are not required; however, if at all possible, try to collect at least one phone number at which the student can be reached. If they do not have a telephone, ask if they have a number at which a message can be left. Do not record the number if the student requests that you not call.
13. **Alternate phone:** If available, record a student's alternate telephone number (i.e., number of a friend or family member who can take a message).

Class Information

1. **RESA:** Regional Education Service Agency territory in which the grantee is located.
2. **Grantee:** Local Board of Education, Community Based Organization, etc. responsible for supervising the ABE budget for the county, organization, etc.

3. **Class Site:** A class site is a physical location where one or more ABE classes meet.

New Class

1. Yes, attach "New Class Information Form" (See Appendix)
2. No, AEMIS class # (contact local data manager or Regional Coordinator for class #.)

Student Type

Select ALL of the items that apply to the student. **All items should be selected that have applied to the student during the program year.**

1. **Receiving Public Assistance:** Student is receiving any of the following forms of financial assistance from public agencies such as TANF or equivalent general assistance, Food stamps, Refugee cash assistance, Old-age assistance, Aid to blind or disabled, etc.
2. **Documented Disability:** Student has a visible disability (blind, missing limb, etc.), or presents documentation (keep this on file) of any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities: walking, seeing, hearing, speaking, learning, or working.

Special Note on Weighted Contact Hours for Students with Disabilities:

Students with physical or learning disabilities or mental impairments that present written documentation from an appropriate certifying professional are eligible for "weighted" contact hours. This means that an ABE class receives contact hours for these individuals as "time and a half." The instructor must maintain documentation from an appropriate certifying professional in a separate confidential folder for each student meeting the criteria. AEMIS will calculate the "time-and-a-half" automatically when "documented disability" is selected as a student type.

3. **Single Parent:** The learner has sole custodial support of one or more dependent children from self-report or documentation.
4. **Distance Education:** A student that is participating in educational activities outside the classroom who is enrolled in the distance education/Advantage GED program.
5. **Work Release:** Learner is required to attend as a condition of his or her work release program.
6. **TANF:** Learner is receiving Temporary Assistance for Needy Families and is required to attend by DHHR. If selected, also select DHHR as the Referral Source.
7. **SPOKES:** A student who is following the SPOKES curriculum through an approved SPOKES class.
8. **Workplace:** Workplace refers to a student enrolled in WV's Workplace Education program through RESA VII.

9. **Computer Literacy:** Select this item if the student is enrolled in ABE to upgrade his or her computer literacy skills and/or if the student is enrolled in a Computer Literacy ONLY class. Students in the last category should be receiving, or have received, computer

literacy ONLY instruction. Students may enroll to upgrade their academic skills and computer literacy skills. Select computer literacy if the student receives instruction on basic computer skills: "This is the On Button" Curriculum, "Introduction to the Personal Computer," etc. If the student is only utilizing the computer as an instructional tool to improve other skills (i.e. academic, job seeking), do not select computer literacy as a student type.

10. **Family Literacy/Even Start:** Student enrolled in ABE through the Family Literacy Initiative.
11. **ESL:** A non-native English speaker with a goal of "improving English language skills" or "improving citizenship skills." **Note:** It is possible to have an ESL student in a regular ABE class. ESL students follow special testing procedures.
12. **Maintain Driver's License (formerly SB 14):** "SB14" refers to WV Code 18-8-11 which requires school attendance as a condition of motor vehicle licensing for an out-of-school youth (age 16 or 17) who is attending class in order to get or keep a WV driver's license. Remember: All students 16-18 years of age must have an official withdrawal slip (with the school seal affixed) from the last school attended prior to enrolling in an ABE program.
13. **Court-ordered:** Learner is ordered by the court system to attend a designated number of hours/week.
14. **Adult Vocational/Higher Education:** Select this item if the student is enrolled in a post-secondary education program.
15. **WIA Registrant:** "WIA (Workforce Investment Act) Registrant" refers to a student who has been referred to ABE by Workforce West Virginia. Select this item if the student enters with a "Workforce West Virginia Partner Referral Form."

Employment Status

Employment Status is a required field. This field will determine if the student will need follow-up (NRS – National Reporting System) in relation to the employment-related goals. Please select the appropriate employment status upon entry. If a student already has an employment status selected, DO NOT change the status unless you were the one that selected it prior to any being selected. The employment status should reflect the student's status upon entry. The first class the student enrolls during the program year will select his/her employment status, which will reflect their status upon entry in the program year.

1. **Employed (unsubsidized):** The student is working part-time, full-time, or self-employed and the government is not paying part of the salary.
2. **Unemployed, looking for unsubsidized work:** The student is not working at all at the time of enrollment and is eligible for or seeking employment.
3. **Unemployed, not in labor force** (includes subsidized employment): The student is not working at the time of enrollment and is either retired or not seeking employment. In addition, select this item for ALL correctional students and for those involved in subsidized jobs such as the Community Work Experience Program (CWEP).

Education Upon Entry

This is a required field. Select the **last** grade of school completed by the student. **NOTE:** If the student has a high school diploma or GED and one or more semesters of advanced training completed, select 12+.

Referral Source

This is a required field requesting the most appropriate referral source. Select the referral source that best describes the referring agency or how the student became aware of the program.

Assessment/Federal Functioning Levels (FFLs)

Record the date of the computer literacy self-assessment.

- **Select:** Computer Literacy Checklist from the Assessment list on the left.
- **Specify:** Computer Literacy Level FFL 1-5 as determined by the self-assessment.

Disability Screening

Select all applicable items.

1. **Local Screen Questions (3 questions)**
2. **WV Learning Needs Screening (13 questions)**
3. **Payne Needs Screening (46 questions)**

It is highly recommended that at a minimum these three questions should be included in Local Screening Questions that are part of the intake process: ***Have you ever had special help or special classes? Do you think you have trouble learning? What kinds of things do you have trouble with?***

However, in a few instances, screening may be inappropriate (i.e. students whose only goal is to complete the GED Orientation/Seminar or students in a Workplace Ed program), in which case none of the boxes will be checked. The instructor should use his/her professional judgment as to the appropriateness of asking the three Local Screen Questions to a Computer Literacy ONLY class.

Goals Upon Entry

Students with a goal of “**Complete WVABE computer literacy program**” are considered **work-based project learners** within AEMIS. As a result, their primary goal will be “Complete WVABE computer literacy program” with no secondary goal, and **Computer Literacy Checklist** should be selected as their **Entry Assessment**, and the appropriate entry FFL recorded. If a student receives academic instruction as well as computer literacy, you cannot select the computer literacy goal as a goal upon entry; however, you should document and select the appropriate achievements on the ABE 400B.

Although the “Complete WVABE computer literacy program” learner is considered a work-based project learner (short-term course in an instructional program of at least 12 hours, but not more than 30 hours), do not mark “Complete a short-term (12-30 hrs.) work-based project” as the goal.

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Directions for Completing the ABE 400B Student Profile Exit Form

Key Information

Record the Key Information on the top of the ABE 400B Student Profile Exit Form, using the information located on the ABE 400A, so the data manager may easily determine the student's name and other data to be entered.

Class Information

Record the class in which the student is enrolled.

Extended Information

1. **Continuing Next FY:** Select this item if the student is enrolled as of June 30 of the current program year and will be continuing in class July 1 of the following program year. If the class does not meet during the month of July, do not select this item; the student should be withdrawn.
2. **Withdrawal (date):** A student should be withdrawn from the class roster after 90 calendar days of nonattendance. AEMIS will automatically withdraw a student after the student has not attended for 90 days. As a result, the **withdraw date** will be automatically completed indicating the student's last day of attendance, and the **withdraw** checkbox will be checked.
3. **Re-enrolling:** As soon as a student is withdrawn, his/her name is removed from the log attendance screen/form. A student can be re-enrolled by placing his/her name on the monthly attendance form.

Assessment – Entry, Interim, and Exit

1. **Entry Assessment:** The **Entry** assessment/FFL recorded on the ABE 400A is displayed on the 400B for informational purposes only. To edit a student's entry assessment information, edit his/her ABE 400A.
2. **Interim & Exit Assessment: Computer Literacy**
Indicate the Exit level/FFL as it corresponds to the documented objectives on the Computer Literacy Verification Checklists.

Student Achievements

Computer literacy achievements are noted on the 400B under:

1. **Work-based Project** – “Completed objectives for a WVABE computer literacy program.”
2. **Personal** - “Obtained computer skills.”

Other achievements

Select all of the achievements for which you have documentation. All documented achievements should be marked regardless if they are within the student’s initial primary or secondary goal areas.

**Achievements should be marked and submitted
to the data manager on a regular basis.**

ABE 300 Monthly Attendance Report

The ABE 300 is a list of students enrolled for the program year/month specified; including the student's daily and total number of contact hours.

1. Record the class information in the top portion of the ABE 300 Monthly Attendance Report form.
2. List all instructor(s)' names and the hours taught. Do not include breaks or lunch. Instructor(s)' planning and meetings are also not included. Do not include student(s)' homework time.
3. Record all of the students enrolled in the class and log the daily attendance (contact hours) of the students accordingly.
4. Documented Disability 1.5 time will automatically be calculated, providing you have checked Documented Disability on the ABE 400A Student Profile Intake Form and have the documentation in the student(s)' confidential file. Therefore, record only actual instructional time when recording the student(s)' contact hours.
5. The ABE 300 report must be submitted to your ABE Regional Coordinator no later than the 10th of the month for the previous month's enrollment and attendance data.