eData Instructional Manual and Glossary

Tools for Using the Bureau of Postsecondary and
Adult Education eData Web-based System
2020-2021

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Introduction

eData is the data collection system for the Pennsylvania Department of Education (PDE) Bureau of Postsecondary and Adult Education, Division of Adult Education. The eData system is web-based and is located on a secure server. Any data entered into eData become the property of the Division of Adult Education and are utilized for reporting to the United States and Pennsylvania Departments of Education and for evaluating program performance. eData is a data system with a web-based design that allows users and Division of Adult Education staff real-time access to an individual program's adult education and family literacy data. Its most notable features are:

- Easy access to data – As a web-based database system, it is easily accessible from any computer with internet access. The only hardware requirement of eData is internet connectivity.
- Real-time exports – Data exported from the eData system are up to date at the time they are exported.
- Easily exportable data – Data are exportable to Excel and Access for local program data analysis. Using these software products, programs can create custom queries for local use. eData Tech Support will maintain templates created for Access and provide training for data evaluation and analysis.
- Data maintenance for long-term use – eData is designed to capture data across multiple program years. Each program year will be stored intact to assist with reporting and analysis tasks after the end of the program year. This capability provides the historical data required for grant writing and reporting.

eData Tech Support will provide technical support by phone, email, and website for the eData system. This document is designed to assist users with efficient use of the eData system. The navigation and data entry procedures detailed in this document represent efficient and accurate data procedures. This document defines the data fields used in eData. Familiarity with these terms will assist users in entering, summarizing, and analyzing program data for reporting purposes, and for program planning and improvement. All required data fields are denoted with an asterisk. In accordance with Bureau Policy C.130, agency administrators are expected to review their data regularly to support instructional planning and services and program improvement.

Contact the following individuals with any questions:
- For questions related to how to enter data, contact eData Tech Support.
- For questions related to data and program policies, contact the appropriate program advisor at the Division of Adult Education.

<div align="center">

eData Tech Support Contact Information
Phone: 877-857-8869
Email: eDataTechSupport@psu.edu

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System Overview

Automatic Features: There are functions built into eData that will assist with the integrity of the data. Some samples of these automatic functions as follows:

- Students are assigned to educational functioning levels based on assessment scale scores. eData will assign the level when the assessment score is saved.
- eData will only allow approved assessments to be entered.
- The pretest and posttest used for educational gain calculation are identified automatically by the system.
- Assessments for adults and children display possible score ranges.

The system includes various checks on date fields. Adults and staff cannot have an assignment date that is outside the start and end date of the class, group, or pair. Instructional hours cannot be saved with a date outside of the start and end dates of the class, group, or pair.

This is a partial list of the automatic features. When conflicting data are entered or about to be saved, an alert will warn the user. Alerts appear as pop-up dialogue boxes or red text at the bottom of the screen. Crossing Program Years: eData is designed to handle data reporting across multiple program years. Funded agency names and contract numbers are updated from EdNA and the eGrants system. Adult, Staff, Family, Child, Class, Group, and Pair files are available for rollover to the new program year as needed.

Data Entry Tips

- Read all error messages. Error messages in red require immediate action by the user. Messages in black or blue are informational messages that may require user action, especially in cases where an adult is inactive due to a near match. See the PASID Near Match section in this document for more information.
- See the Order of Data Entry toward the end of this document for information on the best method for entering data.
- Schedule regular quality checks of system data.

Address URL: Agencies will access eData through a PDE web portal called the MyPDESuite. This [website](#) contains further information about the MyPDESuite and includes help resources and links. Users that do not have a login set up for the MyPDESuite should start at this site. Users that already have a Keystone login for the MyPDESuite may access the login page [here](#).

Browser Data Entry Tips: Data Entry - When editing dates, SSNs, and phone numbers in eData, users should be aware of some specific limitations in how they can edit data in those fields. Data in these fields cannot be deleted with the Delete or Backspace key. Instead, to remove dates such as an exit date, highlight the entire date and then press the space bar. To correct a phone number or SSN, highlight the number(s) that need to be corrected and then type in the correct numbers, or place the cursor at the beginning of the field and overwrite the existing numbers.

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Cookie Settings: Data entry into the eData system requires the use of internet browser items called cookies. Cookies must be enabled in the browser for correct functioning of the system. Each browser has unique steps for changing the cookie settings. If there are any issues, contact eData Tech Support for more details.

Temporary Internet Files: Occasionally, temporary internet files saved automatically by the browser can cause page-loading errors. Users should configure their browsers to automatically delete temporary internet files when the browser is closed. If there are any issues, contact eData Tech Support for more details.

Security and User Accounts: It is imperative that agencies assist in safeguarding the security of the eData system. At the agency level, the local security administrator, local application administrator, and the eData local administrator control the security of the eData system through their granting of access to the MyPDESuite web portal. The eData local administrator assigns users to the appropriate eData user group and has the responsibility of managing user access to program data. The eData local administrator controls agency data security by group management, including or deleting users within the system to prevent or allow access to data. When an employee leaves an agency, the eData local administrator must deactivate that user's access to eData immediately as non-employees should not have access to the system.

Each user is required to register for an account in the MyPDESuite portal to access the system, and he or she must create a profile in the Keystone Login system, where he or she will create a unique user ID, a secure password, and create security questions and answers. The criteria required for creating the password is listed below under Passwords. The security questions should be ones the user can answer the same way every time, that will be easily remembered, and that can be can only be answered by the user. Once the Keystone Login profile is created and the user logs into the MyPDESuite, the eData local administrator can then assign the staff person to the appropriate eData group. Users should understand the importance of keeping passwords secure. Users are not permitted to share user IDs, email addresses, or passwords. Individual users can change their passwords in their Keystone Login profile if they believe their password has been compromised.

Passwords: To create a secure password, you must include the following:
- Passwords must be between 12 and 128 characters.
- Do not include any portion of the username, first name, or last name in the password.
- The password must include any three of the following four criteria:
  1. One uppercase letter (e.g., A, B, C, etc.)
  2. One lowercase letter (e.g., a, b, c, etc.)
  3. One number (e.g., 1, 2, 3, etc.)
  4. One special character (e.g., /, ?, @, etc.)

Users should never share their passwords with others. If users forget their passwords, they should:
- Click the Forgot Password link at the bottom of the MyPDESuite Application login screen, enter their usernames, and click submit.
- If a user has forgotten his or her password, security questions, or if his or her email has changed, he or she can contact the Keystone Helpdesk at 877-328-0995. It is important that

users keep their email addresses current in their profiles and remember their security questions to avoid this problem.
- Users can change their passwords by following the link on the MyPDESuite login page labeled Keystone Login Account. Users may contact the Keystone Helpdesk at 877-328-0995 with questions.

User Roles: Access within the eData system is determined by four individual user roles assigned by the eData local administrator. The eData local administrator is responsible for the security of the eData system for the agency. Users will not have access to the system unless assigned to one of these roles.

Agency Data Administrators: An agency can have multiple agency data administrators, each with full access to all of the agency's data and system functions. Only agency data administrator users can:
- Mark adults for deletion or delete staff, children, or families.
- Add Alternate Name in Agency Details.
- Transfer demographic control to another agency.
- Invalidate an assessment.

Agency Data Entry: Data entry users have full access to the system functions needed to enter data for their agency. The functions listed above for the agency data administrator are not available to the agency data entry staff. data entry users can:
- Create new staff, adult, child, family, class, group, and pair records.
- Export their agency's data from the eData system.

Agency Data View Only: View-only users have view-only access to their agency's data in the system. View-only users are not able to export data.

Agency Contact: An agency should assign at least one staff member to the role of agency contact. When assigned as an agency's contact, a user's contact information (email and phone number) is displayed in the Agency Details – Contact Details section of eData. In cases where an adult is shared between agencies, this contact information will be made available to all shared agencies. The user in this role can then serve as the contact person for any issues related to the shared adult. Agencies should update this role at the beginning of every program year.

Support Tickets for PDE web site: If users are encountering a login issue, need help with security administration, or have a MyPDESuite access issue, they can call the Keystone Helpdesk at 877-328-0995. Users who have forgotten their passwords and/or security questions, or who have changed their email addresses, will need to call the Keystone Helpdesk to reset their passwords. If a user wishes to report any other eData related issues, he or she should contact eData Tech Support for assistance in reporting the problem.

Navigating in eData

Browser Back button: The browser Back button should not be used to navigate through eData screens. Users should use the links provided in eData, usually in the upper right-hand side of the screen, to navigate between pages while entering and viewing data.
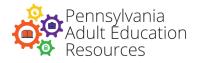
Search: A search function is available for each of the record types (adult, class, group, pair, family, child, and staff) in eData. When using this function, users can enter all or some of the search criteria to return specific information. For example, if users wanted to search the adult category for the last name Rios, they could enter the full name, which would return all of the adults for the user's agency with the last name Rios. The user could also enter the first two letters of the last name and, in this case, the results of the search would include all adults for that agency with the last name starting with Ri. Finally, users may simply click Search to view all data of that record type. The search feature will return items in the record type, ten records per page, for data in the present year. Users can navigate the pages in the search results by clicking on the page number at the bottom right of the search results. Clicking Search to view all data can return large quantities of information being displayed; adding search criteria can narrow the search, returning results that are more precise. The search criteria available for each record type may differ slightly and will be listed when the user selects the search function.

Saving Entered Data: Data typed into eData is not saved until the user saves the information by using the Save button located at the bottom of each screen in eData. There are no automatic saves in eData. As a web-based system, saving data entered into eData requires the Save button on the page to be clicked and the screen to be reloaded. Users should wait until the screen has completely reloaded after a save before moving on to another screen or clicking on any buttons. Once the screen reloads, a message will appear at the bottom of the screen to advise the user that the data was successfully saved. If the save was not successful other messages in red will appear at the bottom of the screen. Leaving a record without saving will cause any changes to the data to be lost. Once data are saved properly in eData, they will remain in the system as-is unless new changes are made and subsequently saved.

Required Fields: All required fields are noted with a red asterisk (*) next to the field. Most fields in eData are required. Records containing information that is required on exit will save with those exit fields blank at the time of entry; however, these fields should be populated upon exit from the program.

Allowable Special Characters: When entering data into eData, users should avoid the use of special characters (punctuation), especially commas. For example, when entering the name of an employer, users should enter Smiths Auto Repair Inc. There are four allowable special characters in eData, though users should normally avoid their use:
- The period (.)
- The ampersand (&)
- The hyphen (-)
- The apostrophe (')

eData Home Page

Home Page

Program Years: Data in the eData system is stored by program year. The system defaults to the current program year and users can only enter data in the current program year. Users wishing to view data from prior years can click on the program year drop-down menu on the home page. The system will then allow the user to view and export data for that year.

Top Navigation Bar: The top navigation bar allows users to move to different tabs to select tasks, such as Home, Agency, Maintenance, Change Role, and Logout. The Agency tab is where data entry staff will add, search for, or roll over data in all file types (adult, class, group, pair, family, child, and staff). Agencies who subcontract with other agencies will have a Search Agency option, and they can select which agency to view or enter data.

Change Role: This option is available for staff who have access to more than one agency. Clicking on the button allows staff to change the agency or the role they are working in without logging out of the system.

Logout Link: Use this link to log out of eData. The system is set to log users out automatically after 60 minutes of inactivity.

Tools and Options

Frequently Asked Questions: Clicking on this link will take users to a list of common questions and answers. When a question arises, clicking Frequently Asked Questions is one way to get the answer.

System Manual/Glossary Link: Clicking on this link will take users to a download of the eData System Manual/Glossary. This document provides detailed descriptions of eData fields. The glossary section includes a list of all fields and key terms that appear in the eData system.

Newly Shared Adult Link: Agencies that have adults shared with another program will be able to see the recently shared adults by clicking this link. Once the user opens this page, he or she will be able to select the shared adult to view that record and then go back to the list to remove the adult from the list by clicking the check box. This action will remove the adult from the shared list but not from the agencies' data. The link for this list will only be available if the agency has shared adults.

Agency

Agency Details: Administrators should check their Administrative Unit Number (AUN) and agency name; eData imports this information from the EdNA system. A list of the agency contacts will also appear on this page. Agency contact information cannot be edited from this screen but can be edited by the eData Local Administrator adding or removing users from the agency contact role. In the Additional Details section, there is a space for an alternate agency name that is only editable by the Agency Data Administrator. When entered, the new name will appear throughout eData in place of the name originally imported into eData from the EdNA system. Information on the WIAs where services are provided is also on this page. Currently known as WDA, eData still refers to them as WIA. If an agency notes any errors in this section of the eData system, administrators should contact their advisors to report the error. Advisors can then check the information and report any errors to the appropriate entity.

Contract Details: Bureau of Postsecondary and Adult Education-Funded Contracts
This screen shows a list of the contract numbers for the selected agency with its contract type(s). Contract types include direct and subcontract. Clicking on the contract number reveals the contract activity summary that displays the following:
- Total planned enrollment
- Numbers of students to be served
- Classes, tutors/volunteers
- The dollar amount requested for the service

This information is taken directly from Part B of the agency's budget in eGrants and cannot be edited. If any errors are observed in this section of the eData system, including any error related to the number of contracted adults for subcontracting agencies, administrators should contact their Division advisor to report the error.

Non-Bureau-Funded Contracts: When opening this screen, users will see a list of the non-Bureau-funded contracts for their agencies and a button to add Non-Bureau-funded contracts. Non-Bureau-funded contracts can be added by staff with agency data entry and agency data administrator roles. The agency can add as many as 20 non-Bureau-funded contracts into eData per program year. These contracts should be added for services that are not funded with Division funds. Certain grants, such as Family Literacy, may require non-Bureau-funded contracts. Integrated Education and Training (IET) classes also require agencies to use non-Bureau-funded contracts as a means of tracking non-Bureau-funded hours within the IET. Agencies may also use these contracts to track information on contracts received from other funding sources.

Once the information is saved, the system will automatically assign a contract number to the newly created non-Bureau-funded contract, and it will appear on the Non-Bureau-Funded Contract page. Clicking the Select link next to the contract's name will allow agencies to change all details of the contract except for the contract type and the assigned contract number. If a non-Bureau-funded contract is entered in error, it can be deleted from the system, as long as the contract is not in use by a record such as a class, group, or pair.

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Order of Data Entry

The best order of data entry depends on the task. It is recommended that users consider the following to eliminate backtracking and revisiting of screens to add additional data:

1. Enter class/group before staff.
2. Enter class/group before adult.
3. Enter adults and staff before creating pairs.
4. Enter adult before family.
5. Enter family before child.

Data Events: The intake process occurs at the beginning of data entry for new adults. There are five possible scenarios users may consider when adding new adults to the system:

1. Setting up classes and assigning new adults to classes.
2. Setting up groups and assigning new adults to groups.
3. Creating pairs for new adults and staff.
4. Assigning a new adult into an existing class or group.
5. Assigning a new adult to a family with child(ren).

Steps for Entering Data

Creating Classes and Assigning Adults: (For more information on how to perform any of the individual steps below, consult the appropriate section of this manual.)

1. Add or roll over a class.
2. Add staff.
   a. Add all information for the staff record.
   b. Assign the staff to the class in the Staff Assignments screen.
3. Add adult.
   a. Add all information for the adult record.
   b. Add assessments for the adult.
   c. Assign the adult record to the class, in the Adult Assignments tab.
   d. Add outcomes for the adult.

Creating Groups and Assigning Adults:

1. Add or roll over group.
2. Add staff.
   a. Add all information for the staff record.
   b. Assign the staff to the group in the Staff Assignments screen.
3. Add adult.
   a. Add all information for the adult record.
   b. Add assessments for the adult.
   c. Assign the adult record to the group, in the Adult Assignments tab.
   d. Add outcomes for the adult.

Creating a Pair:

1. Add staff.
   a. Add all information for the staff record.

2. Add adult.
   a. Add all information for the adult record.
   b. Add assessments for the adult.
   c. Add outcomes for the adult.
3. Add pair.
   a. Link the staff person to the pair in the Add Pair screen.
   b. Link the adult to the pair in the Add Pair screen.

Assigning New Adults to Classes or Groups:
1. Add new adult.
   a. Add all information for the adult record.
   b. Add assessments for the adult.
   c. Add outcomes for the adult.
   d. Add assignment.
      i. Select the class or group from the Adult's Assignments screen.
      ii. Assign the adult to the class or group.

Assigning a Family and Children:
1. Add family.
   a. Add all information for the family record.
2. Associate the adult with the family through the Associate Family link on the Adult Details screen.
3. Add child.
   b. Add all information for the child record.
   c. Select associated family from the drop-down list to assign child to that family.

Data Entry for Existing Adults: Once the adult record has been added to classes, groups, and/or pairs, hours can be entered below. Hours are added through the Class, Group, or Pairs Attendance tabs. In the Class, Group, or Pair screens, click the Attendance tab to begin entering attendance data. In the Attendance screen, click Add New Attendance.
1. Enter the date assigned.
2. Enter the total class hours (the number of hours of possible attendance for the period entered).
3. Enter the number of hours each adult attended under the Remote Hours and In-Person Hours fields. The sum of the adult's hours will appear in the Adult Hours field after the Remote Hours and In-Person Hours fields are populated. Update the status of each adult as needed.
4. Enter hours for any staff associated with the class as appropriate under the Staff Hours column, indicating remote and in-person hours. The Staff Hours field will then sum the Remote and In-Person fields.
5. Click the Save button to save the hours.

A different number of hours can be assigned to each separate adult in a class at the same time. The Adult Hours and Staff Hours fields cannot exceed the total class/group hours for any adult or staff. Adults with no instructional hours earned during the period entered should be recorded as zero hours.

Staff Hours: Instructional hours for staff are added in the Class, Group, or Pair Attendance tab, similar to adding attendance for adults (as noted in the above section).
Staff Non-instructional hours are added for staff in the staff record as follows:
1. In the staff's record, select the Non-Instructional Hours tab.
2. Click the Add New Hours button.
3. Select the staff hour type.
4. Select the contract number for which the contract the hours are associated.
5. Enter the date the hours took place.
6. Enter the number of hours.
7. Click Save.

Editing Adult Instructional Hours/Attendance: Adult hours can be edited in the class, group, or pair screens by going to the appropriate class, group, or pair and selecting the Attendance tab in that file. Once an attendance record is created only the number of hours and the status of students and staff can be edited; attendance records cannot be deleted. To edit an adult's hours, follow these steps:
1. Select the Attendance tab in the class record.
2. Click Search, using criteria to return hours for a specific date or adult, if needed.
3. In the search results, find the date the hours were entered.
4. In the Action column to the right of the desired date, click on Select.
5. Edit the hours or status as needed.
6. Click Save.

Editing Staff Hours: Staff instructional hours can be edited in the same way as adult hours by selecting the appropriate class, group, or pair and by following the instructions above. To edit staff hours:
1. Select the staff's record.
2. Click the Non-Instructional Hours tab.
3. Find the hours for editing and click Select under Action.
4. Edit the fields as needed.
5. Click Save. (Delete may be clicked to remove the record.)

Outcomes/Primary Indicators of Performance: Outcomes for adults can be entered into eData. Refer to Bureau Policy C.135 for more details on this process for adults.
1. In the adult's record, click the Outcomes tab.
2. In the Core Outcomes section, the user may enter a set date for Obtain Secondary Credential, if appropriate. All other core outcomes will be set automatically.
3. In the Secondary Outcomes section, enter a set date for any outcome the adult is working on; leaving the set date blank signifies that the outcome has not been set for that adult.

To enter an Outcome Met date for an adult, do the following:
1. In the adult's record, click the Outcomes tab.
2. In the Core Outcomes section, a met date can be entered for all outcomes. It is important to note that this date is unofficial and will not be used to determine if the student achieved the outcome.
3. In the Secondary Outcomes section, enter a met date to mark the outcome as met; leaving the met date blank signifies that the outcome has not been met.
4. Once finished, click Save after entering in a met date (in either section).

Data Entry Processes

When entering data into the eData system, users should refer to the data collection forms provided for eData on the PA Adult Ed Resources web page, in the eData Support section. These forms are designed to follow the order of fields when entering data for a specific record. Data entry is very similar for all of the following:

- Adult
- Class
- Group
- Pair
- Family
- Child
- Staff

In the Agency drop-down menu, when users click on Details for any of the above, they are presented with three options:

Search: This option allows the user to search for a record previously entered into eData by the agency. When a user clicks Search, the function will return an alphabetical list, ten records per page, of the records specified by the search criteria entered. If a user does not enter any search criteria, the search will return all records of that type. For example, if a user selects Search Class, and does not enter any search criteria, the results of the search will include all classes for that agency.

Rollover: This option will take users to a screen where they can search for a specific record or all records from past program years. The Rollover function only searches data from previous years in the user's assigned agency. To prevent an overwhelming number of records from appearing in the search results, large agencies should search by name or program year, if known. When the user finds the record he or she is looking for, he or she may click the Select link, enter all required information for that record, and click the Save and Rollover button to complete the process.

Add: This option allows agencies to enter a new record for the program year. Add should be used if Rollover is not available for the record in question.

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Class/Group Details

Search: (See details in the Data Entry Processes section)
To narrow the search for a Class/Group, the following criteria are available:
- Class/Group Name
- Keyword
- Service
- Staff First Name
- Staff Last Name
- Contract Number

Rollover: (See details in the Data Entry Processes section)
To narrow the search for a Class/Group you will roll over from a previous year, the following criteria are available:
- Class/Group Name
- Keyword
- Service

Add: Users should follow these steps when entering a new class or group:
1. Assign a unique name for each class and follow policy guidelines when entering classes for grants that require naming conventions. For example, all classes with the special program type Integrated Education and Training must add the letters IET (in all capital letters) to the end of their class name.
2. Select the contract with the associated program component. Each class may have only one contract number per year. In the drop-down menu, select the nine-digit, hyphenated contract number assigned to the agency by the Division of Adult Education.
3. Select the type of service the class provides from the list, which will be driven by the contract selection. The selection should refer to the adults' actual course of study rather than the program component under which the service is provided. The 064 contract will have additional options to designate if the class/group is funded through state, federal, or a combination of both funds. This will allow programs to correctly track and report the use of their funds. For any class or group marked as one of the Hybrid or Distance Learning options in the Special Program Type field, see the information listed in Appendix B.
4. Select the educational functioning level. The level(s) should be appropriate for the students served by the class and should include all levels served. In the case of classes serving both ABE and ASE level students, use the level of most students served in the class. All Levels is the only option displayed when the Distance Learning Service Type is selected.
5. Enter the start date and end date for the class. Dates are important in classes and groups, as adult and staff hours can only be assigned to a class/group if the hours are within the start and end date of the class/group.
6. Select the class or group status. Class/Group status will default to active but can later be changed to inactive or complete. Any class/group set to inactive or complete will be unavailable for the entry of hours. Active status refers to a class/group that is in session; inactive status refers to a class/group that has stopped for some period of time but may become active later in the program
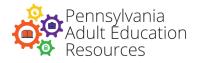
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year; complete status refers to a class/group that has completed the course of study for the program year.

7. Select a Special Program Type. This field is linked to the selected contract component and will display appropriate choices for the special program type from the following list:
   a. Distance Learning: DLP
   b. Distance Learning: Paper-based NRS reportable
   c. Distance Learning: Real-time Remote
   d. Distance Learning: Supplemental
   e. Distance Learning: Teacher-assigned non-supplemental
   f. Hybrid: In-person & Remote
   g. Integrated Education and Training with credential
   h. Integrated Education and Training without credential
   i. Not Applicable
   j. Postsecondary Transition
   k. Workplace Literacy

   Please note:
   - If an agency has any questions as to which type of Special Program Type to select for a given class or group, they should consult their Division of Adult Education advisor.
   - IET is an option available to classes only, and a selection must be made to select either IET with credential or IET without credential. Agencies should have a conversation with their Division of Adult Education advisors if they are planning to use IET as a special program type. Note: see Appendix A for more information about tracking IET participation and outcomes.

8. Select the enrollment type for the class/group. Select Open Entry-Open Exit for classes/groups that have open enrollment. Select Managed Enrollment for classes/groups that:
   a. Emphasize intensive contextualized instruction.
   b. Are on a fixed schedule.
   c. Have a closed enrollment structure.
   d. Concentrate on student goal setting.

9. Enter a keyword for the class/group. The keyword field is an open-text, optional-use field, designed to allow for selecting or filtering files for reports or exports. Each file type (Adult, Class, Pair, Staff, etc.) has its own keyword field. This field can be very useful to agencies when creating reports in the eData Access Database Template. Agencies should plan carefully how they will use these fields and stay consistent, so the data is useful. If a user has questions about how his or her agency might use the keyword field, contact eData Tech Support.

10. The hours per week for a class/group is the number of hours this class/group will be held each week, based on a five-day week, and is the total hours the class is offered for the students to attend. To enter the projected number of hours this class/group will be held this program year, multiply the number of hours per week for the class by the number of weeks that the class will run, and then enter the total in the Projected Hours field. The field Total Hours Actual for the year will be calculated by the system using information from the Class Attendance Total Hours.

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Staff Details

The staff category includes all staff, paid in full or in part, with Division of Adult Education funds. It also includes unpaid staff providing services under those funds. Note all volunteer classroom aides must be entered as staff.

Search: (See details in the Data Entry Processes section)
To narrow the search for a staff person, the following criteria are available:
- First Name
- Last Name
- Keyword
- Staff Type

Rollover: (See Details in the Data Entry Processes section)
To narrow the search for a staff person to be rolled over from a previous year, the following criteria are available:
- First Name
- Last Name
- Birth Date
- Keyword

Add: Users should follow these steps when entering new staff:
1. Add the staff's name. The use of the prefix and suffix fields is optional. Prefix refers to the title before a person's name (Mr., Mrs., Ms.), and suffix refers to additions to the end of a person's name (Sr., Jr., III, IV). Both fields contain a drop-down list. The full name of the staff person is required.
2. Choose the staff type. The staff type is related to the funding source that the staff person is paid from. There are four choices, and one should be selected for each staff person or tutor. All volunteer classroom aides must be entered as staff and the Staff Type for volunteer classroom aides should be None, the same as all other volunteers. Select from the following:
   a. Fully Bureau of Postsecondary and Adult Education-Funded - all hours are paid for by Bureau of Postsecondary and Adult Education funds.
   b. Partially Bureau of Postsecondary and Adult Education-Funded - some staff hours are paid for with Bureau of Postsecondary and Adult Education funds
   c. Other-Funded - staff hours are paid out of another funding source, not a Bureau of Postsecondary and Adult Education-funded grant.
   d. None - staff/tutor is not receiving payment for their work. If none is selected, Volunteer should be Yes.
3. Select Yes or No for Volunteer. The Volunteer field is required and can be used with the Staff Type for various combinations of work situations. If a staff person volunteers time to tutor, assist in office work, is a volunteer classroom aide, or engages in other non-paid work, select Yes for Volunteer. Yes can be selected even if the staff person is a full-time, paid employee if that employee also donates his/her time to tutor or assist in a non-paid capacity. If None is selected as the Staff Type, Volunteer must have Yes selected. Choose employment status. All staff, paid or

unpaid, should be identified as either full-time or part-time as defined by your agency policy.

4. Select staff ethnicity. Staff ethnicity should reflect current federal definitions for ethnicity. Ethnicity may be estimated using the criteria listed in the glossary to select the most appropriate category.
5. Enter the staff's address. The Address field should include staff member's current residence, including address 1, address 2 (if applicable), city, state, and zip code. Update staff member addresses as necessary to keep them current.
6. Select the staff's county of residence, which should identify the county in which the staff person resides.
7. Enter the staff's contact information, including email address and phone numbers (options are Home Phone, Cell Phone, and Work Phone with extension). Also included are indicators for whether the staff member is willing to receive calls at each of these numbers. These fields are not required but may assist programs in maintaining up-to-date staff contact information.
8. Select the appropriate teacher certification. Teacher Certification will list the certifications that staff might hold. Any staff without one of the certification types should be marked "No Certification". The list of certifications can be found in the glossary. If the staff person holds a certification that is not listed, it can be listed in the Other Certification box, but they should still be listed with No Certification in the Certification Type.
9. Select Adult Ed. Experience. This should include only the time that the person has spent working in adult basic education. Do not count experience in other areas of education.
10. Enter the Adult Ed. Start Date, which is the date the staff person started working in the field of adult education or family literacy for the first time. For staff who are rolled over from a previous year, the original start date will appear and will not be available for editing.

Staff Program Year Details: Users need to complete this section of the staff file on a yearly basis and should reflect current information. Follow these steps when completing this section:

1. Enter the staff's educational level. The education level refers to the highest academic level that the person has completed.
2. Enter the staff's primary position. All staff must have a primary position; select the staff position in which MOST of the time will be spent during the program year. At least one staff person must be designated as Administrator in an agency. The primary position for volunteer classroom aides should be Adult Education Paraprofessional. The primary position for tutors should be Adult Educator.
3. Enter the staff's current status. The status will default to Active when a staff person is entered into the system. Staff should be made Inactive if they are temporarily leaving the agency but plan to return or completed if they permanently leave the agency.
4. Enter a keyword for the staff person. The Keyword field is an open-text, optional-use field, designed to allow for selecting or filtering files for reports or exports. Each file type (Adult, Class, Pair, Staff, etc.) has its own Keyword field. This field can be very useful to agencies when creating reports in the eData Access database template. Agencies should plan carefully how they will use these fields and stay consistent, so the data is useful. If a user has questions about how his or her agency might use the keyword field, contact eData Tech Support.
5. The Start Date and End Date for a staff person should reflect the date the staff person started working in the agency in the current program year and, if applicable, stopped working in the agency. Once the staff file is saved, tabs will appear at the top of the page. Agencies can enter staff assignments and non-instructional hours in these tabs.

Staff Assignment: This is where staff are assigned to a Class or a Group; Pairs must be assigned in the Pair screen but will appear on the Staff Assignment screen after they are created.

Non-Instructional Hours: This allows agencies to record hours staff spend in activities that are not direct instructional hours. This section should be used to record time spent on DL student management. Contract number, date, and number of hours must then be entered to save the record.

Agencies are able to share staff files. All data information in the demographic section is shared. If any agency changes a field value, the change appears in both agencies' staff files. Each agency has its own Program Year section for the staff file and may enter its own data in this section. At the top of the Staff Details screen, shared staff will have the name of the other agency employing them.

Adult Details

This section should be completed for each Adult served by an agency.

Search: (See details in the Data Entry Processes section)
To narrow the search for a student, the following criteria are available:
- First Name
- Last Name
- Keyword
- Birth Date Range (From and To dates)
- Current Year Enrollment Date Range (From and To dates)

The date ranges do not require both dates be entered for the search to be completed. For example, users can search for adults born after a certain date by filling in the "From date" field.

Rollover: (See Details in the Data Entry Processes section)
To narrow the search for a student to be rolled over from a previous year, the following criteria are available:
- First Name
- Last Name
- Birth date
- Year (This refers to program year.)

All demographic information, except for address/email/phone number updates, must reflect the information on that Adult's original intake, including Labor Force Status and Highest Grade Completed.

For continuing students, those that attend an agency from one program year to the next, a new intake may not be needed for the new program year. A student should be considered a continuing student if:
- There is a gap of no more than 90 days in instruction for that individual from one program year to the next, OR
- The individual is active when the Class/Group ends in the spring and starts again at the beginning of the Class/Group in the fall.

A returning student is any student who leaves a program during one program year, returns in the next, and who does not meet the above criteria. Agencies must have returning students complete a new intake form and enter that data.

Add: To add an adult to eData, follow these steps in the Adult Details section of the adult's record:
1. Enter the adult's first name, middle initial, and last name. Prefix and suffix fields are available for each student but are not required fields. Programs are encouraged to use these fields as they could help to differentiate students with the same or similar names in eData. If a student's name contains a suffix, it must be entered in the suffix field. DO NOT include suffixes in the last name field. All students must have first and last name filled in and these should be students' given names. DO NOT include nicknames in the first name field.

2. Enter an adult's other name(s). This can be used for students who do not go by their given names such as foreign-born students who have American names and nicknames or short versions of a student's given name.

3. The field next to the adult's other name is the PASID field. A PASID will automatically be assigned to a student if they do not have a PASecureID, thus the field cannot be edited. Students who have attended high school, adult education, or postsecondary school in Pennsylvania since 2005 may have a PASecureID. Students whose information is found to have a match in the PASecureID system will be matched as part of a data matching process. PASID matches use the following fields when looking for students who are a match: Name, Date of Birth, Ethnicity, Gender, and Social Security Number. Accurate entry of all data will assist with the checking process. Incorrect or poorly entered data in these fields could result in near matches and adult records being locked for duplicate checking. If a near match occurs, contact eData Tech Support to resolve the issue.

4. Enter the student's birth date. The adult's DOB should be accurate, as it will be used to calculate his or her age at the beginning of the program, or entry into the program, and it is used as part of the duplicate checking process. The Age field is automatically calculated in the system using the Date of Birth and Current Year Enrollment Date fields when the adult file is saved.

5. Enter the adult's social security number. Staff should be sure to verify that the number is correct, and if the student does not have an SSN, use 999-99-9999 as the SSN. DO NOT enter 9's for the first five digits and the real last four digits of the SSN. Students with a 999-99-9999 SSN cannot be used for employment and wage calculations. This field is also used for PASecureID matches; it should be entered accurately to prevent near matches and the locking of the student record. While adults are not required to provide this number, agencies should make every attempt to gather this information. Note: If an adult does not have a valid SSN, agencies may instead use that adult's individual taxpayer identification number (ITIN) in this field, if available.

Confidentiality of information in eData: The Bureau of Postsecondary and Adult Education protects the privacy and confidentiality of information on adults and staff at all times. Security measures are taken in the transmission of data between the Bureau and other governmental agencies during the data match process to protect against unauthorized disclosure. These measures presently include minimizing the use of SSNs for data matching, hand-carrying data disks with SSNs to other state agencies, data encryption of SSNs and the use of secure data and file transport protocols. Protection of data also includes omitting adult SSNs from the data export process.

1. Enter the adult's address. Updating student addresses as necessary to keep them current will make it easier to contact students when the need arises. The address field should include adult's current residence, including:
   - Address 1
   - Address 2 (if applicable)
   - City
   - State
   - Zip Code

2. Select a description of where the adult resides. This description refers to the population of the area where the adult lives. Select Rural or Urban depending on the following criteria:
   a. Rural – The adult resides in a place with fewer than 2,500 inhabitants and outside any metropolitan area.
   b. Urban – The adult resides in a city or suburb (adjacent area) with a population of 50,000 or

more.

3. Select a county where the student resides.
4. Enter the First Enrollment Date. When adding an adult to eData for the first time, this field will be blank and should be populated with the adult's start date for the agency. In subsequent years, once the adult record is in eData, this field will show the first start date when the adult was originally entered into eData.
5. Select an ethnicity for the adult. The categories reflect current federal definitions for ethnicity. Ethnicity may be estimated using the criteria listed in the glossary to select the most appropriate category.
6. Enter the adult's contact information, including the adult's email contact information and phone information. These fields will accommodate home phone, cell phone, and work phone with extension, including indicators for receiving calls in each of these locations. All phone information is optional for adults but can be helpful in maintaining contact with the student should they stop attending. Contact information may also important in times of emergency or schedule changes.

Program Year Details: Students must be tracked by Periods of Participation, which tracks their time engaged in instructional hours with an agency. Students who have a break in participation for greater than 90 days within a program year will require the entry of an additional Period of Participation upon their return to that agency. An adult is required to complete a new intake for each new Period of Participation. Student information may change from one Period of Participation to the next, so the student's new intake information must be entered in this section when creating a new Period of Participation. Follow these steps to continue entering data for the adult record in the Program Year Details section:

1. Check the adult status. By default, the status is set to Active upon entry and can be changed when a student completes or leaves the program.
2. Enter a keyword for the adult. The Keyword field is an open-text, optional-use field, designed to allow for selecting or filtering files for reports or exports. Each file type (Adult, Class, Pair, Staff, etc.) has its own Keyword field. This field can be very useful to agencies when creating reports in the eData Access Database Template. Agencies should plan carefully how they will use these fields and stay consistent, so the data is useful. If a user has questions about how his or her agency might use the keyword field, contact eData Tech Support.
3. Enter a Period of Participation Enrollment Date. The Period of Participation Enrollment Date should be the date, in the current Program Year, that the student filled out an intake and took an assessment(s). In the case of a situation where these dates differ, use the earliest date. For rollover students the First Enrollment Date and the Period of Participation Enrollment Date will be different.
4. Select a Primary Enrollment for the adult. Agencies should select the service where the student has the most instructional hours if they receive services in two or more classifications.
5. Service 1, 2, and 3 are not assigned at entry but are assigned after the adult is enrolled in a class, group, or pair. Service is related to class/group/pair enrollment and is assigned by the system.
6. Check Leave of Absence, if needed (this checkbox is not used when first entering a new adult). Returning After a Leave of Absence can be checked if it is predetermined that a student will be absent from the program for more than 90 days and has a planned return date. Enter the date the student will return, and then select one of the choices for the absence: Medical, Work-related, or Extended Visit to Home Country. There is also an option for Other if none of the given

selections are appropriate. Participants must have a scheduled return date for a Leave of Absence to be entered.

7. Enter a Period of Participation Exit date if necessary. This Date field will remain blank when entering a new adult. This Date field will also remain blank until the student has left your program or has been gone for 90 or more days and is not scheduled to return. This date is used to indicate the exit date of a Period of Participation and will be used to match students for goal completion in that Period of Participation. See Bureau Policy C. 100 Adult Education and Family Literacy Performance Standards for more information on exit criteria.

8. Enter a date in the Incarceration Release Date field if the student indicates that they were released from prison. If no incarceration release date is given, this field remains blank.

9. Select prior schooling history. Schooling should indicate if the student attended school in the United States or in a non-U.S.-based school. For the purposes of this question, adult education classes are not considered as prior schooling. Only one response may be selected.

10. Select the highest grade the student completed prior to entry into the program. If the student has participated in previous program years, this field will be locked and will display his or her highest grade upon entry into adult education or family literacy. If this field is in error, call eData Tech Support to discuss the needed changes.

11. Select if the adult is enrolled in a postsecondary education program. Enrolled in Postsecondary at Entry should be checked if the student is attending a postsecondary school while receiving literacy skill assistance from your program. If this field is Yes, indicate the name of the postsecondary school.

12. Select the adult's residence from the list provided. Residence selection should reflect the student's housing situation. The options for residence are as follows:
    a. Community refers to a student who resides in the community in rental property, his or her own home, or is living with family or friends.
    b. Institution refers to one of the following, which must be selected when Institution is selected:
        i. Correction State - state correctional institution (SCI).
        ii. Correction County - county correctional facility for criminal offenders.
        iii. Corrections Community – community-based rehabilitation facility or halfway house for criminal offenders.
        iv. Mental Health - a community-based rehabilitation facility or halfway house; or a mental institution, rehabilitation facility, hospital, or similar facility for reasons other than homelessness.
        v. Mental Retardation - a community-based group home or state or private facilities for developmentally disabled adults.
        vi. Other - any other medical or special institution.

13. Enter an SID number if one of the above corrections options was selected. The SID number (state identification number) is an eight-digit number, based on fingerprints, assigned by the Pennsylvania State Police to each person arrested within the Commonwealth. Agencies should attempt to collect an SID number, where applicable, from students.

14. Select a labor force status for the adult. Students who are not working but are seeking employment, making specific efforts to find a job, and are available for work should be listed as Not Employed. Students who are not employed and are not seeking employment are considered Not in the Labor Force. This should be used for students who are not employed and not actively

looking for work, including those who are incarcerated.

15. Enter the employer's name in the Employer field if Employed is selected in the previous field. Recording the employer's name is recommended if the student is working either full- or part-time. If the student does not provide the information, Unknown can be listed.

16. Select if the job indicated provides health benefits. This is a required field if a student is working either full- or part-time and this field should reflect any health-related benefits offered to the student, even if the student refuses the benefit.

17. If the adult is involved in distance learning, check the Distance Learner checkbox. If the local agency provides the adult with any form of remote learning, the Provided by Local Program option should be selected in the Specify box. If the Distance Learning Project provides the adult with distance services, the Served by Statewide DLP option should be selected in the Specify box. A user can select both options, if applicable, by pressing and holding the control key (command key on mac) and clicking both options.

18. The Special Program Types field will fill automatically when a student is assigned to a class.

19. Select Yes or No for all Barriers to Employment for the adult. These selections are marked Yes or No as specified by the student during intake. The checkbox next to Basic Skills Deficient/Low Levels of Literacy, Cultural Barriers, and/or English Language Learner should be selected for all adults. This is the only option available in eData for this field.

20. Yes or No should be selected for:
    - Displaced Homemaker
    - Ex-offender
    - Exhausting TANF
    - Foster Care Youth
    - Homeless Individual
    - Individual with Disability
    - Long-term Unemployed
    - Low-income Individual
    - Single Parent

    Note: Detailed explanations of the above choices are available in the glossary at the end of this document.

21. Chose the adult's farmworker status. Migrant and Seasonal Farmworker status will indicate students who are one of the following:
    - Not Applicable
    - Seasonal Farmworker
    - Migrant and Seasonal Farmworker
    - Dependent of a Seasonal or Migrant and Seasonal Farmworker

22. Select a reason for participating for the adult. Reason for Participating lists the reason that the adult is attending the program. This field will only allow the selection of one of the choices. Programs should select the one that best describes the reason the student has come to the program.

23. Select a reason for leaving for the adult. This will remain unselected for any new adult. The Reason for Leaving field lists the reason a student has left your program and is recommended when an exit date is entered. This information can later be used for indicating what assistance might be needed to keep students attending when they return for a second Period of Participation.

24. Select one of the choices to indicate how the student learned about the program in the How

Learned of Program field.

25. Mark a selection, or selections, in the Non-Educational Services field, if applicable. This is a multi-select field; more than one selection can be made for this field by holding down the Ctrl key and clicking on the options that apply. These are the services a student is receiving upon entry into your program. Select one or more from this list of services.

26. Select whether or not the adult is Special Needs. If Yes is selected, your program must have documentation of the adult's official special needs diagnosis on file. Students marked special needs are not required to be assessed using one of the standardized assessments; however, they must be assessed using an alternative assessment(s) to measure basic skills levels. Any learner with a special needs indicator will automatically be entered into the Beginning Literacy ABE Educational Functioning Level (EFL) in eData and will not show a learning gain reportable to the NRS. Individual student goals for special needs students are required and should be entered on the Adult-Specific Goals tab with a set date and met date (if the goal is attained).

27. Choose if the adult was a PA CareerLink® Referral. Selecting Yes indicates the PA CareerLink® referred the adult to the agency for services.

28. Click Save to save the adult record.

Sharing Adults: Agencies are able to share adult records in eData. The sharing of adult records was set up to ensure the unduplicated reporting of adult records and to allow several agencies to report the enrollment activities of an adult within individual programs for performance standard reporting. Agencies who share an adult can see the name and contact information for the agency with which they share the student.

The first agency to create a record for the adult is automatically designated as the agency in control of the adult's Demographic Details section (including their address, contact information, etc.) All agencies who enter a record for the same adult can enter goals, assessments, assignments, and attendance for that adult. If the agencies determine that it would be beneficial to switch the demographic control from one agency to another, the Agency Data Administrator of the controlling agency can transfer demographic data control by using the Transfer Demographic Data Control button above the Program Year Details section. To transfer the data control, select the agency that the control will be transferred to from the drop-down box and then click the Transfer Demographic Data Control button. The selected agency will then have control of the demographic information for the adult. Regardless of who controls the demographics data, all agencies will remain in control of their program year data for the student.

Assessment information for shared adults is automatically shared. Each assessment displayed in the Assessment tab for the adult is only editable by the agency that administered and entered that assessment. If the assessment is marked as invalid by the testing agency, it will also display as invalid for all shared agencies.

Agencies should pay close attention to highlighted assessments for these shared adults. The highlighted assessment(s) are used for Entry/Exit EFL identification for NRS reporting. In some cases, the first agency to serve the adult may not have administered an exit assessment. It is the responsibility of the second agency working with that adult, later that program year, to administer a matching posttest for educational gain calculation. If the adult is attending two programs simultaneously, and both administer an assessment within thirty days of the first entry date, the assessment with the lowest EFL will be the

highlighted assessment. Programs should check adult assessment data regularly and contact the programs with whom they share the adult, to ensure coordination of assessments within the publishers' recommended assessment guidelines.

Mark for Deletion: Agencies are unable to delete adult records; however, agencies can mark an adult record for deletion should there be an error in data entry. Any adult records marked for deletion will require an explanation of why the record should be deleted from eData. Users can enter this explanation in a text field that appears when an adult record is marked for deletion. Remember to NOT use commas in the explanation field. Students served in any way by the agency should not be deleted from the system due to lack of instructional hours or assessment. If needed, the Division may review the record's data to determine if deletion of that record is appropriate.

The Mark for Deletion process is reversible. If a user wishes to remove Marked for Deletion from a record, they may click Unmark for Deletion on that record. Once an adult record is deleted from eData, all information for that record will cease to exist in the system for the program year.

Saving Adult Records: After saving an adult record, a message in blue text will appear at the bottom of the screen stating that the data was saved successfully. If any errors occur, a message in red text will appear instead stating the error and noting what needs to be addressed before the record can be successfully saved.

If the adult record entered in eData is a near match with a record in the PASecureID system, a message will appear in blue text at the bottom of the screen noting: "Adult is inactive because of a near match." If this message appears, contact eData Tech Support to resolve the near match. Near-matched adult records are available the day after the near match is resolved. Always check the bottom of the screen for messages after attempting to save any information.

After an adult record is successfully saved, scrolling to the top of the screen will provide access to tabs for each of the sections for data entry for that record. The following is the list of tabs available for all adult records:
- Assessments
- Outcomes
- Assignments
- Agency-Specific Goals
- Assessment History

Pennsylvania
Adult Education
Resources

Assessments

Assessments Tab: This tab displays all assessment information for the adult record for the program year. When this tab is selected, the screen will show the Add Assessment button. When clicked, this button will allow the user to enter an assessment(s) for the adult following these steps:
- Enter the assessment date.
- Select the instrument name from the drop-down list of Division-approved assessments.
- Select the version of the assessment.
- Select a subtest/subcategory for the assessment.
- Select a form/level for the assessment.
- Enter a score for the assessment. The score ranges for the selected assessment will appear next to the score box once that assessment's information is entered.
- Enter the initials of the staff person who administered the assessment. Note: For assessments given by non-division-funded programs or workforce partners, enter "ZZ" as the initials.
- Click Save to save the assessment entered.

For an intake assessment to be recognized as a valid pre-test in eData, the assessment cannot be dated more than 30 days after the adult's enrollment date (in accordance with Bureau Policy D.100). If a student was assessed in the previous program year by that agency, users will see a Rollover Assessment function appear below the Add Assessment button. Users may click the Rollover Assessment button to roll over an assessment from the previous program year if the assessment is within 150 days before the current year's enrollment date.

All assessments entered for the current program year will appear in this tab. Assessments will have information on date, instrument name, version, subtest, administration, score, form, and educational functioning level (EFL), as well as the total number of instructional hours between assessments. If the adult record is shared, the Instructional Hours field includes instructional hours earned in all shared agencies.

For each assessment entered into eData, there is an option to allow programs to invalidate the assessment should one be entered in error. Programs should consider carefully before invalidating an assessment, and invalidation can only be used in the event an error is made in data entry. All assessments an adult has taken within the program year are displayed in this section, including all assessments entered by the other agencies if the adult is shared. When an assessment was entered by another agency, it is labeled on the screen as imported. Imported assessments are not editable by another agency, and if the agency that gave the assessment elects to invalidate the assessment, then it will display the assessment as invalid for all agencies.

Assessments used to determine the adult's EFL are highlighted in green. Educational functioning levels are tracked for the purpose of reporting measurable skill gains.

Assessment History Tab: For adults who have attended a Bureau of Postsecondary and Adult Education-funded program in a previous year(s), a history of their assessments will be available under this tab. The assessment history is arranged by year, test type, and subtest so that instructors can track progress for continuing and returning students.

Outcomes and Assignments

Outcomes Tab: This tab displays all of the adult's core and secondary outcomes. These outcomes are arranged in order, with Core Outcomes at the top and Secondary Outcomes at the bottom of the screen. The top of the screen displays the primary indicators of performance/core outcome measures. The outcomes are as follows:

1. Educational Gain - the student's status in reaching the outcome of educational gain is listed as Met or Not Met, depending on the assessments the student has entered in eData.
2. Obtain Secondary Credential - programs may set this as a goal for local purposes but set dates for this outcome are unofficial and do not determine placement in the cohort.
3. Enter Postsecondary Education or Training - set automatically for students who fall into the cohort group for the outcome. For official cohorts for primary indicators of performance assignment, refer to Bureau Policy C135.
4. Employment Outcomes - set automatically for students who fall into the cohort group for the outcome. For official cohorts for primary indicators of performance assignment, refer to Bureau Policy C135.

Upon an adult completing an outcome, agencies can enter a met date. This is an unofficial date, however, and is used for agency tracking purposes only. The official data match process begins once the student is exited from the program. Students should only be exited when they have left the program or have 90 days of inactivity and are not scheduled to return.

The bottom of the screen displays the adult's secondary outcomes. Secondary outcomes include work, family, and other student-centered goals. Users may enter the set date and met date for the secondary outcome measures for the adult. The secondary outcomes require a set date and then a met date when the outcome is completed.

Assignments Tab: The Assignments tab displays the classes, groups, and pairs to which the adult is assigned. This tab can also be used to add an adult to a class or group. On this screen, adults can be removed from a class or group, but the adult cannot be removed from a pair, as the deletion of pairs is not possible. Instructional hours are not entered in the Assignments tab but rather through the Class, Group, or Pair Attendance tab.

Clicking on the Assign a New Class or Assign a New Group buttons will bring up a search where users can search for all classes or groups at once by clicking Search with no search criteria entered, or they can enter search criteria to return a specific class or group. Users may also search by entering the date the student started attending the class or group. Pairs cannot be created from this screen but are instead created through the Pair Details/Add Pair option.

Class and Group Attendance: To add hours for an adult in a class or group, follow these steps:
- Select the Class Details or Group Details screen, and then search for the class/group.
- Select the Attendance tab in the class or group and add adult hours.

Hours can be added or edited in one of the following ways:

- Select the Add New Attendance button, which will bring up the fields for date, total hours, a list of students in the class with options for adding hours, and a list of staff with options for adding hours. Addition of hours can be done daily, weekly, or every two weeks.
- The Date and Total Hours fields should reflect the time frame used for data entry. For example, if hours are entered weekly, the Date Assigned field should be the last day of the week the class was held, and the Total Class Hours field should be the total number of hours available for students to attend during the week.
- The total class hours should not be confused with the number of hours a student attended the class but should reflect the number of hours available for them to attend. The students and staff can also be designated as Active, Inactive, Completed, or Left.
- Users are required to indicate if the hours were Remote or In-person.
- Hours cannot be added to students or staff with a status of anything but Active.
- The status can be changed to Active should hours need to be added for the time in question or if the student reenters the class after an absence.

Add Staff Hours - The staff hours entered are the hours the teacher taught the class. Users are required to indicate if a staff's hours were Remote or In-Person. The total number of staff hours cannot exceed the total class hours. Any hours spent in preparation for the class can be recorded in the staff file as non-instructional hours. Once all hours are added for adults and staff, click Save. Please note the following for classroom aides: In order to track a classroom aide's hours in eData, users should assign the classroom aide's staff record to the class/group where they work. Users should ensure that a classroom aide's hourly total during the period selected in the class/group includes only the time that they aide was a present in the class/group.

Users have access to the Adult Enrollment and Staff Assignment tabs. These tabs are provided so that agencies can view a list of all adults enrolled in the class or staff assigned to the class. These tabs are also helpful in navigating from the Class/Group screens to the Adult or to Staff Details screens. Users can navigate directly to these screens by clicking on the staff or student name. Data entry staff can go to the record of a staff person or student to check information, and then use the Back to Previous link at the top of the page to return to the Class page.

Agency-Specific Goals

Agency-Specific Goals: Agency-specific goals offer an agency the opportunity to record goals set for use with a large group of students within the agency.

Before entering information in this section, agencies should consider the core and secondary goals already assigned to adults to prevent a duplication of goals. This area is intended as a place for agencies to track goals specific to their programs or students.

The use of this section should be carefully planned as agencies are allowed only 10 agency-specific goals within the program year. To add an agency-specific goal, simply click the Add Agency-Specific Goals button and enter the goal and a set date for the selected adult.

Once an agency-specific goal is created for one adult, this goal (along with others entered) will display in this area for all adults and can be set as a goal for any adult in the agency.

Tracking IET Participation and Credential Outcomes: Agencies with Integrated Education and Training (IET) classes should track their students' IET outcomes in the Agency-Specific Goals section. Student IET goals in this section must come from a Division-approved IET class. Agencies with IET classes can track the following student goals in eData:
- Complete IET
- Earned PS Credential - [Name of Credential]

See Appendix A for detailed information and instructions about tracking IET participation.

Adult-Specific Goals: Also in this tab, below the listing of Agency-Specific Goals, there is space to enter Adult-Specific Goals (along with their set and met dates) for use with a single adult record. An agency may enter as many as five adult-specific goals for each adult they serve. Adults designated as special needs are required to have three to five individual student goals entered in this section with a set date and a met date (if the goal was attained).

Pair Details

Pair Details: Tutors are paired with their students in the Pair Details screen. Add Pair is used to create a pair record after both the staff and student are entered into eData. To create a pair, follow these steps:

1. Select a staff person, either paid or volunteer, by clicking the Select button. The button allows users to search for the staff by name. When the staff person is found, click Select next to his or her name to populate the field. Once the staff person is chosen, the Staff Type field should auto-populate.
2. Select an adult by clicking the Select button. The button allows users to search for the adult by name. When the adult is found, click Select next to his or her name to populate the field.
3. Select the contract with the associated program component. Each pair may have only one contract number per year. In the drop-down menu, select the nine-digit, hyphenated contract number assigned to the agency by the Division of Adult Education.
4. Select the type of service the pair provides from the list, which will be driven by the Contract Program Component selection above. The service selection should refer to the adult's actual course of study rather than the program component under which the service is provided. 064 contracts will have options to designate if the pair is funded through state, federal, or a combination of both funds. 054 contracts will have the options of ABE, ASE and ESL. 061 contracts will have the option of ESL. The service indication allows programs to correctly track and report the use of their funds. Select the type of service from the drop-down list that best describes the level of instruction in the pair.
5. Enter a start date indicating when the pair started in the program year.
6. The end date is not required when the pair is created but should be entered to indicate the date the pair stopped meeting during the program year.
7. Enter a status. Status defaults to Active when the pair is created and can be changed to reflect that the pair is no longer meeting by selecting either Inactive or Completed.
8. Chose a Special Program Type from the drop-down list. The Special Program Type field is linked to the contract component and will display appropriate choices for the special program type from the following list: Not Applicable, Distance Learning: Real-Time Remote, Hybrid: In-person & Remote, Postsecondary Transition, or Workplace Literacy. If none of the selections apply, Not Applicable should be selected. Choose the program type carefully, as learner enrollments, outcomes, and hours are tracked based on this field.
9. Enter a keyword for the pair. The Keyword field is an open-text, optional-use field, designed to allow for selecting or filtering files for reports or exports. Each file type (adult, class, pair, staff, etc.) has its own Keyword field. This field can be very useful to agencies when creating reports in the eData Access Database Template. Agencies should plan carefully how they will use these fields and stay consistent, so the data is useful. If a user has questions about how his or her agency might use the Keyword field, contact eData Tech Support.
10. Select Yes or No for Continue Next Year. Selecting Yes in the field will indicate that the pair plans to continue in the next program year.
11. Enter the Hours per Week. Hours per Week specifies the number of hours per week the pair is expected to meet.
12. Enter the Total Hours Projected for Year. Total hours per year are calculated by multiplying the number of expected hours per week by the number of weeks the pair is expected to meet.
13. The Total Hours Actual field is calculated using actual attendance and is automatically filled by the system.

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Family Details

Family Details: This section should be completed for all families who are served by an agency under their Act 143 Family Literacy Grant. Family Details should be entered after an adult has been added to the system. When an adult is rolled over from a previous program year, his or her family and children (who participated in previous years) will be available to roll over from the Family Details section of the Adult Details page. Using the Rollover Family and Child in the Adult Family Details will allow programs to roll over all family members without having to go to each rollover section (adult, family, and child).

Search: To narrow the search for a family, the following criteria are available:
- Family Code (Agency Designated)
- Surname
- Keyword

Rollover: To narrow the search for a family you will roll over from a previous year, the following criteria are available:
- Family Code (Agency Designated)
- Family Surname
- Keyword

Add: To add a family to eData, follow these steps:
1. Enter a family code. Family code is a four-digit code assigned to each family participating in a family literacy program. This is a unique number for each family in an agency and is assigned by the agency. Family codes are part of the families' records and should not be reused.
2. Enter the family's surname. The surname refers to the last name of the family. This is the last name the adult participant designates for the family.
3. Enter the family's zip code.
4. Select the county where the family resides.
5. Enter the Date of First Entry. The Date of First Entry should be the date the family first entered services in any Bureau of Postsecondary and Adult Education-funded program. For families who are rolled over from a previous year, the original date of enrollment will appear and will not be available for editing.
6. Enter a Site ID. Agencies can assign a Site ID to the family if appropriate. This field is for local use to identify programs with multiple locations where services are offered. This Site ID will also be shown in the Family Literacy Details section in the Adult Details record.
7. Enter a keyword for the family. The keyword field is an open-text, optional-use field, designed to allow for selecting or filtering files for reports or exports. Each file type (Adult, Class, Pair, Staff, etc.) has its own keyword field. This field can be very useful to agencies when creating reports in the eData Access Database Template. Agencies should plan carefully how they will use these fields and stay consistent, so the data is useful. If a user has questions about how his or her agency might use the keyword field, contact eData Tech Support.
8. Enter the Current Year Entry Date. The Current Year Entry Date is the date in this program year that the family first participated in your program.
9. The Exit Date is the date the family exits the program or end of the program year. If the family exits before the end of the program year, enter the actual exit date to assure accurate

performance standards calculations, if the family will continue into the next program year an exit date is not required.

10. Select the family's Household Income.
11. Enter the Number of Family Members. The Total Income of Family at Time of Entry should be selected from the drop-down menu and the number of family members living in the household supported by the selected income is entered in the Number of Family Members field.
12. Select a primary contract from the drop-down list; contracts will include an Act 143 (054) Family Literacy contract and any Non-Bureau of Postsecondary and Adult Education contracts related to family literacy. Families to be counted for standards calculation should be listed with an Act 143 contract.
13. Click Save to save the record. After saving the Family Details record, tabs are available at the top of the screen to enter hours and view associated family members.

Family Members: This tab shows a list of the adults and children associated with the family. The last name for each adult or child can be clicked to view his or her Details screen. To exit the Details screen for that family member, the Back to Previous link at the top of the page, when clicked, will return the user to the Family Members page.

ILA Hours: The screen will show a list of all Interactive Literacy Activities (ILA) hours for the family and a button at the bottom to add new ILA hours. ILA hours entered incorrectly can be deleted by selecting the ILA Hours entry and clicking on the Delete button at the bottom of the screen. Clicking the button will take the users to a screen where hours can be entered for an activity. To enter ILA hours, follow these steps:

1. Select the adult and child who were present for the activity from the drop-down list. If more than one child or adult participates, the hours should be split to reflect the actual number of hours the activity was held. For example, if a mother attends a one-hour story time with two children, ILA should be entered for the mother and each child as 30 minutes of ILA.
2. Select the family literacy or N contract for the hours related to the activity.
3. Indicate the date the ILA hours were earned.
4. Enter the number of hours for the activity.
5. Designate ILA hours. If the activity was done at the center or under the supervision of an instructor, F2F should be selected.
6. Click Save to save the record of the ILA hours.

Parenting Hours: The screen will show a list of all the parenting hours for the adult and a button at the bottom to add new parenting hours. Parenting hours entered incorrectly can be deleted by selecting the Parenting Hours entry and clicking on the Delete button at the bottom of the screen. Clicking the button will take the user to a screen where hours can be entered for the adult. Follow these steps to enter

Parenting Hours:
1. Select the adult from the drop-down list.
2. Select the associated contract whether family literacy or N contract.
3. Indicate the date for the parenting hours.
4. Enter the number of parenting hours.
5. Select the nature of the parenting hours. If the parenting hours were done at the center or under the supervision of an instructor, F2F should be selected.
6. Click Save to save the record.

Home Visits (Optional): The Home Visits screen will show a list of all home visits for the family and a button to add new visits. Clicking the button will take the user to a screen where visit dates and hours can be entered for the family. To enter Home Visits, follow the steps below:
1. Select the name(s) of the staff member(s) present at the home visit. More than one staff person can be selected by holding down the Ctrl key and selecting the staff names.
2. Select the appropriate family literacy or N contract number should be selected for the hours entered.
3. Indicate the date on which the home visit occurred.
4. Enter the number of hours for the visit.
5. Check the box next to the appropriate adult or child code for the family members present during the visit.
6. Click Save to save the record.

The Home Visit tab in eData is a carryover from when agencies were awarded Even Start contracts. Home visits are optional for Act 143 Family Literacy programs.

Assessments: The Assessment screen in the Family section allows agencies to enter information for the Adult and Child Interactive Reading Inventory (ACIRI). The ACIRI is for families with children who are between the ages of three and five. To enter an ACIRI assessment, follow the steps below:
1. Select the adult and the child who participated in the assessment.
2. Indicate the date the assessment was given.
3. Enter the name of the book that was read.
4. Enter the assessment scores.
5. Click Save to save the ACIRI assessment.

The Assessment screen has room for the assessment scores to be entered three times. Scores are entered for adult behaviors and child behaviors, and when the assessment is saved, mean scores are calculated. For more information on the assessment, go to Division Policy D.160.

Adult Family Literacy Details: After creating the family, return to the adult record to connect them to the family by clicking on the Associate Family Member link at the bottom of the Adult Details page and completing the information. Follow these steps to associate the adult with his or her family:
1. Select the family code and surname from the available selections in the drop-down list.
2. Enter the date the adult entered the family literacy program. This date should reflect the date they entered family literacy and could be different from the adult education date of first enrollment or the Period of Participation enrollment date.
3. Select the adult's relationship to the child(ren) being served in the family literacy program from

the drop-down list. Select one of the following choices: Parent, Grandparent, Other Relative, or Other.

4. The adult's household status when entering the family literacy program should reflect one of the following choices:
   a. Head of single-parent household - The adult is head of a single-parent household.
   b. Head or spouse/partner in two-parent household - The adult is head, spouse, or partner in a two-parent household.
   c. Head or spouse/partner/no dependents - This choice should rarely be used for adults participating in a family literacy program.
   d. Dependent member of household - The adult is a dependent member of a household.
   e. Dependent and single parent - The adult is a dependent member of a household and a single parent. Example: Teen parents living with and supported by parents or other family members,
   f. Living in a group quarters - The adult is living in group quarters.
   g. Living alone - This choice is only appropriate in limited situations. If the adult is participating in the family literacy program but not living with the child/family, they are associated with such as a grandparent who is participating.

5. Select an Adult Code. The participating adult's unique code in the family literacy program is assigned by the agency. Codes should start with "A" for the first participating adult and progress through the alphabet for all other participating adults. Codes should be used only once and should not change from one program year to the next.

Child Details

This section should be completed for all children who are served in family literacy by an agency.

Search: To narrow the search for a child, the following criteria are available:
- Last Name
- First Name
- Family Surname & Code
- Keyword

Rollover: To narrow the search for a child you will roll-over from a previous year, the following criteria are available:
- Last Name
- First Name
- Family Surname
- Keyword
- Year (Program Year)

Add: To add a child to eData, follow these steps:
1. Enter the child's first and last name. eData requires at least a first and last name for every child; it is suggested that a middle initial be used to avoid duplication and assist in searching for a specific individual.
2. Enter the child's date of birth. Accuracy is important when recording the child's date of birth. The child's age is calculated from this date and the current year enrollment date. This date is used to determine what assessments are necessary and if the child is placed in the appropriate category.
3. Select the child's gender.
4. Enter the date of first enrollment for the child. This is the date they were first enrolled in Bureau of Postsecondary and Adult Education-funded services. For children who are rolled over from a previous year, the original date of enrollment will appear and will not be available for editing.
5. Enter the child's ethnicity.
6. Chose the child's family surname and code. Surname and code are available in the drop-down list for all families entered in eData for the user's agency. If a child is accidentally assigned to the wrong family, the user must delete the child and reenter his or her information, attaching them to the correct family.
7. Select a child code which is assigned to all children in the family literacy program. Codes should start with Z for the first child in a family and progress backward through the alphabet for all other children. Once this code is assigned to a child, it will not be available to assign to any other child in the family.

Child Program Year Details: Continue to enter information for the child by following these steps:
1. Select the appropriate type for the child, either Preschool, for children birth through age six who are not in public school, or School-Age, for children who are attending a school.
2. Enter a keyword for the child. The Keyword field is an open-text, optional-use field, designed to allow for selecting or filtering files for reports or exports. Each file type (Adult, Class, Pair, Staff,

etc.) has its own Keyword field. This field can be very useful to agencies when creating reports in the eData Access Database Template. Agencies should plan carefully how they will use these fields and stay consistent, so the data is useful. If you have questions about how his or her agency might use the Keyword field, contact eData Tech Support.

3. Enter the current year enrollment date, which is the date in this program year that the child first started to participate in services at your program.
4. Select if the child is participating fully in the family literacy program. Children not listed as participating will not be counted when calculating enrolled families. If the child is the only child in the family, he or she should be listed as participating, or the family will not meet enrollment criteria.
5. The system automatically calculates the child's age in the current program year using the child's date of birth and the current year enrollment date. It is extremely important that the child's date of birth be entered correctly, so these calculations will accurately reflect the child's age on entry to the program in this program year.
6. Click Save to save the child's information. Once saved, new fields will appear below the child's Program Year Details section if the child is marked as participating. This is the Participating Child Information and can be filled in by continuing the follow these steps.
7. Select if the child is Pre-K Year Before K (for a preschool child). If the child will go to kindergarten in the following program year, Pre-K Year Before Kindergarten should be set to yes. If the Pre-K Year Before Kindergarten selection is saved incorrectly, the child's file must be deleted and reentered to correct the error. The selection of Preschool or School-Age will determine the Participating Child Information. If the Child Type selection is saved incorrectly, the child's file must be deleted and reentered to correct the error.
8. The Participating Child Information section will appear different, depending on whether the child is pre-school or school-age. The differences are noted below:

Participating Child information for preschool children will contain the following list, and each question should be answered with a Yes or a No. The information will be required on entry and on exit. If None is set to Yes, all other fields are set to No.
- Early Intervention Early Head Start
- PCHP-Parent Child Home Program Nurse Family Partnership
- Head Start
- Title I Preschool
- Private Preschool
- K-3
- K-4
- Pre-K Counts
- Keystone Stars Preschool Family Literacy
- Daycare with Educational Component Daycare
- Other None

Participating Child information for school-age children will contain the following list, and each question should be answered with a Yes or a No. Entry grade should be selected from the drop-down list. The information will be required on entry and on exit. If None is set to Yes, all other fields will be set to No.

- Free and Reduced Lunch
- Home School
- Special Education
- ESL
- Before/After-School Programs
- Day Care with Educational Component
- Day Care
- Other, Must Specify
- None

When selecting Yes or No in the Other and None fields, data entry staff should pause a moment since each of these selections will reset the screen. Clicking too fast through these two selections can cause an error when saving the data.

End-of-Year School Data for School-Aged Children: School-aged children will also require information on the End-of-Year School Report. Follow the steps below to complete entry of the End-of-Year School Report:

1. Select Yes if an End-of-Year Report was obtained from the child's teacher or school.
2. Select the Date the EOYSR form was completed.
3. Enter the name of the school district the child attends.
4. Enter the name of the school the child attends.
5. Select if the child was promoted or retained. Selection for promotion/retention should be one of the following: Promoted, Retained, or Other. If Other is selected, complete the Other reason information.
6. If Promoted or Retained is selected, then select the option for the child's grade, as well as whether the child was promoted with an IEP, retained/referred for testing, or other. If Other is selected, specify the circumstances.
7. Choose one of the following from the drop-down list for each of the school-aged child's reading, writing, and math levels: Below Basic, Basic, Proficient, Advanced, or Unable to Assess. If information is not available, leave this field as it appears when first saved. Also, indicate how each level was assessed.
8. Enter the number of days of unexcused absences for the current school year; up to three characters can be recorded for this field.

9. Select the type of contact that a teacher had with the parent. This is selected from the following responses to select the ways parents were in contact with their child's teacher during the year. Several answers can be selected by holding down the Ctrl key and clicking the desired combination.
    a. None
    b. Open House
    c. Conference
    d. Phone
    e. Note
    f. Email
    g. Other (Specify)
10. Click Save to save the child's record.

Early Child Assessment: This tab will appear for children birth to five years who are not designated as being in school. Select the instrument name for the assessment instrument for the child. For specific information on selecting the correct instrument for children you serve, check Bureau Policy C.330. Dates for early childhood assessments are required information, except for the PALS and PPVT. While scores cannot be entered, programs should keep score information on file, and it should be used for planning instruction.

The date the assessment was administered will relate to either the Time 1 or Time 2 assessment. A Time 1 assessment from the previous year can be used if it was administered after May 1 for the previous program year. The child will continue to be assessed with the same instrument if there have been no breaks in the services provided to the child. All Time 2 assessments must be within the program year. Check Bureau Policy C.330 for more information.

Programs using the OUNCE scale with their birth to three-year-old children should record the date for the last assessment given as the Time 2 assessment, since the OUNCE is given in an age progression the final assessment given will be used as the Time 2.

Agencies should follow the assessment manual's instructions for the administration of the assessment and the reporting of the scores. The system will not allow assessment dates to be entered if they are fewer than 90 days apart.

Early Childhood Hours: All children participating in family literacy programs who are between the ages of three and five on entry are required to have early childhood hours of at least 12 hours to be included in the standards for family literacy. When entering early childhood hours, follow these steps:
1. Select the contract number under which the hours were provided.
2. Enter the date the hours occurred.
3. Enter the number of hours.
4. Enter the type of hours. Remember if Other is selected in Hours Type, you will need to specify the type of hours.

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Checking Data and Exit Process

When considering the data agencies have entered into the eData system, users have several options to search for potential errors. The eData system allows users to export their agency's data in a .CSV file format. Users may search the files for errors or missing information, or they may use the eData Access Database Template to review data files for errors/omissions. Users may also utilize the Access Database Template when following Bureau Policy C.130 to verify and report data at the end of each program year. For more information on using the eData Access Database Template, visit the PA Adult Ed Resources website. Agencies may also contact eData Tech Support with eData Access Database Template-related questions.

The steps below are for exiting adults who have been absent from the program for 90 days (or more) or will not be returning to the program the following year. Agencies should not exit returning or continuing students in order to capture a met outcome.

Exiting Adults During the Program Year: Adults with only Class or Group affiliation after all data entry for the student has been completed.
1. Select the adult status; Left, Completed, or Inactive.
2. Enter the date the student stopped attending the program in the Period of Participation Exit Date field on the Adult Details screen.
3. Select a reason for leaving.
4. Click Save.

Exiting Adults
1. At the end of the program year, an adult may be left as active on the Adult Details screen and within their assignments if he or she has committed to returning the next program year.
2. For Classes, Groups, and Pairs, make sure all hours for the program year have been entered.
3. For Obtain Secondary Credential and Secondary Outcomes, enter all met dates as appropriate.
4. Make sure all assessments have been entered, especially matching assessments for calculation of educational gain.
5. Review the adult's total hours on the Assignments page to double-check that all hours have been entered.
6. Check the file for any missing information.
7. If the adult will not return to the program, select the appropriate status, enter the Period of Participation exit date as the last date on which hours were recorded, and select a reason for leaving.

Exiting Adults in Pairs
1. Select the pair.
2. Enter the end date in Pair Details.
3. Change the status to Inactive, Completed or Left.
4. Click Save.

Exiting Adults, Children, and Families

1. Enter all family assessment data and early childhood assessment data.
2. Enter all instructional hours for Parenting, ILA, Home Visits, and Early Childhood Education.
3. In the eData Access Database Template, check the family literacy reports to ensure all data has been entered for the family:
   a. Follow the procedure for exiting an adult.
   b. Enter exit information for the child.
   c. Enter the exit date for the family.

eData Glossary

Agency Information and Contract Details

The individual designated as Agency Data Administrator in the eData systems should check the fields on the Agency Details page and report any errors to his or her advisor.

Agency Details

Contact Name: Name of the person to contact concerning data linked to Division-funded contracts. Agencies should have at least one contact person listed on the Agency Details page. The eData Agency Contact person is assigned through the PDE website and is a user group for the eData system. The email for staff marked as the contact person for shared adults will be given to other agencies who share an adult with the contact's agency.

Contact Phone and Extension: The phone number (and extension) of the contact person.

Contact Email Address: The email address of the contact person.

Job Title: Contact person's job title. (This is optional but recommended.)

Bureau-Funded Contract Number: In the following sections, there are references to the term "Bureau." The current term is "Division"; however, the eData system has not been updated to reflect this change. Any reference to the Bureau is referring to the Division of Adult Education. The Division of Adult Education approves the automatic transfer of agencies' contract numbers and program components from eGrants to the eData system. Each contract number that appears on the Details page is a link to view the Agency Activity Summary Details, which include:
- Total planned enrollment.
- Number of students in a component.
- Number of classes.
- Number of volunteers.
- Amount requested.

Non-Bureau-Funded Contracts: This screen will be blank at the beginning of the program year. Programs may add up to 20 non-Bureau-funded contracts to track information related to services provided outside Bureau funds. In the system, when adding a non-Bureau-funded contract that will be used for tracking on non-Bureau-funded hours in an Integrated Education and Training (IET) class, agencies should add the initials IET (in all capital letters) to the end of the name of the contract. For example, a non-Bureau-funded contract might be named ABC Welding. If it will be used to track non-Bureau-funded hours in an IET class, it should be named ABC Welding IET.

Contract Type: Select one of the following to describe the services that are provided:
- Adult Ed – This should be used for adult education services not funded by Division grants.
- Family Literacy Partner – This should be used to track family literacy activities not tracked with a Division contract such as parenting, ILA, early childhood hours, or home visits for Division-funded family literacy programs.
- Other – This should only be used if the contracted services do not fit into the categories above

and requires that the agency specify the nature of the contract.

Name of Funding Source: The name should be descriptive; it should be easy for data entry staff to select the appropriate non-Bureau contract when creating classes, groups, or pairs and recording the hours for family literacy programs.

Amount: This refers to the dollar amount attached to this contract. This field is available for contracts that have monetary amounts tied to them. If no dollar amount is linked to the contract being created, then the field can be left blank.

Keyword: This field can be used for sorting using the search function in eData and by using the eData Access Database Template. Keywords are agency-specific and are most effective when the information entered is consistent.

Contracted Number: List the number of participants served with this contract. This field is optional and can be left blank. Enter the number of students that are assigned to this contract, or the field can be left blank if there is no set number of students.

Class/Group Details

Create or roll over a class or group to track adult assignments within the program year.

Class/Group Name: Assign a unique name for each class/group. When naming a class used to track Integrated Education and Training (IET) hours, agencies should add the initials IET (in all capital letters) to the end of the name of the contract. If it will be used to track Division-funded hours in an IET, it should be named ABC Welding DAE IET, for example. If a class is used to track non-Division-funded hours, it should be named ABC Welding non-DAE IET.

Contract Program Component: The associated program component is defined in eGrants. Each class/group may have only one contract number per program year. Select the nine-digit, hyphenated contract number assigned to you by the Division (or the N contract created by your agency from the drop-down list). Hours connected to a class/group that is listed with a non-Bureau contract number will not be counted toward enrollment for adult students.

For contracts beginning with 064, select the appropriate contract program component for the class or group:
- ABE Community – community ABE programs
- ABE Institutional – institutional ABE programs
- ASE/GED® Community – community ASE/GED® programs
- ASE/GED® Institutional – institutional ASE/GED® programs

For contracts beginning with 054, 061, or N, select the appropriate contract program component for the class or group:
- Contract 054 - Family Lit (family literacy contracts)

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- Contract 061 – ABE/ESL Civics (IELCE Contracts)
- N - Non-ABLE-funded Contracts

Service: Select the type of service the class provides and, if the class/group is supported by 064 funds, select the appropriate funding stream for the class. The selection should refer to the adults' actual course of study rather than the program component under which the service is provided. Only one service type can be selected for a class/group. For any class or group marked as one of the hybrid or distance learning options in the Special Program Type field, see the information listed in Appendix B.
- ABE – Instruction below the secondary level, i.e., below the 9th grade level
- ASE – Instruction at the secondary level, i.e., 9th through 12th grade
- ESL – Learning English as second language
- Distance Learning (when selected, users must select All Levels in the Levels box below)

Levels: Select the educational functioning levels that this class/group will support. More than one level can be selected by holding down the Shift key and clicking the selection. When Distance Learning is selected, users must select All Levels in the Levels box. This is the only option that will appear. Select from the following:
- ABE Level 1
- ABE Level 2
- ABE Level 3
- ABE Level 4
- ABE Level 5
- ABE Level 6
- ESL Level 1
- ESL Level 2
- ESL Level 3
- ESL Level 4
- ESL Level 5
- ESL Level 6

Start Date: Indicate the date the class/group starts within the program year.

End Date: Indicate the date the class/group will end during the program year.

Status: Choose Active, Inactive, or Complete. This status refers to the class/group and defaults to Active when the class is created.

Special Program Type: Based on funding, select the special program type. (If none apply select Not Applicable.)
a. Distance Learning: DLP
b. Distance Learning: Paper-based NRS reportable
c. Distance Learning: Real-time remote
d. Distance Learning: Supplemental
e. Distance Learning: Teacher-assigned non-supplemental
f. Hybrid: In-person and Remote

g. Integrated Education and Training with credential (classes only)
h. Integrated Education and Training without credential (classes only)
i. Not Applicable
j. Postsecondary Transition
k. Workplace Literacy

Please note:

- If has agencies have any questions as to which type of special program type to select for a given class or group, they should consult their Division of Adult Education advisor.
- IET is an option available to classes only, and a selection must be made to select either IET with credential or IET without credential. Agencies should have a conversation with their Division of Adult Education advisors if they are planning to use IET as a special program type. Note: See Appendix A for more information about tracking IET participation and outcomes.

Choose the special program type carefully as learner enrollments and hours are tracked based on this field. If selecting Integrated Education and Training, programs should consult with their advisors prior to adding the class to eData.

Use the following definitions when selecting special program type.

- **Workplace Literacy:** The class/group is involved in instruction that demonstrates a strong relationship between skills taught and the literacy requirements of actual jobs, especially the increased skills requirements of the changing workplace. These educational services are targeted at adults with inadequate job skills for whom the instructional program is expected to mean continued employment, career advancement, or increased productivity. The local education service provider must have a partnership with business, industry, or labor organizations. Instruction may be provided at worksites, union halls, or established learning sites.
- **Postsecondary Transition:** The class/group is involved in instruction that prepares the student to enter a postsecondary institution or training program to prepare him or her for future employment.
- **Integrated Education and Training:** As noted above, programs should check with their advisors when selecting this program type.
- **Distance Learning and Hybrid:** The class/group is involved in instruction that aligns with the distance education guidelines set forth in the Division of Adult Education's policy D.130. See this policy for more details.

Enrollment Type: Select the enrollment type for the class. Select Open Entry – Open Exit for classes that have open enrollment. Select Managed Enrollment for classes that emphasize intensive, contextualized instruction, are on a fixed schedule, have a closed enrollment structure, and concentrate on student goal setting. If the user has questions about the appropriate enrollment type, contact the appropriate regional advisor at the Division.

Keyword: This field can be used for sorting using the search function in eData and by using the eData Access Database Template. Keywords are agency-specific and are most effective when the information entered is consistent.

Hours per Week: Enter the number of hours this class is scheduled to be held each week, based on a five-day week.

Total Hours Projected for Year: Enter the projected number of hours this class is scheduled to be held for the entire program year.

Staff Details

Create a staff file for every person working under any Division-funded contracts in the database, both paid and volunteer persons. All volunteer classroom aides must be entered as staff the same as all other volunteers.

Prefix: Use of this field is optional. A prefix is the title before a person's name (Mr., Mrs., Ms.).

First Name: The staff person's first name. Numbers may not be substituted for name.

Middle Initial: Use of this field is optional.

Last Name: The staff person's last name. Numbers may not be substituted for name. Do not include suffixes in this field. Instead, use the Suffix field.

Suffix: Use of this field is optional. A suffix is an addition to the end of a person's name (Sr., Jr., III, IV).

Staff Type: Select one of the following:
- Fully Bureau-funded: All hours are paid for by Division funds.
- Partially Bureau-funded: Some staff hours are paid for with Division funds.
- Other Funded: Staff hours are paid out of funding that is not connected to any Division-funded grants.
- None: Staff/tutor/aide is not receiving payment for his or her work. (This includes volunteer classroom aides.) If None is selected, Volunteer should be set to Yes.

Volunteer: Select one of the following:
- Yes: Staff person volunteers his or her time to tutor, assist in office work, is a classroom aide, or engages in other non-paid work.
- No: Staff person is not a program volunteer.

Employment Status: All staff (paid or volunteer) should be identified as either full-time or part- time, as defined by your agency's policy.

Birth Date: The staff person's date of birth.

Gender: Male or female.

Ethnicity: The following categories reflect current federal definitions. Staff may estimate ethnicity using the criteria below to select the most appropriate category.

- Hispanic/Latino (any race) - A person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino." If a staff person marks this as Yes on the intake form, his or her should be marked as Hispanic regardless of any other selection.
- American Indian or Alaskan Native (Not Hispanic) - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian (Not Hispanic) - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American (Not Hispanic) – A person having origins in any of the Black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander (Not Hispanic) - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White (Not Hispanic) - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Multi-Racial/Two or more races (Not Hispanic) – A person having origins in two or more race categories and not Hispanic/Latino. If two (or more) ethnicities are selected, and Hispanic is not one of the choices, Multi-Racial should be selected.

Address: Staff member's current residence, including address 1, address 2 (if applicable), city, state and zip code. Update staff member addresses, as necessary, to keep current.

County: County in which the staff person resides.
Email: Staff email contact information.

Phone: Staff member's phone information. These fields will accommodate home phone, cell phone, and work phone with extension. Also included are indicators for receiving calls in each of these locations. These fields are not required but may assist programs in maintaining staff contact information.

Teacher Certification: Select from the following:
- No Certification –Staff person does not hold a certification from the list below.
- Adult Education Certificate – Staff person holds a certificate in Adult Education.
- K-12 Certification – Staff person holds a valid certification for any K-12 grade.
- Special Education Certification – Staff person holds a Special Education certification.
- TESOL Certification – Staff person holds a TESOL certification.
- Other Certification: Staff person holds certification not listed in the Teacher Certification field.
- Enter the certification held in the textbox.

Adult Ed. Experience: Select the option below that best describes the staff person's years of experience in the field of adult education. Do not count years of experience outside of the field of adult basic education.
- Less than one year
- One to three years
- More than three years

Adult Ed. Start Date: Date staff person started working in the field of adult education for the first time. For staff rolled over from a previous year, the original start date will not be available for editing.

Education Level: Select the highest academic level that the person has completed.
- No diploma
- Secondary school diploma/Equivalent
- Some college courses
- Technical/Business school Certificate
- Associate degree
- Bachelor's degree
- Master's degree
- Doctoral degree

Primary Position: Select the staff position in which the staff will spend most of his or her time during the program year. At least one staff person must be designated as Administrator in an agency. Volunteer classroom aides should be designated as an Adult Education Paraprofessional. Tutors should be designated as an Adult Educator. Select from the following choices:
- Administrator
- Adult Educator
- Adult Education Paraprofessional
- Case Manager
- Coordinator
- Counselor
- Data Entry/Clerical
- Early Childhood Educator
- Early Childhood Paraprofessional
- Home Visitor
- Parent Educator

Status: Select Active, Inactive, or Completed. When a staff person is added to the system, Active is selected automatically. The system will default to Active when the staff file is created.

Keyword: This field can be used for sorting using the search function in eData and by using the eData Access Database Template. Keywords are agency-specific and are most effective when the information entered is consistent.

Start Date for this Agency: The date the staff person started working for the agency. This may be a date prior to this program year.

End Date for this Agency: If the staff person leaves your program, enter the last date the staff person worked.

Staff Assignment: In the Staff Assignment screen, programs can link staff to groups and classes. This screen will also show all assignments for a particular staff person. Staff are connected to pairs on the

Pairs screen. When connecting staff to a class or group through the Staff Assignment page, be sure to enter the appropriate assigned date for the class/group. Staff hours related to instructional time with a class, group or pair are recorded in the attendance screen for each class/group/pair.

Non-Instructional Hours: This screen allows programs to record hours that staff spend that are not direct instruction hours.

Staff Hours Type: Select from the following choices:
- DL Student Management
- Assessment, Budgeting
- Case Management
- Counseling
- Curriculum Development
- Data Entry/Clerical
- Fundraising
- Intake/Orientation
- Networking/Outreach
- Peer Mentoring
- Preparation
- Program Improvement
- Support Services
- Tutor Training
- Volunteer Recruitment/Coordination
- Other - a specification will be required if Other is selected

Contract Number: Select the contract number linked to the hours.

Date: Date the hours were entered.

Hours: Number of hours linked to this activity for the time frame used.

Adult Details

Adults should be entered or rolled over only when they have a valid assessment for the current program year. In other words, do not enter or roll over an adult unless he or she has a valid assessment for this program year.

Adult records will not save unless all required fields are completed. To assure that data entered into eData is compatible with all operating systems, agencies should use only alphanumeric characters. Users should avoid the use of special characters or punctuation. Only the following special characters are allowed: period (.), ampersand (&), hyphen (-), and apostrophe ('). Before entering an adult into the eData system, consider the following:

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Continuing student: From one program year to the next, a student is considered a "continuing student" if:

1. There is a gap of no more than 90 days in instruction for that individual from one program year to the next, OR
2. The individual is active when the class/group ends in the spring and starts again at the beginning of the class/group in the fall.

Returning student: Any student who leaves a program during one program year and returns in the next, who does not meet the above criteria, is a "returning student." Agencies must have returning students complete a new intake form and enter that data.

Demographic Details

Prefix: Use of this field is optional. A prefix is the title before a person's name (Mr., Mrs., Ms.).

First Name: The adult's given, legal name. Nicknames should be entered in the Other Name field. Numbers may not be substituted for name.

Middle Initial: Use of this field is optional but strongly encouraged to assist with identifying adults in duplicate adult checks.

Last Name: The adult's last name. Numbers may not be substituted for name. Do not include suffixes in this field, use the Suffix field instead.

Suffix: Use of this field is optional. A suffix is an addition to the end of a person's name (Sr., Jr., III, IV).

Other Name: Use of this field is optional. Use for nicknames, American names for foreign students, or other circumstances where a student might not use their given name.

PASID (PASecureID): This number is assigned to students when they enter a PDE educational program in Pennsylvania. Students who have attended high school, adult education, or postsecondary school in Pennsylvania since 2005 may have a PASecureID. This number is used to track educational information on all students in Pennsylvania. Students who are indicated as being a near match in the PASID system will be locked in eData until the near match issue is resolved. Agencies with near matches should contact eData Tech Support for assistance with these students.

Birth Date (mm/dd/yyyy): Adults must be at least 16 (for federally funded services) or 17 (for state-funded services). Date of birth is a required field and must be estimated if the adult does not provide it. Use the format 01/01/yyyy if estimating date of birth. (Agencies should make every attempt to get the correct DOB before entering an estimated one.)

Age: The system automatically calculates the adult's age in the current program year using the adult's date of birth and the current year enrollment date.

Gender: Male or female.

Social Security Number: The adult's nine-digit Social Security number. The Social Security number in eData is not exported from the system to keep this information confidential. Students will be assigned a PASecureID number instead, which serves as their unique number and will be displayed for each student. Agencies should attempt to enter a Social Security number for each adult, as they are used to verify core outcomes for federal reporting and to monitor local performance standards. Use 999-99-9999 for adults unwilling to provide Social Security numbers. Students with 999-99-9999 as their Social Security number will receive a PASecureID; however, they will not be data matched for any assigned core goal. Note: If an adult does not have a valid SSN, agencies may instead use that adult's individual taxpayer identification number (ITIN) in this field, if available.

Address: Adult's current residence. This includes address 1, address 2 (if applicable), city, state, and zip code. Update addresses as they change to keep them current.

Area: Choose one of the following:
- Rural – The adult resides in a place with less than 2,500 inhabitants and outside any metropolitan area.
- Urban – The adult resides in a city or suburb (adjacent area) with a population of 50,000 or more.

County: Use the drop-down menu to choose the county in which the adult lives. Do not use the county in which the adult is served. Adults residing in a corrections facility or institution in Pennsylvania are considered residents of the county in which the facility is located.

Date of First Enrollment: This is the date the adult is first enrolled in any DAE services. For adults who are rolled over from a previous year, the original date of enrollment will appear and will not be available for editing.

Ethnicity: The following categories reflect current federal definitions. Staff may estimate ethnicity using the criteria below to select the most appropriate category. If a student is reported as Hispanic/Latino, no other ethnicity will be reported. Students who select more than one ethnicity should be considered multi-racial unless one of the selections is Hispanic/Latino.
- Hispanic/Latino (any race) - A person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino." If an adult has this marked this as Yes on the intake form, he or she should be marked as Hispanic regardless of any other selection.
- American Indian or Alaskan Native (Not Hispanic) - A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.
- Asian (Not Hispanic) - A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American (Not Hispanic) – A person having origins in any of the Black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander (Not Hispanic) - A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

- White (Not Hispanic) - A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Multi-Racial/Two or more races (Not Hispanic) – A person having origins in two or more race categories and not Hispanic/Latino. If two (or more) ethnicities are selected, and Hispanic is not one of the choices, Multi-Racial should be selected.

Email: The adult's email address.

Phone: Student's phone information. These fields are optional and will accommodate home phone, cell phone, and work phone with extension, and they include indicators for receiving calls in each of these locations.

Adult Program Year Details (Current Year Information)

Status: Choose from Active, Inactive, Completed, or Left. This status refers to the status of the student and should only be changed from Active to one of the other selections after all data entry for the student is completed. Select one of the following if the student stops attending the program:
- Inactive - for students who have stopped attending but are scheduled to return to the program within the program year.
- Completed - for students who have completed their course of study and have moved on to other educational programs or have moved into the workforce.
- Left - for students who have left the program and are not expected to return.

Setting the Status field to anything but Active will lock the record and prevent data from being entered.

Keyword: This field can be used for sorting using the search function in eData and by using the eData Access Database Template. Keywords are agency-specific and are most effective when the information entered is consistent.

Period of Participation Enrollment Date: Period of Participation Enrollment Date should be the date, in the current program year, that the student filled out his or her intake and took the assessment(s). In the case of a situation where these dates differ, use the earliest date. This is called the Period of Participation Enrollment Date as this is also the start date for the adult's first Period of Participation. Use caution when changing or updating this field because it may have an effect on the calculation of the adult's entry/exit educational functioning level.

Leave of Absence: Returning After a Leave of Absence can be checked if it is predetermined that a student will be absent from the program for more than 90 days and has a planned return date. Enter the date the student will return and then select one of the choices for the absence: Medical, Work-related, Extended Visit to Home Country. There is an option for Other if none of the given selections are appropriate. Participants must have a scheduled return date for a leave of absence to be entered.

Primary Enrollment: Select the adult's primary means of receiving instruction: Class, Group, or Pair.

Service: Service is automatically assigned by the eData system based on the adult's attendance in a class, group, or pair.

Period of Participation Exit Date: The date when the adult formally exits the program or stops attending. The date is critical in determining outcomes and should be accurate. When an adult has not attended for 90 days, assign an exit date based on the last day of attendance. Completion of all data entry for the student should occur before an exit date is entered.

Incarceration Release Date: If needed, users may enter the incarceration release date for the adult.

Schooling:
- Select "US-based schooling" if the student last attended school in the United States.
- Select "Non-US-based schooling" if the student last attended school in any other country.
- Note that, for the purposes of this question, adult education classes are not considered as prior schooling.

Highest Grade Completed: Indicate the last grade of school the adult completed.
- **K through 11:** Select the correct grade for kindergarten through grade 11 for the last grade the adult completed. Do not select the grade the adult was in when leaving school.
- **No Schooling:** Indicates the student did not attend school.
- **Attended/Did Not Complete Grade 12:** The adult attended grade 12 for part of the year.
- **High School Diploma (including Alternative HS Program):** The adult completed grade 12 earned a diploma; include adults who earned their diploma in less than 12 grades.
- **Special Education / IEP Diploma:** The adult's last schooling was in a special education program or the student received an IEP diploma.
- **High School Equivalency Diploma:** The adult passed a Secondary School Diploma test such as the GED® or HiSet®.
- **Some Postsecondary Education, No Degree:** The adult attended college but did not complete a course of study.
- **Postsecondary Education Degree:** The adult earned a high school diploma (or its equivalent) and has completed a course of study to obtain a college or trade school certificate.

Enrolled in Postsecondary School at entry: Select Yes if the adult is enrolled in postsecondary education at entry to the program. If Yes is selected, enter the name of the postsecondary school.

Residence: Select either Community or Institution

If Institution is selected, make one of the following selections:
- **Corrections State, Corrections County, or Corrections Community:** If the adult is incarcerated in a correctional institution, including any prison, jail, reformatory, community-based halfway house or rehabilitation facility for criminal offenders, work farm, and detention center or any other state or local institution designed for the confinement and/or rehabilitation of criminal offenders.
- **Mental Health**: If the adult resides in a community-based rehabilitation facility or halfway house, or in a mental institution, rehabilitation facility, hospital, or similar facility for reasons other than

homelessness.

- **Mental Retardation:** If the adult resides in a community-based group home or state or private facilities for developmentally disabled adults. This is otherwise currently referred to as Intellectually Disabled, or ID.
- **Other:** Any other medical or special institution.

SID Number: This stands for State Identification Number, which is an eight-digit number, based on fingerprints, assigned by the Pennsylvania State Police to each person arrested within the Commonwealth. This is not a required field, but agencies should attempt to collect an SID number from the adult and/or from corrections officials for the purpose of year-end data matching.

Employment Status at Program Entry: Select the choice that best describes the adult's employment status at intake in the current program year. Do not update this field if the adult's employment status changes during or after intake.

- **Employed Full-Time or Employed Part-Time:** includes all of the following:
  a. Is currently performing work as a paid employee.
  b. Is currently performing work in his or her own business, profession, or farm.
  c. Is currently performing work as an unpaid worker in an enterprise operated by a member of the family.
  d. Is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job. Select Full-Time or Part-Time based on the adult's determination of employment status.
- **Not Employed:** A person who currently has no employment but is available for work. Persons placed in this category are seeking work, making a specific effort to find a job, and intend to accept employment if it should be offered.
- **Not in the Labor Force:** A person who is not employed and is not actively looking for work, including those who are incarcerated.
- **Employed:** but received notice of termination of employment, or military separation is pending
- **Employer:** Enter the name of the adult's employer if the adult is employed either full- or part-time.
- **Job-Provided Health Benefits:** This field will be visible if Employed Full- or Part-time above is selected. Select Yes if the adult is provided health benefits by his/her employer. This should be checked Yes if the employer provides the benefit even if the student does not use the benefit.

Entry Level: The student's educational functioning level at program entry will be displayed on the Details screen for students who have an appropriate pretest (an assessment given within the first 30 days of the adult's current year enrollment date or rolled over from the previous program year). If multiple assessments are given, the system will use the lowest pretest level to assign the adult's entry level.

Exit Level: The student's educational functioning level for program exit will be calculated when an appropriate matching posttest is entered for the student. This level could change with subsequent administrations of appropriate matching posttests. For more information on level gain, see Bureau Policy D.100.

Distance Learner: Check this box if the student is involved in any aspect of distance learning (DL). This could be DL provided by the Distance Learning Project or by a local agency as supplemental DL. Once checked, a box to specify who is providing the DL appears and must be indicated. If the local agency provides the adult with supplemental distance, the Provided by Local Program option should be selected in the Specify box. If the Distance Learning Project provides the adult with distance services, the Served by Statewide DLP option should be selected in the Specify box.

Barriers to Employment:

- **Basic Skills Deficient/Low Level of Literacy, Cultural Barriers, and/or English Language Learner – all students:** Select the checkbox for this option for all adults.
- **Displaced Homemaker:** Select Yes if the adult has been providing unpaid services to family members in the home and:
    a. Has been dependent on the income of another family member but is no longer supported by that income.
    b. Is the dependent spouse of member of the armed forces on active duty whose family income is significantly reduced because of:
        i. A deployment or a call or order to active duty pursuant to a provision of law.
        ii. A permanent change of station.
        iii. The service-connected death or disability of the member.
    c. Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.
- **Ex-offender:** Select Yes if the adult:
    a. Has been subject to any stage of the criminal justice process for committing a status offense or delinquent act.
    b. Requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.
- **Exhausting TANF:** Select Yes if the adult is within two years of exhausting lifetime eligibility under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), regardless of whether he or she is receiving these benefits at program entry.
- **Foster Care Youth:** Select Yes if the adult is currently in foster care or has aged out of the foster care system.
- **Homeless individual:** Select Yes if the adult:
    a. Lacks a fixed, regular, and adequate nighttime residence.
    b. Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
    c. Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work.
    d. Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (i.e., runaway youth).
    However, a participant who may be sleeping in a temporary accommodation while away from home should not, as a result of that fact alone, be recorded as homeless.
- **Individual with Disability:** Select Yes if the adult indicates that he or she has any disability, defined as a physical or mental impairment that substantially limits one or more of the person's major life activities, as defined under the Americans with Disabilities Act of 1990.

- **Long-term Unemployed:** Select Yes if the adult has been unemployed for 27 or more consecutive weeks.
- **Low Income:** Select Yes if the adult:
  a. Receives, or in the six months prior to application to the program has received, or is a member of a family that has received in the past six months assistance through the Supplemental Nutrition Assistance Program (SNAP), the TANF program, the Supplemental Security Income (SSI) program, or state or local income-based public assistance.
  b. Is in a family with total family income that does not exceed the higher of the poverty line or 70% of the lower living standard income level.
  c. Is a youth who receives, or is eligible to receive, a free or reduced-price lunch.
  d. Is a foster child on behalf of whom state or local government payments are made.
  e. Is a participant with a disability whose own income is the poverty line but who is a member of a family whose income does not meet this requirement.
  f. Is a homeless participant or homeless child or youth or runaway youth.
  g. Is a youth living in a high-poverty area.
- **Single Parent:** Select Yes if the adult is single, separated, divorced, or widowed and has primary responsibility for one or more dependent children under age 18 or is currently pregnant.

Migrant and Seasonal Farmworker Status at Program Entry: Select one option from the list below.
- **Seasonal Farmworker:** A low-income individual who, for 12 consecutive months out of the 24 months prior to program entry, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment and who faces multiple barriers to economic self-sufficiency.
- **Migrant and Seasonal Farmworker:** A seasonal farmworker whose agricultural labor requires travel to a job site such that the farmworker is unable to return to a permanent place of residence within the same day.
- **Dependent of a Seasonal or Migrant and Seasonal Farmworker:** A dependent of the individual described above as a seasonal or migrant seasonal farmworker.
- **Not Applicable:** Select if none of the above apply.

Reason for Participating: The reason for the student's attendance in the program. Select one of the following:
- Meet employment goal
- Meet family goal
- Become U.S. citizen
- Meet educational goal
- Self-improvement
- Mandated
- Be with other adults
- Meet other personal goal
- Other: If Other is selected, specify the student's goal for participating.

Reason for Leaving: This field can remain blank when the record is saved but should be completed if/when the student leaves the program. Select one of the following:
- Met goal
- Lack of transportation
- Moved
- Childcare issues
- Work schedule conflict
- Incarcerated
- Program did not meet expectation
- Not indicated
- Referred to Other Services
- Other - Specify the student's reason for leaving.

How Learned of Program: Select one of the following to indicate how the adult learned of your program:
- Relative
- Friend
- Acquaintance
- Educational institution
- Advertisement
- Worksite
- Previously attended
- Community organization
- Local PA CareerLink®
- Institutional staff
- Court-mandated or required by Welfare
- Military recruiter
- Other – If Other is selected, specify how the student learned of the program.

Non-Educational Services: This is a multi-select field; more than one choice can be made by holding down the Ctrl key and selecting the options that apply. Select one or more from this list:
- Counseling
- Financial counseling
- Legal aid
- OVR
- PA CareerLink®
- Veterans' assistance
- Other - Specify the service being provided.

Special Needs: Select Yes or No. If Yes is selected, your program must have documentation of the official diagnosis on file. Students listed as Special Needs will be placed in Beginning Literacy ABE and will not show level gain for the program year.

Mark for Deletion: If an adult has been entered into the eData system in error, Agency Data Administrators may mark the adult for deletion. Selecting this link will freeze the adult record and require an explanation of why the adult should be deleted from the system in the field provided. Any adults marked for deletion may be reviewed by the Division, if appropriate. If this is selected in error, there is an Unmark for Deletion option that appears at the bottom of the screen and will release the adult record. This option should not be selected for records that are listed as a near match; those will be resolved by calling or emailing eData Tech Support.

Adult Details: Family Literacy Details

The following fields are for adults who are being served with Act 143 Family Literacy funding. These fields are available after the family is created and the adult is associated with the family by selecting the Associate Family button at the bottom of the Adult Details screen. If the adult is rolled over from a previous year in which they were involved in family literacy, this information will be available to roll-over from previous program years. Users may revisit this section if information needs to be changed or updated.

Family Surname and Code: The family name with the family code is available for selection from the drop-down menu.

Site ID: Optional field for local agency use. This field is filled with information automatically from the family's details.

Date Adult Entered Family Literacy: The date the adult entered the family literacy program. This date could be different from the adult education date of first enrollment or the current year enrollment date.

Relationship to Enrolled Child: The adult's relationship to the child(ren) being served in the family literacy program. Select Parent, Grandparent, Other Relative or Other.

Entry Household Status: The adult's status when entering the family literacy program.
- Head of single-parent household: The adult is head of a single-parent household
- Head or spouse/partner in two-parent household: The adult is head, spouse, or partner in a two-parent household.
- Head or spouse/partner, no dependents: This choice is rarely used for adults participating in a family literacy program.
- Dependent member of household: The adult is a dependent member of a household.
- Dependent and single parent: The adult is a dependent member of a household and a single parent. Example: Teen parents living with and supported by parents or other family members
- Living in a group quarters: The adult is living in group quarters.
- Living alone: This choice is only appropriate in limited situations. If the adult is participating in the family literacy program but not living with the child or family.

Adult Code: The participating adult's unique code in the family literacy program. Codes should start with "A" for the first participating adult and progress sequentially through the alphabet for all other participating adults. Codes remain the same for participating adult every year.

Adult Assessments

The Division's assessment policy calls for administering a standardized pretest and posttest to all adults. This assessment will be used to track each adult's educational functioning level. Programs should enter all assessment information for all adults into eData. Adults must take the assessment within their first thirty days of attendance. If a student was assessed in the previous program year, agencies may elect to roll-over an assessment from the previous program year (if it is within 150 days of the current year enrollment date). The following criteria must be met:

- The instrument must be one of the Division-approved standardized assessments.
- The assessment must be administered under appropriate conditions by trained staff.

Assessment Date: Enter the date the assessment was administered.

Instrument Name: Select from the list of Division-approved assessments.

Version: This field is linked to the instrument and populates differently for each instrument.

Sub-Test/Sub-Category: The sub-test or sub-category being reported for the adult.

Form/Level: The form/level of the assessment. The BEST and BEST Plus 2.0 do not have forms/levels, so N/A will appear in the Level field for those assessments.

Score: The scaled score of the assessment. The range for the selected assessment will appear next to the box, and the score entered should be within that range.

Staff Initials: The initials of the staff who administered the assessment. For assessments given by non-Division-funded programs or workforce partners, enter "ZZ" as the initials.

Once saved, each assessment entered will include a field that will track the hours tied to that assessment. This field will appear next to the assessment and tracks the number of instructional hours the adult has accumulated since taking the assessment. Once a posttest is entered, any further instructional hours accrued by the adult are listed next to the most recent assessment.

Adult Assessment History

The system will list of all the assessments from the previous years, along with the following details:
- Test Date
- Instrument Name
- Version
- Subtest
- Administration
- Score
- Form/Level
- EFL

Outcomes: Core and Secondary Outcomes

Core Outcomes/Primary Indicators of Performance: The core outcome/primary indicators of performance of educational gain is automatically set for every adult. Educational gain is reported and measured by valid pre- and posttest scores in the assessment section and is seen in the Adult Goals section of the database.

All other federally mandated core outcomes are reported in the Outcomes section of the database as follows:
- Obtain Commonwealth Secondary School Diploma
- Enter Postsecondary Education or Training (automatically set)
- Obtain Employment (automatically set)

Using data matching, the Division will determine whether the adult achieved the above-listed mandated outcomes for federal reporting.

Core outcomes are automatically set for students according to the cohort group. For more on core outcomes and cohorts, see Division Policy C135 Cohorts for the primary indicators of performance.

Set Date: This will be automatically set for adults in each of the cohort groups except for adults with the High School Equivalency outcome, which can be set by the agency. Enter the date the High School Equivalency goal was set, which must be a date that falls within the program year.

Met Date: Enter the date the outcome was met. This field is for local use only and is not an official performance data field. Official outcome completion will be calculated by the Division of Adult Education for the outcomes Obtain High School Equivalency, Enter Postsecondary, and Employment.

Institution/Employer: This field should be completed for students who have met an employment goal, and students who have transitioned to a postsecondary or training program. If a student is unable or unwilling to provide their employer, "unknown" can be substituted so that the record can be saved.

Secondary Outcomes: The Secondary Outcomes section contains outcomes that are optional, except for specific Division-funded programs that require the reporting of specific secondary outcomes. Outcomes set in the Secondary Outcomes section should be outcomes that can reasonably be met by the adult during this program year. Set outcomes in the Secondary Outcomes section by entering a set date. Enter the met date for each outcome achieved by the adult.

Set Date: Enter the date the outcome was set. It must be a date that falls within the program year.

Date Met: Enter the date the outcome was met. It must be a date that falls within the program year.

Secondary Outcomes:
- Improve basic literacy skills - The adult demonstrates improved literacy skills.
- Improve English skills - The adult demonstrates improved English skills.
- Reduced or eliminated receipt of public assistance - An adult receiving TANF or related public assistance reduces the amount of assistance due to employment or increased income.
- Become a U.S. citizen – The adult passes the citizenship test.
- Achieve U.S citizenship skills – The adult obtains skills needed to pass the citizenship test.
- Register to vote – The adult registers to vote during the program year.
- Vote for first time – The adult votes for the first time during the program year.

Increase Involvement in Community Activities: This goal can include any of the following: attending or organizing meetings of neighborhood, community or political organizations; volunteering to work for or contributing to the support of such organizations; or volunteering to work on community improvement activities.
- Volunteer in the community – The adult will engage in unpaid work in the service of others in the community.
- Increase involvement in children's education - The adult demonstrates greater involvement in child's schooling.
- Help child(ren) more with schoolwork – The adult assists the child(ren) in completion of homework.
- Increase contact with child's teachers – The adult discusses child's education and progress.
- Increase involvement in child's school activities – The adult attends school events, parent meetings, or volunteer work on school projects.
- Increase involvement in children's literacy activities – The adult increases involvement in dependent child's literacy-related activities.
- Read more to child – The adult spends more time reading books/telling stories with his or her child(ren).
- Visit library for or with child – The adult takes his or her child(ren) to the library.
- Purchase books or magazines -The adult purchases books or magazines to share with his or her child(ren).
- Use the library/Get a library card – The adult gets or uses a library card to borrow books or other materials or uses library resources.
- Get a driver's license – The adult studies for and completes the driver's test, receiving his or her driver's license.
- Improve health literacy – The adult will improve his or her ability to read, understand and use

healthcare information to make decisions and follow instructions for treatment.
- Improve work skills – The adult will improve his or her skills, knowledge, and competencies related to employment.
- Obtain a job-related certificate – The adult will successfully complete the requirements for earning a job-related certificate.
- Fill out a job application – The adult obtains and successfully completes a job application.
- Complete a job interview – The adult schedules, attends, and completes an interview.
- Get a better job – The adult gains employment that affords a higher rate of pay or provides benefits that were not available in the prior employment. This goal should be set in conjunction with the Retain Employment goal. Do not set this goal if Retain Employment was not automatically set for this student.
- Enlist in military - The adult enlists in any branch of the military.

Agency-Specific and Adult-Specific Goals: Agency-specific goals are outcomes that an agency would set for a large number of their adults. They should be outcomes that are not included in the Core or Secondary Outcomes section. Agencies who have an IET class should track their IET student outcomes in the Agency Specific Goals section. See Appendix A for more information about tracking IET participation and outcomes.

The agency can select the Agency-Specific Outcomes tab in a student file and add the outcome to that student's file by filling in the information. Once the outcome has been entered for any student, it will be available for all other students in the program. Selecting the outcome in a student's Details file will provide the option to include a set and/or met date for the selected student.

Outcome: This should be a short description of the skills the students will achieve. Once set for a student, it will appear and can be selected for other students in the agency.

Set Date: Enter the date the outcome was set. It must be a date that falls within the program year.

Date Met: Enter the date the outcome was met. It must be a date that falls within the program year.

Adult-specific outcomes are outcomes that an agency can set that are specific to the adult student. Select the Agency-Specific Outcomes tab and enter the information on the skill that is unique to that student in one of the five Adult-Specific Outcome spaces. Adults designated as Special Needs are required to have three to five individual student outcomes entered in this section with a set date and a met date if the outcome was attained.

Assignments

The Assignments screen provides information on the classes, groups, and pairs assigned to an adult student. Classes, groups, and pairs are listed with information on the name, assigned date, contract, status, total hours for the student, and action. Adults are assigned to groups or classes and may be removed from classes, groups, or pairs on this screen. The action section allows agencies to update or delete a class or group which has no instructional hours.

Instructional Hours/Attendance: Once assigned to a class, group, or pair an adult will receive hours through the Class, Group, or Pair screen. Enter instructional hours in the Attendance tab in the adult's assigned class, group, or pair. These may include:
- Hours of actual instruction (indicating remote and/or in person instruction)
- Group participation
- Tutoring
- Supervised/Assisted learning in a lab setting

Add New Hours in Class, Group, or Pair: Go to the Attendance tab in the Class, Group, or Pair to add student and staff instructional hours.

Date Assigned: Enter the date the hours were assigned to the adult or staff member. These hours must be within the program year.

Total Class/Group Hours: This should be the total number of hours available for attendance for the class/group during the time period being reported. Students and staff may have different number of hours than the number listed in this field.

Adult Attendance: This section contains a list of students assigned to the class; each student will have the following fields:
- **Adult Name:** This is filled automatically.
- **In-person Hours:** This field should be filled with the number of hours the adult participated in person for the time period being reported.
- **Remote Hours:** This field should be filled with the number of hours the student participated in remotely for the time period being reported.
- **Adult Hours:** This field will be filled with the sum of hours indicated in the Remote and In-Person hours fields and is the sum total of hours for the time period being reported.
- **Status:** Select one of the following: Active, Inactive, Completed, or Left. This should reflect the student's status when the hours are entered and is specific to the class/group/pair. Students can be designated Inactive, Completed, or Left in the Attendance record after they have left the program or left the class, group, or pair.
- **Program Exit Date Group/Class:** This field is automatically populated when an exit date is added to the Adult Details screen. If the student is exited, no changes can be made to the attendance.
- **Assigned Date:** This field should contain the date the student started attending the class/group.
- **Total Hours:** This field is automatically populated and contains the total number of hours the adult has for all assignments including classes, groups, or pairs.

Non-instructional hours for adults cannot be reported. Time that a student spends on off-site assignments or individualized learning without instructional staff present cannot be counted as instructional hours. An exception to this is the entering of approved distance learning time.

Pair Details

Staff/Tutor Name: Select the staff or tutor that is active in the pair. Simply click Search to bring up a list of available staff or search for a specific staff person by entering his or her name.

Staff Type: For paid staff, this field will fill automatically. If the staff type is None, then Volunteer or None will be available for selection. For paid staff who also volunteer in the program, the appropriate type for the pair should be selected.

Adult Name: Select the adult that is active in the pair.

Contract Program Component: The associated program component is defined in eGrants. Each pair may have only one contract number per program year. Select the nine-digit, hyphenated contract number assigned to you by the Division or the N contract created by your agency from the drop-down list. Hours connected to a pair that is listed with an N contract number will not be counted toward enrollment for adult students.

For contracts beginning with 064, select the appropriate contract program component for the pair:
- ABE Community – community ABE programs
- ABE Institutional – institutional ABE programs
- ASE/GED® Community – community ASE/GED® programs
- ASE/GED® Institutional – institutional ASE/GED® programs

For contracts beginning with 054, 061, or N, select the appropriate contract program component for the pair:
- Contract 054 - Family Lit (Family Literacy Contracts)
- Contract 061 – ABE/ESL Civics (IELCE Contracts)
- N - Non-ABLE-funded Contracts

Service: Select the type of service the class provides. If the pair is supported by 064 funds, select the appropriate funding stream for the class. The selection should refer to the adult's actual course of study rather than the program component under which the service is provided. Only one service type can be selected for a pair.
- ABE – Instruction below the secondary level, i.e., below the 9th grade level
- ASE – Instruction at the secondary level, i.e., 9th through 12th grade
- ESL – Learning English as second language

Start Date: Indicate the date the pair started within the program year.

End Date: Indicate the date the pair will end during the program year. This field can be left blank when the record is saved but should be completed when the pair is no longer meeting.

Status: Choose Active, Inactive, or Complete. The system will default to Active when a pair is created. Special Program Type: Based on funding, select the special program type from the following options: Not Applicable, Distance Learning, Postsecondary Transition, and Workplace Literacy. If none apply, choose Not Applicable. Select the program type carefully as learner enrollment and hours are tracked based on this field.

Use the following definitions when selecting program type.

- **Distance Learning:** Real-time remote: the pair is involved in instruction that takes place primarily (or exclusively) in a remote environment.
- **Hybrid: In-Person & Remote:** the pair is involved in instruction that takes place both remotely and in person.
- **Postsecondary Transition:** The pair is involved in instruction that prepares the student to enter a postsecondary institution or training program to prepare him or her for the future employment.
- **Workplace Literacy:** The pair is involved in instruction that demonstrates a strong relationship between skills taught and the literacy requirements of actual jobs, especially the increased skills requirements of the changing workplace. These educational services are targeted to adults with inadequate job skills for whom the instructional program is expected to mean continued employment, career advancement, or increased productivity. The local education service provider must have a partnership with business, industry, or labor organizations. Instruction may be provided at worksites, union halls, or established learning sites.

Keyword: This field can be used for sorting using the search function in eData and by using the eData Access Database Template. Keywords are agency-specific and are most effective when the information entered is consistent.

Continue Next Year: Select Yes or No to designate a pair that will continue into the next program year.

Hours per Week: Specify the number of hours per week the pair are expected to meet. Pair hours should be three or more per week, as indicated in policy guidelines.

Total Hours Projected for the Year: Specify the total number of hours for the year the pair is expected to meet.

Total Hours Actual for the Year: This field is calculated using student attendance and is automatically filled.

Family and Child Details

This section is for agencies entering data for services using Act 143 Family Literacy funds.

Family Code: Four-digit code assigned to each family participating in a family literacy program (i.e., Act 143 Family Literacy). This is a unique number for each family in an agency.

Surname: Last name of the family. This is the last name the adult participant designates for the family.

Zip Code: Postal zip code for the area in which the family resides.

County: County in which the family resides.

Date of First Entry: The date the family first entered services. For families who are rolled over from a previous year, the original date of enrollment will appear and will not be available for editing.

Site ID: A field for local use to identify programs with multiple locations where services are offered.

Keyword: This field can be used for sorting using the search function in eData and by using the eData Access Database Template. Keywords are agency-specific and are most effective when the information entered is consistent.

Current Year Entry Date: The date in this program year the family first enrolled in services at your program.

Exit Date: Date the family exits the program. If the family exits before the end of the program year, enter the actual exit date to assure accurate performance standards calculation.

Household Income: Total income of family at time of entry (HHS Poverty Guidelines).

Number of Family Members: Enter the number of family members living in the household and supported by the household income above.

Primary Contract: Select the primary contract from the drop-down list. Contracts will include one or more of these: an Act 143 (054) Family Literacy contract or any Non-ABLE-funded contracts related to family literacy. Families assigned to N contracts will not be counted toward the total enrollment for the ACT 143 program.

Hours in Family Literacy: The following three types of hours are for family literacy families:

Family ILA Hours: The number of hours an adult and child spend in Interactive Literacy Activities (ILA). Do not count these hours twice if more than one child participates. If more than one child is present during ILA, split the total number of hours among all participating children or assign the total hours to one child.
- Adult: Select the adult who was present for the activity from the drop-down list.
- Child: Select the child who was present for the activity from the drop-down list.
- Contract Number: Select the family literacy or N contract for the hours.
- Date: Indicate the date the ILA hours were assigned.
- Hours: Number of hours for the activity.
- Home ILA: If the activity was done at the center or under the supervision of an instructor, select F2F.

ILA hours entered incorrectly can be deleted by selecting the ILA Hours entry and clicking on the Delete button at the bottom of the screen.

Parenting Hours: The number of hours that an adult participates in parenting class.
- Adult: Select the adult who was present for the activity from the drop-down list.
- Contract Number: Select the family literacy or N contract for the hours.
- Date: Indicate the date the parenting hours were assigned.
- Hours: Number of hours for the activity.
- Parenting Approved Distance Learning: If the activity was done at the center or under the supervision of an instructor, select F2F.

Parenting hours entered incorrectly can be deleted by selecting the Parenting Hours entry and clicking on the Delete button at the bottom of the screen.

Home Visits: Date of home visit and number of hours the family spends on each visit.
- Staff Names: Select the name of the staff member present at the home visit. If more than one staff member was present at the home visit, hold down the Ctrl key and select all staff members who were present at the visit.
- Contract Number: Select the family literacy or N contract for the hours.
- Date: Indicate the date the home visit occurred.
- Hours: Number of hours for the activity.
- Code of Family Members Present: Select the code of the family members who were present at the home visit.

ACIRI: The Adult-Child Interactive Reading Inventory should be administered in families with children between the ages of three and five. The tab to enter this assessment is located on the Family Details page.
- Adult Name: Select the name of the adult that participated in the assessment.
- Child Name: Select the name of the child that participated in the assessment.
- Time 1 Date: Indicate the date the assessment was given.
- Book Title 1: Indicate the title of the book that the parent and child shared.
- Scores Time 1: For each area in the Adult and Child Behaviors, select one of the following: No Evidence, Infrequently, Some of the Time, Most of the Time.

There are 12 Adult Behaviors and 12 Child Behaviors. When the behaviors have been completed, saving the assessment will create a record in the Family - Assessment tab. Clicking Select will allow the entry of Time 2 and 3 assessments and will also include the mean scores for each of the sections.

Child Details

First Name: The child's first name.

Middle Initial: Use of this field is optional.

Last Name: The child's last name.

Date of Birth: The birth date of the child.

Gender: Male or female.

Date of First Enrollment: The date the child is first enrolled in any Division-funded services. For children who are rolled over from a previous year, the original date of enrollment will appear and will not be available for editing.

Ethnicity: The following categories reflect current federal definitions. Staff may estimate ethnicity using the criteria below to select the most appropriate category.

- Hispanic/Latino (any race): A person of Cuban, Mexican, Puerto Rican, Central or South American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino." If a staff person indicates yes on the intake form the child should be marked as Hispanic regardless of any other selection.
- American Indian or Alaskan Native (Not Hispanic): A person having origins in any of the original peoples of North and South America, including Central America, and who maintains a tribal affiliation or community attachment.
- Asian (Not Hispanic): A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American (Not Hispanic): A person having origins in any of the Black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander (Not Hispanic): A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White (Not Hispanic): A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Multi-Racial/Two or more races (Not Hispanic): A person having origins in two or more race categories and not Hispanic/Latino. If two or more ethnicities are selected and Hispanic is not one of the choices, Multi-Racial should be selected.

Family Name (Surname and Code): Surname and code are available in the drop-down list for all families entered at that time.
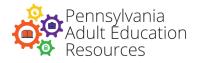
Child Code: The code of the participating child(ren) in the family literacy program. Codes should start with Z for the first child and progress backward through the alphabet for all other participating children. Once this code is assigned to a child, it will not be available to assign to any other child in the family.

Program Year Details

Type: Select either Preschool, for children birth through age six who are not in public school or School Age, for children who attend grade school.

Keyword: This field can be used for sorting if the information is consistent. Allows for information to be grouped within an agency, keywords are agency-specific and should be consistent.

Current Year Enrollment Date: The date in this program year the child first participated in services at your program.

Participating: Select Yes if the child is participating. In most cases, this field will be set to Yes, but if a child stops participating and the family continues, this field can be set to No (as long as there is another participating child in the family).

Age at Entry: The system automatically calculates the child's age in the current program year using the child's date of birth and the current year enrollment date.

Pre-K Year Before Kindergarten: If the Age at Entry is four years and the child is listed as preschool, the option for selecting Pre-K Year Before K will appear; programs should select this option for children who will attend kindergarten in the next program year.

Participating Child Information – Preschool: Answer Yes or No for each at entry and exit. In some cases, these fields require the screen to refresh between entries. Thus, these fields should be checked slowly to allow this process to happen.
- Early Intervention Early Head Start
- PCHP-Parent Child Home Program Nurse Family Partnership
- Head Start
- Title I Preschool
- Private Preschool
- K - 3
- K - 4
- Pre-K Counts
- Keystone Stars Preschool Family Literacy
- Daycare with Educational Component Daycare
- Other No

Participating Child Information – School-Age: Answer Yes or No to each at entry and exit. In some cases, these fields require the screen to refresh these fields need to be checked slowly to allow this process to happen.
- Free and Reduced Lunch
- Home School
- Special Education
- ESL
- Before/After-School Programs
- Day Care with Educational Component
- Other, Must Specify
- None

End-of-School-Year Data for School-aged Children completed at the end of the program year.
School-age Promotion / Retention: Select one of the following from the drop-down list: Promotion, Retention, or Other. If Promoted or Retained is selected, Select the grade and indicate if the child was promoted or retained with an IEP (or other circumstances). If Other is selected, complete the Other reason information.

Promoted to/Retained at Grade: Choose Grade K Through 7 from the list if the child is promoted or retained. This field is only available for children who are promoted or retained.

Other Reason: This is an open-text field. Enter a reason that the child was not promoted or retained.

School-aged Child's Reading Level: Choose one of the following from the drop-down list: Below Basic, Basic, Proficient, Advanced or Unable to Assess.

Unexcused Absences: Enter up to three characters to record the number of days of unexcused absences.

Contact Teacher Had with Parents: Select from the following responses to note the ways parents were in contact with their child's teacher over the year. Several answers can be selected by holding down the Ctrl key and clicking the responses.
- None
- Open House
- Conference
- Phone
- Note
- Email
- Other – Specify

Early Childhood Hours
Contract Number: Select the contract number under which the early childhood hours were provided.

Hours Date: Date of the hours.

Hours: Number of early childhood hours.

Type of Hours: The area in which the child receives early childhood hours. Select a type from the drop-down list. This field is specific to the age of the child and will contain selections appropriate for either a preschool or a school-aged child.

Specify Other: Specify the type of hours if Other is selected in the Hours type. Instrument name: Choose the assessment instrument for the child: COR, ELAP, ITCOR, OUNCE, LAP-3, WSS P-3, WSS P-4, GOLD, PALS Pre-K, PPVT III, PPVT IV or Other. Refer to Bureau Policy C.330 for information on the assessment most appropriate for children in the program.

Child Assessment
Instrument Name: Choose the assessment instrument for the child: COR, ELAP, ITCOR, OUNCE, LAP-3, WSS P-3, WSS P-4, GOLD, PALS Pre-K, PPVT III, PPVT IV, or Other. Refer to Bureau Policy C.330 for information on the assessment most appropriate for children in the program.

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Date Administered: Date the assessment was administered. A child's Time 1 and Time 2 assessment dates are entered on the same screen in eData. Scores will only be entered for PPVT III, PPVT IV, and the PALS Pre-K assessments.

Appendix A
Instructions for Entering Outcomes of Integrated Education and Training Activities in eData

All classes identified as Integrated Education and Training (IET) in eData must have been approved by the Division before they were offered.

For both "IET without credential" and "IET with credential":
1. In an adult record, under Agency Specific Goals, add a goal called "Complete IET." Note: An agency only needs to complete this step once per program year. After the goal is created the first time, it will be available to assign to other adults in the agency.
2. Assign that goal to each adult who starts an IET class. To assign the goal, enter a set date for the adult. The set date is the first date of the class.
3. For students who complete the class, enter the last date of the class as the met date.

For "IET with credential" only:
1. In an adult record, under Agency Specific Goals, add a goal called "Earned PS Credential-[Name of Credential]." Note: An agency only needs to complete this step once per program year. After the goal is created the first time, it will be available to assign to other adults in the agency.
2. Assign that goal to each adult who starts the related IET class. To assign the goal, enter a set date for the adult. The set date is the first date of the class.
3. For students who earn the postsecondary credential tied to the IET, enter the date the credential was earned as the met date. Programs must have a copy of the credential and/or verification from the training provider that a credential was awarded in order for a met date to be entered.

Documentation
The program must provide documentation to the Division of Adult Education to verify the credentials attained. For Program Year 2019-20, the documentation must be emailed to your advisor by August 31, 2020.

Options for Documentation
1. Scanned copies of the credentials with students' names on them.
2. Scanned copy of a letter from the training provider on the training provider's letterhead with a signature from the trainer or training school administrator with the name of the credential earned and a list of the names of the students who earned the credential.

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Appendix B
Instructions for Adding Distance Learning Classes and Groups in eData

When adding a class or group to eData, if a user selects any of the Hybrid or Distance Learning options in the Special Program Type field, users should consider the following when selecting options in the Service field. For a class or group with a special program type selection of:

- **Hybrid: In-person & Remote:** Users should select an option from the Service field that is ***not*** Distance Learning.
- **Distance learning: Real-time Remote:** Users *may* select an option other than Distance Learning in the Service field.
- **Distance learning: Supplemental, Distance learning: Teacher-assigned non-supplemental, and Distance learning: Paper-based NRS reportable:** Users may or may not select Distance Learning in the Service field. For example, if a teacher has his or her own distance learning supplemental class, and all of the students assigned to that class are receiving the same service, a user can select the actual service instead of Distance Learning in the service field.

If, after reviewing the above options, a user is still uncertain as to which option to select in the service field, please contact eData Tech Support for further assistance.