



PABLO POLICY AND PROCEDURE MANUAL

Version 1.2015

PABLO Policy and Procedure Manual

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Manual developed and updated by KBOR Adult Education staff.

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Definition or Explanation of Terms

DRP – Data, Research, and Planning. This is the KBOR department responsible for development and maintenance of PABLO.

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

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

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

Title – The users job title at the institution.

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

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

Access Levels – Read or Write

Read – Allows user to read student level data, but the user cannot modify data.

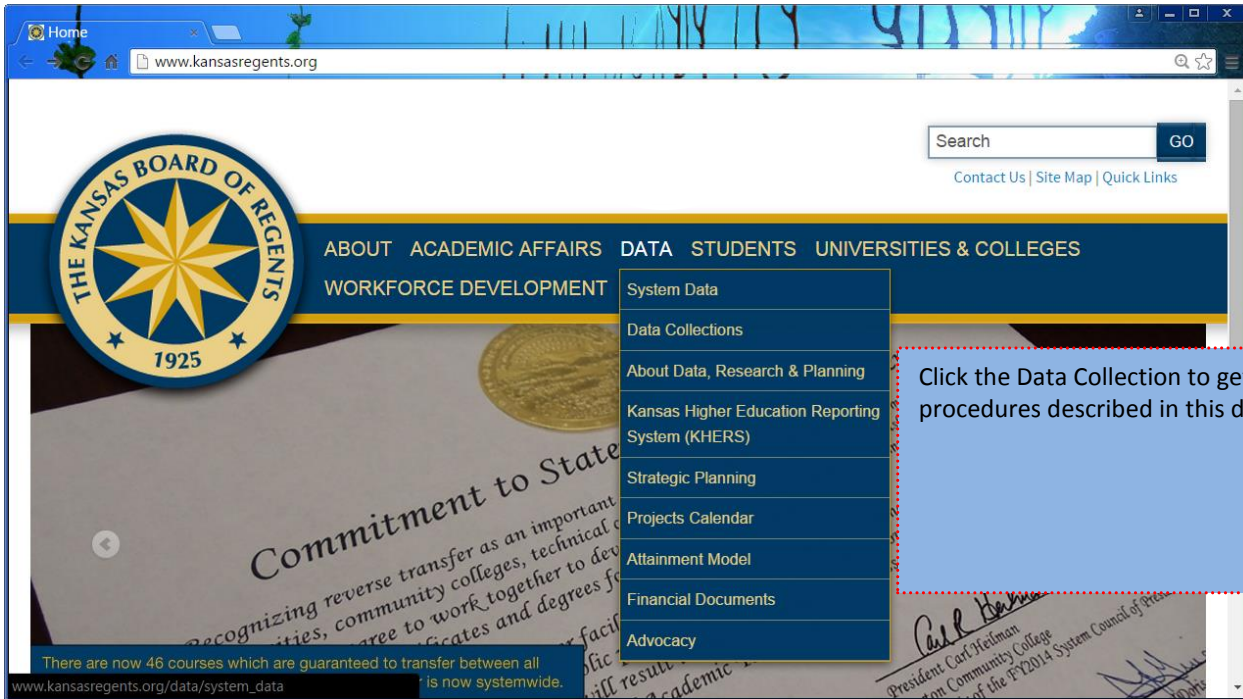
Write – Allows user to read student level data and add or modify data.

PABLO Account Creation, Maintenance, and Login

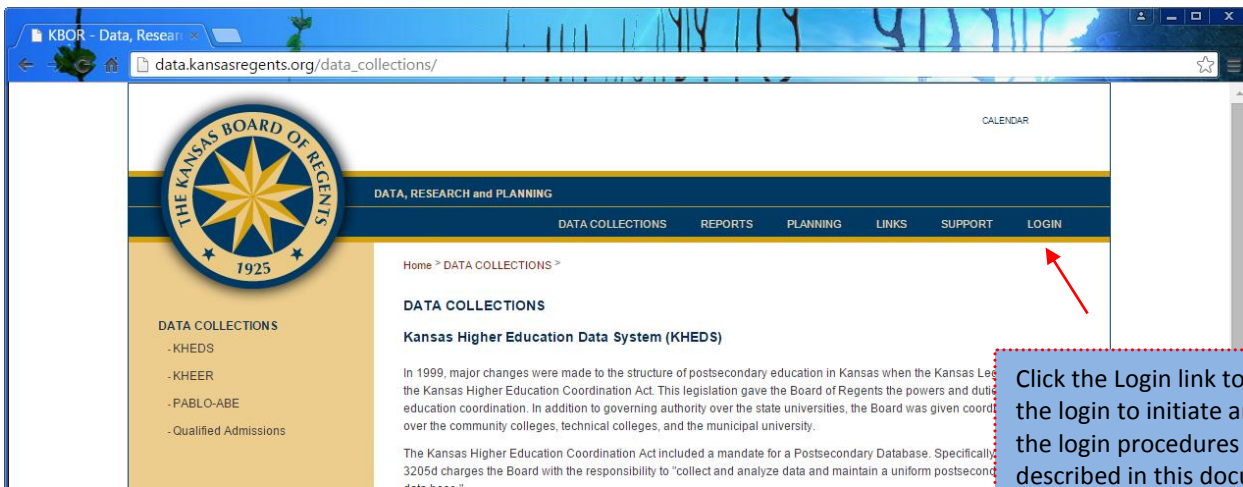
URL: <https://submission.kansasregents.org/login.jsp>

The Portal for Adult Basic Literacy Outreach (PABLO) is the student information, program accountability, and reporting system for Kansas Adult Education. Use requires access to be granted from the KBOR Data, Research, and Planning Unit (DRP). **No individual will be granted user access to PABLO until he/she is reported as a current staff member in the STAFF reports on PABLO.**

Kansas Board of Regents Home Page



Data Collections



Steps to Login when Password and ID are Known

Step 1 – Click on the login link on the DRP Home Page

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

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

CALENDAR

DATA, RESEARCH and PLANNING

DATA COLLECTIONS REPORTS PLANNING LINKS SUPPORT LOGIN

User ID:

Password:

[Forgot User ID / Password? Apply for a New Account](#)

Note:
To login, you need to enter your User ID and Password and click "Login".
To change your account information, you need to enter your User ID and Password and click "Update Account".

[Manual that provides user with directions on how to login, use forgotten password procedure, defrost accounts, and request new access.](#) [Login reference manual](#)

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

Changing an Expired Password

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

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

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

Change Password

Your password is expired, please change your password now.

[New Password:](#)
 Retype New Password:
[New Password Hint:](#)

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


Change Password

Your Password is changed successfully! You can click Cancel to continue using our system.

[New Password:](#)
 Retype New Password:
[New Password Hint:](#)

Steps when Password or User ID is Forgotten

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Ask User ID/Password Hint

Email Address:

User ID:
 Password:

Forgot User ID / Password? Apply for a New Account

Note:
 To login, you need to enter your User ID and Password and click "Login".
 To change your account information, you need to enter your User ID and Password and click "Update Account".

Manual that provides user with directions on how to login, use forgotten password procedure, defrost accounts, and request new access.
 Login reference manual

1 –
user

should click on the login link on the DRP Home Page. Then click on the “Forgot User ID/Password?” button.

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

Step 3 – The user's password hint and user ID will be sent to the e-mail address that is stored in the PABLO database. The password hint is designed to remind the user of his/her password. If the hint helps the user to remember his/her password, the user may go back to the login link and login. If the password hint does not help the user remember his/her password, the user must contact IRHelp@ksbor.org.

E-mail Alert Page

Submit Result

Your User ID/password hint will be sent to you by email. Please check your email. If you are still having problems with login, please contact [IRHelp](#).

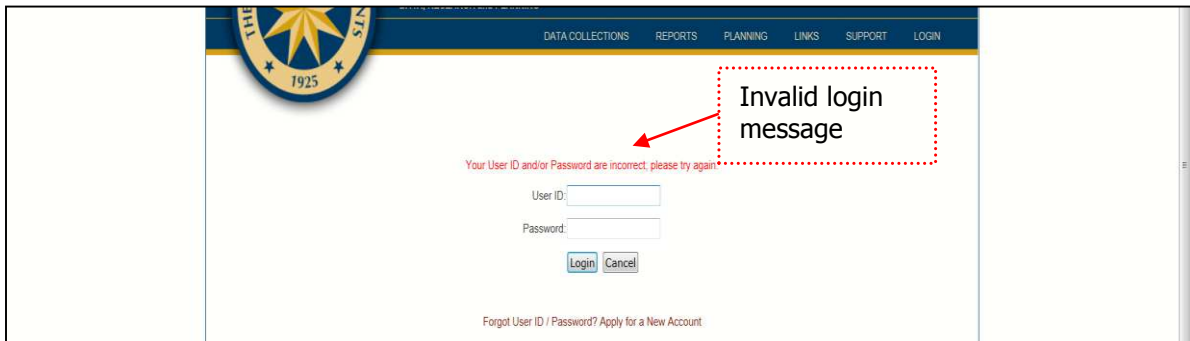
[Go Back](#)

Steps to Defrost an Account

A user can lose access to

his/her PABLO account in two different ways. The first way is by entering an incorrect User ID five (5) consecutive times. The second way is by entering an invalid login three (3) consecutive times. An invalid login is defined as entering a correct user ID, but an incorrect password.

After entering an incorrect user name five times, the website will become frozen, and the user must click on the "X" button to completely close out of the system. At this point the user can re-enter the PABLO website and login.



The screenshot shows the PABLO login page with a navigation bar at the top containing links for DATA COLLECTIONS, REPORTS, PLANNING, LINKS, SUPPORT, and LOGIN. On the left is the KSBS logo with the year 1925. The main content area features a login form with fields for User ID and Password, and buttons for Login and Cancel. A red message above the form reads: "Your User ID and/or Password are incorrect, please try again". A red arrow points from a dashed red box labeled "Invalid login message" to this text. At the bottom of the form, there is a link: "Forgot User ID / Password? Apply for a New Account."

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

Login Form

Your account has been locked because of too many invalid login attempts; IR support will be contacting you by e-mail.

User ID:

Password:

Message stating account is locked

Step 1 – After the account has been locked, the user will receive an e-mail stating the account is locked. The e-mail message will also provide a URL that will ask the user for an answer to his/her secret question. If the correct answer to the question is provided, the account will be unlocked or defrosted. If the user is unable to answer the question correctly, the user must contact IRHelp@ksbor.org.

E-mail Notification

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

USER NAME (USER ID),

Your account to the Kansas Board of Regents DRP PABLO website has been locked due to too many failed login attempts. You will not be able to use the web site until you have unlocked the account.

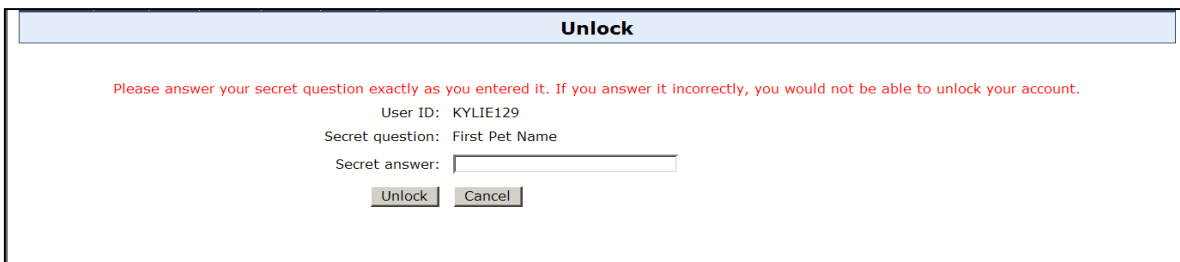
Please go to <https://submission.kansasregents.org/public/unlock.jsp?rp=7978> to unlock your account.

If you have any questions, please email irhelp@ksbor.org. Thanks!

DRP Staff

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

Unlock Account URL provided in the e-mail

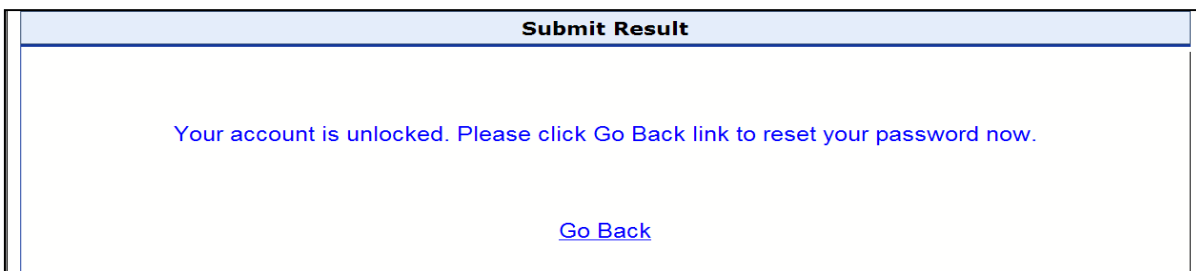


Unlock

Please answer your secret question exactly as you entered it. If you answer it incorrectly, you would not be able to unlock your account.

User ID: KYLIE129
Secret question: First Pet Name
Secret answer:

Step 2 – Correctly answering the secret question will unlock the account. The user should see the following page if the account is unlocked. If the question is answered incorrectly, the user must contact IRHelp@ksbor.org.



Submit Result

Your account is unlocked. Please click [Go Back](#) link to reset your password now.

[Go Back](#)

Step 3 – Since the account is now unlocked, the user will be required to enter a new password. The user must click the “Go Back” link to change his/her password and to eventually log into the system with the new password. In order to change a password, the user should follow the *Changing an Expired Password* steps found earlier in this manual.

Steps to Update Account Information

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

Step 1 - Click on the login link on the DPR Home Page. Login and click on “change”.

Main Menu		
Student	Staff	Other
Search for Student	Search for Staff	Students Rollover
Add Student	Add Staff	Validate Data
Delete Student	Delete Staff	Staff Rollover
Reports	Form 7	
List Reports	Reports	
Disaggregate Reports		
Forms and Documents		
Forms	FAQs	PABLO Manual
		Manual (5.9MB)

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

CALENDAR

DATA, RESEARCH and PLANNING

DATA COLLECTIONS REPORTS PLANNING LINKS SUPPORT LOGOFF

PABLO (ABE) Nancy L Olsen | Barton County Community College | 4th Quarter | 2012 Change Staff

Change Profile

Institution: Barton County Community College [004608]

Period: 4th Quarter

Year: 2012

Update Cancel

Update Account
Click here to update account information.

Click here to change password.

View Other
Click here to view other users in institution.

Step 3 - Enter the new account information.

THE KANSAS BOARD OF REGENTS
1925

DATA, RESEARCH and PLANNING

DATA COLLECTIONS REPORTS PLANNING LINKS SUPPORT LOGOFF

Update Account

HELP [?]

	Old Data	New Data
-----	-----	-----
User ID:	NANCYOLSEN	
First Name:	Nancy	<input type="text" value="Nancy"/>
Middle Initial:	L	<input type="text" value="L"/> (Optional)
Last Name:	Olsen	<input type="text" value="Olsen"/>
Title:	Associate Director ABE	<input type="text" value="Associate Director ABE"/>
Email Address:	nolsen@ksbor.org	<input type="text" value="nolsen@ksbor.org"/>
Contact Phone#:	785 368-7359	<input type="text" value="(785) 368 - 7359"/> Ext. <input type="text"/>
Secret Question:	What is my other cat's name?	<input type="text" value="What is my other cat's name?"/>
Secret Answer:	Eli	<input type="text" value="Eli"/>

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

Project list for access change request

Access list			
PROJECT	INSTITUTION	ACCESS LEVEL	ACTION
ABE			Request to change
BIOSCI			Request to change
BTE			Request to change
CaTERS			Request to change
FINAID_HS			Request to change
FINAID_INST			Request to change
KBOR			Request to change
KHEER			Request to change
KSPSD	TEST INST.#01	Admin	Request to change
PI			Request to change
PR			Request to change
QA			Request to change

Go back to [Update Account Page](#)

Screen for form to change access

Request Change Access

User ID: EBUFFINGTON

Project: KSPSD

Institution: T00001 Test Inst.#01 ▼

Access level: Admin ▼

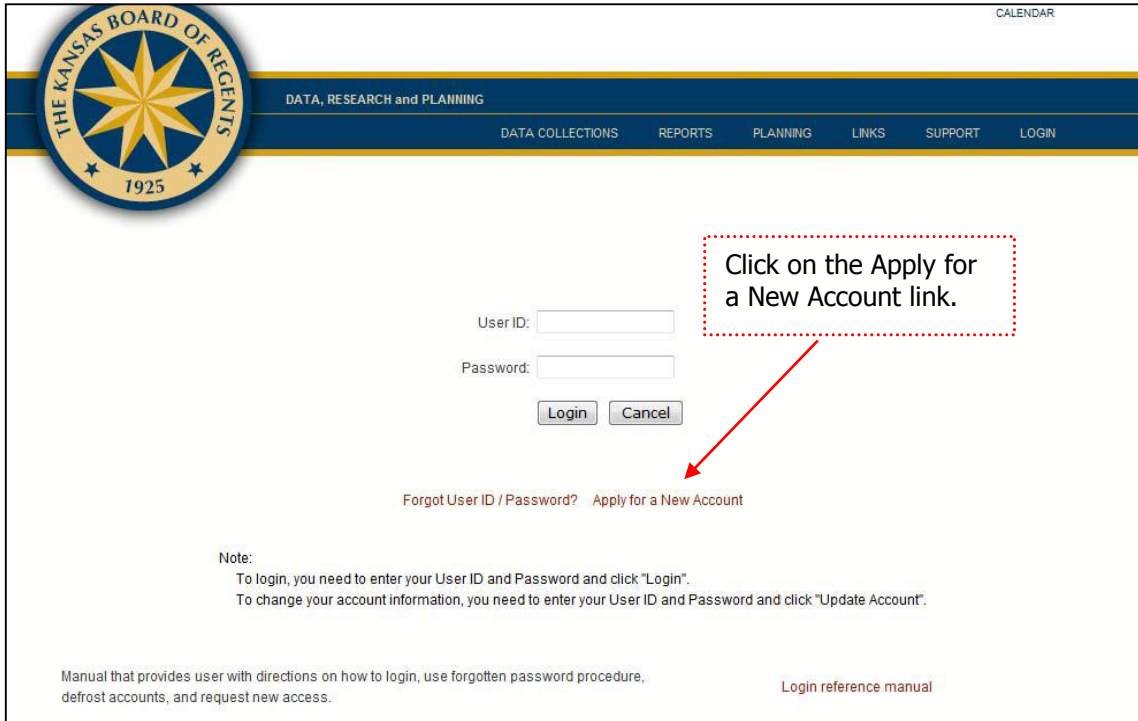
Reason For Request:

Note:
 When you click "Request to add or change access", if you already have access for this institution, you are requesting to update it.
 When you click "Request to add or change access", if you don't have access for this institution, you are requesting to add it.
 To change to "No Access" for this institution, you need to click "Request to delete access".

Steps to Apply for a New KBOR Account

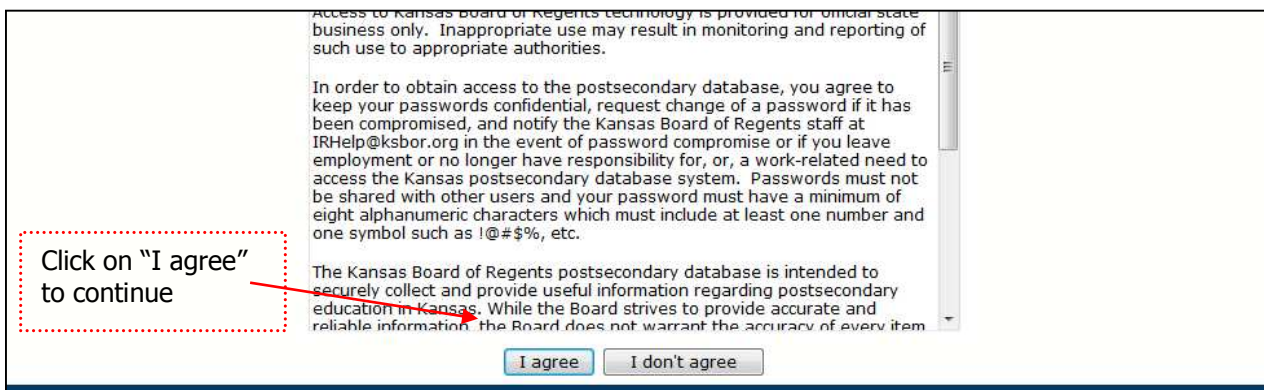
Please note: Do not use this option if you already have an account and just need to modify your access levels or project access. If you need to modify access, use the update account section. You will not be approved for a new account if you have not been entered as staff at your program location.

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



The screenshot shows the top navigation bar of the Kansas Board of Regents website. The logo is on the left, and the text 'THE KANSAS BOARD OF REGENTS 1925' is in a circle. The main navigation bar includes 'DATA, RESEARCH and PLANNING' and a secondary bar with 'DATA COLLECTIONS', 'REPORTS', 'PLANNING', 'LINKS', 'SUPPORT', and 'LOGIN'. A 'CALENDAR' link is in the top right corner. The login form has fields for 'User ID:' and 'Password:', with 'Login' and 'Cancel' buttons below. Below the form are links for 'Forgot User ID / Password?' and 'Apply for a New Account'. A red dashed box highlights the 'Apply for a New Account' link, with a red arrow pointing to it from a text box that says 'Click on the Apply for a New Account link.' A 'Note' section provides instructions for login and account updates. At the bottom, there are links for a manual and a login reference manual.

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



The screenshot shows a usage policy agreement page. The text reads: 'Access to Kansas Board of Regents technology is provided for official state business only. Inappropriate use may result in monitoring and reporting of such use to appropriate authorities. In order to obtain access to the postsecondary database, you agree to keep your passwords confidential, request change of a password if it has been compromised, and notify the Kansas Board of Regents staff at IRHelp@ksbor.org in the event of password compromise or if you leave employment or no longer have responsibility for, or, a work-related need to access the Kansas postsecondary database system. Passwords must not be shared with other users and your password must have a minimum of eight alphanumeric characters which must include at least one number and one symbol such as !@#%\$, etc. The Kansas Board of Regents postsecondary database is intended to securely collect and provide useful information regarding postsecondary education in Kansas. While the Board strives to provide accurate and reliable information, the Board does not warrant the accuracy of every item.' At the bottom, there are two buttons: 'I agree' and 'I don't agree'. A red dashed box highlights the 'I agree' button, with a red arrow pointing to it from a text box that says 'Click on "I agree" to continue'.

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

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

Apply for New Account	
HELP [?]	
User ID: <input type="text"/>	(At least 8 characters long, no spaces, suggest first letter of first name and full last name)
Password: <input type="text"/>	(At least 8 characters long with 1 numeric and 1 non-alphabetic character)
Retype Password: <input type="text"/>	
Password Hint: <input type="text"/>	
First Name: <input type="text"/>	
Middle Initial: <input type="text"/> (Optional)	
Last Name: <input type="text"/>	
Title: <input type="text"/>	
Email Address: <input type="text"/>	(Our system is designed to send automated messages when accounts are locked, forgotten passwords, etc.)
Reenter Email Address: <input type="text"/>	Please provide a VALID email address so you can receive these messages.)
Contact Phone#: (<input type="text"/>) <input type="text"/> - <input type="text"/> Ext. <input type="text"/>	
Secret Question: <input type="text"/>	
Secret Answer: <input type="text"/>	
Choose Project: <input type="text"/>	

Policy
on

Confidential Student Information

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

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

Personal Confidentiality Statement

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

I, _____, am an employee of _____.

I understand that a student's confidential information is to be used for the sole purpose of establishing and evaluating state and federal reporting on student performance measures.

I understand that in the course of my employment I may have access to confidential student records, including social security numbers.

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

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

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

Signature: _____ Date: _____

Printed Name: _____

Main Menu

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

This menu allows the user to do the following tasks:

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

Main Menu					
Student		Staff		Other	
🔍 Search for Student	🔍 Search for Staff	↻ Students Rollover			
+ Add Student	+ Add Staff	✓ Validate Data			
✗ Delete Student	✗ Delete Staff	↻ Staff Rollover			
📄 Reports	📄 Form 7				
📄 List Reports	📄 Reports				
📄 Disaggregate Reports					
Forms and Documents		Help		PABLO Manual	
📄 Forms	🔗 FAQs	📄 FY13 PABLO Manual			
		📄 FY13 Changes to PABLO Manual			
		Right Click to Save.			
	🔗 Locations				

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

Student

Search for Student

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

PABLO (ABE)	Nancy L Olsen Test Inst.#01 1st Quarter 2015	Change Profile Staff
<div style="border: 1px solid #ccc; padding: 10px; margin: 10px auto; width: 80%;"> <p style="text-align: center; background-color: #e6f2ff; margin: 0;">Search for Student</p> <p>SSN: <input type="text"/></p> <p>First Name: <input type="text"/></p> <p>Last Name: <input type="text"/></p> <p style="color: green; font-size: small;">NOTE: Type in the first few letters of the name or the SSN to search.</p> <p style="text-align: center;"> <input type="button" value="Search"/> <input type="button" value="Go Back"/> </p> </div>		

Add Student

To add a new student, click on the **Add Student** link found on the **Main Menu** screen.

ALL learners served with Adult Education funds (federal, state, and/or local matching funds) must be added to PABLO although the learner may never become a participant. There is no penalty for learners who have incomplete data **and** have less than 12 hours of participation within a fiscal year. However, complete enrollment data must be entered for all learners with twelve (12) or more hours of participation within a single fiscal year.

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

SSN:* <input type="text"/> <small>SSN must be 9 digits. Input of the form nnn-nn-nnnn is not allowed.</small>		FICE ID: T00001		Program Entry Date:* <input type="text"/>	
<small>Please do not use special characters in text fields.</small>					
First Name:* <input type="text"/>	Last Name:* <input type="text"/>	Middle Name: <input type="text"/>	Ethnicity:* <input type="text"/>		
Gender:* <input type="text"/>	Date of Birth:* <input type="text"/>	Age on Entry: <input type="text"/>	Number of Children 12 and under: <input type="text"/>		
Address:* <input type="text"/>	City:* <input type="text"/>	State:* <input type="text"/>	County:* <input type="text"/>		
Residence Area Type:* <input type="text"/>	Zip:* <input type="text"/>	Native Language:* <input type="text"/>	Country of Origin:* <input type="text"/>		
Day Phone:* <input type="text"/>	Disabled? Yes <input type="radio"/> No <input checked="" type="radio"/>	Learning Disabled? Yes <input type="radio"/> No <input checked="" type="radio"/>		Highest Grade of Education Completed: <input type="text"/>	
Evening Phone:* <input type="text"/>	On Public Assistance? Yes <input type="radio"/> No <input checked="" type="radio"/>	Employment Status:* <input type="text"/>		US Based <input checked="" type="radio"/> Non-US Based <input type="radio"/>	
Emergency Contact Name: <input type="text"/>	Employment Status:* <input type="text"/>	Distance Learner? Yes <input type="radio"/> No <input checked="" type="radio"/>		Highest Education Level or Degree:* <input type="text"/>	
Emergency Contact Phone: <input type="text"/>	Means of Recruitment:* <input type="text"/>	Single Parent: * <input type="text"/>			
! Primary Advisor: <input type="text"/>	Referral Source: <input type="text"/>	Notes: <input type="text"/>			
Signed General Student Release? Yes <input type="radio"/> No <input checked="" type="radio"/>		! - This symbol is informational. ! - This symbol is an alert to verify the data for the field.			
Signed GED Release? Yes <input type="radio"/> No <input checked="" type="radio"/>		GED Release Signing Date: <input type="text"/>			

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

Field	Restrictions
-------	--------------

First Name	None
Last Name	None- if multiple names are entered with or without hyphen, search function will be affected
Ethnicity	None
Gender	None
Date of Birth	Must be 16 or older by program entry date
Address	None
City, State, County, Zip Code	None
Residence Area Type	None
Native Language	None
Country of Origin	None
Day and Evening Phone	None
Highest Grade of Education Completed	Highest grade completed entered must align with the highest education level entered
Highest Education Level or Degree	Highest education level entered must align with highest grade completed entered, e.g., if grade 11 highest grade completed entered you cannot enter high school diploma as the highest education level Only mark "Some College, no degree" if the learner has a high school diploma or equivalent
Employment Status	Upon entry to program and cannot be changed in that program year
Means of Recruitment	None
Single Parent Status	None

Additional Student Tabs:

- **Program/Goals** tab links to a screen that contains a series of check boxes to indicate if the learner is in a program targeting certain learners and/or if the learner is in a specific category. The tab also contains a series of check boxes to report the goals that the learner will be working toward achieving during the program year. The educational gain goal is automatic for all students and will be grayed out. Employment goals will only be available based on the employment status on entry.
- **Current Tests** tab links to a screen containing fields for all of the learner's locator, pretest and posttest forms, levels, scores, and testing dates.
- **Hours** tab links to a screen containing fields for reporting the learner's class code(s), hours of participation, and time of day of attendance.
- **Referral** tab links to a screen containing fields for tracking referrals to specific agencies.
- **Outcomes** tab links to a screen with check boxes to indicate the goal(s) the learner identified, check boxes to indicate the outcome(s) the learner achieved (some outcomes are indicated automatically when other information is entered), a field for entering the date of employment, and check boxes for reporting the learner's reason for leaving the program, and a field for entering the leaving date (exit date).
- **Survey** tab links to a screen with a form to collect information on outcomes for a learner who is in the cohort or has the goal of entering postsecondary education or training.
- **Technology/Pre-employment** tab links to a screen containing fields for entering information on the learner's mastery of technology and pre-employment skills, as demonstrated through Teknimedia and/or WorkKeys.

- **AO-K** tab links to a screen used only by programs that have been approved as Accelerating Opportunity programs.
- **GED®** tab links to a screen that is either populated through data match with Diploma Sender or allows GED® test information to be entered through an override function.
- **Assessment History** tab links to a screen with a longitudinal history of all pre- and posttest scores, test forms used, and dates of testing.
- **College Readiness** tab links to a screen containing fields for assessment data that has been entered elsewhere, or for entering assessment information, confirming that the student demonstrates the skills necessary for entering postsecondary education.
- **Summary** tab links to a screen with a detailed snapshot of the learner's pre- and posttest scores, test forms used, dates of testing, instructional hours, technology outcomes, goals identified and outcomes achieved.

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

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

Note: Fields marked with a red * are mandatory in order to save any data on this area.

SSN:* FICE ID: T00001 Program Entry Date:*

SSN must be 9 digits. Input of the form nnn-nn-nnnn is not allowed.

Please do not use special characters in text fields.

First Name:* <input type="text"/>	Last Name:* <input type="text"/>	Middle Name: <input type="text"/>	Ethnicity:* <input type="text"/>
Gender:* <input type="text"/>	Date of Birth:* <input type="text"/>	Age on Entry: <input type="text"/>	Number of Children 12 and under: <input type="text"/>
Address:* <input type="text"/>	City:* <input type="text"/>	State:* <input type="text"/>	County:* <input type="text"/>
Residence Area Type:* <input type="text"/>	Zip:* <input type="text"/>	Native Language:* <input type="text"/>	Country of Origin:* <input type="text"/>

Day Phone:* Disabled? Yes No

Evening Phone:* Learning Disabled? Yes No

Emergency Contact Name: On Public Assistance? Yes No

Emergency Contact Phone: Employment Status:* Distance Learner? Yes No

Email: Means of Recruitment:* Single Parent:*

Highest Grade of Education Completed:

US Based Non-US Based

Highest Education Level or Degree:*

! Primary Advisor: Referral Source: Notes:

Signed General Student Release? Yes No

Signed GED Release? Yes No

GED Release Signing Date:

! - This symbol is informational.
 ⚠ - This symbol is an alert to verify the data for the field.

Student Information

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

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

1. **Social Security Number:** Enter the learner’s Social Security Number (no hyphens needed). The student record will not save without the Social Security Number. For learners without a Social Security Number, or unwilling to release their Social Security Number, programs must create a student identification number using the process developed and communicated by KBOR staff. Programs should assign numbers in numerical order and keep a list of numbers assigned and to whom the numbers were assigned. **NOTE: If your program** has assigned numbers for learners in previous years, **DO NOT** reassign returning learner’s new numbers. *Learners continuing* from previous years who have been assigned numbers should continue with the assigned numbers from one year to the next. However, if a learner who initially was assigned a number supplies a Social Security Number at a later date; the learner’s file should be updated by replacing the assigned number with the learner’s Social Security Number.
2. **Program Entry Date:** Enter the date of the first day the learner received services during the current fiscal year (MMDDYYYY format, **forward** slashes will automatically insert). For continuing learners, the

Program Entry Date is the first day that the learner returns for services in the new fiscal year. **NOTE:** Programs MUST enter every learner who receives at least one hour of adult education services into PABLO. Programs that collect information on all learners should enter the initial date of contact as the **Program Entry Date**.

3. **Name:** Enter **First Name, Last Name, and Middle Initial**. Each part of the name is entered in a separate field. Each name field automatically appears as upper case letters.
4. **Ethnicity:** Click on the drop down arrow, and select the ethnic origin identified by the learner. If the learner chooses not to self-identify, the program staff must make an educated guess. See Appendix 1 for definitions.
5. **Gender:** Click on the drop down arrow, and select the gender identified by the learner.
6. **Date of Birth:** Enter date of birth (MMDDYYYY format, forward slashes will automatically insert).
7. **Age on Entry:** This field is automatically calculated based on the learner's **Date of Birth** and **Program Entry Date**.
8. **Number of Children 12 and under:** Enter the number of children 12 years of age and under living in the learner's household. Children may include those natural born to the learner, adopted, or receiving foster care, or any child 12 years of age and under for whom the learner has some responsibility for food, clothing, and livelihood.
9. **Address:** Enter street address and, if appropriate, apartment number and/or other location identifiers where the learner *currently* resides. This field automatically appears as upper case letters.
10. **City:** Enter the name of the town or city in which the learner *currently* resides. This field automatically appears as upper case letters.
11. **State:** Click on the drop down arrow, and select the state where the learner *currently* resides.
12. **County:** Enter the name of the county in which the learner *currently* lives.
NOTE: The learner's identified **City** of residence should be located in the learner's identified **County** of residence. This field automatically appears as upper case letters.
13. **Residence Area Type:** Click on the drop down arrow, and select the appropriate check box that describes the population density for the learner's residence--*urbanized area, rural* or *other*. Click on the magnifying glass to link to a web site that will assist in determining the classification of a specific city or town. See Appendix 1 for definitions.
14. **Zip:** Enter the learner's five-digit Zip Code.
15. **Native Language:** Click on the drop down arrow, and select the language identified by the learner. If the learner's native language does not appear in the drop down list, select "other."
16. **Country of Origin:** Click on the drop down arrow, and select the country identified by the learner.
17. **Daytime Phone:** Enter a telephone number (no hyphens needed) at a location where the learner or a family member can usually be contacted from 8:00 A.M. to 5:00 P.M. The area code is required.
18. **Disabled:** This field defaults to **No**. Check **Yes** if there is sufficient evidence of a disability. See Appendix 1 for definition.

19. **Evening Phone:** Enter a telephone number (no hyphens needed) at a location where the learner or a family member can usually be contacted after 5:00 P.M. The area code is required.
20. **Learning Disabled:** This field defaults to **No**. Check **Yes** if there is sufficient evidence of a specific learning disability. A learning disability is a subset of the broader category of **Disabled**. If **Learning Disabled** is checked, **Disabled** must be checked. See Appendix 1 for definition.
21. **Highest Grade of Education Completed:** Enter the number of the highest grade completed, i.e. 1 – 17. (If the learner has a graduate or professional degree, enter the number 17.) If the learner attended school outside of the United States, the learner may report the number of years of formal schooling instead of completion of a “grade level.”
22. **Completed Education in U.S.:** Did the learner receive the majority of his/her formal education in the United States? This field defaults to **Yes**. Check **No** if applicable.
23. **Highest Degree or Level of Education Completed:** Select appropriate level from dropdown box. This must agree with the Highest Grade of Education Completed. “Some College” should only be selected if the learner enters with a high school diploma or equivalency.

The image shows a screenshot of a web form. On the left, there is a label 'Notes:' followed by a text input field. To the right of this is a dropdown menu for 'Highest Education Level or Degree:'. The dropdown is open, displaying a list of options: 'Unknown', 'No schooling', 'Grades 1-5', 'Grades 6-8', 'Grades 9-12 (no diploma)', 'Highschool Diploma or alternate credential', 'GED', 'Some College, no degree', 'College or Professional degree', and 'Unknown'. The 'No schooling' option is currently selected and highlighted in blue.

24. **Emergency Contact and Emergency Contact Phone Number:** These are two separate fields. Enter the name (automatically appears as upper case letters) and telephone number (no hyphens needed, area code required) that the learner has provided. Inform the learner that this phone number will be used to contact an individual in case of a *medical emergency* requiring the notification of a family member, guardian, or close friend. Inform the learner that this phone number may also be used for follow-up surveys if the provided day and evening telephone numbers are no longer valid when the surveys are conducted.
25. **On Public Assistance:** This field defaults to **No**. Check **Yes** if applicable. See Appendix 1 for definition. Voluntary information from student.
26. **Employment Status:** Click on the drop down arrow, and select the appropriate check box that describes the learner’s employment status at program entry—*employed; unemployed, available; or unemployed not available*. See Appendix 1 for definitions.
27. **Distance learner:** This field defaults to **No**. Check **Yes** if the learner’s hours of participation in distance education activities exceeds the learner’s hours of participation in face-to-face activities.
28. **E-mail:** Enter the e-mail address at which the student chooses to receive communication.
29. **Means of Recruitment:** Select the appropriate means of recruitment for the student from the drop down list.
30. **Single Parent Status:** Select the appropriate status for that student from the drop down list.

31. **Primary Advisor:** Enter the name or assigned code for the instructor who will be primarily responsible for monitoring the learner's attendance, curriculum, assessments, and progress toward goals.
32. **Referral Source:** Enter the name of the referring agency if the learner was referred to the program. This field automatically appears as upper case letters.
33. **Signed General Student Release:** This field defaults to **No**. Check **Yes** if the learner has signed a release form agreeing to release personally identifiable information (i.e. name, social security number) for data matching. Since attainment of employment outcome is determined through data matching, if possible all learners should sign a General Student release form.
34. **Signed GED® Release and Date:** This field defaults to **No**. Check **Yes** if the learner has signed a release form agreeing to release personally identifiable GED® testing information for data matching. Enter the date the release was signed.

Save the record before exiting.

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

Programs/Goals

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

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

PABLO (ABE) Nancy L Olsen | Test Inst.#01 | 3rd Quarter | 2013 [Change](#) [Staff](#)

Save Menu Add Find Print Help << < Student PAN, PETER is 10 of 17 > >>

Student Info Programs/Goals Current Tests Hours Referrals Outcomes Surveys Technology/Pre-employment Assessment History College Readiness Summary

Categories:	Program Goals:						
No records were found.	Staff	Date Goal Set	Target Date	Created	Updated		
<input type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Educational Gain	Select ...	12/03/2012		10/04/2012	12/03/2012 see history	
<input type="checkbox"/> Correctional Facilities	<input checked="" type="checkbox"/> Enter Employment	sdf asdf	12/03/2012		12/03/2012	12/03/2012 see history	
<input type="checkbox"/> Community Corrections	<input type="checkbox"/> Retain/Improve Employment	Select ...				see history	
<input type="checkbox"/> Family Literacy	<input type="checkbox"/> Receive GED/High School Diploma	Select ...				see history	
<input type="checkbox"/> Workplace Literacy	<input checked="" type="checkbox"/> Placement in Post-Secondary Education/Training	Select ...	12/03/2012		12/03/2012	12/03/2012 see history	
<input type="checkbox"/> Other Institutional	<input type="checkbox"/> Achieve Citizenship Skills	Select ...				see history	
<input type="checkbox"/> English Literacy/Civics Education	<input type="checkbox"/> Increase Involvement in Childrens Education	Select ...				see history	
Programs:	<input type="checkbox"/> Increase Involvement in Childrens Literary Activities	Select ...				see history	
<input type="checkbox"/> TIAN	Note:						
<input type="checkbox"/> Next_Step (Does Not Qualify)							
<input type="checkbox"/> SIA							
<input type="checkbox"/> English Literacy/Civics Education							
<input type="checkbox"/> Refugee							
<input type="checkbox"/> KAN-Go							
<input type="checkbox"/> KHPOP							
<input type="checkbox"/> AO-K							
<input type="checkbox"/> MFL							
<input type="checkbox"/> Transition Class							

1. Categories:

Click on one or more of the check boxes if the learner is in a program designed specifically for one of the following listed categories of learners:

- Homeless
- Correctional Facilities
- Community Corrections
- Family Literacy
- Other Institutional
- English Literacy/Civics (check this under both categories and programs)

2. Programs:

Click on one of more of the check boxes if the learner is in one of the following special project programs:

- English Literacy/Civics Education (check this under both categories and programs)
- Refugee
- AO-K
- MFL
- Transition Class
- STAR

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

1. Educational Gain

2. Enter Employment
3. Retain/Improve Employment
4. Receive GED®/High School Diploma
5. Placement in Postsecondary Education/Training
6. Achieve Citizenship Skills
7. Increase Involvement in Children’s Education
8. Increase Involvement in Children’s Literacy Activities

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

Save the record before exiting.

Current Tests

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

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

ABE		Pre				Post1			Post2			Post3			Post4		
Entry Level	Test	Form	Score	Date	Form	Score	Date	Form	Score	Date	Form	Score	Date	Form	Score	Dates	
	Appr. Reading	<input type="text"/>	<input type="text"/>	<input type="text"/>	🔔 12/30/1899 is being used as filler for previously converted appraisal test data. Please remember to put in the actual date when you start entering new appraisal tests.												
	Appr. Math	<input type="text"/>	<input type="text"/>	<input type="text"/>													
<input type="radio"/>	Diag. Reading	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="radio"/>	Diag. Math	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="radio"/>	Writing	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
ESL		Pre				Post1			Post2			Post3			Post4		
Entry Level	Test	Form	Score	Date	Form	Score	Date	Form	Score	Date	Form	Score	Date	Form	Score	Dates	
	Appr. Reading	<input type="text"/>	<input type="text"/>	<input type="text"/>	🔔 NOTE: The same test form cannot be reused within six months of a previous administration												
	Appr. Listening	<input type="text"/>	<input type="text"/>	<input type="text"/>													
<input type="radio"/>	Diag. Reading	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input checked="" type="radio"/>	Diag. Listening	50	221	12/08/2012	51	236	01/08/2013	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="radio"/>	Writing	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
Citizenship		Pre				Post1			Post2								
Entry Level	Test	Form	Score	Date	Form	Score	Date	Form	Score	Date	Form	Score	Date	Form	Score	Dates	
		<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
														Entry Level: <input type="checkbox"/> Verify This!	Notes: <input type="text"/>		

1. **ABE/ESL Locator** – Locator test scores, and dates of testing are entered in the assigned fields. **Locator testing is required.** However, a locator score does not have to be entered.
2. **ABE Diagnostic Reading, Math, and Language** and **ESL Diagnostic Reading, Listening, and Writing Diagnostic** - Record pretest form and level, scores, and dates in the **Pretest** row. Record posttest form and level, scores, and dates in the **Posttest** rows. A pretest score must be entered in order for a posttest score to be entered. Posttest scores must be entered in the fields in order of test administration dates from left

to right (first posttest administered during the fiscal year is entered in the first field, second posttest administered during the fiscal year is entered in the second field, etc.). If no diagnostic pretest score is entered, the first posttest score automatically becomes the pretest score.

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

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

3. **ESL Writing Folio** scores should be entered as scales scores.
4. **Citizenship Skills** and **Citizenship Dictation** – The *CASAS Government and History for Citizenship Test* is used to measure entry level skills and progress of learners who have the goal of “achieving the skills necessary to pass the U.S. Citizenship examination.” This test consists of two parts—a multiple choice reading assessment (**Citizenship Skills**) and a dictation assessment (**Citizenship Dictation**). This test also has two parallel forms for pre- and posttesting—Form 965 and Form 96. While the multiple choice reading assessment has two distinct forms, the dictation assessment is composed of three sentences chosen from a choice of six sentences. Programs are responsible for ensuring that the three sentences used for the dictation assessment pretest are not repeated on the dictation assessment posttest. As with all assessments, no sentence used in a dictation assessment may be used on a subsequent dictation assessment within a six-month time frame.

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

5. **Entry Level:** The **Entry Level** is based on the lowest subject area in which the learner is studying. The **Entry Level** is always based on a TABE or CLAS-E diagnostic assessment.

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

In the far left column under **ABE Entry Level** and **ESL Entry Level**, a filled circular field indicates the learner’s lowest diagnostic pretest score. PABLO automatically calculates the correct **Entry Level** based on this lower or lowest diagnostic pretest score. This automatically calculated level will appear in the **Suggested** field at the bottom of the page.

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

NOTE: Posttesting in an overridden subject area is evidence that the learner has studied in this area.

The override function should also be executed for a Level 4 or Level 5 learner (based on the lower or lowest pretest score) who appears to be an excellent “GED® fast track” candidate. In order to override a learner in

this scenario, the learner **must have at least one pretest score at Level 6**, and after only a very limited amount of instruction, **the learner and an instructor determine** that the Level 6 pretest score is a better predictor of the learner’s actual skill level. Information regarding this override decision must be entered in the **Notes** field and maintained in the learner’s permanent folder.

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

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

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

Save the record before exiting.

Hours

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

July 2012					August 2012						
Class Code	Staff	Class Time	Hours, Minutes		Class Code	Staff	Class Time	Hours, Minutes			
Class 1	asd	AAFF	Morning	12, 0	Class 1	--Select--	Morning				
Class 2	--Select--	Morning			Class 2	--Select--	Morning				
Class 3	--Select--	Morning			Class 3	--Select--	Morning				
Class 4	--Select--	Morning			Class 4	--Select--	Morning				
Class 5	--Select--	Morning			Class 5	--Select--	Morning				
Class 6	--Select--	Morning			Class 6	--Select--	Morning				
Class 7	--Select--	Morning			Class 7	--Select--	Morning				
Class 8	--Select--	Morning			Class 8	--Select--	Morning				
Month Total:				12, 0	No records were found.					Month Total: 0, 0	

1. **Month:** Select the month in which the hours were earned and enter the required fields for the hours tab.
2. **Class Code:** Each quarter contains fields to enter up to eight (8) different classes (i.e., Class 1, Class 2) that the learner may have attended during the month. **Class Codes**, composed of up to five characters, should be assigned based on instructors, time of class, and/or class location. Assignment of **Class Codes** allows program to print reports, compare data, examine outcomes, etc. on a narrowly defined groups of learners.
NOTE: **Class codes** must be used to differentiate between distance learning hours and face-to-face time. At the end of the fiscal year, a learner should be identified as a face-to-face learner or a distance learner (See **29. Distance learner**, page 26) based on how the majority of hours of adult education services were delivered.
3. **Class Time:** Click on the drop down arrow to select the time of day the learner attends the class (morning, afternoon, evening, weekends).

4. **Hours, Minutes:** Enter the learner’s actual time of attendance (hours and minutes) for the entire month for each class.
5. **Total Hours:** PABLO automatically calculates the learner’s total time of attendance each month, quarter, and fiscal year.

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

Save the record before exiting.

Referrals

Click on the **Referrals** tab to record the names of agencies to which the learner was referred during the fiscal year. The screen also includes fields to capture the dates of the referrals.

	Referred To	Referred Date
1	<input type="text"/>	<input type="text"/>
2	<input type="text"/>	<input type="text"/>
3	<input type="text"/>	<input type="text"/>
4	<input type="text"/>	<input type="text"/>
5	<input type="text"/>	<input type="text"/>
6	<input type="text"/>	<input type="text"/>
7	<input type="text"/>	<input type="text"/>
8	<input type="text"/>	<input type="text"/>
9	<input type="text"/>	<input type="text"/>
10	<input type="text"/>	<input type="text"/>

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

Save the record before exiting.

Outcomes

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

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

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

Save the record before exiting.

Surveys

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

Postsecondary Education/Training Survey and Follow Up:

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

What is an example of good Postsecondary Education Follow Up?

For example, a participant who exits in Q1 must receive a follow up call within the quarter immediately following their last date of instruction and every quarter thereafter until the participant enters postsecondary education or other training unless the participant, **is not able to be contacted or has no intention to enter postsecondary education or other training.** Contacts with the participant should be viewed as more than simply "surveying". The conductor of the survey should have a planned and systematic approach to assisting the learner with the achievement of his/her goal. With a written plan for transitioning participants to postsecondary education, the Adult Education program staff becomes a part of the support system for the participant—playing an active role in helping the participant make their postsecondary

education decisions and achieve their goal. The last attempts to support the participant's goal achievement should be made prior to submission of the end-of-the-year report to determine if he/she has entered postsecondary education or training or if any additional assistance is needed.

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

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

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

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

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

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

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

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

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

Save the record before exiting.

Technology/Pre-employment

Select the **Technology/Pre-employment** tab to record technology level completion, dates when the levels were completed and if completion was achieved through instruction.

Technology Skills					Pre-Employment/Work Maturity Skills				
Module	Pre	Post	Date Completed	Completion through Instruction	Pre-Emp Checklist	Pre	Post	Date Completed	Completion through Instruction
Mouse Tutorial English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Yes: <input type="radio"/> No: <input checked="" type="radio"/>	Checklist A	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Yes: <input type="radio"/> No: <input checked="" type="radio"/>
Mouse Tutorial Spanish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Yes: <input type="radio"/> No: <input checked="" type="radio"/>	Checklist B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Yes: <input type="radio"/> No: <input checked="" type="radio"/>
PC100 Basic Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Yes: <input type="radio"/> No: <input checked="" type="radio"/>	Checklist C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Yes: <input type="radio"/> No: <input checked="" type="radio"/>
PC101 Computer Basics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Yes: <input type="radio"/> No: <input checked="" type="radio"/>	Checklist D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Yes: <input type="radio"/> No: <input checked="" type="radio"/>
PC110 Files and Folders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Yes: <input type="radio"/> No: <input checked="" type="radio"/>	Checklist E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Yes: <input type="radio"/> No: <input checked="" type="radio"/>
PC140 Basic Word Processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Yes: <input type="radio"/> No: <input checked="" type="radio"/>	Checklist F	<input type="checkbox"/>	<input type="text"/>		N/A
PC135 Exploring the Web	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>	Yes: <input type="radio"/> No: <input checked="" type="radio"/>					
Date Completed Completion through Instruction									
Computer Basic 1 Certificate (Mouse Tutorial, PC100)					Yes: <input type="radio"/> No: <input checked="" type="radio"/>				
Computer Basic 1 Certificate (PC110, PC140, PC135)					Yes: <input type="radio"/> No: <input checked="" type="radio"/>				
WorkReady Credential									
	Score	Date	Score	Date					
Applied Mathematics:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
Locating Information:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
Reading For Information:	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>					
Level of Certificate:	Select One ▼								
Certificate Number:	<input type="text"/>								
Date Received:	<input type="text"/>				(MM/DD/YYYY)				

Technology Skills

1. **Technology Module:** Check the technology level pretest box after the pretest is administered. Check the technology level posttest box after the learner has successfully completed the posttest either before or as a result of instruction.
2. **Date Completed:** Enter the date (MM/DD/YYYY) the learner completed the Technology Level.
3. **Completion through Instruction:** The field defaults to **No**. Check **Yes** if the learner completed the Technology Level through instruction. If the learner demonstrated technology level mastery on a Technology Pretest Checklist, he/she did not complete a technology level through instruction. **Completion through Instruction** is required in order for the learner to be included in the determination of the percentage for *Kansas Indicators of a Quality Adult Education Program Measure 5.2*.

WorkReady Credential

Kansas WORKREADY! is a state-wide initiative that uses WorkKeys, an ACT national assessment system, to create a career readiness certificate documenting an individual's skills in the following areas:

1. **Score and Date:** Enter the WorkKeys level **Score (not scale score)** and the **Date** of testing for each of the following subtests:
 - Applied Mathematics** - measuring the skills people use when they apply mathematical reasoning and problem-solving techniques to work-related problems;
 - Locating Information** – measuring the skills people use when they work with workplace graphics, such as charts, graphs, tables, forms, maps, diagrams, and instrument gauges; and
 - Reading for Information** – measuring the skills people use when they read and use written text in order to perform duties such as memos, letters, directions, signs, policies, and regulations.

A student may test only twice on each subtest.

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

Bronze Level: An individual achieving this level possesses core skills for approximately 30 percent of the jobs profiled by WorkKeys.

Silver Level: An individual achieving this level possesses core skills for approximately 70 percent of the jobs profiled by WorkKeys.

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

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

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

Gold: must receive a score of 5 or above on **all** three tests

Silver: must receive a score of 4 or above on **all** three tests

Bronze: must receive a score of 3 or above on **all** three tests

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

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

Save the record before exiting.

Assessment History

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

College Readiness

FY 2009 - ABE												
Test	Form	Pre Score	Date	Form	Post Score	Date	Form	Post Score	Date	Form	Post Score	Date
Diag. Reading	16	240	06/24/200	17	247	11/06/200						
Diag. Math	16	236	06/23/200									
Writing	461	230	05/02/200	465	239	10/23/200						

FY 2008 - ABE												
Test	Form	Pre Score	Date	Form	Post Score	Date	Form	Post Score	Date	Form	Post Score	Date

Click on the **College Readiness** tab to enter

Evidence of College Readiness (Check all that apply):

Met postsecondary institution's non-developmental education

<input type="checkbox"/> ASSET	<input type="checkbox"/> COMPASS	<input type="checkbox"/> ACCUPLACER	<input type="checkbox"/> ACT	<input type="checkbox"/> Other
Score Test	Score Test	Score Test	Score Test	Score Test
<input type="text" value="0"/> Writing	<input type="text" value="0"/> Writing	<input type="text" value="0"/> Sentence Skills	<input type="text" value="0"/> Reading	<input type="text" value="0"/> <input type="text"/>
<input type="text" value="0"/> Reading	<input type="text" value="0"/> Reading	<input type="text" value="0"/> Reading Comprehension	<input type="text" value="0"/> Math	<input type="text" value="0"/> <input type="text"/>
<input type="text" value="0"/> Numerical Reasoning	<input type="text" value="0"/> Mathematics	<input type="text" value="0"/> Arithmetic	<input type="text" value="0"/> Social Studies	<input type="text" value="0"/> <input type="text"/>
		<input type="text" value="0"/> Elementary Algebra	<input type="text" value="0"/> Science Reasoning	
		<input type="text" value="0"/> Written Essay		

Met TABE score requirements

Diagnostic Reading Score: (≥ 596)

Diagnostic Math Score: (≥ 595)

GED requirement

GED 2014

Score	Test
<input type="text" value="150"/>	(≥ 170) Reasoning Through Language Arts
<input type="text" value="159"/>	(≥ 170) Social Studies
<input type="text" value="156"/>	(≥ 170) Science
<input type="text" value="157"/>	(≥ 170) Mathematical Reasoning

WorkKeys

<input type="text" value="0"/>	(≥ 6) Applied Mathematics
<input type="text" value="0"/>	(≥ 4) Locating Information
<input type="text" value="0"/>	(≥ 6) Reading for Information

information confirming a student's ability to enter postsecondary education at the credit-bearing level. The user should indicate each assessment on which the student achieved the college readiness criterion. Users are encouraged to enter all assessment data--whether or not the assessment results meet the college readiness criteria.

If a student did not reach college readiness, enter the assessment score(s), but do not check the box. Evidence of College Readiness (Check all that apply):

1. Met postsecondary institution's non-developmental education

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

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

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

ASSET (Writing, Reading, and Numerical Reasoning)

COMPASS (Writing, Reading, and Mathematics)

ACCUPLACER (Sentence Skills, Reading Comprehension, Arithmetic, Elementary Algebra, and Written Essay)

ACT (Reading, Math, Social Studies, and Science Reasoning)

In addition to the above listed assessments, a variety of other assessments are used by postsecondary institutions to determine the college readiness of students. Therefore, an "Other" category is provided on PABLO, with some common subject areas that are tested on these less-frequently-used assessments. If the "Other" category is selected, the name of the test or subtest used by the institution and taken by the student must be entered in the field below "Other."

In order to confirm college readiness through one of these assessments, check the box preceding "**Met postsecondary institution's non-developmental education**" AND the box preceding the specific assessment used by the postsecondary institution. The scores meeting the postsecondary institutions non-developmental education criteria must also be entered in the fields preceding each subtest. (If the student took the college readiness assessment used by a postsecondary institution AND **did not meet** the non-developmental education criteria, the test scores should still be entered into PABLO, but the box preceding "Met postsecondary institution's non-developmental education" and the box preceding the specific assessment must **NOT** be checked.)

2. Met TABE score requirements

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

3. Met GED® requirements

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

4. Met WorkKeys requirements

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

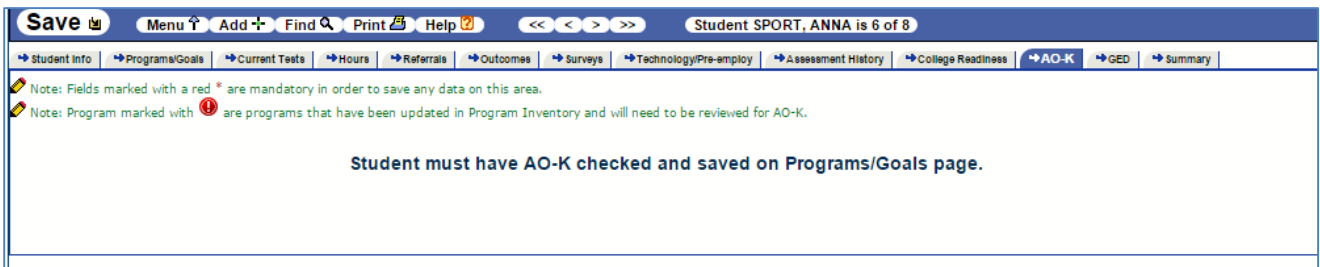
If incorrect data is entered into PABLO, simply highlight the cell and delete it by selecting the delete button on the keyboard.

Save the record before exiting.

AO-K

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

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



Fields by order of data entry

PABLO (ABE)		Nancy L. Olsen Test Inst.#01 1st Quarter 2015		Change Profile	Staff
Save Menu Add Find Print Help Student BOX, JACK is 3 of 10					
Student Info Programs/Goals Current Tests Hours Referrals Outcomes Surveys Technology/Pre-employ Assessment History College Readiness AO-K GED Summary					
Note: Fields marked with a red * are mandatory in order to save any data on this area. Note: Program marked with (i) are programs that have been updated in Program Inventory and will need to be reviewed for AO-K.					
Student must have AO-K checked and saved on Programs/Goals page.					
Enrollment Information:					
Enrollment Date:*	Pre Enrollment Date:	TANF Eligible:			
Previous Occupation Sector:	Previous Occupation:				
Exiting Information:					
Date Exited AO-K:	Reason Exiting:	Employment Status after exit:			
Occupation Program Exit:					
Institution:	Program:	View Courses			
Sector Focus of Pathway:	Occupational Focus of Pathway:				
Employed in Field:					
Credential Obtained:	TSA:	Date Credential Obtained:			

- Enrollment Date** must be entered as the date the learner entered CTE courses with ABE co-instruction.
- Pre-enrollment Date** is not required but can be used for learners which are interested in starting AO-K.
- Previous Occupation Sector** is not required but should be completed if known.
- Previous Occupation** is not required but should be completed if known.
- Institution** must be selected for the college the learner is attending for CTE and ABE co-instruction.

6. **Program** must be selected to indicate the CTE program that encompasses the learner pathway.
7. **Sector Focus of Pathway** must be selected to indicate the general sector in which the pathway belongs.
8. **Occupational Focus of Pathway** indicates the specific pathway in which the learner is enrolled.
9. **Employed in Field** indicates whether or not the learner is employed in a field that includes the pathway or if the area of employment is unknown at the time of enrollment.
10. **Credential Obtained** is used to indicate that an industry recognized credential has been obtained during or following participation in AO-K.
11. **TSA (Technical Skills Assessment)** indicates the type of certificate obtained
12. **Date Credential Obtained** should be completed using the date listed on the credential.

Exiting Information

13. **Date Exited AO-K** must indicate the last date that the learner was enrolled in CTE/ABE co-instruction.
14. **Reason Exiting** must be selected to indicate the reason that most closely reflects the learner’s reason for exiting.
15. **Occupation Program Exit** must be selected based on the information available at the time of the learner’s exit. “Pending Review at 3 Months” should be selected when no information is available at the time of exit.
16. **Employment Status after Exit** must be selected to reflect the information available at the time of the learner’s exit.

Save the record before exiting.

GED®

GED® test results will automatically populate when the data match is run. You can override the data match by clicking on override. You will then be able to enter the following fields.

1. **Received GED®/High School Diploma:** Check the type of diploma received.
2. **Date GED® Taken:** Enter the date (MM/DD/YYYY) the GED® Test was taken and if all parts were taken even if the GED® was not obtained or if confirmation of success was received at a later date. If unsure of the date the learner took the GED® Test, enter an approximate date.
3. **All Four Parts of GED® Tests Taken:** Check box when verified that learner has attempted all parts of the GED® Tests.
4. **GED® Scores** should be entered when the override is checked if available.

Summary

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

Save Menu Add Find Print Help << < Student BLAH, BLAH is 3 of 15 > >>

Student Info Programs/Goals Current Tests Hours Referrals Outcomes Surveys Technology/Pre-employ Assessment History College Readiness Summary

SSN: 555555222 Primary Advisor: NONE
 Name: BLAH B BLAH Class Codes:

Entry Level: 0

Achieved Ed Gain:

Instructional Time by Quarter: Q1: 0 hours, 0 minutes Q2: 0 hours, 0 minutes
 Q3: 0 hours, 0 minutes Q4: 0 hours, 0 minutes Total: 0 hours, 0 minutes

Program Entry Date: 10/20/2012

Last Date of Instruction:

Received GED/Adult HS Diploma: -

Technology Levels Completed through Instruction:

Pre-employ Checklists Completed through Instruction:

Ed Gain Status: Level 0

Goals: Made Educational Gain
 Entered Employment
 Retained/Improved Employment
 Received GED/High School Diploma
 Placed in Post-Secondary Education/Training
 Achieved Citizenship Skills
 Increased Involvement in Childrens Education
 Increased Involvement in Childrens Literary Activities
 Demonstrated College Readiness

Outcomes: Made Educational Gain
 Entered Employment
 Retained/Improved Employment
 Received GED/High School Diploma
 Placed in Post-Secondary Education/Training
 Achieved Citizenship Skills
 Increased Involvement in Childrens Education
 Increased Involvement in Childrens Literary Activities
 Demonstrated College Readiness

Unintended Outcomes: Made Educational Gain

Notes:

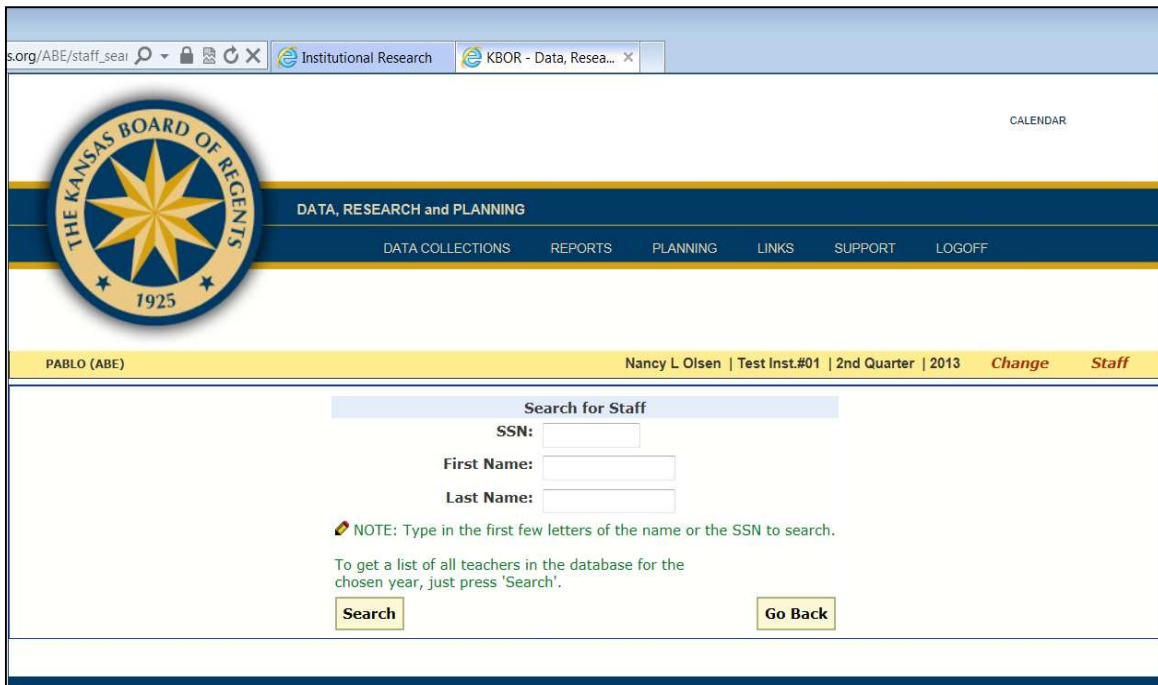
Note: Unintended Outcomes checkboxes are located in database but “Unintended Outcomes” no longer applies.

Staff

The **Main Menu** screen provides two different options for accessing and/or entering information on program staff members.

Search for Staff

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



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

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

Information screen.

Staff Profile Information

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

Staff Profile Information			Primary Advisor Code:	NAOLSEN
SSN:*	<input type="text" value="123112222"/>	Date Hired:*	<input type="text" value="07/01/2012"/>	
Position Code:*	<input type="text" value="Instructor full-time"/>	Education Code:*	<input type="text" value="Masters plus Certification"/>	
Teacher Experience:	<input type="text" value="5"/>			
First Name:*	<input type="text" value="NANCY"/>	Last Name:*	<input type="text" value="OLSEN"/>	Middle Initial: <input type="text"/>
Address:*	<input type="text" value="KDKSL"/>	City:*	<input type="text" value="KDKSL"/>	County:*
State:*	<input type="text" value="KS"/>	Zip:*	<input type="text" value="66615"/>	
Phone:*	<input type="text" value="(252)123-1111"/>	Email:*	<input type="text" value="nlo17@att.net"/>	
Gender:*	<input type="text" value="Female"/>	Ethnicity:*	<input type="text" value="White"/>	
KAEA Credentialed? Yes <input type="radio"/> No <input checked="" type="radio"/>	Credential Expire Date: <input type="text"/>	Duty/Assignment Codes:*	<input type="text" value="Support"/> <input type="text" value="Childcare"/> <input checked="" type="text" value="Counselling"/> <input type="text" value="Assessment"/> <input type="text" value="Orientation"/> <input type="text" value="English Literacy/Civics Education"/>	
Date Left: <input type="text"/>				
Training Name:	Enter Date Training Completed:	Special Project:	Attended:	
Accommodations	<input type="text" value="10/20/2014"/>	TIAN - year 1?	Yes <input checked="" type="radio"/> No <input type="radio"/>	
Comprehensive Adult Planner (PAM)	<input type="text" value="10/22/2014"/>	TIAN - year 2?	Yes <input checked="" type="radio"/> No <input type="radio"/>	
New Teacher Orientation	<input type="text"/>	TIAN - year 3?	Yes <input type="radio"/> No <input checked="" type="radio"/>	
PABLO	<input type="text"/>	Learning to Achieve Institute?	Yes <input checked="" type="radio"/> No <input type="radio"/>	
Performance Based Assessments	<input type="text"/>	Learning to Achieve Practice Training session?	Yes <input type="radio"/> No <input checked="" type="radio"/>	
Technology	<input type="text"/>	Learning to Achieve Local Trainer?	Yes <input type="radio"/> No <input checked="" type="radio"/>	
TABE 9 & 10 Administration	<input type="text"/>	Learning to Achieve State Trainer?	Yes <input checked="" type="radio"/> No <input type="radio"/>	
TABE 9 & 10 Online	<input type="text"/>	Standards-in-Action?	Yes <input type="radio"/> No <input checked="" type="radio"/>	
CLAS-E Administration	<input type="text"/>	Standards-in-Action State Trainer?	Yes <input type="radio"/> No <input checked="" type="radio"/>	
College and Career Readiness - ELA	<input type="text"/>	Teacher Certification (CHECK ALL THAT APPLY):		
College and Career Readiness - Math	<input type="text"/>	Not Reported	<input type="checkbox"/>	
What is NRS?	<input type="text"/>	Adult Education Certificate	<input type="checkbox"/>	
Data Quality Guide Training	<input type="text"/>	K-12 Certification	<input checked="" type="checkbox"/>	
NRS Data Flow	<input type="text"/>	Special Education Certification	<input type="checkbox"/>	
Using NRS Data	<input type="text"/>	TESOL Certification	<input type="checkbox"/>	
NRS Scenarios	<input type="text"/>			
Data Use Guide Training	<input type="text"/>			
AO-K	<input type="text"/>			
STAR	<input type="text"/>			

Staff Profile Information

- Primary Advisor Code:** Name or assigned code used to link this staff member with learners. A primary advisor is the staff member who is primarily responsible for monitoring a group of learners' attendance, curriculum, assessments, progress toward goals, etc.
- SSN:** Enter the staff member's Social Security Number (no hyphens needed) or an assigned identification number (9 digits). *This is a mandatory field.* The staff member's record will not save without a number in this field.
- Date Hired:** Enter the first day (MM/DD/YYYY) of employment or approximate first day of employment. *This is a mandatory field.*

4. **Position Code:** Click on the drop down arrow, and select the **one** position code which best describes the staff member's position. *This is a mandatory field.*
5. **Education Code:** Click on the drop down arrow and select the staff member's highest educational level. *This is a mandatory field.*
6. **Teacher Experience:** Enter the number of years staff has taught in **adult** education. *This is a mandatory field.*
7. **Name:** Enter **First Name, Last Name** (*these are mandatory fields*) and **Middle Initial**. Each part of the name is entered in a separate field. Each name field automatically appears as upper case letters.
8. **Address:** Enter street address and, if appropriate, apartment number and/or other location identifiers where the staff member resides. This field automatically appears as upper case letters.
9. **City:** Enter the name of the town or city in which the staff member resides. This field automatically appears as upper case letters.
10. **County:** Enter the name of the county in which the staff member lives.
11. **State:** Click on the drop down arrow and select the state where the staff member resides.
12. **Zip:** Enter the staff member's five-digit Zip Code.
13. **Phone:** Enter the staff member's telephone number (no hyphens needed).
14. **Email:** Enter the staff member's program assigned email address. Personal email should not be used.
15. **Gender:** Click on the drop down arrow and select the gender identified by the staff member.
16. **Ethnicity:** Click on the drop down arrow and select the ethnic origin identified by the staff member.
17. **KAEA Credential** is not currently used.
18. **Duty/Assignment Codes:** Select the instructional area(s) or assignment(s) that describe the staff member's job responsibilities. To select more than one option, hold the Ctrl (control) key while clicking on the appropriate codes. *This is a mandatory field.*
19. **Date Left:** Enter the staff member's last day (MM/DD/YYYY) of employment.

Training Name

21. **Date Attended:** Enter the date the staff member attended the KBOR Adult Education *Essential Training Workshop*.
22. **Training Completed:** Check the box if the staff member completed the training.

Special Projects

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

Teacher Certification

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

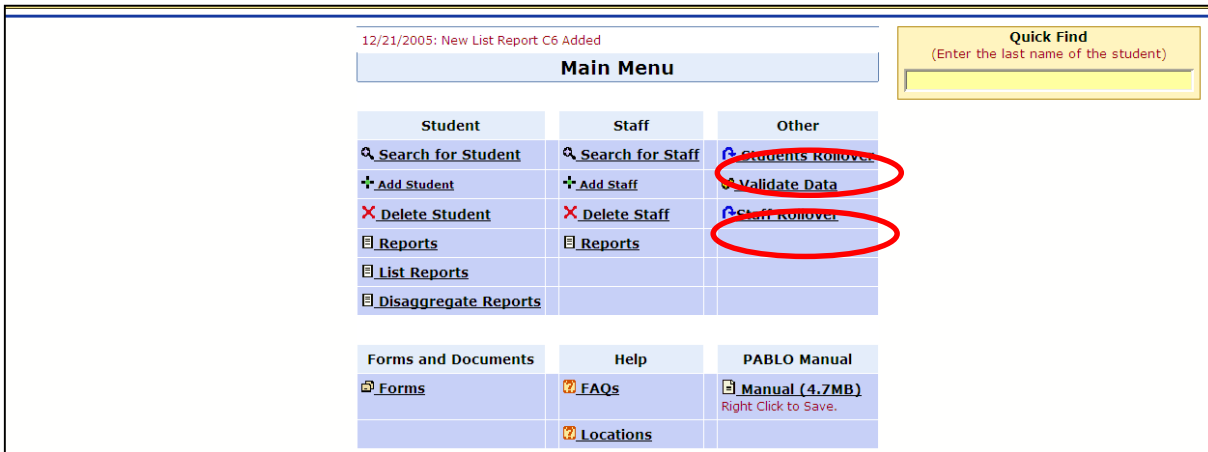
If incorrect data is entered into PABLO, simply highlight the cell and delete it by selecting the delete button on the keyboard.

Save the record before exiting.

Other

Students Rollover and Staff Rollover

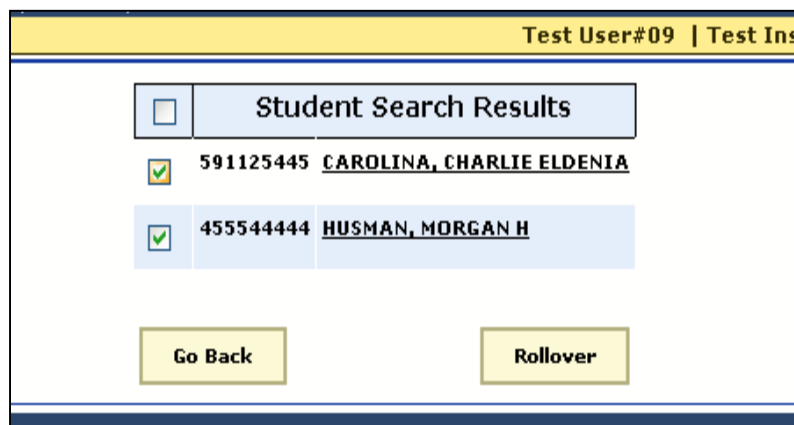
Click on either the **Student Rollover** or the **Staff Rollover** link on the **Main Menu** to rollover continuing students' and/or a staff member's basic demographic data for use in the next reporting year.



The screen allows the user to search for a student or staff member by first or last name,

or by social security number. For students, the user may also check the box titled **Not Exited Yet**, and click on the search button. This action will bring up a list of all learners who do not have a last date of instruction.

If the user selects the search button from the **Rollover** screen, he/she will get a list of all learners and staff in his/her program. The user then can manually select the students or staff members to be rolled over by checking the box next to the student's and/or staff member's names, and then clicking the **Rollover** link.



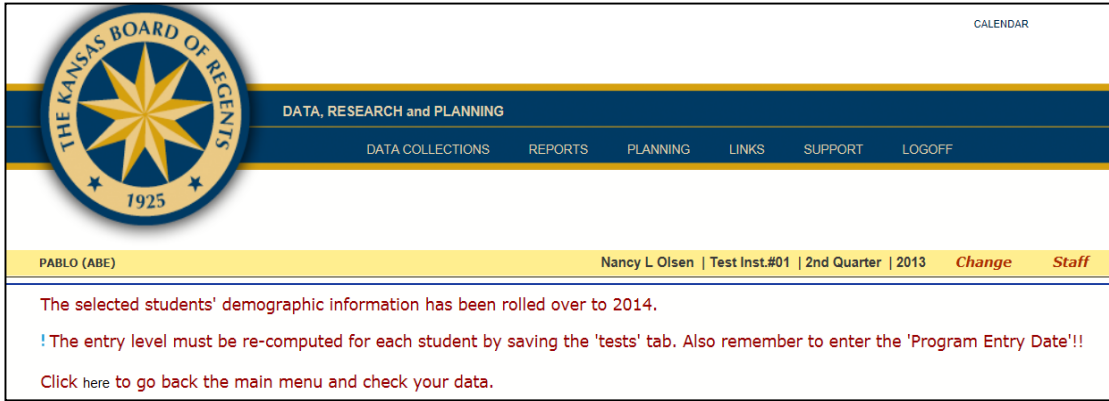
After selecting members to be

rolled over, click on the rollover button. A screen will appear letting the user know that the selected student (or staff member) and the corresponding demographic information has been rolled over to the next fiscal year. The educational functioning level must be re-computed for each student by clicking in the "Save" button on the "Tests Tab."

students and/or staff

Users must also remember to update the 'Program Entry Date on the “Student Info Tab” with the date the learner enters the program in the new fiscal year (year that the data was rolled into).

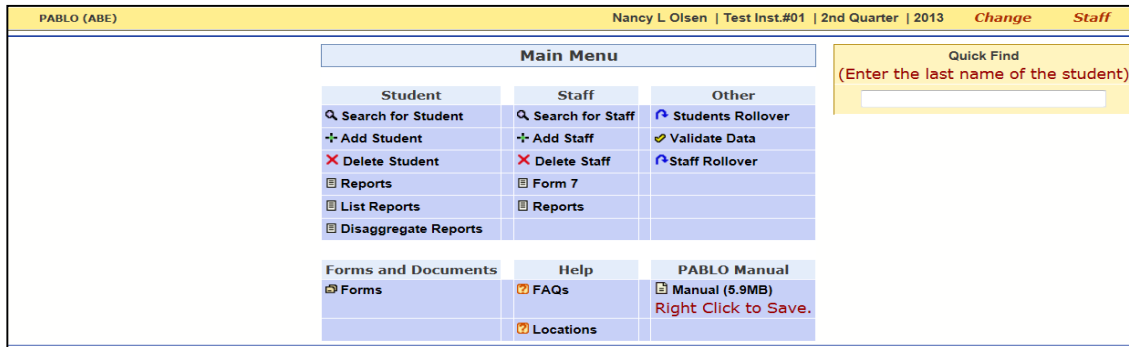
Note: A student may only be rolled over while the previous year is open for editing.



Deleting a Student or Staff Record

CAUTION:
You have very little warning

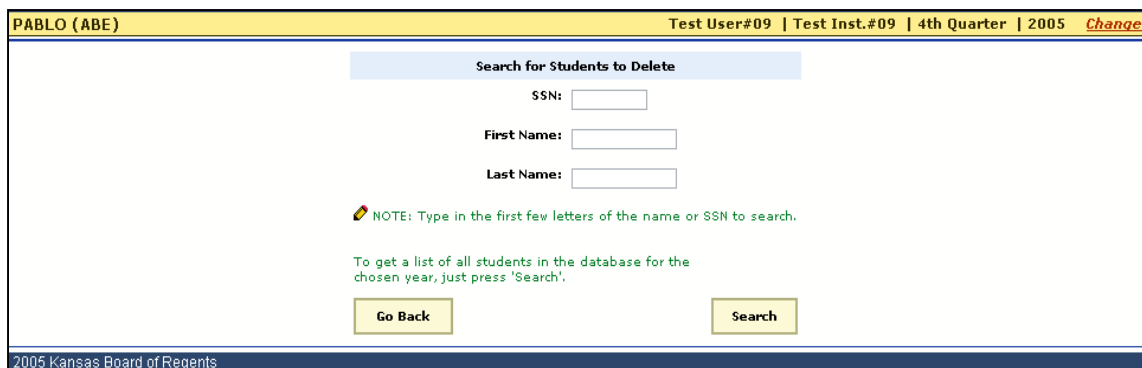
when deleting.



Click on the **X Delete Student** link on the **Main Menu** to delete a student’s record. This is a permanent deletion; the user will not be able to access the student’s information in the future. Deleting a record in this manner should be used with caution.

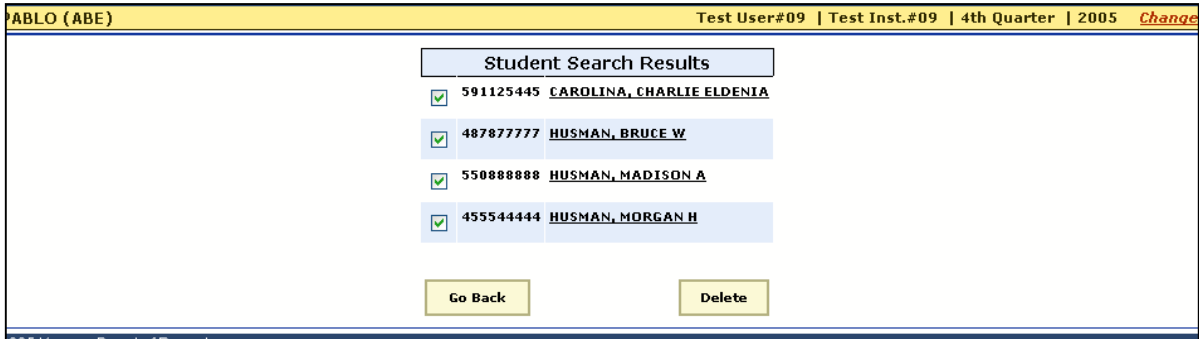
Click on the **X Delete Staff** link on the **Main Menu** to delete a staff member’s record. This is a permanent deletion; the user will not be able to access the staff members’ information in the future. Deleting a record in this manner should be used with caution.

The screen allows the user to search for a student or staff member by first or last name or by social security number.

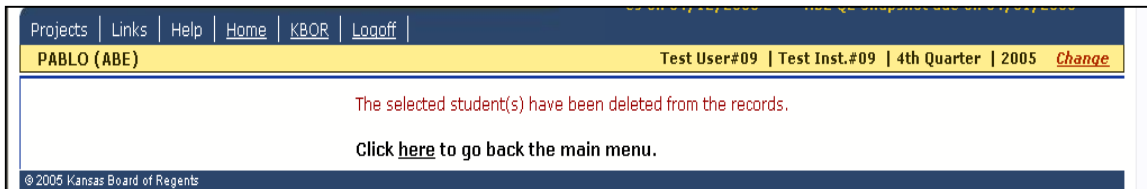


By selecting the search button from the **Delete** screen, a list of all learners and/or staff in the

program will be displayed. The user may manually select the students or staff members to be deleted by checking the box next to the students' or staff members' names. Then click the **Delete** button.



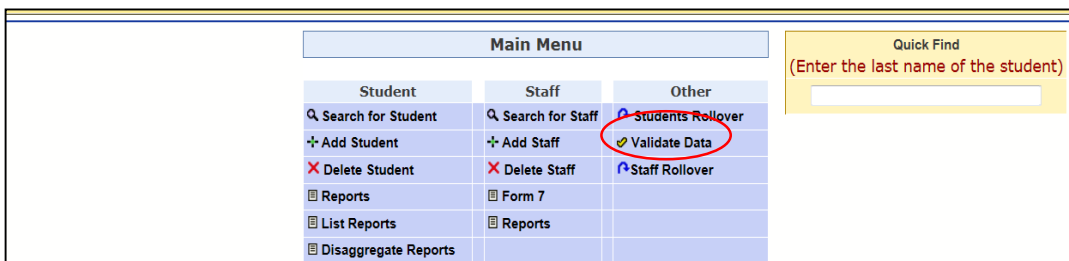
After selecting the students or staff to be deleted, the user must click on the delete button. A message will appear letting the user know that the selected students' and/or staff members' information has been deleted.



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

Student Reports

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



2. Then review each validate data report.

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Validate Data [?](#)

A. Goals/Outcomes/Entry Level Validation

- 5 - Missing Entry Level Classification [PDF](#)

B. Tests Validation

- 1 - Missing Citizenship Tests with Goal of Citizenship Selected [PDF](#)
- 2 - Missing Citizenship Tests with Citizenship Outcome Reported [PDF](#)
- 3 - Same Test Given within 6 Months
- 4 - Last Test Date 90 days Older than Entry Date [?](#)

C. ABE/ESL Validation

- 1 - Does Not Qualify for ABE Services [PDF](#)
- 2 - Does Not Qualify for ESL Services [PDF](#)

D. Survey Validation

- 2 - Outcome of Entered Post-secondary Education but No Survey Taken [PDF](#)
- 3 - Post-Secondary Education Survey Query for Exited Learners [PDF](#)
Update: Not-so-dirty. Please read FAQ

E. Other

- 1 - Exit Reason is Given but No Last Date of Instruction [PDF](#)
- 2 - No Hours Entered [PDF](#)
- 3 - No Last Date of Instruction Vs. Quarter Hours Verification [PDF](#)
- 4 - Number of children listed as zero [!\(Not a dirty query\)](#)
- 5 - Rural/Urbanized/Other Area is blank [PDF](#)
- 6 - Missing or Zero Grade Level [PDF](#) [?](#)
- 7 - Technology Date is Blank [PDF](#)
- 8 - Pre-Employment Date is Blank [PDF](#)

F. Duplicate Verification

- 1 - Duplicate SSN's [PDF](#)
- 2 - Duplicate Last Names [PDF](#)
- 3 - Duplicate DOB's [PDF](#)

G. Informational Reports

* Note: If voluntary information, like advisor, was not supplied in a given year, those reports will not work.

- 1 - Recommended Level does not match Entry Level [PDF](#)
- 2 - Duplicate SSN's [PDF](#)
- 2 - Duplicate Last Names [PDF](#)
- 3 - Duplicate DOB's [PDF](#)
- 4 - Rural/Urbanized Vs. City Verification [PDF](#)
- 5 - Outcome Vs. Goal Comparison - All Participants
- 6 - Invalid SSN's [PDF](#)
- 7 - >60 Hrs, No Post-Tests [PDF](#)
- 8 - Missing FERPA Release Information [PDF](#)
- 9 - Missing Primary Advisor [PDF](#)
- 10 - Outcome Vs. Goal Comparison for Primary Advisor
- 11 - Educational Functioning Level Overrides (View per page) [Go](#)
- 12 - Program Overall Summary Reports

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

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

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Reports

A. Demographic Summary Reports

1 - Quarterly Instructional Hours PDF	5 - # of Children 12 and Under PDF
2 - Participants by Age, Ethnic, Gender PDF	6 - Participant Country of Origin PDF
3 - Participants' Status and Category Enrollment	7 - Referrals Detail and Summary Report
4 - Program Type and Age	

B. Goals & Outcomes

1 - Enter Employment - Data Matching PDF	9 - Unintended Outcome Measures PDF
2 - Retain/Improve Employment - Data Matching PDF	10 - Unintended Outcomes - Data Matching PDF
3 - Placement in PSE PDF	11 - Work Ready Credential PDF
4 - Achieve Citizenship Skills PDF	12 - College Readiness Outcomes PDF
5 - Receive GED/Adult HS Diploma Report PDF	13 - Exited Participants Entering with Diploma or GED
6 - Involvement in Children's Education and Literacy PDF	14 - Exited Participants Enrolled in Transition Class
7 - Core Follow-up Outcome Achievement PDF	15 - Exited Participants Obtaining H.S. Diploma Equivalency
8 - Secondary Outcome Measures PDF	16 - Exited Participants Testing for H.S. Diploma Equivalency

C. Educational Gain and Exit Reasons (View 50 per page)

1 - Educational Gains by Participants	9 - Participants - Remain PDF
2 - Educational Gains - Complete PDF	10 - Participants - Leave PDF
3 - Educational Gains by Participants - Advanced	11 - Reasons for Leaving PDF
4 - Educational Gains - Advanced 1 Level PDF	12 - ESL TABE Ed Gain Summary PDF
5 - Educational Gains - Advanced 2+ Levels PDF	13 - ESL TABE Ed Gains by Participants
6 - ABE TABE Ed Gain Summary PDF	14 - ESL TABE Advance Summary PDF
7 - ABE TABE Ed Gains by Participants	15 - 5 Point Gain With No Level Gain
8 - ABE TABE Advance Summary PDF	

D. Educational Gain Summaries

* Note: If voluntary information, like advisor, was not supplied in a given year, those reports will not work.

1 - By Level:	<input type="text" value="1"/> <input type="button" value="Go"/>
2 - By Primary Advisor:	<input type="text" value="--Select--"/> <input type="button" value="Go"/>
3 - By Primary Advisor and Level:	<input type="text" value="--Select--"/> <input type="text" value="0"/> <input type="button" value="Go"/>
4 - By Class Code:	<input type="text" value="--Select--"/> <input type="button" value="Go"/>

E. Special Programs: ELCE(English Literacy Programs)

1 - Educational Gains Complete PDF	5 - Educational Gains by Participants (View 50 per page)
2 - Achieved Citizenship Skills Outcomes PDF	6 - Involvement in Children's Education and Literacy PDF
3 - Placement in PSE Outcomes PDF	7 - College Ready PDF
4 - Obtained GED Outcomes PDF	8 - All Learners PDF

F. Distance Learners:

1 - Educational Gains and Attendance PDF	2 - Core Follow-up Outcome Achievement PDF
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Staff Reports

1. Click on **Reports** under the **Staff** section on the **Main Menu**. *The user must ensure that the appropriate reporting year is selected.* The staff **Reports** menu allows the user to view a staff listing, a list of trainings staff has attended, staff credentialing information, and staff mailing labels.

Staff Reports	
1 - Staff Listing PDF	3 - Staff Credential Information PDF
2 - Staff Training Programs PDF	4 - Mailing Labels All Staff

List Reports

List Reports	
A. Learner Listings	
1 - List of Learners with Data PDF	2 - Learners 16 and 17 PDF
3 - Learners Under 21 PDF	4 - Learners with a Goal of GED PDF
5 - Learners by Primary Advisor PDF	6 - ESL Learners PDF
7 - ESL Learners under 21 PDF	8 - Learners By Class Code: --Select-- Go
9 - Learners By Goal: --Select-- Go	
10 - Learners by Outcomes: --Select-- Go	
11 - KAN-Go Learners with One Hour of Attendance PDF	
B. Test Forms - Scores - Dates : (View 50 per page) !	
By Test Type: --Select-- --Select-- Go	
C. Educational History - All Learners: (View 20 per page) !	
* Note: If voluntary information, like advisor, was not supplied in a given year, those reports will not work.	
1 - By Level: --All-- Go	
2 - By Primary Advisor: --Select-- Go	
3 - By Primary Advisor and Level: --Select-- 0 Go	
4 - By Staff and Class: --Select-- --Select-- Go	
5 - By Class Code: --Select-- Go	
6 - By Test: --Select-- Go	
7 - Learners who have not left	8 - Learners with Family Literacy / Child Literacy Goals
D. Special Categories	
1 - Homeless PDF	2 - Participants with Disabilities PDF
3 - Corrections/Institutionalized PDF	4 - On Public Assistance PDF
5 - In Family Literacy Programs PDF	6 - Accelerating Opportunity Participants PDF
	8 - AO Student Listing PDF
E. Surveys for Participants	
1 - Post-Secondary Education Surveys PDF	2 - Employment Surveys PDF
F. Mailing Labels	
1 - Mailing Labels by Date	2 - Mailing Labels All Learners
3 - Mailing Labels, GED Graduates	4 - Mailing Labels, GED Not Complete
G. Technology and Pre-Employment Reports for Participants	
1 - Technology Report	2 - Pre-Employment Report. Sort by SSN Go PDF
H. Other	
1 - Median Hours Summary (- 5 and 6)	2 - Median Hours Summary - All Learners
3 - Median Hours Summary - Participants	4 - Referral Summary

1. Select **List Reports** under the **Student** section on the **Main Menu**. *The user must ensure that the appropriate reporting year is selected.* The **List Reports** menu will report data for **all** students, not just those with 12 or more hours.
2. The **List Reports** provide useful information, including a list of all students in the program, age breakdown, mailing labels, testing reports, test types and forms administered, technology and pre-employment reports, etc.

APPENDICES

APPENDIX 1:

Definitions of Terms and Definitions for Data Collection

Definitions of Terms

Adult Education	Services or instruction below the postsecondary level for individuals - (1) who have attained 16 years of age; (2) who are not enrolled or required to be enrolled in secondary school under state law; and (3) who - (i) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society; (ii) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or (iii) are unable to speak, read or write the English language.
Educational Service Agency	A regional public multi-service agency authorized by state statute to develop and manage a service or program, and to provide the service or program to a local educational agency.
Eligible Agency	The sole entity or agency in a state responsible for administering or supervising policy for adult education and literacy in the state consistent with the law of the state.
Eligible Provider	The term “eligible provider” means - (a) a local educational agency; (b) a community-based organization of demonstrated effectiveness; (c) a volunteer literacy organization of demonstrated effectiveness; (d) an institution of higher education; (e) a public or private nonprofit agency; (f) a library; (g) a public housing authority; (h) a nonprofit institution that is not described in any of subparagraphs (a) through (g) and has the ability to provide literacy services to adults and families; and (i) a consortium of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (a) through (h).
English Literacy Program	A program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.
Family Literacy Services	Services that are of sufficient intensity in terms of hours and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities: (a) Interactive literacy activities between parents and their children. (b) Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children. (c) Parent literacy training that leads to economic self-sufficiency. (d) An age-appropriate education to prepare children for success in school and life experiences.
Individual with a Disability	An individual with any disability (as defined in section 3 of the 1990 Americans with Disabilities Act).

Individual with Limited English Proficiency	An adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and - (a) whose native language is a language other than English; or (b) who lives in a family or community environment where a language other than English is the dominant language.
Institution of Higher Education	The term has the meaning given in Section 1201 of the Higher Education Act of 1965.
Literacy	An individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
Local Educational Agency	The term has the meaning given in Section 14101 of the Elementary and Secondary Education Act of 1965.
Postsecondary Educational Institution	The term means - (a) an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree; (b) a tribally controlled community college; or (c) a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.
Instruction in a Real-life Context	Instruction delivered using actual materials, resources or locations within the adult learners' communities that are relevant to the learners' roles as workers, family members and community members.
Secretary	The Secretary of Education
Sufficient Intensity and Duration	Services are available so each learner can receive appropriate assistance to complete his/her program as designated in the <i>Indicators of A Quality Adult Education Program</i> . Services can include tutoring, computer-aided instruction, small and large group instruction, counseling, assessment, job readiness, and other approved activities.
Well-Trained Instructors, Administrators, and Counselors	Instructors, administrators and counselors who have the appropriate professional training and certification and who have Kansas Adult Education Association credentials.
Workplace Literacy Services	Literacy services that are offered for the purpose of employment readiness and improving the productivity of the workforce through the improvement of literacy skills.

Definitions for Data Collection

All funded AEFLA programs are responsible for understanding and using the following definitions when entering information into PABLO. One-on-one technical assistance for using PABLO is available free of charge to AEFLA-funded programs.

A. PARTICIPANT INFORMATION:

During program orientation, learners must be informed that by enrolling in the local adult education program they are agreeing to the release of all individual personally identifiable demographic and educational information to the Kansas Board of Regents (KBOR), the state educational agency (SEA) responsible for the oversight of AEFLA funds. In addition to monitoring learners' and programs' progress, KBOR staff members will use individual learners' contact information to conduct follow-up surveys. The brief follow-up surveys ask learners questions about how adult education classes have affected them, their families, their future educational pursuits, their employment opportunities, etc. This survey information is gathered with the intention of helping programs identify issues that impact learners' retention and goals attainment. All responses are kept confidential.

Learners must also be informed that limited personally identifiable information (SSN) will be released to other state agencies, such as the Department of Commerce and Department for Children and Families solely for the purpose of data matching to confirm learner outcomes. Once the data matching has been completed, all learners' personally identifiable information will be destroyed by the outside agency.

Programs should attempt to obtain signed releases from all learners. **If a learner is less than eighteen years of age, a parent or legal guardian must sign the form.** Programs must maintain the original signed permission form in the learner's permanent file. Programs can indicate that a learner (or parent or legal guardian) has signed a release of information form by marking the "Yes" check box corresponding to the ***Signed FERPA Release?*** field on the PABLO **Student Info** tab. Programs must be extremely diligent about ensuring that no personal information about a learner is release to ***anyone*** without the learner's (or parent's or legal guardian's) written permission.

Early in the orientation process, learners must be informed that assessment is a critical component of the adult education program. Programs use assessment results to inform learners about their educational levels at program entry and about their progress during participation. Assessment results also provide the instructional staff with information necessary for appropriate instructional planning and counseling. Finally, assessments provide the program with critical information necessary for monitoring program effectiveness and meeting state and federal reporting requirements.

B. DEMOGRAPHIC INFORMATION:

Age: A learner's age is defined as his/her day, month, and year of birth subtracted from the date of entry. Learners must have reached or passed their sixteenth birthday in order to participate in adult education program activities.

Disability: A learner with a disability is defined as a learner who has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working. Adults with learning disabilities may be included as a subset of adults with disabilities only if they have documentation as defined below.

Learning Disability: A learner with a learning disability is defined as an individual having an IQ in at least the low-average range (70 or higher) who has deficits (related to neurological impairments) in capacity in defined limited areas related to learning--including dyslexia (reading disability), dysgraphia (writing disability), and dyscalculia (math disability)--and who have a history of previous educational efforts.

Program staff should use the **Initial Documentation of Disability** form on the **Forms** link to document that a staff member has reviewed the documentation of a disability, to note the type of disability, and to begin the process of identifying appropriate accommodations. In most instances, the actual documentation (i.e. medical doctor's diagnosis, IEP summary and testing information to qualify for IDEA, clinical psychologist's evaluation) should be returned to the learner and not maintained in the learner's permanent file. However, copies of the documentation may be maintained in the learner's permanent file.

Employment: Employment status is determined when the adult enters the program for the year (i.e., employment status as of date of entry). If a learner becomes employed during the fiscal year, **do not** change his/her employment status from "unemployed" to "employed".

- ◆ **Employed** means learners who work as paid employees, work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working but who have jobs or businesses from which they are *temporarily* absent.
- ◆ **Unemployed, Available** means learners who are not working but are seeking employment, have made specific efforts to find a job, and are available for work.
- ◆ **Unemployed, Not Available** means learners who are not employed and are not seeking employment. This group of learners includes homemakers, retirees, independently wealthy, or those who are unable to work.

Entry Level: A learner's entry level is always based on a TABE Diagnostic assessment. Most learners are assessed in more than one subject area. However, a new learner's entry level is determined by the lowest pretest score in the subject area in which the learner is studying. (See **Current Tests**, pages 29-33 for additional information.) Once TABE pretest scores are entered in the database, PABLO automatically determines the learner's entry level based on the National Reporting System (NRS) guidelines (Appendix 2).

For continuing learners, a diagnostic test score may be carried over from one fiscal year and entered as a pretest score in the next fiscal year. In order for a test score to be carried across fiscal years, the score

must have been achieved on a test given **within 90 days** of the learner's current fiscal year **Program Entry Date**.

If a continuing learner returns to an adult education program in a new fiscal year, and the learner's most recent diagnostic test scores were achieved on a test administered more than 90 days prior to his/her current **Program Entry Date**, the program must administer new diagnostic tests. The scores from the new diagnostic tests become the continuing learner's pretest scores for the new fiscal year, and the lowest diagnostic pretest score determines the entry level.

Ethnicity: The determination of a learner's **ethnicity** should be made by the **learner**, not the staff doing intake. However, if a learner does not self select an ethnicity, then a staff member will have to make a determination of the learner's ethnicity in order for the learner's record to be saved in PABLO.

When collecting data, program staff are to first ask about a student's ethnicity (i.e., Hispanic/Latino or not) and then select one or more races with which the student identifies.

Programs report data by counting students in only one of the following seven aggregate racial/ethnic categories:

American Indian or Alaska Native—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—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—A person having origins in any of the Black racial groups of Africa.

Hispanic/Latino of any race—A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race. The term "Spanish origin" can be used in addition to "Hispanic/Latino or Latino."

Native Hawaiian or Other Pacific Islander—A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White—A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Two or more races—A person having origins in two or more race categories and not Hispanic/Latino.

Students who identify themselves as **Hispanic/Latino** are reported **only** in that category.

On Public Assistance means a learner is receiving **financial assistance** from federal, state, or local agencies, including TANF/SRS, food stamps, WIC, HUD Section 8 housing, tribal or federal commodities,

refugee cash assistance, old-age assistance, and aid to the blind or totally disabled. It does NOT include Social Security benefits, unemployment insurance, SSI, and employment-funded disability.

Residence Area Type: description of the population size of a learner’s place of residence (currently lives or maintains an address). Use the link on the **Student Info** screen (magnifying glass) to access a web site that gives the population of Kansas towns and cities. The web link can also be used to determine the residence area type of learners living in adjacent states.

Rural is used to describe a learner’s place of residence with a population of less than 2,500 and outside an urbanized area.

Urbanized Area is used to describe a learner’s place of residence with a population of 50,000 or greater.

Other is used to describe a learner’s place of residence with a population of 2,500 or greater but less than 50,000.

Telephone Numbers: Day and evening phone numbers are defined as telephone numbers where the learner may be reached in the daytime or evening respectively. Programs should make every effort to determine if the learner can actually be reached at the numbers given. Programs should also stress the importance of having a valid emergency contact phone number in case of illness or other emergency during class. **The emergency contact number frequently serves as the only means of securing follow-up information on a learner’s outcome(s) after he/she exits the program.**

D. REPORTING INFORMATION:

1. Category: Learners who fit into any of the following categories may be counted in one or multiple categories as applicable.

Homeless Category is for learners who are adults lacking a fixed, regular nighttime residence or who are residing in a temporary shelter or institution. “Homeless” does not apply to any individual imprisoned or otherwise detained due to legal reasons.

Correctional Facilities Category is for learners in any prison, jail, work farm, conservation camp, detention center, or any other similar federal, state, or local institution designed for the confinement of criminal offenders.

Community Corrections Category is for learners in a community-based probation/parole program or day-reporting program.

Other Institutional Category is for learners in a medical or mental institution, youth institution, or other special institution.

Family Literacy Category is for learners participating in instructional activities with a literacy component for parents and children or other intergenerational literacy components. Examples

include Even Start, Reading Excellence, and locally developed family literacy activities. This category does NOT include activities offered in partnership with Parents as Teachers or Head Start UNLESS those partnerships include family literacy activities with a distinct adult education component.

Workplace Literacy Category is for learners participating in instructional activities to improve the literacy skills needed to perform a job **and** at least partly under the auspices of an employer.

2. Exit Date (Leaving Date): The **exit date** is the date the learner last attended class before leaving the program. If a learner has not received instruction for 90 days and is not scheduled to receive instruction (for example, the learner simply stops attending class), the last date of instruction should be reported as the last date the learner attended class. On the end-of-the-year report, any learner who has not returned within the first quarter of the new fiscal year must be given a **last date of instruction** during the previous fiscal year.

3. Hours: In order for goals to “count” as outcomes, the learner **MUST have 12 or more hours** as a participant in the program. An **hour** is defined as 60 clock minutes of active learner participation in instructional activities.

Instructional activities must be offered at a program center or outreach site or via distance education and include the following:

- ◆ Orientation and intake,
- ◆ TABE assessments,
- ◆ Performance-based assessments,
- ◆ Class instruction,
- ◆ Individual tutoring or small group work,
- ◆ Peer discussion or conversation groups where learning occurs,
- ◆ Teacher-made tests or quizzes,
- ◆ Computer-assisted instruction and computer lab study,
- ◆ Intergenerational activities (as part of family literacy services as defined in D-1) if adult education staff or other resources are involved,
- ◆ Language labs, and
- ◆ Vocational and/or postsecondary education/training counseling.

Instructional activities do **NOT** include homework time, offsite activities, socializing or *extended* break times, unmonitored study hall periods, 1-7 hours of official GED® testing, or family literacy activities that involve no adult education staff or other resources.

Programs are responsible for maintaining **two reliable** systems for monitoring learners’ **exact** hours and minutes of participation. One of these systems must be a computerized sign-in. Other systems for monitoring learners’ participation include paper-and-pencil sign ins/outs, instructors monitoring attendance, learners maintaining a participation log, etc.

4. Programs: In addition to being at a certain level, learners are considered to be in certain “programs” as defined below. Learners are classified as participants in **ONLY ONE program per year**. An ABE learner who was initially leveled at an ESL level (typically Levels 10 and 11) on initial entry into the

program may be re-classified as ABE based on TABE ABE test results at the beginning of a new fiscal year. Any earlier ESL test score (listening) should not be entered into PABLO for the current fiscal year. If an ESL learner is tested in TABE diagnostic ESL areas and classified as ESL (Levels 7 through 11) for that year, and later, after a significant amount of instruction, begins testing in ABE areas, do not report ABE diagnostic posttest scores in math for that same year, except in the **Notes** section of PABLO.

Adult Basic Education Program (ABE) is a program of instruction designed for adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in the family. Learners at Levels 1 through 4 are considered as being in this program.

Adult Secondary Education Program (ASE) is a program of instruction designed for adults who have basic literacy skills and can function in everyday life, but are not proficient at advanced literacy levels or do not have a certificate of graduation from a secondary school or its equivalent. Learners at Levels 5 or 6 are considered as being in this program.

English as a Second Language Program (ESL) is a program of instruction designed to help adults who are limited English proficient achieve competence in the English language. Learners at Levels 7 through 11 are considered as being in this program.

5. Quarter:

Quarter 1 is defined as July 1 to September 30. Data for Quarter 1 must be entered into PABLO, reports reviewed, and queries checked no later than October 15*.

Quarter 2 is defined as October 1 to December 31. Data for Quarter 2 must be entered into PABLO, reports reviewed, and queries checked no later than January 22*.

Quarter 3 is defined as January 1 to March 31. Data for Quarter 3 must be entered into PABLO, reports reviewed, and queries checked no later than April 15*.

Quarter 4 is defined as April 1 to June 30. Data for Quarter 4 must be entered into PABLO, reports reviewed, and queries checked no later than July 15*.

* If this date falls on a weekend or holiday, the quarterly data must be entered into PABLO no later than the first working day following this date.

6. Quarterly Reports: Programs are expected to enter data into PABLO on a regular basis. Programs must review **Reports** and **Validate Data** queries quarterly—at a minimum.

KBOR staff will review data entered into PABLO on a regular basis. Approximately two weeks after the end of the quarter (see dates above) KBOR staff will take a “snapshot” of each program’s data. KBOR staff will check each of the **Reports** and **Validate Data** queries. After each of the quarterly reviews, KBOR staff will converse with programs about data accuracy, progress toward projections, progress toward meeting program improvement objective(s), etc.

7. Year: A **fiscal year** is defined as July 1 through the next June 30. However, outcomes achieved by learners who exit the program in one fiscal year *and do not return in the following fiscal year* may be reported **until the annual report is finalized in early November**. Programs are encouraGED® to NOT report finalization of annual reports until extensive efforts have been made to ensure that all outcomes have been documented, survey logs have been completed, and all **last dates of instruction** have been entered. However, learners remaining in the program (i.e., participating in instructional activities), as participants for the current year should have outcomes achieved after June 30 reported in the **current fiscal year** rather than in the previous fiscal year. If the learner does not *and* will not have twelve (12) hours in the current fiscal year, the outcome(s) must be reported in the previous fiscal year.

8. Yearly Reports: Programs must have all data for the end-of-the-year-report entered into PABLO no later than November 1*. This data includes the survey logs for the goals of “enter employment” and “enter postsecondary education and training.”

* If this date falls on a weekend or holiday, the quarterly data must be entered into PABLO or the reports must be submitted to KBOR no later than the first working day following this date.

NOTE: Definitions were compiled and revised with the input of the Kansas Adult Education Advisory Committee. KBOR Adult Education welcomes additional feedback for future editions.

APPENDIX 2:

Student Reports and Validate Data Reports

Student Reports

A. Demographic Summary Reports

1 - Quarterly Instructional Hours PDF	5 - # of Children 12 and Under PDF
2 - Participants by Age, Ethnic, Gender PDF	6 - Participant Country of Origin PDF
3 - Participants' Status and Category Enrollment	7 - Referrals Detail and Summary Report
4 - Program Type and Age	

B. Goals & Outcomes

1 - Enter Employment - Data Matching PDF	9 - Unintended Outcome Measures PDF
2 - Retain/Improve Employment - Data Matching PDF	10 - Unintended Outcomes - Data Matching PDF
3 - Placement in PSE PDF	11 - Work Ready Credential PDF
4 - Achieve Citizenship Skills PDF	12 - College Readiness Outcomes PDF
5 - Receive GED/Adult HS Diploma Report PDF	13 - Exited Participants Entering with Diploma or GED
6 - Involvement in Children's Education and Literacy PDF	14 - Exited Participants Enrolled in Transition Class
7 - Core Follow-up Outcome Achievement PDF	15 - Exited Participants Obtaining H.S. Diploma Equivalency
8 - Secondary Outcome Measures PDF	16 - Exited Participants Testing for H.S. Diploma Equivalency

C. Educational Gain and Exit Reasons (View per page) [↕](#)

1 - Educational Gains by Participants	9 - Participants - Remain PDF
2 - Educational Gains - Complete PDF	10 - Participants - Leave PDF
3 - Educational Gains by Participants - Advanced	11 - Reasons for Leaving PDF
4 - Educational Gains - Advanced 1 Level PDF	12 - ESL TABE Ed Gain Summary PDF
5 - Educational Gains - Advanced 2+ Levels PDF	13 - ESL TABE Ed Gains by Participants
6 - ABE TABE Ed Gain Summary PDF	14 - ESL TABE Advance Summary PDF
7 - ABE TABE Ed Gains by Participants	15 - 5 Point Gain With No Level Gain
8 - ABE TABE Advance Summary PDF	

D. Educational Gain Summaries

* Note: If voluntary information, like advisor, was not supplied in a given year, those reports will not work.

1 - By Level:	<input type="text" value="1"/> Go
2 - By Primary Advisor:	--Select-- Go
3 - By Primary Advisor and Level:	--Select-- <input type="text" value="0"/> Go
4 - By Class Code:	--Select-- Go

E. Special Programs:

1 - Educational Gains Complete PDF	5 - Educational Gains by Participants (View <input type="text" value="50"/> per page) ↕
2 - Achieved Citizenship Skills Outcomes PDF	6 - Involvement in Children's Education and Literacy PDF
3 - Placement in PSE Outcomes PDF	7 - College Ready PDF
4 - Obtained GED Outcomes PDF	8 - All Learners PDF

F. Distance Learners:

1 - Educational Gains and Attendance PDF	2 - Core Follow-up Outcome Achievement PDF
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Validate Data Reports

Validate Data [?](#)

A. Goals/Outcomes/Entry Level Validation

[5 - Missing Entry Level Classification PDF](#)

B. Tests Validation

[1 - Missing Citizenship Tests with Goal of Citizenship Selected PDF](#)

[3 - Same Test Given within 6 Months](#)

[2 - Missing Citizenship Tests with Citizenship Outcome Reported PDF](#)

[4 - Last Test Date 90 days Older than Entry Date \[?\]\(#\)](#)

C. ABE/ESL Validation

[1 - Does Not Qualify for ABE Services PDF](#)

[2 - Does Not Qualify for ESL Services PDF](#)

D. Survey Validation

[2 - Outcome of Entered Post-secondary Education but No Survey Taken PDF](#)

[3 - Post-Secondary Education Survey Query for Exited Learners PDF](#)

Update: Not-so-dirty. Please read [FAQ](#)

E. Other

[1 - Exit Reason is Given but No Last Date of Instruction PDF](#)

[5 - Rural/Urbanized/Other Area is blank PDF](#)

[2 - No Hours Entered PDF](#)

[6 - Missing or Zero Grade Level PDF](#)

[3 - No Last Date of Instruction Vs. Quarter Hours Verification PDF](#)

[7 - Technology Date is Blank PDF](#)

[4 - Number of children listed as zero \[?\]\(#\)\(Not a dirty query\)](#)

[8 - Pre-Employment Date is Blank PDF](#)

F. Duplicate Verification

[1 - Duplicate SSN's PDF](#)

[3 - Duplicate DOB's PDF](#)

[2 - Duplicate Last Names PDF](#)

G. Informational Reports

* Note: If voluntary information, like advisor, was not supplied in a given year, those reports will not work.

[1 - Recommended Level does not match Entry Level PDF](#)

[7 - >60 Hrs, No Post-Tests PDF](#)

[8 - Missing FERPA Release Information PDF](#)

[9 - Missing Primary Advisor PDF](#)

[4 - Rural/Urbanized Vs. City Verification PDF](#)

[10 - Outcome Vs. Goal Comparison for Primary Advisor](#)

[5 - Outcome Vs. Goal Comparison - All Participants](#)

[11 - Educational Functioning Level Overrides](#) (View per page) [Go](#)

[6 - Invalid SSN's PDF](#)

[12 - Program Overall Summary Reports](#)

Student List Reports

List Reports

A. Learner Listings

<input type="checkbox"/> 1 - List of Learners with Data PDF	<input type="checkbox"/> 2 - Learners 16 and 17 PDF
<input type="checkbox"/> 3 - Learners Under 21 PDF	<input type="checkbox"/> 4 - Learners with a Goal of GED PDF
<input type="checkbox"/> 5 - Learners by Primary Advisor PDF	<input type="checkbox"/> 6 - ESL Learners PDF
<input type="checkbox"/> 7 - ESL Learners under 21 PDF	<input type="checkbox"/> 8 - Learners By Class Code: <input type="text" value="--Select--"/> <input type="button" value="Go"/>
<input type="checkbox"/> 9 - Learners By Goal: <input type="text" value="--Select--"/> <input type="button" value="Go"/>	
<input type="checkbox"/> 10 - Learners by Outcomes: <input type="text" value="--Select--"/> <input type="button" value="Go"/>	
<input type="checkbox"/> 11 - KAN-Go Learners with One Hour of Attendance PDF	

B. Test Forms - Scores - Dates : (View per page) [📄](#)

By Test Type:

C. Educational History - All Learners: (View per page) [📄](#)

* Note: If voluntary information, like advisor, was not supplied in a given year, those reports will not work.

<input type="checkbox"/> 1 - By Level:	<input type="text" value="--All--"/> <input type="button" value="Go"/>
<input type="checkbox"/> 2 - By Primary Advisor:	<input type="text" value="--Select--"/> <input type="button" value="Go"/>
<input type="checkbox"/> 3 - By Primary Advisor and Level:	<input type="text" value="--Select--"/> <input type="text" value="0"/> <input type="button" value="Go"/>
<input type="checkbox"/> 4 - By Staff and Class:	<input type="text" value="--Select--"/> <input type="text" value="--Select--"/> <input type="button" value="Go"/>
<input type="checkbox"/> 5 - By Class Code:	<input type="text" value="--Select--"/> <input type="button" value="Go"/>
<input type="checkbox"/> 6 - By Test:	<input type="text" value="--Select--"/> <input type="button" value="Go"/>
<input type="checkbox"/> 7 - Learners who have not left	<input type="checkbox"/> 8 - Learners with Family Literacy / Child Literacy Goals

D. Special Categories

<input type="checkbox"/> 1 - Homeless PDF	<input type="checkbox"/> 2 - Participants with Disabilities PDF
<input type="checkbox"/> 3 - Corrections/Institutionalized PDF	<input type="checkbox"/> 4 - On Public Assistance PDF
<input type="checkbox"/> 5 - In Family Literacy Programs PDF	<input type="checkbox"/> 6 - Accelerating Opportunity Participants PDF
	<input type="checkbox"/> 8 - AO Student Listing PDF

E. Surveys for Participants

<input type="checkbox"/> 1 - Post-Secondary Education Surveys PDF	<input type="checkbox"/> 2 - Employment Surveys PDF
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F. Mailing Labels

<input type="checkbox"/> 1 - Mailing Labels by Date	<input type="checkbox"/> 2 - Mailing Labels All Learners
<input type="checkbox"/> 3 - Mailing Labels, GED Graduates	<input type="checkbox"/> 4 - Mailing Labels, GED Not Complete

G. Technology and Pre-Employment Reports for Participants

<input type="checkbox"/> 1 - Technology Report	<input type="checkbox"/> 2 - Pre-Employment Report. Sort by <input type="text" value="SSN"/> <input type="button" value="Go"/> PDF
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H. Other

<input type="checkbox"/> 1 - Median Hours Summary (- 5 and 6)	<input type="checkbox"/> 2 - Median Hours Summary - All Learners
<input type="checkbox"/> 3 - Median Hours Summary - Participants	<input type="checkbox"/> 4 - Referral Summary

Disaggregate Reports

Disaggregate Reports

A. Age Disaggregate Reports

[1 - Core Follow-up Outcome Achievement PDF](#) [2 - Educational Gains - Complete PDF](#)

B. Disability Disaggregate Reports

[1 - Core Follow-up Outcome Achievement PDF](#) [2 - Educational Gains - Complete PDF](#)

C. Ethnicity Disaggregate Reports

[1 - Core Follow-up Outcome Achievement PDF](#) [2 - Educational Gains - Complete PDF](#)

D. Gender Disaggregate Reports

[1 - Core Follow-up Outcome Achievement PDF](#) [2 - Educational Gains - Complete PDF](#)
