AEMIS GLOSSARY

A

Age at Entry: Years since participant's date of birth upon entry into AEMIS. AEMIS will auto calculate.

Assessments: WVAdultEd Instructors are required to provide an entry assessment prior to the 12ᵗʰ instructional hour using the approved assessments (i.e. TABE, CASAS, and BEST). Subsequent assessments should be administered in accordance with publishers' guideline. Information regarding assessments can be found in the West Virginia Adult Education Assessment Policy and a quick reference can be found in Section 6 page 40 of the WVAdultEd Instructor's Handbook.

B

Benefits at Entry: Instructors are required to ask participants at time of entry which services the student or anyone in their household has received within the last 6 months prior to entry into the Adult Education program.

   a. **SNAP**: Provides monthly benefits to help eligible households buy food. http://www.wvdhhr.org/bcf/family_assistance/fs.asp
   b. **WIC**: Supplemental Nutrition Program for Women, Infants and Children. http://ons.wvdhhr.org/
   c. **WV CHIP**: A program that provides health insurance to children who meet the specified requirements and qualify. http://www.wvchip.org/
   d. **WV Rent and Housing Assistance Vouchers/HUD**: Housing and Urban Development assists with renting, home ownership, and homelessness. https://www.hud.gov/states/west_virginia
   e. **Medicaid**: Health coverage for eligible low-income adults, children, pregnant women, elderly adults and people with disabilities. https://dhhr.wv.gov/bcf/Services/familyassistance/Pages/Medicaid.aspx
   f. **Emergency Assistance Program (EAP)**: EAP is used to assist individuals and families in meeting a financial crisis when they are without available resources. The program is designed to provide short-term emergency financial assistance with which eligible individuals and families may obtain certain items or services needed to eliminate an emergency or crisis. http://www.needhelppayingbills.com/html/west_virginia_emergency_assist.html
   g. **School Clothing Allowance (SCA):** A program that provides vouchers for children to receive clothing for school. Children receiving WV Works cash assistance or in Foster Care are issued vouchers in July. Other families are welcome to apply provided they meet the eligibility requirements. https://dhhr.wv.gov/bcf/Services/familyassistance/Pages/School-Clothing-Allowance.apx
   h. **TANF/WV WORKS**: A program that provides monthly cash assistance to eligible families. https://dhhr.wv.gov/bcf/Services/familyassistance/Pages/WV-WORKS.aspx
   i. **Child Care Resource and Referral Agencies**: A program that provides resource information and financial assistance to eligible families. Financial assistance covers the majority of the cost of direct care and protection of children while parents work, attend training, or are otherwise unable to provide care. http://dhhr.wv.gov/bcf/Childcare/Pages/default.aspx

j. **Disabled Assistance / (LIHEAP, etc.):** Services provided to disabled individuals. Services range from family support, education and advocacy, senior services, and centers for independent living. *Low Income Energy Assistance Program (LIEAP)* assists eligible households with the costs of home heating through direct cash payments or payments to utility companies on their behalf.
http://ddc.wv.gov/resources/pages/foradultswithdevelopmentaldisabilities.aspx
http://dhhr.wv.gov/bcf/Services/familyassistance/Pages/Utility-Assistance.aspx

k. **Supplemental SSI under Title XVI**: SSI is a needs-based disability benefits that are administered by the Social Security Administration. https://www.ssa.gov/benefits/ssi/

l. **Assistance for Senior Citizens**: Services for Senior Citizens such as transportation, meals, exercise classes, and in-home services.
http://www.wvseniorservices.gov/

m. **Emergency Financial Assistance**: Short-term emergency financial assistance in which eligible individuals and families may obtain certain items or services needed to eliminate an emergency or crisis. http://dhhr.wv.gov/bcf/Services/familyassistance/Pages/default.aspx

n. **Social Services and Cash Assistance**: Government offered services provided for the benefit of the community, such as education, medical care, and housing. Social services are activities and/or programs aimed to promote the welfare of others. Cash Assistance is available to eligible individuals through WV DHHR. Interested individuals need to speak to DHHR at their local office to determine if they qualify
http://dhhr.wv.gov/bcf/Services/Pages/Community-Resources.aspx

o. **Able-bodied Adult without Dependents (ABAWD)**: A person between the ages of 18-49 who has no dependents and is not disabled. ABAWDs must meet special work requirements, in addition to the general work requirements, to maintain their eligibility to continue to receive Supplemental Nutrition Assistance Program (SNAP).
http://dhhr.wv.gov/News/2015/Pages/DHHR-Press-Release---DHHR-Announces-Changes-in-Supplemental-Nutrition-Assistance-Program.aspx

p. **Other state or local income based public assistance**: Other state or local income based public assistance programs a student may be participating.
http://www.needhelppayingbills.com/html/west_virginia_assistance_progr.html

q. **Household Income**: If none of the services offered to low income individuals are selected by a learner, instructor should ask the size of household (all individuals residing in the home) and gross income at entry. Include gross income from all individuals within the household / home.

Any questions contact Louise Miller or Nick Northup.
April 20, 2018

C

Class Name: The class name is input into AEMIS when the class is created (i.e., Math Basics, Marshall ALC).

Class Number: This number is calculated by AEMIS and will be automatically populated. This number is provided upon creation of a new class and often requested when referring to a specific class for technical assistance.

Class Site (Location): The *physical* location of the class (i.e., Marshall Adult Learning Center, Fayette Institute Technology).

Class Schedule: This includes the day, start and end times, for each individual instructor assigned to the class.

Class Website: A website that provides current and potential students with information regarding the WVAdultEd class.

Community Achievements: Achievements that document how a participant has become more active in their community. Documentation must be kept in the student's file that the student has completed the achievement(s) selected. All achievements selected should be relative to the Period of Participation (POP) and Program Year in which it was earned.

   a. **Increased involvement in community activities**: Student has participated in community activities (i.e. attended a city council meeting, volunteered in school system, volunteered at a community sponsored event, etc.).
   b. **Voted or registered to vote for the first time**: Student registered to vote and/or voted in local, state, and/or national elections for the first time.
   c. **Became a U.S. Citizen/Achieved Citizenship Skills**: The learner has become a U.S. citizen and/or achieved the skills necessary to obtain citizenship.
   d. **Volunteered for Community Service**: Student has volunteered for Community Service (i.e. volunteered at child's school, worked in a local food bank, homeless shelter, etc.).
   e. **Increased Involvement in Children's Education:** Student has increased their involvement in their child's education (i.e. assisted more often with homework, attended PTA meetings, volunteered at the child's school).
   f. **Increased Involvement in Children's Literacy Activities**: Student has read to their children or increased their involvement with their child's literacy activities.

Contact Hours: Hours of instruction or instructional activity that the participant receives from the program. Instructional activity includes any program-sponsored activity designed to promote learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab. Time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used simply to administer tests, such as the HSE tests, cannot be counted as instructional activity.

Contextualized Learning Achievements: Learning that takes place where students are able to take away meaning and use those skills that is relevant to their own needs. Select all of the applicable achievements in which the student actively participated in a learning activity utilizing the specified technology.

   a. **Makey Makey**: A learning device that can be used to teach Electricity, Math, and Career Awareness.

AEMIS GLOSSARY

    b. **3D Printer**: Student can use this device to learn History, Science, Language Arts, Math and Career Awareness.

    c. **iPad/Tablet**: A tool used in the classroom to teach History, Science, Language Arts, Math, and Reading.

    d. **EV3**: Lego Robotics used to teach History, Science, and Career Awareness.

    e. **Virtual Reality**: A tool used to teach Career Awareness, History, Reading, and Language Arts.

    f. **Raspberry Pi**: A tool used to teach Career Awareness, Teamwork, Science, and Math.

Corrections: See Office of Diversion and Transition Program (ODTP).

Cultural Barriers (Self-Selected): The student/participant feels s/he possess attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment.

D

Data Managers: Assists local teachers/users within their grantee ONLY; responsible for training local users within their grantee ONLY.

Data Stewards: Assists the Data Managers, and others in the field for their specified area; responsible for training Data Managers, as well as local teachers if necessary/upon request.

Date of Birth: The participant's date of birth.

Disability: See Individual with a Disability.

Disability Screening: Questions/Instruments used by WVAdultEd Instructors to determine if an individual may or may not have difficulties learning.

    a. **Screening questions**: Students are asked the following:
       i. Have you ever had special help or special classes?
       ii. Do you think you have trouble learning new information or new skills?
       iii. What kind of things do you have trouble with?

    b. **WV Learning Needs Screening (30 questions):** Student has completed all 30 questions on the screening tool.

    c. **Payne Learning Needs Inventory**: Student has completed all 46 questions on the screening tool.

Division of Corrections (DOC): Students that are attending WVAdultEd classes while incarcerated.
    a. **DOC Number**: Identifying number assigned to incarcerated individuals
    b. **Misdemeanor**: A nonindictable offense, regarded in the US as less serious than a felony.
    c. **Release Date**: Date the incarcerated individual was/anticipated to be released.

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April 20, 2018

E

Educational Functioning Level Gain (EFL): An educational functioning level gain is measured by:
    a. Comparing the participant's pre-assessment with the participant's subsequent assessments, using an NRS approved test.
    b. Entry into postsecondary education by the end of the program year (June 30) for withdrawn students.
    c. Receipt of a secondary diploma by the end of the program year (June 30).

Educational Achievements: The Educational section of the Student Achievement form focuses on achievements students have while enrolled in a specific *Period of Particiation* (POP).

A. **Increased level gain(s), completed a module, or mastered a CSO(s) while utilizing a Learning Management System**: Students have used a Learning Management System (LMS) and those students made one or more EFLgains while enrolled.
    a. **Edgenuity**: Software adopted by WVAdultEd that can be used while in class or for distance education. The software offers online courses on a variety of subjects.
    b. **Skillstutor:** Online software used for Adult Ed, SPOKES and/or ELL students. Software offers test prep and tutoring that align to the Common Core.
    c. **WIN***: Career Readiness Software that helps users learn a variety of soft skills that are useful for employment and post-secondary education.
    d. **TASC Academy**: Online software aimed to assist learners who are taking their HSE. Users could learn Math, Writing, Reading, Science, and Social Studies.
    e. **Burlington English**: A program used to teach English language acquisition.
    f. **Computer Essentials**: This LMS offers self-paced online digital literacy courses, students can study in class or at home.
    g. **Other**: LMS that has been used to assist students in learning. (i.e. IXL).

B. **Completed entire vocational/assessment battery/test:**
    Reading, Math, Listening/Speaking for ELL
    Citizenship, Listening/Speaking for IEL/Civics Ed
    Reading, Math, Language for TABE
    Reading, Math for CASAS)

C. **Completed High School Equivalency Readiness Assessment**: The learner has completed the HSE Readiness Assessment.

D. **Passed High School Equivalency Readiness Assessment**: The student *has passed all parts* of the HSE Readiness Assessment.

E. **Completed High School Equivalency Orientation**: The student has passed the Readiness Assessment, and he/she has completed the orientation. In addition, the student has completed all required TASC forms prior to testing.

F. **Completed a Career Exploration Activity**: All students are required to complete a Career Exploration Activity. The following tools can be used:
    a. **CFWV**:   College Foundation of West Virginia
    b. **Strategic Compass**: Tool used for exploring or to explore potential careers
    c. **Other**:   Additional career exploration used to determine potential careers

G. **Earned a Digital Literacy Badge**: Badges awarded to students that acknowledge the skills and the knowledge students obtained in the classroom. Students can earn digital badges for the following: Work Ethic, Information Use, Communication Basics, Resource Management, Personal Qualities, Critical Thinking Skills, Interpersonal Skills

H. **Met requirements on entrance exam for college (i.e. ACT, SAT, Compass, ACCUPLACER)**: Student has met the requirements for entrance exam for college.

I. **Earned a Computer Essentials Achievement Certificate**: Student has completed and achieved a certificate through Computer Essentials.

J. **Earned an Achievement Certificate**: Student has earned any additional certificates that is awarded within the WVAdultEd Program at the local level. (i.e. Attendance Certificate).

Education (upon Entry): The participant/instructor will record the "Highest Education Level Completed" upon entry into the program (i.e. last grade completed or degree the participant has achieved). See the education selection upon entry below.

a. Less than a high school diploma or high school equivalency
   Note: Instructors must indicated on the student profile the last grade the student has completed.
b. Attained High School Diploma (HSD)
c. Attained High School Equivalency (HSE)
d. Student with a disability received a certificate of attendance/completion as a result of successfully completing an Individual Education Plan (IEP)
e. Some postsecondary education (no degree)
f. Attained postsecondary technical or vocational certificate (non-degree)
g. Attained an Associate degree
h. Attained a Bachelor degree
i. Attained a degree beyond a Bachelor's degree
j. No Schooling
k. Unknown

EL-Civics: Learner enrolled in an EL Civics Class. A class that focuses on improving English language skills, encouraging civic participation, improving knowledge of U.S. history and government, and/or preparing participants for the U.S. citizenship process.

ELA- English Language Arts

ELL (English Language Learners): The participant has either (a) limited ability in speaking, reading, writing, or understanding the English language; (b) an inability to compute and solve problems, or read, write, or speak English at a level necessary to function on the job in the participant's family or in society; or (c) a perception of him or herself as possessing attitudes, beliefs, customs, or practices that influence a way of thinking, acting, or working that may serve as a hindrance to employment.

ELP- English Language Proficiency

Employment Upon Entry: The student should be asked employment status upon entry and must be entered into AEMIS prior to the 12th instructional hour.

a. *Employed*: The participant, at program entry, (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business,

profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reason, whether or not paid by the employer for time-off, and whether or not seeking another job.

b. *Employed, but received Notice of Termination of Employment or Military Separation is pending*: The participant, at program entry, is a person who, although employed, either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e. within 12 months of separation or 24 months of retirement).

c. *Not in Labor Force*: The participant, at program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated).

d. *Unemployed, in Labor Force*: The participant, at program entry, is not employed but is seeking employment, makes specific effort to find a job, and is available for work.

Employment 2nd quarter after exit: The participant is in unsubsidized employment (not including Registered Apprenticeship or the military) the second quarter after his / her withdraw quarter.

Employment 4th quarter after exit: The participant is in unsubsidized employment (not including Registered Apprenticeship or the military) the fourth quarter after his / her withdraw quarter.

Employment Related Achievements: Achievements that a student has earned that are related toward employment and/or improving employment status.

A. **Certificate of Work Ethic Proficiency (A-Game)**: Student has earned a certificate that focuses on Work Ethics.   Students must pass an online assessment.

B. **Earned CPR, First Aid, or AED Certificate**: Student has earned First Aid, CPR, and AED certification while in class.

C. **Obtained a better job or job promotion**: Student attained a better-unsubsidized job or received a promotion from current employer (unsubsidized).

D. **Obtained/retained subsidized job**: Student attained a subsidized job and/or has retained subsidized employment.

E. **Completed a worksite learning experience**: Learner participated and completed learning through a worksite experience to assist with employment. (i.e. stimulated workplace, on-the job training).

F. **Passed an employment or state licensing exam**: Student has successfully passed an employment exam and/or licensure to work in their chosen career.

G. **Ready to Work Certificate**: Student has earned a Ready to Work Certificate through the SPOKES Program.

AEMIS GLOSSARY

H. **Completed an approved job readiness program**: Student completed a program that has been approved and recognized by WVAdultEd (i.e. SPOKES, Excel).

I. **Entered military while enrolled, specify date (must have documentation in student folder)**: Student enlisted with the military and documentation is in the student's file.

J. **IC3 Achievement Credentials**: Internet and Computing Core Certification provides students the opportunity to learn computer skills that can be used in all career fields.

   a. **Computing Fundamentals**: Covers a foundational understanding of computing.

   b. **Key Applications**: Covers popular word processing, spreadsheet and presentation applications and the common functions of all applications.

   c. **Living Online**: Covers skills for working in an internet or networked environment.

K. **IC3 Certification (must have all three IC3 Credentials)**: Student has successfully passed Computing Fundamentals, Key Applications, and Living Online.

L. **Customer Service Certificate**: Certification that focuses on the six core values of customer service.

M. **Customer Service Certificate II**: Certification that goes beyond the six core values of customer service to provide learners an opportunity to raise their customer service performance.

N. **Food Service Handler Certification**: A food manager certification designed for mid-level or experienced professionals in the food service industry, such as restaurant managers, produce managers, c-store managers, etc.

O. **OSHA Certification**: The *OSHA* (Outreach Training Program for the Construction Industry) provides training for workers and employers on the recognition, avoidance, abatement, and prevention of safety and health hazards in workplaces in the construction industry.

ESL (English as a Second Language)/English Language Acquisition Programs: A program of instruction designed to help eligible individuals who are English Language Learners (ELLs) to achieve competence in reading, writing, speaking, and comprehension of the English language, and that leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or employment.

Ethnicity: Racial or ethnic category to which the learner self-identifies, appears to belong to, or is regarded in the community as belonging.

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

   b. **Black/African American**: A person having origins in any of the Black racial groups of Africa.

   c. **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.

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April 20, 2018

AEMIS GLOSSARY

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

    e. **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, Kora, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

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

Ex-Offender Status: The participant, at program entry, is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.

F

Further Ed/Training Achievements: Students have enrolled in post-secondary education or other educational/training activities.

    A. **Enrolled in private WV college/university**: Student has enrolled in a college/university that is private (i.e. Alderson Broaddus, University of Charleston, etc.).

    B. **Enrolled in public WV college/university**: Student has enrolled in a public college/university (Marshall University, West Virginia University, etc.).

    C. **Enrolled in out-of-state post-secondary/job training**: Student enrolled in an out-of-state post-secondary school or job training (University of Rio Grande, Marietta College, etc.)

    D. **Enrolled in private/local training outside of WV's K-12 system**: Student enrolled in a career center outside of WV (Buckeye Hills Career Center, Washington County Career Center, etc.)

    E. **Enrolled in on-line post-secondary/Career Tech Ed (CTE)**: Student enrolled in an on-line post-secondary education or enrolled in an online CTE.

    F. **Enrolled in local CTE program**: Student enroll in a local Career Technical Education Center. (Roane-Jackson Career Center, Garnett Career Center, etc.)

G

Gender: Student will record if s/he is a male or female.

AEMIS GLOSSARY

General AdultEd: Full-time learning centers and part-time classes that are designed to serve multiple types of learners and goals. The class does not meet the criteria for any of the other "site types." **Note:** Select "General Adult Education" for all Computer Literacy classes.

Grantee: The fiscal agent receiving the funds to operate the ABE program (i.e., County Board of Education). If you are inputting the data directly into the AEMIS, choose the correct item/number from the pull-down menu.

Grantee Administrator: Assists local teachers/users within their grantee ONLY; responsible for training local users within their grantee ONLY. Responsible for ensuring data is entered correctly and in a timely manner for the assigned Grantee.

H

I

Individual with a Disability (Self-Selected): The participant indicates that he or she has any disability, defined as a physical or mental impairment that substantially limits one or more of the person's major life activities, as defined under the Americans with Disabilities Act of 1990.

Industry Recognized Credential: An industry recognized credential is one that either is developed or offered by, or endorsed by a nationally-recognized industry association or organization representing a sizeable portion of the industry sector, or credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment which may include credentials from vendors of certain products.

Industry Recognized Credentials Achievements: An industry recognized credential is one that either is developed or offered by, or endorsed by a nationally-recognized industry association or organization representing a sizeable portion of the industry sector, or credential that is sought or accepted by companies within the industry sector for purposes of hiring or recruitment which may include credentials from vendors of certain products. Below are achievements that are recognized by WVAdultEd.

   A. **Earned a Microsoft Office Certification**: MOS is a core certification validating skills with the Microsoft Office suite. Participants can achieve the MOS credential by passing any one of the following exams:
      a. Word Specialist
      b. Excel Specialist
      c. PowerPoint Specialist
      d. Outlook Specialist
      e. Word Expert
      f. Excel Expert
      g. Access Specialist
      h. MOS Master

   B. **Earned an Adobe Certified Associate Certification**: Adobe Certified Associate is a certification demonstrating proficiency in Adobe digital communications tools. The certification validates basic, entry-level skills in digital communication, creation, and design using Adobe tools. Students are required to pass the following exams:

a. Flash
b. Premier Pro
c. Illustrator
d. Photoshop
e. InDesign
f. Dreamweaver

C. **Completed CTE, receiving credential**: Student participated in and completed a CTE program, and that student received a credential leading to employment. (i.e. LPN)

D. **Earned an Associate's Degree**: Student earned an Associate degree through an accredited college or CTE program.

E. **Earned a Bachelor's Degree**: Student earned a Bachelor's degree through an accredited college.

F. **Earned a Master's Degree**: Student earned a Master's degree through an accredited college.

G. **Earned a National Career Readiness Certificate**: Student earned a National Career Readiness Certificate through the SPOKES Program.
   a. Platinum- Student earned level 6 or higher on the Work Keys Test
   b. Gold: Student earned level 5 or higher on the Work Keys Test.
   c. Silver: Student earned level 4 or higher on the Work Keys Test.
   d. Bronze: Student earned level 3 or higher on the Work Keys Test.

H. **Earned an Intuit QuickBooks Certification**: Certification validating proficiency in QuickBooks Premier/Pro for entry-level for book keeping positions.

Institutional Education Only Achievements: Achievements that are used for those classes that fall under the Office of Diversion and Transition Programs.

A. **Cognitive Skills**: Class offered by the Department of Corrections (i.e. Thinking for a Change)

B. **GED/High School Equivalency**: Student earned their GED® or High School Equivalency.

C. **Enrolled in CTE**: Student enrolled in a local CTE through the correctional program.

D. **Enrolled in College Course(s)**: Student enrolled in a college while incarcerated.

E. **Completed College Course(s):** Student completed a college course while incarcerated.

Instructor(s): Those providing instruction within the classroom. All instructors providing instruction need to be listed on the new class form along with the date and times they will be teaching.

J

AEMIS GLOSSARY

K

Key Information: Information that is collected from the student during orientation and collected upon entry. The information is this section should be reviewed and discussed with the student in a private interview. This section includes the following: gender, date of birth, enrollment age, release of information, disability screening, WVAdultEd Technology Policy, referral source, ethnicity, and primary learning style.

L

Learning Styles: An individual's preferred method for learning. This is to be used for instructional purposes. The student should be made aware of their learning styles in their private interview. Their learning style should be explained to them. Below are the different Learning Styles that are used in WVAdultEd.

a. **Visual-Language**: This is the student who learns well from seeing words in books, on the chalkboard, charts, or workbooks. He or she may write words down that are given orally in order to learn by seeing them on paper. He or she remembers and uses information better if it has been read.

b. **Social-Individual**: This student gets more work done alone. He or she thinks best and remembers more when he or she has learned alone. He or she cares more for his or her own opinions than for the ideas of others. You will not have much trouble keeping this student from over-socializing during class.

c. **Visual-Numerical**: This student has to see numbers on the board, in a book, or on paper in order to work with them. He or she is more likely to remember and understand math facts if he or she has seen them. He or she does not seem to need as much oral explanation.

d. **Expressive-Oral**: This student prefers to tell what he or she knows. He or she talks fluently, comfortably, and clearly. The teacher may find that this learner knows more than written tests show. He or she is probably less shy than others about giving reports or talking to the teacher or classmates. The muscular coordination involved in writing may be difficult for this learner. Organizing and putting thoughts on paper may be too slow and tedious a task for this student.

e. **Auditory-Language**: This is the student who learns from hearing words spoken. You may hear him or her vocalizing or see the lips or throat move as he or she reads, particularly when striving to understand new material. He or she will be more capable of understanding and remembering words or facts that have been learned by hearing.

f. **Expressive-Written**: This student can write fluent essays and good answers on tests to show what he or she knows. He or she feels less comfortable, perhaps even stupid when oral answers are required. His or her thoughts are better organized on paper than when they are given orally.

g. **Auditory-Numerical**: This student learns from hearing numbers and oral explanations. He or she may remember phone and locker numbers with ease, and be successful with oral

numbers, games, and puzzles. He or she may do just about as well without a math book, for written materials are not as important. He or she can probably work problems in his or her head. You may hear this student saying the numbers aloud or see the lips move as a problem is read.

h. **Auditory/Visual/Kinesthetic**: The A/V/K student learns best by experience and self-involvement. He or she definitely needs a combination of stimuli. The manipulation of material along with the accompanying sights and sounds (words and numbers seen and spoken) will make a big difference to him or her. This student may not seem able to understand, or keep his or her mind on work unless he or she is totally involved. He or she seeks to handle, touch and work with what is being learned. Sometimes just writing or a symbolic wriggling of the fingers is a symptom of the A/V/K learner.

i. **Read/Write**: They comprehend and remember what they read, and they often enjoy writing. If you want a reading/writing learner to come to your house, provide written directions.

j. **Auditory**: This learner learns best from hearing. They remember words to songs and can recall conversations in detail by hearing them in their minds.

k. **Social-Group**: This student strives to study with at least one other student and he or she will not get as much done alone. He or she values others' ideas and preferences. Group interaction increases his or her learning and later recognition of facts. Socializing is important to this student.

l. **Kinesthetic:** This learner learns by doing hands on activities. Hands-on activities and real-life experiences help them remember.

m. **Visual**: This learner learns best from visual images that do not include writing. Graphs and diagrams are easy for them to understand. They remember faces, places, and tends to recall information by picturing it in their minds.

M

Measurable Skill Gain (MSG)- There are two types that apply to Adult Education. 1) Educational functioning level gain 2) Receipt of secondary credential. All participants are included for MSG for each period of participation. Only one type of gain can be counted for each participant per period of participation, the last achieved. Entry into postsecondary education is measured only after participant exits which must occur by June 30th. Receipt of secondary credential and entry into postsecondary education must occur by the end of the program year (June 30).

Median Earnings: Median Earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

Any questions contact Louise Miller or Nick Northup.
April 20, 2018

AEMIS GLOSSARY

N

National Reporting System (NRS): The National Reporting System for Adult Education is an outcome-based reporting system for the State-administered, federally funded adult education program.

O

Office of Diversion and Transition Programs (ODTP, formerly Corrections): Any prison, jail, reformatory, work farm, detention center, or any other similar state, regional, or local institution designed for the confinement or rehabilitation of criminal offenders.

P

Participant: A student that have achieved 12 or more contact hours after program entry. These students are reported on the NRS and Statewide performance tables and count toward performance measures.

Period of Participation (POP): Every entry is counted as a period of participation, even if it occurs during the same program year. Participants with more than one program entry will have multiple periods of participation in a program year. Every period of participation is a new service period and treated as if the participant is a new participant. A new intake process is required for each POP. The sections that are including in the POP are as follows: School Status, Education upon entry, Program of study, Self-Selected Disability screening, cultural beliefs, Ex-offender Status, employment at entry, Student Status at Entry, Benefits at Entry, Assessment information, and reason for exit from the POP.

Program Exit: This occurs when the participant has not received services for the past 90 days and has no additional services scheduled. The date of exit is the last date on which the participant receives services. However, the exit date service cannot be determined until at least 90 days have elapsed since the participant last received services.

Program of Study: This section focuses on what the student is wanting to achievement while enrolled in a WVAdultEd program such as HSE completion, employment, and/or entering into post-secondary.

    a. **HSE Completion**: Those enrolled upon entry without an HSE or equivalent. All students that do not have an HSE upon entry, will select HSE completion.

    b. **FFL Completion, leading to employment:** Those enrolled upon entry that have an HSE or equivalent and are seeking assistance to obtain employment or skills/tools leading to better employment.

    c. **FFL Completion, leading to an industry-recognized certificate or certification (credential):** Those enrolled upon entry with an HSE or equivalent and are seeking skills to

obtain industry recognized credentials. These students are seeking skills to enroll in post-secondary education.

Program Type: This refers to the specific type of program or class being offered. This does **not** refer to the individual type of learner. For example, check "ELL" only if you are offering a class specifically designed for ELL learners. If in doubt, ask your Regional Coordinator of Adult Education.

   a. **Regular AdultEd**: A program of academic instruction and education services below the secondary level that increase an individual's ability to read, write, and speak in English and perform mathematics necessary to attain a secondary school diploma or its recognized equivalent, transition to postsecondary education or training, and obtain employment.

   b. **ESL/ELAs**: A program of academic instruction designed to help eligible individuals who are English language learners (ELLs) to achieve competence in reading, writing, speaking, and comprehension of the English language, and that leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or employment.

   c. **IEL/Civics Ed**: A program of instruction funded under WIOA, Section 243, which includes education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. It includes instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. In addition, the program must be provided in combination with IET.

   d. **Adult Career Pathways**: Career pathway programs are clear sequences of coursework and credentials that help individuals of varying skill levels earn credentials valued by employers, enter rewarding careers in in-demand and emerging industries and occupations, and advance to increasingly higher levels of education and employment. It is a framework for weaving together adult education, training, and college programs and connecting those services to employers' workforce needs.

   e. **Literacy WV**: A program with a literacy component for parents and children or other intergenerational literacy components.

   f. **ODTP Programs**: A program of ABE, ASE, or ELL instruction for adult criminal offenders in correctional institutions.

   g. **Fast Track**: FastTrack programs are accelerated programs that allow non-traditional learners to pace themselves according to their time availability and skill level. FastTrack programs are designed to learn basic skills like literacy and math in the context of their career interest, making learning more relevant. FastTrack programs are intensive, presented over a condensed time-frame, to help students enter and succeed in post-secondary education and employment.

   h. **Integrated Education and Training (IET)**: A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation

activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

    i. **Institutional Release**: A community-based rehabilitation facility or halfway house.

Q

R

Reason for Exit from the POP: Instructors select the reason why student left the POP. They are required to mark one of the following:

a. Institutionalized
b. Health/Medical
c. Deceased
d. Reserve Forces called to Active Duty
e. Foster Care
f. Criminal Offender
g. Released from a Correctional Institution with a release date provided
h. Participant meets none of the above conditions

Referral Source: The Instructor will select the appropriate answer based off the student's response from the list provided on the student profile.

    a. **WorkForce WV**: a state government agency funded through the U.S. Department of Labor. It provides a network of services for WV citizens and employers. Workforce WV is a one stop center for work force resources.

    b. **Voc Rehab/DRS**: WV DRS assists people with disabilities and helps them establish and reach their goals of working.

    c. **DHHR**: Department of Health and Human Resources provides a wide range of resources and services to WV residents.

    d. **High School/Home School***: Student has an official withdraw on file and the student has not received services in the last quarter of the current school year. Home school students must complete the TASC Eligibility Form. Home Schooled Students that are 17 years old need to have the form completed by the county Attendance Director.

    e. **Attended Before**: Student has attended a WVAdultEd class before.

    f. **HRDF/ROSS**: Human Resource Development Foundation, or other Workforce Development Board run programs

    g. **Judicial System**: The learner was referred by the court system.

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h. **Library/Literacy Volunteers**: Student learned about the program from a library or was referred by Literacy WV which provides materials for helping adults to read, write, speak, understand and progress in literacy development.

i. **WV AdultEd 800 Number**: WV Adult Ed hotline 1-800-642- 2670

j. **Military/Recruiter**: Learner was referred for services by Military and/or Recruiter.

k. **Senior Center**: Learner was referred by a Senior Center.

l. **Higher Education**: College, University, Other certification/degree training/program referred the student.

m. **Internet/Media**: Participant researched local programs prior to attending.

n. **Friend/Family**: Friend or family informed the learner about the program.

o. **CTE**: Career and Technical Education Center referred the student.

p. **Employer:** Employer informed the employee regarding Adult Education Classes.

Regional Administrator: Assists local teachers/users within their region ONLY; responsible for training local users within their Region. Responsible for ensuring data is entered correctly and in a timely manner for their assigned Region.

Regular ABE: Full-time learning centers and part-time classes that are designed to serve multiple types of learners and goals.

Release of Information: Some information that is distributed by our programs require some type of release of information form. The information that requires releases are as follows: Directory information, Educational record information (student assessment and progress), Strictly confidential information, and Audio-visual (media) information.

Reportable Individual- This is a student that provides identifying information and has taken action to demonstrate an intent to use the program services, but has less than 12 contact hours.

Region: Region in which class is located.

S

School Status: Instructors are required to work with the student to determine their School Status upon entry per POP. Below are the following options student are allowed to choose from.
a. Not attending school or HS Dropout
b. Not attending school; HS Diploma or HSE
c. In-school; Postsecondary School (full- or part-time)
d. Not attending school; Student is 16 years-of-age
  a. Youth emancipated from parents (requires copy of court documentation in student file)
  b. Married (requires copy of marriage certificate in student file)

  c. Enrolled in institutional education program (ODTP)

  d. Court-ordered (requires copy of court-order in student file)

Site Address: The Street/P.O. Box, City, State, and Zip

Site Type: The physical location of the class. Include the following:

  a. General AdultEd

  b. Community College

  c. Workplace

  d. Office of Diversion and Transition Program

Starting Date: The date the class started for the current program year.

Student Details/Contact Information: General Information the student provides to the instructor. This includes the following as name(s), physical and/or mailing address, phone numbers, and email.

Student Status While Enrolled in POP: Instructors are required to select everything that relates to the student at time of entry.

  a. **Not Applicable**: Nothing applies to the student at time of entry.

  b. **ELL**: English Language Learner

  c. **Homeless/Runaway Youth**: Student lacks a fixed, regular, and adequate residence. 2) Student is 16-18 years of age and absent himself or herself from home or place of legal residence without permission of his or her family.

  d. **Single parent**: Student is a single, separated, divorced or a widowed individual who has primary responsibility for 1+ dependent children under age 18, **including single pregnant women**.

  e. **Displaced Homemaker**: 1) has been dependent on the income of another family member and is no longer supported by that income or 2) Dependent spouse of the Armed Forces on active duty AND income is significantly reduced due to deployment ; or 3) Dependent spouse of the Armed Forces whose income is reduced due to a service-connected death or disability of the member

   AND

Unemployed or underemployed experiencing difficulty obtaining or upgrading employment – Note: Underemployed = Labor that falls under the **underemployment** classification includes those workers that are highly skilled but working in low paying jobs, workers that are highly skilled but work in low skill jobs and part-time workers that would prefer to be full-time.

  f. **Seasonal Farmworker**: Income is at or below $11,880 and for the 12 consecutive months out of the 24 months prior to application/entry for the program, has been primarily employed in agriculture or fish farming labor that is characterized by chronic unemployment or underemployment and faces multiple barriers to economic self-sufficiency.

  g. **Migrant and Seasonal Farmworker**: Farmworker whose agricultural labor requires travel to a job site that s/he is unable to return to a permanent place of residence within the same day.

  h. **16-17 year old in foster care OR 18-24 year old who has aged out of foster care**: Student is currently in foster care or has aged out of foster care.

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    i. **Exhausting TANF within 2 years upon entry date**: Those learners whose TANF will expire within two years of entry into the program.

Student Types at Entry: Instructors must work in conjunction with the student and determine the following prior to their 21th instructional hour per POP.

    a. **IET(Integrated Education and Training)**: An adult education and literacy, workforce preparation, and workforce training "each of sufficient intensity and quality, and based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals" that "occur simultaneously," "use occupationally relevant instructional materials," and are "organized to function cooperatively" with "a single set of learning outcomes." IET represents a wide spectrum of services to build foundational, employability, and occupational skills.

    b. **Documented Disability** (requires confidential student file): Student has documentation and provided that documentation to his/her instructor. In addition, the instructor has a copy of the documentation and it is maintained within the student's strictly confidential file.

    c. **Work Release/Day Report**: 1). Learner is housed at a Work Release Center while attending an AE Class. 2) Learner attends class at a Day Report Center or the learner receives services at a Day Report Center.

    d. **VocRehab/DRS:** VocRehab/DRS assists people with disabilities prepare for, get, keep, and/or advance in employment.

    e. **WorkForce WV**: A student that receives services for being a displaced worker and/or out-of-school youth.

    f. **Higher Ed**: Student is enrolled in a post-secondary education program.

    g. **Distance Learner**: Student has decided to study outside the traditional classroom via state approved software/curriculum.

    h. **Veteran**: Individuals who served in the U.S. military, other than active duty for training (ADT), & were released with a character of service other than dishonorable discharge.

    i. **Maintain Driver's License**: This refers to WV Code which requires school attendance as a condition of motor vehicle licensing for an out-of-school youth (age 16 or 17) who is attending your class in order to get or keep a WV driver's license. **Remember**: **ALL** students 16-18 years of age must have an official withdrawal slip from the last school attended prior to enrolling in a WVAdultEd ED program.

    j. **DHHR**: Student is receiving services through the Department of Health and Human Resources.

    k. **CTE**: The student is enrolled in a post-secondary education program through a local CTE.

    l. **Court-Ordered**: Learner is required to attend due to a court order.

    m. **Workplace**: Adult education and literacy activities offered by an eligible provider (WVAdultEd) in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workplace.

    n. **Adult Career Pathway**: Student is enrolled in a series of connected education and training programs and support services that enable individuals to secure employment with a specific industry or occupational sector, and to advance over time to successively higher levels of education and employment within that sector.

    o. **ELL**: Student is an English Language Learner.

    p. **IEL/Civic Ed**: The learner is enrolled in an Integrated English Literacy and Civics program.

    q. **ODTP**: The student is enrolled in a WVAdultEd program through ODTP.

System Administrator: Assists the Data Stewards, and others in the field if they contacted; responsible for training Data Stewards and Data Mangers, as well as local teachers if necessary / upon request.

T

Table 1: Participants entering Educational Functioning Level by Ethnicity, and Sex

Table 2: Participants by Age, Ethnicity, and Sex

Table 3: Participants by Program Type and Age

Table 4: Measurable Skill Gains by Entry Level

Table 4B: Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Table 4C: Measurable Skill Gains by Entry Level for Participants in Distance Education

Table 5: Core Follow-up Outcome Achievement

Table 5A: Outcome Achievement for Participants in Distance Education

Table 6: Participant Status and Program Enrollment

Table 7: Adult Education Personnel by Function and Job Status

Table 9: Secondary Outcome Measures (Optional)

Table 10: Outcome Achievement for Adults in Correctional Education Programs

Table 14: Local Grantee by Funding Source

 Technology Use Policy: See WVAdultEd Technology Use Policy

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Workplace Education: Class is provided under the direction of the State WVAdultEd Workplace Education Program and is designed to teach workplace skills specifically identified through a job task analysis. Usually these classes are offered at the work site or a place that is agreed upon by the employer and a WVAdultEd Instructor.

WVAdultEd Student Achievement: A list of goals/achievements that students have earned while enrolled in a WVAdultEd program. This is to be completed by the instructor and instructors are required to document those achievements in the student folder.

WVAdultEd Technology Use Policy (Acceptable Use Policy): This document is required to be signed by all students that are entering an Adult Education program. This document outlines the guidelines students must follow when using technology within a WVAdultEd/SPOKES/ESOL program.

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Any questions contact Louise Miller or Nick Northup.
April 20, 2018