PAAER
PA Adult Education Resources

eData Instructional Manual and Glossary

Tools for Using the eData Web-based System
2026-2027

eData Tech Support Contact Information
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Last revised: 8-20-26

Contents

Updates/Changes for the 2026-2027 Program Year

Below is a list of changes in this Manual and Glossary for the 2026-2027 program year. Experienced users can refer to this list to learn what is new or updated in eData.

1. **Adult records – Adult Details:** Removed Area field as this field is no longer in available in eData.

2. **Adult records – Adult Details:** Added guidance on how to handle data entry for unhoused adults in the address1 field (update on pages 25 and 59).

3. **Adult records – Adult Program Year Details:** Updated Barriers to Employment descriptions to match the data collection forms. Also added notes on how to handle specific barriers that coincide with the low-income barrier (updates on pages 28 and 64).

4. **Adult record rollovers:** Added guidance for how to handle Period of Participation Start Dates for rollover adult records that are considered continuing adults (update on pages 26, 58, 61, and 86).

5. **Enter Postsecondary Education or Training Core Outcome:** Updated to indicate that it is now set manually (update on pages 32 and 70).

6. **Attendance:** Added information about attendance hours (update on pages 33 and 73).

Introduction

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

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

This document is designed to assist users in using the eData system efficiently. The navigation and data entry procedures detailed in the manual are efficient and accurate. The Glossary defines the data fields used in eData. Familiarity with these fields will assist users in entering, summarizing, and analyzing program data for reporting purposes and for program planning and improvement. eData Tech Support is available to provide technical support for the eData system by phone, email, and video conferencing.

In eData, all required data fields are denoted with an asterisk (*). In accordance with Program Policy C.130, agency administrators are expected to review their data regularly to support instructional planning, services, and program improvement.

For questions related to:

- entering data, contact eData Tech Support.
- data and program policies, contact the appropriate agency advisor at the Division of Adult Education.

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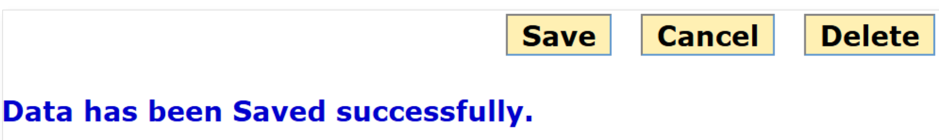
System Overview

Automatic Features: There are built-in functions in eData that help maintain data integrity (i.e., accuracy, completeness, and consistency). Samples of these automatic functions include but are not limited to:

- Students being assigned an educational functioning level (EFL) based on assessment scale scores. eData assigns an EFL when an assessment score is saved.
- eData only allows approved assessments to be entered.
- The pretest and posttest used for educational gain calculation being identified automatically by the system.
- Assessments for adults and children displaying possible scale score ranges.
- Not allowing adults and staff to have an assignment date outside the start and end date of the class, group, or pair start date.
- Not allowing instructional hours to be saved with a date outside the start and end dates of the class, group, or pair.

This is a partial list of all automatic features. When conflicting data is entered or is about to be saved, an alert will warn the user. Alerts appear as pop-up dialogue boxes or red text at the bottom of the screen, as below:



eData Screenshot: Example dialogue boxes

Crossing Program Years: eData is designed to handle data reporting across multiple program years. In each program year, agency names and contract numbers are updated from the Pennsylvania Department of Education's EdNA (Education Names and Addresses) and the eGrants system. Adult, Staff, Family, Child, Class, Group, and Pair files are available for rollover to a new program year as needed. Information about the rollover process is included in this manual for each record type and in the Data Entry Processes section.

Data Entry Tips

- ***Data in eData is not saved automatically.*** Be sure to save before proceeding to a new page or tab.
- Read all error messages. Error messages in red require immediate action by the user. Messages in black or blue are informational and may require user action, especially when an adult is inactive due to a near match. See the PASID Near Match section in this document for more information about near matches.
- See the Order of Data Entry section in this document for information on the best process for entering data.
- Schedule regular quality checks of system data.

eData Screenshot: Example dialogue boxes

Address URL: Agencies will access eData via the PDE web portal, MyPDESuite. This website contains additional information about MyPDESuite, including resources and links. Users who do not have a login set up for the MyPDESuite should start at this site. Users who already have a Keystone login for the MyPDESuite may access the login page.

Browser Data Entry Tips

Data Entry - When editing dates, SSNs, and phone numbers in eData, users should be aware of the specific limitations on how these fields can be edited. Data in these fields cannot be deleted with the Delete or Backspace key. The data in these fields can be edited using the following methods:

- To remove dates, highlight the entire date and then press the space bar.
- To correct a phone number or SSN, highlight the number(s) that need to be corrected and then type in the correct numbers, or place the cursor at the beginning of the field and begin typing to overwrite the existing numbers.

Cookie Settings: Data entry into the eData system requires the use of browser cookies. Cookies must be enabled in the browser to ensure the system functions correctly. Each browser has its own steps for changing cookie settings. If there are any issues, contact eData Tech Support for more details.

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

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

Each user must register for a Keystone login account in the MyPDESuite portal to access eData. Before gaining access to eData, users must create a profile in the Keystone Login system, where they will create a unique user ID, a secure password, and create security questions and answers. The security questions should be ones the user can answer consistently, remember easily, and that only the user can answer. Once a Keystone Login profile is created and the user logs in to MyPDESuite, the eData local administrator can assign the staff member to the appropriate eData group. Users must understand the importance of keeping passwords secure and are not permitted to share user IDs, email addresses, or passwords. Individual users can change their passwords in their Keystone login profile if they believe their password has been compromised.

Passwords: For more information, see the Keystone Login help page.

- If a user has forgotten their password, security questions, or if their email has changed, they can contact the Keystone Login Helpdesk at 877-328-0995. Users must keep their email addresses current in their profiles and remember their security questions to avoid this problem.
- Users can change their passwords by following the link on the MyPDESuite login page labeled Keystone Login Account. Users may contact the Keystone Login Helpdesk at 877-328-0995 with questions.

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

Agency Data Administrators: An agency can have multiple agency data administrators, each with full access to all the agency's data and system functions. Only agency data administrator users can:

- Mark adults for deletion or delete staff, children, or families.
- Add Alternate Name in Agency Details.
- Transfer demographic data control to another agency.
- Invalidate an assessment.

Agency Data Entry: Data entry users have full access to the system functions needed to enter data for their agency. The functions listed above for the agency data administrator are not available to the agency data entry staff. Data entry users can:

- Create new Staff, Adult, Child, Family, Class, Group, and Pair records.
- Export their agency's data from the eData system.

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

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

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

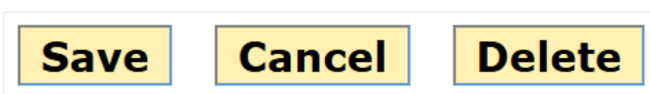
Navigating in eData:

Browser Back button: The browser Back button should not be used to navigate through eData screens. Users should use the links provided in eData, usually in the upper right-hand side of the screen, to navigate between pages while entering and viewing data (as shown below).

eData Screenshot: Example of Links Provided to Navigate

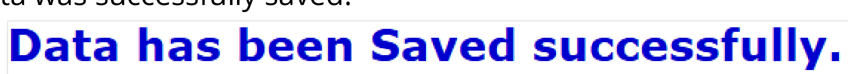
Search: A search function is available for each record type (i.e., adult, class, group, pair, family, child, and staff) in eData. The search criteria available for each record type may differ slightly and will be listed when the user selects the search function. When using the search function, users can enter full or partial search criteria to return specific information. For example, if users want to search adult records for the last name Rios, they could enter the full name, which would return all adults in the user's agency with the last name Rios. The user could also enter the first two letters of the last name, and in this case, the search results would include all adults for that agency with last names starting with Ri. Finally, users may simply click Search to view all data of that record type. The search feature will return items of the specified record type, 10 records per page, for data in the current year. Users can navigate pages in the search results by clicking the page number at the bottom right of the results table. Clicking Search to view all data can return large amounts of information; adding search criteria can narrow the results, returning more precise results.

Saving Entered Data: Data typed into eData is not saved until the user saves the information by using the Save button located at the bottom of each screen in eData:



eData Screenshot: Save Button on Each eData Screen

❗ **There are no automatic saves in eData.** As a web-based system, eData requires clicking the Save button to save data, which then reloads the screen. Users should wait until the screen has completely reloaded after a save before moving on to another screen or clicking on any buttons. Once the screen reloads, a message will appear at the bottom of the screen to advise the user that the data was successfully saved:



eData Screenshot: Message Showing Data Has Been Saved

If the save was not successful, other messages in red will appear at the bottom of the screen.

eData Screenshot: Message Showing Data Has Not Been Saved

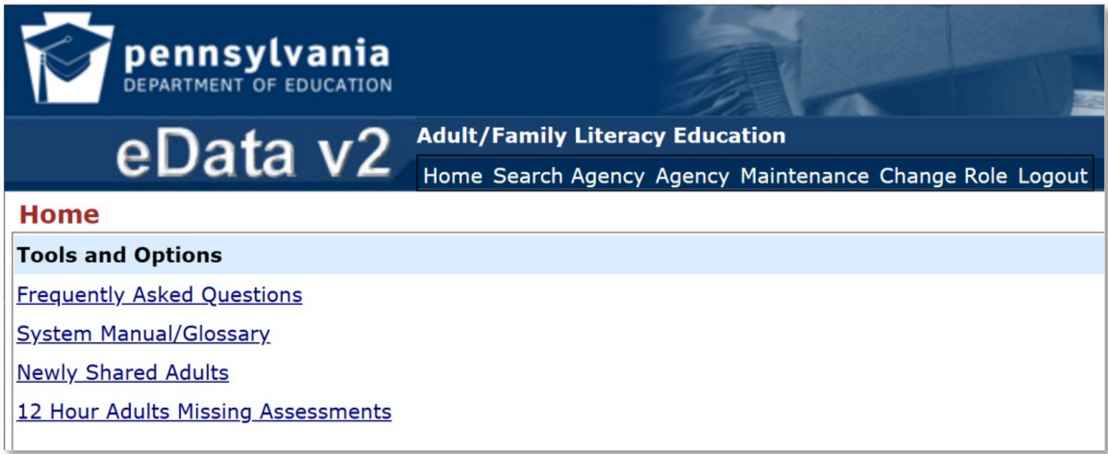
❗ **Leaving a record without saving will cause any changes to the data to be lost.** Once data are saved properly in eData, they will remain in the system as is unless new changes are made and subsequently saved.

Required Fields: All required fields are noted with a red asterisk (*) next to the field. Most fields in eData are required. Exit fields will remain blank when a record is created; however, these exit fields should be populated upon exit from the program.

Allowable Special Characters: When entering data into eData, users should avoid the use of special characters (i.e., punctuation), especially commas. For example, when entering an employer's name, users should enter *Smiths Auto Repair Inc* (without apostrophes, commas, or periods). There are four allowable special characters in eData, though users should normally avoid their use:

- The period (.)
- The ampersand (&)
- The hyphen (-)
- The apostrophe (‘)

eData Home Page



eData Screenshot: eData Homepage

Home Page:

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

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

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

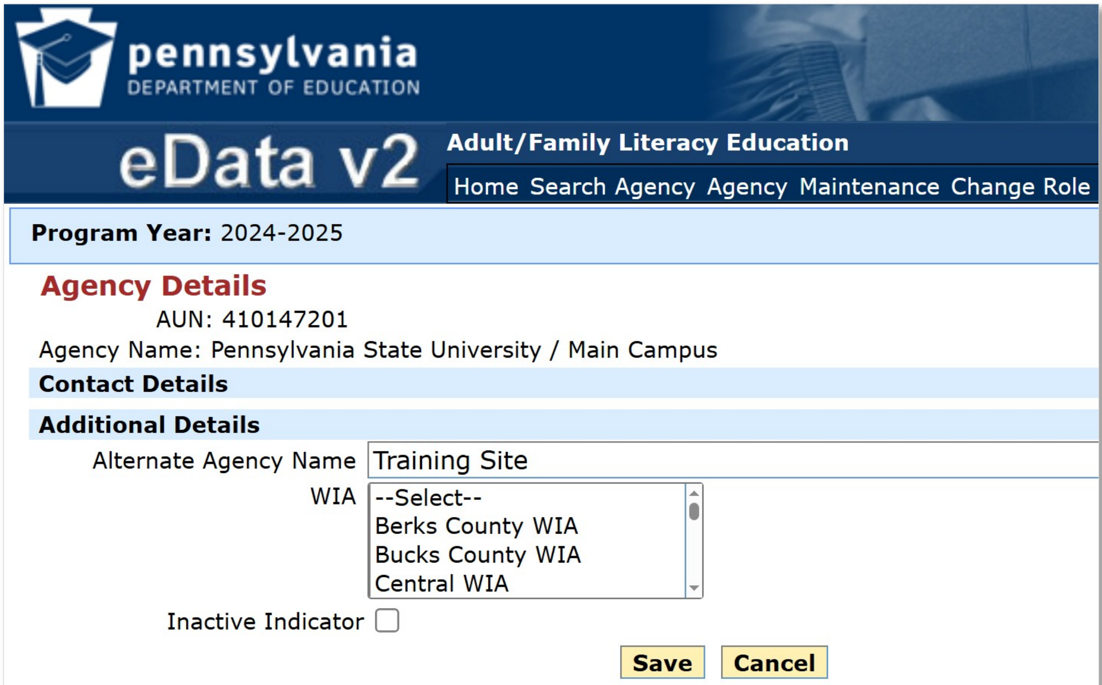
Tools and Options

Frequently Asked Questions: Clicking this link takes users to a list of common questions and answers.

System Manual/Glossary Link: Clicking this link will take users to the PAAER website to download the eData System Manual/Glossary (i.e., this document).

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

Agency Page



eData Screenshot: Agency Page

Agency Details: Administrators should check their Administrative Unit Number (AUN) and agency name on this page (example image above); eData imports this information from the EdNA system.

Contact Details

A list of agency contacts will also appear on this page. Agency contact information cannot be edited from this screen, but it can be edited by the eData Local Administrator by adding or removing users from the agency contact role.

Additional Details

There is a field here for an alternate agency name that is only editable by the Agency Data Administrator. When entered, the new name will appear throughout eData in place of the name originally imported into eData from the EdNA system.

The WIA (Workforce Investment Area) section, now known as WDA (Workforce Development Area), lists where services are provided and is also on this page. Agencies may select the appropriate WIA if desired. If an agency notes any errors in this section of the eData system, they should contact their division advisors to report the error.

View Contracts

Contract Details

Contract Number	Contract Type
054-25-9999	Direct
061-25-9999	Direct
064-25-9999	Direct
259-25-1001	Direct

eData Screenshot: Contract Numbers and Types

Contract Details: This screen (shown above) lists the contract numbers for the selected agency, along with their contract type(s). Contract types include direct and subcontract. Clicking on the contract number reveals an agency activity summary that displays the following:

- Total planned enrollment
- Number of students to be served
- Classes, tutors/volunteers
- The dollar amount requested for the service

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

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

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

Order of Data Entry

It is recommended that users enter data in the following order to eliminate backtracking and revisiting of screens:

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

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

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

Steps for Entering Data:

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

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

Creating Groups and Assigning Adults:

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

Creating a Pair:

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

Assigning New Adults to Classes or Groups:

1. Add adult.
   a. Add all the information for the adult record.
   b. Add assessments (if available) for the adult.
   c. Add outcomes for the adult.
   d. Add assignment.
      i. Select the class or group from the Adult's Assignments screen.
      ii. Assign the adult to the class or group.

Assigning a Family and Children:

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

Data Entry for Existing Adults: Once an adult record has been added to classes, groups, and/or pairs, hours can be entered. Hours are added through the Class, Group, or Pairs Attendance tabs. In the Class, Group, or Pair screens, click the Attendance tab to begin entering attendance data. In the Attendance screen, click Add New Attendance.

1. Enter the date assigned.
2. Enter the total class hours (i.e., the number of hours of possible attendance for the period entered).
3. Enter the number of hours each adult attended under the Remote Hours and In-Person Hours fields. The sum of the adult hours will appear in the Adult Hours field after the Remote Hours and In-Person Hours fields are populated. Update the status of each adult as needed.
4. Enter hours for any staff associated with the class as appropriate under the Staff Hours column, indicating remote and in-person hours. The Staff Hours field will then sum the Remote and In-Person fields.
5. Click the Save button to save the hours.

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

Staff Hours: Instructional hours for staff are added in the Class, Group, or Pair Attendance tab, just like adding attendance for adults (as noted in the section above).
Staff *non-instructional* hours are added for staff in the staff record as follows:

1. In the staff's record, select the Non-Instructional Hours tab.
2. Click the Add New Hours button.
3. Select the staff hour type.
4. Select the contract number for which the contract hours are associated.
5. Enter the date the hours took place.
6. Enter the number of hours.
7. Click Save.

Editing Adult Instructional Hours/Attendance: Adult hours can be edited on the class, group, or pair screens by selecting the appropriate class, group, or pair and selecting the Attendance tab in that file. Once an attendance record is created, only the number of hours and the status of students and staff can be edited; attendance records cannot be deleted. To edit an adult's hours, follow these steps:

1. Select the Attendance tab in the class record.
2. Click Search, using criteria to return hours for a specific date, if needed.
3. In the search results, find the date the hours were entered.
4. In the Action column to the right of the desired date, click on Select.
5. Edit the hours or status as needed.
6. Click Save.

Editing Staff Hours: Staff instructional hours can be edited in the same way as adult hours by selecting the appropriate class, group, or pair and by following the instructions above. To edit staff non-instructional hours:

1. Select the staff's record.
2. Click the Non-Instructional Hours tab.
3. Find the hours for editing and click Select under Action.
4. Edit the fields as needed.
5. Click Save. (Delete may be clicked to remove the record of non-instructional hours.)

Outcomes/Primary Indicators of Performance: Outcomes for adults can be entered into eData. Refer to Program Policy C.135 for more details on this process for adults.

1. In the adult's record, click the Outcomes tab.
2. In the Core Outcomes section, the user may enter a set date for Obtain Secondary Credential, if appropriate. All other core outcomes will be set automatically.
3. In the Secondary Outcomes section, enter a set date for any appropriate outcome; leaving the set date blank signifies that the outcome has not been set for that adult.

To enter an Outcome Met date for an adult, do the following:

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

Data Entry Processes

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

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

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

Search: This option allows the user to search for a record previously entered into eData by the agency. When a user clicks Search, the function returns an alphabetical list of records, 10 per page, matching the entered search criteria. If a user does not enter any search criteria, the search will return all records of that type. For example, if a user selects Search Class and enters no search criteria, the search results will include all classes for that agency.

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

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

Class/Group Details

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

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

Add: Users should follow these steps when entering a new class or group:
1. For the class/group name, assign a unique name for each class in the Name field. For Integrated Education and Training classes, the letters IET (in all capital letters) must be added to the end of the class name.
2. Select the Contract Number with the associated program component. Each class may have only one contract number per year. In the drop-down menu, select the nine-digit, hyphenated contract number assigned to the agency by the Division of Adult Education.
3. Select the Service the class provides from the list, which will be driven by the contract selection. The selection should refer to the adults' actual course of study rather than the program component under which the service is provided. The 064 contract will have additional options to designate if the class/group is funded through state, federal, or a combination of both funds. This will allow programs to correctly track and report the use of their funds.
4. Select the Educational Functioning Level(s). The level(s) should be appropriate for the students served by the class and should include all levels served. In the case of classes serving both ABE and ASE level students, use the level of most students served in the class. All Levels is the only option displayed when the Distance Learning Service Type is selected.
5. Enter the Start Date and End Date for the class. Dates are important in classes and groups, as adult and staff hours can only be assigned to a class/group if the hours fall within the class/group's start and end dates.
6. Select the Class or Group Status. The status will default to Active but can later be changed to Inactive or Complete. Any class or group set to Inactive or Complete will be unavailable for entering hours. Status options include:
   - Active - refers to a class/group that is in session
   - Inactive - refers to a class/group that has stopped for some period but may become active later in the program year
   - Complete - refers to a class/group that has completed the course of study for the program year.

7. Select a Special Program Type. This field is linked to the selected contract component and will display appropriate choices for the special program type from the following list:
    - Distance Learning: Paper-based NRS reportable
    - Distance Learning: Fully Remote
    - Distance Learning: Supplemental
    - Distance Learning: Teacher-assigned non-supplemental
    - Hybrid
    - Integrated Education and Training with credential (classes only)
    - Integrated Education and Training without credential (classes only)
    - Fully In Person
    - Postsecondary Transition
    - Workplace Literacy
    - Blended
    - Hyflex
    - Fast Track High School Equivalency Preparation
    - Specialized (Short Term)

    ❗ **Please note:**
    - If an agency has any questions as to which Special Program Type to select, they should consult the Adult Education and Family Literacy Guidelines for the applicable program year (reference Section 403) or contact their agency advisor.
    - IET is an option available to classes only, and a selection must be made to select either IET with credential or IET without credential. Agencies should speak with their agency advisor if they plan to use IET as a special program type. ❗NOTE: See Appendix A for more information about tracking IET participation and outcomes.
8. Select the Enrollment Type for the class/group. Select Open Entry-Open Exit for classes/groups that have open enrollment. Select Managed Enrollment for classes/groups that have an established cycle with a start and end date. Students are only allowed to enter the class at the beginning of the cycle and are expected to remain until the end. If the user has questions about the appropriate enrollment type, they should contact their agency advisor.
9. Enter a Keyword for the class/group. The keyword field is an open-text, optional-use field designed to allow for selecting or filtering files for reports or exports. Each record type (e.g., Adult, Class, Pair, Staff, etc.) has its own keyword field. This field can be very useful when creating reports in the eData Access template. Agencies should carefully plan how they will use the keyword field and remain consistent with their chosen keywords. The class/group keyword field accepts 15 characters. If a user has questions about how their agency might use the keyword field, contact eData Tech Support.
10. The Hours Per Week for a class/group are the number of hours this class/group will be held each week, based on a five-day work week, and is the total number of hours the class is offered for the students to attend. To enter the projected number of hours this class/group will be held this program year, multiply the number of hours per week for the class by the number of weeks that the class will run, and then enter the total in the Projected Hours field. The field Total Hours Actual for the year will be calculated automatically by eData using information from the Class Attendance Total Hours.

Staff Details

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

Search: (See details in the Data Entry Processes section)
To narrow the search for a staff person, the following criteria are available:

- First Name
- Last Name
- Keyword
- Staff Type

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

- First Name
- Last Name
- Birth Date
- Keyword

Add: Users should follow these steps when entering new staff:

1. Add the staff's First Name and Last Name. The use of the prefix and suffix fields is optional. Prefix refers to the title before a person's name (e.g., Mr., Mrs., Ms.) and suffix refers to additions to the end of a person's name (e.g., Sr., Jr., III, IV). Both fields contain a drop-down list. The full name of the staff person is required.
2. Choose the Staff Type. The Staff Type is related to the funding source that pays the staff member. There are four choices, and one should be selected for each staff person or tutor. All volunteer classroom aides must be entered as staff, with their Staff Type set to None, the same as all other volunteers. Select from the following:
   a. Fully Bureau of Postsecondary and Adult Education-Funded - all hours are paid for by Bureau of Postsecondary and Adult Education funds.
   b. Partially Bureau of Postsecondary and Adult Education-Funded - some staff hours are paid for with Bureau of Postsecondary and Adult Education funds.
   c. Other-Funded - staff hours are paid out of another funding source, not a Bureau of Postsecondary and Adult Education-funded grant.
   d. None - staff/tutor is not receiving payment for their work. If none is selected, Volunteer should be Yes.

   Select Yes or No for Volunteer. The Volunteer field is required and can be used alongside the Staff Type to accommodate various work situations. If a staff person volunteers time to tutor, assists in office work, is a volunteer classroom aide, and/or engages in other non-paid work, select Yes for Volunteer. Yes should be selected even if the staff person is a full-time, paid employee if that employee also donates their time to tutor or assist in a non-paid capacity. If None is selected for Staff Type, Volunteer must be Yes. Choose employment status. All staff, paid or unpaid, should be identified as either full-time or part-time as defined by your agency policy.

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

Staff Program Year Details: Users need to complete this section of the staff file annually. Follow these steps when completing this section:

1. Enter the staff's Educational Level. The Education Level refers to the highest academic level that the person has completed.
2. Enter the staff's Primary Position. All staff must have a Primary Position; select the staff position in which MOST of the time will be spent during the program year. At least one staff person must be designated as Administrator in an agency. The Primary Position for volunteer classroom aides should be Adult Education Paraprofessional. The Primary Position for tutors should be Adult Educator.
3. Enter the staff's Status. The Status will default to Active when a staff member is added to the system. Staff should be made Inactive if they are temporarily leaving the agency but plan to return or completed if they permanently leave the agency.
4. Enter a Keyword for the staff person. The Keyword field is an open-text, optional-use field, designed to allow for selecting or filtering files for reports or exports. Each record type (e.g., Adult, Class, Pair, Staff, etc.) has its own Keyword field. This field can be very useful to agencies when creating reports in the eData Access template. Agencies should carefully plan how they will use these fields and remain consistent with their chosen keywords. The staff keyword field accepts 15 characters. If a user has questions about how their agency might use the keyword field, contact eData Tech Support.
5. The Start Date is the date the staff person started working for the agency. This may be a date prior to this program year. The End Date for a staff person should reflect the date the staff person stopped working in the agency, if applicable. Once the staff file is saved, tabs will

appear at the top of the page. Agencies can enter staff assignments and non-instructional hours in these tabs.

Staff Assignment: This is where staff are assigned to a Class or a Group; Pairs must be assigned in the Pair screen but will appear on the Staff Assignment screen after they are created. When assigning a staff record to a class or group, if the staff member is volunteering, select the Volunteer option in the Staff Type field.

Non-Instructional Hours: This allows agencies to record the hours staff spend on activities that are not direct instructional hours. For example, this section should be used to record time spent on DL student management, as it is not considered direct instructional hours. Contract number, Date, and Number of Hours must then be entered to save the record.

Agencies can share staff files with other agencies. All data information in the demographic section is shared. If an agency updates the information in any field, the update appears in both agencies' staff files. Each agency has its own Program Year section in the staff file and may enter its own data there. At the top of the Staff Details screen, shared staff will display the name of the other agency that employs them.

Adult Details

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

Search: (See details in the Data Entry Processes section)
To narrow the search for a student, the following criteria are available:

- First Name
- Last Name
- Keyword
- Birth Date Range (From and To dates)
- Current Year Enrollment Date Range (From and To dates)

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

Rollover: (See Details in the Data Entry Processes section)
To narrow the search for a student to be rolled over from a previous year, the following criteria are available:

- First Name
- Last Name
- Birth date
- Year (This refers to program year.)

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

For continuing students, those who attend the same agency from one program year to the next, a new intake may not be needed for the new program year. A student should be considered a continuing student if:

- There is a gap of less than 90 days in instruction for that individual from one program year to the next, OR
- The individual is active when the Class/Group ends in the spring and starts again at the beginning of the Class/Group in the fall.

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

Add: To add an adult to eData, follow these steps in the Adult Details section of the adult's record:

1. Enter the adult's first name, middle initial, and last name. The Prefix and Suffix fields are available for each student but are not required. Programs are encouraged to use these fields, as they can help differentiate students with the same or similar names in eData. If a student's name contains a suffix, it must be entered in the suffix field. DO NOT include suffixes in the last name field. All students must have their first and last names filled in, and these should be the students' given names. DO NOT include nicknames in the first name field.

2. Enter an adult's Maiden Name, Preferred Name, or Nickname. This can be used for students who do not go by their given names, such as foreign-born students with American names and nicknames, or for short versions of a student's given name.
3. The field next to the adult's other name is the PASID field. A PASID will automatically be assigned to a student if they do not have a PASecureID; the field cannot be edited. Students who have attended high school, adult education, or postsecondary school in Pennsylvania since 2005 may have a PASecureID. Students whose information is found to have a match in the PASecureID system will be automatically matched as part of a data matching process in eData. PASID matches use the following fields to find matches: Name, Date of Birth, Ethnicity, Sex, and Social Security Number. Accurate entry of all data will assist with the checking process. Incorrect or poorly entered data in these fields could result in near matches and adult records being locked for duplicate checking. If a near match occurs, contact eData Tech Support to resolve the issue.
4. Enter the adult's Date of Birth. The adult's Date of Birth should be accurate, as it will be used to calculate their age at the beginning of the program (or at program entry) and to support the duplicate-checking process. The Age field is automatically calculated in the system using the Date of Birth and Current Year Enrollment Date fields when the adult file is saved.
5. Enter the adult's Sex, selecting either Male, Female, Non-Binary, or Prefer Not to Answer.
6. Enter the adult's indicated Pronouns and Gender Identity.
7. Enter the adult's Social Security Number (SSN). Staff should verify that the number is correct. If the student does not have an SSN, use 999-99-9999 as the SSN. DO NOT enter 9's for the first five digits and the real last four digits of the SSN. Students with a 999-99-9999 SSN cannot be used for employment and wage calculations. This field is also used for PASecureID matches; it should be entered accurately to prevent near matches and the locking of the student record. While adults are not required to provide this number, agencies should make every effort to obtain it. ! NOTE: If an adult does not have a valid SSN, agencies may instead use that adult's individual taxpayer identification number (ITIN) in this field, if available.

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

8. Enter the adult's Address. Updating student addresses as needed to keep them current will make it easier to contact students when necessary. The Address field should include the adult's current residence, including:
   - Address 1 (Use UNHOUSED in the Address 1 field for any adult who reports they are in a homeless situation. For these adults, enter the location of the classes they attend in the City, State, Zip Code, Area, and County fields)
   - Address 2 (if applicable)
   - City
   - State
   - Zip Code
9. Select a County where the student resides.

10. Enter the Date First Started in Adult Ed. When adding an adult to eData for the first time, this field will be blank and should be populated with the adult's start date for the agency. In subsequent years, this field will show the first start date when the adult was originally entered into eData.
11. Select an Ethnicity for the adult. The categories reflect current federal definitions for ethnicity. Ethnicity may be estimated using the criteria listed in the Glossary to select the most appropriate category.
12. Enter the adult's contact information, including the adult's email contact information and phone information. These fields will accommodate home phone, cell phone, and work phone with extension, including indicators for receiving calls at each location. All phone information is optional for adults but can be helpful in maintaining contact with the student should they stop attending. Contact information may also be important in times of emergency or when scheduling changes occur.

Program Year Details: The information in the program year details section should be completed using the adult's most recent intake form and should not be updated during the year, as this information should reflect the adult's status at intake. Students must be tracked by Periods of Participation, which tracks their time engaged in instructional hours with an agency. Students who have a break in participation of more than 90 days within a program year will require entry of an additional Period of Participation upon their return to that agency. An adult is required to complete a new intake for each new Period of Participation. Student information may change from one Period of Participation to the next, so the student's new intake information must be entered in this section when creating a new Period of Participation. Follow these steps to continue entering data for the adult record in the Program Year Details section:

1. Check the adult Status. By default, the Status is set to Active upon entry and can be changed when a student completes or leaves the program.
2. Enter a Keyword for the adult. The Keyword field is an open-text, optional-use field, designed to allow for selecting or filtering files for reports or exports. Each record type (e.g., Adult, Class, Pair, Staff, etc.) has its own Keyword field. This field can be very useful to agencies when creating reports in the eData Access Template. Agencies should carefully plan how they will use these fields and remain consistent with their chosen keywords. The adult keyword field accepts 25 characters. If a user has questions about how their agency might use the keyword field, contact eData Tech Support.
3. Enter a Period of Participation Start Date. Start date is the date of the adult's first instructional hours. Instructional hours include hours taking pre- and post-tests, class/group/pair instruction, and distance learning. ! NOTE: For rollover adults who are considered continuing adults, July 1 should be used as their Period of Participation start date. (For more information about continuing adults, see Appendix B.)
4. For rollover adult records the First Enrollment Date and the Period of Participation Enrollment Date will be different.
5. Select a Primary Assignment for the adult. Agencies should select the service in which the student has the most instructional hours if the student receives services in two or more classifications.
6. Service 1, 2, and 3 are not assigned at entry but are assigned by the system after the adult is enrolled in a class, group, or pair. Service is related to class/group/pair enrollment.
7. Check Leave of Absence, if needed (this checkbox is not used when first entering a new

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

8. Enter a Period of Participation Exit date, if necessary. This Date field will remain blank when entering a new adult. This Date field will also remain blank until the student has left your program or has been gone for 90 or more days and is not scheduled to return. This date indicates the end of a Period of Participation and will be used to match students for goal completion during that Period of Participation. See Program Policy C. 100 Adult Education and Family Literacy Performance Standards for more information on exit criteria.
9. Enter a date in the Incarceration Release Date field if the student indicates that they were released from prison. If no incarceration release date is given, this field remains blank.
10. Select prior schooling history. Indicate if the student attended school in the United States or in a non-U.S.-based school. For the purposes of this question, adult education classes are not considered prior schooling. Only one response may be selected.
11. Select the highest grade the student completed prior to entry into the program. If the student has participated in previous program years, this field will be locked and will display their highest grade upon entry into adult education or family literacy. If this field has an error, call eData Tech Support to discuss the changes needed.
12. Select if the adult is enrolled in a postsecondary education program. Enrolled in Postsecondary at Entry should be checked to indicate whether the student is attending a postsecondary school while receiving literacy skill assistance from your program. If this field selection is Yes, indicate the name of the post-secondary school.
13. Select the adult's residence from the list provided. Residence selection should reflect the student's housing situation. The options for residence are as follows:
    a. Community refers to a student who resides in the community in a rental property, their own home, or is living with family or friends.
    b. Institution refers to one of the following, which must be selected when Institution is selected:
        i. In a correctional facility
        ii. In a community correctional program
        iii. In other institutional setting

    NOTE: Enter a state identification number (SID) if one of the above correctional options is selected. The SID number is an eight-digit number, based on fingerprints, assigned by the Pennsylvania State Police to each person arrested within the Commonwealth. Agencies should attempt to collect an SID number from students, where applicable.
14. Select a labor force status for the adult. Students who are not working but are seeking employment, making specific efforts to find a job, and are available for work should be listed as Not Employed. Students who are neither employed nor seeking employment are considered Not in the Labor Force. This should be used for students who are not employed and not actively looking for work, including those who are incarcerated.
15. Enter the employer's name in the Employer field if Employed is selected in the previous field. Recording the employer's name is recommended if the student is working either full-time or part-time. If the student does not provide the information, Unknown can be listed.

16. Select if the job indicated provides health benefits. This is a required field if a student is working full- or part-time, and it should reflect any health-related benefits offered to the student, even if the student declines them.
17. If the adult is involved in distance learning, check the Distance Learner checkbox. If the local agency provides the adult with any form of remote learning resulting in remote hours added to the adult's attendance, the Provided by Local Program option should be selected in the Specify box.
18. The Special Program Types field will fill automatically when a student is assigned to a class.
19. Select Yes or No for all Barriers to Employment for the adult. These selections are marked Yes or No as specified by the student during intake. The checkbox next to Basic Skills Deficient/Low Levels of Literacy, Cultural Barriers, and/or English Language Learner must be selected for all adults. This is the only option available in eData for this field.
20. Select Yes or No for:
    - Displaced Homemaker
    - Individual with prior justice system involvement (Ex-offender) ❗ NOTE: *If an adult is marked as Residence = Institution = In a correctional facility or In a community correctional program, then the selection should be No*.
    - Exhausting TANF
    - Foster Care Youth ❗ NOTE: *When this barrier is selected, you must also select Low-income Individual.*
    - Homeless Individual ❗ NOTE: *When this barrier is selected, you must also select Low-income Individual.*
    - Individual with Disability
    - Long-term Unemployed ❗ NOTE: *When this barrier is selected, you must also select Low-income Individual.*
    - Low-income Individual
    - Single Parent

   ❗ NOTE: Detailed explanations of the above choices are available in the Glossary at the end of this document.
21. Select the adult's farmworker status from one of the following:
    - Not Applicable
    - Seasonal Farmworker
    - Migrant and Seasonal Farmworker
    - Dependent of a Seasonal or Migrant and Seasonal Farmworker
22. Select a reason for participating for the adult. Reason for Participating lists the reason that the adult is attending the program. This field will only allow the selection of one option. Programs should select the option that best describes the reason the student has come to the program.
23. Select a reason for leaving for the adult. This will remain unselected for any new adult. The Reason for Leaving field lists the reason a student has left your program and is recommended when an exit date is entered. This information can later be used to indicate what assistance might be needed to keep students attending when they return for a second Period of Participation.
24. Select one of the choices to indicate how the student learned about the program in the How Learned of Program field.
25. Mark a selection, or selections, in the Non-Educational Services field, if applicable. These are

the services a student receives upon entry into your program. More than one selection can be made in this field by holding down the Ctrl key while clicking the applicable options. Select one or more from this list of services.

26. Select whether the adult is Special Needs (i.e., an adult with significant disabilities). If Yes is selected, the adult must have documentation for one or more of the following classifications:
    - Intellectual disability
    - Living with a mental health disability or mental illness
    - Brain injury
    - Are blind or have low vision
    - Are deaf or Hard of Hearing
    - Have a specific learning disability or disabilities

    In addition to meeting one or more of the criteria specified above, the adult also cannot be appropriately assessed with standardized assessments approved in Program Policy D.100, even with appropriate accommodation(s). For more information about adults with significant disabilities, see Program Policy D.120.
27. Choose if the adult was a PA CareerLink® Referral. Selecting Yes indicates the PA CareerLink® referred the adult to the agency for services.
28. Click Save to save the adult record.

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

The first agency to create a record for the adult is automatically designated as the agency in control of the adult's Demographic Details section (including their address, contact information, etc.). All agencies that enter a record for the same adult can enter goals, assessments, assignments, and attendance for that adult.

If the agencies determine that it would be beneficial to switch the demographic control from one agency to another, the Agency Data Administrator of the controlling agency can transfer demographic data control by using the Transfer Demographic Data Control button above the Program Year Details section. To transfer the data control, select the agency to which the control will be transferred from the drop-down box and then click the Transfer Demographic Data Control button. The selected agency will then have control of the demographic information in the adult record. Regardless of who controls the demographic data, all agencies will remain in control of their program-year data for the student.

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

Agencies should pay close attention to assessments for shared adults. Programs should check adult assessment data regularly and contact the programs with whom they share the adult to ensure that assessments are coordinated in accordance with the publishers' recommended assessment guidelines.

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

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

Saving Adult Records: After saving an adult record, a message in blue text will appear at the bottom of the screen stating that the data was saved successfully:

Data has been Saved successfully.

eData Screenshot: Data Has Successfully Saved

If any errors occur, a message in red text will appear stating the error and noting what needs to be addressed before the record can be successfully saved:

Adult already exists for this Agency. Please enter another record.

eData Screenshot: Adult Already Exists in eData Error Message

If the adult record entered in eData is a near match with a record in the PASecureID system, a message will appear in blue text at the bottom of the screen noting:

Could not retrieve PASecureID. Adult is saved as Inactive till PASecureID is obtained. Adult is inactive because of a near match.

eData Screenshot: eData Near Match Message

If this message appears, contact eData Tech Support to resolve the near match. Resolved near-matched adult records are available the day after the near match is resolved. Always check the bottom of the screen for messages after attempting to save any information.

After an adult record is successfully saved, scrolling to the top of the screen will display tabs for each section of the data entry for that record. The following is the list of tabs available for all adult records:

- Assessments
- Outcomes
- Assignments
- Agency-Specific Goals
- Assessment History
- IET/MSG

Assessments Tabs

Assessments Tab: This tab displays all assessment information for the adult record for the program year. When this tab is selected, the screen will show the Add Assessment button. When clicked, this button will allow the user to enter an assessment(s) for the adult following these steps:

- Enter the assessment date.
- Select the assessment name from the drop-down list of Division-approved assessments.
- Select the version of the assessment.
- Select a subtest/subcategory for the assessment.
- Select a form/level for the assessment.
- Enter a scale score for the assessment. The scale score ranges for the selected assessment will appear next to the score box once that assessment's information is entered.
- Enter the initials of the staff person who *administered* the assessment.
  ❗ NOTE: For assessments given by non-division-funded programs or workforce partners, enter "ZZ" as the initials.
- Click Save to save the assessment entered.

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

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

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

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

Outcomes and Assignments Tabs

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

1. Educational Gain - The student's status in reaching the outcome of educational gain is listed as Met or Not Met, depending on the assessments the student has entered in eData.
2. Obtain Secondary Credential - Programs may set this as a goal for local purposes but set dates for this outcome are unofficial and do not determine placement in the cohort.
3. Enter Postsecondary Education or Training - Programs may set this as a goal for local purposes but set dates for this outcome are unofficial and do not determine placement in the cohort. For official cohorts for primary indicators of performance assignment, refer to Program Policy C.135.
4. Employment Outcomes - Set automatically for students who fall into the cohort group for the outcome. For official cohorts for primary indicators of performance assignment, refer to Program Policy C.135.

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

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

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

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

Class and Group Attendance: To add hours for an adult in a class or group, follow these steps:

- Select the Class Details or Group Details screen and then search for the class/group.
- Select the Attendance tab in the class or group and add adult hours.

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

- Select the Add New Attendance button, which will bring up the fields for date, total hours, a list of students in the class with options for adding hours, and a list of staff with options for adding hours. The addition of hours can be done daily, weekly, or every two weeks.

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

! Please note the following about entering attendance in eData: Hours can only be entered for instructional activities. Instructional activities include 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 (e.g., GED® or HiSET®) cannot be counted as instructional activity. Enter only the actual time the adult spent taking their assessment. If an adult's only attendance hours were from taking an assessment, add their assessment time as instructional hours to the class or group they would have been assigned to if they had attended that class or group.

Add Staff Hours: The staff hours entered are the hours the staff taught the class (only count staff hours where staff provide direct instruction to students). Users are required to indicate whether staff worked remotely or in person. If staff provide both remote *and* in-person hours simultaneously, divide their hours as evenly as possible between the two when entering attendance. For example, if staff work three hours, remote and in person, count 1.5 hours remote and 1.5 hours in person. The total number of staff hours cannot exceed the total class hours. Any hours spent preparing for the class can be recorded in the staff file as non-instructional hours. Once all hours are added for adults and staff, click Save.

! Please note the following for classroom aides: To track a classroom aide's hours in eData, users should assign the classroom aide's staff record to the class/group where they work. Users should ensure that a classroom aide's hourly total for the selected period in the class/group includes only the time the aide was present in the class/group.

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

Agency Specific Goals

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

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

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

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

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

- Complete IET
- Earned PS Credential - [Name of Credential]

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

Adult-Specific Goals: Also in this tab, below the listing of Agency-Specific Goals, there is space to enter Adult-Specific Goals (along with their set and met dates) for use with a single adult record. An agency may enter up to five adult-specific goals for each adult it serves.

Adults designated as Students with Significant Disabilities (marked in eData as Special Needs adults) require agencies to define specific learning goals, entered in the Adult Specific Goals section in eData, for the students' instruction, and to periodically measure and document the extent to which those goals are met. The instructor must develop at least three to five adult-specific learning goals and document student progress at scheduled observation times. These goals must be entered into eData with a set date when established and, if applicable, a met date when attained. For more information about Students with Significant Disabilities, see Program Policy D.120.

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

Integrated Education and Training (IET)/Workplace Literacy (WPS)/Postsecondary (PS) Credential Outcomes Tab

IET/WPL/PS Credential Outcomes: This tab displays Measurable Skill Gain (MSG) and Postsecondary Credential Attainment information for the adult record for the current program year. When this tab is selected, the screen will show the Add New Measurable Skill Gain and the Add New Postsecondary Credential Attainment buttons.

Add New Measurable Skill Gain: When clicked, this button will allow the user to enter a measurable skill gain for the adult, following these steps:

1. Select a Special Program Type. Users can select from IET With Credential, IET Without Credential, or Workplace Literacy.
2. Select an MSG Type. Users can select from Postsecondary Transcript, Progress Towards Milestones, or Passage of an Exam or Progress in Attaining Skills
3. Enter the Date MSG Achieved. Users can either type the date or click the calendar icon to the right of the date field to select a date.
4. Check the box indicating that the agency has documentation in the student file. Users should pay special attention to the prompt that appears when filling in this checkbox to ensure the MSG entered is valid.
5. Click Save to save the MSG entered.

Add New Postsecondary Credential Attainment: When clicked, this button will allow the user to enter Postsecondary Credential Attainment information for the adult, following these steps:

1. Check the checkbox to indicate that this student was in an IET that leads to a postsecondary credential OR was co-enrolled in postsecondary education while participating in adult education AND exited both postsecondary education and adult education during the reporting period.
2. Enter the Date Exited Adult Education Activities for the student. Users can either type the date or click the calendar icon to the right of the date field to select a date.
3. Enter the Date Exited Postsecondary Education for the student. Users can either type the date or click the calendar icon to the right of the date field to select a date.
4. Enter the Name of Credential.
5. Enter the Date Credential Earned for the student. Users can either type the date or click the calendar icon to the right of the date field to select a date.
6. Review the provided OCTAE PM 17-2 definition provided in eData above the checkbox for the goal. If met, check the checkbox indicating that this credential meets the WIOA definition of "postsecondary credential" in OCTAE PM 17-2.
7. Click Save to save the Postsecondary Credential Attainment information entered.

Pair Details

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

1. Select a staff person, either paid or volunteer, by clicking the Select button. The button allows users to search for the staff by name. When the staff person is found, click Select next to their name to populate the field. Once the staff person is chosen, the Staff Type field should auto-populate.
2. Select an adult by clicking the Select button. The button allows users to search for the adult by name. When the adult is found, click Select next to their name to populate the field.
3. Select the contract with the associated program component. Each pair may have only one contract number per year. In the drop-down menu, select the nine-digit, hyphenated contract number assigned to the agency by the Division of Adult Education.
4. Select the type of service the pair provides from the list, which will be driven by the Contract Program Component selection above. The service selection should refer to the adult's actual course of study rather than the program component under which the service is provided. The 064 contracts will have options to designate if the pair is funded through state, federal, or a combination of both funds. The 054 and 259 contracts will have the options of ABE, ASE, and ESL. The 061 contracts will have the option of ESL. The service indication allows programs to correctly track and report the use of their funds. Select the type of service from the drop-down list that best describes the level of instruction in the pair.
5. Enter a start date indicating when the pair started in the program year.
6. The end date is not required when the pair is created but should be entered to indicate the date the pair stopped meeting during the program year.
7. Enter a status. Status defaults to Active when the pair is created and can be changed to reflect that the pair is no longer meeting by selecting either Inactive or Completed.
8. Choose a Special Program Type from the drop-down list. The Special Program Type field is linked to the contract component and will display appropriate choices for the special program type from the following list:
    - Fully In Person
    - Distance Learning: Fully Remote
    - Hybrid
    - Postsecondary Transition
    - Workplace Literacy
    - Blended

   Choose the program type carefully, as learner enrollments, outcomes, and hours are tracked based on this field.
9. Enter a keyword for the pair. The Keyword field is an open-text, optional-use field, designed to allow for selecting or filtering files for reports or exports. Each record type (e.g., adult, class, pair, staff, etc.) has its own Keyword field. This field can be very useful to agencies when creating reports in the eData Access Template. Agencies should plan carefully how they will use the keyword field and should stay consistent with their chosen keywords. The pair keyword field accepts 15 characters. If a user has questions about how their agency might use the

Keyword field, contact eData Tech Support.

10. Select Yes or No for Continue Next Year. Selecting Yes in the field will indicate that the pair plans to continue in the next program year.
11. Enter the Hours per Week. Hours per Week specifies the number of hours per week the pair is expected to meet.
12. Enter the Total Hours Projected for Year. Total hours per year are calculated by multiplying the number of expected hours per week by the number of weeks the pair is expected to meet.
13. The Total Hours Actual field is calculated using actual attendance and is automatically filled by the system.

Family Details

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

Search: To narrow the search for a family, the following criteria are available:

- Family Code (Agency Designated)
- Surname
- Keyword

Rollover: To narrow the search for a family you will roll over from a previous year, the following criteria are available:

- Family Code (Agency Designated)
- Family Surname
- Keyword

Add: To add a family to eData, follow these steps:

1. Enter a family code. Family code is a unique four-digit code assigned by the agency to each family participating in a family literacy program. Family codes are part of the family's record and should not be reused.
2. Enter the family's surname. The surname refers to the last name of the family. This is the last name the adult participant designates for the family.
3. Enter the family's zip code.
4. Select the county where the family resides.
5. Enter the Date First Started in Family Lit. The Date First Started in Family Lit should be the date the family first entered services in any Adult Education-funded program. For families who are rolled over from a previous year, the original enrollment date will appear and will not be editable.
6. Enter a Site ID. Agencies can assign a Site ID to the family if appropriate. This field is for local use to identify programs with multiple locations where services are offered. This Site ID will also be shown in the Family Literacy Details section in the Adult Details record.
7. Enter a keyword for the family. The keyword field is an open-text, optional-use field is designed to allow for selecting or filtering files for reports or exports. Each record type (e.g., Adult, Class, Pair, Staff, etc.) has its own keyword field. This field can be very useful to agencies when creating reports in the eData Access Template. Agencies should plan carefully how they will use the keyword field and should stay consistent with their chosen keywords. The family keyword field accepts 15 characters. If a user has questions about how their agency might use the keyword field, contact eData Tech Support.

8. Enter the Program Year Start Date. The Program Year Start Date is the date in this

program year that the family first participated in your program.

9. The Exit Date is the date the family exits the program. If the family exits before the end of the program year, enter the exit date to ensure accurate performance standards calculations. If the family will continue into the next program year, an exit date is not required.
10. Select the family's Household Income.
11. Enter the Number of Family Members. The Total Income of Family at Time of Entry should be selected from the drop-down menu and the number of family members living in the household supported by the selected income is entered into the Number of Family Members field.
12. Select a primary contract from the drop-down list; contracts will include an Act 143 (054) Family Literacy contract, and any Non-Bureau of Postsecondary and Adult Education contracts related to family literacy. Families to be counted for standards calculation should be listed with an Act 143 contract.
13. Click Save to save the record. After saving the Family Details record, tabs are available at the top of the screen to enter hours and view associated family members.

Family Members: This tab lists the adults and children associated with the family. The last name for each adult or child can be clicked to view their Details screen. To exit the Details screen for that family member, clicking the Back to Previous link at the top of the page returns the user to the Family Members page.

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

To enter ILA hours, follow these steps:

1. Select the adult and child who were present for the activity from the drop-down list. If more than one child or adult participates, the hours should be split to reflect the actual number of hours the activity was held. For example, if one parent attends a one-hour story time with two children, ILA should be entered for the parent and each child as 30 minutes of ILA.
2. Select the family literacy or N contract for the hours related to the activity.
3. Indicate the date the ILA hours were earned.
4. Enter the number of hours for the activity.
5. ILA Type (see Program Policy D.150 for more information):
   - Select F2F if the activity was done in real time (in person or remote) with program staff able to observe the activity in real time.
   - Select Approved DL if the activity used online resources that parents/caregivers complete with children.
   - Select Take Home Packets if the activity used physical books and/or resources.
6. Click Save to save the record of the ILA hours.

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

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

Home Visits (Optional): The Home Visit tab in eData is a carryover from when agencies were awarded Even Start contracts. Home visits are optional for Act 143 Family Literacy programs. The Home Visits screen will show a list of all home visits for the family and a button to add new visits. Clicking the button will take the user to a screen where the family's visit dates and hours can be entered. To enter Home Visits, follow the steps below:
1. Select the name(s) of the staff member(s) present at the home visit. More than one staff member can be selected by holding down the Ctrl key and selecting the staff members.
2. Select the appropriate family literacy or N contract number that should be selected for the hours entered.
3. Indicate the date on which the home visit occurred.
4. Enter the number of hours for the visit.
5. Check the box next to the appropriate adult or child code for the family members present during the visit.
6. Click Save to save the record.

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

The ACIRI assessment screen has space to enter the ACIRI assessment scores three times. When scores are entered for adult behaviors and then for child behaviors, eData will then calculate the mean scores when the assessment is saved. For more information on the assessment, consult Program Policy D.160.

Adult Family Literacy Details: After creating the family, return to the adult record to connect them to the family by clicking on the Associate Family Member link at the bottom of the Adult Details page and completing the information. Follow these steps to associate the adult with their family:

1. Select the family code and surname from the available selections in the drop-down list.
2. Enter the date the adult entered the family literacy program. This date should reflect when they entered family literacy and may differ from the adult education first enrollment date or the Period of Participation enrollment date.
3. Select the adult's relationship to the child(ren) being served in the family literacy program from the drop-down list. Select one of the following choices:
   a. Parent
   b. Grandparent
   c. Other Relative
   d. Other
4. The adult's household status when entering the family literacy program should reflect one of the following choices:
   a. Head of single-parent household - The adult is the head of a single-parent household.
   b. Head or spouse/partner in two-parent household - The adult is head, spouse, or partner in a two-parent household.
   c. Head or spouse/partner/no dependents - This choice should rarely be used for adults participating in a family literacy program.
   d. Dependent member of household - The adult is a dependent member of a household.
   e. Dependent and single parent - The adult is a dependent member of a household and a single parent. Example: Teen parents living with and supported by parents or other family members,
   f. Living in group quarters - The adult is living in group quarters, including adults in correctional facilities.
   g. Living alone - This choice is only appropriate in limited situations. Select this option if the adult is participating in the family literacy program but is not living with the child/family, such as a grandparent.
5. Select an Adult Code. The participating adult's unique code in the family literacy program is assigned by the agency. Codes should start with "A" for the first participating adult and should be assigned in alphabetical order for all other participating adults. Codes should be used only once and should not change from one program year to the next.

Child Details

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

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

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

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

Child Program Year Details: Continue to enter information for the child by following these steps:
1. Select the appropriate type for the child, either Preschool (i.e., children through age six who are not in school) or School-Age (i.e., children who are attending a school). If the Child Type selection is saved incorrectly, the child's file must be deleted and re-entered to correct the error.

2. Enter a keyword for the child. The Keyword field is an open-text, optional-use field, designed to allow for selecting or filtering files for reports. Each record type (e.g., Adult, Class, Pair, Staff) has its own Keyword field. This field can be very useful to agencies when creating reports in the eData Access Template. Agencies should carefully plan how they will use these fields and remain consistent with their chosen keywords. The child keyword field accepts 15 characters. If you have questions about how their agency might use the Keyword field, contact eData Tech Support.
3. Enter the Program Year Start Date, which is the date in this program year that the child first started to participate in services at your program.
4. Select if the child is participating in the family literacy program. Children not listed as participating will not be counted in the family enrollment calculation. If the child is the only child in the family, they should be listed as participating, or the family will not meet enrollment criteria.
5. The system automatically calculates the child's age in the current program year using the child's date of birth and the current year's enrollment date. It is extremely important that the child's date of birth be entered correctly, so these calculations will accurately reflect the child's age on entry to the program in this program year.
6. Select if the child is Pre-K Year Before K (for a preschool child). If the child goes to kindergarten in the following program year, Pre-K Year Before K should be set to yes. If the Pre-K Year Before K selection is saved incorrectly, the child's file must be deleted and reentered to correct the error.
7. The Participating Child Information section will appear differently depending on whether the child is pre-school or school-age. The differences are noted below:
   Participating Child information for preschool children will contain the following list, and each question should be answered with a Yes or a No. The information will be required on entry and on exit. If the None field is set to Yes, all other fields are set to No.
   - Early Intervention Early Head Start
   - PCHP-Parent Child Home Program Nurse Family Partnership
   - Head Start
   - Title I Preschool
   - Private Preschool
   - K-3
   - K-4
   - Pre-K Counts
   - Keystone Stars Preschool Family Literacy
   - Daycare with Educational Component Daycare
   - Other None

   Participating Child information for school-age children will include the following list, and each question should be answered with Yes or No. The entry grade should be selected from the drop-down list. The information will be required on entry and on exit. If the None field is set to Yes, all other fields will be set to No.
   - Free and Reduced Lunch
   - Home School
   - Special Education
   - ESL
   - Before/After-School Programs

- Day Care with Educational Component
- Day Care
- Other, Must Specify
- None

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

8. Click Save to save the Child record.

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

1. Select Yes if an End-of-Year Report is obtained from the child's teacher or school.
2. Enter the date the form was completed.
3. Enter the name of the school the child attends.
4. Enter the name of the school district the child attends.
5. Choose one of the following from the drop-down list for the school-aged child's reading level: Below Basic, Basic, Proficient, Advanced, or Unable to Assess. If information is not available, leave this field as it appears when first saved. Also, indicate how each level was assessed.
6. Select if the child was promoted or retained. Selection for promotion/retention should be one of the following: Promoted, Retained, or Other. If Other is selected, complete the Other reason information.
7. If Promoted or Retained is selected, then select the option for the child's grade, as well as whether the child was promoted with an IEP, retained/referred for testing, or other. If Other is selected, specify the circumstances.
8. Select the type of contact that a teacher had with the parent. This is selected from the following responses to select the ways parents were in contact with their child's teacher during the year. Several answers can be selected by holding down the Ctrl key and clicking the desired combination.
   a. None
   b. Open House
   c. Conference
   d. Phone
   e. Note/Email
   f. Other (Specify)
9. Click Save to save the child's record.

Early Child Assessment: This tab will appear for children ages 5 and under who are not designated as enrolled in kindergarten. Select the assessment name for the child. For specific information on selecting the correct assessment for children, check Program Policy C.330. Dates for early childhood assessments are required, except for the PALS. While scores cannot be entered, programs should keep score information on file and use it to plan instruction.

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

Programs using the OUNCE scale with their birth-to-3-year-old children should record the date of the last assessment as the Time 2 assessment, since the OUNCE is given in an age progression, the final assessment will be used as the Time 2.

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

Early Childhood Hours: All children participating in family literacy programs who are between the ages of three and five and not enrolled in kindergarten on entry are required to have early childhood hours of at least 12 hours to be included in the standards for family literacy. When entering early childhood hours, follow these steps:

1. Select the contract number under which the hours were provided.
2. Enter the date the hours occurred.
3. Enter the number of hours.
4. Enter the type of hours. Remember, if Other is selected in Hours Type, you will need to specify the type of hours.

Checking Data and Exit Process

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

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

Exiting Adults During the Program Year: Adults with only Class or Group affiliation after all data entry for the student has been completed.

1. Select the adult status: Left, Completed, or Inactive.
2. Enter the date the student stopped attending the program in the Period of Participation Exit Date field on the Adult Details screen.
3. Select a reason for leaving.
4. Click Save.

Exiting Adults:

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

Exiting Adults in Pairs:

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

Exiting Adults, Children, and Families:

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

eData Glossary

The information in the Glossary section of this document is organized by tab in each record of eData.

Agency Information and Contract Details

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

Agency Details:

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

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

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

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

Bureau-Funded Contract Number: In the following sections, there are references to the term "Bureau." The current term is "Division"; however, the eData system has not been updated to reflect this change.

Any reference to the Bureau refers to the Division of Adult Education. The Division of Adult Education approves the automatic transfer of agencies' contract numbers and program components from eGrants to the eData system. Each contract number that appears on the Details page is a link to view the Agency Activity Summary Details, which include:

- Total planned enrollment.
- Number of students in a component.
- Number of classes.
- Number of volunteers.
- Amount requested.

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

Contract Type: Select one of the following to describe the services that are provided:

- Adult Ed – This should be used for adult education services not funded by Division grants.
- Family Literacy Partner – This should be used to track family literacy activities not tracked with a Division contract such as parenting, ILA, early childhood hours, or home visits for Division- funded family literacy programs.

- Other – This should only be used if the contracted services do not fit into the categories above and require that the agency specify the nature of the contract.

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

Amount: The dollar amount associated with this contract. This field is available for contracts with monetary amounts. If no dollar amount is linked to the contract being created, then the field can be left blank.

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

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

Class/Group Details

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

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

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

For contracts beginning with 064, select the appropriate contract program component for the class or group:

- ABE Community – community ABE programs
- ABE Institutional – institutional ABE programs
- ASE/GED® Community – community ASE/GED® programs
- ASE/GED® Institutional – institutional ASE/GED® programs

For contracts beginning with 054, 061, 259, or N, select the appropriate contract program component for the class or group:

- Contract 054 – Family Lit (family literacy contracts)
- Contract 061 – ABE/ESL Civics (IELCE Contracts)
- Contract 259 – Tutoring contracts
- N – Non-ABLE-funded contracts

Service: Select the type of service the class provides and, if the class/group is supported by 064 funds, select the appropriate funding stream for the class. The selection should refer to the adults' actual course of study rather than the program component under which the service is provided. Only one type of service can be selected for a class/group.

- ABE – Instruction below the secondary level, i.e., below the 9th grade level
- ASE – Instruction at the secondary level, i.e., 9th through 12th grade
- ESL – Learning English as a second language
- Distance Learning (when selected, users must select All Levels in the Levels box below)

Levels: Select the educational functioning levels that this class/group will support. More than one level can be selected by holding down the Control key and clicking the selection. When Distance Learning is selected, users must select All Levels in the Levels box. This is the only option that will appear. Select from the following:

- ABE Level 1
- ABE Level 2
- ABE Level 3
- ABE Level 4
- ABE Level 5
- ABE Level 6
- ESL Level 1
- ESL Level 2
- ESL Level 3
- ESL Level 4
- ESL Level 5
- ESL Level 6

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

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

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

Special Program Type: Based on funding, select the special program type. (If none apply, select Not Applicable.)

a. Distance Learning: Paper-based NRS reportable
b. Distance Learning: Fully remote
c. Distance Learning: Supplemental
d. Distance Learning: Teacher-assigned non-supplemental
e. Hybrid
f. Integrated Education and Training with Credentials (classes only)
g. Integrated Education and Training without Credentials (classes only)
h. Fully In Person
i. Postsecondary Transition
j. Workplace Literacy
k. Blended
l. Hyflex
m. Fast Track High School Equivalency Preparation
n. Specialized (Short Term)

❗ **Please Note:**

- If agencies have any questions as to which special program type to select for a given class or group, they should consult their Division of Adult Education advisor.
- IET is an option available to classes only, and a selection must be made to select either IET with credential or IET without credential. Agencies should speak with their Division of Adult Education advisors if they plan to use IET as a special program type.

❗ NOTE: See Appendix A for more information about tracking IET participation and outcomes.

Choose the special program type carefully, as learner enrollments and hours are tracked by this field. If selecting Integrated Education and Training, programs should consult their advisors prior to adding the class to eData. Users should consult the Division of Adult Education Guidelines, Section 403, to determine the appropriate special program type for each activity.

Enrollment Type: Select the enrollment type for the class. Select Open Entry – Open Exit for classes that have open enrollment. Select Managed Enrollment for classes that have an established cycle with a start and end date. Students are only allowed to enter the class at the beginning of the cycle and are expected to remain until the end. If the user has questions about the appropriate enrollment type, they should contact their Division advisor.

Keyword: This field can be used for sorting using the search function in eData and by using the eData Access Template. Keywords are agency-specific and are most effective when the information entered is consistent. The class/group keyword field accepts 15 characters.

Hours Per Week: Enter the number of hours this class is scheduled to be held each week.

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

Staff Details

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

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

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

Middle Initial: Use of this field is optional.

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

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

Staff Type: Select one of the following:

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

Volunteer: Select one of the following:

- Yes: Staff person volunteers their time to tutor, assist in office work, is a classroom aide, or engages in other non-paid work.
- No: Staff person is not a program volunteer.

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

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

Sex: Male or female.

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

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

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

County: The County in which the staff person resides.

Email: Staff email contact information.

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

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

Adult Ed. Experience: Select the option below that best describes the staff person's years of experience in the field of adult education. Do not count years of experience outside of the field of adult basic education.

- Less than one year
- One to three years
- More than three years

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

Education Level: Select the highest academic level that the person has completed.

- No diploma
- Secondary school diploma/Equivalent
- Some college courses
- Technical/Business school Certificate
- Associate degree
- Bachelor's degree
- Master's degree
- Doctoral degree

Primary Position: Select the staff position in which the staff will spend most of his or her time during the program year. At least one staff person must be designated as Administrator in an agency. Volunteer classroom aides should be designated as an Adult Education Paraprofessional. Tutors should be designated as Adult Educator. Select from the following choices:

- Administrator
- Adult Educator
- Adult Education Paraprofessional
- Case Manager
- Coordinator
- Counselor
- Data Entry/Clerical
- Early Childhood Educator
- Early Childhood Paraprofessional
- Home Visitor
- Parent Educator

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

Keyword: This field can be used for sorting using the search function in eData and by using the eData Access Template. Keywords are agency-specific and are most effective when the information entered is consistent. The staff keyword field accepts 15 characters.

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

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

Staff Assignment: In the Staff Assignment screen, programs can link staff to groups and classes. This screen will also show all assignments for a particular staff person. Staff are connected to pairs on the Pairs screen. When connecting staff to a class or group through the Staff Assignment page, be sure to enter the appropriate assigned date for the class/group. Staff hours related to instructional time with a class, group, or pair are recorded on the attendance screen for each class/group/pair.

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

Staff Hours Type: Select from the following choices:

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

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

Date: Date the hours were entered.

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

Adult Details

All adults with a completed intake should be entered into eData.

Adult records will not save unless all required fields are completed. To ensure that data entered in eData is compatible with all operating systems, agencies should use only alphanumeric characters. Users should avoid using special characters or punctuation. Only the following special characters are allowed: period (.), ampersand (&), hyphen (-), and apostrophe (‘).

Before entering an adult into the eData system, consider the following (for more information, see Appendix B):

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

1. There is a gap of no more than 90 days in instruction for that individual from one program year to the next. ❗ NOTE: For rollover adults who are considered continuing adults, July 1 should be used as their Period of Participation start date (for more information about continuing adults, see Appendix B).

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

Demographic Details

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

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

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

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

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

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

PASID (PASecureID): This number is assigned to students when they enter a PDE educational program in Pennsylvania. Students who have attended high school, adult education, or postsecondary school in Pennsylvania since 2009 may have a PASecureID. This number is used to track educational information on all students in Pennsylvania. Students who are indicated as a near match in the PASID system will be locked in eData until the near-match issue is resolved. Agencies with near matches should contact eData Tech Support for assistance with these students.

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

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

Sex: Male, Female, Non-binary, or Prefer not to answer.

Pronouns – Choose one of the following based on the adult's selection: She/Her/Hers, He/Him/His, They/Them/Their, or Not Listed.

Gender Identity - Choose one of the following based on the adult's selection: Man, Woman, Transgender, Non-Binary, Gender Non-Conforming, or Not Listed.

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

Address: Adult's current residence. This includes address 1, address 2 (if applicable), city, state, and zip code. Update addresses as they change to keep them current. Use UNHOUSED in the Address1 field for any adult who reports they are in a homeless situation. For these adults, enter the location of the classes they attend in the City, State, Zip Code, Area, and County fields.

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

Date First Started in Adult Ed: This is the date the adult is first enrolled in any DAE services. For adults who are rolled over from a previous year, the original date will appear and will not be editable.

Ethnicity: The following categories reflect current federal definitions. Staff may estimate ethnicity using the criteria below to select the most appropriate category. If a student is reported as Hispanic/Latino, no other ethnicity will be reported. Students who select more than one ethnicity should be considered multi-racial unless one of the selections is Hispanic/Latino.

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

Email: The adult's email address.

Phone: Student's phone information. These fields are optional and can accommodate home phone, cell phone, and work phone with extension, and they include indicators for receiving calls at each location.

Adult Program Year Details (Current Year Information)

Status: Choose from Active, Inactive, Completed, or Left. This status refers to the student's status and should only be changed from Active to one of the other selections after all data entry for the student is complete. Select one of the following if the student stops attending the program:

- Inactive - for students who have stopped attending but are scheduled to return to the program within the program year.
- Completed - for students who have completed their course of study and have moved on to other educational programs or have moved into the workforce.
- Left - for students who have left the program and are not expected to return.

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

Keyword: This field can be used for sorting using the search function in eData and by using the eData Access Template. Keywords are agency-specific and are most effective when the information entered is consistent. The adult keyword field accepts 25 characters.

Period of Participation Start Date: Period of Participation Start Date is the date of the adult's first instructional hours. Instructional hours include hours taking pre- and post-tests, class/group/pair instruction, and distance learning. Use caution when changing or updating this field, as it may affect the calculation of the adult's entry/exit educational functioning level. ❗NOTE: for rollover adults who are considered continuing adults, July 1 should be used as their Period of Participation start date (for more information about continuing adults, see Appendix B).

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

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

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

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

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

Schooling:

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

Highest Grade Completed: Indicate the last grade of school the adult completed.

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

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

Residence: Select either Community or Institution

If Institution is selected, make one of the following selections:

- **In a correctional facility or In a community correctional program:** If the adult is incarcerated in a correctional institution, including any prison, jail, reformatory, community-based halfway house or rehabilitation facility for criminal offenders, work farm, and detention center, or any other state or local institution designed for the confinement and/or rehabilitation of criminal offenders.
- **In other institutional setting**: If the adult resides in a community-based rehabilitation facility, mental institution, rehabilitation facility, hospital, or similar facility for reasons other than homelessness, or if the adult resides in a community-based group home or state or private facilities for developmentally/intellectually disabled adults.

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

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

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

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

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

Distance Learner: Check this box if the student is involved in any aspect of distance learning (DL) provided by the agency as remote hours. If the agency provided the adult with remote hours, select the Provided by Local Program option in the Specify box.

Barriers to Employment:

- **Basic Skills Deficient/Low Level of Literacy, Cultural Barriers, and/or English Language Learner – all students:** Select the checkbox for this option for all adults.
- **Displaced Homemaker**: Select Yes if you have been taking care of your family at home without pay and do not have enough financial support, and you are struggling to find or improve employment.
- **Individual with prior justice system involvement (Ex-offender):** Select Yes if you have a history with the justice system (for example, arrested or charged for an offense) and need help overcoming job barriers related to it. ❗NOTE: *If an adult is marked as Residence = Institution = In a correctional facility or In a community correctional program, then the selection should be No*.
- **Exhausting TANF:** Select Yes if you are close to using up your lifetime TANF benefits in the next two years, whether or not you are getting them right now.
- **Foster Care Youth:** Select Yes if you are in foster care right now or have aged out of the foster care system. ❗NOTE: *When this barrier is selected, you must also select Low-income Individual.*
- **Homeless individual:** Select Yes if:
  - You do not have a regular and safe place to sleep at night
  - Are staying somewhere temporarily while away from home and/or do not have a regular place to live. ❗NOTE: *When this barrier is selected, you must also select Low-income Individual.*
- **Individual with Disability:** Select Yes if you have any kind of disability that limits your ability to do everyday activities.
- **Long-term Unemployed:** Select Yes if you have been without a job for 27 weeks (about six months), either in a row or adding up over the past year. ❗NOTE: *When this barrier is selected, you must also select Low-income Individual.*
- **Low Income:** This means your income is low based on government rules, or you receive certain types of assistance or live in situations linked to low income. Select Yes if you got any of the following public assistance in the past six months:
  - SNAP (food stamps)
  - TANF
  - SSI
  - Other state or local income-based help
  - Are part of a family whose total income is at poverty level or low-income standard
  - Are a foster child getting government support
  - Have a disability and your own income is below the poverty level (even if your family's income is above the poverty level)
  - Are homeless
  - Are aged 16 to 24 living in an area with high poverty
- **Single Parent:** Select Yes if you are single, separated, divorced, or widowed, and
  - Have the main responsibility for one or more children under age 18, or
  - Are currently pregnant.

Migrant and Seasonal Farmworker Status at Program Entry: Select one option from the list below.

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

Reason for Participating: The reason for the student's attendance in the program. Select one of the following:

- Meet employment goal
- Meet family goal
- Become U.S. citizen
- Meet educational goal
- Self-improvement
- Mandated
- Be with other adults
- Meet other personal goal
- Other: If Other is selected, specify the student's goal for participating.

Reason for Leaving: This field can remain blank when the record is saved but should be completed if/when the student leaves the program. Select one of the following:

- Attendance issues
- Became incarcerated in a correctional institution
- Called to active military duty for at least 90 days
- Childcare issues
- Deceased
- Entered a residential facility for treatment
- Lack of transportation
- Medical/health related treatment expected to last more than 90 days
- Met goal(s)
- Moved
- Other - Specify the student's reason for leaving
- Personal/Family Issues/Death in Family
- Program did not meet expectations
- Referred to other services
- Released from incarceration
- Unknown
- Work schedule conflict

How Learned of Program: Select one of the following to indicate how the adult learned of your program:

- Relative
- Friend
- Acquaintance
- Educational institution
- Advertisement
- Worksite
- Previously attended
- Community organization
- Local PA CareerLink®
- Institutional staff
- Court-mandated or required by Welfare
- Military recruiter
- Other – If Other is selected, specify how the student learned of the program.

Non-Educational Services: This is a multi-select field; hold down the Ctrl key and select the options that apply. Select one or more from this list:

- Counseling
- Financial counseling
- Legal aid
- OVR
- PA CareerLink®
- Veterans' assistance
- Other - Specify the service being provided.

Special Needs: Select Yes or No if the adult has Special Needs (an adult with significant disabilities). If Yes is selected, the adult must have documentation for one or more of the following classifications:

- intellectual disability
- living with a mental health disability or mental illness
- brain injury
- are blind or have low vision
- are deaf or Hard of Hearing
- have a specific learning disability or disabilities

In addition to meeting one or more of the criteria specified above, the adult cannot be appropriately assessed with standardized assessments approved in Program Policy D.100, even with appropriate accommodation(s). For more information about adults with significant disabilities, see Program Policy D.120.

Mark for Deletion: If an adult has been entered into the eData system in error, Agency Data Administrators may mark the adult for deletion. Selecting this link will freeze the adult record and require an explanation of why the adult should be deleted. Any adult marked for deletion may be reviewed by the Division. If selected in error, an Unmark for Deletion option appears at the bottom of the screen. This option should not be selected for records that are listed as a near match; those will be resolved by calling or emailing eData Tech Support. Students served by the agency in any way should not be deleted from the system due to a lack of instructional hours or assessments.

Adult Details: Family Literacy Details

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

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

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

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

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

Entry Household Status: The adult's status when entering the family literacy program.

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

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

Adult Assessments

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

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

Assessment Date: Enter the date the assessment was administered.

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

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

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

Form/Level: The form/level of the assessment.

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

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

Once saved, each assessment will include a field that tracks the hours associated with that assessment. This field appears next to the assessment and tracks the number of instructional hours the adult has accumulated since taking it. Once a post-test is entered, any further instructional hours accrued by the adult are listed next to the most recent assessment.

Adult Assessment History

The system will list all the assessments from the previous years, along with the following details:

- Test Date
- Assessment Name
- Version
- Subtest
- Administration
- Score
- Form/Level
- EFL

Outcomes: Core and Secondary Outcomes

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

All other federally mandated core outcomes are reported in the Outcomes section of the database as follows:

- Obtain Commonwealth Secondary Credential/High School Equivalency (HSE)
- Enter Postsecondary Education or Training
- Obtain Employment (automatically set)

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

For more on core outcomes and cohorts, see Program Policy C.135 Cohorts for the primary indicators of performance.

Set Date: The HSE and Enter Postsecondary outcomes can be set by the agency by entering the date the goal was set, which must fall within the program year. The Employment outcome will be automatically set.

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

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

Secondary Outcomes: The Secondary Outcomes section includes optional outcomes, except for specific Division-funded programs that require reporting of specific secondary outcomes. Outcomes set in the Secondary Outcomes section should be outcomes that can reasonably be met by the adult during the current program year. Set outcomes in the Secondary Outcomes section by entering a set date. Enter the met date for each outcome achieved by the adult. This section also allows agencies to enter set and met dates for HSE subtest outcomes (as noted below in the list of Secondary Outcomes).

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

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

Secondary Outcomes:

- Earn High School Equivalency (HSE) Diploma
- Pass HSE Science Subtest
- Pass HSE Social Studies Subtest
- Pass HSE Math Subtest
- Pass GED® Reasoning Through Language Arts Subtest
- Pass HiSET® Reading Subtest
- Pass HiSET® Writing Subtest
- Improve basic literacy skills – The adult demonstrates improved literacy skills.
- Improve English skills – The adult demonstrates improved English skills.
- Reduced or eliminated receipt of public assistance - An adult receiving TANF or related public assistance reduces the amount of assistance due to employment or increased income.
- Become a U.S. citizen – The adult passes the citizenship test.
- Achieve U.S citizenship skills – The adult obtains skills needed to pass the citizenship test.
- Register to vote – The adult registers to vote during the program year.
- Vote for the first time – The adult votes for the first time during the program year.
- Increase involvement in community activities – This goal can include any of the following: attending or organizing meetings of neighborhood, community or political organizations; volunteering to work for or contributing to the support of such organizations; or volunteering to work on community improvement activities.
- Volunteer in the community – The adult will engage in unpaid work in the service of others in the community.
- Increase involvement in children's education – The adult demonstrates greater involvement in child's schooling.
- Help child(ren) more with schoolwork – The adult assists the child(ren) in completion of homework.
- Increase contact with child's teachers – The adult discusses child's education and progress.
- Increase involvement in child's school activities – The adult attends school events, parent meetings, or volunteer work on school projects.
- Increase involvement in children's literacy activities – The adult increases involvement in dependent child's literacy-related activities.
- Read more to child – The adult spends more time reading books/telling stories with his or her child(ren).
- Visit library for or with child – The adult takes his or her child(ren) to the library.
- Purchase books or magazines – The adult purchases books or magazines to share with his or her child(ren).
- Use the library/Get a library card – The adult gets or uses a library card to borrow books or other materials or uses library resources.
- Get a driver's license – The adult studies for and completes the driver's test, receiving his or her driver's license.
- Improve health literacy – The adult will improve his or her ability to read, understand and use healthcare information to make decisions and follow instructions for treatment.
- Improve work skills – The adult will improve his or her skills, knowledge, and competencies related to employment.
- Obtain a job-related certificate – The adult will successfully complete the requirements for

earning a job-related certificate.
- Fill out a job application – The adult obtains and successfully completes a job application.
- Complete a job interview – The adult schedules, attends, and completes an interview.
- Get a better job – The adult gains employment that affords a higher rate of pay or provides benefits that were not available in the prior employment. This goal should be set in conjunction with the Retain Employment goal. Do not set this goal if Retain Employment was not automatically set for this student.
- Enlist in military - The adult enlists in any branch of the military.

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

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

Outcome: Provide a short description of the skills students will achieve. Once set for a student, it will appear and be available for selection for all other students in the agency.

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

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

Adult-specific outcomes are those that an agency can uniquely set for the adult student. Select the Agency-Specific Outcomes tab and enter the information on the skill that is unique to that student in one of the five Adult-Specific Outcome spaces. Adults designated as Students with Significant Disabilities (marked in eData as Special Needs adults) require agencies to define specific learning goals, entered in the Adult Specific Goals section in eData, for the students' instruction, and to periodically measure and document the extent to which those goals are met. The instructor must develop at least three (3) to five (5) adult-specific learning goals and document student progress at scheduled observation times. These goals must be entered into eData with a set date when established and, if applicable, a met date when attained. For more information about Students with Significant Disabilities, see Program Policy D.120.

Assignments

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

Instructional Hours/Attendance: Once assigned to a class, group, or pair an adult will receive hours through the Class, Group, or Pair screen. Enter instructional hours in the Attendance tab in the adult's assigned class, group, or pair. Hours can only be entered for instructional activities. Instructional activities include 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 (e.g., GED® or HiSET®) cannot be counted as instructional activity. Enter only the actual time the adult spent taking their assessment. If an adult's *only* attendance hours were from taking an assessment, add their assessment time as instructional hours to the class or group they would have been assigned to if they had attended that class or group.

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

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

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

Adult Attendance: This section contains a list of students assigned to the class; each student will have the following fields:

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

- **Assigned Date:** This field should contain the date the student started attending the class/group.
- **Total Hours:** This field is automatically populated and contains the total number of hours the adult has for all assignments, including classes, groups, or pairs.

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

Integrated Education and Training (IET)/Workplace Literacy (WPL)/Postsecondary (PS) Credential Outcomes

IET/WPL/PS Credential Outcomes: For detailed information on documenting these outcomes, consult the Division of Adult Education Guidelines.

Pair Details

Staff/Tutor Name: Select the staff or tutor who is active in the pair. Simply click Search to display a list of available staff, or search for a specific staff member by entering their name.

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

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

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

For contracts beginning with 064, select the appropriate contract program component for the pair:

- ABE Community – community ABE programs
- ABE Institutional – institutional ABE programs
- ASE/GED® Community – community ASE/GED® programs
- ASE/GED® Institutional – institutional ASE/GED® programs

For contracts beginning with 054, 061, 259, or N, select the appropriate contract program component for the pair:

- Contract 054 – Family Lit (Family literacy contracts)
- Contract 061 – ABE/ESL Civics (IELCE contracts)
- Contract 259 – Tutoring contracts
- N – Non-ABLE-funded contracts

Service: Select the type of service the class provides. If the pair is supported by 064 funds, select the appropriate funding stream for the class. The selection should refer to the adult's actual course of study rather than the program component under which the service is provided. Only one type of service can be selected for a pair.

- ABE – Instruction below the secondary level, i.e., below the 9th grade level
- ASE – Instruction at the secondary level, i.e., 9th through 12th grade
- ESL – Learning English as a second language

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

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

Status: Choose Active, Inactive, or Complete. The system will default to Active when a pair is created.

Special Program Type: Choose the special program type carefully, as learner enrollments and hours are tracked by this field. Users should consult the Division of Adult Education Guidelines, Section 403, to determine the appropriate special program type for each activity.

Keyword: This field can be used for sorting using the search function in eData and by using the eData Access Template. Keywords are agency-specific and are most effective when the information entered is consistent. The pair keyword field accepts 15 characters.

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

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

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

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

Family and Child Details

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

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

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

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

County: The County in which the family resides.

Date First Started in Family Lit: The date the family first entered services. For families who are rolled over from a previous year, the original date will appear and will not be editable.

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

Keyword: This field can be used for sorting using the search function in eData and by using the eData Access Template. Keywords are agency-specific and are most effective when the information entered is consistent. The family keyword field accepts 15 characters.

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

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

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

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

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

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

Family ILA Hours: The number of hours an adult and child spend in Interactive Literacy Activities (ILA). Do not count these hours twice if more than one child participates. If more than one child is present during ILA, split the total hours among all participating children, or assign the total hours to one child.

- Adult: Select the adult who was present for the activity from the drop-down list.

- Child: Select the child who was present for the activity from the drop-down list.
- Contract Number: Select the family literacy or N contract for the hours.
- Date: Indicate the date the ILA hours were assigned.
- Hours: Number of hours for the activity.
- ILA Type (see Program Policy D.150 for more information):
    - Select F2F if the activity was done in real time (in person or remote) with program staff able to observe the activity in real time.
    - Select Approved DL if the activity used online resources that parents/caregivers complete with children.
    - Select Take Home Packets if the activity used physical books and/or resources.

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

Parenting Hours: The number of hours that an adult participates in a parenting class.

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

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

Home Visits: Date of each visit and the number of hours the family spends at each visit.

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

ACIRI: The Adult-Child Interactive Reading Inventory should be administered in families with children between the ages of three and five. The tab to enter this assessment is located on the Family Details page.

- Adult Name: Select the name of the adult who participated in the assessment.
- Child Name: Select the name of the child who participated in the assessment.
- Time 1 Date: Indicate the date the assessment was given.
- Book Title 1: Indicate the title of the book that the parent and child shared.
- Scores Time 1: For each area in the Adult and Child Behaviors, select one of the following: No Evidence, Infrequently, Some of the Time, Most of the Time.

There are 12 Adult Behaviors and 12 Child Behaviors. When the behaviors have been completed, saving the assessment will create a record in the Family - Assessment tab. Clicking Select will allow the entry of Time 2 and 3 assessments and will also include the mean scores for each of the sections. For more information about the ACIRI assessment, consult Program Policy D.160.

Child Details

First Name: The child's first name.

Middle Initial: Use of this field is optional.

Last Name: The child's last name.

Date of Birth: The birth date of the child.

Sex: Male or female.

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

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

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

Family Name (Surname and Code): Surname and code are available in the drop-down list for all families entered at that time.

Child Code: The code of the participating child(ren) in the family literacy program. Codes should start with Z for the first child and progress in reverse alphabetical order for all other participating children. Once this code is assigned to a child, it will not be available to assign to any other child in the family.

Program Year Details:

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

Keyword: This field can be used for sorting if the information is consistent. Allows for information to be grouped within an agency; keywords are agency-specific and should be consistent. The child keyword field accepts 15 characters.

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

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

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

Pre-K Year Before Kindergarten: If the Age at Entry is 4 years and the child is listed as preschool, the Pre-K Year Before K option will appear; programs should select this option for children who will attend kindergarten in the next program year.

Participating Child Information – Preschool: Answer Yes or No for each at entry and exit.

- Early Intervention Early Head Start
- PCHP-Parent Child Home Program Nurse Family Partnership
- Head Start
- Title I Preschool
- Private Preschool
- K - 3
- K - 4
- Pre-K Counts
- Keystone Stars Preschool Family Literacy
- Daycare with Educational Component Daycare
- Other No

Participating Child Information – School-Age: Answer Yes or No to each at entry and exit.

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

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

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

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

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

Contact Teacher Had with Parents: Select from the following responses to note the ways parents were in contact with their child's teacher over the year. Several answers can be selected by holding down the Ctrl key and clicking the responses.

- None
- Open House
- Conference
- Phone
- Note/Email
- Other – Specify

Early Childhood Hours: All children participating in family literacy programs who are between the ages of three and five and not enrolled in kindergarten on entry are required to have early childhood hours of at least 12 hours to be included in the standards for family literacy.

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

Hours Date: Date of the hours.

Hours: Number of early childhood hours.

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

Specify Other: Specify the type of hours if Other is selected in the Hours type.

Child Assessment: This tab will appear for children ages 5 and under who are not designated as enrolled in kindergarten.

Assessment Name: Choose the assessment for the child: COR, ELAP, ITCOR, OUNCE, LAP-3, WSS P-3, WSS P-4, GOLD, or Other. Refer to Program Policy C.330 for information on the assessment most appropriate for children in the program.

Date Administered: Date the assessment was administered. A child's Time 1 and Time 2 assessment dates are entered on the same screen in eData.

Appendix A

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

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

For both "IET without credential" and "IET with credential":

1. In an adult record, under Agency Specific Goals, add a goal called "Complete IET." ❗NOTE: An agency only needs to complete this step once per program year. After the goal is created the first time, it will be available to assign to other adults in the agency.
2. Assign that goal to each adult who starts an IET class. To assign the goal, enter a set date for the adult. The set date is the first date of the class.
3. For students who complete the class, enter the last date of the class as the met date.

For "IET with credential" only:

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

Documentation:

Programs must provide documentation to the Division of Adult Education to verify the credentials attained. The document must be emailed to your advisor by August 31.

Options for Documentation:

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

Appendix B

Start of Program Year 26-27 Quick Start Guide

Data entry cannot begin until the eData system opens and an agency has an approved contract(s) uploaded into the eData system. Agencies beginning data entry should follow the processes outlined in this document.

For additional information, please contact:
eData Tech Support at 1-877-857-8869 or edatatechsupport-l@lists.psu.edu

Complete requirements and policy guidance for data collection and program performance are available on the PDE website, on the Division of Adult Education's Administrative Documents page.

Getting Started

eData Agency Details Screen

Users are required to review their Agency Details screen in eData. Information on this page should be kept current, so agencies can contact each other when sharing adults and resolving duplicate record issues. Each agency must have at least one staff member assigned to the Agency Contact role in eData. An eData Local Security Administrator must complete this step of assigning a staff member to this role. Instructions for assigning users to groups are found on the eData Help Documents web page.

Agencies may also choose to enter an Alternate Agency Name on this screen. When entered, the Alternate Agency Name appears in place of the given name throughout eData. Updating this information requires Agency Administrator access.

General Tips about Adult Rollovers into PY 26-27

- Adult records cannot be saved unless all *required* fields on the Adult Details page are entered. Users should roll over adult records using the directions provided in this document. This will ensure that the correct adult, with an existing PASecureID, is rolled over.
- All records and data for Program Year 25-26, and all prior years, will remain in eData. They are viewable by selecting the appropriate year on the eData home screen.
- Records from a prior year may be rolled into the new program year. Records entered in prior years within your agency can be rolled over using the procedures below. All other students will need to be entered following the instructions outlined in the eData System Manual/Glossary.
- Contract numbers are loaded from eGrants into eData once they reach the eData accepted status. Contact eData Tech Support about any missing or erroneous contract numbers.
- All contract numbers have program components. Check that contract numbers and program components are correct on the Contract Details-Bureau Funded screen; contact eData Tech support if there are any problems.
- When adult records are rolled over, some fields are automatically populated. The data in these fields should be verified, and all other data must be entered for the new program year before saving the record. If any locked field for a rollover adult is incorrect, such as First Name, Last Name, DOB, or SSN, roll over the adult record as-is and contact eData Tech support to correct the error.

Continuing Student or Returning Student

Below are the definitions of “continuing student” and “returning student,” along with related guidance for conducting intake and data entry for students who have previously attended adult education and/or family literacy services.

Continuing Student

From one program year to the next, a student should be considered a “continuing student” if:

- There is a gap of no more than 90 days in instruction for that adult from one program year to the next.

For example, the Anytown ABE class at the City Library ends on June 30, 2026. The next session that students can attend starts on September 10, 2026. A student who attended classes through June and resumes in September is considered a “continuing student.”

July 1 should be used for a continuing adult record’s Period of Participation start date.

Agencies are not required to have continuing students (as defined above) complete a new intake form. All adult information, except address/email/phone number updates, must remain the same as at original intake, including Labor Force Status.

Agencies should enter an SID number for continuing students in corrections. The SID number is not a required field, but agencies should make every effort to collect this information. SID numbers are eight-digit numbers.

Returning Student

Any student who leaves a program during one PY and who later returns in a subsequent PY, who does not meet the above criteria of a continuing student, is a “returning student.” Agencies must have returning students complete a new intake form and enter the new intake information into eData.

Data Entry at Beginning of Program Year

This is the suggested order for data entry based on system design. Other entry methods are possible but are not recommended. In addition to the data entry order presented below, data should be entered in chronological order.

1. Update Agency Contact information, if needed
2. Rollover or add Classes
3. Rollover or add Staff
4. Rollover or add Groups
5. Rollover or add Adults
6. Rollover or add Pairs
7. Family literacy rollover or add Families
8. Family literacy rollover or add Children

Steps for Beginning Program Year 26-27 in eData

***Update Agency Contact Information* -** Begin by updating your Agency Details screen for PY 26-27. On the Agency Details page, review the Contact Details section. If this section is blank, users must assign a person as their eData contact. *An eData Local Security Administrator user must complete this step. See the eData Help document "How to Become an Application User" for more information.*

***Verify Contract Numbers* -** Check the number of adults contracted to be served under each contract number and program component. For contracts beginning with 054, the number of families contracted to be served is listed, in addition to the number of adults and children.

Rollover Classes: To roll over a class:

1. Select Class Details-Rollover Class from the Agency menu.
2. In the Class Rollover Search screen, click the Search for Rollover button without entering any search criteria to view all class records or enter criteria to narrow the search.
3. Click the Select link to select the appropriate class.
4. Enter all required fields and click Save and Rollover.

❗ NOTE: If a Class record is inadvertently rolled over, it cannot be deleted. Use caution when rolling over classes.

***Rollover Staff* -** To roll over a staff record:

1. Select Staff Details-Rollover Staff from the Agency menu.
2. In the Staff Rollover Search screen, click the Search for Rollover button without entering any search criteria to view all staff records or enter criteria to narrow the search.
3. Click the Select link to select the appropriate staff member.
4. Enter all required fields and click Save and Rollover.

❗ NOTE: If a Staff record is inadvertently rolled over, an Agency Data Administrator user can delete it. Staff records deleted in one program year will not affect the Staff records in prior years.

***Rollover Groups* -** To roll over a Group record:

1. Select Group Details-Rollover Group from the Agency menu.
2. In the Group Rollover Search screen, click the Search for Rollover button without entering any search criteria to view all group records or enter criteria to narrow the search.
3. Click the Select link to select the appropriate group.
4. Enter all required fields and click Save and Rollover.

❗ NOTE: If a Group record is inadvertently rolled over, it cannot be deleted. Use caution when rolling over groups.

***Rollover Adult* -** To roll over an Adult record:

❗ IMPORTANT: Before rolling over an adult, review the section "Continuing Student or Returning Student."

1. Select Adult Details-Rollover Adult from the Agency menu.
2. In the Adult Rollover Search screen, click the Search for Rollover button without entering any search criteria to view all adult records or enter criteria to narrow the search.
3. Click the Select link to select the appropriate adult.
4. The Program Year fields of the adult record will be blank, in addition to the Ethnicity field in

the Adult Demographics section. Only the static fields in the Demographic details section will contain data, but all required fields must be filled in prior to clicking the Save and Rollover button. The Assignments, Assessment, and Outcomes tabs contain yearly data and will be empty.

❗ NOTE: If an Adult record is inadvertently rolled over, it can be deleted. Click the Mark for Deletion button and enter a detailed explanation in the Reason for Deletion text box.

❗ NOTE: Ethnicity values changed starting in the 2010-11 program year. When rolling over an adult from a year prior to 2010-11, the ethnicity field will appear blank. For more information on the new Ethnicity values, please refer to the eData Glossary. In addition, Highest Grade completed changed in 2012-13. This requires users to select US-Based or Non-US based schooling, in addition to the highest grade completed for any adult in the eData system that is rolled over from a year prior to 2012-13.

***Rollover Pairs* -** Adult and Staff records must be rolled over before their Pair can be rolled over. To roll over a Pair:

1. Select Pair Details-Rollover Pair from the Agency menu.
2. In the Pair Rollover Search screen, click the Search for Rollover button without entering any search criteria to view all pair records or enter criteria to narrow the search.
3. Click the Select link to select the appropriate pair record.
4. Enter all required fields and click Save and Rollover.

***Rollover Family/Child* -** The Family Adult record must be rolled over prior to rolling over the family/child(ren). To roll over a Family:

1. Open the Adult record.
2. Scroll to the bottom of the Adult Details screen and click the Rollover Family Info button.
3. Select the Family record you would like to roll over. It is possible that the Family was duplicated or appears in multiple years. If multiple Family records appear, select the most recent Family record.
4. Enter all required fields and click Save and Rollover. The Rollover Family Info screen will reload.
5. Select the Child you would like to roll over. It is possible that the Child was duplicated or appears in multiple years. If multiple Child records appear, select the most recent Child record.
6. Enter all required fields and click Save and Rollover. The Rollover Family Info screen will reload.
7. Continue selecting Adult and/or Child records until all participating members of the family are rolled over.
8. If a Family record is inadvertently rolled over, it can be deleted by Agency Data Administrator users. Family records deleted in one program year will not affect the family records of other years.

Duplicate Adult Records

Exercise caution when entering adult records so that duplicate records are not created. If the system identifies potential duplicates, carefully check each possible duplicate for matches in name, Social Security number, date of birth, and other identifying fields. Data entry staff are strongly encouraged to review the "Possible Duplicate Record" section of the System Manual. Duplicates can be difficult to resolve after they are created, particularly if they involve multiple agencies. If in doubt about how to handle a duplicate record, call eData Tech Support at 877-857-8869.

Agencies must be proactive in preventing duplicate adult records. Take special care with students who have social security numbers consisting of all nines and avoid entering nicknames for students in their first and last name fields. Sometimes, when creating a new adult record, users may be prompted to roll over an existing one. In this case, if an adult's name, date of birth, or social security number is incorrect but the adult otherwise appears to be a match, users should roll over the adult record and contact eData Tech Support to correct the erroneous data field(s).

PASecureID Near Matches

When an adult record is added to the eData system, it is checked for duplication with adult records already in eData, including those from prior program years. If a duplicate record is found, the duplicate screen will appear, and users have the option to rollover or share the adult record. After duplicate resolution in the eData system is complete, the record is sent to the PASecureID system, where it is checked for duplication there.

The PASecureID system checks key fields to verify the record, including first, middle, and last name, date of birth, Social Security Number, Ethnicity, and Gender. If an adult matches another student in the PASecureID system, the existing PASecureID is imported into eData and appears in the adult's record. If no matches are found, a new PASecureID is assigned to the adult record.

If several fields match but the PASecureID system cannot determine whether the record in PASecureID is the same person as the one entered in eData, PASID creates a 'near match'. In eData, the adult details screen becomes "grayed out", all fields become locked, and an error message appears below the Save button that states "Adult is inactive because of a near match." **The adult will remain locked in eData until the near match record is resolved by contacting eData Tech Support.**

When contacting eData Tech Support to resolve a near match, it is helpful to have the student's file at hand. Additional information about the following may help to resolve the issue, including the adult's:

- Previous Pennsylvania school/school district attended.
- Highest grade completed.
- Full middle name.
- Current or previous other names.

Adult Assessment Rollover

Adult assessments may be rolled over from the Adult Assessment tab. The only assessments available for rollover in eData will be those entered by the agency for that adult. Click the Rollover Assessments link to view assessments from 25-26 that are valid for rollover, then select the appropriate assessment to roll over.

An assessment must be dated within 150 days of the adult's current year start date to appear on the rollover screen. If an assessment was given in the previous program year and was not entered into the eData system, but it is still within 150 days of the current year's start date, the assessment may be added to eData manually.

For additional information on adult assessments, please refer to Program Policy D.100.

Adult Outcomes

All Core Outcomes are set automatically in the eData system, except for the Obtain Secondary Credential outcome. Users may use the set date in the Obtain Secondary Credential outcomes for local reporting purposes, but this date is not used for data matching. Secondary outcomes are optional and may be set if applicable to the adult; refer to the eData System Manual/Glossary for detailed outcome information or Program Policy C.135.

Adult Instructional Hours

When adding instructional hours that include a portion of an hour, users should consult the Instructional Hours Conversion chart for the appropriate number of hours to enter into eData. This document is available on the PA Adult Education Resources website in the eData Help Documents section.

eData Annual Changes and Updates

Users should consult the current program year's eData Manual/Glossary for any updates to the eData system and for changes to specific data entry procedures.