# 2024-25 AELA Local Data Assurances

Introduction

To ensure educational and workforce services are provided at the highest levels of quality for Adult Education and Literacy Act (AELA), the Office of Adult Education Initiatives (AEI) has drafted the following assurances.

Applicants are required to sign and agree to these assurances in order to be eligible and considered for AELA funding. Therefore, the following must be signed and submitted concurrently with an applicant’s grant proposal. Agreement to these assurances ensure applicants commit to follow applicable federal and state laws regarding AELA.

### Local Data Procedures Assurances

Data collection and reporting are essential components of the accountability system for grantees. AELA grantees are required to use the statewide data reporting system, LACES. They must initial, sign, and agree to all of the following assurances to be eligible for AELA funding. A grantee’s completion of this form indicates that the grantee takes legal responsibility for upholding the requirements included in this procedure and it is understood that a violation of these assurances could result in grant termination.

Grantees not able to comply with any part of these assurances should coordinate with the AEI team to create a plan to come into compliance. Persistent compliance issues with these assurances will result in targeted technical assistance, program improvement planning, and, if needed, corrective action.

Requirements in these assurances are subject to change as federal and state reporting requirements and guidance are updated.

### 1. Local LACES System Administrator Duties

The grantee must assign a staff person to be the Local LACES System Administrator. The Local LACES System Administrator must:

* Read AEI Updates emails and other email communication sent to Local LACES System Administrators by the AEI Office. Share the content of these communications with LACES users at the program as relevant.
* Attend LACES System Administrator trainings (or view recordings).
* Annually complete the AEFLA Data Assurances Moodle course and score at least 80% on the associated knowledge check.
* Coordinate with program staff to develop local standard operating procedures for collecting and reporting data into LACES.
* Train staff on these Local Data Assurances and their program’s standard operating procedures for collecting and reporting grant data.
* Ensure all staff are properly trained in the use of LACES.
* Manage local staff access to the grantee’s LACES database requesting new users accounts or disabling inactive user accounts.
* Manage choice lists for all sites under your agency in LACES.
* Document all staff working on the AELA grant, both paid and unpaid, in LACES through the creation of a staff record; update staff records at a minimum annually and anytime required by AEI.
* Ensure that data errors in the LACES AELA monitoring searches are corrected or documented through comments in learner records.
* Respond to/address potential errors identified in LACES data monitoring reports by deadlines specified in those reports.
* Share reports, data updates, data resources, and training opportunities with relevant staff at the local program.
* Provide data for the completion of all reports required on the AEFLA grant.

2. Intake/Registration Data Entry

The grantee must ensure that learners complete orientation or are otherwise provided adequate information about the grantee’s programs and services, in order to make an informed decision about enrollment into the program before they complete the full intake form. See the Local Attendance Assurances for details on orientation requirements.

Other registration forms collecting directory information only (e.g., name, phone, etc.) may be used prior to orientation and completion of the full intake form for marketing, outreach, and recruitment.

The grantee must ensure their local learner intake form contains all federally and state-required fields. The grantee must use the [AELA Sample Student Intake Form](https://www.cde.state.co.us/cdeadult/24-25aela-intake) or an alternate form of their own design that includes the same required data components.

Grantees must submit their intake form to the AEI Office for review when requested and anytime changes are made to the local intake/registration form being used.

Learner intake forms must be reviewed by the grantee for completeness and accuracy before entering the data into LACES, including checking for existing learner records before creating new ones (to prevent duplicates).

The grantee must enter all learner intake forms into LACES no less than a week after learners are first assessed or enrolled into classes or workshops.

Intake forms for learners who are never assessed or enrolled into classes must still be entered into LACES. Grantees are encouraged to enter intake forms for these learners no less than a week after the form is completed by the learner.

The grantee must ensure all intake data is reviewed and updated for returning and continuing learners each new program year and ensure any changes to returning and continuing learner intake data are entered in LACES before learners return to classes or workshops.

Grantees must identify a learner’s funding stream before enrolling them in classes or workshops. Funding stream selections should be based on the CDE grant funding (including match funding where applicable) that is used to pay for services the learner receives. This includes but is not limited to intake and orientation services, assessment, materials, building costs, and both instructional and non-instructional staff costs.

If a learner’s funding stream changes after intake, grantees must not remove a previously recorded funding stream unless that funding stream was recorded in error. Once a learner receives services during the program year with any funding stream, that funding stream must remain in the learner’s record through the end of the program year.

In cases where the learner’s funding stream was initially reported in error, grantees may later change that but must add a General Comment in the learner’s record to describe why the learner’s funding stream is later being changed.

3. Assessment Data Entry

If using NRS assessments, the grantee must ensure all NRS assessment data is entered into LACES no less than 1 week after test administration. This includes all NRS tests administered to AELA learners regardless of the context (e.g., remote tests, incomplete tests, tests given on the wrong form or subject, tests with a testing disruption, tests invalidated for cheating, tests resulting in an out of range score, tests where learners reported guessing, early post-tests, same form post-tests, etc.).

* For assessment data entered into LACES more than 2 weeks passed the date it is required to be reported, grantees must add a Late Data Entry comment in the learner or class record in LACES. The comment must indicate what data was entered late and any known cause for that late data entry.
* Grantees must analyze late data entry comments no less than annually to identify improvements to their local data collection and reporting procedures.

**Not Applicable: \_\_\_\_\_**

Tests may be manually entered into LACES, or, for CASAS and TABE, they may be externally imported into LACES from the test vendor’s system. For TABE and CASAS, locator and/or appraisal tests must be used when pre-testing learners for the first time in a subject area and if re-testing is required for a new program year or PoP. Locator and appraisal tests are not required to be reported in LACES but may be reported.

* For manually entered assessments:
	+ Before manually entering assessments in LACES, grantees must first check to ensure the test record does not already exist (to prevent duplicates).
	+ Before manually entering assessments in LACES grantees must review them for accuracy including checking to make sure the assessment is being reported under the correct student ID/learner record in LACES and that the correct subject areas, levels, series, forms, scores, and assessed dates have been recorded.
	+ Before manually entering assessments in LACES where the test was administered by a partner organization the grantee must verify the test administration met the requirements outlined in the state’s Assessment Policy.
	+ Tests manually reported in LACES must be entered into the system in chronological order to avoid inaccurate and unnecessary error flags in the test record.
* For externally imported assessments:
* Grantees must ensure that learner records are created in LACES and that the demographics for learners reported in LACES and test vendor’s systems must match in order for tests to automatically ingest daily. Alternatively, grantees may report the CASAS Student Code or DRC Student ID for learners in LACES so that tests can automatically ingest.
	+ Tests from other agencies may automatically ingest into LACES. Should a grantee not wish to accept tests from other entities, they may request a test deletion for tests ingested from other entities.
* Grantees must ensure that all CASAS and TABE tests administered on paper and not entered into/scored in the test vendor’s computer-based system are manually entered into LACES as these will not automatically ingest.
* Grantees must ensure that all CASAS and TABE tests triggering a same-form or early post-test error are manually entered into LACES as these will not automatically ingest.
	+ For any tests triggering an early post-test or same-form post-test error flag in LACES, grantees must select an override reason in order to save the test record in LACES. (Please note this may include tests given for a new Fiscal Year or PoP, to address an out-of-range score, an incomplete testing session, or a test invalidated due to cheating or testing disruptions).
* Grantees must review the All Assessments screen in LACES weekly when testing is occurring to ensure that tests expected to import from external sources into LACES are ingested. When they are not, grantees must manually report those tests in LACES.

**Not Applicable: \_\_\_\_\_**

The grantee must ensure that learners are not admitted to classes without a valid, Educational Functioning Level-defining (EFL) assessment each new program year or period of participation for any subject area in which the learner will receive instruction with the exception of learners placed using alternative placement methods outlined in the State Assessment Policy

* All initial pre-tests and any pre-tests administered after a gap in attendance of 90 or more days must begin with the locator or appraisal. Locator and appraisal scores are included in the automated ingests and may be manually reported in LACES. Grantees are not required to report locator and appraisal scores in LACES but are encouraged to do so.
	+ Pre-tests resulting in an EFL of “Completed ESL Level 6” are not valid for class placement. Grantees must ensure learners with this pre-test result are either tested in a different ESL subject area with a valid EFL for class placement or that they are re-tested on an ABE assessment for class placement.
* Grantees must ensure local processes, and the time and staff resources needed to re-test, are in place to allow for re-pre-testing for out-of-range scores during initial assessment and that consistent processes are in place for determining if and when learners will be re-pre-tested before being admitted to classes.
	+ Test publisher materials detail when re-testing is recommended and when it is required for pre-tests which result in out of range (above or below the reliable range of the test level) scores. Scores above and below the reliable range will be listed as “Needs Approval” in LACES with “Level Not Defined” as the Educational Functioning Level (EFL).
	+ Grantees may request out of range pre-test scores be approved to populate an EFL in LACES before admitting learners to classes if the learner faces barriers to completing a re-pre-test or a re-pre-test has already been administered and resulted in another out-of-range score. Grantees must contact the AEI to request approval of out-of-range pre-test scores with the learner’s LACES student ID number.
* Grantees may use eligible tests from prior years for EFL and class placement in new program years only if the test resulted in a valid EFL and was administered within 90 days from when the learner will begin classes in the new program year. If using prior year assessments for placement in new program years, grantees must push forward the assessment in LACES prior to enrolling the learner into classes in the new program year.
	+ Tests resulting in an unapproved out of range score or an EFL of “Completed ESL Level 6” are not eligible to be pushed forward into new program years.
	+ Tests which are expired in the Federal Register are not eligible to be pushed forward into new program years.
	+ In limited circumstances where a learner’s test from a prior year falls outside of the 90-day window but where evidence exists that the prior year test EFL is still valid for class placement, grantees may request a test push forward override.
	+ Grantees must contact the AEI with a description of the evidence and the learner’s LACES student ID number to request a test push forward override.

**Not Applicable: \_\_\_\_\_**

The grantee must ensure that local procedures are in place for determining when a learner is post-test eligible based on the instructional hours in a corresponding subject area reported in the learner’s attendance in LACES and any other local criteria used to consistently determine post-test eligibility.

* Only instructional hours in a corresponding subject area which occur before the date of the learner’s post-test, and which occurred on or after the date of the learner’s last test of the same vendor/subject are counted toward post-test eligibility. This includes distance instructional hours and instruction – Assessment hours recorded in LACES. This does not include unlinked or workshop hours. Instructional hours attended on the same day as a post-test do not count toward eligibility on the post-test given that day and will instead count toward the learner’s next post-test.
* Grantees must complete an [Early Post-Test Form](https://www.cde.state.co.us/cdeadult/23-24-early-post-test-form-06-13-23) before early post-testing a learner who has attended fewer than the vendor’s minimum required hours for post-testing. The form must be signed and dated by the program director or their designee before learners are given any early post-test. The grantee must ensure all approved Early Post-Test forms are uploaded into LACES when a learner’s early post-test is entered into LACES.
	+ Early post-tests forms must not be used/completed retroactively where approval from the program director, or their designee, was not given using the form prior to the early post-test.
* Grantees must ensure local procedures are in place to avoid using the same assessment form back-to-back resulting in a same form post-test error.
	+ Assessment data will be monitored monthly to track learners post-tested more than twice at the same level within a six-month period. Grantees must analyze this data for instructional and program improvements.
* Grantees must ensure local procedures are in place to avoid overuse/over-testing on NRS assessments. These high-stakes, standardized assessments are designed to be used when learners and instructional staff have completed a course of study designed to result in an EFL gain. They must not be used to replace in-class assessment of learner progress. Grantees must also implement non-NRS formative and summative assessments into instruction to measure learner progress and should analyze these and other evidence of learner progress prior to post-testing using an NRS assessment.
* Grantees must ensure local processes are in place to allow for re-post-testing for out-of-range scores during post-testing and that consistent processes are in place for determining if and when learners will be re-post-tested before continuing with classes.
	+ Grantees may request out of range post-test scores be approved to populate an EFL if the test was administered on the level indicated in the test vendor’s manual if they do not plan to re-post-test the learner for a more reliable score.
	+ Grantees must contact the AEI to request approval of out-of-range post-test scores.
* Post-tests resulting in an EFL of “Completed ESL Level 6” are valid for attaining a Post-test EFL Gain Outcome goal if the learner’s corresponding pre-test level was below “Completed ESL Level 6.”
	+ In order to continue attending classes in the same subject area after a post-test result of “Completed ESL Level 6” learners must be tested in either another ESL subject area with a lower EFL or be tested on an assessment approved for tracking ABE EFLs.
* Grantees must ensure that learners pre-tested at ABE L6 in a subject area are not post-tested in that subject area as their pre-test scores indicate no additional need for remediation in that subject area.
	+ Learners with this pre-test score should be working toward a post-test gain in another subject area or they should be working toward a different Outcomes goal.
* For learners eligible to post-test who are not post-tested before separating from the program, grantees must add a comment “Missing post-test error comment” in the learner record explaining why the eligible learner could not be post-tested before exiting.
	+ The grantee will analyze these comments no less than annually to design and implement support for learners and program improvements.
* Grantees must ensure local processes are in place for sharing NRS assessment scores and results with instructional staff and that scores are used for instructional planning. Grantees are encouraged to discuss score results and instructional planning with learners to support them in goal setting.
* Grantees must analyze assessment administration and score data no less than quarterly for instructional and program improvements.
* All tests administered with accommodations that require documentation from a medical professional must be recorded in LACES as either an “Accommodations Documentation” document or a “Testing Accommodations Comment.”
	+ Sensitive data may be redacted from these comments/documents but information about the accommodation approved and provided to the learner during the testing session must be included.
* For assessment data entry errors requiring a test deletion, the grantee must ensure that an email request is sent to the AEI to request a test deletion. Before requesting a test deletion, the grantee must ensure the corrected assessment record has been entered into LACES (if applicable). The email request must include:
	+ Student ID
	+ Test Name (including form, level and subject area)
	+ Test scale score
	+ Test administration date (as entered in LACES)
	+ A brief description of the data entry error
	+ Rationale for why the assessment needs to be deleted

**Not Applicable: \_\_\_\_\_**

If not using NRS assessments but using some other standardized assessment for the purposes of placement, academic/career planning, or documenting progress and outcomes, to the greatest extent possible, those assessment results must be entered into LACES no less than one week after assessment administration.

**Not Applicable: \_\_\_\_\_**

### 4. Class & Workshop Data Entry

Classes and workshop records must be created in LACES no less than one week after the class or workshop begins. The grantee will ensure that all classes, case management, and/or counseling reported in the grantee’s locations list are entered as individual class or workshop records in LACES with matching start and end dates, titles, program types, addresses, and times.

For classes:

* All classes which are part of the AELA grant program must reported in LACES and must be marked with the AELA checkbox in the class record in LACES.
* All classes reported in LACES must include a physical address in the “Location Detail” field that can be used to place the class location on a map.
* Enrollment into classes must be managed.
	+ All classes must have a discrete start and end date reported in LACES which corresponds to the period of time during which no new groups of learners will be enrolled into the class.
	+ Learners enrolled in classes must have a valid entry educational functioning level (EFL) before being admitted to classes (except learners placed using the alternative methods allowed in the state Assessment Policy).
	+ That EFL must be based on a valid pre-test in any subject area in which the learner will be receiving instruction in the class.
	+ For classes at the start of each new program year or PoP, that assessment must have been administered within 90 days of when the learner plans to begin attending the class. See the Assessment section of this assurance for information about requesting an override to this rule from AEI.
* All class records must have an assigned instructor.
	+ Class records may have additional instructional staff assigned.
* Learners must be enrolled into classes in LACES no less than a week after they begin attending them.
* Learners may be enrolled in multiple classes at the same time.
* Learners must be completed from classes in LACES no less than a week after the class ends.
* Class records must be completed in LACES no less than 2 weeks after the class’ end date.
* Class records in LACES must not cross program years.
	+ For classes which takes place in June and continuing without a break into July, across the program year change, grantees must create a version of the class for the current program year which ends the last date the class occurs in June and a separate version of the class for the new program year which starts on the first date the class occurs in July.
* To save time in creating class records in LACES, grantees are encouraged to use the “Duplicate Class” feature in LACES, located on the enrollment tab in the class record, before completing classes to create new class records similar to those which have recently ended.
* Class records must not be deleted from LACES.

**Not Applicable: \_\_\_\_\_**

For workshops:

* All workshops which are part of the AELA grant program must be reported in LACES and be marked with the Workshop Type of “AELA Workshop”
* All workshops reported in LACES must include a physical address in the “Location Detail” field that can be used to place the class location on a map.
* Grantees are encouraged to manage enrollment into workshops.
	+ All workshops should have discrete start and end dates reported in LACES which corresponds to the period of time during which no new groups of learners will be enrolled into the class.
	+ Learners do not need to be NRS pre-tested to be enrolled in workshops; however, if they are NRS assessed, they should be enrolled in classes in LACES to record attendance hours for instruction aligned to the standards of those NRS assessments.
* All workshop records must have an assigned instructor and may have additional instructional staff assigned.
* Learners must be enrolled into workshops in LACES no less than a week after they begin attending them.
* Learners may be enrolled in multiple workshops at the same time.
* Learners must be completed from workshops in LACES no less than a week after the workshop ends.
* Workshop records must be completed in LACES no less than 2 weeks after the workshop’s end date.
	+ There is no auto-completion in LACES for Workshop records.
* Workshop records in LACES must not cross program years.
	+ For workshops which takes place in June and continuing without a break into July, across the program year change, grantees must create a version of the workshop for the current program year which ends the last date the workshop occurs in June and a separate version of the workshop for the new program year which starts on the first date the workshop occurs in July.
* Workshop records must not be deleted from LACES.

**Not Applicable: \_\_\_\_\_**

### 5. Attendance & Hours Data Entry

Grantees must ensure that attendance hours are tracked for all programming (classes, tutoring, and academic or career counseling/advising). LACES class records will be used to track all instruction aligned to the NRS assessments approved for use in Colorado (see the State Assessment Policy). Grantees not administering NRS assessments will report all programming (classes, tutoring, and academic or career counseling/advising) under Workshop records in LACES.

* All attendance hours, both for classes and workshops, including distance learning hours, must be entered into LACES no less than one week after the programming takes place. Hours must be entered at the daily level in no more than 15-minute increments. The only exception to this is AEI-approved learner mastery model distance learning hours which must be reported in aggregate no less than every 89 days. Grantees reporting approved learner mastery model distance learning hours are encouraged to report that attendance data monthly.
* Hours the learner spends taking NRS assessments may be reported in LACES as “Instruction – Assessment” under class records in LACES. These hours, if recorded in LACES, count toward the minimum hours learners must attend in order to be post-test eligible.
* Attendance whether in person or distance may not exceed 8 hours in a single day with the exception of AEI approved learner mastery model distance learning hours.
	+ For classes, attendance hours must be tracked separately by each subject area. For workshops, attendance hours are not tracked by subject, but distance learning hours, both synchronous and asynchronous, must be reported separately from in-person attendance hours in LACES.
	+ For workshops, distance hours types include “Workshop – Distance Learning” and “Workshop – Distance Learning - Async.” Distance learning that takes place live, via tele – or video-conferencing technology should be reported as “Workshop – Distance Learning” (if approved by AEI). Distance learning the learner engages in on their own, without an instructor present, should be reported as “Workshop – Distance Learning - Async.” (if approved by AEI).
* For classes, “Instruction - Distance Learning” and “Instruction - Distance Learning – Async.” hours types are available for all subject areas. Distance learning that takes place live, via tele – or video-conferencing technology should be reported as “Instruction – Distance Learning” (if approved by AEI). Distance learning the learner engages in on their own, without an instructor present, should be reported as “Instruction – Distance Learning - Async.” (if approved by AEI).
* Grantees must select which distance education platforms they will use annually from the approved list in the Distance Education Assurances. Hours from any platforms not on the Approved Distance Education Platforms list must not be reported as instructional hours in LACES until the grantee has completed the required online application and has received approval of that application from AEI.

**Not Applicable: \_\_\_\_\_**

For classes, grantees are strongly encouraged but not required to report “0” hours records for learners when they miss scheduled classes/hours so that attendance reports in LACES function correctly.

**Not Applicable: \_\_\_\_\_**

For attendance data entered into LACES more than 2 weeks past the date it is required to be reported, grantees must add a Late Data Entry comment in the learner or class record in LACES. The comment must indicate what data was entered late and any known cause for that late data entry. Grantees must analyze late data entry comments no less than annually to identify improvements to their local data collection and reporting procedures.

The grantee must review all attendance data for completeness and accuracy before entering the data into LACES, including but not limited to checking for existing attendance records before creating new records (to prevent duplicates) and confirming the accuracy the number of hours entered for each record.

The grantee must ensure that, no less than quarterly, attendance data are reviewed to inform program and instructional design and delivery, including but not limited to increasing persistence and retention, improving intake/orientation and class schedules, improving instructional quality, and increasing supports to address learner barriers.

### 6. Goal Data Entry

The grantee must conduct goals setting around Performance Outcomes, and Performance Measures (if applicable), with all learners. AEI Recommends this goal setting take place before placement into programming and that grantees revisit goals with learners no less than quarterly. Grantees must ensure a good faith effort is made to enter all Outcomes and Progress Measures goals data not associated with assessment and attendance data reporting into LACES on no less than a quarterly basis.

* When setting goals in LACES, grantees must enter a “date set” for each goal. This should be the date on which the learner indicated having this goal.
* Grantees must mark met goals as “met” with a “met date” in LACES. This should be the date on which the learner accomplished the goal.
* Grantees must ensure that required documentation for “met” goals is reported correctly in LACES.
	+ All goal validation documentation for “met” goals requiring validation must be entered into LACES with the document type which corresponds to the goal name. AEI will review documentation monthly for approval.
* Goals which remain unachieved in a program year may remain listed as “active” in LACES if the learner will be continuing into the next program year.
* Goals which are achieved, but which can be earned multiple times in the same year or different program years, should be set, and if applicable marked as “met,” more than once in LACES.
	+ For example, if a learner achieves a post-test EFL gain and wants to continue with programming to achieve a second post-test EFL gain, the learner should have two “Complete educational functioning level” goals recorded in LACES, one marked as “met” and the other marked as “active.”
* Goals do not need to be marked as “unmet” unless the grantee finds this practice helpful for local tracking.
	+ Goals which are marked as “unmet” may be switched back to “active” at any time.
* Goals should not be deleted from LACES unless they were reported in error.

The grantee must ensure that no less than quarterly, data are reviewed to inform program and instructional design and delivery, including but not limited to increasing persistence and retention, improving intake/orientation and class schedules, improving instructional quality, and increasing supports to address learner barriers.

The grantee must ensure that no less than quarterly LACES data is reviewed to determine whether the grant program is on track to meet or exceed performance outcomes and progress measures goals. Reporting forms and deadlines will be established by the AEI Office. Data reported will be shared with the Adult Education and Literacy Workforce Development Committee meetings.

### 7. Customer Satisfaction Survey Data Entry

Grantees will have the option to implement a customer satisfaction survey (designed by AEI) with enrolled learners

* Questions on the survey are subject to change annually but currently include:
	+ Rate how much you agree with the following statements:
		- I am respected in this class
		- I am successful in this class
		- I feel like I belong in class
		- I enjoy this class
	+ Rate how much you agree with the following statements:
		- The staff here encourages me
		- I am comfortable asking staff for help
		- This class is a good use of my time
		- This class helps me meet my goals
	+ What makes it hard to attend class?
	+ Rate how much you agree with the following statements:
		- This class helps me find a job or get a better job
		- This class helps me support my children at school
	+ Do you intend to take another class in this program?
	+ What is the best part about this class?
	+ If you could change one thing about class, what would it be?
	+ What type of class is this?
	+ Where do you take this class?
	+ When do you take this class?
	+ Do you attend class completely online?
	+ Did you go to High School in the United States?
	+ What year were you born?
	+ Gender
	+ Race/Ethnicity
* Learner responses will be recorded in LACES once customizations to administer the survey via LACES are complete.

### 8. Staff Data & LACES User Permissions

Grantees must ensure all staff working on the AEFLA program are reported in LACES. Staff records must include all required fields:

* Name
* Email
* Classification (job role)
	+ If instructional, the Custom Number 1 field in the staff record must also be filled out to list the staff member’s average planning or preparation hours per term.
	+ If administrative, the Custom Number 2 field in the staff record must also be filled out to list the staff member’s average hours worked per week.
* Employment status (full/part time)
* Credentials
* Start Date
* Years teaching in adult education
* Race/Ethnicity
* Sex

Grantees must ensure that any certification or training documentation requested from AEI is added to staff documents in LACES. This includes ABEA initial authorizations and renewals (where applicable) and NRS test administrator certifications.

Grantees must ensure that staff records in LACES are created before requesting LACES user permissions for new staff. Grantees must email the AEI Data Coordinator to request LACES user permissions for new staff. Only the LACES System Administrator or Primary Contact may request LACES user permissions staff. The email must include the following:

* First name/Last name/Email address OR LACES Staff ID number
	+ NOTE: AEI discourages the use of personal email addresses for use in creating LACES user accounts. AEI strongly recommends using work/employer-provided email addresses for user accounts in order to maximize security of learner data.
* User role/permissions requested

Grantees must request staff user permissions be disabled no less than 2 weeks after the staff person is no longer working on the program. Grantees must email the AEI Data Coordinator to request LACES user permissions be disabled for staff who have left the program. The email must include the staff member’s email address used as their LACES username or LACES Staff ID number.

Grantees must update a staff member’s overall status in LACES to “Left” in LACES no less than 2 weeks after the staff person is no longer working on the program.

AEI staff will add professional learning records to LACES for events which are hosted by the AEI office.

Grantees will have the option to implement a customer satisfaction survey (designed by AEI) with active staff members.

* Questions on the survey are subject to change annually but currently include:
	+ Are you a site program administrator?
		- Rate how much you agree with the following statements:
			* I receive resources from CDE that help me be more successful in my role
			* The program I administer helps adult learners reach their goals
			* My program has the resources it needs for adult learners to be successful
			* I am able to retain program staff
	+ Are you an adult education teacher?
		- Rate how much you agree with the following statements:
			* I am supported in my role
			* I have what I need to teach my class successfully
			* The class I teach helps adult learners reach their goals
			* The adult learners I teach have the resources they need to be successful in class
			* I have access to resources for teaching adult learners from a variety of cultural backgrounds
			* I have access to resources for teaching adult learners with disabilities
	+ Rate how much you agree with the following:
		- I am comfortable being myself at work
		- I feel valued at work
		- I feel like a part of the community at work
		- My work environment is inclusive of all
	+ What could Colorado Department of Education provide that would most help you in your role?
	+ If you could change one thing about your program, what would it be?
	+ What site do you work at?
	+ How long have you worked in adult education?
	+ How long have you worked at your current program?
* Staff responses will be recorded in LACES once customizations to administer the survey via LACES are complete.

### 9. Data Monitoring & Close Out

Before the second Friday of the first month of each quarter grantees will monitor their own data using the AELA Quarterly Data Monitoring search provided in LACES to check for data entry errors.

AELA data in LACES will be monitored by AEI staff no more than monthly except in cases where more frequent monitoring is required due to corrective action.

* Grantees will receive monitoring reports indicating any outstanding errors or potential errors.
* Grantees must address the areas outlined in the report by the deadline indicated in such reports.

Grantees will be required to close out their data annually.

* This includes ensuring all data is reported and any data monitoring errors are addressed before the date of the LACES data freeze.
* Any data not corrected before the data freeze will not be included in annual performance tables.
* Grantees will receive a data close out memo with instructions for completing the annual data close out steps in the fourth quarter annually.
* The annual rollover of the LACES database from one year to the next will occur in the second week of August unless otherwise indicated by AEI staff.

### 10. Data Privacy

Grantees must implement safeguards to protect the privacy of learner data collected in LACES. This includes but is not limited to:

* Not sharing users access (usernames and passwords)
* Logging out of LACES when not in use
* Training users on what data they are/are not permitted to access in LACES
* Using LACES user permission levels to determine what data users are/are not able to access in LACES

Grantees must ensure all paper files containing learner personally identifiable information and other educational data are stored in a secure location. The grantee must also ensure that all digital files containing learner data are securely stored and protected.

* Where applicable, grantees should securely destroy any documentation containing data which no longer needs to be retained for the time periods described in the Grant Award Letter or by longer retention requirements (if any) by the grantee’s parent organization.

**Local LACES System Administrator Name (Printed)**

**Local LACES System Administrator Signature Date**

**Program Director Name (Printed)**

**Program Director Signature Date**