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ABSTRACT

A project was conducted to develop the methods, procedures, standards, and processes to enable adult basic and literacy education programs funded by the Pennsylvania Department of Education (PDE) Bureau of Adult Basic and Literacy Education (ABLE) to submit their student and staff data via computer disk. During the project, the Center for Literacy, in collaboration with ABLE, identified the data elements to be included that enable programs to meet PDE requirements and individual program needs. FoxPro software was used to develop a disk with directories of templates. A comprehensive manual that enables the program users ease of adoption and accurate submission of data was developed. As a result, all ABE programs funded by ABLE now have an option of submitting their data by disk. Submitting data via disk eliminates the burdensome completion of bubble forms and information can be monitored on a regular basis. (This packet includes run-time versions of templates of directories for the data required by ABLE for both DOS and Macintosh systems and the comprehensive manual containing all the documentation needed to use the application.) (Author/KC)

Transmission of Data through Technology

Final Report

Author: JoAnn Weinberger

Reporting Period: July 1, 1994-June 30, 1995

Grantee: Center for Literacy, Inc.
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Contract: #98-5011
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The activity which is the subject of this report was supported in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

ABSTRACT PAGE

Title: Transmission of Data through Technology

Project No.:	98-5011	Funding:	$36,729
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Purpose: The project proposed to develop the methods, procedures, standards and processes to enable adult basic and literacy education programs funded by the Pennsylvania Department of Education Bureau of Adult Basic and Literacy Education to submit their student and staff data via disk.

Procedures: CFL, in collaboration with the Bureau of Adult Basic and Literacy Education (ABLE), identified the data elements to be included which enable programs to meet PDE requirements and individual program needs, using FoxPro software developed a disk with directories of templates, and developed a comprehensive manual which enables the program users ease of adoption and accurate submission of data.

Summary of Findings: All adult basic and literacy education programs funded by the ABLE bureau now have an option of submitting their data by disk.

Comments: Submitting data via disk eliminates the burdensome completion of bubble forms. In addition, programs are able to monitor on a regular basis information on their students and staff (including volunteer tutors).

Products: Run-time versions of templates of directories for the data required by ABLE for both DOS and Macintosh systems and a comprehensive manual containing all the written documentation needed to use the application.

Descriptors

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FINAL REPORT
TRANSMISSION OF DATA THROUGH TECHNOLOGY PROJECT

Introduction

The purpose of this project was to enable programs statewide to submit their students and tutor data to the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education via disk. To enable this, the Center for Literacy was responsible for the software development, its field testing, and development of a training manual for use of the software.

This project was conducted during the period July 1, 1994 through June 30, 1995. Contributing significantly to this project were JoAnn Weinberger, project director; Mari Scarcelli, data specialist; Amy Neubert, manual developer; and Micro Logic Systems, responsible for the software adaptation.

This project will be available through:

AdvancE
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA

Western Pennsylvania Adult Literacy Resource Center
5377 William Flynn Highway
Route 8
Gibsonia, PA

In addition, free copies of the run-time version and manual will be available for each ABLE-funded provider by a request to ABLE. This will enable all funded programs to submit their data via disk.

Body of the Report

a. Statement of the Problem: The purpose of this project was to enable programs statewide to submit their student and tutor data to the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education via disk.

Currently, ABLE funded programs must provide their student and staff data via bubble forms, optical scan forms, requiring an inefficient paperwork burden and introducing opportunities for numerous errors. However, the data collection and reporting requirements lend themselves easily to computerization.

Benefits to computerized record keeping are numerous. It can facilitate collection of data, storage and retrieval of information, local data analysis, program management, tracking of students, data-based decision making, regular examination of benchmarks for indicators of program quality, examination of client demographics, examination of student goals, and more accurate data provided to funding agency. At the same time, computerization and capability to submit data on disk reduce the time spent manually completing optical scan forms, checking for accuracy, performing hand tabulations for program data needed, and using calculators for analysis of data.

Completion of PDE forms in their current format assumes that the only use for that data is submission to ABLE--that the data contained on the forms are not needed for program self-examination, improvement, or local records until PDE provides summary data approximately eight months after the program year ended. To the contrary, programs throughout the Commonwealth are using their own computer systems or paper and pencil records to enable them to examine the data on their students on an on-going basis, but the software systems they are using are not compatible with PDE's requirements for receipt of data on disk.

Through this project, service providers throughout the Commonwealth are now able to enhance their direct services by reducing the paperwork burden and increasing their on-going access to program data through computerization of their records.

b. Goals and Objectives:

The goal of the project was to enable ABLE providers statewide to submit their student and staff (including tutor) data via disk. The objectives included:

1. to identify data elements to be included which enable programs to meet PDE requirements and individual program needs

2. to develop disk with directories of templates

3. to develop a comprehensive manual which enables the program users ease of adoption and accurate submission of data

4. To have the products tested by the Bureau of Adult Basic and Literacy Education to insure that the data can be read and easily utilized.

5. to have the manual reviewed by three different service providers to determine the degree to which it is readable and user-friendly.

c. Procedures Employed:

A Survey of Data Needs of Computer System (see Appendix A) was designed to determine the current state-of=the-art in data software being used by a cross-section of programs throughout the Commonwealth. Surveys were sent to:

Northwest Tri-County Intermediate Unit 5
Tri-County OIC

Adult Education and Job Training Center, Intermediate Unit 11
SCOLA
Bidwell Training Center, Inc.
Greater Pittsburgh Literacy Council
Delaware County Literacy Council
Mid-State Literacy Council
Volunteers in Teaching Alternatives
Lincoln Intermediate Unit 12
Lancaster-Lebanon Intermediate 13
Central Intermediate Unit 10

Written responses were received from the first nine; telephone follow-up with the last three was conducted. The results showed that seven sites used DOS systems; five sites used Macintosh. For the Macintosh, software being used was Filemaker Pro. For the IBM, software being used included Microsoft Works, PCFile, Microsoft Word, Excel, and Paradox 3.5 and 4.5.

Software

CFL purchased the FoxPro 2.6 for DOS and Macintosh, including the connectivity kit, library construction kit and distribution kit.

Development of Software System

The Center for Literacy sub-contracted with Micro Logic systems to design, develop and install a custom software program for the project. The custom software program was designed to operate on both Apple Macintosh and DOS-based personal computers. The software development language for the project was FoxPro. The sub-contractor was responsible for developing both platforms with appropriate field structure, installation directions, data entry formats, help screens, collection forms, report generation and output forms as well as providing documentation on all elements.

To develop this custom designed software program required the following steps:

1. data specialist determined the specifications for the program

2. data specialist and programmer adapted the Center for Literacy's obsolete Foxbase+ software field structure lists for student demographics, attendance, assessment, staff/tutor demographics, tutor attendance, to enable the development of new structures as needed.

3. the Macintosh version was created first and pilot tested by CFL's data specialist

4. A draft of the manual was compiled for the Macintosh version, including installation directions, help screens, data entry procedures, report generation for program use, preparation of data for PDE submission and reference material.

5. the Macintosh version was beta tested by Horizon House staff who tried each screen and step to ensure that the system worked.

6. The DOS version was created. Although the majority of the source code transferred over with ease, the screen set-ups did not and therefore a new source code had to be written.

7. The DOS version was pilot tested by CFL's data specialist.

8. The DOS version was beta tested by Volunteers in Teaching Alternatives.

A run-time version was produced that would enable programs, free of charge, to use this system. The extended version is also available, but programs must purchase FoxPro.

9. The Macintosh version was sent to ABLE for review, including ability to import the data.

10. The draft manual for the Macintosh version was sent to the ABLE data specialist, for review.

The software created has the following hardware requirements: For the extended version -

DOS- Color Monitor

386sx or higher CPU
At least a 10 meg hard drive available space

Parallel port for printer
3 meg of RAM
Mouse 3.1, or higher

Macintosh - System 7,0

Superdrive
4 meg of RAM (8 meg recommended)

For the run-time version

DOS - XT or higher processor (286 recommended
640k RAM, at least (2 meg RAM recommended
Mouse 3.1, or higher

Macintosh

System 7.0
4 meg of RAM minimum (8 meg recommended)
9 meg of hard drive available space (10 meg recommended)

d. Objectives Met:

1. to identify data elements to be included which enable programs to meet PDE requirements and individual program needs.

A survey of "Data needs for Computer System" was mailed to twelve programs, representing a cross-section of ABLE-funded providers. Nine surveys were returned; three additional providers responded to some of the questions by phone. From this survey as well as information provided by the ABLE bureau. the system was designed to meet the needs of a variety of providers.

2. to develop disk with directories of templates.

The application was set up to include procedures for:

Installation
Data Entry Forms
Edit of Data
Reports
Maintenance

Having the software available cross platforms, will enable all programs to participate. Flexibility is designed into the system with the expectation that annual revisions are essential.

3. to develop a comprehensive manual which enables the program users ease of adoption and accurate submission of data.

The Center for Literacy staff developed the manual, which was reviewed by the sub-contractor for accuracy and conformance to the behavior of the software on both platforms.

4. to have the products tested by the Bureau of Adult Basic and Literacy Education to insure that the data can be read and easily utilized.

The ABLE Research Associate tested the run-time version.

e. <u>Objectives Not Met</u>

5. to have the manual reviewed by three different service providers to determine the degree to which it is readable and user-friendly was not accomplished.

Time did not permit this review. However, it was reviewed for ease of use by a CFL staff member not otherwise involved in the project.

f. <u>Evaluation Instrument(s)/Techniques(s)</u>

Success of the project was judged by the degree to which it met project objectives. The software was successfully developed for both the Macintosh and DOS versions, and will be disseminated throughout the Commonwealth for use during the 1995-96 year.

The software has been beta tested and is easily used. In addition, it has been examined by the Research Associate, Bureau of Adult Basic and Literacy Education.

g. Dissemination

In addition to copies being available through AdvancE and the Western Pennsylvania Adult Literacy Resource Center, copies are being provided free of charge during 1995-96 to each program requesting it from ABLE. During the Fall, special workshops will be held through the Commonwealth for programs interested in using the software.

CONCLUSION

Adapting software is a most difficult, time-consuming process. However, CFL is pleased with the results: a run-time version available for Macintosh and DOS platforms. For the first time, programs throughout the Commonwealth funded by ABLE will be able to submit their data via disk. This eliminates the time-consuming and duplicative process of completing optical scan forms. By using a computerized system, programs are able to run their own data reports and monitor, on an on-going basis, their programs.

TRANSMISSION OF DATA THROUGH TECHNOLOGY MANUAL

FOR

BUREAU OF ADULT AND BASIC LITERACY EDUCATION

PENNSYLVANIA DEPARTMENT OF EDUCATION

Section 353, Project #98-5011

Center for Literacy, Inc.
636 South 48th Street
Philadelphia, PA 19143

TRANSMISSION OF DATA THROUGH TECHNOLOGY MANUAL

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Section 353, Project #98-5011

July 1995

Center for Literacy, Inc.
636 South 48th Street
Philadelphia, PA 19143

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Several individuals contributed to the completion of this project. Their dedication and support are greatly appreciated.

- JoAnn Weinberger, Center for Literacy, for seeing the need for the project and support in shaping the final product
- Bill Murphy, Pennsylvania Department of Education, for ongoing support
- Mari Scarcelli, for technical support
- Thomas Ewing, for writing the FoxPro application
- Michael Pappadakis, MicroLogic, for providing consultant services and writing the FoxPro application
- Vanya Cason, Center for Literacy, for conducting field testing procedures
- Lisa Sterling, Horizon House, and Betsy Uhl, Volunteers in Teaching Alternatives, for field testing the program

CONTENTS

PART I: BEFORE YOU BEGIN

INTRODUCTION

The purpose of this manual is to enable programs contracting with the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE), to use a specially developed FoxPro run-time application to submit their required student, tutor, and staff data via computer disk. By using this computer application, service providers will expedite their record keeping by eliminating the use of optical scan bubble forms, while simultaneously providing the Department of Education with easily accessible data.

The benefits to computerized record keeping are numerous at the local level. It facilitates all of the following:

- collection of data
- storage and retrieval of information
- local data analysis
- program management
- tracking of students
- data-based decision-making
- regular examination of benchmarks for indicators of program quality
- examination of client demographics
- accuracy of data provided to the state
- reports to funders in addition to the PDE

Through the use of this new computerized system, service providers throughout the Commonwealth will be able to enhance their direct services by increasing their on-going access to program data through computerization of their records, as well as reducing the paperwork burden.

This comprehensive manual and its accompanying program applications have been developed to enable service providers to computerize their data systems, whether they have access to DOS or Macintosh platforms. The goal is to foster the program staff members' ease of use and submission of accurate data.

In addition to meeting the PDE's ABLE requirements, this computerized system enables agencies to keep records for other contracts and fiscal years that vary from program to program. For example, built into this system is information required by the Pennsylvania Department of Community Affairs Neighborhood Assistance Act program.

ORGANIZATION OF THIS MANUAL

This manual follows the chronological order of the data entry and report generation process. Part I: Before You Begin provides an introduction to this manual, explains the organization of this manual, and describes the basic movements on and requirements for the computers that are involved with this manual (i.e., Macintosh, IBM and IBM-compatible computers with a mouse, and IBM or IBM-compatible computers without a mouse). Part II: Installing, Opening, and Customizing the Application provides instructions for installing and accessing the application. Instructions for customizing the application to your agency's needs are also included. Part III: Data Entry is organized as a chronological, step-by-step guide to data entry using the FoxPro application. Part IV: Exporting Data provides instructions on preparing the entered data for submission to the Bureau of Adult Basic and Literacy Education (ABLE), Pennsylvania Department of Education (PDE). Part V: Data Reports includes procedures for producing various reports for administrative decision-making and data-reporting requirements. Part VI: Reference Material includes definitions for a list of terms and the answers to the most frequently asked questions. Part VII: Figures contains illustrations of various data screens.

MOVEMENT ON AND REQUIREMENTS FOR COMPUTERS

MACINTOSH COMPUTERS

A Macintosh computer has five basic parts of concern in this manual: mouse, keyboard, monitor, disk drive, and hard drive.

The mouse is used for three different movements. First, it can be used to move the cursor on the screen by physically moving the mouse on the mouse pad. Second, it can be used to select an item from the screen by *clicking* on the desired icon, such as a down-arrow. To do this, move the mouse to the item you want to select, depress (click) the button on the mouse, and release the button. Third, the mouse can be used to select an item by *double clicking* on the desired item. To do this, move the mouse to the item you want to select, depress the button on the mouse two times in rapid succession, and release the button.

The arrangement of the alphabet and numeral keys is the same on a Macintosh and a typewriter. Like a typewriter, a Macintosh's keyboard has a *Shift* key, *Caps Lock* key, *Tab* key, *Return* (or *Enter*) key, and a space bar. The keys that appear on a Macintosh but not on a typewriter are the *Option* key, *Command*–or *Open Apple*–key, and *Backspace* key. On some keyboards, the *Backspace* key is called a *Delete* key. In this manual, you will not use the *Option* key or the *Command* (*Open Apple*) key. The *Backspace* key not only moves the cursor backward, but also erases everything that is backed over. Both the *Return* key and *Tab* key are used in this application to move to the next space, box, or other data-entry area. However, they are not interchangeable. The key that should be used is specified in all of the instructions for data entry.

A monitor contains the unit that displays the various data-entry screens. In this manual, the term *screen* refers to the picture of information that is displayed on the monitor. Screens usually have names (e.g., *Student Intake Data Form* screen). On the data-entry screens, various fields appear. *Field* refers to a blank space that appears on the screen into which specific data, often of a demographic nature, can be entered. For example, on a *Student Intake Data Form* screen, there is a *Student's Name* field, *Social Security* field, *Address* field, *Gender* field, and so on. In other words, a field is a category into which data will be–or already are–assigned.

The disk drive is the slot on the computer into which disks are inserted, so they can be read by the computer. The Macintosh computers that use the FoxPro application also have hard drives that store information permanently without the need for disks.

To run this FoxPro application, the minimum Macintosh hardware requirements are as follow: System 7.0 or higher, 4 megabytes (MB) of RAM or more–8 MB of RAM are recommended, and 10 MB of available hard drive space. The following computers cannot be used: Macintosh Plus, Macintosh SE, or Macintosh Classic. For further details about your Macintosh computer, consult your Macintosh manual.

An IBM or IBM-compatible computer (from here-on referred to as *IBM*) has five basic parts of concern in this manual: mouse, keyboard, monitor, disk drive, and hard drive.

The mouse is used for three different movements. First, it can be used to move the cursor on the screen by physically moving the mouse on the mouse pad. Second, it can be used to select an item from the screen by *clicking* on the desired item, such as a data field. To do this, move the mouse to the item you want to select, depress (click) the button on the mouse, and release the button. Third, the mouse can be used to select an item by *double clicking* on the desired item. To do this, move the mouse to the item you want to select, depress the button on the mouse two times in rapid succession, and release the button. If the mouse has more than one mouse button, use the left mouse button.

The arrangement of the alphabet and numeral keys is the same on an IBM and a typewriter. Like a typewriter, an IBM's keyboard has a *Shift* key, *Caps Lock* key, *Tab* key, *Return* (or *Enter*) key, and a space bar. Some of the keys that appear on an IBM but not on a typewriter are the arrow keys, *Alt* key, *Ctrl* key and *Delete* key. The *Delete* key, sometimes referred to as the *Backspace* key, not only moves the cursor backward, but also erases everything that is backed over. Both the *Enter* key and *Tab* key are used in this application to move to the next space, box, or other data-entry area. However, they are not interchangeable. The key that should be used is specified in all of the instructions for data entry.

A monitor contains the unit that displays the various data-entry screens. In this manual, the term *screen* refers to the picture of information that is displayed on the monitor. Screens usually have names (e.g., *Student Intake Data Form* screen). On the data-entry screens, various fields appear. *Field* refers to a blank space that appears on the screen into which specific data, often of a demographic nature, can be entered. For example, on a *Student Intake Data Form* screen, there is a *Student's Name* field, *Social Security* field, *Address* field, *Gender* field, and so on. In other words, a field is a category into which data will be–or already are–assigned.

The disk drive is the slot on the computer into which disks are inserted, so they can be read by the computer. The IBM computers that use the FoxPro application also have hard drives that store information permanently without the need for disks.

To run this FoxPro application, the minimum IBM hardware requirements are as follow: XT or higher processor–386 processor is recommended, 640K of RAM–2 megabytes (MB) are recommended, 9 MB of available space on the hard drive, and a mouse. For further details about your IBM computer, consult your IBM manual.

Note: Information about movement without a mouse must be followed by IBM users who do not have a mouse. It can also be followed by IBM users who have a mouse but prefer to use the keyboard.

An IBM or IBM-compatible computer (from here-on referred to as *IBM*) has four basic parts of concern in this manual: keyboard, monitor, disk drive, and hard drive.

The arrangement of the alphabet and numeral keys is the same on an IBM and a typewriter. Like a typewriter, an IBM's keyboard has a *Shift* key, *Caps Lock* key, *Tab* key, *Return* (or *Enter*) key, and a space bar. Some of the keys that appear on an IBM but not on a typewriter are the arrow keys, *Alt* key, *Ctrl* key and *Delete* key. The *Delete* key, sometimes referred to as the *Backspace* key, not only moves the cursor backward, but also erases everything that is backed over. Both the *Enter* key and *Tab* key are used in this application to move to the next space, box, or other data-entry area. However, they are not interchangeable. The key that should be used is specified in all of the instructions for data entry.

The *Alt* key is important to those who are not using a mouse with their IBM computers. The *Alt* key, is used to access the menu bar. To select an item from the menu bar, press the *Alt* key. The first category in the menu bar will be highlighted. To move across the menu bar, press the arrow keys. Once the menu category (e.g., *File*) is highlighted, use the down-arrow key to move down a menu, the up-arrow key to move up a menu, and the right-arrow key to reveal sub-menus. To enter data in a field that contains a pop-up menu, press the space bar to reveal the pop-up menu of choices. Once the pop-up menu is revealed, use the up- and down-arrow keys to make a data selection, and press *Enter*.

A monitor contains the unit that displays the various data-entry screens. In this manual, the term *screen* refers to the picture of information that is displayed on the monitor. Screens usually have names (e.g., *Student Intake Data Form* screen). On the data-entry screens, various fields appear. *Field* refers to a blank space that appears on the screen into which specific data, often of a demographic nature, can be entered. For example. on a *Student Intake Data Form* screen, there is a *Student's Name* field, *Social Security* field, *Address* field, *Gender* field, and so on. In other words, a field is a category into which data will be–or already are–assigned.

The disk drive is the slot on the computer into which disks are inserted, so they can be read by the computer. The IBM computers that use the FoxPro application also have hard drives that store information permanently without the need for disks.

To run this FoxPro application, the minimum IBM hardware requirements are as follow: XT or higher processor–386 processor is recommended, 640K of RAM–2 megabytes (MB) are recommended, and 9 MB of available space on the hard drive. For further details about your IBM computer, consult your IBM manual.

USING THIS MANUAL FOR MACINTOSH OR IBM COMPUTERS

For Macintosh computers, the manual's directions for data entry, generating reports, and exporting data can be used as they appear. Fundamentally, the directions are the same for both Macintosh and IBM computers. The directions in this manual appear for Macintosh, which has the most options for ways to enter data; therefore, IBM users need to substitute keyboard movements for mouse movements, when necessary. The differences between Macintosh and IBM are as follow:

- There are separate sections that describe the movement on and requirements of the various computers (i.e., Macintosh Computers, IBM and IBM-Compatible Computers With a Mouse, and IBM and IBM-Compatible Computers That Do or Do Not Have a Mouse).

- There are separate sections that describe installing the application (i.e., Installing the Application on Macintosh Computers and Installing the Application on IBM Computers).

- In the IBM version, selections from the menu bar must be made by using the keyboard, when the computer does not have a mouse. To do this, press the *Alt* key. The first item on the menu bar, usually *File,* is highlighted. Next, use the left and right arrow keys to highlight the desired item (e.g., *Edit*). Press the space bar or down arrow key to reveal the menu. Use the down arrow key to highlight the desired item on the menu. If the menu item has a sub-menu, press the right arrow key to reveal the sub-menu. When the desired selection is highlighted, press the space bar or *Enter* key.

- The IBM version of the application, unlike the Macintosh version, does not contain down-arrows or up- and down-arrows in the data fields. Where the manual indicates to use the down-arrows or up-and down-arrows to enter data, the keyboard or mouse, if applicable, is used to enter data on IBM computers. When a keyboard is used, menus are revealed by pressing the space bar. Items are selected from the menu by pressing the arrow keys until the appropriate response is highlighted. Once the appropriate response is highlighted, press the space bar to enter the selected data.

- In the IBM version, a yes or no response can be indicated and common functions (i.e., *Next, Save, Add New, Edit, Help, Previous, Help* or *OK*) can be selected by pressing the *Tab* key or arrow keys until the desired response is highlighted. Afterward, press the space bar.

For a comparison of the Macintosh, IBM with a mouse, and IBM without a mouse versions, see Comparison of Movements.

COMPARISON OF MOVEMENTS

MACINTOSH	IBM WITH MOUSE	IBM W/O MOUSE
<u>Using the Menu Bar</u> To select items from the menu bar • click, drag, and release	<u>Using the Menu Bar</u> To select items from the menu bar • click, drag, and release	<u>Using the Menu Bar</u> To select items from the menu bar • press *Alt* • use arrow keys • press space bar to reveal menu
<u>Data Fields</u> Use up- and down-arrows • click and release	<u>Data Fields</u> Find box in field • click and release	<u>Data Fields</u> Find box in field • type data
Use down-arrows • click, drag, and release	Find box in field • click, drag, and release	Find box in field • press space bar • use arrow keys • press space bar
<u>Typing</u> Type initial for entry	<u>Typing</u> Cannot be done	<u>Typing</u> Cannot be done
Type text	Type text	Type text
<u>Screen Movements</u> Press *Tab* key to move to next field	<u>Screen Movements</u> Press *Tab* key to move to next field	<u>Screen Movements</u> Press *Tab* key to move to next field
<u>Circles and Boxes</u> Click on box or circle to indicate yes and no responses or to indicate applicable data	<u>Circles and Boxes</u> Click on box or circle to indicate yes and no responses or to indicate applicable data	<u>Circles and Boxes</u> Press space bar to indicate yes and no responses or to indicate applicable data
<u>Common Functions</u> Click on *Next*, *Save*, *Cancel*, *Add New*, *Edit*, *Help*, *Previous*, or *OK*	<u>Common Functions</u> Click on *Next*, *Save*, *Cancel*, *Add New*, *Edit*, *Help*, *Previous*, or *OK*	<u>Common Functions</u> Press arrow keys until *Next*, *Save*, *Cancel*, *Add New*, *Edit*, *Help*, *Previous*, or *OK* is highlighted, then press space bar

PART II: INSTALLING, OPENING, AND CUSTOMIZING THE APPLICATION

INSTALLING AND OPENING THE APPLICATION ON MACINTOSH COMPUTERS

INSTALLING THE APPLICATION

1. Turn on the computer, if you have not already done so.

2. Create a folder labeled *PDE* on the hard drive.

   Note: To create a folder on the hard drive, use the following directions.

   - Double click on the hard drive icon.
   - Find *File* on the menu bar.
   - Under *File*, click, drag, and release on *New Folder.*
   - A new folder labeled *untitled folder* will appear on the hard drive.
   - The label, *untitled folder*, is highlighted.
   - Type the letters *PDE*, which labels the folder.

3. Insert the disk labeled *MACVERSION PDE* into the disk drive.

4. Double click on the disk icon.

5. A box labeled *MACVERSION PDE* will appear.

6. Double click on the *PDE.sea* icon.

7. An extraction box will appear. Because the files were compressed onto the disk, they need to be extracted. To do this, click on *Continue* at the bottom of the box.

8. A box will appear, containing a field labeled *UnStuff as:* in the bottom, left corner. A box under *UnStuff as:* will be highlighted and will read *pde folder*.

9. A list of the contents in your hard drive, including the *PDE* folder from step 2, appears above the words *UnStuff as:* Open the *PDE* folder that was created in step 2 by double clicking on the *PDE* label.

10. Click on *Save*.

11. A box reading *UnStuffing . . .* will appear.

12. When the unstuffing process is finished, a box reading *UnStuffing was successful!* will appear.

13. Click on *Quit*.

14. Close *MACVERSION PDE* by clicking in the small box that appears in its upper, left corner.

15. To eject the disk, click on the disk's icon, drag the icon to *Trash*, and release it when the word *Trash* is highlighted.

OPENING THE APPLICATION

1. Open the hard drive by double clicking on its icon.

2. Open the *PDE* folder by double clicking on its icon.

3. Double click on the icon that is labeled *PDE*.

4. The menu bar will appear.

Note: At this point, you are ready to begin entering data using the Data Entry section of this manual. If you intend to customize the application, do so before beginning data entry. To customize the application, refer to the Customizing the Application section of this manual.

INSTALLING AND OPENING THE APPLICATION ON IBM COMPUTERS

INSTALLING THE APPLICATION

1. Turn on the computer, if you have not already done so.
2. Bring up the c:\.

   Note: For directions about bringing up your c:\, refer to your computer's manual.

3. Insert the disk labeled *PDE (PC)* into the disk drive.
4. Type a:install a:

   Note: These directions are written for the A drive. If your computer's 3.5" disk drive is the B drive, substitute the letter *b* for the letter *a* in the directions and when typing.

5. Press the *Enter* key.
6. The screen will read as follows:

   1 File(s) copied
   1 File(s) copied
   . . . . .
   . . . . .
   . . . . .
   . . . . .
   . . . . .
   . . . . .
   . . . . . Please insert Disk 1 into drive a:
   Strike a key when ready . . .

7. The disk is already in the disk drive (from step 3). Therefore, press any key to continue.
8. A message will appear, stating Installation Complete.
9. Remove the disk from the disk drive.

OPENING THE APPLICATION

1. Bring up the c:\.

   Note: For directions about bringing up your c:\, refer to your computer's manual.

2. Type PDE after the c:\.

3. The menu bar will appear.

   Note: At this point, you are ready to begin entering data using the Data Entry section of this manual. If you intend to customize the application, do so before beginning data entry. To customize the application, refer to the Customizing the Application section of this manual.

Note: Unlike Macintosh computers, which are automatically ready to print FoxPro data, IBM users must install specifications for their printers, by using the following process. Because this process is relevant only to IBM users, directions for both IBM with a mouse and IBM without a mouse are included.

1. Find *Edit* on the menu bar.

2. Under *Edit*, click, drag, and release on the words *Print Setup*. If your IBM computer does not have a mouse, press the *Alt* key. Use the arrow keys to move to the word *Edit*. When the word *Edit* is highlighted, press the space bar or *Enter* key to open the menu. Use the down-arrow key to select *Print Setup*. When *Print Setup* is highlighted, press the space bar or *Enter* key.

3. A box reading *Printer Driver Setups* appears on the screen.

4. Click on the word *New*, which appears on the right side of the screen. If your IBM computer does not have a mouse, press the *Tab* key until the word *new* is highlighted. Press the space bar or *Enter* key.

5. A box that reads *Printers* in the upper, left corner appears.

6. The box labeled *Setup Name* is highlighted.

7. In the box labeled *Setup Name*, type the name of the printer to which your computer is connected (e.g., *Panasonic*). Press the *Enter* key.

8. Under the word *Printers*, a name of one of the printers is highlighted. This list contains the various printer options for IBM computers. Click on the name of the printer that is connected to your computer. If your IBM computer does not have a mouse, use the arrow keys to select the name of the printer that is connected to your computer from step 7. Press the *Enter* key.

9. To change any of the defaulted information on this screen, click on the appropriate information. If your IBM computer does not have a mouse, use the arrow keys or *Tab* key to highlight the appropriate information. When the appropriate information is highlighted, press the space bar or *Enter* key.

Note: For the *Characters per inch* options, 12 characters per inch are recommended. For further information regarding printer setup, see your computer's manual.

10. When you are finished customizing the printer, click on *OK* under *Setup Name*. If your IBM computer does not have a mouse, use the arrow keys or *Tab* key to highlight the word *OK*. Press the space bar or *Enter* key.

11. The screen that reads *Printer Driver Setups* will reappear. The name of your printer is now listed in box labeled *Printers*.

Note: On the right side of this screen, several options are listed: *Edit, New, Delete, Set Default, Cancel,* and *Set*. Any of these options can be selected by clicking on the desired word. If your IBM computer does not have a mouse, use the arrow keys or *Tab* key. When the desired option is highlighted, press the space bar or *Enter* key. The following is a description of each term:

Edit: This option allows you to change previously entered printer specifications.

New: This option allows you to add specifications for a new printer.

Delete: This option allows you to delete a printer that is already listed under the *Printers* heading.

Set Default: This option is important when more than one printer is listed under the *Printers* heading, because it dictates to which printer data will go, unless otherwise specified. To set the default, highlight the name of the desired printer from the left side of this screen by clicking on it or by pressing the *Tab* key until it is highlighted. Highlight *Set Default* on the right side of the screen by clicking on it or by pressing the *Tab* key until it is highlighted. If you used the *Tab* key to move to *Set Default,* press the *Enter* key. Highlight *Set* on the right side of the screen by clicking on it or by pressing the *Tab* key until it is highlighted. If you used the *Tab* key to move to *Set*, press the *Enter* key. By selecting *Set*, you will return to the menu bar.

Cancel: This option allows you to exit from *Print Setup*.

Set: This option is important when more than one printer is listed under the *Printers* heading. To use a printer other than the one that has been set as the default, click on the desired printer under the *Printer* heading. If your IBM computer does not have a mouse, use the arrow keys to highlight the desired printer and press the *Tab* key. Next, click on *Set*. If your IBM computer does not have a mouse, use the arrow keys to highlight the word *Set*. Once *Set* is highlighted, press the space bar or *Enter* key. Using the *Set* option does not change your default; it only changes this particular printing job.

CUSTOMIZING THE APPLICATION

Note: Customizing the FoxPro application enables your agency to tailor reports and exports to meet agency specifications. The fiscal year and agency's name can be customized on reports, and the location can be customized on exports. After customizing the application, reports and exports will default to the entered preferences. This information can be changed whenever new or different customized reports are needed.

CUSTOMIZING THE FISCAL YEAR

Note: All reports (e.g., Demographics Report) will default to the month chosen on this screen. This preference is used to customize the month in which your agency's fiscal year ends.

1. Find *Edit* on the menu bar.

2. Under *Edit*, click and drag to the word *Preferences*. When the word *Preferences* is highlighted, a sub-menu will appear, listing *Fiscal Year, Agency Name,* and *Location*. Drag to *Fiscal Year* and release.

3. A box labeled *Fiscal Year* appears on the screen.

4. In the field labeled *What month does your fiscal year end in?*, enter the appropriate month. There are two ways to enter the month:
   a. Type the first letter of the appropriate month. For months that have the same first letter, such as January, June, and July or April and August, type the first letter of the month repeatedly until the name of the desired month appears in the field.
   b. Find the down-arrow after *What month does your fiscal year end in?* Click, drag, and release on the appropriate choice.

5. Click on *OK* to apply the preference. Click on *Cancel* to cancel the preference.

6. To continue entering data, make another selection from the menu bar. To continue data processing, select an item from the menu bar. To quit when finished entering data, on the menu bar under *File*, click, drag, and release on the word *Quit*.

Note: All reports (e.g., Demographics Report) will default to the name of the agency entered on this screen.

1. Find *Edit* on the menu bar.

2. Under *Edit*, click and drag to the word *Preferences*. When the word *Preferences* is highlighted, a sub-menu will appear, listing *Fiscal Year, Agency Name*, and *Location*. Drag to *Agency Name* and release.

3. A box labeled *Agency Name* appears on the screen.

4. The unlabeled field in the *Agency Name* box is highlighted. Type the name of your agency.

5. Click on *OK* to apply the preference. Click on *Cancel* to cancel the preference.

6. To continue entering data, make another selection from the menu bar. To continue data processing, select an item from the menu bar. To quit when finished entering data, on the menu bar under *File*, click, drag, and release on the word *Quit*.

Note: The code numbers used in this preference are to be obtained from the *Instructions: Adult Basic and Literacy Education Data Forms* manual from the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education.

The Pennsylvania Department of Education export database for students will default to the location information entered on this screen.

1. Find *Edit* on the menu bar.

2. Under *Edit*, click and drag to the word *Preferences*. When the word *Preferences* is highlighted, a sub-menu will appear, listing *Fiscal Year*, *Agency Name*, and *Location*. Drag to *Location* and release.

3. A box labeled *Location* appears on the screen.

4. In the field labeled *County*, click to the left on the defaulted number code, drag to the right of the defaulted number code, and release. Type the appropriate number code for your county (e.g., 51 for Philadelphia County). The next field is automatically highlighted.

5. Type the appropriate number code for your school district in the field labeled *School District*.

6. Click on *OK* to apply the preference. Click on *Cancel* to cancel the preference.

7. To continue entering data, make another selection from the menu bar. To continue data processing, select an item from the menu bar. To quit when finished entering data, on the menu bar under *File*, click, drag, and release on the word *Quit*.

PART III: DATA ENTRY

OVERVIEW OF STEPS FOR ENTIRE DATA-ENTRY PROCESS

ENTERING INITIAL DATA

1. Enter Student Intake Data Forms, including pre-standardized assessment scores and other contract forms such as Neighborhood Assistance Act (NAA) Forms, if applicable. See page 20.

2. Enter Tutor Data Forms. See page 26.

3. Enter Staff Data Forms. See page 33.

4. Establish site codes. See page 39.

5. Assign student data to established site codes. See page 42.

6. Assign tutor data to established site codes. See page 44.

7. Assign staff member data to established site codes. See page 46.

ENTERING ATTENDANCE DATA

1. Enter Hours Forms for students' monthly attendance. See page 48.

2. Enter Hours Forms for tutor' monthly attendance. See page 48.

ENTERING END-OF-THE-FISCAL-YEAR DATA

> Note: This process can be used for any exit reason, including the end of a program or the discontinuation of a student, tutor, or staff member.

1. Enter Student Exit Forms, including post-standardized assessment scores. See page 52.

2. Edit staff records to indicate different contracts or when an individual is no longer employed. See page 56.

FUNCTIONS AND MOVEMENTS COMMON TO ALL FORMS

FUNCTIONS

Add New: When you click on the box labeled *Add New*, the program allows you to add a new entry, such as a student.

Cancel: When you click on the box labeled *Cancel*, the program allows you to cancel an entry that has not yet been saved. If an entry has already been saved, clicking on *Cancel* will end that data-entry activity. To close the FoxPro application, see *Quit*, below.

Edit: When you click on the box labeled *Edit*, the program allows you to edit an entry. *Edit* is also used to enter second assessment data.

Help: When you click on the box labeled *Help*, the program accesses information designed to assist you in data entry.

Next: When you click on the box labeled *Next*, the program allows you to move to the next screen.

Previous: When you click on the box labeled *Previous*, the program allows you to return to the previous screen.

Save: When you click on the box labeled *Save*, the program saves the entry that was made.

Quit: *Quit* is used to close the FoxPro application after ending the data-entry process that was being used (see *Cancel*, above). On the menu bar under *File*, click, drag, and release on the word *Quit*.

MOVEMENTS

When entering data, the directions in this manual say to press the *Tab* key to move from one field to the next. Moving to the next field can also be done by clicking in the next field's data box. In fields where moving from one field to the next by pressing the *Tab* key or by clicking the mouse button are equally efficient, both sets of directions are included. When one movement is more efficient, only its directions are included.

When entering data can be done equally efficiently by using the down-arrows or up- and down-arrows or by typing the information in the field's data box, both sets of directions are included. When one data-entry process is more efficient, only its directions are included.

As previously mentioned, moving from one field to the next can be done by pressing the *Tab* key. Conversely, moving backward to the previous field can be done by pressing the *Tab* key, while holding down the *Shift* key.

The last step in each set of directions reads as follows: "The *Browse* box will reappear on the screen. To enter another [form] . . . . To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*." In this last step, instead of quitting the application, you can also opt to continue entering other data. For example, if you are finished establishing site codes, you can immediately enter Student Intake Data Forms. In other words, click, drag, and release on the word *Quit* only when you want to quit the application.

A screen containing the message *One or more fields have been left blank. Hit any key to continue to next screen* will appear if data are missing from one or more fields. To enter data in a field that has been left blank, return to the previous screen. Click on the blank data box and enter the missing information. After entering data in the fields that had been left blank, click on *Next* to continue on the next screen. To ignore the message, leaving one or more fields blank, press any key to continue on the next screen or click on the message box.

FORMS AND SITE CODES

STUDENT INTAKE DATA FORMS, INCLUDING PRE-ASSESSMENT SCORES FOR STANDARDIZED TESTING

Note: A suggested process for entering student data is as follows:

- Add new Student Intake Data Forms, including pre-assessment scores. See page 20.
- Assign student data to site codes. See page 42.
- Enter hours of attendance each month. See page 48
- Exit students at the end of each year by entering Student Exit Forms, including post-assessment scores. See page 52.

1. Find *Forms* on the menu bar. Figure 1.

2. Under *Forms*, click, drag, and release on *Student Intake Data.*

3. A *Browse* box will appear on the screen.

4. Click on *Add New* to add a new Student Intake Data Form. The *Student Intake Data Form* screen will appear. Figure 2.

5. Type the student's last name in the field labeled *Last Name*. Press the *Tab* key to move to the next field. Figure 3.

6. Type the student's first name in the field labeled *First Name*. Press the *Tab* key to move to the next field.

7. Type the student's middle initial in the field labeled *Middle Initial*. Press the *Tab* key to move to the next field.

8. Type the student's social security number in the field labeled *Social Security Number*. If the student refused to provide his or her social security number, or if the information is not available, move to step 9.

Note: If a social security number is entered in step 8, you do not need to press the *Tab* key to move to the next field. Once a social security number is entered, the *Address* field (in step 10) is automatically highlighted. If a social security number is not entered, follow the directions in step 9.

9. Click in the box labeled *Refused* or the box labeled *N/A*. This places an *x* in the chosen box. The *x* can be removed by clicking in the box again. Press the *Tab* key to move to the next field.

Note: The *Refused* and *N/A* boxes apply only if a student refused to provide his or her social security number or if the information is unavailable, respectively.

10. In the field labeled *Address*, type the student's street or mailing address, including the city. Press the *Tab* key to move to each new box (or line) in the address.

11. There are three ways to enter the state in the student's address. Figure 4.
    a. The state defaults to *PA*. If Pennsylvania is the appropriate state, move to step 12.
    b. Type the state's initial, *D* for Delaware, *M* for Maryland, *N* for New Jersey, *NY* for New York, or *O* for Ohio. To return to the default, Pennsylvania, type *P*.
    c. Find the down-arrow after the *PA*. Click, drag, and release on the appropriate state.

12. Type the student's zip code in the box next to the state.

13. Type the student's telephone number, including the area code, in the field labeled *Telephone*. Figure 5.

14. If the student has agreed that he or she may be contacted by telephone at home, click in the box labeled *OK to call at home*, which places an *x* in the box. The *x* can be removed by clicking in the box again.

Note: This field is optional. It is not required by the PDE.

15. If the student has agreed that he or she may be contacted by mail at home, click in the box labeled *OK to send mail to home*, which places an *x* in the box. The *x* can be removed by clicking in the box again.

Note: This field is optional. It is not required by the PDE. However, it is necessary to enable the printing of labels.

16. Click on the box labeled *Next* to continue entering data from the Student Intake Data Form on the next screen.

17. There are two ways to enter the student's gender.
    a. Type *F* for female or *M* for male.
    b. Find the down-arrow after *Gender*. Click, drag, and release on the appropriate gender.

18. Press the *Tab* key to move to the next field.

19. There are two ways to enter the student's marital status.
    a. Type the appropriate marital status code: *S* for single, *W* for widowed, *M* for married, or *SS* for separated or divorced.
    b. Find the down-arrow after *Marital Status*. Click, drag, and release on the appropriate marital status.

20. Press the *Tab* key to move to the next field.

21. There are two ways to enter the student's race.
    a. Type the initial of the student's race: *W* for white, *B* for black, *A* for Asian, *H* for Hispanic, or *N* for Native American.
    b. Find the down-arrow after *Race*. Click, drag, and release on the appropriate race.

22. Press the *Tab* key to move to the next field.

23. There are two ways to enter the student's entry level in the program.
    a. Type the initial of the level: *B* for Beginning ESL, *I* for Intermediate ESL (6-8), *A* for Advanced ESL (9-12), *A* for ABE (0-4), *A* for ABE (5-8), *A* for ABE (9-12), or *G* for GED (9-12). For levels that have the same first letter, such as *A* for Advanced ESL, *A* for ABE (0-4), *A* for ABE (5-8), and *A* for ABE (9-12), type the first letter repeatedly until the name of the desired level appears in the field.
    b. Find the down-arrow after *Student's Entry Level in this Program*. Click, drag, and release on the appropriate choice.

24. Press the *Tab* key to move to the next field.

25. There are two ways to enter the month of the student's birth.
    a. Type the number of the month.
    b. Find the up- and down-arrows after *Month*. Click and release on the appropriate choice.

26. Press the *Tab* key to move to the next field.

27. There are two ways to enter the day of the student's birth.
    a. Type the number of the day.
    b. Find the up- and down-arrows after *Day*. Click and release on the appropriate choice.

28. Press the *Tab* key to move to the next field.

29. There are two ways to enter the year of the student's birth.
    a. Type the number of the year.
    b. Find the up- and down-arrows after *Year*. Click and release on the appropriate choice.

30. Press the *Tab* key to move to the next field.

31. Find the down-arrow after *Student's Household Status*. Click, drag, and release on the appropriate choice. *Press* the *Tab* key to move to the next field.

32. There are two ways to enter the number of the student's dependents.
    a. Type the number of dependents who are younger than 18 years of age.
    b. Find the up- and down-arrows after *Number of Dependents Under 18*. Click and release on the appropriate choice.

33. Find the down-arrow after *At Time of Enrollment, Student Is*. Click, drag, and release on the appropriate choice that indicates the student's employment status. Press the *Tab* key to move to the next field.

34. Click in the box labeled *Student has previously completed an ABE, ESL or AL program* to indicate that the student has completed an ABE, ESL, or AL program, which places an x in the box. The x can be removed by clicking in the box again. If the student has not previously completed an ABE, ESL, or AL program, move to step 35.

35. Click in the box labeled *Student receives public assistance* to indicate that the student receives public assistance, which places an x in the box. The x can be removed by clicking in the box again. If the student does not receive public assistance, move to step 36.

36. Click in the box labeled *NAA Eligible* to indicate that the student is NAA eligible, which places an x in the box. The x can be removed by clicking in the box again. If the student is not NAA eligible, move to step 37.

    Note: This field is optional. It is not required by the PDE. If your program has a Department of Community Affairs contract for the Neighborhood Assistance Program and you need to track eligible students, this field has been established. Skip this step if it is not applicable.

37. Click on the box labeled *Next* to continue entering data from the Student Intake Data Form on the next screen. Figure 6.

38. Click on each applicable box under the heading *At the Time of Enrollment, the Student Is*, which places an x in the box. The x can be removed by clicking in the box again. If none are applicable, move to step 39. Press the *Tab* key to move to the next field.

    Note: Although the fields in step 33 and step 38 are both labeled *At the Time of Enrollment, Student Is*, they contain different demographic information. The field in step 33 indicates the student's employment status, whereas th field in step 38 indicates information regarding special populations.

39. Find the down-arrow after *Last Grade Completed*. Click, drag, and release on the appropriate choice.

40. Press the *Tab* key to move to the next field.

41. Find the down-arrow after *How Did the Student Find out About This Program?* Click, drag, and release on the appropriate choice. Press the *Tab* key to move to the next field.

42. Find the down-arrow after *Major Reason for Participating in Program.* Click, drag, and release on the appropriate choice. Press the *Tab* key to move to the next field.

43. A screen labeled *Standardized Testing* will appear.

Note: This is where pre-assessment scores for standardized testing are entered. Data for the post-assessment are entered when exiting the student.

44. Under *Pre*, click in the box labeled *Refused* or the box labeled *N/A*, if applicable. This places an *x* in the chosen box. The *x* can be removed by clicking in the box again. Press the *Tab* key to move to the next field.

45. Find the up- and down-arrows next to the field labeled *Month.* Click and release on the month in which the student was pre-tested.

46. Find the down-arrow in the field labeled *Test Type.* Click, drag, and release on the type of pre-test that the student was given.

47. Find the up- and down-arrows after the field labeled *Test Name.* Click and release on the name of the test that the student was given.

48. Find the up- and down-arrows after the field labeled *Test Score.* Click and release on the score that the student received.

49. Find the up- and down-arrows after the field labeled *Math Test.* Click and release on the math test that the student was given.

50. Find the up- and down-arrows after the field labeled *Math Score.* Click and release on the score that the student received.

51. Click on *Save* to save the entry. Click on *Cancel* to cancel the entry. Figure 7.

52. The *Browse* box will reappear on the screen. Figure 8. To enter another Student Intake Data Form, repeat steps 4 through 52. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel.* Next, on the menu bar under *File*, click, drag, and release on the word *Quit.*

STUDENT INTAKE DATA FORMS, INCLUDING PRE-ASSESSMENT SCORES FOR STANDARDIZED TESTING: SUMMARY OF COMMANDS

1. Under *Forms*, click, drag, and release on *Student Intake Data*.
2. Click on *Add New*.
3. Enter data.
4. Click on *Next*.
5. Enter data.
6. Click on *Next*.
7. Enter data.
8. Click on *Save*.
9. To enter another Student Intake Data Form, repeat steps 2 through 9. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

TUTOR DATA FORMS

Note: The following is a suggested process for entering tutor data:
- Add new Tutor Data Forms. See page 26.
- Assign tutor data to site codes. See page 44.
- Enter hours of attendance each month. See page 48.

1. Find *Forms* on the menu bar.

2. Under *Forms*, click, drag, and release on *Tutor Info*.

3. A *Browse* box will appear on the screen.

4. Click on *Add New* to add a Tutor Data Form.

5. Type the tutor's last name in the field labeled *Last Name*. Press the *Tab* key to move to the next field.

6. Type the tutor's first name in the field labeled *First Name*. Press the *Tab* key to move to the next field.

7. Type the tutor's middle initial in the field labeled *Middle Initial*. Press the *Tab* key to move to the next field.

8. Type the tutor's social security number in the field labeled *Social Security Number*. If the tutor refused to provide his or her social security number, or if the information is not available, move to step 9.

Note: If a social security number is entered in step 8, you do not need to press the *Tab* key to move to the next field. Once a social security number is entered, the *Address* field (in step 10) is automatically highlighted. If a social security number is not entered, follow the directions in step 9.

9. Click in the box labeled *Refused* or the box labeled *N/A*, if applicable. This places an x in the chosen box. The x can be removed by clicking in the box again. Press the *Tab* key to move to the next field.

Note: The *Refused* and *N/A* boxes apply only if a tutor refused to provide his or her social security number or if the information is unavailable, respectively.

10. In the field labeled *Address*, type the tutor's street or mailing address, including the city. Press the *Tab* key to move to each new box (or line) in the address.

11. There are three ways to enter the state in the tutor's address.

a. The state defaults to *PA*. If Pennsylvania is the appropriate state, move to step 12.
b. Type the state's initial, *D* for Delaware, *M* for Maryland, *N* for New Jersey, *NY* for New York, or *O* for Ohio. To return to the default, Pennsylvania, type *P*.
c. Find the down-arrow after the *PA*. Click, drag, and release on the appropriate state.

12. Press the *Tab* key to move to the next field.

13. Type the tutor's zip code in the box next to the state.

14. Type the tutor's home telephone number in the field labeled *Home*, and type the work telephone number in the field labeled *Work*, including the area code.

Note: This field is optional. It is not required by the PDE.

15. If the tutor has agreed that he or she may be contacted by telephone at home, click in the box labeled *OK to call at home*, which places an *x* in the box. The *x* can be removed by clicking in the box again.

Note: This field is optional. It is not required by the PDE.

16. If the tutor has agreed that he or she may be contacted by telephone at work, click in the box labeled *OK to call at work*, which places an *x* in the box. The *x* can be removed by clicking in the box again.

Note: This field is optional. It is not required by the PDE.

17. If the tutor has agreed that he or she may be contacted by mail at home, click in the box labeled *OK to send mail to home*, which places an *x* in the box. The *x* can be removed by clicking in the box again.

Note: This field is optional. It is not required by the PDE. However, it is necessary to enable the printing of labels.

18. Click on the box labeled *Next* to continue entering data from the Tutor Data Form on the next screen.

19. There are two ways to enter the tutor's gender.
    a. Type *F* for female or *M* for male .
    b. Find the down-arrow after *Gender*. Click, drag, and release on the appropriate gender.

20. Press the *Tab* key to move to the next field.

21. There are two ways to enter the tutor's marital status.

a. Type the appropriate marital status code: *S* for single, *W* for widowed, *M* for married, or *SS* for separated or divorced.
b. Find the down-arrow after *Marital Status*. Click, drag, and release on the appropriate marital status.

22. Press the *Tab* key to move to the next field.

23. There are two ways to enter the tutor's race.
    a. Type the initial of the tutor's race: *W* for white, *B* for black, *A* for Asian, *H* for Hispanic, or *N* for Native American.
    b. Find the down-arrow after *Race*. Click, drag, and release on the appropriate race.

24. Press the *Tab* key to move to the next field.

25. There are two ways to enter the month of the tutor's birth.
    a. Type the number of the month.
    b. Find the up- and down-arrows after *Month*. Click and release on the appropriate choice.

26. Press the *Tab* key to move to the next field.

27. There are two ways to enter the day of the tutor's birth.
    a. Type the number of the day.
    b. Find the up- and down-arrows after *Day*. Click and release on the appropriate choice.

28. Press the *Tab* key to move to the next field.

29. There are two ways to enter the year of the tutor's birth.
    a. Type the year.
    b. Find the up- and down-arrows after *Year*. Click and release on the appropriate choice.

30. Press the *Tab* key to move to the next field.

31. There are two ways to enter the tutor's employment status.
    a. Type the initial of the tutor's employment status: *E* for employed, *U* for unemployed, *R* for retired, or *S* for student.
    b. Find the down-arrow *Employment Status*. Click, drag, and release on the appropriate choice.

32. Press the *Tab* key to move to the next field.

33. Type the tutor's occupation in the field labeled *Occupation*. Press the *Tab* key to move to the next field.

Note: This field is optional. It is not required by the PDE.

34. Type the tutor's employer's name in the field labeled *Company*. Press the *Tab* key to move to the next field.

Note: This field is optional. It is not required by the PDE.

35. Type how the tutor heard about your literacy program in the field labeled *How did you learn of the literacy program?* Press the *Tab* key to move to the next field.

Note: This field is optional. It is not required by the PDE.

36. Click on the box labeled *Next* to continue entering data from the Tutor Data Form on the next screen.

37. There are two ways to enter the tutor's *Highest Academic Level Completed*.
    a. Type the initial of the highest academic level completed: *G* for GED or Extended HSD, *T* for Technical/Business School Degree or Certificate, *S* for Some College but no Bachelor's Degree, *B* for Bachelor's Degree, *M* for Master's Degree, or *D* for Doctorate.
    b. Find the down-arrow. Click, drag, and release on the appropriate choice.

38. Press the *Tab* key to move to the next field.

39. To answer the question *Have you taken any credit courses or tutor training courses in adult education?*, click in the box labeled *Yes*, which places an *x* in the box, to indicate a yes answer. The *x* can be removed by clicking in the box again. If the answer is *no*, leave the box blank, and move to step 40. If you marked *Yes*, there are two ways to enter the course or training.
    a. Type the initial of the appropriate choice: *T* for Taken one to three courses, *T* for Taken four or more courses, or *R* for Received a degree in adult education. Because two choices have the same first letter, type the first letter of the choice repeatedly until the name of the desired choice appears in the field.
    b. Find the down-arrow. Click, drag, and release on the appropriate choice.

40. Press the *Tab* key to move to the next field.

41. There are two ways to answer the question *How many years, including the present year, have you worked with ABE, GED, ESL programs?*
    a. Type the number of years in the box.
    b. Find the down-arrow. Click, drag, and release on the appropriate choice.

42. Press the *Tab* key to move to the next field.

43. There are two ways to answer the question *At which level do you do most of your teaching?*
    a. Type the initial of the level: *E* for ESL (any level), *A* for ABE (0-4), *A* for ABE (5-8), or *A* for ABE (9-12). For levels that begin with the same first letter, such as ABE (0-4), ABE (5-8), or ABE (9-12), type the initial repeatedly until the desired level appears in the field.
    b. Find the down-arrow. Click, drag, and release on the appropriate choice.

44. Press the *Tab* key to move to the next field.

45. There are two ways to enter the *Area of public school certification.*
    a. Type the initial of the area of certification: *E* for Elementary Teaching, *S* for Secondary Teaching, *R* for Reading Specialist, *E* for Elementary Counseling, *S* for Secondary Counseling, *S* for Special Education, *A* for Administration, *V* for Vocational Education, or *N* for No Certification. For certification areas that have the same first letter, such as Elementary Teaching and Elementary Counseling or Secondary Teaching, Secondary Counseling, and Special Education, type the first letter of the certification area repeatedly until the name of the desired certification area appears in the field.
    b. Find the down-arrow. Click, drag, and release on the appropriate choice.

46. Press the *Tab* key to move to the next field.

47. Click on the box labeled *Next* to continue entering data from the Tutor Data Form on the next screen.

48. There are two ways to enter *Select Reading Certificate.*
    a. Type the name initial of the reading certificate: *L* for LLA-Laubach/New Readers, *L* for LVA-Literacy Volunteers of America, *O* for Other, or *N* for None Apply. For certifications that have the same first letter, such as LLA-Laubach/New Readers and LVA-Literacy Volunteers of America, type the first letter of the certification repeatedly until the name of the desired certification appears in the field.
    b. Find the down-arrow. Click, drag, and release on the appropriate choice.

49. Press the *Tab* key to move to the next field.

50. There are two ways to enter *Training Under ACT 143 Tutor Training Program.*
    a. Type the initial of the training: *C* for Current year tutor training, *P* for Prior years' program, or *N* for None Apply.

b. Find the down-arrow. Click, drag, and release on the appropriate choice.

51. Click in the box labeled *Completed ACT 143 Program*, if applicable, which places an *x* in the box. The *x* can be removed by clicking in the box again.

52. Click on *Save* to save the entry. Click on *Cancel* to cancel the entry.

53. The *Browse* box will reappear on the screen. To enter another Tutor Data Form, repeat steps 4 through 53. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

Note: After a tutor has been added, his or her data must be assigned to a site code (see page 44).

TUTOR DATA FORMS: SUMMARY OF COMMANDS

1. Under *Forms*, click, drag, and release on *Tutor Info.*
2. Click on *Add New.*
3. Enter data.
4. Click on *Next.*
5. Enter data.
6. Click on *Next.*
7. Enter data.
8. Click on *Next.*
9. Enter data.
10. Click on *Save.*
11. The *Browse* box will reappear on the screen. To enter another Tutor Data Form, repeat steps 2 through 11. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel.* Next, on the menu bar under *File*, click, drag, and release on the word *Quit.*

Note: This section is optional. PDE does not require staff data to be submitted on computer disk in order to submit computerized student and tutor data.

The following is a suggested process for entering staff data:
- Add new Staff Data Forms. See page 33.
- Assign staff member data to site codes. See page 46.
- Complete contract assignments at the end of each year by editing staff information. See page 56.

1. Find *Forms* on the menu bar.

2. Under *Forms*, click, drag, and release on *Staff Info.*

3. A *Browse* box will appear on the screen.

4. Click on *Add New* to add a new Staff Data Form. The *Staff Information* screen will appear.

5. Type the staff member's last name in the field labeled *Last Name*. Press the *Tab* key to move to the next field.

6. Type the staff member's first name in the field labeled *First Name*. Press the *Tab* key to move to the next field.

7. Type the staff member's middle initial in the field labeled *Middle Initial*.

8. Type the staff member's social security number in the field labeled *Social Security Number*.

9. In the field labeled *Address*, type the staff member's street or mailing address, including the city. Press the *Tab* key to move to each new box (or line) in the address.

10. There are three ways to enter the state in the staff member's address:
    a. The state defaults to *PA*. If Pennsylvania is the appropriate state, move to step 11.
    b. Type the state's initial, *D* for Delaware, *M* for Maryland, *N* for New Jersey, *NY* for New York, or *O* for Ohio. To return to the default, Pennsylvania, type *P*.
    c. Find the down-arrow after the *PA*. Click, drag, and release on the appropriate state.

11. Press the *Tab* key to move to the next field.

12. Type the staff member's zip code in the box next to the state. Press the *Tab* key to move to the next field.

13. Type the staff member's home telephone number in the field labeled *Telephone*.

14. If the staff member has agreed that he or she may be contacted by telephone at home, click in the box labeled *OK to call at home*, which places an *x* in the box. The *x* can be removed by clicking in the box again.

15. If the staff member has agreed that he or she may have mail sent to the home address, click in the box labeled *OK to send mail to home*, which places an *x* in the box. The *x* can be removed by clicking in the box again.

16. Click on the box labeled *Next* to continue entering data from the Staff Data Form on the next screen.

17. There are two ways to enter the staff member's gender.
    a. Type *F* for female or *M* for male.
    b. Find the down-arrow after *Gender*. Click, drag, and release on the appropriate gender.

18. Press the *Tab* key to move to the next field.

19. There are two ways to enter the staff member's marital status.
    a. Type the appropriate marital status code: *S* for single, *W* for widowed, *M* for married, or *SS* for separated or divorced.
    b. Find the down-arrow after *Marital Status*. Click, drag, and release on the appropriate marital status.

20. Press the *Tab* key to move to the next field.

21. There are two ways to enter the staff member's race.
    a. Type the initial of the staff member's race: *W* for white, *B* for black, *A* for Asian, *H* for Hispanic, or *N* for Native American.
    b. Find the down-arrow after *Race*. Click, drag, and release on the appropriate race.

22. Press the *Tab* key to move to the next field.

23. There are two ways to enter the month of the staff member's birth.
    a. Type the number of the month.
    b. Find the up- and down-arrows after *Month*. Click and release on the appropriate choice.

24. Press the *Tab* key to move to the next field.

25. There are two ways to enter the day of the staff member's birth.
    a. Type the number of the day.
    b. Find the up- and down-arrows after *Day*. Click and release on the appropriate choice.

26. Press the *Tab* key to move to the next field.

27. There are two ways to enter the year of the staff member's birth.
    a. Type the year.
    b. Find the up- and down-arrows after *Year*. Click and release on the appropriate choice.

28. Click on the box labeled *Next* to continue entering data from the Staff Data Form on the next screen.

29. There are two ways to enter the staff member's *Highest Academic Level Completed*.
    a. Type the initial of the highest academic level completed: *G* for GED or Extended HSD, *T* for Technical/Business School Degree or Certificate, *S* for Some College but no Bachelor's Degree, *B* for Bachelor's Degree, *M* for Master's Degree, or *D* for Doctorate.
    b. Find the down-arrow. Click, drag, and release on the appropriate choice.

30. Press the *Tab* key to move to the next field.

31. To answer the question *Have you taken any credit courses or tutor training courses in adult education*?, click in the box labeled *Yes*, which places an *x* in the box, to indicate a yes answer. The *x* can be removed by clicking in the box again. If the answer is *no*, leave the box blank, and move to step 32. If you marked *Yes*, there are two ways to enter the course or training.
    a. Type the initial of the appropriate choice, *T* for Taken one to three courses, *T* for Taken four or more courses, or *R* for Received a degree in adult education. Because two choices have the same first letter, type the first letter of the choice repeatedly until the name of the desired choice appears in the field.
    b. Find the down-arrow. Click, drag, and release on the appropriate choice.

32. Press the *Tab* key to move to the next field.

33. There are two ways to answer the question *How many years, including the present year, have you worked with ABE, GED, ESL programs.*
    a. Type the number of years in the box.
    b. Find the down-arrow. Click, drag, and release on the appropriate choice.

34. Press the *Tab* key to move to the next field.

35. There are two ways to answer the question *At which level do you do most of your teaching?*
    a. Type the initial of the level: *E* for ESL (any level), *A* for ABE (0-4), *A* for ABE (5-8), or *A* for ABE (9-12). For levels that begin with the same first letter, such as ABE (0-4), ABE (5-8), or ABE (9-12), type the initial repeatedly until the desired level appears in the field.
    b. Find the down-arrow. Click, drag, and release on the appropriate choice.

36. Press the *Tab* key to move to the next field.

37. There are two ways to enter the *Area of Public School Certification.*
    a. Type the initial of the area of certification, *E* for Elementary Teaching, *S* for Secondary Teaching, *R* for Reading Specialist, *E* for Elementary Counseling, *S* for Secondary Counseling, *S* for Special Education, *A* for Administration, *V* for Vocational Education, or *N* for No Certification. For certification areas that have the same first letter, such as Elementary Teaching and Elementary Counseling or Secondary Teaching, Secondary Counseling, and Special Education, type the first letter of the certification area repeatedly until the name of the desired certification area appears in the field.
    b. Find the down-arrow. Click, drag, and release on the appropriate choice.

38. Press the *Tab* key to move to the next field.

39. Click on the box labeled *Next* to continue entering data from the Staff Data Form on the next screen.

40. There are two ways to enter *Select Reading Certificate.*
    a. Type the name initial of the reading certificate: *L* for LLA-Laubach/New Readers, *L* for LVA-Literacy Volunteers of America, *O* for Other, or *N* for None Apply. For certifications that have the same first letter, such as LLA-Laubach/New Readers and LVA-Literacy Volunteers of America, type the first letter of the certification repeatedly until the name of the desired certification appears in the field.
    b. Find the down-arrow. Click, drag, and release on the appropriate choice.

41. Press the *Tab* key to move to the next field.

42. There are two ways to enter *Training Under ACT 143 Tutor Training Program.*
    a. Type the initial of the training: *C* for Current year tutor training, *P* for Prior years' program, or *N* for None ply.

b. Find the down-arrow. Click, drag, and release on the appropriate choice.

43. Click in the box labeled *Completed ACT 143 Program*, if applicable, which places an *x* in the box. The *x* can be removed by clicking in the box again.

44. Click on *Save* to save the entry. Click on *Cancel* to cancel the entry.

45. The *Browse* box will reappear on the screen. To enter another Staff Data Form, repeat steps 4 through 45. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

Note: After a staff member has been added, his or her data must be assigned to a site code (see page 46). At the end of the fiscal year, every contract on which a staff member has worked must be edited (see page 56).

1. Under *Forms*, click, drag, and release on *Staff Info*.
2. Click on *Add New*.
3. Enter data.
4. Click on *Next*.
5. Enter data.
6. Click on *Next*.
7. Enter data.
8. Click on *Next*.
9. Enter data.
10. Click on *Save*.
11. The *Browse* box will reappear on the screen. To enter another Staff Data Form, repeat steps 2 through 11. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

Note: This procedure for establishing Site Codes can be followed for students, staff members, or tutors. Later, records for students, staff members, and tutors will be assigned to the appropriate site codes, which will allow information to be organized according to sites.

1. Find *Misc.* on the menu bar. Figure 9.

2. Under *Misc.*, click, drag, and release on *Site Maintenance.*

3. A *Browse* Box will appear on the screen. This *Browse* box will contain all of the codes that have already been entered.

4. Click on *Add New* to establish a new site code. Figure 10.

5. A *Site Maintenance* screen will appear.

6. Type the site's name (e.g., the name of a library or a school) in the field labeled *Site*, which is highlighted.

7. Press the *Tab* key to move to the next field.

8. Type the class code in the field labeled *Class Code.*

   Note: This is an alpha-numeric field. The first character, *T* or *C*, represents the type of site: *T* for a tutoring site or C for a class site. The second character is a number value that corresponds to the *T* or *C*. For example, the first tutoring site (from the *Site* field) would be *T1*, the second tutoring site would be *T2*, the third tutoring site would be *T3*, and so on. The first class site (from the *Site* field) would be *C1*, the second class site would be *C2*, the third class site would be *C3*, and so on.

9. Type the site's area (e.g., a geographic area such as north, south, east, or west or the name of a town) in the field labeled *Area.*

   Note: The *Area* field can be used to indicate an area of a city or an area for which a supervisor or coordinator is responsible. The name that an area is given in this field can contain up to four characters. This is an alpha-numeric field; therefore, if there are multiple areas with the same name, they can be distinguished by assigning each a number. For example, an agency might have two areas downtown. They could be named *DT1* and *DT2*.

   Note: This field is optional. It is not required by the Pennsylvania Department of Education (PDE). If this field is not used, however, reports cannot be generated by area.

10. Press the *Tab* key to move to the next field.

11. In the *Contract* field, type the contract or program number.

12. Press the *Tab* key to move to the next field.

13. There are two ways to enter the class type. Figure 11.
    a. Type the letter *W* for Workplace Literacy, *F* for Family Literacy, *O* for One-to-One Tutoring, or *N* for None Apply.
    b. Find the down-arrow after the field labeled *Class type*. Click, drag, and release on the appropriate choice (i.e., *Workplace Literacy, Family Literacy, One-to-One Tutoring, N/A*).

14. Press the *Tab* key to move to the next field.

15. There are two ways to enter the agency code. Figure 12.
    a. Type the number of the appropriate code. All four of the codes begin with the number *3* for *34 Institutional ABE, 35 Institutional GED, 36 Community ABE,* or *37 Community GED*. Therefore, press the number *3* repeatedly until the appropriate number (i.e., *34, 35, 36,* or *37*) appears in the field.
    b. Find the down-arrow after the field labeled *Agency Code*. Click, drag, and release on the appropriate choice (i.e., *34 Institutional ABE, 35 Institutional GED, 36 Community ABE,* or *37 Community GED*).

16. Press the *Tab* key to move to the next field.

17. Click in the small box labeled *Meets the requirements for a learning center*, if applicable, which places an *x* in the box. The *x* can be removed by clicking in the box again. Figure 13.

    Note: According to *Instructions: Adult Basic and Literacy Education Data Forms* from the PDE's Bureau of Adult Basic and Literacy Education, a *learning center* is defined as "an adult instructional setting that features (1) extensive use of programmed instruction, (2) flexible participant scheduling and attendance, and (3) being open for extended periods of time on a daily basis, (e.g., 9:00 a.m. to 5:00 p.m.)."

18. Click on *Save* to save the entry. Click on *Cancel* to cancel the entry. Figure 14.

19. The *Browse* box will reappear on the screen. Figure 15. To establish another site code, repeat steps 4 through 17. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

Establishing Site Codes (for Students, Tutors, and Staff Members): Summary of Commands

1. Under *Misc.*, click, drag, and release on *Site Maintenance.*
2. Click on *Add New.*
3. Enter data.
4. Click on *Save.*
5. To establish another site code, repeat steps 2 through 5. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel.* Next, on the menu bar under *File,* click, drag, and release on the word *Quit.*

ASSIGNING STUDENT DATA TO SITE CODES

1. Find *Misc.* on the menu bar. Figure 16.

2. Under *Misc.*, click, drag, and release on *Student Site List*.

3. A box labeled *Student Site List* will appear.

4. Find the down-arrow in the field labeled *Site to Edit*. Click, drag, and release on the desired site. Figure 17.

5. Click on the word *OK*. Figure 18.

   Note: On the left side of the screen, *All Students* will appear. Figure 19. This lists all of the students that are entered into the computer. The right side of the screen, *Students for This Site*, lists all of the students that have been entered into the site that was chosen on the *Student Site List* screen. Figure 20. In this screen, a student's name can be added to a site code list. A previously assigned student can also be removed from the site code list if he or she has no hours of attendance, which might occur with students who had been mistakenly entered in the incorrect site.

6. To add a student, double click on the desired student's name in the *All Students* column, (on the left side of the screen). Figure 21. The student's name will appear on the *Students for This Site* list, (on the right side of the screen). Figure 22.

7. To remove a student's name that was mistakenly added (in step 6), double click on the incorrect student's name in the *Students for This Site* list. Figure 22. This will remove the student's name from the *Students for This Site* list without removing the name from the *All Students* list. Figure 23.

8. Click on OK when you have finished adding or removing students from the site code. The *Student Site List* screen will appear. Figure 24.

9. To assign another student to a site code, repeat steps 4 through 9. To continue data processing, select an item from the menu bar. To quit when you are finished assigning students to site codes, click on *Cancel*. Figure 25. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

ASSIGNING STUDENT DATA TO SITE CODES: SUMMARY OF COMMANDS

1. Under *Misc.*, click, drag, and release on *Student Site List.*

2. Find the down-arrow in the field labeled *Site to Edit.* Click, drag, and release on the desired site.

3. Click on the word *OK.*

4. To add a student, double click on the desired student's name in the *All Students* column. The student's name will appear on the *Students for This Site* list.

5. To remove a student's name that was mistakenly added, double click on the incorrect student's name in the *Students for This Site* list.

6. Click on *OK* when you have finished adding or removing students from the site codes. *The Student Site List* screen will appear.

7. To assign another student to a site code, repeat steps 2 through 7. To continue data processing, select an item from the menu bar. To quit when you are finished assigning students to site codes, click on *Cancel.* Next, on the menu bar under *File,* click, drag, and release on the word *Quit.*

ASSIGNING TUTOR DATA TO SITE CODES

1. Find *Misc.* on the menu bar.

2. Under *Misc.*, click, drag, and release on *Tutor Site List*.

3. A box labeled *Tutor Site List* will appear.

4. Find the down-arrow in the field labeled *Site to Edit*. Click, drag, and release on the desired site.

5. Click on the word *OK*.

   Note: On the left side of the screen, *All Tutors* will appear. This lists all of the tutors that are entered into the computer. The right side of the screen, *Tutors for This Site* lists all of the tutors that have been entered into the site that was chosen on the *Tutors for This Site* screen. In this screen, a tutor's name can be added to a site code list. A previously assigned tutor can also be removed from the site code list if he or she has been mistakenly entered in the incorrect site.

6. To add a tutor, double click on the desired tutor's name in the *All Tutors* column (on the left side of the screen). The tutor's name will appear on the *Tutors for This Site* list (on the right side of the screen).

7. To remove a tutor's name that was mistakenly added (in step 6), double click on the incorrect tutor's name in the *Tutors for This Site* list. This will remove the tutor's name from the *Tutors for This Site* list without removing the name from the *All Tutors* list.

8. Click on *OK* when you have finished adding or removing tutors from the site code. The *Tutor Site List* screen will appear.

9. To assign another tutor to site codes, repeat steps 4 through 9. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

ASSIGNING TUTOR DATA TO SITE CODES: SUMMARY OF COMMANDS

1. Under *Misc.*, click, drag, and release on *Tutor Site List.*
2. Find the down-arrow in the field labeled *Site to Edit.* Click, drag, and release on the desired site.
3. Click on the word *OK.*
4. To add a tutor, double click on the desired tutor's name in the *All Tutors* column. The tutor's name will appear on the *Tutors for This Site* list.
5. To remove a tutor's name that was mistakenly added, double click on the incorrect tutor's name in the *Tutors for This Site* list.
6. Click on *OK* when you have finished adding or removing tutors from the site code. The *Tutor Site List* screen will appear.
7. To assign another tutor to site codes, repeat steps 2 through 7. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel.* Next, on the menu bar under *File*, click, drag, and release on the word *Quit.*

ASSIGNING STAFF MEMBER DATA TO SITE CODES

1. Find *Misc.* on the menu bar.

2. Under *Misc.*, click, drag, and release on *Staff Site List.*

3. A box labeled *Staff Site List* will appear.

4. Find the down-arrow in the field labeled *Site to Edit.* Click, drag, and release on the desired site.

5. Click on the word *OK.*

   Note: On the left side of the screen, *All Staff* will appear. This lists all of the staff members that are entered into the computer. The right side of the screen, *Staff for This Site,* lists all of the staff members that have been entered into the site that was chosen on the *Staff for This Site List* screen. In this screen, a staff member's name can be added to a site code list. A previously assigned staff member can also be removed from the site code list if he or she has been mistakenly entered in the incorrect site.

6. To add a staff member, double click on the desired staff member's name in the *All Staff* column (on the left side of the screen). The staff member's name will appear on the *Staff for This Site* list (on the right side of the screen).

7. To remove a staff member's name that was mistakenly added (in step 6), double click on the incorrect staff member's name in the *Staff for This Site* list. This will remove the staff member's name from the *Staff for This Site* list without removing the name from the *All Staff* list.

8. Click on *OK* when you have finished adding or removing staff members from the site code. The *Staff Site List* screen will appear.

9. To assign another staff members to site codes, repeat steps 4 through 9. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel.* Next, on the menu bar under *File,* click, drag, and release on the word *Quit.*

ASSIGNING STAFF MEMBER DATA TO SITE CODES: SUMMARY OF COMMANDS

1. Under *Misc.*, click, drag, and release on *Staff Site List.*

2. Find the down-arrow in the field labeled *Site to Edit.* Click, drag, and release on the desired site.

3. Click on the word *OK.*

4. To add a staff member, double click on the desired staff member's name in the *All Staff* column. The staff member's name will appear on the *Staff for This Site* list.

5. To remove a staff member's name that was mistakenly added, double click on the incorrect staff member's name in the *Staff for This Site* list.

6. Click on *OK* when you have finished adding or removing staff members from the site code. The *Staff Site List* screen will appear.

7. To assign another staff member to site codes, repeat steps 2 through 7. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel.* Next, on the menu bar under *File,* click, drag, and release on the word *Quit.*

HOURS FORMS FOR MONTHLY ATTENDANCE

Note: In tutoring situations, this is where tutors' and students' data are assigned to each other. To enter data in Hours Forms for Monthly Attendance, students' data (in either a class or tutoring situation) and tutors' data (in a tutoring situation) must be assigned to site codes.

1. Find *Forms* on the menu bar.

2. Under *Forms,* click, drag, and release on *Hours.*

3. A *Browse* box will appear on the screen.

4. Click on *Add New* to add new hours.

5. A screen labeled *Hours* will appear.

6. Find the down-arrow after *Site.* Click, drag, and release on the appropriate choice. Press the *Tab* key to move to the next field.

7. Find the down-arrow after *Student.* Click, drag, and release on the student to whom attendance hours are being added. Notice that the number of students appears to the right of this field. Press the *Tab* key to move to the next field.

8. There are two ways to enter the student's hours.
   a. Type the appropriate number.
   b. Find the up- and down-arrows after *Student Hours.* Click and release on the appropriate choice.

Note: Students can only have hours once per month per site.

9. Press the *Tab* key to move to the next field.

10. Find the down-arrow after *Tutor.* Click, drag, and release on the name of the tutor who corresponds to the student in the *Student* field (from step 7). Press the *Tab* key to move to the next field.

Note: Classes default to *No Tutor* in the *Tutor* field. The number of tutors, if applicable, appears to the right of this field.

11. There are two ways to enter the tutor's hours, if applicable.
    a. Type the appropriate number.
    b. Find the up- and down-arrows after *Tutor Hours.* Click and release on the appropriate choice.

12. Press the *Tab* key to move to the next field.

13. In the field labeled *For*, enter the month in which you want to add hours. There are two ways to enter the month.
    a. Type the first letter of the appropriate month. For months that have the same first letter, such as January, June, and July or April and August, type the first letter of the month repeatedly until the name of the desired month appears in the field.
    b. Find the down-arrow after *For*. Click, drag, and release on the appropriate choice.

14. There are two ways to enter the year.
    a. Type the appropriate year.
    b. Find the up- and down-arrows. Click and release on the appropriate choice.

Note: Once a date is entered (in steps 13 and 14) for a site, subsequent entries for that site will default to the date that had been entered. In other words, after entering a month and year for a site, you do not need to enter the date for the following entries within the same site.

15. Find the down-arrow after *Status*. Click, drag, and release on the appropriate choice (see the following for descriptions).

Note: These status indicators are used by the Center for Literacy because they enable the tracking of data for completeness. They are optional. However, the information will not be printed on Monthly Attendance Reports unless the information is entered here. The following is a brief description of the indicators, or terms, that appear under the *Status* heading:

Active: The student has attended class or tutoring sessions in the previous month.

Inactive: The student has not attended class or tutoring sessions in the previous month.

Need Exit: An educator has written the word *exit* or *drop* next to the student's name but has not submitted a Student Exit Form. This could also mean that a student has been transferred to another site and was not exited from the original site he or she had been attending.

Exit: The complete Student Exit Form has been submitted with a second assessment. This student will not appear on the next month's attendance.

Paperwork: A student's name appeared on the Monthly Attendance Report, but a Student Intake Data Form, NAA Form (if applicable), and first assessment form have not been submitted.

Intake: The Student Intake Data Form was submitted, but data are missing. The Student Intake Data Form has been returned to the educator with a note asking the educator to complete the form and return it for data processing.

NAA: The NAA Form has not been submitted with a Student Intake Data Form. The NAA Form does not apply to every program.

Pre-Test: A Student Intake Data Form and NAA Form (if applicable) have been submitted, but a pre-test score for standardized testing is still needed.

Post-Test: A Student Exit Form has been submitted, but a post-test score for standardized testing is still needed.

16. Press the *Tab* key to move to the next field.

Note: At this point, there are three options: enter another student's hours within the same site (steps 17 and 18), enter another student's hours from a different site (steps 19 through 21), or quit entering students' hours (steps 22 and 23).

17. To enter another student's hours within the same site, click on *OK, Do Another*.

18. Find the down-arrow after *Student*. Click, drag, and release on the next student for whom you are entering hours. Repeat steps 4 through 18.

19. To enter another student's hours from a different site, click on *OK, Do Another*.

20. Find the down-arrow after *Site*. Click, drag, and release on the next site for which you are entering hours.

21. Find the down-arrow after *Student*. Click, drag, and release on the next student for whom you are entering hours. Repeat steps 4 through 18.

22. If you are finished inputting data, click on *OK, I'm Done*.

23. The *Browse* box will reappear on the screen. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

HOURS FORMS FOR MONTHLY ATTENDANCE: SUMMARY OF COMMANDS

1. Under *Forms*, click, drag, and release on *Hours*.

2. Click on *Add New*.

3. Enter data.

4. To enter another student within the same site, click on *OK, Do Another*. Click, drag, and release on the name of the next student for whom you are entering hours. Repeat steps 2 through 4.

5. To enter another student's hours from a different site, click on *OK, Do Another*. Click, drag, and release on the next site for which you are entering hours. Click, drag, and release on the next student for whom you are entering hours. Repeat steps 2 through 4.

6. If you are finished inputting data, click on *OK, I'm Done*.

7. The *Browse* box will reappear on the screen. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

EXIT FORMS FOR STUDENTS, INCLUDING POST-ASSESSMENT SCORES FOR STANDARDIZED TESTING

1. Find *Forms* on the menu bar.

2. Under *Forms*, click, drag, and release on *Student Exit*.

3. A *Browse* box will appear on the screen.

4. Click on *Add New* to add a new Student Exit Form.

5. Find the down-arrow on the field labeled *Site*. Click, drag, and release on the site of the student who is being exited.

6. Find the down-arrow on the field labeled *Student*. Click, drag, and release on the student who is being exited.

7. Click on the box labeled *Next* to continue entering data from the Student Exit Form on the next screen.

8. The field labeled *Exit Date* will be highlighted. This field defaults to the current date. To change this date, type the desired date. If the date to which the field has defaulted is the desired date, move to step 9.

   Note: After selecting the student's name in step 6, his or her name automatically appears in the *Student Name* field.

9. Press the *Tab* key to move to the next field.

10. Find the up- and down-arrows in the field labeled *How many non-instructional contact hours did the student receive during this program?* Click and release on the appropriate response.

11. Press the *Tab* key to move to the next field.

12. Find the down-arrow in the field labeled *For the entry level (ESL, 0-4, 5-8, or 9-12) pick one of the following*. Click, drag, and release on the appropriate response.

13. Press the *Tab* key to move to the next field.

14. If *early separation* was the response in step 10, find the down-arrow in the field labeled *If "early separation" is checked above, please indicate the primary reason*. Click, drag, and release on the appropriate response. If *early separation* was not indicated in step 10, move to step 15.

15. Press the *Tab* key to move to the next field.

16. Find the up- and down-arrows in the field labeled *How many grade levels or ESL levels has the student advanced?* Click and release on the appropriate response.

17. Click on the box labeled *Next* to continue entering data from the Student Exit Form on the next screen.

18. If the student has met any of the goals listed on this screen, click in the box before each goal met, which places an *x* in the box. The *x* can be removed by clicking in the box again.

19. Click on the box labeled *Next* to continue entering data from the Student Exit Form on the next screen.

20. If the student has met any of the goals listed on this screen, click in the box before each goal met, which places an *x* in the box. The *x* can be removed by clicking in the box again.

21. Click on the box labeled *Next* to continue entering data from the Student Exit Form on the next screen.

22. A screen labeled *Standardized Testing* will appear.

Note: This is where post-assessment scores for standardized testing are entered. Data from pre-assessments automatically appear on this screen.

23. Under *Post*, click in the box labeled *Refused* or the box labeled *N/A*, if applicable. This places an *x* in the chosen box. The *x* can be removed by clicking in the box again. Press the *Tab* key to move to the next field.

24. Find the up- and down-arrows next to the field labeled *Month*. Click and release on the month in which the student was post-tested.

25. Find the down-arrow in the field labeled *Test Type*. Click, drag, and release on the type of post-test that the student was given.

26. Find the up- and down-arrows after the field labeled *Test Name*. Click and release on the name of the test that the student was given.

27. Find the up- and down-arrows after the field labeled *Test Score*. Click and release on the score that the student received.

28. Find the up- and down-arrows after the field labeled *Math Test*. Click and release on the math test that the student was given.

29. Find the up- and down-arrows after the field labeled *Math Score*. Click and release on the score that the student received.

30. Click on *Save* to save the entry. Click on *Cancel* to cancel the entry.

31. The *Browse* box will reappear on the screen. To enter another Student Exit Form, repeat steps 4 through 31. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

Exit Forms for Students, Including Post-Assessment Scores for Standardized Testing: Summary of Commands

1. Under *Forms*, click, drag, and release on *Student Exit.*
2. Click on *Add New.*
3. Enter site and student data.
4. Click on *Next.*
5. Enter exit data.
6. Click on *Next.*
7. Enter goals met data.
8. Click on *Next.*
9. Enter societal and economic goals met data.
10. Click on *Next.*
11. Enter post-assessment data.
12. Click on *Save.*
13. The *Browse* box will reappear on the screen. To enter another Student Exit Form, repeat steps 2 through 13. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel.* Next, on the menu bar under *File*, click, drag, and release on the word *Quit.*

Note: At the end of the fiscal year, data regarding every contract on which a staff person has worked must be entered. Because staff members' data has already been assigned site codes (see page 46), every contract under which they have worked is part of their records. To enter data regarding the fulfillment of contracts, the staff information must be edited. This editing process must be completed for every contract under which each staff person has worked.

1. Find *Forms* on the menu bar.
2. Under *Forms*, click, drag, and release on *Staff Info*.
3. A *Browse* box will appear on the screen.
4. Click on the name of the staff member whose data you will be editing.
5. Double click on the word *Edit* at the bottom of the screen.
6. The field labeled *Last Name* will be highlighted. It contains the last name of the staff person whose information is being edited.
7. Double click on the box labeled *Edit Site-Specific Info*, which appears on the bottom right of the screen.
8. A small *Staff Information* box containing the staff person's name will appear on the screen.
9. Find the down-arrow in the field labeled *Sites*. Click, drag, and release on the site of the staff person that is being edited.
10. Click on the word *Edit* at the bottom of the screen.
11. A larger *Staff Information* box will appear on the screen. The first field is labeled *Average Hours Worked per Week*.
12. There are two ways to enter the number of average hours worked per week in the program that you are currently editing in the field *This Program*.
    a. Type the number of hours worked per week in the program that you are currently editing.
    b. Find the up- and down-arrows after the field labeled *This Program*. Click and release on the number of hours the staff person has worked in the program that you are currently editing. Press the *Tab* key to move to the next field.

13. There are two ways to enter the number of average hours worked per week in the program that you are currently editing plus other programs in the field *This Program Plus Others.*
    a. Type the number of hours worked per week in the program that you are currently editing in addition to the number of hours the staff person has worked in other programs.
    b. Find the up- and down-arrows after the field labeled *This Program Plus Others.* Click and release on the number of hours the staff person has worked in the program that you are currently editing in addition to the number of hours the staff person has worked in other programs. Press the *Tab* key to move to the next field.

14. There are two ways to enter data in the *Staff Compensation* field.
    a. Type the first letter of the appropriate code: *P* for Paid at least partially by ABE funds, *P* for Paid entirely from other sources, *A* for A volunteer, or *A* for A volunteer tutor. For options that have the same first letter, such as *P* for Paid at least partially by ABE funds and *P* for Paid entirely from other sources or *A* for A volunteer and *A* for A volunteer tutor, type the first letter repeatedly until the name of the desired level appears in the field.
    b. Find the down-arrow after *Staff Compensation.* Click, drag, and release on the appropriate response. Press the *Tab* key to move to the next field.

15. There are two ways to enter data in the *Hourly Rate of Pay for Your Primary Position* field.
    a. Type the dollar amount.
    b. Find the up- and down-arrows after the *Hourly Rate of Pay for Your Primary Position* field. Click and release on the appropriate response. Press the *Tab* key to move to the next field.

16. Find the field labeled *Participated in Staff Development Activities This Year.* If the staff member has participated in staff development activities during the program year, click in the box labeled *Yes,* which places an *x* in the box. The *x* can be removed by clicking in the box again.

17. If a yes response is indicated in step 16, there are two ways to enter data in this field.
    a. Type the first letter of the appropriate code: *R* for Regional Workshops sponsored by or through ABLE, *P* for PAACE Mid-Winter Conference, *L* for Locally Sponsored In-Service Training, or *O* for Other.
    b. Find the down-arrow after the *Yes* response. Click, drag, and release on the applicable staff development activities.

18. There are two ways to enter data in the *Hours Spent in Locally Sponsored In-Service Training Sessions During Program Year* field.

a. Type the number of hours.
b. Find the up- and down-arrows after the *Hours Spent in Locally Sponsored In-Service Training Sessions During Program Year* field. Click and release on the appropriate response. Press the *Tab* key to move to the next field.

19. Click on the box labeled *Next* to continue editing staff information.

20. The final editing screen for staff information reads *Mark "1" next to the staff position in which MOST of your time is spent during the program year, mark "2," "3," and so on next to any other staff position you hold in this program.* To mark responses, click on the circle in front of the appropriate response (*1, 2, 3, 4,* or *N/A*) for each category of positions (*Administrator, Supervisor, Teacher, Counselor, Aide/Paraprofessional,* and *Clerical/Support*).

    Note: Remember to mark only the time spent in the program that is currently being edited. Also, mark *N/A* for the positions that do not apply. In other words, each position should have a mark next to it, whether it is a *1, 2, 3, 4,* or *N/A*.

21. Click on *Save* to save the entry. Click on *Cancel* to cancel the entry.

22. The box labeled *Staff Information* will reappear on the screen. Click on *Cancel* when you are finished entering data regarding the fulfillment of contracts for that staff person. Click on *Edit* to enter data regarding the fulfillment of another contract for the same staff person.

23. After clicking on *Cancel* in step 22, the *Browse* box will reappear on the screen. To edit another staff member's information, repeat steps 4 through 23. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel.* Next, on the menu bar under *File,* click, drag, and release on the word *Quit.*

EDITING STAFF INFORMATION: SUMMARY OF COMMANDS

1. Under *Forms*, click, drag, and release on *Staff Info.*
2. Click on *Edit.*
3. Enter last name and first name of staff person.
4. Double click on *Edit Site-Specific Info.*
5. Enter data.
6. Click on *Next.*
7. Enter data.
8. Click on *Save.*
9. The *Browse* box will reappear on the screen. To edit another staff member's information, repeat steps 2 through 9. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel.* Next, on the menu bar under *File,* click, drag, and release on the word *Quit.*

EDITING FORMS

Note: After the data entry for a form has been completed, the entry can be edited, or changed, at any time by using the following process. The edit option can be used to change information that has been input, add information that has been omitted, or delete information that has been entered incorrectly.

1. Find *Forms* on the menu bar.

2. Under *Forms*, click, drag, and release on the form that you want to edit (e.g., Student Intake Data Form).

3. A *Browse* box will appear on the screen.

4. Highlight the file that you want to edit by clicking on it. For example, if you want to edit information on an individual's Student Intake Data Form, highlight the student's name by clicking on it.

5. Double click on *Edit* at the bottom of the screen.

6. At this point, any data that appear on the screen can be edited by using the following processes. Moving from one field to the next field can be done two ways: press the *Tab* key or click on the next field. In fields where moving from one field to the next by pressing the *Tab* key or by clicking the mouse button are equally efficient, both sets of directions are included. When one movement is more efficient, only its directions are included.

   - If the information was typed in a text box, you can completely remove all of the information that had been typed in two ways. For example, you may need to correct an incorrect name, address, or telephone number.
     a. Click to the left of the first word in the box, press the *Shift* key, click to the right of the last word in the box (while continuing to depress the *Shift* key), and release. Press the *Backspace* key. Enter the correct information.
     b. Click to the left of the first word in the box, and keep the mouse button depressed. Use the mouse to move to the right of the data and release the mouse button. Press the *Backspace* key. Enter the correct information.

   - If the information was typed in a text box, you can edit part of the information in two ways. For example, you may need to correct a misspelled word or two transposed numbers in a social security number.

a. Click to the left of the error within the word or series of numbers, press the *Shift* key, click to the right of the error (while continuing to depress the *Shift* key), and release. Press the *Backspace* key. Enter the correct information, if applicable.
b. Click to the left of the error within the word or series of numbers, and keep the mouse button depressed. Use the mouse to move to the right of the error and release the mouse button. Press the *Backspace* key. Enter the correct information, if applicable.

- If the data were entered by using the down-arrows, click, drag, and release on the appropriate response. When using the down-arrows or typing the information in the field's data box are equally efficient, both sets of directions are included. When one data-entry process is more efficient, only its directions are included.

- If the data were entered by using the up- and down-arrows, click and release on the appropriate response. When using the up- and down-arrows or typing the information in the field's data box are equally efficient, both sets of directions are included. When one data-entry process is more efficient, only its directions are included.

- If the information was entered by clicking on a box that resulted in an *x* being marked in the box (e.g., *OK to Call at Home* on the Student Intake Data Form) and you want to remove the *x*, click in the box again to remove it.

- If the information was entered in a *Yes* or *No* circle (e.g., *Has the student previously completed an ABE, ESL or AL program?*) and you want to change the response, click on the correct response.

7. Click on *Save* to save the entry. Click on *Cancel* to cancel the entry.

8. The *Browse* box will reappear on the screen. To edit another form, repeat steps 4 through 8. To continue data processing, select an item from the menu bar. To quit when you are finished entering data, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

PART IV: EXPORTING DATA

Note: To prepare the data for submission to ABLE, the following procedures must be followed. After entering the data in Part III, the data must be exported to individual databases (i.e., one for students, one for tutors, and one for staff members). The process is the same for students, tutors, and staff members, with one exception: records for the students and tutors are selected by the number of attendance hours, whereas the records for staff members are not. After records have been exported and saved on a disk, they can be sent to the Pennsylvania Department of Education (PDE).

FORMATTING A DISK

Note: Both formatted and unformatted disks are available for purchase. To format a disk, follow the directions in your computer manual

PREFERENCES' EFFECT ON EXPORTS

It is important to remember that you might have established preferences in the Customizing the Application section of this manual, which enables your agency to tailor exports (and reports) to meet agency needs. The location can be customized to default in the Exporting Data to the Pennsylvania Department of Education section of the manual. Although records can be exported for students, tutors, or taff members, the location defaults only in the students' records.

In the Exporting Data to the Pennsylvania Department of Education section of the manual, directions for entering the location information is included. These directions only apply if preferences were not previously established in the Customizing the Application section of this manual. If preferences were previously established, the field will default to the preference specifications, and you can skip the steps regarding entering the location information for students.

If location preference information was established, the codes were obtained from the *Instructions: Adult Basic Literacy Data Forms* manual, which is explained in the Customizing the Application section of this manual.

For more information regarding the preferences' effects on exports, refer to Customizing the Application.

EXPORTING DATA TO THE PENNSYLVANIA DEPARTMENT OF EDUCATION

1. Insert a formatted disk into the disk drive, if you have not already done so.

2. Find *File* on the menu bar.

3. Under *File*, click, drag, and release on *Export (PDE)*.

4. A box labeled *Export (PDE)* box reading *Which database do you want to export?* will appear on the screen.

5. To select staff members, click on the circle labeled *Staff*. To select students, click on the circle labeled *Student*. To select tutors, click on the circle labeled *Tutor*.

6. After selecting the database that you want to export, click on *Export*.

7. A box labeled *Export (PDE)* will appear.

8. Find the down-arrow after the field labeled *Report Grouping*, which defaults to *by Area*. Click, drag, and release on how you want the report to be grouped (i.e., *by Area, by Contract*, or *by Site*).

9. To limit the report grouping, click in the box labeled *Limit to*, which places an *x* in the box. The *x* can be removed by clicking in the box again.

   Note: Only place an *x* in the box labeled *Limit to* if you want the grouping restricted to one area. For example, if *by Area* was selected in the field *Report Grouping*, the scope of the report can be limited to a specific category within the *Report Grouping* selection (i.e., area, contract, or site). If the box labeled *Limit to* is not marked with an *x*, the application will automatically include all of the areas, sites, and contracts.

10. If the box labeled *Limit to* was marked with an *x* in step 9, find the down-arrow after *Limit to*. Click, drag, and release on the desired item. If the box labeled *Limit to* was not marked with an *x* in step 9, move to step 11.

11. Find the down-arrow in the field labeled *Hours of Attendance*, which defaults to > (*greater than*). Click, drag, and release on the desired symbol (i.e., >, =, <, >=, <=).

    Note: The *Hours of Attendance* field applies only to students and tutors. For staff members, this field is blocked.

12. Click on the last box in the *Hours of Attendance* field, which defaults to zero. Type the number of attendance hours that the record must meet before becoming part of the export.

Note: Be aware that the *Report Grouping* and *Limit to* fields are part of the record selection.

The information to which the *Hours of Attendance* field has defaulted (i.e., >*0*) will select all records with any hours. Remember that the *Hours of Attendance* field has two parts, which work together. For example, if = is chosen in the first box, and 2 is chosen in the second box, records with exactly two hours of attendance will appear in the exported database. This field has been created so agencies can maintain records on everyone they have served but only report students who have a particular number of hours for a contract.

Note: The following is a list of symbols and definitions for the *Hours of Attendance field.*

= **Equal to:** The hours of attendance must be equal to the number that is typed in this field.
> **Greater Than:** The hours of attendance must be greater than the number that is typed in this field.
< **Less Than:** The hours of attendance must be less than the number that is typed in this field.
>= **Greater Than or Equal to:** The hours of attendance must be greater than or equal to the number that is typed in this field.
<= **Less Than or Equal to:** The hours of attendance must be less than or equal to the number that is typed in this field.

13. Find the up- and down-arrows next to the field labeled *For the*. Click and release on the number of months that you want the export to span.

14. Find the down-arrow next in the field labeled *months ending with*. Click, drag, and release on the month that you want the export to end.

15. Find the up- and down-arrows next to the box that defaults to the present calendar year. Click and release on the year that you want the export to end.

16. Click on the box labeled *OK* to continue on the next screen.

17. A box reading *DATABASE* will appear on the screen. This box is where the database file that you want to export is named and saved.

18. On the right side of the screen are the options *Eject, Desktop, New, Cancel*, and *Save*. Click on *Desktop*.

19. The word *Desktop* will move to the top of the box. Under the word *Desktop*, there is a list of options, including an icon of a disk. Double click on the disk icon.

20. The name of the disk will appear at the top of the box.

21. The bottom, left corner of the box reads *Export Student Data as.*

22. Click to the left of the first character in the box labeled *Export Student Data as.* Keeping the mouse button depressed, use the mouse to move to the right of the last character in the box labeled *Export Student Data as.* Release the mouse button.

23. The box labeled *Export Student Data as* is highlighted.

24. Type the desired name of the database file.

Note: Although you can keep the defaulted name, it is recommended that you change it to a more meaningful name. For example, the database file could be renamed *Student 95.DBF* or *Tutor 95.DBF* to indicate contents and year of the information the database file contains. The only stipulation is that the name must be followed by a dot and the letters *DBF* (database file). To change the name of the database, type the desired name.

25. Click on *Save* to save the entry. Click on *Cancel* to cancel the entry.

26. The disk is ready to be sent to the Pennsylvania Department of Education.

27. To remove the disk from the disk drive, click on the disk icon, which appears on the right side of the screen, drag the disk icon to the *Trash* icon, and release the mouse button when the word *Trash* under the *Trash* icon is highlighted.

Note: Dragging the disk icon to the *Trash* icon will not erase the disk or damage it in any way. Instead, it will eject the disk. For other ways to eject a disk, consult the Macintosh manual.

28. To continue data processing, select an item from the menu bar. To quit when you are finished exporting reports, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

Note: To save the databases on the hard drive, consult the Macintosh manual.

PART V: DATA REPORTS

OVERVIEW OF REPORTS

One important use of a computerized data system is the capability to produce reports for planning and decision-making. The reports that are pre-programmed on the disk are the reports that we, through the Center for Literacy's experience, believe literacy agencies will find useful. Most of these reports enable agencies to examine data by site, area, or contract in student, tutor, and staff databases. These reports are not required by the Pennsylvania Department of Education.

Under *Reports* on the menu bar, the following types of reports are listed:

- Demographics: This report summarizes student intake information. Figure 26.

- Monthly Attendance: This report serves as a monthly attendance blank for collecting information on student and tutor hours. Figure 27.

- Service Summary: This report provides a summary of information on the number of students served and the number of active tutors for managerial use in programs. Figure 28.

- Student Attendance: This report provides program data by site and area for a specified period with hours >0, >2, and ≥12. Figure 29.

- Standardized Test Scores: This report summarizes the increases in standardized test scores between pre- and post-testing, based on the number of instructional hours. Figure 30.

PREFERENCES' EFFECT ON REPORTS

It is important to remember that you might have established preferences in the Customizing the Application section of this manual that enable your agency to tailor reports (and exports) to meet agency needs. The fiscal year and agency name can both be customized to default on the reports that are generated by following the directions in the Data Reports section of the manual.

In the Data Reports section, directions for entering the fiscal year information and agency name are included, which apply only if preferences were not previously established in the Customizing the Application section of this manual. If preferences previously established remain the same, the field will default to the preference specifications, and you can skip the steps regarding entering the fiscal year information and agency name.

TYPES OF REPORTS

DEMOGRAPHICS

1. Find *Reports* on the menu bar.

2. Under *Reports*, click, drag, and release on *Demographics*.

3. A *Report Selection* box will appear on the screen. The upper left corner of the screen will read *Demographics*.

4. Find the down-arrow after the field labeled *Report Grouping*, which defaults to *No Grouping*. Unlike some other reports, this field cannot be grouped by *All, Area, Contract*, or *Site*. In the Demographics Report, this field must remain *No Grouping*.

5. Find the up- and down-arrows after the field labeled *For the*. Click and release on the number of months that you want the Demographics Report to span.

6. Find the down-arrow after the field labeled *months ending with*. Click, drag, and release on the month that you want the Demographics Report to end.

7. Find the up- and down-arrows after the box that defaults to the present calendar year. Click and release on the year that you want the Demographics Report to end.

8. Click on the box labeled *OK* to continue on the next screen.

9. A box reading *Send Report Output to* will appear on the screen.

10. To print the report, click on the circle labeled *Printer*. To preview the report, move to step 11, because this field defaults to *Preview*.

11. After selecting *Preview* or *Printer*, click on the box labeled *Report*.

Note: If *Preview* was selected, a small box reading *Running query* will appear on the screen. During this time, the application is gathering data for each query. When the data have been gathered, the report will appear on a screen reading *Page Preview*. On the right side of the screen are the options *OK, Next, Previous, Page, Zoom In*, and *Zoom Out*. Double clicking on *OK* returns the report to the *Send report out* box (step 9). Double clicking on *Next* moves to the next page in the report. Double clicking on *Previous* moves to the previous page in the report. Double clicking on *Page* allows you to move to a specific page in the report.

Before double clicking on *Page*, click and release on the up- and down-arrows to select the appropriate page number. Double clicking on *Zoom In* enlarges the page on the screen. Double clicking on *Zoom Out* reduces the page on the screen. If you want to print the report after previewing it, repeat steps 10 and 11, following the instructions for *Printer*.

If *Print* was selected, a small box reading *Running query* will appear on the screen. During this time, the application is gathering data for each query. When the data have been gathered, the report will begin to print.

12. After printing or previewing the report, the *Report Selection* box from step 3 will reappear on the screen. To generate another Demographics Report, repeat steps 3 through 12. To continue data processing, select an item from the menu bar. To quit when you are finished generating reports, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

MONTHLY ATTENDANCE

1. Find *Reports* on the menu bar.

2. Under *Reports*, click, drag, and release on *Monthly Attendance*.

3. A *Report Selection* box will appear on the screen. The upper left corner of the screen will read *Monthly Attendance* .

4. Find the down-arrow after the field labeled *Site*. Click, drag, and release on the name of the site for which you want a Monthly Attendance Report.

5. Find the down-arrow after the field labeled *For*. Click, drag, and release on the month for which you would like a Monthly Attendance Report.

6. Find the up- and down-arrows after the field that defaults to the present calendar year. Click and release on the year for which you would like a Monthly Attendance Report.

7. Click on the box labeled *OK* to continue on the next screen.

8. A box reading *Send Report Output to* will appear on the screen.

9. To print the report, click on the circle labeled *Printer*. To preview the report, move to step 10, because this field defaults to *Preview*.

10. After selecting *Preview* or *Printer*, click on the box labeled *Report*.

> Note: If *Preview* was selected, a small box reading *Running query* will appear on the screen. During this time, the application is gathering data for each query. When the data have been gathered, the report will appear on a screen reading *Page Preview*. On the right side of the screen are the options *OK, Next, Previous, Page, Zoom In,* and *Zoom Out.* Double clicking on *OK* returns the report to the *Send report out* box (step 8). Double clicking on *Next* moves to the next page in the report. Double clicking on *Previous* moves to the previous page in the report. Double clicking on *Page* allows you to move to a specific page in the report. Before double clicking on *Page*, click and release on the up- and down-arrows to select the appropriate page number. Double clicking on *Zoom In* enlarges the page on the screen. Double clicking on *Zoom Out* reduces the page on the screen. If you want to print the report after previewing it, repeat steps 9 and 10, following the instructions for *Printer*.
>
> If *Print* was selected, a small box reading *Running query* will appear on the screen. During this time, the application is gathering data for each query. When the data have been gathered, the report will begin to print.

11. After printing or previewing the report, the *Report Selection* box from step 3 will reappear on the screen. To generate another Monthly Attendance Report, repeat steps 3 through 11. To continue data processing, select an item from the menu bar. To quit when you are finished generating reports, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

1. Find *Reports* on the menu bar.

2. Under *Reports*, click, drag, and release on *Service Summary*.

3. A *Report Selection* box will appear on the screen. The upper left corner of the screen will read *Service Summary*.

4. Find the down-arrow after the field labeled *Report Grouping*, which defaults to *No Grouping*. Unlike some other reports, this field cannot be grouped by *All, Area, Contract*, or *Site*. In the Service Summary Report, this field must remain *No Grouping*.

5. Find the up- and down-arrows after the field labeled *For the*. Click and release on the number of months that you want the Service Summary Report to span.

6. Find the down-arrow after the field labeled *months ending with*. Click, drag, and release on the month that you want the Service Summary Report to end.

7. Find the up- and down-arrows after the box that defaults to the present calendar year. Click and release on the year that you want the Service Summary Report to end.

8. Click on the box labeled *OK* to continue on the next screen.

9. A box reading *Send Report Output to* will appear on the screen.

10. To print the report, click on the circle labeled *Printer*. To preview the report, move to step 11, because this field defaults to *Preview*.

11. After selecting *Preview* or *Printer*, click on the box labeled *Report*.

Note: If *Preview* was selected, a small box reading *Running query* will appear on the screen. During this time, the application is gathering data for each query. When the data have been gathered, the report will appear on a screen reading *Page Preview*. On the right side of the screen are the options *OK, Next, Previous, Page, Zoom In*, and *Zoom Out*. Double clicking on *OK* returns the report to the *Send report out* box (step 9). Double clicking on *Next* moves to the next page in the report. Double clicking on *Previous* moves to the previous page in the report. Double clicking on *Page* allows you to move to a specific page in the report. Before double clicking on *Page*, click and release on the up- and down-arrows to select the appropriate page number. Double clicking on *Zoom In* enlarges the page on the screen. Double clicking on *Zoom Out* reduces the page on the screen. If you want to print the report after previewing it, repeat steps 10 and 11, following the instructions for *Printer*.

If *Print* was selected, a small box reading *Running query* will appear on the screen. During this time, the application is gathering data for each query. When the data have been gathered, the report will begin to print.

12. After printing or previewing the report, the *Report Selection* box from step 3 will reappear on the screen. To generate another Service Summary Report, repeat steps 3 through 12. To continue data processing, select an item from the menu bar. To quit when you are finished generating reports, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

1. Find *Reports* on the menu bar.

2. Under *Reports*, click, drag, and release on *Student Attendance*.

3. A *Report Selection* box will appear on the screen. The upper left corner of the screen will read *Student Attendance*.

4. Find the down-arrow after the field labeled *Report Grouping*, which defaults to *by Area*. Click, drag, and release on how you want the report grouped (i.e., *All*, *Area*, *Contract*, or *Site*).

5. Find the up- and down-arrows after the field labeled *For the*. Click and release on the number of months that you want the Student Attendance Report to span.

6. Find the down-arrow after the field labeled *months ending with*. Click, drag, and release on the month that you want the Student Attendance Report to end.

7. Find the up- and down-arrows after the box that defaults to the present calendar year. Click and release on the year that you want the Student Attendance Report to end.

8. Click on the box labeled *OK* to continue on the next screen.

9. A box reading *Send Report Output to* will appear on the screen.

10. To print the report, click on the circle labeled *Printer*. To preview the report, move to step 11, because this field defaults to *Preview*.

11. After selecting *Preview* or *Printer*, click on the box labeled *Report*.

> Note: If *Preview* was selected, a small box reading *Running query* will appear on the screen. During this time, the application is gathering data for each query. When the data have been gathered, the report will appear on a screen reading *Page Preview*. On the right side of the screen are the options *OK*, *Next*, *Previous*, *Page*, *Zoom In*, and *Zoom Out*. Double clicking on *OK* returns the report to the *Send report out* box (step 9). Double clicking on *Next* moves to the next page in the report. Double clicking on *Previous* moves to the previous page in the report. Double clicking on *Page* allows you to move to a specific page in the report. Before double clicking on *Page*, click and release on the up- and down-arrows to select the appropriate page number. Double clicking on *Zoom In* enlarges the page on the screen. Double clicking on *Zoom Out* reduces

the page on the screen. If you want to print the report after previewing it, repeat steps 10 and 11, following the instructions for *Printer.*

If *Print* was selected, a small box reading *Running query* will appear on the screen. During this time, the application is gathering data for each query. When the data have been gathered, the report will begin to print.

12. After printing or previewing the report, the *Report Selection* box from step 3 will reappear on the screen. To generate another Student Attendance Report, repeat steps 3 through 12. To continue data processing, select an item from the menu bar. To quit when you are finished generating reports, click on *Cancel.* Next, on the menu bar under *File,* click, drag, and release on the word *Quit.*

STANDARDIZED TEST SCORES

1. Find *Reports* on the menu bar.

2. Under *Reports*, click, drag, and release on *Standardized Test Scores*.

3. A *Report Selection* box will appear on the screen. The upper left corner of the screen will read *Standardized Test Scores*.

4. Find the down-arrow after the field labeled *Report Grouping*, which defaults to *by Area*. Click, drag, and release on how you want the report grouped (i.e., *All, Area, Contract*, or *Site*).

5. Find the down-arrow after *Report Type*. Click, drag, and release on the desired type of report.

6. Find the up- and down-arrows after the field labeled *For the*. Click and release on the number of months that you want the Standardized Test Scores Report to span.

7. Find the down-arrow after the field labeled *months ending with*. Click, drag, and release on the month that you want the Standardized Test Scores Report to end.

8. Find the up- and down-arrows after the box that defaults to the present calendar year. Click and release on the year that you want the Standardized Test Scores Report to end.

9. Click on the box labeled *OK* to continue on the next screen.

10. A box reading *Send Report Output to* will appear on the screen.

11. To print the report, click on the circle labeled *Printer*. To preview the report, move to step 12, because this field defaults to *Preview*.

12. After selecting *Preview* or *Printer*, click on the box labeled *Report*.

Note: If *Preview* was selected, a small box reading *Running query* will appear on the screen. During this time, the application is gathering data for each query. When the data have been gathered, the report will appear on a screen reading *Page Preview*. On the right side of the screen are the options *OK, Next, Previous, Page, Zoom In*, and *Zoom Out*. Double clicking on *OK* returns the report to the *Send report out* box (step 10). Double clicking on *Next* moves to the next page in the report. Double clicking on *Previous* moves to the previous page in the report. Double clicking on *Page* allows you to move to a specific page in the report. Before double clicking on *Page*, click and release on the up- and down-arrows to select the appropriate page number. Double clicking on *Zoom In* enlarges the page on the screen. Double clicking on *Zoom Out* reduces the page on the screen. If you want to print the report after previewing it, repeat steps 10 through 12, following the instructions for *Printer*.

If *Print* was selected, a small box reading *Running query* will appear on the screen. During this time, the application is gathering data for each query. When the data have been gathered, the report will begin to print.

13. After printing or previewing the report, the *Report Selection* box from step 3 will reappear on the screen. To generate another Standardized Test Scores Report, repeat steps 3 through 13. To continue data processing, select an item from the menu bar. To quit when you are finished generating reports, click on *Cancel*. Next, on the menu bar under *File*, click, drag, and release on the word *Quit*.

PART VI: REFERENCE MATERIAL

LIST OF TERMS

Add New: When you click on the box labeled *Add New,* it allows you to add a new entry, such as a student.

Cancel: When you click on the box labeled *Cancel,* it allows you to cancel an entry that has not yet been saved. If an entry has already been saved, clicking on *Cancel* is used to end the data-entry process that was being used. To close the FoxPro application after canceling, see *Quit*.

Click: To do this, move the mouse to the item you want to select, depress (click) the mouse button, and release the mouse button.

Click and Release: To do this, move the mouse to the item (often an up- and down-arrow pair) that you want to select, and depress (click) the mouse button. Release the mouse button when the desired response appears.

Click, Drag, and Release: To do this, click on the desired item (often a down-arrow or a word on the menu bar) that you want to select, depress (click) the mouse button, and move, or drag, the mouse downward until the desired response is highlighted. Release the mouse button when the desired response is highlighted. The click, drag, and release movement is also used to quit the FoxPro application. To do this, click on the word *File* on the menu bar, drag the mouse downward until the word *Quit* is highlighted, and release the mouse button.

Double Click: To do this, move the mouse to the item you want to select, depress the mouse button two times in rapid succession, and release the mouse button.

Down-Arrows: Down-arrows appear in various data fields in the Macintosh version. They are triangles that point downward. When used, they reveal pop-up menus that contain response options.

Drag: To do this, move the mouse to the item (often a down-arrow) that you want to select, depress (click) the mouse button, and move, or drag, the mouse until the desired response is highlighted. Release the mouse button when the desired response is highlighted.

Edit: When you click on the box labeled *Edit,* it allows you to edit, or change, an entry. The *Edit* command is also used to enter second assessment data for students and to modify staff members' records (i.e., contract assignments).

Export: To *export* records is to move records from one database to another database that is structured for use by the Pennsylvania Department of Education. Three databases are available for export: one for students, one for tutors, and one for staff members.

Field: *Field* refers to a space on the screen into which data, often of a demographic nature, can be entered. For example, on a *Student Data Intake* screen, there is a *Student's Name* field, *Social Security* field, *Address* field, *Gender* field, and so on. In other words, a field is a category into which data will be–or already are–assigned.

Help: When you click on the box labeled *Help*, it accesses detailed information that is designed to assist you with data entry.

Menu: A *menu* contains a list of options that are displayed on the screen. To select an option on a menu, click on the menu name, drag, and release on the desired option.

Menu Bar: This term refers to the line, or bar, of options at the top of the FoxPro application screen, including *File, Edit, Forms, Reports*, and *Misc.*

Monitor: A monitor contains the unit that displays the various data-entry screens.

Mouse: The mouse will be used for three different movements. First, it can be used to move on the screen by physically moving the mouse on the mouse pad. Second, it can be used to select an item from the screen by clicking on the desired item. To do this, move the mouse to the item you want to select, depress (click) the mouse button, and release the key. Third, the mouse can be used to select an item by double clicking on the desired item. To do this, move the mouse to the item you want to select, depress the mouse button two times in rapid succession, and release the mouse button.

Next: When you click on the box labeled *Next*, it allows you to move to the next screen.

Previous: When you click on the box labeled *Previous*, it allows you to return to the previous screen.

Save: When you click on the box labeled *Save*, it saves the entry that was made.

Screen: *Screen* refers to the information that is displayed on the monitor. Screens usually have names (e.g., *Student Assessment* screen). On the data-entry screens, various fields appear.

Tab: *Tab* refers to the *Tab* key on the keyboard. Generally, the *Tab* key is used to move from one field to the next. To return to a previous field, press the *Tab* key while holding down the *Shift* key.

Up- and Down-Arrows: Up-and-down-arrows appear in various data fields that require numerical data in the Macintosh version. They are pairs of small arrows, one that points upward and one that points downward. These arrows raise (with the up-arrow) or lower (with the down-arrow) the number in the data field.

Quit: *Quit* is used to close the FoxPro application, after ending the data process that was being used (see *Cancel*). To quit, click on the word *File* on the menu bar, drag the mouse downward until the word *Quit* is highlighted, and release the mouse button.

FREQUENTLY ASKED QUESTIONS

MOVEMENT IN SCREENS, FIELDS, AND BOXES

Q: **Why won't anything happen when I click?**

A: Try a slower, more deliberate click. If nothing happens, try a double click.

Q: **Why won't anything happen when I double click?**

A: Try a slower, more deliberate double click. If nothing happens, perhaps it was too slow. Try two clicks in a more rapid succession.

Q: **I accidentally moved to a field that I don't want to be on. How do I get back to where I was?**

A: There are two ways to return to a previous field. One way is to use the mouse to move to the desired field, and click on the desired location. The other way to return to a previous field is to press the *Tab* key while holding down the *Shift* key.

Q: **I accidentally moved to a box that I don't want to be on. How do I get to where I want to go?**

A: There are three ways to move to a different box. One way is to use the mouse to move to the desired screen location, and click on the desired location. Another way is to press the *Tab* key, which will move the cursor to the next box. Third, to move to the previous box, press the *Tab* key while holding down the *Shift* key.

Q: **I accidentally clicked on another open window (screen) while the FoxPro window (screen) was open. How do I return to the open FoxPro window?**

A: Click on the open FoxPro window (screen). To avoid this problem, close all open windows while running the FoxPro application.

FORMS

Q: How do I enter pre-assessments for standardized testing?

A: Pre-assessments for standardized testing are entered as part of the Student Intake Forms. See page 20.

Q: How do I enter post-assessments for standardized testing?

A: Post-assessments for standardized testing are entered as part of the Student Exit Forms. See page 52.

Q: What is the difference between editing staff information and editing forms?

A: *Editing staff information* refers to the process that shows how staff contracts have been fulfilled (see page 56). *Editing forms* refers to making changes in a form, such as a Student Intake Form, that has already been entered (see page 60). The editing forms process can be used to change information that has been input, add information that has been omitted, or delete information that has been entered incorrectly.

Q: What is the difference between editing tutor information and editing forms?

A: *Editing tutor information* refers to the process used to indicate that a tutor has discontinued his or her service. *Editing forms* refers to making changes in a form, such as a Student Intake Form, that has already been entered (see page 60). The editing forms process can be used to change information that has been input, add information that has been omitted, or delete information that has been entered incorrectly.

WARNING AND ERROR MESSAGES

Q: A screen containing the message *One or more fields have been left blank. Hit any key to continue to next screen* appeared on the screen. What should I do?

A: This message indicates that data are missing from one or more fields. To enter data in a field that has been left blank, return to the previous screen. Click on the blank data box and enter the missing information. After entering data in the fields that had been left blank, click on *Next* to continue on the next screen. To ignore the message, leaving one or more fields blank, press any key to continue on the next screen or click on the message box.

Q: During the running of queries in a report, a message stating *Records out of Range* appeared on the screen. What should I do?

A: This message is the result of a corrupted index, which might have been caused when new records were entered to the database but were not added to the index. In the box containi ' the warning message, there is an oval reading *Cancel* and an oval reading *Ignore*. Click on the oval reading *Cancel*, which quits the program. Next, restart the application. Find *Misc.* on the menu bar. Under *Misc.*, drag and release on *Rebuild Indexes*. A message stating *Rebuilding Data Bases. . . Please Wait* will appear on the screen. Once the databases are rebuilt, you can continue running reports.

A corrupted index can be caused by sources outside of the application. For example, a corrupted index could result from copying records from one database to another database that is outside of the PDE run-time application.

A corrupted index could also result if the database is used in a software application that reads data created in FoxPro. To protect the index from corruption when using another software application, copy the data into another database and rename it. Do not use the actual database that the PDE run-time application uses.

OTHER ISSUES

Q: **What if my disk gets jammed in the disk drive and won't come out of the Macintosh computer?**

A: Look around the disk drive for a small hole (usually to the right of the disk drive opening). Insert an opened paper clip into the hole. This will eject the disk.

Q: **I selected to print a report, but it is not printing. What should I do?**

A: For Macintosh: Quit the FoxPro application. Your computer will either begin to print the report, or it will ask you to bring your printer software to the front. For further details about bringing your printer software to the front, consult your Macintosh manual.

The situation where a report will not print often occurs when there is not enough memory for the report to print. Memory (RAM) is essential for the application to run. To maximize your computer's memory, consult your Macintosh manual.

For IBM: Under *Edit* on the menu bar, select *Printer Preferences*. A screen reading *Printer Driver Setups* will appear. Make sure that your printer's name is highlighted. If it is not, highlight the name by using the mouse or arrow keys.

PART VII: FIGURES

OVERVIEW OF FIGURES

The figures that are included in this section are as follow:

- All screens for Student Intake Data Forms, Including Pre-Assessment Scores for Standardized Testing
- All screens for Establishing Site Codes (for Students, Tutors, and Staff Members)
- All screens for Assigning Students to Site Codes
- Sample Demographics Report
- Sample Monthly Attendance Report
- Sample Service Summary Report
- Sample Student Attendance Report
- Sample Standardized Test Scores Report

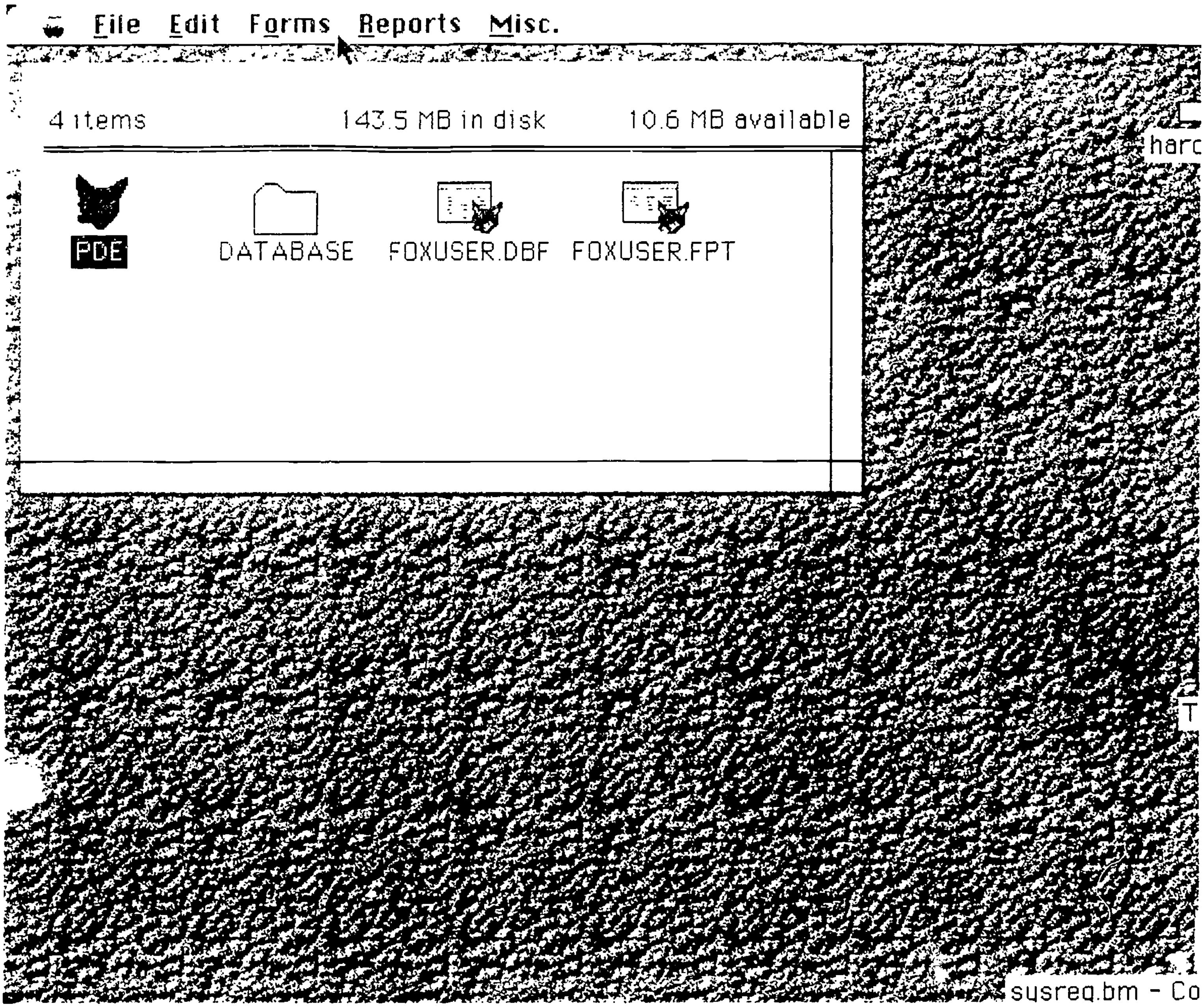
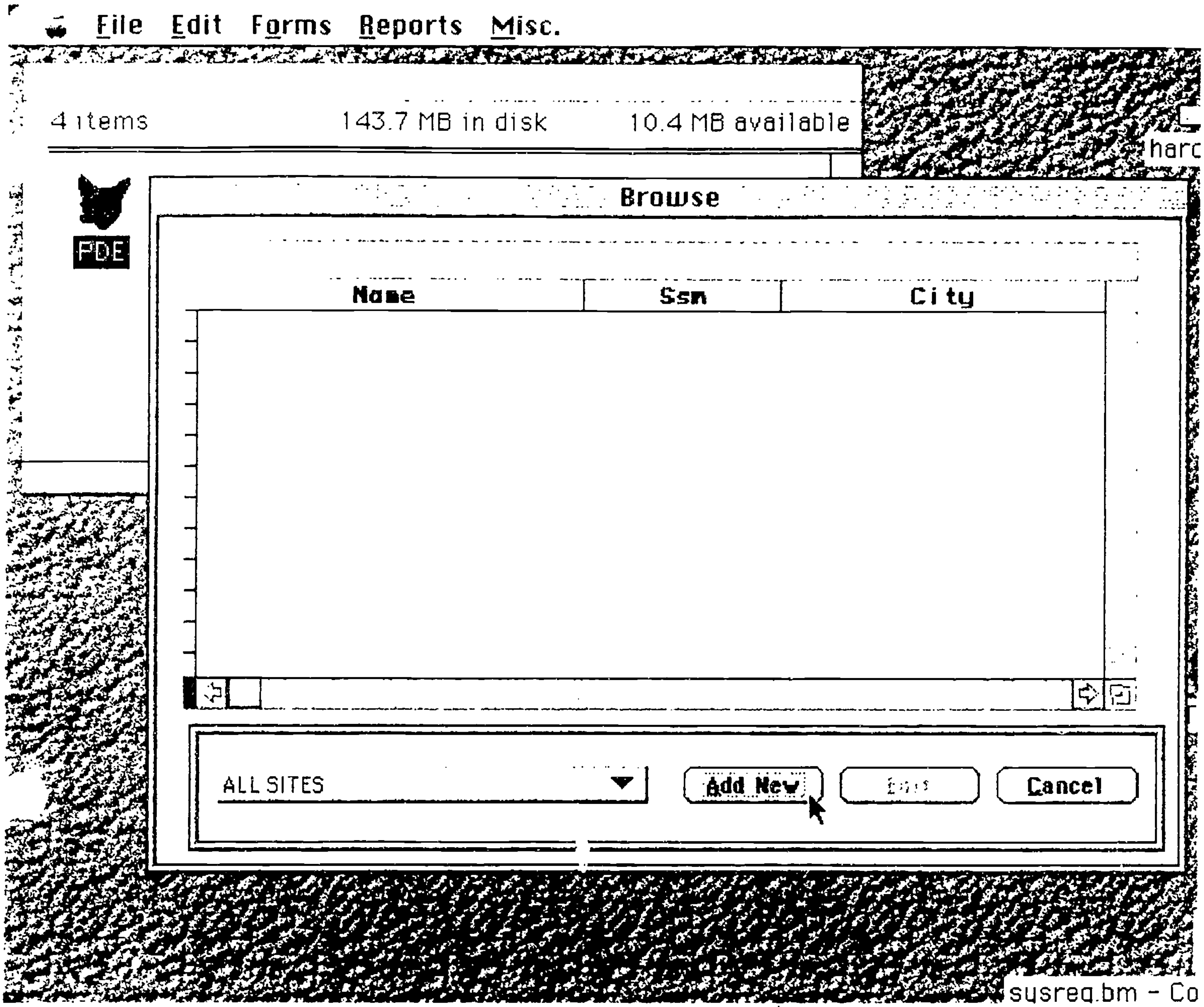

File Edit Forms Reports Misc.
4 items
143.5 MB in disk
10.6 MB available
PDE
DATABASE
FOXUSER.DBF
FOXUSER.FPT
harc
susreq.bm - Co

Figure 1



BEST COPY AVAILABLE

Figure 2

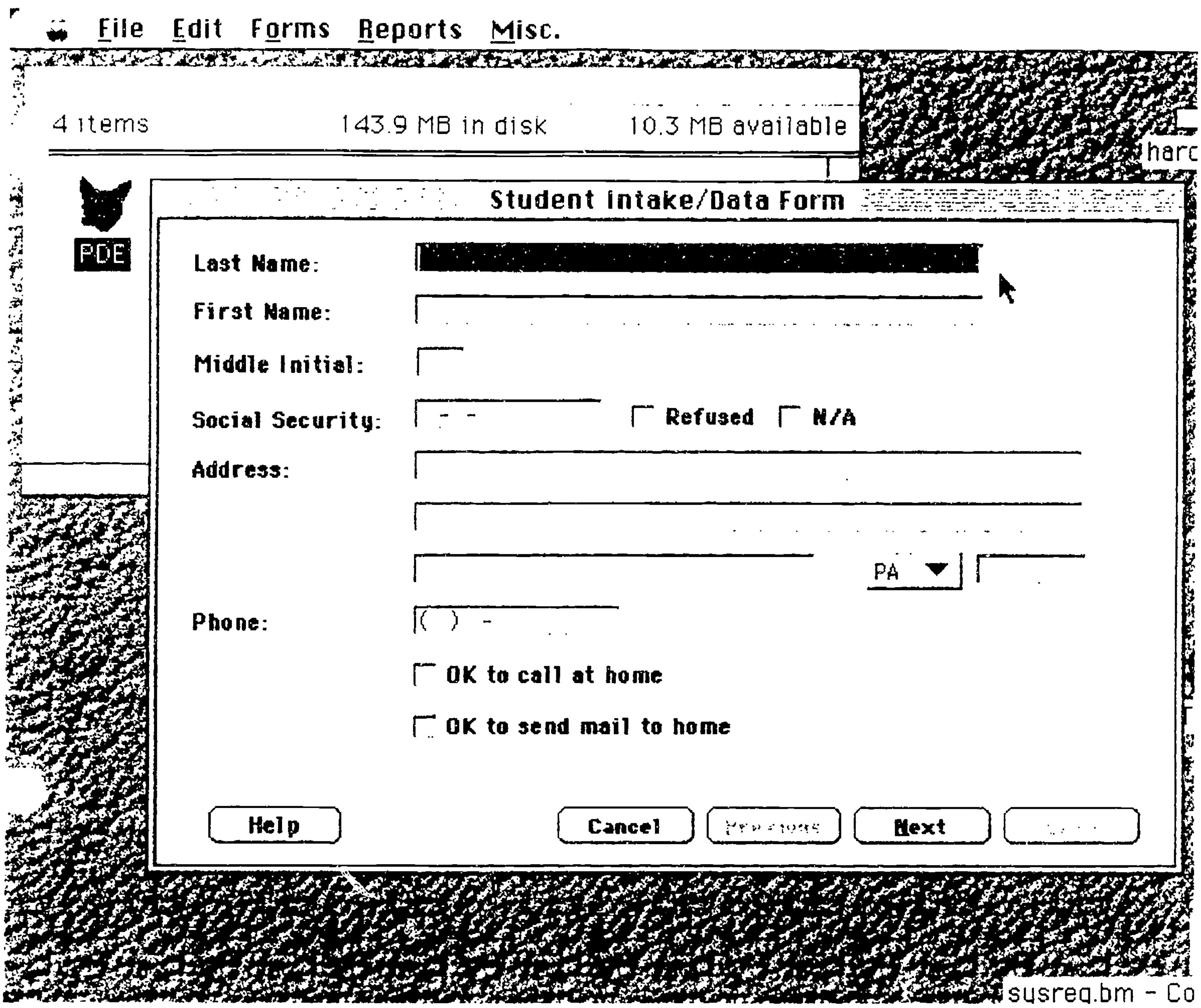

File Edit Forms Reports Misc.
4 items
143.9 MB in disk
10.3 MB available
PDE
Student Intake/Data Form
Last Name:
First Name:
Middle Initial:
Social Security:
Refused
N/A
Address:
PA
Phone:
OK to call at home
OK to send mail to home
Help
Cancel
Next

Figure 3

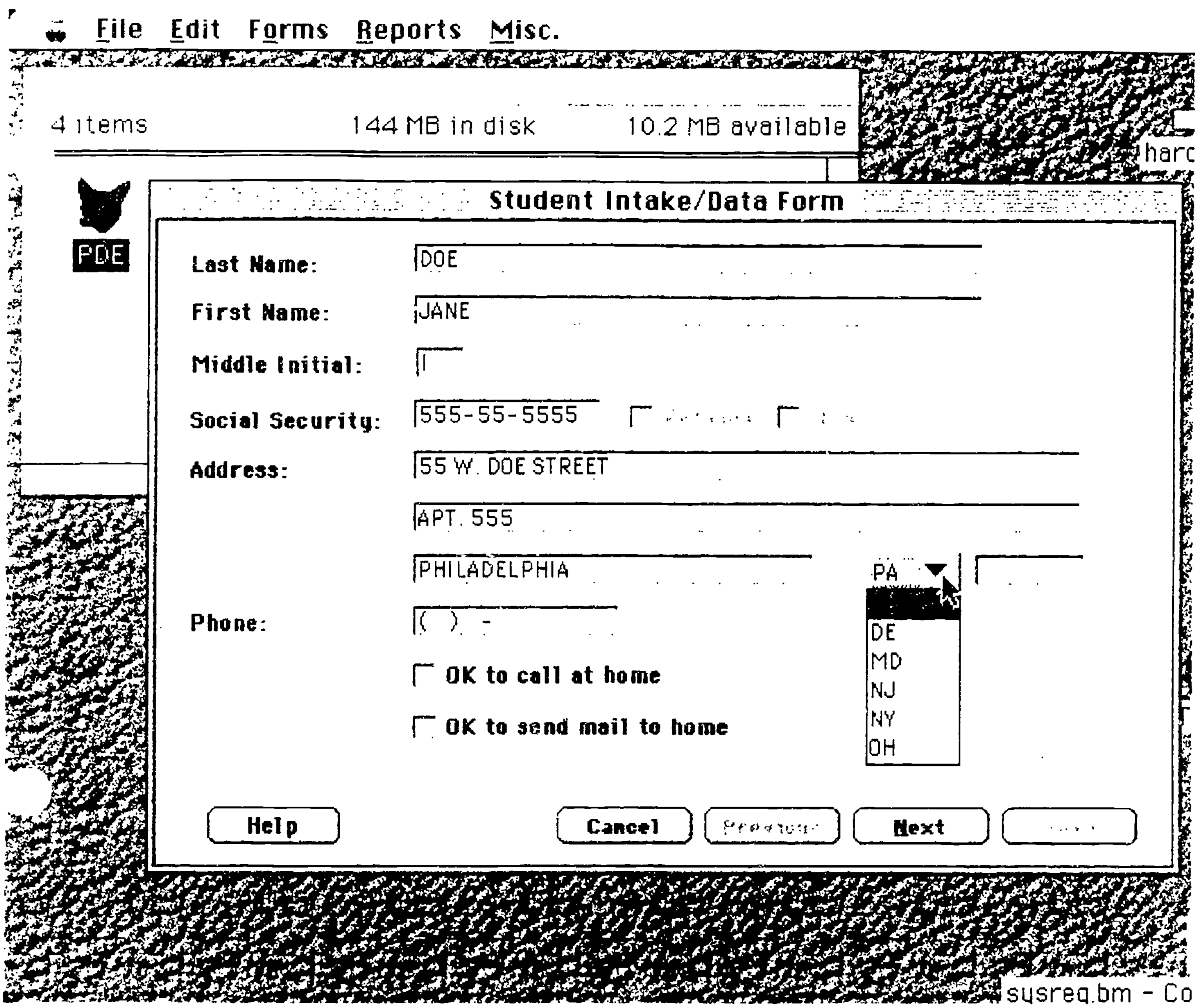
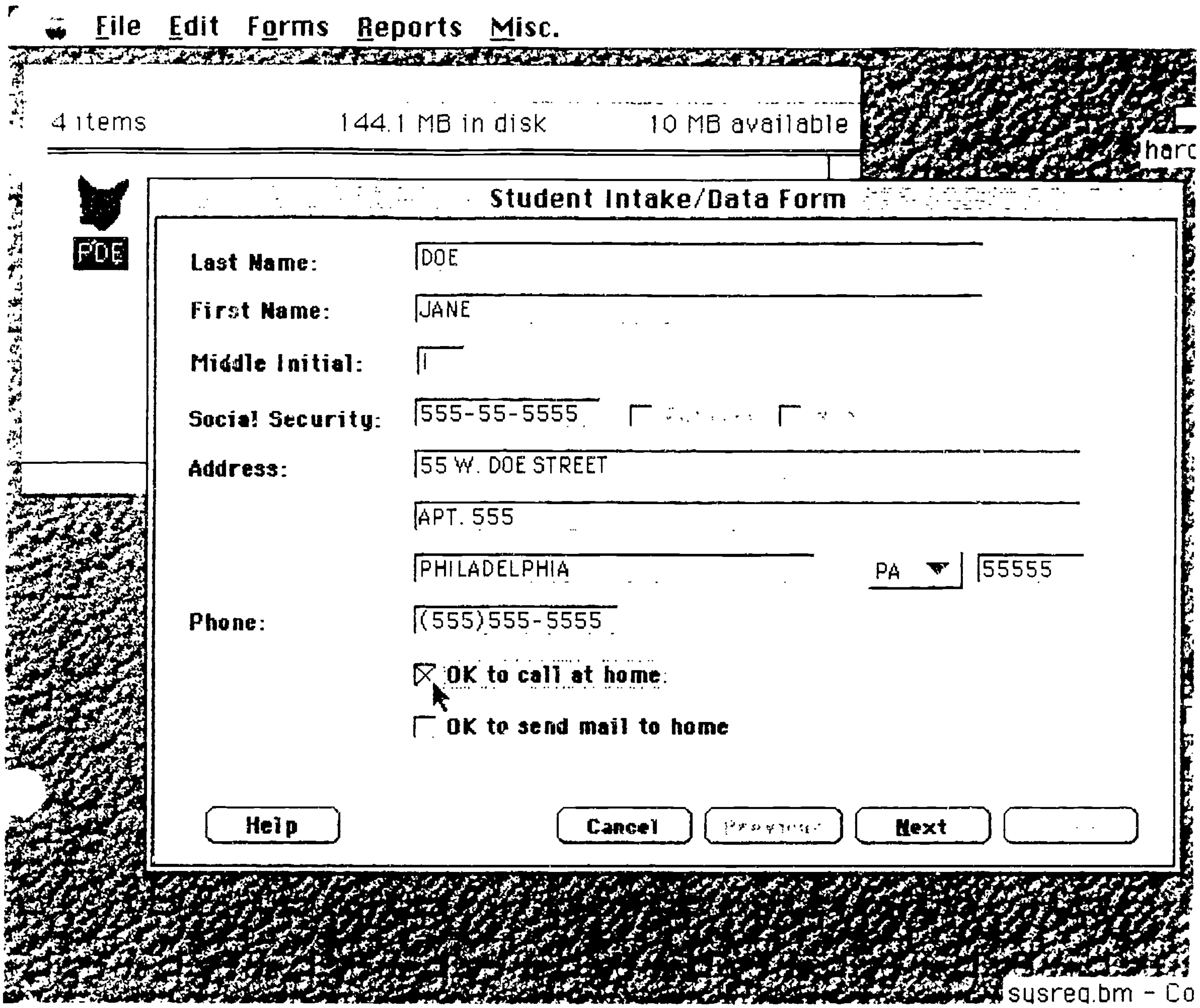

File Edit Forms Reports Misc.
4 items
144 MB in disk
10.2 MB available
PDE
Student Intake/Data Form
Last Name:
DOE
First Name:
JANE
Middle Initial:
Social Security:
555-55-5555
Address:
55 W. DOE STREET
APT. 555
PHILADELPHIA
PA
DE
MD
NJ
NY
OH
Phone:
OK to call at home
OK to send mail to home
Help
Cancel
Next
susreq.bm - Co

Figure 4



BEST COPY AVAILABLE

Figure 5

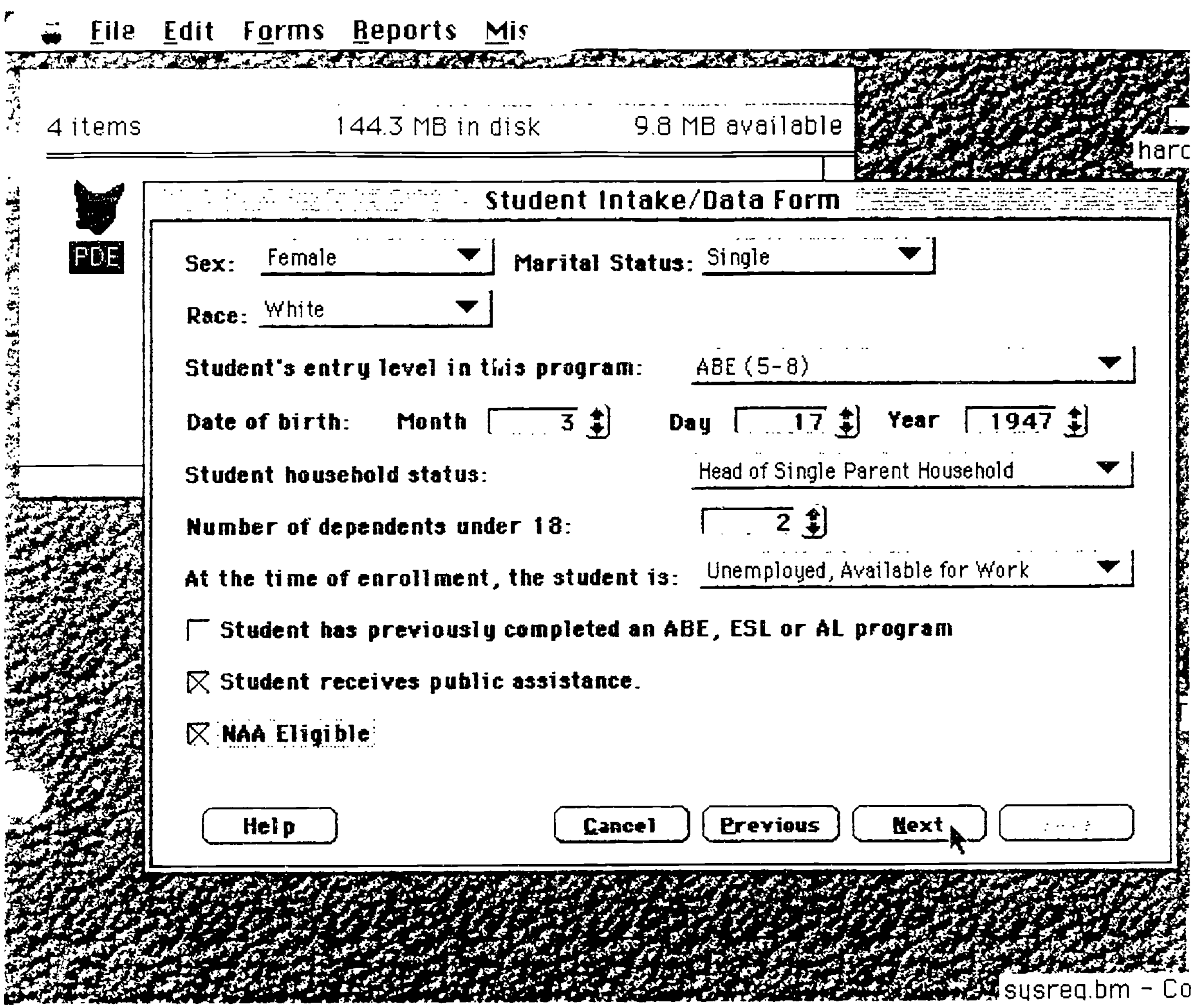

File Edit Forms Reports Mis
4 items
144.3 MB in disk
9.8 MB available
harc
PDE
Student Intake/Data Form
Sex: Female
Marital Status: Single
Race: White
Student's entry level in this program: ABE (5-8)
Date of birth: Month 3 Day 17 Year 1947
Student household status: Head of Single Parent Household
Number of dependents under 18: 2
At the time of enrollment, the student is: Unemployed, Available for Work
Student has previously completed an ABE, ESL or AL program
Student receives public assistance.
NAA Eligible
Help
Cancel
Previous
Next
sysreq.bm - Co

Figure 6

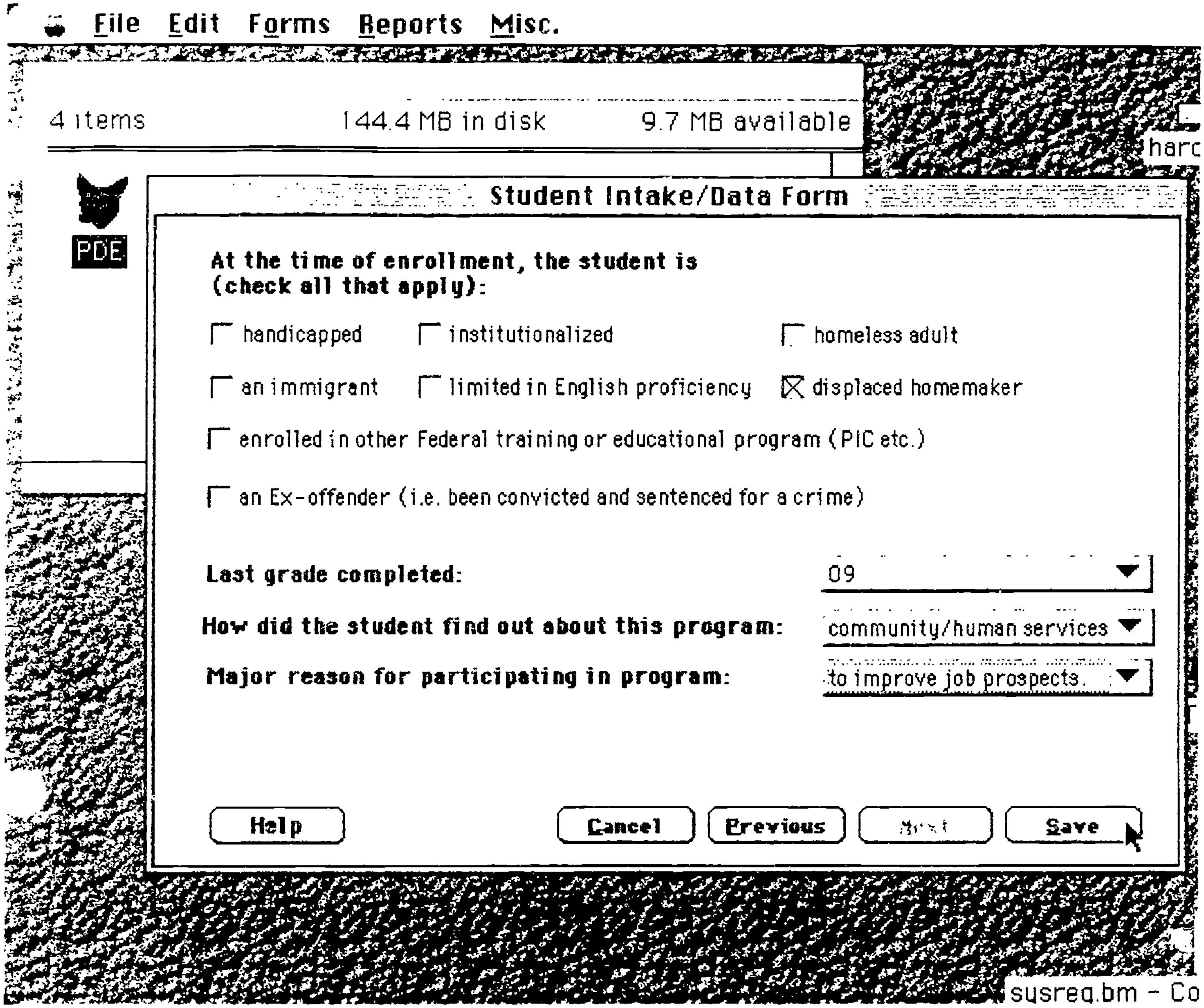

File Edit Forms Reports Misc.
4 items
144.4 MB in disk
9.7 MB available
PDE
Student Intake/Data Form
At the time of enrollment, the student is (check all that apply):
handicapped
institutionalized
homeless adult
an immigrant
limited in English proficiency
displaced homemaker
enrolled in other Federal training or educational program (PIC etc.)
an Ex-offender (i.e. been convicted and sentenced for a crime)
Last grade completed:
09
How did the student find out about this program:
community/human services
Major reason for participating in program:
to improve job prospects.
Help
Cancel
Previous
Save
susreq.bm - Co

Figure 7

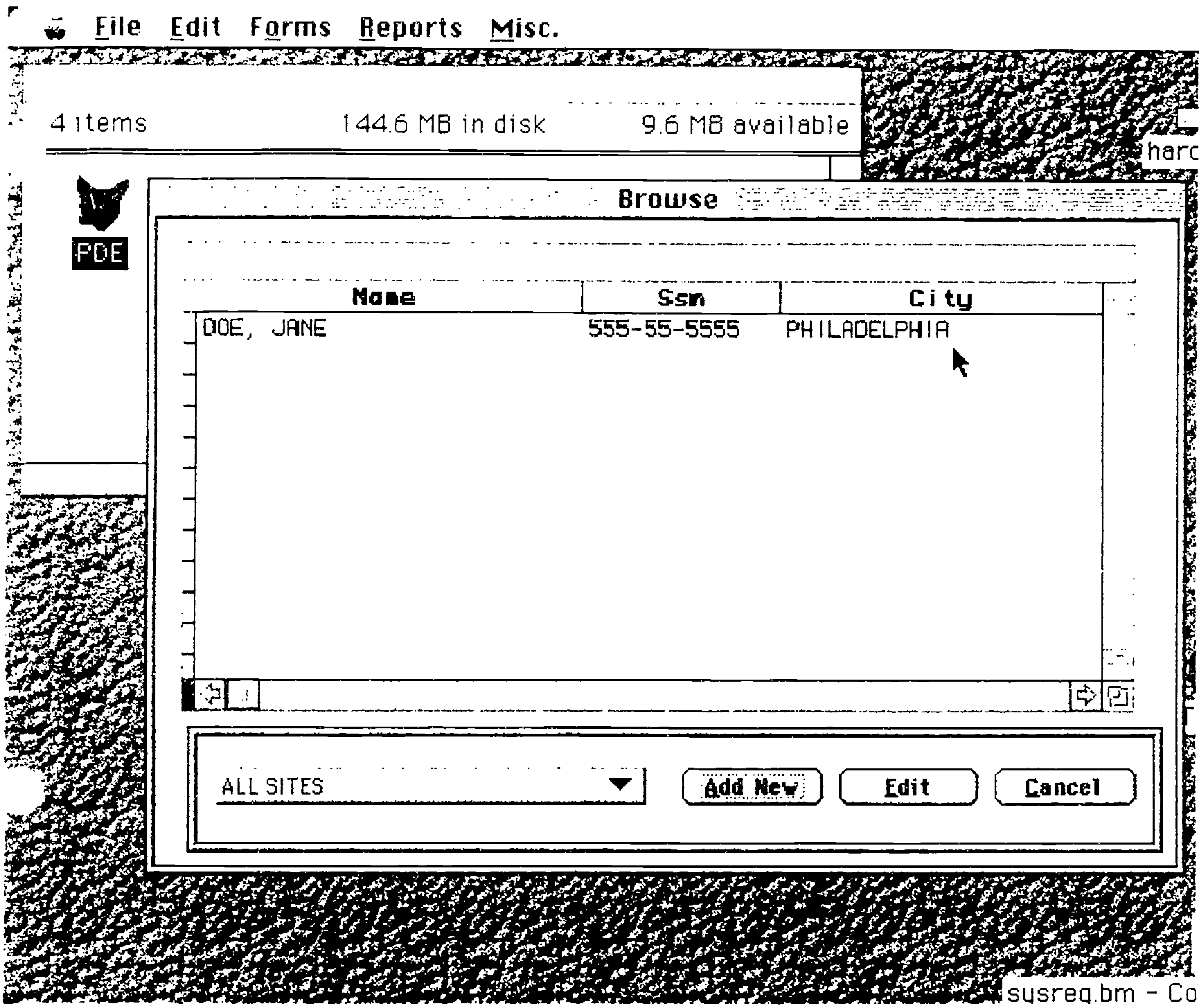

File Edit Forms Reports Misc.
4 items
144.6 MB in disk
9.6 MB available
harc
PDE
Browse
Name
Ssn
City
DOE, JANE
555-55-5555
PHILADELPHIA
ALL SITES
Add New
Edit
Cancel
susreq.bm - Co

Figure 8

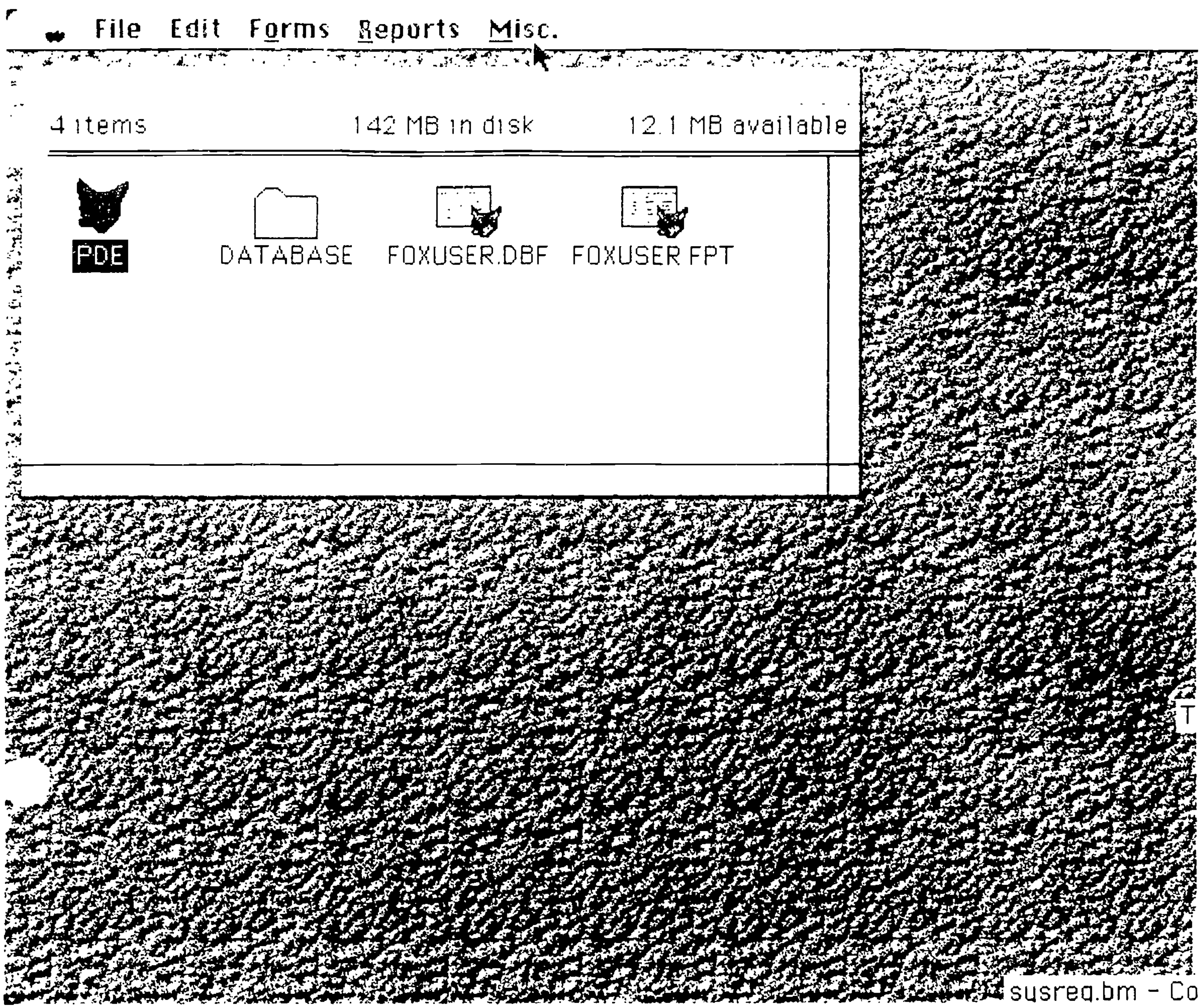

File Edit Forms Reports Misc.
4 items 142 MB in disk 12.1 MB available
PDE
DATABASE
FOXUSER.DBF
FOXUSER.FPT
susreq.bm - Co

Figure 9

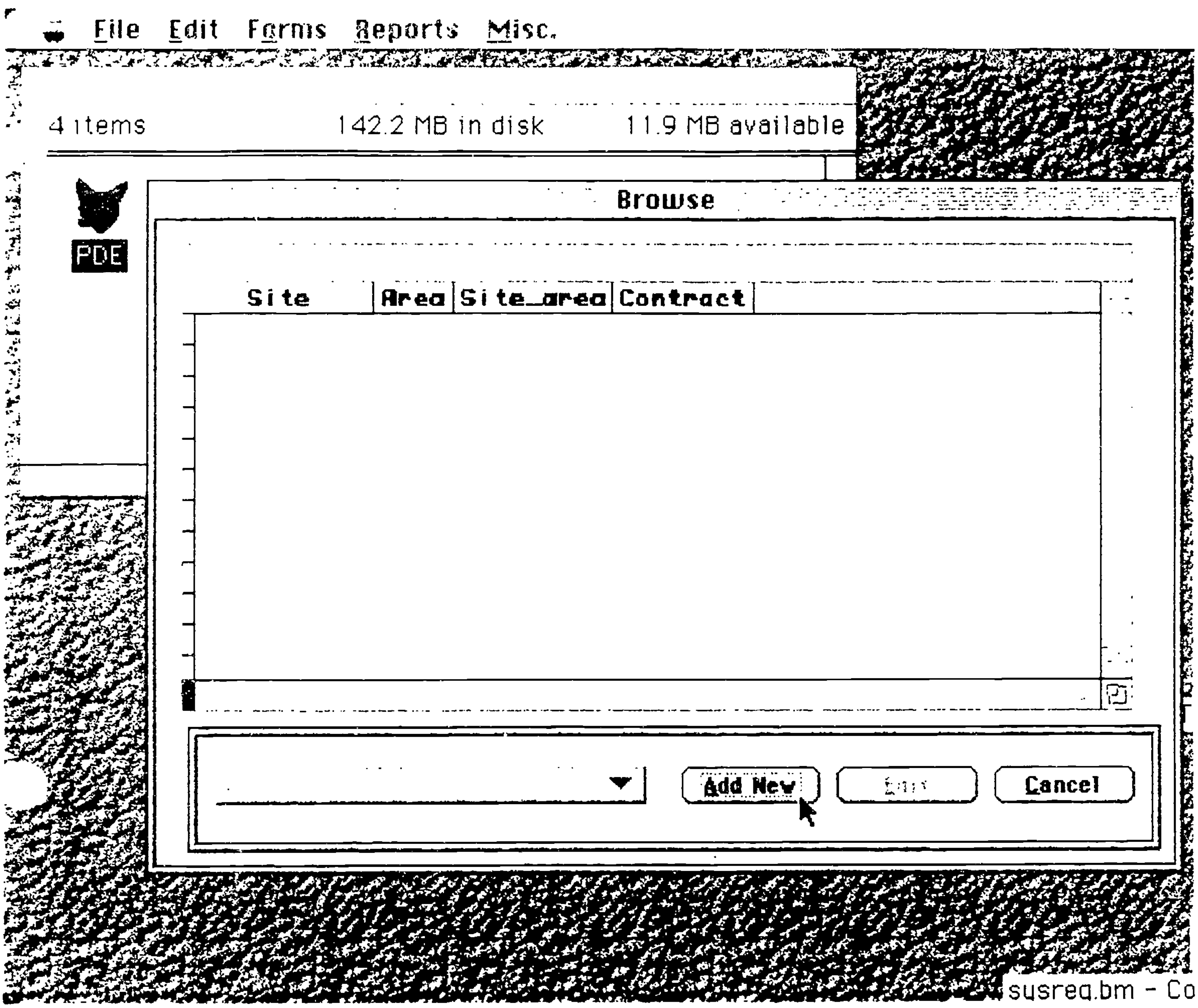

File Edit Forms Reports Misc.
4 items
142.2 MB in disk
11.9 MB available
PDE
Browse
Site
Area
Site_area
Contract
Add New
Cancel
susreq.bm - Co

Figure 10

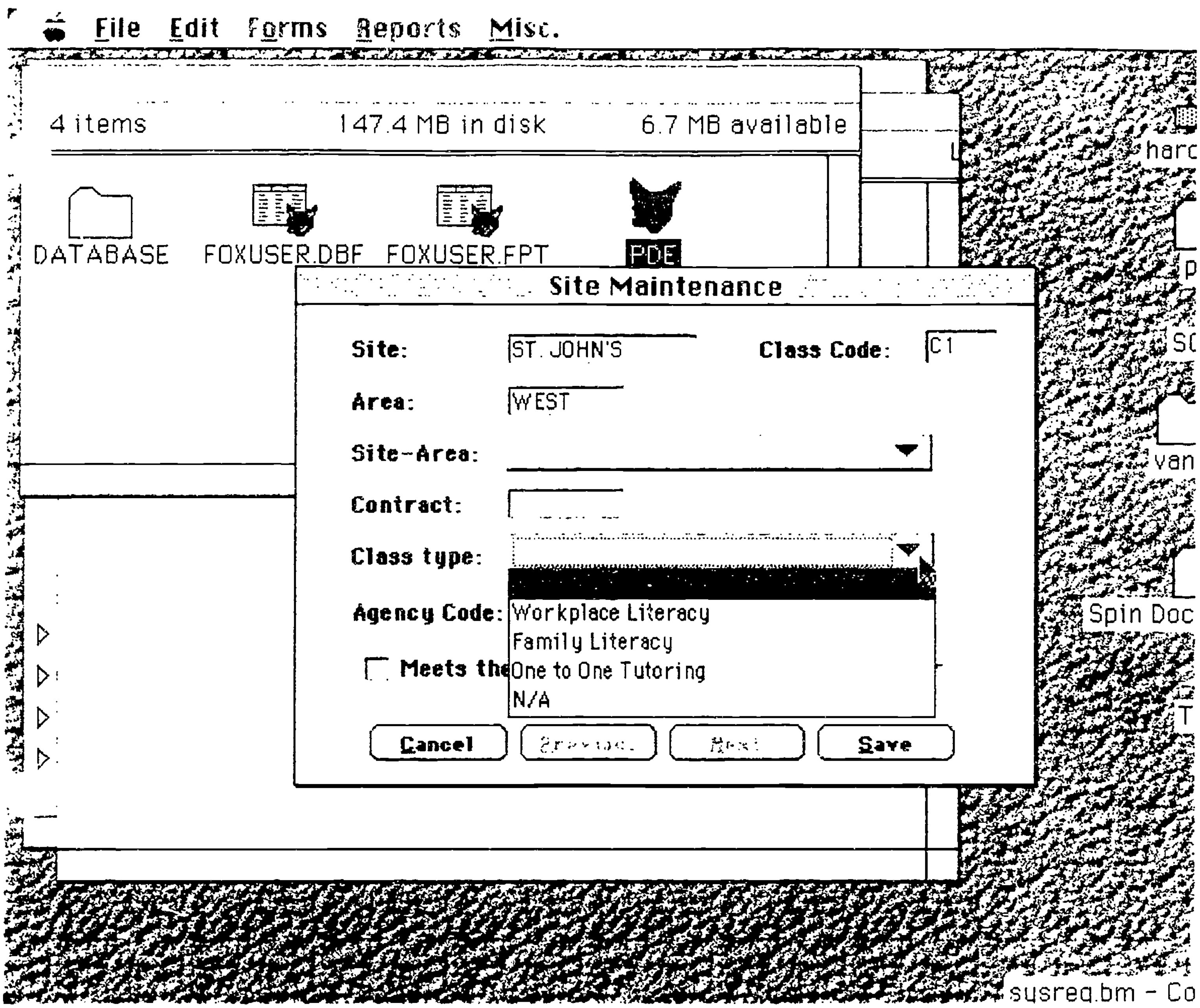

File Edit Forms Reports Misc.
4 items
147.4 MB in disk
6.7 MB available
DATABASE
FOXUSER.DBF
FOXUSER.FPT
PDE
Site Maintenance
Site:
ST. JOHN'S
Class Code:
C1
Area:
WEST
Site-Area:
Contract:
Class type:
Agency Code:
Meets the
Workplace Literacy
Family Literacy
One to One Tutoring
N/A
Cancel
Save
Spin Doc
susreq.bm - Co

Figure 11

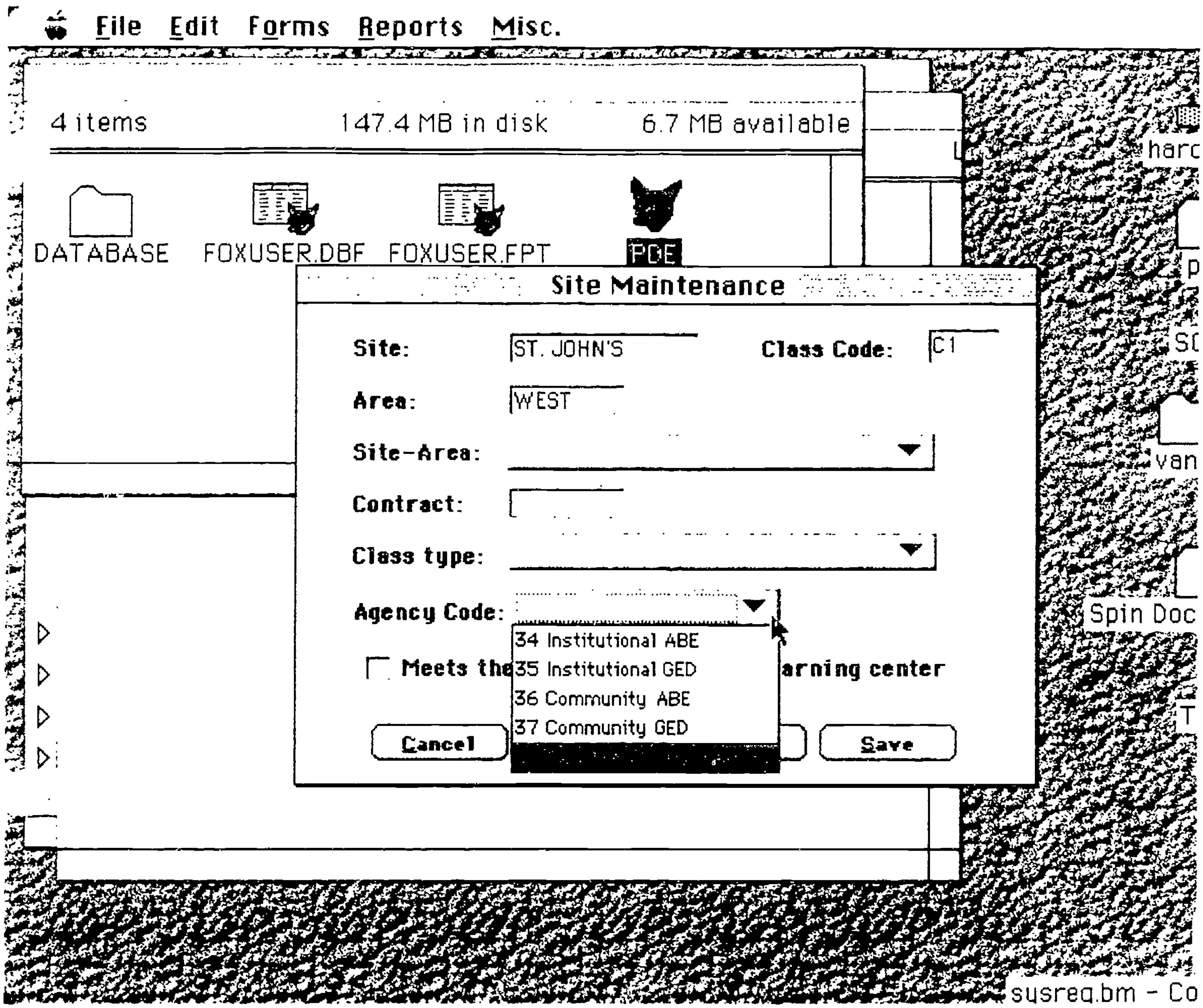
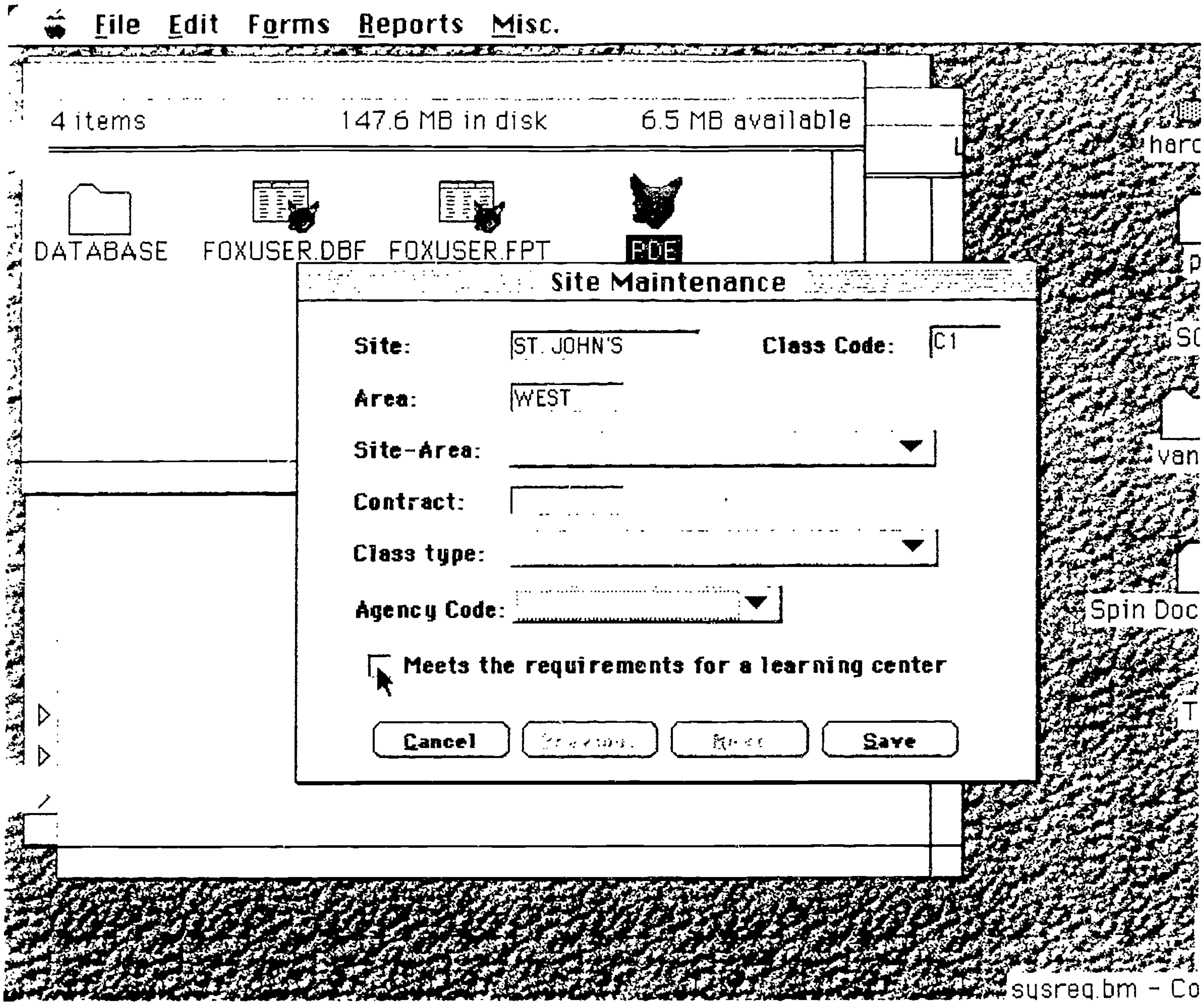
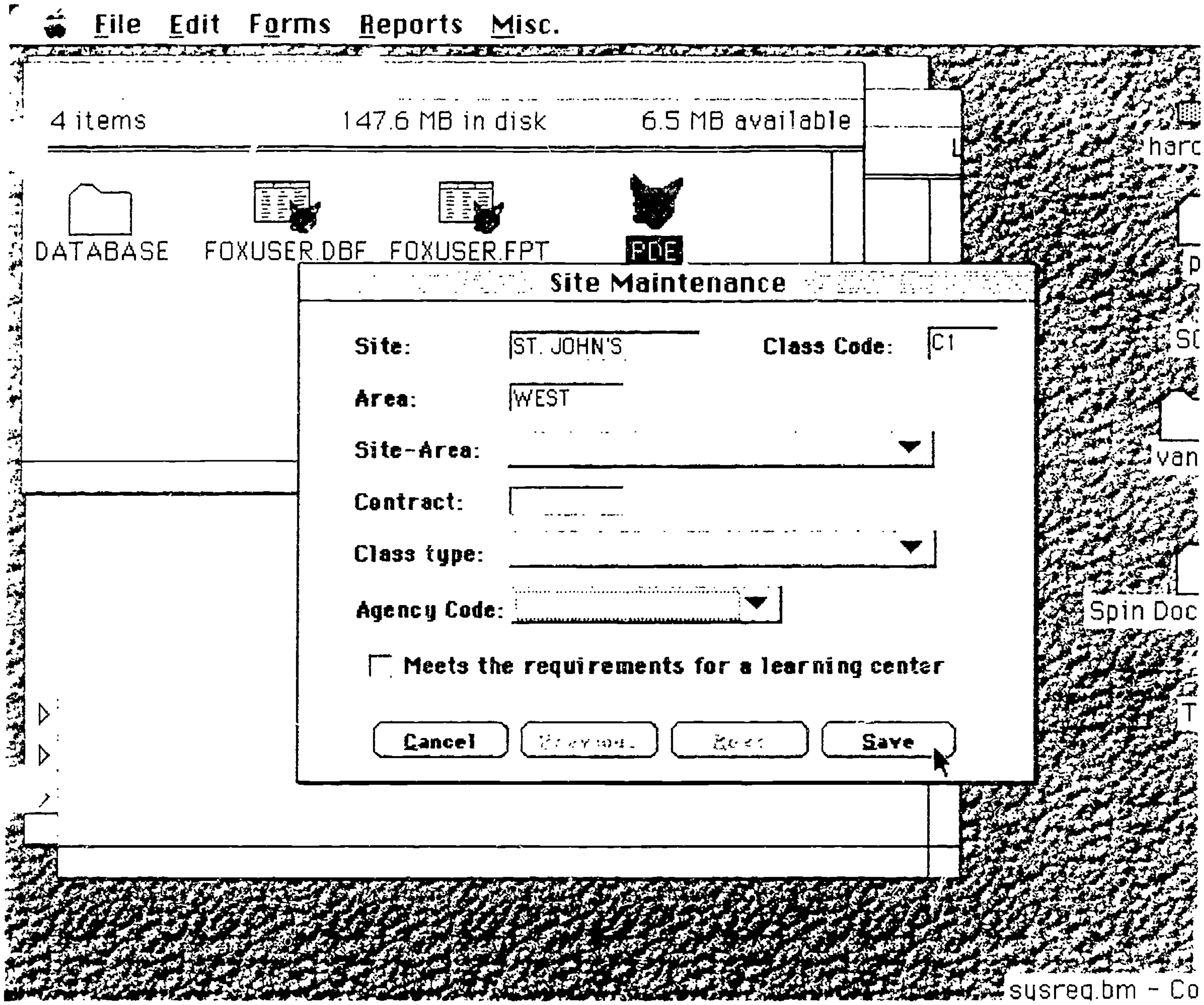

File Edit Forms Reports Misc.
4 items
147.4 MB in disk
6.7 MB available
DATABASE
FOXUSER.DBF
FOXUSER.FPT
POE
Site Maintenance
Site:
ST. JOHN'S
Class Code:
C1
Area:
WEST
Site-Area:
Contract:
Class type:
Agency Code:
34 Institutional ABE
35 Institutional GED
36 Community ABE
37 Community GED
Meets the
arning center
Cancel
Save
harc
Spin Doc
susreq.bm - Co

Figure 12



BEST COPY AVAILABLE

Figure 13


File Edit Forms Reports Misc.
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6.5 MB available
DATABASE
FOXUSER.DBF
FOXUSER.FPT
PDE
Site Maintenance
Site:
ST. JOHN'S
Class Code:
C1
Area:
WEST
Site-Area:
Contract:
Class type:
Agency Code:
Meets the requirements for a learning center
Cancel
Save
Spin Doc

Figure 14

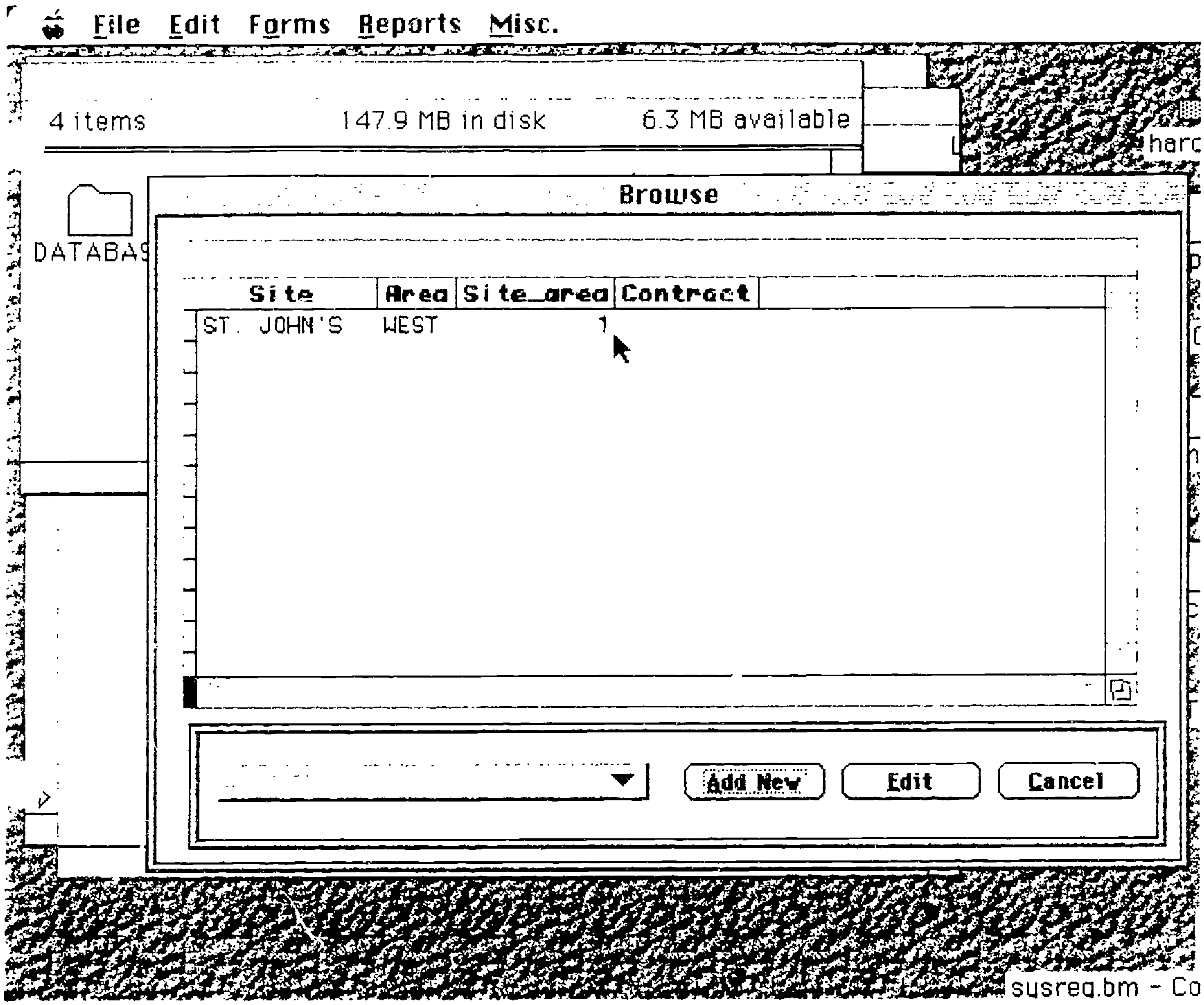

File Edit Forms Reports Misc.
4 items
147.9 MB in disk
6.3 MB available
Browse
Site
Area
Site_area
Contract
ST. JOHN'S
WEST
1
Add New
Edit
Cancel
susreq.bm - Co

Figure 15

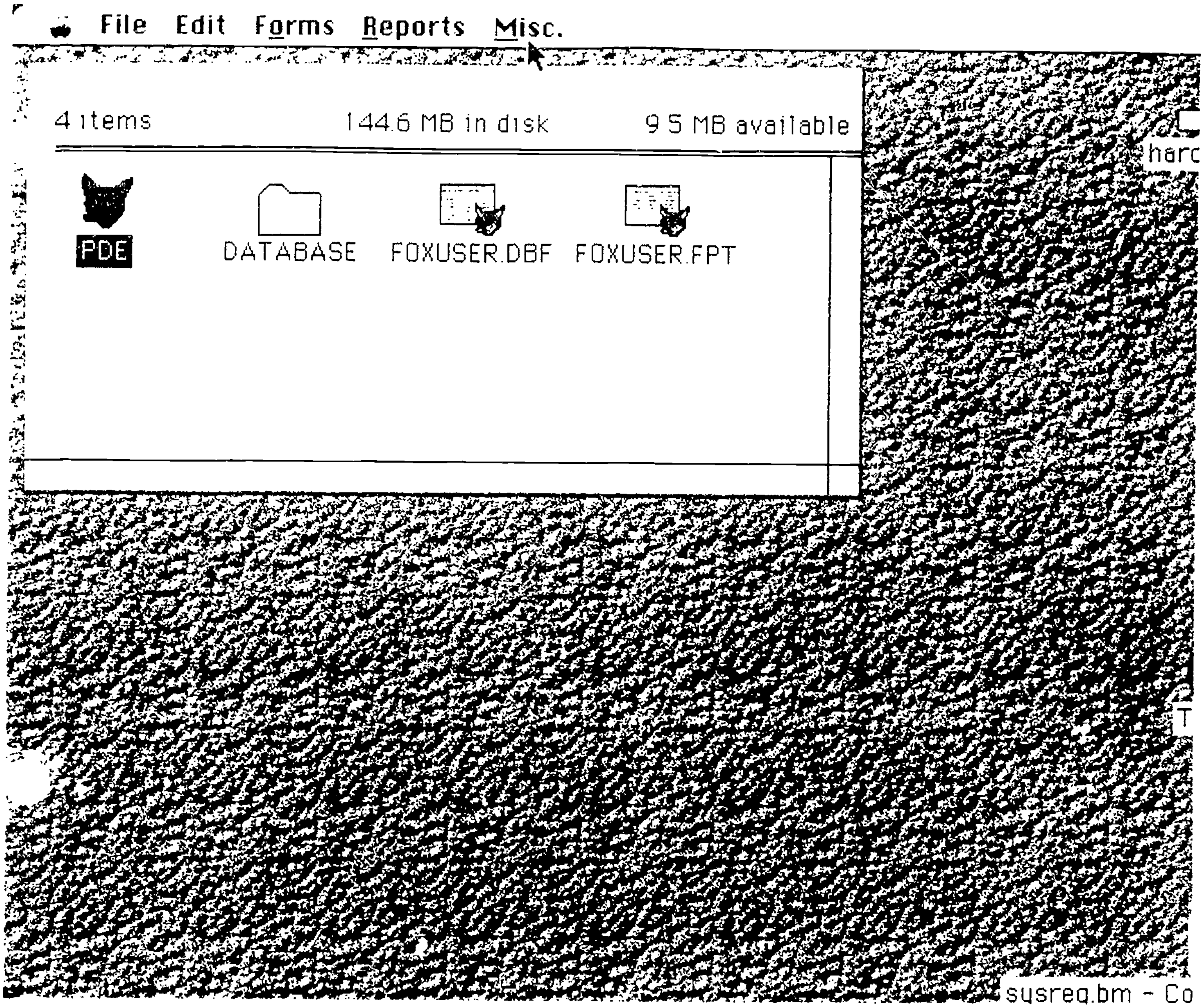

File Edit Forms Reports Misc.
4 items
144.6 MB in disk
9 5 MB available
PDE
DATABASE
FOXUSER.DBF
FOXUSER.FPT
susreq.bm - Co

Figure 16

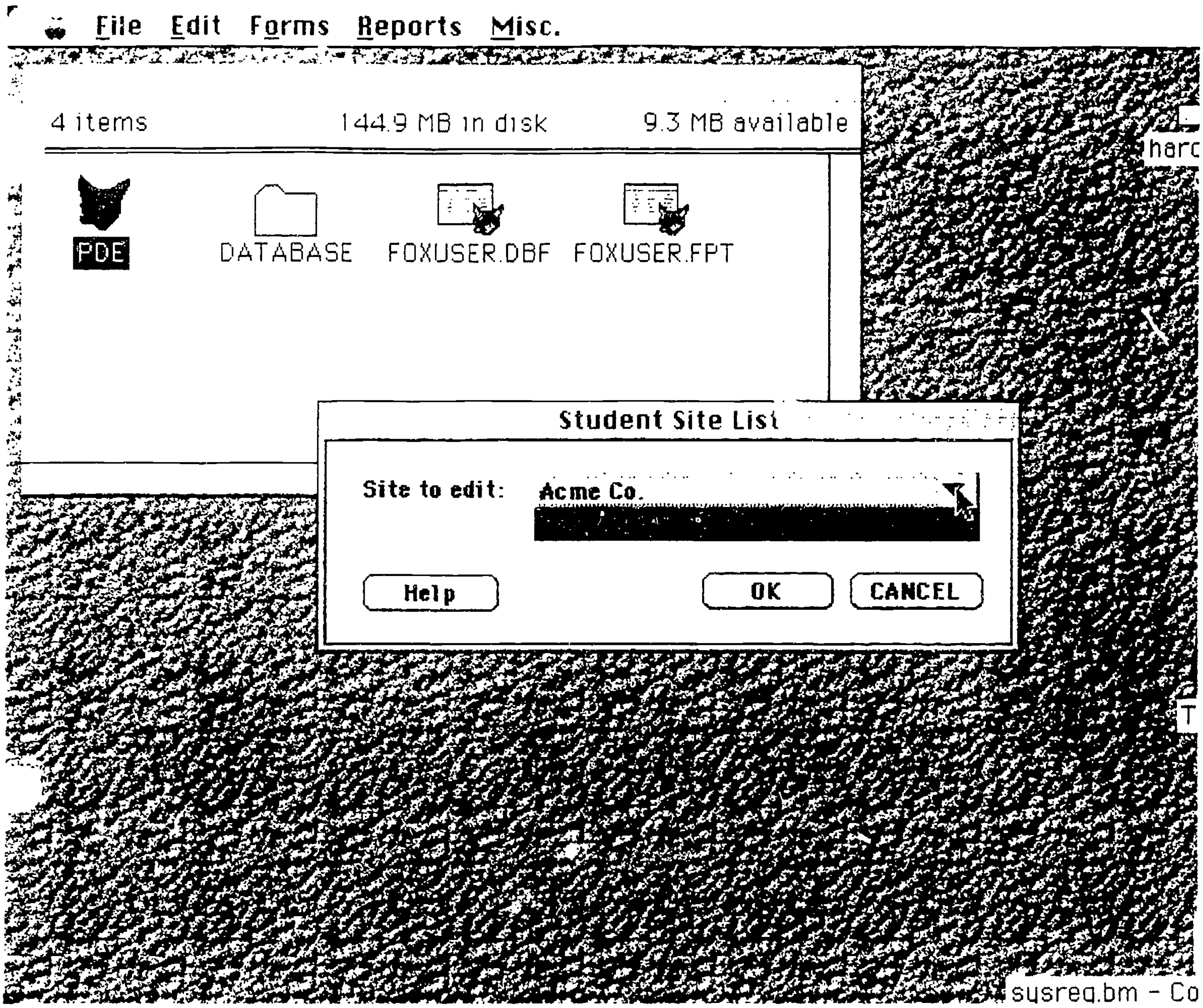

File Edit Forms Reports Misc.
4 items
144.9 MB in disk
9.3 MB available
PDE
DATABASE
FOXUSER.DBF
FOXUSER.FPT
Student Site List
Site to edit:
Acme Co.
Help
OK
CANCEL
susreq.bm - Co

Figure 17

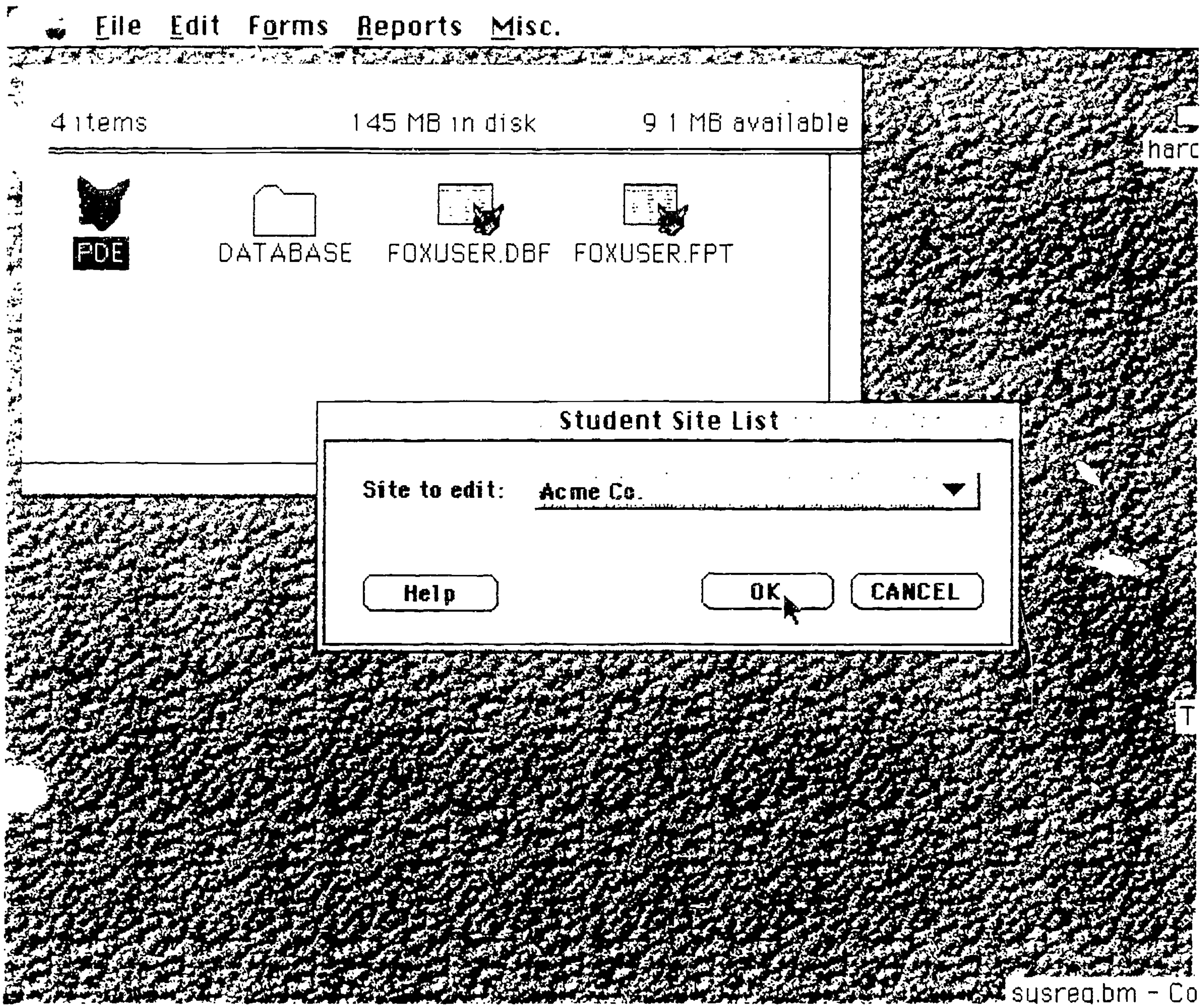

File Edit Forms Reports Misc.
4 items
145 MB in disk
9 1 MB available
hard
PDE
DATABASE
FOXUSER.DBF
FOXUSER.FPT
Student Site List
Site to edit:
Acme Co.
Help
OK
CANCEL
susreq.bm - Co

Figure 18

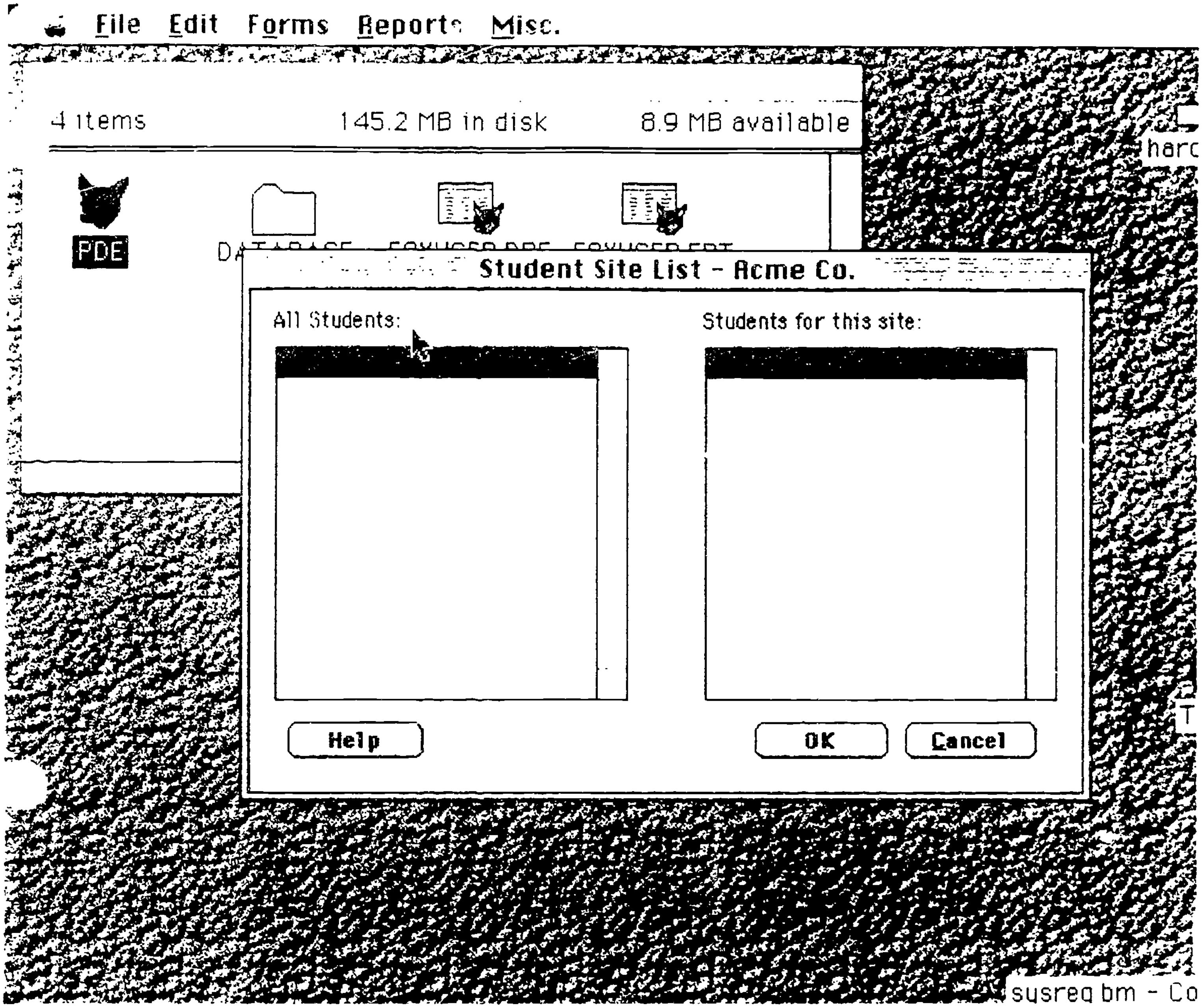

File Edit Forms Reports Misc.
4 items
145.2 MB in disk
8.9 MB available
PDE
Student Site List - Acme Co.
All Students:
Students for this site:
Help
OK
Cancel
susreq bm - Co

Figure 19

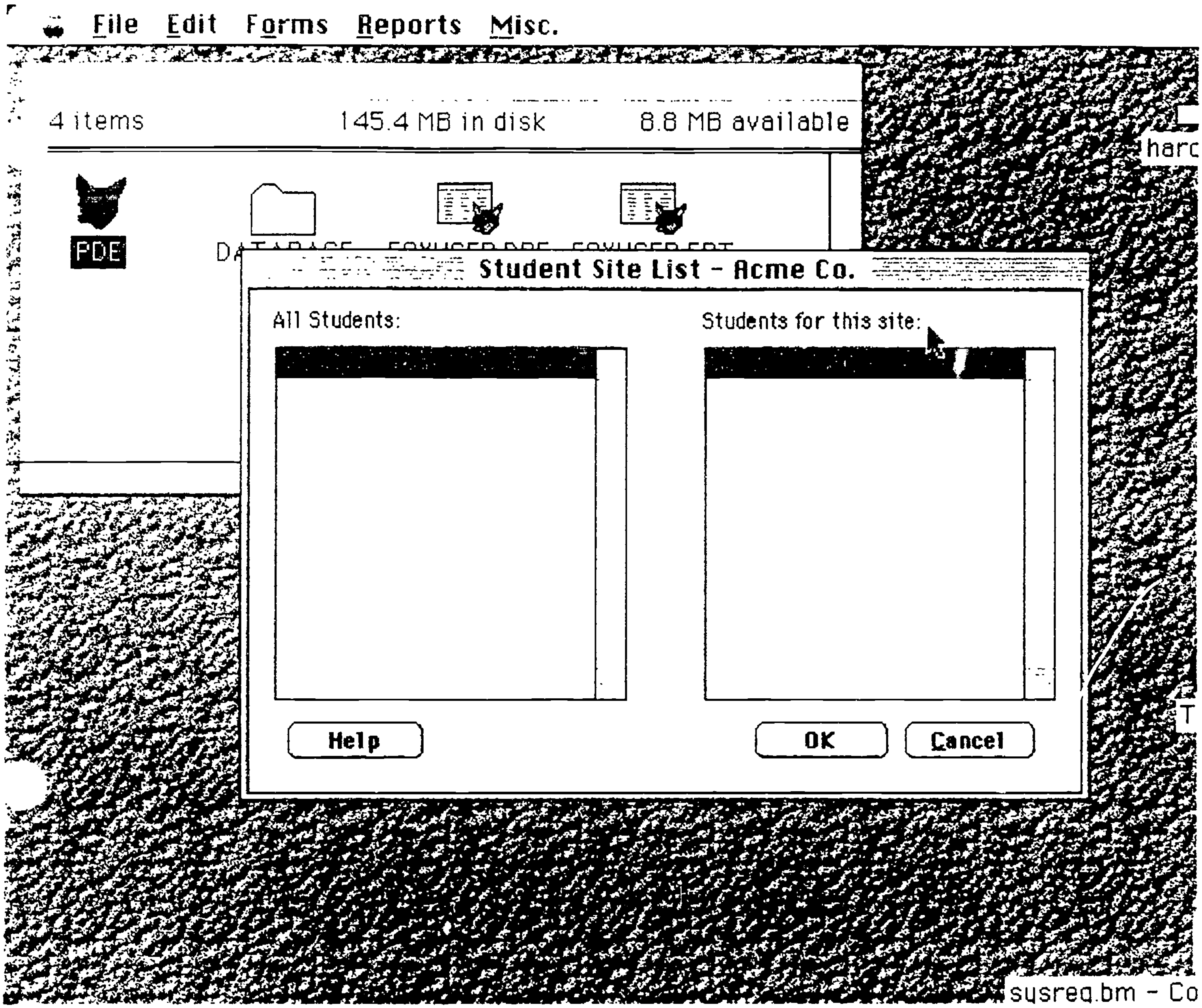

File
Edit
Forms
Reports
Misc.
4 items
145.4 MB in disk
8.8 MB available
PDE
Student Site List - Acme Co.
All Students:
Students for this site:
Help
OK
Cancel
susreq.bm - Co

Figure 20

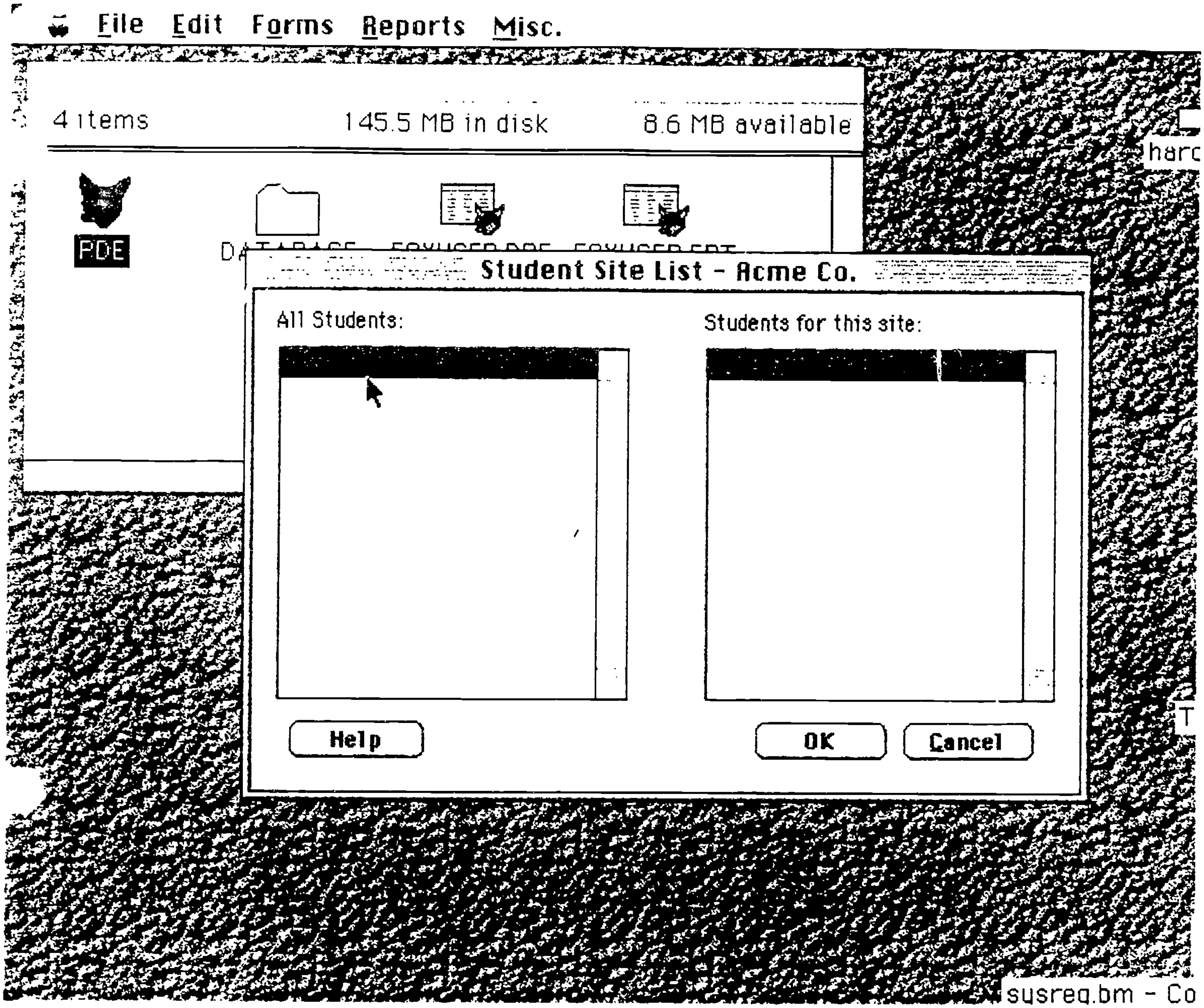
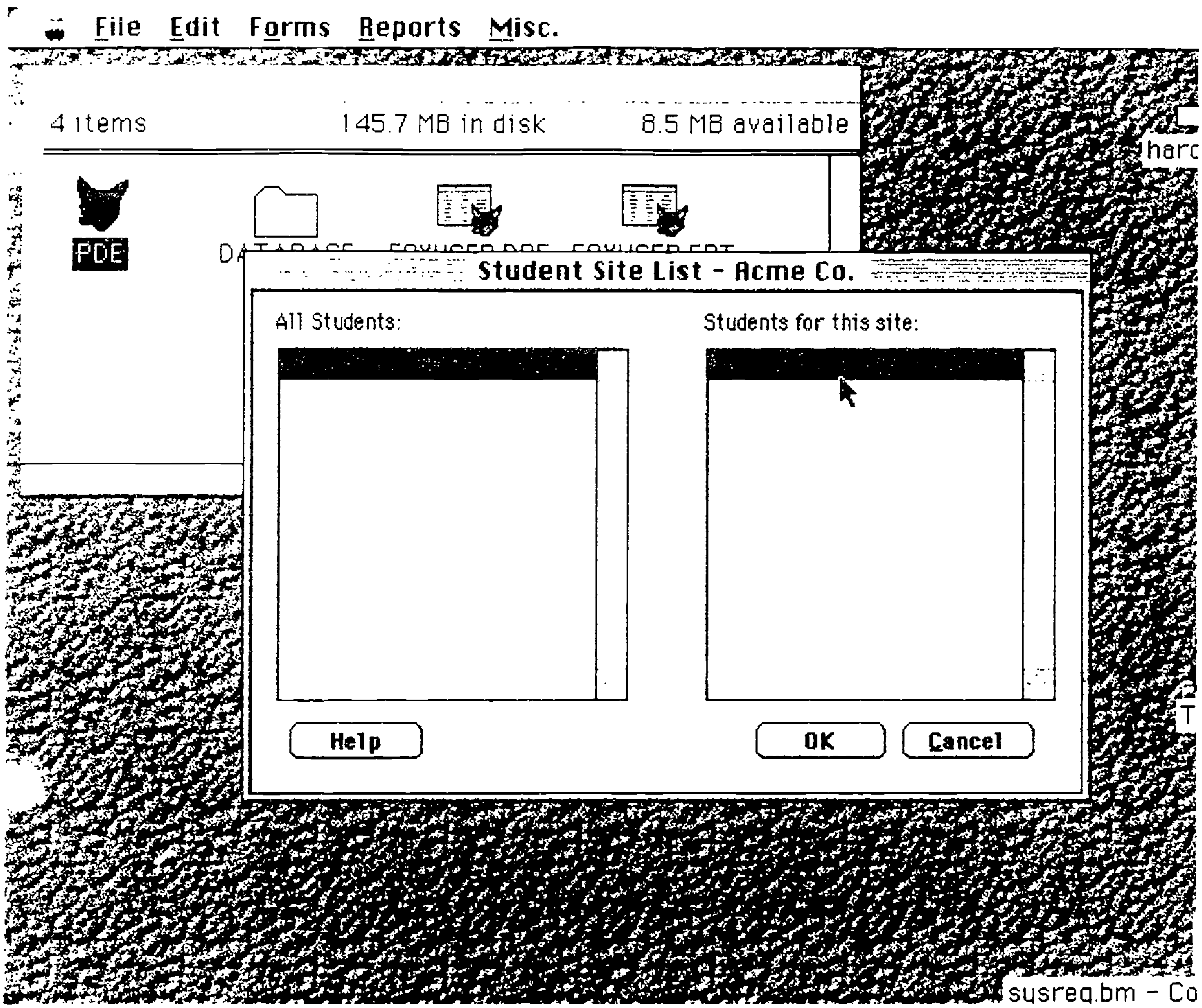
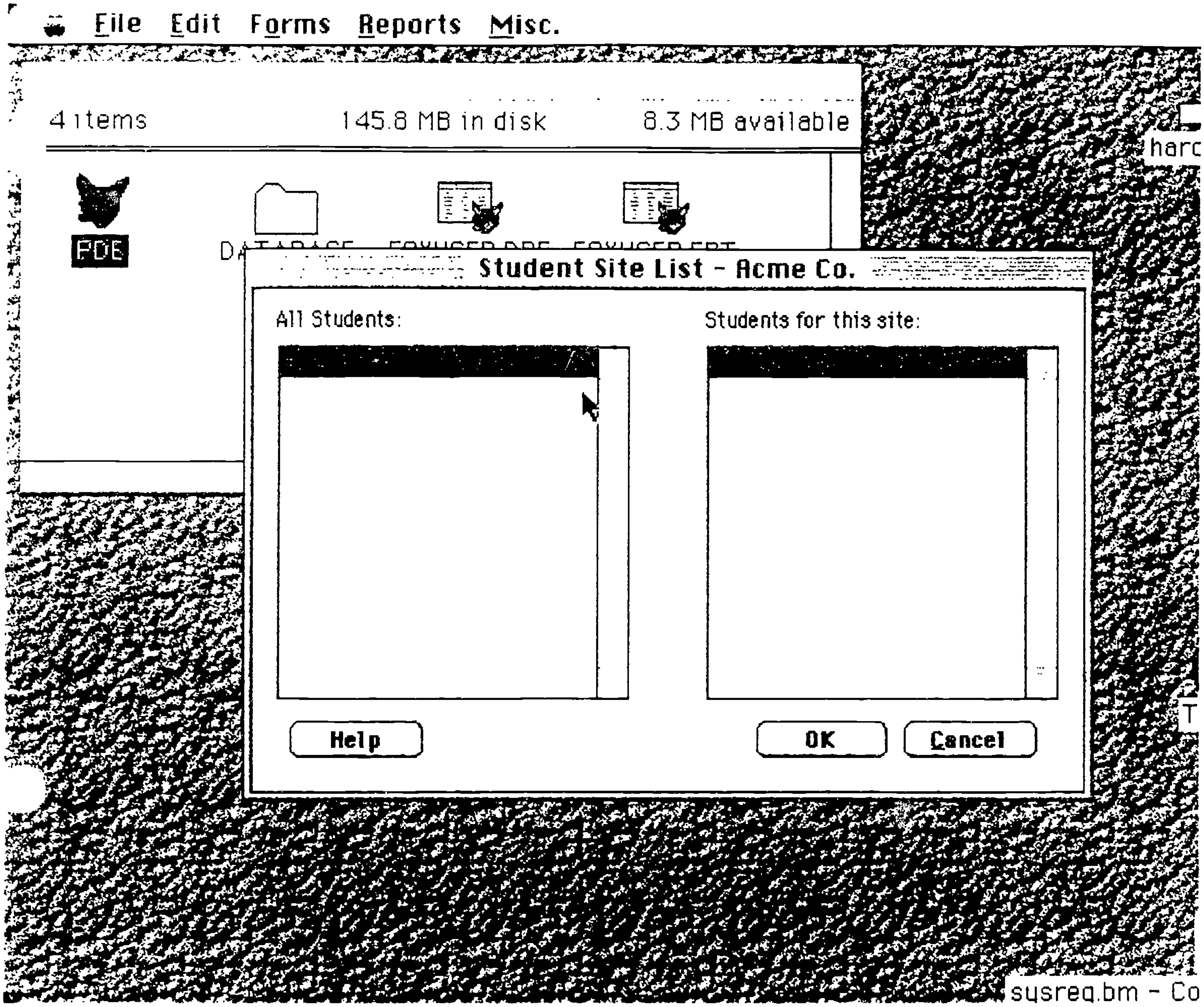

File
Edit
Forms
Reports
Misc.
4 items
145.5 MB in disk
8.6 MB available
PDE
Student Site List - Acme Co.
All Students:
Students for this site:
Help
OK
Cancel
susreq.bm - Co

Figure 21



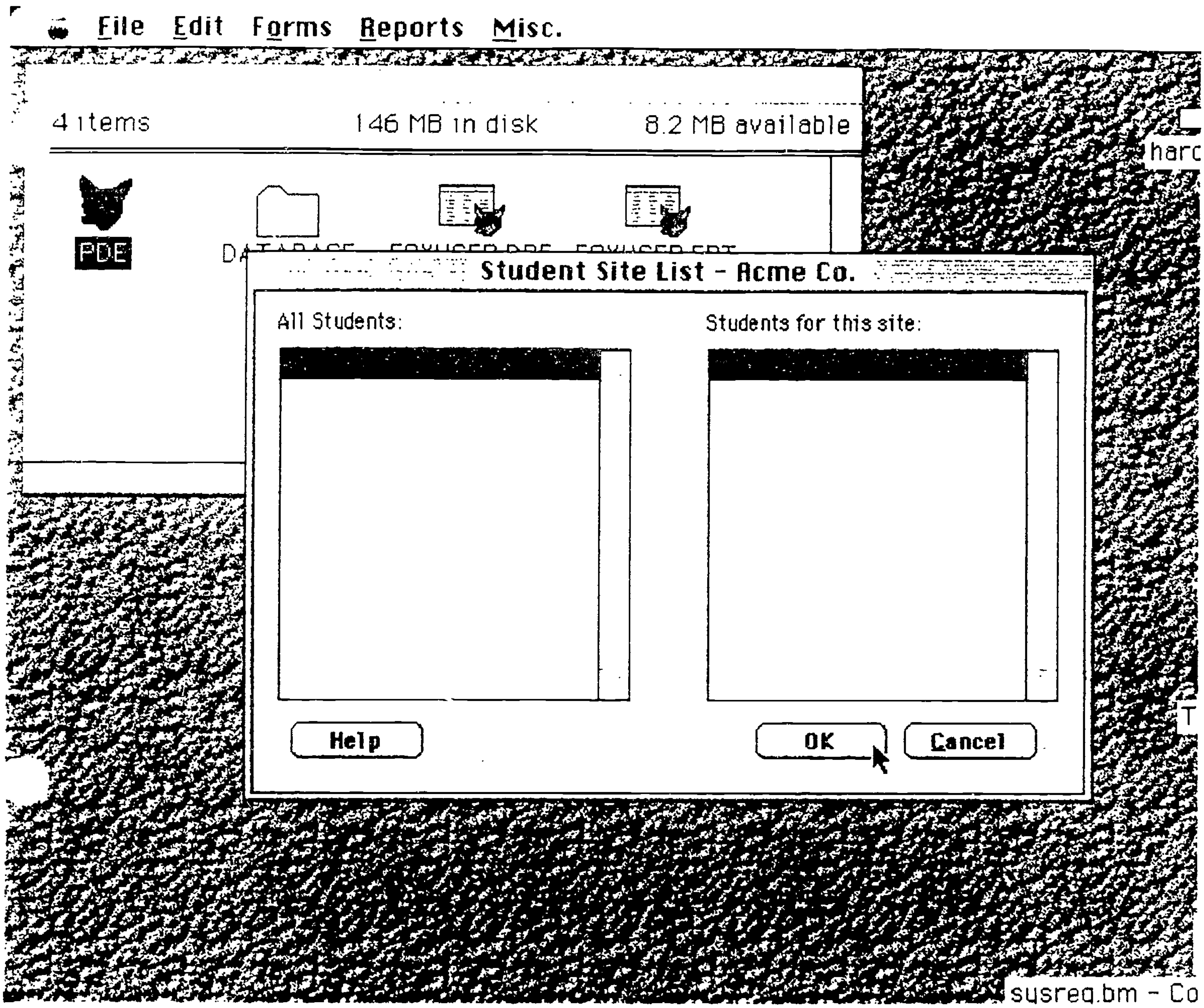
BEST COPY AVAILABLE

Figure 22



BEST COPY AVAILABLE

Figure 23



BEST COPY AVAILABLE

Figure 24

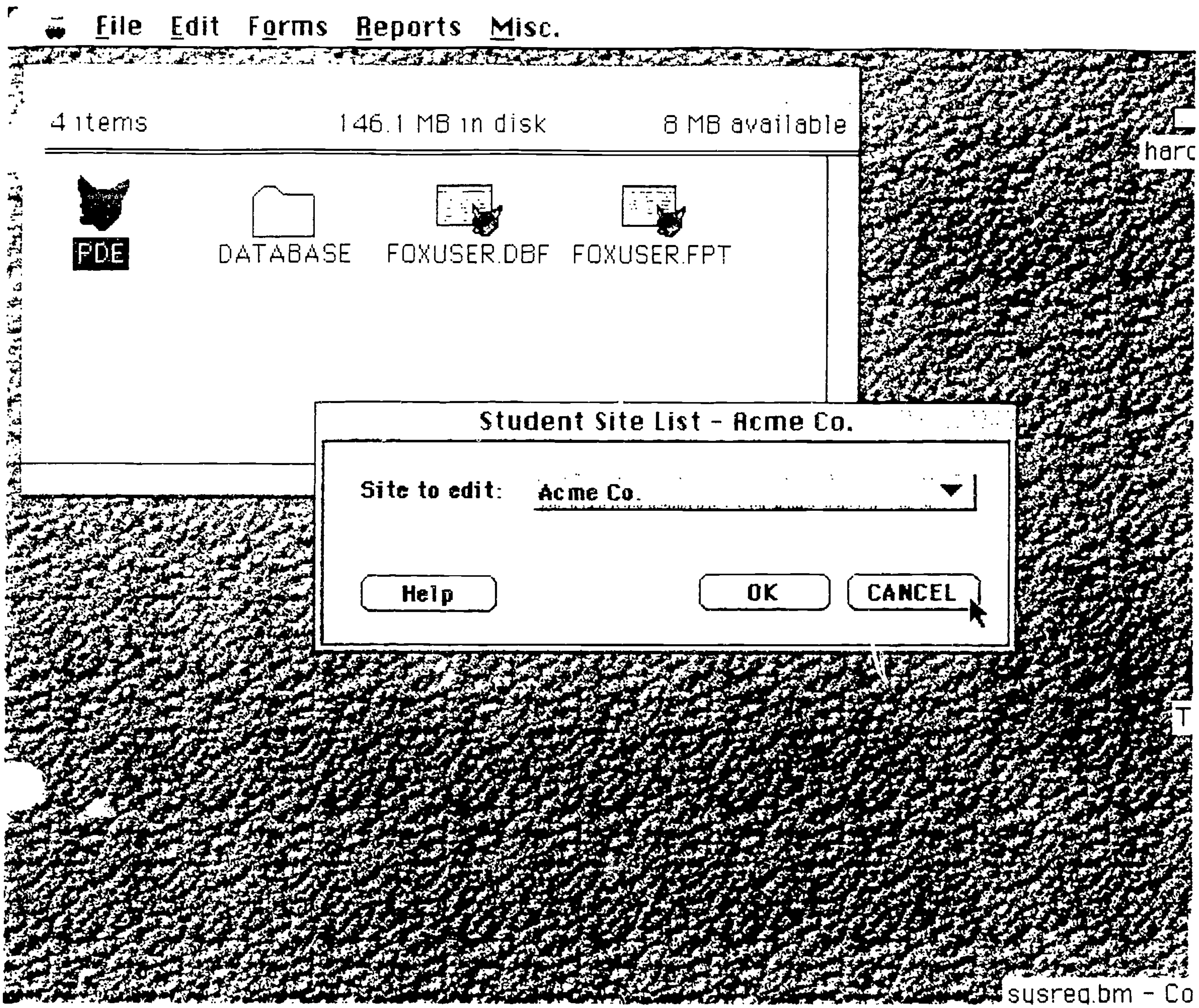

File Edit Forms Reports Misc.
4 items 146.1 MB in disk 8 MB available
PDE
DATABASE
FOXUSER.DBF
FOXUSER.FPT
Student Site List - Acme Co.
Site to edit: Acme Co.
Help
OK
CANCEL
susreq.bm - Co

Figure 25

DEMOGRAPHIC REPORT

For the 12 months ending in June, 1995

TE: 08/28/95

TIME: 16:36

PAGE: 1

Total learners: 3

Sex and grade level:	Total:	Female:	Male:
Beginning ESL (0-5)	0	0	0
Intermediate ESL (6-8)	0	0	0
Advanced ESL (9-12)	0	0	0
ABE 0-4	0	0	0
ABE 5-8	3	1	2
ABE 9-12	0	0	0
GED 9-12	0	0	0
Missing data	0	0	0

NAA Eligible:

Total Learners NAA Eligible: 3

Total CFL-ESL Learners NAA Eligible: 0

Total contact hours of learners: 59.0

Student gender:

Female	1
Male	2
Missing data	0

Age groups of students:	Total:	Female:	Male:
16-24 years	0	0	0
25-44 years	1	0	1
45-59 years	2	1	1
60 and older	0	0	0
Median age	47	48	42
Missing data	0		

Race/Ethnicity of learners:

African American	1
White	2
Latino	0
Asian	0
American Indian	0
Missing data:	0

Figure 26

JULY 1995 MONTHLY ATTENDANCE FOR ACME CO.

ATE: 08/24/95

TIME: 13:52

PAGE: 1

Student Name	Hours	Tutor Name	Tutor Hours	Student Status	Prev. Month	Accum. Hours
DEER, JOHN	____		____	ACTIVE	8.0	8.0
DOE, JANE	____		____	ACTIVE	25.0	25.0
DOE, JOHN	____		____	ACTIVE	26.0	26.0

Figure 27

SERVICE SUMMARY

For the 3 months ending in September, 1995

ATE: 09/07/95

TIME: 10:45

PAGE: 1

Number of active learners:	4
New students this month:	0
Number of students with hours this month:	2
Total hours of learners:	52
Average hours per learner:	13.00
Number of exited learners:	1
Average hours per exit:	36.50
Number of active tutors:	2
Number of new tutors:	0
Total hours of tutors:	25
Average hours per tutor:	12.50
Number of Students with 1st Assessment:	4
Number of Students with 2nd Assessment:	1

Figure 28

STUDENT ATTENDANCE SUMMARY BY AREA

For the 12 months ending in June, 1995

TE: 08/28/95

TIME: 11:37

PAGE: 1

Site		Learners Hours > 0	Learners Hours > 2	%	Learners Hours >= 12	% of > 0 that are >= 12	% of > 2 that are >= 12
Area:	CC1						
Acme Co.		3	3	100.00	2	66.67	66.67
Totals:		3	3	100.00	2	66.67	66.67

Figure 29

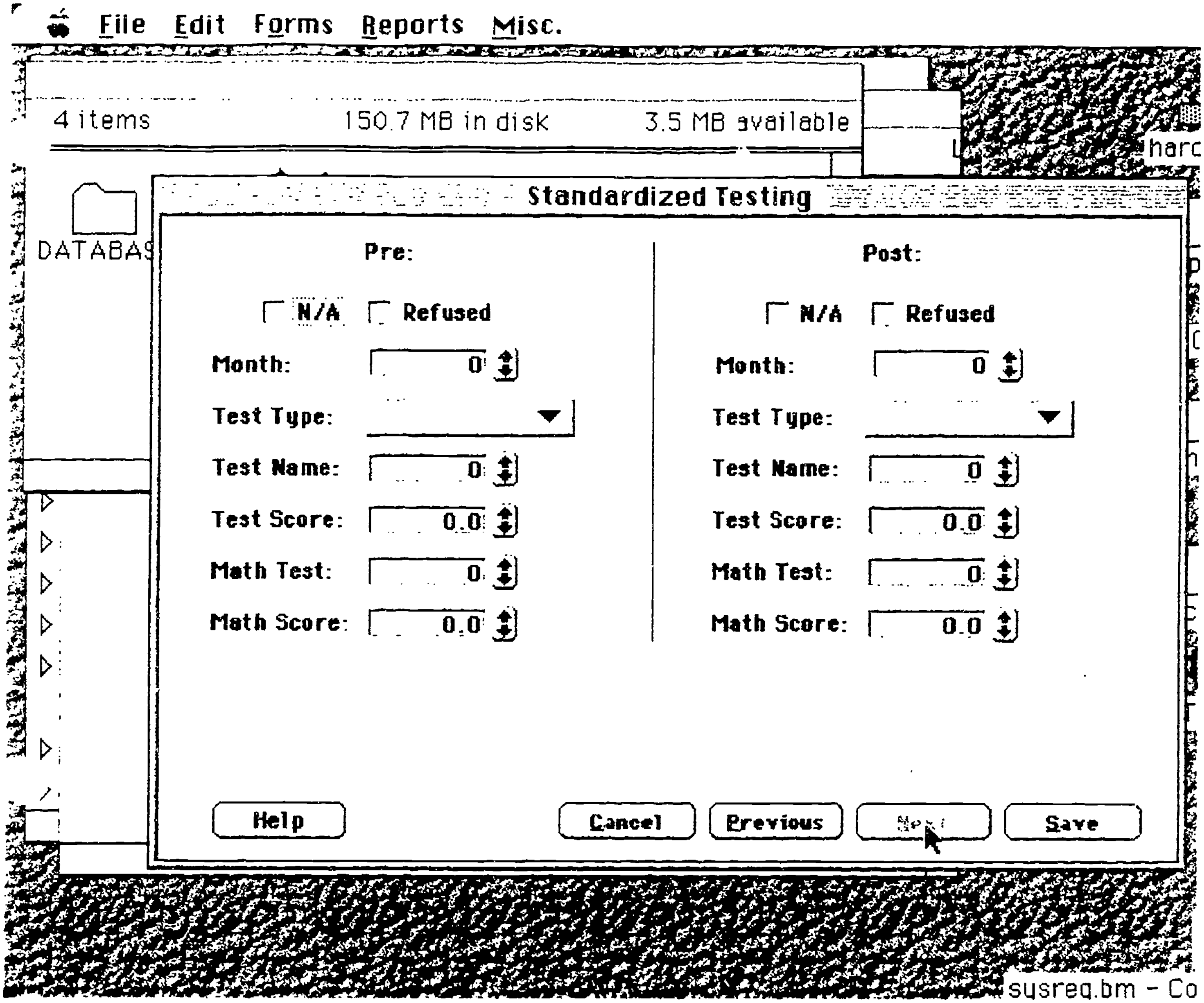

File Edit Forms Reports Misc.
4 items
150.7 MB in disk
3.5 MB available
DATABAS
Standardized Testing
Pre:
N/A
Refused
Month: 0
Test Type:
Test Name: 0
Test Score: 0.0
Math Test: 0
Math Score: 0.0
Post:
N/A
Refused
Month: 0
Test Type:
Test Name: 0
Test Score: 0.0
Math Test: 0
Math Score: 0.0
Help
Cancel
Previous
Save
susreq.bm - Co

Figure 30