

# **WABERS+**

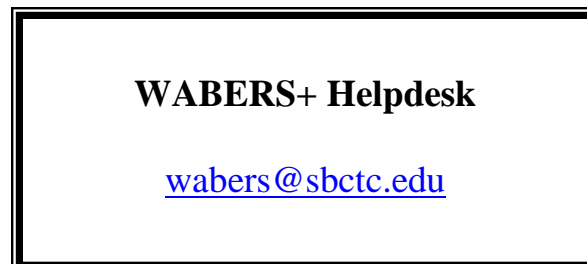
## **Teacher's Guide**

WABERS+ was developed to facilitate data collection and reporting of student enrollment and progress in Adult & Family Literacy Programs.

All Community Based Organizations and Community and Technical Colleges in the State of Washington providing Adult & Family Literacy services are required to report data at least quarterly using WABERS+.

The data elements included in the current version of WABERS+ come from State and Federal reporting requirements. Future funding decisions will be based on each basic skills provider's performance, calculated using data in WABERS+. The performance of all basic skills providers is public information. It is critical that every provider use the same methodology, the same definitions, and the same standards and criteria. Because of the importance of the reporting system, this guide has been developed to answer as many questions as possible.

This guide is intended for faculty or staff filling out data collection forms about Adult & Family Literacy activities on a regular basis for input into WABERS+ and/or accessing WABERS+ to monitor CASAS testing. If you feel that critical information has been excluded, please contact the helpdesk at [wabers@sbctc.edu](mailto:wabers@sbctc.edu)



## QUICK OVERVIEW

- ◆ Every Adult & Family Literacy participant must be reported in WABERS+.
- ◆ Every student must have a unique personal identification number (SID) in WABERS+. (Social Security numbers remain in the background of WABERS+ and colleges' SMS and may be used for calculating goal completions. Reports generated by WABERS+ will be based on the SID, and will not include students' Social Security numbers.)
- ◆ Providers must enter each student's **ethnicity, date of birth, gender, and employment status** into WABERS+. Students for whom no ethnicity, date of birth, gender, or employment status has been entered are not federally reportable.
- ◆ Providers must mark a **basic literacy goal** for each student. (These goals will mark automatically when the student's CASAS pre-test is entered into WABERS+.) Students that do not have a basic literacy goal marked are not federally reportable.
- ◆ The student's entry-level placement is determined by the student's CASAS pre-test. (This will be the entering educational functioning level on the federal tables.)
- ◆ Student attendance hours must be entered into WABERS+ at least quarterly.
- ◆ The completion of all the goals are now data matched. The completions cannot be manually entered into WABERS. (ALL GOALS must be manually marked to be considered in the data match.)
- ◆ Level completions are recorded electronically when a student tests into a higher competency level on the post-test, and the post-test is entered into WABERS+. (The pre- and post-test must be in the same subject for a completion to be recorded.)
- ◆ Providers must identify in WABERS+ the basic skills program component/funding source in which each student is enrolled. The list of special programs has been expanded to ten selections.

# STUDENT DEMOGRAPHICS

The following demographics must be entered into WABERS+.

**SID:** As of June 30, 2002:

- Colleges must use the Student Identification number (SID) assigned when the student registers for classes. Student identification numbers are downloaded into WABERS+ from the college's registration database called the Student Management System (SMS).
- Community-based organizations (CBOs) and other non-college providers will use their own unique numbering system. This number must be a 9-digit field, the first three digits of which identify the provider agency.
- State Correctional facilities will use each student's 6-digit Department of Corrections identification number preceded by "SID".

**Student Name:** Entering the students' names into WABERS+ allows CBOs to create class roster reports that show student names as well as SID numbers. At colleges and correctional facilities, student names will be downloaded from SMS.

**Zip Code:** Student addresses are not entered or uploaded into WABERS+. WABERS+ tracks each student ZIP code in order to tabulate the number of students in urban and in rural areas for federal reporting.

**Ethnicity:** Select or upload the ethnicity to which each learner self-identifies, appears to belong to, or is regarded in the community as belonging. The officially designated ethnic categories are: American Indian or Alaskan Native; Asian; Native Hawaiian or Other Pacific Islander; Black or African American; Hispanic or Latino, and White. This designation is required for the student to be federally reportable and to monitor whether programs are enrolling diverse populations representative of their communities.

**Date of Birth:** Enter or upload the date of birth for each student enrolled. This data element is required for the student to be federally reportable.

**Gender:** Record or upload each student's gender. This data element is required for the student to be federally reportable.



**NOTE:** *Students for whom no ethnicity, date of birth, gender, or employment status has been recorded are not federally reportable.*

# STUDENT INTAKE

Student intake information needs to be collected for each student. A **WABERS+ Student Intake** form can be printed from WABERS. An example of this form is on page 8. Sites can create and use their own forms as long as all the same information is gathered on the forms. The SSN Disclaimer must be included.

## ENTRY STATUS

Participants must be categorized by their “entry status” characteristics for reporting purposes.

### Record for each student:

- ✓ **Disabled:** Learner has a record of, or is regarded as having, any type of physical or mental impairment, including a learning disability, that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.
- ✓ **On Public Assistance:** Learner is receiving financial assistance from Federal, State or local government agencies, including Temporary Assistance for Needy Families (TANF), food stamps, refugee cash assistance, old-age assistance, general assistance, and aid to the blind or totally disabled. Social Security benefits, unemployment insurance, and employment-funded disability are not included under this definition.
- ✓ **Learning Disabled:** Student with an IQ in the low-average and above (70+ to any level) who has deficits (related to neurological impairments) in capacity in defined limited areas related to learning, including dyslexia (reading disability), dysgraphia (writing disability), dyscalculia (math disability), and who has a history of previous educational efforts.

### Record for each student:

**Employment Status:** Check the box that best describes the student’s employment status at time of intake. (The entry status does not change during the academic year.) This data element is required for the student to be federally reportable.

- ✓ **Employed Adult:** Learners who work as paid employees, work in their own business or farm, or who work 15 hours or more per week as unpaid workers on a farm or in a business operated by a member of the family. Also included are learners who are not currently working, but who have jobs or businesses from which they are temporarily absent.
- ✓ **Unemployed Adult:** Learners who are not working, but are seeking employment, have made specific efforts to find a job and are available for work. This category does **NOT include** persons who have given up looking for a job,

or who otherwise are not available for work, including inmates of correctional facilities.

- ✓ **Not in Labor Force:** Learners who are not employed and are not seeking employment.

## **STUDENT GOALS**

Indicate each learner's self-identified reasons for attending the class or program. Select at least one goal the learner has for the current academic year that could be attained during the year. Each student **must** have a basic literacy goal marked to be federally reportable.

**Work/Economic Goals:** These goals must be entered manually into WABERS+.

- ✓ **Get a job:** Obtain full- or part-time employment if the student is unemployed.
- ✓ **Keep current job:** Upgrade skills to enable retention of current job.

**Educational Goals:** Most of these goals must be manually entered into WABERS+.

- ✓ **Earn GED or high school diploma:** Achieve sufficient skills and credit hours to earn a state accredited secondary diploma or pass the General Educational Development tests.
  - ↗ This goal must be entered manually. If the student completed testing before the quarterly data match, a goal completion will be recorded.
- ✓ **Enter post-secondary education or training:** Achieve skills to enable enrollment in a postsecondary education program or job-training program.
  - ↗ This goal must be entered manually. If a student is found to have enrolled in a non-basic skills course (not a 32 CIP code) during the quarterly post-secondary data match, a goal completion will be recorded.
- ✓ **Improve basic literacy skills:** Improve overall basic literacy skills (e.g., ABE reading, writing, math).
  - ↗ This cannot be entered manually. The goal will be automatically marked when a CASAS pre-test is entered for the student. A completion is recorded when a student post-tests into a higher competency level.
- ✓ **Improve English language skills:** Improve overall skills in the English language (e.g., ESL speaking, listening, reading, writing).
  - ↗ This cannot be entered manually. The goal will be automatically marked when a CASAS pre-test is entered for the student. A completion is recorded when a student post-tests into a higher competency level.

## **SPECIAL PROGRAMS**

Adult & Family Literacy in Washington has a variety of different funding sources. WABERS+ is intended to fulfill the reporting requirements for the various funding sources channeled through or connected to the State Board for Community and Technical Colleges' Adult Basic Education office. Providers therefore must identify the program components / funding sources through which each student is served each year. A list of students by special program is available in WABERS+.

- ✓ **Community Corrections** - A community-based rehabilitation facility or halfway house. This does **NOT** include city and county jails.
  
- ✓ **Distance Education** – Formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to print, audio recording, videotape, broadcasts, computers software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software.
  
- ✓ **English Literacy/Civics** - ESL instruction influenced by the English Literacy/Civics grant that:
  - Enables participants to develop a sense of how things work, why things happen, what behaviors are acceptable, and how their personal actions can affect decisions and policies;
  - Assists participants in understanding and learning to maneuver through governmental, educational, community and workplace systems as well as key American institutions, such as banking and health care;
  - Integrates English literacy and civics education into contextual and experiential teaching and learning; and
  - Provides students with opportunities to hone their skills in addressing their real-life civics issues and concerns.
  
- ✓ **Family Literacy Program** - A program with a literacy component for parents and children funded by the Family Literacy grant that:
  - Provides at least 20 hours of family literacy instruction to each participant each week that must include:
    - Adult education activities and/or curriculum that address work skills and lead to economic self-sufficiency (describe activities and provide number of hours/week);
    - Training to prepare parents as the primary teachers of their children including knowing how to provide age-appropriate activities (describe activities and provide number of hours/week);

- Age-appropriate education to prepare children for success in school and life experiences (describe activities and provide number of hours); and
  - Parent/child interaction time (PACT) that builds family literacy skills (describe activities and provide number of hours/week for both at-home and in-class activities).
- ✓ **High School Completion** – A program designed for students to achieve sufficient skills and credit hours to earn a state accredited secondary diploma that is funded with local, state, and/or federal ABE funds.
  - ✓ **I-BEST** – Integrated Basic Education and Skills Training pairs ESL/ABE instructors with professional-technical instructors in the classroom to provide students with literacy education and workforce skills at the same time. I-BEST challenges the traditional notion that students must first complete all levels of basic education before they can begin workforce training.
  - ✓ **LDSI** – This is for current Learning Disability System Initiative providers. Providers must have done all of the following for a **LDSI** student: completed a consent form, screened by the Initial Interview (II) process, AND had a Student Action Plan developed. Other programs may also provide these services to students, but this box is reserved for **LDSI** programs for the purposes of data tracking and reporting.
  - ✓ **Program for Homeless** - A program designed for homeless adults. (Offenders do not count as homeless adults.)
  - ✓ **Volunteer Literacy Program** – Volunteer tutor instruction funded by the Volunteer Literacy grant that:
    - Meets the quality standards for volunteers identified in the Volunteer Literacy Principles  
[http://www.sbctc.ctc.edu/college/abe/volunteer\\_literacy\\_principles.pdf](http://www.sbctc.ctc.edu/college/abe/volunteer_literacy_principles.pdf)
    - Provides at least 1,000 student contact hours annually and increase student contact hours over time
    - Utilizes volunteers in a variety of tutoring models, including one-on-one tutoring, small group instruction, and as a part of classroom instruction offered by the funded organization or another identified provider
  - ✓ **Workplace Literacy Program** - A program designed to improve the productivity of the workforce through improvement of literacy skills needed in the workplace by:
    - Providing adult literacy and other basic skills services and activities, including basic computer literacy skills
    - Providing adult secondary education services and activities that may lead to the completion of a high school diploma or its equivalent or
    - Meeting the literacy needs of adults with limited English proficiency

## EL Civics Achievements:

When students self report earning citizenship, it should be recorded in WABERS+.

### English Literacy

Academic Year : 2010-11 ▾

SID	Name	Earned U.S. Citizenship
100101999	Adams John	<input type="checkbox"/>
699985051	Black, Captain	<input type="checkbox"/>
000000100	Mickey Mouse	<input type="checkbox"/>
699985041	Speedy Gonzalez	<input type="checkbox"/>
Total	4	0

## Distance Learning Options:

If a student is taking any classes or part of classes at a distance, the type of class should be recorded in WABERS+.

### Distance Education

Academic Year : 2010-11 ▾

SID	Name	Telecourse	Corres	On-line	ITV	Teleclass	Hybrid	WebEnhanced
699985050	Black, Beauty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
699985047	Christina Aguilera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
699985042	Dr. Suess	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total	3	0	0	0	0	0	0	0

## Types of distance classes are:

**Telecourse (Pre-Recorded Course)** - A course which uses videotapes, CD's, DVD's or other portable modalities of video / audio delivery to deliver the course content. Limited or no face-to-face time with instructor.

**Correspondence** - A course which uses mailed information between instructor and student. Limited or no face-to-face time with instructor.

**Online** - A course that uses web-based tools and where 100% of the instruction and interaction between instructor and student is done online. (Proctored exams still allow for this classification).

**Interactive Television** - A course which uses the K-20 or network-based video conferencing tools to distribute the course materials in real (synchronous) time.

**Tele-class** (will discontinue use) - A distance class which uses satellite, cable, streaming video over the internet, or other broadcast technology to distribute a predominant portion of course material in real (synchronous) time.

**Hybrid** - A course that displaces some, but not all face-to-face class time with web-based tools.

**Web Enhanced** - A face-to-face course that does not replace any face-to-face seat time, and access to web-based tools is required.

## **ATTENDANCE HOURS**

Attendance hours must be recorded into WABERS at least quarterly.

Providers must report the actual hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as classroom instruction, goal-setting, assessment, tutoring or participation in a learning lab. Time used to take to GED tests cannot be counted as instructional activity.

# CASAS TESTING

CASAS pre- and post-testing is recorded in WABERS+.

## TESTING HISTORY-BY STUDENT

To view or print the testing history of a student, click on the Student tab and search for the student. When the student's information is displayed, click on "Testing".

### Student Testing

**SID** :699985048  
**Name** : Fred Flintstone

**2010-11**

Subject Area	Date Tested	Form Number	Scaled Score	Type *	Program Level	Suggested Next Test
Math	6-15-2010	016M	207	P	ABE 2	015M
Reading	6-15-2010	013R	211	P	ABE 3	014R,114R

\*Test Type: P = Pre-Test, O = Post Test, A = Anomalous

## TESTING HISTORY-BY COURSE

To view or print the testing history of an entire class, click on the Class tab and search for the class. When the class information is displayed, click on "Test History".

### Class Test History

Fall 2010-11 , B012 Basic Reading - , Flower 778597

Name					
Adams John - 100101999					
Subject Area	Date Tested	Form Number	Scaled Score	Program Level	Type
Listening	9/15/2010	052L	191	ESL 3	O
Listening	8/31/2010	051L	188	ESL 2	P
Reading	9/15/2010	014R	201	ESL 4	O
Reading	8/31/2010	013R	191	ESL 3	P

\*Test Type: P = Pre-Test, O = Post Test, A = Anomalous



---

Black, Beauty - 699985050

\*Test Type: P = Pre-Test, O = Post Test, A = Anomalous

## TESTING ELIGIBILITY REPORT

To view or print the testing history of an entire class, click on the Class tab and search for the class. When the class information is displayed, click on "Testing Eligibility".

Testing Eligibility						
Class						
Fall 2010-11 , B012 Basic Reading - , Flower						
				Eligible To Test		
Name	Class Hours	Total Hours	Pre-Test	5 Months	Hours	
Mickey Mouse - 000000100	0	0				
Subject Area	Date Tested	Form Number	Scaled Score	Program Level	Suggested Next Test	Type
Listening	8-31-2010	052L	201	ESL 4	053L,054L	O
Listening	6-15-2010	051L	197	ESL 3	052L,053L,054L	P
Reading	8-31-2010	031R	203	ESL 4	032RX,033R,034R	O
Reading	6-15-2010	028R	199	ESL 3	013R,014R,032RX,033R,034R,081RX,082RX,083R,084R,114R	P
<small>*Test Type: P = Pre-Test, O = Post Test, A = Anomalous</small>						
Black, Beauty - 699985050	0	0		P		
<small>*Test Type: P = Pre-Test, O = Post Test, A = Anomalous</small>						
Duck Daffy - 100101012	50	50				
Subject Area	Date Tested	Form Number	Scaled Score	Program Level	Suggested Next Test	Type
Math	6-15-2010	035M	235	ABE 4	037M,038M	P
Reading	6-15-2010	017R	239	GED 1	018R	P
<small>*Test Type: P = Pre-Test, O = Post Test, A = Anomalous</small>						

This report provides you with a large amount of testing information, including the suggested next test. This report will show if a student is eligible to test and why. The reason the student is eligible will be found in the last two columns.



- Student has not pre-tested and needs to take a pre-test.



- It has been 5 months (low intensity programs) or more since the student tested.



- It has been 45, 90, 135 or more hours since the student has tested. This clock clears each time a test is entered and re-appears at increments of 45. So, it will re-appear at 90, 135, and so on hours.

**Notes:** This report only works if hours are entered before tests.

## WABERS+ Student Intake

SID: \_\_\_\_\_ Quarter: \_\_\_\_\_

Name: \_\_\_\_\_ Instructor: \_\_\_\_\_

**Entry Status** *(Check all that apply)*

- Disabled *(any disability, including LD)*
- Learning disabled *(also check Disabled box above)*
- On public assistance

**Employment Status** *(Check one)*

- Employed *(currently working)*
- Unemployed *(currently looking for work)*
- Not in the labor force *(NOT working or looking for work)*

**Goals** *(Check at least one)*

- Get a job *(currently looking for work)*
- Keep current job *(currently working)*
- Earn GED certificate
- Earn high school diploma
- Enter post-secondary education or training
- Improve basic literacy skills *(ABE & GED)*
- Improve English language skills *(ESL)*

**Special Programs** *(For staff use only)*

- |  |  |
|--|--|
| <input type="checkbox"/> Community Corrections   | <input type="checkbox"/> Learning Disability System Initiative |
| <input type="checkbox"/> Distance Learning       | <input type="checkbox"/> Program for Homeless                  |
| <input type="checkbox"/> English Literacy/Civics | <input type="checkbox"/> Volunteer Literacy Program            |
| <input type="checkbox"/> Family Literacy Program | <input type="checkbox"/> Workplace Literacy Program            |
| <input type="checkbox"/> I-BEST                  | <input type="checkbox"/> High School Completion                |

**Student SSN Disclaimer**

The Washington State Board for Community and Technical Colleges (SBCTC) pursuant to RCW 28B.50.090 authorizes this organization to ask you to provide your social security number. The number will be used for keeping records, research on students in general, and summary reporting. Your number also will be provided to the SBCTC. The SBCTC gathers information about students and programs to meet state and federal reporting requirements. It also helps to plan, research and develop programs. This information helps to support the progress of students and their success in the workplace and other educational programs. When conducting research, your social security number will only be disclosed in a manner that does not permit personal identification. Your social security number will never be used to report personal information. By providing your social security number, you are consenting to these uses as identified. Provision of your social security number and consent to its use is not required and if you choose not to do so, you will not be denied any right, benefit, or privilege provided by law. You may revoke your consent for the use of your social security number at any time.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

## CIP CODES FOR ABE, HSC, GED, AND ESL LEVELS

LEVEL	CIP CODE	CASAS SCORE RANGE
Educational Interviewing	32.0201	none
ABE 1	32.0210	200 and below
ABE 2	32.0220	201-210
ABE 3	32.0230	211-220
ABE 4	32.0240	221-235
Basic GED Preparation	32.0203	236-245
Basic High School Completion	32.0205	236-245
Advanced GED Preparation	32.0204	246-255
Advanced High School Completion	32.0208	246-255
ESL 1	32.0301	180 and below
ESL 2	32.0302	181-190
ESL 3	32.0303	191-200
ESL 4	32.0304	201-210
ESL 5	32.0305	211-220
ESL 6	32.0306	221-235