Connecticut Adult Reporting System (CARS)

Policies and Guidelines

Fiscal Year 2016-2017

Developed by the
Bureau of Health/Nutrition, Family Services and Adult Education
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INTRODUCTION

Overview

All providers funded by the Connecticut State Department of Education (CSDE), Bureau of Health/Nutrition, Family Services and Adult Education, must comply with the policies outlined in this manual and utilize the guidelines to ensure consistent data entry. They must collect and report through the Connecticut Adult Reporting System (CARS), the following data with regard to the adult education learners who are served by the provider:

- Demographics, Entry Status, Reasons Enrolled;

- Course and Course-Section Information;

- Enrollment Information including enrolled date, credits earned, etc.;

- Appraisals and Pre/Post Assessments;

- Attendance (either using a daily or monthly reporting format);

- Achievements (including where applicable diploma earned, and National External Diploma Program (NEDP) competency areas completed); and

- Transfer Credits for learners enrolling in the Adult High School Credit Diploma Program (AHSCDP).

Forms to collect these data are provided at the end of this document along with field descriptions. Providers are expected to utilize routinely the CARS *Data Verify* procedure and the various CARS reports to ensure the accuracy and completeness of the data that are entered.

All computers designated by the provider for CARS data entry should be equipped with Internet access. A dedicated Internet Connection (T-1, DSL, Cable Modem, etc.) is recommended, especially for medium to large-sized programs.

The data entered in CARS are used by the CSDE to meet reporting requirements at the federal and state levels.

- CARS data are the basis for completing the federal reporting requirements of the National Reporting System (NRS).

- CARS data are used by the CSDE to meet State reporting requirements relative to State Legislative Report Card (Connecticut General Statutes Section 31-3bb), the Results Based Accountability report cards required by the Connecticut General Assembly, the Temporary Assistance for Needy Families (TANF) reports, and annual reports to the State Board of Education.

- CARS data are also integral to the CSDE's evaluation of each adult education provider on a range of program quality measures that include recruitment, retention, assessment and learner outcomes.

In addition to such reporting requirements, CARS data are also used by the CSDE for research and evaluation purposes. For example, the CSDE has utilized data from CARS to examine the relationship between learner abilities evidenced on standardized assessments of the Comprehensive Adult Student Assessment System (CASAS) and learner performance on the General Educational Development (GED®) Tests. Another study analyzed the relationship between the number of hours that learners attend in adult English-as-a-Second-Language (ESL) programs and the learning gains they attain on standardized CASAS assessments in the areas of basic listening reading and writing.

Longitudinal and Statewide Student ID

CARS is a longitudinal database and contains student information since fiscal year 2001-02. The student ID that is created for each new student in CARS is unique to that student across adult education providers *and* across fiscal years. Students who return to adult education in a future fiscal year maintain the same CARS Student ID. Students who transfer from one adult education provider to another or prepare in adult education and then register for the GED® test are also able to utilize the same CARS Student ID.

When a user logs into CARS, the system defaults to the current fiscal year based on today's date. Users have the option to switch school years to view (not edit) past year data.

Data Entry Timelines

The use of CARS for instructional and program management purposes can be maximized only if data are entered in a timely fashion. CARS allows multiple data-entry staff to enter data simultaneously. Therefore, attendance should be entered into CARS according to the following timelines. **The CARS system will be locked and no data entry will be possible for fiscal year 2016-17 after July 21, 2017.**

By October 28, 2016	Enter September attendance
By November 25, 2016	Enter October attendance
By December 23, 2016	Enter November attendance
By January 27, 2017	Complete data entry (i.e., attendance, achievements, credits earned, assessments, etc.) for the first semester; ensure that data are error free.
By February 24, 2017	Enter January attendance
By March 31, 2017	Enter February attendance
By April 28, 2017	Enter March attendance

By May 26, 2017	Enter April attendance
By June 30, 2017	Enter May attendance
By July 21, 2017	Complete all data entry for the fiscal year (i.e., attendance, achievements, credits earned, assessments, etc.). Ensure that all data is error free. Notify the CARS helpdesk at ewhelpdesk@ca.com.

CONFIDENTIALITY AND DATA PROTECTION

ADMIN → Users

The CSDE gives all providers receiving adult education grants with access to CARS. The CSDE expects that at least one CARS user from each provider will participate in annual CARS training.

CARS allows each adult education provider to determine its Users, i.e. the people who will have access to the system. Figure 1 provides the list of users for a sample provider.

Figure 1: List of Users

Each provider must ensure that its list of Users remains current. Therefore, **the program must make inactive immediately, those "Users" who should not have access to the system.** This is extremely important because CARS can be accessed through the World Wide Web. For example,

if a data entry staff person leaves the program, then that User must be made *"inactive"*

Figure 2: Add/Edit Users

immediately. This will prevent the person from accessing the system and making changes to data or viewing reports.

CARS also enables each provider to determine the particular aspect(s) of CARS that a user is permitted to access and the specific authority level of access for each aspect (Figure 2).

A User can be provided access to **five aspects of CARS**. Access for one aspect can be provided independent of the other aspect:

1. *Admin:*

    This aspect of CARS enables Users to add/edit/view users, staff, buildings, rooms, courses, course-sections, the delete enrollments option, reports, and the data verify list. There are four levels of access within the *Admin* aspect of CARS:

    a. None = User will not have access to the Admin, Reports and Misc. items on the CARS Menu (Figure 2).

    b. All = User will have complete access to enter and update data within the Admin, Reports or Misc. items on the CARS Menu. A User with this access level is considered a **data administrator** because this user can modify his/her own access

as well as those of other users, access features necessary to use the Tracking of Programs and Outcomes (TOPS) data exchange features, and submit Merge Requests.

    c. Limited = User will have complete access to enter and update data within the Admin and Reports items on the CARS Menu, with the exception of adding or editing users.

    d. Read Only = User will have ability to view all data in the Admin and Reports items on the CARS menu, but will be unable to add or edit any records.

2. *AE Data Entry*

This aspect of CARS enables users to search for students, add/edit student demographics, modify entry status, enter reasons for enrollment, enter achievements, enroll students in course-sections (classes), report attendance, grades, transfer credits, and enter appraisal and assessment test scores. There are four levels of access within the *AE Data Entry* aspect of CARS:

    a. None – User will have no access to Student and Course items on the CARS menu.
    b. All – User will have complete access to the Student and Course items on the CARS menu.
    c. Instructor – Only the Courses menu is available to this User to view the enrolled students, and add attendance only to those course-sections for which this user has been designated as an instructor.
    d. Read only – This User can view all the information accessible through Student and Course items on the CARS menu.

3. *GED Data Entry*
This aspect of CARS enables users to use the online GED scheduling feature and register prospective candidates for an upcoming GED test. There are only two levels of access:

    a. No – The User has no access to GED.
    b. Yes – The User will have ability to enter and update all records as they pertain to registering candidates for the GED test.

The provider must ensure that access to the GED aspect of CARS is limited only to the approved registrars.

4. *Data Tables Access*
This aspect of CARS enables users to download data tables containing student, enrollment, course-section and assessment information. These data represent confidential student information; therefore access to download them should be restricted to only one or two key staff members within the program. There are two levels of access:

    a. No – The User has no access to download the data tables

b. Yes – The User has access to download the data tables.

5. *GED Prep Site Access*
    This aspect of CARS enables users to access the GED Preparation Site Results report. This report contains the most updated GED test results for students enrolled in the provider in the current fiscal year. Results are included only if the student has authorized release of that test information to the preparation site i.e. the adult education provider.

    Up to two users per provider may be authorized by the CSDE to gain access to this aspect of CARS. This access is maintained directly by Computer Associates and not by the provider. Therefore, adult education directors will need to e-mail the CARS helpdesk at ewhelpdesk@ca.com to request access for new staff or disable access for previously authorized staff who are no longer employed by the provider.

    The GED Prep Site Report will only be displayed if the following criteria are met:
    *   the same CARS ID used to enroll a student in adult education class(s) is used to register the student for the official GED® Test(s);
    *   the student has 12 hours or more of Attendance for adult education instruction recorded in CARS;
    *   the student has authorized that his/her scores be released to the prep site provider; and
    *   the student has an enrollment in the current fiscal year.

    Any user and provider authorized to view this report is bound by the following terms:

    i.   The results are being provided because the GED examinee has given permission to release GED test results to the adult education program preparation site, as affirmed by the examinee on the GED Registration Form. Proof of this release of information should be maintained in the files.
    ii. Under no circumstance should any employee of the adult education program preparation site release these GED results (scores and/or GED attainment status) to any other entity or organization (e.g., parents/friends, colleges, employers, cooperating towns).
    iii. Any entity or organization seeking information about an examinee's GED results should be advised that: (i) all GED verification requests are handled by the CSDE; and (ii) in order to honor requests for GED verification, the CSDE will require a release of information form that is signed by the examinee. Requesters can be directed to the Web Site http://www.sde.ct.gov/sde/cwp/view.asp?a=2620&q=322390 for additional information.
    iv. Names of GED examinees who pass the GED should NOT be included in graduation program materials or any other public information document by the adult education program preparation site without the express written consent of the GED examinee.

CARS is designed to protect the privacy rights of learners by ensuring confidentiality of ALL their records. However, several safeguards must be implemented by the local adult education providers to ensure that the confidentiality of data is maintained and vigorously protected.

1. Data Administrators must take great care in ensuring that all users have access only to those aspects of CARS most relevant to them. For example, data entry staff who are working only with Adult Basic Education (ABE) and ESL data should not have access to the GED registration system and vice-versa.
2. Though CARS is an Internet-based system, users should access CARS only using computers that are authorized by the adult education provider. It is strongly recommended that user IDs and passwords not be saved when prompted by the browser (e.g. Internet Explorer). Saving passwords in this fashion could leave the user ID and password accessible to any other person who may use that computer, thus compromising the data.
3. CARS data that can be readily associated with a particular learner must also not be sent through routine e-mail; only secure communication methods must be used.

DATA COLLECTION AND ENTRY

It may be most efficient to organize the data-entry process as follows:
- Complete admin set up by entering all staff, buildings, rooms, courses and course-sections;
- enter all learner information next;
- enroll learners into the appropriate course-sections; and
- complete the attendance, assessment and outcome information on an as-needed basis.

ADMIN → Staff

Staff members are employees of the adult education provider and may be assigned to a user ID, a course-section (i.e. instructor), a student (i.e. counselor) or to a building (Figure 3). Staff records are not associated with a fiscal year.

Figure 3: Add/Edit Staff

Staff Details

Title	Mr. ▼		Staff Id	
First Name			Instructor	○ Other ○ YES ◉ NO
Middle Initial			Counselor	○ Other ○ YES ◉ NO
Last Name			Ein #	
Suffix			Years of Teaching Experience in Adult Education	Select Years of Experience ▼
E-Mail			Degree	Select Degree ▼
			Full Time/Part Time	○ Full Time ○ Part Time
			Date of Birth	MM/DD/YYYY 📅
			Active	◉ YES ○ NO

- EIN# refers to the Educator Identification Number that is assigned to each educator within the Connecticut Educator Certification System. Information pertaining to an individual educator's EIN or certification may be accessed from the Bureau of Educator Standards and Teacher Certification Web site located at http://sdeportal.ct.gov/cecscreateuser/educatordetails.aspx

- Years of teaching experience in adult education – Please count only the years of teaching experience in adult education and select one of three choice from the drop-down list:

  - Less than 1 year
  - 1-3 years
  - More than 3 years

- Please select either full time or part time to indicate the educator's teaching status within adult education.

ADMIN → Building

A new building must be created for every separate building where the provider offers adult education instructions (Figure 4). A separate building should be created for each workplace literacy site. One building may be assigned to one or more course-sections. Buildings are not associated with a fiscal year.

Figure 4: Add/Edit Building

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ADMIN → Room

One building can have one or more rooms (Figure 5). Rooms are not associated with a fiscal year.

Figure 5: Add/Edit Room

ADMIN → Course

The concept of a "class" is split into two parts, a Course and a Course-Section. Providers will need to first define Courses, and then define the specific scheduled instances of those Courses i.e. the Course-Sections.

A Course represents the high-level content and level designation. Examples of courses include ABE Beginner, ABE 3, ESL Intermediate, U.S. History, etc. Providers are free to establish their own naming/numbering sequence for courses. Because cryptic numbering systems (e.g., 1-3 where 1 represents ABE and 3 represents the intermediate level) are not easily understood by all individuals in the provider, it is strongly recommended that providers utilize explicit titles for courses that are obvious to any reader. Courses are also not associated with a fiscal year.

The Add/Edit Course Screen is presented below (Figure 6)

Figure 6: Add/Edit Course

The following specific guidelines are provided with regard to Courses:

- Only those Program Types (e.g. ABE, ESL, etc.) for which the provider is approved for will be visible. Once a course is created, this field cannot be changed.

- The course method of "CT Adult Virtual High School" should only be selected for the Online Orientation course, the GED Preparation course or the subject specific credit courses offered through the CT Adult Virtual High School system that is delivered by the Connecticut Distance Learning Consortium.

- Select Transition as the course level only for those high school completion courses that are offered to prepare learners to transition into post-secondary education or training *and* where there is a formal partnership with a post-secondary institution.

- Set the Family Literacy radio button to Yes if the course is offered as a component of a federally funded family literacy or Even Start program.

- Set the Technology radio button to Yes if new technologies are used by learners and/or teachers for at least 25% of the duration of the course.

- Set the Workplace radio button to Yes only if the course is offered to the employees of a company based on a formal relationship with the employer/union.

- Set the Homeless/Non-Traditional radio button to Yes only if the course is offered in a nontraditional instructional setting/site or if course is delivered using innovative, nontraditional instructional approaches *and* coordination and collaboration of comprehensive counseling and support services are documented with host institution/site.

ADMIN → Course-Section

A course-section represents the individually scheduled occurrence of a course. The course-section contains the details of when and where a course is taught – start and end date, instructor, building, room, instructional hours, class schedule, etc. A course may have one or more course-sections.

The Add/Edit course-section screen is presented below (Figure 7).

Figure 7: Add/Edit Course-Section

As with courses, providers are strongly recommended to utilize explicit titles for course-sections that are obvious to any reader. Users can utilize the location, the term, and/or the time as identifiers for course-section code. Examples of user-friendly course-section codes include "EHS Fall AM" or "CRC Spring PM"; these codes contain the location, the term and the time.

The following specific guidelines are provided with regard to course-sections:

- The daily schedule will be saved only if attendance type is set to daily.

- Once entered, the school year field cannot be changed. For Course-Sections that start in June and end in July, the provider has the option of assigning it to either school year. If a Course-Section starts in May, then assign it to the current year. If a Course-Section ends in August, then assign it to the next year.

- Once attendance data is entered for students enrolled in this course-section, the attendance type selection (i.e. daily versus monthly) cannot be changed.

- The "show after end date" field defaults to No. This will prevent a course from displaying in the New Enrollment screen after the course has ended (based on the End Date). This selection will not prevent the user from entering attendance, achievement and testing information for students enrolled in that course-section.

- For course-sections utilizing the daily attendance format, the actual hours attended is calculated based on the start and end times for each day. Users should exercise care to ensure that times and the AM/PM selections are indicated accurately. Inaccurate schedules can result in the calculation of erroneous attendance hours.

- Because the attendance screens are generated automatically based on the course-section start and end dates and (if applicable) the daily schedule, changing those fields *after* attendance data are entered can result in the loss of previously entered attendance data. For example, if the start date of a course-section is 1/13/2014 and the end date is 5/23/2014, changing the end date for that course-section to 4/30/2014 will result in the loss of any attendance data that may have been entered for the month of May.

Unlike Courses which are not associated with a fiscal year, course-sections are tied to the fiscal year in which they are offered. Course-Sections can be created from scratch or imported from prior years using the ADMIN → Import Course-Section option (Figure 7a). If course-sections are imported, the user must remember to immediately update the start/end dates and any other changes to the course-section (e.g. instructor, building room, etc.) in the new fiscal year prior to enrolling students and entering attendance.

Figure 7a: Import Course-Section

ADMIN → Delete Enrollment

The "delete enrollment "function may only be used if, in error a student is placed in an incorrect course section. **NEVER** use this function to delete students who are "no shows" or students with only one hour of attendance. Remember all learners must be recorded in the CARS system.

To delete an enrollment made in error, select the course from the drop down, then select the section. The list of names will appear of the students enrolled in that chosen course section. Choose the name of the student to delete or "un-enroll" out of the course section. Remember YOU ARE NOT DELETING the STUDENT, only the enrollment. Therefore, anything associated with that particular enrollment such as tests, attendance, etc. will also be deleted.

Figure 8: Delete Enrollment

BLANK

Connecticut Adult Virtual High School Courses and Course-Sections

Each program whose learners are participating in AHSCDP and GED courses offered through the CT Adult Virtual High School (CTAVHS) should create a Course and Course-Section in CARS for each of the courses in which their learners are enrolled. A program must enter in CARS, only those learners who are enrolled through their program regardless of where the online teacher is employed.

AHSCDP Courses:

When creating the Course, please ensure that the following fields are completed as indicated:

- Course-Method: CT Adult Virtual High School
- AHSCDP Hours (to earn one credit): Enter the total instructional hours required by your program for a learner to earn one AHSCDP credit (cannot be less than 48 hours).
- AHSCDP Type: Classroom

When creating the Course-Section, please ensure the following:

- Utilize the Monthly attendance format.
- List the certified online teacher as the instructor for the Course.
- Ensure that the Total Instructional Hours equals the hours required to earn ½ credit (unless the Online Orientation Course is offered for one credit).
- Max AHSCDP Credits: 0.5 (for all content courses).

Status: Pass {letter grade A, B, C, D]Fail [F], Dropped or Not-Retained) must be specified for each enrollment.

NOTE: A student who **completes less than fifty percent (<50%)** of the CTAVHS course is considered *"not retained"*. A student **completes more than fifty percent (>50%)** of the CTAVHS course but fails to finish the course receives a *"letter grade of F"*.

GED Courses:

When creating the Course, please set Course-Method to "CT Adult Virtual High School." When creating the Course-Section, please utilize the Monthly attendance format.

STUDENT → Edit Students

Students returning to the adult education provider from a prior fiscal year can be found using the Edit Students search option (Figure 9). Please note that this search only searches for students who have enrolled with this particular provider in some prior fiscal year (beginning in 2001-02).

Figure 9: Edit Students Search

STUDENT → New Students

The CARS Student ID is longitudinal and unique across providers. When a "new" student appears at an adult education provider, there is always the possibility that the student was enrolled with another provider. Therefore, the user must search for the student using the New Student search to ensure that a duplicate CARS student ID is not created for that student. This screen requires a first or last name *and* the selection of a gender (Figure 9a). If the search results are too numerous, they can be narrowed using the month and/or year of birth.

Figure 9a: New Student Search

Two search results are presented:

1. Students currently in your program: This represents students who match the search criteria and have enrolled in the provider in at least one fiscal year since 2001-02.

2. Students outside your program: This represents students who match the search criteria and are enrolled in a provider other than one in which the user is affiliated. Minimal information (name, date of birth, city, zip and country born) is provided to enable the user to confirm the identity of the student. If the user can confirm that the student is indeed someone outside the program, then the user can click on "Import" to acquire the basic

demographic information and begin to service the student. This practice ensures that the student is not duplicated and student histories are maintained accurately.

3. If the student was administered an appraisal and/or pre-post test in at least one skill area by the previous provider, then CARS will display the latest test score (either appraisal or pre-post test) for each available skill. This score can be used to select the appropriate level pre-test for the student in the new provider; it is not necessary to administer an appraisal test in the respective skill area. Since this screen is displayed only once in CARS, the user should print that screen and give it to the Program Facilitator. The score may be used to select the appropriate pre-test if the test was administered within the past three years *and* the student has not received any significant instruction during that period. If there is no available test score, CARS will directly display the student demographics screen.

If the student is not found in both the search results, the user is strongly recommended to modify the search criteria (e.g. search with partial names or only last/first name) in order to broaden the search. It is possible that the name was misspelled or that the person changed their name. If after repeated searching, the student is not found, then the Add New Student button should be clicked to enter the new student.

Entering All Learners

All learners participating in adult education program services that are supported wholly or partially through adult education state/local or federal funds as described above must be reported in CARS. Moreover, evaluating program retention based on the percentage of learners retained for at least 12 hours has been a measure of learner retention in adult education for many years and is included in the Profile Report. Remember the Department policy is that all enrollments with at least one hour of attendance are included. Enrollments with zero hours of attendance can be indicated as a "no show." The delete enrollments feature on the CARS Web site is provided only for special situations such as when a learner transfers from one section to another, or when the program mistakenly creates duplicate learners IDs for the same learner and wishes to consolidate the records.

BLANK

STUDENT → Demographics

Clicking on a student's name will bring the user to the student demographics page with the student's name and navigation option on the top left (Figure 10). If a required field is missing and the user attempts to save the record, the system will prompt the user accordingly. If the data are saved successfully, the user will be presented with the Entry Status screen.

Figure 10: Student Demographics

Student demographics are not associated with a fiscal year. Therefore, these data need not be re-entered for returning students.

Please note the following with regard to demographics:

Application Date

Enter the date that the form is completed and signed by the applicant. This date does not change. CARS will default to the date of data entry.

City/Zip Code

The applicant must live or work in Connecticut to be eligible for federal or state/local funded programming. If the person resides in another state and works in Connecticut, double-click Work and enter the work address.

Social Security Number

Programs are encouraged to enter the social security numbers for as many learners as possible. SSN is NOT the major identifier of the individual in CARS. If an SSN is not provided by the learner, please **do not make up a fictitious number** – just leave the field blank.

Exempt from Appraisal Testing

Select "Yes" for those applicants who, in the professional judgment of the staff, cannot be accurately appraised using a CASAS appraisal (or) were administered a CASAS eTests locator.

Ethnicity

Hispanic or Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)

Race

- *American Indian or Alaska Native*. (A person having origins in any of the original peoples of North and South America, including Central America, and who maintains a tribal affiliation or community attachment.)
- *Asian*. (A person having origins in any of the peoples of the Far East, Southeast Asia, or the Indian Subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)
- *Black or African American*. (A person having origins in any of the Black racial groups of Africa.)
- *Native Hawaiian or Other Pacific Islander*. (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)
- *White*. (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)

SASID

Individuals who are between the ages of 17 and 18, inclusive, who enter adult education for the first time, and who last attended a Connecticut public high school are required to have their 10-digit state assigned student identification (SASID) number entered in CARS.

Highest Educational Level/Degree Completed

This data is required to be collected from all learners at time of program entry. Learners must also indicate where this highest educational level/degree was attained (i.e. in the USA or not in the USA).

> Note: It is not expected that U.S. high school graduates (who have already completed elementary and secondary school education) would be enrolled in the mandated program areas of ABE, GED, AHSCDP or NEDP.

> Note: In many Spanish speaking countries, the term "el colegio" may be considered the period of Kindergarten through Grade 12. To avoid confusion, "university" (instead of college) may be the better term for some ESL students to understand.

STUDENT → Entry Status

The user should indicate characteristics that student possess at the time of entry into the program in the fiscal year. The employment status is required while the others are optional (Figure 11). If the data are saved successfully, the user will be presented with the Reasons for Enrollment screen.

Entry Status is associated with a fiscal year. Therefore, prior to enrolling students into course-sections, these entry characteristics must be specified in each fiscal year for both new and returning students.

Figure 11: Entry Status

Please note the following with regard to entry status.

Mother Under the Age of 17 – Connecticut General Statute Section 10-73d
Please check only for applicants who are mothers under the age of 17 when enrolling in adult education.

Even Start Applicant
Please check this for all Even Start adults who have met the Even Start enrollment criteria.

Public Assistance
If applicable, select the type of Public Assistance the applicant receives. Applicants on Public Assistance must select either SAGA (State Assisted General Assistance) or TANF/TFA (Temporary Family Assistance or Temporary Aid to Needy Families).

STUDENT → Reasons for Enrollment

Learner goals (Reasons for Enrollment) are generally established annually or at program entry. Reasons for enrollment are associated with a fiscal year. Both new and returning learners must establish at least one goal prior to being enrolled in a Course-Section. Learners can select their goal(s) from a broad range of categories such as education, employment, family and community (Figure 12).

Figure 12: Reasons for Enrollment

It is strongly recommended that an instructor/intake person counsel the learner during the goal-setting process. Moreover, as part of this process, staff are encouraged to consider not only the learners' appraisal test scores in reading, listening, or math but also their experiences, abilities, and interests.

Remember, effective FY 2012-13, the U.S. Department of Education (USDOE) removed learner goal as the basis for outcome follow up attainment with regard to the following four core indicators of performance:

1. Enter Employment
2. Retain Employment
3. Earn a Diploma
4. Enter Postsecondary Education/Training

Instead, follow up cohorts are established automatically by the CSDE based on the following criteria specified by the USDOE:

- Enter Employment: All exiters with entry status of "unemployed seeking employment"
- Retain Employment: All exiters with entry status of "employed"
- Earn a Diploma: All exiters who take the entire GED Tests, enter with 11 or more credits in CDP, or are in the NEDP assessment phase
- All learners who attain their local or state high school diploma **and** ESL learners who enter with a high school diploma from a foreign country and exit the program.

The CSDE will follow-up on with the learners in the above automatically designated cohorts/criteria to ascertain the outcomes they achieved *after* their exit from adult education. A learner's *exit status* and actual *exit date* are established using attendance and longitudinal participation information from CARS. Programs are therefore urged to continue and strengthen their efforts to retain learners and encourage those who do not attain these outcomes in a fiscal year to return to adult education in the subsequent fiscal year.

The *Date Exited* field in CARS is intended for local program use only. A program may use this field to record the date on which the learner leaves the program and will not return such as graduation or has left and will not continue their studies. The Date Exited field is **not used** by the CSDE to determine a learner's exit status.

In fiscal years **prior** to 2015 the *Date Exited* field served as the Graduation Date in the transcript report. This is now a manual field in transcript report.

The follow-up procedures utilized by CSDE to ascertain a learner's exit status are outlined below:

Enter Employment and Retain Employment

The CSDE conducts data matches with the Department of Labor for those learners in the employment cohorts .

Earn a HS Diploma

These data are contained within CARS. AHSCDP and NEDP diplomas must be reported by the adult education provider while GED attainment is ascertained from the GED testing records maintained by the CSDE.

Enter Post-Secondary Education/Training

Based upon criteria specified by the UDOE, the CSDE utilizes the National Student Clearing House to ascertain postsecondary educational outcomes.

STUDENT → Transfer Credits (AHSCDP Programs Only)

Transfer credits should be entered for all new AHSCDP learners in the fiscal year in which they enter the adult education program (Figure 13). Transfer credits are not associated with a fiscal year.

Year	Internal	Type	Subject	Name	Status	Credits	Grade	Institute	Edit	Delete
1999	false	Documentation Credit - Apprenticeship	Math	kadldn	Not Supplied	1.0	A	CA	Edit	Delete
2006	true	Documentation Credit - Work Experience	Electives	work credit	Pass	1.0	P	Computer Associates	Edit	Delete
1988	false	Classroom	Social Studies - Civics	Social Study 101	Pass	1.0	A	CSDE	Edit	Delete
1999	false	Documentation Credit - Apprenticeship	Social Studies - US History	kadldn	Not Supplied	1.0	A	CA	Edit	Delete
2002	false	Documentation Credit - Home Management	Science	Science 1	Pass	1.0	A	CA2	Edit	Delete

Regardless of where the credit is earned, programs should enter the Institution where the credit was earned (this institution list is provider-generated), AHSCDP Subject Area, Credit Type, credits earned, grade, year, and status. The credit must be set as "External" for all transfer credits earned prior to a learner's entry into the program. Programs may also enter the AHSCDP course equivalent name (note) and/or any other general note. The total credits earned must be entered individually into a single entry for each credit. This detailed transfer credits information can allow providers to generate an official transcript through CARS. **DO NOT** summarize total credits earned into one entry to expedite data entry.

If the transfer institution is not listed in the drop down menu, the user will need to create that institution by selecting "Transfer Institute" from the student navigation on the top left of the screen, and then adding that institution. Once an institution is added, it will appear in the drop down menu.

NEW ENROLLMENTS

After the demographics, entry status and reasons for enrollment are entered, a student can be enrolled into one or more course-sections (Figure 14). The selected student can be enrolled into

available course-sections using the student navigation by sliding across from New Enrollments to select the appropriate program area, course and section. Alternative, new enrollments can be entered by using the Student → New Enrollment menu option to select the student, the course and the section.

Figure 14: New Enrollments

Exempt from Assessment can be set to Yes ONLY in those rare instances when the student has been intentionally exempt from pre-post testing.

For the Enrollment Date, enter the date the learner actually begins the Course-Section. For many learners, this may be the same as the start date of the Course-Section. However, if open enrollment is allowed, different learners in the same Course-Section may have different enrollment dates. **Note: This date will continue to default to the date of data entry. However, CARS includes an option that the data entry staff may choose to automatically populate this field with the start date of the Course-Section.**

CARS will not permit the same student to be enrolled twice in the same course-section.

COURSE → SECTION → **Attendance**

Providers can choose to report attendance for the learners in a course-section using either the daily or the monthly attendance option. This selection must be made when the Course-Section is first created.

To utilize the daily attendance method, a complete daily schedule must be entered on the "Add/Edit Course-Section" screen. If the course section has been set to the daily attendance method, the user will see a series of check boxes for each day that the course-section is in session (Figure 15). Based on the start and end dates *and* daily schedule for the course-section, a customized attendance screen with checkboxes is created for that course-section. These checkboxes are grouped based on the months that the course-section is in session. Each check box equals the number of instructional hours as specified in the course-section daily schedule. For example, according to the daily schedule, the course-section meets on Mondays from 9:00 to 11:00 A.M. and Wednesday from 9:00 to 10:00 A.M. Therefore, the daily attendance screen will create check boxes for each Monday and Wednesday between the start and end dates of the course-section. A check mark in a box on Monday will equal two hours of attendance, while a check mark in a box on a Wednesday will equal 1 hour of attendance. CARS will calculate the total attendance hours for each student in that course-section based on which boxes are checked.

Figure 15: Daily Attendance

If the course-section has been set to the monthly attendance method, the user will see a column of data entry boxes for each month that the course-section is in session (Figure 16). Based on the start and end dates for that course-section, a customized attendance screen is created specifically for that course-section. The user will need to manually enter the number of hours a student has attended for each month. For example, if a student attends class for 12 hours in September and 4 hours in October, the user will manually enter 12 hours in the September column and 4 hours in

the October column. Enter the appropriate number of attendance hours for each student for each month.

Figure 16: Monthly Attendance

A provider may choose to utilize the daily attendance method (Figure 15) for regularly scheduled classes, and the monthly attendance method (Figure 16) for independent study or NEDP course-sections. **Please note** that total hours attended by a learner should never exceed the total instructional hours offered in that course-section.

Adult High School Credit Diploma Program (AHSCDP)
The following policies have been developed to represent more accurately the attendance requirements for the different AHSCDP credit types, and with a view to streamlining data entry.

- AHSCDP Classes: The actual hours of classroom attendance should be reported using either the daily or the monthly attendance option.

- Documentation Credits: Since there is no instruction or attendance related to the awarding of these credits, programs can choose not to create a course and course-section to award these credits. Programs may utilize the transfer credits screen to award all Documentation Credits including those earned during the current year. In this case, the credit must be set as "Internal" since the credit was awarded *internally* by the adult education program. Alternatively, programs can award such credit through the Enrollment screen by creating courses and course-sections.

- Independent Study: Similar to the process of awarding Documentation Credits, programs can choose not to create a course and course-section to award Independent Study credits. Programs can utilize the transfer credits screen to award all independent study credits including those earned during the current year. In this case, the credit must be set as "Internal" since the credit was awarded *internally* by the adult education program. Alternatively, programs can award such credit through the Enrollment screen by creating courses and course-sections.

National External Diploma Program (NEDP)
Programs must report attendance for NEDP learners on a monthly basis. They should allot a minimum of two (2) hours for each meeting they have with the learner. If the meeting exceeds two hours, the actual meeting time should be reported (after rounding-off partial hours).

It is strongly recommended that the program create a separate course-section for each assessor to ensure accurate staff counts in CARS reports.

Connecticut Adult Virtual High School
Hours attended in CTAVHS courses can be either *verifiable* or *proxy*.

Verifiable hours represent the actual contact hours of onsite attendance at a program site. These hours should be reported through the monthly attendance data entry boxes. In addition to *verifiable* hours, p*roxy* hours should also be reported. *Proxy* hours represent the time spent by the learner that can only be verified through student activity and work in the online course, that are over and above the *verifiable* hours. *Proxy* hours should be reported through the *proxy* box in the attendance screen. A learner who enrolls only in CTAVHS courses must reflect at least 12 *verifiable* attendance hours in one enrollment to be considered as having been retained for 12 hours.

Attendance hours, both verifiable and proxy, should be reported as described below:

- AHSCDP Courses through CTAVHS (see examples in the following table):

  o If a learner attains the requisite credit in a course-section as verified by the teacher and CTAVHS, the program should report total attendance hours that equals the hours required to earn that credit within the program. These total attendance hours should be split between proxy hours *and* verifiable monthly attendance hours as appropriate.

  o If a learner does not attain any credit, the program must report the *verifiable* monthly attendance hours. In addition to the *verifiable* hours, the teacher/mentor may assign *proxy* hours based on the extent to which the learner engaged in, or completed, that module as evidenced by the percentage of points earned within that course.

- GED Courses through CTAVHS

    o The program must report the *verifiable* monthly attendance hours. In addition to the *verifiable* hours, the program may report up to six (6) *proxy* hours for each module in each course. The teacher/mentor can determine the number of proxy hours based on the extent to which the learner engaged in, or completed, that module, as evidenced by completion of the assessments within that module. An additional *proxy* hour may be assigned for completion of the GED Practice Test within each subject area.

STUDENT → Tests

Appraisals are not associated with a fiscal year. To enter an appraisal test score, the user will need to have the test type, test form number, the raw score and the test date. All appraisal tests will be displayed, regardless of the fiscal year in which they were administered. Users also have the option to edit or delete an appraisal test once it has been entered. If you choose to edit an appraisal the only information that can be edited are the Raw Score and Test Date.

Figure 17: Appraisals

Unlike appraisals, assessments are associated with a fiscal year. Only those assessments administered in the fiscal year will be displayed. Since an Assessment is associated with an enrollment, the user will need to select the course-section in which the student took the Assessment test. If a student is not currently enrolled in a course-section, assessment test scores cannot be entered.

If the student is enrolled in a course-section, the list of his/her current course-section enrollments will be displayed in the Course dropdown list. To enter an assessment test score, the user will need to select the appropriate course-section enrollment, test type, test form number, raw score and test date.

Figure 18: Assessments

The entry of GED Practice Test scores is optional. The screen available for entry of practice test scores (Figure 19) is presented below.

Figure 19: GED Practice Tests

GED Practice Tests

Paper Based practice Test

Date	Math	Reading	Science	Social Studies	Writing

Computer Based Practice Test

Date	Mathematical Reasoning	Reasoning Through Language Arts	Science	Social Studies	Edit	Delete

Add New

Date	09/17/2014		
Mathematical Reasoning Score		Passed	○ Yes ● No
Reasoning Through Language Arts Score		Passed	○ Yes ● No
Science Score		Passed	○ Yes ● No
Social Studies Score		Passed	○ Yes ● No

Save

ENROLLED STUDENTS → Credits Earned (AHSCDP Programs Only)

The credits earned within each course-section in the current fiscal year, including the grade, the number of credits, and the status, are entered in the Enrollment Summary screen (Figure 20). The *Treat as Elective* option can be set to *Yes* in order to override the default "Subject" specified under ADMIN → Course and treat the credit earned by the student in the course as an elective credit.

Programs may choose to award current year Documentation Credits or Independent Study credits *only* through the "Transfer Credits" screen without creating courses and course-sections. In the case of this exception, the credit must be indicated as "Internal."

Figure 20: Enrollment Summary

STUDENT → Achievements

All "Achievements" are related to the student. Providers can continue to collect achievements from each teacher but will only have the option of reporting them once for a learner in the fiscal year (Figure 21).

Figure 21: Student Achievements

When a learner earns a diploma, providers must report it on the Student Achievement screen. Programs administering the NEDP must continue to report information concerning learner movement from applicant to candidate status, completion of competency areas, Post Task Assessment (PTA), completion of the Individualized Assessment and Portfolio Review.

Because CARS automatically recognizes a student's GED attainment, the *Earned GED* program-reported achievement has been disabled (i.e., grayed out). In rare instances, a student may attain a GED under a CARS ID that is different from her CARS ID for participation in adult education. In those cases, the program can email the CSDE with the CARS ID that was used for participation in adult education classes. The CSDE, after verification and confirmation, will assign the *Earned GED* achievement. The program will then be able to view that achievement on the Student Achievement screen.

Merging Duplicate Records

Data Administrators only can submit requests to merge duplicate student records. All requests are reviewed by CSDE before they are merged. In order to submit a merge request, the Data Administrator will have to separately search and designate the *original* student and one or more *duplicate* students (see Figure 22). The *original* student must be in the provider's data. Only one student can be designated as the *original* student. *Duplicate* student(s) must also be in the provider's data and multiple students can be designated as *duplicate* students. However, a GED examinee cannot be designated as a *duplicate* student.

Figure 22: Merge Requests

When merging records, the following business rules apply:

Student Demographics
- *Original* student data is preserved.

Entry Status
- All else (checkboxes) will be merged.
- Radio buttons relative to Disability, Rural/Urban and Public Assistance preserve *original* student settings.
- Employment status - if *original* student is blank, *duplicate* student data is merged.

Reasons Enrolled

- All checkboxes are merged.
- Employment Goal (radio button) is merged.

Appraisals
- All data are merged.
- If there are duplicate appraisal forms, the most recent score is preserved.

Students Achievements
- Checkboxes are merged.
- Earned HS Diploma and Employment (radio buttons) – *Original* student data are preserved

Enrollments and Assessments
- All enrollments are merged. If there are duplicate enrollments in the same course-section in the same fiscal year, then the *original* student enrollment information is preserved.

Transfer Credits
- All data are merged. If two records between *original* and *duplicate* student are exactly identical in all respects, then they are not merged.

Practice GED
- The 10 most recent records from the *original* and *duplicate* student(s) are preserved.

Reporting Recommendations for PIP Family Literacy Programs

Program Improvement Project (PIP) Family Literacy programs are federally funded. There are two major program components for family literacy learners:

1. The basic skills component (e.g. ABE, ESL, secondary completion)

2. The parenting component (e.g. Parent and Child Together, Parenting Education)

Programs can enter data in one of two ways:
1. They can enter all the information under the course-section created to document the basic skills component. This, for example, would mean that instructional and attendance hours for both components would need to be combined.

2. Conversely, they can create two course-sections, one for each component. The basic skills component would be designated by the appropriate program type (e.g. ESL, ABE).

The parenting component would first require the creation of a Course with a program type of "Life Skills, Family Literacy ONLY," and then the corresponding course-section(s). Every family literacy learner must be enrolled in both course-sections. *Learners cannot be placed in the Life Skills course-section only.* Attendance, Achievements and other outcomes should be provided for the respective classes. **Assessment information, learning gains, credits earned, etc. should only be provided for the basic skills course-section.**

Entering Data for Different Providers

The Department requires that each adult education provider operate its own CARS to enter and submit program data. If this requirement poses a hardship, the provider must contact the CSDE to discuss an alternate arrangement. Collaborating providers who wish to share a CARS system must have prior approval from the CSDE.

Upon approval, programs entering data for more than one provider will be assigned by Computer Associates, a separate User ID for each provider. The system will recognize the provider for which data is to be entered based on the CARS User ID. Consequently, it is extremely important that the data-entry person login with the correct ID for the respective provider, and make sure to logout of one user ID before logging in with a different one.

This requirement does not apply to those towns or agencies that have a provider-cooperator relationship (e.g. Danbury as the provider and Bethel as the cooperator, or EDUCATION CONNECTION as the provider and Torrington as the cooperator).

Disability Data Collection

The Federal Government requires that all states annually report data regarding the disability status of learners. The CSDE will gather data that will be used to ensure that adult education programs and facilities are accessible to ALL learners.

When gathering this data, it is important to remember that **The Americans with Disabilities Act (ADA) prohibits employers and service providers from asking, either on an application or in an interview, whether a person has a disability and/or the nature or severity of the disability. Therefore, adult education programs can only collect and report on the following:**

1. persons with visible disabilities (e.g., person in a wheelchair, person who is blind and uses a white cane or service dog),

2. persons who self-disclose a hidden disability (e.g., learning disability, mental retardation, hearing impairment, Attention Deficit Hyperactivity Disorder/ADHD, psychiatric disability), or

3. persons with BOTH a visible disability and a self-disclosed hidden disability (e.g., person who has a visible physical disability and a self-disclosed learning disability).

The CSDE has established the following procedures for collecting program data regarding the disability status of adult education learners:

- Any staff member who is completing the Student Information Form with a learner is reminded NOT to ask if the person has a disability. A Disability box should ONLY be checked if the person has a visible disability and/or has self-disclosed a hidden disability to the staff person.

- Programs are encouraged to make the following **verbal statement** to each individual or group at the time of registration: "If there are any learners who need an accommodation because of a disability, please contact _____ (provide the name of the Program's Disability Contact Person) or call_____ (provide the telephone number of the appropriate contact person).

- Programs should state not only verbally but also **in print** (e.g., Program Brochures, Flyers) clear accessibility statements that inform learners of the appropriate contact person with whom to discuss disability needs, accommodations, and documentation issues.

- In order to share disability information with ANY other individual or group, a program must obtain a **signed** "Release of Information" form from the learner that indicates the specific information that is to be shared, who is entitled to see such information, and the length of time for which the release is in effect.

- Disability information is considered "medical information" and should be treated with the utmost confidence. Such information/records/documentation should be under the supervision of a single staff person (e.g. Disability Contact Person) and should be kept in a locked area separate from other learner records.

- ADA protects the rights and confidentiality of a person who has a disability. Disability information should **only be used as aggregate data** and should not be linked directly to any individual learner, either by name, social security number, or other types of identifying information.

BLANK

DATA VALIDATION

The accuracy and completeness of the data are critical to their validity and usefulness. CARS contains numerous edit checks that prevent incomplete and inaccurate data from being entered. For example, a student cannot be enrolled in a class unless entry status and reasons for enrollment are entered. To ensure the completeness of the data, it is recommended that program administrators compare the Program Profile report (see report# 21 in the "Reports" menu) for a fiscal year with the same report from the prior year. If the data appear incomplete, then course-section reports within CARS can provide insights into data that may not have been entered.

CARS also includes a comprehensive "data verify" module that provides local providers with an updated list of errors and warnings. This data verify is available through the Admin menu and is updated on a nightly basis. Providers are urged to check data verify regularly and correct errors on an ongoing basis. Student Errors span fiscal years while Course-Section and Enrollment Errors are school year specific. Warnings indicate data anomalies and may require corrective action. Errors must be corrected unless indicated in writing by the CSDE. The following Errors and Warnings are currently included in CARS.

CODE	TYPE	DESCRIPTION
101	Error	Invalid application date for student
104	Error	Invalid birth date for student
109	Error	No appraisal tests given for student
132	Error	Missing pre-test for ABE, GED, ESL student who has attended at least 12 hours
133	Error	Missing matched pair for ABE, GED, ESL student who has attended at least 40 hours
140	Error	Improper social security number for student
141	Error	Invalid start date for class

142	Warning	No course-section instructional hours
143	Error	Invalid end date for class
154	Error	Class has less "Total Hours Required to earn 1 AHSCDP Credit" than 48 hours.
161	Error	Student has less than 1 hour of attendance for class.
163	Error	Hours of attendance greater than hours of instruction for student in class
168	Error	Attendance given to NO SHOW student in class
172	Error	Under-age applicant cannot be enrolled in class unless MOTHER UNDER 17 is checked
173	Error	"Mother Under 17" checked for male student
174	Error	Invalid assessment given in ESL class for student
175	Error	Invalid assessment given in ABE class for student
179	Warning	AHSCDP hours for 1 credit for class is not consistent with previous AHSCDP classes.
181	Error	Earned CDP Diploma checked for student with less than the state minimum 20 credits.
182	Error	Missing State Assigned Student Identification (SASID) Number
183	Error	Invalid SASID Number
201	Warning	CDP Student has no transfer credits.
202	Warning	Age is more than 100 years for student
206	Warning	Class not in session when assessment given to student in class
209	Warning	No Exit Date specified for Student with Diploma Achievement
210	Warning	No Exit Date specified for Student with GED Diploma
211	Error	Classroom credits not valid as Internal Transfer Credits for the current school year.
501	Error	No Educator Identification Number (EIN) entered for staff member.
502	Error	EIN must be ten digits long for staff member.
901	Error	Invalid Enrolled Date for Student.
902	Error	Invalid Test Date for Student.
903	Error	Invalid Practice GED Test Date
904	Error	Invalid Assessment Test Date

REPORTS

CARS provides users with the following canned reports:

1. *Number of Students and Enrollments by Town of Residence*
   (Sorted by town. User can filter by course-section start dates and hours attended.
   Duplicated count by program area e.g. ABE, GED, ESL, CDP, etc. Zero hours included.)

2. *Number of Students and Enrollments by Country of Origin*
   (Sorted by country. User can filter by course-section start dates and hours attended.
   Duplicated count by program area e.g. ABE, GED, ESL, CDP, etc. Zero hours included.)

3. *Provider Applicant Summary*
   (Number of Students grouped by Gender, Age, Program Level and Ethnicity. User can
   filter by program type and hours attended. Zero hours included.)

4. *Student Profile Report (all years)*
   (Includes students enrolled in all fiscal years with the provider, grouped by Last Name.
   The report displays enrollment, assessment and credit information for all years in which a
   student was enrolled.)

5. *Student Transcript Report*
   (Adult High School Credit Diploma Transcript Report for students enrolled in the current
   fiscal year. Only credits with status as "pass" are included.)

6. *Student Course History Report*
   (Adult High School Course History Report for students enrolled in the current fiscal year.
   All credits, regardless of status, are included.)

7. *NEDP Competency Area Accomplished Report*
   (List of all NEDP competencies mastered and NEDP diploma attainment for students
   enrolled in the current fiscal year.)

8. *Monthly Attendance Report*
   (Hours attended by month for students enrolled in the selected course-section.)

9. *GED Subsection Passed Report*
   (All GED Subsections Passed by students enrolled in GED prep course-sections.)

10. *Course-Section Performance Report*
    (Performance for all Course-Sections, grouped by program area, based on metrics used in
    the Profile Report including retention, utilization, matched pair, gains and level
    completion. User can filter by program type and course-section start dates.)

11. *Assessment Course-Section Summary Report*
    (For all Course-sections, includes the number of enrollments, percent with pre-tests,
    mean pre-test score, percent with matched pair and percent making four-point gain for
    the skill areas of reading, writing, math and listening. User can filter by program area.)

12. Course-Section Catalogue
(List of all Course-Sections including the building name, instructor and room number. User can filter by program area, course-section start date, building name and instructor.)

13. Enrollment Profile Report
(Detailed information – hours attended, valid matched pairs in all the skill areas (across enrollments), reasons enrolled and entry status – for all enrollments in the selected course-section.)

14. Class Roster Report
(List of all students for the selected Course-Section, sorted by student last name and includes "NoShow.")

15. Student Tests by Course-Section Report
(List of all students' appraisal and assessment tests for the selected Course-Section, sorted by student last name.)

16. Student Test by Program Report
(List of all students and their appraisal and assessment tests for all students enrolled in the selected Program. This report is sorted by the student's last name and excludes 'NoShow'. This may take several minutes, depending on the number of students enrolled in the Program area.)

17. Class Roster By Pre/Post Scores (use Report #14 Enrollment Profile Report instead)

18. Class Achievement Counts
(Displays the count of achievements by Course-Section.)

19. Class Roster Daily Attendance
(A report for collecting attendance information from teachers. Displays enrolled Students in Course-Section with days of the week.)

20. Class Roster Daily Attendance - Blank Days
(A report for collecting attendance information from teachers. Displays enrolled Students in Course-Section with days of the week left blank.)

21. Local Profile Report
(A comprehensive data report that provides detailed information about the participation and performance of learners in adult education programs. Used to evaluate a provider's performance. A student is only reported once in the profile report, even if they were enrolled in more than one program area.)

GED REGISTRATION

When referring a learner already enrolled in adult education to take the GED test, please include the student's CARS Student ID number along with the requisite documentation. This will ensure that the GED registrar correctly identifies the student record to be registered for the GED test and does not create a duplicate student ID. As a result, the student is registered for the GED test under the same CARS ID.

Search Procedures for Entering an Applicant into CARS/GED:

Please follow **ALL** the steps below so that GED applicants can be matched accurately with adult education enrollments. Failure to follow these steps may adversely affect reports.

1. First search by Social Security Number only (but remember that adult education does not require a social security number);
2. If no results are found, search by last name only;
3. If results are still not found, search by inserting the first two letters of first name and first two letters of last name.
4. If still no results found, search by first name only.

The search results screen will be split in two halves:

1. The right side of the screen displays students who have enrolled in adult education classes statewide in any fiscal year since 2001-02.
2. The left side of the screen displays students who have registered at least once since Jan 2002 to take the GED tests. These students may or may not have participated in adult education classes.

If the student is found on either side of the search results screen, click on the student ID and proceed with registration for the GED test. Be sure to verify by date of birth at all times. Never search by the entire first and last name together since this severely limits possible matches. For example, the first and/or last name may have been misspelled or the last name may have changed.

Duties of GED Registrars and Registration Procedures

1. Registrars will meet with applicants and according to the policies outlined at http://www.sde.ct.gov/sde/cwp/view.asp?a=2620&q=322370), verify (by photo-identification) their identity, their proof of Connecticut residency and their eligibility. Registrars must also collect and maintain the appropriate support documents for all applicants 17 or 18 years of age.

   Other Considerations:

- For 17 and 18 year old learners who were homeschooled, in lieu of a withdrawal form from school, the Registrar should collect the homeschooling attestation form with the **original signature** of the GED Administrator.
- The GED Registrar should never register a 16 year old for the GED® Tests. The parent/guardian of a learner who is 16 and wishes to have their child take the GED® Tests should contact the Connecticut State Department of Education (CSDE) GED Office.

- Students who took the GED® Tests in another State in the current calendar year should **not** be registered in CARS until the CSDE can verify their out of state scores. They should be advised to contact the CSDE GED Office.

2. Registrars will counsel and advise applicants concerning the options for high school completion and other available educational programs prior to registering for the GED® Tests.

3. Registrars will interview and evaluate applicants' preparedness for the GED® Tests.

4. Registrars will provide an overview of the four-part exam and explain Connecticut's passing standard. Registrars will also explain Connecticut's jurisdictional policies in effect including:

   - registration procedures and fee;
   - scheduling waiting period;
   - test days/dates times and locations;
   - sixty day waiting period for re-testing; and
   - time lines for receipt of transcript and diploma.

Registrars will provide a screen shot or refer the applicant to the following Web page:

   http://www.sde.ct.gov/sde/cwp/view.asp?a=2620&Q=320688&sdePNavCtr=|#45490

5. Registrars will ensure that the GED Registration Form is completed accurately and signed by the applicant. They will also collect the fee as appropriate.

6. Registrars will refer applicants requesting accommodations for the GED® Tests to the Disability Contact Person in the adult education program or to the GED Administrator™. Applicants should also be referred to review the CSDE Web page on "Applicants with Disabilities" and accommodations information on GED.com

7. Registrars will have been trained in entering the registration into the Connecticut Adult Reporting System (CARS) **and** will follow the search procedures for registering a GED applicant that are outlined on page 39 of the CARS Policy Manual. **This is extremely**

important to ensure that duplicate student IDs are not created. Registrars will **type and fax** the *GED on Computer Form* to the appropriate testing site

8. Registrars will prepare a GED Receipts Deposit form for **each month** that applications are processed and send the appropriate copies and check to the address listed on the receipts deposit form.

9. Registrars will notify the GED Administrator™ of any changes in registrar personnel within (3) working days of the change.

CARS GED CBT REGISTRATION PROCESS FOR TESTING SITES ONLY

Duties and Responsibilities

The **CARS ID is a required field within GED Manager™** and **must** be included before the GED registration process is completed. Once testing sites receive the *GED on Computer Form*, from sending programs (if applicable) **those with access to the GED Manager™ system will need to**:

- Login in at https://ged.com/gedmanagerLogin.
- Search for the test-taker by entering his or her name.
- Select the *Age* and *Jurisdiction Manual* boxes (see *Type*) to ensure the inclusion of 17 and 18 year old test takers.
- Select *Open* and *Approved* boxes (see *Status*) to avoid to duplicate approvals;
- Click on candidate's name and his/her profile will appear.

  NOTE: If candidate's name appears more than once due to the creation of separate e-mail accounts (e.g., jsmith@yahoo.com and jsmith@gmail.com) contact CSDE before proceeding.

- Under *Jurisdictional Questions* section, enter candidate's CARS ID then click "**Save**" Remember, accuracy of the candidate's CARS ID is critical so when possible, copy and paste the CARS ID directly from CARS into GED Manager.
- Under *Comments* section, click "**Add**" and in the comment box reference the adult education program then click "**Confirm**".
- Once the CARS ID and Comment section are visible on the screen, click the "**Approved**" button found at the bottom right hand corner of the screen.

IMPORTANT REMINDER
The names of candidates who are 17 or 18 years of age will appear twice on the **Manage Authorization Search** screen. These candidates must be approved twice, once for *Jurisdiction Manual Review* and again for *Age*.

CARS PROVIDER CODES

Local School Districts	Code	Local School Districts	Code
1. Berlin*	007	25. New Milford*	096
2. Bloomfield*	011	26. Norwalk*	103
3. Branford*	014	27. Norwich*	104
4. Bridgeport*	015	28. Plainville*	110
5. Bristol*	017	29. Shelton*	126
6. Cheshire*	025	30. Simsbury*	128
7. Danbury*	034	31. Southington*	131
8. East Hartford*	043	32. Stamford*	135
9. East Haven*	044	33. Stratford*	138
10. Enfield*	049	34. Trumbull*	144
11. Farmington*	052	35. Vernon*	146
12. Greenwich*	057	36. Wallingford*	148
13. Groton	059	37. Waterbury*	151
14. Hamden*	062	38. West Hartford*	155
15. Hartford*	064	39. West Haven*	156
16. Manchester*	077	40. Windsor*	164
17. Meriden*	080	41. Windsor Locks*	165
18. Middletown*	083	**Regional Education Service Centers**	**Code**
19. Milford*	084		
20. Naugatuck*	088	42. CREC*	241
21. New Britain*	089	43. Education Connection*	242
22. New Haven*	093	44. EASTCONN*	253
23. Newington*	094	**Cooperating Eligible Entities**	**Code**
24. New London*	095	45. LV East Hartford	749

46. LV Enfield	743		58. Career Resources	720
47. LV Hartford	824		59. Connecticut Puerto Rican Forum	781
48. LV Meriden	773		60. Co-opportunity	700
49. LV Middletown	744		61. Department of Correction*	336
50. LV New Britain/Bristol	745		62. Hartford Public Library	710
51. LV New Haven	746		63. Mercy Learning Center*	779
52. LV Stamford/Greenwich	835		64. N.W. CT Community College	582
53. LV Waterbury	766		65. Torrington Public Schools	143
54. Urban League*	782		66. Women and Families Center	738
55. YMCA Of Metro-Hartford	771		67. YWCA New Britain	087

Providers Only Receiving Federal Funds	Code
56. APT Foundation	778
57. Capital Community College	583

*The adult education provider is authorized to register individuals for the GED®Tests.

DATA COLLECTION FORMS

The following sample forms are provided to programs for data collection and reporting through CARS. Programs can customize these forms to their own needs. Care must be taken to ensure that required data elements are not excluded. Programs are advised not to print more forms than are immediately necessary. The forms vary in the information they collect, the frequency of their use and the sources for their information. The forms and the information they collect are listed below:

Course Definition and Course-Section Definition

These forms collect the classroom information necessary to "create" a Course and a Course-Section. Each Course and its corresponding Course-Sections must be created before any learner can be enrolled in those sections. (Please note that the concept of a "class" is split into two parts, a Course and a Course-Section. Providers will need to first define Courses, and then define the specific scheduled instances of those Courses i.e. the Course-Sections.)

Student Information Form

This form collects all demographic and appraisal test information on the learner and can be used to enroll the learner in classes.

Student Assessment/Achievement Information Form

This form collects all assessment/achievement information on the learner. It can be completed throughout the duration of the Course-Section or when the learner leaves the program.

For the information to be entered into the system correctly, please remember that the forms must be completed as accurately as possible. The page(s) following each form provides instructions on completing the information on that form.

It may be most efficient to organize the data-entry process as follows:

- enter all Course and Course-Section information first;
- enter all learner information next;
- enroll the learners into the appropriate Course-Sections; and
- complete the attendance, assessment and outcome information on an as-needed basis.