

CASAS Technical Assistance for California WIOA Title II Funded Agencies

New Staff

2017-18



At the end of this session, participants will be able to:

- Describe NRS requirements
- Identify the CA funding sources, data submission timeline and deliverables
- Implement basic data collection requirements
- Implement appropriate pre- and post-testing
- Identify payment points outcomes
- Locate resources and technical assistance

- The **National Reporting System (NRS)** is the accountability system that provides a means of regular evaluation for federally funded WIOA Title II adult education programs.
- In June 2014, Congress passed the Workforce Innovation and Opportunity Act (WIOA), and President Obama signed it into law in July 2014.
- June 2016 the U.S. DOL and U.S. DOE released final WIOA guidelines, and the NRS released the new updated Federal Tables
- WIOA begins implementation starting July 1, 2016, and is approved through 2020.

- To learn more information about the National Reporting System:

NRS Website:

- <http://www.nrsweb.org>

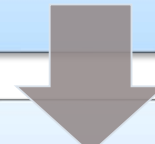
Official Federal Website for WIOA:

- <https://www.doleta.gov/wioa/>



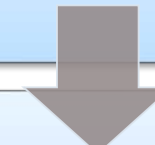
Office of Career, Technical, and Adult Education

- Provides funds to states for adult education and literacy programs.
- Administers and coordinates programs related to adult education, literacy, and career and technical education.



National Reporting System

- A reporting system for federally funded adult education programs developed by the US Department of Education



California Department of Education Adult Education Division

- Monitors WIOA Title II funded agencies
- Provides information and resources to agencies to maintain quality programs



CASAS

- Helps agencies meet state and federal requirements
- Provides training to funded agencies related to assessment and accountability standards



CDE funds three leadership projects that help agencies with state and federal requirements:

1. CALPRO – Professional Development

www.calpro-online.org

2. OTAN – Technology, Reference, and Research

www.otan.us

3. CASAS – Assessment and Accountability

www.casas.org



Entities	Instructional Programs	Required TOPSpro Forms
<p>State Departments</p> <ul style="list-style-type: none"> • Corrections and Rehabilitation • Mental Health • Developmental Services • Jail Programs 	<ul style="list-style-type: none"> • ABE • ESL • ASE (HSE/HSD) 	<ul style="list-style-type: none"> • Entry Record Create upon entry into program • Update Record Create after ≥ 12 hours of instruction • Pretest/Post-Test All students, all programs

Entities	Instructional Programs	Required TOPSpro Forms
<p>Local Agencies</p> <ul style="list-style-type: none"> • Adult Schools • CBOs • Community Colleges • Library Literacy 	<ul style="list-style-type: none"> • ABE • ESL • HSD/HSE <p>Special Programs</p> <ul style="list-style-type: none"> • Family Literacy • VABE & VESL 	<ul style="list-style-type: none"> • Entry Record Create upon entry into program • Update Record Create after ≥ 12 hours of instruction • Pretest/Post-Test All students, all programs



If your agency receives funding for **both** 225 and 231:

- **Each program must have a unique CASAS agency ID number**
- **Separate data submissions required**

Designate the funding source(s) of your own agency in the Agency record in TOPSpro Enterprise. *Go to Agencies/In Program Years*

  **Agency Identification**

Agency ID:	<input type="text"/>	Agency Name:	<input type="text"/>
License Number:	<input type="text"/>	CDS/Vendor Code:	<input type="text"/>
State:	<input type="text"/> ▼		
Current Program Year:	<input type="text"/> ▼		
Time Zone:	<input type="text"/> ▼		
Funding Sources (for current PY):	<input type="checkbox"/> Section 225 <input type="checkbox"/> 231 ABE/ESL/ <input type="checkbox"/> 231 ELC Civic Participation <input type="checkbox"/> 231 ASE/GED <input type="checkbox"/> 231 ELC Citizenship Preparation <input type="checkbox"/> Section 243 IELCE		

  **Agency Contact**

- ➔ Designate the correct WIOA Title II instructional program(s) for each assigned class.
- ➔ Designate the appropriate focus area for each EL Civics class in the TE Class Instance Record.

Focus Area:	N/A
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- N/A
- Civic Participation
- Citizenship Preparation
- Section 243 IELCE

- Quarterly TOPSpro Enterprise data submission
 - **Updated** TOPSpro Enterprise backup to CASAS via Internet/disk
 - Data Integrity Report
 - *TE Online: submitting DIR indicates data is ready for submission*
- End of Year Data Submission
 - Submit TOPSpro Enterprise export to CASAS via Internet/disk
 - Certification Letter
 - Data Integrity Report + Payment Points Summary
 - AE Personnel Wizard/Personnel Data
- Data Sharing Requirements
 - Quarterly data sharing for employment outcomes with the EDD
 - Quarterly data sharing for post-secondary outcomes with the CCCCCO




Data Submission	Date Due
1st Quarter Data Submission	October 31, 2017
2nd Qtr Data Submission	January 31, 2018
3rd Quarter Data Submission	April 30, 2018
Year End Data Submission	July 15, 2018

By October 31, 2017

Required Data and Documents	Submit Electronically	Submit By Physical Mail
Fourth Quarter Core Performance Follow-up Survey (2015–16 Grant Year)	Via TOPSpro® Enterprise	Not Applicable
First Quarter Data, TOPSpro® Enterprise	Via TOPSpro® Enterprise (or mail disk to CASAS)	CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339
English Literacy and Civics Education (EL Civics) Objectives and Additional Assessment Plans	Civic Participation: Civic Objectives and Additional Assessment Plans	Not Applicable
First Quarter Data Integrity Report (e-mail, fax, or mail hard copy to CASAS)	E-mail to capm@casas.org (or fax to 858-292-2910)	CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339
October Expenditure Claim Report (signature required)	California Adult Education Online Application and Reporting (login required)	AEFLA Adult Education Office California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901

- Select at least one Civic Objective Additional Assessment Plan (COAAP)
 - October 31, 2017
- Enter New COAAPs – Option 3
 - November 30, 2017
- Submit All COAAPs
 - April 30, 2018


By January 31, 2018

Required Data and Documents	Submit Electronically	Submit By Physical Mail
First Quarter Core Performance Follow-up Survey	Via TOPSpro® Enterprise	Not Applicable
Second Quarter Data, TOPSpro® Enterprise	Via TOPSpro® Enterprise (or mail disk to CASAS)	CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339
Second Quarter Data Integrity Report (e-mail, fax, or mail hard copy to CASAS)	E-mail to capm@casas.org (or fax to 858-292-2910)	CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339
Technology and Distance Learning Plan	California Adult Education Online Application and Technology and Distance Learning Plan  (login required)	Not Applicable
California Accountability Training	CASAS Accountability Training  (in person or online)	Not Applicable
CASAS Implementation Training	CASAS Accountability Training  (in person or online)	Not Applicable
January Expenditure Claim Report (signature required)	California Adult Education Online Application and Reporting  (login required)	AEFLA Adult Education Office California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901

- Now a deliverable for all AEFLA agencies, not just EL Civics
- Due on January 31, 2018
- Submitted online – go to www.cde.ca.gov/sp/ae/fg/ or www.otan.us/adulted/


- Policy is for each AEFLA agency to attend one CASAS Implementation and one CA Accountability training each program year.
- The due date for the CDE training requirement is **January 31, 2018**
- Accountability must be new users or experienced users workshop either in person or online
- Implementation can be in person IT, an online Moodle IT course, or one of the following online alternatives:
 - California Assessment Policy
 - Using Test Results to Inform Instruction
 - Intro to eTests Online
 - eTests Jump Start

By April 30, 2018

Required Data and Documents	Submit Electronically	Submit By Physical Mail
Second Quarter Core Performance Follow-up Survey	Via TOPSpro® Enterprise	Not Applicable
Third Quarter Data, TOPSpro® Enterprise	Via TOPSpro® Enterprise (or mail disk to CASAS)	CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339
Third Quarter Data Integrity Report (e-mail, fax, or mail hard copy to CASAS)	E-mail to capm@casas.org (or fax to 858-292-2910)	CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339
April Expenditure Claim Report (signature required)	California Adult Education Online Application and Reporting  (login required)	AEFLA Adult Education Office California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901

- Now a deliverable for all AEFLA agencies doing Integrated Education and Training (IET) and/or Section 243 Integrated EL Civics Education (IELCE)
- Due on April 30, 2018
- Submitted online – go to www.cde.ca.gov/sp/ae/fg/ or www.otan.us/adulted/

By July 15, 2018

Required Data and Documents	Submit Electronically	Submit By Physical Mail
Third Quarter Core Performance Follow-up Survey	Via TOPSpro® Enterprise	Not Applicable
End-of-Year Data, TOPSpro® Enterprise and Adult Education Personnel Wizard (for Federal Table 7)	Via TOPSpro® Enterprise (or mail disk to CASAS)	CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339
Fourth Quarter Data Integrity Report (e-mail, fax, or mail hard copy to CASAS)	E-mail to capm@casas.org (or fax to 858-292-2910)	CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339
Payment Points Summary Report	E-mail to capm@casas.org (or fax to 858-292-2910)	CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339
End-of-Year Certification Letter (signature required)	E-mail to capm@casas.org (or fax to 858-292-2910)	CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339
Final Expenditure Claim Report (signature required)	California Adult Education Online Application and Reporting  (login required)	AEFLA Adult Education Office California Department of Education 1430 N Street, Suite 6408 Sacramento, CA 95814-5901

- Go to the Program Years section of the Agency Record in TE to complete the three personnel tables.

Navigator

Additional Assessments
Core Performance Measures

Program Year Information

Agency ID: 4908
Agency Name: Rolling Hills Adult School
Agency: 4908 - Rolling Hills Adult School
Program Year: 7/1/2012 - 6/30/2013

Funding Sources

Funding Sources: Section 231: ABE/ESL/VESL/VABE/Family Lit. ASE/GED
EL Civics: Civic Participation, Citizenship Preparation

Adult Education Personnel

Function	Part-time Personnel	Full-time Personnel	Unpaid Volunteers
Local-level Administrative/Supervisory/Ancillary Services	0	0	0
Local Teacher	0	0	0
Local Counselor	0	0	0
Local Paraprofessional	0	0	0

Years of Experience

Experience	Part-time Personnel	Full-time Personnel
Less than one year	0	0
One to three years	0	0
More than three years	0	0

Certification

Certificate	Part-time Personnel	Full-time Personnel
No certification	0	0
Adult Education Certificate	0	0
K-12 Certification	0	0
Special Education Certification	0	0
TESOL Certification	0	0

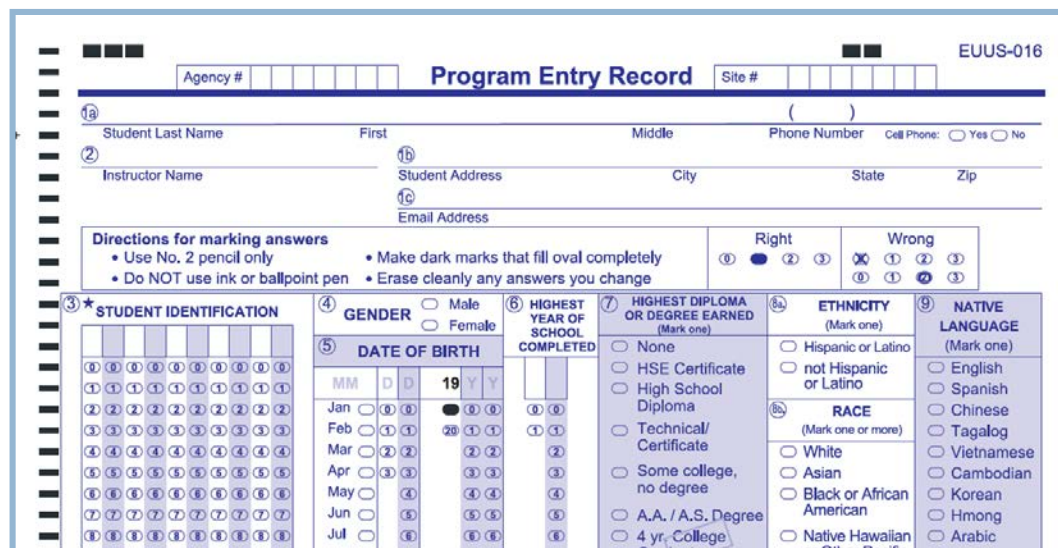
Average Daily Attendance

A. Adult Education (Include CalWORKs and concurrent students)

Subsection	Enrollment	Enrollment (edits)	ADA	ADA (edits)	ADA IP	ADA IP (edits)
1. Elem. Basic Skills (Equivalent to Grades 1-8)	0	0	0	0	0	0
2. High Sch. Subj. (Equivalent to Grades 9-12 and GED Prep.)	0	0	0	0	0	0
3. English-as-a-Second-Language	0	0	0	0	0	0
4. Citizenship (Immigrant Education)	0	0	0	0	0	0

- Document enrollment for all WIOA II learners upon entry into class
- Provide Update information for all WIOA II learners who attend 12 or more hours of instruction
- Test all WIOA Title II learners (ABE, ESL, ASE)
- Hours of instruction on Update Record or entered into TE
- Entries and Updates for concurrent learners (K-12) enrolled in WIOA funded programs
- Enter personnel information (Federal Table 7) for staff assigned to WIOA funded programs into TOPSpro Enterprise Agency Record

- EUUS-016 form with “WIOA compliant” fields implemented July 1, 2016
- Includes fields to collect demographics, such as learner gender and date of birth
- Documents program-related information, such as instructional program or date of entry into a class



EUUS-016
Agency # _____ Site # _____
Program Entry Record

1a Student Last Name _____ First _____ Middle _____ Phone Number _____ Cell Phone: Yes No

2 Instructor Name _____ Student Address _____ City _____ State _____ Zip _____
Email Address _____

1c

Directions for marking answers

• Use No. 2 pencil only	• Make dark marks that fill oval completely	Right	Wrong
• Do NOT use ink or ballpoint pen	• Erase cleanly any answers you change	1 ● 2 3	⊗ 1 2 3 ⊗ 1 2 3

3 *STUDENT IDENTIFICATION

1	2	3	4	5	6	7	8	9
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1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

4 GENDER Male Female

5 DATE OF BIRTH

MM	DD	YY
Jan <input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Feb <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mar <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apr <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
May <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jun <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jul <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 HIGHEST YEAR OF SCHOOL COMPLETED

7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)

- None
- HSE Certificate
- High School Diploma
- Technical/Certificate
- Some college, no degree
- A.A. / A.S. Degree
- 4 yr. College

8a ETHNICITY (Mark one)

- Hispanic or Latino
- not Hispanic or Latino

8b RACE (Mark one or more)

- White
- Asian
- Black or African American
- Native Hawaiian

9 NATIVE LANGUAGE (Mark one)

- English
- Spanish
- Chinese
- Tagalog
- Vietnamese
- Cambodian
- Korean
- Hmong
- Arabic

- EUUS-016 form with “WIOA compliant” fields implemented July 1, 2016
- Tracks learner progress and indicates results of instruction the learner received at your school or program.

TOPS		EUUS-016																																																																																																																																
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- Records answers to a single CASAS test and includes information about the test, such as test date and form number

PRACTICE		Test Record			Agency #	
1	(A) (B) (C) (D)	① Student Last Name _____ First _____ Middle _____			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
2	(A) (B) (C) (D)				<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
3	(A) (B) (C) (D)				<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
TEST		② Instructor Name _____			Site # <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	
1	(A) (B) (C) (D)	Directions for marking answers <ul style="list-style-type: none"> Use No. 2 pencil only Do NOT use ink or ballpoint pen Make dark marks that fill rectangle completely Erase cleanly any answers you change 			Right (0) <input checked="" type="radio"/> (2) (3)	
2	(A) (B) (C) (D)				Wrong (X) (1) (2) (3)	
3	(A) (B) (C) (D)				(0) (1) <input checked="" type="radio"/> (3)	
4	(A) (B) (C) (D)					
5	(A) (B) (C) (D)					
6	(A) (B) (C) (D)					
7	(A) (B) (C) (D)					
8	(A) (B) (C) (D)					
9	(A) (B) (C) (D)					
10	(A) (B) (C) (D)					
11	(A) (B) (C) (D)					
12	(A) (B) (C) (D)					
③ ★ STUDENT IDENTIFICATION		④ ★ FORM NUMBER		⑤ ★ TEST DATE		
<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>		<input type="text"/> <input type="text"/> <input type="text"/> (R) (X)		MM D D Y Y Jan <input type="checkbox"/> (0) (0) 200 (0)		

Entry Records

For Each WIOA Title II Learner:

- Record enrollment in an WIOA II funded program
- Collect Date of Birth, Gender, Race, and Ethnicity
- Assist the learner in selecting highest year of school, highest degree, barriers to employment, and labor force status

TOPS <i>Tracking Of Programs and Students</i>
Entry Record

18 LABOR FORCE STATUS (Mark one)
<input type="radio"/> Unemployed <input type="radio"/> Employed <input type="radio"/> Employed, with notice <input type="radio"/> Not in labor force

6 HIGHEST YEAR OF SCHOOL COMPLETED ★	7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one) ★
<input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9	<input type="checkbox"/> None <input type="checkbox"/> HSE Certificate <input type="checkbox"/> High School Diploma <input type="checkbox"/> Technical/Certificate <input type="checkbox"/> Some college, no degree <input type="checkbox"/> A.A. / A.S. Degree <input type="checkbox"/> 4 yr. College Graduate <input type="checkbox"/> Graduate Studies <input type="checkbox"/> Other
<input type="checkbox"/> Majority of my schooling was outside of U.S.	<input type="checkbox"/> I earned the above outside of U.S.

14 EMPLOYMENT BARRIERS (Mark all that apply or leave blank)
<input type="checkbox"/> Cultural Barriers <input type="checkbox"/> Disabled <input type="checkbox"/> Displaced Homemaker <input type="checkbox"/> English Language Learner <input type="checkbox"/> Ex-Offender <input type="checkbox"/> Foster Care Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Long-term Unemployed <input type="checkbox"/> Low Income <input type="checkbox"/> Low Levels of Literacy <input type="checkbox"/> Migrant Farmworker <input type="checkbox"/> Seasonal Farmworker <input type="checkbox"/> Single Parent <input type="checkbox"/> No TANF within 2 yrs



Entry Records

For Each WIOA Title II Learner:

- Select any instructional program authorized for WIOA II and/or AEBG
- Record as many barriers to employment (field 14 as apply to the learner
- Indicate if learner is cross-enrolled in another WIOA program (Title I, III, IV)



Update Records

- Outcomes must be completed after a substantial block of instruction or at the end of the instructional period (semester, trimester, quarter, term)
- For attendance hours:
 - Complete Update Record at least once a month
 - Record all learner attendance hours in TE Attendance module (in TE Class Instance Record)
 - Import attendance hours from third party system selecting **Daily** attendance hours

Update Records

TOPS
Tracking Of Programs and Students
Update Record

- Field 6 Program Status.
 - No longer a need to record this field for every student – TE now records exit/retained automatically, based on the NRS 90 day rule
 - Mark “Retained in Program” for specific students who plan to return during the program year and ***have formal instructional activities scheduled.***

TOPS <i>Tracking Of Programs and Students</i>
Update Record

Update Records

- New Update Record (EUUS-016) now includes many new workforce and training related outcomes related to all four titles of WIOA.

⑨ LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)			
WORK	EDUCATION	FAMILY / COMMUNITY	
<input type="checkbox"/> Got a job <input type="checkbox"/> Increased wages <input type="checkbox"/> Retained job <input type="checkbox"/> Got a better job <input type="checkbox"/> Met work-based project goal <input type="checkbox"/> Entered job training <input type="checkbox"/> Entered training program <input type="checkbox"/> Training milestone <input type="checkbox"/> Entered apprenticeship <input type="checkbox"/> Entered military <input type="checkbox"/> Acquired workforce readiness skills <input type="checkbox"/> Reduced public assistance <input type="checkbox"/> Other work outcome	<input type="checkbox"/> Passed GED <input type="checkbox"/> Passed HiSET <input type="checkbox"/> Passed TASC <input type="checkbox"/> Earned High School diploma <input type="checkbox"/> Returned to K-12 <input type="checkbox"/> Gained computer/tech skills <input type="checkbox"/> Completed course <input type="checkbox"/> Mastered course competencies <input type="checkbox"/> Earned certificate <input type="checkbox"/> Educational achievement <input type="checkbox"/> Skills progression <input type="checkbox"/> <u>Transcript or report card</u> <input type="checkbox"/> Secondary <input type="checkbox"/> Post secondary	<input type="checkbox"/> Entered college <input type="checkbox"/> Transitioned to credit (transfer) <input type="checkbox"/> Transitioned to credit (non-transfer) <input type="checkbox"/> Attained credential <input type="checkbox"/> Attained A.A. or A.S. degree <input type="checkbox"/> Attained B.A. or B.S. degree <input type="checkbox"/> Entered graduate studies <input type="checkbox"/> Attained post graduate degree <input type="checkbox"/> Occupational skills licensure <input type="checkbox"/> Occupational skills certificate <input type="checkbox"/> Occupational certifications <input type="checkbox"/> Other recognized diploma, degree, or certificate	<input type="checkbox"/> Increased involvement in children's education <input type="checkbox"/> Increased involvement in children's literacy activities <input type="checkbox"/> Met other family goal <input type="checkbox"/> Met personal goal <input type="checkbox"/> Obtained perm. residence <input type="checkbox"/> Attained U.S. citizenship <input type="checkbox"/> Achieved U.S. citizenship skills <input type="checkbox"/> Registered to vote or voted for first time <input type="checkbox"/> Increased involvement in community activities <input type="checkbox"/> Other family outcome <input type="checkbox"/> Other community outcome

Entry and Update Records

- Record student enrollment and provide at least one update for each class (strongly recommended)
- If your agency uses only one Entry and Update Record per program, that includes multiple classes, then the update must include all of the learner's hours of instruction and outcomes for the year within an instructional program.

- The CDE requires WIOA Title II funded local agencies to test all students enrolled in ABE, ESL, and ASE instructional programs.
- Pretests are recommended as soon as the student enrolls in the program
- Post-tests are recommended at the end of each quarter, semester, or term to document continuous learner improvement – **after approximately 70-100 hours of instruction.**
- Document is available for download on the CDE and CASAS Web sites

Highlights of 2017-18 CDE Assessment Policy

- Lists appropriate CASAS assessment instruments authorized for use for AEFLA accountability reporting
- Details policies for appropriate test administration, scoring, and use of test results
- Includes updated instructions for hours between pre-/post-testing and distance learning programs
- Documents CDE training attendance policy for AEFLA agencies
- Includes Guidelines for Local Assessment

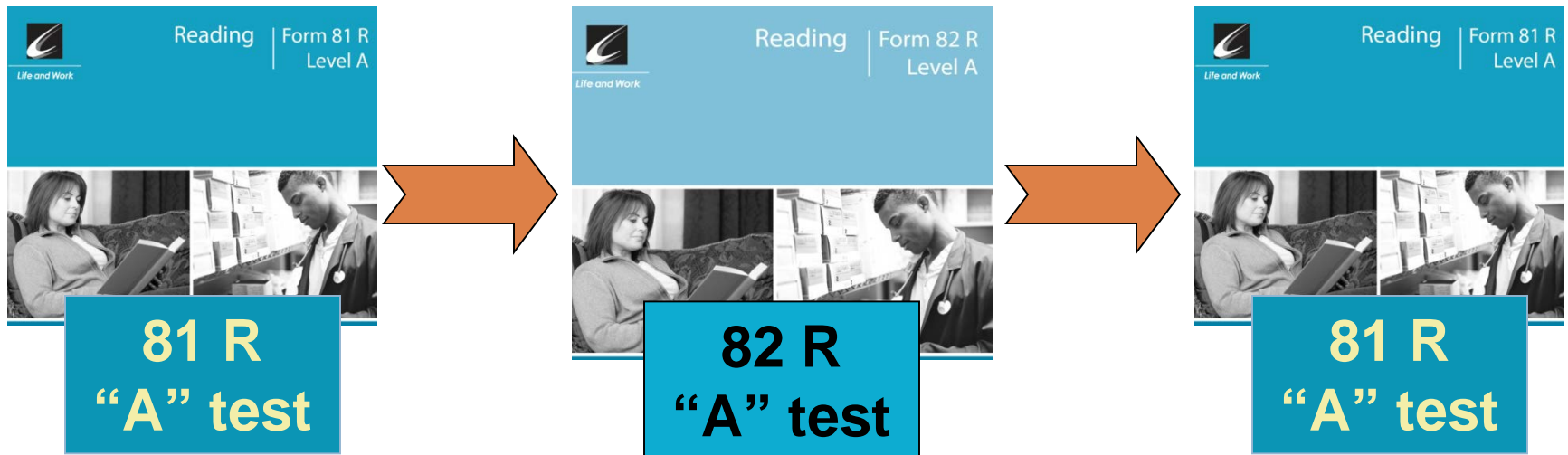
- The standard recommendation continues to be at least 70-100 hours from pretest to post-test.
- Agencies can continue to monitor this by reviewing Item #22 on the Data Integrity Report.
- Continuing in 2017-18 the DIR monitors for at least 40 hours of instruction between tests.
- The minimum hours rule for testing does **not** replace the NRS requirement for a minimum of 12 hours of instruction to qualify for WIOA Title II.

- WIOA Title II agencies must develop and implement a Local Agency Assessment Policy, and update it annually.
- Local agencies may develop their own assessment policy guidelines, and are encouraged to develop policies that emphasize local priorities
- At a minimum, the local policy must include all CDE assessment policy guidelines and those included in the Local Assessment template.
- CDE will review local policy and implementation during program monitoring.

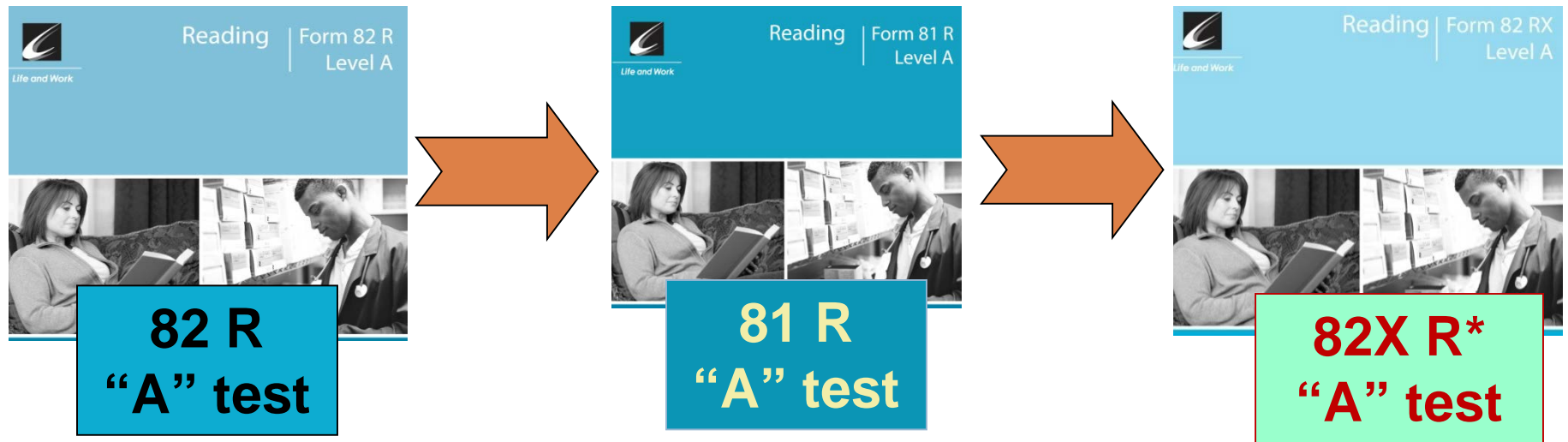
Form 83 R	
Raw Score	Scale Score
1	-
2	-
3	-
4	186
5	189
6	191
7	194
8	195
9	197
10	199
11	200
12	202
13	203
14	205
15	206
16	208
17	209
18	210
19	212
20	213
21	215
22	216
23	218
24	220
25	222
26	224
27	226
28	229
29	230♦
30	231♦
31	232♦
32	234♦

- **Accurate Pretest**
 - Test score is within the accurate range **or conservative estimate** range (high end or ♦ score)
- **Appropriate Post-Test**
 - Scored within the accurate or conservative estimate range
 - Post-test form of equal or higher level, but not administered consecutively

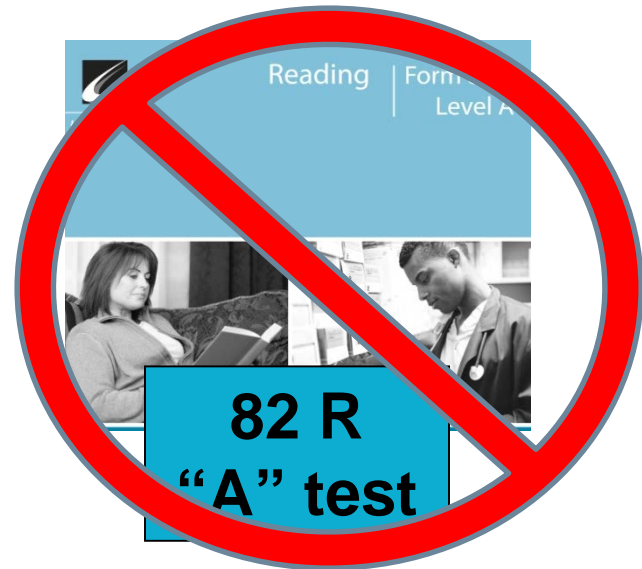
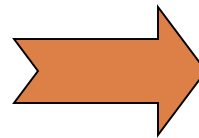
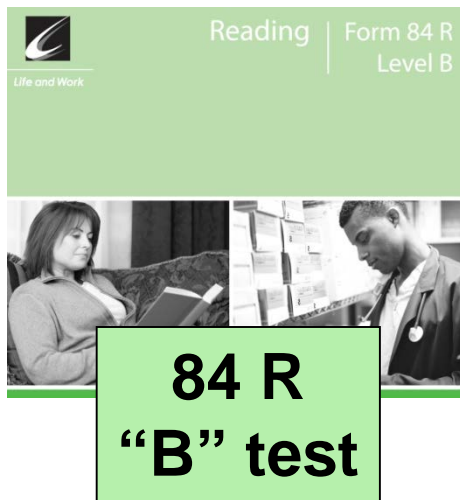
- Can I administer the same test form more than once?
 - Yes, but not consecutively.



All tests within a level are interchangeable.



Can I administer a lower level test as a post-test? **NO.**

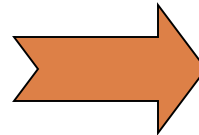


Can I administer a higher level test as a post-test? **YES.**

Reading | Form 82 R
Level A

Life and Work

82 R
“A” test



Reading | Form 84 R
Level B

Life and Work

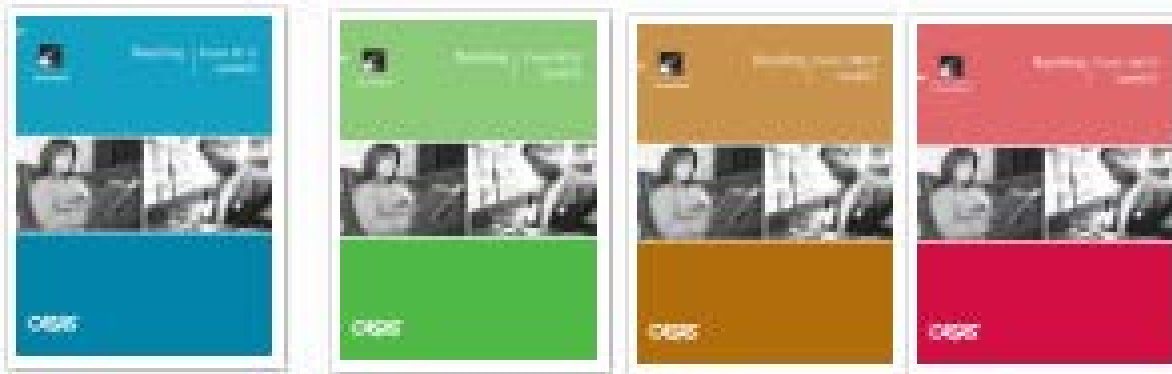
84 R
“B” test

Appropriate

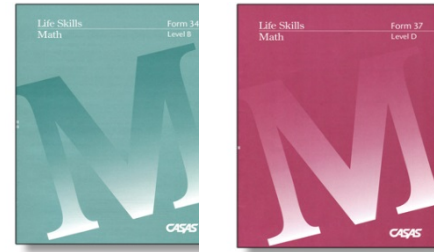
- 81R-82R-81R
- 81R-82R-81RX
- 82R-82RX-84R

Inappropriate

- 81R-81R-81R
- 81R-87R
- 85R-83R



- **ABE/ASE:** Use Reading or Math



- **ESL:** Use Reading or Listening



- Pre- and post-test pairs must always be from the same test modality.

- For students with two sets of pretest and post-test scores, such as one in reading and one in listening, which determines benchmark attainment?
 - The pretest and post-test pair with an accurate pretest score that places the learner into the **lowest EFL** determines benchmark attainment

Authorized for NRS:

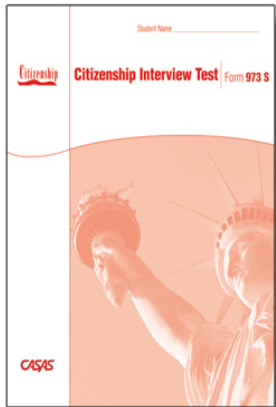
- Life and Work Listening 981-986
- Life and Work Reading 81-188
- Life Skills Math 31-38
- Secondary Level Assessment (SLA):
 - Math Forms 505-06
 - Language Arts 513-14
- POWER, AA-AAAAA
Forms

No Longer Authorized:

- Life and Work Listening 81-86
- Life Skills Reading & Listening
- ECS Reading, Listening, & Math
- All other SLA Forms

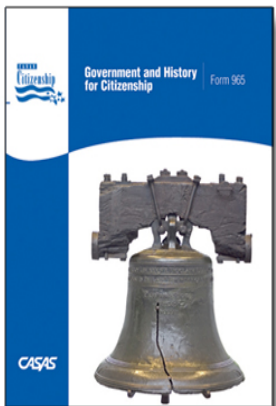
- *New GOALS series*
 - *Reading and Math submitted to OCTAE for approval for ABE/ASE*
 - *Awaiting final NRS EFL descriptors for ELL*
 - *Listening in development*
- Strongly aligned with College and Career Readiness (CCR) Standards for Adult Education
 - **Reading** – assesses higher order thinking skills (Depth of Knowledge), complex informational text, and vocabulary, including academic language
 - **Math** – math concepts assessed via common life and work applications
 - Computer and paper administered
 - All NRS levels will be covered in 4 test levels

- **Citizenship Preparation** – prepares learners to take and pass the U.S. Citizenship and Immigration Services (CIS) written and oral citizenship test.
- **Civic Participation** – connects literacy to the lives of learners and reflects their experiences as community members, parents, and participants in the workforce
- **243 Integrated EL Civics Education (IELCE)** – combines English language instruction with Workforce Preparation and/or Integrated Education and Training (IET) activities



Citizenship Interview Test

- Forms 973 and 974
- Speaking
- Simulates the USCIS naturalization interview



Government and History for Citizenship

- Multiple-choice questions; tests knowledge of U.S. government and history
- Listening and Reading

- Agencies develop Civic Objectives and Additional Assessment Plans (COAAP's) and submit each plan for CDE approval on the CASAS Website.
- 53 different COAAP's are available for Civic Participation.
- Agencies may select up to 10 COAAPs per Program Year for implementation in their local ELC Civic Participation program.

- Agencies develop Civic Objectives and Additional Assessment Plans (COAAP's) and submit each plan for CDE approval on the CASAS Website.
- Section 243 COAAP's include the 5 new civic objectives developed in 2016, as well as 16 COAAP's developed for Civic Participation that CDE specifically approved for IELCE.

- Entry Record for each EL Civics focus area a student attends — must be for an EL Civics designated class
- Update Record— follow the same guidelines as ESL
- CASAS pre- and post-tests—use reading or listening tests
- EL Civics students must have instructional program of ESL.



California
English Literacy
and Civics Education

Payment Points

➔ Includes all achievements that can result in a payment under the grant and focus area

1. Benchmarks
2. SODS (Student Outcome Datasets)
3. IET Outcomes

Benchmarks

- NRS Federal Table 4 – Complete a Level (Column D)
- NRS Federal Table 4 – **HSE/HS Diploma (Column E)**

SODs

- **Civic Participation:** Pass up to **three** EL Civics Additional Assessments (COAAPs)
- **Citizenship Preparation:** Pass the CASAS Citizenship Interview Test, and/or Government & History for Citizenship Test
- **243 Integrated EL Civics:** Pass up to **three** EL Civics Additional Assessments (COAAPs)

IET Outcomes

- **243 Integrated EL Civics:** Pass up to **three** EL Civics Additional Assessments (COAAPs) for learners co-enrolled in Integrated Education and Training (IET).
- Complete annual IET plan due April 30, 2018.

- Earned when learner makes sufficient pre-/post-test gains to complete a level on NRS Federal Table 4 (Column D)
- Includes additional California Benchmark Levels for lower levels of ABE and ESL
- Earned in only one modality
- HSE and HS diploma learners can potentially earn an educational gain through awarding of credits or Carnegie Units.
- Outcome earned only once for each learner per program year



Payment Points for Basic Skills (ABE)

NRS Levels for Basic Skills (ABE)	CASAS Scale Score Range	CASAS post-test score required to Complete a Level
Beginning Literacy	141-145	145
	146-150	150
	151-155	155
	156-160	160
	161-165	165
	166-170	170
	171-175	175
	176-180	180
	181-190	190
191-200	200	
Beginning Basic	201-210	210
Intermediate Low	211-220	220
Intermediate High	221-235	235
ASE Low	236-245	245
ASE High	246 and above	HSE/HSD



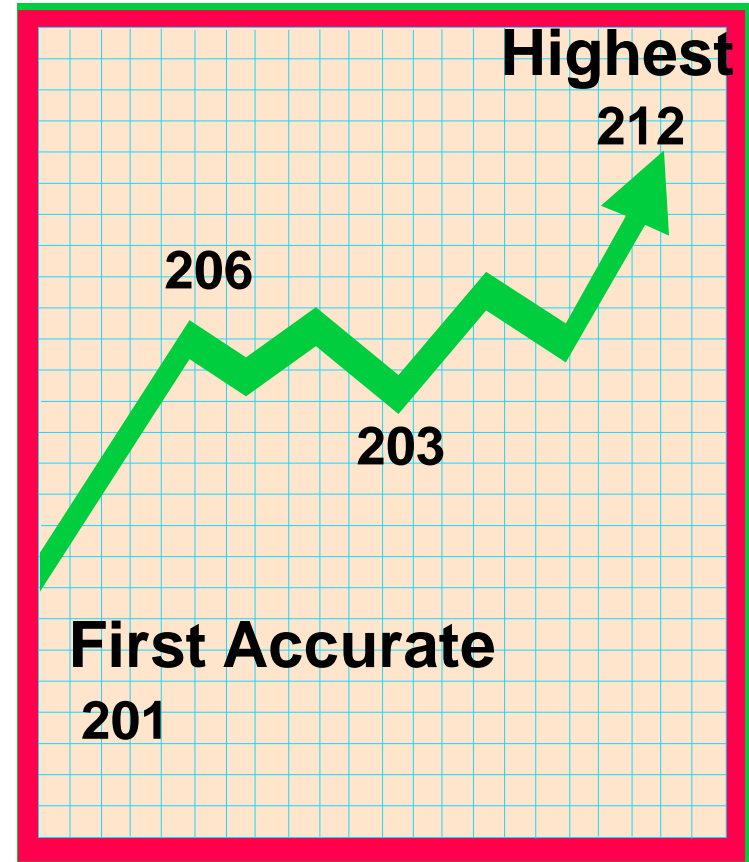
Payment Points for ESL

Federal Table 4 NRS Levels	CASAS Pre-Test Reading Scale Score Ranges	CASAS post-test score required to earn a CA Payment Point for <i><u>Achieve at least one EFL</u></i>
ESL Level 1 Beginning Literacy	141-145	145
	146-150	150
	151-155	155
	156-160	160
	161-165	165
	166-170	170
	171-175	175
	176-180	180
ESL Level 2 Low Beginning	181 – 190	190
ESL Level 3 High Beginning	191 – 200	200
ESL Level 4 Low Intermediate	201 – 210	210
ESL Level 5 High Intermediate	211 – 220	220
ESL Level 6 Advanced	221 – 235	235+

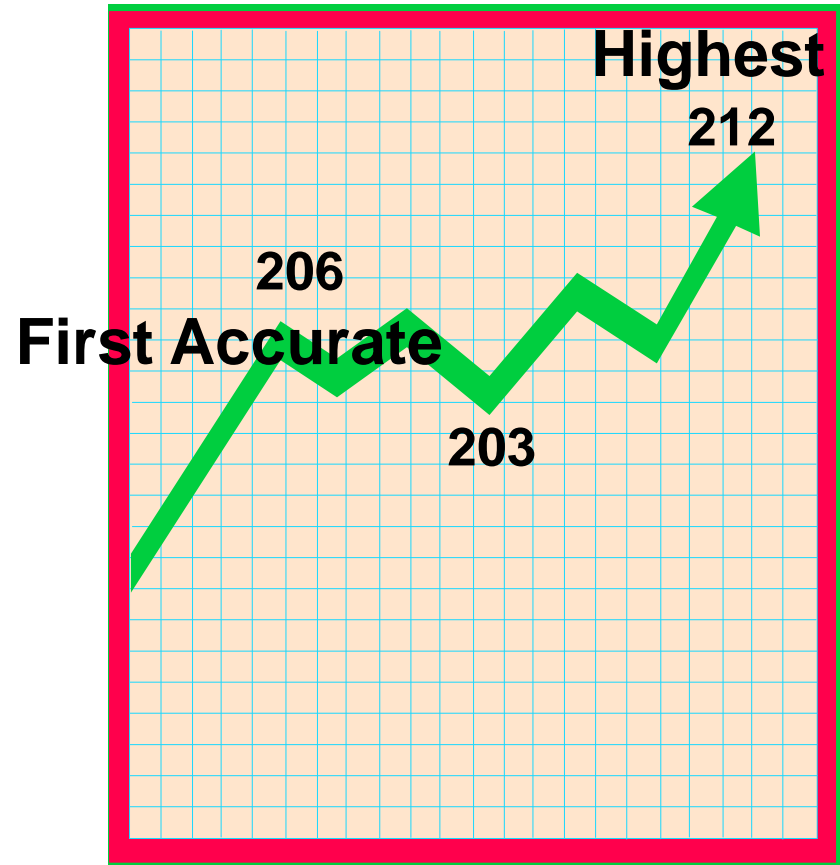
ESL – 980 Listening		
NRS Levels	CASAS Pre-Test Scale Score Ranges	CASAS post-test score required to earn a CA Payment Point for Achieve at least one NRS level
ESL Level 1 Beginning Literacy	169-175	175
	176-181	181
ESL Level 2 Low Beginning	182-189	189
ESL Level 3 High Beginning	190-199	199
ESL Level 4 Low Intermediate	200-209	209
ESL Level 5 High Intermediate	210-218	218
ESL Level 6 Low Advanced	219 -227	227+

ESL			ABE/ASE		
NRS Levels	CASAS Reading Pre-Test Scale Score Ranges	CASAS post-test score required to earn a CA Payment Point for Achieve at least one NRS level	NRS Levels	CASAS Reading and Math Pre-Test Scale Score Ranges	CASAS post-test score required to earn a CA Payment Point for Achieve at least one NRS level
<i>Beginning Literacy</i>	141-145	145	<i>Beginning Literacy</i>	141-145	145
	146-150	150		146-150	150
	151-155	155		151-155	155
	156-160	160		156-160	160
	161-165	165		161-165	165
	166-170	170		166-170	170
	171-175	175		171-175	175
	176-180	180		176-180	180
<i>Low Beginning</i>	181 – 190	190		181-190	190
<i>High Beginning</i>	191 – 200	200		191-200	200
<i>Low Intermediate</i>	201 – 210	210	<i>Beginning Basic</i>	201-210	210
<i>High Intermediate</i>	211 – 220	220	<i>Low Intermediate Basic</i>	211-220	220
<i>Low Advanced</i>	221 – 235	235	<i>High Intermediate Basic</i>	221-235	235
			<i>Low ASE</i>	236-245	245
			<i>High ASE</i>	246 and above	246+

- Calculated by first accurate pretest to highest appropriate post-test



- Pretest = 206
- Post-test = 212



- Pretest = 201
- Post-test = 206



- Now relates to Column E on Federal Table 4
- Must pass all sections in 2014 GED, HiSET, or TASC high school equivalency tests
- Must mark “Passed HSE” on Update Record
- Passing Spanish language HSE is acceptable for benchmark attainment
- Must include assigned student ID for 2014 GED, HiSET, or TASC
- CDE will perform a data match for all HSE students to determine benchmark payments

- Now relates to Column E on Federal Table 4
- Must mark “Earned HS diploma” on Update Record
- Maintain certified list of high school diploma students

Civic Participation

- Pass one or more CDE-approved Additional Assessments (COAAPs)
- One learner may earn payment points for passing up to three COAAPs in a program year
- Completion of Entry, Update, Pretest, and Post-test

Citizenship Preparation

- Pass Citizenship Interview Test (Score = 206 or above)
- Pass Government and History for Citizenship Test (Score = 206 or above)
- Also requires presence of Entry, Update, Pretest, Post-test

243 Integrated EL Civics (IELCE)

- Pass one or more CDE-approved Additional Assessments (COAAPs) specified for IELCE
 - New COAAPs – **Civic Objectives 49-53**
 - One of 16 CDE approved Civic Participation COAAP's
- Learner may earn payment points for passing up to three COAAPs in a program year
- Completion of Entry, Update, Pretest, and Post-test

IET Outcomes

- Pass one or more CDE-approved Additional Assessments (COAAPs) specified for IELCE
 - New COAAPs – **Civic Objectives 49-53**
 - One of 16 CDE approved Civic Participation COAAP's
- The COAAPs authorized for IELCE are the same for IET – however, students in IET will generate outcomes at a higher \$\$\$ rate than students not enrolled in IET

[Home](#) > [Training and Support](#) > [CASAS Peer Communities](#) > [California Accountability](#) >

- A new 2017-18 Data Dictionary, EUUS-016 sample form, and FAQ's are available on the CASAS Website to help California WIOA II agencies meet the new requirements.

DATA DICTIONARY

TOPSPRO ENTERPRISE RECORD INSTRUCTIONS

Entry Record—**Form EUUS-016**

The following table indicates the specific data elements required. A check mark (√) indicates the data element must be entered. The letters IR (if required) indicate that a local agency chooses to collect information on a particular data element.

Record Type / Field		WIA 225/231	WIA EL Civics
1a	Student Name / Phone	√	√
1b	Student Address/Email	√	√

[Home](#) > [Training and Support](#) > [CASAS Peer Communities](#) > [California Accountability](#) > [Ordering Guides](#)

- WIOA Title II agencies can order select CASAS materials free of charge using the 2017-18 Ordering Guide.

2016-17 Ordering Guide For California WIOA, Title II Funded Agencies

- This ordering guide lists materials that agencies receive free of charge to support the WIOA grant. Items not listed in this guide can be purchased from the CASAS Catalog.
- This ordering guide includes series of assessments appropriate for learners in ABE, ESL, and ASE (HS diploma and HS equivalency).
- Agencies use only the reading and listening tests for ESL learners including EL Civics. Agencies use only reading and math tests for ABE and ASE learners.
- Agencies notified and funded by CDE for fiscal year 2016-17 will receive sufficient materials at no cost to satisfy their estimated population.
 - In determining the number of test booklets needed, agencies should start by estimating their total unduplicated enrollment in ABE, ESL, and ASE for the 2016-17 Program Year and calculate one-third of this total. The number of test booklets ordered should not exceed this amount.
 - When ordering WTU's (or CTU's) agencies should estimate their total ABE/ASE/ESL enrollment, and may obtain the number of units up to three times that estimated total.
- Agencies must place orders in writing to CASAS or through online ordering for all materials; *no phone orders please.*

CDE Consultants

- Program assistance
- Resources
- Policy
- Compliance
- Legal and fiscal
- Regional meetings

CASAS Staff

- Provide assessment support and link it to instruction
- Support California accountability
- Provide TOPSpro and other technical assistance
- Regionally assigned Program Specialists
- Coordinate with CDE consultants

Regional Network Meetings

- Each region in California holds network meetings where participants can address concerns and discuss ways to better meet accountability requirements.
 - TOPS Network Meetings
 - WIOA II Network Meetings
- Network groups meet monthly, quarterly, or whatever is best for each region.
- Meetings held face to face and online.
- Register for network meetings at www.casas.org.



CASAS Technical Support:

➤ 1-800-255-1036

CASAS Fax #:

➤ 1-858-292-2910



E-mail:

➤ capm@casas.org

➤ techsupport@casas.org



Update AEFLA Contact Information

- Agencies are required to periodically update their contact info on the OTAN Web site:

<http://adulted.otan.us/>

Include name, phone #, email and title: such as Primary WIOA II contact, EL Civics contact, TE contact, district administrator, etc.

Thanks for your participation!



Data Integrity Report Analysis by Quarter

Quarterly Importance

R = Required data elements for state and federal reporting: CA Payment Points (PP), NRS Federal Tables (FT), and NRS Core Performance Measures Data Match (CP)

D = Important for NRS Data Quality Standards Reliability and Validity

Area of Focus	Item	1 st Q	2 nd Q	3 rd Q	4 th Q
	Summary				
FT/PP/CP	Total WIOA Title II Learners	R	R	R	R
FT/PP/CP	Total concurrent learners in WIOA Title II programs	R	R	R	R
FT/PP/CP	Total Learners eligible for WIOA Title II	R	R	R	R
	Items (Learners eligible for WIOA Title II)				
FT/PP/CP	1. Missing Birthdate or outside 16-110	R	R	R	R
FT/PP/CP	2. Less than 12 Hours of Instruction			R	R
FT/PP/CP	a. Zero or Empty Hours of Instruction on Update Record	R	R	R	R
FT/PP/CP	b. Total hours between 1-11 hours			D	D
FT/CP	3. No Highest Year of School/Degree Earned	R	R	R	R
FT/CP	a. No Highest Year of School	R	R	R	R
FT/CP	b. No Highest Degree Earned	R	R	R	R
FT/CP	c. Learners marked Degree or Diploma Earned but no Years of Schooling	D	D	D	D
FT/CP	d. Degree earned marked as outside U.S., but not Highest Year of School	D	D	D	D
FT	4. No Gender	R	R	R	R
FT	5. No Race/Ethnicity	R	R	R	R
FT/CP	6. Total Reported Labor Force Status	R	R	R	R
FT/CP	a. Total 'Employed'	R	R	R	R
FT/CP	b. Total 'Unemployed'	R	R	R	R
FT/CP	c. Total 'Not employed not seeking work'	D	D	D	D

Area of Focus	Item	1 st Q	2 nd Q	3 rd Q	4 th Q
FT/CP	d. Total 'Retired'	D	D	D	D
FT/CP	e. Total missing Labor Force Status	R	R	R	R
FT/CP/PP	7a. No Entry Record (Missing Program Enrollment)	R	R	R	R
FT/CP/PP	7b. No Update (Missing Follow-up Outcomes)			R	R
FT/CP/PP	8. No Pretest		R	R	R
FT/CP/PP	9. No Post-Test	R	R	R	R
FT	10. No Valid Paired Tests	R	R	R	R
FT/PP	11a. Completed a level with pre- and post-testing	R	R	R	R
FT/PP	11b. Passed HSE and earned HSE PP but did not complete a level	D	D	D	D
FT/PP	11c. Earned HS diploma PP but did not complete a level	D	D	D	D
FT/CP/PP	12a. Passed HSE	R	R	R	R
FT/CP/PP	12b. Passed HSE but no enrollment in "High School Diploma" or HSE	R	R	R	R
FT/CP/PP	12c. Passed HSE but instructional program not HSE	D	D	D	D
FT/CP	12d. Passed HSE but Highest Degree Earned is HSE or higher	D	D	D	D
	13a. Earned HS diploma	R	R	R	R
FT/CP	13b. Earned HS diploma but instructional program not HS diploma	D	D	D	D
FT/CP	13c. Earned HS diploma but not in ASE High	D	D	D	D
PP	14. Passed One or More COAAPs in 231 Civic Participation	D	D	D	D
PP	15. Passed One or More COAAPs in 243 IELCE	D	D	D	D
PP	16. Learners in EL Civics IELCE or Civic Participation who passed six COAAPs	R	R	R	R
PP	17a. Learner passed at least one COAAP with less than 30 hours of instruction	D	D	D	D
PP	17b. Learner passed at least three COAAPs with less than 60 hours of instruction			D	D
PP	17c. Learner passed at least six COAAPs with less than 100 hours of instruction			D	D
FT	18a. Learners with Multiple Barriers to Employment	R	R	R	R
FT	18b. Learners with No Barriers to Employment	D	D	D	D
FT/PP	19. Learners with a pretest in the conservative estimate range	R	R	R	R
FT/PP	20. Learners with a pre-/post-test pair but less than 40 hours of instruction			R	R

Notes for Data Integrity Report

Area of Focus	Item	Notes
Summary Totals		
FT/PP/CP	Total WIOA Learners	Summarizes all ABE, ESL, and ASE learners with any activity in the selected date range
FT/PP/CP	Total concurrent learners in WIOA II programs	Identifies learners not eligible for WIOA II; cannot use WIOA II funds for concurrently enrolled K-12
FT/PP/CP	Total Learners eligible for WIOA Title II	Summarizes all ABE, ESL, and ASE learners that are eligible for WIOA II funds
Items		
<i>Item Count = Number of occurrences</i>		
<i>Item Percent = Percentages using total entry records as denominator</i>		
FT/PP/CP	1. Missing Birthdate or outside 16-110	Federal minimum age requirement = 16. Birth Date required for Federal Tables 2-3.
FT/PP/CP	2. Less than 12 Hours of Instruction	Federal minimum instructional hours requirements
FT/PP/CP	a. Zero or Empty Hours of Instruction on Update Record	Identifies learners who will be dropped due to missing or incomplete data—learners need at least 12 hours.
FT/PP/CP	b. Total hours between 1-11 hours	Identifies learners who will be dropped due to missing or incomplete data—learners need at least 12 hours.
FT/CP	3. No Highest Year of School/Degree Earned	Required fields for Federal Table 6 Qualifying criteria for Enter Post-secondary follow-up cohort
FT/CP	a. No Highest Year of School	Required for Federal Table 6 Qualifying criteria for Enter Post-secondary follow-up cohort
FT/CP	b. No Highest Degree Earned	Required for Federal Table 6

Area of Focus	Item	Notes
		Qualifying criteria for Enter Post-secondary follow-up cohort
FT/CP	c. Learners marked Degree or Diploma Earned but no Years of Schooling	Potential mismatch—learner earning diploma/degree should have some years of schooling
FT/CP	d. Degree earned marked as outside U.S., but not Highest Year of School	Potential mismatch—learner earning diploma/degree should have some years of schooling
FT	4. No Gender	Required for Federal Tables 1-2
FT	5. No Race/Ethnicity	Required for Federal Tables 1-2
FT/CP	6. Total Reported Labor Force Status	Includes qualifying criteria for Enter Employment and Retain Employment follow-up cohorts
FT/CP	a. Total 'Employed'	Qualifying criteria for Enter Employment and Retain Employment follow-up cohorts
FT/CP	b. Total 'Unemployed'	Qualifying criteria for Enter Employment and Retain Employment follow-up cohorts
FT/CP	c. Total 'Not employed not seeking work'	Labor force status must be employed or unemployed to qualify for cohort. Potentially indicates mismarked field.
FT/CP	d. Total 'Retired'	Labor force status must be employed or unemployed to qualify for cohort. Potentially indicates mismarked field.
FT/CP	e. Total missing Labor Force Status	Required for Federal Tables 5-6, including qualifying criteria for Enter Employment and Retain Employment cohorts.
FT/CP/PP	7a. No Entry Record (Missing Program Enrollment)	State and federal guidelines require Entry Records for all learners upon enrollment in any WIOA II program
FT/CP/PP	7b. No Update (Missing Follow-up Outcomes)	State and federal guidelines require follow-up outcomes for all learners with 12 or more hours of instruction.
FT/CP/PP	8. No Pretest	Need pretest score to properly place learner in an educational functioning level (EFL) for Federal Tables 4-4B

Area of Focus	Item	Notes
FT/CP/PP	9. No Post-Test	Cannot compute learning gains or complete EFL on Federal Tables 4-4B without pre/post pair
FT	10. No Valid Paired Tests	Same issues as items #8-9, but only pertinent to Federal Tables, where some learners may have “valid pairs” by completing a pretest and earning their HS Diploma or HSE.
FT/PP	11a. Completed a level with pre- and post-testing	Pre- and post-test gains are the primary method in which learner complete a level on Federal Table 4, Column D, and also for CA payment points
FT/PP	11b. Passed HSE and earned HSE PP but did not complete a level	This issue is not “required” but just identifying learners with one outcome earned but not both
FT/PP	11c. Earned HS diploma PP but did not complete a level	This issue is not “required” but just identifying learners with one outcome earned but not both
FT/CP/PP	12a. Passed HSE	Earning High School Equivalency (HSE) is recorded on Column E of Federal Table 4 and can also result in a CA payment point.
FT/CP/PP	12b. Passed HSE but no enrollment in “High School Diploma” or HSE	HSD/HSE program enrollment is not required for the federal or payment point outcome, but it is recommended that HSE attainers enroll in High School Equivalency and HSD earners enroll in HS diploma.
FT/CP/PP	12c. Passed HSE but instructional program not HSE	HSD/HSE program enrollment is not required for the federal or payment point outcome, but it is recommended that HSE attainers enroll in High School Equivalency and HSD earners enroll in HS diploma.
FT/CP	12d. Passed HSE but Highest Degree Earned is HSE or higher	No specific grade level is required for the federal or payment point outcome, but it is expected that HSE and HSD earners enroll with an education level below the secondary level.

Area of Focus	Item	Notes
FT/CP/PP	13a. Earned HS diploma	Earning the High School Diploma is recorded on Column E of Federal Table 4 and can also result in a CA payment point.
FT/CP	13b. Earned HS diploma but instructional program not HS diploma	HSD/HSE program enrollment is not required for the federal or payment point outcome, but it is recommended that HSE attainers enroll in High School Equivalency and HSD earners enroll in HS diploma.
FT/CP	13c. Earned HS diploma but not in ASE High	ASE High level placement is not required for the federal or payment point outcome, but it is expected that many HSD earners enroll in the HS diploma instructional program.
PP	14. Passed One or More COAAPs in 231 Civic Participation	Earning Civic Objectives (COAAPs) results in a CA payment point for EL Civics Civic Participation.
PP	15. Passed One or More COAAPs in 243 IELCE	Earning Civic Objectives (COAAPs) results in a CA payment point for EL Civics Section 243 IELCE.
PP	16. Learners in EL Civics IELCE or Civic Participation who passed six COAAPs	Six is the maximum number of COAAPs for which one student can potentially earn CA payment points
PP	17a. Learner passed at least one COAAP with less than 30 hours of instruction	Per CDE policy, learners must have 30 hours of instruction to earn payment points for COAAPs
PP	17b. Learner passed at least three COAAPs with less than 60 hours of instruction	This item provides a benchmark for instructional hours for learners earning multiple COAAP payment points.
PP	17c. Learner passed at least six COAAPs with less than 100 hours of instruction	This item provides a benchmark for instructional hours for learners earning multiple COAAP payment points.
FT	18a. Learners with Multiple Barriers to Employment	Agencies should record one or more Barriers to Employment for all WIOA II learners. This identifies those learners with more than one barrier.
FT	18b. Learners with No Barriers to Employment	Agencies should record one or more Barriers to Employment for all WIOA II learners. This identifies those learners without any barriers recorded.

Area of Focus	Item	Notes
FT/PP	19. Learners with a pretest in the conservative estimate range	Identifies pretests in the conservative estimate (◆ diamond score) range. These scores are valid for Federal Table 4 and CA Payment Points, but may not accurately represent the individual's skill level. Large numbers or percentages may indicate need for adjustment in agency's pre/post-testing practices.
FT/PP	20. Learners with a pre-/post-test pair but less than 40 hours of instruction	Federal requirement that all learners must have at least 40 hours of instruction between the pretest and the first post-test.