CASAS Technical Assistance for California WIOA Title II Funded Agencies

New Staff

2018-19

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.

- Federal Tables display data in format required by U.S. Department of Education.

- TE uses the Federal Tables to report statewide data to the Federal Government.

- The NRS released new Federal Tables updated for WIOA in June 2016.

- In July 2018, additional new tables will be introduced to address IET, MSG's and learners with less than 12 hours.

- 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/

- WIOA Title I: Adult, Dislocated Worker, and Youth

- WIOA Title II: Adult Education and Literacy (AEFLA)

- WIOA Title III: Wagner-Peyser/One-stops

- WIOA Title IV: Vocational Rehabilitation

The Four Titles of WIOA Each Authorize Different Programs:

TITLE I Helps jobseekers with career counseling, job search assistance, and job training.

TITLE II Helps adults who lack basic skills. Services assist with improving reading, writing, math, and English proficiency; attaining a high school diploma or equivalent; and transition to employment or postsecondary education/training.

TITLE III Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.

TITLE IV Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies.

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.
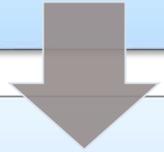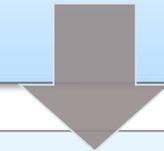
National Reporting System

- 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
State Departments • Corrections and Rehabilitation • Mental Health • Developmental Services • Jail Programs	• ABE • ESL • ASE (HSE/HSD)	• **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
Local Agencies • Adult Schools • CBOs • Community Colleges • Library Literacy	• ABE • ESL • HSD/HSE Special Programs • Family Literacy • VABE & VESL	• **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*

➲ 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 ▼
	N/A
	231 EL Civics - Civic Participation
	231 EL Civics - Citizenship Preparation
	243 Integrated El Civics Education (IELCE)

For all ESL classes that are implementing EL Civics, select one of three ELC focus areas in the Focus Area field.

Focus Area:	N/A ▼
	N/A
	231 EL Civics - Civic Participation
	231 EL Civics - Citizenship Preparation
	243 Integrated El Civics Education (IELCE)

Mark either 231 Civic Part -OR- 231 Citizenship Prep
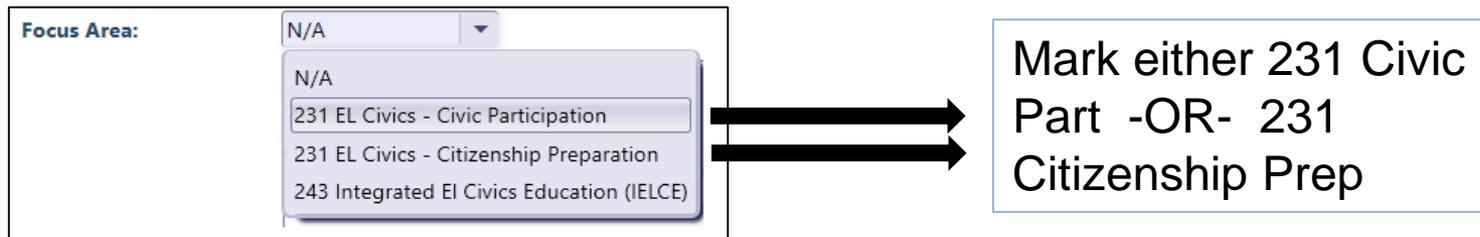
For 231 EL Civics Civic Participation and/or Citizenship Preparation, make the correct selection in Focus Area and mark the class as Instructional Program = ESL.

243 Class Designations

Focus Area: N/A

- N/A
- 231 EL Civics - Civic Participation
- 231 EL Civics - Citizenship Preparation
- 243 Integrated El Civics Education (IELCE)

Mark this bottom selection for 243 IELCE

For 243 Integrated EL Civics Education, select 243 IELCE in Focus Area and mark the class as Instructional Program = ESL.

For 243 there are other issues to consider for those with or without IET.

Integrated Education & Training (IET)

For 243 IELCE classes that include Integrated Education and Training, mark "Integrated Education & Training" under Special Programs.

- **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 Integrated Education and Training activities

California
English Literacy
and Civics Education

- 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

WIOA Title II Data Deliverables

- **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

- **Employment and Earnings Follow up Survey Requirements**
  - Survey for follow-up on employment and wage outcomes due each quarter starting with 3Q/April 30, 2019

WIOA Title II Data Collection Timeline

Deliverable Submission	Date Due
1st Quarter Data Submission	**October 31, 2018**
2nd Qtr Data Submission	**January 31, 2019**
• **3rd Quarter Data Submission** • **1Q Employment/Earnings Follow-up**	**April 30, 2019**
• **Year End Data Submission** • **2Q Employment/Earnings Follow-up**	**July 15, 2019**

First Quarter Data Submission

By October 31, 2018

Required Data and Documents	Submit Electronically	Submit by Physical Mail
Grant Budget (signature required)	California Adult Education Online Application and Reporting (login required)	Adult Education Office California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901
First Quarter Data, TOPSpro® Enterprise	Via TOPSpro® Enterprise	Not Applicable
California English Literacy (EL) and Civics Education Objectives and Additional Assessment Plans	Civic Participation: Civic Objectives and Additional Assessment Plans	Not Applicable
Professional Development Plan	California Adult Education Online Application and Reporting (login required)	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)	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, 2018
- Enter New COAAPs – Option 3
  - November 30, 2018
- Submit All COAAPs
  - April 30, 2019

- Due on October 31, 2018

- Submitted online – go to California Adult Education Online Application and Reporting

  http://adulted.otan.us/

Second Quarter Data Submission

By January 31, 2019

Required Data and Documents	Submit Electronically	Submit by Physical Mail
Second Quarter Data, TOPSpro® Enterprise	Via TOPSpro® Enterprise	Not Applicable
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)	Adult Education Office California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901

- Due on January 31, 2019

- Submitted online – go to California Adult Education Online Application and Reporting

  http://adulted.otan.us/

- 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, 2019**

- 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

By April 30, 2019

Required Data and Documents	Submit Electronically	Submit By Physical Mail
Third Quarter Data, TOPSpro® Enterprise	Via TOPSpro® Enterprise	Not Applicable
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
Core Performance Employment and Earnings Follow-up Survey	Via Tracking of TOPSpro® Enterprise	Not Applicable
WIOA II Program Implementation Survey	Submit online at WIOA, Title II AEFLA Program Implementation Survey	Not Applicable
Integrated EL Civics Program Plan	CASAS California Accountability Web page	
April Expenditure Claim Report (signature required)	California Adult Education Online Application and Reporting (login required)	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, 2019

Section 243 funded agencies are required to submit an Integrated EL Civics Program Development Plan by April 30, 2019. The plan includes:

- Description of the adult education and literacy activities within an Integrated EL Civics program
- Description of the workforce preparation activities, including specific COAAPs
- Description of the opportunities for workforce training that the agency is providing for learners
- Number of learners enrolled in the Integrated EL Civics program
- Number of learners co-enrolled in a workforce training program
- Plan for continuous improvement of the program

By July 15, 2019

Required Data and Documents	Submit Electronically	Submit by Physical Mail
End-of-Year Data, TOPSpro® Enterprise	Via TOPSpro® Enterprise	Not Applicable
Adult Education Personnel information (for Federal Table 7)	Via TOPSpro® Enterprise	Not Applicable
End-of-Year 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
Core Performance Employment and Earnings Follow-up Survey	Via Tracking of TOPSpro® Enterprise	Not Applicable
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

- End of Year submission deadline continues to be **July 15th.**

- Starting in 2017-18, and continuing in 2018-19 and beyond, the time agencies have to verify payment points totals and follow up with data submission issues is **15 days, not 30 days.**

- Statewide aggregation of data will begin on **August 1st**. After that time no revised data submissions will be accepted.

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

- Some WIOA II grantees comprise a "coalition" of agencies rather than one single agency. For these participants, some deliverables should be submitted by coalition and others submitted by agency.

- Data deliverables (quarterly data submissions and follow up survey) are by agency

- Fiscal deliverables and "group plans" (IET plan, Tech plan, etc.) are by coalition

- Please see the CDE BOY letter attachment titled **Guideline for Coalition Data and Document Submission 2018–19** for more details

- 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 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.**

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

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
Tracking Of Programs and Students
Entry Record

⑱ **LABOR FORCE STATUS**
(Mark one)

- Unemployed
- Employed
- Employed, with notice
- Not in labor force

⑥ **HIGHEST YEAR OF SCHOOL COMPLETED**

(0) (0)
(1) (1)
(2)
(3)
(4)
(5)
(6)
(7)
(8)
(9)

Majority of my schooling was outside of U.S.

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 Graduate
- Graduate Studies
- Other

I earned the above outside of U.S.

⑭ **EMPLOYMENT BARRIERS**
(Mark all that apply or leave blank)

- Cultural Barriers
- Disabled
- Displaced Homemaker
- English Language Learner
- Ex-Offender
- Foster Care Youth
- Homeless
- Long-term Unemployed
- Low Income
- Low Levels of Literacy
- Migrant Farmworker
- Seasonal Farmworker
- Single Parent
- No TANF within 2 yrs

TOPS
Tracking Of Programs and Students
Entry Record
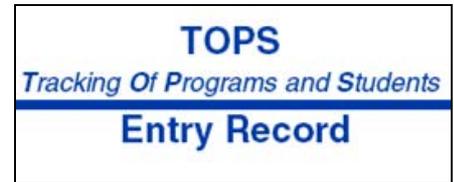
Entry Records

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)

TOPS
Tracking Of Programs and Students
Update Record

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 at least once per month.

TOPS
Tracking Of Programs and Students
Update Record

Update Records

- **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.

  - TE uses attendance hours to determine participation for each student.

TOPS
Tracking Of Programs and Students
Update Record

Update Records

- 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**
○ Got a job	○ Passed GED	○ Entered college	○ Increased involvement in children's education
○ Increased wages	○ Passed HiSET	○ Transitioned to credit (transfer)	○ Increased involvement in children's literacy activities
○ Retained job	○ Passed TASC	○ Transitioned to credit (non-transfer)	
○ Got a better job	○ Earned High School diploma		
○ Met work-based project goal	○ Returned to K-12	○ Attained credential	○ Met other family goal
○ Entered job training	○ Gained computer/tech skills	○ Attained A.A. or A.S. degree	○ Met personal goal
○ Entered training program	○ Completed course	○ Attained B.A. or B.S. degree	○ Obtained perm. residence
○ Training milestone	○ Mastered course competencies	○ Entered graduate studies	○ Attained U.S. citizenship
○ Entered apprenticeship		○ Attained post graduate degree	○ Achieved U.S. citizenship skills
○ Entered military	○ Earned certificate	○ Occupational skills licensure	○ Registered to vote or voted for first time
○ Acquired workforce readiness skills	○ Educational achievement	○ Occupational skills certificate	
	○ Skills progression	○ Occupational certifications	○ Increased involvement in community activities
○ Reduced public assistance	Transcript or report card	○ Other recognized diploma, degree, or certificate	
○ Other work outcome	○ Secondary		○ Other family outcome
	○ Post secondary		○ 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 2018-19 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 instructions for appraisal use, hours between pre-/post-testing, and distance learning

- Includes Guidelines for Local Assessment

- ***Now authorizes use of new CASAS GOALS series for ABE/ASE programs***

- 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

48

■ Can I administer the same test form more than once?

  • Yes, but not consecutively.
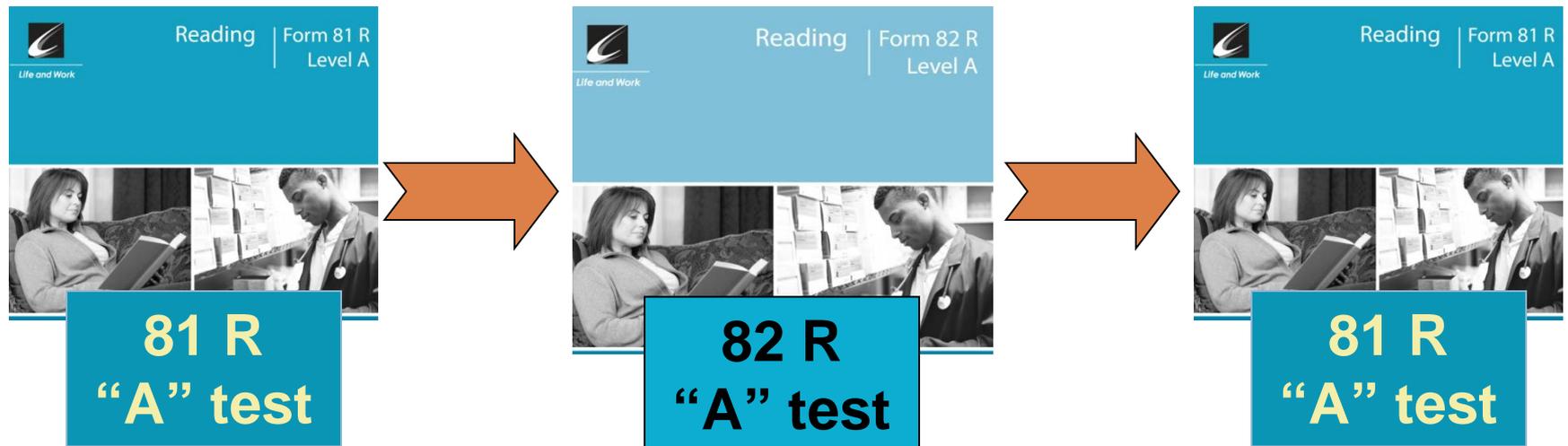
All tests within a level are interchangeable.

82 R
"A" test

→

81 R
"A" test

→

82X R*
"A" test
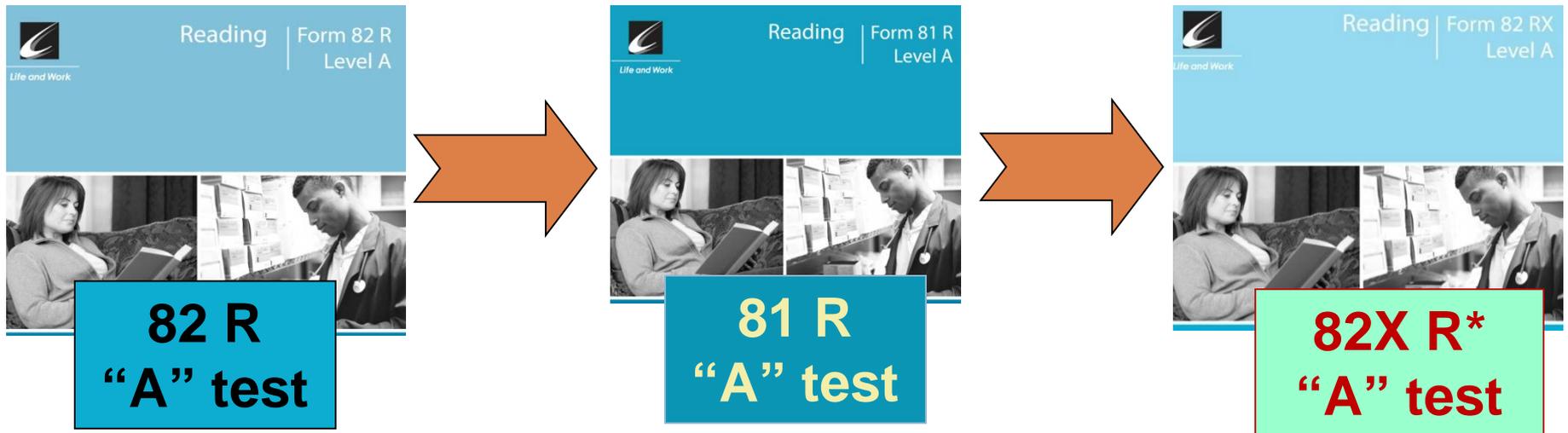
Can I administer a lower level test as a post-test? NO.
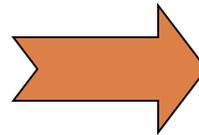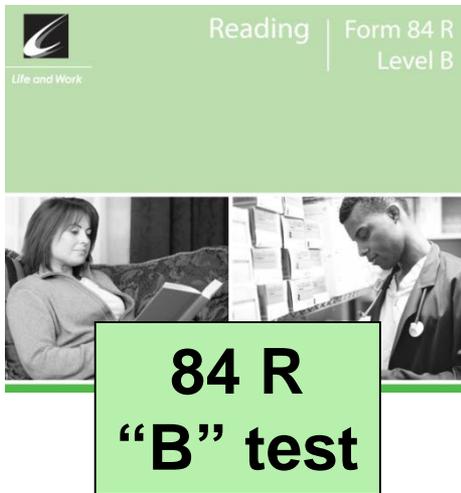
84 R "B" test

82 R "A" test

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

82 R "A" test
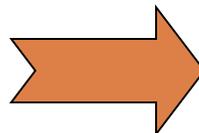
84 R "B" test

Appropriate

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

Inappropriate

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

- **ABE/ASE:** Use Reading or Math, including new CASAS GOALS Reading series
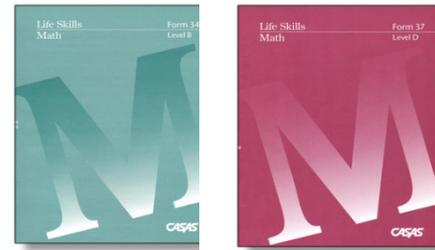
- **ESL:** Use Reading or Listening

- **ABE/ASE:** Use Reading or Math, including new CASAS GOALS Reading series
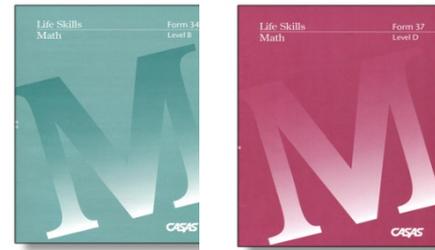
- Pre- and post-test pairs must always be from the same test modality.
- If using CASAS GOALS, both the pretest and the post-test must use the same test series. Cannot match GOALS with any other CASAS test series.

- 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:

- CASAS GOALS (ABE and ASE only)
- Life and Work Listening
- Life and Work Reading
- Life Skills Math 31-38
- Secondary Level Assessment (SLA):
  - Math Forms 505-06
  - Language Arts 513-14

No Longer Authorized:

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

POWER, AA-AAAAA not authorized for NRS, but are authorized for CA payment points

- *New GOALS series*
  - *Reading approved in Februry 2018*
  - *Currently aligning Reading for ELL*
  - *Math submitted to OCTAE for approval for ABE/ASE*
  - *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

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

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 *Achieve at least one EFL*
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+

ABE/ASE NRS EDUCATIONAL FUNCTIONING LEVELS AND CASAS READING SERIES SCALE SCORE RANGES

NRS ABE/ASE Level	Life and Work Reading 80 series Scale Score Ranges	Reading GOALS 900 series Scale Score Ranges
1 Beginning ABE Literacy	200 and below	203 and below
2 Beginning Basic Education	201-210	204 - 216
3 Low Intermediate Basic Education	211-220	217 - 227
4 High Intermediate Basic Education	221-235	228 - 238
5 Low Adult Secondary Education	236-245	239 - 248
6 High Adult Secondary Education	246 and above	249 and above

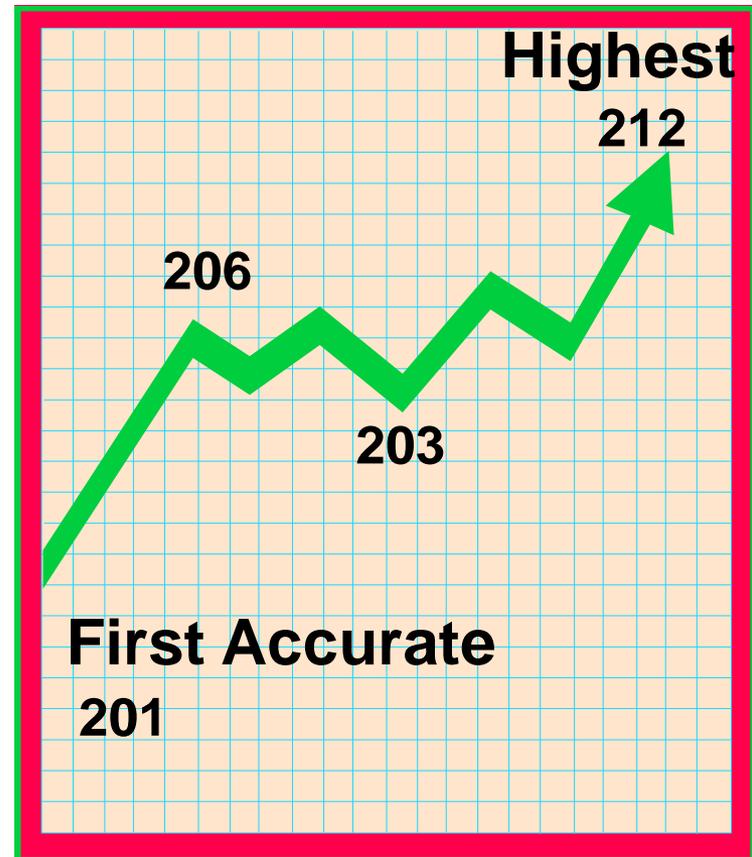|	ESL			ABE/ASE	
NRS Levels	**CASAS Reading Pre-Test Scale Score Ranges**	CASAS post-test score required to earn a CA Payment Point for **Achieve at least one NRS level**	**NRS Levels**	**CASAS Reading and Math Pre-Test Scale Score Ranges**	CASAS post-test score required to earn a CA Payment Point for **Achieve at least one NRS level**
Beginning Literacy	141-145	145	*Beginning Literacy*	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
Low Beginning	181 – 190	190		181-190	190
High Beginning	191 – 200	200		191-200	200
Low Intermediate	201 – 210	210	*Beginning Basic*	201-210	210
High Intermediate	211 – 220	220	*Low Intermediate Basic*	211-220	220
Low Advanced	221 – 235	235	*High Intermediate Basic*	221-235	235
			Low ASE	236-245	245
			High ASE	246 and above	246+

CASAS

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

Highest
212

206

203

First Accurate
201

- Pretest = 206
- Post-test = 212

Highest
212

206
First Accurate

203
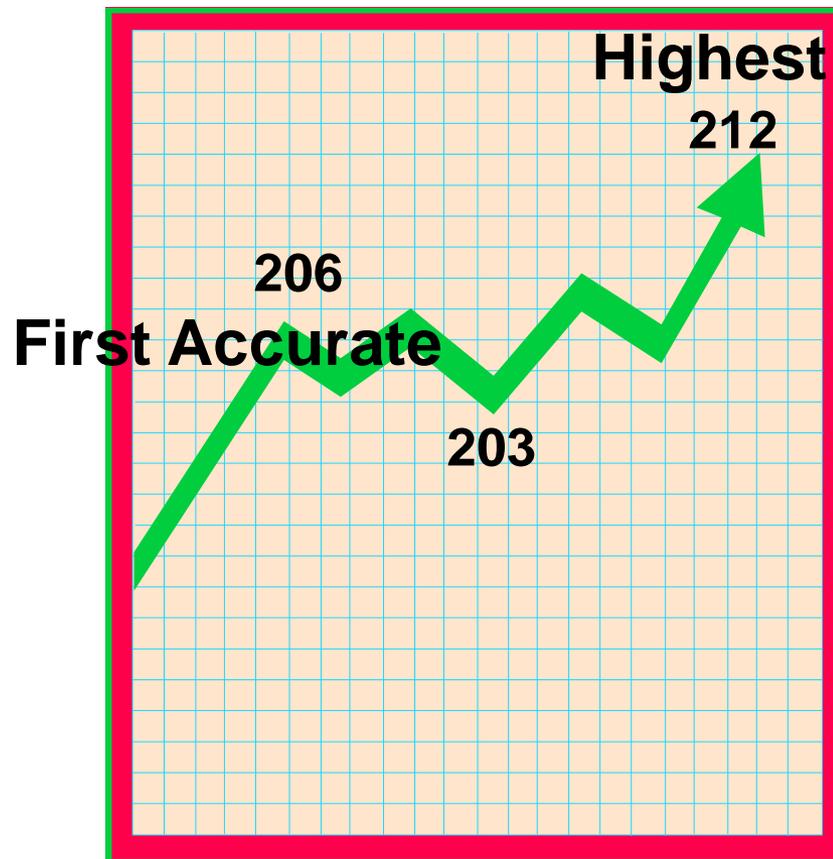
- Pretest = 201
- Post-test = 206

Highest
206

203

First Accurate
201

- 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
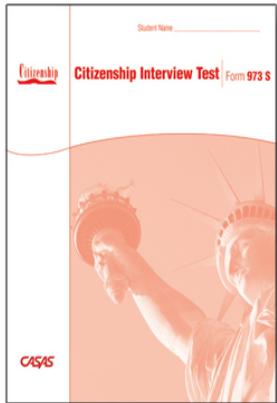
Citizenship Interview Test

- Forms 973 and 974
- Speaking
- Simulates the USCIS naturalization interview
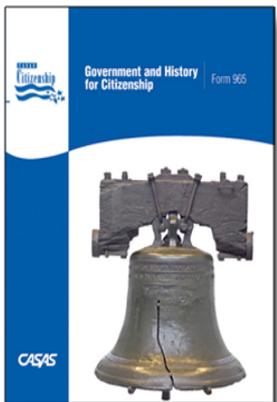
Government and History for Citizenship

- 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 18 COAAP's developed for Civic Participation that CDE specifically approved for IELCE.

Home > Training and Support > CASAS Peer Communities > California Accountability >

- A new 2018-19 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 2018-19 Ordering Guide.

2018-19 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).

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.

- 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!