

Assessment and Accountability
Administration Manual
for California

Workforce Investment Act, Title II:
Adult Education and Family Literacy Act

Program Year
July 1, 2013–June 30, 2014

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SECTION 1—INTRODUCTION

This manual provides instructions and guidelines for data collection required to meet the California and Federal Workforce Investment Act (WIA), Title II: Adult Education and Family Literacy Act (AEFLA) mandates for the 2013–14 program year. The Adult Education Office (AEO) at the California Department of Education (CDE) developed these guidelines and instructions to ensure that all local agencies and programs meet the required data collection and accountability mandates. Agencies should periodically review the Web sites listed in the reference section of this manual for updated information.

Technical Assistance Contacts

California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901

Phone: 916-322-2175
Fax: 916-327-7089

Comprehensive Adult Student Assessment Systems
5151 Murphy Canyon Road, Suite 220
San Diego, CA 92123

Phone: 800-255-1036
858-292-2900
Fax: 858-292-2910

Topic:

Contact:

Accountability

- Data Collection Requirements
- Testing
- Training

capm@casas.org

English Literacy and
Civics Education

- Civic Participation
- Citizenship Preparation

elcivics@casas.org

Ordering

- Forms
 - Testing Materials
 - Software
-

orders@casas.org

Topic:**Contact:**

Technical Assistance

- TOPSpro[®] Enterprise
- Comprehensive Adult Student Assessment Systems eTests[®]
- QuickSearch[®] Online
- Online Registration

techsupport@casas.org

Training

- Implementation
- Citizenship Interview Test
- Program Improvement
- TOPSpro[®] Enterprise
- Comprehensive Adult Student Assessment Systems eTests[®]

capm@casas.org

Policies

- Grant and Fiscal Accountability

AdultEducation@cde.ca.gov

SECTION 2—NATIONAL REPORTING SYSTEM GUIDELINES

National Reporting System Guidelines, Assessment Policies, and Core Performance Measures

Overview

The federal AEFLA requires states to conform to the National Reporting System (NRS) guidelines, establish performance outcome goals, report actual outcomes, and monitor local agency performance. Local agencies must use approved standardized assessments to collect and report student learning gains. Local agencies must conduct surveys of core performance measures to collect information on student outcomes of (1) entered employment, (2) retained employment, or (3) entered postsecondary education or training. Other outcome data collection includes attainment of a High School Diploma (HSD) or General Educational Development (GED[®]) Certificate. Adult schools currently require students to pass the English-Language Arts (ELA) and Mathematics sections of the California High School Exit Examination (CAHSEE) to attain a HSD. This process ensures accurate and consistent monitoring of local agency results and provides the baseline data needed to document improvements in literacy skills.

Accountability

The CDE contracted with the Comprehensive Adult Student Assessment System (CASAS) to provide training, data collection materials, and technical assistance to meet the accountability requirements for the AEFLA sections 225, 231, and English Literacy and Civics Education (EL Civics) funded agencies. These agencies receive TOPSpro[®] Enterprise software, data collection forms, and test booklets at no cost. The AEFLA Data Collection and Accountability Matrix (Table 1) identifies the data collection requirements by funding, local agencies, instructional programs, and data collection forms.

Table 1: Adult Education and Family Literacy Act Data Collection and Accountability

Funding	Entities	Instructional Programs	Required TOPSpro [®] Enterprise Forms
AEFLA Section 225	<ul style="list-style-type: none"> • State and County • Institutions • Corrections and Rehabilitation • Mental Health • Developmental Services • Jail Programs 	<ul style="list-style-type: none"> • Adult Basic Education • English as a Second Language • Adult Secondary Education: HSD /GED[®] 	<ul style="list-style-type: none"> • Entry Record Create upon entry into program • Update Record Create after ≥12 hours of instruction • Pre-test/Post-test (all students, all programs)
AEFLA Section 231	<ul style="list-style-type: none"> • Local Agencies • Adult Schools • Community-Based Organizations • Community Colleges • Library Literacy 	<ul style="list-style-type: none"> • Adult Basic Education • English as a Second Language • HSD/GED[®] • Special Programs • Family Literacy • Vocational Adult Basic Education and Vocational English as a Second Language 	<ul style="list-style-type: none"> • Entry Record Create upon entry into program • Update Record Create after ≥12 hours of instruction • Pre-test/Post-test all students (all programs)

Table 2: Adult Education and Family Literacy Act Data Collection and Accountability

Funding	Entities	Instructional Programs	Required TOPSpro® Enterprise Forms
<p>AEFLA EL Civics</p> <ul style="list-style-type: none"> • Civic Participation • Citizenship Preparation 	<p>State/Local Agencies</p> <ul style="list-style-type: none"> • Adult Schools • State and County Institutions • Community-Based Organizations • Community Colleges • Library Literacy 	<ul style="list-style-type: none"> • English as a Second Language • Special Program • English Literacy Civics 	<ul style="list-style-type: none"> • Entry Record Create upon entry into program • Update Record Create after ≥12 hours of instruction • Pre-test/Post-test (all students, all programs) • Associates Degree (A.A.)* • Citizenship Interview Test* • Government and History Test* <p>*(optional)</p>

DATA COLLECTION KEY GUIDELINES

Key Guidelines

All Adult Education and Family Literacy Act funded local agencies must follow the data requirements below.

1. **Entry Record:** Required for all AEFLA learners upon entry into an instructional program. The CDE requires local agencies to collect and report on all learners in all the AEFLA programs.
2. **Update Record:** Required for all AEFLA learners who attain 12 or more hours of instruction. The CDE requires local agencies to follow-up on all AEFLA learners in the AEFLA programs who have accrued 12 or more hours of instruction. Agencies should complete Update Records after a substantial block of instruction or when learners exit a program.
3. **Vocational Literacy—Vocational Adult Basic Education/Vocational English as a Second Language Funded Learners:** The appropriate instructional programs for vocational literacy learners are Adult Basic Education (ABE) or English as a Second Language (ESL) with a special program in Workplace Education. Please mark the special program Workplace Education on the learner's Entry Record (field 13).
4. **Family Literacy Funded Learners:** The appropriate instructional programs for family literacy learners are ABE or ESL with a special program in Family Literacy. Please mark the special program Family Literacy on the learner's Entry Record (field 13).
5. **Learners Concurrently Enrolled in Compulsory Education Kindergarten through Grade Twelve (K–12) and Adult Education:** The CDE requires all the AEFLA funded agencies serving learners who are concurrently enrolled in high school/K–12 education and adult education AEFLA programs to complete Entry Records upon entry and Update Records for these learners who attain 12 or more hours of instruction within the year. The AEFLA funded agencies are not required to pre- or post-test these concurrently enrolled learners.
6. **Follow-up on Core Performance Measures:** The AEFLA local agencies must participate in the collection of core performance measures using an appropriate follow-up survey for learners who left the instructional program and who meet certain criteria for each of three core follow-up measures: enter employment, retain employment, or enter post-secondary education or training.
7. **Adult Education Personnel by Function and Job Status:** The CDE requires the AEFLA local agencies to provide an aggregated list of personnel by function and job status who are involved in the administration and teaching of AEFLA learners, as well as separate tables that report information about teacher years of experience and specific certifications categories. This information provides aggregated agency data for

reporting on Federal Table 7. See the CASAS California Accountability Web page at <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability>, Entering Personnel Information in TOPSpro[®] Enterprise (file D) for more detailed information.

8. **Local Guidelines for Implementing State Assessment:** Federal requirements state that local agencies must also create, implement, and annually update local policies for implementing approved state assessments. (See the California Assessment Guidelines and the local agency Assessment Policy Template both located on the CDE Resources Web page at <http://www.cde.ca.gov/sp/ae/ir/>). The local agency Assessment Policy Template is provided by the CDE to develop and implement local procedures for assessment and data collection consistent with the CDE assessment guidelines.
9. **Tests for all AEFLA Learners:** The CDE requires local agencies to pre- and post-test all AEFLA learners who are enrolled in ABE, ESL, and Adult Secondary Education (ASE) (HSD or GED[®]) instructional programs. See the Assessment Policy Overview in this manual for more details.
10. **Appropriate Tests for the AEFLA ESL, ABE, and ASE Learners:** For benchmark and Student Outcome Data Set (SODS) payment point attainment, appropriate tests are reading and listening tests for ESL learners and reading and math tests for ABE and ASE learners.
11. **Learners Scoring 236 or Above on CASAS Pre-tests:** Learners who score 236 or above on their lowest pre-test are not authorized for payment points unless enrolled in an ASE instructional program. The ASE learners scoring 236 or above on their pre-test may earn payment points appropriate for ASE.
12. **EL Civics Education Citizenship Preparation, EL Civics Education Civic Participation:** Agencies must mark ESL as the instructional program on field 11 of the Entry Record.
13. **EL Civics Education and SODS:** Consists of an Entry Record, Update Record, pre-test, post-test, and the following:
 - a. An additional assessment for the Civic Participation focus area, based on selected Civic Objectives and Additional Assessment Plans (COAAPS)
 - b. CASAS Citizenship Interview Test (CIT) or Government and History (GH) test for Citizen Preparation focus area.
14. **HSD Benchmarks:** The AEFLA local agencies are required to maintain a certified list of ASE students and their unique identification numbers, when they attain HSDs (and pass the CAHSEE ELA and Mathematics sections, as required by state law) for a benchmark attainment. Agencies must mark **Earned High School Diploma** in field 9 on the Update Record for learners who attained a HSD. The CDE will conduct a verification of claimed benchmarks.

15. **GED® Test Benchmarks:** The CDE will conduct a data match to verify benchmarks earned by an agency for GED® attainment. Agencies must mark **Earned GED®** in field 9 on the Update Record for learners who attained a GED®.
16. **Date of Birth and Gender:** The CDE requires the AEFLA providers to collect and report the date of birth and gender to attain benchmarks and SODS and to qualify for Federal Tables reports.

Data Requirements

The CDE requires an AEFLA local agency to:

- Collect learner data using TOPSpro® Enterprise software continually from July 1, 2013, to June 30, 2014.
- Create a TOPSpro® Enterprise Entry Record for each learner upon entry into each AEFLA funded instructional program.
- Enter or import student Entry/Update and Test Records into TOPSpro® Enterprise each quarter.
- Include all student records for the entire quarter in each quarterly data submission.
- Complete a TOPSpro® Enterprise Entry Record, an Update Record, and Test Record for each AEFLA learner attending 12 or more hours of instruction.
- Assist the learner in selecting the appropriate highest year of school, highest degree earned, and labor force status on that learner's Entry Record.
- Mark the appropriate learner status (left program, retained in program, or no show) and reason for exiting (if applicable) on the learner's Update Record.
- Mark appropriate fields on the TOPSpro® Enterprise Class Record such as Transitions, Vocational ABE, Vocational ESL, and Distance Learning, if applicable.
- Record data for agency teachers and other personnel working in the local agency's ABE, ESL, and ASE programs in the TOPSpro® Enterprise Personnel Lister; or, enter this information in the TOPSpro® Enterprise Personnel Wizard.
- Mark the personal status selection **Concurrently enrolled in high school/K–12** for the appropriate learners. Learners who are concurrently enrolled in high school/K–12 cannot earn benchmarks or other payment points, and there is no mandate to test these learners.
- Enter the Social Security Number (SSN), GED® ID Number, or agency generated student identification (ID) number for each student who completes a GED®. If a student does not use a SSN, please request that the student allow the local agency to copy the GED® Certificate. An informed consent form is not required. Payment points for GED®

completion require a data match. Completion of the Spanish version of the GED® is acceptable for GED® benchmark accomplishment.

The CDE requirements for state agencies are as follows:

- California Department of Corrections and Rehabilitation has the same compliance requirements as other AEFLA-funded local agencies.
- California Department of Developmental Services (CDDS) local agencies will follow the guidelines that appear on page 34 of this manual titled "Providing Options for the Workplace, Education and Rehabilitation or Life Skills 2A–3A Assessment for Core Performance" that addresses selection of tests and timelines. CDDS WIA, Title II learners will designate their instructional program as ABE.

Workforce Investment Act, Title II: Adult Education and Family Literacy Act Program Survey

The CDE requires AEFLA programs to conduct an annual qualitative data collection survey to obtain otherwise unavailable information. Data collected helps the CDE and program administrators design effective systems that meet the needs of sections 225, 231, and EL Civics programs. The California AEFLA Program Survey will be available starting April 1, 2014. Respondents must complete the survey **no later than April 30, 2014**. Program administrators must fill out one survey per agency.

To access the survey, an agency must log on to the CASAS Web site at <https://www.casas.org/>, enter the California Accountability Peer Community, and select the AEFLA and EL Civics Survey from the left-side menu. The survey takes approximately 30 to 40 minutes to complete, depending on the number and complexity of agency programs. It is not necessary to complete the survey in one session. An agency may enter partial data and return later to complete the survey. All responses are confidential. Names of agencies or individuals will not be used without permission.

Federal regulations require all states receiving federal AEFLA funding to collect and report core performance measures on those learners who exit the program in the current fiscal year and whose pre-defined data characteristics qualified the learner for enter employment, retain employment, or enter postsecondary cohorts.

The CDE disseminates a letter at the beginning of each program year detailing the Core Performance Follow-Up Survey requirements for the California AEFLA funded agencies. Federal guidelines require states and local agencies to survey learners who are enrolled in traditional classroom instruction and distance learning education separately. More detailed reporting instructions can be found on the CASAS California Accountability Web page under Core Performance Follow-Up Survey Instructions (file C) at <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability>.

Reporting agencies may distribute the Core Performance Follow-Up Survey using multiple methodologies. However, question content must remain the same across all methods. It is permissible to distribute the survey by U.S. mail, e-mail, or phone survey. Survey templates are available as downloads on the CASAS Web site at <https://www.casas.org/>. Please refer to the directions on the Core Performance Web page regarding all three of these distribution methods.

All agencies must complete the California Core Performance Wizard available on the TOPSpro[®] Enterprise platform. This wizard will randomly select students for the agency to survey. Once the student completes the survey, agencies enter the results directly into TOPSpro[®] Enterprise.

ENGLISH LITERACY AND CIVICS EDUCATION

The EL Civics is an authorized funding area under the AEFLA. The purpose of this program is to provide integrated English literacy and civics education services to immigrants and other limited English proficient populations. The activities of EL Civics should not only assist these populations to improve their English skills, but also help them understand and navigate governmental, educational, and workplace systems.

If you have any questions concerning this program, please contact your CDE Regional Consultant, by phone at 916-322-2175 or your CASAS Program Specialist, by phone at 800-255-1036.

General Requirements

The CDE requires each local agency to:

- Designate the local agency as EL Civics Civic Participation and/or EL Civics Citizenship Preparation site.
- Designate all EL Civics classes as Citizenship Preparation or Civic Participation on the class record in TOPSpro® Enterprise.
- Complete an Entry Record, an Update Record, and CASAS progress pre- and post-tests for each student in order to earn payment points for either Civic Participation or Citizenship Preparation. Additionally, for each of these focus areas, specific summative assessments are required:
 - EL Civics—Civic Participation: Funded local agencies must complete a TOPSpro® Enterprise Test Record for each Additional Assessment that a learner attempts. Only learners enrolled in classes designated Civic Participation can earn additional assessment payment points.
 - EL Civics—Citizenship Preparation: Funded local agencies must complete a TOPSpro® Enterprise Test Record for each CASAS CIT Test and CASAS GH Test that a learner attempts. Learners must be enrolled in classes designated Citizenship Preparation to earn CIT or GH payment points.

English Literacy and Civics Education Focus Areas

- **Citizenship Preparation**
 - This focus area uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the U.S. Citizenship and Immigration Services written and oral citizenship tests. Agencies must administer CASAS pre- and post-tests to each learner enrolled in this focus area. Agencies may administer the CASAS CIT or the GH Test to earn payment points. Agency staff trainers must take and pass the CASAS CIT administration training prior to administering

the CIT. Certified CIT administrators must be recertified each year. Agency staff must follow the GH Test Administration Manual guidelines. However, there is no special training required to administer the GH Test.

- **Civic Participation**

- This focus area supports the design, creation, implementation, and delivery of instructional activities that integrate civics education content into existing ESL programs. The programs connect literacy to the lives of learners and reflect their experiences as community members, parents, and participants in the workforce. Agencies must administer the CASAS pre- and post-tests to each learner enrolled in this focus area. Table 3: Civic Participation Requirements identifies the specific requirements that a Civic Participation funded agency must complete.

Table 3: Civic Participation Requirements

Civic Participation Requirements identifies the specific requirements that a Civic Participation funded agency must complete

Needs Assessment	Agencies must complete and keep on file the Students Needs Assessment Summary Form. Agencies are not required to submit this form to the CDE for approval.
Civic Objectives	Agencies can select or create up to six Civic Objectives as outlined below.
Additional Assessment Plans	Agencies must select, revise, or create an Additional Assessment Plan for each Civic Objective selected.
Technology Plan	Agencies must develop or update a plan to use technology to support their instructional program.

Civic Participation Needs Assessment

Each agency must complete the **Student Needs Assessment Summary Form**. The form is on the CASAS EL Civics Web page at <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability/el-civics/civic-participation>. Agencies must keep this form on file but are no longer required to submit the results to the CDE for approval. However, your CDE Regional Consultant and CASAS Program Specialist may request to review your form and findings during an evaluation and/or technical assistance session.

Successful programs assess the needs, interests, and language skills of their learners by conducting ongoing needs assessments on a regular basis. Agencies should examine these assessments to identify the highest priority needs of their learners. The needs and interests of students enrolled in classes six months ago may be different from current needs. Agencies should also use these needs assessments to identify need for collaborative arrangements and any gaps in instructional services. Continual needs assessments are vital to the selection of relevant civic objectives and additional assessment plans.

Civic Objectives, Language and Literacy Objectives, and Additional Assessment Plans

All agencies with a Civic Participation Program will use information gathered from the needs assessments to select or create up to six measurable civic objectives (see Frequently Asked Questions on the CASAS Web page at <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability>). Civic objectives are targeted to student-identified civic issues in the following content areas: consumer economics, community resources, health, employment, and government and law. Agencies may select their objectives from the preapproved list or develop their own objectives and submit them for approval.

Agencies must identify language and literacy objectives that their learners will need for the identified civic objectives, including the appropriate instructional levels. Additional Assessment Plans are derived from the language and literacy objectives.

Agencies must use an Additional Assessment Plan to develop an additional assessment to evaluate the mastery of each objective:

- If the agency selects an objective from the preapproved list of objectives, an appropriate Additional Assessment Plan is included.
- If the agency wants to revise a preapproved Additional Assessment Plan, the agency must submit it for approval.
- If the agency develops a new objective, agency staff must develop an appropriate Additional Assessment Plan and submit it for approval.

Each Additional Assessment Plan must:

- Identify the civic objective.
- Specify the type of assessment (oral, written, listening, reading).
- Describe the assessment process, including what the learners will be asked to do.
- Detail the scoring criteria or rubric.
- Provide a rating scale, based on the scoring guides listed in the rubric, to determine passing scores for each instructional level for the assessment.

Once the selected, revised, or created Additional Assessment Plan is approved, the local agency must develop the instructional activities and additional assessments that match the plan. Additional assessments described in the Additional Assessment Plan must:

1. Measure student mastery of an identified civic objective that cannot be effectively measured by existing standardized multiple choice or paper and pencil tests, and
2. Document attainment of clearly identified, observable, measurable, and meaningful outcomes.

Instruction and additional assessment in each civic objective should require the learners to demonstrate learning by participating in real or simulated interaction in the local community. Valid additional assessment outcome data for a specific civic objective must be preceded by a minimum of 30 hours of instruction in the same civic objective.

More detailed information on civic and language and literacy objectives is available in video format from CASAS. To request a DVD format of the video call CASAS at 800-255-1036.

In 2013–14, Civic participation funded agencies have the following options and time lines (see Table 4) for the selection and online submittal of COAAP:

Table 4: Civic Objectives and Assessment Plans Options and Timelines

Description	Submission Due
Options 1, 2, 3. Submit one civic objective, language and literacy objective, and additional assessment plan.	October 31, 2013
Option 1. Select preapproved COAAPs. These COAAPs will receive automatic approval.	April 30, 2014
Option 2. Enter revised approved COAAPs. These can be either revised preapproved COAAPs or revised previously approved Option 2 or 3 COAAPs.*	April 30, 2014
Option 3. Enter new 2013–14 agency-created objectives and additional assessment plans.*	January 31, 2014
*Agencies must consult with their CASAS Program Specialist and review the COAAP criteria before submitting their plans on the Web site. This consultation must take place at least 30 days prior to the submission deadline.	

Technology Plan

Agencies funded for EL Civics Civic Participation must submit a Technology Plan. For guidelines on technology plan submission, go to <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability/el-civics/civic-participation> and look under EL Civics Technology Plan.

For additional technical assistance, contact the Outreach and Technical Assistance Network (OTAN) by phone at 800-894-3113.

ASSESSMENT POLICY OVERVIEW

The U.S. Department of Education requires each AEFLA funded state agency to annually submit a state assessment policy to ensure local adult education agencies use standardized and approved pre- and post-tests methods that are valid and reliable. To meet NRS requirements, the CDE AEO issued WIA, Title II: AEFLA Assessment Policy Guidelines, and the current guidelines are posted on the CDE Resources Web page at <http://www.cde.ca.gov/sp/ae/ir/>.

Federal requirements state that local agencies must also create and implement a local policy for implementing California's assessments. A local agency Assessment Policy Template is located on the CDE Resources Web page at <http://www.cde.ca.gov/sp/ae/ir/> and may be used to develop and implement Local Assessment Policy Guidelines consistent with CDE's guidelines. Local agencies may develop their own local assessment guidelines, but must address, at a minimum, all of the CDE Assessment Policy Guidelines and those included in the template.

Local agencies are not required to submit their Local Assessment Policy Guidelines to the CDE. However, their policies must be:

- In place effective the beginning of each program year
- Available for review by the CDE Regional Consultants upon request or during program monitoring visits

The CDE AEO requires all AEFLA funded local agencies sign an annual test security agreement. See Local Assessment Policy Guidelines located on the CDE Resources Web page at <http://www.cde.ca.gov/sp/ae/ir/> and the Test Security section in this document for details.

The CDE requires AEFLA funded local agencies to test **all students** enrolled in ABE, ESL, and ASE instructional programs. Learners without pre- and post-test results are not eligible for pay-for-performance benchmarks.

The following are highlights of the CDE Assessment Policy Guidelines for AEFLA funded ABE, ESL, and ASE instructional programs, including Vocational Literacy—Vocational ABE/Vocational ESL and Family Literacy ABE/ ESL special programs support:

1. Selection and use of appropriate assessment instruments
2. Appropriate test administration, scoring, and reporting of test scores
3. Appropriate use of test results to inform instruction and improve instructional program outcomes
4. Reporting valid and reliable assessment results and related information for accountability to local, state, federal funding agencies and policymakers

It is considered fraudulent for any person or agency to change test information for the purpose of artificially increasing learning gains, including, but not limited to:

1. Teaching to the actual CASAS test item.

2. Copying and distributing a CASAS test item or CASAS test booklet to unauthorized personnel or learners prior to or after test administration as a study guide.
3. Administering a lower level test to artificially increase the learning gain between pre- and post-tests.
4. Reducing the amount of time given on a pre-test (e.g., less than 20 minutes) while increasing the amount of time on a post-test (e.g., 40 to 60 minutes).
5. Deleting test answers on the pre-test to lower the test score.
6. Deleting accurate tests to manipulate the learning gains.
7. Duplicating or copying the test of one learner and replacing it with the ID number of another learner.
8. Altering test items or test score information.
9. Providing the answers to test questions.
10. Translating test items and answers into another language.

California uses the CASAS standardized tests to meet the AEFLA and NRS requirements.

- For benchmark attainment, agencies may administer tests in these modalities:
 - Reading
 - Math
 - Listening (for ESL only)
- For documentation of learning gains and level completion, the following CASAS test series are appropriate:
 - Employability Competency System
 - Life and Work Reading
 - Life Skills Math
 - Life Skills Listening
 - Workforce Learning Systems
 - Secondary Assessment (for 2013–14 Payment Points only)
 - Providing Options for the Workplace, Education and Rehabilitation (POWER) (for 2013–14 Payment Points only)

Local agencies should use an assessment series based on the student's needs and goals.

Series	Content
Life Skills	Life skill-related
Life and Work	Employment and life skill-related
Employability	Employment-related
Workforce	Reading and math skills needed at the workplace
Beginning Literacy Assessment Forms 27 and 28	Appropriate for native and non-native English speakers with limited literacy skills
POWER	Performance-based assessment that measures basic skills of adults with developmental disabilities

Initial Orientation, Placement into Program, and Instructional Level

Local agencies should conduct an orientation or intake interview to determine the student's appropriate instructional level prior to placement in a class. Upon placement into an instructional program and after entry into a class, local agencies must fill out the student's Entry Record information.

Appraisals

The purpose of initial placement through an appraisal is to ascertain a learner's reading, math, listening comprehension, writing, and speaking skills. The test results guide placement into the appropriate program or instructional level, and also identify the appropriate progress pre-test level.

The CDE strongly encourages the use of appraisals to ensure that appropriate decisions are made regarding:

1. Educational placement
2. Pre-test forms to administer
3. Selection of short- and long-term instructional goals

Placing learners in an instructional level that is inappropriate for their ability may cause frustration or boredom, causing the student to leave the program. Learners who take an inappropriate level pre-test may **top out** or score below the accurate range of the test level. In addition, adult literacy providers will not have accurate baseline pre-test information to inform instruction and monitor progress. Use of appraisals and appropriate pre-tests assist the learner and the teacher in establishing a learner's appropriate short-term goal. A short-term goal enables the learner to document success and progression toward the long-term goal. Learning gains and achievement of learner goals within a program year form the basis for the state's required annual report to the NRS.

Adult literacy providers must not use appraisals as a pre-test or to measure learner progress. Each CASAS Test Administration Manual includes specific recommendations on the appropriate pre-test to administer, based on the appraisal test score.

Appropriate Goal Setting and Program Placement for Adult Secondary Education, High School Diploma or General Educational Development Test Learners

All adult learners with a goal on the TOPSpro[®] Enterprise Entry Record of attaining a HSD or GED[®] and who are enrolled in a program for ASE must have a CASAS reading or math test at or above the following thresholds:

Test Benchmark—CASAS Scale Scores	
Low ASE	236–245
High ASE	246 and above

For AEFLA reporting, learners who initially enter a program with scores below a CASAS scale score of 236 should be placed into the appropriate ABE or ESL Program and instructional level according to the NRS Educational Functioning Level (EFL) Descriptors, with a goal that is attainable within the program year ending June 30. These goals may include improving basic skills, improving English skills, getting or retaining a job, or U.S. citizenship.

Progress Testing

The CASAS designed standardized progress tests to assess learning along a continuum from beginning literacy and English language acquisition through completion of secondary level skills. Several test series monitor learning progress, with test difficulty levels ranging from below Level A through Level D. Each test level has alternate test forms parallel in content and difficulty. The test series differ primarily in contextual focus (for example, employability versus general life skills and work skills).

Selection of the appropriate test series is based on a learner's goals and the instructional focus of the program (general life and work skills, employability, and workplace). The pre-test is administered to the learner after enrollment into the program: either during the intake process after an appraisal is given, or after placing the learner into the appropriate instructional level. All learners, including distance learners, with 12 or more hours of instruction must have a valid CASAS pre-test for placement into the NRS Federal Tables. Adult literacy providers may find guidance for test selection in the Suggested Next Test Charts provided in related CASAS Test Administrations Manual or by using either the suggested next test or suggested next test level detail report in TOPSpro[®] Enterprise.

If using the CASAS eTests[®], the pre- and post-test selection happens automatically. The next appropriate learner post-tests are administered at the same level or a higher level, depending on the learners' pre-test score.

When post-testing, agencies should administer the next appropriate test at the same or higher level depending on learner pre-test score. The CASAS recommends an alternate test form within the same test series. The post-test form must address the same skills area as the pre-

test—for example; if a learner completes a listening pre-test, the post-test must also be listening to complete an appropriate pre- and post-test pair.

For NRS reporting purposes, pre-test scores determine learner placement into an appropriate level. If a learner completed progress testing in more than one modality, the modality with the lowest pre-test score determines level placement. The NRS reporting tables document progress whenever a learner's gain between pre-test and post-test scores moves the learner from one EFL to another.

Uniform Test Administration Times

The majority of CASAS assessments have appraisal tests for learners to take prior to taking a pre-test. Appraisal test results indicate the appropriate level for instruction, as well as which pre-test forms to administer. To optimize assessment results, pre-test learners as soon as possible upon entry into the program and before the occurrence of any substantial instructional intervention.

Post-test learners using an alternate form occurs at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. **Adult literacy providers must ensure that testing times and conditions are uniform for both pre-tests and post-tests.**

The CASAS designed pre-tests and post-tests so that most students are able to complete a test in one hour or less. The CASAS recommends assessing after approximately 70–100 hours of instruction, with the following exceptions:

- Programs offering high intensity courses (for example, a class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
- Programs offering low intensity courses with fewer than 70 hours in a semester, quarter, term, or other substantial block of instruction, may choose to administer a post-test at the end of the instructional period.

Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data. However, per NRS requirements, testing should not occur before at least 40 hours of instruction. The testing of students that have fewer than 40 hours of instruction should be reviewed and approved by local authorized personnel on a case-by-case basis.

Factors that affect learning gains include intensity and duration of instruction, motivation of learners, competence of instruction, the link between learner goals and instruction, and other instructional factors.

Post-test scores obtained at the end of a semester or other reporting period may serve as a pre-test for the next semester or reporting period, if the interim does not exceed more than four months. Similarly, adult literacy providers may use the most recent assessment results for stop-outs returning to adult education classes, if the last test administered does not exceed the same

four month period. This policy is designed to reduce or eliminate unnecessary testing of learners.

Program personnel may wish to retest stop-outs or learners returning the following semester or reporting period if there is reason to believe that during the learner's absence, a significant learning intervention occurred that may invalidate the learner's previous assessment results. In such circumstances, retesting is always an option.

Test Security

Local agencies must keep all testing materials, including test booklets; answer sheets, test manuals, related materials, and access to the CASAS eTests[®] in secure storage, available only to those involved in test administration. Local agencies need to develop a system to distribute and collect test materials for testing. This should include numbering the test booklets. Test administrators are responsible for the security of all test materials in their possession.

It is prohibited for any individual, school, instructional program, or other agency to develop any workshop, training, or instructional session or create any materials designed to teach or prepare students to answer specific test questions that appear on any CASAS test. It is not permissible for teachers to review specific test items with students in discussing test results, or include actual test items in any instructional materials. Teachers should focus on the CASAS Competencies and the underlying basics skills in preparing students for testing.

To inform instruction, the CASAS encourages the use of the TOPSpro[®] Enterprise Student Performance by Competency and the Class Profile by Competency reports, as well as the CASAS Content Standards document. These reports are included in the CASAS Test Administration Manuals and TOPSpro[®] Enterprise software. In addition, there are CASAS Competencies, Quick Search software, and other CASAS support materials that relate curriculum to assessment.

Informal Diagnostic Assessments to Support Instruction

In addition to the CASAS standardized testing, the CDE encourages use of informal classroom-based assessments to provide additional information to inform instruction. Diagnostic and formative assessments, portfolios, projects, and other informal inventories such as graded word lists, are important to provide a comprehensive profile of student instructional needs and to target appropriate instruction. Additional information on formative assessments and diagnostics may be accessed and searched on the California Adult Literacy Professional Development Project (CALPRO) Web page at <http://www.calpro-online.org/>.

Hours of Instruction

The hours of instruction on the Test Record at post-test must accurately reflect hours of instruction since the previous tests and are needed to meet federal requirements and payment points. It is important that local agencies report these hours as accurately as possible.

The hours of instruction on the Update Record must also accurately reflect the hours of instruction each student has received in that class. TOPSpro[®] Enterprise will aggregate all the

hours of instruction submitted on any Update Record for each instructional program to indicate the total number of hours of instruction received in that instructional program.

The CDE requires documenting instructional hours on each Update Record and recommends documenting instructional hours for each Test Record.

Proxy for Test Records

When a student's enrollment crosses two program years, agencies may generate Proxy Test Records rather than create new ones. A test taken between May 12 and June 30 of a program year may be proxied over and is considered current through September 30, of the next program year. If a student enrolls in the next program year after September 30, a new pre-test must be administered. To learn more about the proxy feature in TOPSpro[®] Enterprise, go to the Enterprise Help menu > contents > proxy or refer to <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability> TOPSpro[®] Enterprise Proxy Instructions.

Training

Each AEFLA local agency is responsible for receiving training in the appropriate use of the CASAS system and the California Accountability system. At least one individual per local agency must attend the CASAS implementation training to become certified to administer CASAS tests. The CDE AEO requires all adult literacy providers to participate in two trainings:

1. CASAS Assessment Implementation training
2. California Accountability training (for guidance on specific state data and accountability requirements and associated timelines)

The CASAS implementation training is available regionally and online throughout the program year. Regional training sessions are primarily available in the fall (and a small number are usually offered in the spring). Training schedules and other information are available on the CASAS Web page at www.casas.org/training-and-support.

Ordering Test Materials

The AEFLA funded local agencies may order certain CASAS test materials (including TOPSpro[®] Enterprise Entry and Update Records and electronic test administrations) free of charge, using the CASAS Ordering Guide for the AEFLA/AEFLA 225 and 231 Agencies located at <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability>. Agencies must place an order in writing to CASAS, using the form in the Ordering Guide, to receive these records.

LEARNERS WITH DISABILITIES

Accommodation Guidelines

The accountability standards in the 1998 WIA include the Rehabilitation Act Amendments of 1998 to improve access to adult programs and achieve employment outcomes for learners with disabilities. Other legislation addresses provisions related to testing accommodations for learners with disabilities, including the Americans with Disabilities Act Amendments of 2008, Section 504 in the Rehabilitation Act of 1973, the Individuals with Disabilities Education Improvement Act of 2004.

These laws ensure equal access for all learners in education programs, including learners with disabilities. Accommodations provide an opportunity for all test takers to demonstrate their skill and ability. The accommodations may alter test administration procedures without changing what the test is intended to measure.

The following guidelines address methods for administering the CASAS assessments using accommodations for learners with documented disabilities. The suggested accommodations for disability categories consist of the provisions below:

1. Accommodations in test administration procedures
2. Use of appropriate CASAS test forms

Local Agency Responsibility

Local test administrators must consider the individual needs of the learner when they provide accommodations. The responsibility of fulfilling learner requests for accommodations is that of the local agency following state guidelines, not that of CASAS. However, CASAS will work with state and local agencies to suggest appropriate testing accommodations for specific disabilities. For example, if a learner is legally blind and reads information using Braille, then a standardized reading test in a Braille format is appropriate for testing. The CASAS has developed a life and work skills assessment in Braille format that reflects functional literacy situations in the life and work of a person who is blind.

Local agencies are responsible for providing fully accessible services and have the responsibility to ensure that these services meet reasonable criteria. In addition, the agency administering the test must provide any necessary accommodations at no cost to the learner. The costs are negligible for most of the common accommodations that learners will request. The agency may wish to contact district or state rehabilitative or health and human welfare agencies for diagnostic services related to learning disabilities.

Local agency, district, and state accountability data collection systems should include CASAS test results for learners with disabilities. However, all public reports of test results must follow confidentiality laws and report scores without reference to personal information and disability.

Adult learners with disabilities are responsible for requesting accommodations and for submitting documentation of their disability at the time of registration, program entry, or after diagnosis. The need to use an accommodation should be documented in official learner records, such as the Individual Educational Plan, 504 Plan, Individual Program Plan, or

Individualized Plan for Employment (IPE). The information could come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Adult agencies can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability. The documentation must show that the disability interferes with the learner's ability to demonstrate performance on the test.

Local agencies should provide the same accommodations when they administer the CASAS assessment as they do for the learner during instruction and as documented in annual plans such as individual education plans. For example, if the learner acquires information and receives instruction with the assistance of a sign language interpreter, then an interpreter is also necessary to provide directions for standardized testing. However, interpreters **do not sign the test questions themselves** because the purpose of the assessment is to determine the level of basic reading literacy skill.

It is important that a learner practice using the appropriate accommodation during instruction before using the accommodation during the assessment. Also, it is important to ask learners what accommodations will work best in their situation.

The CASAS has a variety of standardized performance-based assessment instruments to use with learners who do not demonstrate their skills well on multiple-choice tests. Standardized performance-based instruments are available for special purposes such as demonstration of writing and speaking skills and functional life skills for adults who have intellectual and developmental disabilities.

Accommodations in Test Administration Procedures

Local test administrators may provide or allow some accommodations in test administration procedures or environment for documented disabilities without contacting the CASAS. Test administrators often use these same strategies as test taking strategies for other learners who do not have documented disabilities. Students may request to take only one test per day or to test in an alternate quiet room. Learners may also use a variety of strategies when they take a test, such as a plain straight-edge ruler, magnifying strips, colored overlays, ear plugs, and other devices as deemed appropriate.

Sample accommodations in test administration procedures or environment are shown in Table 5. Examples of these accommodations are extended time, supervised breaks, closed-circuit television and screen readers (for visual impairment), and sign language interpreter (for test administration directions only). The accommodations listed are suggestions only. Accommodations are based on needs of individual learners and not on a disability category. These strategies do not alter the validity of the test results. The local test administrator does not need to contact the CASAS when providing these accommodations.

It is not an appropriate accommodation in test administration procedures to read a CASAS reading test simply because a learner has low-level literacy skills. Agencies should contact the CASAS with questions related to reading difficulties documented on diagnostic records.

Use of Appropriate Forms

It is important to use an appropriate test form that best meets the learner's goals and manner of receiving and reporting information. Most learners with a disability can take some form of a CASAS test. The CASAS provides large-print versions of all tests. Large-print tests and the CASAS eTests[®] are examples of test forms often used for learners with documented disabilities based on need as well as for learners without a disability. The POWER performance-based assessment series, Forms 301–307, and the Tests for Adult Life Skills, Forms 312–352, are available specifically for learners who have intellectual and developmental disabilities. Beginning Literacy, Forms 27–28, are appropriate for learners beginning to read print and simple words and phrases.

It is not permissible to change a test form locally. Please contact the CASAS at 858-255-1036 if the test form your agency needs is not currently available or for further information on appropriate accommodations for using the CASAS tests.

Table 5: Providing Accommodations

Providing Accommodations Using the Comprehensive Adult Students Assessment Systems

Disability	Test Administration Procedures	CASAS Test Forms Available
<p>Specific Learning Disability such as:</p> <ul style="list-style-type: none"> • Attention Deficit Hyperactivity Disorder • Dyslexia • Dyscalculia • Receptive Aphasia • Hyperactivity • Written Language Disorder • Attention Deficit Disorder 	<ul style="list-style-type: none"> • Extended time (1.5) • Alternate schedule Frequent breaks • Scribe/Writer • Alternate Room • Computer—Spelling and Grammar Check disabled • Simple calculator for Level A/B only 	<ul style="list-style-type: none"> • Large-print forms and Answer Sheet for all CASAS tests • Oral assessment for CIT • Large-print Answer Sheets for Reading for Citizenship • CASAS eTests[®]
<p>Deaf or Hearing Impairment</p>	<ul style="list-style-type: none"> • Sign Language Interpreter for Test Directions only • Head phones for those taking a listening test 	
<p>Blind or Visual Impairment</p>	<ul style="list-style-type: none"> • Magnifier • Template • Screen reader software • CCTV Video magnifiers • Scribe/Reader 	<ul style="list-style-type: none"> • Level A/B Reading test in contracted Braille format • Large-print CASAS tests • CASAS Listening test series (Levels A, B and C)
<p>Mobility Impairment</p>	<ul style="list-style-type: none"> • Extended time • Alternate site/equipment • Scribe/Writer Communication Board 	

Disability	Test Administration Procedures	CASAS Test Forms Available
<p>Emotional/Mental Disability such as:</p> <ul style="list-style-type: none"> • Bipolar Disorder • Major Depression 	<ul style="list-style-type: none"> • Extended time • Supervised breaks • Private room • Limit testing per day 	
<p>Intellectual and Developmental Disabilities such as:</p> <ul style="list-style-type: none"> • Traumatic brain injury • Autism • Cerebral Palsy • Epilepsy, Developmentally Delayed 	<ul style="list-style-type: none"> • One-on-one administration • Extended time 	<ul style="list-style-type: none"> • Adult Life Skills Color-Photo Forms 312-352 POWER Forms 301-307 • Beginning Literacy Forms 27-28

Note: The accommodations listed above are suggestions only and do not constitute all of the possible accommodations or disabilities.

DATA SUBMISSION

Data Submission Requirements

The CDE requires all the AEFLA and EL Civics funded local agencies to:

- Submit End-of-Year data using TOPSpro[®] Enterprise from all students enrolled in each funded program area. Agencies must submit data electronically or by regular mail in a format such as CD-ROM after the end of the program year to arrive no later than **August 15, 2014**. Please indicate your agency name, site name, and agency identification on the e-mail or CD-ROM label. Be sure to protect your CD-ROM with a padded envelope. The CASAS does not accept paper copies of student record forms or reports.
- Provide with their End-of-Year data submission:
 - Completed and signed End-of-Year Certification Letter
 - Completed TOPSpro[®] Enterprise Adult Education Personnel Wizards
 - Payment Points Summary Report
 - Data Integrity Report
 - TOPSpro[®] Enterprise data submission
- Conduct quarterly Core Performance Follow-Up Surveys for learners exiting the program who qualify for any of the NRS designated follow-up cohorts:
 - Enter Employment
 - Retain Employment
 - Enter Postsecondary Education or Training (including apprenticeship)
- Generate a list of randomly sampled students to survey by running the California Core Performance Wizard in TOPSpro[®] Enterprise. This feature in TOPSpro[®] Enterprise will automatically identify learners eligible for each cohort and compute sampling percentages to generate lists for survey for each cohort. Agencies only need to survey the students who appear on that sampled list. After identifying the list of students and disseminating the surveys, agencies enter the data they received from learner responses directly into TOPSpro[®] Enterprise.
- Submit deliverables to the CASAS to arrive on or before **August 15, 2014**. Agencies are strongly encouraged to submit the data as soon as possible after the close of their instructional program year.

Send all data to the CASAS, using the submission method that is most appropriate to your agency's installation of TOPSpro[®] Enterprise:

- If using a Web-based version of TOPSpro[®] Enterprise, then your agency does not need to physically submit the data. The CASAS can access agency data online, so agencies only need to submit their Data Integrity Report (DIR). Submitting the DIR alerts the CASAS to process that agency's online data for submission.

- If using a locally installed version of TOPSpro® Enterprise, submit **electronically**, using the Electronic Data Submission utility in the TOPSpro® Enterprise Backup Wizard.
- Or, by **mail** to: CASAS, California Accountability Project
5151 Murphy Canyon Road, Suite 220
San Diego, CA 92123

If the final End-of-Year data are not submitted on time, the third quarter data or the most recently submitted data will be used to determine payment points.

Do not send paper copies of Entry, Update, or Test Records. Local agencies must submit data in electronic formats and use a protected envelope to protect the data media. Be sure to keep a backup copy for your records. To view the **deliverables, requirements, and submissions calendar**, please go to the CDE WIA Grant Information 2013–14 Web page at <http://www.cde.ca.gov/sp/ae/fg/wia13.asp> to view the Accountability Requirements Letter, Data and Document Submissions. Please be advised that grant reimbursement amounts on the Expenditure Claim Reports (ECR) will be paid only after all required deliverables have been submitted and approved.

PAYMENT POINTS

Data Collection Requirements

In addition to the general data requirements for AEFLA, the following are required to qualify for payment points in ABE, ESL, and ASE instructional programs:

- Local agencies must complete Entry, Update, and CASAS pre- and post-Test Records for each learner in any ABE, ESL, or ASE instructional program.
- Local agencies must complete an Entry Record for each learner in each instructional program, upon the learner's entry into the class. If the learner has 12 or more instructional hours in the program year, the CDE requires an Update Record in the same instructional program.
- Learners must attend 12 or more hours of instruction within the current program year.
- Learners must have a minimum of 40 instructional hours prior to post-testing with the CASAS assessments.
- Learners must have an accurate CASAS pre-test and appropriate CASAS post-test to qualify for the local agency's payment points.
- Learners concurrently enrolled in both compulsory education K–12 high schools and adult schools do not qualify for an agency's payment points.
- The EL Civics funded local agencies must designate the classes in the TOPSpro[®] Enterprise Class Record as either Civic Participation or Citizenship Preparation. Agencies may not designate a class as both Civic Participation and Citizenship Preparation.
- Local agencies must include all student and test data for the given reporting period in their TOPSpro[®] Enterprise installation before submitting data to the CASAS.

Workforce Investment Act, Title II Funding

The CDE receives federal WIA, Title II: AEFLA funds to provide local grants for adult literacy instruction in California. The CDE provides adult education agencies funding to focus on three types of learners:

- Those who function at or below the National Adult Literacy Survey Levels 1 and 2 or score at or below 235 on the CASAS reading, listening, and math tests.
- Those whose goal is to obtain their HSD or GED[®] Certificate.
- Those attempting to master the civic institutions and citizenship preparation skills necessary to become successful members of our society.

The CDE notifies local agencies regarding funding for each program year in the following program funding areas:

Section 225: Adult education in correctional facilities or other institutionalized settings.

Section 231: Adult education and literacy activities at non-institutionalized sites.

ABE	<ul style="list-style-type: none"> • Basic Literacy • Vocational Literacy • Family Literacy
ASE	<ul style="list-style-type: none"> • HSD • GED® or other CDE-approved high school equivalency test
ESL	<ul style="list-style-type: none"> • English Literacy • Vocational Literacy • Family Literacy
EL Civics (integrated into ESL programs)	<ul style="list-style-type: none"> • Citizenship Preparation • Civic Participation

Using TOPSpro® Enterprise software, the agency selects the check box or boxes corresponding to the funding focus areas on the Agency Record edit screen. The software will generate several reports that will implement guidelines and rules specific to those areas.

English Literacy and Civics Education Focus Areas

- ESL is the only authorized instructional program for EL Civics focus areas.
- Complete SODS are pre-requisite to earning payment points in EL Civics. SODS consist of:
 - Civic Participation—Entry Record, Update Record, CASAS Pre-test Record, and CASAS Post-test Records, and passing an additional assessment developed by the funded agency.
 - Citizenship Preparation— Entry Record, Update Record, CASAS Pre-test Record, and CASAS Post-test Records, and passing the CIT or GH Test for Citizenship.
- Agencies must indicate their CDE-approved funding areas in the TOPSpro® Enterprise agency record to display payment point reports.
- To receive payment points for Civic Participation, agencies must have complete SODS and must import their approved additional assessments into TOPSpro® Enterprise before April 30, 2014.
- To receive credit for Civic Participation or Citizenship Preparation focus area payment points, local agencies must complete a TOPSpro® Enterprise Entry Record for each learner in each funded focus area.

- For EL Civics payment point requirements, the Update Record may come from any ESL instructional program.
- Learners must attend 12 or more hours of instruction within the program year for payment points and inclusion in the federal reporting data.
- Learners must have at least 30 hours of instruction in a specific civic objective in order to earn credit for passing the EL Civics additional assessment for that specific civic objective.
- For EL Civics payment point requirements, the CASAS pre- and post-tests (after 40 instructional hours) may come from any ESL instructional program.
- As in other instructional areas, each EL Civics learner must have an accurate CASAS pre-test and appropriate post-test to obtain credit for payment points.
- Learners tested with an additional assessment who pass the assessment and generate a payment point may not be tested again with the same additional assessment.
- Learners tested with an additional assessment who do not pass the assessment and therefore do not generate a payment point may be tested again with the same additional assessment.
- Learners concurrently enrolled in both compulsory education K–12 school and adult schools do not qualify for payment points in EL Civics or any other AEFLA instructional program area.

Payment Point Definitions

Benchmarks—AEFLA Sections 225 and 231

- Complete one NRS EFL per Federal Table 4, Column D—Number Completed Level.
- Complete a level and advance one or more levels per Federal Table 4, Column E—Number who Completed a Level and Advanced One or More Levels. This is a subset of Federal Table 4, Column D, and represents learners who completed a level and continue to be enrolled in one or more higher levels.
- Pass the CAHSEE, ASE learners only—Math or ELA examination, while enrolled in AEFLA in the current program year.
- Attain GED[®] Certificate or HSD per Federal Table 5—Number of Participants Achieving Outcome and represents learners who (a) passed the last section of the GED[®] in the current program year reporting period or (b) attained a HSD during the current program year and satisfied the CAHSEE requirement.

Student Outcome Data Sets and Payment Points—EL Civics (Civic Participation and Citizenship Preparation)

- Complete a paired CASAS pre-test and post-test
- Pass an approved COAAP (Civic Participation programs only)
- Pass the CASAS Citizenship Interview Test—Passing score of 206 or above (Citizenship Preparation only)
- Pass the CASAS GH for Citizenship test—Passing score of 206 or above. (Citizenship Preparation only)

Transition Outcomes—AEFLA Sections 225 and 231

- Entered Employment per Federal Table 5—Number of Participants Achieving Outcome
- Retained Employment per Federal Table 5—Number of Participants Achieving Outcome
- Entered Postsecondary Education or Training (including apprenticeship) per Federal Table 5—Number of Participants Achieving Outcome

Maximum Number of Payment Points by Instructional Program and Focus Area

The potential number of payment points an individual learner can earn depends on local agency funded focus areas, as well as the learner’s instructional programs and focus areas. Table 5 details the potential number of payment points a learner is allowed to earn depending on local agency funding.

Table 6: Potential Number of Payment Points

Programs Type	Potential Allowable Payment Points Per Student	Payment Points
Section 225 or 231 ABE, ESL, and ASE	6	<ul style="list-style-type: none"> • Complete one EFL (per Federal Table 4, Column D or Appendix A) • Complete a level and advance one or more levels—learners who completed a level and stay enrolled in one or more higher levels (per Federal Table 4, Column E or Appendix A) • Pass CAHSEE (ASE only) • Pass HSD or GED® (Federal Table 5, Achieving Outcomes) • Enter or Retain Employment (Federal Table 5, Achieving Outcomes) • Enter Postsecondary Education or Training (Federal Table 5, Achieving Outcomes)
EL Civics Citizenship Preparation (in addition to ESL payment points above)	2	<ul style="list-style-type: none"> • CIT • GH Test
EL Civics Civic Participation (in addition to ESL payment points above)	2	<ul style="list-style-type: none"> • Up to two Additional Assessments

Providing Options for the Workplace, Education and Rehabilitation Life Skills 2A–5A Assessment for Core Performance

The AEFLA local agencies can attain benchmarks using either the CASAS POWER or CASAS Adult Life Skills tests in 2013–14 for adults with intellectual disabilities. To do so, these local agencies must follow data collection requirements and submit data as described in this section. Minimum requirements include:

- Entry Record and Update Record in the ABE instructional program
- Paired test results from either the CASAS POWER or CASAS Adult Life Skills series

Benchmark Guidelines

Following are additional testing guidelines for the AEFLA local agencies that serve students or consumers with intellectual disabilities:

- In TOPSpro[®] Enterprise, learners who take the CASAS Adult Life Skills tests (2A–5A) are designated as students, while learners who take the CASAS POWER tests are designated as consumers.
- Students or consumers with intellectual disabilities who are enrolled in AEFLA programs should be designated in the Update Record, Field 11/Instructional Program, as being in ABE.
- Benchmark rules require an Entry Record for all students or consumers in the ABE instructional program upon entry into the instructional program, and an Update Record in the ABE instructional program for all eligible learners who attend 12 or more hours of instruction.

A student can earn a benchmark for completing a level or advancing one or more levels from one of the following test series, but not both:

- Attainment of an extended or regular EFL completion on the CASAS scale with POWER observations.

-OR-

- Attainment of an extended or the regular EFL completion on the CASAS scale with an appropriate selection from the CASAS Adult Life Skills (Forms 312–343), CASAS Life and Work Reading (Forms 81–84), or CASAS Life Skills Math (Forms 31–34).

SECTION 3—DATA DICTIONARY

TOPSPRO® ENTERPRISE RECORD INSTRUCTIONS

Entry Record—Form EUUS-012

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		AEFLA 225/231	AEFLA EL Civics
1a	Student Name/Phone	√	√
1b	Student Address	√	√
2	Instructor Name	IR	IR
3	Student ID	√	√
4	Gender	√	√
5	Date of Birth	√	√
6	Highest Years of School	√	√
7	Highest Diploma	√	√
8a	Ethnicity	√	√
8b	Race	√	√
9	Native Language	√	√
10	Date of Entry Class	√	√
11	Instructional Program	√	ESL
12	Attainable Goal (1 and 2)	IR	IR
13	Special Programs	IR	IR
14	Personal Status	√	√
15	Labor Force Status	√	√
16	Zip Code	IR	IR
17	Class Number	√	√
18	Instructional Level	√*	IR
19	Skill Level		
20	Provider Use		

√ = Must be filled in

IR = If required (by instructional program, agency, or funding source)

√* = Mark for HSD students

Field Number and Name	TOPSpro [®] Enterprise Entry Record Instructions
I earned the above outside of the U.S.	<p>Please indicate whether the student completed formal schooling outside the U.S. If the student completed some schooling in the U.S., and some outside the U.S., then mark this only if more than 50 percent was completed outside the U.S.</p> <p>Example: If a student's highest year was grade nine, with grades one through six completed in the person's home country, and grades seven thru nine completed in the U.S., then check this box, because the majority of schooling was outside the U.S.</p>
7. Highest Diploma or Degree Earned	<p>Mark one. Indicate the highest credential or degree the learner has achieved. Schooling in the U.S. or abroad is included</p> <p style="text-align: center;">None = Has no high school level diploma or GED[®] Certificate</p> <p style="text-align: center;">GED[®] Certificate = Received an official GED[®] Certificate issued by the State GED[®] Office</p> <p style="text-align: center;">HSD = Received a HSD, adult HSD, or a modified HSD</p> <p style="text-align: center;">Technical/Certificate = Received a certificate of completion in a professional/technical program. (Examples: welding, cosmetology, phlebotomy, nurse's assistant)</p> <p style="text-align: center;">Some College, No Degree = Has enrolled in an accredited institution but has not earned a degree</p> <p style="text-align: center;">Associate of Arts/ Associate of Science Degree = Has a two-year degree from an accredited institution</p> <p style="text-align: center;">Four-year College = Has a four-year degree from an accredited institution; i.e., bachelor of arts or science degree</p> <p style="text-align: center;">Graduate Studies = Has completed accredited course work beyond a four-year degree</p> <p style="text-align: center;">Other = Was awarded some type of diploma not included above</p>
I earned the above outside of the U.S.	Please indicate whether the student earned the degree or diploma outside the U.S. This check box should directly respond to the specific degree indicated in this field
8a. Ethnicity	Mark one. Indicate the group with which the student primarily identifies:
	<p style="text-align: center;">Hispanic or Latino = Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race</p> <p style="text-align: center;">Not Hispanic or Latino = Not included in the above definition</p>

Field Number and Name	TOPSpro® Enterprise Entry Record Instructions
8b. Race	<p>Mark one or more, according to student's origins:</p> <p>White = A person who has origins in any of the original peoples of Europe, North Africa, or the Middle East, but not of Hispanic culture or origin</p> <p>Asian = A person who has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g., China, India, Japan, and Korea)</p> <p>Black or African American = A person who has origins in any of the Black racial groups of Africa</p> <p>Native Hawaiian or Other Pacific Islander = A person who has origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa</p> <p>American Indian or Alaska Native = A person who has origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment</p>
9. Native Language	Mark one. Indicate the prevalent language spoken in the home when the student was a child
10. Date of Entry into this Class	Enter the date that the student began the instructional program within the current program year. Use a leading zero for the numbers less than 10
11. Instructional Program	<p>Mark only one of the following instructional programs:</p> <p>Basic Skills ABE = For adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in a family</p> <p>ESL = Helps adults who are limited English proficient achieve competence in the English language</p> <p>ESL / = Leave field blank</p> <p>Citizenship = Class to obtain U.S. citizenship</p> <p>HSD = High School Diploma or alternative high school diploma</p> <p>GED® = Preparation for the GED® test. Includes learners working on a GED® in languages other than English (i.e., Spanish GED®)</p> <p>Spanish GED® = Leave field blank</p>

Field Number and Name	TOPSpro® Enterprise Entry Record Instructions
	Career and Technical Skills = Sequence of courses that relate directly to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree
	Workforce Readiness = Helps participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include: <ul style="list-style-type: none"> • Job seeking and job-keeping skills • Work habits training • Career decision-making • Career assessment • Job placement
	Adults with Disabilities = Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program. Includes persons with the following impairments: <ul style="list-style-type: none"> • Developmental disability • Deafness or hearing impairments • Blindness or visual impairments • Emotional/mental disability • Physical disabilities • Traumatic brain injury • Neurological disability Health and Safety = Prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards
	Home Economics = Family and consumer education instruction including: <ul style="list-style-type: none"> • Development of positive self-concept • Understanding personal growth • Development and relationships with peers and family members in the home, school, and community (including men, women, minorities and persons with disabilities)

Field Number and Name	TOPSpro® Enterprise Entry Record Instructions
	<p>Parent Education = Program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:</p> <ul style="list-style-type: none"> • Interactive literacy activities between parents and their children • Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children • Parenting skills
	<p>Older Adults = Services for older adults as determined by their agency</p> <p>Other = Student is enrolled in a program not listed</p>
12. Attainable Goal Within Current Program Year	<p>Select one primary goal in the column marked 1. and a secondary goal in the column marked 2. Ensure the student indicates a goal he or she hopes to attain within the current program year.</p> <p>Column 1 = Indicate primary goal</p> <p>Column 2 = Indicate secondary goal</p>
	<p>Improve Basic Skills = Improve overall basic literacy skills</p> <p>Improve English Skills = Improve English literacy skills (e.g., speaking, listening, or writing) to enable better communication with others</p> <p>HSD/GED® = Achieve sufficient skills and credit hours to earn a state accredited secondary diploma or pass the GED® examination</p> <p>Get a Job = Obtain full- or part-time paid employment</p> <p>Retain Job = Upgrade skills to enable retention of current job, increase opportunities for promotion, or get a better job</p> <p>Enter College or Training = Achieve skills to enable enrollment in a postsecondary education program or job training program</p> <p>Work-Based Project = Obtain the skills needed to complete a project student activity (i.e., a course of 12–30 hours duration designed to teach specific workplace skills)</p>

Field Number and Name	TOPSpro® Enterprise Entry Record Instructions
	Family Goal = Meet a defined family goal related to instruction with a clearly definable outcome (such as increased involvement in children’s education, reading more to child, or similar goal)
	U.S. Citizenship = Obtain skills to pass U.S. citizenship test
	Military = Obtain requirements for entry into the military service
	Personal Goal = Meet a defined personal goal related to a clearly definable outcome (such as pass a driver’s test or improve reading ability)
	None = No secondary reason for enrollment
	Other = Any other goal related to instruction with a clearly definable outcome
13. Special Programs	Indicate special program(s) student enrolls in. Mark all that apply. Important: Family Literacy students must mark: Family Literacy Vocational ABE and Vocational ESL students must mark: Workplace Education
	None = Not enrolled in any program listed below
	Jail = City or county facility designed to confine or rehabilitate criminal offenders
	Community Corrections = Community-based rehabilitation facility or halfway house
	State Corrections = State correctional institution, prison, reformatory, work farm, detention center, or any other similar institution to confine or rehabilitate criminal offenders

Field Number and Name	TOPSpro® Enterprise Entry Record Instructions
	<p>Homeless Program = Instruction designed for homeless adults. A homeless individual is a person lacking a fixed, regular, and adequate nighttime residence as well as an individual having a primary nighttime residence that is:</p> <ul style="list-style-type: none"> • Supervised publicly or privately operated shelter designed to provide temporary living accommodations. Includes welfare hotels, congregate shelters, and transition housing for the mentally ill • Institution that provides temporary residence for individuals intended to be institutionalized; or • Public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings
	<p>Family Literacy (ABE/ESL) = Mark Family Literacy Special Program. Services of sufficient intensity and duration to promote sustainable changes in the family, and that integrate all of the following activities:</p> <ul style="list-style-type: none"> • Interactive literacy activities between parents and their children • Training for parents on becoming the primary teacher for their children and participating as full partners in the education of their children • Parent literacy training that leads to economic self-sufficiency <p>Age-appropriate education to prepare children for success in school and life experiences</p>

Field Number and Name	TOPSpro® Enterprise Entry Record Instructions
	<p>Vocational Literacy (Vocational ABE/ Vocational ESL) = Mark Workplace Education Special Program. Designed to increase workforce productivity through improved workplace literacy skills. Curriculum focuses on pre- employment and workplace competencies as well as general English language and communication skills. Curriculum should also provide students with necessary basic and cognitive skills, and personal and interpersonal qualities important to obtain and retain employment</p> <p>Tutoring = Provides tutoring to students</p> <p>Distance Learning = Primary instruction method (51 percent or more of the instruction) is non-classroom based and includes the use of instructional technology such as television, video, Internet, telephone, or similar technology</p> <p>Special Needs = Designed for students with special needs</p> <p>Alternative Education (K–12) = Leave field blank (not applicable to California)</p>
	<p>Non-Traditional Training = Student enrolled in a program which is considered non-traditional for a particular gender, age, or other category</p> <p>EL Civics = The ESL students enrolled in classes funded by the EL Civics grant</p> <p>Note: For funding purposes, agencies must designate the appropriate EL Civics focus area at the agency and class level. Marking this field on the Entry Record does not qualify a learner for payment points purposes</p> <p>Carl Perkins = Student qualifies for any of the Economically Disadvantaged Criteria included in the Carl Perkins Career and Technical Education Improvement Act of 2006 (Forms CDE-20 or CDE-21)</p> <p>Other = Student enrolled in a special program not listed above</p>

Field Number and Name	TOPSpro® Enterprise Entry Record Instructions
14. Personal Status	Mark all that apply to the student
	<p data-bbox="589 321 1435 554"> Temporary Assistance for Needy Families (TANF) = Individual receives funds through, or are eligible for TANF, California Work Opportunity and Responsibility to Kids (CalWORKs), or welfare Note: The CDE requires that CalWORKs students mark TANF. See Supplemental Instructions for CalWORKs students </p> <p data-bbox="589 569 1435 1016"> Other Public Assistance = Student receives federal, state, or local financial assistance including: <ul style="list-style-type: none"> • Food stamps • Refugee cash assistance • General assistance • Aid to the blind or totally disabled Definition does not include: <ul style="list-style-type: none"> • Social Security benefits • Unemployment insurance • Employment-funded disability </p>

Field Number and Name	TOPSpro® Enterprise Entry Record Instructions
	<p>WIA, Title I = Student receives employment training or assistance through WIA, Title I for:</p> <ul style="list-style-type: none"> • Youth and adult employment activities • Dislocated workers • Displaced homemakers • Low income individuals • Non-traditional employment • Older individuals or youth with significant barriers to employment • Individuals with disabilities • Student receives employment or assistance through WIA, Title I Subtitle C Job Corps Program, or WIA, Title I <p>Subtitle D National Programs for:</p> <ul style="list-style-type: none"> • Native Americans • Migrant and Seasonal Farm Workers • Veterans Workforce Investment • Youth Opportunity Grants • Demonstration • Pilot • Multi-service Research or Multi-state Project • National Emergency Grants
	<p>Rehabilitation = Physical restoration of a sick or disabled person by therapeutic measures and re-education to participate in the activities of a normal life within the limitations of a physical disability</p>

Field Number and Name	TOPSpro® Enterprise Entry Record Instructions
	Concurrent enrolled in HS/K-12 = Student enrolled in high school and adult school classes at the same time
	Dislocated Worker = Student received an individual notice of pending or actual layoff from a job, or an individual who received a publicly announced notice of pending or actual layoff
	Veteran = Student has served in the active military and was discharged or released from such service under conditions other than dishonorable
	Disabled = Student has a record of, or is regarded as having any type of physical or mental impairment (including a learning disability) that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working
	Displaced Homemaker = Student has been providing unpaid services to family members in the home and has been dependent on the income of another family member but is no longer supported by that income Student is unemployed, underemployed, and is experiencing difficulty in obtaining or upgrading employment
	Single Parent = Student has custodial support of one or more dependent children
	Other = Any other personal status not listed above
15. Labor Force Status	Please mark one Employed = Work as paid employees, work in their own business or farm, or work 15 hours or more a week as unpaid workers on a farm or in a business operated by a member of the family. Includes students not currently working but who have jobs or businesses from which they are temporarily absent Unemployed = Not working, but are seeking employment, have made specific efforts to find a job, and are available for work Includes unemployed learners who have not actively looked for work in the last four weeks

Field Number and Name	TOPSpro® Enterprise Entry Record Instructions																																																								
	<p>Not Employed and Not Seeking Work = Not employed, are not seeking employment, and are not retired</p> <p>Retired = Retired and not seeking employment</p> <p>Note: If the learner has retired from a job or career, but is actively seeking work elsewhere, then mark Unemployed</p>																																																								
16. Home Zip Code	Write the student's zip code in the boxes at the top. Fill in the bubbles with the same numbers below																																																								
17. Class Number	<p>Write the class number in the boxes at the top. Bubble with the same numbers below. A local agency determines and creates its class numbering system. Numbers can be right or left justified</p> <p>Note: TOPSpro® Enterprise reads 0 as a number, not a placeholder. For example class number 1234 will be read as a different number from 00001234</p>																																																								
18. Instructional Level	<p>If required—indicate the student's present placement in instructional level according to the CASAS Skill Level Descriptors or appraisals. These levels correspond to the California Model Standards</p> <p>For HSD students: Mark ASE High if the student is enrolled in the HSD Program, and completed enough credits to enter the program at an eleventh or twelfth grade level</p>																																																								
	<table border="1"> <thead> <tr> <th>CASAS Levels</th> <th>NRS Levels</th> <th>Score Ranges</th> <th>NRS/CASAS/ESL Level Names</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1</td> <td>150–180</td> <td>Beginning Literacy</td> </tr> <tr> <td>A</td> <td>2</td> <td>181–190</td> <td>Beginning Low</td> </tr> <tr> <td>A</td> <td>3</td> <td>191–200</td> <td>Beginning High</td> </tr> <tr> <td>B</td> <td>4</td> <td>201–210</td> <td>Intermediate Low</td> </tr> <tr> <td>B</td> <td>5</td> <td>211–220</td> <td>Intermediate High</td> </tr> <tr> <td>C</td> <td>6</td> <td>221–235</td> <td>Advanced</td> </tr> <tr> <th>CASAS Levels</th> <th>NRS Levels</th> <th>Score Ranges</th> <th>NRS/CASAS/ABE Level Names</th> </tr> <tr> <td>A</td> <td>1</td> <td>150–200</td> <td>Beginning Literacy</td> </tr> <tr> <td>B</td> <td>2</td> <td>201–210</td> <td>Beginning</td> </tr> <tr> <td>B</td> <td>3</td> <td>211–220</td> <td>Intermediate Low</td> </tr> <tr> <td>C</td> <td>4</td> <td>221–235</td> <td>Intermediate High</td> </tr> <tr> <td>D</td> <td>5</td> <td>236–245</td> <td>ASE Low</td> </tr> <tr> <td>E</td> <td>6</td> <td>≥ 246</td> <td>ASE High</td> </tr> </tbody> </table>	CASAS Levels	NRS Levels	Score Ranges	NRS/CASAS/ESL Level Names	A	1	150–180	Beginning Literacy	A	2	181–190	Beginning Low	A	3	191–200	Beginning High	B	4	201–210	Intermediate Low	B	5	211–220	Intermediate High	C	6	221–235	Advanced	CASAS Levels	NRS Levels	Score Ranges	NRS/CASAS/ABE Level Names	A	1	150–200	Beginning Literacy	B	2	201–210	Beginning	B	3	211–220	Intermediate Low	C	4	221–235	Intermediate High	D	5	236–245	ASE Low	E	6	≥ 246	ASE High
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Field Number and Name	TOPSpro® Enterprise Entry Record Instructions
19. Skill Level	Leave this field blank
20. Provider Use	Leave field blank unless instructed otherwise Note: Local agencies with CalWORKs students must complete this field in order to fulfill the purposes of the data collection requirements. See CalWORKs section for instructions

Update Record—Form EUUS-012

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		AEFLA 225/231	AEFLA EL Civics
1a	Student Name/Phone	√	√
1b	Student Address	√	√
2	Instructor Name	IR	IR
3	Student ID	√	√
4	Date of Class Update	√	√
5	Hours of Instruction	√	√
6	Instructional Program	√	√
7	Status	√	√
8	Progress	IR	IR
9	Learner Results	√	√
10	Class Number	√	√
11	Instructional Level	√	IR
12	Skill Level		
13	Reason for Exiting	√	√
14	Subsections GED®	IR	IR
15	High School Credits	IR	IR

√ = Must be filled in

IR = If required (by instructional program, agency or funding source)

The following table identifies the requirements and data elements of the Update Record form (EUUS-012). Form UTUS-012 also includes the Update Record Form. An example of this Update Record Form may be viewed on the CASAS Web page at <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability>.

Local Agency Number: Print your CASAS local agency ID Number (provided by CASAS).

Site Number: Leave field blank unless instructed otherwise by your local agency.

Field Number and Name	TOPSpro [®] Enterprise Update Record Instructions
1a. Student Name and Student Phone Number	Enter last name, then first name. Students with two last names should choose one name and use this name consistently on all subsequent forms
1b. Student Address	Enter student address here
2. Instructor Name	Enter instructor's name or other designators as directed by the local agency. Agencies use this space to indicate an instructor, a class time, location, or other information used for identification
3. Student Identification	<p>Enter the unique Student ID Number used consistently on all subsequent forms. This may be the local agency-assigned number. Local agencies can use any method to determine a unique Student ID Number for each student</p> <p>Note: This field is critical. TOPSpro[®] Enterprise links all student information by their unique Student ID Number. Students must use one unique Student ID Number on all forms in all classes during the program year. Agencies must ensure that student data submitted to the CDE is unduplicated</p>
4. Date of Class Update	If the Update Record documents a student who has left a program, indicate the specific date the student left. Otherwise, indicate date form is filled out. Use a leading zero for numbers less than 10
5. Hours of Instruction	Indicate as accurately as possible the total number of hours of instruction the student received between the date of Entry and the date of Update. If multiple Entry and Update Records are completed, record the number of instructional hours since the most recent Update Record in the same instructional program. TOPSpro [®] Enterprise will add the total hours of instruction on each completed Update Record to summarize the number of hours of program instruction
6. Instructional Program	Indicate the one instructional program the student is enrolled in for this class
	Basic Skills (ABE) = For adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in a family

Field Number and Name	TOPSpro® Enterprise Update Record Instructions
	<p>ESL = Helps adults who are limited English proficient achieve competence in the English language</p> <p>Mark this program for all learners in either EL Civics Civic Participation or Citizenship Preparation</p>
	<p>ESL/Citizenship = Leave this field blank</p>
	<p>Citizenship = Class to obtain U.S. citizenship</p>
	<p>HSD = Traditional HSD or HSD</p>
	<p>GED® = Preparation for the GED® test. Includes learners working on a GED® in languages other than English (i.e., Spanish GED®)</p>
	<p>Spanish GED® = Leave this field blank</p>
	<p>Career and Technical Education = A sequence of courses that directly relate to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree</p>
	<p>Workforce Readiness = Helps participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include:</p> <ul style="list-style-type: none"> • Job seeking/Job-keeping skills • Work habits training • Career decision-making • Career assessment • Job placement

Field Number and Name	TOPSpro® Enterprise Update Record Instructions
	<p data-bbox="683 243 1419 443">Adults with Disabilities = Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program. Includes persons with the following impairments:</p> <ul data-bbox="951 480 1433 926" style="list-style-type: none"> <li data-bbox="951 480 1317 512">• Developmental disability <li data-bbox="951 550 1433 581">• Deafness or hearing impairments <li data-bbox="951 619 1414 651">• Blindness or visual impairments <li data-bbox="951 688 1349 720">• Emotional/mental disability <li data-bbox="951 758 1252 789">• Physical disabilities <li data-bbox="951 827 1284 858">• Traumatic brain injury <li data-bbox="951 896 1284 928">• Neurological disability
	<p data-bbox="594 940 1446 1098">Health and Safety = Prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards</p>
	<p data-bbox="594 1119 1430 1373">Home Economics = Family and consumer education instruction, including the development of positive self-concept, understanding personal growth, and development and relationships with peers and family members in the home, school, and community, including men, women, minorities and persons with disabilities</p>

Field Number and Name	TOPSpro® Enterprise Update Record Instructions
	<p data-bbox="602 243 1430 411">Parent Education = Program of services that are of sufficient intensity in terms of hours and of sufficient duration, to make sustainable changes in a family and that integrate all of the following activities:</p> <ul data-bbox="951 449 1430 785" style="list-style-type: none"> <li data-bbox="951 449 1430 543">• Interactive literacy activities between parents and their children <li data-bbox="951 583 1430 716">• Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children <li data-bbox="951 751 1430 785">• Parenting skills
	<p data-bbox="667 800 1430 863">Older Adults = Services are provided primarily for adults as determine by their local agency</p>
	<p data-bbox="753 877 1370 940">Other = Student is enrolled in a program not listed</p>
7. Status	<p data-bbox="570 951 1382 1050">Indicate student's status since completion of the semester, session, term, or last Entry Record in an instructional program. Mark one</p>

Field Number and Name	TOPSpro [®] Enterprise Update Record Instructions
	<p data-bbox="683 243 1430 411">Retained in Program = Code for students who are currently enrolled in the instructional program and plan to continue in the instructional program during the next program year beginning July 1</p> <p data-bbox="902 447 1438 810">If uncertain about an adult student's future program status, the agency should refer to the federal guidelines, which consider a student to have left the program when the learner has not received instruction for 90 days and has no instruction scheduled. If the learner returns before the 90 day period, or has enrolled in new classes before the end of the 90 day period, then agencies should mark the learner as Retained in Program</p> <p data-bbox="902 846 1446 1045">If the local agency has developed a written guideline with its own timeline that defines the student's status, then it may follow the local policy when indicating whether or not the student is still in program</p> <p data-bbox="902 1081 1382 1180">Students marked in the Retained in Program category are not eligible for Core Performance Surveys</p>

Field Number and Name	TOPSpro® Enterprise Update Record Instructions
	<p data-bbox="610 243 1203 310">Left Instructional Program = Code for students who:</p> <ul data-bbox="951 312 1438 480" style="list-style-type: none"> <li data-bbox="951 312 1382 380">• Left the instructional program before completion <li data-bbox="951 415 1438 480">• Left the instructional program due to completion <p data-bbox="902 516 1438 814">Student left the instructional program before completion. The student leaves before completing all required classes, such as exiting in the middle of a semester or term. As per federal policy, a student is considered to have left the instructional program when the learner has not received instruction for 90 days and has no instruction scheduled</p> <p data-bbox="902 850 1438 1184">Student left the instructional program upon completion of instructional level or instructional program Student completes the instructional goals and objectives of the current instructional program in which the student is enrolled. Agencies should record the exact date student left the instructional program in Field 4 (Date of Class Update) on the Update Record</p>
8. Progress	<p data-bbox="594 1220 1406 1318">No Show or Did Not Attend at Least 12 Hours = Student did not show up for class or attend class for ≥12 instructional hours</p> <p data-bbox="570 1331 1406 1394">Indicate the student's progress since the completion of the Entry Record</p>
	<p data-bbox="594 1413 1438 1535">Progressed within Level or Instructional Program = Learner has progressed within the given instructional level, but has not completed assigned level or program</p>

Field Number and Name	TOPSpro [®] Enterprise Update Record Instructions
	<p>Advanced to a Higher Level or Instructional Program = Learner now receives instruction at a higher level or has enrolled in a different instructional program than indicated on the Entry Record</p> <p>For HSD students: Mark this field if the student is enrolled in the HSD Program, entered at the ninth or tenth grade level, and completed enough credits to advance to the eleventh or twelfth grade level</p> <p>Completed Level/ Instructional Program = Learner completed level or instructional program but not currently receiving instruction at next higher level or instructional program</p>
9. Learner Results Work	<p>Indicate student results within the current program year</p> <p>Got a Job = Obtained a job while receiving instruction</p> <p>Retained Job = Employed at time of Entry Record and remained employed</p> <p>Met Work-Based Project Goal = Acquired the skills taught in a short-term learning course designed to teach specific work-based skills. A short-term course is an instructional program of at least 12 hours but no more than 30 hours</p> <p>Entered Job Training = Entered an occupational skills training program in the current program year. Student may or may not have completed program at time of Update Record</p> <p>Entered an Apprenticeship = Has entered into an apprenticeship agreement with employer or sponsor. Student's participation in the approved program of training may be through employment, or education, or both</p> <p>Entered Military = Entered into one of the branches of the U.S. Armed Services</p>
	<p>Acquired Workforce Readiness Skills = Obtained work experience that enabled the student to receive future employment</p> <p>Reduced Public Assistance = Received reduced financial assistance from state, federal, or local government agencies while enrolled in the program or by the end of the program year</p> <p>Other = Any work result the student obtained that is not listed</p>

Field Number and Name	TOPSpro® Enterprise Update Record Instructions	
Personal/Family	Increased Involvement in Children's Education	= Increased involvement in the education of dependent children under his or her care, including: <ul style="list-style-type: none"> • Helping children more frequently with their schoolwork • Increased contact with children's teachers to discuss children's education • More involvement in children's school, such as attending school activities and parent meetings • Volunteering to work on school projects
	Increased Involvement in Children's Literacy-Related Activities	= Increases involvement in the literacy-related activities of dependent children under his or her care, including: <ul style="list-style-type: none"> • Reading to children • Visiting a library • Purchasing books or magazines for children
	Met Other Family Goal	= Made measurable improvement in personal daily life issues such as: <ul style="list-style-type: none"> • Diet • Exercise for self and family • Reducing or ceasing any unhealthy habit or addiction • Mobility in the community • Other positive lifestyle changes
	Met Personal Goal	= Met a personal goal while receiving instruction which was personal/family related and had a clearly definable outcome
	Other	Other personal/family results not listed
Community Education	Achieved U.S. Citizenship Skills	= Obtained the skills needed to pass the U.S. Citizenship Examination

Field Number and Name	TOPSpro [®] Enterprise Update Record Instructions
	Registered to Vote or Voted for First Time = Registered to vote or voted for the first time during instruction
	<p data-bbox="634 369 829 495">Increased Involvement in Community Activities = Increased involvement in the following community activities during instruction:</p> <ul data-bbox="951 474 1430 940" style="list-style-type: none"> • Attending or organizing meetings of neighborhood • Community or political organizations • Volunteering to work for such organizations • Contributing to the support of such organization • Volunteering to work on community improvement activities <p data-bbox="753 957 1419 1020">Other = Any other community-related result that the student obtained that is not listed</p>
Education	Returned to K–12 = Returned to the traditional K–12 school system or alternative high school program
	Passed GED [®] = Obtained passing scores on all GED [®] tests. In addition, students who received a CHSPE should mark this field
	Earned Certificate = Obtained recognized certification of attainment of literacy-related competencies
	Earned a HSD = Obtained a HSD and passed the CAHSEE, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult HSD)
	Entered College = Enrolled in postsecondary education, such as a community college or four-year institution
	Entered Training Program = Enrolled in an occupational skills training program that builds upon and does not duplicate other services or training received, regardless of whether the prior services or training were completed

Field Number and Name	TOPSpro® Enterprise Update Record Instructions
	<p>Gained Computer or Technical Skills = Increased knowledge of computers including both hardware and software</p> <p>Mastered Course Competencies/Educational Plan = Passed final test, was promoted to the next level (if applicable), and met objectives of the course</p> <p>Other = Any education-related result not listed</p>
10. Class Number	<p>Write class number in boxes at the top. Bubble with the same numbers below. Local agency determines and creates its class numbering system. Numbers can be right or left justified</p> <p>Note: TOPSpro® Enterprise reads 0 as a number, not a placeholder. For example, class number 1234 will be read as a different number than 00001234</p>
11. Instructional Level	<p>Mark one, if required. Indicate the student's present placement in instructional level according to the CASAS Skill Level Descriptors or appraisal. These levels correspond to the California Model Standards. See the CASAS/NRS Skill Level Descriptors and the California Benchmarks with NRS and CASAS Level Names</p> <p>For HSD students: Mark ASE High if the student is enrolled in the HSD Program, was lower than eleventh or twelfth grade level upon enrollment, but then completed enough credits to reach the eleventh or twelfth grade level while still enrolled</p>
12. Skill Level	Leave this field blank
13. Reason for Exiting	<p>Must complete only if Item 7 Status is marked Left Instructional Program</p> <p>Changed Class or Instructional Program = Changed classes or entered into another educational or training program</p> <p>Completed Instructional Program = Attained goal defined at enrollment</p>
	<p>Met goal = Student met the goal for which enrolled</p> <p>End of Program Year = Update Record completed because it is the end of the program</p> <p>Got a Job = Obtained full or part-time paid employment</p> <p>Moved = Changed residence to another geographic location outside program service area</p> <p>Schedule Conflict = Not available due to a conflict with the schedule of instruction</p>

Field Number and Name	TOPSpro [®] Enterprise Update Record Instructions
	<p>Lack of Transportation = Without own means of transportation and is unable to arrange for private transportation between home and location of instruction</p> <p>Lack of Childcare = Resources or facilities needed to meet the student's childcare needs are not available</p> <p>Own Health Problems = Needs or is receiving medical or mental health treatment that precludes participation in instruction</p> <p>Lack of Interest = Declines to complete service because of lack of interest or perceived value</p> <p>Public Safety = Concerned for personal safety, such as fear of riding the bus, walking to classes through dangerous neighborhoods, or similar reason</p> <p>Administrative Separation = Dismissed by school administration for cause</p> <p>Unknown Reason = Unable to contact using address, phone number and alternative contact information provided by student</p> <p>Other Known Reason = All other known reasons. State the specific reason</p>
14. Subsections of GED [®] Passed	<p>Indicate any sections of the GED[®] that the student passed since completing the Entry Record</p> <p>Note: This field is for agency/student tracking use only. It does not record GED[®] attainment for state or federal reporting</p>
15. High School Credits Earned	<p>Please indicate if the student earned any high school credits since completing the Entry Record (or previous Update Record in this class)</p> <p>Note: TOPSpro[®] Enterprise aggregates values of multiple bubbles. For example, if a student earned 23 credits, both the bubble indicating three credits (3.0) and the bubble indicating twenty credits (20.0) should be marked. TOPSpro[®] Enterprise will add the two bubbles together to total 23 credits</p>

Test Record—Form TRUS-011

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		AEFLA 225/231	AEFLA EL Civics
1	Student Name/Phone	IR	IR
2	Instructor Name	IR	IR
3	Student ID	√	√
4	Form Number	√	√
5	Test Date	√	√
6	Class Number	√	√
7	Instructional Program	√	ESL
8	Hours of Instruction	√	√
9	Raw Score	IR	IR
10	Test 1	IR	√
11	Test 2	IR	N/A
12	Test 3	IR	N/A
13	Test 4	IR	N/A
14	Student not able to test	IR	IR

√ = Must be filled in

IR = If required (by instructional program, agency or funding source)

The following table identifies the requirements and data elements of the Test Record Form (TRUS-011). Forms ETUS-012 and UTUS-012 also include the Test Record Answer Sheet. An example of the Test Record Form may be viewed on the CASAS Web page at <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability>.

Local Agency Number: Print your CASAS local agency ID Number (provided by CASAS).

Site Number: Leave field blank unless instructed otherwise by your local agency.

Field Number and Name	TOPSpro® Enterprise Test Record Instructions
1. Student Name	Enter last name, then first name. Students with two last names should choose one and use this name consistently on all subsequent forms
2. Instructor Name	Enter instructor's name or other designators as directed by the local site. Sites may designate this space to indicate an instructor, a class time, location, or other information used for identification

Field Number and Name	TOPSpro [®] Enterprise Test Record Instructions
<p>3. Student Identification</p> <p>Is this your SSN?</p>	<p>Enter the unique Student ID Number used consistently on all subsequent forms. This may be the local agency-assigned number. Local agencies can use any method to determine a unique ID number for each student</p> <p>Note: This field is critical. TOPSpro[®] Enterprise links all student information by their unique Student ID Number. Students must use one unique ID number on all forms in all classes during the program year. Agencies must ensure that student data submitted to the CDE is unduplicated</p> <p>Bubble Yes if this is the student's Social Security Number. Bubble No if a substitute ID number has been assigned</p>
<p>4. Form Number and Subject Area</p>	<p>Enter the CASAS test form number with the letter indicating the subject area. Must use three digits; include leading zero if necessary plus modality (examples: 081R, 081RX)</p> <p>R = Reading</p> <p>M = Math</p> <p>L = Listening</p> <p>W = Writing</p> <p>S = Speaking</p> <p>G = Grammar</p> <p>C = Citizenship</p> <p>X = Used for extended range forms (Form 081RX or 082RX)</p> <p>All CASAS tests have a form number printed on the cover of the test booklet. TOPSpro[®] Enterprise requires this field in order to score the test</p>
<p>5. Test Date</p>	<p>Indicate the date the student takes the test. Use leading zeros for the months and numbers less than 10</p>
<p>6. Class Number</p>	<p>Write the class number in the boxes at the top. Bubble with the same numbers below. A local agency determines and creates its class numbering system. Numbers may be left or right justified</p> <p>Note: TOPSpro[®] Enterprise reads 0 as a number, not a placeholder. For example, class number 1234 will be read as a different number than 00001234</p>
<p>7. Instructional Program</p>	<p>Indicate the one program student is enrolled in for this class</p>

Field Number and Name	TOPSpro [®] Enterprise Test Record Instructions
	<p>Basic Skills (ABE) = For adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in a family</p>
	<p>ESL = Helps adults who are limited English proficient achieve competence in the English language (includes EL Civics).</p>
	<p>ESL/Citizenship = Leave field blank</p>
	<p>Citizenship = Class to obtain U.S. citizenship</p>
	<p>HSD = Traditional HSD or alternative high school or adult HSD</p>
	<p>GED[®] = Preparation for the GED[®] test. Includes learners working on a GED[®] in languages other than English (i.e., Spanish GED[®])</p>
	<p>Spanish GED[®] = Leave field blank</p>
	<p>Career and Technical Skills = A sequence of courses that directly relate to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree</p>
	<p>Workforce Readiness = Helps participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include:</p> <ul style="list-style-type: none"> • Job seeking and job-keeping skills • Work habits training • Career decision-making • Career assessment • Job placement

Field Number and Name	TOPSpro [®] Enterprise Test Record Instructions
	<p data-bbox="699 243 1414 443">Adults with Disabilities = Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program. Includes persons with the following impairments:</p> <ul data-bbox="951 478 1430 926" style="list-style-type: none"> <li data-bbox="951 478 1317 510">• Developmental disability <li data-bbox="951 548 1430 579">• Deafness or hearing impairments <li data-bbox="951 617 1414 648">• Blindness or visual impairments <li data-bbox="951 686 1349 718">• Emotional/mental disability <li data-bbox="951 756 1252 787">• Physical disabilities <li data-bbox="951 825 1284 856">• Traumatic brain injury <li data-bbox="951 894 1284 926">• Neurological disability <p data-bbox="586 936 1438 1098">Health and Safety = Prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards</p>
	<p data-bbox="610 1119 1422 1381">Home Economics = Family and consumer education instruction including the development of positive self-concept, understanding personal growth and development, and relationships with peers and family members in the home, school, and community, including men, women, minorities, and persons with disabilities:</p> <ul data-bbox="951 1419 1430 1759" style="list-style-type: none"> <li data-bbox="951 1419 1357 1518">• Interactive literacy activities between parents and their children <li data-bbox="951 1556 1430 1686">• Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children <li data-bbox="951 1724 1195 1755">• Parenting skills <p data-bbox="675 1770 1438 1833">Older Adults = Services are provided primarily for adults sixty years and older</p>

Field Number and Name	TOPSpro® Enterprise Test Record Instructions
	Other = Student is enrolled in a program not listed
8. Hours of Instruction	<p>Indicate as accurately as possible the total number of hours of instruction the learner actually received between the pre-test and the post-test. If a student takes multiple pre-tests, record the number of instructional hours since the last post-test. The TOPSpro® Enterprise will add the total hours of instruction on each completed Test Record and summarize the number of hours of instruction in the program. The CDE uses this information to track the number of hours of instruction as it relates to the pre- and post-test learning gains.</p> <p>Note for TOPSpro® Enterprise: If this is the student's pre-test and the optional required field for instructional hours is checked in TOPSpro® Enterprise, you must put a zero in this field on the Test Record form. Otherwise the record will show as invalid (yellow) for test hours in TOPSpro® Enterprise</p>
9. Raw Score	Indicate the raw score in the space provided only if the student used a local agency-made answer sheet and the local agency intends on transferring the score to the Test Record
10. Test 1–4 to 13.	<p>Leave field blank unless otherwise instructed</p> <p>EL Civics only: Use Test 1 to record passes or not passes on EL Civics Additional Assessments</p> <p>To record a pass: Bubble 999 To record a not pass: Bubble 000</p> <p>Use a separate Test Record for each attempt and each additional assessment—do not use the Test 2 to Test 4 areas to document EL Civics assessments</p>
Student does not have the skills to be tested	<p>Student's literacy or other skills are too low to achieve an accurate score</p> <p>Learner should re-test after completing additional classroom hours</p>

TOPSpro® Enterprise Instructions For Manual Data Entry

TOPSpro® Enterprise includes some data fields that require data entry directly into the software rather than scanning data through use of TOPSpro® Enterprise answer sheets. The following table identifies some key data elements in TOPSpro® Enterprise with the requirements for each field.

Agency Record Information

On the TOPSpro® Enterprise Menu, go to Organization–Agencies

 **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" value="CA"/>	
Current Program Year: <input type="text" value="2013"/>	
Time Zone: <input type="text" value="Pacific"/>	

Funding Sources (for current PY):

<input type="checkbox"/> Section 225	<input type="checkbox"/> 231 ABE/ESL/VESL/VABE/Family Lit.	<input type="checkbox"/> ELC Civic Participation
<input type="checkbox"/> 231 ASE/GED	<input type="checkbox"/> ELC Citizenship Preparation	

 **Agency Contact**

Contact ID: <input type="text"/>			
Title: <input type="text"/>	First Name: <input type="text"/>	Middle Name: <input type="text"/>	Last Name: <input type="text"/>
Address: <input type="text"/>			
State: <input type="text" value="Unknown"/>	City: <input type="text"/>	Zip: <input type="text"/>	
Phone: <input type="text"/>	Fax: <input type="text"/>		
Cell Phone: <input type="text"/>	Email: <input type="text"/>		

Field Name	TOPSpro® Enterprise Instructions
Agency Identification	
Agency ID	Enter your local agency ID number (assigned by CASAS)
Agency Name	Enter your local agency name that corresponds to the local agency ID number assigned by CASAS
License Number	For local agency use, enter the license number assigned by CASAS that pertains to your agency's local installation of TOPSpro® Enterprise
CDS/Vendor Code	Enter your local agency's 14-digit (xx-xxxx-xxxxxx) CDS/Vendor Code assigned by the CDE
State	Enter California
Current Program Year	Enter the current program year 2013–14
Time Zone	Mark Pacific Time
Funding Sources	Mark each of the CDE funding sources that apply to your local agency. For a detailed explanation of the CDE AEFLA funding sources, please refer to Table 1: Workforce Investment Act, Title II Data Collection and Accountability Matrix on page 4 of this manual

Field Name	TOPSpro® Enterprise Instructions
Agency Contact	
	This section is for local agency use only. Mark all pertinent contact information for your local agency

Student Record Information

On the TOPSpro® Enterprise Menu, go to Records–Students–Demographics.

Identification

Student ID:

Title: First Name: Middle Name: Last Name:

Gender: Birth Date:

SSN: Consent: GED ID: E SSID:

Education

Highest Year of School:

Unknown School Outside US

Highest Degree or Diploma:

None A. A./A.S. Degree
 GED Certificate 4 yr. College Graduate
 High School Diploma Graduate Studies
 Technical/Certificate Other Diploma/Degree
 Some college, no degree Earned Outside US

GED Scores:

Subsection	Date	Score	P/F
<input type="checkbox"/> Language Arts, Writing			
<input type="checkbox"/> Science			
<input type="checkbox"/> Social Studies			
<input type="checkbox"/> Language Arts, Reading			
<input type="checkbox"/> Math			

Cahsee Scores:

Cahsee Type	Date	Score
<input type="checkbox"/> CAHSEE Language Arts		
<input type="checkbox"/> CAHSEE Math		

Field Name	TOPSpro® Enterprise Instructions
Identification	
Student ID	<p>Enter the unique Student ID Number used consistently on all subsequent forms. This may be the local agency-assigned number. Local agencies can use any method to determine a unique ID number for each student</p> <p>Note: This field is critical. TOPSpro® Enterprise links all student information by their unique Student ID Number. Agencies must ensure that student data submitted to the CDE is unduplicated</p>

Field Name	TOPSpro [®] Enterprise Instructions
Identification	
First Name Middle Name Last Name	Enter the student's first name, middle name, and last name
Gender	Mandatory field—indicate male or female
Birth Date	Mandatory field—enter student's date of birth. Use the drop down box to select the correct birth date using the calendar format, or type the birth date by marking the month, day, and year (MM/DD/YY). Use a leading zero for numbers less than 10 Example: If date of birth is August 9, 1973, indicate 08-09-73
SSN	Enter the student's nine digit SSN. Use of the SSN for ID purposes is optional Note: For students that earned the GED [®] , you must indicate either the student's SSN or GED [®] ID for the CDE GED [®] data match
Consent	Mark only if SSN is recorded. Indicate whether the student provided signed consent to use the SSN
GED [®] ID	Enter the student's GED [®] ID Number. Use of the GED [®] ID number is only necessary for students that attempted the GED [®] during the program year Note: For students that earned the GED [®] , you must indicate either the student's SSN or GED [®] ID number for the CDE GED [®] data match
Statewide Student ID (SSID)	For local agency use only. Enter the student's California Longitudinal Pupil Achievement Data System (CALPADS) SSID number
Education	
Highest Year of School	Indicate the number of years of formal schooling the learner has completed. Schooling in the U.S. or abroad is included
School Outside U.S.	Please indicate whether the student completed formal schooling outside the U.S. If the student completed some schooling in the U.S., and some outside the U.S., then mark this only if more than 50 percent was completed outside the U.S. Example: If a student's highest year was grade nine, with grades one through six completed in the person's home country, and grades seven thru nine completed in the U.S., then check this box, because the majority of schooling was outside the U.S.
Highest Degree or Diploma	Mark one. Indicate the highest credential or degree the learner has achieved. Schooling in the U.S. or abroad is included
Earned Outside U.S.	Please indicate whether the student earned the degree or diploma outside the U.S. This check box should directly respond to the specific degree indicated in this field

Field Name	TOPSpro [®] Enterprise Instructions
Education	
GED [®] Scores	<p>Indicate any sections of the GED[®] that the student attempted, the date of attempt, and the subsection score. Check the P/F box if the learner passed that subsection</p> <p>Note: This field is for agency/student tracking use only. It does not record GED[®] attainment for state or federal reporting</p>
CAHSEE Scores	<p>Indicate the sections of the CAHSEE that the student attempted, the date of attempt, and the score. Check the P/F box if the learner passed that part of the CAHSEE</p>

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SECTION 4—APPENDICES

- Appendix A:** California Benchmark Levels
- Appendix B:** Reference Materials
- Appendix C:** Comprehensive Adult Students Assessment Systems Basic Skill Level Descriptors
- Appendix D:** National Reporting System Federal Tables Reports in TOPSpro[®] Enterprise
- Appendix E:** State Adult Schools—Not Funded by Workforce Investment Act, Title II: Adult Education and Family Literacy Act
- Appendix F:** Directory of California Department of Education Regional Consultants and Comprehensive Adult Student Assessment System Program Specialists
- Appendix G:** California Department of Education Letters for Data Submission

APPENDIX A: California Benchmark Levels

Basic Skills Learners (Adult Basic Education and Adult Secondary Education)

National Reporting System (NRS) Level Names for Basic Skills	Comprehensive Adult Student Assessment System (CASAS) Score Ranges for NRS Levels	CASAS Level Names for Basic Skills (ABE)	CASAS Pre-test Scaled Score Ranges for California Payment Points
ABE Beginning Literacy	200 and below	Beginning Literacy/ Pre-Beginning	• 141–145*
			• 146–150*
			• 151–155*
			• 156–160*
			• 161–165*
			• 166–170*
			• 171–175*
			• 176–180*
			• 181–190*
• 191–200			
ABE Beginning Basic Education	201–210	Beginning Basic Skills	• 201–210
ABE Intermediate Low	211–220	Intermediate Basic Skills	• 211–220
ABE Intermediate High	221–235	Advanced Basic Skills	• 221–235
Adult Secondary Education (ASE) Low	236–245	Adult Secondary	• 236–245
ASE High	246 and above	Advanced Adult Secondary	• 246 +

***Note:** 200 is the lowest score allowed for the Federal Table 4 level completion in the NRS, and scores below this figure cannot be used for the official Federal Table 4 reports. The extended lower levels are used only for payment point purposes.

English as a Second Language Learners

NRS Level Names for English as a Second Language (ESL)	CASAS Score Ranges for NRS Levels	CASAS Level Names for ESL	CASAS Pre-test Scaled Score Ranges for California Payment Points
ESL Beginning Literacy	180 and below	Beginning Literacy/Pre-Beginning ESL	• 180 and below
ESL Low Beginning	181–190	Low Beginning ESL	• 181–190
ESL High Beginning	191–200	High Beginning ESL	• 191–200
ESL Intermediate Low	201–210	Low Intermediate ESL	• 201–210
ESL Intermediate High	211–220	High Intermediate ESL	• 211–220
ESL Advanced	221–235	Advanced ESL	• 221–235

APPENDIX B: Reference Materials

Title	Where To Find It
California State Plan, 1999–2004 (extended through June 30, 2014)	http://www.cde.ca.gov/sp/ae/ir
Comprehensive Adult Student Assessment System Self-Paced Courses	http://training.casas.org/
California Work Opportunity and Responsibility to Kids Data Collection instructions for Regional Occupational Centers and Programs (ROCP)	Contact your California Department of Education ROCP Education Programs Consultant
National Reporting System (NRS) Implementation Guidelines	Go to http://www.nrsweb.org to review the NRS Web site, or http://www.nrsonline.org/reference/index.html for searchable online guidelines
Ordering Guide for Adult Education and Family Literacy Act (AEFLA) 225/231 Funded Agencies	See California Accountability Download area at http://www.casas.org
Ordering Guide for English Literacy and Civics Agencies	See California Accountability Download area at http://www.casas.org
QuickSearch®	Available at https://www.casas.org/product- overviews/curriculum-management- instruction/quicksearch-online
Test Administration Manual for Education Commission of the States, Life Skills, Life and Work, Secondary Level Assessment Series	See Ordering Guide or Comprehensive Adult Student Assessment System Resource Catalog
AEFLA and English Literacy and Civics Education Grant Guidelines	http://www.cde.ca.gov/sp/ae/fg

If you have any questions about how to obtain any of the above references, please call 800-255-1036 or send an e-mail to capm@casas.org.

APPENDIX C: Comprehensive Adult Student Assessment System Basic Skill Level Descriptors

Adult Basic Education

This chart provides general skill descriptors by level. Level descriptors for reading and math correspond to scaled scores on tests in those specific skill areas.

CASAS Level	Scaled Scores	CASAS Adult Basic Education Descriptors
E	≥ 246	<p>Advanced Adult Secondary</p> <ul style="list-style-type: none"> • Interprets technical information, more complex manuals, and material safety data sheets with some assistance • Comprehends some college textbooks and apprenticeship manuals
D	236–245	<p>Adult Secondary</p> <ul style="list-style-type: none"> • Reads and follows multi-step directions • Read and interprets common legal forms and manuals • Uses math in business, such as calculating discounts • Creates and uses tables and graphs • Communicates personal opinion in written form • Writes an accident or incident report • Integrates information from multiple texts, charts, and graphs • Evaluates and organizes information • Performs tasks that involve oral and written instructions in both familiar and unfamiliar situations

CASAS Level	Scaled Scores	CASAS Adult Basic Education Descriptors
C	221–235	<p data-bbox="505 344 818 373">Advanced Basic Skills</p> <p data-bbox="505 415 1422 478">Persons at the upper end of this score range are able to begin General Educational Development (GED[®]) preparation</p> <ul data-bbox="553 520 1414 1348" style="list-style-type: none"> <li data-bbox="553 520 1414 583">• Handles most routine reading, writing, and computational tasks related to their life roles <li data-bbox="553 615 1166 644">• Interprets routine charts, graphs, and labels <li data-bbox="553 676 1317 705">• Reads and interprets a simple handbook for employees <li data-bbox="553 737 906 766">• Interprets a payroll stub <li data-bbox="553 798 1214 827">• Completes an order form and does calculations <li data-bbox="553 858 789 888">• Computes tips <li data-bbox="553 919 979 949">• Reconciles a bank statement <li data-bbox="553 980 1312 1010">• Fills out medical information forms and job applications <li data-bbox="553 1041 1268 1071">• Follows multi-step diagrams and written instructions <li data-bbox="553 1102 935 1131">• Maintains a family budget <li data-bbox="553 1163 1146 1192">• Writes a simple accident or incident report <li data-bbox="553 1224 1386 1287">• Handles jobs and job training situations that involve following oral and simple written instructions and diagrams

CASAS Level	Scaled Scores	CASAS Adult Basic Education Descriptors
B	211–220	<p>Intermediate Basic Skills</p> <ul style="list-style-type: none"> • Handles basic reading, writing, and computational tasks related to life roles • Reads and interprets simplified and some authentic materials on familiar topics • Interprets simple charts, graphs, and labels • Interprets a basic payroll stub • Follows basic written instructions and diagrams • Completes a simple order form and does calculations • Fills out basic medical information forms and basic job applications • Follows basic oral and written instructions and diagrams • Handles jobs and or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally
	201–210	<p>Beginning Basic Skills</p> <ul style="list-style-type: none"> • Fills out simple forms requiring basic personal information • Writes a simple list or telephone message • Calculates a single simple operation when numbers are given, and makes simple change • Reads and interprets simple sentences on familiar topics • Reads and interprets simple directions, signs, maps, and simple menus • Handles entry level jobs that involve some simple written communication

CASAS Level	Scaled Scores	CASAS Adult Basic Education Descriptors
A	≤ 200	<p data-bbox="505 342 976 380">Beginning Literacy/Pre-Beginning</p> <p data-bbox="505 415 1333 510">Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs</p> <ul data-bbox="553 548 1409 779" style="list-style-type: none"> <li data-bbox="553 548 1101 583">• Reads or writes with very limited ability <li data-bbox="553 615 1409 684">• Provides very basic personal identification in written form such as on job applications <li data-bbox="553 716 1398 779">• Handles routine entry level jobs that require only basic written communication

Oral Language

CASAS Level	Proficiency Level	Oral Language Descriptors
E	Speaking Proficiency Level (SPL) 8	<p>Proficient Skills</p> <ul style="list-style-type: none"> • Participates effectively in most social and work situations • Participates in practical and social conversations and in technical discussions in own field • Meets work demands with confidence • Interacts with the public including negotiating and compromising • Demonstrates control of grammatical patterns
D	SPL 7	<p>High Advanced/Adult Secondary</p> <ul style="list-style-type: none"> • Functions independently in everyday community, social and work situations except when under tension or pressure • Clarifies general meaning using a variety of strategies • Gives an oral report on a research topic • Takes a position on an issue and argues that position • Speaks with fluency on familiar technical subjects or special fields of interest • Expresses personal values and judgments • Engages in problem solving discussions including predicting consequences of actions

CASAS Level	Proficiency Level	Oral Language Descriptors
C	SPL 6	<p>Low Advanced</p> <ul style="list-style-type: none"> • Functions effectively in most survival, social, and work situations • Participates in conversations and communicates on the telephone on a variety of topics using a variety of complex structures. (Errors are common and may inhibit communication.) • Clarifies meaning through strategies such as paraphrasing • Gives sequential oral directions to complete a complex task (personal or work-related) that involves multiple steps • Participates in group discussions of current issues in the news in a social or work setting • Adjusts language used according to the level of formality required by the situation • Demonstrates control of basic grammar
B	SPL 5	<p>High Intermediate</p> <ul style="list-style-type: none"> • Functions independently in most familiar personal and work situations • Participates in face-to-face conversations on topics beyond immediate survival needs • Clarifies meaning by rewording or repeating • Uses some spontaneity and creativity in producing language not previously learned or memorized • Demonstrates increasing but inconsistent control of grammar • Retells a story or gives a short oral report in a personal, school, or work-related context • Participates in problem-solving activities • Participates as an applicant in a simulated job interview

CASAS Level	Proficiency Level	Oral Language Descriptors
B	SPL 4	<p>Low Intermediate</p> <ul style="list-style-type: none"> • Functions satisfactorily in basic survival and very routine social and work situations • Participates in simple face-to-face conversations dealing with familiar topics • Gives oral directions to do a familiar personal or work-related task of several steps • Participates in simple telephone conversations • Makes statements, asks and answers questions in the simple present, past, and future tenses on familiar topics
A	SPL 3	<p>High Beginning</p> <ul style="list-style-type: none"> • Functions with some difficulty in situations related to immediate needs • Answers and asks simple questions related to basic personal or work needs using previously learned phrases or simple sentences • Gives simple oral directions for finding a specific location • Communicates simple personal information on the telephone • Has some control of basic grammar including the present, past, and future tenses
	SPL 2	<p>Low Beginning</p> <ul style="list-style-type: none"> • Functions in a very limited way in situations related to immediate needs • Provides basic personal information and responds to simple learned phrases spoken slowly and repeated often

CASAS Level	Proficiency Level	Oral Language Descriptors
		<ul style="list-style-type: none"> • Asks simple questions • Makes statements related to basic needs using previously learned words and phrases
	SPL 1	<p>Pre-Beginning</p> <ul style="list-style-type: none"> • Functions minimally in English • Communicates only through gestures and a few isolated words • Provides limited personal information, (e.g., name, country of birth) • Answers simple familiar questions with Yes, No, or one-word responses
	SPL 0	<p>Pre-Beginning</p> <ul style="list-style-type: none"> • No ability to function orally in English

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APPENDIX D: National Reporting System Federal Tables Reports

National Reporting System Federal Tables Reports in TOPSpro® Enterprise

I. Purpose

The purpose of this document is to define relationships between the TOPSpro® Enterprise Entry, Update, and Test Record forms, and the Workforce Investment Act of 1998 Title II National Reporting System (NRS) Federal Tables reporting structure. It is not intended to direct the user on how to complete the TOPSpro® Enterprise forms, but to serve as a companion to this manual.

II. General Requirements for All National Reporting Systems Tables

The following general requirements must be met in order for a learner to be included in the Federal Tables Report:

1. Every learner must have an Entry Record in one of the following Adult Education and Family Literacy Act (AEFLA) instructional programs (**ENTRY Field 11**):
 - Basic Skills (ABE)
 - English as a Second Language (ESL)
 - Adult Secondary Education (ASE)—Includes High School Diploma (HSD) or General Educational Development (GED®)
2. Learner must have a minimum of 12 instructional hours. The learner's instructional hours will be aggregated from the learner's Test Records or Update Records (whichever is greater).
3. Learner must be at least sixteen years and less than one hundred and ten years of age upon date of entry into program (ENTRY Field 10).
4. Learner cannot be concurrently enrolled in High School (HS)/kindergarten through twelfth grade (K–12) (ENTRY Field 14 under Personal Status).
5. Learners who indicate Work-Based Project (ENTRY Field 12—Attainable Goal) will be dropped from Tables 1–4B. See Data Dictionary/Entry Record for definition of Work-Based Project

6. The enrollment figures reported in Tables 1–4 include all learners who meet the NRS eligibility requirements. Federal tables are designed to display data on different aspects of the AEFLA programs. Therefore, learner data that is missing any of the following will be excluded from all Federal tables:

Age	Instructional program
Gender	Instructional level (based on the learner’s pre-test score)
Ethnicity/race	A valid Comprehensive Adult Student Assessment System (CASAS) pre-test

III. Relationship Between Instructional Programs and Educational Functioning Levels

The purpose of this section is to differentiate between an instructional program and an Educational Functioning Level (EFL). There are three major instructional programs reported in Tables 1–4B on the NRS: ABE, ESL, and ASE.

Corresponding to the three instructional programs are instructional levels designated as EFLs. The EFLs describe the learner’s entry level ability in the areas of reading and writing, numeracy, and functional and workplace skills. The chart below displays the relationship between the instructional programs and EFLs based on the criteria established by the NRS.

Relationship Between Instructional Programs And Educational Functional Levels			
TOPSpro® Enterprise INSTRUCTIONAL PROGRAM	EDUCATIONAL FUNCTIONING LEVEL	CASAS LEVEL	NRS PROGRAM TYPE
BASIC SKILLS (ABE)*	ABE Beginning Literacy	Level A–200 or Less	ABE
	ABE Beginning Basic Education	Level B–201 to 210	
	ABE Intermediate Low	Level B–211 to 220	
	ABE Intermediate High	Level C–221 to 235	
GED®, HSD**	ASE Low	Level D–236 to 245	ASE
	ASE High	Level E–246 and Above	
TOPSpro® Enterprise INSTRUCTIONAL PROGRAM	EDUCATIONAL FUNCTIONING LEVEL	CASAS LEVEL	NRS PROGRAM TYPE
ESL*	ESL Beginning Literacy	Level A–180 or Less	ESL
	ESL Beginning Low	Level A–181 to 190	
	ESL Beginning High	Level A–191 to 200	
	ESL Intermediate Low	Level B–201 to 210	
	ESL Intermediate High	Level B–211 to 220	
	ESL Advanced Low	Level C–221 to 235**	
*	If lowest test score is 236 or Higher the student should be moved to ASE Low or ASE High.		
**	Lowest test score for ASE must be at 236 or above.		

IV. Relationship Between National Reporting System and TOPSpro® Enterprise Federal Tables Reports

The following section provides notes to show the relationship among NRS Tables 1–4B in relation to TOPSpro® Enterprise software. Each NRS Table is displayed with relationships specific to each table.



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Table 1

Participants by Entering Educational Functioning Level, Ethnicity and Gender
All Student Entry Dates

Page 1 of 1
FT1

Agency: 4908 - Rolling Hills Adult School

Program Year: 2012-2013

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or more Races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
ABE Beginning Literacy	1	0	0	0	0	0	0	0	0	0	1	4	0	0	6
ABE Beginning Basic	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
ABE Intermediate Low	0	0	0	0	0	0	0	1	0	0	2	4	0	0	7
ABE Intermediate High	0	0	0	1	0	0	1	0	0	0	2	3	0	0	7
ASE Low	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
ASE High	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
ESL Beginning Literacy	0	0	0	0	0	0	1	1	0	0	1	2	0	1	6
ESL Low Beginning	0	0	1	0	0	0	2	1	0	0	2	2	0	0	8
ESL High Beginning	0	0	4	8	2	1	14	10	1	0	5	2	0	1	48
ESL Low Intermediate	0	0	5	2	0	1	15	16	0	1	5	2	0	0	47
ESL High Intermediate	0	0	7	5	1	0	15	26	1	3	3	5	0	0	66
ESL Advanced	0	0	2	10	1	1	10	13	0	0	1	4	0	0	42
Total	1	0	19	26	4	3	58	68	2	4	25	29	0	2	241

NRS Reporting Table 1 sorts learners based on CASAS pre-test score, instructional program, EFL, ethnicity, and gender. If the learner is enrolled in multiple programs, the lowest level of instruction is displayed.

- Instructional Program order from lowest to highest is:
 1. ESL
 2. Basic Skills (ABE)
 3. ASE (HS/GED[®])
- To determine the EFL, Ethnicity for Column A, TOPSpro[®] Enterprise looks at the lowest accurate pre-test score for reading, listening, or math
- Learners with attainable goal of Work-Based Project (ENTRY Field 12) are NOT included in this table
- Race and ethnicity are combined from ENTRY Fields Numbers 8a and 8b



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Table 2

Participants by Age, Ethnicity and Gender
All Student Entry Dates

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FT2

Agency: 4908 - Rolling Hills Adult School

Program Year: 2012-2013

Age Group (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or more Races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
16-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	0	0	0	1	0	0	1	1	0	0	1	3	0	0	7
25-44	1	0	6	10	4	3	42	45	2	3	20	14	0	1	151
45-59	0	0	10	11	0	0	14	19	0	1	3	8	0	1	67
60 and Older	0	0	3	4	0	0	1	3	0	0	1	4	0	0	16
Unspecified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	0	19	26	4	3	58	68	2	4	25	29	0	2	241

TOTALS IN COLUMNS B THROUGH O SHOULD EQUAL THE MATCHING COLUMNS IN TABLE 1

The total in Column P on Table 2 should match the total in Column P on Table 1.

NRS Reporting Table 2 sorts learners by age, ethnicity, and gender

The learner's age is calculated from date of entry bubbled on ENTRY Field Number10

Race and ethnicity (ENTRY Field Numbers 8a and 8b) are combined to identify a single category for this table. TOPSpro® Enterprise uses the following hierarchical order:

- | | |
|----------------------------------|-------------|
| 1. Alaska Native | 5. Black |
| 2. American Indian | 6. Hispanic |
| 3. Pacific Islander and Filipino | 7. White |
| 4. Asian | |

Total in Column G should match the totals in Column N on Tables 1 and 2



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Table 3

Participants by Program Type and Age
All Student Entry Dates

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FT3

Agency: 4908 - Rolling Hills Adult School

Program Year: 2012-2013

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-59 (E)	60 and Older (F)	Total (G)
Adult Basic Education	0	3	18	1	0	22
Adult Secondary Education	0	0	2	0	0	2
English-as-a-Second Language	0	4	131	66	16	217
Total	0	7	151	67	16	241

NRS Reporting Table 3 sorts learners by program type and age. TOPSpro™ Enterprise places learners into one of the three instructional program types listed in Column A based on pretest score and instructional program from ENTRY Field No. 11:

- **ABE:** Instructional program is Basic Skills and pretest score is below 236.
- **ASE:** Instructional program is either GED® or High School Diploma and pretest score is 236 or above.
- **ESL:** Instructional program is ESL and pretest is below 236. If test score is 236 or above, learner must be marked as instructional program GED® or HS diploma to be placed on the reporting table in ASE.

Age definitions are the same as Table 2

NRS Reporting Table 4 identifies learners with an entry record with one or more tests, All learners are counted in Columns B, C, and D if they met the criteria for Tables 1 through 3.



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Table 4

Educational Gains and Attendance by Educational Functioning Level
All Student Entry Dates

Agency: 4908 - Rolling Hills Adult School

Program Year: 2012-2013

Column F: Learner Status (**UPDATE Field 7**) must not be coded LEFT PROGRAM or NO SHOW
If learner shows any progress in **UPDATE Field 8** they will not be included in this column.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	6	402	2	0	1	3	33.33
ABE Beginning Basic	2	70	1	1	0	1	50.00
ABE Intermediate Low	7	322	2	1	0	5	28.57
ABE Intermediate High	7	259	1	0	4	2	14.29
ASE Low	1	75	0	0	0	1	0.00
ASE High	1	125	1	N/A	0	0	100.00
ESL Beginning Literacy	6	362	3	1	1	2	50.00
ESL Low Beginning	8	648	6	3	1	1	75.00
ESL High Beginning	48	4,357	27	16	8	13	56.25
ESL Low Intermediate	47	5,112	27	19	4	16	57.45
ESL High Intermediate	66	8,033	40	24	2	24	60.61
ESL Advanced					5	26	26.19
Total					26	94	50.21

Column C: TOPSpro collects hours from all Test Records and all Update records. Whichever number is greater is used.

A learner is placed into the EFL score range (**Column B**) according to the learner's instructional program (**ENTRY 11**) and first accurate pre-test scaled score. Conservative estimate scores are considered accurate scores.
Pre- and post-tests cannot be the same test form unless a different test form was given in between.
Column D Level Completion: If a pre-test score falls within a given EFL range and the post-test is equal to or higher than the uppermost number in that EFL, then the student **Completed a Level**.
Example: Pre-test Score of 205 and Post-test Score 210—Learner Completed a Level—ABE Beginning.
Column E: Learner status (**UPDATE Field 7**) must be coded RETAINED IN PROGRAM. Test score must be one point higher than the uppermost number in the pre-test score range.

Column H reports NRS Level Completion percent for an EF

Column G represents the number of learners still enrolled who are at the same educational level as when entering the program.

NRS Reporting Table 4B identifies learners with paired test scores only. This group is a subset of the learners included in Table 4. Note that Tables 4 and 4B Columns B and H result in different totals and percentages.



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Table 4B

Educational Gains and Attendance by Educational Functioning Level
All Student Entry Dates

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FT4B

Agency: 4908 - Rolling Hills Adult School

Program Year: 2012-2013

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	5	330	2	0	1	2	40.00
ABE Beginning Basic	2	70	1	1	0	1	50.00
ABE Intermediate Low	4	207	2	1	0	2	50.00
ABE Intermediate High	5	144	1	0	3	1	20.00
ASE Low	0	0	0	0	0	0	0.00
ASE High	1	125	1	N/A	0	0	100.00
ESL Beginning Literacy	5	324	3	1	0	2	60.00
ESL Low Beginning	7	589	6	3	0	1	85.71
ESL High Beginning	38	3,729	27	16	2	9	71.05
ESL Low Intermediate	43	4,632	27	19	3	13	62.79
ESL High Intermediate	60	7,523	40	24	1	19	66.67
ESL Advanced	41	4,001	11	N/A	4	26	26.83
Total	211	21,674	121	65	14	76	57.35

ONLY LEARNERS WITH ACCURATE PAIRED PRE- AND POST-TESTS ARE INCLUDED ON TABLE 4B

Column D identifies the number of learners within an EFL who have completed a level

Column E uses same general guidelines as **COLUMN D** BUT test score must be 1 point higher than the uppermost number in the pre-test score range.

Learner Status (**UPDATE Field 7**) must be coded: **RETAINED IN PROGRAM**

Column H reports NRS Level Completion for an EFL. The percentage completion is determined by paired pre- and post-tests and paired skill levels.

NRS Reporting Table 4C details the same information as Federal Table 4—that is, educational gains and attendance by EFL. However Table 4C only includes learners in Distance Learning classes. All columns A–H have the same definitions as Federal Table 4, except Table 4C only includes learners with Entry Record Field 13 Special Programs = Distance Learning. Below is a sample NRS Federal Table 4C Report example.



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Table 4C

Distance Learning
Educational Gains and Attendance by Educational Functioning Level
All Student Entry Dates

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FT4C

Agency: 4908 - Rolling Hills Adult School

Program Year: 2012-2013

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	0	0	0	0	0	0	0.00
ABE Beginning Basic	0	0	0	0	0	0	0.00
ABE Intermediate Low	0	0	0	0	0	0	0.00
ABE Intermediate High	0	0	0	0	0	0	0.00
ASE Low	0	0	0	0	0	0	0.00
ASE High	0	0	0	N/A	0	0	0.00
ESL Beginning Literacy	0	0	0	0	0	0	0.00
ESL Low Beginning	0	0	0	0	0	0	0.00
ESL High Beginning	1	153	1	1	0	0	100.00
ESL Low Intermediate	4	545	0	0	1	3	0.00
ESL High Intermediate	2	448	1	1	0	1	50.00
ESL Advanced	3	284	0	N/A	1	2	0.00
Total	10	1,430	2	2	2	6	20.00

ONLY LEARNERS WITH ACCURATE PAIRED PRE- AND POST-TESTS ARE INCLUDED ON TABLE 4C

Identifies the number of learners within an EFL who have completed a level

Column E uses same general guidelines as COLUMN D **BUT** test score must be 1 point higher than the uppermost number in the pre-test score range.

Learner Status (**UPDATE Field 7**) must be coded: **RETAINED IN PROGRAM**

Column H reports NRS Level Completion for an EFL. The percentage completion is determined by paired pre- and post-tests and paired skill levels.

Reporting Table 5 reports learners who meet certain criteria that addresses the four NRS core follow-up outcomes—enter employment, retain employment, obtain secondary (GED[®]/HSD), or enter postsecondary—and compares the number that meet the criteria with the number who achieved the outcome. Below is a sample NRS Federal Table 5 Report example.



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Table 5

Core Follow-up Outcome Achievement
All Student Entry Dates

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FT5

Agency: 4908 - Rolling Hills Adult School

Program Year: 2012-2013

Core Follow-up Outcome Measure (A)	Number of Participants in Cohort (B)	Number of Participants Achieving Outcome (C)	Percentage Achieving Outcome (D)
Entered Employment	18	8	44.44
Retained Employment	17	11	64.71
Obtained a GED or secondary school diploma	3	1	33.33
Placed in postsecondary education or training	16	2	12.50
Placed in postsecondary education or training - prior program	0	0	0.00

Column B
Identifies the number of learners who qualify for each of the core performance cohorts

Column C
Identifies the number of learners who accomplished the outcome

Column D Identifies the percentage of learners who accomplished the outcome:
 $\frac{\text{Column C}}{\text{Column B}} = \text{Column D}$

APPENDIX E: State Adult Schools—Not Funded by Workforce Investment Act, Title II

Data collection procedures for non- Adult Education and Family Literacy Act (AEFLA) funded adult school programs are locally determined. These guidelines are for non-AEFLA funded adult school programs that choose to collect data on its students, or funded agencies that choose to continue to collect data for their programs not funded by AEFLA.

Overview

Local agency instructional programs may include:

<ul style="list-style-type: none"> • Basic Skills (ABE) • English as a Second Language (ESL) • Citizenship • High School/ General Educational Development (GED®) • Career and Technical Education 	<ul style="list-style-type: none"> • Parent Education • Older Adults • Adults with Disabilities • Home Economics • Health and Safety
--	---

The intent of collecting data on students is to:

- Provide relevant class level reports to teachers using TOPSpro® Enterprise
- Track the progress and outcomes of students in the current program year within each instructional program

Accountability

The **Adult School Data Collection and Accountability Matrix** identifies the accountability funding areas, local educational agencies, instructional programs, and data collection forms.

Adult Schools Data Collection and Accountability Matrix

Funding	Entities	Instructional Program	Applicable TOPSpro[®] Enterprise Forms
State Funded	California Adult Schools/Districts	<ul style="list-style-type: none"> • Basic Skills (ABE) • Parent Education • ESL • Older Adults • Citizenship • Adults with Disabilities • High School Diploma/GED[®] • Home Economics • Career and Technical Education • Health and Safety 	<ul style="list-style-type: none"> • Entry Record Create upon entry into program • Update Record Create after ≥12 hours of instruction

Submission should include data on eligible learners attending between July 1, 2013, and June 30, 2014. The Comprehensive Adult Student Assessment System (CASAS) will continue to collect data from agencies that choose to maintain their data collection for all adult school learners.

The uniform instructions for all 10 authorized instructional program areas are located in the TOPSpro[®] Enterprise Data Dictionary.

Data Collection

Key Guidelines

1. **Data from Adult Schools:** At local discretion, adult schools collect and report using an Entry Record on all adult education learners upon entry into an instructional program and collect and report using an Update Record on all adult education learners who attain 12 or more hours of instruction.
2. **Adult Schools Serving Learners who are Concurrently Enrolled in High School/Kindergarten through Grade Twelve (K–12) Education and Adult Education:** Using an Entry Record, adult schools serving learners who are concurrently enrolled in High School/K–12 education and adult education can collect and report upon entry into an instructional program. Using an Update Record, adult schools serving learners who are concurrently enrolled in High School/K–12 education and adult education can collect and report on all adult education learners who attain 12 or more hours of instruction within the year.
3. **Hours of Instruction:** Update Records should accurately reflect the hours of instruction received by an individual student in that class.

Note: TOPSpro[®] Enterprise will aggregate all the hours of instruction submitted on each Update Record per instructional program. TOPSpro[®] Enterprise software reports the total number of hours of instruction received in that instructional program.
4. **Data Dictionary:** Supplemental Instructions for Non-Workforce Investment Act, Title II Programs.

Career and Technical Education Students

Entry Record

Items	Career and Technical Education Entry Record Instructions
	Agency Number must be completed. Site Number use is agency option
1–10	Follow uniform instructions for Entry Record. See Data Dictionary
11	Mark Career and Technical Skills
12–17	Follow uniform instructions for Entry Record. See Data Dictionary
18–19	Leave field blank, does not apply to Career and Technical Education programs
20	Leave field blank

Update Record

Items	Career and Technical Education Update Record Instructions
	Agency Number must be completed. Site Number use is agency option
1–10	Follow uniform instructions for Update Record. See Data Dictionary
11	Leave field blank, does not apply to Career and Technical Education programs
13	Follow uniform instructions for Update Record. See Data Dictionary
14–15	Leave field blank, does not apply to Career and Technical Education programs

Parent Education Students

Entry Record

Items	Parent Education Entry Record Instructions
1–10	Follow uniform instructions for Entry Record. See Data Dictionary
11	Instructional Program Mark Parent Education
12	Attainable Goal Within Current Program Year Mark one primary reason and one secondary reason. Have students set a personal goal attainable with the current program year at the beginning of each class
13	Special Programs Mark one if applicable
14–17	Follow uniform instructions for Entry Record. See Data Dictionary
18–20	These fields do not apply to Parent Education Program. Leave field blank

Update Record

Items	Parent Education Update Record Instructions		
1–5	Follow uniform instructions for Update Record. See Data Dictionary		
6	Instructional Program Mark Parent Education		
7	Status Follow uniform instructions for Update Record. See Data Dictionary		
	Retained in program Mark here if the student is still in the Parent Education Program at the end of the class		
	Left program If this is marked, also mark Field 13, Reason for Exiting		
	No show or did not attend at least 12 hours It is not necessary to complete a form for students who attend less than 12 hours		
8	Progress		
	Progressed within level or program This would not usually be an option in this program. Progress in the course is not typically based on progress to a higher level, but rather on family status (e.g., age of children)		
	Completed level or program Mark here if student completed the Parent Education Program		
	Advanced to a higher level or program See Progressed within level or program		
9	Learner Results		
	<ul style="list-style-type: none"> • This section will show the results of what the students obtained from the class/program • Some of the specific categories in Section 9 are explained below and some are contained in the uniform instructions. Mark any results that apply that are considered a direct result of the student’s participation in that class/program 		
	<table border="0" style="width: 100%;"> <tr> <td style="width: 20%; text-align: center; vertical-align: top;">Work</td> <td style="vertical-align: top;"> Got a job Examples include: childcare provider, instructional aide, foster parent, and teacher </td> </tr> </table>	Work	Got a job Examples include: childcare provider, instructional aide, foster parent, and teacher
Work	Got a job Examples include: childcare provider, instructional aide, foster parent, and teacher		

Items	Older Adult Entry Record Instructions	
		<p>Retained job This can be any job. Students may do better at work or continue to choose to work because of increased time management skills or less stress due to the Parent Education Program</p>
	<p>Personal/ Family</p>	<p>Increased involvement in children’s education Examples include: attended meetings, attended conferences, phoned teacher, attended school board meeting, joined PTA, volunteering, discussed school with child, and attended an event with child. The learner can be the parent, grandparent, caregiver or any adult in a parenting role</p>
		<p>Increased involvement in children’s literacy related activities The adult helped with homework, conferred with teacher, provided enrichment materials or opportunities, took child to library, increased communication with child about school or set up a schoolwork area in the home. This pertains to any enrichment activity or any assistance to child in developing skills needed for kindergarten readiness (using pencil or scissors, or developing social skills)</p>
		<p>Met other family goal Examples which impact parenting may be related to diet or health, such as made measurable improvement in diet or exercise for self or family; reduced or ceased an unhealthy habit or addiction; sought prenatal care; took steps to change an abusive relationship; reduced stress; sought counseling; had child immunized. Other examples include more time spent in family activities; improved relationships; enrolled in more schooling; increased awareness of or use of other community resources; made social contacts; decreased isolation; increased mobility in the community</p>
		<p>Met personal goal An example in this category might be help child improve behavior or school performance</p>

Items	Older Adult Entry Record Instructions	
		<p>Other This may include any result the learner attained that was not included above, such as: increased confidence in decision making, increased skills in working with children or adults, or increased confidence or self-esteem</p>
	Community	<p>Increased involvement in community activities Joined a club or organization, performed volunteer service, voted, attended community meetings, read the newspaper, or other similar activities</p>
	Education	<p>Earned certificate Completed parent education course and received certificate</p>
		<p>Mastered course competencies/educational plan Passed the final test, met objectives of the course</p>
		<p>Other Attended other classes</p>
10	<p>Class Number This class number should match the class number on the Entry Record, Field 17</p>	
11–12	Leave field blank, as this is not applicable to Parent Education Program	
13	<p>Reason for exiting Follow uniform instructions for Update Record. See Data Dictionary</p>	
14–15	Leave field blank, as this is not applicable to Parent Education Program	

Older Adult Students

Entry Record

Items	Older Adult Entry Record Instructions
1–10	Follow uniform instructions for Entry Record. See Data Dictionary
11	Instructional Program All students mark Older Adults
12	Attainable Goal Within Current Program Year Mark one primary reason and one secondary reason. Have students set a personal goal attainable with the current program year at the beginning of each class
13	Special Programs Mark only if applicable
14–17	Follow uniform instructions for Entry Record. See Data Dictionary
18–19	Leave field blank, as this does not apply to Older Adult programs
20	This item does not apply to Older Adult programs. Leave field blank

Update Record

Items	Older Adult Update Record Instructions	
1–5	Follow uniform instructions for Update Record. See Data Dictionary	
6	Instructional Program All students mark Older Adults	
7	Status	
	Retained in program Mark here if the student is still in the Older Adults Program	
	Left program If this is marked, also mark Field 13, Reason for Exiting	
	No show or did not attend at least 12 hours It is not required to complete a form for students who attend less than 12 hours	
8	Progress	
	Progressed within level or program Follow uniform instructions for Update Record. See Data Dictionary	
	Completed level or program Mark here if student completed the Older Adults Program	
	Advanced to a higher level or program There may not be many of these students in the Older Adults Program. However, some may move to a higher level in an exercise Program	
9	Learner Results	
	<ul style="list-style-type: none"> • This section will show the results of what the students obtained from the class/program • Instructions below expand upon uniform instructions. *For options not included below, see uniform instructions. *Mark any results that apply that are considered a direct result of the student’s participation in that class/program 	
	Work	Typically, work is not a reason for enrollment in Older Adult programs, but there are some exceptions. Please note any results that helped a student obtain a job or other work related outcome

Items	Older Adult Update Record Instructions	
		<p>Got a job This could be any type of job. For example, some computer students may have found work because of their participation in a computer class</p>
		<p>Retained job Students may improve at their job or continue to choose to work because of increased time management skills or less stress as a result of the program</p>
		<p>Entered job training This may include any type of training. For example: a specialized intergenerational training program</p>
		<p>Acquired workforce readiness skills Example: A second career or occupation</p>
	<p>Personal/ Family</p>	<p>Skills involving children</p> <ul style="list-style-type: none"> • Increased involvement in children’s education • Increased involvement in children’s literacy related activities
		<p>Many older adult students are grandparents raising their grandchildren. If the class has enabled them to be more involved or enhance the relationship with the family, mark the appropriate bubble</p>

Items	Older Adult Update Record Instructions	
		Met personal goal At the beginning of the class or at the time of the Entry Record, students need to set a goal(s) that can be completed during the course period. If the goal met was a personal goal, indicate here
	Community	Increased involvement in community activities Met one or more goals of the course objectives such as those dealing with current events in the community, identification of agencies and resources, or making individual contacts to obtain information or assistance
	Education	Earned certificate Earned from a creative writing class, oral and written communication class, computer class, or technology class
		Mastered course competencies/educational plan Completed one or more of the objectives of the class
10	Class Number This class number should match the class number on the Entry Record, Field 17	
11–12	Leave field blank, as this is not applicable to Older Adults programs	
13	Reason for exiting Follow uniform instructions for Update Record. See Data Dictionary	
14–15	Leave field blank, as this is not applicable to Adult Education programs	

Adults with Disabilities Students

Entry Record

Items	Adults with Disabilities Entry Record Instructions
1–10	Follow uniform instructions for Entry Record. See Data Dictionary
11	Instructional Program Mark Adults with Disabilities, unless your agency is funded by the AEFLA 225/231 grant and reporting for benchmark purposes. In that case, mark ABE
12–17	Follow uniform instructions for Entry Record. See Data Dictionary
18–19	Leave field blank, as this does not apply to Adults with Disabilities programs
20	This item does not apply to Adults with Disabilities. Leave field blank

Update Record

Items	Adults with Disabilities Update Record Instructions
1–5	Follow uniform instructions for Update Record. See Data Dictionary
6	<p>Instructional Program Mark Adults with Disabilities, unless your agency is funded by the AEFLA 225/231 grant and reporting for benchmark purposes. In that case, mark ABE</p>
7	<p>Status These are some suggestions for completing this section. Programs may vary depending on how education plans are completed</p> <ul style="list-style-type: none"> • This section will show the results of what the students obtained from the class/program • Supplemental instructions expand upon the uniform instructions. For options not listed below, please see the uniform instructions. Mark any results that apply which are considered a direct result of the student’s participation in that class/program
	<p>Retained in program Student is still in the Adults with Disabilities Program at the end of the class</p>
	<p>Left program If this is marked, also mark Field 13, Reason for Exiting</p>
8	Progress
	<p>Progressed within level or program Follow uniform instructions for Update Record. See Data Dictionary</p>
	<p>Completed level or program Bubble this if student completed the Adults with Disabilities Program</p>
	<p>Advanced to a higher level or program Goals on the educational plan have been accomplished to the point that the student will advance to the next class next year</p>
9	Learner Results
	<ul style="list-style-type: none"> • This section will show the results of what the students obtained from the class/program • Instructions below expand upon uniform instructions. For options not included below, see uniform instructions. Mark any results that apply that are considered a direct result of the student’s participation in that class/program

Items	Adults with Disabilities Update Record Instructions	
	Work	These are suggestions that have to do with a student's individual educational plan
		Entered job training This can be filled in for any student who began Job Club
	Personal/ Family	Met personal goal Bubble for a student who had a goal on their education plan regarding personal/family that was accomplished
	Education	Mastered course competencies/educational plan Bubble for a student who is going to be in a higher level class next year because of meeting the objectives of the current course
10	Class Number Follow uniform instructions for Update Record. See Data Dictionary	
11–12	Leave field blank, as this is not applicable to Adults with Disabilities Program	
13	Reason for exiting Follow uniform instructions for Update Record. See Data Dictionary	
14–15	Leave field blank, as this is not applicable to Adults with Disabilities Program	

Home Economics and Health and Safety Students

Entry Record

Items	Home Economics and Health and Safety Entry Record Instructions
1–10	Follow uniform instructions for Entry Record. See Data Dictionary
11	Instructional Program Mark Health and Safety or Home Economics Program
12–17	Follow uniform instructions for Entry Record. See Data Dictionary
18–19	Leave field blank, as this is not applicable to these programs
20	This item does not apply to these programs. Leave field blank

Update Record

Items	Home Economics and Health and Safety Update Record Instructions
1–5	Follow uniform instructions for Update Record. See Data Dictionary
6	Instructional Program Mark Health and Safety or Home Economics
7	Status
	Retained in program Mark here if the student is still in the program at the end of the class
	Left program If this is marked, also mark Field 13, Reason for Exiting
	No show or did not attend at least 12 hours It is not necessary to complete a form for students who attend less than 12 hours
8	Progress
	Progressed within level or program Follow uniform instructions for Update Record. See Data Dictionary
	Completed level or program Mark here if the student completed the Health and Safety or Home Economics Program
	Advanced to a higher level or program This would not usually be an option in this program. Indicate if a student moves to a higher level of literacy (as defined by Model Standards)
9	Learner Results
	<ul style="list-style-type: none"> • This section will show the results of what the students obtained from the class/program • Instructions below expand upon uniform instructions. For options not included below, see uniform instructions. Mark any results that apply that are considered a direct result of the student's participation in that class/program
	Using the goals that the student has set on the Entry Record, complete this section by marking all that apply in each of the four categories: Work, Personal/Family, Community, and Education . The results should show relevance to the class/program that the student has been enrolled. Refer to the uniform instructions* for further clarification
10	Class Number Follow uniform instructions for Update Record. See Data Dictionary
11–12	Leave field blank, as this is not applicable to these programs
13	Reason for exiting

Items	Home Economics and Health and Safety Update Record Instructions
	Follow uniform instructions for Update Record. See Data Dictionary
14–15	Leave field blank, as this is not applicable to these programs

APPENDIX F: Directory of California Department of Education Regional Consultants and Comprehensive Adult Student Assessment System Program Specialists

To contact your California Department of Education (CDE) Regional Consultant, follow this link:
<http://www.cde.ca.gov/sp/ae/po/directory.asp>

Adult Education Office
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814-5901
Phone: 916-322-2175
Fax: 916-327-7089

Patricia Terry, Education Administrator I
pterry@cde.ca.gov

Region	Regional Consultant
1. Northcoast: Del Norte, Humboldt, Lake, Marin, Mendocino, Napa, Solano, Sonoma	Prater, Vicki vprater@cde.ca.gov 916-324-4935
2. Northeastern: Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Prater, Vicki vprater@cde.ca.gov 916-324-4935
3. Capitol: Alpine, Amador, Calaveras, Colusa, El Dorado, Nevada, Placer, Sacramento, San Joaquin, Sierra, Sutter, Yolo, Yuba	Stang, David dstang@cde.ca.gov 916-319-0311
4. Bay Area: Alameda, Contra Costa, San Francisco	Sia-Maat, Shadidi ssiamaat@cde.ca.gov 916-323-7862
5. South Bay: Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz	Gwebu, Amukela agwebu@cde.ca.gov 916-323-2601
7. Central Valley: Fresno, Inyo, Madera, Mariposa, Merced, Mono, Stanislaus, Tuolumne	Martinez-Calderon, Carmen cmartinez-calderon@cde.ca.gov 916-319-0479
8. Costa del Sur: Kern, San Luis Obispo, Santa Barbara, Tulare, Kings	Martinez-Calderon, Carmen cmartinez-calderon@cde.ca.gov 916-319-0479
9. Southern: Imperial, Orange, San Diego	Schwendimann, Steve sschwend@cde.ca.gov 916-323-5277

Region	Regional Consultant
10. RIMS: Riverside, San Bernardino	Young, Myra myoung@cde.ca.gov 916-323-4312
11a. Los Angeles County West: All West Los Angeles County agencies, all Los Angeles City Community Based Organizations	Moss, Cliff cmoss@cde.ca.gov 916-327-6378
11b. Los Angeles County East: All East Los Angeles County agencies, except Los Angeles Unified School District (LAUSD)	Hurley, Diane dhurley@cde.ca.gov 916-323-2213
11c. Ventura and LAUSD	Moss, Cliff cmoss@cde.ca.gov 916-327-6378

To contact your Comprehensive Adult Student Assessment System (CASAS) Adult Education and Family Literacy Act/English Literacy and Civics Education (EL Civics) Program Specialist, use the e-mail address or leave a voice mail message at 800-255-1036 using the extension listed below:

Program Specialist	Ext	Region
Gigante, Louann lgigante@casas.org	503	Imperial, Orange, San Diego, South Los Angeles
Howard, Lori lhoward@casas.org	512	Alameda, Contra Costa, Marin, Monterey, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma
Long, Patty plong@casas.org	182	Butte, Colusa, Del Norte, El Dorado, Glenn, Humboldt, Lassen, Mendocino, Modoc, Mono, Nevada, Placer, Sacramento, San Luis Obispo, Santa Barbara, Shasta, Sutter, Tehama, Ventura, Yolo
Lehman, Barbara blehman@casas.org	508	Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare
Montgomery, Dawn dmontgomery@casas.org	126	Statewide Implementation of CASAS eTests [®] and TOPSpro [®] Enterprise

Program Specialist	Ext	Region
Wright, Jay jwright@casas.org	141	East and Central Los Angeles, Riverside, San Bernardino, Statewide Agencies, Community-Based Organizations

APPENDIX G: California Department of Education Letters for Data Submission

Each program year via the Adult Education e-mail distribution list, the California Department of Education (CDE) sends instruction letters to Adult Education and Family Literacy Act agencies explaining how to submit complete data. To subscribe to this list, update your agency's contact information on the Outreach and Technical Assistance Network Web site <http://adulted.otan.us/>. You may access current copies of the documents listed below on the CDE Web page at <http://www.cde.ca.gov/sp/ae/fg/wia13.asp>.

Agencies may copy and insert 2013–14 CDE letters here. These should include, but are not limited to:

- Beginning-of-Year Letter (Program Year 2013–14 Accountability Requirements)
 - Attachment 1: Data and Document Submissions
 - Attachment 2: Due Dates and Document Submissions

- End-of-Year Letter
 - Enclosure 1: TOPSpro[®] Enterprise Instructions
 - Enclosure 2: Data Submission Certification Letter
 - Enclosure 3: Data Submission Recommendations

Agencies may also include other documents from the CDE and Comprehensive Adult Student Assessment System such as quarterly submission instructions, core performance guidelines, and other letters that include updates to data submission requirements.