



Preparing for 2012: California Implementation of National Reporting System (NRS) Changes

Workforce Investment Act (WIA), Title II Core Performance
Measures Webinar
California Department of Education
Adult Education Office
April 19, 2012



TOM TORLAKSON
State Superintendent
of Public Instruction

Overview of Presentation

- **Review 2012 NRS Changes**
 - a. Core Follow-Up Outcome Measure Changes – NRS Table 5, 5A, and 10
 - NRS State Sample
 - California's Policies & Procedures
 - b. Student Education Level or Degree, U.S. and abroad (unduplicated) NRS Table 6
 - c. Teacher Experience (unduplicated) and Certification (multiple responses accepted) NRS Table 7
- **Implementation**
- **Strategies**
- **Questions**



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Reviewing the Core Follow-Up Outcome Measure Changes

Automatic Cohort Designation for Core Follow-Up Measures – NRS Federal Table 5, 5A, and 10

Program Year 2011-2012	Program Year 2012-13
Participants identified based on self-reported goals	Participants automatically identified based on assignment to a cohort. The definition for “cohort” varies by outcome.



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Implications of “Automatic Cohort Designation”

- Students belong to a group to be followed for NRS post-program outcomes based on pre-defined characteristics.
- Following students for post-program outcomes will no longer be goal dependent.
- Identification of cohort membership and reporting requires data system changes.
- Local staff must be trained on cohort requirements.



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Do Student Goals Still Matter?

- Local staff should continue to set goals with students.
- Goal setting is an essential component of good program and instruction, but...
- Students goals will no longer be used as a way to identify students for the WIA, Title II Core Follow-Up Measures.



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Core Follow-Up Measures: Employment Cohorts

- **Entered Employment Cohort**

Criteria for learners in the Entered Employment Cohort:

- Not employed at time of entry into program
- In labor force
- Exit from program during program year

Entry Record

15	LABOR FORCE STATUS (Mark one)
<input type="checkbox"/>	Employed
<input checked="" type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired

Update Record

7	STATUS (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours



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Core Follow-Up Measures: Employment Cohorts

- **Retained Employment Cohort**

Criteria for learners in the Retained Employment Cohort:

- Not employed at time of entry, but in labor force and employed by the first quarter after exit quarter

Entry Record

⑮	LABOR FORCE STATUS (Mark one)
<input type="checkbox"/>	Employed
<input checked="" type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired

Update Record

⑦	STATUS (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours

- and -



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Core Follow-Up Measures: Employment Cohorts (cont.)

- **Retained Employment Cohort**

Criteria for learners in the Retained Employment Cohort:

- Employed at time of entry into program
- Exit during the program year

Entry Record

15	LABOR FORCE STATUS (Mark one)
<input checked="" type="checkbox"/>	Employed
<input type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired

Update Record

7	STATUS (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours



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Important Qualifiers Employment Cohorts

- Student does **not** place into either of the employment cohorts if Labor Force Status = “Retired” or “Not Employed/Not Seeking Work.”
- Examples of not seeking work: student is not looking for work, can’t work due to injury or family situation, or is incarcerated.

Entry Record

15	LABOR FORCE STATUS (Mark one)
<input type="checkbox"/>	Employed
<input type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired



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Core Follow-Up Outcome Measures: Secondary Credential Cohort

- **Obtain a Secondary Credential Cohort**

Criteria for learners in the Secondary Credential Cohort:

General Education Development certificate – GED®

- Attempt all five GED® tests
- Exit during the program year

High School Diploma

- Enrolled in an adult high school instructional program
- Place into the Adult Secondary Education (ASE) High Level and/or enroll with enough credits for 11th or 12th grade level
- Exit during the program year

Entry Record

⑪	INSTRUCTIONAL PROGRAM
★	PROGRAM
	(Mark one)
<input type="checkbox"/>	Basic Skills (ABE)
<input type="checkbox"/>	ESL
<input type="checkbox"/>	ESL / Citizenship
<input type="checkbox"/>	Citizenship
<input checked="" type="checkbox"/>	High School Diploma
<input checked="" type="checkbox"/>	GED OR



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Core Follow-Up Measures: Secondary Credential Cohort (cont.)

Indicate placement into this cohort by marking ASE High on Entry Record field 18.

Entry Record

18 INSTRUCTIONAL LEVEL (Mark one)	
ESL	Basic Skills (ABE)
<input type="checkbox"/> Beg. Literacy	<input type="checkbox"/> Beg. Literacy
<input type="checkbox"/> Beg. Low	<input type="checkbox"/> Beginning
<input type="checkbox"/> Beg. High	<input type="checkbox"/> Int. Low
<input type="checkbox"/> Int. Low	<input type="checkbox"/> Int. High
<input type="checkbox"/> Int. High	<input type="checkbox"/> ASE Low
<input type="checkbox"/> Advanced	<input checked="" type="checkbox"/> ASE High



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Important Qualifiers

Secondary Credential Cohorts

GED/High School Diploma

- GED – GED® tests may be taken any time (before or after exit), but all five tests must be taken by the end of reporting period to qualify for the cohort.
- High School Diploma – Agencies use their local district policy to determine if learner has enough high school credits to be considered at the 11th or 12th grade level.



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Core Follow-Up Measures: Postsecondary Cohort

- **Postsecondary Cohort**

Criteria for learners in the Postsecondary Cohort:

- Hold a secondary credential at entry into program (includes learners who enroll with a GED® certificate or high school diploma)
- Exit during the program year

- or -

Entry Record

⑦	HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)
<input type="checkbox"/>	None
<input checked="" type="checkbox"/>	GED Certificate
<input checked="" type="checkbox"/>	High School Diploma
<input type="checkbox"/>	Technical / Certificate
<input type="checkbox"/>	A.A. / A.S. Degree
<input type="checkbox"/>	4 yr. College Graduate
<input type="checkbox"/>	Graduate Studies
<input type="checkbox"/>	Other

OR



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Core Follow-Up Measures: Postsecondary Cohort (cont'd)

- **Postsecondary Cohort**

Criteria for learners in the Postsecondary Cohort:

- Earn a secondary credential while enrolled (includes learners who earn a GED® certificate or high school diploma during the program year)
- Exit during the program year

- or -

Update Record

LEARNER RESULTS	
EDUCATION	
<input type="checkbox"/>	Returned to K-12
<input checked="" type="checkbox"/>	Passed GED
<input type="checkbox"/>	Earned certificate
<input checked="" type="checkbox"/>	Earned high school diploma
<input type="checkbox"/>	Entered college
<input type="checkbox"/>	Entered training program
<input type="checkbox"/>	Gained computer or tech skills
<input type="checkbox"/>	Mastered course competencies / educational plan
<input type="checkbox"/>	Other



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Core Follow-Up Measures: Postsecondary Cohort (cont'd)

- **Postsecondary Cohort**

Criteria for learners in the Postsecondary Cohort:

- Enroll in a class specifically designed for transitioning to community college (includes learners who may **not** have received their GED® certificate or high school diploma)
- Exit during the program year

Class Lister

TOPSpro Enterprise:

Mark under class description if the class is designed for transitioning to postsecondary



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Core Follow-Up Measures: Postsecondary Cohort (cont.)

Transition Course Description

NRS Transition Success—

This course:

- is designed for students who will be attending college, university, an apprenticeship program, or technical training program.
- covers topics that will assist students who will be transitioning into postsecondary education/training opportunities.
- meets NRS reporting requirements regarding follow-up of Entry into Postsecondary Education or Training Cohort.



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Important Qualifiers Postsecondary Cohort

Transition Class

- Designed for students who are transitioning to college, university, an apprenticeship program, or technical training program.
- Should not be confused with Vocational English as a Second Language (VESL), Vocational Adult Basic Education (VABE), workforce readiness, or other transition classes.

Note:

See previous slide for course description for NRS Transition Success. The course can be found on CDE's course approval system (A-22).



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Core Follow-Up Measures: Timing for Data Collection – **No Change**

- **Entered Employment cohort**
No change: Includes students who exited during the program year (PY) and entered employment in first quarter after exit.*
- **Retained Employment cohort**
No change: Includes students who exited during PY and are employed in the third quarter after program exit.
- **Secondary Credential cohort**
No change: Includes students who exited during PY and obtained credential during reporting period.

*A learner actually found to be employed by the first quarter after exit will then also be in the “Retained Employment” cohort.



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Core Follow-Up Measures: Timing for Data Collection - **Change**

- **Postsecondary cohort**
Change in reporting: Includes students who exited during PY and entered postsecondary education (college, CTE, or apprenticeship) any time from exit until the **end of the following PY (June 30)**
 - **Multi-year follow-up and reporting.**
Report unduplicated results on two rows on Table 5:
first row for current PY*
 - Report data for learners in the postsecondary cohort in the current year, i.e., those who held a secondary credential at entry, or who earned one while enrolled, or who enrolled in a class designed for transition and exited the program.

**Note: For 2012-13, Table 5 will have only one row filled in.*



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Core Follow-Up Measures: Timing for Data Collection - **Change** (cont'd)

- **Multi-year follow-up and reporting.**

Report unduplicated results on two rows on Table 5: first row for current PY; **second row for updated prior PY.**

- Learners included in the postsecondary cohort for the prior year who did not enroll in postsecondary education are followed up during the current PY.
- If a student entered postsecondary in the first year, follow up with that same student is not required in the second year.



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Example of Table 5: PY 2012-13

Core Follow-up Outcome Measures	No. of Participants in Cohort	No. of Participants Included in Survey Sample	No. of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	No. of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Postsecondary Education or Training---current program year	120		100	83%	40	40%
Entered Postsecondary Education or Training---prior program year	<i>Leave entire row blank.</i>					

Example of Table 5: PY 2013-14

Core Follow-up Outcome Measures	No. of Participants in Cohort	No. of Participants Included in Survey Sample	No. of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	No. of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Postsecondary Education or Training---current program year	125		100	80%	50	50%
Entered Postsecondary Education or Training---prior program year	120		100	83%	60	60%



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Implications of NRS Changes

- Although the NRS changes for “Core Follow-Up Outcome Measure” will significantly increase cohort sizes for those measures, the state survey sampling methodology will reduce local survey burden.
- The state sample survey does **not** allow for local program estimates.



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New NRS Survey Guidelines: State Sampling Procedures

- Response rate requirements for sampling must increase from the current 50% to **70%**.
- A total survey sample size will be set for states to make state and national estimates.
- Sample size for each cohort will be dependent on cohort size of each core follow-up outcome measure needed to produce accurate estimates.



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New NRS Survey Guidelines: State Sampling Procedures (cont.)

The State will:

- estimate the size of each cohort within the state using prior year's data.
- estimate the proportion of students in each cohort in each local program.
- draw a random sample for each cohort for each program.



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New NRS Survey Guidelines: Timeline for Beginning Sampling

- Sampling will begin in PY 2012 for NRS Reporting.
- The first report with samples will be for PY 2012 (due December 31, 2013).



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California's Policies and Procedures for Core Follow-up Outcome Measure

California will use the state sample survey for the following three core follow-up measures:

- Entered Employment cohort - ***Sample Survey***
- Retained Employment cohort - ***Sample Survey***
- Entered Postsecondary cohort - ***Sample Survey***

California will use several data collection methods for the core follow-up outcome measure listed below:

- Secondary Credential cohort
 - Obtain GED® certificate – ***Data Match (CDE, GED® office)***
 - Obtain High School Diploma - ***Verified by TOPSpro update record and local school district certified list of high school graduates***



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Things to Remember

- **70% survey** response rate is critically important for a state estimate.
- **Timely data entry** is critically important to ensure completeness of data.
- Local agencies must include all student and test data before submitting quarterly data to CASAS.
- Survey Methods – Agencies can use verbal confirmation, e-mail, telephone, or any other electronic media.
- Employment Outcome – Agencies can use a local data match if a waiver is signed by the student. Refer to local district policy.



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Things to Remember (cont.)

- CDE will continue to use GED® data match between TOPSpro and the CDE's GED® Office.
- High School Diploma will be verified by local school district.
- Postsecondary/Training Outcome
In addition to learners who have entered postsecondary, agencies may use learner entry in a CTE occupational training or local apprenticeship training as outcome achieved for the postsecondary cohort.
 - Learners do not have to complete the training.



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Review Required Data Entry Elements

- Entered Employment Cohort:

Entry Record

15	LABOR FORCE STATUS (Mark one)
<input type="checkbox"/>	Employed
<input checked="" type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired

Update Record

7	STATUS (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours

- Retained Employment Cohort:

Entry Record

15	LABOR FORCE STATUS (Mark one)
<input checked="" type="checkbox"/>	Employed
<input type="checkbox"/>	Unemployed
<input type="checkbox"/>	Not employed and not seeking work
<input type="checkbox"/>	Retired

Update Record

7	STATUS (Mark one)
<input type="checkbox"/>	Retained in program
<input checked="" type="checkbox"/>	Left program
<input type="checkbox"/>	No show or did not attend at least 12 hours



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Review (contd.)

Required data entry elements

- **Postsecondary cohort**

Entry Record

<p>⑥ HIGHEST YEAR OF SCHOOL COMPLETED</p> <table border="1" style="width: 100%; text-align: center;"> <tr><td style="width: 20px;"> </td><td style="width: 20px;"> </td></tr> <tr><td>0</td><td>0</td></tr> <tr><td>1</td><td>1</td></tr> <tr><td>2</td><td> </td></tr> <tr><td>3</td><td> </td></tr> <tr><td>4</td><td> </td></tr> <tr><td>5</td><td> </td></tr> <tr><td>6</td><td> </td></tr> <tr><td>7</td><td> </td></tr> <tr><td>8</td><td> </td></tr> <tr><td>9</td><td> </td></tr> </table> <p>Majority of schooling is outside of U.S. <input type="checkbox"/></p>			0	0	1	1	2		3		4		5		6		7		8		9		<p>OR</p> <p>⑦ HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)</p> <p><input type="checkbox"/> None</p> <p><input checked="" type="checkbox"/> GED Certificate</p> <p><input checked="" type="checkbox"/> High School Diploma</p> <p><input type="checkbox"/> Technical / Certificate</p> <p><input type="checkbox"/> A.A. / A.S. Degree</p> <p><input type="checkbox"/> 4 yr. College Graduate</p> <p><input type="checkbox"/> Graduate Studies</p> <p><input type="checkbox"/> Other</p> <p>I earned the above outside of U.S. <input type="checkbox"/></p>
0	0																						
1	1																						
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							

Update Record

LEARNER RESULTS	
EDUCATION	
<input type="checkbox"/> Returned to K-12	<input checked="" type="checkbox"/> Passed GED
<input type="checkbox"/> Earned certificate	<input checked="" type="checkbox"/> Earned high school diploma
<input type="checkbox"/> Entered college	<input type="checkbox"/> Entered training program
<input type="checkbox"/> Gained computer or tech skills	<input type="checkbox"/> Mastered course competencies / educational plan
<input type="checkbox"/> Other	

⑦ STATUS (Mark one)
<input type="checkbox"/> Retained in program
<input checked="" type="checkbox"/> Left program
<input type="checkbox"/> No show or did not attend at least 12 hours

Class Lister

TOPSpro

Enterprise: Mark under class description if the class is designed for transitioning to postsecondary



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Review (contd.)

Required data entry elements

- **Secondary Credential cohort**

Entry Record

⑪ INSTRUCTIONAL PROGRAM ★ (Mark one)	
<input type="checkbox"/> Basic Skills (ABE)	OR
<input type="checkbox"/> ESL	
<input type="checkbox"/> ESL / Citizenship	
<input type="checkbox"/> Citizenship	
<input checked="" type="checkbox"/> High School Diploma	
<input checked="" type="checkbox"/> GED	

Entry Record

⑱ INSTRUCTIONAL LEVEL (Mark one)	
ESL	Basic Skills (ABE)
<input type="checkbox"/> Beg. Literacy	<input type="checkbox"/> Beg. Literacy
<input type="checkbox"/> Beg. Low	<input type="checkbox"/> Beginning
<input type="checkbox"/> Beg. High	<input type="checkbox"/> Int. Low
<input type="checkbox"/> Int. Low	<input type="checkbox"/> Int. High
<input type="checkbox"/> Int. High	<input type="checkbox"/> ASE Low
<input type="checkbox"/> Advanced	<input checked="" type="checkbox"/> ASE High

Update Record

⑦ STATUS (Mark one)
<input type="checkbox"/> Retained in program
<input checked="" type="checkbox"/> Left program
<input type="checkbox"/> No show or did not attend at least 12 hours



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Reviewing the Student Education Level or Degree Changes

Addition to Table 6 for New Student Measure

Participant Status on Entry into the Program (A)	Number (B)	
	US Based Schooling	Non-US Based Schooling
Highest Degree or Level of School Completed ***		
No schooling		
Grades 1-5		
Grades 6-8		
Grades 9-12 (no diploma)		
High School Diploma or alternate credential		
GED		
Some college, no degree		
College or professional degree		
Unknown		





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Important Qualifiers for Student Education Level

- **Student Education:**
 - Mark highest year of schooling, and also indicate if the majority of schooling is outside U.S.
 - Mark if the learner has earned a diploma or degree, and also indicate if diploma or degree was earned outside U.S.

Entry Record

⑥ HIGHEST YEAR OF SCHOOL COMPLETED	⑦ HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)
<input type="checkbox"/> 0	<input type="checkbox"/> None
<input type="checkbox"/> 1	<input type="checkbox"/> GED Certificate
<input type="checkbox"/> 2	<input type="checkbox"/> High School Diploma
<input type="checkbox"/> 3	<input type="checkbox"/> Technical / Certificate
<input type="checkbox"/> 4	<input type="checkbox"/> Some College
<input type="checkbox"/> 5	<input type="checkbox"/> A.A. / A.S. Degree
<input type="checkbox"/> 6	<input type="checkbox"/> 4 yr. College Graduate
<input type="checkbox"/> 7	<input type="checkbox"/> Graduate Studies
<input type="checkbox"/> 8	<input type="checkbox"/> Other
<input type="checkbox"/> 9	
Majority of schooling is outside of U.S. <input type="checkbox"/>	I earned the above outside of U.S. <input type="checkbox"/>



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Reviewing the Teacher Experience and Certification Changes

Addition to Table 7 for New Teacher Measures

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
Teachers' Years of Experience			
Less than one year			
One to three years			
More than three years			
Teacher Certification			
Not reported			
Adult Education Certificate			
K-12 Certification			
Special Education Certification			
TESOL Certification			



National Reporting System

Preparing for 2012



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Important Qualifiers for Teacher Experience and Certification

- Count only years of teaching experience in adult education.
- Report all certifications (multiple responses accepted).
- **TOPSpro Enterprise** will include data entry capabilities for teacher experience and certification.
- Update teacher experience at the beginning of the program year.



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Implementation

Process steps—what all agencies will need to do:

- Designate staff for data entry.
- Arrange for staff training.
- Enter data into TOPSpro Enterprise in an accurate, timely manner. It is critical that agencies commit extra attention to “**required**” data fields such as Highest Year of School, Highest Diploma or Degree Earned, Degree Earned Outside U.S., Labor Force Status, Exit Program, and Teacher Credentials.
- TOPSpro Enterprise Quarterly Reporting. Core Performance data will continue to be submitted one quarter behind TOPSpro data submission.



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Implementation (cont.)

Process steps—what all agencies will need to do:

- Follow up on the randomly selected students for your agency listed on the Core Performance by Agency Report that CASAS will produce each quarter. CASAS will program random sampling and agency percentage of the State cohort for each core follow-up measure in TOPSpro Enterprise.
- Agencies will follow normal core performance survey reporting methods with students.
- Agencies will enter final survey results into TOPSpro Enterprise, not the CASAS Web site.



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Training

- Agency's Administrator, CASAS/TOPSPRO coordinator, and/or data entry staff must attend the CDE Implementing NRS Changes Webinar.
- CASAS will also host a series of online Q & A sessions starting Monday, April 30, 2012, as well as more specific Web sessions on meeting these requirements using TOPSPRO Enterprise in the fall.



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Strategies to Ensure Accurate and Complete Data Collection

- Designate staff to complete the student enrollment forms.
- Make sure accurate student address and contact information are collected for follow-up.
- Avoid having students complete the forms on their own.
- Use an orientation class to have agency staff review the forms with students for completion.



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Strategies to Ensure Accurate and Complete Data Collection (cont'd)

- Use teachers and teachers' aides to update a student's status after exit.
- Collect various methods of contact information: several phone numbers, mailing address, and e-mail address.
- Update contact information every quarter using staff that speak the student's native language.
- Let the student know why it is important to keep in contact with the school after exit.
- Verify contact information at registration during an orientation or counseling session. Let all students know what the process is upon exit.
- Dedicate staff for follow-up and student contact.



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Questions??

Follow-up After Today:

- Attend CASAS Q & A sessions offered each Monday morning at 11:00 a.m. to noon, starting Monday, April 30, 2012.
- Attend your local TOPSpro and WIA Network Meetings.
- Use the Outreach and Technical Assistance Network (OTAN) to identify creative media to contact students.
- Share Webinar with staff.
- View this PowerPoint and FAQs on the [CASAS California Accountability Web site.](#)
- Contact your CDE Consultant and CASAS Program Specialist.