

2013-14

California Adult Education
Administrators' Handbook
for WIA II Agencies



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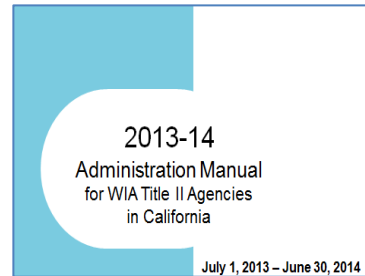
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WHAT IS THE CALIFORNIA ADMINISTRATOR’S HANDBOOK FOR WIA II FUNDED AGENCIES?

The California Administration Handbook was created help agencies more easily meet state and federal reporting requirements, and especially to enable new administrators to “hit the ground running.” This handbook is not intended to be an administrator’s sole reference tool; it includes brief overviews quick tips that serve as a starting point to the **CALIFORNIA ADMINISTRATION MANUAL**, which details all federal and state requirements for WIA Title II funded agencies in California.



What is the role of the California Department of Education?



The CDE's Adult Education system reaches approximately 1.2 million adult learners across California each year. In 2007-2008, Adult Education classes were provided in 335 adult schools. Adult Education classes are held in over 2000 location within K-12 district classrooms, community centers, community college classrooms, storefronts, churches, businesses, jails, libraries and migrant camps. In addition it provides the infrastructure that has allowed approximately 350,000 students per year to take a wide array of fee-based courses.

The California school districts eligible to operate adult education programs received approval from the California Department of Education (CDE). CDE provides administrative services, resources, and policy support to local educational agencies to improve performance in secondary education, including middle and high schools, adult education, career technical education, workforce development, and distance learning programs.

CDE consults with adult education administrators / providers to develop and implement strategies, standards, assessment, student data collection, staff development, and practices regarding state & federal adult education program requirements. CDE promotes educational opportunities & activities that encourage employers and educational programs to coordinate literacy training for adults. CDE also monitors activities of adult education state & federally funded programs to facilitate compliance and provide technical assistance activities to schools / agencies.

California Leadership Projects

Three leadership projects work with the CDE Adult Education Office to provide assistance to educators and learners. The links below will lead directly to each project's respective Web site.

What is CASAS?



[Comprehensive Adult Student Assessment System \(CASAS\)](#)

With the CASAS system, agencies can establish measurable goals, place all learners into appropriate instructional levels, document learner progress and outcomes, and report program success to learners, staff, local boards, and policymakers, while meeting the accountability requirements of the WIA Title II program.

What is CALPRO?



[California Adult Literacy Professional Development Project \(CALPRO\)](#)

Fosters continuous program improvement through a comprehensive, statewide approach to high quality professional development for the full range of adult education and literacy providers.

What is OTAN?



[Outreach and Technical Assistance Network \(OTAN\)](#) supports technology, electronic collaboration and distance learning for adult education in California.



For all training opportunities, register at www.CAAdultEdTraining.org

WIA Title II Programs Defined

Adult Basic Education (ABE)

These are classes below the high school level where the primary objective is teaching basic literacy skills. Each course of study describes the focus population; the functioning level of the learners served; the basic literacy taught; and how these skills will be integrated into a standards-based adult education program. Adult education in elementary basic skills should primarily focus on native English speakers whose inability to effectively use these basic skills constitutes a substantial impairment to either obtain or retain employment or to function in society.

English as a Second Language (ESL)

This program of instruction is designed to help individuals of limited English proficiency achieve competence in the English language. The inability to understand, speak, read, or write the English language may constitute a substantial impairment to obtain or retain employment commensurate with their abilities, and interfere with functioning successfully in society.

Adult Secondary Education (ASE or GED)

Adult secondary subjects consist of courses in mathematics, English language arts, history, science, government, and other courses leading to a high school diploma. The GED exam is a high school equivalency test developed by the GED Testing Service of the American Council of Education and approved by the CDE.

High School Diploma

Elementary, basic skills and secondary courses required for high school diploma and to pass the California High School Exit Examination, GED test, or both. The primary objective is for learners to learn basic literacy and numeric skills and enable adults to master high school courses and subjects leading to a diploma or certificate.

Focus Areas Defined

Vocational Literacy (VESL or VABE)

These programs are designed to increase the productivity of the workforce through improved workplace English literacy skills. The curriculum focuses on pre-employment and workplace competencies as well as general English language and communication skills. The curriculum

should provide learners with the necessary basic skills, cognitive skills, and personal and interpersonal qualities important to obtain and retain employment.

ESL-Citizenship

This literacy curriculum is designed to use ESL as a method and citizenship as the content. The program uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the United States Citizenship and Immigration Services (USCIS) written and oral citizenship test. Note: Applicants may choose to provide ESL-focused citizenship classes under Section 231 ESL Citizenship or EL Civics Citizenship Preparation Education; however, they must attend CASAS training to administer the Citizenship Interview test.

Family Literacy (ABE or ESL)

Family Literacy programs provide educational services of sufficient intensity and duration to promote sustainable changes in a family, and integrate all of the following activities: (1) interactive literacy activities between parents and their children; (2) training for parents on becoming the primary teacher for their children and participating as full partners in the education of their children; and, (3) literacy training that leads to economic self-sufficiency.

EL Civics - Citizenship Preparation Education

This program's focus is on literacy skills and uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the USCIS tests. The program also includes outreach services, skills assessment, curriculum development and instruction, naturalization preparation and assistance. Note: Applicants may choose to provide Section 231 ESL Citizenship or EL Civics Citizenship Preparation Education; however, they must attend CASAS training to administer the Citizenship Interview test.

EL Civics - Civic Participation

This program supports the design, creation, implementation, and delivery of instructional activities that either integrate civics education content with existing ESL programs or are stand-alone civic participation programs. Civic Education is an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help learners acquire the skills and knowledge to become active and informed parents, workers, and community members.

Source: www.OTAN.us



For a complete list of eligible programs, see the CA Administration Manual, Section 2.

What are WIA Title II Agencies?

Types of agencies

In California, Adult Education ABE/ASE and ESL programs vary in size and program offerings. Agencies providing Adult Education can be

- School districts
- Community colleges
- Library literacy programs
- Correctional facilities
- County offices of education
- Community-based organizations (CBOs)
- Faith-based organizations

ABE/ASE/ ESL program characteristics

Depending on the size of the program and community needs, agencies may provide

- One ABE/ASE or one ESL class
- More than one hundred classes
- Classes at the main campus
- Classes at an off-agency location
- Different classes for each skill (reading, writing, math, speaking)
- Integrated skill classes
- Single level classes (ABE high, ASE low, ESL Beginning Low....)
- Multi-level classes (learners of multiple levels in the same class)
- Distance Learning classes

ABE, ASE and ESL learners come to your program with

- A wide range of educational and cultural backgrounds
- Specific or generalized goals
- Widely varying levels of basic skills, academic achievement, and English language proficiency

WIA Title II

The Workforce Investment Act (WIA) Title II requires

states to set performance outcome goals, report actual outcomes, and monitor local agency performance.

- Local agencies use CASAS standardized assessments to collect and report student learning gains.
- Local agencies must conduct surveys of core performance measures to collect information on student goal attainment, employment, entering postsecondary, training, or attainment of a high school diploma or General Educational Development (GED).

This process ensures accurate and consistent monitoring of local agency results and provides the baseline data needed to document improvements in literacy skills

How are WIA Title II programs funded?

All grant awards are subject to availability of funds from the federal government. Delays in the receipt of California's allocation may change the date of availability of these funds and delay the approval of an agency's grant and the disbursement of funds. Each agency's grant award is based on the number of payment points earned and the amount of federal funds available in each program funding source. For example, if 30,000 payment points were earned statewide in a resource code and there was \$5 million available for funding that code, the value of each payment point would be \$166.67 ($\$5,000,000/30,000$).

Successful continuing applicants that generated payment points in approved Resource Code categories are eligible to receive at least minimum funding as follows:

Section 225	Section 231	EL Civics
\$10,000	\$10,000	\$10,000

Grant reimbursements by the CDE are contingent upon satisfactory submittal and review of all program deliverables. Agencies are required to submit budgets, expenditure reports, quarterly data, and other deliverables as outlined in the Grant Accountability Requirements and Deliverables section. Grant payments to agencies that do not submit their deliverables by the due dates will be delayed until the agency has submitted the delinquent deliverable(s). If deliverables remain delinquent, the agency will not receive a grant the following year. All assessments and expenditures must be fully documented and available for review by the CDE.

The CDE has changed the expenditure reporting procedures beginning with the 2013-14 program year. Agencies are now required to submit claims for reimbursement four times per year for actual expenses incurred.

Please note: Federal law Title 34 *Code of Federal Regulations* 80.21(i) requires that any interest in excess of \$100 earned by grantees on federal dollars be returned to the United States Department of Education. Grantees shall promptly, but at least quarterly, remit to the CDE all interest earned in excess of \$100 for return to the United States Department of Education.

What are your Agency's funded areas?

For WIA Grant information, go to
Go to <http://www.cde.ca.gov/sp/ae/fg/>



There are four funding focus area(s):

WIA Title II, Section 225

Providers of corrections education or education for other institutionalized individuals.

WIA Title II, Section 231

Providers of adult education and literacy activities

- **Basic Skills (Adult Basic Education – ABE)**
 - Vocational Literacy (VABE)
 - Family Literacy (Family Literacy ABE)

- **English as a Second Language (ESL)**
 - English as a Second Language-Citizenship (ESL-Citizenship)
 - Vocational Literacy (VESL)
 - Family Literacy (Family Literacy ESL)

WIA Title II, Section 231- Adult Secondary Education (ASE)

- High School Diploma
- General Educational Development (GED)

English Literacy and Civics Education (EL Civics)

- Citizenship Preparation - Providers of adult education for citizenship preparation.
- Civic Participation - Providers of adult education for integrated civics education.

Placement into Program

This section will provide a brief overview of how learners enter and move through your program, followed by detailed instructions for each data element of the process.

Local agencies should conduct an orientation or intake interview to determine the learner's appropriate instructional level prior to placement in a class.

Upon placement into an instructional program and entry into a class, local agencies must

- fill out the learner's TOPSpro **Entry Record**
- administer an **Appraisal and Pretest**

The majority of CASAS assessments have **appraisal** tests to place learners in the appropriate pretest.

The **pretest** is administered to the learner as soon as s/he is enrolled into the program, and is used as the baseline measure for the fiscal year.

Post-tests are administered after 70-100 hours of instruction. 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. Testing learners who have fewer than 40 hours of instruction must be reviewed and approved on a case by case basis.

The post-test form is given at the same level or a higher level as the pretest, depending on the learner's pretest score. Multiple post-tests are given throughout the fiscal year to monitor learner progress.

Progress Testing

CASAS designed standardized progress tests to assess learning along a continuum from beginning literacy and English language acquisition through completion of secondary level skills.

Agencies can choose the test series that best meets learner’s goals and the instructional focus of the program. CASAS provides several test series that agencies can use to meet their needs. Each test series has a *Test Administration Manual* (TAM) that provides specific information on administering and scoring tests.

Modality	Series	Level Beg Lit	Level A	Level AX	Level B	Level C	Level D	
Reading	<i>Life & Work</i>	27R 28R	81R 82R	81RX 82RX	83R 84R	85R, 86R 185R, 186R	187R 188R	
	<i>ECS</i>		11R 12R		13R, 14R, 114R	15R, 16R, 116R	17R 18R	
	<i>WLS</i>		951R 952R	951X 952X				
	<i>Citizenship</i>							
	<i>Secondary Level Assessment</i>							513R 514R
Listening	<i>Life & Work</i>		81L 82L		83L 84L	85L 86L		
Math	<i>Life Skills</i>		31M 32M		33M 34M	35M 36M	37M 38M	
	<i>ECS</i>		11M 12M		13M 14M	15M 16M	17M 18M	
	<i>WLS</i>				213M 214M	215M 216M		
	<i>Secondary Level Assessment</i>							505M 506M

Adult literacy providers may not use appraisals as a pretest or to measure learner progress. Each CASAS test administration manual includes specific recommendations about which level of pretest to administer, based on the appraisal test score.

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 pretest (e.g., less than 20 minutes) while increasing the amount of time on a post-test (e.g., 40-60 minutes)
5. Deleting test answers on the pretest 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 the identification 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

Uniform Test Administration Times

CASAS designed pretests and post-tests so that most learners are able to complete a test in one hour or less. 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. Testing should not occur before at least 40 hours of instruction. The testing of learners who have fewer than 40 hours of instruction must be reviewed and approved on a case by case basis.

California Assessment Policy

The **California Assessment Policy** provides guidelines for standardized assessment practices in California's adult literacy programs. It includes assessment guidelines for local WIA II programs to administer pre-tests and post-tests, as well as which specific assessments are authorized for California accountability purposes.

The CDE/AEO requires all WIA Title II funded local adult literacy providers to:

- sign an annual test security agreement.
- test **all learners** enrolled in WIA Title II programs

The CDE assessment policy guidelines include:

- Selection and use of appropriate assessment instruments
- Appropriate test administration, scoring, and reporting of test scores
- Appropriate use of test results to inform instruction and improve instructional program outcomes
- Reporting valid and reliable assessment results and related information for accountability to local, state, and federal funding sources and policymakers
- Training required to administer CASAS tests
- Guidelines for providing accommodations for learners with disabilities
- Students must have a minimum of 40 hours of instruction before Post-testing.



Download the [CA Assessment Policy](#)

Local Assessment Policy

Each agency is required to develop a **Local Assessment Policy** to describe:

- your agency's guidelines for standardized assessment practices
- the assessments your agency uses
- when your agency administers pretests and post-tests
- what training is provided for your staff that administer assessments, collect and report data

This Local Assessment Policy must be updated each year. Your agency does not send a copy to the CDE, but needs to have it at the agency and provide it to the CDE upon request.

The CDE website provides a Local Assessment Policy template for you to use. This tool not only provides the document required, but also works as a tool for your agency to delineate each aspect of collecting your agency's data, assigning staff responsible for each step, and training requirements, thus ensuring complete and quality data that reflects your agency's successes.



Download the [Local Assessment Policy Template](#)

Required Training

According to California Department of Education (CDE) policy, all WIA Title II 225/231 and EL Civics funded agencies in California are *required to attend at least one CASAS Implementation and one California Accountability training workshop each program year* – either in person at a regional training or via the Web. There is no fee for these trainings. Agencies are encouraged to attend as many different sessions as they wish.

Implementation Options:

- ***Initial Implementation Training***

Online self-paced course or face-to-face

Participants learn how to administer CASAS tests, how to score and interpret test results, and how to use curriculum support materials to enhance instruction.

- ***Beyond Implementation Training***

Online self-paced course or face-to-face

This training builds on *CASAS Initial Implementation* to provide additional resources and tools that agencies may want to incorporate into their plans.

If you have completed Initial Implementation Training and Beyond Implementation Training, you can substitute one of these trainings for the IT requirement:

- California Assessment Policy
- Using Test Results to Inform Instruction (Users Handbooks)
- Intro to eTests Online
- eTests Jump Start

California Accountability Options:

- ***California Accountability for New Users***

Face-to-Face or Web-based

This session outlines the requirements of a WIA Title II funded agency.

- ***California Accountability for Experienced Users***

Face-to-Face or Web-based

This session presents the basic accountability material at a faster pace for California agencies included in the WIA Title II grant. To attend this session, participants must have previously attended Web-based or regional Accountability Training.

Accommodation Guidelines

Refer to *Guidelines for Providing Accommodations for CASAS Assessment for Learners with Disabilities* in your test administration manual for alternate test forms available and for a full list of approved accommodations.

[Guideline for Using Accommodations using CASAS Assessments for Learners with Disabilities](#)

Disability	Test Administration Procedures	CASAS Test Forms Available	CASAS Test Forms in Development
<i>Specific Learning Disability and/or ADHD such as dyslexia, dyscalculia, receptive aphasia, hyperactivity, written language disorder, attention deficit disorder</i>	<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 Citizenship Interview Test Large-Print Answer Sheets for Reading for Citizenship CASAS eTests® 	<ul style="list-style-type: none"> <i>Low-Level Literacy Forms in CASAS eTests® (with touch screen)</i>
<i>Deaf or Hearing Impairment</i>	<ul style="list-style-type: none"> Sign language interpreter for test directions only Head phones for those taking a listening test 		
<i>Blind or Visual Impairment</i>	<ul style="list-style-type: none"> Magnifier Template Text-to-speech software 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) 	<ul style="list-style-type: none"> Level B/C Reading test in contracted Braille format Audio Version
<i>Mobility Impairment</i>	<ul style="list-style-type: none"> Extended time Alternate site/equipment Scribe/writer Communication board 	<p style="text-align: center;"><i>Refer to page 26 in the CA Admin Manual for complete information regarding approved test accommodations.</i></p>	
<i>Emotional/Mental Disability such as bipolar disorder and major depression</i>	<ul style="list-style-type: none"> Extended time Supervised breaks Private room Limit testing per day 		
<i>Intellectual and Developmental Disabilities such as traumatic brain injury, autism, cerebral palsy, epilepsy, mental retardation</i>	<ul style="list-style-type: none"> One-on-one administration Extended time 	<ul style="list-style-type: none"> <i>Adult Life Skills Color-Photo Forms 312 - 352</i> <i>POWER Forms 301-307</i> <i>Beginning Literacy Forms 27-28</i> 	<ul style="list-style-type: none"> <i>Low-Level Literacy Forms in CASAS eTests® (with touchscreen)</i>

Data Requirements for

WIA Title II Programs

California agencies use a computer-based management information system called *Tracking of Programs and Students Enterprise*, or **TE**, to track and process CASAS data. Collect learner data using *TOPSpro software* continually from July 1 to June 30.

All agencies must complete an Entry Record for each learner and Update Record for all learners attending 12 or more hours of instruction, and pre/post-tests for all learners in all WIA Title II programs (ABE, ESL and ASE.)

See California Administration Manual, Section II, page 8, "Data Requirements for WIA Title II Programs" for complete information.



TE

Information from Entry, Update, and Test Records is monitored through this software program.

TE can generate reports for students, teachers, and administrators. It also compiles data to meet reporting requirements.

TE provides reports that help instructors target appropriate instruction based on what skills students have and need to have for level completion.

The *TE Management Information System*:

- Scores CASAS tests
- Identifies missing information in data collection
- Tracks student progress and goal attainment
- Suggests the test level for the next test
- Identifies inaccurate scores
- Generates reports for students, teachers, administrators and funding sources

Every Learner Needs...

Entry Record

Created upon entry into the program

Entry Records are required for every learner in your agency and include fields to collect demographics, such as learner gender and date of birth, and programmatic fields, such as instructional program and primary and secondary goals. These records are used to monitor the learner's reasons for enrollment, help determine whether the learners' needs are being met by your agency. Entry Records are required for federal funding.

Update Record

Created after 12 or more hours of instruction

An Update Record provides important information about a learner's accomplishments in your program, including progress, instructional level at time of update, and goal attainment. Teachers complete an Update Record to document completed learner outcomes.



Sample Entry Record, Update Record and Test Record; see CA Admin Manual Appendix Section B

Accountability Definitions

Entry Record - created upon entry into program

- Assist the learner in selecting the appropriate primary and secondary goals attainable within the current program year.
- Assist the learner in selecting the appropriate labor force status.

Pretest - The first accurate test that a student completes.

- Use an appraisal to appropriately assign students the pretest.

Post-test - Any test that a student completes that comes after their first accurate test.

- Wait a minimum of 40 class hours before post-testing. 70 - 100 hours is preferable.

Update Record - created after 12 or more hours of instruction

- Mark the appropriate learner status, progress, instructional level, and reason for exiting
- Assist the learner in selecting the special program Distance Learning, if applicable.
- Mark the personal status selection "Concurrently enrolled in high school/K-12" for the appropriate learners

Pretest/Post-Test –

All learners, all WIA Title II Programs

The *pretest* is given upon entry into the program. “Pretest” denotes the first CASAS test administered to learners after an appraisal. The pretest measures the learners’ levels of performance at the beginning of your class. The results of the pretest help determine the learning needs of your learners and help guide instruction.

Each learner takes a minimum of two (2) CASAS tests while enrolled: a pretest and a post-test. Additional post-tests may be administered throughout the year to continue to monitor progress.

The *post-test* measures learners’ level of improvement after completing a substantial number of hours in your class. These test results help you monitor the progress the learner is making in your class.

Testing learners with standardized tests helps place learners in the appropriate class or level, measure learning gains from one test to the next, and provide information regarding strengths and weaknesses in particular skill areas. California agencies use reading and listening learning tests to meet federal requirements for ESL programs, and reading and math tests for ABE/ASE programs.

You must be trained to administer these tests by someone at your agency that has been certified by CASAS. Only staff members who have completed the CASAS Implementation Training may train you. These test trainers must re-certify their training each year.

It is important to remember that if a reading pretest is administered, the post-test must also be a reading test in the same series; a listening pretest must be followed by a listening post-test. Test modalities are not interchangeable. However, you may pre- and post-test with a reading test **and** a listening test. Check with your agency to find out what guidelines have been determined for your agency.

Each CASAS test series has its own *Test Administration Manual*. It is very important to refer to the *Test Administration Manual* of test series you are using, as score charts and testing instructions are different for each test series.

The image displays three overlapping forms from the CASAS system, used for tracking learner progress. The top form is the 'Entry Record' (TOPS-000), which includes fields for 'Student Name', 'Age', 'Sex', 'Race/Ethnicity', and 'Date of Birth'. Below these are checkboxes for 'Pretest' and 'Post-Test' status. The middle form is the 'Test Record' (TRUS-000), which contains a grid for recording test scores across various categories like 'Reading', 'Listening', 'Writing', and 'Speaking'. The bottom form is the 'Update Record' (TOPS-000), which is a more detailed form with multiple sections for 'Instructional Level', 'Skill Level', and 'Reason for Update'. It includes numerous checkboxes for reasons such as 'Completed', 'Promoted', 'Relocated', or 'Other'.

EL Civics (English Literacy and Civics Education)

Funding reserved under the Adult Education and Family Literacy Act (AEFLA) for projects that include integrated instructional programs and services that incorporate both English literacy instruction and civics education. In California, EL Civics includes Civic Participation and Citizenship Preparation focus areas.

Civic Participation

This program area supports the design, creation, implementation, and delivery of instructional activities that either integrate civics education content with existing ESL programs, or are stand-alone civic participation programs. The programs should connect literacy to the lives of learners and reflect their experiences as community members, parents, and participants in the workforce. Through these programs, adults understand and deal with social issues through community research projects, collecting and analyzing information, and interpreting findings in ways that connect school-based learning with personal knowledge and community experience.

Needs Assessment

Each agency is strongly encouraged to complete the *Student Needs Assessment Summary Form* (see link on EL Civics Web site). Your CDE Consultant and CASAS WIA II/EL Civics Program Specialist may request to review your form and findings during a field evaluation and/or technical assistance visit.

Agencies should examine these assessments to identify the highest priority needs of their learners. Continuous assessments are vital to the selection of relevant civic objectives and additional assessment plans.

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

A. Civic Objectives

All agencies with a Civic Participation program will use information gathered from their community and needs assessments to select from the pre-approved list, or develop up to six measurable civic objectives. Each civic objective should require the learners to participate in real or simulated interaction in the local community. The instruction should be focused on student-identified civic issues in the following content areas: consumer economics, community resources, health, employment, and government and law. *Contact your CDE Consultant if your agency needs to select fewer than three or more than six objectives.*

B. Language and Literacy Objectives

Agencies must identify language and literacy objectives within their civic objectives. These language and literacy objectives must also identify the appropriate language and literacy skill level(s) of their learners.

C. Additional Assessments

For each civic objective, an agency must use an additional assessment that will assess the learner mastery of the objective. Agencies are required to select or develop additional assessments for civic objectives, not for each language and literacy objective. Valid additional assessment outcome data must be preceded by a minimum of 30 hours of instruction.

Assessments described in the additional assessment plan must (1) measure learner mastery of an identified civic objective that cannot be effectively measured by standardized multiple choice or paper and pencil tests, and (2) document attainment of clearly identified, observable, measurable, and meaningful outcomes.

Each additional assessment plan must:

- Identify the civic objective
- Specify the type of assessment (oral, written, listening, reading, etc.)
- 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 that determines passing scores for each instructional level for which the assessment is being used.

Citizenship Preparation Education

The focus of this program is on ESL literacy skills. The program uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the USCIS (formerly INS) written and oral citizenship test. The program will also include outreach services, skills assessment, curriculum development and instruction, professional development, naturalization preparation and assistance, and program evaluation.

- The **Citizenship Interview Test (CIT)** is a one-on-one oral assessment that simulates the citizenship applicant's English-language interview with a USCIS examiner. Agencies can earn an additional payment point for qualified learners.
- The **Government and History for Citizenship** tests reveal how much learners know about American government and history. Agencies can earn an additional payment point for qualified learners.
- The **Reading for Citizenship** test series is designed to motivate beginning readers to improve their citizenship-focused reading skills. Can be used as a pre/post-test in lieu of the 81R/82R and 81RX/82RX Life and Work tests.



More detailed information on civic and language and literacy objectives is available in video format online at <http://www.cde.ca.gov/sp/ae/> under the Federal Grants Administration section. Click on *EL Civics Program Implementation* under Training and Technical Assistance on the right hand side, click on Civic Participation Implementation Video—or you can contact CASAS (Comprehensive Adult Student Assessment Systems) at (800) 255-1036 to request a DVD of the video.

EL Civics Objectives and Additional Assessment Plans Submittal Process

Submit EL Civics Objectives online at <https://www.casas.org/elc/> > Civic Objectives and Additional Assessment Plans—Selection Process. Complete directions are provided. In 2013-2014, agencies have the following options and time lines for the selection:

• **All Options – October 31** – At least one civic objective and additional assessment plan must be submitted

Option 1:

- **April 30** – Last date to add, edit or delete Option 1 COAAPs
- Select pre-approved civic objectives and additional assessment plans (COAAPs). These will be automatically approved upon electronic submission.

Option 2:

- **April 30** – Last date to add, edit or delete Option 2 COAAPs
- Enter revised approved COAAPs. These can be either revised pre-approved COAAPs or revised previously approved Option 2 or Option 3 COAAPs.*

Option 3:

- **January 31** – Last date to submit Option 3 COAAPs (The CDE approval process may take up to 60 days.)
- Enter new agency-created objectives and additional assessment plans.*

** Options 2 and 3 require agencies to consult with their CASAS WIA II/EL Civics 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. Once submitted, these COAAPS will enter the approval process.*

Technology Plan

Agencies funded for EL Civics must submit a **Technology Plan** each year. For guidelines on Technology Plan submission, go to <https://www.casas.org/elc/> > Civic Participation Technology Plan

Payment Points

231/225 Programs

- Includes all achievements that can result in a payment under the grant and focus area
- Three types:
 1. Benchmarks
 2. SODS (Student Outcome Datasets)
 3. Transition Outcomes

Benchmarks

- **Complete a Level** (*NRS Federal Table 4, Column D*)
- **Advance One or More Levels** (*NRS Federal Table 4, Column E*)
- **Pass the California High School Exit Exam (CAHSEE)**
- **Completion of GED or high school diploma**

Complete a Level

Earned when learner makes sufficient pre-/post test gains to complete a level on NRS Federal Table 4 (Column D)

- Earned in only one test modality (either reading, listening or math)
- Earned only once per student, per fiscal year
- Calculated by first accurate pretest to highest appropriate post-test

Two Level Advancement

Earned when learner makes sufficient pre-post-test gains to advance one or more levels on NRS Federal Table 4 (Column E)

- Earned in only one test modality (either reading, listening or math)
- Earned only once per student, per fiscal year
- Calculated by first accurate pretest to highest appropriate post-test
- Learner must continue in program after completing a level

ABE/ASE Payment Points

NRS Levels for Basic Skills (ABE)	CASAS Scale Score Range	CASAS pretest scaled score range for California Payment Point	CASAS post-test score required to Complete a Level	CASAS post-test score required to Advance One or More Levels
<i>Beginning Adult Basic Education Literacy</i>	200 and below	180 and below	180	181
		181 – 190	190	191
		191 – 200	200	201
<i>Beginning Basic Education</i>	201 – 210	201 – 210	210	211
<i>Low Intermediate ABE</i>	211 – 220	211 – 220	220	221
<i>High Intermediate ABE</i>	221 – 235	221 – 235	235	236
<i>Low Adult Secondary Education</i>	236 – 245	236 – 245	245	246
<i>High Adult Secondary</i>	246 and above		246 +	Earn HSD/GED

ESL Payment Points

NRS Levels for ESL	CASAS Scale Score Range	CASAS pretest scaled score range for California Payment Point	CASAS post-test score required to Complete a Level	CASAS post-test score required to Advance One or More Levels
<i>Beginning ESL Literacy</i>	180 and below	180 and below	180	181
<i>Low Beginning ESL</i>	181 – 190	181 – 190	190	191
<i>High Beginning ESL</i>	191 – 200	191 – 200	200	201
<i>Low Intermediate ESL</i>	201 – 210	201 – 210	210	211
<i>High Intermediate ESL</i>	211 – 220	211 – 220	220	221
<i>Low Advanced ESL</i>	221 – 235	221 – 235	235	236

GED Benchmarks

- GED learners must pass all five sections
- Must mark “Passed GED” on Update Record
- Passing the Spanish GED is acceptable for GED benchmark attainment
- GED learners must use their Social Security number (SSN) or GED ID
- CDE will perform a data match for GED learners to determine benchmark payments
- Note: Effective in 2014, the GED will include four sections instead of five, and will require a 32-digit GED ID

HSD Benchmarks

- High school diploma students can earn two separate payment points; one for passing the California High School Exit Exam (CAHSEE) and one for earning the High School diploma
- A student earns one payment point for passing the Math section of the CAHSEE and/or passing the Language Arts sections
 - Record CAHSEE results in “Education and Results” section of the TE Student Demographics record
- Must mark “Earned HS diploma” on Update Record
- Maintain certified list of high school diploma learners

Student Outcome Data Sets (SODS)

Civic Participation

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

Citizenship Preparation

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

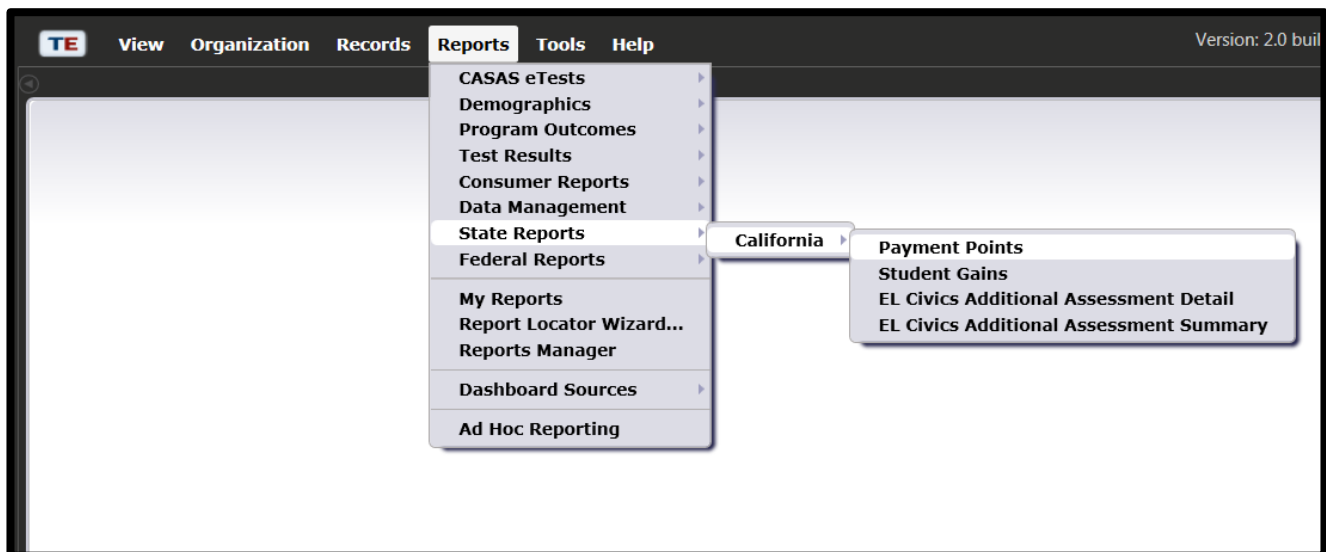
Transition Outcomes

- Awarded when a student completes one of three Federal Table 5 outcomes.
- Learner meets all criteria for one of three NRS core performance cohorts (*Enter Employment, Retain Employment, Enter Postsecondary*)
- Learner is randomly selected for survey sampling using the *TE California Core Performance Wizard*
- Agency identifies learner using the wizard and sends that person a follow-up survey via mail, e-mail, or phone
- Learner returns survey to agency and reports a positive outcome (successfully gets a job, enrolls in training, etc.)

Reports: Payment Points

These reports should be reviewed at least every quarter.

- *Payment Points Summary* report
- *Payment Points Totals* report
 - displays quantity and totals for each instructional program and focus area
- *Payment Points Audit Report*
 - Displays information on students dropped from reports
- *Payment Points Monitor* report



Note: The **2013-14 Payment Point Reports are in development. Agencies will be notified when these reports are available.*

California WIA Title II Deliverables

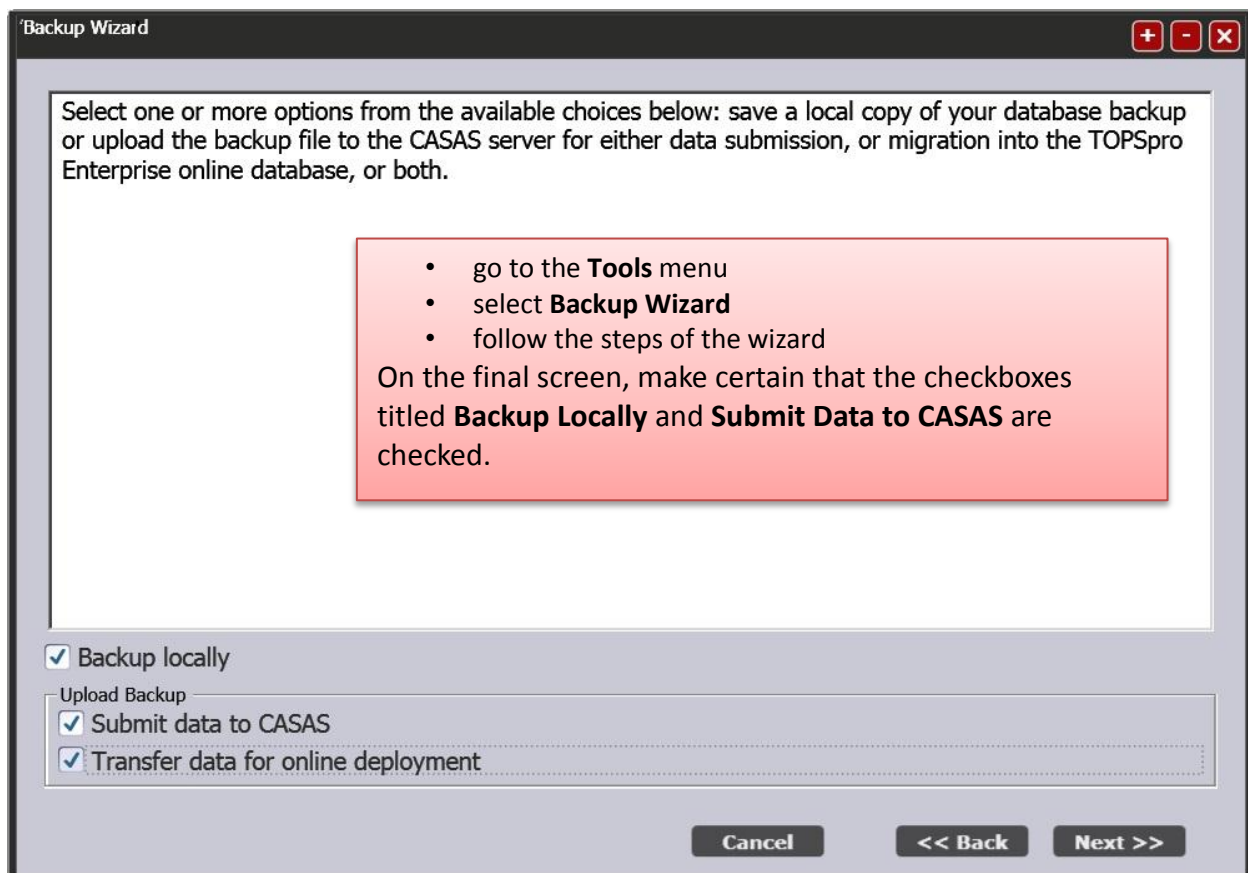
The CDE contracted CASAS to provide training, data collection materials, and technical assistance to meet the accountability requirements for WIA Title II Sections 225, 231, and English Literacy and Civics Education (EL Civics) funded agencies. These agencies receive Tracking of Programs and Students (TOPSpro®) software, data collection forms, and test booklets at no cost.

CA WIA Title II Deliverables		
October 31	1st Quarter Data Submission <i>July 1 to September 30</i>	<ul style="list-style-type: none"> • TOPSpro data submission • Data Integrity Report • Submission of EL Civics Objectives and Additional Assessment Plans • 1st Quarter Expenditure Report/Claim Document
January 31	2nd Quarter Data Submission <i>July 1 to December 31</i>	<ul style="list-style-type: none"> • TOPSpro data submission • Data Integrity Report • 1st Quarter Core Performance Follow-Up Surveys • EL Civics Technology Plan • 2nd Quarter Expenditure Report/Claim Document
April 30	3rd Quarter Data Submission <i>July 1 to March 31</i>	<ul style="list-style-type: none"> • TOPSpro data submission • Data Integrity Report • 2nd Quarter Core Performance Follow-Up Surveys • Final submission for approval EL Civics Objectives and Additional Assessment Plans • WIA Title II Program Implementation Survey • 3rd Quarter Expenditure Report/Claim Document
August 15	Year-end Data Submission <i>July 1 to June 30</i>	<ul style="list-style-type: none"> • TOPSpro data submission • Data Integrity Report • 3rd Quarter Core Performance Follow-Up Survey • Payment Points Summary Report • End-of-Year Certification Letter • Final Expenditure Report • AE Personnel Wizard
September 30		<ul style="list-style-type: none"> • 4th Quarter Core Performance Follow-Up Surveys

TOPSpro Data Submission

Due: Quarterly

- If using **TE online**, once you submit your agency's **Data Integrity Report**, CASAS will consider your data to be complete and submitted. No separate submission needed.
- If using **Desktop version**, submit electronically using the Backup Wizard in TE or mail disk to: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123-4339



Data Integrity Report

Due Quarterly

Submit one of three ways:

- Email: capm@casas.org
- Fax: 858-292-2910
- Mail: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123-2339

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Data Integrity
by Agency
Page 1 of 2
DHK2

Agency: 4908 - Rolling Hills Adult School

Summary Information	
Total WIA Title II Learners	347
Total concurrent learners in WIA Title II programs	6
Total Learners eligible for WIA Title II	341

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	1	0
02 Less than 12 Hours of Instruction	53	16
02a Zero or Empty Hours of Instruction	50	15
02b Total hours between 1-11 hours	3	1
03 No Highest Year of School/Degree Earned	35	10
03a No Highest Year of School	33	10
03b No Highest Degree Earned	7	2
03c Learners marked Degree or Diploma Earned but no Years of Schooling	6	2
03d Degree earned marked as outside U.S., but not Highest Year of School	13	4
04 No Gender	1	0
05 No Race/Ethnicity	5	1
06 Total Reported Labor Force Status	234	69
06a Total 'Employed'	93	27
06b Total 'Unemployed'	96	28
06c Total 'Not employed not seeking work'	42	12
06d Total 'Retired'	3	1
06e Total missing Labor Force Status	107	31
07a No Entry Record (Missing Student Enrollment)	10	3
07b No Update (Missing Follow-up Outcome)	61	18
08 No Pretest	82	24
09 No Post-Test	125	37
10 No Valid Paired Tests (Federal Table 4 and 4b only)	123	36
11a Total eligible for NIS core performance follow-up cohorts	45	13
11b Total eligible for NIS core performance follow-up cohorts but did not 'exit program'	162	48
12a Number eligible for Enter employment cohort	22	6
12b Eligible for Enter employment but did not exit program	24	7
12c Number eligible for Retain employment cohort	23	7
12d Eligible for Retain employment but did not exit program	90	26
13a Number eligible for GED/high school diploma cohort	3	1
13b Eligible for GED/high school diploma but did not exit program	4	1
14a Qualified for high school diploma cohort with a pretest of 246+	1	0
14b Qualified with self-selected level of ACE High	2	1
14c Qualified for high school diploma cohort but scored lower than 236 on all CASAS tests	1	0
14d Enrolled in HSD program but did not qualify for high school diploma cohort	14	4
15a Number eligible for Post-secondary cohort	19	6
15b Eligible for post-secondary but did not exit program	76	22
15c Qualified with highest degree earned = GED, high school diploma, or some college, no degree	14	4
15d Qualified with Passed GED or Earned high school diploma on Update Record	5	1
15e Qualified with enrollment in designated Transitions class	0	0
16 Passed GED or high school diploma on Update Record but did not place in any core performance cohort	5	1
17 No Primary Goal	17	5
18 No Secondary Goal	26	8
19 Total Status Updates	283	82
19a Total 'Retained in Program'	215	63
19b Total 'Left Program'	63	18
19c Total 'No show'	2	1
19d Total Missing Update Status	63	18
20 Work-based Project	1	0
21 Learners with a pretest in the conservative estimate range	13	4
22 Learners with a pre-/post-test pair but less than 40 hours of instruction	36	11

The Data Integrity Report

This report should be reviewed at least every month.

The *Data Integrity Report* provides programs with an evaluative tool to evaluate their data collection efforts.

The report displays 22 data items that help agencies meet State and Federal reporting requirements:

- CA Payment Points
- Federal Tables
- Core Performance
- NRS data quality standards

CASAS		Data Integrity		Page 1 of 2	
08/19/2013 21:38:20		by Agency		DIR2	
Agency: 4908 - Rolling Hills Adult School					
Summary Information					
Total WIA Title II Learners	347				
Total concurrent learners in WIA Title II programs	6				
Total Learners eligible for WIA Title II	341				
Item Description	Item Count	Item Percent			
01 Missing Birthdate or outside 16-110	1	0			
02 Less than 12 Hours of Instruction	53	16			
02a Zero or Empty Hours of Instruction	50	15			
02b Total hours between 1-11 hours	3	1			
03 No Highest Year of School/Degree Earned	35	10			
03a No Highest Year of School	33	10			
03b No Highest Degree Earned	7	2			
03c Learners marked Degree or Diploma Earned but no Years of Schooling	6	2			
03d Degree earned marked as outside U.S., but not Highest Year of School	13	4			
04 No Gender	1	0			
05 No Race/Ethnicity	5	1			
06 Total Reported Labor Force Status	254	69			
06a Total 'Employed'	93	27			
06b Total 'Unemployed'	96	28			
06c Total 'Not employed not seeking work'	42	12			
06d Total 'Retired'	3	1			
06e Total missing Labor Force Status	107	31			
07a No Entry Record (Missing Student Enrollment)	30	9			
07b No Update (Missing Follow-up Outcomes)	61	18			
08 No Pretest	82	24			
09 No Post-Test	125	37			
10 No Valid Paired Tests (Federal Table 4 and 4b only)	123	36			
11a Total eligible for NRS core performance follow-up cohorts	45	13			
11b Total eligible for NRS core performance follow-up cohorts but did not 'Exit program'	182	53			
12a Number eligible for Enter employment cohort	22	6			
12b Eligible for Enter employment but did not exit program	74	22			
13a Number eligible for Retain employment cohort	23	7			
13b Eligible for Retain employment but did not exit program	90	26			
14a Number eligible for GED/high school diploma cohort	3	1			
14b Eligible for GED/high school diploma but did not exit program	4	1			
14c Qualified for high school diploma cohort with a pretest of 246+	1	0			
14d Qualified with self-selected level of ASE High	2	1			
14e Qualified for high school diploma cohort but scored lower than 236 on all CASAS tests	1	0			
14f Enrolled in HSD program but did not qualify for high school diploma cohort	14	4			
15a Number eligible for Post-secondary cohort	19	6			
15b Eligible for post-secondary but did not exit program	76	22			
15c Qualified with highest degree earned = GED, high school diploma, or some college, no degree	14	4			
15d Qualified with Passed GED or Earned high school diploma on Update Record	5	1			
15e Qualified with enrollment in designated Transitions class	0	0			
16 Passed GED or high school diploma on Update Record but did not place in any core performance cohort	5	1			
17 No Primary Goal	17	5			
18 No Secondary Goal	26	8			
19 Total Status Updates	280	82			
19a Total 'Retained in Program'	215	63			
19b Total 'Left Program'	63	18			
19c Total 'No show'	2	1			
19d Total Missing Update Status	61	18			
20 Work-based Project	1	0			
21 Learners with a pretest in the conservative estimate range	13	4			
22 Learners with a pre-/post-test pair but less than 40 hours of Instruction	36	11			

Data Integrity Report Check

This data should be reviewed at least each quarter.

- **Area of Focus** indicates which state or federal reporting requirements are affected.
 - **FT** = Federal Tables
 - **PP** = California Payment Points
 - **CP** = Core Performance Measures Follow-Up

Area of Focus	Item	Notes
Summary Totals		
FT/PP/CP	Total WIA Learners	Specific totals in these fields normally do not help indicate +/- performance, but it is good to cross check these totals with the PP reports and FT 4.
FT/PP/CP	Total concurrent learners in WIA II programs	
FT/PP/CP	Total Learners eligible for WIA Title II	
Items		
FT/PP/CP	1. Missing Birthdate or outside 16-110	Basic demographics field. This item is required, and should always be low, even if it is early in the year.
FT/PP/CP	2. Less than 12 Hours of Instruction	Like the demographics fields, this should generally be very low, but with a couple of key differences: <ul style="list-style-type: none"> • If early in the year, these numbers will always be high, and these totals do not reflect anything notable about the agency's performance. • After the 2Q data submission, these numbers should begin to tighten up • For certain agencies with "highly transient" students, these numbers may always be high. Need to probe agency to determine whether numbers can be improved with better data collection, or whether high numbers are just due to transient population • Number will be high for agencies using
FT/PP/CP	a. Zero or Empty Hours of Instruction on Update Record	
FT/PP/CP	b. Total hours between 1-11 hours	

Area of Focus	Item	Notes
		<p>CASAS eTests, where a student completes a pretest at orientation but never returns</p> <ul style="list-style-type: none"> We always discourage agencies from deleting records for any reason, and suggest that it is better to live with high totals on the DIR than delete a bunch of records haphazardly
FT/CP	3. No Highest Year of School/Degree Earned	Basic demographics field. Like item #1, this one is a critical field and should always be very low.
FT/CP	a. No Highest Year of School	
FT/CP	b. No Highest Degree Earned	
FT/CP	c. Learners marked Degree or Diploma Earned but no Years of Schooling	These are low priority issues, and will usually be low frequency, but in some instances can be difficult ones for the agency to correct.
FT/CP	d. Degree earned marked as outside U.S., but not Highest Year of School	
FT	4. No Gender	Basic demographics field. Like item #1, these are required fields and should always be very low.
FT	5. No Race/Ethnicity	
FT/CP	6. Total Reported Labor Force Status	Basic demographics field. Like item #1, this one is a critical field and should always be very low.
FT/CP	a. Total 'Employed'	<ul style="list-style-type: none"> Unless it is a jail/225 funded agency, 'Employed' and 'Unemployed' should be much higher than 'Retired' or 'Not seeking work.' 'Retired' is a subset of 'Not seeking work,' so 'Not seeking work' should always have a higher item count than 'Retired'
FT/CP	b. Total 'Unemployed'	
FT/CP	c. Total 'Not employed not seeking work'	
FT/CP	d. Total 'Retired'	
FT/CP	e. Total missing Labor Force Status	<ul style="list-style-type: none"> Basic demographics field. Like item #1, this one is a critical field and should always be very low. When performing a quality check, it is important to review item 6e rather than 6, as 6e is the item that actually indicates "what's missing"

Area of Focus	Item	Notes
FT/CP/PP	7a. No Entry Record (Missing Program Enrollment)	<p>Based on TE data structure, this item should always be low. If it is high, it usually reflects a problem with how the database is setup rather than an actual problem with missing Entry Records</p> <ul style="list-style-type: none"> This item is much less important in TE than it was in TOPSpro – partially because of the TE data structure, also because it is no longer a payment points drop reason – so in general, agencies place a higher value on this item than really necessary.
FT/CP/PP	7b. No Update (Missing Follow-up Outcomes)	<p>Like #7a, this item is much less important in TE than it was in TOPSpro – for the same reasons.</p> <ul style="list-style-type: none"> The NRS requirement for “update” is to indicate whether student is exit/retained, so this item count should relate closely with item 19d Missing Update Status.
FT/CP/PP	8. No Pretest	<p>Agencies should pretest upon enrollment, so this item should always be very low.</p> <ul style="list-style-type: none"> This is another item like “hours” where it is possible high numbers may be due to transient population rather than missing tests.
FT/CP/PP	9. No Post-Test	<p><i>Without question, the #1 most common problem for technical assistance agencies.</i></p> <ul style="list-style-type: none"> CA statewide persistence rate in 2011-12 was 72%, so percentage in this area should be 28% or lower. Use this item in conjunction with the Persister report to pinpoint programs/levels that are of the highest concern.
FT	10. No Valid Paired Tests (Federal Table 4 and 4B only)	<p>Usually this item is very closely related to item #9</p> <ul style="list-style-type: none"> Key different between #9 and #10 is that item #10 is only pertinent to the Federal Tables, where some learners at ASE levels with pre/post-test pairs show as “missing” because they did not earn HS diploma or GED; while others may be assigned with “valid pairs” by completing a pretest and earning the diploma or GED.

Area of Focus	Item	Notes
		<ul style="list-style-type: none"> Historically this distinction has gone unnoticed, but is an increasing source of concern over the last year.
FT/CP	11a. Total eligible for NRS core performance follow-up cohorts	Item #11 summarizes data across all four NRS core performance cohorts and is a good source for a “quick glimpse” of how well the agency is collecting the data needed for Table 5.
FT/CP	11b. Total eligible for NRS core performance follow-up cohorts but did not ‘Exit program’	<ul style="list-style-type: none"> #11b is the best source for determining whether Update Status is a barrier to the agency’s core performance results.
FT/CP	12a. Number eligible for <i>Enter employment cohort</i>	These items provide essentially the same information as items 11a/11b but break by specific NRS cohort.
FT/CP	12b. Eligible for <i>Enter employment cohort</i> but did not exit program	
FT/CP	13a. Number eligible for <i>Retain employment cohort</i>	
FT/CP	13b. Eligible for <i>Retain employment cohort</i> but did not exit program	
FT/CP	14a. Number eligible for <i>Obtain Secondary cohort</i>	These items also provide essentially the same information as items 11a/11b but break by specific NRS cohort.
FT/CP	14b. Eligible for <i>Obtain Secondary cohort</i> but did not exit program	<ul style="list-style-type: none"> These totals may not be as straightforward to agencies as this cohort is not part of the follow-up survey process. This figure may also be misleading as it does not include all variables used in GED data match.
FT/CP	14c. Qualified for <i>high school diploma cohort</i> with a pretest of 246+	These items are extremely detailed and probably more valuable for training than determining an agency’s need areas. If this becomes a primary focus area for an agency, then it is probably doing extremely well.
FT/CP	14d. Qualified for <i>high school diploma cohort</i> with self-selected level of ASE High	
FT/CP	14e. Qualified for <i>HS diploma cohort</i> but scored lower than 236 on all tests	

Area of Focus	Item	Notes
FT/CP	14f. Enrolled in HSD program but did not qualify for <i>high school diploma cohort</i>	
FT/CP	15a. Number eligible for <i>Post-secondary cohort</i>	<ul style="list-style-type: none"> • These items provide essentially the same information as items 11a/11b but break by specific NRS cohort.
FT/CP	15b. Eligible for <i>Post-secondary cohort</i> but did not exit program	
FT/CP	15c. Qualified with highest degree earned = GED, high school diploma, or some college, no degree	<ul style="list-style-type: none"> • These items are extremely detailed and probably more valuable for training than determining an agency's need areas. If this becomes a primary focus area for an agency, then it is probably doing extremely well.
FT/CP	15d. Qualified with Passed GED or Earned high school diploma on Update Record	
FT/CP	15e. Qualified with enrollment in designated Transitions class	
FT/CP	16. Passed GED or high school diploma on Update Record but did not place in any core performance cohort	<ul style="list-style-type: none"> • This is usually a “subset” of the detailed listings under items 14 & 15, but higher priority than those other details, as this represents a specific group of students who theoretically should qualify.
FT	17. No Primary Goal	<ul style="list-style-type: none"> • Learner goals no longer required for Federal Table 5, but still essential to good instruction and an effective adult educational program.
FT	18. No Secondary Goal	
FT/CP	19. Total Reported Status Updates	<p>Mandatory field. Like items #3 and #6, this is a critical field that should indicate low missing totals.</p> <ul style="list-style-type: none"> • As opposed to items #3 and #6, this is an Update field rather than an Entry field – so most agencies will have a lot of students missing in the 1Q-2Q.
FT/CP	19a. Total “Retained in Program”	<p>Unless it is a Jail/225 program, there should be a roughly equal distribution between #19a and #19b. There is no defined max/min for <i>left program</i> or <i>retained in program</i>, but there could</p>
FT/CP	19b. Total “Left Program”	

Area of Focus	Item	Notes
FT/CP	19c. Total "No show"	be an issue if the agency overwhelmingly selected everyone for exit or everyone for retained.
FT/CP	19d. Total Missing Update Status	<p>Mandatory field. Like items #3 and #6, this is a critical field that should indicate low totals.</p> <ul style="list-style-type: none"> This total should equal (or be very close to) the total on item #7b.
FT	20. Goal--Work-based Project	Work-based project learners are ineligible for WIA II. Rarely an issue at any agency.
FT/PP	21. Learners with a pretest in the conservative estimate range	<p>These (◆ diamond score) range scores are valid for Federal Table 4 and CA Payment Points, but may not accurately represent the individual's skill level.</p> <ul style="list-style-type: none"> Large numbers or percentages may indicate need for adjustment in agency's pre/post-testing practices. This issue was introduced to the DIR in 2008, because at that time 25% of the pretests statewide were diamonds, so we encouraged agencies to be below 10% in this area. Since then, almost all agencies are below that threshold.
FT/PP	22. Learners with a pre-/post-test pair but less than 40 hours of instruction	Federal requirement that all learners must have at least 40 hours of instruction between the pretest and the first post-test.

Data Integrity Report Worksheet

This worksheet can be used to improve data by identifying gaps in an agency's data collection processes. Items in this chart correspond to the blue highlighted rows in the DIR chart above.

Data Integrity Report Items	Questions to Ask:
<p>7a. Learners with no Entry Record</p>	<ul style="list-style-type: none"> • Why no Entry Record for every learner? • What is the process at your agency to gather Entry Record information? • Who is responsible for gathering the information? • Who is responsible for inputting the information into TOPSpro? • Who is responsible for following up on any missing Entry Records or information needed to complete Entry Records? • How does this information compare to your Local Assessment Policy?
<p>7b. Learners with no Update Record</p>	<ul style="list-style-type: none"> • Why no Update Record for every learner? • What is the process at your agency to gather Update Record information? • Who is responsible for gathering the information? • Who is responsible for inputting the information into TOPSpro? • Who is responsible for following up on any missing Update Records or information needed to complete Update Records? • How does this information compare to your Local Assessment Policy?
<p>8. Learners with no pre-test</p>	<ul style="list-style-type: none"> • What is the process at your agency to administer Pre-tests? • Who is responsible for administering Pre-tests? • Who is responsible for inputting Pre-tests into TOPSpro? <ul style="list-style-type: none"> ○ What is the process? ○ Are there any issues with this set-up at your agency? ○ Does this staff need additional training? ○ Is there room for improvement? If so, what issues need to be targeted? • Who is responsible for following up on any missing Pre-tests? <ul style="list-style-type: none"> ○ What is the process? ○ Are there any issues with this set-up at your agency? ○ Does this staff need additional training? ○ Is there room for improvement? If so, what issues need to be targeted?

	<ul style="list-style-type: none"> • How does this information compare to your Local Assessment Policy?
<p>9. Learners with no post-test</p>	<ul style="list-style-type: none"> • What is the process at your agency to administer Post-tests? • Who is responsible for administering Post-tests? • Who is responsible for inputting Post-tests into TOPSpro? <ul style="list-style-type: none"> ○ What is the process? ○ Are there any issues with this set-up at your agency? ○ Does this staff need additional training? ○ Is there room for improvement? If so, what issues need to be targeted? • Who is responsible for following up on any missing Post-tests? • How does this information compare to your Local Assessment Policy?
<p>10. Learners with no valid pre/post-test pair</p>	<ul style="list-style-type: none"> • What is the process at your agency to ensure that learners have a valid Pre/Post -test? • How is program placement determined? (e.g., ABE or ESL rather than ASE?) • Who is responsible for monitoring this information? • Who is responsible for inputting the information into TOPSpro? • How does this information compare to your Local Assessment Policy?
<p>22. Learners with conservative estimate pre-test</p>	<ul style="list-style-type: none"> • What is the process at your agency to ensure that learners are Pre-tested at the appropriate level? • What appraisal is used to determine pre-test level? • Who is responsible for monitoring this process? • How does this information compare to your Local Assessment Policy?

Core Performance Follow-Up Surveys

Due Quarterly

Results entered into TE; submitted within TE data submission

Learners in this survey had primary or secondary goals of get a job, retain job or enter postsecondary training or education and left your program during the previous quarter.

- WIA II agencies are able to distribute Core Performance surveys by phone, mail, or e-mail.
- Download surveys for each format at www.casas.org
- Agencies should indicate which methods (mail, e-mail, and/or phone) were used to survey learners.
- WIA Title II agencies must submit Core Performance data separately for each quarter. Also, jail programs and adult schools need to submit survey data separately.
- Retain copies of the surveys you receive for monitoring/auditing purposes.
- Remember to run a separate report for any distance learning students, send a special survey to distance learners, and identify these students when entering surveys on the website.

California Core Performance Wizard

Click **Next** to generate the Core Performance report for the Current Program Year and Selected Quarter (the quarters for which you already generated the random samples are disabled.) These reports will display the list(s) of eligible learners for each cohort before the random sampling is applied.

You will also find the lists generated by this wizard in the Agency edit/view screen under Core Performance Measures.

Carefully review the report on the subsequent pages and size.

- To qualify more learners for the Core Performance and the program exit status are completed properly.
- For the Core Performance Measure: Retained Employment status are completed properly for all learners.
- For the Core Performance Measure: Entered Postsecondary educational results, and the program exit status and classes are designated correctly for all learners.

Please select a quarter, then click the **Next** button to continue.

Selected Program Year: 7/1/2012 - 6/30/2013

Selected Quarter: 1 2 3 4

Cancel << Back Next >>

Using the *Core Performance Wizard*, a list of randomly selected students will be generated for your agency. You will not be able to re-generate the list. These are the students you must survey for follow-up.

EL Civics Objectives and Additional Assessment Plans

Due October 31 (at least one Objective and AA)

Due April 30 (all Objectives and AAs, including deletions and changes)

Submit online at www.casas.org

ELC Civics Program Implementation Web Site

English Literacy and Civics Education Web Site

Return to CASAS home page

Civic Participation Tutorial Step-by-Step Instructions

If you are visiting this site for the first time, or require additional assistance or information about Civic Participation [click here](#).

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All EL Civics Agencies

Resources

- [CDE Adult Education Web Site](#)
- [OTAN Web Site](#)
- [California EL Civics Mini-Grant Products Listed on OTAN](#)
- [EL Civics Lesson Plans, CA Adult Education Approved](#)
- [Adult Low-Level Literacy Curriculum Modules](#)
- [2010 - 11 Calif. Administration Manual](#)
- [2010-11 Calif. WIA Title II Ordering Guide](#)
- [2010-11 EL Civics Ordering Guide](#)
- [CASAS Instructional Materials QuickSearch for ELC](#)
- [Correlation of Instructional Materials to EL Civics Objectives](#)
- [CASAS Bibliography of Citizenship Materials](#)
- [U.S. Department of Education English Literacy and Civics Education Page](#)
- [Noteworthy Practices: Outcomes of 7 EL/Civics Demonstration Grant Projects](#)
- [Getting the Most from Your TOPSpro Reports](#)
- [EL Civics: Making a Difference in the Community Awards](#)
- [Promising Practices](#)
- [California ESL Model Standards \(1992\) and Key](#)

Citizenship Preparation

- [Information on Citizenship Preparation](#)
- Civic Participation**
 - Introduction**
 - [Summary of Program](#)
 - [Guidelines for 2010-2011 Civic Participation Programs](#)
 - [Needs Assessment Information for Civic Participation Agencies](#)
 - [Civic Participation Technology Plan](#)
 - Civic Objectives and Additional Assessment Plans**
 - [Pre-Approved Civic Objectives List](#)
 - [Pre-Approved Additional Assessment Plan List](#)
 - [Civic Objectives & Additional Assessment Plans - Selection Process](#)
 - [Your Agency's civic objectives and AAP selections / Download COAAPs](#)
 - Training and Technical Assistance**
 - [Civic Participation Implementation Video](#)
 - [Implementing Performance-Based Assessments in Civic Participation](#)
- Resources**

California English Literacy and Civics Education

Current Selections for Rolling Hills Adult School

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Below is a list of your agency's current civic objectives and additional assessment plans (COAAPs). To view or print the full details of your selected COAAPs, click **Current Selections — Full Details**. To make changes to your selections click **Add, Edit, or Delete Selections**.

[Add, Edit, or Delete Selections](#) | [Current Selections — Full Details](#) | [Download COAAPs for Import to TOPSpro](#) | [View Last Year's Selections](#)

Selections for Rolling Hills Adult School

Civic Obj #	Civic Objective	AAP #	Date Submitted	Approval Status
1	Identify, evaluate, and compare financial service options in the community such as banks, credit unions, check-cashing services, and credit cards.	1.4	8/24/10	Approved
2	Access community or commercial agencies to resolve a consumer complaint. (This objective has only 2 AAPs)	2	2/4/11	Pending
8	Identify basic housing issues, including home maintenance problems tenant rights and responsibilities. Advocate for solutions.	8.3	7/9/10	Approved
26	Identify and access free or low cost medical, dental, and other health care services.	26.3	11/22/10	Approved
33	Identify and access employment and training resources needed to obtain and keep a job.	33.10	11/24/10	Approved
45	Identify basic features of the local, state, and federal legal system including individual rights, laws, and ordinances as well as procedures for obtaining legal help. (This objective has only 2 AAPs)	45.3	7/9/10	Approved
46	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	46.4	7/9/10	Approved
47	Identify strategies and resources to effectively use the Internet safely.	47.1	7/12/10	Approved

[Add, Edit, or Delete Selections](#) | [Current Selections — Full Details](#) | [Download COAAPs for Import to TOPSpro](#) | [View Last Year's Selections](#)

EL Civics Technology Plan

Due January 31

Submit online at www.otan.adulted.us

English Literacy and Civics Technology Plan

General Information for FY 2013-14

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

Agencies that were funded in 2013-14 and submitted their technology plan in 2013-14 must update their existing plan and provide a progress report (formerly narrative) of their plan.

Technology is expensive and not always available. Plan for technology to buy, when to buy, and how to teach others to use it. Consider needs, such as the need for equipment, and the cost once equipment is purchased. Increase awareness of possible options.

This year some changes are in the planning process. For instance, some projects have been completed, some have been eliminated, and the GED program is being re-evaluated.

The deadline for re-evaluating the Technology Plan is January 31, 2014.

If you need help with problems, contact OTAN at 894-3113. If you have questions about developing a particular plan, if your questions are not answered here, please contact OTAN at 894-3113.

EL Civics Technology Plan –2013-14

Date Printed: 4/25/14

The scope of your plan: This plan is for the ESL, ABE and GED programs at Rolling Hills Adult School.

Technology Planning Team

Team Leader: Karen Sterling

Position: ESL Instructor

Team Members:

Name	Position	Representing
Fernando Alhambra	One-Stop Coordinator, City of San Diego	Community
Stan Smalls	ASE teacher	ABE/ASE Teachers
Carmen Martinez	Office Manager	Classified Staff
Miles McCormick	Programmer	IT Department Staff
Robert Fillman	Assistant Principal	Administration Staff
Erna Castro	Instructional Aide	Classified Staff
Alice Raed	ESL Instructor	ESL Teachers
Roger Bentwick	Database Designer	IT Department Staff
Maria Matoba	ESL Learner	Learners

Vision Statement

Our program will integrate technology into instruction so that our adult learners will be able to participate in their community and the job market effectively applying 21st century skills.

Expenditure Report/Claim Document

Due Quarterly (New)

Submit online at www.otan.adulted.us

**AAA Test Account / 34-99999
Fiscal Year 2013-14 April Expenditure Claim Report
Total Grant Award: \$ 320,333**

FORM INSTRUCTIONS:

- Budgeted Amounts shown are from the agency's currently approved budget. Enter expenditure amounts for each Object Code under the approved programs. Enter numeric, whole dollar amounts. Do not enter dollar symbols, words, or special characters.
- Click "Update" to calculate subtotals. Click "Save and Continue" at the bottom of the form to save and continue to the next page.

Section 225: PCA 13971 - Resource Code 3940					Grant Amount: \$ 10,000	
Object Code	Budget	Expended 07/01/2010 - 09/30/2010	Expended 10/01/2010 - 12/31/2010	Expended 01/01/2011 - 03/31/2011	Total Expended To-Date	Balance Left (Budget - Expended)
1000	\$ 0	0 ⁽¹⁾	0 ⁽¹⁾	0 ⁽¹⁾	0 ⁽¹⁾	\$ 0
Admin. Exp.	\$ 39	\$ 31	\$ 0	\$ 8	\$ 39	\$ 0
2000	\$ 7	\$ 0	\$ 0	\$ 7	\$ 7	\$ 0
Admin. Exp.	\$ 2,100	\$ 0	\$ 0	\$ 2,100	\$ 2,100	\$ 0
3000	\$ 2,100	\$ 0	\$ 0	\$ 2,100	\$ 2,100	\$ 0
Admin. Exp.	\$ 49	\$ 0	\$ 0	\$ 49	\$ 49	\$ 0
4000	\$ 2,200	\$ 0	\$ 0	\$ 2,200	\$ 2,200	\$ 0
Admin. Exp.	\$ 2,500	\$ 0	\$ 0	\$ 2,500	\$ 2,500	\$ 0
5000	\$ 500	\$ 0	\$ 0	\$ 500	\$ 500	\$ 0
Admin. Exp.	\$ 500	\$ 0	\$ 0	\$ 500	\$ 500	\$ 0
Total	\$ 9,995	\$ 31	\$ 0	\$ 9,964	\$ 9,995	\$ 0
Reimbursement Total: \$ 9,995						
Section 231 - ABE, ESL, Fam. Lit: PCA 14508 - Resource Code 3905					Grant Amount: \$ 210,906	

WIA II Program Implementation Survey

Due April 30

Submit online at www.casas.org

The WIA II Program survey is a qualitative data collection survey conducted by programs annually. It should be completed by your agency’s Program Administrator by **April 30th** (1 per agency).

CASAS 2013-2014 WIA II Survey

| Section 1 of 8 sections | [Next](#) | [Last](#)

1. I, as a WIA Title II administrator/coordinator, use the following TOPSpro reports. Please check all that apply.

- Data Integrity
- Federal Tables: 4 and 4b
- NRS Performance
- Payment Points
- Persister Report
- Demographic Summary Report
- Other

None of the above

2. Teachers in my agency receive the following TOPSpro reports. Please check all that apply.

- Class Performance by Competency
- Class Profile
- Content Standards
- Student Test Summary
- Suggested Next Test Level
- Other

None of the above

Not sure

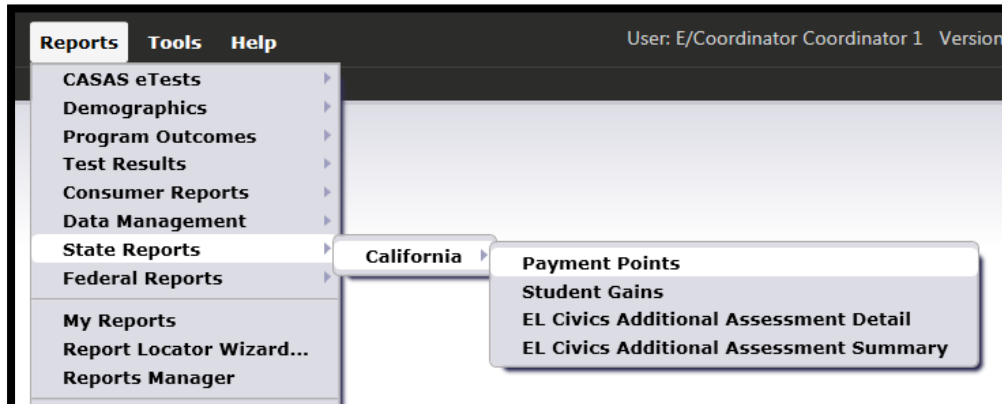
3a. Please describe a successful strategy you use for sharing data with your instructional staff.

Payment Points Summary Report

Due August 15

Submit one of three ways:

- Email: capm@casas.org
- Fax: 858-292-2910
- Mail: CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123-2339



CASAS
07/19/2013
20:37:25

Payment Points Summary

Page 1 of 2
PPSR

Agency: 4908 - Rolling Hills Adult School
Program Year: 2012-2013

Funding: 225 Funding 231 Funding 231 w/ESL Citizenship
 Civic Participation Citizenship Preparation

Funding	Program/ Focus Areas	Total # of Enrollees Overall	Total # of Enrollees Overall with paired scores	Payment Points												Total PP						
				Benchmarks								Student Outcome Dataset										
				Make a Significant Gain		Complete Two Levels		Received a GED Certificate		Received a High School Diploma		Passed Citizenship Interview Test		Passed Government & History Test			SOD 1		SOD 2		SOD 3	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%					
	ABE/ESL																					
	Basic Skills (ABE)	46	22	13	59.1	2	9.1	1	2.2	0	0.0										16	
	ESL																					
	ESL/Cit																					
	Vocatic																					
	Basic SI																					
225/231	ESL																					
	ESL/Cit																					
	Family																					
	Basic SI																					
	ESL																					
	ESL/Cit																					
	Adult Secondary Education																					
EL Civics	Civic Participation	29	24												16	66.7	10	41.7	8	33.3		34
	Citizenship Preparation	8	7							0	0.0	2	28.6									2

Number of unduplicated learners: 283

Notes: Total # of Enrollees Overall is a duplicated count of students across programs.
Percentages for GED and High School Diploma are based on total number of enrollee
All other percentages are based on total number of enrollees with paired scores.

Not Applicable

***Note: The 2013-14 Payment Point Reports are in development. Agencies will be notified when these reports are available.**

End-of-Year Certification Letter

Due August 15

Submit by mail only: **CASAS, 5151 Murphy Canyon Road, Suite 220, San Diego, CA 92123-2339**

Attachment 2
Page 1 of 1

2012–13 END-OF-YEAR DATA SUBMISSION CERTIFICATION LETTER

This certifies that the enclosed end-of-year data and reports are accurate and complete. This is the official data submission for this agency for the 2012–13 program year. I certify that there are complete records to support all TOPSpro® Enterprise data submitted and that all programs have been conducted in accordance with federal and state laws and regulations.

I have enclosed or submitted the following data submission requirements, checked below, to comply with the 2012–13 end-of-year requirements:

- Completed TOPSpro® Enterprise Adult Education Personnel Wizard
 - Data Integrity Report
 - Payment Points Summary Report
 - Completed and Signed End-of-Year Data Submission Certification Letter (this document)
 - TOPSpro® Enterprise Data Submission File:
- Sent electronically on _____ OR
 Mailed on _____

I understand that the Comprehensive Adult Student Assessment Systems (CASAS) will return an official verified Payment Points Summary Report to our agency based on the data submitted. At that time, our agency will have the opportunity to compare the official Payment Points Summary Report produced by CASAS to the report we produced internally. If discrepancies exist, our agency will have the opportunity to contact CASAS as well as your California Department of Education Regional Consultant to resolve disputes during this time period:

- The CASAS must receive all data submission requirements no later than **August 15, 2013**.
- All data submission disputes must be resolved no later than **September 15, 2013**.

Agency Name	
Individual Completing Form and Title (PRINT)	Telephone
Signature	Date
Agency's Authorized Agent and Title (PRINT)	Telephone
Signature	Date
Primary Contact E-mail Address (If you prefer to have the Payment Points Report e-mailed over the summer, please include a contact e-mail address in the box to the right.)	

Adult Education Personnel Wizard

Due August 15

Submit electronically in TE

The AE Personnel information for all staff assigned to WIA Title II programs and must be completed in TOPS Enterprise before submitting your EOY data.

Professional Status Info
Personnel: 8764 - Ms. Maria Amber King
Program Year: 7/1/2012 - 6/30/2013

Identification
Years of Experience: 5
Teacher Certificates:
 N/A
 Adult Education Certificate
 K-12 Certification
 Special Education Certification
 TESOL Certification

Personnel Employment Information
Container: 4908 - Rolling Hills Adult School
Personnel: -

Select Personnel
Personnel: Container: 4908 - Rolling Hills Adult School
Personnel: No selection

Select Container
Container: 4908 - Rolling Hills Adult School

Employment Identification
Record Date: 7/1/2012
Employment Type:
 N/A
 State-level Administrative/Supervisory/Ancillary Services
 Local-level Administrative/Supervisory/Ancillary Services
 Local Teacher
 Local Counselor
 Local Paraprofessional
Job Type:
 N/A
 Full-time
 Part-time
 Unpaid volunteer

Note: ADA and enrollment data are not required

National Reporting System

Overview

The National Reporting System (NRS) is the accountability system for federally funded adult education programs.

The NRS is important to states, programs, teachers, and learners because it provides a means of regular evaluation of the learner outcomes for adult education programs.

In August 1998 the voluntary nature of the NRS changed when the Adult Education and Family Literacy Act within the Workforce Investment Act (WIA - P.L. 105-220) became law.

➔ **To learn more information about the National Reporting System:**

<http://www.nrsweb.org>

National Reporting System for Adult Education (NRS) 

General Requirements for all NRS Tables

To be included in the Federal Tables report:

1. Every learner must have an Entry Record in one of the following WIA Title II instructional programs:
 - Basic Skills (ABE)
 - English as a Second Language (ESL, including ESL/Citizenship)
 - Adult Secondary Education (ASE, including HS Diploma or General Education 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 16 years and less than 110 years of age upon date of entry into a program.
4. Learner cannot be concurrently enrolled in HS/K-12.
5. A learner who indicates "Work-based project" will be dropped from Tables 1-4B.

See CA Administration Manual for California Agencies, Section 5 for definition of Work-based Project Learner.

NRS Table Drop Reasons

The enrollment figures reported in Tables 1-4 include all learners who meet the NRS eligibility requirements. Each table is designed to display data on different aspects of the WIA Title II programs.

Any learner who is missing any of the following will be excluded from all of these tables:

- Age
- Gender
- Ethnicity/race
- Instructional program
- Instructional level (based on the learner's pretest score)
- A valid CASAS pretest
- Update Record Highlights

NRS Educational Functioning Levels with CASAS Level

ABE/ASE Educational Functioning Levels		CASAS Level	Reading and Math Scale Score Ranges
1	Beginning ABE Literacy	A	200 and below
2	Beginning Basic Education	B	201-210
3	Low Intermediate Basic Education	B	211-220
4	High Intermediate Basic Education	C	221-235
5	Low Adult Secondary Education	D	236-245
6	High Adult Secondary Education	E	246 and above

ESL Educational Functioning Levels		CASAS Level	Reading and Listening Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below
2	Low Beginning ESL	A	181-190
3	High Beginning ESL	A	191-200
4	Low Intermediate ESL	B	201-210
5	High Intermediate ESL	B	211-220
6	Low Advanced ESL	C	221-235

Federal Tables 4, 4B, 4C, 5 and 5A

- Federal Tables display data in format required by U.S. Department of Education, National Reporting System (NRS).
- *TOPSpro* uses the Federal Tables to report statewide data to the Federal Government.

Federal Table 4 displays Educational Gains by Educational Functioning Level. Specifically, it reports learners who entered program at one Instructional Level and finished the program year (June 30) at a higher level.



08/22/2013
21:03:42

Table 4

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

Page 1 of 1
FT4

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	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	42	4,089	11	N/A	5	26	26.19
Total	241	23,854	121	65	26	94	50.21

OMB Number 1830-0027, Expires 08/31/2014.

Federal Table 4B displays the same level advancement information as *Federal Table 4*, but it only includes learners who completed a valid pre- and post-test.



08/22/2013
21:08:10

Table 4B

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

Page 1 of 1
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

OMB Number 1830-0027, Expires 08/31/2014.

Federal Table 4C displays the same level advancement information as *Federal Table 4*, but it only includes learners who are enrolled in Distance Learning.



08/22/2013
21:08:10

Table 4C
Distance Learning
Educational Gains and Attendance by Educational Functioning Level
All Student Entry Dates

Page 1 of 1
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

OMB Number 1830-0027, Expires 08/31/2014.

Federal Table 5 reports learners with primary or secondary goals (Entry Record field 12) that address NRS core outcomes—get a job, retain a job, obtain GED/high school diploma, or enter college/training—and compares the number assigned these goals with the number who achieved the outcome.



08/22/2013
21:08:11

Table 5

Core Follow-up Outcome Achievement
All Student Entry Dates

Page 1 of 1
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

OMB Number 1830-0027, Expires 08/31/2014.

Federal Table 5A displays the same level advancement information as *Federal Table 5*, but it only includes learners who are enrolled in Distance Learning.



08/22/2013
21:08:10

Table 5A
Distance Learning
Core Follow-up Outcome Achievement
All Student Entry Dates

Page 1 of 1
FT5A

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	1	0	0.00
Retained Employment	0	0	0.00
Obtained a GED or secondary school diploma	0	0	0.00
Placed in postsecondary education or training	1	0	0.00
Placed in postsecondary education or training - prior program	0	0	0.00

OMB Number 1830-0027, Expires 08/31/2014.

NRS Performance Report compares your own agency's results to statewide goals.



National Reporting System Performance

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21:16:27

Page 1 of 1
NRSPF

Agency: 4908 - Rolling Hills Adult School

Program Year: 2012 -2013

Entering Educational Functioning Level	California Performance Goal Program Year 2012 -2013	Performance (against all Enrollees)	Performance (against enrollees with pre- & post-test results)
ABE Beginning Literacy	46.00 %	33.33 %	40.00 %
ABE Beginning Basic	54.00 %	50.00 %	50.00 %
ABE Intermediate Low	50.00 %	28.57 %	50.00 %
ABE Intermediate High	34.00 %	14.29 %	20.00 %
ASE Low	34.00 %	0.00 %	0.00 %
ASE High	N/A	100.00 %	100.00 %
ESL Beginning Literacy	63.00 %	50.00 %	60.00 %
ESL Low Beginning	64.00 %	75.00 %	85.71 %
ESL High Beginning	62.00 %	56.25 %	71.05 %
ESL Low Intermediate	54.00 %	57.45 %	62.79 %
ESL High Intermediate	49.00 %	60.61 %	66.67 %
ESL Advanced	24.00 %	26.19 %	26.83 %

The Persister Report compares the percentage of all learners completing a level versus the percentage of learners completing a level who completed a pre- and post-test.



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Persister

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

Page 1 of 1
PERS

Agency: 4908 - Rolling Hills Adult School

Program Year: 2012-2013

Entering Educational Functioning Level (A)	Total Number Enrolled Federal Table 4 (B)	Total Number Enrolled Federal Table 4B (C)	Percentage of Persister (D)	Average Attendance Hours Federal Table 4 (E)	Average Attendance Hours Federal Table 4B (F)	Percentage Completing Level Federal Table 4 (G)	Percentage Completing Level Federal Table 4B (H)
ABE Beginning Literacy	6	5	83.33	67.00	66.00	33.33	40.00
ABE Beginning Basic	2	2	100.00	35.00	35.00	50.00	50.00
ABE Intermediate Low	7	4	57.14	46.00	51.75	28.57	50.00
ABE Intermediate High	7	5	71.43	37.00	28.80	14.29	20.00
ASE Low	1	0	0.00	75.00	0.00	0.00	0.00
ASE High	1	1	100.00	125.00	125.00	100.00	100.00
ESL Beginning Literacy	6	5	83.33	60.33	64.80	50.00	60.00
ESL Low Beginning	8	7	87.50	81.00	84.14	75.00	85.71
ESL High Beginning	48	38	79.17	90.77	98.13	56.25	71.05
ESL Low Intermediate	47	43	91.49	108.77	107.72	57.45	62.79
ESL High Intermediate	66	60	90.91	121.71	125.38	60.61	66.67
ESL Advanced	42	41	97.62	97.36	97.59	26.19	26.83
Total	241	211	78.49	78.74	73.69	45.97	52.75

Attachments

- Training – Required and Optional
- WIA II Network Meetings
- Reporting Staff Changes
- Glossary
- Definition of Acronyms

Training

Required Trainings

According to California Department of Education (CDE) policy, all WIA Title II 225/231 and EL Civics funded agencies in California are ***required to attend at least one CASAS Implementation and one California Accountability training workshop each program year*** – either in person at a regional training or via the Web. There is no fee for these trainings. Agencies are encouraged to attend as many different sessions as they wish.

Implementation Option

- **Initial Implementation Training**

Online self-paced course or face-to-face

Participants learn how to administer CASAS tests, how to score and interpret test results, and how to use curriculum support materials to enhance instruction. We recommend that new users attend the face-to-face workshop – but given current economic conditions, we understand that more participants need to attend online.

In this session, you will

- Learn about the National Reporting System (NRS) and basic WIA Title II data requirements
- Identify the data submission timeline and deliverables
- Discuss testing requirements and strategies
- Learn and practice payment points logic and calculations
- Identify who to ask for help and more information

- **Beyond Implementation Training**

Online self-paced course or face-to-face

This training builds on *CASAS Initial Implementation* to provide additional resources and tools that agencies may want to incorporate into their plans.

Topics addressed in this session elaborate on some of the more detail-oriented issues, such as

- Verify the data submission timeline and deliverables
- Address frequent questions about meeting WIA Title II data requirements
- Review California Assessment Policy guidelines
- Interpret Payment Point calculations and logic
- Review specific TOPSpro reports that display federal and state accountability data
- Explore differences between state and federal accountability measures

- **California Accountability for New Users**

Face-to-Face or Web-based

This session outlines the requirements of a WIA Title II funded agency. This same presentation is delivered at face-to-face regional training – and, generally, we recommend that new users attend that – but given current economic conditions, we understand that more participants need to attend online.

In this session, you will

- Learn about the National Reporting System (NRS) and basic WIA Title II data requirements
- Identify the data submission timeline and deliverables
- Discuss testing requirements and strategies
- Learn and practice payment points logic and calculations
- Identify who to ask for help and more information

- **California Accountability for Experienced Users**

Face-to-Face or Web-based

This session presents the basic accountability material at a faster pace for California agencies included in the WIA Title II grant. To attend this session, participants must have previously attended Web-based or regional Accountability Training.

Topics addressed in this session elaborate on some of the more detail-oriented issues, such as

- Verify the data submission timeline and deliverables
- Address frequent questions about meeting WIA Title II data requirements
- Review California Assessment Policy guidelines
- Interpret Payment Point calculations and logic
- Review specific TOPSpro reports that display federal and state accountability data
- Explore differences between state and federal accountability measures

Optional Trainings

TOPSpro Training

Face-to-Face Training

TOPSpro is a computerized database system designed for learners, teachers, and program administrators in adult education. TOPSpro automates CASAS scoring, collects learner demographic data, tracks learner progress, generates reports and profiles, and manages data for state and federal accountability.

- **TOPSpro Basics: Hand-On Training for New Users**

This workshop is appropriate for staff that has not used TOPSpro or has little or no experience in data collection, reporting, or data validation. This workshop is recommended for beginners only. This hands-on computer lab training covers:

- the fundamentals of TOPSpro Software and data collection
- data entry, correcting errors, report generation, and simple report analysis

- **TOPSpro Beyond the Basics: Hands-On Lab for Experienced Users**

This workshop is appropriate for agency staff that has used TOPSpro for more than one year. This workshop is not recommended for beginners. This accelerated workshop covers:

- the more advanced features of TOPSpro - such as Merge Student ID Wizard, Import/Export Data, and Query Maker
- advanced report analysis and interpretation for data integrity
- local agency data quality diagnostic strategies

- **Appraisal Training for Accurate Placement**

Online self-paced course

Participants learn how to administer, to score, and to interpret appraisal test results and how to make recommendations or referrals based on the results.

- **CASAS eTests – Admin Module Training**

Online self-paced course

This training covers the basics necessary for ongoing implementation following installation of CASAS eTests. This training is recommended for staff involved in the management of CASAS eTests at their agency or site.

- **CASAS eTests – Test Module Training**

Online self-paced course

This training covers the basics for test administration using CASAS eTests. This training is recommended for staff involved with administering CASAS eTests at their agency or site.

- **Citizenship Interview Test (CIT)**

The Citizenship Interview Test is a standardized oral assessment that assesses the speaking skills of adult ESL and citizenship learners. The CIT helps programs predict an individual's target speaking performance level needed to pass the USCIS English naturalization oral interview. This test requires training to administer.

This training prepares you to administer and score the CIT in a standardized and accurate manner. Standardized test administration requires following the administration instructions and script precisely and scoring the test according to specific criteria.

You are eligible for CASAS CIT Test Administration Certification if you complete all three parts required for certification:

1. Certification Part I: Test Administration Assessment – pass with a score of 100%.
2. Certification Part II: Score Three Interviews – pass with at least 85% accuracy on all three interviews.
3. Certification Part III: Conduct Two Interviews – submit interview audio and test booklets to CASAS for review and approval of test administration skills.

- **CASAS Handbook for ESL Teachers**
- **CASAS Handbook for ABE/ASE Teachers**

The CASAS Handbooks for Teachers are training and resource guides that provide ESL and ABE/ASE teachers with an overview of CASAS and the testing process. The handbooks provide teachers with information on how to use the CASAS system to help fulfill state-mandated requirements and assists in improving programs by giving teachers the tools they need to help learners achieve their goals.

The Handbooks are an interactive tool. Teachers will locate and document site-specific information, such as from whom to get test result reports, when paperwork is due, and contact information for key staff. Teachers also will complete practice activities on using learner and class reports to target instruction.

Intellectual Disabilities Training

Specialized training workshops are needed to implement CASAS assessment for learners with intellectual disabilities. Participants learn how to administer and score the assessments as well as how to use assessment results to improve instruction.

- **Adult Life Skills for Intellectual Disabilities (Forms 312-352)**

A half-day training session is required to use the Adult Life Skills Tests for Developmental Disabilities (Forms 312-352, Skill Levels 2A to 5A). The training focuses on using the individually administered assessment to determine goal plans and targeted instruction for adult learners 16 years and older who have intellectual disabilities.

- **POWER Assessment (Forms 301-307)**

A half-day training session is required to use the POWER assessment for consumers with intellectual disabilities. Training focuses on scoring performance levels in a standardized manner, analyzing and reporting assessment results with the support plans, and using POWER curriculum modules for support and instruction.

CASAS Appraisal and Implementation Training (IT) Workshops include these sessions:

- Adult Life Skills for Intellectual Disabilities
- POWER Performance Assessment

Materials addressed:

- Adult Life Skills Tests for Intellectual Disabilities
- POWER Assessment Summaries
- 2008 CASAS Competencies
- Pre-Beginning Reading Content Standards
- CASAS QuickSearch Online
- POWER Curriculum Modules

Network Meetings

WIA Title II Network Meetings for ESL/EL Civics, ABE and ASE

In 2013-2014, California regional groups will continue to hold regular **WIA Title II Network Meetings for ESL/EL Civics, ABE and ASE programs** throughout the state. Meeting topics are determined by network members, and include information from the CDE and CASAS regarding policy issues, due dates for deliverables, training opportunities, and other matters that affect agencies. Each group is led by a CASAS program specialist.

Audience: These meetings are an excellent opportunity for school administrators, program coordinators, and lead teachers to meet and discuss hot topics, and for those in the field to share their knowledge and experience to help others new to adult education.

Location: Meetings are offered either face-to-face, online, or as a hybrid meeting with both online and face-to-face occurring simultaneously. The location and delivery of this meeting is indicated above. For online-delivery, you will receive detailed log-on information with your training registration e-mail confirmation.

TOPSpro Network Meetings

In 2013-2014, regional groups will continue to hold regular **TOPSpro Network meetings** in eleven regions across California. Many of those meetings are now posted. The list will be updated as more sessions become scheduled. Each group has a field-based facilitator and decides together which topics to discuss at each meeting. This is an excellent opportunity for TOPSpro Database Managers, WIA Title II Coordinators, and other administrators to meet with other users to troubleshoot any issues that arise with TOPSpro software or in meeting accountability requirements. "Hot Topics" such as TOPS Enterprise and importing from CASAS eTests will figure prominently in many of these meetings. Also, CASAS staff will frequently be available at these meetings, either in person or by phone to answer questions.

Audience: These meetings are for TOPSpro database managers, WIA Title II coordinators, and other staff members responsible for tracking programs and learners for state accountability.

Location: Meetings are offered either face-to-face, online, or as a hybrid meeting with both online and face-to-face occurring simultaneously. The location and delivery of this meeting is indicated above. For online-delivery, you will receive detailed log-on information with your training registration e-mail confirmation.

Reporting Staff Changes

Agencies are required to periodically update Agency Contact Information into **the California Adult Education Online Application and Reporting System**.

This is the California Adult Education online application and reporting system. You can access this system to make any changes in contact information.

1. Go to www.otan.us/adulted/
2. Sign In

nia Adult Education Online Application and Reporting: Sign-in - Windows Internet Explorer

http://www.otan.us/adulted/

View Favorites Tools Help

California Adult Education... ColdFusion Debugging Windo...

California Adult Education Online Application and Reporting

Agency Contacts Course Approval WIA Title II EL Civics Enrollment/ADA Reporting Innovation Program Help, Links, Who to Contact

Sign-in

Please sign-in

Please enter your sign-in name and password

* Your sign-in name:

* Your password:

If you would just like to take a look, you may [sign in as a guest](#).

About signing in...

You may continue to use a separate sign-in name and password for each application, or you may combine all applications into ONE sign-in name and password. To change or combine your sign-in(s), contact OTAN Support at (800) 894-3113.

Deadlines and details

Innovation Program applications for 2008-09 are now available! Applications and the Year-End Evaluation for continuing agencies are due Monday, September 15, 2008. Applications for agencies new to this program were due Monday, June 30, 2008.

The EL Civics Technology Plan is now available. Technology plans for all participating agencies are due by midnight, Saturday, January 31, 2008.

- [EL Civics Tech Plan Instructor Assessment Login](#)
- [EL Civics Tech Plan Student Survey](#)

For more information....

[EL Civics Tech Plan](#) - Get background information, download a Sample Application, see FAQs.

[Innovation Program](#) - find current deadlines, get a description of this Program, Background Information, download a Sample Application, and find other participating agencies.

Click "Agency Contacts"

California Adult Education Online Application and Reporting

Agency Contacts Course Approval WIA Title II EL Civics Enrollment/ADA Reporting Innovation Program Help, Links, Who to Contact

Home > Contacts menu Signed in as: AAA Test Account

Edit, update, and add contact information for your agency

You can [get started](#) on page one,

Or, you may jump to:

- [Your Headquarters](#)
- [Your schools or adult education sites](#)
- [Program Level Contacts](#)

Enter contact information for School District or Headquarters, for each Adult School or Adult Education site, and for Program Level Coordinators.

For technical support please contact Adult Ed Support.
Support is also available by telephone at (800) 894-3113, from 8:30 a.m. - 4:30 p.m., Monday through Friday.

Submit the address where you want all mail regarding WIA Title II grant information to go. List your

- principal or district administrator
- primary WIA II Contact
- EL Civics primary contact

Include email *and* phone numbers. If it is more helpful to use a secretary's phone number and your extension than your direct line you can include both.

If you cannot access the California Adult Education Online Application and Reporting System you can use the old system.

- Email staff name, phone #, email and title of staff members e.g. Primary WIA II contact, Primary EL Civics contact and District Administrator to:
 - Rich Berry at CDE, rberry@cde.ca.gov
 - Martha Perez at CASAS, mperez@casas.org
 - Your WIA II/EL Civics Program Specialist

Glossary

225 Funded Agencies

Section 225 of the Workforce Investment Act provides funds to assist incarcerated and institutionalized individuals to meet the performance goals of the Workforce Investment Act. Much of the effort goes to helping these individuals transition back into society so as to reduce recidivism. 225 funded programs include the California Department of Corrections and Rehabilitation (CDCR), California Department of Corrections and Rehabilitation, Division of Juvenile Justice (CDCR-DJJ), California Department of Developmental Services (CDDS) and California Department of Mental Health (CDMH).

231 Funded Agencies

Section 231 of the Workforce Investment Act provides funds to assist individuals to meet the performance goals of the Workforce Investment Act. The 231 program includes funding for Adult Schools, Community based organizations, Community Colleges, and Library Literacy programs.

Adult Education (from California State Plan, pg. A-1)

Adult Education means services or instruction below postsecondary level for learners who:

- (A) Have attained 16 years of age.
- (B) Are not enrolled or required to be enrolled in secondary school under State law.
- (C) (1) Lack sufficient mastery of basic educational skills to enable the learners to function effectively in society.
 - (2) Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education.
 - (3) Are unable to speak, read, or write, the English language.

ABE

Adult Basic Education includes learners who are improving their basic skills in areas such as reading, writing, problem solving, or numeracy.

AEFLA

Adult Education and Family Literacy Act -Title II of the Workforce Investment Act (WIA), is designed to help undereducated adults develop the literacy skills necessary for employment and self-sufficiency, to foster educational development in parents to enable them to become partners in their children's education, and to assist adults in obtaining a secondary education credential or diploma.

AE Personnel Wizard

Feature inside TOPSpro software that documents the number of staff assigned to WIA Title II Programs. WIA agencies are required to complete this wizard for the End of Year Data Submission.

ASE

Adult Secondary Education includes learners enrolled in either High School Diploma or GED Instructional Programs.

Benchmarks

Along with Student Outcome Datasets (SODs) and Transition Outcomes, one of three learner outcomes that may result in CDE funding. Specific benchmarks are *Complete a Level*, *Advance One or More Levels*, *Pass the California High School Exit Exam (CAHSEE)*, and *Completion of GED or high school diploma*

Carl Perkins

Refers to the Carl D. Perkins Career and Technical Education Improvement Act of 2006. This grant provides funding to agencies to ensure modern, durable, and rigorous Career and Technical Education (CTE) programs. Agencies that receive Carl Perkins funding are required to collect and report specific learner data that pertains to CTE programs.

CDS Code

A specific code assigned by the State of California to a particular agency. CDS stands for *County-District-Site*

CASAS Competencies

All CASAS test content is linked to CASAS competencies. The 360 competencies - organized under 9 broad content areas - identify essential life skills that youth and adults need to be functionally competent members of their community, their family, and the workforce. They are regularly updated and validated by the CASAS National Consortium of agencies

CASAS Content Standards

These standards identify the underlying reading, listening, and math basic skills at specific proficiency levels that should be taught in the context of *CASAS Competencies*. Test content is also linked to content standards.

EL Civics -Citizenship Preparation

The EL Civics focus area designed to prepare learners to take and pass the UCSIS written and oral citizenship test.

EL Civics -Civic Participation

The EL Civics focus area designed to connect literacy to the lives of learners and reflect their experiences as community members, parents, and participants in the workforce.

Concurrent Enrollment

Concurrent enrollment indicates simultaneous learner enrollment in both High School and Adult Education courses offered by WIA Title II providers. In California, concurrent enrollment learners are not eligible to earn Payment Points.

Conservative Estimates

Scale scores at the high end the range marked with diamond ◊ indicators.

Core Performance

Refers to specific outcomes as defined by the National Reporting System (NRS) that learners may achieve after leaving the adult education program. The four measures are: entered employment, retained employment, receipt of a H.S. Diploma or GED, and entry into postsecondary training. These measures are collected from learners based upon their education and labor force status when they enter into the adult education program.

EL Civics (English Literacy and Civics Education)

Funding reserved under the Adult Education and Family Literacy Act (AEFLA) for projects that include integrated instructional programs and services that incorporate both English literacy instruction and civics education. In California, EL Civics includes the Civic Participation and Citizenship Preparation focus areas.

Electronic Data Submission

Using the TOPSpro Import/Export Wizard to automatically submit agency data to CASAS via the Internet rather than using a regular export. Use of this feature enables agencies to complete their quarterly or end of year data submissions without the need to save a file to disk or to mail it to CASAS.

End of Year Data Submission

Data submission that includes agency data for the entire Program Year (July 1 – June 30). In California, WIA Title II agencies are required to submit this data by August 15th.

End of Year Data Submission Certification Letter

Document that agency includes with its end of year data submission that the administrator signs that indicates that the agency data is accurate and complete.

English as a Second Language (ESL)

Course of instruction aimed at teaching English to non-English speakers who will use the language in daily life roles, such as community member, family member, and worker

Inaccurate Scale Score

Scale scores below the accurate range that are identified by an asterisk (*). These scores do not contain enough information to measure the learner and are not used for accountability purposes.

Modality

The subject type of the assessment instrument, such as Math, Reading, Listening, or Speaking.

National Reporting System (NRS)

The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program. Developed by the U.S. Department of Education's Division of Adult Education and Literacy (DAEL) at www.ed.gov/index.jhtml, the NRS continues a cooperative process through which State adult education directors and DAEL manage a reporting system that demonstrates learner outcomes for adult education.

Payment Points

Term that refers to specific learner outcomes that may result in CDE funding. There are three kinds of Payment Points: 1) Benchmarks, 2) Student Outcome Datasets (SODS), and Transition Outcomes.

PBA (Performance Based Accountability)

Required data collection for learners enrolled in Career and Technical Education programs. CDE shares this information with other agencies to measure learner success after completion of these training programs.

POWER (Providing Options for the Workplace, Education and Rehabilitation)

POWER is a performance based assessment system developed by CASAS for adults with developmental disabilities.

Post-test

Any test that a learner completes that comes after their first accurate test.

Pretest

The first accurate test that a learner completes.

Program Year

The annual reporting period for which the agency is required to meet the required data collection and accountability mandates. The program year is typically July 1st through June 30th.

Proxy Wizard

Creates Entry and Test Records for learners continuing instruction from one program year to the next. The Proxy Wizard uses the learner's information from the prior program year to create a new record dated July 1 that can then be used in the current year.

Quarterly Data Submission

Data submission that includes agency data for one quarter. In California, WIA Title II agencies are required to submit this data to CASAS each quarter.

Raw Score

The number correct responses on a Test form.

Release Notes

Each version of TOPSpro software contains Release Notes that document changes or modifications that pertain to that particular version.

Scale Score

CASAS uses one common scale that allows comparison of test results across different test levels. Users can convert raw scores (the number of items answered correctly) to scale scores using the scale score chart for that particular test and measure progress from one test administration to the next.

Student Outcome Dataset (SOD)

Along with benchmarks, one of the learner outcomes that may result in CDE funding. Learners can earn Civic Participation SODs or Citizenship Preparation SODs.

Student Identification Number

A unique number that is used consistently on all forms that pertain to that one student.

This number is critical in TOPSpro software, as all information is linked to the unique student identification number.

TANF

Temporary Assistance to Needy Families

Workforce Investment Act (WIA)

Federal legislation created to address the needs for people to improve skills, increase employment opportunities, job retention and earnings potential. You can find additional information at either the California Workforce Investment Board (www.calwia.org) or the United States Department of Labor (www.doleta.gov/usworkforce).

- **WIA Title I** refers to the section that addresses employment and training assistance.
- **WIA Title II** refers to the section that addresses adult education and literacy.

Definition of Acronyms

AA	Additional Assessment
ABE	Adult Basic Education
ACSA	Association of California School Administrators
AEFLA	Adult Education and Family Literacy Act
AEO	Adult Education Office
ASE	Adult Secondary Education
CAEAA	California Adult Education Administrator's Association
CAHSEE	California High School Exit Examination
CalWORKs	California Work Opportunity Responsibility to Kids
CASAS	Comprehensive Adult Student Assessment Systems
CBEDS	California Basic Education Data System
CCC	California Conservation Corps
CCR	California Code of Regulations
CDC	California Department of Corrections (now called Adult Operations and Adult Programs)
CDCR	California Department of Corrections and Rehabilitation
CDDS	California Department of Developmental Services
CDE	California State Department of Education
CIT	Citizenship Interview Test
CIS	Citizenship and Immigration Services
COAAP	Civic Objectives and Additional Assessment Plan
CSIS	California School Information Services
CYA	California Youth Authority (now called Division of Juvenile Justice)
DD	Developmental Disability
DOT	Dictionary of Occupational Titles
DJJ	Division of Juvenile Justice
ECS	Employability Competency System
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
FWA	Functional Writing Assessment
GED	General Educational Development
G&H	Government and History
HSD	High School Diploma
IEP	Individualized Education Program

IPP	Individualized Program Plan
LEA	Local Education Agencies
MSDS	Material Safety Data Sheet
NALS	National Adult Literacy Survey
NEDP	National External Diploma Program
NRS	National Reporting System
OCE	Office of Correctional Education
OTAN	Outreach and Technical Assistance Network
PBA	Performance Based Accountability
POWER	Providing Options for the Workplace, Education and Rehabilitation
ROC	Regional Occupational Center
ROP	Regional Occupational Program
ROCP	Regional Occupational Center / Program
SODS	Student Outcome Data Set
SPL	Student Performance Level
TANF	Temporary Assistance to Needy Families
TOPSpro	Tracking of Programs and Students
VABE	Vocational Adult Basic Education
VESL	Vocational English as a Second Language
WIA	Workforce Investment Act of 1998
WLS	Workforce Learning System

CDE/CASAS Contact Info

CDE TECHNICAL ASSISTANCE CONTACTS Address: Phone: 916-322-2175 1430 N Street Suite 4503 Sacramento, California 95814-5901 Fax: 916-327-7089

To contact your CDE Regional Consultant, follow this link:

<http://www.cde.ca.gov/sp/ae/po/directory.asp>

CASAS TECHNICAL ASSISTANCE

5151 Murphy Canyon Road, Suite 220

San Diego, California 92123

Phone: 1-800-255-1036 Fax: 1-858-292-2910

ACCOUNTABILITY • capm@casas.org

- Data Collection Requirements
- Testing
- Training

ENGLISH LITERACY AND CIVICS EDUCATION

- elcivics@casas.org

Testing Materials

- mperez@casas.org

TOPSpro Software

- Cfarrell@casas.org