Quick Start Guide

for

TOPSPro Enterprise Data Managers

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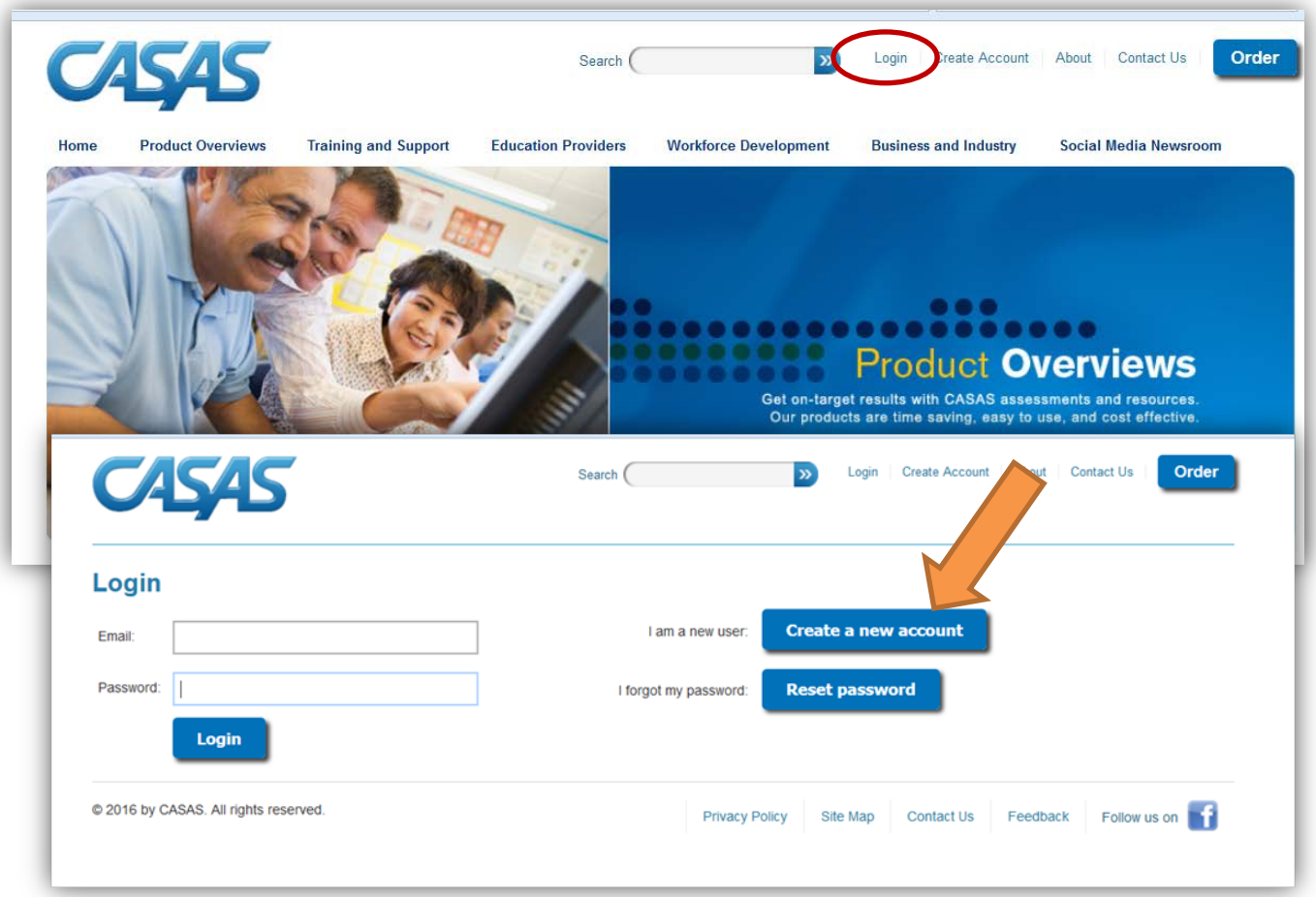
Getting Started

- Go to the CASAS website and register. This will allow you to register for trainings, download help documents and receive important notices from CASAS.



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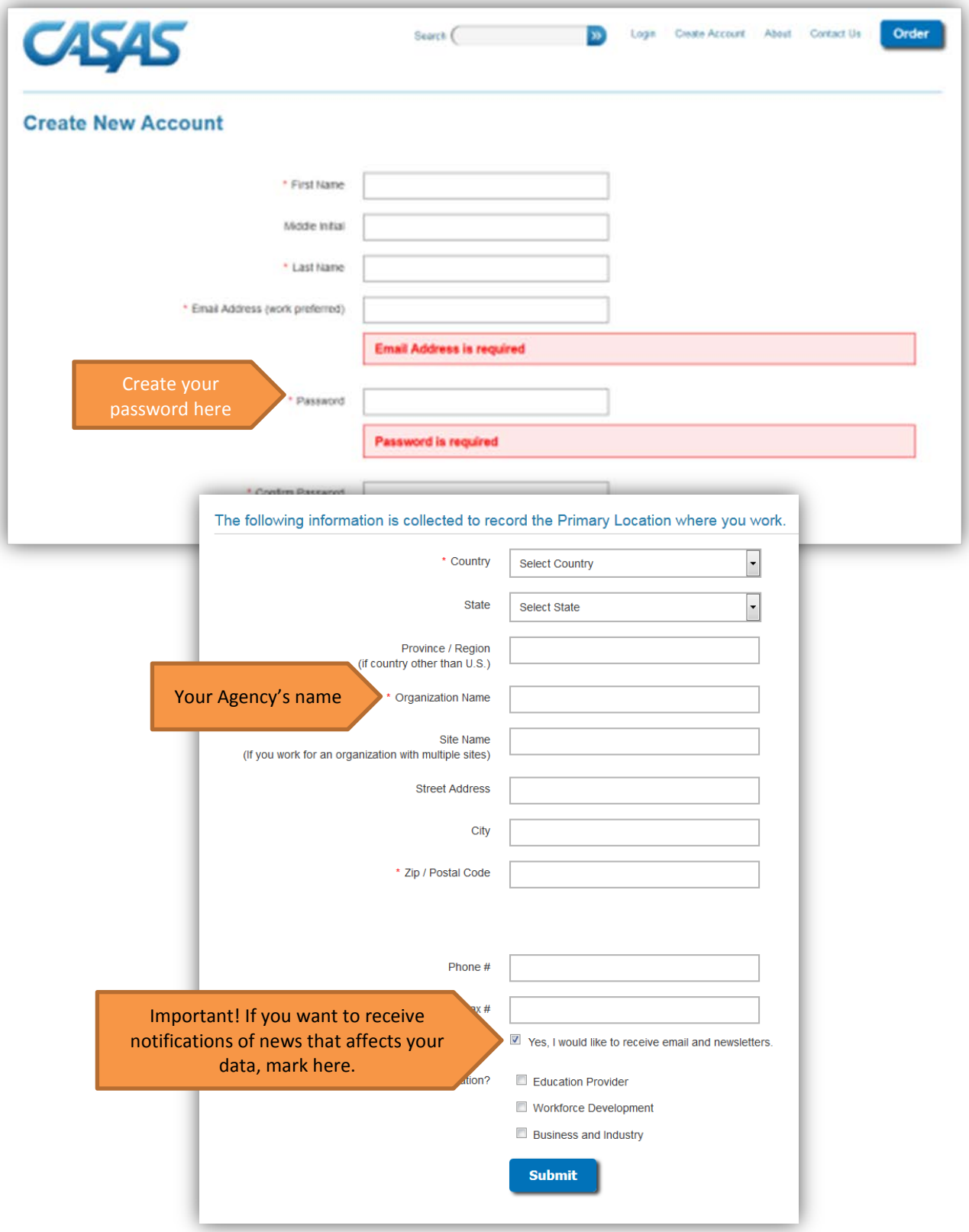

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Using TOPSpro® (TE) Enterprise

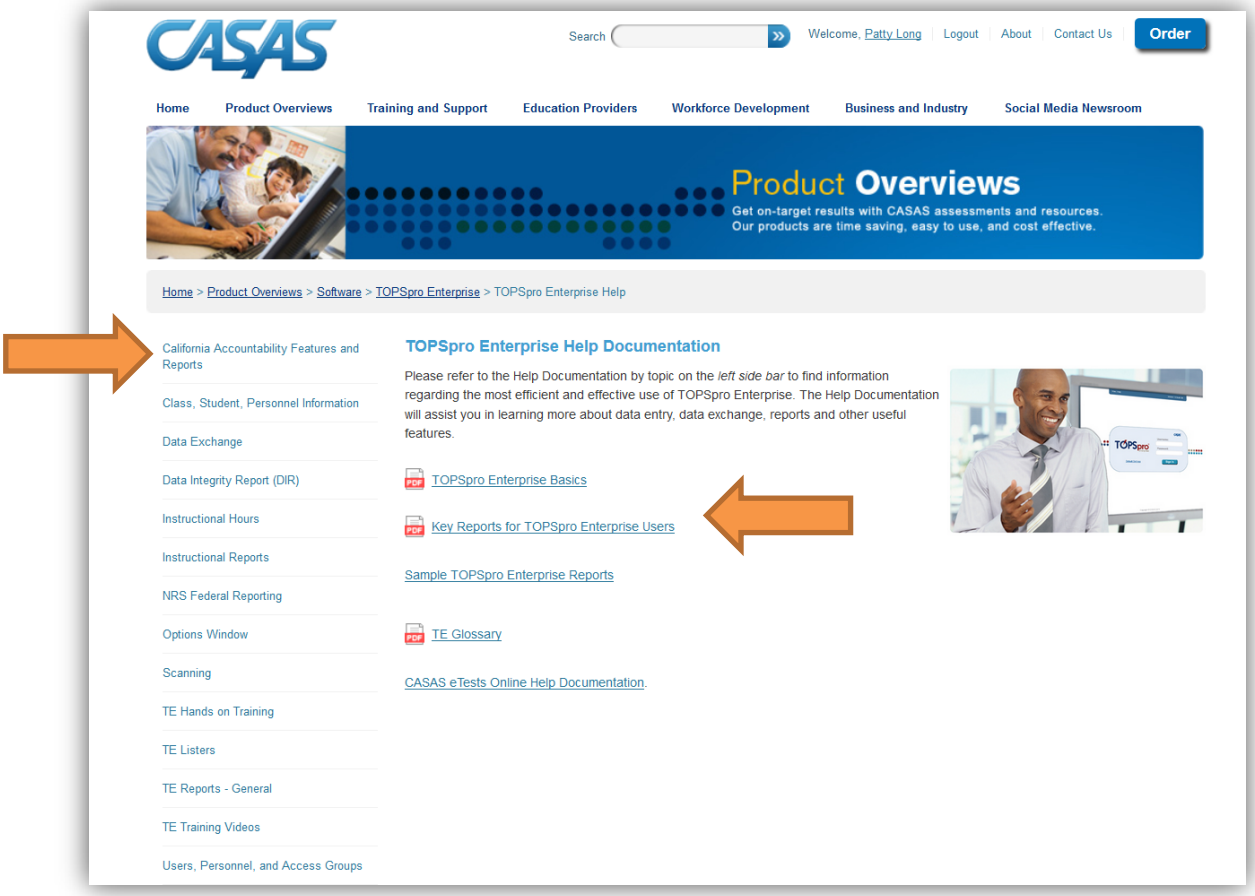
Go to:

CASAS Home/Product Overviews/Software/TOPSpro Enterprise/ TOPSpro Enterprise Help

- On the TE Help Documentation page, you will find a wealth of support documentation as you learn the TE database. Down the left side of the screen are categories of various help documents to lead you through each item step-by-step.

From the center of the page you can download:

- **TE Basics** – A workbook used in trainings that provides practice activities. The first chapter provides the web address for our Rolling Hills database that you can use to complete the practice activities. Shows you how to set up your database.
- **Key Reports** – A booklet of the most useful TE reports for data management and instruction. Includes a sample of each report, information on how to generate the report, and the target audience (program administrators, TE data managers, teachers.)
- **TE Glossary** – a guide to TE terms and acronyms



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Entering/editing Student Information in TE

Use these links to help you get started in TE:

How do I add students? Or training video of How to Add and Edit Student Records

How do I enroll them in a Class? Or How to Enroll Students in Classes

How do I add a test for them?

How do I generate a Next Assigned Test Report?

How do I generate a Personal Score Report?

How do I merge Duplicate Students?

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Data Integrity Report (DIR)

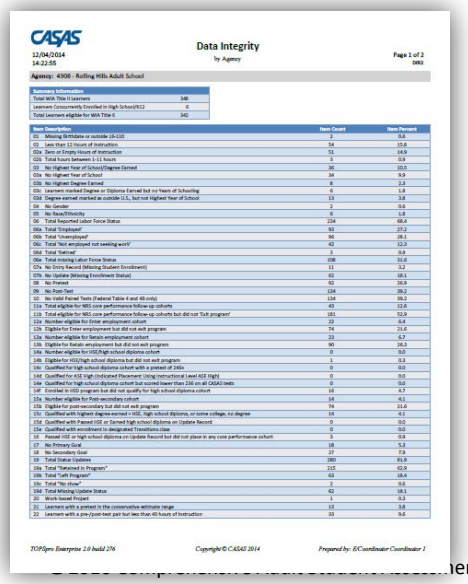
In TOPSpro Enterprise (TE), go to Reports/Data Management/Data Integrity

The DIR report displays 22 items that are important for State and Federal requirements. It includes **Summary Information** that highlights the most important data elements for WIOA data collection.

When reading this report, it's important to understand that

- ***Required data items*** are at the beginning of the report (items 1-10.)
  - Some of these items listed are directly related to your agency's data collection and testing schedule and the time of the year, and may not require immediate action. For example, *Item 7b: Learners with no Update Status* (retained, left, etc.) will have a high number at the beginning of the school year as classes start, but you know that your agency schedules Update Records to be completed at the end of the quarter or semester.
- ***Core performance items*** identify students in High School Diploma and High School Equivalency programs, students who qualify for transferring to College or Career Tech programs, and students who qualify for the G*et a Job/ Keep a Job* cohorts.
- ***Data validation items*** are purely informational and should be used for comparison and evaluation.

You need to be familiar with your agency's ***Local Assessment Policy.***


CASAS

Data Integrity

by Agency

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Page 1 of 2

Agency: 4908 - Rolling Hills Adult School

Summary Information	
Total WIA Title II Learners	348
Learners Concurrently Enrolled in High School/K12	6
Total Learners eligible for WIA Title II	342

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	2	0.6
01 Less than 12 hours of instruction	54	15.6
02a Zero or Empty Hours of Instruction	51	14.9
02b Total hours between 1-11 hours	3	0.9
02 No Highest Year of School/Degree Earned	36	10.5
02a No Highest Year of School	34	9.9
02b No Highest Degree Earned	8	2.3
02c Learners marked Degree or Diploma Earned but no Years of Schooling	6	1.8
02d Degree earned marked as outside U.S., but not Highest Year of School	13	3.8
04 No Gender	2	0.6
05 No Race/Ethnicity	6	1.8
06 Total Reported Labor Force Status	234	68.4
06a Total 'Employed'	93	27.2
06b Total 'Unemployed'	96	28.1
06c Total 'Not employed not seeking work'	42	12.3
06d Total 'Retired'	3	0.9
06e Total missing Labor Force Status	108	31.6
07a No Entry Record (Missing Student Enrollment)	11	3.2
07b No Update (Missing Enrollment Status)	92	58.1
08 No Pretest	92	26.9
09 No Post-Test	134	39.2
10 No Valid Paired Tests (Federal Table 4 and 4B only)	134	39.2
11a Total eligible for NRS core performance follow-up cohorts	43	12.6
11b Total eligible for NRS core performance follow-up cohorts but did not 'Exit program'	181	52.9
12a Number eligible for Enter employment cohort	22	6.4
12b Eligible for Enter employment but did not exit program	74	21.6
13a Number eligible for Retain employment cohort	23	6.7
13b Eligible for Retain employment but did not exit program	60	16.3
14a Number eligible for HSD/high school diploma cohort	0	0.0
14b Eligible for HSD/high school diploma but did not exit program	1	0.3
14c Qualified for high school diploma cohort with a pretest of 166+	0	0.0
14d Qualified for ACE High (Indicated Placement Using Instructional Level ACE High)	0	0.0
14e Qualified for high school diploma cohort but scored lower than 166 on all CASAS tests	0	0.0
14f Enrolled in HSD program but did not qualify for high school diploma cohort	16	4.7
15a Number eligible for Post-secondary cohort	14	4.1
15b Eligible for post-secondary but did not exit program	74	21.6
15c Qualified with highest degree earned = HSD, high school diploma, or some college, no degree	14	4.1
15d Qualified with Passed HSD or Earned high school diploma on Update Record	0	0.0
15e Qualified with enrollment in designated Transitions class	0	0.0
15f Passed HSD or high school diploma on Update Record but did not place in any core performance cohort	3	0.9
17 No Primary Goal	18	5.3
18 No Secondary Goal	27	7.9
19 Total Status Updates	280	81.9
19a Total "Retained in Program"	215	62.9
19b Total "Left Program"	63	18.4
19c Total "No show"	2	0.6
19d Total Missing Update Status	62	18.1
20 Work-based Project	1	0.3
21 Learners with a pretest in the conservative-estimate range	13	3.8
22 Learners with a pre/post-test pair but less than 40 hours of instruction	33	9.6

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- It is important to understand your agency's data collection and testing schedule since much of the data on the DIR can be misinterpreted.
- Be familiar with the data entry and testing process~~)~~ at your agency. This will help you understand what the numbers in the DIR mean, e.g., *"8. Students with no Post-test."* If it is early in the year or term, the number may be high because it is too soon to post-test.

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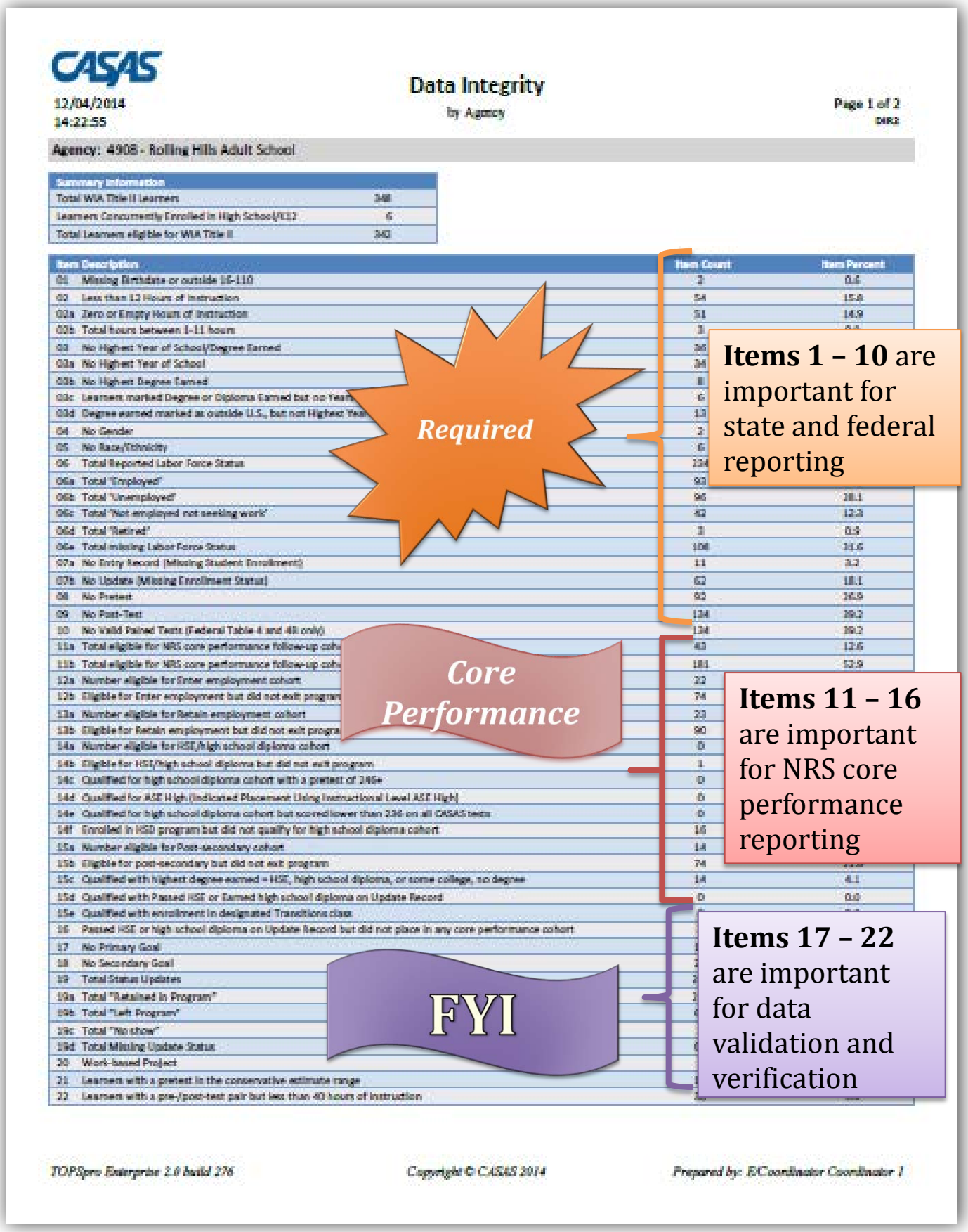

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Data Integrity
by Agency

Page 1 of 2
DIR2

Agency: 4908 - Rolling Hills Adult School

Summary Information	
Total WIA Title II Learners	348
Learners Concurrently Enrolled in High School/ESL	6
Total Learners eligible for WIA Title II	340

Item	Description	Item Count	Item Percent
01	Missing Birthdate or outside 16-110	2	0.6
02	Less than 12 Hours of Instruction	54	15.6
02a	Zero or Empty Hours of Instruction	51	14.9
02b	Total hours between 1-11 hours	3	
03	No Highest Year of School/Degree Earned	36	
03a	No Highest Year of School	34	
03b	No Highest Degree Earned	8	
03c	Learners marked Degree or Diploma Earned but no Year	6	
03d	Degree earned marked as outside U.S., but not Highest Year	13	
04	No Gender	3	
05	No Race/Ethnicity	6	
06	Total Reported Labor Force Status	234	
06a	Total 'Employed'	93	
06b	Total 'Unemployed'	96	28.1
06c	Total 'Not employed not seeking work'	42	12.3
06d	Total 'Retired'	3	0.9
06e	Total missing Labor Force Status	108	31.6
07a	No Entry Record (Missing Student Enrollment)	11	3.2
07b	No Update (Missing Enrollment Status)	62	18.1
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11a	Total eligible for NRS core performance follow-up coh	43	12.6
11b	Total eligible for NRS core performance follow-up coh	181	52.9
12a	Number eligible for Enter employment cohort	22	
12b	Eligible for Enter employment but did not exit program	74	
13a	Number eligible for Retain employment cohort	20	
13b	Eligible for Retain employment but did not exit progra	90	
14a	Number eligible for HSE/high school diploma cohort	0	
14b	Eligible for HSE/high school diploma but did not exit program	1	
14c	Qualified for high school diploma cohort with a pretest of 246+	0	
14d	Qualified for ASE High (Indicated Placement Using Instructional Level ASE High)	0	
14e	Qualified for high school diploma cohort but scored lower than 236 on all CASAS tests	0	
14f	Enrolled in HSD program but did not qualify for high school diploma cohort	16	
15a	Number eligible for Post-secondary cohort	14	
15b	Eligible for post-secondary but did not exit program	74	
15c	Qualified with highest degree earned = HSE, high school diploma, or some college, no degree	14	4.1
15d	Qualified with Passed HSE or Earned high school diploma on Update Record	0	0.0
15e	Qualified with enrollment in designated Transitions class		
16	Passed HSE or high school diploma on Update Record but did not place in any core performance cohort		
17	No Primary Goal		
18	No Secondary Goal		
19	Total Status Updates		
19a	Total "Retained in Program"		
19b	Total "Left Program"		
19c	Total "No show"		
19d	Total Missing Update Status		
20	Work-based Project		
21	Learners with a pretest in the conservative estimate range		
22	Learners with a pre-/post-test pair but less than 40 hours of instruction		

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Required

Core Performance

FYI

Items 1 – 10 are important for state and federal reporting

Items 11 – 16 are important for NRS core performance reporting

Items 17 – 22 are important for data validation and verification

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CASAS Training

- **CASAS Online Workshops** (facilitated and self-paced options)
  www.casas.org: *Home > Training and Support > Register for Trainings and Meetings*

  - California Accountability (New Users and Experienced Users)
  - NRS Policy
  - CASAS Assessment Implementation
  - Data Collection, validation, and reporting using TOPSpro Enterprise (TE)
  - Computer-based Testing
  - EL Civics
  - Resources To Support Success

Every fall, CASAS provides live, local trainings in California:

  - California Accountability for New Users
  - Implementation Training
  - TE Basics

  www.casas.org: Home > Training and Support > Trainings and Meetings

- **CASAS Summer Institute – June**
  www.casas.org: Home > Training and Support > National Summer Institute

The CASAS National Summer Institute presents the ultimate opportunity for professional development. Every session is designed with attendees in mind, providing them with the latest information and technical training to ensure success.

  - Access to more than 75 trainings and workshops
  - Learn more about computer-based and online testing with CASAS eTests
  - Gain comprehensive strategies focused on improving learning outcomes
  - Hear about the latest approaches in transitioning learners to postsecondary education and the workplace
  - Attend informative workshops to explore using data for program improvement

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Suggested Trainings for New TE Users

- California Accountability for New Users* *F2F, Online, SI*
- Implementation Training * *F2F, Online, SI*
- TE Basics *F2F, Online, SI*
- Data Submission Guidelines *Online*
- Payment Points: Overview and Interpretation *Online*
- Payment Points: Drilldown *Online*
- Data Integrity Report: Overview and Interpretation *Online*
- Data Integrity Report: Drilldown *Online*

**Required Training*
F2F = Face-to-face trainings throughout California in the fall
Online = Facilitated online training
SI = Summer Institute

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CASAS Documents and Resources

- ***WIOA II Technical Manual for Data Deliverables***
  A step-by-step guide to create and submit quarterly and year-end deliverables

www.casas.org : Home > Product Overviews > Software > TOPSpro Enterprise > TOPSpro Enterprise Help > California Accountability Features and Reports

- ***Instructor Handbooks for ABE/ASE and ESL***
  An interactive tool for teachers that provides information for data collection and testing responsibilities in the classroom, reading testing reports and targeting instruction.

www.casas.org: Home > Training and Support > Specialty Training > Handbooks for Teachers

- ***Key Reports for TOPSpro Enterprise Users***
  Most common TE Reports with instructions on how to generate them and who the target audience is (administration, teachers, students, TE data staff.)

www.casas.org: Home > Product Overviews > Software > TOPSpro Enterprise > TOPSpro Enterprise Help

- **QuickSearch**
  Easy to use online reference to thousands of instructional materials that are competency-based and appropriate for youth and adult learners.

www.casas.org: Home > Product Overviews > Curriculum Management & Instruction > Instructional Materials: QuickSearch Online

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- **EL Civics**

  - ***Civic Participation***

    Assessments and resources for agencies and teachers.

    www.casas.org : Home > Training and Support > CASAS Peer Communities > California Accountability > EL Civics > Civic Participation

  - ***Citizenship***

    www.casas.org : Home > Product Overviews > Curriculum Management & Instruction > Materials Bibliography (Citizenship)

    Curriculum resources for teachers.

- **Low-Level Literacy ABE Curriculum**

www.casas.org: Home > Product Overviews > Curriculum Management & Instruction > Curriculum Modules (Low Level Literacy)

- **Continuous Improvement Measure (CIM)**

www.casas.org: Home > Product Overviews > Curriculum Management & Instruction > Program Improvement: Continuous Improvement Measure

- **Network Meetings for WIOA, TOPSpro, and EL Civics staff**

www.casas.org: Home > Training and Support > Trainings and Meetings

Monthly meetings for administration, lead teachers and TE staff, both face-to-face and online, to review latest updates from CDE, provide professional support and discuss hot topic-related data and reports

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California WIOA Title II

The following information reviews data collection and data submission guidelines for California funded agencies.

CASAS is available to modify the TE Quick Start Guide to your state specifications. For more information, please have your state agency contact:

Adriana Terry at aterry@casas.org

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Data Deliverables

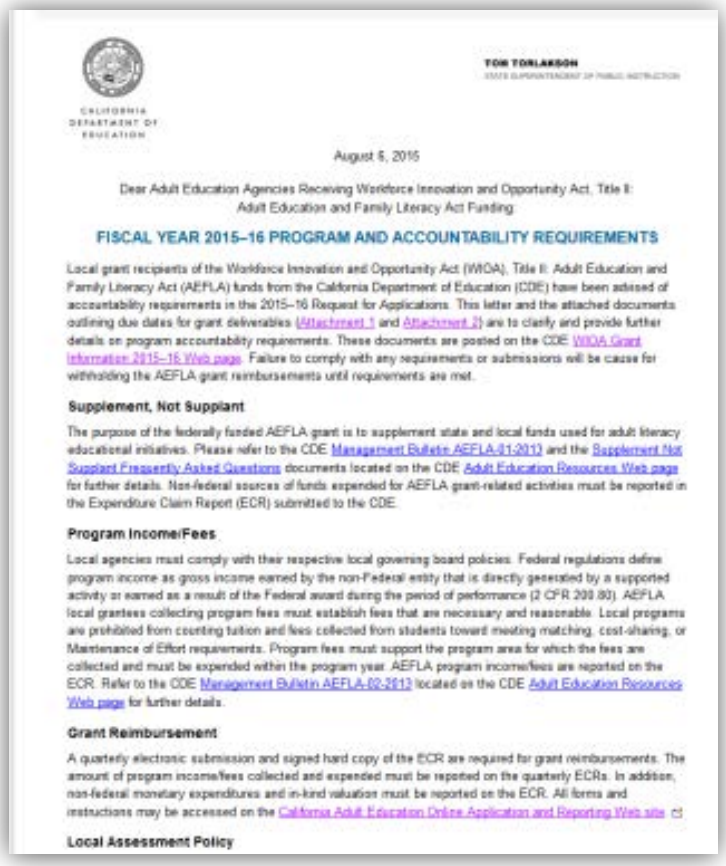
Demographic data, testing data and several reports are due throughout the year. Below are the key documents listing what information is due, when it is due, and how to compile and submit it.

a. Beginning of the Year (BOY) Letter

www.casas.org: Home > Training and Support > CASAS Peer Communities > California Accountability

Sent to all agencies' administration after the start of the fiscal year (July 1.) You can download a copy from the CASAS website using the address listed above.

- Delineates all required documents and data due dates throughout the year.
- Includes agency training requirements – *California Accountability* and *Implementation Training.*



CALIFORNIA DEPARTMENT OF EDUCATION

TOM TORLAKSON

August 6, 2015

Dear Adult Education Agencies Receiving Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act Funding:

FISCAL YEAR 2015–16 PROGRAM AND ACCOUNTABILITY REQUIREMENTS

Local grant recipients of the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) funds from the California Department of Education (CDE) have been advised of accountability requirements in the 2015–16 Request for Applications. This letter and the attached documents outlining due dates for grant deliverables (Attachment 1 and Attachment 2) are to clarify and provide further details on program accountability requirements. These documents are posted on the CDE WIOA Grant Information 2015–16 Web page. Failure to comply with any requirements or submissions will be cause for withholding the AEFLA grant reimbursements until requirements are met.

Supplement, Not Supplant

The purpose of the federally funded AEFLA grant is to supplement state and local funds used for adult literacy educational initiatives. Please refer to the CDE Management Bulletin AEFLA-01-2013 and the Supplement Not Supplant Frequently Asked Questions documents located on the CDE Adult Education Resources Web page for further details. Non-federal sources of funds expended for AEFLA grant-related activities must be reported in the Expenditure Claim Report (ECR) submitted to the CDE.

Program Income/Fees

Local agencies must comply with their respective local governing board policies. Federal regulations define program income as gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance (2 CFR 200.80). AEFLA local grantees collecting program fees must establish fees that are necessary and reasonable. Local programs are prohibited from counting tuition and fees collected from students toward meeting matching, cost-sharing, or Maintenance of Effort requirements. Program fees must support the program area for which the fees are collected and must be expended within the program year. AEFLA program income/fees are reported on the ECR. Refer to the CDE Management Bulletin AEFLA-02-2013 located on the CDE Adult Education Resources Web page for further details.

Grant Reimbursement

A quarterly electronic submission and signed hard copy of the ECR are required for grant reimbursements. The amount of program income/fees collected and expended must be reported on the quarterly ECRs. In addition, non-federal monetary expenditures and in-kind valuation must be reported on the ECR. All forms and instructions may be accessed on the California Adult Education Online Application and Reporting Web site

Local Assessment Policy

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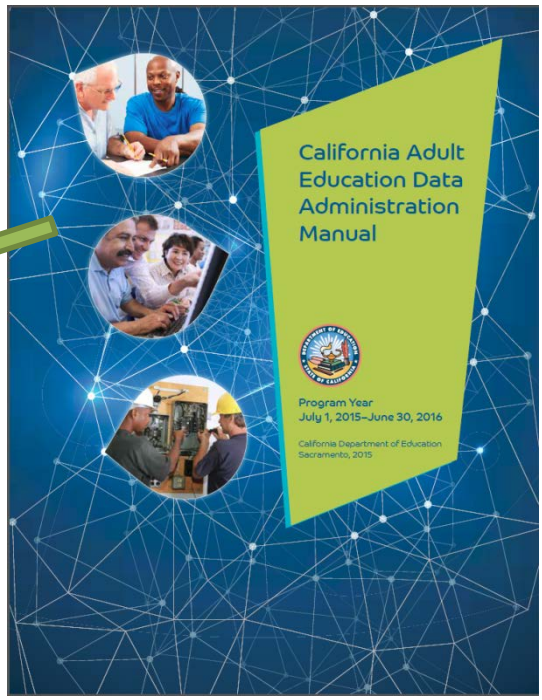
b. California Adult Education Data Administration Manual

www.casas.org: Home > Training and Support > CASAS Peer Communities > California Accountability

This document provides all the information you need about data collection and testing requirements for WIOA. This manual includes:

- A list of commonly used acronyms in adult education
- A description of the CA payment point system
- A data dictionary that provides descriptions of each data item found on Entry Records, Update Records, and Test Records.



Note – there will not be a 2016-17 version posted during the 2016-17 year. CDE has approved the 2015-16 version for the 2016-17 year.

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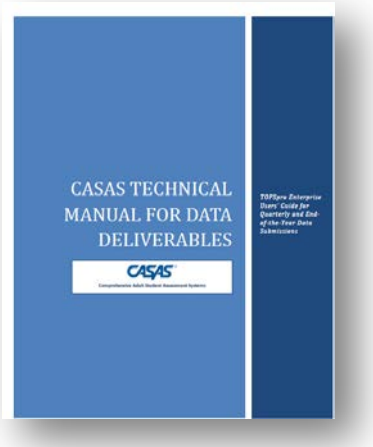
c. CASAS Technical Manual for Data Deliverables

www.casas.org: Home > Product Overviews > Software > TOPSpro Enterprise > TOPSpro Enterprise Help > California Accountability Features and Reports

A step-by-step guide for data submission.



d. Due Dates

Due dates never change. If the date falls on a weekend, the data is still due by that date.

How do I clean up my data to get it ready for Data Submission?

- https://www.casas.org/docs/default-source/te-help-documentation/cleaning-up-your-data-integrity-report.pdf?sfvrsn=4

Quarter 1

- July 1 - September 30 Data
- Due October 31

Quarter 2

- July 1 - December 31 Data
- Due January 31

Quarter 3

- July 1 - March 31
- Due April 30

End of Year

- July 1 - June 30
- Due August 1

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California Payment Points

In TE, go to Reports/State Reports/CA/Payment Points

Payment Points

California funded agencies can receive "Pay for Performance" funding.

To qualify for California Payment Points, students must have

- 12 or more hours of instruction by the end of the fiscal year (July 1 – June 30)
- An Entry Record
- A qualifying pre-test and post-test*
- An Update Record

**Completion of HSE and GED, TASC or HiSET can substitute for a post-test.*

There are three types of Payment Points:

Benchmarks	Student Outcome Datasets (SODS)	Transition

• Complete a level
• Advance one or more Levels
• Earn a HSD
• Earn ~~a~~an HSE
	• Complete a level
	• Advance one or more Levels
	• Pass up to 2 COAPPS
	• Pass the CIT and/or Government and History Test
		• Qualify for Core Performance Outcome
		• Report a Positive Outcome:
		  • Retained/Got a Job
		  • Got a Better Job
		  • Enrolled in College or Career Tech

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Benchmarks

Using National Reporting System (NRS) Federal Table 4, students earn a payment point based on Pre/Post test scores (Academic Outcome)

CASAS

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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:** 2013-2014

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	1	1	0	6	14.29
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	20	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	120	66	26	95	49.79

Complete a Level Benchmark

- Earned when learner makes sufficient pre-/post-test gains to complete a level on NRS Federal Table 4 (Column D)
- Includes additional California Benchmark Levels for lower levels of ABE
- Earned in only one modality
- Earned only once per learner per program year

Advance One or More Level Benchmark

- Earned when learner makes sufficient pre-/post-test gains to advance one or more levels on NRS Federal Table 4 (Column E)
- Learner must continue in program after completing a level (mark *Retained in Program* on learner Update Record Field #7 – Status)
- Earned in only one modality
- Earned only once per learner per program year

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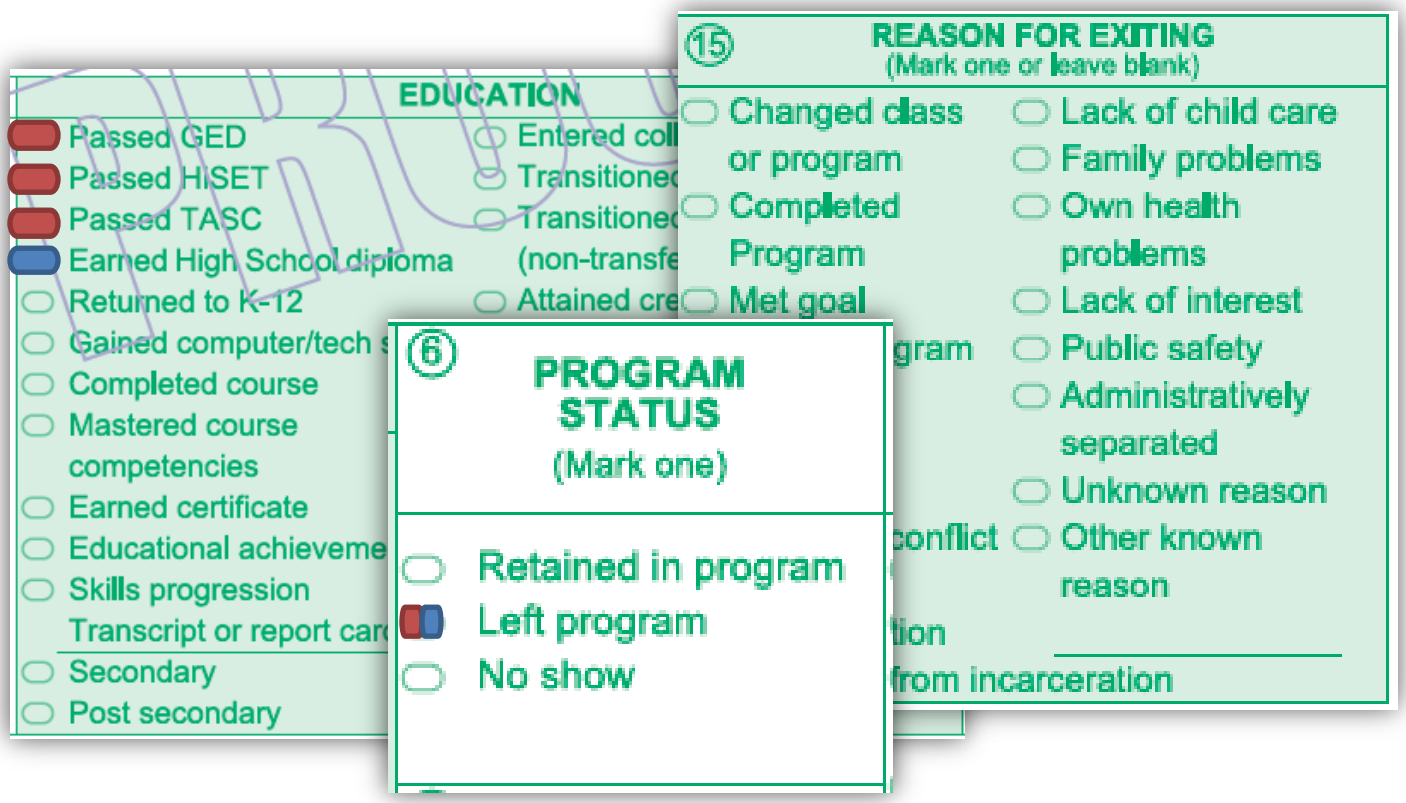
High School Diploma Benchmarks

- One payment point for earning a HSD
- Mark **"Earned HS diploma"** on Update Record
- Must exit program **("Left Program")**
- School maintains certified list of high school diploma students



High School Equivalency (HSE) Benchmarks

- HSE students must pass all sections
- Mark "**Passed GED 2014, HiSET or TASC"** on Update Record
- Must exit program **("Left Program")**
  - Passing the Spanish GED is acceptable for GED benchmark attainment
  - CDE will perform a data match for HSE students to determine benchmark payments

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Student Outcome Dataset Payment Points – EL Civics

Civic Participation:

- Pass up to two ***EL Civics Additional Assessments*** (COAAPs)

Citizenship Preparation:

- Pass the ***CASAS Citizenship Interview Test*** (206 or above) and/or
- ***Government and History for Citizenship Test*** (206 or above.)

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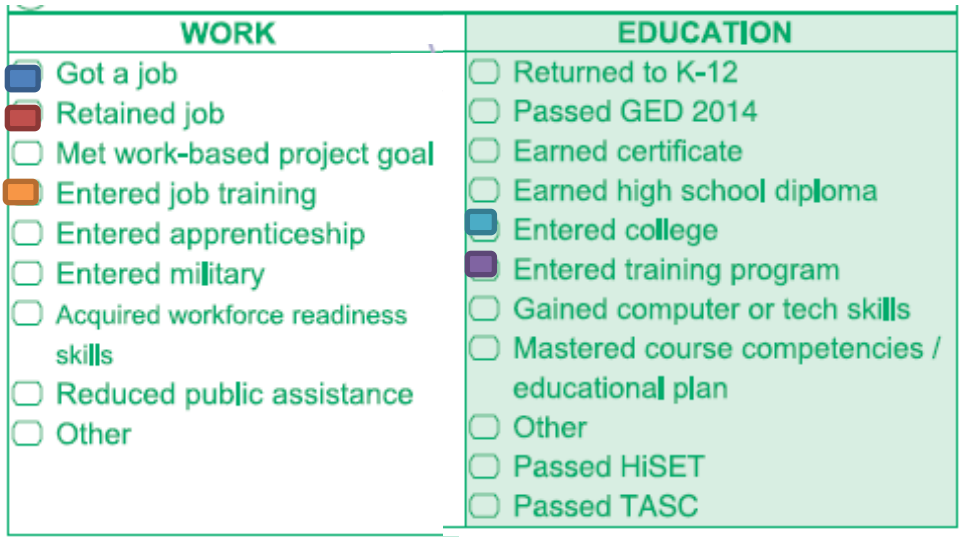
Transition Outcomes Payment Points

- 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.)



WORK	EDUCATION
☐ Got a job	☐ Returned to K-12
☐ Retained job	☐ Passed GED 2014
☐ Met work-based project goal	☐ Earned certificate
☐ Entered job training	☐ Earned high school diploma
☐ Entered apprenticeship	☐ Entered college
☐ Entered military	☐ Entered training program
☐ Acquired workforce readiness skills	☐ Gained computer or tech skills
☐ Reduced public assistance	☐ Mastered course competencies / educational plan
☐ Other	☐ Other
	☐ Passed HiSET
	☐ Passed TASC

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