

NRS Data Integrity Report

Summary Information Rows

Total WIOA Title II Learners

Includes learners with the opportunity to be reported for WIOA, Title II. It sums all ABE, ESL, and ASE learners with any activity in the selected date range.

The total may not indicate +/- performance, but it may be useful to cross check these totals with expected enrollments and compare against *Learners Eligible for WIOA Title II*, as well as to California payment points.

Learners Concurrently Enrolled in High School/K12

Includes WIOA, Title II learners in which their Personal Status Entry in TE has been marked as “Enrolled in High School/K12”

Any student enrolled in K-12 is not eligible for California NRS reporting.

Total Learners Eligible for WIOA II

These are the Total WIOA Title II Learners minus Learners Concurrently Enrolled in High School/K12.

This indicates the total number of eligible students. “Learners eligible” is not to be confused with “Qualified Enrollees.”

Learners Eligible = any student with any connection (hours, enrollment, or test) connected to one of the WIOA II programs – ABE, ASE, or ESL.

Qualified Enrollees = those in ABE, ASE, or ESL and that meet the criteria to qualify for NRS reporting, such as demographics and 12+ hours of instruction.

	The NRS DIR uses Learners Eligible, so it can correctly calculate each of the DIR items, including several items that report critical missing information. This <i>serves as the denominator for all of the items on the NRS Data Integrity Report.</i>
Summary Columns	
Without PoP	Includes the number of WIOA Title II learners that do not have a Periods of Participation (PoP). That means they <i>do</i> have WIOA II program enrollment, but <i>do not</i> have either the test or at least one hour of instruction necessary to comprise a PoP.
Program Year (PY)	This column displays the current program year, and shows the number of learners that have <i>both</i> WIOA II program enrollment <i>and</i> the minimum criteria for a PoP (that is, presence of a test or at least one hour of instruction.) This total represents the number of students with enrollment in that reported PY <i>and</i> should include learners listed in Without PoP and PoP 1, 2, 3, and 4.
PoPs 1, 2, 3, 4	These four columns display, respectively, the number of enrollees in that PY with 1, 2, 3, and 4 recorded PoP. Very few will ever have more than two. This information is not important for federal compliance, but is FYI to help determine whether multiple PoPs may be a factor in your DIR Item Counts.

DIR Item	Notes	Where to edit in TE On the DIR, right-click on Item Count and open...
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. The federal minimum age requirement is 16.	<i>Student Population</i> • Double-click to open the student's record. • Click the edit icon next to Identification and add the birthdate. • Save and close.
2. Less than 12 Hours of Instruction	• Early in the year, these numbers will usually be higher, and these totals may not accurately reflect your agency's performance. • After the 2Q data submission, these numbers should begin to improve • At some agencies, a spike in this total may occur early in the 3Q as many new students enroll at the beginning of the calendar year. • For certain agencies with "highly transient" students, or that have a long waiting list – these numbers may be higher. There may be a need to determine whether numbers can be improved with better data collection, or whether the transient population will always entail numbers in this category. • Agencies are discouraged from deleting records, as it is usually better to live with high totals on the DIR than delete lots of records. • When reviewing hours, keep in mind the student may have multiple periods of participation.	Review hours listed in <i>Classes-Records Population</i> If additional hours need to be reported, hours can be either imported from third-party services, entered directly into TE, TE classmate, or through TE portals.
a. <i>Zero or Empty Hours of Instruction</i> b. <i>Total hours between 1-11 hours</i>	Items 2a and 2b are available to provide more context to less than 12 hours. • In most cases zero hours is the larger source of students with less than 12 hours.	Review hours listed in <i>Classes-Records Population</i> If additional hours need to be reported, hours can be either imported from third-party services,

DIR Item	Notes	Where to edit in TE On the DIR, right-click on Item Count and open...
	- If most students appear in 2a - <i>Zero/empty hours</i>, then that usually suggests a “data issue” – that is the agency may have hours of instruction that still need to be entered for all reporting students. - Waiting list issues are also a common factor if lots of students have zero hours. a) If most appear in 2b - <i>Total hours between 1-11 hours</i> that suggests the issue is more likely that students have just not accrued that many hours.	entered directly into TE, TE classmate, or through TE portals.
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. 3a and 3b provide additional context to highlight which of the two elements is missing.	Student Population - Double-click to open the student record. - Click the edit icon next to Education and add the highest year of school and/or highest degree earned. - Save and close.
a. <i>No Highest Year of School</i>		
b. <i>No Highest Degree Earned</i>		
4. No Gender	Basic demographics field. Like item #1, this total should always be very low.	Student Population - Double-click to open the student record. - Click the edit icon next to Identification and add the gender. - Save and close.
5. No Race/Ethnicity	Like item #1, this total should always be very low. Some learners marking Hispanic or Latino do not wish to mark a race. If so—that is fine – marking Hispanic/Latino ensures the student qualifies for state and federal reporting.	Student Population - Double-click to open the student record. - Click the edit icon next to Ethnicity, Race & Language and add the race or ethnicity - Save and close.

DIR Item	Notes	Where to edit in TE On the DIR, right-click on Item Count and open...
	If learner is of more than one race, you can mark multiple races	
6. Total Reported Labor Force Status <i>a. Total 'Employed'</i> <i>b. Total 'Employed with Notice'</i> <i>c. Total 'Unemployed'</i> <i>d. Total 'Not in Labor Force'</i> e. Total missing Labor Force Status	Like item #1, this one is a critical field. 06e – Total Missing Labor Force Status should always be a low number. 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.”	<i>Student - Records Population</i> • Double-click to open the student record. • <i>Click the edit icon next to Status</i> • Add or edit Labor Force Status • Save and close.
8. No Valid Pretest	Agencies should pretest upon enrollment, so this item should always be fairly low. • After Q2, item percentage should continue downward. • If your agency uses any of the newer NRS MSG’s such as HSE subsections or 3, 4, or 5 for workforce programs, this number may be higher than expected. • “Waiting List Issues” can sometimes inflate the number for this item – based on the steps your students follow during orientation and enrollment. • DIR items related to pre/post-testing are “fix” in your data, but best addressed by additional test scheduling, and improved coordination and communication with students and staff.	<i>Student Assessment Population Or NRS Monitor</i> •

DIR Item	Notes	Where to edit in TE On the DIR, right-click on Item Count and open...
9. No Post-Test	<i>Without question, the #1 most common problem for most agencies.</i> • The DIR items related to pre/post-testing are usually best addressed by improved test scheduling, coordination, and communication with students and staff rather than data troubleshooting. • This is an item like “hours” where it is possible high numbers may be due to the time of year, or a transient student population, rather than missing tests. • The CA statewide persistence rate has stayed around 70% -- so the EOY percentage displayed on this item should be 30% or lower. • <i>Use this item in conjunction with the Persister report to pinpoint programs/levels that are of the highest concern.</i> • Keep in mind the student may have multiple periods of participation. They may have a qualifying pre/post test in a previous PoP but not their current PoP.	Student Assessment Population Or NRS Monitor
9a) Valid pretest with no post-test, excluding those who earned HSE/HSD 9b) No post-test and pretest below ASE High 9c) Valid pretest with no post-test, excluding those with MSG	This item reports the similar issues as Item #9 – pretest but no post-test – but with special conditions that are important when calculating outcomes on NRS Table 4, • 9a. Excludes students that earned HSE or the HS diploma, and may have successfully completed the program before doing a post-test. • 9b. Excludes students with high pretest scores that placed them in ASE High, the highest of the 12 EFL’s included on NRS Table 4. • 9c. Excludes students earning any other reported MSGs on NRS Table 4.	• NRS Monitor • Assessments Audit

DIR Item	Notes	Where to edit in TE On the DIR, right-click on Item Count and open...
09x) Learners with a pretest but no post-test “in any area” 09ax) excluding those who earned HSE/HSD 09bx) below ASE High 09cx) excluding those with MSG	The items designated with an “X” indicate that TE is using a qualifying pre-test in a different modality than what is used to determine pre/post-test gains. For NRS, the pretest used for EFL placement must always be the test that was administered first. <i>These situations do not necessarily reflect an “error” but are for information only to help track how TE selects pre- and post-tests for federal reporting.</i>	• NRS Monitor • Assessments Audit You could also right-click and drill down to DIR to review trends for students that appear here
10a. Pre-/post-test pair in any area	Includes all students with a valid pre/post-test.	• NRS Monitor • Assessments Audit
10b. Pre-/post-test pair in any area and have not completed a level	This item is especially helpful to identify when the agency has successfully pre/post-tested most students but the students are not achieving level gains. This issue usually needs a longer-term strategy focused on student performance in the classroom rather than improved data collection and clean-up.	• NRS Monitor • Assessments Audit
11a. Achieved Educational Functional Level (EFL) Gain with pre/post-testing	Identifies learners who made literacy gains through NRS MSG’s 11a-11d. On the DIR this is a straight item count, but for NRS Table 4, MSG’s will always be an unduplicated count • <i>11a.</i> MSG 1s Pre/Post-testing • <i>11b.</i> MSG 1b Identifies learners who achieve a level gain through high school credits.	• NRS Monitor For additional context you could also run NRS Table 4A, which provides item counts for each specific MSG.
11b. Achieved EFL Gain with High School credits earned		

DIR Item	Notes	Where to edit in TE On the DIR, right-click on Item Count and open...
11c. Achieved EFL Gain with Post-Secondary outcome	11c, MSG 1c Enter Post-Secondary 11d. MSG 1d Passing a HSE subsection	
11d. Achieved EFL Gain with HSE Subsection		
12a. Passed HSE	Identifies learners who completely passed GED or HiSET.	Student Record Population. - Add or edit Education Results - The records in this lister include “Passed HiSET” and “Passed GED”.
<i>12b. Passed HSE but instructional program not HSE</i>	If a student is enrolled in another program area, but earned their HSE, the outcome will still “count” – but it is expected that enrollment is in the HSE program area	Programs - Enrollments Population. - Add an instructional program of HSE as a Program Enrollment record
<i>12c. Passed HSE but Highest Degree Earned is HSE or higher</i>	If a student with a higher education level earned their HSE, the outcome will still “count” – but it is expected that it is a level below HSE.	Student Population - Double-click to open the student record. - Click the edit icon next to Education and add the highest degree earned, if necessary.
13a. Earned HS diploma	This identifies learners who completed their HS diploma. Agencies should keep a District verified list of these HS Diploma students in their records.	Student Record Population. - Add or edit Education Results - The records in this lister include “Earned High School Diploma”.

DIR Item	Notes	Where to edit in TE On the DIR, right-click on Item Count and open...
<i>13b. Earned HSD but instructional program is not HS diploma</i>	If a student is enrolled in another program area, but earned their diploma, the outcome will still “count” – but it is expected that enrollment is in the HS diploma program area	• Programs – Enrollments Population. • Add an instructional program of HSD as a Program Enrollment Record.
14a. Only one Period of Participation 14b. More than one Period of Participation	This item reports the number of Periods of Participation (PoPs) that a learner has within a program year. A student begins a PoP with hours of instruction, services, or tests and it elapses after 90 days without activity. . A student may have more than one PoP in a program year or a PoP that extends into another program year. Having multiple PoPs (or not) does not affect NRS performance but managing PoPs helps track the flow of exited students that may be eligible for follow-up.	Class Record Population. • Open the Class Record. • Add or edit instructional hours if applicable.
15a. With 90-97 days between Dates of Service 15b. With 83-89 days between Dates of Service	This item is also more for NRS reporting, and helps agencies manage Periods of Participation (PoPs.) Specifically, this item displays “close calls” where a student was just over (or under) 90 days of no attendance. Having multiple PoPs (or not) does not affect NRS performance but managing PoPs helps track the flow of exited students that may be eligible for follow-up.	Class Record Population. • Open the Class Record. • Add or edit instructional hours if applicable.
16. Enrolled in Integrated Education and Training (IET)	IET is for students enrolled in an ABE, ASE or ESL class and a CTE class at the same time. This item shows learners marked with <i>Special Programs = Integrated Education & Training in either a class or student record.</i>	• Students – Records Population • Open the student record • Add or edit to Special Programs = Integrated Education & Training

DIR Item	Notes	Where to edit in TE On the DIR, right-click on Item Count and open...
	<i>It may be helpful to review IET Students class records to verify they are also enrolled in a CTE class in TE</i>	
16a. Enrolled in IET or Workplace Literacy (VABE/VESL)	This item shows learners marked with Special Programs = Workplace Ed.	• Students – Records Population • Open the student record • Special Programs = Workplace Ed.
16b. Earned IET or Workplace Literacy MSG	This corresponds to MSG’s 3, 4, and 5 on NRS Table 4, which require enrollment in either IET or Workplace Literacy. <i>MSG 3 = Post-Secondary</i> <i>MSG 4 = Training Milestone</i> <i>MSG 5 = Passage of Exam</i>	• Students – Records Population • Open the student record • Add or edit to Special Programs = Integrated Education & Training OR • Special Programs = Workplace Ed.
17. No Primary Goal	Learner goals are not required for federal reporting, but this information contributes to good instruction and an effective adult educational program. In addition, agency level goal setting is now an established part of both California WIOA II and CAEP reporting. Agency should update goals yearly. Agencies can track the progression of a student goals in TE.	• Students – Records Population • Open the student record • Add or edits goals under Education & Goals
18. No Secondary Goal		
19. At least one Barrier to Employment		

DIR Item	Notes	Where to edit in TE On the DIR, right-click on Item Count and open...
<i>19a. Multiple Barriers to Employment</i> <i>19b. No Barriers to Employment</i>	Barriers to Employment includes a variety of issues that may make it more difficult for the student to attain employment and/or succeed in the classroom. No “follow up” is required to verify barriers. If “the student says so,” that is enough to justify marking it. Increasingly, at the state and federal level, this field is used to better identify adult education learning populations at the local, state, and federal levels – specifically, those groups that may require more support.	• Student – In Program Years Population • Select and Open student record • Add or edit barriers under Barriers and Workforce Services
20. Co-enrolled in WIOA Titles I, III or IV	This identifies learners who are co-enrolled with a WIOA partner program. There are separate options in the Personal Status field for each WIOA program. If you have the information, please record it here. <i>WIOA Title I - Workforce Training</i> <i>WIOA Title III – One Stop/AJCC</i> <i>WIOA Title IV - Rehabilitation</i> This has become an increasingly important field at both the state and federal level, given the recent emphasis on more collaboration with workforce partners. By definition, adult education students in ABE, ASE, and ESL are considered WIOA Title II – so only Title I, III, and IV are available to record co-enrollment.	• Students – Records Population • Open the student record • Add or edit to Personal Status = WIOA Title I, III, or IV

DIR Item	Notes	Where to edit in TE On the DIR, right-click on Item Count and open...
21. Pretest in any area in the conservative estimate range	These (♦ diamond score) range test scores are allowable for NRS, CAEP, and Californai Payment Points – but may not accurately represent the individual’s skill level. • Large numbers or percentages may indicate need for adjustment in agency’s pre/post-testing practices – especially at student enrollment and placement. • This issue was introduced to the DIR in 2008, because at that time 25% of the pretests statewide were diamond scores. Since then, almost all agencies have improved this area of performance significantly and are normally well below 10% in this area.	• NRS Monitor • Assessments Audit
22a. Pre/post-test pair in any area but less than 40 hours of instruction	Federal requirement is that all learners must have at least 40 hours of instruction between the pretest and the first reported post-test. • Informally, we have used 10% as a useful threshold for this item. • Drill down on this item to generate and print this list to document local administrator approval for all learners with a pre/post-test pair with less than 40 hours of instruction. • <i>The CASAS recommendation for hours between tests is 70-100 hours – not just 40.</i>	• NRS Monitor • Assessments Audit

DIR Item	Notes	Where to edit in TE On the DIR, right-click on Item Count and open...
<i>22b. No pre-/post-test pair but more than 40 hours of instruction</i> <i>22c. No pre-/post-test pair but 70+ hours of instruction</i>	These DIR items address the same requirement as Item 22a above – but instead display instances when the student does have sufficient hours, but no pre/post-test pair. This may be helpful in prioritizing students for post-test.	• NRS Monitor • Assessments Audit
<i>22a, 22bx, 22cx. “In any area”</i>	The items designated with an “X” indicate that TE is using a qualifying pre-test in a different modality than what is used to determine pre/post-test gains. For NRS, the pretest used for EFL placement must always be the test that was administered first. <i>These situations do not necessarily reflect an “error” but are identified for information only.</i>	• NRS Monitor • Assessments Audit
29a. Provided SSN 29b. Provided ITIN 30. SSN Not Provided	SSN/ITIN is required for the EDD data match (California only), which verifies employment and earnings information for exited students reported on NRS Table 5. Students providing SSN/ITIN are exempt from the Employment & Earnings Follow up Survey. ITIN = Taxpayer ID	Student Population • Double-click to open the student record. • Add or edit SSN/ITIN. (see item below referring to signed consent) • Save and close.
30 a-b-c-d-e SSN/ITIN and consent signed	DIR Items 30a-30e provide a variety of different scenarios to determine whether or not your agency has collected information needed for a data match and given each student	Student Population • Double-click to open the student record. • Review the fields for SSN and ITIN, as well as <i>Consent Signed</i>.

DIR Item	Notes	Where to edit in TE On the DIR, right-click on Item Count and open...
	the opportunity to provide consent for providing this information. The CDE recommends that student consent be given before providing personally identifiable information such as SSN or ITIN. For guidance, see CDE Memorandum 17-1.	• Add or edit these fields as appropriate.
30f. SSN out of range 30g. ITIN out of range	Both SSN and ITIN are 9-digit numbers formatted xxx-xx-xxxx. SSNs always begin with numbers 0-6 ITINs begin with the number 9.	Student Population In Identification, review the fields for SSN and ITIN. Add or edit these fields as appropriate.
31. Missing Phone 32. Missing Mobile Phone 33. Missing Email	Phone/Mobile number and email address are used to contact students to respond to the Employment & Earnings Survey. It is not required to complete each of these fields for every student, but at least one of these fields should be completed for each student to provide some way to follow-up. Surveys may be sent through TE to both SMS and email at the same time. When sending surveys, TE allows up to 10 invites by email and three invites by phone.	Student Population. Scroll down to Address, Contact, and Provider Use to find and edit email and phone number. You may also review the Quarterly Follow-up Survey reports to view this information for the students on track for E & E follow up.

CAEP Data Integrity Report

Selected Students

This **includes everyone reported for CAEP** -- whether for official CAEP program enrollment or for services only. It corresponds to the students that appear on the (right-hand) Services section of the CAEP Summary. The purpose is not just to emphasize services, but to ensure that all students related to CAEP are accounted in the report.

Specific totals in these fields may not help indicate +/- performance, but it may be good to cross check these totals with expected enrollments and compare with the overall number of students eligible for the CAEP reports, as well as to CA payment points reports and NRS Table 4.

Students not enrolled in the 7 CAEP programs

This indicates the number of learners who were marked as receiving short term services but without any CAEP program enrollment. Program enrollment is required for CAEP outcomes, but not for services -- so before calculating for DIR item counts, the report subtracts those students who received services but are not enrolled in one of the 7 CAEP program areas.

The next **6 rows below** are subsets of those not enrolled in the 7 CAEP programs – showing students who marked reportable outcomes but need CAEP program enrollment in order to earn them. *These lists may be helpful to review if the CAEP Summary shows lower than expected totals in one or more of the Outcomes columns in the middle section of the CAEP Summary.*

Marked Literacy Gains Outcome but did not have CAEP Program

This displays students who have marked one of the CAEP Literacy Gains outcomes (or who achieve literacy gains via pre/post-testing) but are missing CAEP program enrollment.

	This list may be helpful to review if the CAEP Summary shows lower than expected totals in the left side section for pre/post gains, and/or under Column F for Literacy Gains.
Marked HS/HSE Outcome but did not have CAEP Program	This displays students who have marked one of the CAEP outcomes for Secondary (HSE or HS diploma) but are missing CAEP program enrollment.
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	This displays students who have marked one of the CAEP outcomes for Post-Secondary (such as achieving a college degree or employment training certification) but are missing program enrollment.
Marked Employment Outcome but did not have CAEP Program	This displays students who have marked one of the CAEP outcomes for Employment but are missing program enrollment. This list may be helpful to review if the CAEP Summary shows lower than expected totals in the Employment column (Column I).
Marked Wages Outcome but did not have CAEP Program	This displays students who have marked one of the CAEP outcomes for Wages but are missing program enrollment. This list may be helpful to review if the CAEP Summary shows lower than expected totals in the Increase Wages column (Column J.)
Marked Transition Outcome but did not have CAEP Program	This displays students who have marked one of the CAEP outcomes for Transition (such as Enter college or Enter job training) but are missing program enrollment.

Students enrolled in the 7 CAEP programs	This indicates the total number of students with recorded enrollment in one of the seven CAEP programs.
Students Concurrently Enrolled in High School/K12	This step eliminates those who are marked as enrolled in the K-12 system. Any student enrolled in K-12 is not eligible for CAEP reporting.
Student Eligible for Data Integrity	This indicates the total number of eligible students -- limited to only students with official enrollment in one of the seven CAEP programs -- <i>and serves as the denominator for all of the items on the CAEP Data Integrity Report.</i>

DIR Item	Notes	Where to edit in TE
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. For CAEP the report looks for those 18 years or older.	In the DIR, right-click on Item Count and open... <i>Student Population</i> • Double-click to open the student record. • Click the edit icon next to Identification and add the birthdate. • Save and close.

DIR Item	Notes	Where to edit in TE
2. Less than 12 Hours of Instruction	Like the demographics fields, this should generally be very low, but with a couple of key differences: • Early in the year, these numbers will always be high, and these totals may not accurately reflect your agency’s performance. • After the 2Q data submission, these numbers should begin to improve • At some agencies, a spike in this total may occur early in the 3Q as many new students enroll at the beginning of the calendar year. • For certain agencies with “highly transient” students, or that have a long waiting list – these numbers may always be high. There may be a need to determine whether numbers can be improved with better data collection, or whether the transient population will always entail numbers in this category. • Agencies are discouraged from deleting records, as it is usually better to live with high totals on the DIR than delete lots of records – though that policy has softened in recent years in trying to solve “The Gaps.”	In the DIR, right-click on Item Count and open... <i>Classes-Records Population</i> • Double-click to open the student record. • Click the edit icon for <i>Activity in Class</i>. • Add the any hours the student may have. • Save and close.
b) <i>Zero or Empty Hours of Instruction</i> c) <i>Total hours between 1-11 hours</i>	Items 2a and 2b are not directly related to CAEP eligibility or accountability, but are available to provide more context to less than 12 hours. • If most students appear in 2a Zero/empty hours, then that usually suggests a “data issue” – that is the agency may have hours of instruction that still need to be entered for all reporting students. • Waiting list issues are also a common factor. • In most cases zero hours is the larger source of students with less than 12 hours.	<i>Classes-Records Population</i> • Double-click to open the student record. • Click the edit icon for <i>Activity in Class</i>. • Add any hours the student may have.

DIR Item	Notes	Where to edit in TE
	If most appear in 2b 1-11 hours, that suggests the issue is more likely that students have just not accrued that many hours.	
4. 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. 3a and 3b provide additional context to highlight which of the two elements is missing.	In the DIR, right-click on Item Count and open... Student Population - Double-click to open the student record. - Click the edit icon next to Education and add the highest year of school. - Save and close.
c. <i>No Highest Year of School</i>		
d. <i>No Highest Degree Earned</i>		In the DIR, right-click on Item Count and open... Student Population - Double-click to open the student record. - Click the edit icon next to Education and add the highest degree earned. - Save and close.
4. No Gender	Basic demographics field. Like item #1, this should always be very low.	Student Population - Double-click to open the student record. - Click the edit icon next to Identification and add the gender. - Save and close.
5. No Race/Ethnicity	Basic demographics field. Like item #1, this total should always be very low. Some learners marking Hispanic or Latino do not wish to mark a race. If so—that is fine – marking Hispanic/Latino ensures the student qualifies for state and federal reporting. However, the report will still see race is missing and report it. If there is	Student Population - Double-click to open the student record. - Click the edit icon next to Identification and add the race (or ethnicity) and Save.

DIR Item	Notes	Where to edit in TE
	no race marked for students, check that Hispanic or Latino is marked. If learner is of more than one race, you can mark More than One (included in TE but not on the Entry Record form).	
6. Total Reported Labor Force Status f. Total ‘Employed’ g. Total ‘Employed with Notice’ h. Total ‘Unemployed’ i. Total ‘Not in Labor Force’ j. Total missing Labor Force Status	Basic demographics field. Like item #1, this one is a critical field and should always have a very low number missing. 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”	To find information by class for each Labor Force item: In the DIR, right-click on Item Count and open... Drill Down to Student Record Population. This lister includes Labor Force Status. - Add or edit Labor Force Status and Save.
8. No Pretest <i>Required for all ABE, ASE and ESL. Not required for CTE.</i>	Agencies should pretest upon enrollment, so this item should always be very low. - This item may be artificially high if the majority of your student population is outside of ABE, ASE, and ESL. “Waiting List Issues” can sometimes inflate the number for this item – based on the steps your students follow during orientation and enrollment. - DIR items related to pre/post-testing are usually not something you can “fix” in your data, but best addressed by additional test scheduling, and improved coordination and communication with students and staff.	<i>In the DIR, right-click and open Program Years Population</i> - Open student record - In the Navigator bar, go to Tests - In Select Student in Program Year, click edit. Some things you can check before initiating more student testing: - Add Class Instance - Add Assessment Date - In Assessment Info, add the test form administered and score

DIR Item	Notes	Where to edit in TE
9. No Post-Test	<i>Without question, the #1 most common problem for most agencies.</i> - The DIR items related to pre/post-testing are usually best addressed by improved test scheduling, coordination, and communication with students and staff rather than data troubleshooting. - This is an item like “hours” where it is possible high numbers may be due to the time of year, or a transient student population, rather than missing tests. - The CA statewide persistence rate has stayed around 70% -- so the EOY percentage displayed on this item should be 30% or lower. <i>Use this item in conjunction with the Persister report to pinpoint programs/levels that are of the highest concern.</i>	<i>In the DIR, right-click and open...</i> Program Years Population - Open student record - In the Navigator bar, go to Tests - In Select Student in Program Year, click edit. Usually this will not be a data fix, but some things you can check before initiating more testing: - Add Class Instance - Add Assessment Date In Assessment Info, add the test form administered and score
9a, 9b, 9c. Learners with a pretest but no post-test 9a) excluding HSE/HSD 9b) below ASE High 9c) excluding MSG	This item reports the same issue as Item #9 – pretest but no post-test – but with special conditions that are important when calculating outcomes on NRS Table 4, These conditions are not specifically tied to CAEP reporting, but they may be relevant when reviewing the left-hand Pre/Post-test section of the CAEP Summary. 9a. Excludes students that earned HSE or the HS diploma, and may have successfully completed the program before doing a post-test. 9b. Excludes students with high pretest scores that placed them in ASE High, the highest of the 12 EFL’s included on NRS Table 4. 9c. Excludes students earning other reported MSGs on NRS Table 4.	<i>In the DIR, right-click and open...</i> - NRS Monitor - Assessments Audit

DIR Item	Notes	Where to edit in TE
9x, 9ax, 9bx, 9cx. Learners with a pretest but no post-test “in any area”	The items designated with an “X” denote testing situations where the test modality for the pretest is different than what is used to determine pre/post-test gains. <i>These situations do not necessarily reflect an “error” but are for information only to help track how TE selects pre- and post-tests for federal reporting.</i>	<i>In the DIR, right-click and open...</i> • NRS Monitor • Assessments Audit You could also right-click and drill down to DIR to review and trends for students that appear here.
10a. Learners with a pre/post-test pair	This includes all students with a valid pre/post-test.	<i>In the DIR, right-click and open...</i> • NRS Monitor • Assessments Audit
10b. Learners with a pre/post-test pair, but have not completed a level	“Completed a Level” based on federal/NRS rules. This item is especially helpful to identify when the agency has successfully pre/post-tested most students but the students are not achieving many level gains. This issue usually needs a longer term strategy focused on student performance in the classroom rather than improved data collection and clean-up.	<i>In the DIR, right-click and open...</i> • NRS Monitor • Assessments Audit
11a. Achieved EFL Gain with pre/post-testing	Identifies learners who made literacy gains through four different NRS MSG’s. These do not all equate to CAEP Summary outcomes, but may account for numbers in the left hand “Pre/Post Outcomes” section of the CAEP Summary – depending on how these outcomes were prioritized and selected on your agency’s NRS Table 4. • <i>11a.</i> MSG 1s Pre/Post-testing • <i>11b.</i> MSG 1b Identifies learners who achieve a level gain through high school credits.	<i>In the DIR, right-click and open...</i> • NRS Monitor For additional context you could also run CAEP Table 4 or CAEP Table 4A, which provides item counts for each specific MSG.
11b. Achieved EFL Gain with High School credits earned		
11c. Achieved EFL Gain with Post-Secondary outcome		

DIR Item	Notes	Where to edit in TE
11d. Achieved EFL Gain with HSE Subsection	11c, MSG 1c Enter Post-Secondary 11d. MSG 1d Passing a HSE subsection	
12a. Passed HSE	Identifies learners who marked a passed GED or HiSET.	To find information for HiSET and GED: - In the DIR, right-click and Drill Down to Student Record Population. - The records in this lister include Passed HiSET and Passed GED. - Add or edit Education Outcome and Save.
<i>12b. Passed HSE but instructional program not HSE</i>	If a student is enrolled in another program area, but earned their HSE, the outcome will still “count” – but it is expected that enrollment is in the HSE program area	- In the DIR, right-click to Student Program Population. - Open the Program Enrollment record - Add or edit to instructional program HSE
<i>12c. Passed HSE but Highest Degree Earned is HSE or higher</i>	If a student with a higher education level earned their HSE, the outcome will still “count” – but it is expected that it is a level below HSE.	Right-click to Student Population - Double-click to open the student record. - Click the edit icon next to Education and add the highest degree earned, if necessary.
13a. Earned HSD	This identifies learners who marked HS diploma.	To find information for High School diploma: In the DIR, right-click on Item Count and open... Drill Down to Student Record Population. This lister includes Earned High School diploma. - Add or edit if necessary.

DIR Item	Notes	Where to edit in TE
<i>13b. Earned HSD but instructional program is not HSD</i>	If a student is enrolled in another program area, but earned their diploma, the outcome will still “count” – but it is expected that enrollment is in the HS diploma program area	In the DIR, right-click to Student Program Population. • Open the Program Enrollment record • Add or edit to instructional program HS diploma, if necessary.
14a. Learners with only one Period of Participation 14b. Learners with more than one Period of Participation	This item reports Periods of Participation (PoPs) that are based on student attendance and the federal 90-day rule, and important for federal reporting. A student may have more than one enrollment in a program year, or enrollment that extends more than a year, CAEP does not use PoPs for official reporting, they may be a factor in how the left hand section of the CAEP Summary selects and reports tests for Pre/Post gains.	In the DIR, right-click to Class Record Population. • Open the Class Record. • Add or edit instructional hours if applicable.
15a. Learners with 90-97 days between Dates of Service 15b. Learners with 83-89 days between Dates of Service	This item is also more for NRS reporting, and helps agencies manage Periods of Participation (PoPs.) Specifically, this item displays “close calls” where a student was just over (or under) 90 days of no attendance. CAEP does not use PoPs for official reporting, but PoPs may be a factor in how the left hand section of the CAEP Summary reports Pre/Post gains	In the DIR, right-click to Class Record Population. • Open the Class Record. • Add or edit instructional hours if applicable.
16a. Learners enrolled in IET	IET is for students enrolled in an ABE or ESL class and a CTE class at the same time. IET is not officially reported for CAEP - but is an important part of WIOA II federal reporting, and implemented by many CAEP agencies.	In the DIR, right-click and: • Choose Students – Records Population • Open the student record • Add or edit to Special Programs = Integrated Education & Training

DIR Item	Notes	Where to edit in TE
16b. IET/Workplace Literacy MSG	This corresponds to MSG's 3, 4, and 5 on NRS Table 4. Like the items in #11, these are not CAEP outcomes - but may potentially account for numbers in the left-hand Pre/Post section of the CAEP Summary.	In the DIR, right-click and: - Choose Students – Records Population - Open the student record - Add or edit to Special Programs = Integrated Education & Training OR - Special Programs = Workplace Literacy
17. No Primary Goal	Learner goals do not factor into CAEP or federal reporting, but this information contributes to good instruction and an effective adult educational program; in addition, agency level goal setting is now an established part of both CAEP and CA WIOA II reporting.	In the DIR, right-click and: - Choose Students – Records Population - Open the student record - Click the edit icon to add Primary and Secondary Goal
18. No Secondary Goal		
19. Learners with at least one Barrier to Employment	Barriers to Employment includes a variety of issues that may make it more difficult for the student to attain employment and/or succeed in the classroom.	<i>In the DIR, right-click and open...Program Years Population</i> - Select and Open student record - Select Barrier(s) that apply to the student and Save.
<i>19a. Learners with multiple Barriers to Employment</i> <i>19b. Learners with No Barriers to Employment</i>	No “follow up” is required to verify barriers. If “the student says so,” that is enough to justify marking it. Increasingly, at the state and federal level, this field is used to better identify adult education learning populations at the local, state, and federal levels – specifically, those groups that may require more support.	
20. Learners co-enrolled in WIOA Titles I, III or IV	This identifies learners who are co-enrolled with a WIOA partner program. There are separate options in the Personal Status field for each WIOA program. If you have the information, please record it here.	In the DIR, right-click and: - Choose Students – Records Population - Open the student record - Add or edit to Personal Status = WIOA Title I, III, or IV

DIR Item	Notes	Where to edit in TE
	This has become an increasingly important field at both the state and federal level, given the recent emphasis on more collaboration with workforce partners. By definition, adult education students in ABE, ASE, and ESL are considered WIOA Title II – so only Title I, III, and IV are available to record co-enrollment.	
21. Learners with a pretest in the conservative estimate range ♦	These (♦ diamond score) range test scores are allowable for CAEP, CA Payment Points, and Federal Table 4 reporting – but may not accurately represent the individual’s skill level. • Large numbers or percentages may indicate need for adjustment in agency’s pre/post-testing practices – especially at student enrollment and placement. • This issue was introduced to the DIR in 2008, because at that time 25% of the pretests statewide were diamond scores. • Since then, almost all agencies have improved this area of performance significantly and are normally well below 10% in this area.	<i>In the DIR, right-click and open...</i> • NRS Monitor • Assessments Audit
22a. Learners with a pre/post-test pair but less than 40 hours of instruction	Federal requirement is that all learners must have at least 40 hours of instruction between the pretest and the first reported post-test. • Informally, we have used 10% as a useful threshold for this item. • Drill down on this item to generate and print this list to document local administrator approval for all learners with a pre/post-test pair with less than 40 hours of instruction. • <i>The CASAS recommendation for hours between tests is 70-100 hours – not just 40.</i>	<i>In the DIR, right-click and open...</i> • NRS Monitor • Assessments Audit

DIR Item	Notes	Where to edit in TE
22b. Learners without a pre/post-test pair but more than 40 hours of instruction 22c. No pair but more than 70 hours of instruction	These DIR items address the same requirement as Item 22a above – but instead display instances when the student does have sufficient hours, but no pre/post-test pair. This may be helpful in prioritizing students for post-test.	<i>In the DIR, right-click and open...</i> • NRS Monitor • Assessments Audit
22ax, 22bx, 22cx. “In any area”	The items with an “X” denote testing situations where the test modality for the pretest is different than what is used to determine pre/post-test gains. <i>These situations do not necessarily reflect an “error” but are identified for information only.</i> For CAEP, this should only be a potential issue if you are reviewing EFL level test scores on CAEP Table 4.	<i>In the DIR, right-click and open...</i> • NRS Monitor • Assessments Audit
Items 23a – 27b	Agencies can use DIR items 23-27 when outcome totals on the CAEP Summary appear lower than expected. • Items 23a-27a display the total number of students who have officially earned the CAEP outcome. • 23b-27b show the number that were marked correctly, but who did not earn the outcome because of some drop reason.	• Low totals in 23a-27a suggest the issue may be that the agency may not have marked enough applicable CAEP outcomes for all learners. • High totals in 23b-27b suggest the agency may be marking outcomes, but may need to check drop reasons such as demographics or hours or instruction.
23a. Achieved CAEP Outcome for HSD/HSE	Items 23a-b correspond to the <i>Secondary Outcomes</i> column on the CAEP Summary.	In the DIR, right-click on Item Count and open... • <i>Drill Down to Student Record Population.</i> This lister includes Passed GED, Passed HiSET, and Earned High School diploma. • Add or edit if necessary.

DIR Item	Notes	Where to edit in TE
23b. Marked HSD Outcome for CAEP but did not qualify for CAEP	A drop reason, such as missing demographics or less than 12 hours of instruction, prevented these students from qualifying for CAEP outcomes.	For missing demographics right-click and select Student Population . For hours of instruction, right-click and select Class Record Population .
24a. Achieved CAEP Outcome for Post-Secondary	Items 24a-b correspond to the <i>Post-Secondary Outcomes</i> column on the CAEP Summary.	In the DIR, right-click on Item Count and open... • Drill Down to Student Record Population. This lister includes Work and Education Outcomes that related to Post-Secondary, such workforce certification or licensure, or a college degree. • Add or edit if necessary.
24b. Marked Post-Secondary Outcome for CAEP but did not qualify for CAEP	A drop reason, such as missing demographics or less than 12 hours of instruction, prevented these students from qualifying for CAEP outcomes.	For missing demographics right-click and select Student Population . For hours of instruction, right-click and select Class Record Population .
25a. Achieved CAEP Outcomes for Employment	25a-b corresponds to the <i>Employment Outcomes</i> column on the CAEP Summary.	In the DIR, right-click on Item Count and open... • Drill Down to Student Record Population. This lister includes Work Outcomes such as Get a Job or Retain a Job. • Add or edit if necessary.
25b. Marked Employment Outcome but did not qualify for CAEP	A drop reason, such as missing demographics or less than 12 hours of instruction, prevented these students from qualifying for CAEP outcomes.	For missing demographics right-click and select Student Population . For hours of instruction, right-click and select Class Record Population .

DIR Item	Notes	Where to edit in TE
26a. Achieved CAEP Outcome for Increase Wages	Items 26a-b correspond to the <i>Wages Outcomes</i> column on the CAEP Summary.	In the DIR, right-click on Item Count and open... • <i>Drill Down to Student Record Population.</i> This lister includes Work Outcomes such as Increased Wages. • Add or edit if necessary.
26b. Marked Increase Wages Outcome but did not qualify for CAEP	A drop reason, such as missing demographics or less than 12 hours of instruction, prevented these students from qualifying for CAEP outcomes.	For missing demographics right-click and select Student Population. For hours of instruction, right-click and select Class Record Population.
27a Achieved CAEP Outcome for Transition to Post-Secondary	27a-b corresponds to the <i>Transitions Outcomes</i> column on the CAEP Summary.	In the DIR, right-click on Item Count and open... • <i>Drill Down to Student Record Population.</i> This lister includes Work and Education Outcomes such as Enter Job Training or Enter College.. • Add or edit if necessary.
27b Marked Transition Outcome but did not qualify for CAEP	A drop reason, such as missing demographics or less than 12 hours of instruction, prevented these students from qualifying for CAEP outcomes.	For missing demographics right-click and select Student Population. For hours of instruction, right-click and select Class Record Population.
29a. SSN Provided 29b. ITIN Provided 30. SSN Not Provided	SSN is required for the EDD data match, which verifies employment and earnings information for exited students reported on NRS Table 5. Students providing SSN are exempt from the Employment & Earnings follow up Survey.	In the DIR, right-click on Item Count and open... <i>Student Population</i> • Double-click to open the student record. • Add or edit SSN/ITIN. • Save and close.

DIR Item	Notes	Where to edit in TE
	ITIN = Taxpayer ID, which is also allowed for the data match, and providing ITIN also exempts the student from receiving the E & E Survey.	
30 a-b-c-d-e SSN/ITIN and consent signed	The CDE recommends that student consent be given before providing personally identifiable information such as SSN or ITIN. For guidance, see CDE Memorandum 17-1. DIR Items 30a-30e provide a variety of different scenarios to determine whether or not your agency has collected information needed for data match and given each student the opportunity to provide consent for providing this information.	In the DIR, right-click on Item Count and open...<i>Student Population</i> • Double-click to open the student record. • Review the fields for SSN and ITIN, as well as <i>Consent Signed</i>. • Add or edit these fields as appropriate.
30f. SSN out of range 30g. ITIN out of range	Both SSN and ITIN are 9-digit numbers formatted xxx-xx-xxxx. SSN's always begin with numbers 0-6 ITIN's begin with the number 9.	In the DIR, right-click on Item Count and open...<i>Student Population</i> In Identification, review the fields for SSN and ITIN. Add or edit these fields as appropriate.
31 Missing Phone 32 Missing Mobile Phone 33 Missing Email	Phone number and email address are used to contact students to respond to the Employment & Earnings Survey. It is not imperative to complete all of these fields, but required to provide some way to contact each student.	In the DIR, right-click on Item Count and open...<i>Student Population</i>. Scroll down to Address, Contact, and Provider Use to find and edit email and phone number.

Payment Points Data Integrity Report

Run Statistics

Selected Students

This **includes everyone potentially reported for CA WIOA II**. It summarizes all ABE, ESL, and ASE learners with any activity in the selected date range (July 1 – June 30).

The Payment Points DIR includes CA WIOA II learners, just like the NRS DIR – but purposefully limits itself to the July 1-June 30 PY date range, and includes areas specifically for WIOA II agencies in CA like EL Civics.

Students dropped from PP reports

This displays the number of Learners Eligible that were dropped from payment points consideration due to drop reasons such as missing demographics or less than 12 hours of instruction.

These students are listed as a FYI, as they cannot earn payment points, and will not appear on the TE Payment Points Summary – but ultimately these dropped students **are** included in the Payment Points DIR.

Students dropped due to missing WIOA II class enrollment

This total is a subset of the total above, with the specific number dropped due to no enrollment in a Class Instance record designated for ABE, ASE, or ESL.

The Class Instance does not affect individual WIOA II program enrollment, but it is used to determine instructional hours – specifically to distinguish which hours are assigned to WIOA II and which may be from non WIOA II programs.

Students Concurrently Enrolled in High School/K12	This step eliminates those who are marked as enrolled in the K-12 system. Any student enrolled in K-12 is not eligible for CA NRS reporting.
Students included in PP DIR	This indicates the total number of “Learners eligible” for the PP DIR. Note the resulting total subtracts concurrent learners, but leaves in other records dropped from PP reports, so it can correctly calculate each of the DIR items, including several items that report critical missing information. This number <i>serves as the denominator for all of the items on the PP Data Integrity Report.</i>

DIR Item	Notes	Where to edit in TE
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. For NRS the report looks for those 16 years or older.	In the DIR, right-click on Item Count and open... Student Population • Double-click to open the student record. • Click the edit icon next to Identification and add the birthdate. • Save and close.
2. Less than 12 Hours of Instruction	Like the demographics fields, this should generally be very low, but with a couple of key differences: • Early in the year, these numbers will usually be high, and these totals may not accurately reflect your agency's performance. • After the 2Q data submission, these numbers should begin to improve • At some agencies, a spike in this total may occur early in the 3Q as many new students enroll at the beginning of the calendar year. • For certain agencies with "highly transient" students, or that have a long waiting list – these numbers may be high. There may be a need to determine whether numbers can be improved with better data collection, or whether the transient population will always entail numbers in this category. • Agencies are discouraged from deleting records, as it is usually better to live with high totals on the DIR than delete lots of records. That policy has softened in recent years in trying to solve "The Gaps."	In the DIR, right-click on Item Count and open... Classes-Records Population • Double-click to open the student record. • Click the edit icon for Activity in Class. • Add any hours the student may have. • Save and close.
d) <i>Zero or Empty Hours of Instruction</i> e) <i>Total hours between 1-11 hours</i>	Items 2a and 2b are not directly related to eligibility or accountability, but are available to provide more context to less than 12 hours.	Classes-Records Population • Double-click to open the student record. • Click the edit icon for Activity in Class. • Add any hours the student may have.

	• In most cases zero hours is the larger source of students with less than 12 hours. • If most students appear in 2a Zero/empty hours, then that usually suggests a “data issue” – that is the agency may have hours of instruction that still need to be entered for all reporting students. • Waiting list issues are also a common factor if lots of students have zero hours.. • If most appear in 2b 1-11 hours, that suggests the issue is more likely that students have just not accrued that many hours.	
5. No Highest Year of School/Degree Earned e. <i>No Highest Year of School</i>	Basic demographics field. Like item #1, this one is a critical field and should always be very low. 3a and 3b provide additional context to highlight which of the two elements is missing.	In the DIR, right-click on Item Count and open... Student Population • Double-click to open the student record. • Click the edit icon next to Education and add the highest year of school. • Save and close.
f. <i>No Highest Degree Earned</i>		In the DIR, right-click on Item Count and open... Student Population • Double-click to open the student record. • Click the edit icon next to Education and add the highest degree earned. • Save and close.
4. No Gender	Basic demographics field. Like item #1, this total should always be very low.	Student Population • Double-click to open the student record. • Click the edit icon next to Identification and add the gender. • Save and close.

5. No Race/Ethnicity	Basic demographics field. Like item #1, this total should always be very low. Some learners marking Hispanic or Latino do not wish to mark a race. If so—that is fine – marking Hispanic/Latino ensures the student qualifies for state and federal reporting. However, the report will still see race is missing and report it. If there is no race marked for students, check that Hispanic or Latino is marked. If learner is of more than one race, you can mark More than One (included in TE but not on the Entry Record form).	<i>Student Population</i> • Double-click to open the student record. • Click the edit icon next to Identification and add the race (or ethnicity) and Save.
6. Total Reported Labor Force Status <i>k. Total ‘Employed’</i> <i>l. ‘Employed with Notice’</i> <i>m. ‘Unemployed’</i> <i>n. ‘Not in Labor Force’</i> o. Total missing Labor Force Status	Basic demographics field. Like item #1, this one is a critical field and should always have a very low number missing. • 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”	To find information by class for each Labor Force item: In the DIR, right-click on Item Count and open... • <i>Drill Down to Student Record Population.</i> This lister includes Labor Force Status. • Add or edit Labor Force Status and Save.
7. No Class Enrollment	This item is unique to the Payment Points DIR, and should match “<i>Students missing WIOA II Class Enrollment</i>” at the top of the report. Like that item above it shows the number who are not enrolled in a TE Class Instance designated for ESL, ABE, or ASE.	For this item, the usefulness of drill down options will be limited. Instead, Open the Class Instance Lister, and review TE Class Instances to verify that all applicable classes are designated for WIOA II programs – ABE, ASE, or ESL. If this is a small number, then double-click this cell to view the list of students, which may provide “clues” as to which classes need remedying.
8. No Pretest	Agencies should pretest upon enrollment, so this item should always be low.	<i>In the DIR, right-click and open Student Gains.</i> Or right-click to drill down to Monitor.

	• “Waiting List Issues” can sometimes inflate the number for this item – based on the steps your students follow during orientation and enrollment. • The Payment Points DIR, unlike the NRS DIR, only includes CASAS assessment forms, and is “hard wired” for a date range of July 1 – June 30. • For agencies serving Adults with Disabilities students and assessments such as 2A-5A or POWER, use the Payment Points DIR not NRS DIR. These assessments are authorized for CA payment points but not for federal reporting. • DIR items related to pre/post-testing are “fix” in your data, but best addressed by additional test scheduling, and improved coordination and communication with students and staff.	Some other things you can check before initiating more student testing: • Add Class Instance • Add Assessment Date • In Assessment Info, add the test form administered and score
9. No Post-Test	<i>Without question, the #1 most common problem for most agencies.</i> • The DIR items related to pre/post-testing are usually best addressed by improved test scheduling, coordination, and communication with students and staff rather than data troubleshooting. • This is an item like “hours” where it is possible high numbers may be due to the time of year, or a transient student population, rather than missing tests. • The CA statewide persistence rate has stayed around 70% -- so the EOY percentage displayed on this item should be 30% or lower. • <i>Use this item in conjunction with the Persister report to pinpoint programs/levels that are of the highest concern.</i>	<i>In the DIR, right-click and open Student Gains.</i> Or right-click to drill down to Monitor. Some other things you can check before initiating more student testing: • Add Class Instance • Add Assessment Date • In Assessment Info, add the test form administered and score
10. No valid paired tests	This item is similar to Item #9 No Post-Test, but takes the additional step to verify whether the pretest and post-test comprise a valid pre/post pair. So this item will sometimes be slightly higher than the item count in #9.	<i>In the DIR, right-click and drill down to Monitor, or drill down to Student Gains.</i>

11a. Completed a level with pre/post-testing	Identifies learners who made a NRS pre/post-test gain. On the DIR this is a straight item count, but for NRS Table 4, MSG's will always be an unduplicated count	<i>In the DIR, right-click and drill down to Monitor, or drill down to Student Gains.</i>
11b. Passed HSE/Earned HSE PP but did not complete a level.	Identifies learners who marked a passed GED or HiSET, and earned the HSE payment point – but did not earn the second payment point for pre/post-test gain.	
11c. Passed HS diploma but did not complete a level.	Identifies learners who earned HS diploma and the HS diploma payment point – but did not earn the second payment point for pre/post-test gain. For both HS diploma and HSE – completing the pre/post-test is not required to earn the HSE or HSD payment point – but for payment points, a pre/post gain will earn a second PP. Payment Points don't require an unduplicated count like NRS Table 4 MSG's.	
12a. Passed HSE	Identifies learners who marked a passed GED or HiSET.	To find information for HiSET and GED: • In the DIR, right-click and Drill Down to Student Record Population. • The records in this lister include Passed HiSET and Passed GED. • Add or edit Education Outcome and Save.
<i>12b. Passed HSE but no enrollment in HSE or HS diploma</i>	If a student is enrolled in a class outside of HSE or HS diploma, but earned their HSE, the outcome will still “count” – but usually class enrollment is in HS diploma or HSE	• In the DIR, right-click to Class Records Population. • View the Class records to verify class enrollment.

12c. <i>Passed HSE but instructional program not HSE</i>	If a student is enrolled in another program area, but earned their HSE, the outcome will still “count” – but it is expected that enrollment is in the HSE program area	• In the DIR, right-click to Student Program Population. • Open the Program Enrollment record • Add or edit to instructional program HSE
12d. <i>Passed HSE but Highest Degree Earned is HSE or higher</i>	If a student with a higher education level earned their HSE, the outcome will still “count” – but it is expected that it is a level below HSE.	• Right-click to Student Population • Double-click to open the student record. • Click the edit icon next to Education and add the highest degree earned, if necessary.
13a. Earned HSD	This identifies learners who marked HS diploma.	• Drill Down to Student Record Population. This lister includes Earned High School diploma. • Add or edit if necessary.
13b. <i>Earned HSD but instructional program is not HSD</i>	If a student is enrolled in another program area, but earned their diploma, the outcome will still “count” – but it is expected that enrollment is in the HS diploma program area	In the DIR, right-click to Student Program Population. • Open the Program Enrollment record • Add or edit to instructional program HS diploma, if necessary.
13c. <i>Earned HSD but not in ASE High</i>	It is not a requirement, but expected that many students earning HS diploma place into ASE High, the highest of the 12 NRS EFL’s. This item is a “FYI” item.	
14 Passed one or more COAAPs in Civic Participation	Both the Civic Participation and IELCE focus areas are authorized for COAAPs payment points. This item provides a count of the number of students in Civic Participation that passed at least one.	In the DIR, right-click and open EL Civics Assessments. Or right-click to drill down to Monitor.

15. Passed one or more COAAPs in IELCE	Both the Civic Participation and IELCE focus areas are authorized for COAAPs payment points. This provides a count of the number of students in IELCE that passed at least one.	<i>In the DIR, right-click and open EL Civics Assessments.</i> Or right-click to drill down to Monitor .
16. Learners in IELCE or Civic Participation that passed six COAAP(s)	Both EL Civics focus areas listed in item 16 are authorized for COAAPs payment points. This item provides a count of the number of students in these two focus areas that passed the maximum of 6 COAAPs.	<i>In the DIR, right-click and open EL Civics Assessments.</i> Or right-click to drill down to Monitor .
17a. Learner Passed at least one COAAP with less than 30 hours of instruction	Any EL Civics student should have at least 30 hours of instruction before attempting a COAAP. This is not enforced in the TE payment points, but is part of the guidance for agencies implementing COAAPs. Items 17a-b-c provide general guidance for when a student may not have enough hours to justify attempting and passing a certain number of assessments.	<i>In the DIR, right-click and open EL Civics Assessments.</i> Or right-click to drill down to Monitor .
17b. Learner Passed at least three COAAPs with less than 60 hours of instruction		
17c. Learner Passed at least six COAAPs with less than 100 hours of instruction		
17d. Learner Passed at least one COAAP in Civic Participation	Both EL Civics focus areas listed in item 16 are authorized for COAAPs payment points. This item provides a count of the number of students in each of these focus areas that passed at least one COAAP.	<i>In the DIR, right-click and open EL Civics Assessments.</i> Or right-click to drill down to Monitor .
17e. Learner Passed at least one COAAP in IELCE		

18a. Learners with multiple Barriers to Employment	Barriers to Employment includes a variety of issues that may make it more difficult for the student to attain employment and/or succeed in the classroom.	<i>In the DIR, right-click and open...Program Years Population</i> • Select and Open student record • Select Barrier(s) that apply to the student and Save.
18b. Learners with No Barriers to Employment	No “follow up” is required to verify barriers. If “the student says so,” that is enough to justify marking it.	
19. Learners with a pretest in the conservative estimate range ♦	These (♦ diamond score) range test scores are allowable for NRS, CAEP, and CA Payment Points – but may not accurately represent the individual’s skill level. • Large numbers or percentages may indicate need for adjustment in agency’s pre/post-testing practices – especially at student enrollment and placement. • This issue was introduced to the DIR in 2008, because at that time 25% of the pretests statewide were diamond scores. • Since then, almost all agencies have improved this area of performance significantly and are normally well below 10% in this area.	<i>In the DIR, right-click and open...</i> • Monitor • Student Gains
20. Learners with a pre/post-test pair but less than 40 hours of instruction	Federal requirement is that all learners must have at least 40 hours of instruction between the pretest and the first reported post-test. • Informally, we have used 10% as a useful threshold for this item. • Drill down on this item to generate and print this list to document local administrator approval for all learners with a pre/post-test pair with less than 40 hours of instruction. • <i>The CASAS recommendation for hours between tests is 70-100 hours – not just 40.</i>	<i>In the DIR, right-click and open...</i> • Monitor • Student Gains

