CASAS®

Comprehensive Adult Student Assessment Systems

California
WIOA, Title II
AEFLA Grant
New Agency Toolkit

FOR CALIFORNIA AGENCIES

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Welcome

From the President of CASAS, Patricia Rickard

This year marks the fortieth anniversary of CASAS. Our mission remains focused on assisting adults to acquire the basic literacy skills that are connected to success in postsecondary education and the workforce.

We support adult learners from beginning literacy levels through postsecondary transition as they build skills along career pathways, acquire English language and literacy skills, become citizens, earn credentials, and achieve their education and workforce goals.

Our goal is to deliver superior assessments aligned with adult student goals and connected with competency-based curriculum and instruction that focuses on meeting workforce, program, and learner needs.

Adult education and workforce development professionals rely on CASAS to enhance program effectiveness and achieve greater learner outcomes. By using CASAS, they are simultaneously ensuring that the assessments they use relate to relevant curriculum aligned with learners' needs and goals.

A highly experienced and helpful staff of educators and technical experts are ready to assist you in implementing a nationally recognized standardized assessment and accountability system — a system that accurately assesses learner skills; enables program staff to use data to inform instruction; monitors learner progress; and reports learning outcomes for local, state, and federal stakeholders.

Our goal is to assist you in fulfilling reporting requirements and enabling the adults in your community to open new doors to a better life. We look forward to working with you to implement assessments and accountability that serve your program and learner needs.
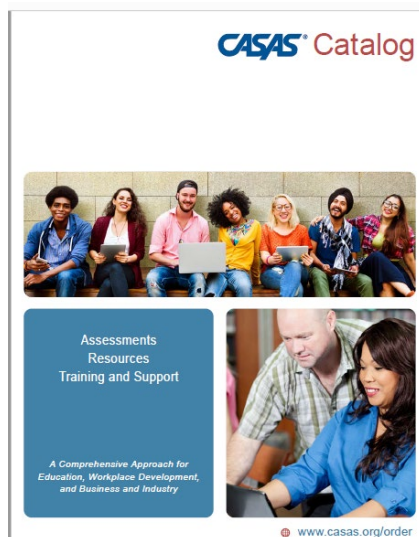
Pat Rickard

CASAS Website

To access the CASAS website, simply use this URL: https://www.casas.org/

Create an account in order to log in and submit some of the deliverables for the WIOA, Title II Grant. Follow the directions in this You Tube video: https://youtu.be/I7wCL_I3H4I

CASAS Catalog

The CASAS Catalog is a good place to begin to learn more about CASAS assessments appropriate for Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) students in programs.

The catalog is accessed easily by going to the CASAS website. Look for the CASAS Catalog button and click there. The catalog can be viewed page by page online or downloaded as a document in pdf format.

CASAS tests are used for Placement, Pretests, Instruction, and Post-tests. Scores for all tests are input into TOPspro Enterprise (TE) software, used for data collection and management.

Basics: The Testing Process

Placement: Use the Locator or Appraisal test to find appropriate pretests and place your students in a program.

The Locator available for computer-based testing only (CASAS eTests). The Appraisal test options include Reading GOALS Appraisal (for ABE), Math GOALS Appraisal (for ABE), or Form 80 Appraisal (for ESL)

The Locator test takes up to 15 minutes. The Appraisal test is typically 30 to 40 minutes.

PRETEST: Use the Pretest to identify your students' instructional needs.

Always assess your students in the same test series for their pretests and post-tests, e.g. a reading pretest followed by a reading post-test; not a math pretest followed by a reading post-test.

INSTRUCT: Use test results to guide teaching.

Use QuickSearch Online at the CASAS website to find instructor-recommended resources for classroom use. Refer to student results in TOPSpro Enterprise reports to provide a picture of what students know and what students need to learn.

POST-TEST: Use post-tests to measure gains and National Reporting System (NRS) functioning levels.

The California Department of Education (CDE) has set the minimal instructional hours between tests to be 40 hours. However, CASAS strongly recommends post-testing your students after 70 to 100 instructional hours to show appropriate gains.

Basics: Progress Tests

Funding for agencies is through the CDE based on annual reporting of payment points. Payment points are based on several types of testing. The main type is progress tests (pretests and post-tests) of Reading and Math GOALS tests for ABE and ASE along with Reading and Listening Life and Work tests for ESL.

Students make progress when they take an appropriate pretest, attend and participate in instruction for 70-100 hours, and take a post-test with a gain. There are charts for each level and the test scores necessary for gains.

➢ Students should be pre-tested as soon as is feasible upon entry into the program or before any substantial instructional intervention has occurred. CASAS standardized tests in reading, math, writing, speaking, and listening comprehension may be used. Students should be assessed in the areas that are the focus of instruction.

➢ Agencies should administer post-tests, using alternate forms, at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. Typically, programs assess after approximately 70-100 hours of instruction. However, testing should not occur before at least 40 hours of instruction.

Basics: Progress Test Score Ranges

CASAS ABE/ASE Reading Scores by EFLs

NRS Levels	Reading ABE/ASE Educational Functioning Levels	Reading GOALS Score Ranges
1	Beginning ABE Literacy	203 and below
2	Beginning Basic Education	204 – 216
3	Low Intermediate	217 – 227
4	High Intermediate	228 – 238
5	Low Adult Secondary Education	239 – 248
6	High Adult Secondary Education	249 and above

CASAS ABE/ASE Math Scores by EFLs

NRS Levels	Mathematics ABE/ASE Educational Functioning Levels	Math GOALS Score Ranges
1	Beginning ABE Literacy	193 and below
2	Beginning Basic Education	194 - 203
3	Low Intermediate	204 – 214
4	Middle Intermediate	215 – 225
5	High Intermediate	226 – 235
6	Adult Secondary Education	236 and above

CASAS ESL Reading and Listening Scores by EFLs

NRS Levels	Reading and Listening ESL Educational Functioning Levels	Life and Work Reading Score Ranges	Life and Work Listening Score Ranges
1	Beginning ESL Literacy	180 and below	180 and below
2	Low Beginning ESL	181 - 190	181 – 189
3	High Beginning ESL	191 – 200	190 – 199
4	Low Intermediate ESL	201 – 210	200 – 209
5	High Intermediate ESL	211 – 220	210 – 218
6	Advanced ESL	221 – 235	219 – 227
	Exit Advanced ESL	236 and above	228 and above

For more on scoring: https://www.casas.org/training-and-support/wioa-and-nrs-compliance/scale-scores-nrs-efls-and-grade-levels

Basics: English Literacy and Civics Assessments

The English Literacy and Civics (EL Civics) is funded under The Workforce Innovation and Opportunity Act (WIOA), Adult Education and Family Literacy Act (AEFLA, 2014). The purpose of the EL Civics program is to support projects that demonstrate effective practices in providing and increasing access to English Literacy programs linked to civics education.

This funding is for "integrated English literacy and civics education services to immigrants and other limited English proficient populations." According to Congress, to effectively participate in education, work, and civic opportunities in this country, immigrants and other limited English proficient persons must not only master English, but be able to understand and navigate governmental, educational, workplace systems and key institutions, such as banking and health care. The California Department of Education (CDE) Adult Education Office has offered grant awards for EL Civics Education to promote the development of integrated programs that incorporate English Language and literacy instruction and civics education. The CDE has developed three program areas: **Civic Participation, Citizenship Preparation, and Integrated EL Civics (IELCE).**

CIVIC PARTICIPATION: This program supports the design, creation, implementation and delivery of instructional activities that integrates civics education content with ESL instruction. This program connects literacy to the lives of learners and reflects their experiences as community members, parents and participants in the workforce. Through these programs, adults understand and deal with social issues through community research projects, collecting and analyzing information, and interpreting findings in ways that connect school-based learning with personal knowledge and community experience. This program is funded under Section 231 of WIOA.

CITIZENSHIP PREPARATION: This program uses ESL methodologies and citizenship preparation material to prepare learners to take and pass the USCIS (formerly INS) written and oral citizenship test. The program includes outreach services, skills assessment, curriculum development and instruction, professional development, naturalization preparation and assistance and program evaluation. This program is funded under Section 231 of WIOA.

INTEGRATED EL CIVICS (IELCE): This program connects literacy to the lives of learners and reflects their experiences as community members and parents with an emphasis on participation in the workforce. It gives learners the opportunity to concurrently participate in literacy instruction, workforce preparation activities and workforce training. This program is funded under Section 243 of WIOA.

Basics: Civic Participation

All agencies must submit at least one EL Civics objective and assessment plan (COAAP) by October 31 of the current program year.

There are six requirements for Civic Participation funds. These include

- CASAS pre/post-testing,

- a yearly school community needs assessment survey,

- selection of Civic Objectives and Additional Assessments (COAAPs) based on the results of the needs assessment survey,

- preparation or adoption of instruction and assessment materials based on the selected COAAPs,

- at least 30 hours of EL Civics (ESL) instruction related to the topic of the selected COAAP and

- administration of Additional Assessments to learners based the EL Civics instruction.

The CASAS website has a complete listing of all EL Civics Objectives and Assessment Plans by number at: https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/california-el-civics/california-civic-participation

These may change annually as agencies author new plans to fit the needs of their students based on their student surveys.

Basics: Citizenship Preparation Tests

Ensure that your students are well prepared for the citizenship process and USCIS (United States Citizenship and Immigration Services) interview. Let CASAS citizenship assessments help you meet that goal. CASAS offers two types of Citizenship assessments for students to earn payment points in California.

The **Citizenship Interview Test (CIT)** is a one-on-one oral assessment that simulates the citizenship applicant's English-language interview with a USCIS examiner. Give your students self-confidence in the speaking and listening skills that they will need for a successful immigration and naturalization interview experience.

Note that The Citizenship Interview Test (CIT) requires training and certification to administer. This training prepares the assessor to administer and score the CIT. Test administrators should have strong English skills with little or no accent.

The **Government and History for Citizenship** tests reveal how much students know about American government and history. Citizenship applicants must demonstrate a solid knowledge of U.S. "civics" to complete the citizenship process successfully.

More information on these assessments can be found on the CASAS website: https://www.casas.org/product-overviews/assessments/citizenship

Basics: Integrated EL Civics (IELCE)

If your agency applied for the 243 section of funding, then you need to know that there is a special plan to report on your Integrated Education Training (IET) programs each year in April.

Not all COAAPs can be used for the 243 funding as they need to be applicable to workforce preparation, including Career and Technical Education (CTE) courses, college credit courses, and Short-Term Vocational courses – all leading to recognized credentials and certificates. There is a list of 231 and 243 COAAPs on the CASAS website under the California EL Civics section. There are many to choose from and some are specifically written to fit into IELCE programs.

Training Options

CASAS offers Implementation Training through free online training modules and webinars. The first set of training modules are found at the CASAS website. Each agency must have at least one person who completes a minimum of two modules annually. Your role and which type of test you use determines the required and recommended training (either online or via webinar).

User Role	Module 1	Module 2	Module 3	Module 4
Tester – Administer eTests only	✓	✓		Recommended
Tester – Administer Paper only	✓		✓	Recommended
Tester – Administer eTests and Paper	✓	✓	✓	Recommended
Instructors, Counselors, Career Coaches	Recommended			Recommended

✓ = Required training

Four Self-Paced Online Training Modules (http://training.casas.org)
Module 1: Implementation Basics
An introduction to and overview of the components of our system. Content includes how to administer and score tests and interpret results. It covers materials you need to get started with testing. It is appropriate for all administrators, staff and instructors.
Module 2: CASAS eTests Implementation
How to get started with online testing through the "Going Live" checklist. Content covers the advantages of computerized testing, how to maximize benefits, and how to administer CASAS eTests. It is appropriate for all administrators, staff and instructors who will give eTests to students whether in a lab or remotely.
Module 3: Paper Test Implementation
How to get started with paper testing, administer tests and maximize the testing process. This module is for administrators, staff and instructors who will give the booklet-based tests to students one-on-one, in small groups, or in the classroom.
Module 4: Interpreting Test Results and Reports
How to use test results to benefit students and teachers. Shows how student and classroom reports streamline the responsibilities of teachers and inform instruction. This module is appropriate for administrators and instructors who want to see the test results and learn to interpret them.

Additional training is required on an annual basis by CDE to ensure that each agency knows what reporting is needed throughout the year.

➢ Accountability training is required annually.
➢ Register at http://www.caadultedtraining.org

Regional Network Meetings for WIOA, Title II AEFLA are held monthly throughout the state either online via Zoom or in person at selected meeting locations.

➢ Register at http://www.caadultedtraining.org
➢ The CASAS website link for monthly PowerPoints from network meeting for California agencies: https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/training-and-networking/networking-meetings

Training at the CASAS National Summer Institute

➢ CASAS has a national training institute each June. All agencies using CASAS testing including most of the United States as well as a few countries abroad come together to share best practices and learn from each other and CASAS specialists. Find out more information about location and registration at the CASAS website.

Training workshops on specific topics for administrators, staff and instructors, such as distance learning considerations, NRS performance goals, online learning, and professional learning communities can be found at: http://caadultedtraining.org.   Additional webinars from CASAS, CALPRO, and OTAN which were posted for and during COVID-19 are available at: https://otan.us/resources/covid-19-field-support/.

What is the National Reporting System (NRS)? This is a concise overview provided by Sheryl Keenan: https://www.youtube.com/watch?v=0WJ4cGiwDwY&feature=youtu.be

Preparing Your Staff

Getting your staff ready for collecting data into the TOPSpro Enterprise® (TE) software is one of the most important steps in starting up. 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. It is a good idea for you and your staff to have a copy of the TE software on your desktop computers for easy access to data and to run necessary wizards throughout the year.

Go to:

https://www.casas.org/product-overviews/software/topspro-enterprise

Install and launch TE Client at etestsonline.org.

Staffing considerations for good test management include the following positions:

DATA MANAGER – The Data Manager is the key administrator of your TE database software. This person oversees which staff or instructors have access to reports at different levels of security.

COORDINATOR – The Coordinator is the administrator who oversees and sets up testing sessions when using the eTest version of the TE software. This person oversees the Proctors and works with them to make sure the eTests are secure.

PROCTORS – Each agency usually has more than one Proctor. One Proctor is needed for 25 students in every eTest session. For paper testing, teachers can act as proctors in their own classrooms, but must have training on test timing and security.

REGISTRATION STAFF – These staff need to be knowledgeable about student levels, so that very low literacy students are identified at intake prior to pretesting.

Preparing Your Teachers

All ESL and ABE/ASE instructors should orient themselves to CASAS tests if their students take them. The first step is to complete online Implementation Module 1 and Module 4 as described earlier. Beyond these modules, it is important for instructors to learn more about what language/math content and competencies are tested in CASAS reading, listening, and math assessments. The CASAS website has a number of resources for instructors. Begin at this webpage: https://www.casas.org/product-overviews/curriculum-management-instruction

Critical CASAS Content Standards and CASAS Competencies that are built into the CASAS assessment system provide:
- ➢ provide instructional objectives for curriculum development
- ➢ align with national standards and competencies
- ➢ are measured in CASAS assessments
- ➢ are referenced in CASAS test result reports

CASAS tests measure basic reading, math, listening, speaking, and writing skills in everyday contexts. The results allow instructors to:
- ➢ Target instruction using computerized reports in our TOPSpro Enterprise software or the hard-copy reports in CASAS Test Administration Manuals.
- ➢ Identify materials that target learning needs using QuickSearch. This online resource correlates more than 2,800 commercially available print, audio, visual, and computer-based instructional materials to CASAS Competencies, CASAS test series, and students' instructional levels

The CASAS Skill Level Descriptors show a continuum of skills from beginning through advanced adult secondary. They provide descriptions of adults' general job-related ability in reading, mathematics, oral communication, and writing. The Skill Level Descriptors explain in general terms what most learners can accomplish at the CASAS scale score level in a specific skill area.

Results from most CASAS tests are reported on a common numerical scale. This scale has been verified and validated on more than three million adult and youth learners. The CASAS scale is divided into five levels: A (Beginning Literacy) to E (Advanced Secondary), each encompassing a range of scores. Each level is defined by a CASAS scale score range with corresponding competency descriptors of performance in employment and adult life skills contexts.

The Skill Level Descriptors provide general information on how an adult learner's numerical scale score on a CASAS test in a specific skill area corresponds to the job-related and life skill tasks this person generally can accomplish.

With the classroom curriculum in mind, instructors can learn more about how CASAS tests align with the nationwide College and Career Readiness Standards. Further, there are ten easy to use low literacy level curriculum units with unlimited use accessible on the webpage.

In addition, CASAS features QuickSearch Online is an easy-to-use database of 2,300+ instructional material titles coded to skill levels, CASAS Competencies, and skill areas. It provides an essential link between assessment and instruction in the CASAS system.

QuickSearch Online is especially useful for
  ➢ Curriculum development
  ➢ Targeting instruction based on assessment results
  ➢ Filling in gaps in existing curriculum

Further, Sample Test Items for both ESL and ABE classes help instructors become familiar with test item format and various levels of tests. Use the links on the webpage to access sample items:
  ➢ familiarize decision-makers, teachers, and students with CASAS items
  ➢ give students practice in taking a CASAS test
  ➢ make future testing go more smoothly
  ➢ help reduce student test-taking anxiety
These items are samples to familiarize students with CASAS test formats. Because they are not actual tests, they are not predictors of student performance and are not valid for level placement, assessment, or for reporting standardized scores.

In the same way, sample test items are also available to students to help them get familiar with the test. Students can go directly to the eTests sampler at: https://casasportal.org/eTests.

Preparing Your Students

Getting students ready to take the CASAS test is easy using the eTests sampler: https://casasportal.org/eTests

Prior to initial pretesting, it is important for registration and testing staff to identify students who may need a literacy-level test.

Assessing individuals whose literacy skills are at the lowest levels is simplified with the CASAS Beginning Literacy Reading Assessment. Use the two progress tests (pre- and post) to ease the testing experience for non-readers and beginning readers.

Forms 27 and 28 are competency-based tests that focus on reading readiness and the concepts of print to help instructors identify reading skill needs and target instruction.

Use the CASAS Intake Process document to familiarize registration and placement staff with what to do with very low level students.

Data Collection and Reporting

The California Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant recipients must complete the following requirements and submit the required documentation by the deadlines listed below.

1. Data Accountability (one online webinar training)
2. Implementation Training (2-3 modules)

At least one representative from each funded agency must complete one National Reporting System (NRS) for Adult Education California Accountability training and two Comprehensive Adult Student Assessment Systems (CASAS) Implementation training modules by **January 31** of each year. The California Department of Education (CDE) encourages local agencies to adopt a team approach for training and continuous improvement in managing data outcomes. For more information about training sessions and registration, please access the [CASAS Web site](#) or the [California Adult Education Training Web site](#).

Data Collection

1. Collect data on all AEFLA adult learners between **July 1** and **June 30** (each fiscal year).
2. Complete enrollment information for each adult learner in any of the WIOA, Title II: AEFLA funded instructional programs as soon as the learner enters the class.
3. Update status for all adult learners who have 12 or more hours of instruction.
4. Record instructional hours for all adult learners in TOPSpro® Enterprise (TE) at a minimum of once a month.
5. Administer a CASAS pretest and post-test to all WIOA, Title II: AEFLA adult learners.
6. Manually enter, scan, or transfer records into TE software. These records must be completed each quarter, and each quarterly data submission must be as complete and accurate as possible.

Data Reporting

1. Submit quarterly and end-of-year data to CASAS. All data submissions must be received by CASAS on or before each due date.
2. CASAS (via TE) will provide each agency quarterly with a list of adult learners required to complete the Core Performance or Employment and Earnings Follow-up Survey both **Second and Fourth Quarter** after the learner's exit.
3. For agencies providing California English Literacy and Civics Education (EL Civics) services under WIOA, Title II: AEFLA Sections 231 or 243, select at least one Civic Objective and Additional Assessment Plan (COAAP) by October 31. Final COAAP selections must be made by **April 30** of the current fiscal year.
4. Complete the Continuous Improvement Plan (CIP) by **April 30.**

5. Complete and submit online to CASAS the WIOA, Title II Program Implementation Survey by **April 30**.

6. Annually certify that local procedures for collecting and reporting data conform to the NRS Standards and the *California Assessment Policy Guidelines 2020-21* posted on the [CDE Adult Education Office Resources Web page](#) and also certify that local policies have been updated in accordance with the Local Assessment Policy Guidelines. A template is located on the [CDE Resources Web page](#).

7. Complete the Adult Education Personnel information, and the Years of Experience and Certifications personnel tables in TE before submitting end-of-year TE data. This must be received by CASAS on or before **July 15**.

8. Submit the [End-of-Year Data Submission Certification Letter](#) to CASAS on or before **July 15**. The link for the end of year deliverables are on the CASAS website: https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/cde-beginning-and-end-of-year-letters-for-accountability-requirements

9. Agencies submit their quarterly Data Integrity Report via the Quarterly Data Submission Wizard in TE.

10. For a list of all due dates and required submissions, please access the [Program and Accountability Guidance Information](#), posted on the California Department of Education (CDE) website. The chart below provides sample due dates and deliverables.

Due Dates for Data and Document Submission

Grant Deliverable Due Dates for 2020–21

Schedule of due dates and submittal activities required for the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant.

Comprehensive Adult Student Assessment System (CASAS) and the Outreach and Technical Assistance Network (OTAN) are contractors who collect information and data for the California Department of Education (CDE) Adult Education Office.

Within 21 days of Grant Award Notification posting

Required Data and Documents	Action
Grant Award Notification	Download, sign a wet original, and upload the signed Grant Award Notification on the [California Adult Ed Reporting website⤴](#) (login required, signature of Superintendent/College President/Chief Executive Officer required)

By September 15, 2020

Required Data and Documents	Action
Grant Budget	Complete and submit the Grant Budget on the California Adult Ed Reporting website⬀ (login required, electronic approval required)

By October 31, 2020

Required Data and Documents	Action
First Quarter Data, TOPSpro® Enterprise	Enter all information into TOPSpro® Enterprise for this quarter on or before this date
California English Literacy and Civics Education Objectives and Additional Assessment Plans (COAAP)	Select at least one COAAP on the CASAS Civic Participation website at CASAS Civic Participation: COAAP⬀
First Quarter Data Integrity Report	Generate the National Reporting System (NRS) Data Integrity Report and submit a copy of the report to capm@casas.org
First Quarter Expenditure Claim Report	Complete and submit the claim on the California Adult Ed Reporting website⬀ (login required, electronic approval required)
Employment and Earnings Follow-up Survey	Complete sending Employment and Earnings Survey to exit populations. The following tasks should be completed during Quarter 1 (July through September): - Run the "NRS Core Performance Wizard" under Tools in TOPSpro® Enterprise - Send Employment and Earnings Survey to exit population for second and fourth quarter after exit

By January 31, 2021

Required Data and Documents	Action
Second Quarter Data, TOPSpro® Enterprise	Enter all information into TOPSpro® Enterprise for this quarter on or before this date
Second Quarter Data Integrity Report	Generate the NRS Data Integrity Report and submit a copy of the report to capm@casas.org
California Accountability Training	Complete California Accountability Training in person or online. Register online at California Adult Ed Training⬏
CASAS Implementation Training	Complete CASAS Implementation Training in person or online. Register online at California Adult Ed Training⬏
Second Quarter Expenditure Claim Report	Complete and submit the claim on the California Adult Ed Reporting website⬏ (login required, electronic approval required)
Employment and Earnings Follow-up Survey	Complete sending Employment and Earnings Survey to exit populations. The following tasks should be completed during Quarter 2 (October through December): • Run the "NRS Core Performance Wizard" under Tools in TOPSpro® Enterprise • Send Employment and Earnings Survey to exit population for second and fourth quarter after exit

By April 30, 2021

Required Data and Documents	Action

Third Quarter Data, TOPSpro® Enterprise	Enter all information into TOPSpro® Enterprise for this quarter on or before this date
Third Quarter Data Integrity Report	Generate the NRS Data Integrity Report and submit a copy of the report to capm@casas.org
Employment and Earnings Follow-up Survey	Complete sending Employment and Earnings Survey to exit populations. The following tasks should be completed during Quarter 3 (January through March): • Run the "NRS Core Performance Wizard" under Tools in TOPSpro® Enterprise • Send Employment and Earnings Survey to exit population for second and fourth quarter after exit
WIOA, Title II: AEFLA Agency-Level Continuous Improvement Plan	Complete the WIOA, Title II: AEFLA Agency-Level Continuous Improvement Plan on the California Adult Ed Reporting website ⬚ (login required, electronic approval required)
Third Quarter Expenditure Claim Report	Complete and submit the claim on the California Adult Ed Reporting website⬚ (login required, electronic approval required)
Recertification for Citizenship Interview Test	Agencies administering the Citizenship Interview Test must complete the Recertification for the Citizenship Interview Test at Citizenship Interview Test⬚

By July 15, 2021

Required Data and Documents	Action
End-of-Year Data, TOPSpro® Enterprise	Two steps: • All year end data must be entered into TOPSpro® Enterprise and completed for this quarter on or before this date • Submit End-of-Year Certification Letter by email to: capm@casas.org (signature required)

Adult Education Personnel Information	Enter personnel information for Federal Table 7 into TOPSpro® Enterprise
End-of-Year Data Integrity Report	Generate the NRS Data Integrity Report and submit a copy of the report to capm@casas.org
Payment Points Summary Report	Generate the Payment Points Summary and email a PDF copy of the report to capm@casas.org
Employment and Earnings Follow-up Survey	Complete sending Employment and Earnings Survey to exit populations. The following tasks should be completed during Quarter 4 (April through June): • Run the "NRS Core Performance Wizard" under Tools in TOPSpro® Enterprise • Send Employment and Earnings Survey to exit population for second and fourth quarter after exit

By August 1, 2021

Required Data and Documents	Action
Final Expenditure Claim Report	Complete and submit the claim on the California Adult Ed Reporting website⬏ (login required, electronic approval required)
Official Payment Points Certification Letter	On receipt of the End-of-Year Data Submissions CASAS will verify the Payment Points Summary Report and email agency with: • An official verified Payment Points Summary Report • The Official Payment Points Certification Letter Complete the Official Payment Points Certification Letter by verifying your agency's Payment Points Summary Report and obtaining the signature of an authorized individual at your agency. The Certification Letter with signature **must be submitted via mail email to capm@casas.org**. Please keep a copy of the letter for your records. Agencies will have until **August 1, 2021**, to verify their Payment Points Summary Report.

Additional Community–Based Organization Requirements

Required Data and Documents	Action
Fiscal Year 2020–21 Annual Audit and Status Certification (AASC) Form, for Community-based Organizations (CBOs) and Faith-based Organizations only*	Two Steps: • Submit electronically: California Adult Ed Reporting website⬀ (login required, electronic approval required) • Also, must mail to: Annual Audit and Status Certification Audits and Investigations Division California Department of Education 1430 N Street, Suite 5319 Sacramento, CA 95814-5901
Fiscal Year 2019–20 Audit Report**	Mail to: Audits and Investigations Division California Department of Education 1430 N Street, Suite 5319 Sacramento, CA 95814-5901

* The AASC form assists the CDE in determining whether a CBO must provide the Audits and Investigations Division of the CDE with a federal or state required audit report for the fiscal year.

** Pursuant to federal regulations, all CBOs receiving more than $750,000 in federal funds in a fiscal year must submit an audit as outlined in Section 500 of the CDE Audit Guide located at Contracting Agencies Audit Guidelines. Send the report within six months of the end of the CBO's fiscal year.

Questions: Adult Education Office | adulteducation@cde.ca.gov | 916-322-2175

Ordering

The California WIOA, Title II: AEFLA and EL Civics Ordering Guide is now available for download.

The ordering guide (available online at casas.org) lists materials that agencies receive **free** of charge to support the WIOA, Title II grant. Items not listed in this guide can be purchased from the CASAS

Catalog. The guide includes series of assessments appropriate for learners in ESL, ABE, and ASE (HS diploma and HS equivalency).

- Agencies use only the reading and listening tests for ESL learners including EL Civics.
- Agencies use only reading and math tests for ABE and ASE learners.
- Agencies notified and funded by CDE for the current fiscal year will receive sufficient materials at no cost to satisfy their estimated population.
- In determining the number of test booklets needed, agencies should start by estimating their total unduplicated enrollment in ABE, ESL, and ASE for the past (e.g. 2019-2020) Program Year and calculate one-third of this total. The number of test booklets ordered should not exceed this amount.
- When ordering WTUs (or CTUs) agencies should estimate their total ABE/ASE/ESL enrollment and may obtain the number of units up to three times that estimated total.
- Agencies must place orders in writing to CASAS or through online ordering for all materials. No phone orders are accepted.
- Agencies should use test booklets at least six to eight times before requesting replacement materials. All test booklets are reusable, except: Beginning Literacy Reading Assessments (BLRA-027 and BLRA-028)

For questions, please contact orders@casas.org.

Contact Information

Your main personal contacts will be the Program Specialist for your area and your California Department of Education Consultant. In addition, the CASAS Technical Support team can help with the TOPSpro Enterprise (TE) software dealing with set up for collecting assessment results and student demographics as well as reporting.

GENERAL CASAS EMAILS

- General questions casas@casas.org
- Training training@casas.org
- California Accountability capm@casas.org
- Shipping and payment orders@casas.org
- Technical and software techsupport@casas.org

PROGRAM SPECIALISTS

To contact your CASAS **Program Specialist**, use their e-mail address or leave a voice mail at (800) 255-1036 using the extension listed on the Program Specialist contact list.

1430 N Street, Suite 4202
Sacramento, CA 95814

CALIFORNIA DEPARTMENT OF EDUCATION

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

Carolyn Zachry, Administrator
Phone: 916-322-2175

To find the CDE Regional Consultant and Fiscal Analyst for your area, look in Appendix A or go to: https://www.cde.ca.gov/sp/ae/po/directory.asp

California Adult Education Program (CAEP)

The California Adult Education Program provides funding to consortiums throughout the state. Their website contains many resources for administrators, instructors, and prospective and current students. All users can find an adult school or community college in their area, learn about adult education programs and student supports, access program guidance and updates from the CAEP Office.

They have resources specifically for new agencies and for data reporting for CAEP-funded agencies:

- ➢ https://resources.caladulted.org/onboarding
- ➢ https://resources.caladulted.org/data-reporting-tool

APPENDIX A

ASSIGNED CDE CONSULTANTS AND CASAS STAFF BY REGION:

CAEP BOUNDARY	WIOA TITLE II AGENCIES	CDE CONSULTANT	CASAS STAFF
ACCEL (San Mateo)	5	Stang	Lehman
Allan Hancock	1	Gwebu	Robinson
Antelope Valley	1	Stang	Lehman
Butte-Glenn	3	Prater	Hartley/Fera
Capital (Los Rios)	8	Sia-Maat	Hartley/Fera
CDCR Public Agency	1	Martinez-Calderon	Wright
Citrus	2	Rayala	Teske
Coast	4	Martinez-Calderon	Teske
Coastal North	1	Yaangh	Robinson
Contra Costa	9	Medina	Hartley
DDS Public Agency	1	Medina	Wright
Delta Sierra Alliance	2	Sia-Maat	Hartley/Fera
Desert	3	Ambriz	Wright
Feather River	2	Prater	Hartley/Fera
Foothill De Anza	3	Shields	Wright
Gateway (Merced)	2	Medina	Hartley
Gavilan	1	Medina	Hartley
Glendale	1	Rayala	Teske
Imperial	5	Yaangh	Robinson
Kern	7	Stang	Lehman
Long Beach	1	Sia-Maat	Wright
Los Angeles	7	Shields	Wright
Marin	1	Martinez-Calderon	Hartley
Mendocino-Lake	1	Peacock	Hartley
Mid Alameda County (Chabot-Las Positas)	7	Rayala	Teske
Monterey	2	Gwebu	Robinson

Mt. San Antonio	8	Peacock	Teske
Napa Valley	1	Peacock	Hartley
North Central (Yuba)	4	Prater	Hartley/Fera
North Orange	1	Martinez-Calderon	Teske
Northern Alameda County (Peralta)	4	Martinez-Calderon	Hartley
Pasadena	1	Rayala	Teske
Rancho Santiago	1	Martinez-Calderon	Teske
Rio Hondo	3	Ambriz	Wright
Riverside About Students	6	Franklin	Wright
Salinas Valley	5	Gwebu	Robinson
San Bernardino	7	Franklin	Wright
San Diego	2	Yaangh	Robinson
San Diego East (Grossmont-Cuyamaca)	1	Yaangh	Robinson
San Diego North (Palomar)	6	Yaangh	Robinson
San Francisco	5	Peacock	Hartley
San Luis Obispo	3	Gwebu	Robinson
Santa Barbara	1	Gwebu	Robinson
Santa Cruz	4	Gwebu	Robinson
Santa Monica	2	Shields	Wright
Sequoias	8	Moss	Lehman
Sierra Joint	4	Prater	Hartley/Fera
Solano	4	Medina	Hartley
Sonoma	3	Martinez-Calderon	Hartley
South Bay (El Camino)	4	Shields	Wright
South Bay (San Jose Evergreen)	5	Ambriz	Hartley
South Bay (Southwestern)	1	Yaangh	Robinson
South Orange	2	Martinez-Calderon	Teske
Southeast Los Angeles	3	Ambriz	Wright
Southern Alameda County (Ohlone)	1	Rayala	Teske
Southwest Riverside	5	Franklin	Wright

Stanislaus Mother Lode (Yosemite)	5	Peacock	Hartley
State Center	7	Moss	Lehman
Tri-Cities	3	Ambriz	Hartley
Ventura County	4	Gwebu	Robinson
Victor Valley	5	Stang	Lehman
West End Corridor	4	Rayala	Teske
West Hills	2	Moss	Lehman

APPENDIX B

Common Acronyms used at CASAS

With so many tools and resources, CASAS relies on acronyms to abbreviate and shorten many names. Here is a handy acronym list.

AA	Associate in Arts
ABE	Adult Basic Education
ACSA	Association of California School Administrators
AEFLA	Adult Education and Family Literacy Act
AEO	Adult Education Office
AERA	American Education Research Association
APA	American Psychological Association
AS	Associate in Science
ASAM	Alternative Schools Accountability Model (California)
ASE	Adult Secondary Education

BCIS	Bureau of Citizenship and Immigration Services
BEST	Basic English Skills Test (produced by CAL)
BOP	Bureau of Prisons
CABSS	California Adult Basic Skills Survey
CAEAA	California Adult Educ. Administrators' Assn.
CAHSEE	California High School Exit Exam
CalWORKs	California Work Opportunity Responsibility to Kids
CALPRO	California Adult Literacy Professional Development
CARF	Commission on Accreditation of Rehabilitation Facilities
CASAS	Comprehensive Adult Student Assessment Systems
CASS	Community Access Skills Summary
CAT	Computer Adaptive Testing
CBEDS	California Basic Education Data System
CBET	Community-Based English Tutoring
CBT	Computer Based Testing
CCAE	California Council for Adult Education
CCC	California Conservation Corps
CCR	California Code of Regulations

CCRs	College and Career Readiness Standards
CDC	California Department for Corrections
CDCP	Career Development and College Preparation (specified funding at community colleges)
CDCR	California Department of Corrections and Rehabilitation
CDDS	California Department of Developmental Services
CDE	California Department of Education
CEA	Correctional Education Association
CHSPE	California High School Proficiency Exam
CIM	Continuous Improvement Measure (CASAS)
CIS	Citizenship and Immigration Services
CIT	Citizenship Interview Test (CASAS)
COABE	Commission on Adult Basic Education
COAPP	Civic Objectives and Additional Assessment Plan
CSV	Comma Separated Variable
CTE	Career Technical Education
CWDB	California Workforce Development Board
DBF	Database File
DD	Developmental Disability
DIF	Differential Item Functioning

DOC, DOCX	Microsoft Word formatted document extensions
DOT	Dictionary of Occupational Titles (replaced by O'NET)
ECS	Employability Competency System (CASAS)
EFF	Equipped for the Future Center
EFL	Educational Functional Level
EL Civics	English Literacy and Civics Education
ELL	English Language learner
ESL	English as a Second Language
FEA	Foundation for Educational Achievement (CASAS 'parent' until 2009)
FWA	Functional Writing Assessment (CASAS)
GAIN	General Assessment of Instructional Needs (Wonderlic/Steck Vaughn)
GAN	Grant Award Notice ("CA Dept Ed GAN Report")
G&H	Government and History Test (CASAS)
GED	General Educational Development
GLE	Grade Level Equivalent
HSD	High School Diploma
HSE	High School Equivalency
IABSS	Iowa Basic Skills Survey
IELCE	Integrated English Literacy & Civics Education

IEP	Individualized Education Program
IET	Integrated Education & Training
ILSS	Independent Living Skills Summary
IPE	Individualized Plan for Employment
IPP	Individualized Program Plan
IRT	Item Response Theory
ITD	Item and Test Development Team (CASAS)
JPTA	Job Training Partnership Act (replaced by WIA 1)
LAO	Legislative Analyst's Office
L&W	Life and Work test series (CASAS)
LEP	Limited English-speaking Personnel
LWDB	Local Workforce Development Board
MIS	Management Information System
MSDS	Material Safety Data Sheets
MSG	Measurable Skills Gain
NAASLN	Nat'l Assn. for Adults w/ Special Learning Needs
NALS	National Adult Literacy Survey
NCFL	National Center for Family Literacy
NCME	National Council for Measurement in Education
NEDP	National External Diploma Program (CASAS)

NRS	National Reporting System
OCAPA	Oral Comm. Applied Performance Appraisal (CASAS retired test form)
O'NET	Occupational Information online (Dept of Labor)
OTAN	Outreach and Technical Assistance Network
PBA	Performance Based Accountability
PDF	Portable Document Format file extension
Perkins	Federal funding for vocational training (OVAE)
PPT, PPTX	PowerPoint formatted presentation file extensions
POWER	Providing Options for the Workplace, Education and Rehabilitation (CASAS)
ROC	Regional Occupational Center
ROCP	Regional Occupational Center / Program
ROP	Regional Occupational Program
SCANS	Secretary's Commission on Achieving Necessary Skills
SDF	System Data Format
SEM	Standard Error of Measurement
SODS	Student Outcome Data Set (CDE term for El Civics)
SPL	Student Performance Level
SSS	Student Success Specialists (SSS)
STRETCH	(CASAS tool for adults with developmental disabilities)

TABE	Test of Adult Basic Skills (McGraw Hill)
TAM	Test Administration Manual (CASAS)
TAP	Technical Assistance Project (under OTAN)
TANF	Temporary Assistance to Needy Families
TESOL	Teacher of English to Speakers of Other Languages
TOPSpro	Tracking of Programs and Students (CASAS)
USCIS	US Citizenship and Immigration Services
VABE	Vocational Adult Basic Education
VESL	Vocational English as a Second Language
WESS	Workplace and Employability Skills Summary (CASAS)
WIA	Workforce Investment Act (Federal law - 1998) Title 1 – Dept of Labor - Employment and Training Title II – Dept of Educ (OVAE) – Adult Literacy
WIOA	Workforce Innovation and Opportunity Act (2016-today) Titles I, II, III, and IV
WLS	Workforce Learning Systems (CASAS)
WSCS	Workforce Skills Certification System (CASAS)
XLS, XLSX	Extension for files created in Microsoft Excel
YAI / NIPD	Young Adult Institute / National Institute for People w/ Disabilities