

# California WIOA, Title II AEFLA Grant New Agency and Staff Toolkit



For California Agencies

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Welcome

# Let **CASAS** Be Your mpass!

CASAS has assessments that help students navigate their **WHOLE** student journey. From ESL, ABE, High-School Diploma, and CTE- adult educators can assist adult learners in creating a pathway for success!

## **Our Commitment:**

**WE LISTEN** very carefully to our partners and welcome your suggestions and feedback. Your feedback and engagement are integral to the continuing improvement of our products and services.

**WE KNOW YOU ARE BUSY**, so we offer flexible training and support options. Our national webinars, WIOA II networking meetings, and office hours are scheduled monthly, and our **FREE** self-paced online training modules are available 24 hours a day. Most importantly our terrific technical support team is available by email and phone 12 hours a day.

**WE UNDERSTAND THE DIVERSE NEEDS OF YOUR STUDENTS.** Your adult learners bring many talents and strengths to their education journey. The CASAS assessments identify the literacy skills your students have so that together you can build a roadmap for success. This is why we say, “Let CASAS Be Your Compass!”

## CASAS Website

To access the CASAS website, go to: [casas.org](https://casas.org)

Create an account in order to log in and submit some of the deliverables for the WIOA, Title II Grant. For a quick tutorial, follow the directions in this You Tube video: [How to create an online account on the CASAS website](#)

## CASAS Catalog

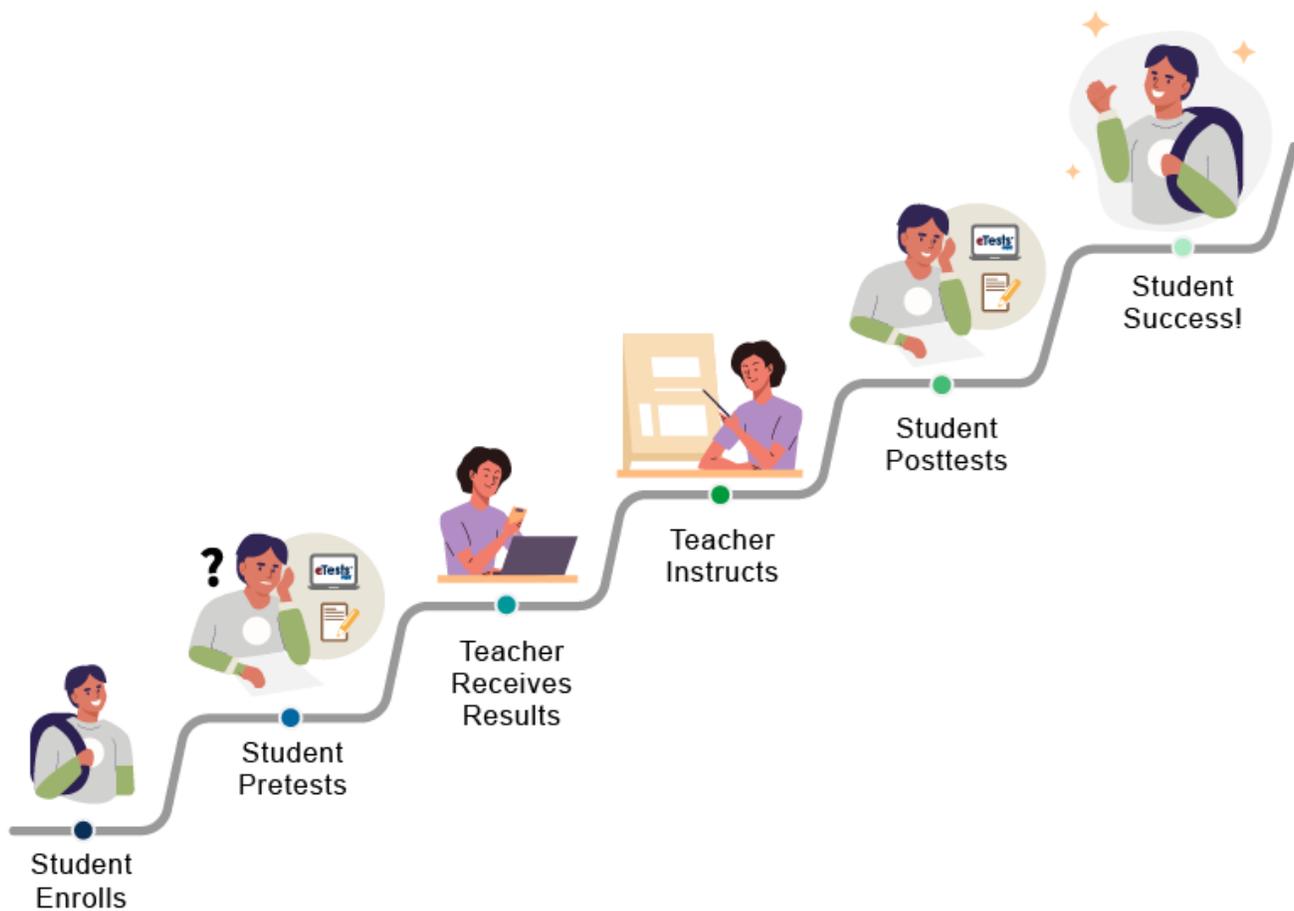


The CASAS Catalog is a good place to begin to learn more about CASAS assessments appropriate for Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) students in programs.

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 is available for computer-based testing only (CASAS eTests). The Appraisal test options include Reading GOALS Appraisal (for ABE), Math GOALS Appraisal (for ABE), or STEPS Form 619L or 619R 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.

### Progress Tests

Funding for agencies is through the CDE based on annual reporting of payment points. The main method for accruing payment points is via progress tests (pretests and post- tests) of Reading Goals and Math GOALS 2 tests for ABE and ASE along with Reading and Listening STEPS 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.

## 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	204 – 216
3	Low Intermediate	217 – 227
4	High Intermediate	228 – 238
5	Low Adult Secondary	239 – 248
6	High Adult Secondary	249 and above

### CASAS ABE/ASE Math Scores by EFLs

NRS Levels	Mathematics ABE/ASE Educational Functioning Levels	Math GOALS Score Ranges	Math GOALS 2 Score Ranges
1	Beginning ABE Literacy	193 and below	192 and below
2	Beginning Basic	194 - 203	193 – 203
3	Low Intermediate	204 – 214	204 – 213
4	Middle Intermediate	215 – 225	214 – 224
5	High Intermediate	226 – 235	225 – 235
6	Adult Secondary	236 and above	236 and above

### CASAS ESL Reading Score by EFLs and Grade Level Equivalent (GLEs) for WIOA Title I

NRS Levels	Reading ESL EFLs		Reading STEPS Score Ranges	Grade Level
7	Beginning ESL Literacy	Basic Skills Deficient	183 and below	K
8	Low Beginning ESL		184 – 189	K
			190 – 196	1
9	High Beginning ESL		197 – 206	1
10	Low Intermediate ESL		207 – 211	2
			212 – 216	3
11	High Intermediate ESL		217 – 222	4
			223 – 227	5
12	Advanced ESL		228 – 230	6
			231 – 234	7
		235 – 238	8	
	Exit Advanced ESL	Not Basic Skills Deficient	239 and above	9+

### CASAS ESL Listening Scores by EFLs and Grade Level Equivalent (GLEs) for WIOA Title I

NRS Levels	Reading ESL EFLs		Listening STEPS Score Ranges	Grade Level
7	Beginning ESL Literacy	Basic Skills Deficient	181 and below	K
8	Low Beginning ESL		182 – 186	K
			187 – 191	1
9	High Beginning ESL		192 – 201	1
10	Low Intermediate ESL		202 – 206	2
			207 – 211	3
11	High Intermediate ESL		212 – 216	4
			217 – 221	5
12	Advanced ESL		222 – 224	6
			225 – 227	7
		228 – 231	8	
	Exit Advanced ESL	Not Basic Skills Deficient	232 and above	9+

For more on scoring: [Scale Scores, NRS Educational Functioning Levels \(EFLs\), and Grade Levels](#)

## Basics: English Literacy and Civics Assessments

English Literacy and Civics Education (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 focus areas: **Civic Participation, Citizenship Preparation, and Integrated EL Civics Education (IELCE).**

<b>Focus Area:</b>	N/A
<b>Start Time:</b>	N/A
<b>Class Notes:</b>	231 EL Civics - Civic Participation 231 EL Civics - Citizenship Preparation 243 Integrated EL Civics Education (IELCE)
<b>Physical Setting:</b>	

**CIVIC PARTICIPATION:** This program supports the design, creation, implementation and delivery of instructional activities that integrate 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 Adult Education and Literacy (ESL) instruction, Workforce Preparation activities and Workforce Training. This program is funded under Section 243 of WIOA.

## Civic Participation

There are six requirements for Civic Participation funds. These include:

1. CASAS pre/post-testing,
2. a yearly school community needs assessment survey and completion of the [Needs Assessment Summary Form](#),
3. selection of Civic Objectives and Additional Assessments (COAAPs) based on the results of the needs assessment survey,
  - a. once selected, COAAPs must be downloaded into TOPSpro Enterprise (TE)
4. preparation or adoption of instruction and assessment materials based on the selected COAAPs,
5. at least 30 hours of EL Civics (ESL) instruction related to the topic of the selected COAAP and
6. administration of Additional Assessments to learners based on the EL Civics instruction.

Other things to remember:

1. COAAPs
  - a. COAAPs are plans for performance-based assessments. According to Chun, 2010, a performance-based assessment measures students' ability to apply the skills and knowledge learned from a unit or units of study. EL Civics instruction is also performance-based and planned to give students all the information they need to pass the COAAP assessment.
  - b. COAAPs selected on the CASAS website are pre-approved. However, if the pre-approved COAAPs do not meet the needs of your students, you can revise a COAAP or write a new one by contacting [elcivics@casas.org](mailto:elcivics@casas.org)
  - c. All agencies must submit at least one COAAP by October 31 of the current program year.
  - d. The last day to add, edit or delete COAAPs is April 30, of the current program year.
2. COAAP Record Keeping
  - a. Agencies need to keep one folder (print or digital) for each Civic Participation or Integrated EL Civics class (not individual student) that contains samples of student assessments (e.g. one pass and one fail), the assessment itself and the criteria that the assessor used to score the students, including the scoring sheets. These need to be kept for three years plus the current year.

The CASAS website has a complete listing of all EL Civics Objectives and Additional Assessment Plans (COAAPs) and all other information about EL Civics on the [California Civic Participation and IELCE](#) page.

### 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 [Product Overviews](#) page on the CASAS website.

### Integrated EL Civics (IELCE)

IELCE programs must comply with all the requirements and rules of the Civic Participation Program listed in the section above. An additional requirement for IELCE 243 section funding is the completion of the IELCE Report and Plan each year by March 31<sup>st</sup>.

Not all COAAPs can be used for 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 Civic Participation and IELCE page of the CASAS website under the California EL Civics section, titled [EL Civics Civic Objectives 231 and 243 Funding Immigrant Integration Goal Areas](#). There are many to choose from and some are specifically written for IELCE programs.

## Training Requirements

California WIOA, Title II requires that agencies complete the following trainings by January 31<sup>st</sup> of each year:

1. One Implementation Training, AND
2. One California Accountability Training

These free online trainings and webinars are posted on the [caadultedtraining.org](https://caadultedtraining.org) website. Your role and which type of test you use determines the required and recommended training.

Please refer to the document: [CASAS Training Requirements](#).

CASAS Training Module	AGENCY ROLE						
	Agency Administrator	CASAS eTests Coordinator	CASAS eTests Proctor	CASAS Paper Tests Proctor	Data Manager	Educators	Workforce Partners
CASAS eTests Agency Agreement	REQUIRED for NEW eTests agencies						
CASAS eTests Coordinator Certification		REQUIRED					
CASAS eTests Proctor Certification			REQUIRED				
CASAS Paper Tests Proctor				REQUIRED			
Intro to TOPSpro Enterprise					RECOMMENDED		
Module 1: Exploring CASAS	REQUIRED by at least one person in every NEW agency						
Module 2: CASAS eTests Implementation	REQUIRED by at least one person in every NEW eTests agency						
Module 3: Paper Tests Implementation	REQUIRED by at least one person in every NEW paper test agency						
Module 4a: Interpreting Test Results						RECOMMENDED	
Module 4b: Instructional Reports						RECOMMENDED	
Module 5: CASAS Appraisals for Workforce Program Participants							REQUIRED
<b>RECERTIFICATION:</b> CASAS recommends recertifying by taking the certification training required by your role every two years. HOWEVER, please refer to your state's Assessment Policy for state-specific guidance.							

**Statewide Meetings and 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. These meetings include Statewide WIOA Meetings, Regional WIOA Meetings hosted by CASAS Program Specialists and statewide monthly EL Civics Network Meetings for EL Civics administrators, coordinators and teachers.

- Register at [caadultedtraining.org](https://caadultedtraining.org)
- Visit the [Training and Networking for California WIOA, Title II: AEFLA Funded Agencies](#) page on the CASAS website for the Webinar Recording Links and PowerPoints from network meetings for California agencies.

## 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 National Summer Institute](#) 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: [caadultedtraining.org](http://caadultedtraining.org). An additional webinar from CASAS and OTAN which was posted for and during COVID-19 is available on YouTube: [Strategies for Delivering Distance Learning \(DL\) Virtually](#).

## 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.

### Key Positions

For good test and data management, it is important to identify the following positions at your agency:

**Online Main Point of Contact** – The Online Main Point of Contact is the main point of contact for items regarding TOPSpro Enterprise or CASAS eTests. This is usually held by the main administrator, director, or principal at your agency.

**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. This person has the highest level of access in TOPSpro Enterprise and provides access to any of the CASAS Portals. Depending on the size of your agency, this may be the same staff member as your Online Main Point of Contact.

**CASAS eTests 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.

**CASAS eTests 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 members need to be knowledgeable about student levels, so that very low literacy students are identified at intake prior to pretesting.

## Connecting Your Online CASAS Accounts

After identifying these key positions, it is time to connect to your online CASAS Accounts.

1. Ensure that each staff member has a CASAS account. To create an account, go to [Create New Account](#). A [casas.org](#) account is essential to register for online training, retrieving training certifications, ordering, selecting COAAPs, completing required Surveys and Reports, registering for the CASAS National Summer Institute and more.
2. If you are a new agency to TOPSpro Enterprise, email [capm@casas.org](mailto:capm@casas.org) with the email and phone number of your Data Manager and Online Main Point of Contact.
3. If you are an existing TOPSpro Enterprise agency, contact your current or previous data manager to provide you access into TE. If your data manager has left, you're your new data manager contact [golive@casas.org](mailto:golive@casas.org) to update your status in TE.
4. [Connect to your online account:](#)
  - a. Go to: [eTests online](#)
  - b. Click: Install TE Client at top left of browser window
  - c. Select Container: (California)
  - d. Enter your Agency/Site ID
  - e. Enter Username and password
5. [Add or review sites and enable for eTests:](#)
  - a. The data manager must add sites in TOPSpro Enterprise (TE) and enable these sites for CASAS eTests prior to beginning student testing.
6. [Add or review user accounts for staff:](#)
  - a. The data manager is responsible for adding and managing all user accounts for staff. User accounts can grant staff members access to TE, eTests, or both. The data manager can add as many users as needed for your program's eTests account.
7. If administering CASAS eTests, be sure your agency has the following:
  - a. [Steps to Register Testing Stations:](#)
    - i. The computer or device used by the test taker is called the Testing Station. Your program can register devices for student testing in two ways – by credential or by code. CASAS recommends registering testing stations that are owned by your program by credential and testing stations that are owned by the test taker by code.

- b. [Replicate Testing Sessions:](#)
  - i. Proctors use Testing Sessions to administer CASAS eTests. CASAS provides each program with a set of testing sessions to administer tests to ESL or ABE students throughout the year. These testing sessions can be used with a group of test takers who may be at different levels. Each site requires its own set of testing sessions.
- c. [Conduct a trial run:](#)
  - i. Register all testing stations and practice administering CASAS eTests with your colleagues at your site before student testing.
- d. [Go Live! with CASAS eTests:](#)
  - i. Begin scheduling with test takers and start administering CASAS eTests at your organization.
- e. [Retrieve results and generate reports:](#)
  - i. All test records are automatically available in your program's TOPSpro Enterprise account. Log into TE to review student test results, demographic information, and generate reports verify proficiency or to help improve instruction.

These documents as well as others can be found on the [CASAS Training and Support Website](#). Down the left side of the screen are categories of various help documents to lead you through each item step-by-step. Additionally, many training videos are posted on the [CASAS YouTube Channel](#).

## Preparing Your Teachers

### CASAS Tests

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: [Product Overviews - Curriculum Management and Instruction](#)

The College and Career Readiness Standards (CCRS), English Language Proficiency Standards (ELPS) for Adult Education, and [CASAS Competencies](#) are the building blocks of CASAS assessments. These standards:

- provide objectives for instruction, curriculum development, and assessment
- are national standards that align with the NRS Educational Functioning Levels (EFLs)

- 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 to advanced level students. The Skill Level Descriptors explain in general terms what most learners can accomplish at different levels of ability in specific skill areas. 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.

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](#), 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 web page 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](#).

### Additional Assessments

Besides CASAS testing, students may be given two kinds of additional assessments:

1. Civic Objectives and Additional Assessment Plan (COAAP) assessments in the EL Civics Program. Agencies may be funded to give these assessments within the WIOA, Title II grant for EL Civics Civic Participation 231 or IELCE 243.
2. The Citizenship Interview Test (CIT) – Forms 973 and 974, and the Government and History Test (G&H) – Forms 965 and 966 in the EL Civics Program. Agencies may be funded to give these assessments within the WIOA, Title II grant for EL Civics Citizenship Preparation 231.

To get more information about EL Civics, contact your CASAS Program Specialist or [elcivics@casas.org](mailto:elcivics@casas.org). Also, look on the CASAS website for [California EL Civics](#).

### Instructional Materials for EL Civics

You can find EL Civics Civic Participation and IELCE instructional materials at the [EL Civics Exchange](#). The California EL Civics Exchange, a joint project between CASAS and OTAN funded by the California Department of Education, is a repository of original EL Civics instructional materials created by California WIOA, Title II: AEFLA/EL Civics agencies. These materials, organized by competency area, can be used to teach EL Civics content to English language learners as part of the 30 hours of instruction required in California before administering an EL Civics Assessment (COAAP). Materials are licensed by Creative Commons nomenclature allowing your agency to use the materials according to the Creative Commons requirements.

### Preparing Your Students

Getting students ready to take the CASAS test is easy using the [eTests sampler](#).

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.

Use the [CASAS Intake Screening Process](#) document to familiarize registration and placement staff with what to do with very low level students.

# Data Collection, Reporting, and Training Requirements

## Data Accountability and Implementation Training Requirements

At least one representative from each funded agency must complete the National Reporting System (NRS) for Adult Education California Accountability Training and the Comprehensive Adult Student Assessment Systems (CASAS) Implementation Training 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 [California Adult Education - Training](#).

## Data Collection Requirements

1. Collect data on all AEFLA adult learners between July 1 and June 30 every 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. Complete updates 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.
7. Record learner's email and cell phone number in TE software for the Core Performance Employment and Earnings quarterly survey.

## Overview of Grant Deliverable Due Dates

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 are posted on [CDEs Workforce Innovation and Opportunity Act \(WIOA\), Title II, Adult Education and Family Literacy website](#) by program year.

Below is the calendar for PY 2024-25. Note: these dates may change from year to year. 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.

### By September 1

Required Data and Documents	Action
Grant Award Notification	<p>Download, sign a wet original, and upload the signed Grant Award Notification on the <a href="#">California Adult Education Online Application and Reporting</a> (login required). Signature of Superintendent/College President/Chief Executive Officer or authorized designee required.</p> <p>Also, mail the original to the CDE, see the document for the address.</p>

### By September 15

Required Data and Documents	Action
Grant Budget	<p>Complete and submit the Grant Budget on <a href="#">California Adult Education Online Application and Reporting</a> (login required, electronic approval required).</p>

### By October 31

Required Data and Documents	Action
First Quarter Data, TOPSpro® Enterprise	<p>Enter all information into TOPSpro® Enterprise for this quarter on or before this date.</p>
California English Literacy and Civics Education Objectives and Additional Assessment Plans (COAAP)	<p>Select at least one COAAP on <a href="#">California Civic Participation and IELCE</a>.</p>
First Quarter Data Integrity Report	<p>Complete the Quarterly Data Submission Wizard in TOPSpro® Enterprise.</p>
First Quarter Expenditure Claim Report	<p>Complete and submit the claim on <a href="#">California Adult Education Online Application and Reporting</a> (login required, electronic approval required).</p>

Employment and Earnings Follow-up Survey	<p>Send <a href="#">California Employment and Earnings Survey</a> to exit populations. The following tasks should be completed during Quarter 1 (July through September):</p> <ul style="list-style-type: none"> <li>• Run the “Core Performance Wizard” under Tools in TOPSpro® Enterprise;</li> <li>• Send Employment and Earnings Survey to exit population for second and fourth quarter after exit; and</li> <li>• Follow-up with exiters that have not responded.</li> </ul>
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**By December 15**

Required Data and Documents	Action
Payment Points Attestation Letter	CASAS will send the Certification to your agency. Complete the Payment Point Attestation Letter and return by email at <a href="mailto:capm@casas.org">capm@casas.org</a> .

**By January 31**

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	Complete the Quarterly Data Submission Wizard in TOPSpro® Enterprise.
California Accountability Training	Complete California Accountability Training in person or online. Register online at <a href="#">California Adult Ed Training</a> .
CASAS Implementation Training	Complete CASAS Implementation Training in person or online. Register online at <a href="#">California Adult Ed Training</a> .
Second Quarter Expenditure Claim Report	Complete and submit the claim on <a href="#">California Adult Education Online Application and Reporting</a> (login required, electronic approval required).

<p>Employment and Earnings Follow-up Survey</p>	<p>Send <a href="#">Employment and Earnings Survey</a> to exit populations. The following tasks should be completed during Quarter 2 (October through December):</p> <ul style="list-style-type: none"> <li>• Run the “Core Performance Wizard” under Tools in TOPSpro® Enterprise;</li> <li>• Send Employment and Earnings Survey to exit population for second and fourth quarter after exit; and</li> <li>• Follow-up with exiters that have not responded.</li> </ul>
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**By March 31**

Required Data and Documents	Action
<p>WIOA, Title II: AEFLA Program Implementation Survey</p>	<p>Complete the CASAS <a href="#">California WIOA, Title II: AEFLA Program Implementation Survey</a>.</p>
<p>Integrated English Literacy and Civics Education Report</p>	<p>Agencies with Section 243 funding must also complete the IELCE Report available on <a href="#">Integrated English Literacy and Civics Education (IELCE) Report Summary of Content</a>.</p>

**By April 30**

Required Data and Documents	Action
<p>Third Quarter Data, TOPSpro® Enterprise</p>	<p>Enter all information into TOPSpro® Enterprise for this quarter on or before this date.</p>
<p>Third Quarter Data Integrity Report</p>	<p>Complete the Quarterly Data Submission Wizard in TOPSpro Enterprise.</p>
<p>Third Quarter Expenditure Claim Report</p>	<p>Complete and submit the claim on the <a href="#">California Adult Education Online Application and Reporting</a> (login required, electronic approval required).</p>
<p>Employment and Earnings Follow-up Survey</p>	<p>Send <a href="#">Employment and Earnings Survey</a> to exit populations. The following tasks should be completed during Quarter 3 (January through March):</p>

	<ul style="list-style-type: none"> <li>run the “Core Performance Wizard” under Tools in TOPSpro® Enterprise;</li> <li>send Employment and Earnings Survey to exit population for second and fourth quarter after exit; and</li> <li>follow-up with exiters that have not responded.</li> </ul>
Continuous Improvement Plan (CIP)	Complete and submit the CIP on <a href="#">California Adult Education Online Application and Reporting</a> (login required).
Certification/Recertification for Citizenship Interview Test	If applicable, complete the Certification/Recertification for the <a href="#">Citizenship Interview Test</a> .
Final COAAP Selections	Final COAAP selections must be made at <a href="#">California Civic Participation and IELCE</a> .

### By July 15

Required Data and Documents	Action
End-of-Year Data, TOPSpro® Enterprise	All year end data must be entered into TOPSpro® Enterprise and completed for this quarter on or before this date.
Adult Education Personnel Information	Enter personnel information for Federal Table 7 into TOPSpro® Enterprise.
End-of-Year Data Integrity Report	Complete the Quarterly Data Submission Wizard in TOPSpro® Enterprise.
Payment Points Summary Report	Complete the Quarterly Data Submission Wizard in TOPSpro® Enterprise.
End-of-Year Certification Letter	Complete the Quarterly Data Submission Wizard in TOPSpro® Enterprise.

<p>Employment and Earnings Follow-up Survey</p>	<p>Send <a href="#">California Employment and Earnings Survey</a> to exit populations. The following tasks should be completed during Quarter 4 (April through June):</p> <ul style="list-style-type: none"> <li>• Run the “Core Performance Wizard” under Tools in TOPSpro® Enterprise; and</li> <li>• Send Employment and Earnings Survey to exit population for second and fourth quarter after exit; and</li> <li>• Follow-up with exiters that have not responded.</li> </ul>
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**By August 1**

Required Data and Documents	Action
<p>Final Expenditure Claim Report</p>	<p>Complete and submit the claim on <a href="#">California Adult Education Online Application and Reporting</a> (login required, electronic approval required).</p>
<p>Official Payment Points Certification Letter</p>	<p>Verify, complete, and submit (via email) the Official Payment Points Certification Letter. CASAS will email agencies the Official Payment Points Certification Letter once the CASAS has received all Data Submission requirements.</p>

## Ongoing

Required Data and Documents	Action
Course Approvals	K–12 and County Office of Education adult schools must complete and submit course information when updated, or reviewed a minimum of once per year. Access the Course Approval System on <a href="#">California Adult Education Online Application and Reporting</a> (login required, electronic approval required).

## Additional Community–Based Organization Requirements

Required Data and Documents	Action
Annual Audit and Status Certification (AASC) Form, for Community-based Organizations (CBOs) and Faith-based Organizations only*	<p><u>Step 1:</u> Submit electronically by September 15: <a href="#">California Adult Education Online Application and Reporting</a> (login required, electronic approval required).</p> <p><u>Step 2:</u> Also, mail or email a signed copy by September 15 to the CDE Audits and Investigations Division. Contact information is provided on the AASC form.</p>
Audit Report**	Due date varies by agency. Follow instructions for electronic submission that is provided in the AASC section of the <a href="#">California Adult Education Online Application and Reporting</a> (login required).

## Ordering

The [California WIOA, Title II: AEFLA Ordering Guide](#) is available on the California Adult Education Accountability and Assessment website.

The [California WIOA, Title II: AEFLA Ordering Guide](#) lists materials that California WIOA, Title II: AEFLA funded agencies (Agencies) receive **free of charge** to support the California WIOA, Title II: AEFLA grant. The ordering guide includes a series of assessments appropriate for learners in ESL, ABE, and ASE (HS diploma and HS equivalency). Items not listed in the guide can be purchased through the [CASAS Catalog](#).

Agencies shall use only reading and/or listening tests for ESL learners including EL Civics and Integrated English Literacy and Civics Education (IELCE). Agencies shall use only reading and/or math tests for ABE and ASE learners.

Agencies notified and funded by CDE each fiscal year will receive sufficient materials at no cost to satisfy their estimated population.

- For CASAS eTests Units (TEUs), agencies may obtain up to three times the estimate ABE, ESL, and ASE total enrollment.
- In determining the number of test booklets needed, agencies should estimate the total unduplicated enrollment in ABE, ESL, and ASE for the current Program Year and divide it by three. The number of test booklets ordered should not exceed this amount.
  - Agencies should use test booklets at least six to eight times before requesting replacement materials.
  - All test booklets are reusable **except** for Beginning Literacy Reading Assessments (BLRA-027 and BLRA-028)

Place your order using the California WIOA, Title II: AEFLA order form attached to the ordering guide or through online ordering for all materials listed in this guide.

If you are ordering CASAS materials for a non- California WIOA, Title II: AEFLA funded program or California Adult Education Program (CAEP) agency, see our [CASAS Products Overview](#) page.

## Contact Information

Your primary contacts will be your CDE Consultants and CASAS Staff. CDE Consultants are the main resources for questions regarding program assistance, resources, policy, compliance, legal and fiscal, and regional meetings. For CDE contact information, we recommend logging into your [California Adult Education Online Application and Reporting account](#).

We recommend contacting CASAS Staff for all other questions such as providing assessment support and how to link it to instruction, California Accountability, TOPSpro and other technical assistance, contacting your regionally assigned program specialist, and coordinating with CDE consultants. It is important to note that CASAS can assist you with general questions about WIOA, Title II grants and CAEP. CASAS or CASAS Program Specialists are not responsible for answering funding questions as that is the purview of the California Department of Education.

### General CASAS Contacts:

- Any California WIOA, Title II: AEFLA Inquiries or guidance on who to contact – [capm@casas.org](mailto:capm@casas.org)
- CASAS Technical Support, TOPSpro Enterprise, CASAS eTests – [techsupport@casas.org](mailto:techsupport@casas.org) or call 1-800-255-1036 option 2 Monday to Friday from 6 a.m. - 5 p.m. PT
- EL Civics and IELCE - [elcivics@casas.org](mailto:elcivics@casas.org)
- Citizenship - [cit@casas.org](mailto:cit@casas.org)
- Orders – [orders@casas.org](mailto:orders@casas.org)
- CAEP Inquires – [caep@casas.org](mailto:caep@casas.org)

### CASAS Program Specialists

To identify your **CASAS Program Specialist**, refer to the [California Adult Education Online Application and Reporting site](#).

### California Department of Education (CDE) Office

1430 N Street, Suite 4202  
Sacramento, CA 95814  
Phone: 916-322-2175  
Fax: 916-327-7089

Carolyn Zachry, Ed.D  
Education Administrator/State Director  
Adult Education Office  
[czachry@cde.ca.gov](mailto:czachry@cde.ca.gov)

If you have questions about funding or fiscal information, please contact the CDE Consultant for your area. Contact the Adult Education Office at [adulthoodeducation@cde.ca.gov](mailto:adulthoodeducation@cde.ca.gov) or 916-322-2175 if you need assistance finding your Regional Consultant.

## Your Agency's Contact Information

For the best means of communication, we recommend your agency identify the following contacts with CASAS regularly. Depending on the structure of your agency, these contacts may be the same staff member:

- **Director/Principal**
- **Online Main Point of Contact** (Main Point of Contact for TE and eTests related items)
- **Primary Contact** (Contact that will receive your Data Submission information and Data Submission Confirmation emails. Only one can exist for each agency)
- **EI Civics Primary Contact** (Main Point of Contact for EI Civics/ IELCE related items)
- **TE Data Manager**

To make changes or verify your agency's contact information, email [capm@casas.org](mailto:capm@casas.org). Please note that you will need to update your contacts separately with CDE.

## APPENDIX A – Common Acronyms Used at CASAS

With so many tools and resources, CASAS relies on acronyms to abbreviate and shorten many names. [Attachment N – Common Acronyms](#) (below) is a handy acronym list.

Acronym	Definition
AA	Associate in Arts
ABE	Adult Basic Education
ACCE	Association of Community and Continuing Education
ACSA	Association of California School Administrators
AEBG	Adult Education Block Grant (former title of CAEP)
AEFLA	Adult Education and Family Literacy Act
AEO	(CDE) Adult Education Office
AERA	American Education Research Association
AIR	American Institutes for Research
AJCC	America’s Job Center of California
APA	American Psychological Association
ARTA	Agency Remote Test Agreement
AS	Associate in Science
ASAM	Alternative Schools Accountability Model (California)
ASE	Adult Secondary Education
AwD	Adults with Disabilities
BCIS	Bureau of Citizenship and Immigration Services
BEST	Basic English Skills Test (produced by CAAL)
BOP	Bureau of Prisons
BOY	Beginning of Year

<b>Acronym</b>	<b>Definition</b>
CABSS	California Adult Basic Skills Survey
CAEAA	California Adult Education Administrators Association
CAEP	California Adult Ed Project
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 (POWER)
CAT	Computer Adaptive Testing
CBEDS	California Basic Education Data System
CBET	Community-Based English Tutoring
CBO	Community-Based Organization
CBT	Computer-Based Testing
CCD	Community College District
CCAЕ	California Council for Adult Education
CCC	California Conservation Corps
CCCCO	California Community College Chancellor’s Office
CCR	California Code of Regulations
CCRs	College and Career Readiness Standards
CDC	California Department for Corrections
CDCR	California Department of Corrections and Rehabilitation

<b>Acronym</b>	<b>Definition</b>
CDDS	California Department of Developmental Services
CDE	California Department of Education
CEA	Correctional Education Association
CFAD	Consortium Fiscal Administration Declaration
CHSPE	California High School Proficiency Exam
CIM	Continuous Improvement Measure (CASAS)
CIS	Citizenship and Immigration Services
CIP	Continuous Improvement Plan
CIP codes	Classification of Instructional Programs
CIT	Citizenship Interview Test (CASAS)
COAAP	Civic Objectives and Additional Assessment Plan
COABE	Commission on Adult Basic Education
COMIS	Chancellor's Office Management Information System
CSV	Comma Separated Variable
CTE	Career Technical Education
CWA	California Workforce Association
CWDB	California Workforce Development Board
DBF	Database File
DD	Developmental Disability
DIF	Differential Item Functioning
DMH	Department of Mental Health (part of CDDS)
DOC, DOCS	Microsoft Word formatted file extensions
DOR	Department of Rehabilitation (WIOA Title IV)

<b>Acronym</b>	<b>Definition</b>
DRC	Data Recognition Corporation (producer of the TABE)
ECS	Employability Competency System (CASAS)
EDD	Employment Development Department (CA Labor Agency)
E&E	Employment and Earnings
EFL	Educational Functional Level
EL Civics	English Literacy and Civics Education
ELL	English Language Learner
ELP	English Language Proficiency
EOY	End of Year
ESL	English as a Second Language
ETPL	Eligible Training Provider List (WIOA Title I)
eWORKs	Formerly known as WSCS – Workforce Skills Certification System (CASAS)
FERPA	Family Educational Rights and Privacy Act
FPM	Federal Program Monitoring
FWA	Functional Writing Assessment (CASAS)
GAN	Grant Award Notice (CDE)
G&H	Government and History Test (CASAS)
GED	General Educational Development
GLE	Grade Level Equivalent
GOALS	Greater Opportunities for Adult Learning Success (CASAS Test Series)
HISSET	High School Equivalency Test

<b>Acronym</b>	<b>Definition</b>
HSD	High School Diploma
HSE	High School Equivalency
I-3	Immigrant Integration Indicators
IELCE	Integrated English Literacy & Civics Education
IEP	Individualized Education Program
IET	Integrated Education & Training
ILSS	Independent Living Skills Summary (POWER)
IPE	Individualized Plan for Employment
IPP	Individualized Program Plan
IRT	Item Response Theory
ITD	Item and Test Development Team (CASAS)
ITIN	Individual Taxpayer Identification Number
LAO	Legislative Analyst's Office
LEA	Local Education Agency
LEP	Limited English-speaking Personnel
MIS	Management Information System
MSG	Measurable Skills Gain
NAASLN	National Association 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)

<b>Acronym</b>	<b>Definition</b>
NIPD	National Institute for People w/ Disabilities
NRS	National Reporting System
OAR	Online Application and Reporting
OCTAE	Office of Career, Technical and Adult Education
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
PoP	Period of Participation
POWER	Providing Options for the Workplace, Education and Rehabilitation (CASAS)
PP	Payment Point
PPT, PPTX	PowerPoint formatted file extensions
PRTA	Proctor Remote Test Agreement
PSA	Public Service Announcement
PY	Program Year
RFA	Request For Applications
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

<b>Acronym</b>	<b>Definition</b>
SLP	State Leadership Project (CALPRO, CASAS, and OTAN)
SODS	Student Outcome Data Set (Pre- and Post-Test Pair, Entry and Update Forms)
SPL	Student Performance Level
SSN	Social Security Number
STEPS	Student Test of English Progress & Success
TAM	Test Administration Manual (CASAS)
TAP	Technical Assistance Project
TANF	Temporary Assistance to Needy Families
TE	TOPSpro Enterprise
TESOL	Teacher of English to Speakers of Other Languages
TOPSpro	Tracking of Programs and Students (TE predecessor)
USCIS	US Citizenship and Immigration Services
USD	Unified School District
VABE	Vocational Adult Basic Education
VESL	Vocational English as a Second Language
VLSD	Virtual Learning and Service Delivery
WESS	Workplace and Employability Skills Summary (POWER)
WIA	Workforce Investment Act (1998-2016)
WIOA	Workforce Innovation and Opportunity Act (2016-today) Titles I, II, III, and IV
WLS	Workforce Learning Systems (CASAS)
WPL	Workplace Literacy
XLS, XLSX	Microsoft Excel formatted file extensions

## APPENDIX B – Additional Resources

### U.S. Dept. Of Education, Office of Career, Technical and Adult Education

- [OCTAE \(Office of Career, Technical and Adult Education\) Website](#)
- [NRS \(National Reporting System\) Website](#)

### California Adult Education Program (CAEP)

The [California Adult Education Program](#) provides state level funding to 71 consortia 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:

- [CAEP On-Boarding Tool](#)
- [CAEP Data Reporting Tool](#)

### CAEP Resources on the CASAS Website

The CASAS website has additional CAEP resources, such as the CAEP data dictionary, as well as several other documents that support both CAEP and CA WIOA Title II agencies:

- [California Adult Education Accountability and Assessment Page](#)
- [CAEP Resources Page](#)