WIOA Data Collection and Reporting with TOPSpro Enterprise

Richard Ackermann
CASAS
1-800-255-1036 ext.114
rackermann@casas.org

Overview

- Role of NRS
- New NRS Tables for PY 18-19
- Periods of Participation
- TE Reporting
- Odds and Ends
- Core Performance/Student Portal

- WIOA Title I: Adult, Dislocated Worker, and Youth
- WIOA Title II: Adult Education and Literacy (AEFLA)
- WIOA Title III: Wagner-Peyser/One-stops
- WIOA Title IV: Vocational Rehabilitation

The Four Titles of WIOA Each Authorize Different Programs:

TITLE I
Helps jobseekers with career counseling, job search assistance, and job training.

TITLE II
Helps adults who lack basic skills. Services assist with improving reading, writing, math, and English proficiency; attaining a high school diploma or equivalent; and transition to employment or postsecondary education/training.

TITLE III
Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.

TITLE IV
Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies.

Office of Career, Technical, and Adult Education

- Provides funds to states for adult education and literacy programs.
- Administers and coordinates programs related to adult education, literacy, and career and technical education.

National Reporting System

- A reporting system for federally funded adult education programs developed by the US Department of Education

California Department of Education Adult Education Division

- Monitors WIOA Title II funded agencies
- Provides information and resources to agencies to maintain quality programs

CASAS

- Helps agencies meet state and federal requirements
- Provides training to funded agencies related to assessment and accountability standards

National Reporting System

- The National Reporting System (NRS) is the accountability system that provides a means of regular evaluation for federally funded WIOA Title II adult education programs.

- In June 2014, Congress passed the Workforce Innovation and Opportunity Act (WIOA), and President Obama signed it into law in July 2014.

- June 2016 the U.S. DOL and U.S. DOE released final WIOA guidelines, and the NRS released the new updated Federal Tables

- WIOA began implementation starting July 1, 2016, and is approved through 2020.

NRS Federal Tables

- Federal Tables display data in format required by U.S. Department of Education.

- TE uses the Federal Tables to report statewide data to the Federal Government.

- The NRS released new Federal Tables updated for WIOA in June 2016.

- In July 2018, additional new tables will be introduced to address IET, MSG's and learners with less than 12 hours.

Table 11
Outcome Achievement for Participants in Integrated Education and Training Programs
Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

Primary Indicators of Performance	First Period of Participation			All Periods of Participation		
	Number of Participants Included in the Indicator	Number of Participants Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Total Periods of Participation	Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	Percentage of Participants in All Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
MSG via Achievement of at Least One Educational Functioning Level Gain						
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent						
MSG via Secondary or Postsecondary Transcript						
MSG via Progress Toward Milestones						
MSG via Passing Technical/ Occupational Skills Exam						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit			N/A			

Summer Institute 2018

Participants vs. Reportable Individuals

- **Participant**:
  - Only upon achieving 12 contact hours after program entry
  - Reported on NRS and Statewide Performance Report tables
  - Count toward performance measures

- **Reportable Individual:**
  - Provides identifying information
  - Taken action that demonstrates an *intent* to use program services
  - Has *less* than 12 contact hours

Table 2A
Reportable Individuals by Age, Ethnicity, and Sex

Enter the number of reportable individuals* who have completed <u>fewer than</u> 12 contact hours by age**, ethnicity***, and sex.

Age Group (A)	American Indian or Alaska Native		Asian		Black or African-American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	(P)
16-18															
19-24															
25-44															
45-54															
55-59															
60+															
Total															

Table 4
Measurable Skill Gains (MSG) by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

	First Period of Participation									All Periods of Participation			
Entering Educational Functioning Level	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its recognized equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)
ABE Level 1												
ABE Level 2												
ABE Level 3												
ABE Level 4												
ABE Level 5												
ABE Level 6												
ABE Total												
ESL Level 1												
ESL Level 2												
ESL Level 3												
ESL Level 4												
ESL Level 5												
ESL Level 6												
ESL Total												
Grand Total												

New – Table 4A (PY18-19)

Table 4A
Educational Functioning Level Gain

English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain For Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegie Units/ Credits (G)	Percentage Achieving EFLGain by Carnegie Units/ Credits (H)	Number with EFL Gain by Transition to Post-secondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1									
ABE Level 2									
ABE Level 3									
ABE Level 4									
ABE Level 5									
ABE Level 6									
ABE Total									
ESL Level 1									
ESL Level 2									
ESL Level 3									
ESL Level 4									
ESL Level 5									
ESL Level 6									
ESL Total									
Grand Total									

WIOA Background

U.S. Department of Education

U.S. Department of Labor

Period of Participation (PoP)

▸ Every entry is counted as a period of participation, even if it occurs during the same program year

▸ Participants with more than one program entry will have multiple periods of participation in a program year.

▸ In order to be valid for MSG each PoP must have 12+ instructional hours.

Program Exit

▸ **Program exit** occurs when the participant has not received services for the past 90 days and *has no additional services scheduled*. The date of exit is the last date on which the participant receives services.

▸ **However,** the exit date service cannot be determined until *at least 90 days* have elapsed since the participant last received services.

PoPs –Reminder of Policy

- A Period of Participation (PoP) begins when an individual enters the program.

- A PoP ends at program exit (90 days without service and no scheduled services).

- A PoP does not end when a program year ends.

Summer Institute 2018

Measurable Skill Gains (MSG)

- **Five types** of gain to measure progress toward academic, technical or occupation credential, or employment

- **Two types** of gain are unique to adult education:
  - (1) Educational functioning level gain—three ways to document EFL gain
  - (2) Receipt of a secondary credential

Educational Functioning-Level Gain

An educational functioning level (EFL) gain may be measured by the following:

1. Comparing the participant's pretest with the participant's posttest, using an NRS approved test

2. Awarding of Carnegie Units or credits in an adult high school program

3. Enrollment in postsecondary education and training after exit

Summer Institute 2018
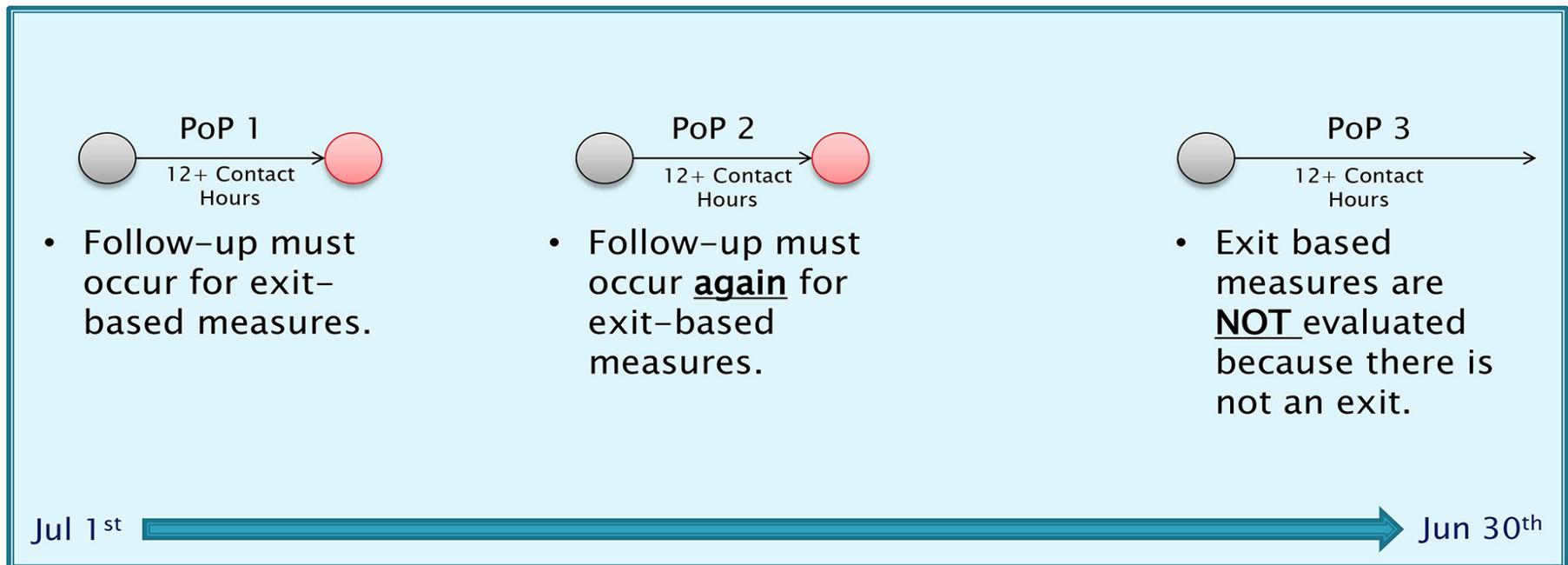
Five Types of Measurable Skill Gains for WIOA

Used in Title II

Measurable Skill Gains

- Secondary diploma/ equivalent
- Secondary or postsecondary transcript
- Educational functioning-level gain
- Progress toward milestones
- Passing technical/ occupational knowledge-based exam

- Pre-post test
- Completion of Carnegie Units
- Program exit + entry into postsecondary education

WIOA Definitions
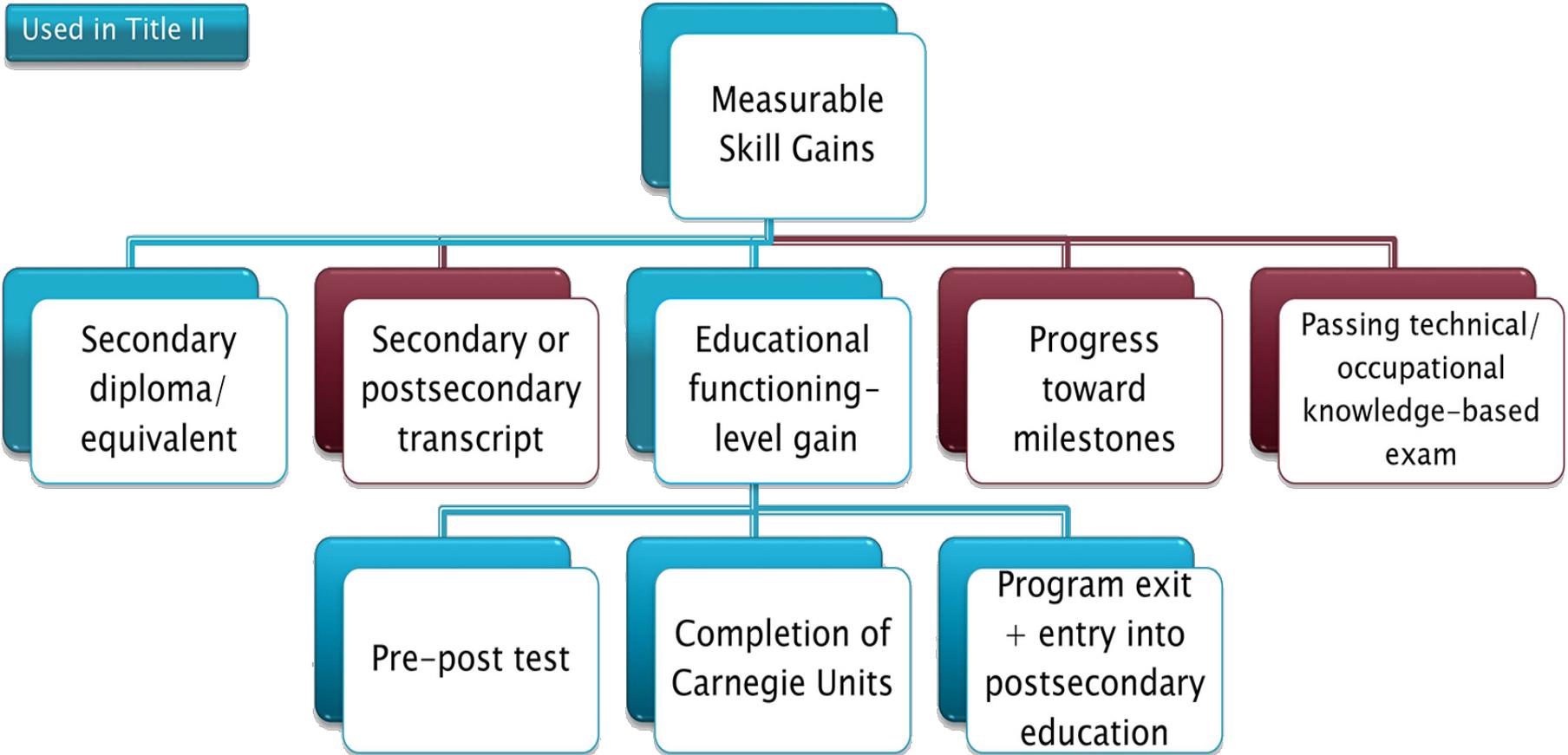
Periods of Participation (POP)
MSG Indicator Example

⬤ Program Entry/ Reentry   🔴 Program Exit
(90 days since last service)

PoP 1
12+ Contact Hours

- MSG is evaluated.

PoP 2
12+ Contact Hours

- MSG is evaluated **again**.

PoP 3
12+ Contact Hours

- MSG is evaluated **again**.

Jul 1st ➡️ Jun 30th

Summer Institute 2018
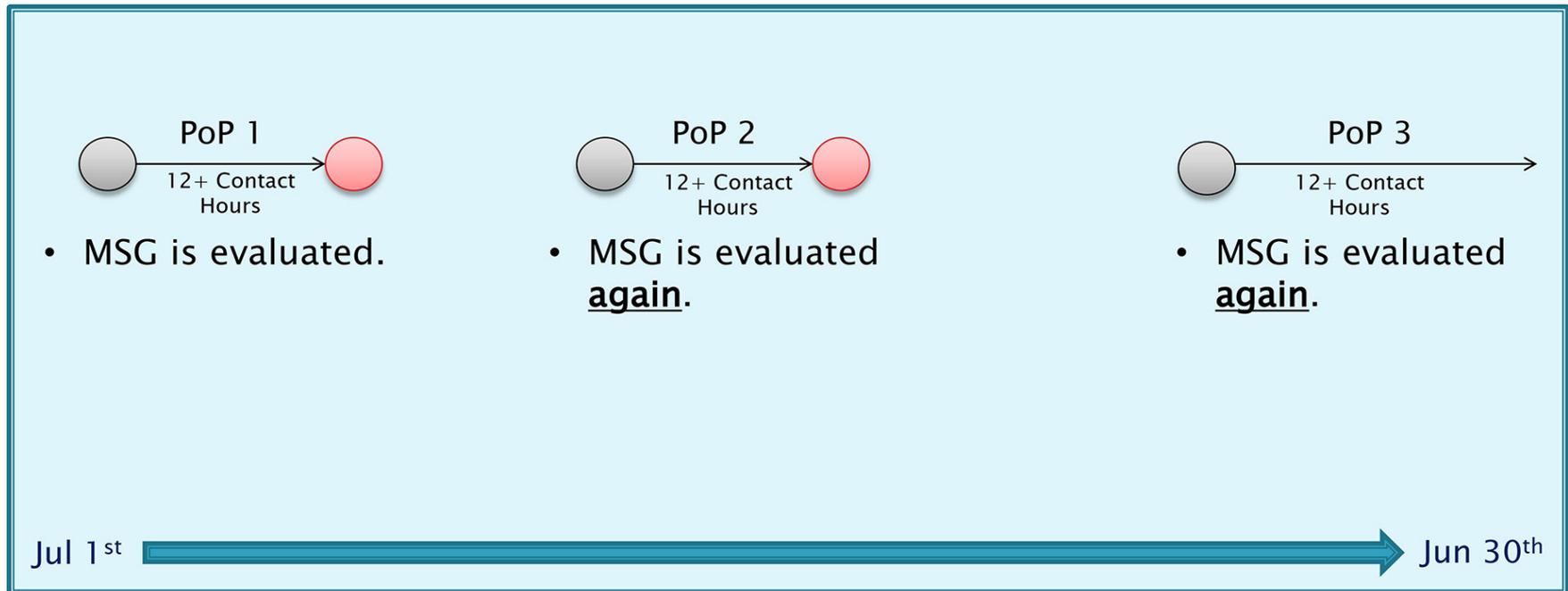
Periods of Participation (POP)
Follow-Up Indicators Example

⚪ Program Entry/ Reentry   🔴 Program Exit
(90 days since last service)

PoP 1 — 12+ Contact Hours
- Follow-up must occur for exit-based measures.

PoP 2 — 12+ Contact Hours
- Follow-up must occur **again** for exit-based measures.

PoP 3 — 12+ Contact Hours
- Exit based measures are **NOT** evaluated because there is not an exit.

Jul 1st ➡ Jun 30th

Periods of Participation

The practical reality of transforming WIA rules to WIOA in regard to Periods of Participation in PY 16-17 led to two major modifications for PY 17-18.

Meanwhile CASAS remained committed to not adding to the data collection burden of TOPSpro Enterprise users.

Periods of Participation

Periods of Participation

Periods of Participation

How to enable PoP spanning PY?
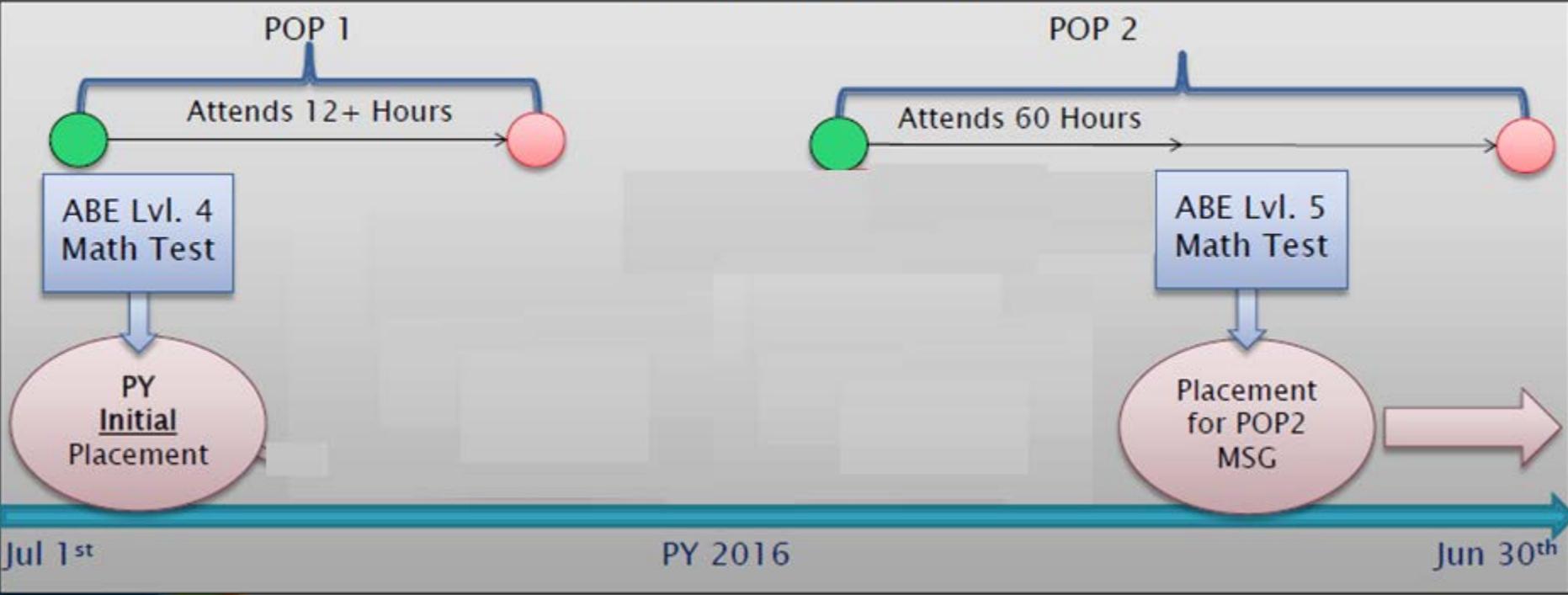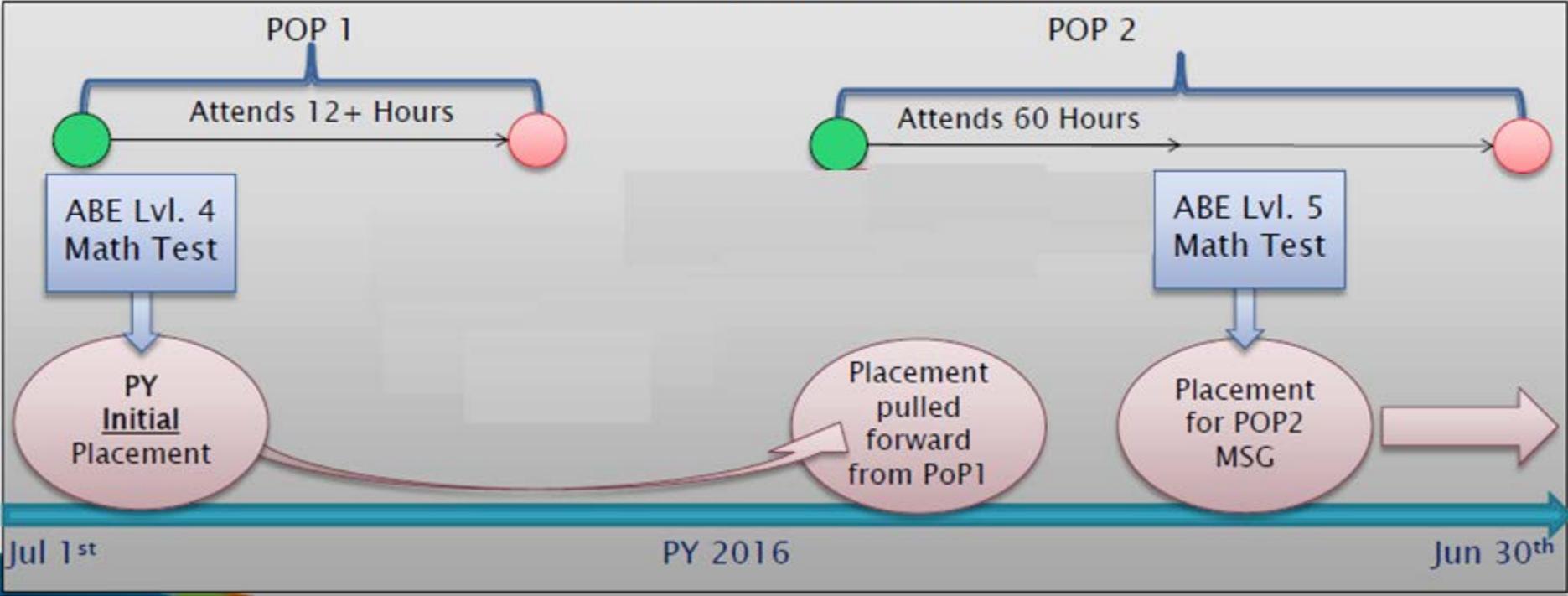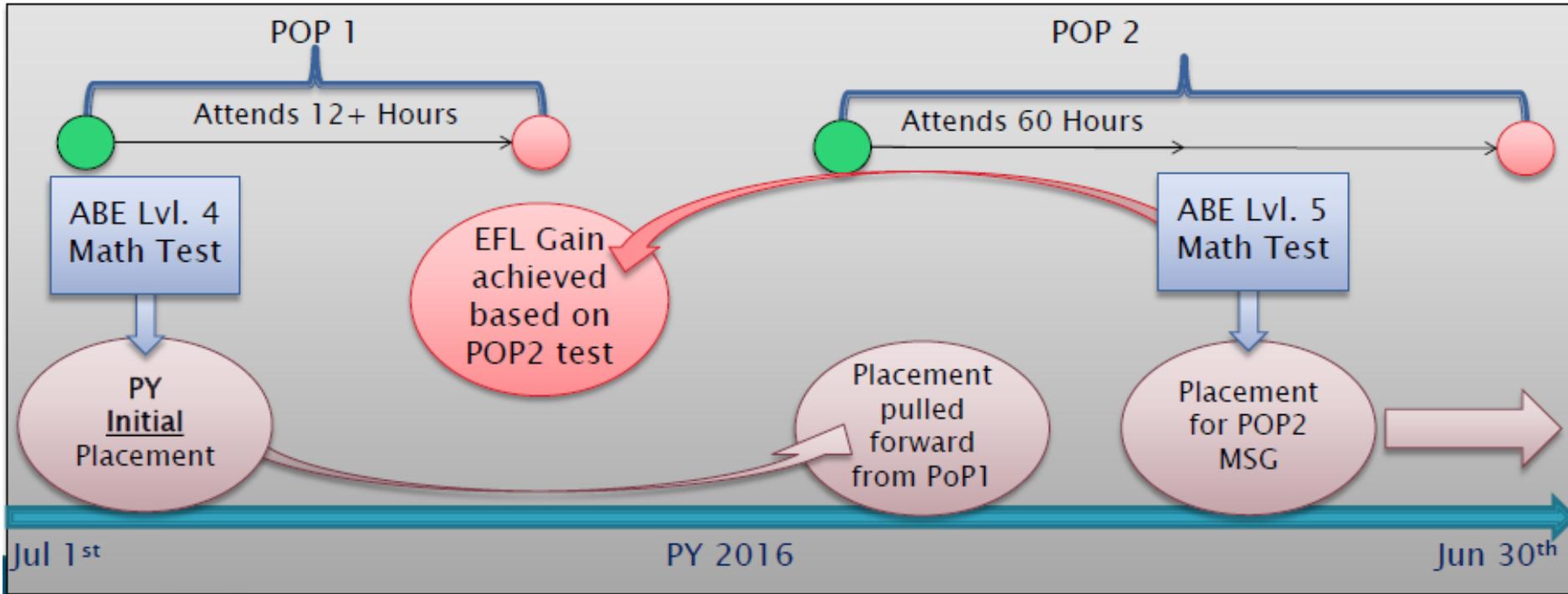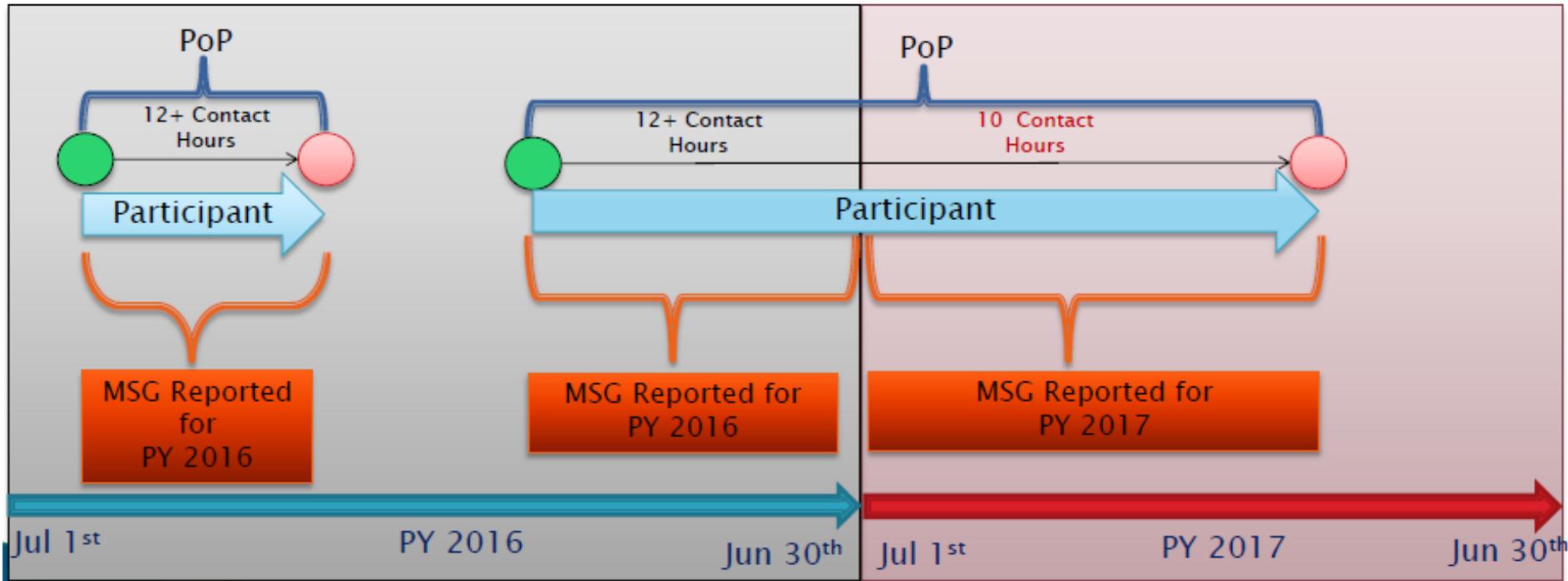
- Record hours, tests and program enrollments in the new PY as usual.

- The PoP continues automatically from last PY until 90 days of absence is noted.

- Participants who remain continuously enrolled across multiple program years do not need to requalify as a participant in new program years.

- Measurable Skill Gain (MSG) is reported at least once for every participant per program year.

Summer Institute 2018

All reports that support PoP logic from NRS Monitor, to Periods of Participation Audit to Data Integrity will display PoP number and/or start date and end date.

NRS Table 4

CASAS

06/05/2017
09:52:44

Table 4

Measurable Skill Gains by Entry Level

All Student Activity Dates

Page 1 of 2
NRS4

| Agency: | 4908 - Rolling Hills Adult School | | | | | | | Program Year: | 2016-2017 | |

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	3	265	0	0	0	3	0.00	3	0	0.00
ABE Level 2	1	25	0	0	0	1	0.00	1	0	0.00
ABE Level 3	8	390	0	1	0	7	0.00	8	1	12.50
ABE Level 4	7	269	0	0	0	7	0.00	7	0	0.00
ABE Level 5	1	75	0	0	0	1	0.00	1	0	0.00
ABE Level 6	1	125	0	0	0	1	0.00	2	0	0.00
ABE Total	**21**	**1,149**	**0**	**1**	**0**	**20**	**0.00**	**22**	**1**	**4.55**
ESL Level 1	4	245	0	0	0	4	0.00	4	0	0.00
ESL Level 2	5	460	3	0	0	2	60.00	6	3	50.00
ESL Level 3	37	3,076	14	0	0	23	37.84	47	19	40.43
ESL Level 4	20	1,488	11	0	0	9	55.00	25	12	48.00
ESL Level 5	19	1,974	2	0	0	17	10.53	23	5	21.74
ESL Level 6	11	1,098	0	0	0	11	0.00	11	0	0.00
ESL Total	**96**	**8,341**	**30**	**0**	**0**	**66**	**31.25**	**116**	**39**	**33.62**
Grand Total	**117**	**9,490**	**30**	**1**	**0**	**86**	**25.64**	**138**	**40**	**28.99**

NRS Table 4 – drilldown options

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)
ABE Level 1	3	265	0
ABE Level 2	1	25	0
ABE Level 3	8	390	0
ABE Level 4	7	269	0
ABE Level 5	1	75	0
ABE Level 6	1	125	0
ABE Total	21	1,149	0
ESL Level 1	4		
ESL Level 2	5		
ESL Level 3	37		
ESL Level 4	20		
ESL Level 5	19		
ESL Level 6	11		
ESL Total	96		
Grand Total	117	9,490	30

Drilldown menu options:
- Students - In Program Years Population
- Students - Records Population
- Programs - Enrollments Population
- Classes - Records Population
- Drill Down to Monitor
- Drill Down to Assessments Audit

- Use Students – In Program Years to verify the correct list of students and match the item count.

- Go to Student Records, Program Enrollments, and Class Records to view additional information in those listers.

- The remaining options drill down to other reports rather than to listers. For example, click Drill Down to Monitor to view the Federal Tables Monitor report for just the students included in that cell. You can also drill down to the Assessment Audit.

NRS Table 4 Monitor

CASAS

06/05/2017
09:55:03

Table 4
Drill Down to Monitor

Measurable Skill Gains by Entry Level

All Student Activity Dates

Page 1 of 5
NRS4

Program Year: 2016-2017   **Agency:** 4908 - Rolling Hills Adult School

D	Student		Gender	Age	Program	Is IET	Is IELCE	Distance Ed.	PoP #	D	Hours	Start Date	End Date	Days absent	Pretest Form	Score	Level	Date	Posttest Form	Score	Level	Date	Level gain	HSE	HS	Separated	Remaining
	Sharon, Abraham	515559917	M	38	ESL/ELL		Y		1	C	29	05/25/2017	05/25/2017	11	082RX	194	ESL L3	08/16/2017									Y
	Martinez, Albello	575555204	M	39	ESL/ELL		Y		1	C	14	08/04/2016	08/04/2016	112	082RX	216	ESL L5	08/04/2016	081RX	212	ESL L5	11/23/2016					Y
									2	C	144	11/24/2016	11/24/2016	193	081RX	212	ESL L5	11/23/2016									Y
	Perez, Alberto	518204444	M	44	ESL/ELL		Y		1	C	145	06/25/2017	06/25/2017	-20	085R	224	ESL L6	06/22/2017									Y
	Fuentes, Alex	555158044	F	42	ESL/ELL	Y	Y		1	C	24	09/16/2016	09/16/2016	262	086R	222	ESL L6	09/12/2016									Y
	Gonzalez, Alex	565635167	M	48	ESL/ELL		Y		1	C	84	05/23/2017	05/23/2017	13	083R	210	ESL L4	05/23/2017									Y
	Rodriguez, Alfred	599661102	M	45	ESL/ELL				1	C	100	06/18/2017	06/18/2017	-13	083R	222	ESL L6	06/07/2017									Y
	Perdita, Ana	90181241	F	31	ESL/ELL				1	T	60	10/22/2016	12/16/2016	171	084R	205	ESL L4	10/22/2016	084R	215	ESL L5	03/25/2017	Y				
	Pacheco, Andy	551784784	M	45	ESL/ELL		Y		1	C	82	11/24/2016	02/01/2017	111	081RX	201	ESL L4	11/23/2016	084R	203	ESL L4	02/01/2017					Y
									2	C	50	05/23/2017	05/23/2017	13	981L	186	ESL L2	02/01/2017									Y
	Roman, Angel	567899213	M	32	ESL/ELL		Y		1	C	33	08/04/2016	08/04/2016	305	082RX	218	ESL L5	08/04/2016									Y
	Rodriguez, Aurelio	644444187	M	35	ESL/ELL		Y		1	C	82	11/24/2016	11/24/2016	193	081RX	220	ESL L5	11/23/2016	083R	215	ESL L5	05/03/2017					Y
	Tejeda, Aurora	599663101	F	47	ESL/ELL				1	C	66	12/14/2016	12/14/2016	173	085R	234	ESL L6	12/01/2016									Y
	Rodriguez, Carmen	034903948	F	59	ESL/ELL				1	T	105	09/01/2016	11/12/2016	205	027R	165	ESL L1	09/09/2016	028R	175	ESL L1	11/12/2016					Y
	Leng, Chu	569077777	F	46	ESL/ELL		Y		1	C	40	02/01/2017	02/01/2017	111	084R	191	ESL L3	02/01/2017									Y
									2	C	110	05/23/2017	05/23/2017	13	084R	191	ESL L3	02/01/2017	086R	226	ESL L6	06/22/2017	Y				
	Garcia, Chuckie T	897345398	M	33	ESL/ELL				1	T	110	09/01/2016	01/15/2017	141	083R	210	ESL L4	10/16/2016	085R	223	ESL L6	01/15/2017	Y				
	Milibiritschi, Cornieasta	908309830	F	56	ESL/ELL				1	C	38	10/29/2016	10/29/2016	219	081R	176	ESL L1	09/01/2016									Y
	Martz, Daniela	523232615	F	27	ESL/ELL	Y	Y		1	C	20	10/17/2016	10/17/2016	231	186R	218	ESL L5	10/11/2016									Y

NRS Table 4 Assessments Audit

CASAS

06/05/2017
09:55:40

Table 4
Drill Down to Assessments Audit

Measurable Skill Gains by Entry Level

All Student Activity Dates

Page 2 of 3
NRS4

Agency: 4908 - Rolling Hills Adult School
Program Year: 2016-2017

Student		PoP #	Start Date	End Date	Scale	Modality	Proxied	Pre/Post	Retested	Date	Form	Score	Level	Gain	Level gain
Ramos, Ricky A	987439875	1	12/12/2016	12/12/2016	CASAS RML	R				11/08/2016	082R	197	ESL Beg. High		
							^			12/10/2016	082RX	200	ESL Beg. High		
Rodriguez, Luis	581481381	1	11/24/2016	02/01/2017	CASAS RML	R	^			11/23/2016	081RX	196	ESL Beg. High		
							v	—		02/01/2017	084R	195	ESL Beg. High	-1	
Rodriguez, Rodolfo	614615590	1	08/04/2016	08/04/2016	CASAS RML	R		—		08/04/2016	082RX	199	ESL Beg. High		
		2	02/01/2017	02/01/2017	CASAS RML	R	^			08/04/2016	082RX	199	ESL Beg. High		
								—		02/01/2017	084R	209	ESL Int. Low		
								—		04/21/2017	083R	216	ESL Int. High	7	Y
							v			04/21/2017	083R	216	ESL Int. High	17	Y

Periods of Participation

CASAS

NRS Data Integrity

by Agency

02/26/2018
10:01:58

Page 1 of 2
NRSDIR2

Agency: 4908 - Rolling Hills Adult School (RHAS)　　　**Program Year:** 2017-2018

Summary Information	2017-2018	PoP 1	PoP 2	PoP 3	PoP 4
Total WIA Title II Learners	237	195	30	1	0
Learners Concurrently Enrolled in High School/K12	6	4	1	0	0
Total Learners eligible for WIA Title II	231	191	29	1	0

Item	Description	Last PoP or Current Enrollment #	%	PoP 1 #	%	PoP 2 #	%	PoP 3 #	%	PoP 4 #	%
01	Missing Birthdate or outside 16-110	1	0%								
02	Less than 12 Hours of Instruction	19	8%	19	16%	6	21%	0	0%	0	0%
02a	Zero or Empty Hours of Instruction	14	6%	14	14%	4	14%	0	0%	0	0%
02b	Total hours between 1-11 hours	4	2%	4	3%	1	3%	0	0%	0	0%
03	No Highest Year of School/Degree Earned	35	15%								
03a	No Highest Year of School	32	14%								
03b	No Highest Degree Earned	8	3%								
08	No Pretest	49	21%	49	26%	0	0%	0	0%	0	0%
09	No Post-Test	93	40%	93	54%	12	41%	0	0%	0	0%
09a	No Post-Test or HSE/HSD	93	40%	93	54%	12	41%	0	0%	0	0%

Last Activity
by Class

06/14/2018
23:02:25

Program Year:	2017-2018	**Class:**	44 - Employment Opportunities
Agency:	4908 - Rolling Hills Adult School (RHAS)	**Teacher:**	541 - Kingsale, Eugene
Site:	05 - RHAS: Sunrise Center		

D	Student		Program	Func. Level	Status	Pretest			Posttest			Agency Hours			Class Hours			Last Activity (days)
						Form	Score	Date	Form	Score	Date	U	T	D	U	T	D	
6	Brown, Brian	858619760	Basic Skills (ABE)		Retained in program							110	0	0	110	0	0	155
6	Clifton, Montgomery	554465445	Basic Skills (ABE)		Retained in program							90	0	0	90	0	0	71
6	Montalban, Eduardo	112211121	Basic Skills (ABE)		Retained in program							95	89	0	95	89	0	88
6	Ramos, Gloria	577889989	Basic Skills (ABE)		Retained in program							132	0	0	132	0	0	53
	Van Hooser, Joan	224423412	Basic Skills (ABE)	ABE Beg. Lit.	Retained in program	310R	183	11/04/2017	311R	182	05/05/2018	113	107	0	113	107	0	40
6	Walton, Jennifer	303445505	Basic Skills (ABE)		Retained in program							92	0	0	92	0	0	145

Number of Students: 6

CASAS

NRS Periods Of Participation Audit

05/10/2018
19:34:50

Program Year: 2017-2018   **Agency:**   4908 - Rolling Hills Adult School (RHAS)

D Student		PoP	Daily Start Date	Daily End Date	H	Update Start Date	Update End Date	H	Cumulated Start Date	Cumulated End Date	H	Test Start Date	Test End Date	H	Overall Hours D	U	C	T
Acosta, Melinda	555141083	1															225	
		2							12/01/2017	01/03/2018	225							
Acuna, Rosalina	913425098	1							08/25/2017	07/01/2018	45						45	
Adalberto, Maria	94193397	1							08/14/2017	07/01/2018	30	08/14/2017	07/01/2018	60			30	60
Alt, Mort J	903450983	1							08/01/2017	07/01/2018	50						50	
Andrews, Dustin P	340993385	1							10/17/2017	07/01/2018	60						60	
Ankiel, Rick L	308303438	1							07/03/2017	07/01/2018	45						45	
Araiza, Roberto	511156803	1							08/04/2017	07/01/2018	71						71	
Armolos, Vicky	984759387	1							09/01/2017	07/01/2018	101	09/01/2017	07/01/2018	139			101	139
Arteste, Geralde	613132728	1							07/06/2017	07/01/2018	205						205	

Periods of Participation

NRS Periods of Participation Statistics
by Agency

06/15/2018
19:44:33

Page 1 of 2
NRSPOPS2

Program Year: 2017-2018
Agency: 4908 - Rolling Hills Adult School (RHAS)

Students: 123

Hours Source	#	%
Update	1	0.81
Test	13	10.57
Daily	0	0.00
Cumulated	109	88.62
N/A	0	0.00

Avg PoP Length (days)	#	%
1 day	18	14.63
2 days - 1 week	3	2.44
1 - 4 weeks(s)	6	4.88
1 - 3 month(s)	18	14.63
3 - 6 months	16	13.01
6 - 12 months	62	50.41
N/A	0	0.00

# PoPs	#	%
1	96	78.05
2	26	21.14
3	1	0.81
4	0	0.00
N/A	0	0.00

Avg PoP Hours	#	%
1 - 11	1	0.81
12 - 39	39	31.71
40 - 79	45	36.59
80 - 119	22	17.89
120+	16	13.01
N/A	0	0.00

# PoPs With 12+ Hours	#	%
0	0	0.00
1	115	93.50
2	8	6.50
3	0	0.00
4	0	0.00
N/A	0	0.00

Periods of Participation

# PoPs With Measurable Skills Gain	#	%
0	63	51.22
1	58	47.15
2	2	1.63
3	0	0.00
4	0	0.00
N/A	0	0.00

Min PoP Length (days)	#	%
1 day	33	26.83
2 days - 1 week	0	0.00
1 - 4 weeks(s)	2	1.63
1 - 3 month(s)	10	8.13
3 - 6 months	16	13.01
6 - 12 months	62	50.41
N/A	0	0.00

Max PoP Length (days)	#	%
1 day	16	13.01
2 days - 1 week	4	3.25
1 - 4 weeks(s)	5	4.07
1 - 3 month(s)	18	14.63
3 - 6 months	18	14.63
6 - 12 months	62	50.41
N/A	0	0.00

Summer Institute 2018

- The proxy wizard is not used for managing PoPs.

- Tests and hours from the previous PY will be handled by report logic in NRS Tables and elsewhere.

- PoP related logic will look for data in last PY.

- You may still find it useful to proxy tests and class instances, etc.

- Any MSG will be reported in the year that it was earned.
- For EFL gain earned through pre-posttest pair, the MSG will be reported in the program year in which the posttest occurred, even if the pretest was in a prior program year.
- MSGs are counted only once.

Odds and Ends

Assessment and Research

- *New GOALS series*
    - *Reading GOALS approved for ABE/ASE through 2025*
    - *Reading GOALS for ELLs to be submitted on October 1, 2018*
    - *Math GOALS was submitted to OCTAE on April 1, 2018*
    - *Listening GOALS in development*

- Strongly aligned with College and Career Readiness (CCR) Standards for Adult Education
    - Reading – assesses higher order thinking skills (Depth of Knowledge), complex informational text, and vocabulary, including academic language
    - Math – math concepts assessed in common life and work applications

CASAS NRS-approved Assessments

Tests for ABE/ASE

NRS-approved through 2025

- CASAS Reading GOALS for ABE/ASE (900 series)

NRS-approved through June 2019

- Life Skills Math (30 series) or Secondary Math (Forms 505 & 506)

- Life and Work Reading (80 series), Beg. Literacy, Forms 27 and 28, and Reading for Language Arts (Forms 513/514)

Tests for ESL

NRS-approved through June 2019

- Life and Work Reading (80 series), Beginning Literacy, Forms 27 and 28, and Reading for Language Arts (Forms 513/514)

- Life and Work Listening (980 series)

Summer Institute 2018

Designate the funding source(s) of your own agency in the Agency record in TOPSpro Enterprise.

Go to Agencies/In Program Years

Summer Institute 2018

➲ Designate the correct WIOA Title II instructional program(s) for each assigned class.

➲ Designate the appropriate focus area for each EL Civics class in the TE Class Instance Record.

EL Civics 231 Focus Area Designations

For all ESL classes that are implementing EL Civics, select one of three ELC focus areas in the Focus Area field.

Focus Area: N/A
N/A
231 EL Civics - Civic Participation
231 EL Civics - Citizenship Preparation
243 Integrated EI Civics Education (IELCE)
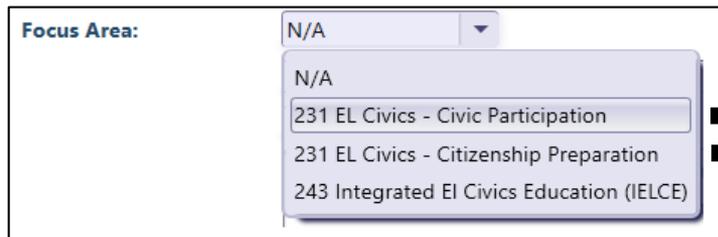
Mark either 231 Civic Part -OR- 231 Citizenship Prep

For 231 EL Civics Civic Participation and/or Citizenship Preparation, make the correct selection in Focus Area and mark the class as Instructional Program = ESL.

243 Class Designations

Focus Area: N/A

N/A
231 EL Civics - Civic Participation
231 EL Civics - Citizenship Preparation
243 Integrated El Civics Education (IELCE)

Mark this bottom selection for 243 IELCE

For 243 Integrated EL Civics Education, select 243 IELCE in Focus Area and mark the class as Instructional Program = ESL.

For 243 there are other issues to consider for those with or without IET.

- Go to the Program Years section of the Agency Record in TE to complete the three personnel tables.

Report Options for NRS Monitor

Show only last PoP: ☐

Show only multiple PoPs: ☐

Show only PoPs with MSG: ☐

Show only PoPs with drop reasons: ☐

Show only absent for:
- ☐ < 83 days
- ☐ 83 - 89 days
- ☐ 90 - 97 days
- ☐ > 97 days

Summer Institute 2018

Records → Students → Records

Work Results:

E Got a job	**P** Training milestone
I Increased wages	**P** Entered apprenticeship
E Retained job	**E** Entered military
I Got a better job	☐ Acquired workforce readiness skills
☐ Met work-based project goal	☐ Reduced public assistance
T Entered job training	☐ Other work outcome
T Entered training program	

H = HSE/ HSD

P = Post-Secondary

E = Enter Employment

I = Increase Wages

T = Transition Post-Sec

Education Results:

☐ Passed GED 2002	☐ Enrolled in secondary program	**P** Entered graduate studies
H Passed GED 2014	**T** Entered college	☐ Attained post graduate degree
H Passed HiSET	**T** Transitioned to credit (transfer)	**P** Occupational skills licensure
H Passed TASC	**T** Transitioned to credit (non-transfer)	**P** Occupational skills certificate
H Earned High School diploma	**P** Attained credential	☐ Occupational certifications
☐ Returned to K-12	**P** Attained A.A. or A.S. degree	☐ Other recognized diploma, degree, or certificate
☐ Gained computer/tech skills	**P** Attained B.A. or B.S. degree	

NRS Tables - Outcomes

Records → Students → Records

Leading To Postsecondary Credential Or Enrollment

[T] Enrolled In Education Program: Yes

[T] Enrolled In Training Program: Yes

Post Exit Leading To Postsecondary Credential Or Enrollment

[T] Enrolled In Education Program: Yes

[T] Enrolled In Training Program: Yes

H = HSE/HSD
P = Post-Secondary
E = Enter Employment
I = Increase Wages
T = Transition Post-Sec

Summer Institute 2018

Core Performance
and
Student Portal

Summer Institute 2018

1. Employment Rate – 2nd Quarter After Exit

2. Employment Rate – 4th Quarter After Exit

3. Median Earnings – 2nd Quarter After Exit

4. Credential Attainment

5. Measurable Skill Gains

WIOA Definitions

Employment Performance Indicators

Employment
- **Second quarter after exit**
- The percentage of participants who are in unsubsidized employment during the second quarter after exit

Employment
- **Fourth quarter after exit**
- The percentage of participants who are in unsubsidized employment during the fourth quarter after exit

Summer Institute 2018

Employment Performance Indicators, cont'd

Median Earnings

- **Second quarter after exit**
- Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program

Employment Performance Indicators, cont'd

What's New?

Employment measures changed from first- and third-quarter to second- and fourth-quarter follow-up.
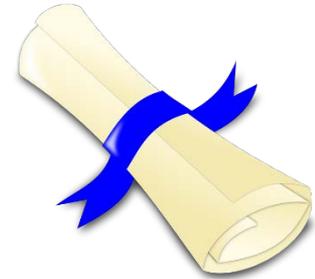
Median earnings added.

Employment indicators now measure employment rate apply to all participants.

What's Not?

Participants must be tracked after exit.

Credential Attainment Indicator

- Two components of Credential Attainment Indicator:
  - Secondary credential attainment
  - Postsecondary credential attainment
- Percentage of participants who obtain a secondary school diploma or recognized equivalent **or** a recognized postsecondary credential, while enrolled or within one year of exit

Summer Institute 2018

Credential Attainment Indicator, cont.

- **But**: A participant who has attained a secondary school diploma for the Credential Attainment Indicator is counted <u>only</u> if the participant is <u>employed or enrolled in a postsecondary education or training program within one year of exit</u>

Credential Attainment Indicator: Secondary Credential

- The secondary credential component of the Credential Attainment Indicator is limited to participants who
  - **did not** previously possess a high school equivalency **and** entered at or above the 9th grade level;
  - **OR** who advance to the 9th grade or higher level during a period of participation;
  - **and exited** from the secondary education program.

Credential Attainment Indicator: Postsecondary Credential

- The postsecondary education component of the Credential Attainment Indicator is limited to participants who
  - were enrolled in a postsecondary education or training program, including an integrated education and training (IET) program;
  - and exited from the postsecondary education or training program.

Credential Attainment Indicator

What's New?

Receipt of secondary credential only counts if participant also is employed or in postsecondary education within 1 year after exit

Receipt of a postsecondary credential

One year follow up needed for secondary credential component

▪ What's Not?

Receipt of a secondary credential without employment or postsecondary entry program is still counted, but only as part of MSG

Summer Institute 2018

Coming soon: Student Portal for Core Performance Survey

Student Portal

Phase 1

- NRS Core Performance Follow Up Survey
- Unique Student IDs across agencies
- Sample GOALS items in simulated test

Phase 2

- Student Registration
- Monitor Educational Progress
- Interact with Education Provider

Data Matching

- In CA fewer than 10% of students provide SSN.

- New mandate: Universal Survey

- Conducted pilot using manual process

- Agency is collecting email address

- Agency is collecting cell phone

- Student is able to access student portal
    - has mobile phone, or
    - has computer with internet

- Run survey wizard in TE
    - Student has no SSN
    - Student is in 2nd or 4th quarter after exit

- TE pushes out invitations to survey
    - sms to cell phones
    - email

- Student responds to survey via portal

Manage Exceptions

- If student doesn't respond…

- If return rate is less than 50%...

- Agency contacts student directly with ability to access portal and enter information for student

Looking Ahead - Two Keys to Success

- Starting with orientation let student know that their adult education provider depends financially on knowing about their success after exit.

- Enable the student to become familiar with getting messages from their provider and interacting with portal.
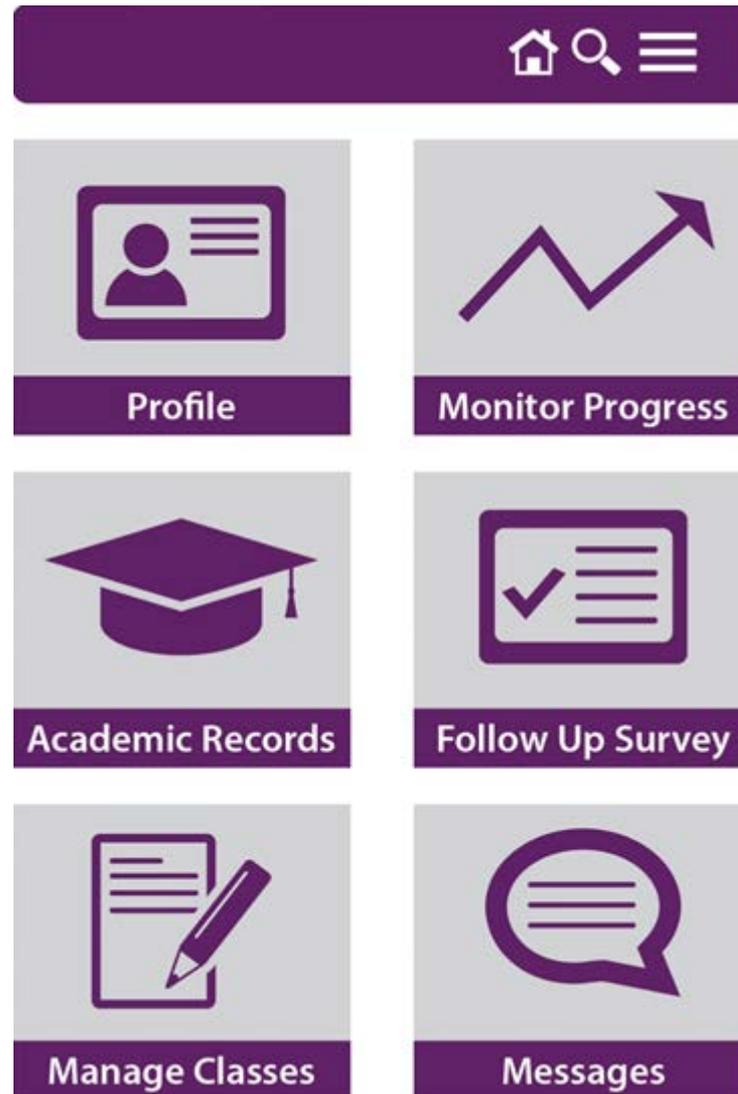
Student Portal

Phase 1

- NRS Core Performance Follow Up Survey
- Unique Student IDs across agencies
- Sample GOALS items in simulated test

Phase 2

- Student Registration
- Monitor Educational Progress
- Interact with Education Provider

Mobile Access

Student Portal- Benefits
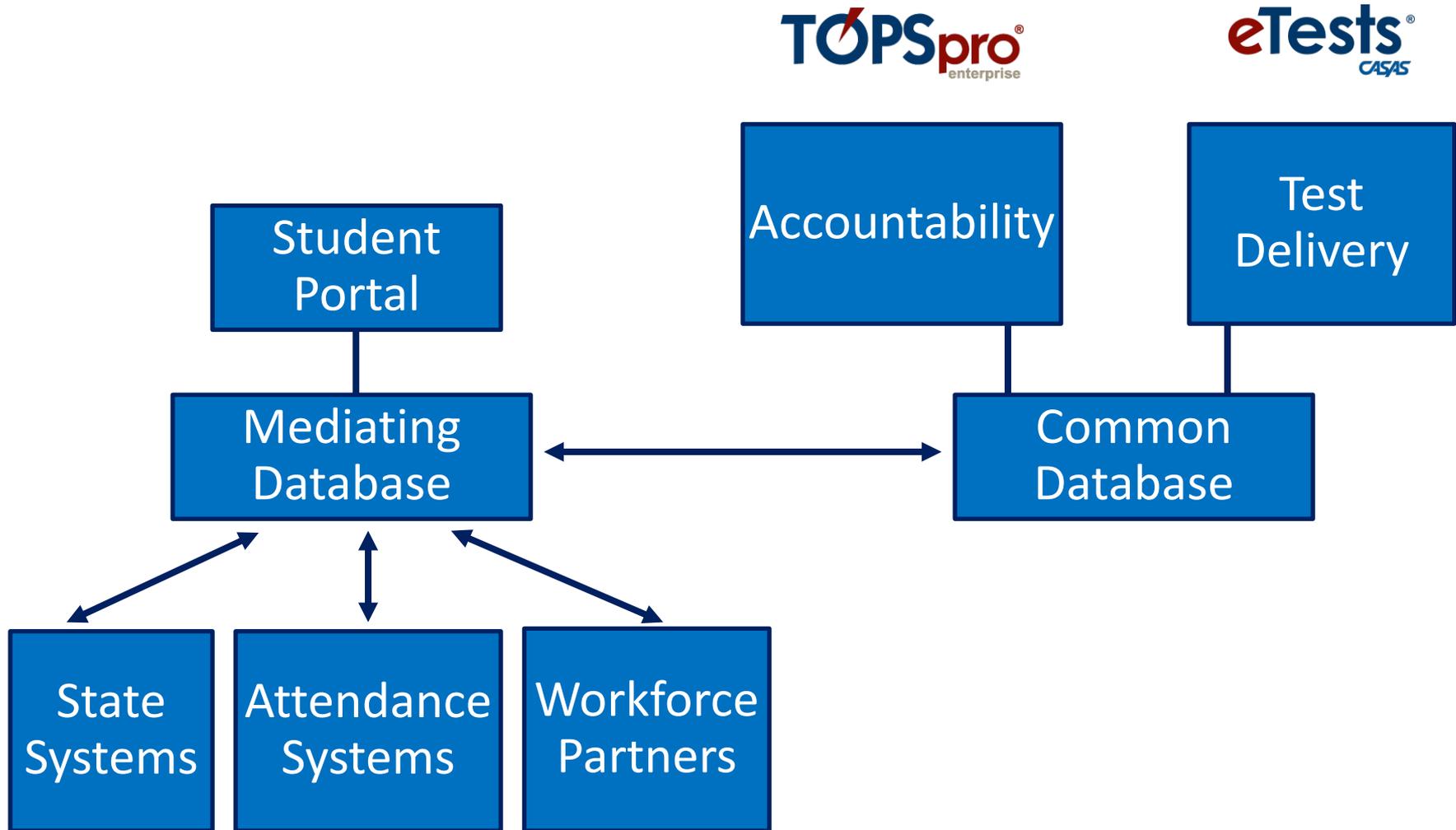
- Students able to access own records

- New channel of communication

- Uses mobile devices

- Helps retain students

- Find students after leaving program

- Ability to follow up on student outcomes

- Practice taking a test with CASAS eTests

- Allow students to register for classes

- Complete demographics from home

- Better engage students in their education

- Assist students in meeting goals

- Offer services including distance learning

Thank You for Attending!

- Be sure to visit the CASAS website at www.casas.org

- Follow us on **Twitter** twitter.com/CASASsystem and use the hashtag #casassi2018 to tweet updates, photos, and stories.

- Keep in touch with **Facebook** facebook.com/CASASsystem use the hashtag #casassi2018 to share photos and post stories.

- Visit us on the YouTube Channel