Contents

LAB SCHEDULE

DAY/DATE	TIME	Royal Palm One (30)	Royal Palm Two (30)	Royal Palm Three (30)	Royal Palm Five (30)
Tuesday June 19	9:30 am-10:45 am	TE Basics – Quick Start!	TE – Tracking Results	TE for Teachers – Instructional Reports	eT for Coordinators
	11:00 am-12:30 pm	TE Basics – Generating Reports	TE – Staying on Target	TE for Teachers – Access Classes Online	eT for Proctors
	2:00 pm-3:30 pm	TE Basics – Scanning	TE for Administrators	Teachers - Discover QuickSearch Online	eT for Coordinators
	3:45 pm-5:00 pm	TE – Exchanging Data	TE – Tracking Results	Assess Listening Using eT Online	eT for Proctors
Wednesday June 20	10:35am-12:00 pm	TE – Batch Edit / Insert	TE – Staying on Target	TE for Teachers – Instructional Reports	eT for Coordinators
	1:30 pm-3:00 pm	TE – Merge Wizard	TE for Administrators	TE for Teachers – Access Classes Online	eT for Proctors
	3:15 pm-5:00 pm	TE Basics – Quick Start!	TE – Exchanging Data	Teachers - Discover QuickSearch Online	Assess Listening Using eT Online
Thursday June 21	9:30 am-11:00 am	TE Basics – Generating Reports	TE – NRS Federal Tables	TE – Maximize CA Payment Points	eT for Coordinators
	11:20am-12:30 pm	TE Basics – Scanning	TE – Reports for AEBG	TE for Teachers – Instructional Reports	eT for Proctors
	12:45pm-2:00 pm	TE – Exchanging Data	TE – Reports for WIOA	TE for Teachers – Access Classes Online	eT for Coordinators
	2:15 pm-3:45 pm	TE – Batch Edit / Insert	TE – Reports for AEBG	TE for Teachers – Instructional Reports	eT for Proctors

COSTS PER LAB

- SI 2017
    - $83 (3 hr. lab), $50 (1 ½ hr. lab)
    - Included printed training material
- SI 2018
    - Proposed lowering cost of labs based on requests from SI 2017 evaluations.
    - Accommodate more participants by offering more labs with shorter times, and with targeted topics and audience.
    - Recommended not to provide printed training material and instead provide training-delivery outlines with training material available for download from our website.

<table>
<tr><td>Title:</td><td>TOPSpro Enterprise Basics – Quick Start!</td><td>General Outline</td></tr>
<tr><td>Description:</td><td>Welcome to TOPSpro Enterprise (TE) Online! This session jump-starts your familiarity and use of this nationally recognized learner management and accountability system. It is important that you gain a fundamental understanding of the theoretical basis for TE Online before examining specific applications of the software. You will learn how this powerful database system works by experiencing first-hand how the features operate. This session will teach you the essentials of the application in this hands-on lab setting. System fundamentals include:
• Navigation
• Finding & Editing Data
• Add New Records Manually
• User Access</td><td rowspan="2">1. Overview
2. Navigation
Introduces the absolute fundamentals of TE such as the menu structure, icons, and the "hierarchy" of TOPSpro data.
a. Access TE Online
b. Explore the menus, submenus, and icon bar
c. Explore the relationships of records and database hierarchy
3. Finding & Editing Data
Shows how to manage your data using TE "listers."
a. Use listers to find records
b. Explore Student Records
c. Edit data in Student Records using the listers
d. Understand the relationship of records in TOPSpro
e. Explore all listers
4. Adding New Records Manually
Shows how to enter new data using your keyboard and mouse.
a. Add records for a new Student
b. Add records for an existing Student
c. Add new "Containers" for records
5. User Access
Shows how to add, grant access, and manage different groups of users.
a. Add a new User record
b. Assign new users to Access Groups
c. Link users to Personnel Records</td></tr>
<tr><td>Audience:</td><td>This session is appropriate for those who have little or no experience using TE Online.</td></tr>
<tr><td>Trainer(s):</td><td>CASAS Technology Trainers</td><td></td></tr>
</table>

The **TE Basics** (3 hr. lab) session offered annually is split in to three (1 ½ hr.) topic-specific 'basics' sessions for **SI 2018** based on requests from **SI 2017** evaluations for more labs/shorter labs/smaller labs/targeted topics/targeted audience.
This is one of three **TE Basics** sessions.

<table>
<tr><td>Title:</td><td>TOPSpro Enterprise Basics – Generating Reports</td><td rowspan="3">General Outline

1. Overview
2. The Reports Menu
Introduces users to the reports menu structure.
a. Explore the reports menu and submenus
3. The Report Generator
Introduces this mostly generic reporting interface, which allows you to set up complex filtering and sorting options for each report.
a. Familiarize yourself with the Report Setup Navigator
b. Explore the Report Setup Toolbar
4. Generating Reports
Shows how to set up basic reports using general settings and filtering for targeted information.
a. Locate selected reports
b. Tips for generating basic reports
c. Save, print, export reports
5. Use Drill-Down
Shows how to get at data using the drill-down function.
6. Display Data as Charts and Graphs
Shows how to report quantitative information and illustrate comparative data.
7. Reports Manager
Shows how to file and manage reporting sessions.
8. My Reports
Shows how to set up a shortcut to the reports you generate the most.</td></tr>
<tr><td>Description:</td><td>TOPSpro Enterprise (TE) Online offers reports that benefit learners, teachers, database managers, administrators, and funding sources. There are many reports available to meet a wide variety of needs but first, you must learn the essentials to generating any report in TE Online. Attend this session and learn how to generate reports quickly and easily, plus tips for generating specific reports:
• The Report Setup Navigator
• The Report Setup Toolbar
• Special Options
• Drill Down: Reports to Data</td></tr>
<tr><td>Audience:</td><td>This session is appropriate for those who have little or no experience using TE Online.</td></tr>
<tr><td>Trainer(s):</td><td>CASAS Technology Trainers</td><td></td></tr>
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The **TE Basics** (3 hr. lab) session offered annually is split in to three (1 ½ hr.) topic-specific 'basics' sessions for **SI 2018** based on requests from **SI 2017** evaluations for more labs/shorter labs/smaller labs/targeted topics/targeted audience.
This is one of three **TE Basics** sessions.

<table>
<tr><td>Title:</td><td>TOPSpro Enterprise Basics – Scanning</td><td>General Outline</td></tr>
<tr><td>Description:</td><td>TOPSpro Enterprise (TE) Online offers the capability of creating new records with scanning. This session will introduce you to the scanning process and the decisions you must make when scanning data into TE Online. You will use the Scanning Wizard to perform steps for scanning Entry, Update, and Test record forms with these topics:
• Prepare forms and Scanner settings
• Use Override Scanning features
• Scan new records using Simulated Scanning
• Verify scanning using a Scan Summary Report
• Easy fixes to Entry and Update forms</td><td rowspan="2">1. Overview
2. Prepare Forms for Scanning
a. Follow directions at top of entry, update, and test record forms for marking answers.
3. Setup Scanner
a. Turn on the scanner (most scanner models will have a green light to indicate that the scanner is ready to scan).
b. In TE, go to Tools > Scanning Wizard. Use default settings for the first two windows in the scanning wizard (New Scanning Session and Scanner Settings). Scanner settings are saved and do not have to be entered after the initial setup process. Click Next to continue.
4. Scanning Settings
a. Assign the corresponding form for the Front Side and Back Side of the scanning batch. Click Next to continue.
5. Apply Override Settings to share on both sides of the forms
a. Place forms in the scanner hopper with the title of the form going first. Click Scan to begin scanning. Once all forms have gone through the scanner, select Yes when prompted Would you like to end this can session? Click Next to continue.
6. Select Front and Back Overrides. Click Next to continue.
7. On the next window, use default auto-populate settings marked as (recommended). Click Next to continue.
8. Read any Error message(s) located on the bottom of the window to fix Invalid and incomplete records. Click Next to continue.
9. Press Load Existing Data to populate records with demographic data. This option only works with records that have previous activity (including demographic data) in database.
10. Click Next to import records onto database TE.
11. Click on Save Scanning Sessions and to access the scanned data under the scanning wizard in the future.
12. Verify scanned data by using the listers found under the Records menu.
(Provided by Oscar Pena)</td></tr>
<tr><td>Audience:</td><td>This session is appropriate for those involved with managing data for their TE Online account.</td></tr>
<tr><td>Trainer(s):</td><td>Oscar Pena</td><td></td></tr>
</table>

The **TE Basics** (3 hr. lab) session offered annually is split in to three (1 ½ hr.) topic-specific ‘basics’ sessions for **SI 2018** based on requests from **SI 2017** evaluations for more labs/shorter labs/smaller labs/targeted topics/targeted audience.

This session includes ‘Easy fixes to entry or update forms’ topic request from **SI 2017** evaluations.

This is one of three **TE Basics** sessions.

Title:	TOPSpro Enterprise – Exchanging Data	General Outline
Description:	Do you know about the electronic handshake with TOPSpro Enterprise (TE) Online? If you use a third-party system for registration and attendance, a state data-management system, or CASAS eTests desktop application, you will want to attend this session and learn how to benefit from importing and exporting files with TE Online. Exchanging data between systems saves time and eliminates manual data entry and duplicated efforts. This session guides you step-by-step to complete hands-on exercises that focus on these topics: • Extracting data from TE for import to an external source • Bringing records in to TE from an external source • Merging duplicate student records • Using the Proxy Wizard	1. Overview 2. Using the 3rd-Party Export Wizard *Shows how to extract data from TE for import in to an external source.* *a.* Student demographics data *b.* Class enrollment data *c.* Test data 3. Using the 3rd-Party Import Wizard *Shows how to bring records in to TE from an external source.* a. Personnel and User data b. Class data c. Demographic data d. Student Program Status e. Entry data f. Attendance data g. Test data h. Student Class Status i. Update Data j. High School Exam Results 4. Merging Duplicate Student Records *Shows how to bring together two different records of the same student.* 5. Using the Proxy Wizard *Guides you through the process of duplicating records from one program year to the next.* *a.* Student Activity Records *b.* Class Enrollments *c.* Program Enrollments d. Test records (Provided by Larrell Dorrough)
Audience:	This session is appropriate for those involved with managing data for their TE Online account.	
Trainer(s):	Larrell Dorrough	

Back by popular demand from **SI 2017**.

Title:	**TOPSpro Enterprise – Batch Edit / Insert**	**General Outline**

Description:	TOPSpro Enterprise (TE) Online offers the capability of selecting a group of records to edit information and to add records in batches. These timesaving features assist you with managing your data efficiently by maximizing your efforts! For example, you can identify and enroll groups of students in an instructional class level based on test results. This hands-on lab will give you practice with both batch edit and batch insert functions using fictional records.	1. Overview
		2. Batch Edit
		   a. Assessment Information
		   b. Student Information
		3. Batch Insert
		   a. Student in Program Year
		   b. Student in Program
		   c. Student in Class
		4. Batch Delete
		   a. When is it appropriate to batch delete records?
		
		(Details will be provided by Connie Pekedis)

Audience:	This session is appropriate for those involved with managing data for their TE Online account.	
Trainer(s):	Connie Pekedis	

Session contributed by **CASAS Technology Trainers:** Connie Pekedis

Title:	**TOPSpro Enterprise – Merge Wizard**	**General Outline**

Description:	TOPSpro Enterprise (TE) Online is a relational database that contains a collection of interrelated records, which stores information and relates records by a common element. In TE Online, that element is the student identification field, which is unique to each learner and links all records related to the learner. Unique student identification codes are critical to successful tracking; therefore, it is never desirable to have two different records of the same student. Attend this lab and you will learn how to bring together duplicate records of the same student using the Merge Wizard.	1. Overview
		2. Merging records of the same student at the same site.
		    a. Solving conflicting fields
		    b. Entities to be merge
		3. Options for merging records
		    a. Set all to record 1 or record 2
		    b. Set all to newer or older record
		4. Understanding why and when you cannot merge records of the same student.
		
		(Details will be provided by tech support team members)

Audience:	This session is appropriate for those involved with managing data for their TE Online account.	
Trainer(s):	CASAS Technology Trainers	

Session topic contributed by **CASAS Tech Support Team.**

Title:	TOPSpro Enterprise – Tracking Results	General Outline
Description:	TOPSpro Enterprise (TE) Online gives agencies the ability to track and monitor pre- and post-test results for reporting student outcomes. This session will give you the data-sleuthing skills to seek out, identify, and solve mismatched pairs, missing results, and alias records! Use the tools that TE Online offers to turn you in to a data detective with these topics: • Pre/Post-test Guidelines • Tests Lister • Duplicate Students • Merge Wizard • Proxy Wizard	1. Overview 2. Pre/Post-test Guidelines a. Pre- and Post-Test Selection i. Appropriate selections ii. Inappropriate selections b. Use of Assessment Modalities i. ABE/ASE: Reading and/or Math ii. ESL/ELL: Reading and/or Listening iii. Pre- and post-test pairs must always be from the same test modality. c. Multiple Modalities Paired Tests i. What if a student has two sets of pretest and post-test scores, such as one in reading and one in listening? a) The pretest and post-test pair with the lowest accurate pretest score determines benchmark attainment. This satisfies the Federal requirement to address the learner's "highest area of need." ii. What if the scores are the same? If a student's lowest listening score = 190, and the lowest reading score = 190, what then??? a) Ties are resolved as follows: a. If the pretest scores for two different modalities are equal, choose the modality with a higher post-test score (to maximize gain). b. If the post-test scores are also equal, choose the modality with the earliest pretest. c. For single test scores, the earliest one is preferred if two or more pretest scores among these 3 modalities are equal. 3. Tests Lister a. The Tests Lister displays all current tests in your database. b. Sometimes the obvious is the best place to start tracking those results! 4. Advanced Filter a. Use advanced filtering options for more complex sorts. 5. Duplicate Students

<table>
<tr>
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<td></td>
<td rowspan="2">a. The Duplicate Students Records report lists students who may appear in two or more sites with multiple ID's in use.
i. Students with more than one ID creates several possible problems: No matching pre/post pair; Inappropriately assigned pre/post-tests; Entry Records with no Updates; Updates with no Entry Records
b. The report displays all students who share the same data elements you indicate in Special Options.
c. This report does NOT necessarily identify "duplicate" students – it only identifies students with the same data.
d. The "sleuthing" is up to you!!
6. Merge Wizard
a. Use the Merge Wizard in conjunction with the Duplicate Students Records report.
b. When you determine which records are duplicates, "merge" the records into one using the Merge Wizard.
7. Proxy Wizard
a. This wizard guides you through the process of generating proxy Student Activity Records, Class Enrollments, Program Enrollments and Test records.
b. Proxy records reduce the amount of scanning, importing, online testing or manual data entry that may be required at the start of each program year for students who are returning.
c. One of the challenges agencies face at the start of the program year is knowing which students are returning. This wizard offers multiple different ways for identifying those students.
d. When returning students are identified, then TE will generate the necessary records for you. Proxies are always given a date of July 1.
e. Special options let you control what and how records are duplicated.
f. You can use this wizard repeatedly to proxy different record types corresponding to different selection criteria.
g. Conversely, you can use this same wizard to remove some or all proxy records you previously created using this wizard.
8. (Updated info will be provided by CASAS staff)</td>
</tr>
<tr>
<td>Audience:</td>
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<td>Trainer(s):</td>
<td>CASAS Technology Trainers</td>
<td></td>
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More labs/shorter labs/smaller labs/targeted topics/targeted audience requested from **SI 2017** evaluations.
This is a new session for **SI 2018** based on the popular **Data Detective** series typically offered in online workshops.

<table>
<tr><td>Title:</td><td>TOPSpro Enterprise – Staying on Target with Data Integrity</td><td>General Outline</td></tr>
<tr><td>Description:</td><td>TOPSpro Enterprise (TE) Online helps agencies evaluate the effectiveness of their data collection efforts. Data integrity is critical for state and federal reporting. TE Online offers the Data Integrity Report (DIR) to give you summary information about the data contained in your online account highlighting important data elements for WIOA data collection. With the DIR, agencies can focus on specific data elements when monitoring the integrity of their data. Learn how to stay on target with data integrity by understanding:
Required data items
Core performance items
Data validation items
Your Local Assessment Policy
Accountability data</td><td rowspan="2">Overview
Required Data Items<ol type="a">
These items are at the beginning of the report.
Some items listed are directly related to your agency's data collection and assessment schedule and time of year, and may not require immediate action. For example, Item 7b: Learners with no Update Status (retained, left, etc.) will have a high number at the beginning of a program year when classes start. This is okay and does not indicate poor data collection efforts. Knowing your agency's schedule for collecting update information at the end of a term is important.
Core Performance Items<ol type="a">
These items identify students in HSD and HSE programs, students who qualify for transferring to College or Career Tech Ed, and students who qualify for the Get a Job/ Keep a Job cohorts.
Data Validation Items<ol type="a">
These items are purely informational and should be used for comparison and evaluation. For this, you will need to be familiar with your agency's Local Assessment Policy.
Local Assessment Policy<ol type="a">
Understanding your agency's data collection and assessment schedule is important since much of the data on the DIR could be misinterpreted otherwise.
Be familiar with the data entry and assessment process at your agency. This will help you understand what the DIR numbers mean such as Item 8. Students with no post-test. If it is early in the program year or term, this number may be high because it might be too soon to administer progress/post-tests.
Accountability data elements
(Updated details will be provided by CASAS staff)</td></tr>
<tr><td>Audience:</td><td>This session is appropriate for those involved with managing data for their TE Online account.</td></tr>
<tr><td>Trainer(s):</td><td>CASAS Technology Trainers</td><td></td></tr>
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More labs/shorter labs/smaller labs/targeted topics/targeted audience requested from **SI 2017** evaluations.

This is a new session for **SI 2018** based on the popular **Data Detective** series typically offered in online workshops.

<table>
<tr><td>Title:</td><td>TOPSpro Enterprise – What do NRS Federal Tables Reveal about Your Data?</td><td>General Outline</td></tr>
<tr><td>Description:</td><td>The National Report System (NRS) requires all states to submit accountability information on an annual basis. If your state aggregates data from its local programs, then most likely that data is used to report to the NRS. These reports are referred to in TOPSpro Enterprise (TE) Online as Federal Tables. Federal Tables reveal the demographic composition of your agency and the impact on the learner's educational and employment-related outcomes. Using TE Online, you will have a sneak peek at what your data reveals to meet NRS federal reporting requirements confidently. This session offers hands-on practice using TE Online to generate these reports:
• NRS Tables/Summary Audit
• NRS Periods of Participation Audit/Statistics
• NRS Tables Monitor
• Ad Hoc NRS Tables</td><td rowspan="2">1. Overview
2. NRS Tables
a. Table 1: Participants by Entering EFL, Ethnicity, and Gender
b. Table 2: Participants by Age, Ethnicity, and Gender
c. Table 3: Participants by Program Type and Age
d. Table 4: Measurable Skill Gains by Entry Level
e. Table 4B: Measurable Skill Gains by Entry Level for Pre- and Post-tested Participants
f. Table 4C: Measurable Skill Gains by Entry Level for Participants in Distance Education
g. Table 7: Adult Education Personnel by Function and Job Status
h. Summary Audit
3. NRS Periods of Participation
a. Audit
b. Statistics
4. NRS Tables Monitor
5. Ad Hoc NRS Tables
a. Categories Grouping
(Details will be provided by CASAS staff)</td></tr>
<tr><td>Audience:</td><td>This session is appropriate for administrators, program coordinators, and database managers.</td></tr>
<tr><td>Trainer(s):</td><td>CASAS Technology Trainers</td><td></td></tr>
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More labs/shorter labs/smaller labs/targeted topics/targeted audience requested from **SI 2017** evaluations.
This is a new session for **SI 2018** based on the popular **Data Detective** series typically offered in online workshops.

<table>
<tr><td>Title:</td><td>TOPSpro Enterprise for Administrators – Monitoring your Program Pulse!</td><td>General Outline</td></tr>
<tr><td>Description:</td><td>TOPSpro Enterprise (TE) Online gives administrators instant access to monitor agency-wide data collection and program outcomes. This session gives an administrative review of the Data Integrity Report, Data Integrity Exceptions, Incomplete Aggregated Records, and Duplicate Student records. Learn to use special options to change the display of reports, filter data to review reports for target populations, and identify critical elements to meet state and federal reporting requirements. This session will also help you learn how to look at student learning gains and demographics to market and promote your programs.</td><td rowspan="2">1. Overview
2. Data Integrity Report
3. Data Integrity Exceptions
4. Incomplete Aggregated Records
5. Duplicate Student Records

(Details will be provided by CASAS staff)</td></tr>
<tr><td>Audience:</td><td>This session is appropriate for administrators, program coordinators, and database managers.</td></tr>
<tr><td>Trainer(s):</td><td>CASAS Technology Trainers</td><td></td></tr>
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Session topic contributed by **CASAS Technology Trainers:** Cristina Urena.

Title:	TOPSpro Enterprise – Maximizing California Payment Points for WIOA, Title II Programs	General Outline
Description:	California agencies already use the Payment Points Data Flags, Data Integrity, and EL Civics Additional Assessment Detail reports to ensure that all achievable payment points are in place for the final data submission. But how do you know if you found everything? This session provides TOPSpro Enterprise (TE) Online users with additional strategies to report payment points accurately using TE Online and their attendance system.	1. (Details will be provided by Tom Lawson)
Audience:	This session is appropriate for those involved with California Accountability for WIOA, Title II programs.	
Trainer(s)	Tom Lawson	

Session contributed by **CASAS Technology Trainers:** Tom Lawson

Title:	**TOPSpro Enterprise – Reports for California WIOA, Title II Programs**	**General Outline**
Description:	TOPSpro Enterprise (TE) Online offers several reports that California WIOA, Title II programs use to report program outcomes for accountability. If you are a CA WIOA, Title II funded agency, join this hands-on lab using TE Online to review these reports specifically for California accountability. • California Payment Points • Payment Points Data Integrity • EL Civics Additional Assessment Reports	1. Overview 2. Payment Points 3. Student Gains 4. EL Civics a. Additional Assessment Detail b. Additional Assessment Summary 5. Payment Points Data Integrity (Details will be provided by Jay Wright)
Audience:	This session is appropriate for administrators, program coordinators, and database managers at California WIOA, Title II agencies.	
Trainer(s):	Jay Wright	

Back by popular demand from **SI 2017**.

Title:	**TOPSpro Enterprise – Reports for California AEBG Programs**	**General Outline**
Description:	The Adult Education Block Grant (AEBG) session outlines reporting requirements of California AEBG-funded agencies. This session is hands-on with TOPSpro Enterprise (TE) Online – the CASAS data management system. You will learn how to generate and interpret AEBG reports at the consortium manager level and at the local consortium member level. • AEBG Access • AEBG Summary/Tables • AEBG Data Integrity	1. AEBG Access a. Consortium Level/AEBG Manager b. Local Level/TE Enhanced (Data Manager) 2. AEBG Summary 3. AEBG Tables: a. Table 1: Participants by Entering EFL, Ethnicity, and Gender b. Table 2: Participants by Age, Ethnicity, and Gender c. Table 3: Participants by Program Type and Age d. Table 4: Measurable Skill Gains by Entry Level e. Table 4B: Measurable Skill Gains by Entry Level for Pre- and Post-tested Participants 4. AEBG Data Integrity 5. Consortium Manager AEBG Tables (Additional details will be provided by Jay Wright)
Audience:	This session is appropriate for administrators, coordinators, and is particularly beneficial for those responsible for inputting data and generating reports.	
Trainer(s):	Jay Wright	

Session request from **SI 2017** evaluations.

<table>
<tr><td>Title:</td><td>TOPSpro Enterprise for Teachers – Instructional Reports</td><td>General Outline</td></tr>
<tr><td>Description:</td><td>TOPSpro Enterprise (TE) Online offers teachers the access to performance reports that guide and support classroom instruction to improve student performance. Attend this hands-on lab and learn how to access TE Online to retrieve results, generate reports, and use results to inform instruction and document progress. This session focuses on reports that instructors most commonly rely on:
• Skills Profile
• Competency Performance
• Content Standards
• Learning Gains
• Test Response
• Test History</td><td rowspan="2">1. Individual Skills Profile
a. This report displays the most recent reading, math, and listening test results of an individual student by listing the percentage of correct responses to competencies and content standards and includes a predictor for the likelihood of passing a High School Equivalency exam.
2. Student Performance
a. This report displays test results of an individual student on a given test form by displaying competency information for each test item and indicating if the student correctly answered the item.
3. Class Performance
a. This report displays test results for a class by test form, and lists the percentage of correct responses and related competencies by item.
4. Content Standards
a. This report shows test results of an individual student on a given test form by displaying content standards coded to competencies for each test item and indicating if the student correctly answered the item.
5. Learning Gains Reports
a. These reports may be generated multiple ways to report gains between tests of the same modality.
6. Class Profile
a. This report displays student item responses by test form within a class.
7. Student Test Summary
a. This report lists the test history for each student enrolled in a class.

(Additional details will be provided by Patty, Veronica, or CASAS staff)</td></tr>
<tr><td>Audience:</td><td>This session is appropriate for teachers, program coordinators, and administrators involved with monitoring and tracking student performance.</td></tr>
<tr><td>Trainer(s):</td><td>Patty Long</td><td></td></tr>
</table>

Back by popular demand from **SI 2017**.

Additional session descriptions contributed by **CASAS Technology Trainers:** Veronica Pavon-Baker

Title:	**TOPSpro Enterprise for Teachers – Accessing Classes Online**	**General Outline**
Description:	Calling on all teachers who could benefit from having access to your class information in TOPSpro Enterprise (TE) Online at your fingertips! With approval from your agency, teachers can now access their own classes in TE Online to view or manage class enrollment, record attendance, entry and update information, and view test results for students enrolled in their classes. Better yet, teachers can generate their own class-based reports without delay! Come join us in this hands-on lab and let us empower you with access to classes in TE Online.	1. Overview 2. How to Access TE Online 3. How to Access Your Class 4. How to Enroll Students 5. How to Record Attendance 6. How to Input Entry/Update Information 7. How to Generate Reports by Class (Details will be provided by CASAS staff)
Audience:	This session is appropriate for teachers who have little or no experience using TE Online.	
Trainer(s):	CASAS Technology Trainers	

This is a new session for **SI 2018** based on requests from **SI 2017** evaluations for more labs/shorter labs/smaller labs/targeted topics/targeted audience.

Title:	Discover QuickSearch Online for Curriculum Support	General Outline
Description:	Many people ask these questions when inquiring about CASAS: how can I "teach" CASAS? How can I increase my learner gains? Does CASAS have a curriculum? While CASAS does not have a set curriculum, we do offer a great complimentary resource that helps our partners find commercially available instructional materials to teach CASAS Competencies and Content Standards and increase learner gain. QuickSearch Online is an easy-to-use database of more than 3,000 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. Try it now! Take this opportunity in a lab setting and become familiar with QuickSearch Online for: • Curriculum development • Targeting instruction based on assessment results • Filling in gaps in your existing curriculum	1. Overview 2. The Quick Search main menu a. QuickSearch by… b. Get more information 3. Quick Tips for Using QuickSearch a. Navigating and selecting by searching Titles b. Getting more information from the screen c. Navigating and selecting by Competencies, Content Standards, or Program, Level, Skill d. Navigating and searching by Publishers e. Navigating and selecting by "Get more information" f. Printing Reports
Audience:	This session is appropriate for teachers who have little or no experience using QuickSearch Online.	(Details will be provided by CASAS staff)
Trainer(s):	CASAS Technology Trainers	

This session was well attended at past SI non-lab sessions and is being offered for **SI 2018** in a lab setting based on requests from **SI 2017** evaluations for more labs/shorter labs/smaller labs/targeted topics/targeted audience.

Title:	Assess Listening Using CASAS eTests Online	General Outline
Description:	Have you ever wondered what it is like to take a listening test with CASAS eTests Online? You will be amazed at how this web-based testing application delivers! Come take a seat, put on some headphones, and experience for yourself how easy it is to take a listening test. You will learn helpful tips for administering listening tests as well as how to use listening practice in the classroom. This hands-on lab is appropriate for anyone involved with test administration and classroom instruction.	1. Overview 2. Listening Benefits & Features 3. Listening Item Types 4. Listening Basic Skills Content Standards 5. Administration Options 6. Appraisal vs. Locator 7. Listening Test Directions 8. Practice Listening Items 9. Test Administration 10. Session Q & A (Additional details will be provided by Dawn)
Audience:	This session is appropriate for those involved in assessment who have little or no experience using CASAS eTests Online.	
Trainer(s):	CASAS Technology Trainers	

This session was well attended at SI 2012, 2013, & 2014 and is being offered again for **SI 2018** based on requests from **SI 2017** evaluations for more labs/shorter labs/smaller labs/targeted topics/targeted audience.

<table>
<tr><td>Title:</td><td>CASAS eTests Online for Coordinators – Get Ready to Go Live!</td><td>General Outline</td></tr>
<tr><td>Description:</td><td>It is the responsibility of a CASAS eTests Online coordinator to ensure that their program is ready to go live with web-based testing. This session ensures that eTests Online coordinators have the understanding and hands-on practice to do just that! We will work together in this hands-on lab to complete activities using the new eTests Online HTML application. This session focuses on topics that help programs get up and running smoothly with online implementation and uninterrupted test delivery:
• Coordinator Responsibilities and Duties
• Going Live Checklist
• Registering Testing Stations
• Creating Testing Sessions</td><td rowspan="2">1. Overview
2. Coordinator Responsibilities
a. Coordinators serve an important role to ensure that testing occurs fairly and uniformly, and are responsible for online testing management.
b. Coordinators should follow the CASAS test security policy and guidelines to assure conditions are favorable for administering CASAS web-based tests.
3. Testing Code of Ethics
a. Test in a fair and ethical manner
b. Test security
c. Test preparation
d. Test administration
e. Scoring
f. Reporting
4. Unethical Testing practices
a. Examples of unethical practices
b. Violation of ethical practices
5. Coordinator Duties
a. Activating stations
b. Creating sessions
c. Template configuration
d. Reporting testing irregularities
e. Interrupting a test in progress
6. Going Live Checklist
a. System Compatibility
b. Online Implementation Agreement
c. Ordering Web-Test Units (WTU)
d. Staff Preparedness
7. Station Registration
a. Windows machines
b. Chromebooks and the eTests Online App
8. Testing Sessions
a. Instructional-program templates with NRS approved CASAS assessments
b. Sets of sessions per lab at each site
9. Trial Run
a. Conduct a trial run of the testing environment
(Provided by Dawn)</td></tr>
<tr><td>Audience:</td><td>This session is appropriate for those responsible for online testing management who have little or no experience using eTests Online.</td></tr>
<tr><td>Trainer(s):</td><td>CASAS Technology Trainers</td><td></td></tr>
</table>

eTests Online (3 hr. lab) sessions offered annually is split in to two (1 ½ hr.) sessions for **SI 2018** based on requests from **SI 2017** evaluations for more labs/shorter labs/smaller labs/targeted topics/targeted audience.
This is one of two **eTests Online** sessions.

<table>
<tr><td>Title:</td><td>CASAS eTests Online for Proctors – Ease Testing Day Jitters!</td><td>General Outline</td></tr>
<tr><td>Description:</td><td>CASAS eTests Online proctors serve an important role to ensure that web-based testing occurs fairly and uniformly. Certified proctors must do their part to maintain a controlled testing environment that will allow test-takers to perform to the very best of their abilities. Following the same procedures before, during and after testing assures the validity of test results and reduces the likelihood of confusion or error during test administration. Participants in this hands-on lab will use the new eTests Online HTML application with role-play activities to help ease anxiety when administering their first web-based test. Topics will focus on:
Proctor Responsibilities and Duties
Managing Sessions
Administering Tests
Registering Students
Following an Intake Process</td><td rowspan="2">Overview<ol type="a">
Proctors serve an important role to ensure that web-based testing occurs fairly and uniformly.
Proctors must do their part to maintain a controlled testing environment that will allow test-takers to perform to the very best of their abilities.
Following the same procedures before, during and after testing assures the validity of test results and reduces the likelihood of confusion or error during test administration.
Proctor Responsibilities<ol type="a">
Maintain test security & test-taker confidentiality at all times
Ensure appropriate physical conditions & accommodations for testing
Make sure CASAS eTests Online tests are initiated appropriately
Follow appropriate test administration procedures
Monitor test-takers & assist with emergencies during testing
Understand the policy on cheating
Proctor Duties<ol type="a">
Guidelines for Managing Sessions
Administering Tests
Reporting Testing Irregularities
Interrupting a Test in Progress
Testing Day<ol type="a">
Step 1: Prepare to Test
Step 2: Greet Test-Takers as They Arrive
Step 3: Initiate the Testing Event
Step 4: Provide a Fair and Ethical Testing Environment During the Test
Step 5: Perform Follow-Up Duties After the Test
Suggested Verbal Instructions for Online Testing in HTML
General Reminders
Trial Run<ol type="a">
Conduct a trial run of the testing environment
(Provided by Dawn)</td></tr>
<tr><td>Audience:</td><td>This session is appropriate for those responsible for online test administration who have little or no experience using eTests Online.</td></tr>
<tr><td>Trainer(s):</td><td>CASAS Technology Trainers</td><td></td></tr>
</table>

eTests Online (3 hr. lab) sessions offered annually is split in to two (1 ½ hr.) sessions for **SI 2018** based on requests from **SI 2017** evaluations for more labs/shorter labs/smaller labs/targeted topics/targeted audience.
This is one of two **eTests Online** sessions.
Additional session descriptions contributed by **CASAS Technology Trainers:** Celina Paula

NON-LAB SESSIONS

Title:	California Accountability for WIOA, Title II Programs	General Outline
Description:	This session outlines the data collection process and requirements that California WIOA, Title II, programs must meet for state and federal accountability. Completion of this session meets the California Department of Education accountability policy annual requirement. This session focuses on these topics: • The National Reporting System (NRS) and basic data collection requirements • The Data submission timeline and deliverables • Testing requirements and strategies • Payment points logic and calculations • Whom to ask for help and more information	1. Overview 2. Learn about the National Reporting System (NRS) 3. Learn about basic data collection requirements 4. Identify the data submission timeline and deliverables 5. Discuss testing requirements and strategies 6. Learn and practice payment points logic and calculations 7. Identify whom to ask for help and more information
Audience:	This session is appropriate for California administrators, program coordinators, and accountability staff who have limited experience with WIOA data collection or who want to refresh basic knowledge.	(Additional details will be provided by Jay Wright)
Trainer(s):	Jay Wright	

Session offered annually.

<table>
<tr><th>Title:</th><th>CASAS Implementation Training</th><th>General Outline</th></tr>
<tr><td>Description:</td><td>Are you new to CASAS? If so, attend this training designed to provide a basic understanding of the CASAS System – Assessment, Curriculum, Instruction, & Accountability. Participants learn how to administer CASAS appraisals (placement tests), progress tests (pre- and post-tests), interpret test results, use curriculum support materials to enhance instruction, and document progress in reading, math, and listening skills. Participants who complete this session are authorized to order and administer most CASAS assessments. Topics include:
• The intake process
• Selecting, administering, and interpreting test results
• Linking assessment to curriculum and instruction
• Measuring progress</td><td rowspan="2">1. The CASAS System
a. Why use CASAS tests?
b. Your learners
c. Funding
d. Key components
2. The Testing Process
a. Intake and placement
b. Diagnose
c. Instruct
d. Monitor
e. The difference between appraisals and progress tests
3. CASAS Testing Options
a. eTests Online
b. Paper tests
4. Test Administration
a. Planning for testing day
b. Getting started
c. Timing guidelines
d. After the test
e. Text security and test preparation guidelines
5. Scoring and Selecting the Next Test
a. Finding the raw score
b. Raw to scale score conversion
c. Scores outside the accurate range
d. Selecting the next test
6. Interpreting Results
a. What do the scores mean?
i. Skill Level Descriptors
ii. The scale in relation to learners
iii. The scale in relation to test items
iv. The scale in relation to grade levels
b. CASAS and the NRS
7. Tracking Your Data
a. TOPSpro Enterprise
b. Reports
8. Resources to Support Instruction
a. Sample test items
b. Low-Level Literacy Curriculum Modules
c. CASAS Competencies
i. Competency Content Areas
ii. Competency Coding
d. CASAS Content Standards
e. Task Areas</td></tr>
<tr><td>Audience:</td><td>This session is appropriate for those who have little or no experience with CASAS assessments and implementation.</td></tr>
<tr><td>Trainer(s):</td><td>CASAS State/National Certified Trainers</td><td></td></tr>
</table>

Session offered annually.

<table>
<tr><th>Title:</th><th>CASAS Implementation for Corrections</th><th>General Outline</th></tr>
<tr><td>Description:</td><td>Are you a correctional educator who is new to CASAS? If so, attend this basic training designed to focus on the unique needs of a correctional education program. This session provides a basic understanding of the CASAS System – Assessment, Curriculum, Instruction, & Accountability. Participants learn how to administer CASAS appraisals (placement tests), progress tests (pre-and post-tests), interpret test results, use curriculum support materials to enhance instruction, and document progress in reading, math, and listening skills. Participants who complete this session are authorized to order and administer most CASAS assessments. Topics include:
The intake process
Selecting, administering, and interpreting test results
Linking assessment to curriculum and instruction
Measuring progress</td><td rowspan="2">1. The CASAS System
a. Why use CASAS tests?
b. Your learners
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2. The Testing Process
a. Intake and placement
b. Diagnose
c. Instruct
d. Monitor
e. The difference between appraisals and progress tests
3. CASAS Testing Options
a. eTests Online
b. Paper tests
4. Test Administration
a. Planning for testing day
b. Getting started
c. Timing guidelines
d. After the test
e. Text security and test preparation guidelines
5. Scoring and Selecting the Next Test
a. Finding the raw score
b. Raw to scale score conversion
c. Scores outside the accurate range
d. Selecting the next test
6. Interpreting Results
a. What do the scores mean?
i. Skill Level Descriptors
ii. The scale in relation to learners
iii. The scale in relation to test items
iv. The scale in relation to grade levels
b. CASAS and the NRS
7. Tracking Your Data
a. TOPSpro Enterprise
b. Reports
8. Resources to Support Instruction
a. Sample test items
b. Low-Level Literacy Curriculum Modules
c. CASAS Competencies
i. Competency Content Areas
ii. Competency Coding
d. CASAS Content Standards
e. Task Areas</td></tr>
<tr><td>Audience:</td><td>This session is appropriate for correction education coordinators, instructors, administrators, and other key corrections staff who have little or no experience with CASAS assessments and implementation.</td></tr>
<tr><td>Trainer(s):</td><td>CASAS State/National Certified Trainers</td><td></td></tr>
</table>

Session offered annually.

Title:	**CASAS Implementation Training for the Workforce Skills Certification System (WSCS)**	**General Outline**
Description:	**Prerequisite: CASAS Implementation Training** The Workforce Skills Certification System (WSCS) training is for workforce development professionals interested in offering work-readiness certificates. The training covers WSCS basic skills and soft skills assessments, curriculum and instructional resources, profiling of academic and soft skills, and preparing learners for certification. WSCS incorporates both the academic and soft skill needs of the workplace. Strengthen your community's pipeline for a skilled workforce by learning how to partner with employers to develop workforce skill profiles that document basic and soft skills. With this information, education and training providers can customize existing programs in your region to better prepare job-seekers.	1. (Additional details will be provided by Jane and Adriana)
Audience:	Workforce development professionals	
Trainer(s):	Jane Egüez, Adriana Terry	

Session offered annually.