

TOPSpro Enterprise & eTests Executive Overview

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www.casas.org/si



Executive Overview in 4 Parts

- Part I Essential Features of TE
- Part II WIOA Requirements
- Part III Features in eTests
- Part IV Student Portal

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Part I

TOPSpro Enterprise

- What are the essential features?
- What's in it for students?
- What's in it for teachers?
- What's in it for administrators?



Essential Features

- What is TE + eTests Online?
 - Student management and accountability system







- Two applications in one
- Online test administration
- Hosted by CASAS
- Secure web-based application
- FERPA and HIPAA compliant





Essential Features etests



- Flexible testing
- Multiple series & modalities
- Registration & data collection
- Practice tests
- Streamlined testing (locator)
- Accommodation features
- Automated timing
- Automated scoring/recording
- Immediate results
- Auto-selected next test
- Reduced risk of duplications
- Discourages cheating
 - No A, B, C, D indicators

- Used with CASAS eTests Online
- Automated scoring/recording
- Scanning option
- Import/export 3rd-Party data
- Record instructional hours
- Customizable listers
- Ad hoc reporting
- Drill-down: reports-to-data
- Actionable reports
- Compliance:
 - Data Integrity
 - NRS Federal Tables
 - Core Performance



TE for Students

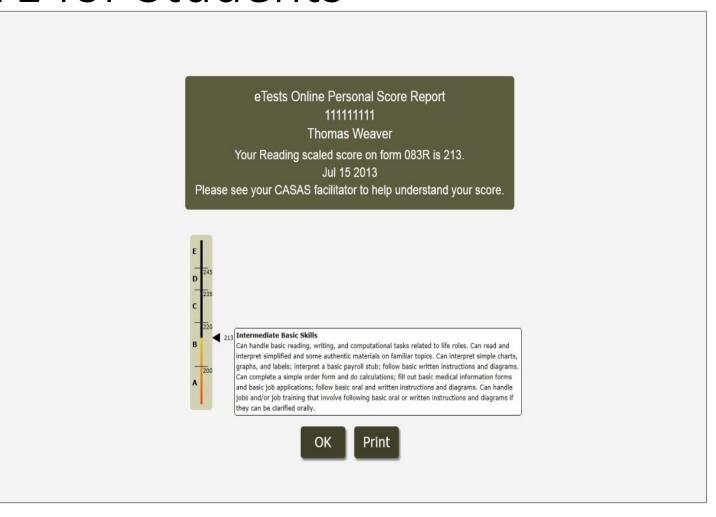
• What's in it for students?

- Basic computer skills
- Immediate score after testing (optional)
- Performance results in minutes





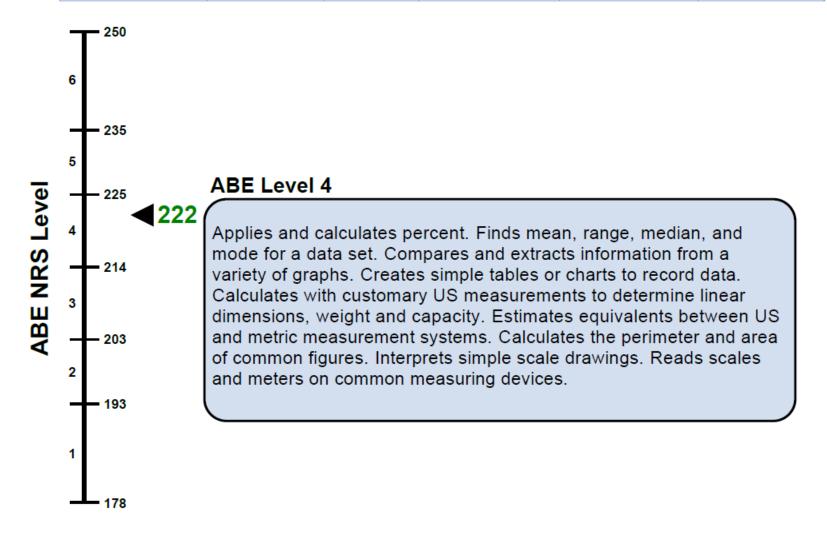
TE for Students





Personal Score Report Brenda Godhasara

Modality	Test Form	Test Level	Test Date	Scale Score	NRS Level
Math	913M	A/B	06/01/2019	222	ABE Level 4





TE for Students

06/07/2011 15:37:20			Indivi	dual S	kills Profi	le			P	age 1 of 1
Maria Gon: ID# 8760435	zalez					Agenc Pro gra	•	Rolling Hills A	Adult S	chool
			Scale	NRS *	' Form	N	umber of Ite	ms		
Most Recent	Fo rm	Date	Score	Level	Level	Total	Correct	Attempted		
Listening	083L	05/25/2010	204	4	В	36	21	30		
Reading	084R	05/07/2010	212	5	В	34	19	24		
- 1:					- "					
Reading Competencie	5			Correct	Reading Conte	ent Standard	5		N	Correct
Basic Communication			4	50 %	Vocabulary				31	70 %
Consumer Economics			15	80 %	General readi	_	nsion		36	72 %
Community resources Health			- 3 - 5	33 % 60 %	Text in format				23	65 % 40 %
1124101				75 %					5	70 %
Employment			16	75 %	Reading strate Reading and t				34 4	75 %
Learning to learn			12	/3 70	Reading and t	minking skiis			4	/3 70
Listening Competenci	8		N I	Correct	Listening Con	tent Standar	s		N	Correct
Basic Communication			12	75 %	Phonology Phonology				9	44 %
Consumer Economics			16	68 %	Vocabulary				48	56 %
Community resources			18	50 %	Grammar				48	56 %
Health			14	64 %	General Disco	urse			42	57 %
Employment			21	52 %	Informational	Discourse			18	55 %
Government and law			1	100 %	Strategies and	Critical Thin	king		41	60 %
Reading Tasks			N	Correct	Listening Task	re			N	Correct
Forms			8	75 %	Picture Promo				0	N/A
Charts, maps, consume	ar hillings a	matrices grants to		50 %	Comprehension	-			16	56 %
Articles, paragraphs, se				78 %	Predict next li				16	56 %
Signs, price tags, adver			10	70 %	Identify true s			v t	16	56 %
Measurement scales, o		product ravers	0	N/A	Responds to o		ed on promp		- 10	N/A



TE for Students

06/07/2011 15:51:28		I	ndiv	idual S	kills Profi	le			Pa	age 1 of 1 ISP
John Morr	is					Agenc Progra	•	· Rolling Hills A	Adult S	chool
			Scale	NRS ⁴	Form	N	umber of Ite	ms	Gr	ade
Most Recent	Form	Date	Score	Level	Level	Total	Correct	Attempted	Eq	uiv.
Math	017M	11/12/2010	246	6	D	34	23	32	1	1.1
Reading	187R	11/11/2010	242	5	D	34	21	32	10	0.3
- "					- "					
Reading Competenci			N	Correct	Reading Conte	ent Standard	s		N	Correct
Consumer Economics			9	77 %	Vocabulary				29	68 %
Community resource	S		24	66 %	General reading		nsion		51	72 %
Health			13	76%	Text in format				8	62 %
Employment Government and law			29	75%	Reference ma				5	80 %
			12	50%	Reading strate				21	80 %
Learning to learn			19	78%	Reading and t	ninking skilis			16	68 %
Math Competencies			N	Correct	Math Content	Standards			N	Correct
Compute using whole	e numbers		6	100 %	Number sense				43	79 %
Compute using decim			20	65 %	Algebra				15	80 %
Compute using fracti			9	88%	Geometry				11	90 %
Compute with percer	nts, rate, ratio	o, and proportion	14	78%	Measurement				30	80 %
Use expressions, equ	ations, and fo	ormulas	13	76%	Data				20	75 %
Demonstrate measur	rement skills		23	82 %	Probability				2	50 %
Interpret data from g	graphs and co	mpute averages	7	100 %						
Use statistics and pro	bability		2	50%						
					John Morris			to pass this		
Reading Tasks			N	Correct	has a likelih	ood of		GED subsec	ction	
Forms			2	50%		70 %		Language A	rts, W	riting
Charts, maps, consur				69 %		84 %		Science		
Articles, paragraphs,			44	77 %		84 %		Social Stud		
Signs, price tags, adv		product labels	1	100 %		75 %		Language A	rts, Re	ading
Me asurement scales,	, diagrams		0	N/A		97 %		Math		



Page 1 of 4

SCPTIC

TE for Students

Student Performance

06/10/2011 by Test Item & Competency
19:55:24

Agency: 4908 - Rolling Hills Adult School Student: 000130472 Martinez, Isabel

Site: 6 - Southwest Campus Test Date: 03/19/2012

Class: 001 - ESL - Intermediate Low Raw Score: 19 Scale Score: 212

Form: 083R - Life and Work Reading Level B

Position	Correct?	Comp No.	Task	Competency Description
1	No	0.2.1	3	Respond appropriately to common pers. info. questions
		7.2.1		Identify and paraphrase pertinent information
2	Yes	4.2.1	3	Interpret wages, deductions, benefits, timekeeping forms
		7.2.1		Identify and paraphrase pertinent information
3	No	4.1.3	4	Identify, use information in job descriptions, ads
		4.1.6		Interpret work-related vocabulary
4	Yes	4.1.3	4	Identify, use information in job descriptions, ads
		4.1.6		Interpret work-related vocabulary
5	Yes	4.1.2	1	Follow proc. for applying for a job, incl. application forms
		0.2.1		Respond appropriately to common pers. info. questions
6	Yes	4.1.2	1	Follow proc. for applying for a job, incl. application forms
		0.2.1		Respond appropriately to common pers. info. questions
		2.3.2		Identify the months of the year and the days of the week
7	Yes	1.4.7	3	Interpret in fo. about home maintenance; comm. w/landlord
		7.2.1		Identify and paraphrase pertinent information
		7.3.1		Identify a problem and its possible causes
8	No	1.4.7	3	Interpret info. about home maintenance; comm. w/landlord
		7.2.1		Identify and paraphrase pertinent information
9	Yes	1.4.7	3	Interpret in fo. about home maintenance; comm. w/landlord
		7.2.1		Identify and paraphrase pertinent information
10	Yes	1.4.2	4	Select housing by interpreting ads, signs, and other info.
11	Yes	1.4.3	1	Interpret lease and rental agreements
12	No	1.4.3	1	Interpret lease and rental agreements
13	No	1.4.3	1	Interpret lease and rental agreements
14	Yes	3.3.2	4	Interpret medicine labels
		3.3.1		Identify and use necessary medications

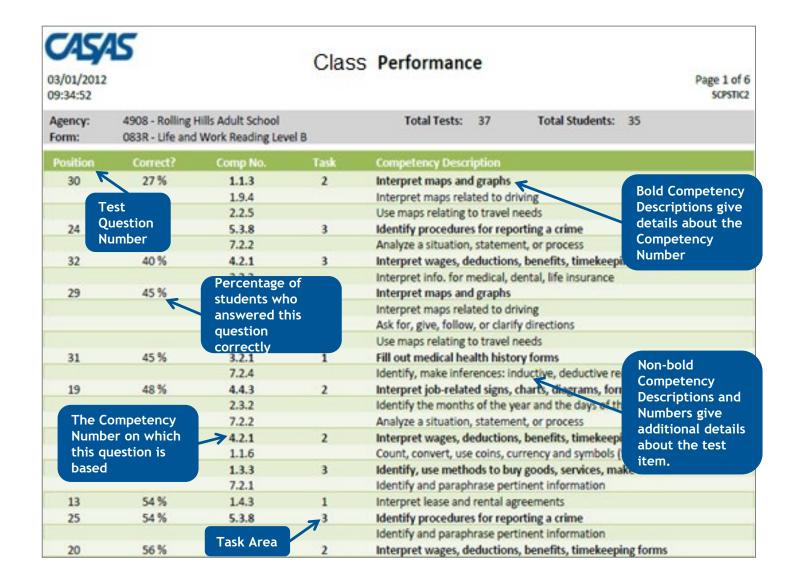


What's in it for teachers?

- Spend zero time scoring tests
- Generate individual and class reports on demand
- Manage enrollment and track attendance with ease









Student Test Summary

06/04/2013 by Class Page 1 of 41 01:23:09 sts4

Agency: 4908 - Rolling Hills Adult School Course: 1

Site: 1 - North Campus Teacher: 101 - Team One, Main Campus -

Class: 1 - ABE

						Test Hours of	Cumulative Hours of	
Student		Status	Date	Form	Score	Instruction	Instruction	
023945893	Ford, Trayla B	Active	09/01/2012	086R	217	0	0	
098509389	Aljmaner, Robin A	Active	09/19/2012	130M	214	0	0	
		Active	09/19/2012	130R	247♦	0	0	
298349872	River, Autumn	Active	10/23/2012	085R	226	0	0	
		Active	11/20/2012	086R	237	0	0	
308303438	Ankiel, Rick L	Active	07/03/2012	085R	221	0	0	
		Active	07/05/2012	031M	209♦	0	0	
		Active	02/25/2013	033M	214	0	0	
340993385	Andrews, Dustin P	Active	10/17/2012	130M	212	0	0	
		Active	10/17/2012	130R	239	0	0	
		Active	10/23/2012	033M	212	0	0	
		Active	02/01/2013	034M	215	0	0	
364363453	Jipper, Veronica A	Active	10/09/2012	034M	226	0	0	
		Active	12/01/2012	035M	229	0	0	
498098833	Crespa, Jose	Active	07/25/2012	130M	217	0	0	
		Active	07/25/2012	130R	233	0	0	
		Active	07/26/2012	035M	224	0	0	
536363636	Long, Bob A	Active	09/01/2012	037R	238	0	0	
872347348	Fahroso Ruinistia I	Active	07/01/2012	033M	219	0	0	



Next Assigned Test

06/03/2013 by Class Page 1 of 34 NAT4

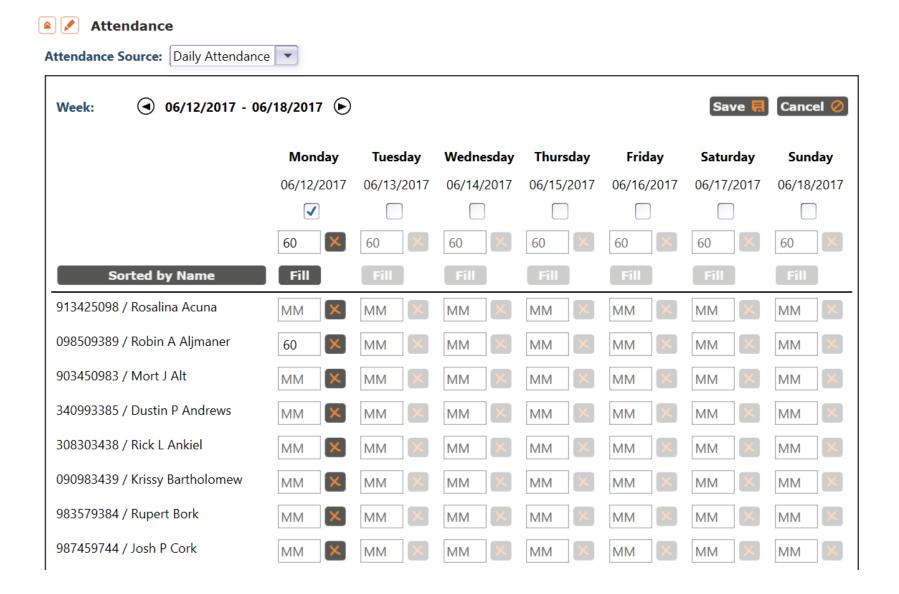
Agency: 4908 - Rolling Hills Adult School Course: 1

Site: 1 - North Campus Teacher: 101 - Team One, Main Campus -

Class: 1 - ABE

			Last Te	st				N	lext Assigned Test
Student		Class Administered	Date	Form	Level	Raw Score	Scale Score	Form	Test Series
023945893	Ford, Trayla B	1	09/01/2012	086R	С	14	217	085R	CIT, LW-1, LW-2, LW-3
098509389	Aljmaner, Robin A	1	09/19/2012	130M		9	214	013M	ECS
			12.4					033M	LW
								213M	WLS
		1	09/19/2012	130R	1	22	247 +	017R	ECS, WLS
								187R	LW-1, LW-2, LW-3
298349872	River, Autumn	1	11/20/2012	086R	С	29	237	188R	CIT, LW-1, LW-2, LW-3
308303438	Ankiel, Rick L	1	02/25/2013	033M	В	19	214	034M	LW
		1	07/03/2012	085R	С	17	221	086R	CIT, LW-1, LW-2, LW-3
340993385	Andrews, Dustin P	1	02/01/2013	034M	В	20	215	033M	LW
		1	10/17/2012	130R		19	239	017R	ECS, WLS
								187R	LW-1, LW-2, LW-3
364363453	Jipper, Veronica A	1	12/01/2012	035M	С	22	229	036M	LW
498098833	Crespa, Jose	1	07/26/2012	035M	С	18	224	036M	LW
		1	07/25/2012	130R		17	233	017R	ECS, WLS
								187R	LW-1, LW-2, LW-3
536363636	Long, Bob A	1	09/01/2012	037R		22	238		
872347348	Fabroso, Ruinistia L	1	07/01/2012	033M	В	22	219	035M	LW
002502075	Hillon Jarpor	1	12/21/2012	U64b	p	14	205	neapy	11/1 11/2 11/2







• What's in it for administrators?

- Monitor program effectiveness
- Track students in multiple programs
- Meet accountability requirements







Learning Gains Comparison - First to Last

Page 1 of 1

10/20/2010 18:03:45

Program: Basic Skills (ABE) Modality: CASAS Reading
Agency: 4908 - Rolling Hills Adult School Level: ABE Intermediate Low

Site: 01 - Noth Campus Pretest: 211 - 220







Demographic Summary

06/21/2016 by Agency Page 2 of 3
14:35:05

Students:

237

Agency: 4908 - Rolling Hills Adult School Stu

Gender # %

Male 125 52.74

Gender	#	%
Male	125	52.74
Female	111	46.84
N/A	1	0.42

Highest School Year	#	%
Under 6	27	11.39
6 - 8	42	17.72
9 - 10	53	22.36
11	33	13.92
12	40	16.88
13+	8	3.38
N/A	34	14.35

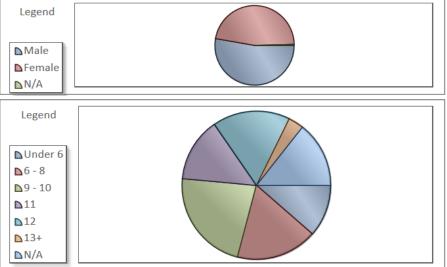






Table 4

06/13/2017

13:42:25

Measurable Skill Gains by Entry Level
All Student Activity Dates

Page 1 of 2 NRS4

Agency: 4908 - Rolling Hills Adult School (RHAS) 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	1	2	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	2	5	12.50	8	1	12.50
ABE Level 4	7	269	0	0	3	4	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	1	0	0.00	2	0	0.00
ABE Total	21	1,149	0	1	7	13	0.00	22	1	4.55
ESL Level 1	4	245	0	0	1	3	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	4	19	37.84	47	19	40.43
ESL Level 4	20	1,488	11	0	4	5	55.00	25	12	48.00
ESL Level 5	19	1,974	2	0	3	14	10.53	23	5	21.74
ESL Level 6	11	1,098	0	0	2	9	0.00	11	0	0.00
ESL Total	96	8,341	30	0	14	52	31.25	116	39	33.62
Grand Total	117	9,490	30	1	21	65	25.64	138	40	28.99



Page 1 of 1



NRS Barriers To Employment

by Agency

15:53:48 NRSBE2

Program Year: 2017-2018 Total Students: 9165

Agency: 4908 - Rolling Hills Adult School (RHAS)

	Cultural		Displaced	English Language		Foster Care		Long-term	Low-	Low Level of	Migrant & Seasonal	Seasonal	Single	No TANF in 2 Years	No	
Entering Educational Functioning Level	Barriers	Disabled	Homemaker	Learner	Ex-offender	Youth	Homeless	Unemployed	income	Literacy	Farmworker	Farmworker	Parent	or Less	Barriers	Total
ABE Level 1	1	0	0	0	0	1	1	0	1	0	0	0	2	0	33	38
ABE Level 2	5	3	0	9	0	0	0	1	2	0	0	0	9	0	93	121
ABE Level 3	21	3	2	18	0	0	0	1	5	0	0	0	10	0	183	233
ABE Level 4	70	6	5	56	0	0	1	4	23	2	1	0	36	3	623	806
ABE Level 5	46	5	2	43	2	1	2	2	8	3	0	0	16	0	315	432
ABE Level 6	31	2	2	20	0	0	0	2	10	0	0	0	5	0	252	311
ESL Level 1	45	0	1	114	0	0	0	0	0	1	0	0	0	0	0	127
ESL Level 2	70	1	1	289	0	0	0	0	3	2	0	0	5	0	0	316
ESL Level 3	251	2	16	980	1	0	0	1	4	9	2	2	16	2	1	1,071
ESL Level 4	635	11	20	2,095	4	0	3	1	15	7	6	1	47	9	5	2,342
ESL Level 5	358	4	17	1,554	3	0	0	0	21	4	1	0	43	9	1	1,749
ESL Level 6	380	6	15	1,437	3	0	1	2	16	3	4	0	44	4	1	1,619
No Educational Functioning Level	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1,913	43	81	6,615	13	2	8	14	108	31	14	3	233	27	1,507	10,612
Total unduplicated	1,913	43	81	6,615	13	2	8	14	108	31	14	3	233	27	1,507	9,165





Ad Hoc NRS Tables

05/10/2018 21:18:46

by Agency

Page 1 of 2
AHNRS2

55

All Student Activity Dates

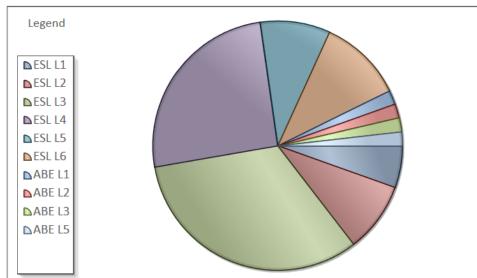
Agency: 4908 - Rolling Hills Adult School (RHAS)

Students:

123

Measurable Skills Gain: Achieved EFL gain

Entering Educational Functioning Level	#	%
ESL Level 1	3	5.45
ESL Level 2	5	9.09
ESL Level 3	18	32.73
ESL Level 4	14	25.45
ESL Level 5	5	9.09
ESL Level 6	6	10.91
ABE Level 1	1	1.82
ABE Level 2	1	1.82
ABE Level 3	1	1.82
ABE Level 4	0	0.00
ABE Level 5	1	1.82
ABE Level 6	0	0.00



Students:



Page 1 of 2

NRSPERS



NRS Persister

Educational Gains and Attendance by Educational Functioning Level
All Student Activity Dates

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2017-2018

Entering Educational Functioning Level (A)	Total Number Enrolled NRS Table 4 (B)	Total Number Enrolled NRS Table 4B (C)	Percentage of Persister (D)	Average Attendance Hours NRS Table 4 (E)	Average Attendance Hours NRS Table 4B (F)	Percentage with EFL Gain NRS Table 4 (G)	Percentage with EFL Gain NRS Table 4B (H)
ABE Level 1	4	3	75.00	76	77	25.00	33.33
ABE Level 2	2	2	100.00	35	35	50.00	50.00
ABE Level 3	7	2	28.57	50	52	14.29	50.00
ABE Level 4	5	3	60.00	40	29	0.00	0.00
ABE Level 5	2	0	0.00	47	0	50.00	0.00
ABE Level 6	1	0	0.00	125	0	0.00	0.00
ABE Total	21	10	47.62	373	193	19.05	30.00
ESL Level 1	6	5	83.33	60	64	50.00	60.00
ESL Level 2	7	6	85.71	90	96	71.43	83.33
ESL Level 3	36	27	75.00	82	90	50.00	74.07
ESL Level 4	22	18	81.82	81	81	63.64	77.78
ESL Level 5	19	14	73.68	113	128	26.32	42.86
ESL Level 6	12	11	91.67	69	68	50.00	54.55
ESL Total	102	81	79.41	495	527	50.00	66.67
Grand Total	123	91	73.98	868	720	44.72	62.64



Page 2 of 5

NRSPOPA

TE for Administrators



06/13/2017

Periods Of Participation Audit

13:58:28

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

) Student			Daily		Update			Cumulated			Test			Overall Hours				
		PoP	Start Date	End Date	н	Start Date	End Date	н	Start Date	End Date	н	Start Date	End Date	н	D	U	С	Т
Milibiritschi, Cornieasta	908309830	1							10/29/2016	10/29/2016	38	09/01/2016	09/01/2016	0			38	
Screbicizi, Ronald	093182584	1							11/25/2016	11/25/2016	61	09/01/2016	09/01/2016	0			61	
Zritpab, Humil	092340934	1							01/26/2017	01/26/2017	37	09/01/2016	09/01/2016	0			37	
Trazainicibrn, Iri	098359843	1							01/26/2017	01/26/2017	91	09/01/2016	09/01/2016	0			91	
Good, Jenny B	509830030	1							11/30/2016	11/30/2016	56						56	
Schumann, Zola	599661105	1							06/05/2017	06/05/2017	100	02/03/2017	02/03/2017	12			100	24
		2										05/07/2017	05/07/2017	12				
Voten, Jasone	599661110	1							05/30/2017	05/30/2017	90	02/20/2017	05/02/2017	25			90	25
Rodriguez, Alfred	599661102	1							06/18/2017	06/18/2017	100	03/02/2017	03/02/2017	12			100	62
		2										06/07/2017	06/07/2017	50				
Banaste, Hazel	599662103	1							05/27/2017	05/27/2017	110	02/04/2017	02/04/2017	10			110	20
		2										06/04/2017	06/04/2017	10				
Acuna, Rosalina	913425098	1							12/12/2016	12/12/2016	45						45	
Van Hooser, Joan	224423412	1							01/21/2017	01/21/2017	113	05/05/2017	05/05/2017	107			113	10
Kim, Erica	274564719	1							11/12/2016	11/12/2016	20						20	
Bol, Mianda	258456852	1							06/08/2017	06/08/2017	59	05/20/2017	05/20/2017	51			59	51
Tsakalides, Nicolai	156236566	1							06/10/2017	06/10/2017	88	05/11/2017	05/11/2017	85			88	85
Przesmicki, Walter	515119987	1	06/12/2017	06/12/2017	1				05/23/2017	05/23/2017	18				1		18	
Vega, David	508990089	1							05/23/2017	05/23/2017	25						25	
Wu. Shoufu	511151043	1							05/23/2017	05/23/2017	28						28	





Dropped Students:

Qualified Students:

120

117

Summary Audit

0

06/13/2017 13:42:25

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

Program Year 2016-2017 Period of Participation 1 Period of Participation 2 Period of Participation 3 Period of Participation 4
Selected Students: 237 192 24 0 0 0

76

116

	Program Ye	ar 2016-2017	Period of Pa	rticipation 1	Period of Pa	rticipation 2	Period of Pa	rticipation 3	Period of Participation 4		
	Number	of Cases	Number	of Cases	Number of Cases		Number of Cases		Number of Cases		
Drop Reason	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	
01 Missing birthdate or age outside of 16-110	1	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
02 Less than 12 hours of instruction	57	57	13	13	3	3	0	0	0	0	
03 Concurrently enrolled in High School/K12	6	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
04 No Gender	1	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
05 No Ethnicity/race	4	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
06 No accurate placement test or self-reported ASE High level	58	49	58	52	1	0	0	0	0	0	
08 Work-based project learner	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
09 ESL Learner pretest score at ASE educational functioning level	7	6	7	7	0	0	0	0	0	0	

Page 1 of 1



- How does TOPSpro Enterprise help local and state administrators?
 - Local, regional and statewide is aggregated
 - All data is auditable down to the student level
 - Skills performance can be compared at all levels
 - Programs can be monitored in real time via the Internet





What else?

- NRS Tables 1-12
- NRS Summary Audit
- NRS Tables Monitor
- NRS Periods of Participation
- NRS Performance
- Data Monitoring and Ad Hoc Reports
- Data exchange with 3rd party applications
- Program and Demographic Summary Reports
- Data match with workforce partners



 TOPSpro Enterprise Supports all NRS approved Adult Education Assessments

NRS Approved Pre/Post-Tests

- CASAS
- TABE
- BEST
- MAPT

High School Equivalency (HSE)

- GED 2014
- HiSET
- TASC



Part II - WIOA Regs Slowing Down

- Review of PoP adjustments for PY 17-18
- New NRS Tables for PY 18-19

Periods of Participation



WIOA Background

U.S. Department of Education

U.S. Department of Labor



WIOA Definitions

Periods of Participation (POP)

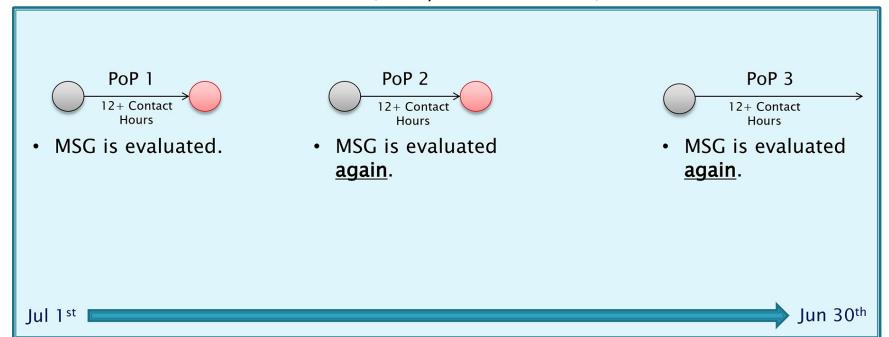
MSG Indicator Example



Program Entry/ Reentry



Program Exit (90 days since last service)





WIOA Definitions

Periods of Participation (POP)

Follow-Up Indicators Example



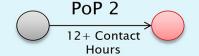
Program Entry/ Reentry



Program Exit (90 days since last service)



 Follow-up must occur for exitbased measures.



 Follow-up must occur <u>again</u> for exit-based measures.



 Exit based measures are
 NOT evaluated because there is not an exit.

Jul 1s

Jun 30th

Periods of Participation

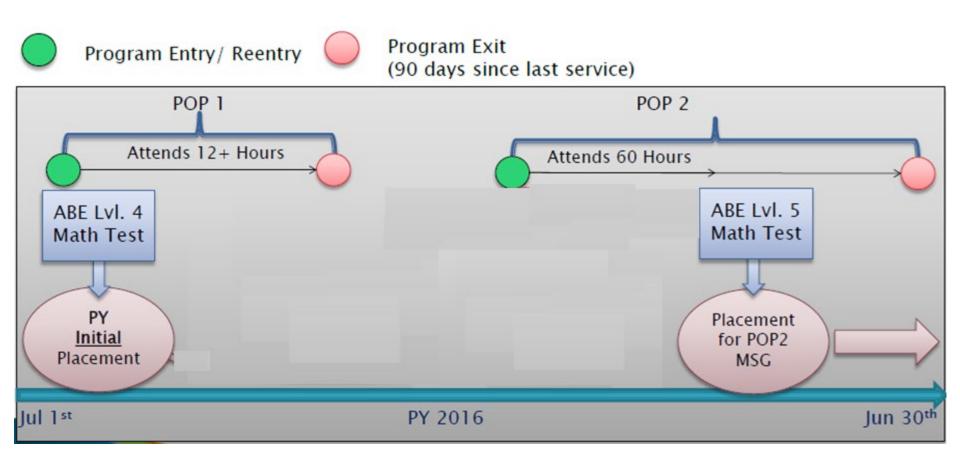


The practical reality of transforming WIA rules to WIOA in regard to Periods of Participation in PY 16-17 led to two major modifications for PY 17-18.

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

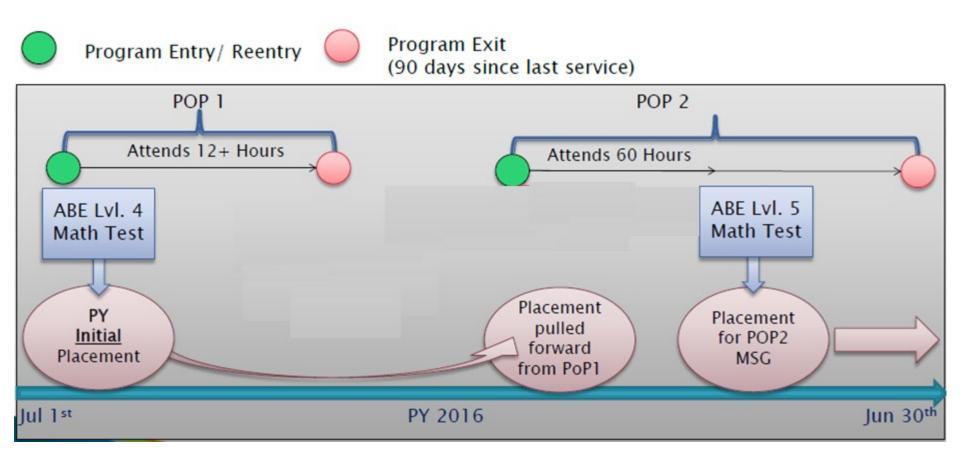
SI2019

Periods of Participation



SI2019

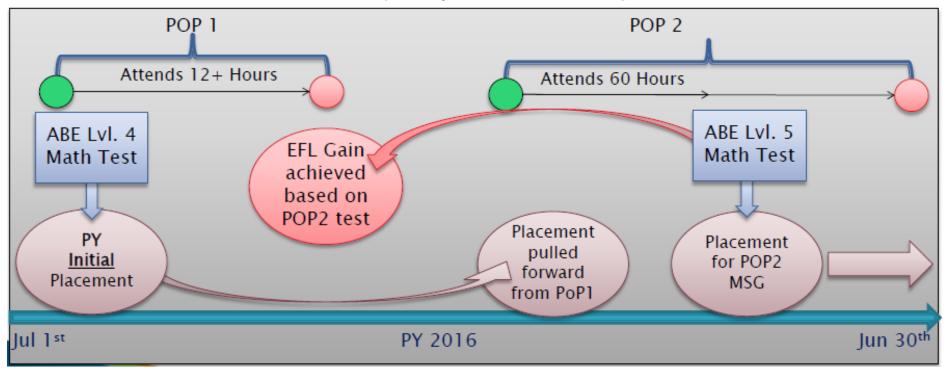
Periods of Participation



SI2019

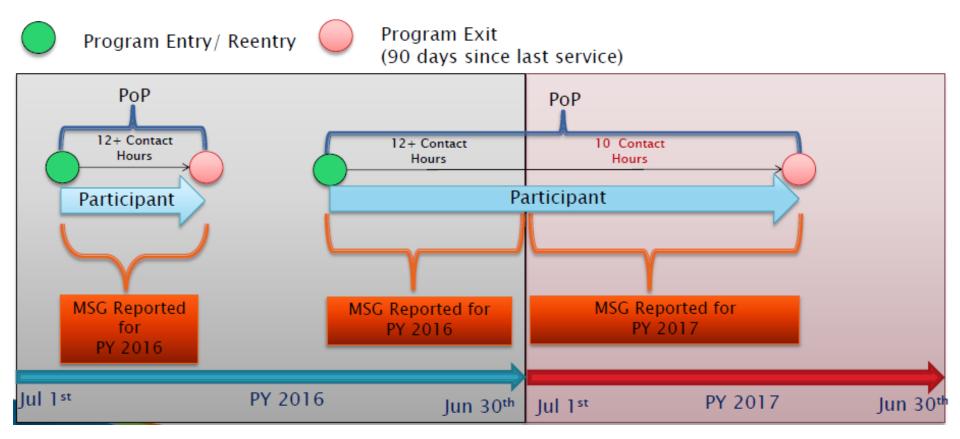
Periods of Participation

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



SI2019

Periods of Participation



NRS Monitor





09:55:03

Table 4 Drill Down to Monitor

Page 1 of 5

Measurable Skill Gains by Entry Level

All Student Activity Dates

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

													Perio	ds of Pa	rticipation							
					B						ient			Pretest			ı	Posttest		Ē		ᇢ
Student		D Age	Program	Is IET		1 7	Но	ours	Start Date	End Date	Days abs	Form	Score	Level	Date	Form	Score	Level	Date	Level ga	HS ES	Separate
Sharon, Abraham	515559917	M 38	ESL/ELL	Y	′	1	С	29	05/25/2017	05/25/2017	11	082RX	194	ESL L3	08/16/2016							
Martinez, Albello	575555204	M 39	ESL/ELL	Y	1	1	С	14	08/04/2016	08/04/2016	112	082RX	216	ESL L5	08/04/2016	081RX	212	ESL L5	11/23/2016	П	\top	
						2	С	144	11/24/2016	11/24/2016	193	081RX	212	ESL L5	11/23/2016							
Perez, Alberto	518204444	M 44	ESL/ELL	Y	′	1	С	145	06/25/2017	06/25/2017	-20	085R	224	ESL L6	06/22/2017					П		
Fuentes, Alex	555158044	F 42	ESL/ELL	YY	,	1	С	24	09/16/2016	09/16/2016	262	086R	222	ESL L6	09/12/2016							
Gonzalez, Alex	565635167	M 48	ESL/ELL	Y	1	1	С	84	05/23/2017	05/23/2017	13	083R	210	ESL L4	05/23/2017							
Rodriguez, Alfred	599661102	M 45	ESL/ELL		Т	1	С	100	06/18/2017	06/18/2017	-13	083R	222	ESL L6	06/07/2017							
Perdita, Ana	90181241	F 31	ESL/ELL			1	Т	60	10/22/2016	12/16/2016	171	084R	205	ESL L4	10/22/2016	084R	215	ESL L5	03/25/2017	Υ		
Pacheco, Andy	551784784	M 45	ESL/ELL	Y	,	1	С	82	11/24/2016	02/01/2017	111	081RX	201	ESL L4	11/23/2016	084R	203	ESL L4	02/01/2017			
						2	С	50	05/23/2017	05/23/2017	13	981L	186	ESL L2	02/01/2017							
Roman, Angel	567899213	M 32	ESL/ELL	Y	,	1	С	33	08/04/2016	08/04/2016	305	082RX	218	ESL L5	08/04/2016					П		
Rodriguez, Aurelio	644444187	M 35	ESL/ELL	Y	,	1	С	82	11/24/2016	11/24/2016	193	081RX	220	ESL L5	11/23/2016	083R	215	ESL L5	05/03/2017	\Box		
Tejeda, Aurora	599663101	F 47	ESL/ELL			1	С	66	12/14/2016	12/14/2016	173	085R	234	ESL L6	12/01/2016							
Rodriguez, Carmen	034903948	F 59	ESL/ELL	T	т	1	Т	105	09/01/2016	11/12/2016	205	027R	165	ESL L1	09/09/2016	028R	175	ESL L1	11/12/2016	\Box		
Leng, Chu	569077777	F 46	ESL/ELL	Y	,	1	С	40	02/01/2017	02/01/2017	111	084R	191	ESL L3	02/01/2017					\Box		
						2	С	110	05/23/2017	05/23/2017	13	084R	191	ESL L3	02/01/2017	086R	226	ESL L6	06/22/2017	Υ		
Garcia, Chuckie T	897345398	M 33	ESL/ELL			1	Т	110	09/01/2016	01/15/2017	141	083R	210	ESL L4	10/16/2016	085R	223	ESL L6	01/15/2017	Υ		
Milibiritschi, Cornieasta	908309830	F 56	ESL/ELL		+	1	С	38	10/29/2016	10/29/2016	219	081R	176	ESL L1	09/01/2016					\Box		
Martz, Daniela	523232615	F 27	ESL/ELL	YY	,	1	С	20	10/17/2016	10/17/2016	231	186R	218	ESL L5	10/11/2016							

Periods of Participation





NRS Data Integrity

02/26/2018 10:01:58

by Agency

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

		Last P Current Er		PoF	1	PoP	2	PoP	3	PoP	4
Item	Description	#	%	#	%	#	%	#	%	#	%
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%





NRS Periods Of Participation Audit

Page 1 of 5 NRSPOPA

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

				Daily		ι	Jpdate		Cu	mulated			Test		O۱	eral/	Ι Ηοι	ırs
Student		PoP	Start Date	End Date	н	Start Date	End Date	Н	Start Date	End Date	н	Start Date	End Date	н	D	U	С	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

06/15/2018 by Agency Page 1 of 2
19:44:33 NRSPOPS2

Program Year: 2017-2018

Agency: 4908 - Rolling Hills Adult School (RHAS)

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

# 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

Students:	123

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

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

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



New and Revised Tables for PY 18-19

- 1. Table 11 Integrated Education & Training
- 2. Table 2A Reportable Individuals
- 3. Table 4 Revision to capture PoP 1 vs All PoPs
- 4. Table 4A Revision to capture different MSG





NRS Table 11

Outcome Achievement for Participants in Integrated Education and Training Programs

Page 1 of 2 NRS11

Program Year: 2018-2019

Agency: 4908 - Rolling Hills Adult School (RHAS)

First Period of Particip	ation				All Periods of Participat	ion
Primary Indicators of Performance	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	216	139	64.35	219	140	63.93
MSG via Attainment of Secondary School Diploma/ Recognized Equivalent	216	0	0.00	219	0	0.00
MSG via Secondary or Postsecondary Transcript	216	0	0.00	219	0	0.00
MSG via Progress Toward Milestones	216	0	0.00	219	0	0.00
MSG via Passing Technical/ Occupational Skills Exam	216	0	0.00	219	0	0.00
Employment Second Quarter after exit	38	0	0.00	40	0	0.00
Employment Fourth Quarter after exit	3	0	0.00	3	0	0.00
Median Earnings Second Quarter after exit	38	0	N/A	40	0	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	3	0	0.00	3	0	0.00
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	3	0	0.00	3	0	0.00
Attained a Postsecondary Credential while enrolled or within one year of exit	0	0	0.00	0	0	0.00

NRS Table 3

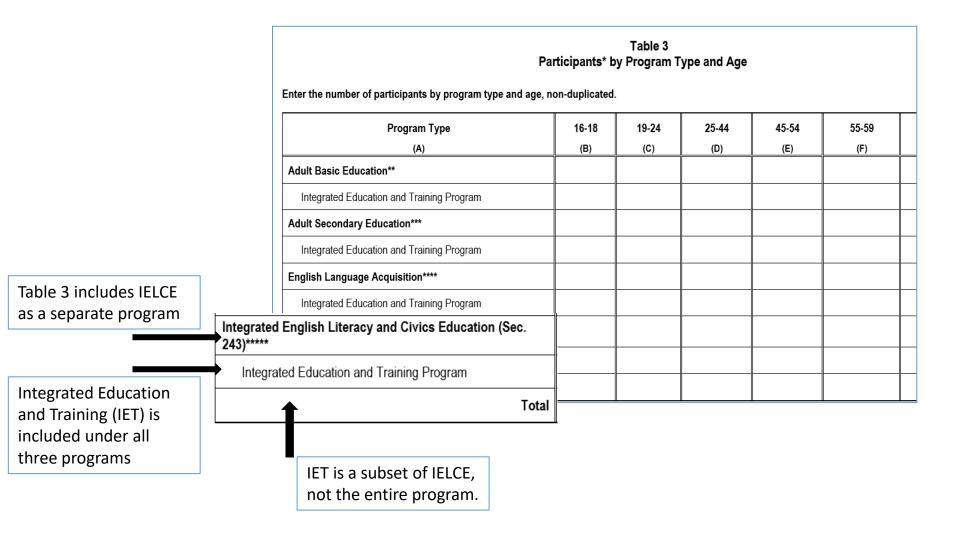


Table 4 (PY18-19)





14:05:45

NRS Table 4

Measurable Skill Gains by Entry Level All Student Activity Dates Page 1 of 2

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2018-2019

	First Period of Participation										f Participation	
Entering Educational Functioning Level	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its 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 EFL gain	Total number of Periods of Participation in which a HSD or HSE was attained	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(1)	(J)	(K)	(L)	(M)
ABE Level 1	50	0	4,559	21	0	17	12	42.00	50	21	0	42.00
ABE Level 2	127	0	9,217	64	3	38	22	52.76	129	64	3	51.94
ABE Level 3	264	0	18,687	149	4	54	57	57.95	269	149	4	56.88
ABE Level 4	716	0	40,986	213	41	204	258	35.47	721	215	41	35.51
ABE Level 5	318	0	15,810	123	43	62	90	52.20	321	124	43	52.02
ABE Level 6	66	0	2,664	3	11	20	32	21.21	66	3	11	21.21
ABE Total	1,541	0	91,923	573	102	395	471	43.80	1,556	576	102	43.57
ESL Level 1	49	0	3,605	35	0	10	4	71.43	50	35	0	70.00
ESL Level 2	111	0	8,186	74	0	20	17	66.67	111	74	0	66.67
ESL Level 3	281	0	20,546	173	1	48	59	61.92	285	174	1	61.40
ESL Level 4	571	0	47,052	313	4	93	161	55.52	582	314	4	54.64
ESL Level 5	541	0	52,687	309	3	86	143	57.67	549	310	3	57.01
ESL Level 6	598	0	55,225	206	12	149	231	36.45	617	209	12	35.82
ESL Total	2,151	0	187,301	1,110	20	406	615	52.53	2,194	1,116	20	51.78
Grand Total	3,692	0	279,224	1,683	122	801	1,086	48.89	3,750	1,692	122	48.37



WIOA Definitions

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 (PY18-19)





NRS Table 2A

Reportable Individuals by Age, Ethnicity, and Sex All Student Activity Dates Page 1 of 1 NRS2A

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2018-2019

	America	n Indian			Bla	ack			Native F	ławaiian					
	0	or			٠	or	Hisp	anic/	0	or			More th	nan One	
	Alaska	Native	As	ian	African A	American	Lat	ino	Other Paci	fic Islander	W	nite	Ra	ice	Total
Age Group (A)	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	0	0	3	3	4	5	47	44	0	0	14	6	3	2	131
19-24	1	1	8	11	14	14	130	152	0	2	24	14	2	4	377
25-44	1	2	22	52	16	44	234	410	0	2	37	60	7	5	892
45-54	0	1	15	17	3	3	61	155	0	0	5	17	0	2	279
55-59	0	0	2	4	0	0	11	39	0	0	1	5	0	0	62
60+	0	0	6	9	2	3	12	66	0	0	4	4	0	0	106
Total	2	4	56	96	39	69	495	866	0	4	85	106	12	13	1,847

Table 4A (PY18-19)





NRS Table 4A

Educational Functioning Level Gain All Student Activity Dates Page 1 of 2 NRS4A

Agency: Rolling Hills Adult School (RHAS)

Program Year: 2018-2019

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 EFL Gain 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	21	7	33.33 %	18	85.71 %	0	0.00 %	0	0.00 %
ABE Level 2	65	18	27.69 %	59	90.77 %	0	0.00 %	0	0.00 %
ABE Level 3	152	40	26.32 %	125	82.24 %	0	0.00 %	0	0.00 %
ABE Level 4	242	133	54.96 %	126	52.07 %	0	0.00 %	0	0.00 %
ABE Level 5	160	86	53.75 %	21	13.13 %	53	33.13 %	5	3.13 %
ABE Level 6	5	3	60.00 %	2	40.00 %	1	20.00 %	4	80.00 %
ABE Total	645	287	44.50 %	351	54.42 %	54	8.37 %	9	1.40 %
ESL Level 1	35	35	100.00 %	0	0.00 %	0	0.00 %	0	0.00 %
ESL Level 2	74	74	100.00 %	2	2.70 %	0	0.00 %	0	0.00 %
ESL Level 3	174	170	97.70 %	7	4.02 %	0	0.00 %	0	0.00 %
ESL Level 4	317	309	97.48 %	18	5.68 %	0	0.00 %	0	0.00 %
ESL Level 5	311	299	96.14 %	21	6.75 %	0	0.00 %	0	0.00 %
ESL Level 6	216	198	91.67 %	22	10.19 %	0	0.00 %	0	0.00 %
ESL Total	1,127	1,085	96.27 %	70	6.21 %	0	0.00 %	0	0.00 %
Grand Total	1,772	1,372	77.43 %	421	23.76 %	54	3.05 %	9	0.51 %



Core Performance Indicators Who to Track After Exit

Employment Measures

All participants

Median Earnings

Participants
 employed in
 second quarter
 after exit

Credential Measure: Secondary

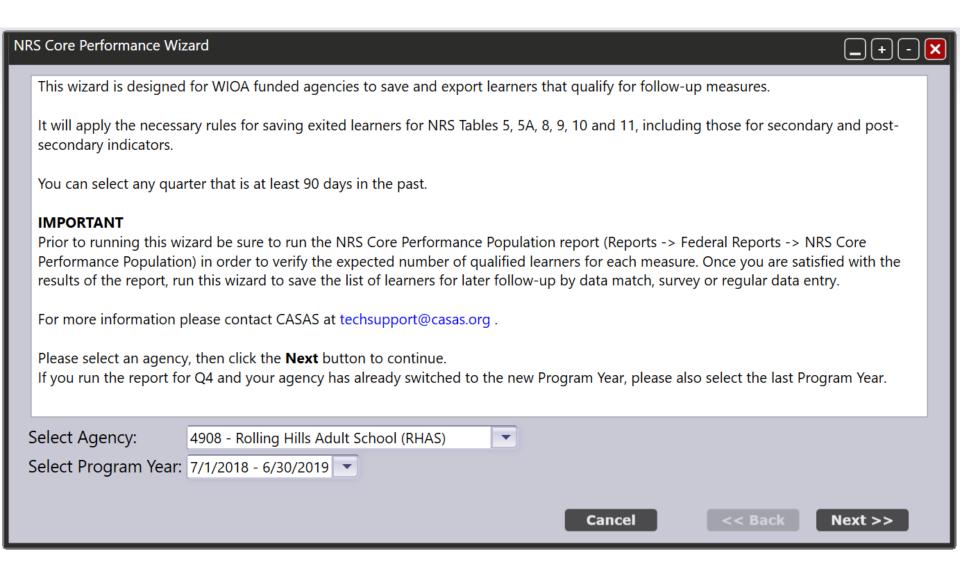
- Participants at 9th grade or above
- Did not already have a credential

Credential Measure: Postsecondary

Participants
 co-enrolled in
 postsecondary
 education,
 including IET



NRS Core Performance Wizard





NRS Core Performance Lister





NRS Table 5 is Now Populated



NRS Table 5

Primary Indicators of Performance

Page 1 of 1

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2018-2019

First Period of Particip	First Period of Participation							
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited 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)		
Employment Second Quarter after exit	210	0	0.00	219	0	0.00		
Employment Fourth Quarter after exit	51	0	0.00	51	0	0.00		
Median Earnings Second Quarter after exit	210	0	N/A	219	0	N/A		
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	21	0	0.00	21	0	0.00		
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	21	0	0.00	21	0	0.00		
Attained a Postsecondary Credential while enrolled or within one year of exit	1	0	0.00	1	0	0.00		

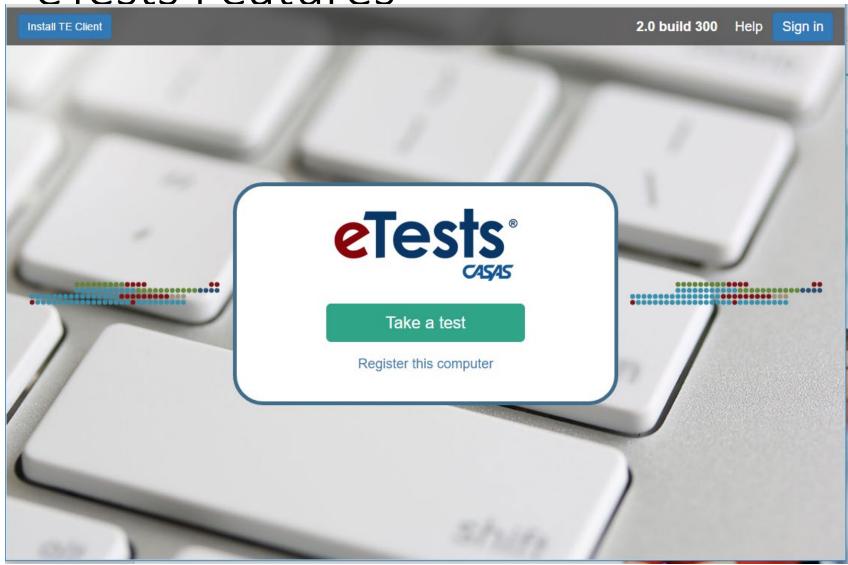


Part III —Features in eTests

- Data Collection Tool in eTests
- Transition from Silverlight to HTML
- Testing on multiple devices
- New Personal Score Report



eTests Features





eTests Features



Modaliti	es Options	Registration	Data	Layout	Admin	
	Move up/down a	ected rrows to order data ayed to students			Available	
	Stud	ent Info			Zip code	
	SSN					
	Ge	ender		P	on	
1			→		Birth date	
•			+	High	nest grade inform	ation
				Highe	est diploma inforr	mation
					Native language	:
					Ethnicity	



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- Accessibility settings
- > You can use the new version with HTML testing sessions now!
 - Contact the CASAS Technology Support Team at techsupport@casas.org and request the HTML instructional-program templates with sets of sessions
 - Using these default templates and sessions will ensure
 - Standardized test delivery and data collection for <u>WIOA</u> accountability in all labs per site location with <u>CASAS</u> approved assessments for <u>NRS</u>
 - The CASAS Online System automatically presents appropriate-level tests to each of your students
- Transitioning to HTML FAQs
- Steps for Testing Day



Windows 10 required for PCs and laptops

Compatible with any modern web browser





• Note: Internet Explorer is being phased out by Microsoft. It is currently compatible with eTests, but may cease to be at any time.



Chromebooks

- All Chromebook devices are compatible
- Current version of Chrome OS
- Install <u>eTests Online Kiosk app</u>





• iPads

- 9.7-inch screen or larger
- Minimum 2048 x 1536 resolution
- iOS 11 or higher
- Install <u>eTests Online Guided Access app</u>

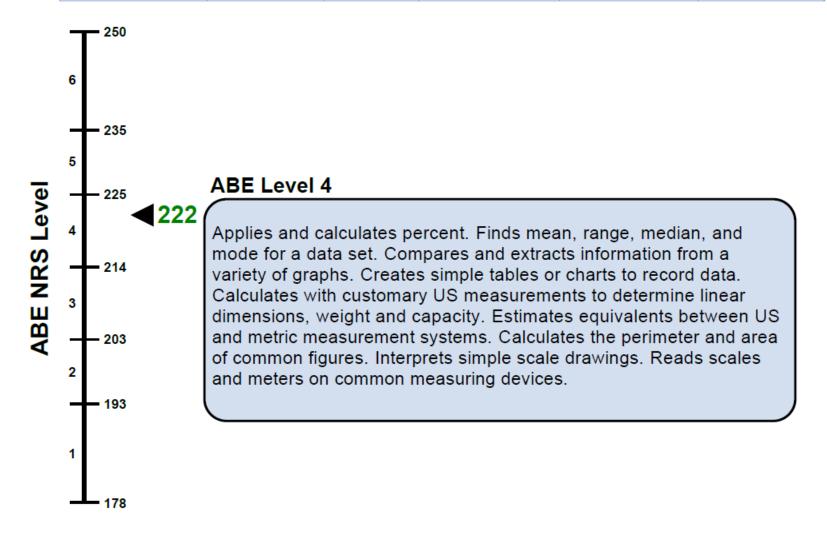


Note: Smaller or older iPads are not compatible.



Personal Score Report Brenda Godhasara

Modality	Test Form	Test Level	Test Date	Scale Score	NRS Level
Math	913M	A/B	06/01/2019	222	ABE Level 4



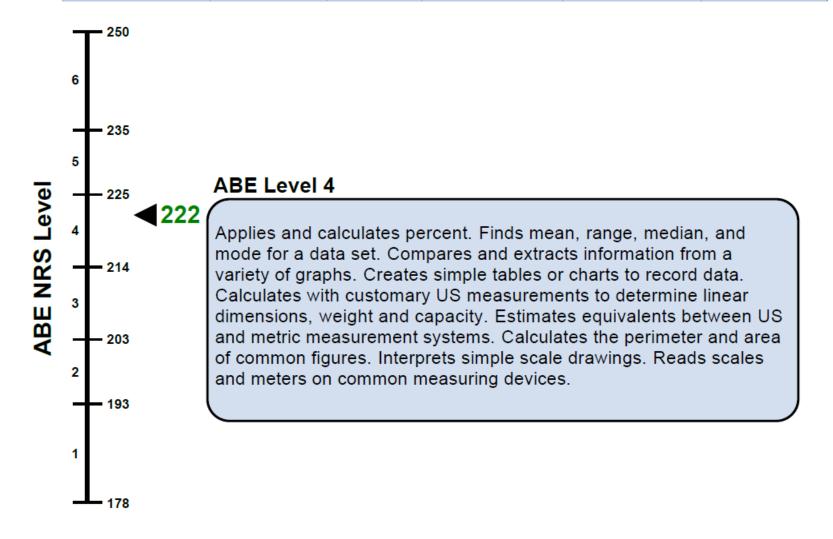


NRS EFL	Old ABE/ASE EFLs	Life Skills Math Scale Score Ranges	NRS EFL	New ABE/ASE EFLs for Mathematics	Math GOALS Scale Score Ranges
1	Beginning Literacy	200 & below	1	Beginning Literacy	193 & below
2	Beginning Basic	201 - 210	2	Beginning Basic	194 - 203
3	Low Intermediate	211 - 220	3	Low Intermediate	204 - 214
			4	Middle Intermediate	215 - 225
4	High Intermediate	221 - 235	5	High Intermediate	226 - 235
5	Low Adult Secondary	236 - 245	6	Adult Secondary	236 & above
6	High Adult Secondary	246 & above			



Personal Score Report Brenda Godhasara

Modality	Test Form	Test Level	Test Date	Scale Score	NRS Level
Math	913M	A/B	06/01/2019	222	ABE Level 4



Part IV



Student Portal

Available Now:

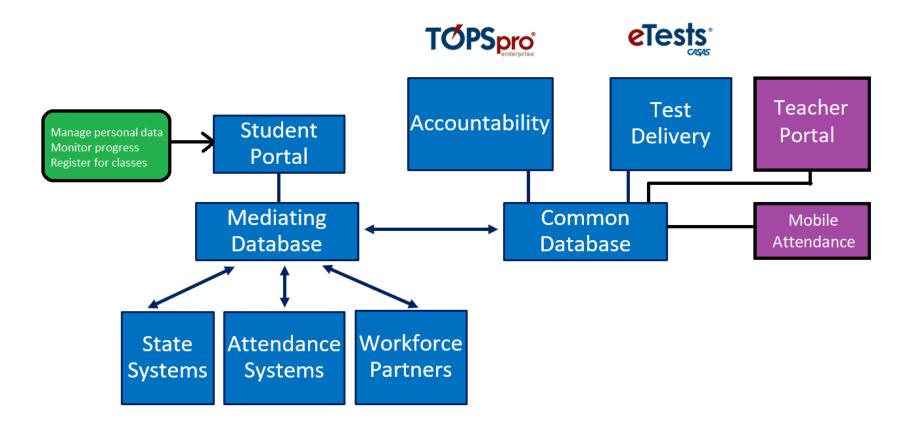
- Employment and Earnings Survey
- Sample Test Items

On the Way:

- Student Registration
- Student Monitors Own Progress



Application Diagram





Core Performance Indicators Who to Track After Exit

Employment Measures

All participants

Median Earnings

Participants
 employed in
 second quarter
 after exit

Credential Measure: Secondary

- Participants at 9th grade or above
- Did not already have a credential

Credential Measure: Postsecondary

Participants
 co-enrolled in
 postsecondary
 education,
 including IET



Data Matching

- In CA fewer than 10% of students provide SSN.
- New mandate: Universal Survey
- Successfully implemented PY 18-19



Prerequisites

- 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



Workflow

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



Key to Success

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.

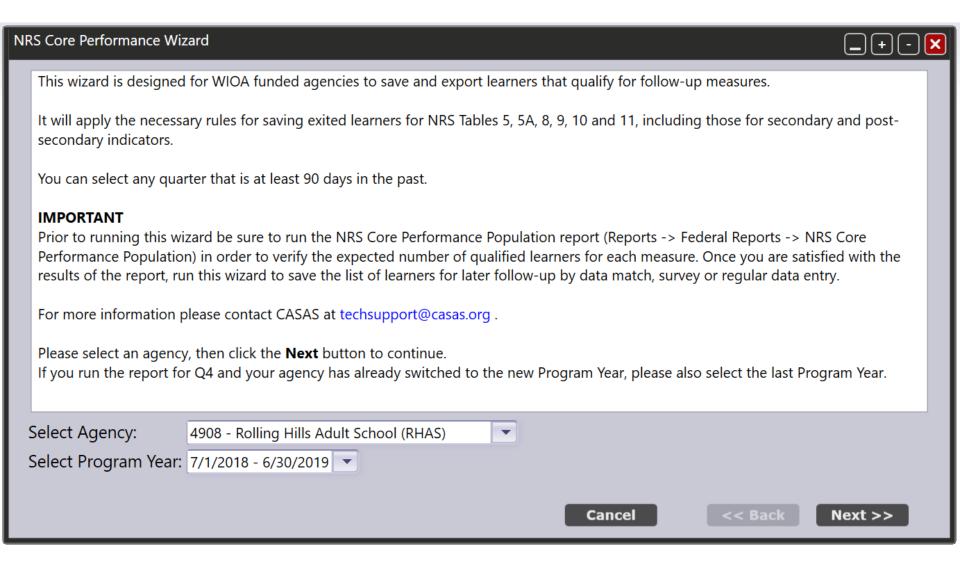


Survey Translations

- Spanish
- Chinese
- Ukrainian
- Russian
- Korean
- Vietnamese
- Armenian



NRS Core Performance Wizard



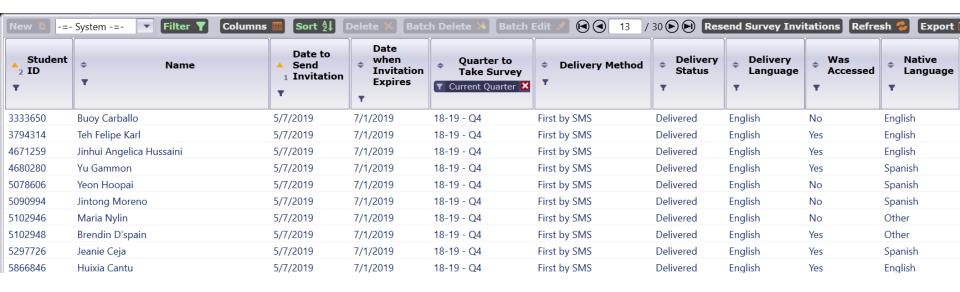


NRS Core Performance Lister



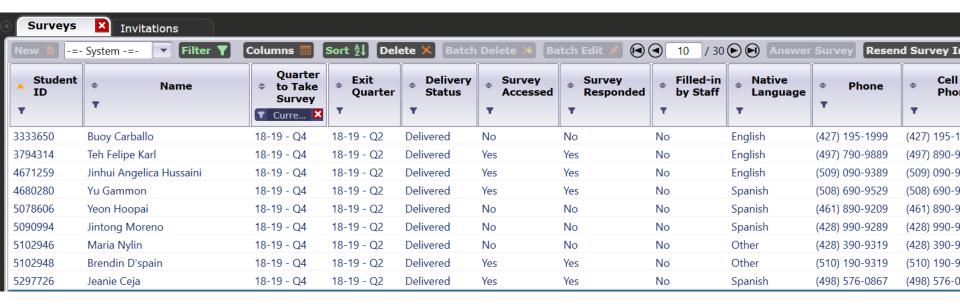


Survey Invitation Lister





Survey Lister





Survey Information in TE

Student Survey Information

Agency ID: 4908 Agency Name: Rolling Hills Adult School (RHAS)

Survey Code: NRSEE Survey Name: NRS Core Employment and Earnings Follow-up Survey

Student ID: 6201781 Full Name: Missy Alabod

Survey

Quarter to Take Survey: 18-19 - Q4 Exit Quarter: 18-19 - Q2

Delivery Status: Delivered Survey Accessed: No Survey Responded: No Filled-in by Staff: No

Sent to Portal On: 5/7/2019 Updated from Portal On: 5/7/2019

Contact Status: Not Yet Contacted Contact Notes:

Survey Items

Item Responses

#	Item Name Item Prompt		Was Answered	Answer
1	Labor Force Status	Do you have a job now?		
2	Monthly Income	How much do you usually earn in one month?		
3	Different School Attendance	Are you attending school in a different area?		
4	School Name	What school do you attend now?		

Student

Full Name: Missy Alabod Email: Mis_Alabod30@rhas.edu

Phone: (469) 390-9679 **Cell Phone:** (469) 490-9739

Interact with Student Portal Answer survey Get item responses



Survey Information in TE

Student Survey Information

Agency ID: 4908 Agency Name: Rolling Hills Adult School (RHAS)

Survey Code: NRSEE Survey Name: NRS Core Employment and Earnings Follow-up Survey

Student ID: 4680280 Full Name: Yu Gammon

Survey

Quarter to Take Survey: 18-19 - Q4 Exit Quarter: 18-19 - Q2

Delivery Status: Delivered Survey Accessed: Yes Survey Responded: Yes Filled-in by Staff: No

Sent to Portal On: 5/7/2019 Updated from Portal On: 5/18/2019

Contact Status: Not Yet Contacted Contact Notes:

Survey Items

Item Responses

#	Item Name Item Prompt		Was Answered	Answer
1	Labor Force Status	Do you have a job now?	✓	Yes
2	Monthly Income	How much do you usually earn in one month?	✓	\$1600
3	Different School Attendance	Are you attending school in a different area?	✓	No
4	School Name	What school do you attend now?		



Survey Report



WIOA II Employment and Earnings Survey

06/11/2019 12:01:41 Page 1 of 3

NRSEES

Agency: 4908 - Rolling Hills Adult School (RHAS) Quarter to take Survey: PY 18-19 Q3

Program Year: 2018-2019

Surveys												
					NI-A D		Responded					
Total	Delivered	Failed	Acce	ssed	Not Responded		by Student		by Staff		Total	
#	#	#	#	%	#	%	#	%	#	%	#	%
348	346	2	89	25.6	246	70.7	69	19.8	33	9.5	102	29.3

Invitation Sets											
Default Language	Date to Send Invitations	Date when Invitations Expire	Invitations Delivery Method	Invitations #	Invitations Delivered #	Invitations Undeliverable #	Invitations Pending #				
English	01/01/2019	04/01/2019	Use both email and SMS	60	60	0	0				
Spanish	01/01/2019	04/01/2019	Use both email and SMS	42	42	0	0				
English	01/01/2019	04/01/2019	Use both email and SMS	13	13	0	0				
English	02/07/2019	04/01/2019	Use both email and SMS	51	51	0	0				
English	02/19/2019	04/01/2019	By SMS only	1	0	1	0				



How to Find eTests Sampler

Go to: https://casasportal.org/eTests

Or use the search bar at: www.casas.org and type "CASAS eTests Sampler"



Sample Test Items

Life and Work Reading

Reading GOALS Level A

Reading GOALS Level B

Reading GOALS Level C

Reading GOALS Level D

Math GOALS

Life Skills Math

Life and Work Listening 980 Level A

Life and Work Listening 980 Level B

Life and Work Listening 980 Level C



Reading GOALS Level D Directions

Reading GOALS Level D

- There are 2 practice questions and
- 17 sample questions.

Directions

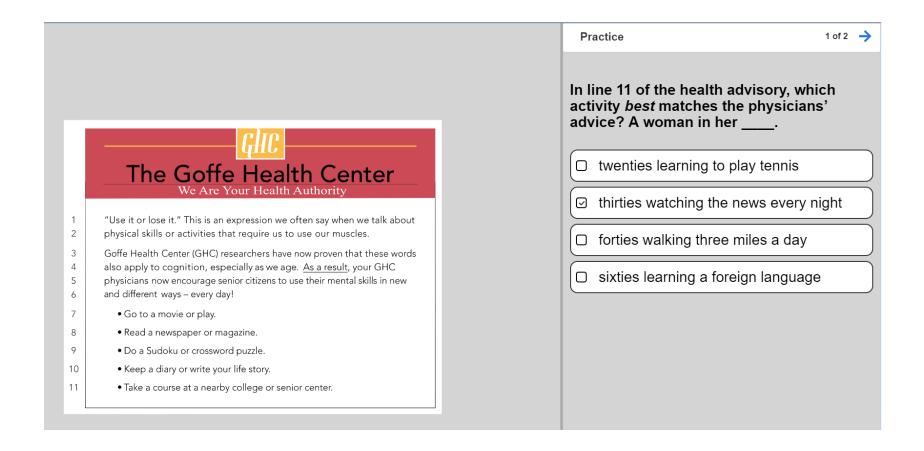
Click on your answer.

- 1. To skip an item, click → before answering.
- 2. You may review all items when you finish.

Click the → to begin.

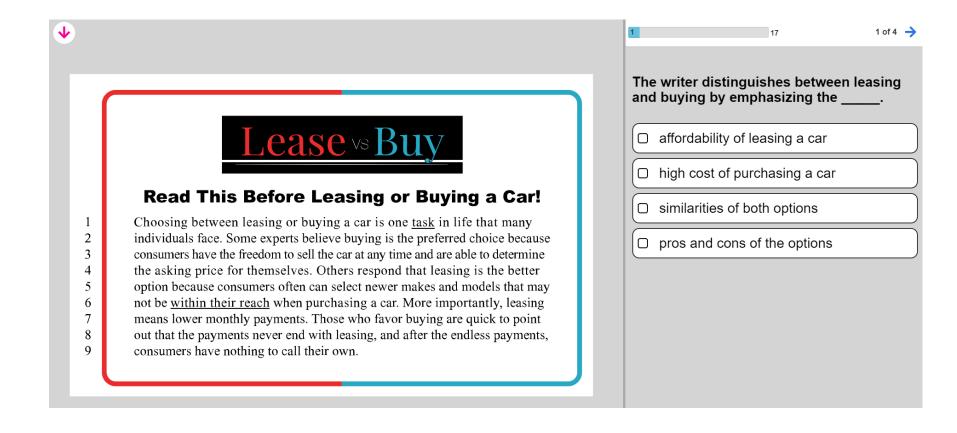


Reading GOALS Level D Practice 1





Reading GOALS Level D Item 1 of 4



← 3 of 3 →

Is the College-to-Job Path the Best Route to Higher Employment Rates?

PRO

By Luke Dubois

How can job openings and unemployment statistics occur simultaneously? Why are the unemployed not able to land these available positions? The answer lies in a skills gap resulting from an education system that does not train enough people to meet employers' needs. What is the best way to minimize this gap? By far, the most advantageous solution is to create a path from our educational institutions to companies in need of workers. Such partnerships anticipate the number of skilled workers a company will need and create educational curricula that fulfill this demand. One example is a well-known European car manufacturer that is operating in the United States and forming a partnership with a community college. The company provided input on the tools to train students in using the machinery at their manufacturing plant and contributed to the content of the coursework. This mutual arrangement gives the company skilled workers and provides the college with increased job placement rates to attract new students. Hence, the college-to-job path benefits the country as a whole by increasing the number of educated members of society, a win-win situation for all indeed.

CON

By Nadine Ng

College is not an automatic fit for everyone. In fact, in recent years the number of college students who actually complete their degree has been only slightly above the fifty percent range. The remedial classes that many students end up enrolling in can prolong the time needed to complete degree requirements, making college seem too time-consuming to finish. In addition, in an attempt to develop well-rounded graduates, colleges often make it a mission to expose students to a wide curriculum, which results in a lengthier path leading to lower student graduation rates. In contrast, vocational training programs that do not burden students with additional college requirements are the most logical route to successful job training and placement. To avoid setting up students for failure, we must ensure they are qualified to complete training programs successfully by requiring entrance exam scores. Students who complete vocational programs receive a certificate of completion showing they are ready to work in many industries. Society should focus on expanding the number of graduates from these programs, as their job placement results appear more promising.

What would be the best alternative title for this article?

Why Is College Ultimately the Best Route to Career Success?

How Much Education Do Effective Workers Really Require?

☐ Is College or Vocational Training the Ultimate Answer?

Are European Companies Transforming the Labor Market?

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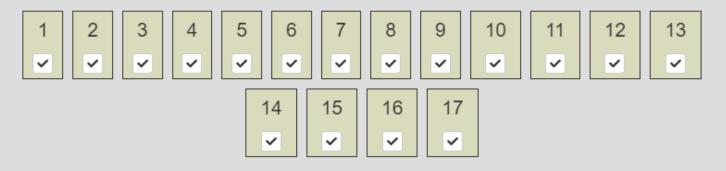




Review

This is the end of the sample items.

Click any question number to review.



End Test

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



Thank you for attending!

Help improve the Summer Institute, take the survey!

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- @CASASsystem use #casassi2019 to tweet!
- **CASASAssessment**