

Payment Points Data Integrity Report

Run Statistics

Selected Students

This **includes everyone potentially reported for CA WIOA II**. It summarizes all ABE, ESL, and ASE learners with any activity in the selected date range (July 1 – June 30).

The Payment Points DIR includes CA WIOA II learners, just like the NRS DIR – but purposefully limits itself to the July 1-June 30 PY date range, and includes areas specifically for WIOA II agencies in CA like EL Civics.

Students dropped from PP reports

This displays the number of Learners Eligible that were dropped from payment points consideration due to drop reasons such as missing demographics or less than 12 hours of instruction.

These students are listed as a FYI, as they cannot earn payment points, and will not appear on the TE Payment Points Summary – but ultimately these dropped students **are** included in the Payment Points DIR.

Students dropped due to missing WIOA II class enrollment

This total is a subset of the total above, with the specific number dropped due to no enrollment in a Class Instance record designated for ABE, ASE, or ESL.

The Class Instance does not affect individual WIOA II program enrollment, but it is used to determine instructional hours – specifically to distinguish which hours are assigned to WIOA II and which may be from non WIOA II programs.

Students Concurrently Enrolled in High School/K12	This step eliminates those who are marked as enrolled in the K-12 system. Any student enrolled in K-12 is not eligible for CA NRS reporting.
Students included in PP DIR	This indicates the total number of “Learners eligible” for the PP DIR. Note the resulting total subtracts concurrent learners, but leaves in other records dropped from PP reports, so it can correctly calculate each of the DIR items, including several items that report critical missing information. This number serves as the denominator for all of the items on the PP Data Integrity Report.

DIR Item	Notes	Where to edit in TE
<p>1. Missing Birthdate or outside 16-110</p>	<p>Basic demographics field. This item is required, and should always be low, even if it is early in the year.</p> <p>For NRS the report looks for those 16 years or older.</p>	<p>In the DIR, right-click on Item Count and open...</p> <p>Student Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon next to Identification and add the birthdate. • Save and close.
<p>2. Less than 12 Hours of Instruction</p>	<p>Like the demographics fields, this should generally be very low, but with a couple of key differences:</p> <ul style="list-style-type: none"> • Early in the year, these numbers will usually be high, and these totals may not accurately reflect your agency’s performance. • After the 2Q data submission, these numbers should begin to improve • At some agencies, a spike in this total may occur early in the 3Q as many new students enroll at the beginning of the calendar year. • For certain agencies with “highly transient” students, or that have a long waiting list – these numbers may be high. There may be a need to determine whether numbers can be improved with better data collection, or whether the transient population will always entail numbers in this category. • Agencies are discouraged from deleting records, as it is usually better to live with high totals on the DIR than delete lots of records. That policy has softened in recent years in trying to solve “The Gaps.” 	<p>In the DIR, right-click on Item Count and open...</p> <p>Classes-Records Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon for Activity in Class. • Add any hours the student may have. • Save and close.
<p>a) <i>Zero or Empty Hours of Instruction</i></p> <p>b) <i>Total hours between 1-11 hours</i></p>	<p>Items 2a and 2b are not directly related to eligibility or accountability, but are available to provide more context to less than 12 hours.</p>	<p>Classes-Records Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon for Activity in Class. • Add any hours the student may have.

	<ul style="list-style-type: none"> • In most cases zero hours is the larger source of students with less than 12 hours. • If most students appear in 2a Zero/empty hours, then that usually suggests a “data issue” – that is the agency may have hours of instruction that still need to be entered for all reporting students. • Waiting list issues are also a common factor if lots of students have zero hours.. • If most appear in 2b 1-11 hours, that suggests the issue is more likely that students have just not accrued that many hours. 	
3. No Highest Year of School/Degree Earned	<p>Basic demographics field. Like item #1, this one is a critical field and should always be very low.</p> <p>3a and 3b provide additional context to highlight which of the two elements is missing.</p>	<p>In the DIR, right-click on Item Count and open...</p> <p>Student Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon next to Education and add the highest year of school. • Save and close.
<i>a. No Highest Year of School</i>		<p>In the DIR, right-click on Item Count and open...</p> <p>Student Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon next to Education and add the highest degree earned. • Save and close.
<i>b. No Highest Degree Earned</i>		<p>Student Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon next to Identification and add the gender. • Save and close.
4. No Gender	<p>Basic demographics field. Like item #1, this total should always be very low.</p>	<p>Student Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon next to Identification and add the gender. • Save and close.

<p>5. No Race/Ethnicity</p>	<p>Basic demographics field. Like item #1, this total should always be very low.</p> <p>Some learners marking Hispanic or Latino do not wish to mark a race. If so—that is fine – marking Hispanic/Latino ensures the student qualifies for state and federal reporting. However, the report will still see race is missing and report it. If there is no race marked for students, check that Hispanic or Latino is marked.</p> <p>If learner is of more than one race, you can mark More than One (included in TE but not on the Entry Record form).</p>	<p>Student Population</p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon next to Identification and add the race (or ethnicity) and Save.
<p>6. Total Reported Labor Force Status</p> <ul style="list-style-type: none"> a. <i>Total ‘Employed’</i> b. <i>‘Employed with Notice’</i> c. <i>‘Unemployed’</i> d. <i>‘Not in Labor Force’</i> e. Total missing Labor Force Status 	<p>Basic demographics field. Like item #1, this one is a critical field and should always have a very low number missing.</p> <ul style="list-style-type: none"> • When performing a quality check, it is important to review item 6e rather than 6, as 6e is the item that actually indicates “what’s missing” 	<p>To find information by class for each Labor Force item:</p> <p>In the DIR, right-click on Item Count and open...</p> <ul style="list-style-type: none"> • Drill Down to Student Record Population. This lister includes Labor Force Status. • Add or edit Labor Force Status and Save.
<p>7. No Class Enrollment</p>	<p>This item is unique to the Payment Points DIR, and should match “<i>Students missing WIOA II Class Enrollment</i>” at the top of the report. Like that item above it shows the number who are not enrolled in a TE Class Instance designated for ESL, ABE, or ASE.</p>	<p>For this item, the usefulness of drill down options will be limited. Instead, Open the Class Instance Lister, and review TE Class Instances to verify that all applicable classes are designated for WIOA II programs – ABE, ASE, or ESL.</p> <p>If this is a small number, then double-click this cell to view the list of students, which may provide “clues” as to which classes need remedying.</p>
<p>8. No Pretest</p>	<p>Agencies should pretest upon enrollment, so this item should always be low.</p>	<p>In the DIR, right-click and open Student Gains. Or right-click to drill down to Monitor.</p>

	<ul style="list-style-type: none"> • “Waiting List Issues” can sometimes inflate the number for this item – based on the steps your students follow during orientation and enrollment. • The Payment Points DIR, unlike the NRS DIR, only includes CASAS assessment forms, and is “hard wired” for a date range of July 1 – June 30. • For agencies serving Adults with Disabilities students and assessments such as 2A-5A or POWER, use the Payment Points DIR not NRS DIR. These assessments are authorized for CA payment points but not for federal reporting. • DIR items related to pre/post-testing are “fix” in your data, but best addressed by additional test scheduling, and improved coordination and communication with students and staff. 	<p>Some other things you can check before initiating more student testing:</p> <ul style="list-style-type: none"> • Add Class Instance • Add Assessment Date • In Assessment Info, add the test form administered and score
<p>9. No Post-Test</p>	<p><i>Without question, the #1 most common problem for most agencies.</i></p> <ul style="list-style-type: none"> • The DIR items related to pre/post-testing are usually best addressed by improved test scheduling, coordination, and communication with students and staff rather than data troubleshooting. • This is an item like “hours” where it is possible high numbers may be due to the time of year, or a transient student population, rather than missing tests. • The CA statewide persistence rate has stayed around 70% -- so the EOY percentage displayed on this item should be 30% or lower. • <i>Use this item in conjunction with the Persister report to pinpoint programs/levels that are of the highest concern.</i> 	<p><i>In the DIR, right-click and open Student Gains.</i> Or right-click to drill down to Monitor.</p> <p>Some other things you can check before initiating more student testing:</p> <ul style="list-style-type: none"> • Add Class Instance • Add Assessment Date • In Assessment Info, add the test form administered and score
<p>10. No valid paired tests</p>	<p>This item is similar to Item #9 No Post-Test, but takes the additional step to verify whether the pretest and post-test comprise a valid pre/post pair. So this item will sometimes be slightly higher than the item count in #9.</p>	<p><i>In the DIR, right-click and drill down to Monitor, or drill down to Student Gains.</i></p>

<p>11a. Completed a level with pre/post-testing</p>	<p>Identifies learners who made a NRS pre/post-test gain. On the DIR this is a straight item count, but for NRS Table 4, MSG's will always be an unduplicated count</p>	<p><i>In the DIR, right-click and drill down to Monitor, or drill down to Student Gains.</i></p>
<p>11b. Passed HSE/Earned HSE PP but did not complete a level.</p>	<p>Identifies learners who marked a passed GED or HiSET, and earned the HSE payment point – but did not earn the second payment point for pre/post-test gain.</p>	
<p>11c. Passed HS diploma but did not complete a level.</p>	<p>Identifies learners who earned HS diploma and the HS diploma payment point – but did not earn the second payment point for pre/post-test gain.</p> <p>For both HS diploma and HSE – completing the pre/post-test is not required to earn the HSE or HSD payment point – but for payment points, a pre/post gain will earn a second PP. Payment Points don't require an unduplicated count like NRS Table 4 MSG's.</p>	
<p>12a. Passed HSE</p>	<p>Identifies learners who marked a passed GED or HiSET.</p>	<p>To find information for HiSET and GED:</p> <ul style="list-style-type: none"> • In the DIR, right-click and Drill Down to Student Record Population. • The records in this lister include Passed HiSET and Passed GED. • Add or edit Education Outcome and Save.
<p><i>12b. Passed HSE but no enrollment in HSE or HS diploma</i></p>	<p>If a student is enrolled in a class outside of HSE or HS diploma, but earned their HSE, the outcome will still “count” – but usually class enrollment is in HS diploma or HSE</p>	<ul style="list-style-type: none"> • In the DIR, right-click to Class Records Population. • View the Class records to verify class enrollment.

<p>12c. <i>Passed HSE but instructional program not HSE</i></p>	<p>If a student is enrolled in another program area, but earned their HSE, the outcome will still “count” – but it is expected that enrollment is in the HSE program area</p>	<ul style="list-style-type: none"> • In the DIR, right-click to Student Program Population. • Open the Program Enrollment record • Add or edit to instructional program HSE
<p>12d. <i>Passed HSE but Highest Degree Earned is HSE or higher</i></p>	<p>If a student with a higher education level earned their HSE, the outcome will still “count” – but it is expected that it is a level below HSE.</p>	<ul style="list-style-type: none"> • Right-click to Student Population • Double-click to open the student record. • Click the edit icon next to Education and add the highest degree earned, if necessary.
<p>13a. Earned HSD</p>	<p>This identifies learners who marked HS diploma.</p>	<ul style="list-style-type: none"> • Drill Down to Student Record Population. This lister includes Earned High School diploma. • Add or edit if necessary.
<p>13b. <i>Earned HSD but instructional program is not HSD</i></p>	<p>If a student is enrolled in another program area, but earned their diploma, the outcome will still “count” – but it is expected that enrollment is in the HS diploma program area</p>	<p>In the DIR, right-click to Student Program Population.</p> <ul style="list-style-type: none"> • Open the Program Enrollment record • Add or edit to instructional program HS diploma, if necessary.
<p>13c. <i>Earned HSD but not in ASE High</i></p>	<p>It is not a requirement, but expected that many students earning HS diploma place into ASE High, the highest of the 12 NRS EFL’s. This item is a “FYI” item.</p>	
<p>14 Passed one or more COAAPs in Civic Participation</p>	<p>Both the Civic Participation and IELCE focus areas are authorized for COAAPs payment points. This item provides a count of the number of students in Civic Participation that passed at least one.</p>	<p>In the DIR, right-click and open EL Civics Assessments.</p> <p>Or right-click to drill down to Monitor.</p>

<p>15. Passed one or more COAAPs in IELCE</p>	<p>Both the Civic Participation and IELCE focus areas are authorized for COAAPs payment points. This provides a count of the number of students in IELCE that passed at least one.</p>	<p><i>In the DIR, right-click and open EL Civics Assessments.</i></p> <p>Or right-click to drill down to Monitor.</p>
<p>16. Learners in IELCE or Civic Participation that passed six COAAP(s)</p>	<p>Both EL Civics focus areas listed in item 16 are authorized for COAAPs payment points. This item provides a count of the number of students in these two focus areas that passed the maximum of 6 COAAPs.</p>	<p><i>In the DIR, right-click and open EL Civics Assessments.</i></p> <p>Or right-click to drill down to Monitor.</p>
<p>17a. Learner Passed at least one COAAP with less than 30 hours of instruction</p>	<p>Any EL Civics student should have at least 30 hours of instruction before attempting a COAAP. This is not enforced in the TE payment points, but is part of the guidance for agencies implementing COAAPs.</p> <p>Items 17a-b-c provide general guidance for when a student may not have enough hours to justify attempting and passing a certain number of assessments.</p>	<p><i>In the DIR, right-click and open EL Civics Assessments.</i></p> <p>Or right-click to drill down to Monitor.</p>
<p>17b. Learner Passed at least three COAAPs with less than 60 hours of instruction</p>		
<p>17c. Learner Passed at least six COAAPs with less than 100 hours of instruction</p>		
<p>17d. Learner Passed at least one COAAP in Civic Participation</p>	<p>Both EL Civics focus areas listed in item 16 are authorized for COAAPs payment points. This item provides a count of the number of students in each of these focus areas that passed at least one COAAP.</p>	<p><i>In the DIR, right-click and open EL Civics Assessments.</i></p> <p>Or right-click to drill down to Monitor.</p>
<p>17e. Learner Passed at least one COAAP in IELCE</p>		

<p>18a. Learners with multiple Barriers to Employment</p>	<p>Barriers to Employment includes a variety of issues that may make it more difficult for the student to attain employment and/or succeed in the classroom.</p>	<p><i>In the DIR, right-click and open...Program Years Population</i></p> <ul style="list-style-type: none"> • Select and Open student record • Select Barrier(s) that apply to the student and Save.
<p>18b. Learners with No Barriers to Employment</p>	<p>No “follow up” is required to verify barriers. If “the student says so,” that is enough to justify marking it.</p>	
<p>19. Learners with a pretest in the conservative estimate range ♦</p>	<p>These (♦ diamond score) range test scores are allowable for NRS, CAEP, and CA Payment Points – but may not accurately represent the individual’s skill level.</p> <ul style="list-style-type: none"> • Large numbers or percentages may indicate need for adjustment in agency’s pre/post-testing practices – especially at student enrollment and placement. • This issue was introduced to the DIR in 2008, because at that time 25% of the pretests statewide were diamond scores. • Since then, almost all agencies have improved this area of performance significantly and are normally well below 10% in this area. 	<p><i>In the DIR, right-click and open...</i></p> <ul style="list-style-type: none"> • Monitor • Student Gains
<p>20. Learners with a pre/post-test pair but less than 40 hours of instruction</p>	<p>Federal requirement is that all learners must have at least 40 hours of instruction between the pretest and the first reported post-test.</p> <ul style="list-style-type: none"> • Informally, we have used 10% as a useful threshold for this item. • Drill down on this item to generate and print this list to document local administrator approval for all learners with a pre/post-test pair with less than 40 hours of instruction. • <i>The CASAS recommendation for hours between tests is 70-100 hours – not just 40.</i> 	<p><i>In the DIR, right-click and open...</i></p> <ul style="list-style-type: none"> • Monitor • Student Gains