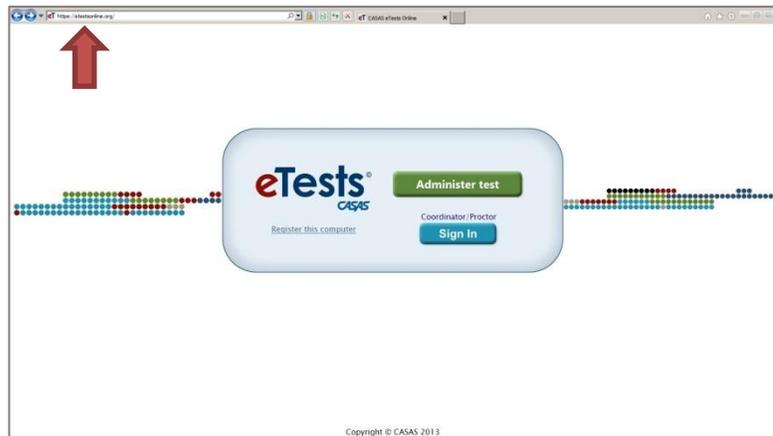


## Administering Tests

This document provides a step-by-step tutorial on how to **administer a test**. This tutorial will include collecting demographics, personal and labor force status, zip code, and program information. A certified proctor performs these steps in conjunction with steps to **manage a session**.

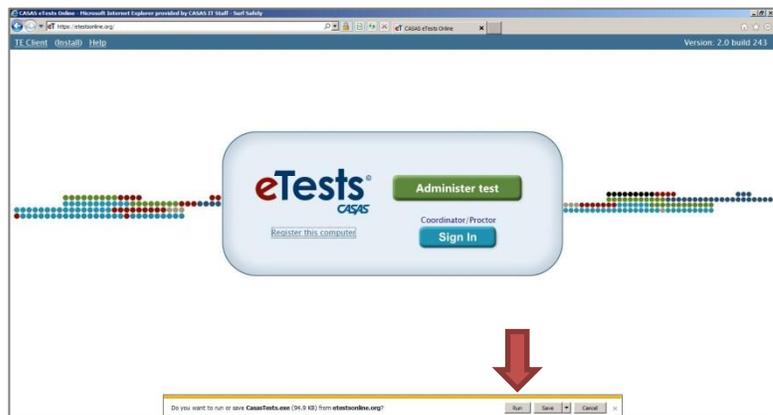
- 1) Go to: <https://etestsonline.org/>



- 2) Click **Administer Test**.



- 3) Click **Run**.
  - a. The **CASASTests.exe** file establishes connection with the online system.
  - b. You may be prompted to click **Run** a second time depending on your browser settings.
  - c. **Wait** for program to load.





## Welcome Screen

- ❖ **Note!** The testing station will display a **Refresh** screen when the proctor has not started the testing session.
  - a. Proctor must log onto Application Management and **Start** the testing session.



- ❖ **Note!** From this point forward, the test-taker should perform the following steps with proctor supervision and assistance if needed.

- 4) Test-taker enters **Student ID** (assigned by agency).
  - a. A code may be all alpha or numeric characters, or alphanumeric combination; and can include symbols or spaces.

If a new student record is allowed to be added to the online database at time of test administration, follow **Steps 6-9**, otherwise, skip to **Step 10**.

- 5) Click **Continue**.



- 6) Enter **First and Last Name** (middle name optional)

## Registration Information

- 7) Collect **Demographic Information** (if enabled).
  - a. Click the **Forward** arrow on each screen to continue.

eTests Training - Rolling Hills Adult School / East Campus / Mobile Lab / Mobile-01 6/3/2012 1:10:30 PM logout

### Gender

Male Female

←      →

eTests Training - Rolling Hills Adult School / East Campus / Mobile Lab / Mobile-01 6/3/2012 1:11:52 PM logout

### Date of Birth

Not Selected

Month	Day	Year
January	0 0	19 0 0
February	1 1	20 1 1
March	2 2	2 2
April	3 3	3 3
May	4 4	4 4
June	5 5	5 5
July	6 6	6 6
August	7 7	7 7
September	8 8	8 8
October	9 9	9 9
November		
December		

←      →

eTests Training - Rolling Hills Adult School / East Campus / Mobile Lab / Mobile-01 6/3/2012 1:12:59 PM logout

### Highest Grade Level Completed

No Formal Education	1	2	3
4	5	6	7
8	9	10	11
12	13	14	15
16	17	18	19 or more

Majority of my schooling was outside of U.S.

←      →

eTests Training - Rolling Hills Adult School / East Campus / Mobile Lab / Mobile-01 6/3/2012 1:14:38 PM logout

### Highest Diploma/Degree Earned

None	GED Certificate	High School Diploma
Technical/Certificate	Some college, no degree	A. A./A.S. Degree
4 yr. College Graduate	Graduate Studies	Other Diploma/Degree

←      →

eTests Training - Rolling Hills Adult School / East Campus / Mobile Lab / Mobile-01 6/3/2012 1:15:48 PM logout

### Native Language

English	Spanish	Vietnamese
Chinese	Hmong	Cambodian
Tagalog	Korean	Lao
Russian	Farsi	Other

←      →

- 8) Collect **Personal and Labor Force Status** (if enabled)
  - a. Click the **Forward** arrow on each screen to continue.

eTests Training - Rolling Hills Adult School / East Campus / Mobile Lab / Mobile-01 6/3/2012 1:18:34 PM logout

### Personal Status

TANF	Other Public Assistance	WIA IB
Rehabilitation	Enrolled in high school/K12	Dislocated Worker
Veteran	Physically Disabled	Learning Disabled
Displaced Homemaker	Single Parent	Other

←      →

eTests Training - Rolling Hills Adult School / East Campus / Mobile Lab / Mobile-01 6/3/2012 1:19:35 PM logout

### Labor Force Status

Employed
Unemployed
Not employed/not seeking work
Retired

←      →

eTests Training - Rolling Hills Adult School / East Campus / Mobile Lab / Mobile-01 6/3/2012 1:26:28 PM logout

### Primary Goals

Improve basic skills	Improve English skills	H.S. Dipl./GED
Get a Job	Retain Job	Enter college or training
Work-based project	Family Goal	U.S. Citizenship
Military	Personal Goal	None
Other Attainable Goal		

### Secondary Goals

Improve basic skills	Improve English skills	H.S. Dipl./GED
Get a Job	Retain Job	Enter college or training
Work-based project	Family Goal	U.S. Citizenship
Military	Personal Goal	None
Other Attainable Goal		

←
Review
→

- 9) Collect **Personal** and **Labor Force Status** (if enabled)
  - a. Click the **Forward** arrow on each screen to continue.

eTests Training - Rolling Hills Adult School / East Campus / Mobile Lab / Mobile-01 6/3/2012 1:24:06 PM logout

### Review Page

id:	06032012	
First Name:	Super	Change
Last Name:	Sunday	
Gender:	Male	Change
Date of Birth:	Jun 03, 1966	Change
Highest Grade Level Completed:	9	Change
Majority of my schooling was outside of U.S.:	Yes	
Highest Diploma/ Degree Earned:	High School Diploma	Change
Native Language:	Other	Change
Ethnicity:	Not Hispanic or Latino	Change
Race:	White	
Program Info:	Basic Skills (ABC)	Change
Personal Status:		Change
Labor Force Status:	Unemployed	Change
Primary Goals:	Improve basic skills	Change
Secondary Goals:	Get a Job	
<span style="margin-right: 20px;">Save</span> <span>Cancel</span>		

## *Review Page*

- 10) Click **Change** to edit demographic information, status, or goals.

- 11) Click **Save**.

eTests Training - Dawn's Training / CASAS / Office / Dawn 6/7/2012 5:26:29 PM Thomas Weaver update\_student\_info logout

Site:

Class:

**Next**

## *Site and Class information*

- 12) Select **Site** (if enabled to select class from other sites).

- 13) Select **Class** (if enabled to select site).

- 14) Click **Next**.

## Test Menu

- 15) Click **Practice Test** (if directed for reading, math, or listening).
- 16) Click **Test** (as directed for this test administration).
- 17) Read **Directions** and proceed with test administration.



## TEST ADMINISTRATION

### Locator/Appraisal

- Test-taker will proceed with one of the following (if enabled):
  - a. **Locator** –
    - i. Select **Reading or math:**
      - a) 7-9 randomly-selected test items to locate an appropriate-level fixed-form pretest and administer in same sitting.
      - b) Average test-administration time is 10-15 minutes followed by the recommendation of 60 minutes for the pretest.
    - ii. Select **Listening:**
      - a) 9 fixed test items divided into three parts to locate an appropriate-level fixed-form pretest and administer in same sitting.
      - b) Average test-administration time is 10-15 minutes. Listening tests auto-advance and test administration times take between 40 and 50 minutes.
  - b. **Appraisal** –
    - i. Select **Reading or math:**
      - a) 20-25 standardized test items to determine placement or eligibility, and to determine which fixed-form pretest to administer.
    - ii. Select **Listening:**
      - a) 26 standardized test items divided into three parts to locate an appropriate-level, fixed-form pretest.

## *Pretest or Post/Progress-Test (standardized fixed-form)*

- Select **Reading or math** (if enabled).
  - a. Recommended test administration time is 60 minutes.
- Select **Listening** (if enabled).
  - a. Test administration times vary from 45 to 50 minutes depending on level.

## *CAT (computer-adaptive test)*

- Select **Reading or math** (if enabled).
  - a. Use for placement, to determine eligibility, or for pre/post-testing.
    - i. 17-20 randomly selected test items.
    - ii. Average test-administration time is 35-45 minutes

## *Applying Item Responses*

### **Choose one best answer or change an answer:**

- a. Click an answer box on the computer screen.
- b. Use the “up” or “down” keyboard arrow to choose an answer.
- c. Use the “space-bar” to apply or clear an answer.
- d. Touch an answer box on a touch screen monitor.

### **To go to the next item:**

- a. Click the “forward” arrow on the computer screen.
- b. Use the “enter” key on the keyboard.
- c. Touch the “forward” arrow on a touch screen monitor.

### **To go back to a previous item:**

- a. Click the “back” arrow on the computer screen.
- b. Touch the “back” arrow on a touch screen monitor.
- c. The “back” arrow is not available for Locator, CAT, or listening tests.

### **To skip an item:**

- a. Click the “forward” arrow before answering.
  - i. Answer “Yes” or “No” to the pop-up message.
- b. Click the “I don’t know” box (if enabled).
  - i. Automatically advances to next item.
- c. Any skipped answer is scored as incorrect.

## Retractable Toolbar

06012013  
 June Bug  
 081R Items Remaining: 24 Time Remaining: 59:39

**Pin (or unpin) the on-screen toolbar** to the test-taker screen to view the following information (if enabled):

- a. Test-taker identification.
- b. Test-taker name.
- c. Form number.
- d. Remaining items.
- e. Remaining time.
- f. Scale buttons (increases test item display and/or answer choices).

## Review

18) The test-taker may review a standardized reading or math test (not available on a CAT or listening test).

- a. Click an **Item** number to review.
- b. Click **Review** to return to the Review Page.
- c. Click **End Test**.

### Review

This is the end of the test.  
 If you want to review a question click on its number.

1	2	3	4	5	6	7	8	9	10
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
11	12	13	14	15	16	17	18	19	20
<input checked="" type="checkbox"/>									
21	22	23	24	25	26	27	28	29	30
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
31	32								
<input checked="" type="checkbox"/>	<input type="checkbox"/>								

## End Test

19) The **Personal Score Report** will appear with the following optional information (if enabled):

- a. Raw score
- b. Scale score
- c. Fail/Pass
- d. Click  (if enabled), or

20) Click **Logout** if no other test is needed at this time.

21) Click **Exit** to close the application.

eTests Training Personal Score Report  
 for Thomas Weaver

Your Reading scaled score on form 083R is 213. Your raw score is 20.  
 Jun 7 2012

Please see your CASAS facilitator to help understand your score.

**Intermediate Basic Skills**

Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.

### 4.3. Report Testing Irregularities

A testing irregularity or suspected irregularity must be reported to the coordinator on the day of the occurrence. In many cases, the coordinator can determine immediately if, in fact, an irregularity occurred.

Depending on the nature, the irregularity may be corrected the same day with little or no additional inconvenience to the test-takers involved. For a major irregularity, test-takers may have to be retested. In such cases, making the report immediately so that a retest can be scheduled as soon as possible is critical.

Examples of testing irregularities include but are not limited to the following:

- Administering a test to the wrong test-taker (e.g. a test-taker took a test intended for someone else)
- Cheating (refer to policy on cheating)
- Illness during testing
- Sudden, urgent, usually unexpected occurrence or occasion requiring immediate action
- Any occurrence that requires interrupting a test in progress (e.g. suspend, score, cancel, return)
- Computer malfunction
- Internet connectivity issues

#### *Interrupting a Test-in-Progress*

In some instances, a proctor may need to interrupt a test in progress using the **CTRL+E** key command. In this event, the proctor has four options:

1. **Suspending** a test in progress
2. **Scoring** a test in progress
3. **Canceling** a test in progress
4. **Returning** to a test in progress

#### *Suspend a Test-in-Progress*

- Test-taker logs in at a later time or date to finish the test.
- The administration returns to the Welcome page.
- **Logout** the test-taker

The test-taker is presented with the message, “You have a test in progress,” and given three options upon return:

**1. Continue this test**

- a. The student is given the opportunity to finish the test.
- b. If the test-timer is in effect, the test-taker will have the remaining amount of time to complete the test.
- c. CASAS eTests decrements one WTU when the test is finished.

**2. Score this test**

- a. Use this option to Exit the test without finishing.
- b. The test ends at this point.
- c. No possibility to return to this test.
- d. The test is scored and recorded.
- e. The Personal Score Report is presented (if enabled).
- f. CASAS eTests decrements one WTU.

**3. Cancel this test**

- a. All answers will be deleted.
- b. No WTU is decremented if the cancelled test is a Locator.
- c. If a proctor uses this option during a pretest after the Locator is completed, the application deletes the pretest but not the Locator. One WTU is decremented for the completed Locator.
- d. No score is generated or recorded for a Long CAT or CBT
- e. No WTU is decremented if the cancelled test is a Long CAT or CBT.

## *Return to a Test-in-Progress*

Proctors have the option to return to a test in progress.

- The test-taker is given the opportunity to finish the test.
- The test-taker continues the test from the same point where the test was interrupted.
- If the test-timer is in effect, the test-taker will have the remaining amount of time to complete the test.
- One WTU is decremented when the test is finished.

 A fillable PDF of the [Testing Irregularity Report](#) is available for download from the CASAS website training material library.

*Reporting a Testing Irregularity to CASAS*

If an irregularity occurred when using CASAS eTests Online, please complete the following information and send to the **CASAS Technology Support Team** ([techsupport@casas.org](mailto:techsupport@casas.org)) so that we have the information necessary to investigate further. If the same irregularity occurred with multiple students in the same session, please submit one form.

TESTING IRREGULARITY REPORT (TIR)	
Agency/Site ID:	
Agency Name:	
IRREGULARITY DETAILS	
Date:	
Time:	
Session Name:	
Station Name(s):	
Student ID/Name(s):	
Test Form(s):	
Irregularity Description:	

You also have the option of using a fillable PDF of the [Testing Irregularity Report](#). Save information typed on the PDF before sending as an e-mail attachment..

Demographic Field		Demographic Details	
<b>*Student Code</b>	<p>Enter the unique identification (ID) code used consistently on all subsequent forms. This is typically a <i>local agency-assigned</i> code, or may be a Social Security number. An ID may be entered with all alpha, all numeric, or a combination of alpha-numeric characteristics. An ID may also contain symbols such as dashes, slashes, or periods, and spaces.</p> <p><i>*Note: This field is critical and links all student information by their unique ID code. Students must use one unique ID for all testing to accurately track the student's test history, learning results and progress within the program year.</i></p>		
<b>Student Name</b>	<p>Enter first name, middle name or initial (optional), and then last name. Test-takers with two last names should choose one name and use this name consistently on all subsequent forms.</p>		
<b>Gender</b>	<p>Indicate male or female.</p>		
<b>Date of Birth</b>	<p>Enter date of birth. Mark a leading zero for days less than 10. Mark 19 or 20 for birth years during the 1900 or 2000.</p>		
<b>Highest Grade Level Completed</b>	<p>Indicate the number of years of formal schooling completed. Schooling in the United States or abroad is included.</p>		
	<b>I earned the above outside of the U.S.</b>	<p>Indicate if formal schooling was completed outside the United States. If some schooling was completed in the U.S., and some outside the U.S., then mark this only if more than 50% was completed outside the U.S.</p>	
<b>Highest Diploma / Degree Earned</b>	<p>Mark one. Indicate the highest credential or degree achieved. Schooling in the United States or abroad is included.</p>		
		<p><b>None</b> = Has no high school level diploma or GED certificate.</p> <p><b>GED Certificate</b> = Received an official GED certificate issued by the state GED office.</p> <p><b>High School Diploma</b> = Received a high school diploma, adult high school diploma, or a modified high school diploma.</p> <p><b>Technical/Certificate</b> = Received a certificate of completion in a professional/technical program. (Examples: welding, cosmetology, phlebotomy, nurse's assistant)</p> <p><b>Some College, No Degree</b> = Has enrolled in an accredited institution but has not earned a degree.</p> <p><b>A.A. / A.S. Degree</b> = Has a two-year degree from an accredited institution.</p>	

Demographic Field		Demographic Details	
		<b>4-yr. College Graduate</b>	= Has a four-year degree from an accredited institution; i.e., bachelor of arts or science degree.
		<b>Graduate Studies</b>	= Has completed accredited course work beyond a four-year degree.
		<b>Other Diploma/Degree</b>	= Was awarded some type of diploma not included above.
		<b>I earned the above outside of the U.S.</b>	Please indicate whether the diploma or degree was earned outside the United States.
<b>Native Language</b>		Mark one. Indicate the prevalent language spoken in the home as a child.	
<b>Ethnicity</b>	Mark one. Indicate the group with which you primarily identify:		
	<b>Hispanic or Latino</b>	=	Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race.
	<b>Not Hispanic or Latino</b>	=	Not included in the above definition.
<b>Race</b>	Mark one or more, according to your origins:		
	<b>White</b>	=	A person who has origins in any of the original peoples of Europe, North Africa, or the Middle East but not of Hispanic culture or origin.
	<b>Asian</b>	=	A person who has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g., China, India, Japan, and Korea).
	<b>Black or African American</b>	=	A person who has origins in any of the Black racial groups of Africa.
	<b>Native Hawaiian / Pacific Islander</b>	=	A person who has origins as a native of the Hawaiian Islands or the other islands of the Pacific, such as the Philippine Islands and Samoa.
	<b>Filipino</b>	=	A native or inhabitant of the Philippines.
	<b>American Indian or Alaska Native</b>	=	A member of any of the indigenous peoples of North, Central, or South America, esp those of North America. Also called: Native American.

Personal Status	Personal Status Details
<b>Mark all that apply.</b>	
<p><b>TANF</b> =</p>	<p>Individual receives funds through, or are eligible for <b>Temporary Assistance to Needy Families (TANF)</b>, <b>California Work Opportunity Responsibility to Kids (CalWORKs)</b>, or welfare.  <i>Note: The California Department of Education (CDE) requires that CalWORKs test-takers mark TANF. Refer to Supplemental Instructions for CalWORKs test-takers in the Administration Manual for California.</i></p>
<p><b>Other Public Assistance</b> =</p>	<p>Test-taker receives federal, state or local financial assistance including:</p> <ul style="list-style-type: none"> <li>• Food stamps</li> <li>• Refugee cash assistance</li> <li>• General assistance</li> <li>• Aid to the blind or totally disabled</li> <li>• Definition <b>does not</b> include:                             <ul style="list-style-type: none"> <li>○ Social Security benefits</li> <li>○ Unemployment insurance</li> <li>○ Employment-funded disability</li> </ul> </li> </ul>
<p><b>WIA, Title I</b> =</p>	<p>Test-taker receives employment training or assistance through WIA, Title I for:</p> <ul style="list-style-type: none"> <li>• Youth and adult employment activities</li> <li>• Dislocated workers</li> <li>• Displaced homemakers</li> <li>• Low income individuals</li> <li>• Non-traditional employment</li> <li>• Older individuals or youths with significant barriers to employment</li> <li>• Individuals with disabilities</li> </ul> <p>Test-taker receives employment or assistance through WIA, Title I Subtitle C Job Corps program, or WIA, Title I Subtitle D National Programs for:</p> <ul style="list-style-type: none"> <li>• Native Americans</li> <li>• Migrant and Seasonal Farm Workers</li> <li>• Veterans Workforce Investment</li> <li>• Youth Opportunity Grants</li> <li>• Demonstration</li> <li>• Pilot</li> <li>• Multi-service Research or Multi-state Projects</li> <li>• National Emergency Grants</li> </ul>
<p><b>Rehabilitation</b> =</p>	<p>Physical restoration of a sick or disabled person by therapeutic measures and re-education to participate in the activities of a normal life within the limitations of a physical disability.</p>
<p><b>Enrolled in High School /K12</b> =</p>	<p>Test-taker enrolled in high school and adult school classes at the same time.</p>

Personal Status	Personal Status Details
<b>Dislocated Worker</b>	= Test-taker received an individual notice of pending or actual layoff from a job, or an individual who received a publicly announced notice of pending or actual layoff.
<b>Veteran</b>	= Test-taker has served in the active military and was discharged or released from such service under conditions other than dishonorable.
<b>Physically Disabled</b>	= Test-taker has a record of, or is regarded as having any type of physical impairment that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.
<b>Learning Disabled</b>	= Test-taker has a record of, or is regarded as having any type of mental impairment that substantially limits communication or restricts learning and understanding in one or more of the areas of reading, writing, and numeracy.
<b>Displaced Homemaker</b>	= Test-taker has been providing unpaid services to family members in the home and has been dependent on the income of another family member but is no longer supported by that income. Test-taker is unemployed, underemployed, and is experiencing difficulty in obtaining or upgrading employment.
<b>Single Parent</b>	= Test-taker has custodial support of one or more dependent children.
<b>Other</b>	= Any other personal status not listed above.

Labor Force Status	Labor Force Status Details
<b>Please mark one.</b>	
<b>Employed</b>	= Work as paid employees, work in their own business or farm, or work 15 hours or more a week as unpaid workers on a farm or in a business operated by a member of the family. Includes test-takers not currently working but who have jobs or businesses from which they are temporarily absent.
<b>Unemployed</b>	= Not working, but are seeking employment, have made specific efforts to find a job, and are available for work. Includes unemployed who have not looked for work in the last four weeks.
<b>Not Employed / Not Seeking Work</b>	= Not employed, are not seeking employment, and are not retired.
<b>Retired</b>	= Retired and not seeking employment.

Goals	Goals Details
<p><b>Attainable Goal Within Current Program Year</b></p>	<p>Select one primary goal and one secondary goal. Ensure the student indicates a goal he or she hopes to attain within the current program year.</p>
<p><b>Improve Basic Skills</b></p>	<p>= Improve overall basic literacy skills.</p>
<p><b>Improve English Skills</b></p>	<p>= Improve English literacy skills (e.g. speaking, listening or writing) to enable better communication with others.</p>
<p><b>High School Diploma / GED</b></p>	<p>= Achieve sufficient skills and credit hours to earn a state accredited secondary diploma or pass the GED exam.</p>
<p><b>Get a Job</b></p>	<p>= Obtain full or part-time paid employment.</p>
<p><b>Retain Job</b></p>	<p>= Upgrade skills to enable retention of current job, increase opportunities for promotion, <b>or get a better job.</b></p>
<p><b>Enter College or Training</b></p>	<p>= Achieve skills to enable enrollment in a postsecondary education program or job-training program.</p>
<p><b>Work-Based Project</b></p>	<p>= Obtain the skills needed to complete a project student activity (i.e. a course of 12-30 hours duration designed to teach specific workplace skills).</p>
<p><b>Family Goal</b></p>	<p>= Meet a defined family goal related to instruction with a clearly definable outcome (such as increased involvement in children’s education, reading more to child, or similar goal.)</p>
<p><b>U.S. Citizenship</b></p>	<p>= Obtain skills to pass U.S. citizenship test.</p>
<p><b>Military</b></p>	<p>= Obtain requirements for entry into the military service.</p>
<p><b>Personal Goal</b></p>	<p>= Meet a defined personal goal related to a clearly definable outcome (such as pass a driver’s test or improve reading ability).</p>
<p><b>None</b></p>	<p>= No secondary reason for enrollment.</p>
<p><b>Other Attainable Goal</b></p>	<p>= Any other goal related to instruction with a clearly definable outcome.</p>

Program Info	Program Details
<b>Mark the instructional program(s) of current or anticipated enrollment.</b>	
<b>Basic Skills (ABE)</b>	= For adults who lack competence in reading, writing, speaking, problem solving, or computation at a level necessary to function in society, on a job, or in a family.
<b>ESL</b>	= Helps adults who are limited English proficient achieve competence in the English language.
<b>ESL / Citizenship (231 Program)</b>	= Helps adults who are limited English proficient achieve competence in English with focus on language skills necessary to obtain citizenship.
<b>Citizenship</b>	= Class to obtain U.S. citizenship.
<b>High School Diploma</b>	= Traditional high school diploma or alternative high school or adult high school diploma.
<b>GED</b>	= Preparation for the GED test. Includes learners working on a GED in languages other than English (i.e. Spanish GED).
<b>Spanish GED</b>	= Leave blank.
<b>Career / Tech Ed.</b>	= Sequence of courses that relate directly to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree.
<b>Workforce Readiness</b>	= Helps participants identify occupational goals and acquire skills necessary to obtain and keep jobs. This may include: <ul style="list-style-type: none"> <li>• Job seeking and job-keeping skills</li> <li>• Work habits training</li> <li>• Career decision-making</li> <li>• Career assessment</li> <li>• Job placement</li> </ul>
<b>Adults w/Disabilities</b>	= Persons with physical or mental impairments who, because of their limitations, cannot succeed without special education assistance, or who require a modified program. Includes persons with the following impairments: <ul style="list-style-type: none"> <li>• Developmental disability</li> <li>• Deafness or hearing impairments</li> <li>• Blindness or visual impairments</li> <li>• Emotional/mental disability</li> <li>• Physical disabilities</li> <li>• Traumatic brain injury</li> <li>• Neurological disability</li> </ul>
<b>Health &amp; Safety</b>	= Prepares individuals to apply basic engineering principles and technical skills in support of engineers and other professionals engaged in maintaining job-related health and safety standards.

Program Info	Program Details
<p><b>Home Economics</b></p>	<p>= Family and consumer education instruction including:</p> <ul style="list-style-type: none"> <li>• Development of positive self-concept</li> <li>• Understanding personal growth</li> <li>• Development and relationships with peers and family members in the home, school, and community (including men, women, minorities and persons with disabilities)</li> </ul>
<p><b>Parent Education</b></p>	<p>= Program of services that are of sufficient intensity in terms of hours, and of sufficient duration, to make sustainable changes in a family, and that integrate all of the following activities:</p> <ol style="list-style-type: none"> <li>a. Interactive literacy activities between parents and their children</li> <li>b. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children</li> <li>c. Parenting skills</li> </ol>
<p><b>Older Adults</b></p>	<p>= Services for older adults as determined by their agency.</p>
<p><b>Other Program</b></p>	<p>= Test-taker is enrolled in a program not listed.</p>
<p><b>ROCP</b></p>	<p><b>Regional Occupational Centers and Programs (ROCP)</b> are designed to serve the state's interests in providing quality career preparation and technical education.</p>