



California Adult Education Data Administration Manual



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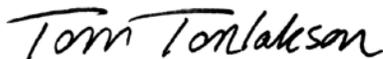
A Message from the

State Superintendent of Public Instruction

I am pleased to present the *California Adult Education Data Administration Manual*. The need for accurate and reliable data is ever present as adult education expands its mission to prepare students for success in the twenty-first century. The signing of the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014, by President Obama supersedes the Workforce Investment Act (WIA) of 1998 and amends the Adult Education and Family Literacy Act. The WIOA, effective July 1, 2015, serves as the catalyst for a renewed focus on performance measures that support successful outcomes, which ultimately improve adult lives.

I hope you find this manual a valuable resource as you continue to provide adult students with all that they need to be successful.

Sincerely,



Tom Torlakson

State Superintendent of Public Instruction



Overview

The Adult Education and Family Literacy Act (AEFLA), under the Workforce Investment Act (WIA) Public Law 105-220, and its recently signed successor, the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128, requires states to maintain a comprehensive accountability system. High-quality assessments, data collection, reporting, and technical assistance to federally funded local agencies are included in the system.

The Adult Education Office of the California Department of Education (CDE) developed this manual to provide instructions and guidelines for data collection and accountability measures mandated by the AEFLA. The comprehensive nature of this manual ensures that all local agencies and programs possess the knowledge to successfully meet state and federal National Reporting System (NRS) requirements for data collection and accountability.

A list of common acronyms used in this manual follows.

Acronyms

ABE	adult basic education
AEFLA	Adult Education and Family Literacy Act
CAHSEE	California High School Exit Examination
CASAS	Comprehensive Adult Student Assessment System
CDE	California Department of Education
CIT	Citizenship Interview Test
COAPP	Civic Objectives and Additional Assessment Plan
DIR	data integrity report
EFL	educational functioning level
EL Civics	English Literacy and Civics Education
ESL	English as a second language
G & H Test	Government and History Test
HiSET	High School Equivalency Test
HSD	high school diploma
HSE	high school equivalency
IPE	Individualized Plan for Employment
N/A	Not applicable
NRS	National Reporting System
TASC	Test Assessing Secondary Completion
TE	TOPSpro® Enterprise
WIA	Workforce Investment Act
WIOA	Workforce Innovation Opportunity Act



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Accountability and Assessment Systems

The National Reporting System

The National Reporting System (NRS) is the federal accountability system for the state-administered adult education program, which is federally funded. It addresses the accountability requirements of the Adult Education and Family Literacy Act (AEFLA), of the Workforce Investment Act, Title II (Public Law 105–220) and Workforce Innovation and Opportunity Act, Title II (Public Law 113-128). The NRS (1) contains measures that assess the impact of adult education instruction, (2) provides methodologies for collecting the measures, (3) includes reporting forms and procedures, and (4) offers training and technical assistance to help states collect and report the measures.

California Adult Education Accountability and Assessment System

The California Adult Education Accountability and Assessment system incorporates the NRS to report actual outcomes and monitor local agency performance. Consequently, the CDE requires local agencies to take the following actions:

- Use the nationally approved standardized assessments chosen by California to collect and report student learning gains
- Conduct surveys to collect information on student performance outcomes regarding whether the student (1) entered employment, (2) retained employment, or (3) entered postsecondary education or training.
- Report other outcome data that include attainment of a high school diploma (HSD) or a High School Equivalency (HSE) Certificate, earned by passing the General Educational Development (GED®), High School Equivalency Test (HiSET), or Test Assessing Secondary Completion (TASC™). For the HSD, adult schools must comply with the California graduation requirements, and students must pass the English-language arts and mathematics sections of the California High School Exit Examination.

The California Adult Education Accountability and Assessment system ensures accurate and consistent monitoring of local agency results while providing the data needed to document improvements in literacy skills. For program details in Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL) (including English Literacy and Civics Education [EL Civics]), see the CDE Web pages at <http://www.cde.ca.gov/sp/ae/fg/>.

Accountability Requirements for Funded Agencies

The California Adult Education Accountability and Assessment system starts at the point of student enrollment and follows through to student outcomes at the end of the program year. The CDE signed a contract with the Comprehensive Adult Student Assessment System (CASAS) to provide assessments, data collection software and materials, as well as technical assistance to meet the accountability requirements for the AEFLA-funded agencies. These local agencies receive TOPSpro® Enterprise (TE) software, data collection forms, and testing materials at no cost. The CDE bears all costs under the terms of the contract.

1. Intake and Orientation

The intake-and-orientation process represents the opportunity to welcome students to the program and determine their needs, goals, skill levels, and education and work backgrounds. An effective intake-and-orientation process is critical to establish and maintain a learning environment that benefits all students.

2. Appraisals

The purpose of an appraisal is to ascertain a student's skills in reading, math, listening comprehension, writing, or speaking. The CDE highly recommends the use of CASAS appraisals to ensure appropriate decisions are made to determine

- a. program eligibility;
- b. the best program for a student;
- c. a student's level in the program.

Appraisal scores determine which pretest to administer for placement. Therefore, appraisals should not be used as pretests or to measure progress. Each CASAS Test Administration Manual includes specific recommendations for the appropriate pretest based on the appraisal test score.

3. Pretests and Placement into Educational Functioning Levels

The pretest is administered after a student's enrollment into the program, either (1) during the intake process following an appraisal, or (2) after placement into the appropriate instructional level. All students with 12 or more hours of instruction must have a valid CASAS pretest to be included in the NRS Federal Tables. If a student completed testing in more than one modality (reading, math, or listening), the one with the lowest accurate pretest score determines his/her educational functioning level (EFL) and placement. Students should be assessed in the areas that are the focus of instruction.

Students who are given inappropriate level pretests may score above or below the accurate range of the test level, which consequently invalidates the process. Also, local agencies will lack accurate baseline pretest information to inform instruction and monitor progress. Guidance for test selection is provided in the “Suggested Next Test Charts” in the CASAS Test Administration Manual and in TE under “Suggested Next Test.”

4. Educational Functioning Levels

Students who initially enter a program with pretest scores below a CASAS scale score of 236 should be placed into the appropriate ABE or ESL instructional level according to the NRS EFLs, with goals attainable within the program year. These goals may include improving basic or English skills, acquiring or retaining a job, or attaining U.S. citizenship. For further discussion of EFLs, see appendix A for the relationship between instructional programs and EFLs.

Adult students enrolled in a program for ASE may be placed into ASE Low or High, based on CASAS reading or math test scores within the following ranges:

Educational Functioning Levels	CASAS Scale Scores
ASE Low	236–245
ASE High	246 and above

If students have earned high school credits equivalent to the eleventh grade or above, they may be placed into ASE High. Mark ASE High on field 18 of the Entry Record, without a CASAS pretest.

5. Diagnostic Assessments to Support Instruction

To inform instruction, local agencies may use the TE reports, Student Performance by Competency and the Class Profile by Competency, as well as the CASAS Content Standards document located in the CASAS Test Administration Manuals and TE software. In addition, there are CASAS Competencies, the QuickSearch® application on the CASAS Web site, and other CASAS support materials that relate curriculum to assessment. Please note that the materials are designed to assist work in the National Reporting System. The materials are not synonymous with the California Common Core State Standards.

The CDE encourages the use of informal classroom-based formative assessments, in addition to use of the CASAS standardized summative tests, to provide additional information for instruction. Diagnostic and formative assessments, portfolios, projects, and other informal skill inventories, such as graded word lists, are important to provide a comprehensive profile of student instructional needs and to target appropriate instruction. See additional resources in appendix B.

6. Hours of Instruction

The hours of instruction on the student’s Update Record must accurately reflect the hours of instruction received in that class. The TE software will aggregate all instructional hours submitted on Update Records and reflect the total instructional hours received in the program. Reporting

instructional hours is required for the federal NRS and California payment point system.

The CDE requires instructional hours documented on each Update Record and recommends documenting instructional hours for each Test Record.

The hours of instruction on the Test Record at post-test are intended to reflect hours of instruction since the previous tests.

7. Post-Tests and Learning Progress

Post-testing should occur at the end of an instructional period (e.g., a semester, term, or quarter) to document learning gains for ABE, ASE, and ESL (including EL Civics) students. Factors that affect learning gains include intensity and duration of instruction, motivation of students, quality of instruction, the link between student goals and instruction, and other instructional factors.

In alignment with the NRS, the CASAS standardized tests assess learning from beginning literacy and English language acquisition through completion of secondary level skills. Several test series monitor learning progress, with test difficulty levels ranging from below level A through level D. Each test level has alternate test forms that are parallel in content and difficulty. The test series differ primarily in contextual focus (for example, general life skills and work skills).

Local agencies should select the appropriate test series based on a student's goals and the instructional focus of the program.

The NRS reporting tables document progress whenever a pair of pretest and post-test scores moves the student from one EFL to another.

In CASAS eTests[®], the pretest and post-test selection happens automatically. The next appropriate post-test is automatically administered at the same level or a higher level, depending on each student's pretest score.

When post-testing with paper forms, agencies should administer the next appropriate test at the same or higher level depending on pretest score. The CASAS recommends an alternate test form within the same test series. The post-test form must address the same skills area as the pretest. For example, if a student completes a listening pretest, the post-test must also be in listening to complete an appropriate pretest and post-test pair.

Students in ASE High are not required to have a CASAS post-test for **ASE High** level completion. Their level completion is documented by attaining a high school diploma or a high school equivalency certificate.

8. Proxy for Test Records

Post-test scores obtained at the end of an instructional period (e.g., semester) may serve as a pretest for the next instructional period, if the interim does not exceed four months. Similarly, local agencies may use the most recent assessment results for student stop-outs (students who

withdraw temporarily from school) returning to adult education classes, if the last test administered does not exceed a four-month period. This policy is designed to reduce unnecessary testing.

Local program personnel may retest students if there is reason to believe that during the student's absence, a significant learning intervention occurred that may invalidate the previous assessment results. Retesting is always an option.

When a student's enrollment crosses two program years, agencies may generate Proxy Test Records rather than create new ones. A test taken between May 12 and June 30 of a program year may be recorded as a proxy test and is considered current through September 30 of the next program year. If a student enrolls in the next program year after September 30, a new pretest must be administered. Only valid CASAS tests for the current program year may be considered proxy test records from the last program year into the current program year.

9. Uniform Test Administration

Adult literacy providers must ensure that testing times and conditions are uniform for both pretests and post-tests.

The pretests and post-tests are designed for students to complete a test in one hour or less. The recommendation is to post-test after 70–100 hours of instruction, with the following exceptions:

- Programs offering *high-intensity courses* (for example, a class that meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.
- Programs offering *low-intensity courses* (i.e., fewer than 70 hours in a semester, quarter, term, or other instructional block) may choose to administer a post-test at the end of the instructional period.

Programs may individually assess students who indicate they are leaving the program before the scheduled post-test to maximize collection of paired test data. However, NRS requirements state that **post-testing should not occur before 40 hours of instruction**. If post-testing is conducted with a student having fewer than 40 hours of instruction, the local adult administrator must review and approve it on a case-by-case basis. When the data show up on the TE data integrity report (DIR), a copy of this DIR and the accompanying explanation must be signed by the adult administrator, kept in the file, and made available for CDE review upon request.

Local agencies may administer pretests and post-tests in the following modalities:

- Reading
- Math
- Listening (for ESL only)

The following CASAS test series are appropriate for pretests and post-tests to monitor learning gains and document NRS level completion:

- Life Skills Reading (Forms 27–28)
- Life Skills Math (Forms 31–38)
- Life and Work Listening (Forms 981–986)
- Life and Work Reading (Forms 81–188)
- Secondary Level Assessment (SLA) Forms: Math (Forms 505–06) and Language Arts (Forms 513–14)
- Reading for Citizenship (Forms 951–952X)
- Providing Options for the Workplace, Education and Rehabilitation (POWER) (Forms 301–306)
- Adult Life Skills level AA through level AAAAA (Forms 312–343)

10. Test Security

Local agencies must keep all testing materials, including test booklets, answer sheets, test manuals, related materials, and access to the CASAS eTests®, in secure storage. The materials must be available only to those involved in test administration. Local agencies need to develop a system to distribute and collect test materials. This should include numbering the test booklets. Test administrators are responsible for the security of all test materials in their possession.

No individual, school, instructional program, or agency shall develop any workshop, training, or instructional session or create any materials designed to teach or prepare students to answer specific test questions that appear on any CASAS test. Teachers shall not review specific test items with students in discussing test results or include actual test items in any instructional materials. Instead, teachers should focus on the underlying basic skills in preparing students for testing.

Local Assessment Policy

The U.S. Department of Education requires each AEFLA-funded state agency to annually submit a state assessment policy to ensure local adult education agencies use standardized and approved pretests and post-tests methods that are valid and reliable. To meet NRS requirements, the CDE Adult Education Office issued and posted the current state version of the AEFLA Assessment Policy Guidelines on the CDE Resources Web page (see appendix B).

Federal requirements also state that local agencies must create and implement a local policy for implementing California's assessment policy. A Local Assessment Policy Template, also located on the CDE Resources Web page under Policy Resources, may be used to develop and implement a Local Assessment Policy consistent with CDE guidelines. In lieu of using the Local Assessment Policy Template, local agencies may develop their own format, but must address at a minimum, all of the CDE Assessment Policy areas included in the local template.

Local agencies are not required to submit their Local Assessment Policies to the CDE. However, the policies must be

- in place at the beginning of each program year;
- available for review by the CDE regional consultants upon request or during program monitoring visits.

The CDE requires AEFLA-funded local agencies to test all students enrolled in ABE, ESL (including EL Civics), and ASE instructional programs. Students who do not meet all the data requirements are not eligible for California's performance payment points.

The CDE adheres to the national requirements and the NRS. The CDE Assessment Policy Guidelines address the following areas:

- Selection and use of appropriate assessment instruments
- Appropriate test administration, scoring, and reporting of test scores
- Appropriate use of test results to inform instruction and improve instructional program outcomes
- Assurance that valid and reliable assessment results and related information are reported for accountability to local, state, federal funding agencies, and policymakers

It is fraudulent for any person or agency to change test information, especially for the purpose of artificially increasing learning gains. The following practices are forbidden:

- Teaching to the actual test item
- Copying and distributing a test item or test booklet to unauthorized personnel or students prior to or after test administration as a study guide

- Administering a lower-level test to artificially increase the learning gain between pretests and post-tests
- Reducing the amount of time given on a pretest (e.g., less than 20 minutes) while increasing the amount of time on a post-test (e.g., 40 to 60 minutes)
- Deleting test answers on the pretest to lower the test score
- Deleting accurate tests to manipulate the learning gains
- Duplicating or copying the test of one student and replacing it with the ID number of another student
- Altering test items or test score information
- Providing the answers to test questions
- Translating test items and answers into another language

English Literacy and Civics Education

The English Literacy and Civics Education (EL Civics) program is integrated into ESL classrooms and must follow all the ESL program requirements for the NRS and California. Please refer to the AEFLA application for additional program details and appendix B, “Web Resources,” for further details on the program requirements. In addition, local agencies funded for EL Civics may administer summative assessments.

● **Citizenship Preparation**

Local agencies may administer the CASAS Citizenship Interview Test (CIT) or the CASAS Government and History (G & H) Test to earn additional payment points.

● **Civic Participation**

Local agencies with Civic Participation classes may earn additional payment points when students successfully pass additional assessments. Prerequisites include conducting a Civic Participation Needs Assessment, selecting language and civic objectives, and creating or updating Additional Assessment Plans, as follows:

1. Civic Participation Needs Assessment

Each agency must complete the Civic Participation Student Needs Assessment and keep the Needs Assessment Summary form on file. Local agencies are not required to submit the results to the CDE for approval. However, the CDE regional consultant and CASAS program specialist may request a review of the form during a program review or technical assistance session or both.

Successful programs annually assess the needs, interests, and language skills of the students. Agencies may then examine the results to identify the highest-priority areas as indicated by students. The needs and interests of students enrolled in classes six months ago may be different from current needs.

2. Civic Objectives and Additional Assessment Plans

All agencies with a Civic Participation Program will use information from the Student Needs Assessments to select or create up to six measurable civic objectives. Civic objectives respond to student-identified civic issues in content areas of consumer economics, community resources, health, employment, and government and law. Agencies may select their objectives from the preapproved list or develop their own objectives and submit them for approval.

Agencies must next identify **language and literacy objectives** that correspond to the identified civic objectives, including the appropriate instructional levels. **Additional Assessment Plans** are derived from these language and literacy objectives.

Each **Additional Assessment Plan** must provide the following information:

- Identify the civic objective.
- Specify the type of assessment (oral, written, listening, or reading).
- Describe the assessment process, including what students will be asked to do.
- Detail the scoring criteria or rubric.
- Provide a rating scale, based on the scoring guides listed in the rubric, to determine passing scores for each instructional level of the assessment.

Each Additional Assessment Plan leads to the identification or development of an additional assessment that evaluates the mastery of each civic objective chosen. To establish a **Civic Objectives and Additional Assessment Plan (COAAP)**, local agencies have the following options:

- If the agency selects an objective from the preapproved list of objectives, an appropriate Additional Assessment Plan is already included.
- If the agency plans to revise a preapproved Additional Assessment Plan, the agency must submit it for approval.
- If the agency develops a new objective, agency staff must develop an appropriate Additional Assessment Plan and submit it for approval.

Once the COAAP is approved, the local agency must develop instructional activities and additional assessments that match the plan. Assessments described in the Additional Assessment Plan must

- measure student mastery of an identified civic objective that cannot be effectively measured by existing standardized multiple choice tests such as CASAS;
- document attainment of clearly identified, observable, measurable, and meaningful outcomes.

Instruction and Additional Assessment in each civic objective should demonstrate learning by participating in real or simulated interaction in the local community. Valid Additional Assessment outcome data for a specific civic objective must be preceded by a minimum of **30 hours of instruction** in each selected civic objective. Although 30 hours of instruction is the minimum for taking an Additional Assessment, the CASAS post-testing is required to be completed after a minimum of 40 hours of ESL instruction, and 70–100 hours is the recommended interval.

Students who did **not** pass an Additional Assessment may be tested again with the same Additional Assessment. Reason dictates that students who have already passed an Additional Assessment may not be tested again in the same Additional Assessment in the same program year.

More detailed information on the COAAP is available in video format from CASAS. To request a DVD format of the video, call CASAS at 800-255-1036.

Agencies funded to offer civic participation are required to have COAAPs approved prior to utilization. Local agencies have the following options and timelines for the selection and online submission of COAAPs.

Table 1-1. Deadlines for Civic Objectives and Additional Assessment Plans

Description	Submission Deadline in Each Program Year*
Option 1, 2, or 3: Submit at least one Civic Objectives and Additional Assessment Plan.	October 31
Option 1: Select preapproved COAAPs. These COAAPs will receive automatic approval.	April 30
Option 2: Enter revised approved COAAPs. These can be either (a) revised Option 1 pre-approved COAAPs or (b) revised previously approved Option 2 or 3 COAAPs.**	April 30
Option 3: Enter new agency-created objectives and additional assessment plans created in the current program year.**	January 31
<p>* Deadlines that fall on a weekend or holiday are extended to the next business day.</p> <p>**Agencies must consult with their CASAS program specialist (see appendix C for a list) and review the COAAP criteria before submitting their plans on the Web site. This consultation must take place at least 30 days prior to the submission deadline.</p> <p>For further information, please contact a CDE regional consultant by telephone at 916-322-2175 or a CASAS program specialist at 800-255-1036.</p>	

Assessing Individuals with Disabilities

The accountability standards in the 1998 WIA legislation include the Rehabilitation Act amendments of 1998 to improve access to adult programs and employment outcomes for students with disabilities. Other legislative provisions related to testing accommodations for students with disabilities include the Americans with Disabilities Act, Section 504 in the Rehabilitation Act, and the Individuals with Disabilities Education Act.

Those laws ensure that all students, including students with disabilities, have equal access to education programs. Accommodations provide an opportunity for all test takers to demonstrate their skill and ability. The accommodations may alter test administration procedures but do not change what the tests are intended to measure.

The following guidelines address methods for administering the CASAS assessments to accommodate students with documented disabilities. The suggested accommodations for disability categories consist of the following provisions: (a) accommodations in test administration procedures and (b) use of appropriate CASAS test forms.

1. Local Agency Responsibility

Local administrators must consider the individual needs of the student and follow state guidelines when providing accommodations. As needed, CASAS will assist local agencies by suggesting appropriate testing accommodations for specific disabilities.

Local agencies are responsible for providing fully accessible services and have the responsibility to ensure that these services meet reasonable accommodations criteria. In addition, the local agency administering the test must provide any necessary accommodations at no cost to the student. The costs are negligible for most of the common accommodations requested. The agency may wish to contact district, county, or state rehabilitative or health and human welfare agencies for diagnostic services related to learning disabilities.

In the AEFLA program, local agency, district, and state accountability data collection systems must include CASAS test results for all students, including students with disabilities. However, all public reports of test results must follow confidentiality laws and report scores without reference to personal information and disability.

2. Responsibility for Requesting Accommodations

Adults with disabilities are responsible for requesting accommodations and submitting documentation of their disabilities at the time of registration, program entry, or after diagnosis. The need for accommodation should be documented in official student records, such as the Individualized Education Program, 504 Plan, Individual Program Plan, or Individualized Plan for Employment (IPE). The information may come from a doctor's report, a diagnostic assessment from a certified professional, and other clinical records. Adult agencies can often contact the local division of vocational rehabilitation or a secondary school to request documentation of a disability. The documentation must show that the disability interferes with the individual's ability to demonstrate performance on the test.

Local agencies should provide the same accommodations for testing as they do for individual instruction, as documented in official student records. For example, if the student acquires information and receives instruction with the assistance of a sign language interpreter, then an interpreter is also necessary to provide directions for standardized testing. However, interpreters **do not sign the test questions themselves** because the purpose of the assessment is to determine the level of basic reading literacy skill.

It is important to ask students what accommodations will work best. Students should practice using the appropriate accommodation during instruction before the actual assessment.

CASAS has a variety of standardized performance-based assessment instruments for adult students who do not demonstrate their skills well on multiple-choice tests. Standardized performance-based instruments are available for special purposes, such as to demonstrate writing, speaking, and functional life skills for adults with intellectual and developmental disabilities.

3. Accommodations in Test Administration Procedures

Local test administrators may provide some reasonable accommodations in test administration procedures or in the environment for documented or undocumented disabilities without contacting the CDE or CASAS. Students may request to take only one test per day or to test in an alternate quiet room. Students may also use a variety of strategies, such as a plain straight-edge ruler, magnifying strips, colored overlays, earplugs, and other devices as deemed appropriate.

Examples of test administration accommodations are shown in **table 1-2: Providing Reasonable Accommodations for Testing**. The reasonable accommodations listed are only suggestions based on the needs of individuals—not on a disability category. These strategies do not alter the validity of the test results. The local test administrator does not need to contact the CDE or CASAS when providing these reasonable accommodations.

Note: It is not an appropriate accommodation to read aloud a CASAS reading literacy test simply because a student has low-level literacy skills. Agencies may contact CASAS with questions related to reading difficulties documented on diagnostic records.

4. Use of Appropriate Test Forms

It is important to use an appropriate test form that best meets the student's goals and manner of receiving and demonstrating literacy information. Large-print tests and the CASAS eTests® are examples of test forms often used for students with documented and undocumented disabilities based on need. The POWER performance-based assessment series (Forms 301–307) and the Tests for Adult Life Skills, level AA–AAAAA (Forms 312–343) are available specifically for students with intellectual and developmental disabilities. Beginning Literacy Assessments (Forms 27–28) are appropriate for students beginning to read print, simple words, and phrases.

Note: It is not permissible to change a test form locally. For further information on appropriate tests, contact CASAS by telephone at 858-255-1036.

Table 1-2. Providing Reasonable Accommodations for Testing

Disability	Test Administration Accommodations	CASAS Test Forms
Learning disability such as: <ul style="list-style-type: none"> ● Attention deficit hyperactivity disorder ● Dyslexia ● Dyscalculia ● Receptive aphasia ● Hyperactivity ● Written language disorder ● Attention deficit disorder 	<ul style="list-style-type: none"> ● Extended time ● Alternate schedule with frequent breaks ● Scribe/Writer ● Alternate Room ● Computer—Spelling and Grammar check disabled ● Simple calculator 	<ul style="list-style-type: none"> ● Large-print forms and Answer Sheet for all CASAS tests ● Oral assessment for CIT ● Large-print Answer Sheets for Reading for Citizenship ● CASAS eTests®
Hearing impairment	<ul style="list-style-type: none"> ● Sign language interpreter only for test directions ● Headphones for those taking a listening test 	
Visual impairment	<ul style="list-style-type: none"> ● Magnifier ● Template ● Screen reader software ● Closed circuit television video magnifiers ● Scribe/reader 	<ul style="list-style-type: none"> ● Level A/B Reading test in contracted braille format ● Large-print CASAS tests ● CASAS Listening test series (Levels A, B, and C)
Mobility impairment	<ul style="list-style-type: none"> ● Extended time ● Alternate site/equipment ● Scribe/writer communication board 	
Emotional/mental disability such as: <ul style="list-style-type: none"> ● Bipolar disorder ● Major depression 	<ul style="list-style-type: none"> ● Extended time and supervised breaks ● Private room ● Limited testing per day 	
Intellectual and developmental disabilities such as: <ul style="list-style-type: none"> ● Traumatic brain injury ● Autism ● Cerebral palsy ● Epilepsy 	<ul style="list-style-type: none"> ● One-on-one administration ● Extended time 	<ul style="list-style-type: none"> ● Adult Life Skills Color-Photo forms (level AA 312–313 and level AAA 322–323) ● POWER forms 301–307 ● Beginning Literacy Forms 27–28

Note: The reasonable accommodations listed above are only suggestions and do not constitute all of the possible accommodations or disabilities.

Required Training

The CDE Adult Education Office requires all local agencies to receive training in the appropriate use of the California Accountability system and the CASAS testing system. Both systems are central to AEFLA program implementation.

Local agencies must have at least one staff member attend each of the following free trainings:

- California Accountability training and
- CASAS implementation training to become certified to administer CASAS tests.

Different staff members may attend each of the training types named above. Training is available at both the beginning and experienced levels. The trained staff members then become the experts and trainers for the rest of the local agency staff. More than one staff member may attend the trainings; the CDE encourages an entire team from each agency to attend the trainings.

Both trainings must be completed **by January 31** of each program year, or payments will be withheld until the training sessions have been completed.

- Trainings are available in face-to-face and online formats.
 - Regional face-to-face trainings for both topics are primarily available in the fall and a smaller number of training sessions are offered in the spring. Training schedules, descriptions, and registration forms are available on the CASAS Web page and at the Adult Education Training Web page. Please refer to the Comprehensive Adult Student Assessment System Online Registration in appendix B.
 - The online training schedules, descriptions, and registration forms are also available on the CASAS Web page and the Adult Education Training Web page. The California Accountability online training is available only via scheduled Webinars and not as self-paced sessions.

Agencies with EL Civics Citizenship Preparation must have test administrators complete and pass the CASAS Citizenship Interview Test (CIT) training before the CIT may be provided to the students. CIT administrators must be recertified annually. No special training is required to administer the Government and History Test or the Civic Participation Additional Assessments.



Data Collection and Submission System

Data Collection

All funded agencies must fulfill the national and state data collection and submission requirements. The following table identifies data collection forms required for the funded instructional programs.

Table 2-3. Instructional Programs and Required TOPSpro® Enterprise Forms

Instructional Programs	Required TOPSpro® Enterprise Forms
<ul style="list-style-type: none"> ● Adult Basic Education (includes Vocational Adult Basic Education) ● Adult Secondary Education: High School Diploma and High School Equivalency ● English as a Second Language (includes Vocational English as a Second Language) ● EL Civics: Civic Participation Citizenship Preparation 	<ul style="list-style-type: none"> ● Entry Record: created upon student entry into program ● Update Record: created after 12 hours or more of instruction ● Test Record: for each CASAS Pretest/Post-test ● Civic Participation Test Record: for each Additional Assessment ● Citizenship Preparation Test Record: Citizenship Interview Test (CIT) Government and History (G & H) Test

1. Data Collection

Enter and collect data using TOPSpro® Enterprise (TE) software continually for the entire program year.

- Local agencies using **third-party attendance software** may import data into TE each quarter, prior to data submission.
- **Date of birth and gender** must be recorded to qualify for payment points and federal reports.
- Mark appropriate fields, such as ABE, ESL, Distance Learning, Civic Participation, Citizen Preparation, and the like, as applicable, on the TE **Class Record**.

- **EL Civics** must have designated EL Civics Civic Participation or EL Civics Citizenship Preparation sites or both programs. Classes must be designated as such on the class record in TE.

2. Entry Records

Complete an Entry Record (with appropriate data fields) for each student upon entry into an AEFLA instructional program: ABE, ESL, and ASE. For national and state requirements, all local agencies must collect and report on all students in AEFLA-funded programs. Concurrently enrolled kindergarten through twelfth grade (K–12) students, if participating in the same AEFLA-funded classes, must have Entry Records.

- Ensure each student has selected the appropriate **highest year of school completed** (field 6), **highest degree earned** (field 7), and **labor force status** (field 15).
- **Vocational ABE/Vocational ESL:** The appropriate instructional programs for these vocational literacy students are ABE or ESL (field 11) with a Special Program in Workplace Education (field 13).
- **Family Literacy:** The appropriate instructional program for family literacy students are ABE or ESL (field 11) with a Special Program designation in Family Literacy (field 13).
- **EL Civics:** The appropriate instructional program for EL Civics students is ESL (field 11) with a Special Program designation in EL Civics (field 13).

3. Update Records

Complete an update record for each student who attains 12 or more hours of instruction. Update Records may be completed after a substantial block of instruction or when a student exits a program. This is required for all ABE, ASE, and ESL students, including EL Civics. Concurrently enrolled K–12 students, if participating in the same AEFLA-funded classes, must have Update Records. Mark the appropriate student **status** (field 7) and **reason for exiting** (field 13) on each student's Update Record.

- **High School Diploma (HSD):** According to a state requirement, local agencies must maintain a certified list of ASE students and their unique identification numbers, when they attain HSDs (including passing the CAHSEE English language arts and mathematics sections). The CDE conducts verification of the schools' permanent records. Agencies must mark **Earned High School Diploma** (field 9) for these students. This designation, along with "**Left Instructional Program**" (field 7), triggers the NRS and payment point processes.
- **High School Equivalency (HSE):** The CDE will conduct a data match to verify students who officially passed the GED® Test, HiSET, or TASC™. Students may have been in an instructional program below the ASE pretest level. Agencies must mark **Earned HSE** (field 9). This designation, along with "**Left Instructional Program**" (field 7), triggers inclusion in the data match, NRS, and payment point processes. Completion of a

non-English version of the HSE is acceptable for HSE payment point, provided all other requirements are met.

- **Enter the Social Security Number (SSN):** HSE ID number, or agency-generated student identification number for each student who has completed an HSE. If a student does not use an SSN, a copy of the HSE certificate (an informed consent form is not required) should be submitted.

4. Test Records

All students in AEFLA-funded programs (ABE, ESL, and ASE) must be pretested and post-tested. Concurrently enrolled K–12 students are not required to be tested and do not qualify for AEFLA payment points.

- **Appropriate tests:** Reading and listening tests for ESL students and reading and math tests for ABE and ASE students are required to earn payment points.
- **Test score of 236 or above:** Students who score 236 or above on their lowest accurate pretest must be enrolled in an ASE instructional program and may earn ASE payment points. For additional details on **ASE High** students who may not need CASAS testing, please refer to the earlier discussion on pretesting and post-testing under National and California Guidelines, Pretests and Placement into Educational Functioning Levels.
- **EL Civics:** EL Civics is an additional focus area under ESL. Each student must meet all the requirements in ESL, including a CASAS pretest, post-test, and the following requirements:
 - An additional assessment is needed for the **Civic Participation** focus area, based on selected and approved Civic Objectives and Additional Assessment Plans. Results are recorded on Test Records.
 - CASAS Citizenship Interview Test (CIT) or Government and History (G & H) test results are recorded on Test Records for the **Citizenship Preparation** focus area.

5. Core Performance Measures and Follow-Up Surveys

Federal regulations require agencies to collect and report core performance measures on students who exit the program in the current program year and meet predefined criteria that qualify them for three core follow-up cohorts: enter employment, retain employment, or enter postsecondary education or training. This information provides aggregated data for entries into the NRS Federal Table 5.

Federal guidelines require states and local agencies to separately survey students enrolled in traditional classroom and distance learning education modalities. Additional details can be found on the CASAS California Accountability Web page under Core Performance Follow-Up Survey Instructions (see appendix B).

Reporting agencies may distribute the Core Performance Follow-Up Survey using multiple methods; however, the question content must remain the same. It is permissible to distribute the

survey by U.S. mail, e-mail, or telephone. Survey templates and directions are available as downloads on the CASAS Web site (see appendix B).

All agencies must complete the California Core Performance Wizard available on the TE platform. This wizard will automatically select a random sample of students and provide a list for the local agency to survey. Once the student completes the survey, agencies enter the results directly into TE.

6. AEFLA Program Implementation Survey

The federal report requires qualitative and quantitative information. Local responses are aggregated into a statewide response in the narrative section of the annual federal reports. This information, which would otherwise be unavailable, also appears in the annual report to the State Legislature.

Data collected also help the CDE and local program administrators design effective systems. AEFLA-funded agencies must complete the survey **no later than April 30** of each year. With input from local program staff, the administrators must complete one survey for each agency.

A link to the survey is located at the CDE Web page. Scroll down to the Funding section, click on the link for the correct program year, and select Program Implementation Survey. The survey takes approximately 40 minutes to complete, depending on the number and complexity of agency programs. The agency may enter information in one or more sessions, as the information can be saved for later completion and submission. All responses, including names of agencies and individuals, are confidential. Please see appendix B for the Program Implementation Survey.

7. Adult Education Personnel

The NRS requires local agencies to provide an aggregated list of personnel funded by the AEFLA and to report on job function, job status, years of experience, and specific certification categories. This information provides aggregated data for entries into the NRS Federal Table 7. (There are 12 NRS federal tables, but they are not all cited in this manual.)

Record data for administrators, teachers, and other personnel working in the ABE, ESL, and ASE programs in the TE Personnel Lister or in the TE Agency Record.

8. California Department of Corrections and Rehabilitation

The Department has the same compliance requirements as other AEFLA-funded local agencies.

9. California Department of Developmental Services (CDDS)

Local agencies will follow the assessment guidelines in this manual under “Assessing Individuals with Disabilities.” Entry and Update Records will reflect the ABE instructional program. Otherwise, the CDDS has the same compliance requirements as other AEFLA-funded agencies.

Data Submission

The complete list of deliverables, including deadlines and submission details for the current program year, is accessible on the CDE Web page at Due Dates for Grant Deliverables (see appendix B). This section is meant as a guide for data submission. Failure to comply with any requirements or submissions will be cause for withholding the AEFLA grant reimbursements until requirements are met. All AEFLA-funded agencies must meet all data requirements.

- **Quarterly data** are submitted using TOPSpro® Enterprise (TE) to include all students enrolled in each funded program area. Agencies must submit the data either electronically or through the U.S. mail in a CD-ROM format. The agency name and site should be identified in the e-mail or CD-ROM label. The CD-ROM should be mailed in a padded envelope. The CASAS does *not* accept data submission in hard copy paper format. See additional information under End-of-Year Data.
- **Quarterly data integrity reports (DIRs)** are submitted as directed in the Program and Accountability Letter and attachment. Instructions and the DIRs are accessible on the CDE Web page (see appendix B).
- **Core Performance Follow-Up Surveys** are conducted quarterly for students who exit the program and qualify for the NRS designated follow-up cohorts. Students surveyed are in these categories:
 - Enter Employment
 - Retain Employment
 - Enter Postsecondary Education or Training (including apprenticeship)

Start with generating a list of randomly sampled students to survey by running the California Core Performance Wizard in the TE software. This feature in TE will automatically identify students eligible for each cohort, compute sampling percentages required, and generate cohort survey lists for each agency. Agencies need to survey only students who appear on the list.

After identifying the students on the list and disseminating the surveys, agencies will enter the data received from the student responses directly into TE on a quarterly basis.

End-of-Year data are submitted in a process similar to the Quarterly Data submission as soon as possible, after the end of the instructional year. End-of-Year data submissions must be received no later than **August 15, 2015**.* The End-of-Year data submission must include, but is not limited to the following items:

- Completed and signed End-of-Year Certification Letter
- Program year data in TE
- Data Integrity Report (DIR)

*Deadlines that fall on a weekend or holiday are extended to the next business day.

- Payment Points Summary Report
- Completed Adult Education Personnel Information in TE

The CDE annually disseminates in May an End-of-Year data submission certification letter, which is posted on the CDE Web page for the program year. Local agencies must review this letter for updated end-of-year submission requirements to ensure completeness of the data submitted.

The CASAS (quarterly or year-end) data should be sent using the submission method that is aligned with the agency's installation of TE:

- A Web-based version of TE does not require physical data submission, as the CASAS can access the data online, but the physical DIR submission is required. The DIR submission also alerts the CASAS to process that agency's online data.
- A locally installed version of TE requires one of the following:
 - **Electronic** submission, using the Electronic Data Submission utility in the TE Backup Wizard, or
 - **Submission by U.S. mail** of the compact disc read-only memory (CD-ROM) to:
CASAS, California Accountability Project
5151 Murphy Canyon Road, Suite 220
San Diego, CA 92123

Do not send paper copies of Entry, Update, or Test Records. Local agencies must submit data in electronic formats. If data are submitted by U.S. mail, agencies must use a protective envelope for the data disk. It is essential to keep a backup copy of the records submitted.

If the final End-of-Year data are not submitted on time, the third-quarter data or the most recently submitted data will be used to determine the payment points for future grant awards.



The California Payment Point System

Payment Points

The potential number of payment points an individual student can earn depends on the Funded Program Focus Areas. The following table details the potential allowable payment points per student in specific areas. All accountability, assessment, data, and submission requirements must be met to be eligible for payment points.

Table 3-1. Potential Number of Allowable Payment Points

Funded Program Focus Areas	Potential Allowable Payment Points Per Student	To Earn Payment Points
Section 225 or 231: ABE, ASE, and ESL	6	<ul style="list-style-type: none"> ● Complete one NRS EFL (per Federal Table 4, Number Completed Level; see appendix C for minor modifications to low ABE levels) ● Complete a level and advance one or more levels—students who completed a level and stay enrolled in one or more higher levels (according to Federal Table 4, Number Who Completed a Level and Advanced One or More Levels; see appendix C for minor modifications to low ABE levels) ● Pass CAHSEE (ASE only) ● Pass HSD or HSE (Federal Table 5, Achieving Outcomes) ● Enter or Retain Employment (Federal Table 5, Achieving Outcomes) ● Enter Postsecondary Education or Training (Federal Table 5, Achieving Outcomes)
EL Civics Citizenship Preparation (in addition to ESL points above)	2	<ul style="list-style-type: none"> ● CIT ● G & H Test
EL Civics Civic Participation (in addition to ESL points above)	2	<ul style="list-style-type: none"> ● Up to two Additional Assessments



Data Dictionary

TOPSpro® Enterprise Record Instructions

Entry Record

Forms **EUUS-014** and **ETUS-014** include Entry Records. The following table indicates with a check mark (√) the specific data elements required for the Update Record. The letters IR (if required) indicate that a local agency chooses to collect information on a particular data element.

Table 4-1 Data Elements

Field	Entry Record Type	AEFLA 225/231	AEFLA EL Civics
1a	Student Name/Telephone	√	√
1b	Student Address	√	√
2	Instructor Name	IR	IR
3	Student ID	√	√
4	Gender	√	√
5	Date of Birth	√	√
6	Highest Years of School	√	√
7	Highest Diploma	√	√
8a	Ethnicity	√	√
8b	Race	√	√
9	Native Language	√	√
10	Date of Entry Class	√	√
11	Instructional Program	√	ESL
12	Attainable Goal (1 and 2)	IR	IR
13	Special Programs	IR	IR
14	Personal Status	√	√
15	Labor Force Status	√	√
16	Zip Code	IR	IR
17	Class Number	√	√
18	Instructional Level	√*	IR
19	Skill Level		
20	Provider Use		

√ = Must be filled in
 IR = If required (by local instructional program or agency)
 √* = Mark for HSD students

The following table identifies the data elements and requirements of the Entry Record form (EUUS-014). Form ETUS-014 also includes the Entry Record form. An example of the Entry Record form is located on the CASAS Web page at <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability>.

Table 4.2

Local Agency Number: Print local agency ID number (provided by CASAS).

Site Number: Leave field blank unless instructed otherwise by the local agency

Field	Field Name	TOPSpro® Enterprise Entry Record Instructions
1a	Student Name and Telephone Number	Enter last name, then first name. Students with two last names should choose one name and use this name consistently on all subsequent forms.
1b	Student Address	Enter student address here.
2	Instructor Name	Local agency-use only—Enter instructor’s name or other designators as directed by the local agency. Agencies use this space to indicate an instructor, a class time, location, or other information used for identification.
3	Student Identification	Enter the unique Student ID number used consistently on all subsequent forms. This may be the local agency-assigned number. Agencies can use any method to determine a unique Student ID number for each student <i>Note:</i> This field is critical. TOPSpro® Enterprise links all student information by a unique Student ID number. Students must use one unique Student ID number on all forms in all classes during the current program year. Agencies must ensure that student data submitted to the CDE are not duplicated.
	SSN	Bubble Yes if this is the student’s Social Security number. Bubble No for a substitute identification number.
4	Gender	Mandatory field—indicate male or female.
5	Date of Birth	Mandatory field—enter student’s date of birth. Mark the month (MM), day (DD), and year (YY). Use a leading zero for numbers below 10. Example: If date of birth is August 9, 1973, indicate 08-09-73.
6	Highest Year of School Completed	Indicate the number of years of formal schooling the student has completed. Schooling in the U.S. or abroad is included. Use a leading zero for numbers below 10.
	I earned the above outside the U.S.	Please indicate whether the student completed formal schooling outside the United States (U.S.). If the student completed some schooling in the U.S. and some outside the U.S., then mark this only if more than 50 percent was completed outside the U.S. Example: If a student’s highest year was grade nine, with grades one through six completed in the person’s home country, and grades seven through nine completed in the U.S., then check this box, because most of the schooling was outside the U.S.

Table 4.2 (continued)

Field	Field Name	TOPSpro® Enterprise Entry Record Instructions
7	Highest Diploma or Degree Earned	<p>Mark one. Indicate the highest credential or degree the student has achieved prior to enrollment this program year. Schooling in the U.S. or abroad is included.</p> <p>None = Has no high school level diploma or HSE certificate</p> <p>HSE Certificate = Received an official HSE certificate officially recognized by the State of California</p> <p>HSD = Received a high school diploma</p> <p>Technical/Certificate = Received a certificate of completion in a professional/technical program (e.g., welding, cosmetology, phlebotomy, nurse's assistant)</p> <p>Some College, No Degree = Has enrolled in an accredited institution but has not earned a degree</p> <p>Associate of Arts/Associate of Science Degree = Has a two-year degree from an accredited institution</p> <p>Four-Year College = Has a four-year degree from an accredited institution (e.g., Bachelor of Arts or Science degree)</p> <p>Graduate Studies = Has completed accredited course work beyond a four-year degree</p> <p>Other = Was awarded some type of diploma not included above</p>
	I earned the above outside the U.S.	Please indicate whether the student earned the degree, diploma, or certificate outside the United States. This check box should directly respond to the specific degree indicated in this field.
8a	Ethnicity	<p>Mark one. Indicate the group with which the student primarily identifies:</p> <p>Hispanic or Latino = Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race</p> <p>Not Hispanic or Latino = Not included in the above definition</p>
8b	Race	<p>Mark one or more, according to student's origins:</p> <p>White = 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</p> <p>Asian = A person who has origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (including China, India, Japan, Korea, Vietnam, and the like)</p> <p>Black or African American = A person who has origins in any of the black racial groups of Africa</p> <p>Native Hawaiian or Other Pacific Islander = 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</p> <p>American Indian or Alaska Native = A person who has origins in any of the original peoples of North and South America (including Central America) and who maintains tribal affiliation or community attachment</p>

Table 4.2 (continued)

Field	Field Name	TOPSpro® Enterprise Entry Record Instructions
9	Native Language	Mark one. Indicate the prevalent language spoken in the home when the student was a child.
10	Date of Entry into This Class	Enter the date that the student began the instructional program within the current program year. Use a leading zero for the numbers below 10.
11	Instructional Program	<p>Mark only one of the following instructional programs:</p> <p>Basic Skills ABE = For adults who lack competence in reading, writing, speaking, problem solving, or computation at a high school level and lack necessary skills to function in society, on a job, or in a family</p> <p>ESL = Helps adults who are limited-English proficient achieve competence in the English language (includes EL Civics)</p> <p>ESL/Citizenship = Leave field blank (not funded by the AEFLA; classes to obtain U.S. citizenship should use ESL as the Instructional Program and mark EL Civics under Special Programs)</p> <p>HSD = High school diploma program that meets California state and local graduation requirements</p> <p>HSE = Preparation for a high school equivalency (HSE) test, including the GED® Test, HiSET, or TASC™ The AEFLA funding supports HSE preparation only in English.</p> <p>Career and Technical Skills = Leave field blank (not funded by the AEFLA).</p> <p>Workforce Readiness = Leave field blank (not funded by the AEFLA; literacy classes are ABE, ESL, or ASE).</p> <p>Adults with Disabilities = Leave field blank (not funded by the AEFLA; literacy classes are under ABE).</p> <p>Health and Safety = Leave field blank (not funded by the AEFLA).</p> <p>Home Economics = Leave field blank (not funded by the AEFLA).</p> <p>Parent Education = Leave field blank (not funded by the AEFLA; literacy classes for parents are ABE, ESL, or ASE).</p> <p>Older Adults = Leave field blank (not funded by the AEFLA).</p> <p>Other = Leave field blank (not funded by the AEFLA).</p>

Table 4.2 (continued)

Field	Field Name	TOPSpro® Enterprise Entry Record Instructions
12	Attainable Goal Within Current Program Year	<p>Select one primary goal in the column 1 and a secondary goal in column 2. Make sure the student indicates a goal he or she hopes to attain within the current program year.</p> <p>Column 1 = Indicate primary goal.</p> <p>Column 2 = Indicate secondary goal.</p> <p>Improve Basic Skills = Improve overall basic literacy skills.</p> <p>Improve English Skills = Improve English literacy skills (e.g., speaking, listening, or writing) to enable better communication with others.</p> <p>HSD/HSE = Achieve sufficient skills and credit hours to earn a state-approved high school diploma or pass a high school equivalency examination.</p> <p>Get a Job = Obtain full- or part-time paid employment.</p> <p>Retain Job = Upgrade skills to enable retention of current job increase opportunities for promotion, or get a better job.</p> <p>Enter College or Training = Achieve skills to enable enrollment in a postsecondary education program or postsecondary job training program.</p> <p>Work-Based Project = Acquire literacy skills needed to enable student to complete a short-term course on specific work-based skills (i.e., a course of 12–30 hours’ duration designed to teach specific workplace skills).</p> <p>Family Goal = Meet a defined family goal related to literacy instruction with a clearly definable outcome (such as increased involvement in children’s education, reading more to child).</p> <p>U.S. Citizenship = Obtain skills to pass the official U.S. citizenship test.</p> <p>Military = Obtain skills required for entry into the military service.</p> <p>Personal Goal = Meet a defined personal goal related to a clearly definable outcome (such as pass a driver’s test or improve reading ability).</p> <p>None = No secondary reason for enrollment</p> <p>Other = Any other goal related to instruction with a clearly definable outcome</p>

Table 4.2 (continued)

Field	Field Name	TOPSpro® Enterprise Entry Record Instructions
13	Special Programs	<p>Indicate special program(s) student enrolls in. Mark all that apply. Important: Family Literacy students must mark Family Literacy; Vocational literacy students in Vocational ABE and Vocational ESL students must mark Workplace Education.</p> <p>None = Not enrolled in any program listed below</p> <p>Jail = City or county correctional institutions for adult criminal offenders</p> <p>Community Corrections = Community-based rehabilitation facility or halfway house for adults</p> <p>State Corrections = State correctional institution, prison, reformatory, work farm, detention center, or any other similar institution to confine or rehabilitate adult criminal offenders</p> <p>Homeless Program = Instruction designed for homeless adults. A homeless individual is a person lacking a fixed, regular, and adequate nighttime residence as well as an individual having a primary nighttime residence that is:</p> <ul style="list-style-type: none"> ● Supervised publicly or privately operated shelter designed to provide temporary living accommodations. Includes welfare hotels, congregate shelters, and transition housing for the mentally ill ● Institution that provides temporary residence for individuals intended to be institutionalized; or ● Public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings <p>Family Literacy (ABE/ESL) = Literacy services of sufficient intensity and duration to promote sustainable changes in the family, with a literacy component for parents and children or other intergenerational literacy components</p> <p>Workplace Education = Vocational Literacy—Vocational ABE/ESL designed to increase workforce productivity through improved workplace literacy skills, such as providing adult literacy skills and basic computer literacy skills</p> <p>Tutoring = Provides tutoring to students</p> <p>Distance Learning = Primary instruction method (51 percent or more of the instruction) is not classroom-based and includes the use of instructional technology such as Internet, television, video, telephone, or similar technology</p>

Table 4.2 (continued)

Field	Field Name	TOPSpro® Enterprise Entry Record Instructions
		<p>Special Needs = Designed for students with special needs</p> <p>Alternative Education (K–12) = Leave field blank (not applicable to California’s AEFLA).</p> <p>Nontraditional Training = Student enrolled in a program that is considered nontraditional for a particular gender, age, or other category (not applicable to the AEFLA)</p> <p>EL Civics = The ESL student is enrolled in a class also funded under EL Civics.</p> <p>Note: agencies must also designate the appropriate EL Civics focus area at the agency and class level in the TOPSpro® Enterprise software. Marking this field on the Entry Record does not automatically qualify a student for EL Civics payment points.</p> <p>Carl Perkins = Student qualifies as Economically Disadvantaged under criteria in the Carl Perkins Career and Technical Education Improvement Act of 2006 (form CDE-20 or CDE-21). Note: This is not funded by the AEFLA.</p> <p>Other = Student is enrolled in a special program not listed above.</p>
14	Personal Status	<p>Mark all that apply to the student.</p> <p>Temporary Assistance for Needy Families (TANF) = Individual receives funds through, or is eligible for TANF, welfare, or California Work Opportunity and Responsibility to Kids (CalWORKs).</p> <p>Note: CalWORKs is the California name for the national TANF program.</p> <p>Other Public Assistance = Student receives federal, state, or local financial assistance including:</p> <ul style="list-style-type: none"> ● Food stamps ● Refugee cash assistance ● General assistance ● Aid to the blind or totally disabled <p>This designation does not include:</p> <ul style="list-style-type: none"> ● Social Security benefits ● Unemployment insurance ● Employment-funded disability

Table 4.2 (continued)

Field	Field Name	TOPSpro® Enterprise Entry Record Instructions
		<p>WIOA, Title I (not the AEFLA) = Student receives employment training or assistance through WIOA, Title I (not the AEFLA) for:</p> <ul style="list-style-type: none"> ● Youth and adult employment activities ● Dislocated workers ● Displaced homemakers ● Low-income individuals ● Nontraditional employment ● Older individuals or youths with significant barriers to employment ● Individuals with disabilities <p>Student receives employment or assistance through WIOA, Title I (not the AEFLA) Subtitle C Job Corps Program or WIOA, Title I Subtitle D National Programs for:</p> <ul style="list-style-type: none"> ● Native Americans ● Migrant and seasonal farmworkers ● Veterans Workforce Investment <p>Student is in other WIOA Title I programs such as:</p> <ul style="list-style-type: none"> ● Youth opportunity grants ● Demonstration or pilot projects ● Multiservice research or multistate projects ● National emergency grants <p>Rehabilitation = 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>Concurrently Enrolled in HS/K-12 = Student is enrolled in high school and adult school classes at the same time.</p> <p>Dislocated Worker = Student received an individual or public notice of pending or actual layoff from a job and is unlikely to return to the previous industry or occupation.</p> <p>Veteran = Student has served in the active military and was discharged or released from such service under conditions other than dishonorable.</p> <p>Disabled = Student has a record of, or is regarded as, having a physical or mental impairment (including a learning disability) that substantially limits or restricts one or more major life activities, including walking, seeing, hearing, speaking, learning, and working.</p> <p>Displaced Homemaker = Student 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. Student is currently unemployed, underemployed, and is experiencing difficulty in obtaining or upgrading employment.</p>

Table 4.2 (continued)

Field	Field Name	TOPSpro® Enterprise Entry Record Instructions																																			
		<p>Single Parent = Student has custodial support of one or more dependent children.</p> <p>Other = Any other personal status not listed above</p>																																			
15	Labor Force Status	<p>Please mark one:</p> <p>Employed = Works as paid employee, works in own business or farm, or works 15 hours or more per week as unpaid worker on a farm or business operated by a member of the family; includes students not currently working but who have jobs or businesses from which they are temporarily absent</p> <p>Unemployed = Not working, but is seeking employment (made specific efforts to find a job), is able and available for work</p> <p>Includes unemployed students who have not actively looked for work in the last four weeks</p> <p>Not Employed and Not Seeking Work = Not employed, not seeking employment, and not retired</p> <p>Retired = Retired and not seeking employment</p> <p>Note: If the student has retired from a job or career, but is actively seeking work elsewhere, then mark as Unemployed.</p>																																			
16	Home Zip Code	Write the student's zip code in the boxes at the top of the field and fill in the corresponding bubbles below it.																																			
17	Class Number	<p>Write the class number in the boxes at the top. Bubble with the same numbers below. A local agency determines and creates its class numbering system. Numbers may be right or left justified.</p> <p>Note: TOPSpro® Enterprise reads 0 as a number and not as a placeholder; therefore, the class number 1234 will be read as a different number from 00001234.</p>																																			
18	Instructional Level	<p>Mark ASE High if the student is enrolled in the HSD program and has completed enough credits to enter the program at an eleventh- or twelfth-grade level.</p> <p>Optional for other levels: If required by the agency, indicate the student's present placement in instructional level. Otherwise, the TOPSpro® Enterprise is designed to automatically assign a level based on the valid pretest score.</p> <table border="1"> <thead> <tr> <th>CASAS Levels</th> <th>NRS Levels</th> <th>Reading Score Ranges</th> <th>Listening Score Ranges</th> <th>Meaning of NRS/ CASAS/ ESL Levels</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>1</td> <td>150–180</td> <td>150–180</td> <td>Beginning Literacy</td> </tr> <tr> <td>A</td> <td>2</td> <td>181–190</td> <td>181–189</td> <td>Beginning Low</td> </tr> <tr> <td>A</td> <td>3</td> <td>191–200</td> <td>190–199</td> <td>Beginning High</td> </tr> <tr> <td>B</td> <td>4</td> <td>201–210</td> <td>200–208</td> <td>Intermediate Low</td> </tr> <tr> <td>B</td> <td>5</td> <td>211–220</td> <td>210–218</td> <td>Intermediate High</td> </tr> <tr> <td>C</td> <td>6</td> <td>221–235</td> <td>219–227</td> <td>Advanced</td> </tr> </tbody> </table>	CASAS Levels	NRS Levels	Reading Score Ranges	Listening Score Ranges	Meaning of NRS/ CASAS/ ESL Levels	A	1	150–180	150–180	Beginning Literacy	A	2	181–190	181–189	Beginning Low	A	3	191–200	190–199	Beginning High	B	4	201–210	200–208	Intermediate Low	B	5	211–220	210–218	Intermediate High	C	6	221–235	219–227	Advanced
CASAS Levels	NRS Levels	Reading Score Ranges	Listening Score Ranges	Meaning of NRS/ CASAS/ ESL Levels																																	
A	1	150–180	150–180	Beginning Literacy																																	
A	2	181–190	181–189	Beginning Low																																	
A	3	191–200	190–199	Beginning High																																	
B	4	201–210	200–208	Intermediate Low																																	
B	5	211–220	210–218	Intermediate High																																	
C	6	221–235	219–227	Advanced																																	

Table 4.2 (continued)

Field	Field Name	TOPSpro® Enterprise Entry Record Instructions				
		CASAS Levels	NRS Levels	Reading Score Ranges	Math Score Ranges	Meaning of NRS/CASAS/ABE Levels
		A	1	150–200	150–200	Beginning Literacy
		B	2	201–210	201–210	Beginning
		B	3	211–220	211–220	Intermediate Low
		C	4	221–235	221–235	Intermediate High
		D	5	236–245	236–245	ASE Low
		E	6	246 or higher	246 or higher	ASE High
19	Skill Level	Leave this field blank.				
20	Provider Use	Leave field blank unless instructed otherwise.				

Update Record

Forms **EUUS-014** and **UTUS-014** include the Update Record. The following table indicates with a check mark (√) the specific data elements required. The letters IR (if required) indicate that a local agency chooses to collect information on a particular data element. A check mark with an asterisk (√*) means that data must be entered if the student has a high school diploma.

Table 4-3 Data Elements

Field	Entry Record Type	AEFLA 225/231	AEFLA EL Civics
1a	Student Name/Telephone	√	√
1b	Student Address	√	√
2	Instructor Name	IR	IR
3	Student ID	√	√
4	Date of Class Update	√	√
5	Hours of Instruction	√	√
6	Instructional Program	√	√
7	Status	√	√
8	Progress	√*	IR
9	Learner Results	√	√
10	Class Number	√	√
11	Instructional Level	√	IR
12	Skill Level		
13	Reason for Exiting	√	√
14	Subsections HSE	IR	IR
15	High School Credits	IR	IR

√ = Must be filled in
 IR = If required (by local instructional program or agency)
 √* = Mark for HSD students

The following table identifies the data elements and requirements of the Update Record form (EUUS–014). Form UTUS–014 also includes the Update Record form. An example of this Update Record form may be viewed on the CASAS Web page at <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability>.

Table 4.4

Local Agency Number: Print your CASAS local agency ID number (provided by CASAS).

Site Number: Leave field blank unless instructed otherwise by the local agency.

Field	Field Name	TOPSpro® Enterprise Update Record Instructions
1a	Student Name and Telephone Number	Refer to the TOPSpro® Enterprise (TE) Entry Record instructions for the same field.
1b	Student Address	Refer to the TE Entry Record instructions for the same field.
2	Instructor Name	Refer to the TE Entry Record instructions for the same field.
3	Student Identification	Refer to the TE Entry Record instructions for the same field.
4	Date of Class Update	If a student has left the program, indicate the specific date the student left. Otherwise, indicate the date the form is completed. Use a leading zero for numbers below 10.
5	Hours of Instruction	Indicate, as accurately as possible, the total number of hours of instruction the student received between the dates of Entry and Update. If multiple Entry and Update Records are completed, record the instructional hours since the most recent Update Record in this same instructional program. TE will aggregate the hours on each completed Update Record and show the total instructional hours during the program year.
6	Instructional Program	Indicate the one instructional program the student is enrolled in for this class. Refer to the TE Entry Record instructions for this same field.
7	Status	Indicate student's status since completion of the semester, session, term, last Entry Record, or Update Record in this instructional program. Mark one of the following: Retained in Program = Mark if student plans to continue in this instructional program during the next program year beginning July 1. According to federal policy, a student has left the program when he/she has not received instruction for 90 days and has no instruction scheduled. If the student returns or has enrolled in a new class before the end of the 90-day period, then agencies should mark the student as Retained in Program . If the local agency has developed written guidelines with defined timelines for the student's status, then it may follow the local policy when indicating whether the student is still in the program.

Table 4.4 (continued)

Field	Field Name	TOPSpro® Enterprise Update Record Instructions
		<p>Students marked as Retained in Program are not eligible to be included in Federal Table 5 for “Number of Participants Achieving Outcome” under: obtained a High School Diploma or High School Equivalency certificate, entered employment, retained employment, or entered postsecondary education or training. Therefore, students marked as Retained in Program will not be eligible for the payment points associated with those categories.</p> <p>Left Instructional Program = Mark this for students who left before completion or upon program completion.</p> <p>Student left the instructional program before completion. The student left before completing all required classes, such as exiting in the middle of a semester or term. According to federal policy, a student is considered to have left the instructional program when he/she has not received instruction for 90 days and has no instruction scheduled.</p> <p>Student left the instructional program upon completion of the program. Student completed the current instructional program in which the student is enrolled. Agencies should record the exact date the student left the instructional program in field 4 (Date of Class Update) on the Update Record.</p> <p>The NRS includes students in Federal Table 5 only when students have left the instructional program. Therefore, this status is prerequisite to the following payment point outcomes related to Federal Table 5: obtained a High School Diploma or High School Equivalency certificate, entered employment, retained employment, or entered postsecondary education or training.</p> <p>No Show or Did Not Attend at Least 12 Hours = Student did not show up for class or attend class for 12 or more instructional hours.</p>

Table 4.4 (continued)

Field	Field Name	TOPSpro® Enterprise Update Record Instructions
8	Progress	<p>Indicate the student's progress since the completion of the Entry Record.</p> <p>Progressed within Level or Instructional Program = Student has progressed within the given NRS instructional level, but has not completed the level or program.</p> <p>Advanced to a Higher Level or Instructional Program = Student now receives instruction at a higher NRS level than indicated on the Entry Record or has enrolled in a different instructional program at a higher level. For ASE Low: Mark this if the student entered the HSD program at the ninth or tenth-grade level (ASE Low), and has completed sufficient credits to advance to the eleventh or twelfth-grade level (ASE High).</p> <p>Completed Level/ Instructional Program = Student has completed the NRS level or instructional program designated on the Entry Record and is not currently receiving further instruction.</p>
9	Learner Results	<p>Indicate student results within the current program year.</p> <p><i>Note:</i> These student results, achieved while still enrolled in program, and are not the results from the core performance follow-up surveys conducted after the student has left the program.</p>
	Work	<p>Got a Job = Obtained a job while receiving instruction or during the follow-up period</p> <p>Retained Job = Employed at time of the Entry Record and remained employed</p> <p>Met Work-Based Project Goal = Acquired the skills taught in a short-term learning course designed to teach specific work-based literacy skills. A short-term course is an instructional program of at least 12 hours but no more than 30 hours.</p> <p>Entered Job Training = Entered an occupational skills training in the current program year. Student may or may not have completed the job training at time of the Update Record</p> <p>Entered an Apprenticeship = Has entered into an apprenticeship agreement with employer or sponsor. Student's participation in the approved program of training may be through employment, education, or both.</p> <p>Entered Military = Entered into one of the branches of the U.S. Armed Services</p> <p>Acquired Workforce Readiness Skills = Obtained work readiness skills that enhances student's opportunity to obtain future employment</p> <p>Reduced Public Assistance = Received reduced financial assistance from state, federal, or local government agencies due to work</p> <p>Other = Any work result the student obtained that is not listed</p>

Table 4.4 (continued)

Field	Field Name	TOPSpro® Enterprise Update Record Instructions
	Personal/ Family	<p>Increased Involvement in Children's Education = Increased involvement in the education of dependent children, including:</p> <ul style="list-style-type: none"> ● Helping children more frequently with school-work ● Increased contact with children's teachers to discuss children's education ● More involvement in children's school, such as attending school activities and parent meetings ● Volunteering to work on school projects <p>Increased Involvement in Children's Literacy-Related Activities = Increases involvement in the literacy-related activities of dependent children under his or her care, including:</p> <ul style="list-style-type: none"> ● Reading to children ● Visiting the library ● Purchasing books or magazines for children <p>Met Other Family Goal = Made measurable improvement in personal daily life issues such as:</p> <ul style="list-style-type: none"> ● Nutrition ● Exercise for self and family ● Reducing or ceasing unhealthy habit or addiction ● Mobility in the community ● Other positive lifestyle changes <p>Met Personal Goal = Met a personal goal that was personal/family related and had a clearly definable outcome, such as acquiring literacy skills to pass a driver test or improving reading ability</p> <p>Other = Other personal/family results not listed</p>
	Community	<p>Achieved U.S. Citizenship Skills = Obtained the skills needed to pass the official U.S. Citizenship Examination</p> <p>Registered to Vote or Voted for First Time = Registered to vote or voted for the first time</p> <p>Increased Involvement in Community Activities = Increased involvement in the following community activities during instruction:</p> <ul style="list-style-type: none"> ● Attending or organizing meetings of neighborhood, community, or political organizations ● Volunteering to work for such organizations ● Contributing to the support of such organizations ● Volunteering to work on community improvement activities <p>Other = Any other community-related result that is not listed</p>

Table 4.4 (continued)

Field	Field Name	TOPSpro® Enterprise Update Record Instructions
	Education	<p>Other = Other personal/family results not listed</p> <p>Returned to K–12 = Returned to the K–12 school system, including alternative high school program</p> <p>Passed HSE = Obtained passing scores on all subsections of a California approved high school equivalency test—specifically, the GED® Test, HiSET, or TASC™</p> <p>Earned Certificate = Obtained recognized certification of attainment of literacy-related competencies</p> <p>Earned a HSD = Obtained a state-approved HSD, satisfying all the state requirements for the high school diploma</p> <p>Entered College = Enrolled in postsecondary education, such as a community college or a four-year institution</p> <p>Entered Training Program = Enrolled in an occupational skills training program that builds upon and does not duplicate other services or training received, regardless of whether the prior services or training were completed</p> <p>Gained Computer or Technical Skills = Increased computer skills, including knowledge of hardware and software</p> <p>Mastered Course Competencies/Educational Plan = Passed final test, was promoted to the next level (if applicable), and met objectives of the course</p> <p>Other = Any education-related result not listed</p>
10	Class Number	<p>Write class number in boxes at the top. Bubble the same numbers below. The local agency determines and creates its class numbering system. Numbers may be right or left justified.</p> <p>Note: TE reads 0 as a number, not as a placeholder. For example, class number 1234 will be read as a different number from 00001234.</p>
11	Instructional Level	Optional: If required by the agency—indicate the student’s present placement in an instructional level.
12	Skill Level	Leave this field blank.

Table 4.4 (continued)

Field	Field Name	TOPSpro® Enterprise Update Record Instructions
13	Reason for Exiting	<p>Must complete only if item 7, Status, is marked Left Instructional Program</p> <p>Changed Class or Instructional Program = Changed classes or entered into another educational or program</p> <p>Completed Instructional Program = Completed the instructional program defined at enrollment</p> <p>Met goal = Student met the goal for which enrolled.</p> <p>End of Program Year = Update Record completed because it is the end of the program year</p> <p>Got a Job = Obtained full or part-time paid employment</p> <p>Moved = Changed residence to another geographic location outside program service area.</p> <p>Schedule Conflict = Unable to attend due to a conflict with the instructional class schedule</p> <p>Lack of Transportation = Without own means of transportation and is unable to arrange for other transportation between home and location of instruction</p> <p>Lack of Child Care = Resources or facilities needed to meet the student's child care needs are not available</p> <p>Own Health Problems = Needs or is receiving medical or mental health treatment that precludes participation in instruction</p> <p>Lack of Interest = Declines to continue instructional services because of lack of interest or perceived value</p> <p>Public Safety = Concerned for personal safety, such as fear of riding the bus, walking to classes through dangerous neighborhoods</p> <p>Administrative Separation = Dismissed by school administration for cause</p> <p>Unknown Reason = Unable to contact student using address, telephone number, and alternative contact information provided</p> <p>Other Known Reason = All other known reasons. State the specific reason.</p>
14	Subsections of HSE Passed	Note: Leave field blank. This is not used in California state or federal reporting.
15	High School Credits Earned	Note: Leave field blank. This is not used in California state or federal reporting.

Test Record

Forms **TRUS-014**, **ETUS-014**, and **UTUS-014** include the Test Record answer sheet.

The following table indicates with a check mark (√) the specific data elements required. The letters IR (if required) indicate that a local agency chooses to collect information on a particular data element.

Table 4-5 Data Elements

Field	Entry Record Type	AEFLA 225/231	AEFLA EL Civics
1	Student Name/Phone	IR	IR
2	Instructor Name	IR	IR
3	Student ID	√	√
4	Form Number	√	√
5	Test Date	√	√
6	Class Number	√	√
7	Instructional Program	√	ESL
8	Hours of Instruction	√	√
9	Raw Score	IR	IR
10	Test 1	IR	√
11	Test 2	IR	N/A
12	Test 3	IR	N/A
13	Test 4	IR	N/A
14	Student not able to test	IR	IR

√ = Must be filled in
IR = If required (by local instructional program or agency)

The following table identifies the requirements and data elements of the Test Record (form TRUS-014). Forms ETUS-014 and UTUS-014 also include the Test Record answer sheet. An example of the Test Record form may be viewed on the CASAS Web page at <https://www.casas.org/training-and-support/casas-peer-communities/california-accountability>.

Table 4.6

Local Agency Number: Print the CASAS local agency ID number (provided by CASAS).

Site Number: Leave field blank unless instructed otherwise by the local agency.

Field	Field Name	TOPSpro® Enterprise Test Record Instructions
1	Student Name	Enter last name, then first name. Students with two last names should choose one and use this name consistently on all subsequent forms.
2	Instructor Name	Enter instructor's name or other designators as directed by the local site. Sites may designate this space to indicate an instructor, a class time, location, or other information used for identification.

Table 4.5 (continued)

Field	Field Name	TOPSpro® Enterprise Test Record Instructions
3	Student Identification	Enter the unique Student ID number used consistently on all subsequent forms. This may be the local agency-assigned number. Local agencies can use any method to determine a unique ID number for each student. Note: This field is critical. TOPSpro® Enterprise links all student information by a unique Student ID Number. Students must use one unique ID number on all forms in all classes during the program year. Agencies must ensure that student data submitted to the CDE are not duplicated.
	Is this your SSN?	Bubble Yes if this is the student's Social Security number. Bubble No if a substitute ID number has been assigned.
4	Form Number and Subject Area	Enter the CASAS test form number with the letter indicating the subject area. Three digits must be used; including a leading zero if necessary plus modality (examples: 081R, 081RX). R = Reading M = Math L = Listening W = Writing S = Speaking G = Grammar C = Citizenship X = Used for extended range forms (Form 081RX or 082RX) All CASAS tests have a form number printed on the cover of the test booklet. TOPSpro® Enterprise requires this field to be filled in order to score the test.
5	Test Date	Indicate the date the student takes the test. Use leading zeros for the months and numbers lower than 10.
6	Class Number	Write the class number in the boxes at the top. Bubble with the same numbers below. A local agency determines and creates its class numbering system. Numbers may be left or right justified. Note: TOPSpro® Enterprise reads 0 as a number, not a placeholder. For example, class number 1234 will be read as a different number from 00001234 .
7	Instructional Program	Indicate the one program student is enrolled in for this class. Basic Skills (ABE) = Refer to TE Entry Record Instructions for this same field. ESL = Refer to TE Entry Record Instructions for this same field. ESL/Citizenship = Leave field blank, as it is not used in California. Citizenship = Refer to TE Entry Record Instructions for this same field. HSD = Refer to TE Entry Record Instructions for this same field.

Table 4.5 (continued)

Field	Field Name	TOPSpro® Enterprise Test Record Instructions
		<p>HSE = Refer to TE Entry Record Instructions for this same field.</p> <p>Spanish HSE = Leave field blank (not funded by the AEFLA).</p> <p>Career and Technical Skills = Leave field blank (not funded by the AEFLA).</p> <p>Workforce Readiness = Leave field blank (not funded by the AEFLA; literacy-related classes are under ABE, ESL and ASE).</p> <p>Adults with Disabilities = Leave field blank (not funded by the AEFLA; literacy classes are ABE, ESL, and ASE).</p> <p>Health and Safety = Leave field blank (not funded by the AEFLA).</p> <p>Home Economics = Leave field blank (not funded by the AEFLA).</p> <p>Older Adults = Leave field blank (not funded by the AEFLA).</p> <p>Other = Leave field blank (not funded by the AEFLA).</p>
8	Hours of Instruction	Indicate as accurately as possible the total number of hours of instruction the student actually received between the pretest and the post-test. If a student takes multiple pretests, record the number of instructional hours since the last post-test. The TOPSpro® Enterprise will add the total hours of instruction on each completed Test Record and summarize the number of hours of instruction in the program. The CDE uses this information to track the number of hours of instruction as it relates to the pretest and post-test learning gains.
9	Raw Score	Indicate the raw score in the space provided only if the student used a local agency-made answer sheet and the agency intends to transfer the score to the Test Record.
10 to 13	Tests 1–4	<p>Leave fields blank unless otherwise instructed.</p> <p>EL Civics only: Use Test 1 to record a pass or not passed on EL Civics Additional Assessments</p> <p>To record a pass: Bubble 999</p> <p>To record a not pass: Bubble 000</p> <p>Use a separate Test Record for each attempt and each additional assessment—do not use Tests 2 through 4, those are intended for other purposes.</p>
	Student does not have the skills to be tested	Student’s literacy or other skills are too low to achieve an accurate score, and student should retest after completing additional classroom hours.

TOPSpro® Enterprise Instructions for Manual Data Entry

TOPSpro® Enterprise includes some data fields that require data entry directly into the software rather than scanning data through use of TE answer sheets. The following table identifies these key data elements in TE and the requirements for each field.

Agency Record Information

On the TOPSpro® Enterprise Menu, go to Organization–Agencies

The screenshot shows two sections of a data entry form. The first section, 'Agency Identification', includes fields for Agency ID, Agency Name, License Number, CDS/Vendor Code, State, Current Program Year, Time Zone, and Funding Sources (for current PY). The funding sources are listed as checkboxes: Section 225, 231 ABE/ESL/VESL/VABE/Family Lit., ELC Civic Participation, 231 ASE/GED, and ELC Citizenship Preparation. The second section, 'Agency Contact', includes fields for Contact ID, Title, First Name, Middle Name, Last Name, Address, State (with a dropdown menu currently set to 'Unknown'), City, Zip, Phone, Fax, Cell Phone, and Email.

Table 4-7

Field Name	TOPSpro® Enterprise Instructions
Agency Identification	
Agency ID	Enter the local agency ID number (assigned by CASAS).
Agency Name	Enter the local agency name that corresponds to the agency ID number assigned by CASAS.
License Number	For local agency use, enter the license number assigned by CASAS that pertains to the agency's local installation of TOPSpro® Enterprise.
CDS/Vendor Code	Enter the local agency's County Code-Vendor Code (xx-xxxxx) assigned by the CDE. This information is on the Grant Award Notification, among other documents.
State	Enter California.
Current Program Year	Enter the current program year.
Time Zone	Mark Pacific Time.
Funding Sources	Mark each of the CDE funding sources that apply to the local agency, as stated in (page 2 of) the Grant Award Notification.
Agency Contact	
	This section is for local agency use only. Mark all pertinent contact information for the agency.

Student Record Information

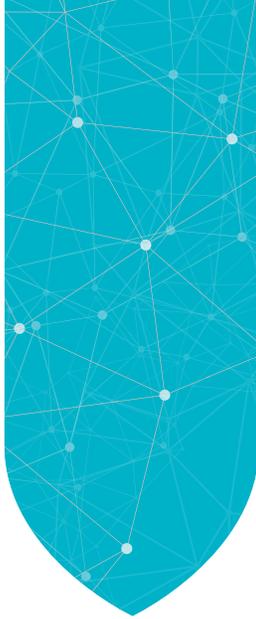
On the TOPSpro® Enterprise Menu, go to Records–Students–Demographics.

Table 4-8

Field Name	TOPSpro® Enterprise Instructions
Identification	
Student ID	Enter the unique Student ID number used consistently on all subsequent forms. This may be the local agency-assigned number . Agencies may use any method to determine a unique ID number for each student. Note: This field is critical. TOPSpro® Enterprise links all student information by a unique Student ID number. Agencies must ensure that student data submitted to the CDE are not duplicated .
First Name Middle Name Last Name	Enter the student's first name, middle name, and last name.
Gender	Mandatory field—indicate male or female.
Birth Date	Mandatory field—enter student's date of birth. Use the drop-down box to select the correct birth date using the calendar format, or type the birth date by marking the month, day, and year (MM/DD/YY). Use a leading zero for numbers smaller than 10. Example: If date of birth is August 9, 1973, indicate 08-09-73.
SSN	Enter the student's nine-digit SSN. Use of the SSN for ID purposes is optional.
Consent	Mark only if the SSN is recorded. Indicate whether the student provided signed consent to use the SSN.
Statewide Student ID (SSID)	For local agency use only. Enter the student's California Longitudinal Pupil Achievement Data System (CALPADS) SSID number.

Table 4.5 (continued)

Field Name	TOPSpro® Enterprise Instructions
GED® 2002 ID	This test is no longer current, and no data match will be performed with this information.
GED® 2014 ID	Enter the student's ID number assigned for the 2014 version of the GED® Test. (This includes students who attempted the GED® Test on or after January 1, 2014.) Use of the ID number is necessary only for students who attempted the test during the program year Note: For students who earned the certificate, indicating the student's ID number assigned for the test would ensure better results from the CDE data match.
HISET ID	Enter the student's ID number assigned for this test. Use of the ID number is necessary only for students who attempted the test during the program year. Note: For students that earned the certificate, indicating the student's ID number assigned for the test would ensure better results from the CDE data match.
TASC™ ID	Enter the student's ID number assigned for this test. Use of the ID number is necessary only for students who attempted the test during the program year. Note: For students who earned the certificate, indicating the student's ID number assigned for the test would ensure better results from the CDE data match.
Education	
Highest Year of School (Completed)	Refer to TE Entry Record Instructions for this same field.
School Outside U.S.	Refer to TE Entry Record Instructions for this same field.
Highest Degree or Diploma	Refer to TE Entry Record Instructions for this same field.
Earned Outside U.S.	Refer to TE Entry Record Instructions for this same field.
GED® 2002 Test Scores	For local agency use only. Indicate any sections of the old 2002 GED® Test that the student attempted, the date of attempt, and the subsection score. Check the P/F box if the student passed that subsection. Note: This field is only for agency/student tracking use. It does not record GED® attainment for state or federal reporting.
GED® 2014 Test Scores	Indicate any sections of the 2014 GED® Test that the student attempted, the date of attempt, and the subsection score. Check the Passed box if the student passed that subsection. Note: This field is only for agency/student tracking use. It does not record GED® attainment for state or federal reporting.
HiSET Scores	Indicate any sections of the HiSET that the student attempted, the date of attempt, and the subsection score. Check the Passed box if the student passed that subsection. Note: This field is only for agency/student tracking use. It does not record HiSET attainment for state or federal reporting.
TASC™ Scores	Indicate any sections of the TASC™ that the student attempted, the date of the attempt, and the subsection score. Check the Passed box if the student passed that subsection. Note: This field is for agency/student tracking use only. It does not record TASC™ attainment for state or federal reporting.
CAHSEE Scores	Indicate the sections of the CAHSEE that the student attempted, the date of attempt, and the score. Check the Passed box if the student passed that part of the CAHSEE.



Appendix A

National Reporting System Tables

This appendix defines relationships between the TOPSpro® Enterprise Entry, Update, and Test Record forms, and the National Reporting System (NRS) Federal Tables reporting structure. It is not intended to direct the user on how to complete the TOPSpro® Enterprise forms, but elaborates on information in this manual.

General Requirements for All National Reporting System Tables

The following general requirements must be met in order for a student to be included in the Federal Tables Report:

1. Every student must have an Entry Record in one of the following Adult Education and Family Literacy Act (AEFLA) instructional programs (field 11):
 - Basic Skills (ABE)
 - English as a Second Language (ESL)
 - Adult Secondary Education (ASE)—Includes high school diploma (HSD) or high school equivalency (HSE), which includes the GED® Test, HiSET, or TASC™
2. Student must have a minimum of 12 instructional hours. The student's instructional hours will be aggregated from the student's Test Records or Update Records (whichever is greater).
3. Student must be at least sixteen years and less than one hundred and ten years of age upon date of entry into program (field 10).
4. Student cannot be concurrently enrolled in high school (HS)/kindergarten through twelfth grade (K–12) (field 14 under Personal Status).
5. Students who indicate Work-Based Project (field 12—Attainable Goal) will be dropped from the AEFLA NRS Tables. See Data Dictionary/Entry Record for a definition of "Work-Based Project."
6. The enrollment figures reported in tables 1–4 include all students who meet the NRS eligibility requirements. Federal tables are designed to display data on different aspects of the AEFLA programs. Therefore, student data lacking any of the following items will be excluded from all federal tables:

Age	Instructional program
Gender	Instructional level (based on the student's pretest score)
Ethnicity/race	A valid Comprehensive Adult Student Assessment System (CASAS) pretest

Instructional Programs and Educational Functioning Levels

The purpose of this section is to distinguish between an instructional program and an educational functioning level (EFL). There are three major instructional programs reported in tables 1–4B in the NRS: ABE, ESL, and ASE.

Corresponding to the three instructional programs are instructional levels designated as EFLs. The EFLs describe the student's entry-level ability in the areas of reading and writing, numeracy, and functional and workplace skills. The chart below displays the relationship between the instructional programs and EFLs based on the criteria established by the NRS.

Instructional Programs and Educational Functional Levels

Instructional Program	Educational Functioning Level	CASAS Level	NRS Program Type
Basic Skills (ABE)*	ABE Beginning Literacy	Level A–200 or less	ABE
	ABE Beginning Basic Education	Level B–201 to 210	
	ABE Intermediate Low	Level B–211 to 220	
	ABE Intermediate High	Level C–221 to 235	
HSE, HSD**	ASE Low	Level D–236 to 245	ASE
	ASE High	Level E–246 and above	
ESL Reading*	ESL Beginning Literacy	Level A–180 or less	ESL
	ESL Beginning Low	Level A–181 to 190	
	ESL Beginning High	Level A–191 to 200	
	ESL Intermediate Low	Level B–201 to 210	
	ESL Intermediate High	Level B–211 to 220	
	ESL Advanced Low	Level C–221 to 235**	
ESL Listening	ESL Beginning Literacy	Level A–180 or less	ESL
	ESL Beginning Low	Level A–181 to 189	
	ESL Beginning High	Level A–190 to 199	
	ESL Intermediate Low	Level B–200 to 208	
	ESL Intermediate High	Level B–210 to 218	
	ESL Advanced Low	Level C–219 to 227	

* If the lowest test score is 236 or above, the student should be moved to ASE Low or ASE High.

** Lowest test score for ASE must be at 236 or above.

National Reporting System Tables and TOPSpro® Enterprise Reports

The following section provides notes to show the relationship among NRS tables 1–4B in relation to the TOPSpro® Enterprise software. Each NRS table is displayed with relationships specific to each table.



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Table 1
Participants by Entering Educational Functioning Level, Ethnicity and Gender
All Student Entry Dates

Agency: 4908 - Rolling Hills Adult School

Program Year: 2012-2013

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or more Races		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
ABE Beginning Literacy	1	0	0	0	0	0	0	0	0	0	1	4	0	0	6
ABE Beginning Basic	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2
ABE Intermediate Low	0	0	0	0	0	0	0	1	0	0	2	4	0	0	7
ABE Intermediate High	0	0	0	1	0	0	1	0	0	0	2	3	0	0	7
ASE Low	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
ASE High	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1
ESL Beginning Literacy	0	0	0	0	0	0	1	1	0	0	1	2	0	1	6
ESL Low Beginning	0	0	1	0	0	0	2	1	0	0	2	2	0	0	8
ESL High Beginning	0	0	4	8	2	1	14	10	1	0	5	2	0	1	48
ESL Low Intermediate	0	0	5	2	0	1	15	16	0	1	5	2	0	0	47
ESL High Intermediate	0	0	7	5	1	0	15	26	1	3	3	5	0	0	66
ESL Advanced	0	0	2	10	1	1	10	13	0	0	1	4	0	0	42
Total	1	0	19	26	4	3	58	68	2	4	25	29	0	2	241

NRS reporting table 1 sorts students based on CASAS pretest score, instructional program, EFL, ethnicity, and gender. If the student is enrolled in multiple programs, the lowest level of instruction is displayed.

- Instructional Program order from lowest to highest is:
 1. ESL
 2. Basic Skills (ABE)
 3. ASE (HS/HSE)
- To determine the EFL, Ethnicity for column A, TOPSpro® Enterprise looks at the lowest accurate pretest score for reading, listening, or math.
- Students with attainable goal of Work-Based Project (field 12) are NOT included in this table.
- Race and ethnicity are combined from fields 8a and 8b.

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Table 2
Participants by Age, Ethnicity and Gender
All Student Entry Dates

Agency: 4908 - Rolling Hills Adult School Program Year: 2012-2013

Age Group (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or more Races		Total (P)
	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)	
16-18	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19-24	0	0	0	1	0	0	1	1	0	0	1	3	0	0	7
25-44	1	0	6	10	4	3	42	45	2	3	20	14	0	1	151
45-59	0	0	10	11	0	0	14	19	0	1	3	8	0	1	67
60 and Older	0	0	3	4	0	0	1	3	0	0	1	4	0	0	16
Unspecified	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1	0	19	26	4	3	58	68	2	4	25	29	0	2	241

Totals in columns b through o should be the same as in table 1

The total in column P on table 2 should match the total in column P on table 1.

- NRS reporting table 2** sorts students by age, ethnicity, and gender.
- The student's age is calculated from the date of entry bubbled on field 10.
- Race and ethnicity (fields 8a and 8b) are combined to identify a single category for this table.
- TOPSpro® Enterprise uses the following designations:
- 1. Alaska Native
 - 2. American Indian
 - 3. Pacific Islander and Filipino
 - 4. Asian
 - 5. Black
 - 6. Hispanic
 - 7. White

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Table 3
Participants by Program Type and Age
All Student Entry Dates

Agency: 4908 - Rolling Hills Adult School Program Year: 2012-2013

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-59 (E)	60 and Older (F)	Total (G)
Adult Basic Education	0	3	18	1	0	22
Adult Secondary Education	0	0	2	0	0	2
English-as-a-Second Language	0	4	131	66	16	217
Total	0	7	151	67	16	241

Total in column G should match the totals in column N on tables 1 and 2.

NRS reporting table 3 sorts students by program type and age. TOPSpro® Enterprise places students into one of the three instructional program types listed in column A based on pretest score and instructional program from field 11:

- **ABE:** Instructional program is Basic Skills, and pretest score is below 236.
- **ASE:** Instructional program is either HSE or High School Diploma, and pretest score is 236 or above.
- **ESL:** Instructional program is ESL, and pretest is below 236. If test score is 236 or above, student must be marked as instructional program HSE or HS diploma to be placed on the reporting table in ASE.

Age definitions are the same as those in table 2.

NRS reporting table 4 identifies students with an entry record and at least one test. All students are counted in columns B, C, and D if they met the criteria for tables 1 through 3.



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Table 4
Educational Gains and Attendance by Educational Functioning Level
All Student Entry Dates

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Agency: 4908 - Rolling Hills Adult School **Program Year:** 2012-2013

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	6	402	2	0	1	3	33.33
ABE Beginning Basic	2	70	1	1	0	1	50.00
ABE Intermediate Low	7	322	2	1	0	5	28.57
ABE Intermediate High	7	259	1	0	4	2	14.29
ASE Low	1	75	0	0	0	1	0.00
ASE High	1	125	1	N/A	0	0	100.00
ESL Beginning Literacy	6	362	3	1	1	2	50.00
ESL Low Beginning	8	648	6	3	1	1	75.00
ESL High Beginning	48	4,357	27	16	8	13	56.25
ESL Low Intermediate	47	5,112	27	19	4	16	57.45
ESL High Intermediate	66	8,033	40	24	2	24	60.61
ESL Advanced	42	4,089	11	N/A	5	26	26.19
Total	241	23,854	121	65	26	94	50.21

Column F, Number Separated Before Completed: Student exited during PY with Program Status (update field 7) = NO SHOW or LEFT PROGRAM, and student did not Complete a Level (column D) or Advance One or More Levels (column E).

Column C: TE collects hours from all Test Records and all Update records. Whichever number is greater is the one used.

A student is placed into the EFL score range (column B) according to the student's instructional program (field 11) and first accurate pretest scaled score. Conservative estimate scores are considered accurate scores. Pretests and post-tests cannot be the same test form unless a different test form was given in between.

Column D Level Completion: If a pretest score falls within a given EFL range and the post-test is equal to or higher than the uppermost number in that EFL, then the student **Completed a Level**.

Example: Pretest Score of 205 and Post-test Score 210—Learner Completed a Level—ABE Beginning.

Column E Student status (UPDATE field 7) must be coded **RETAINED IN PROGRAM**. Test score must be one point higher than the uppermost number in the pretest score range.

Column H reports NRS Level Completion percent for an EF.

Column G represents the number of students still enrolled who are at the same educational level as when entering the program.

NRS reporting table 4B identifies only students with paired test scores. This group is a subset of the students included in table 4. Note that in tables 4 and 4B, columns B and H result in different totals and percentages.

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Table 4B
Educational Gains and Attendance by Educational Functioning Level
All Student Entry Dates

Agency: 4908 - Rolling Hills Adult School Program Year: 2012-2013

Entering Educational Functioning Level (A)	Total Number Enrolled Pre- and Posttested (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	5	330	2	0	1	2	40.00
ABE Beginning Basic	2	70	1	1	0	1	50.00
ABE Intermediate Low	4	207	2	1	0	2	50.00
ABE Intermediate High	5	144	1	0	3	1	20.00
ASE Low	0	0	0	0	0	0	0.00
ASE High	1	125	1	N/A	0	0	100.00
ESL Beginning Literacy	5	324	3	1	0	2	60.00
ESL Low Beginning	7	589	6	3	0	1	85.71
ESL High Beginning	38	3,729	27	16	2	9	71.05
ESL Low Intermediate	43	4,632	27	19	3	13	62.79
ESL High Intermediate	60	7,523	40	24	1	19	66.67
ESL Advanced	41	4,001	11	N/A	4	26	26.83
Total	211	21,674	121	65	14	76	57.35

Only learners with accurate, paired pretests and post-test are included on table 4B.

Column D identifies the number of students within an EFL who have completed a level.

Column E uses same general guidelines as COLUMN D, but test score must be 1 point higher than the uppermost number in the pretest score range. Status (UPDATE field 7) must be coded: RETAINED IN PROGRAM

Column H reports NRS Level Completion for an EFL. The percentage completion is determined by paired pretests and post-tests.

NRS reporting table 4C is a subset of federal table 4. Table 4C includes only students in Distance-Learning classes. All columns (A–H) have the same definitions as federal table 4, except table 4C includes only learners with Entry Record field 13 Special Programs = Distance Learning.

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Table 4C
Distance Learning
Educational Gains and Attendance by Educational Functioning Level
All Student Entry Dates

Agency: 4908 - Rolling Hills Adult School Program Year: 2012-2013

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	0	0	0	0	0	0	0.00
ABE Beginning Basic	0	0	0	0	0	0	0.00
ABE Intermediate Low	0	0	0	0	0	0	0.00
ABE Intermediate High	0	0	0	0	0	0	0.00
ASE Low	0	0	0	0	0	0	0.00
ASE High	0	0	0	N/A	0	0	0.00
ESL Beginning Literacy	0	0	0	0	0	0	0.00
ESL Low Beginning	0	0	0	0	0	0	0.00
ESL High Beginning	1	153	1	1	0	0	100.00
ESL Low Intermediate	4	545	0	0	1	3	0.00
ESL High Intermediate	2	448	1	1	0	1	50.00
ESL Advanced	3	284	0	N/A	1	2	0.00
Total	10	1,430	2	2	2	6	20.00

Only distance learners with accurate, paired pretests and post-tests are included on table 4C.

Identifies the number of students within an EFL who have completed a level.

Column E uses same general guidelines as COLUMN D, but test score must be 1 point higher than the uppermost number in the pretest score range.
Status (UPDATE field 7) must be coded: RETAINED IN PROGRAM

Column H reports NRS Level Completion for an EFL. The percentage completion is determined by paired pretests and post-tests.

Reporting table 5 reports students who meet criteria that address the NRS core follow-up outcomes—entered employment, retained employment, obtained secondary (HSD/HSE) credential, or entered postsecondary education or training—and compares the number who meet the criteria with the number who achieved the outcome.



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Table 5
Core Follow-up Outcome Achievement
All Student Entry Dates

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Agency: 4908 - Rolling Hills Adult School

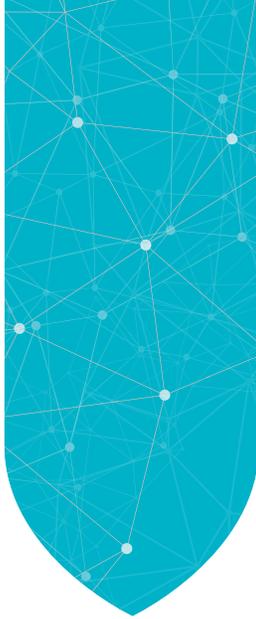
Program Year: 2012-2013

Core Follow-up Outcome Measure (A)	Number of Participants in Cohort (B)	Number of Participants Achieving Outcome (C)	Percentage Achieving Outcome (D)
Entered Employment	18	8	44.44
Retained Employment	17	11	64.71
Obtained a GED or secondary school diploma	3	1	33.33
Placed in postsecondary education or training	16	2	12.50
Placed in postsecondary education or training - prior program	0	0	0.00

Column B identifies the number of students who qualify for each of the core performance cohorts.

Column C identifies the number of students who accomplished the outcome.

Column D identifies the percentage of students who accomplished the outcome:
 $\frac{\text{Column C}}{\text{Column B}} = \text{Column D}$



Appendix B

Web Resources

Title	Where to Find the Document
California Assessment Policy Guidelines	http://www.cde.ca.gov/sp/ae/ir/
California State Plan	http://www.cde.ca.gov/sp/ae/ir/
California Department of Education Grants	http://www.cde.ca.gov/sp/ae/fg/wia14.asp
Comprehensive Adult Student Assessment System Appraisals	https://www.casas.org/product-overviews/assessments/appraisals
Comprehensive Adult Student Assessment System Online Registration	http://www2.casas.org/online_registration/ or http://caadultedtraining.org
Comprehensive Adult Student Assessment System Self-Paced Courses	http://training.casas.org/
Core Performance Follow-Up Survey Instructions	https://www.casas.org/training-and-support/casas-peer-communities/california-accountability/wia-title-ii-core-performance-survey
California Work Opportunity and Responsibility to Kids (CalWORKs) Data Collection Instructions for Regional Occupational Centers and Programs (ROCP) and Adult Schools	Contact the California Department of Education Consultant Gary Page at gpage@cde.ca.gov
Civic Participation	https://www.casas.org/training-and-support/casas-peer-communities/california-accountability/el-civics/civic-participation
Data Submission: Due Dates for Grant Deliverables Quarterly Data Integrity Reports Beginning-of-Year Letter End-of-Year Data Submission Letter	http://www.cde.ca.gov/sp/ae/fg/wia14.asp and http://www.cde.ca.gov/sp/ae/fg/WIA15.asp
Formative Assessments and Diagnostics	Additional information on formative assessments and diagnostics may be accessed on the California Adult Literacy Professional Development Project (CALPRO) Web page at http://www.calpro-online.org/
Grant Information Web page	http://www.cde.ca.gov/sp/ae/fg/wia14.asp
Local Assessment Policy Template	http://www.cde.ca.gov/sp/ae/ir/
National Reporting System Requirements	http://www.nrsweb.org/foundations
National Reporting System Implementation Guidelines	http://www.nrsonline.org/reference/index.html

Web Resources *(continued)*

Title	Where to Find the Document
Ordering Guide for Adult Education and Family Literacy Act (AEFLA) 225/231 Programs	http://www.casas.org/training-and-support/casas-peer-communities/california-accountability/ordering-guides
Ordering Guide for English Literacy and Civics Programs	http://www.casas.org/training-and-support/casas-peer-communities/california-accountability/ordering-guides
Outreach and Technical Assistance Network (OTAN) logon page	http://adulthood.otan.us/
Program Implementation Survey	http://www.cde.ca.gov/sp/ae/fg/
QuickSearch®	https://www.casas.org/product-overviews/curriculum-management-instruction/quicksearch-online
Test Administration Manual for Education Commission of the States, Life Skills, Life and Work, Secondary Level Assessment Series	See Ordering Guide or Comprehensive Adult Student Assessment System (CASAS) Resource Catalog at http://www.casas.org



Appendix C

Directory of California Department of Education and Comprehensive Adult Student Assessment System Regional Staff

To contact a California Department of Education (CDE) regional consultant, use the information below or follow this link: <http://www.cde.ca.gov/sp/ae/po/directory.asp>

Adult Education Office

1430 N Street, Suite 4202, Sacramento, CA 95814

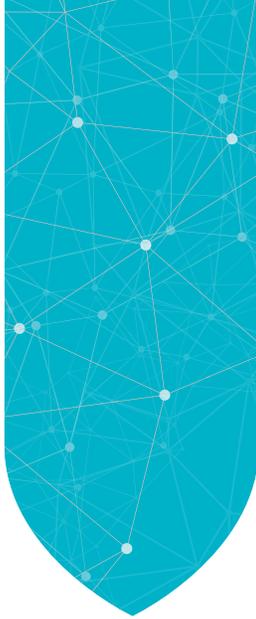
Telephone: 916-322-2175 and Fax: 916-327-7089

Region	CDE Regional Consultant
1 - Northcoast: Del Norte, Humboldt, Lake, Marin, Mendocino, Napa, Solano, Sonoma	Prater, Vicki vprater@cde.ca.gov 916-324-4935
2 - Northeastern: Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity	Prater, Vicki vprater@cde.ca.gov 916-324-4935
3 - Capitol: Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba	Stang, David dstang@cde.ca.gov 916-319-0311
4 - Bay: Alameda, Contra Costa, San Francisco	Sia-Maat, Shadidi ssiamaat@cde.ca.gov 916-323-7862
5 - South Bay: Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz	Gwebu, Amukela agwebu@cde.ca.gov 916-323-2601
6 - Delta Sierra: Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne	Stang, David dstang@cde.ca.gov 916-319-0311
7 - Central Valley: Fresno, Inyo, Madera, Mariposa, Merced, Mono	Martinez-Calderon, Carmen cmartinez-calderon@cde.ca.gov 916-319-0479
8 - Costa del Sur: Kern, San Luis Obispo, Santa Barbara, Tulare, Kings	Martinez-Calderon, Carmen cmartinez-calderon@cde.ca.gov 916-319-0479
9 - Southern: Imperial, Orange, San Diego	Yaangh, Chiem-Seng CYaangh@cde.ca.gov 916-445-5724

Region	CDE Regional Consultant
10 - RIMS: Riverside, San Bernardino	Castorena-Krueger, Irene ICastorenaKrueger@cde.ca.gov 916-323-5277
11a: Los Angeles (LA) County West: All West LA County agencies, all LA City CBOs	Moss, Cliff cmoss@cde.ca.gov 916-327-6378
11b: LA County East: All East LA County agencies, except Los Angeles Unified School District (LAUSD)	Hurley, Diane dhurley@cde.ca.gov 916-323-2213
11c: Ventura, and LAUSD	Moss, Cliff cmoss@cde.ca.gov 916-327-6378
California Department of Corrections and Rehabilitation, California Department of Developmental Services, Contra Costa Parolee Education	Peacock, Catherine cpeacock@cde.ca.gov 916-445-5613

To contact a CASAS program specialist, use the e-mail address below or leave a voice message at 800-255-1036 using the extension listed below:

Region	CASAS Program Specialist	Ext
Imperial, Orange, San Diego, South Los Angeles	Gigante, Louann lgigante@casas.org	503
Alameda, Contra Costa, Marin, Monterey, Napa, San Francisco, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma	Howard, Lori lhoward@casas.org	512
Butte, Colusa, Del Norte, El Dorado, Glenn, Humboldt, Lassen, Mendocino, Modoc, Mono, Nevada, Placer, Sacramento, San Luis Obispo, Santa Barbara, Shasta, Sutter, Tehama, Ventura, Yolo	Long, Patty plong@casas.org	182
Fresno, Kern, Kings, Madera, Merced, San Joaquin, Stanislaus, Tulare	Lehman, Barbara blehman@casas.org	508
Statewide Implementation of CASAS eTests® and TOPSpro® Enterprise	Montgomery, Dawn dmontgomery@casas.org	126
East and Central Los Angeles, Riverside, San Bernardino, Statewide Agencies, Community-Based Organizations	Wright, Jay jwright@casas.org	141



Appendix D

Payment Point Levels

The California payment point levels depict the relationship between program focus areas, level names, and score ranges for payment points.

Adult Basic Education and Adult Secondary Education

National Reporting System (NRS) Level Names	Comprehensive Adult Student Assessment System (CASAS) Score Ranges	CASAS Level Names	CASAS Pretest Score Ranges for California Payment Points
Beginning ABE Literacy	200 and below	Beginning Literacy/ Pre-Beginning	<ul style="list-style-type: none"> • 141–145* • 146–150* • 151–155* • 156–160* • 161–165* • 166–170* • 171–175* • 176–180* • 181–190* • 191–200
Beginning Basic Education	201–210	Beginning Basic Skills	• 201–210
Low Intermediate Basic Education	211–220	Intermediate Basic Skills	• 211–220
High Intermediate Basic Education	221–235	Advanced Basic Skills	• 221–235
Low Adult Secondary Education (ASE)	236–245	Adult Secondary	• 236–245
High Adult Secondary Education (ASE)	246 and above	Advanced Adult Secondary	• 246 +

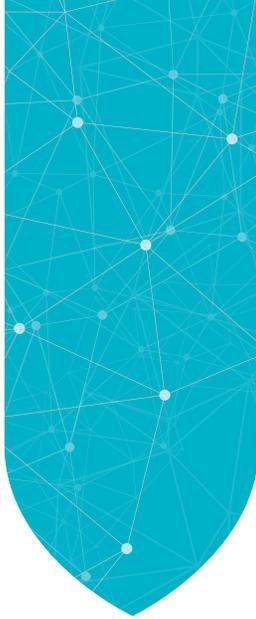
***Note:** The lowest score allowed for level completion on the federal NRS table 4 is 200. Scores below this figure may not be used for official Federal Table 4 outcomes. The extended lower levels are used only for payment point purposes.

English as a Second Language—Reading

NRS Level Names	CASAS Score Ranges	CASAS Level Names	CASAS Pretest Score Ranges for California Payment Points
Beginning ESL Literacy	180 and below	Beginning Literacy/ Pre-Beginning ESL	• 180 and below
Low Beginning ESL	181–190	Low Beginning ESL	• 181–190
High Beginning ESL	191–200	High Beginning ESL	• 191–200
Intermediate Low ESL	201–210	Low Intermediate ESL	• 201–210
Intermediate High ESL	211–220	High Intermediate ESL	• 211–220
Advanced ESL	221–235	Advanced ESL	• 221–235

English as a Second Language—Listening

NRS Level Names	CASAS Score Ranges	CASAS Level Names	CASAS Pretest Score Ranges for California Payment Points
Beginning ESL Literacy	180 and below	Beginning Literacy/ Pre-Beginning ESL	• 180 and below
Low Beginning ESL	181–189	Low Beginning ESL	• 181–189
High Beginning ESL	190–199	High Beginning ESL	• 190–199
Intermediate Low ESL	200–208	Low Intermediate ESL	• 200–208
Intermediate High ESL	210–218	High Intermediate ESL	• 210–218
Advanced ESL	219–227	Advanced ESL	• 219–227



Appendix E

Comprehensive Adult Student Assessment System Basic Skill Level Descriptors

Adult Basic Education and Adult Secondary Education

This chart provides general skill descriptors by level. Level descriptors for reading and math correspond to scaled scores on tests in those specific skill areas.

CASAS Level	Scaled Scores	CASAS Adult Basic Skill Level Descriptors
E	246 or above	<p>Advanced Adult Secondary</p> <ul style="list-style-type: none"> ● Interpret technical information, more complex manuals, and material safety data sheets with some assistance. ● Comprehend some college textbooks and apprenticeship manuals.
D	236–245	<p>Adult Secondary</p> <ul style="list-style-type: none"> ● Read and follow multistep directions. ● Read and interpret common legal forms and manuals. ● Uses math in business, such as calculating discounts. ● Create and use tables and graphs. ● Communicate personal opinion in written form. ● Write an accident or incident report. ● Integrate information from multiple texts, charts, and graphs. ● Evaluate and organize information. ● Perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
C	221–235	<p>Advanced Basic Skills</p> <p>Persons at the upper end of this score range are able to begin General Educational Development (HSE) Test preparation. They have the following skills:</p> <ul style="list-style-type: none"> ● Handle most routine reading, writing, and computational tasks related to their life roles. ● Interpret routine charts, graphs, and labels. ● Read and interpret a simple handbook for employees. ● Interpret a payroll stub. ● Complete an order form and do calculations.

English as a Second Language

This chart provides general skill descriptors by level. Level descriptors for reading and listening correspond to scaled scores on tests in those specific skill areas.

CASAS Level	CASAS ESL Descriptors and Scale Scores
E	<p>Proficient Skills</p> <p>Listening 246 or above Speaking SPL 8:</p> <ul style="list-style-type: none"> ● Participate effectively in social and familiar work situations. ● Understand and participate in practical and social conversations and in technical discussions in own field. <p>Reading 246 or above Writing:</p> <ul style="list-style-type: none"> ● Handle most reading/writing tasks related to life roles. ● Read and interpret most nonsimplified materials. ● Interpret routine charts, graphs, and labels. ● Fill out medical information forms and job applications. <p>Employability:</p> <ul style="list-style-type: none"> ● Meet work demands with confidence. ● Interact with the public. ● Follow written instructions in work manuals.
D	<p>Adult Secondary</p> <p>Listening 228 – 245/ Speaking SPL 7:</p> <ul style="list-style-type: none"> ● Function independently in survival and social and work situations. ● Clarify general meaning and communicate about familiar topics using the telephone. <p>Reading 236 – 245/ Writing:</p> <ul style="list-style-type: none"> ● Read and interpret nonsimplified materials on everyday subjects. ● Interpret routine charts, graphs, and labels. ● Fill out medical information forms and job applications. ● Write an accident or incident report. <p>Employability:</p> <ul style="list-style-type: none"> ● Understand routine work-related conversations. ● Handle work that involves following oral and simple written instructions. ● Interact with the public. ● Perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.

CASAS Level	CASAS ESL Descriptors and Scale Scores
C	<p data-bbox="358 323 529 348">Advanced ESL</p> <p data-bbox="358 369 1276 394">Persons at the upper end of this score range are able to begin GED® Test preparation.</p> <p data-bbox="383 415 1349 541"> Listening ● Satisfy most survival needs and social demands. 219 – 227/ ● Possess ability to understand and communicate on the telephone on Speaking SPL 6: familiar topics. ● Participate in conversations on variety of topics. </p> <p data-bbox="431 569 1325 846"> Reading ● Read and interpret simplified and some nonsimplified materials on 221 – 235/ familiar topics. Writing: ● Interpret simple charts, graphs, and labels. ● Interpret a payroll stub. ● Complete a simple order form. ● Fill out medical information forms and job applications. ● Write short personal notes and letters. ● Make simple log entries. </p> <p data-bbox="399 873 1357 989"> Employability: ● Handle jobs and job training situations that involve following oral and simple written instructions and multistep diagrams and limited public contact. ● Read a simple employee handbook. </p>
B	<p data-bbox="358 1022 638 1047">High Intermediate ESL</p> <p data-bbox="383 1068 1373 1230"> Listening ● Satisfy basic survival needs and limited social demands. 210 – 218/ ● Follow oral directions in familiar contexts. Speaking SPL 5: ● Understand spoken words on the telephone with limited ability. ● Understand learned phrases easily and new phrases containing familiar vocabulary. </p> <p data-bbox="431 1257 1357 1388"> Reading ● Read and interpret simplified and some authentic material on familiar 211 – 220/ subjects. Writing: ● Write messages or notes related to basic needs. ● Fill out basic medical forms and job applications. </p> <p data-bbox="399 1415 1300 1472"> Employability: ● Handle jobs and or training that involve following basic oral and written instructions and diagrams if they can be clarified orally. </p> <p data-bbox="358 1486 630 1512">Low Intermediate ESL</p> <p data-bbox="383 1533 1341 1650"> Listening ● Satisfy basic survival needs and very routine social demands. 201 – 210/ ● Understand simple learned phrases easily and some new simple Speaking SPL 4: phrases containing familiar vocabulary, spoken slowly with frequent repetition. </p> <p data-bbox="431 1677 1341 1839"> Reading ● Read and interpret simple material on familiar topics. 200 – 208/ ● Read and interpret simple directions, schedules, signs, maps, and Writing: menus. ● Fill out forms requiring basic personal information. ● Write short, simple notes and messages based on familiar situations. </p> <p data-bbox="399 1866 1341 1944"> Employability: ● Handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and or clarified orally. </p>

CASAS Level	CASAS ESL Descriptors and Scale Scores
A	High Beginning ESL
	<p>Listening ● Function with some difficulty in situations related to immediate needs.</p> <p>190 – 199/ Speaking SPL 3: ● May have some simple oral communication abilities using basic learned phrases and sentences.</p>
	<p>Reading ● Read and write letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Write basic personal information on simplified forms.</p> <p>191 – 200/ Writing:</p>
	<p>Employability: ● Handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.</p>
	Low Beginning ESL
	<p>Listening ● Function in a very limited way in situations related to immediate needs.</p> <p>181 – 189/ Speaking SPL 2: ● Ask and respond to basic learned phrases spoken slowly and repeated often.</p> <p>Reading ● Recognize and write letters and numbers and read and understand common sight words.</p> <p>181 – 190/ Writing: ● Write own name and address.</p> <p>Employability: ● Handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.</p>
Beginning Literacy/Pre-Beginning ESL	
<p>Listening ● Function minimally, if at all, in English.</p> <p>180/ or less ● Communicate only through gestures and a few isolated words.</p> <p>Speaking SPL 0-1:</p>	
<p>Reading ● May not be literate in any language.</p> <p>180/ or less</p>	
<p>Employability: ● Handle very routine entry-level jobs that do not require operator written communication in English and in which all tasks are easily demonstrated.</p> <p>● Employment choices extremely limited.</p>	