



2024-25 OREGON DATA MANUAL FOR WIOA TITLE II PROVIDERS

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1. NEW STUDENT DATA COLLECTION

1.1. EXCERPTS FROM THE OREGON ABS POLICY MANUAL

Please refer to the Oregon ABS Policy Manual, Section 7, for complete details on the data collection policies applicable to Oregon Title II programs.

Data Elements: When an individual enters a program, the program must attempt to collect the following data elements. Please refer to the ABS Policy Manual for details on how each data element is used. Each element is listed under its respective location in the CASAS TOPSpro Enterprise® navigator list:

Student Demographics

- First and Last Name (alphabetic characters only)
- Middle Initial
- Gender
- Date of Birth
- Social Security Number
- GEDID (as available)
- Highest Years of School
- Highest Diploma
- Earned Outside US (mark if the individual earned their highest diploma outside the United States)
- Ethnicity
- Race
- Native Language
- Email

In Program Years

- Employment Barriers

Student Records

- Long-term (primary) and short-term goal (secondary)
- Personal Status
- Labor Force Status
- Special Program

Class Enrollment

- Class Number

Program Enrollments

- Date of Entry into Program
- Instructional Program

As outlined in Section 7.2 policies of the Oregon ABS Policy Manual, programs must:

- Only use alphabetic characters for First Name, Middle Name, and Last Name. Quotations, parentheses, and hyphens are not permitted.
- Assign a unique identification number (i.e., Student ID) for each individual, to be used consistently on all TOPSpro Enterprise® forms. This may be the local agency-assigned number (e.g., college ID number).
- Input all data into TOPSpro Enterprise® within 30 days of collection.
- Attempt to gather social security numbers from those eligible for Title II services. Eligible Title II individuals must be served even if they decline to disclose their social security number. Programs must not use a learner's social security number as the assigned unique identification number (i.e., Student ID).

1.2. DATA ELEMENT DEFINITIONS

The **CASAS WIOA Data Dictionary** has simplified, reader-friendly versions of data definitions. CASAS also has a **TE Glossary** of common terms used in CASAS training manuals. Both documents are available here:

<https://www.casas.org/product-overviews/software/TOPSpro-enterprise/TOPSpro-enterprise-help>.

The **Participant Individual Record Layout** (i.e., the "PIRL") outlines the federal definitions for data elements. These detailed and specific definitions are available here: <https://www.dol.gov/agencies/eta/performance/reporting>.

1.3. OREGON-SPECIFIC DEFINITIONS & INTERPRETATIONS

Background Information

The HECC has collaborated with CASAS on how to operationalize certain data definitions within TOPSpro Enterprise®, including Learner Goals and Barriers to Employment.

Learner Goals

Although not specifically a requirement for federal reporting, collecting data on short- and long-term goals aids learners in understanding their purpose and direction. Oregon collects information about learner goals for the following reasons:

- State advocacy with the legislature;
- Local advocacy within institutions;
- Program development according to learner needs;
- Program development with WIOA partners;
- Professional development within programs.

The State ABS Team encourages programs to make goal-setting a meaningful part of orientation and include goal review as part of regular program procedures.

The current list of learner goals in TOPSpro Enterprise® is pictured below. If learners have frequently occurring goals that are not included below, please reach out to the State ABS Education Team Research Analyst, who will contact CASAS to explore the possibility of adding those learner goals to the list of available options.

| | | | |
|--------------------------------------|---|--|--|
| <input checked="" type="radio"/> N/A | <input type="checkbox"/> Improve basic skills | <input type="checkbox"/> Retain Job | <input type="checkbox"/> U.S. Citizenship |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Improve English skills | <input type="checkbox"/> Get a better job | <input type="checkbox"/> Military |
| <input type="checkbox"/> Primary | <input type="checkbox"/> H.S. Dipl./HSE | <input type="checkbox"/> Enter college or training | <input type="checkbox"/> Personal Goal |
| <input type="checkbox"/> Primary | <input type="checkbox"/> Get a Job | <input type="checkbox"/> Work-based project | <input type="checkbox"/> None |
| <input type="checkbox"/> Primary | | <input type="checkbox"/> Family Goal | <input type="checkbox"/> Other Attainable Goal |

The learner goal “Work-based project” is not applicable in Oregon; do not permit learners to select that goal.

Examples of “Family Goal” and “Personal Goal” include:

Family Goal

- Attend a parent-teacher conference
- Help children with homework

Personal Goal

- Get a driver's license
- Read a religious text (e.g., the Bible)
- Balance a checkbook
- Communicate with the doctor

As outlined in Section 7.2 policies of the Oregon ABS Policy Manual, learner goals must be chosen by the Title II eligible individual at program entry. For example, the program may not automatically select "Improve English Skills" as the short-term goal for ESL participants. Programs are not permitted to retroactively enter learner goals in TOPSpro Enterprise® but are encouraged to create opportunities for learners to regularly review and update their goals as part of regular program procedures. Regularly reviewing goals is considered a best practice; research shows that reviewing goals motivates learners and reinforces their purpose in the program.

Short-term goals are learner goals that can be accomplished within 3 months and/or within the program year.

- Programs must have students record their short-term goals in the "Primary Goal" data element field.
- Programs must not permit individuals to select "Improve Basic Skills" for a short-term goal.
- Programs may allow individuals to select "Improve English Skills" as a short-term goal.

Long-term goals are goals that can be accomplished by the end of their time in the Title II program.

- Programs must have individuals record their long-term goals in the "Secondary Goal" data element field.
- Programs must not permit individuals to select "Improve Basic Skills" or "Improve English Skills" for a long-term goal.

Barriers to Employment

Most barriers to employment are identified by the Title II eligible individual. A few of the barriers to employment have definitions that can be applied to the learner by ABS program staff.

English Language Learner (PIRL data element #803): The participant, at program entry, is a person who has limited ability in speaking, reading, writing, or understanding the English language and meets at least one of the following two conditions (a) their native language is a language other than English, or (b) they live in a family or community environment where a language other than English is the dominant language.

Selecting English Language Learner as a barrier to employment is appropriate if:

1. The individual feels that the above definition applies to them.
2. The individual is part of an ESL program and tests into the ESL levels (see chart below¹), in which case, programs should mark English Language Learner for the individual.

OAELPS and OACCRS Correlation Chart

| CASAS Score Ranges for OAELPS and OACCRS Levels | | | | | | | | | | |
|---|--|---------------|-------------------------------------|-----------------------------------|----------------------------------|-------------------------------------|----------------------------------|-----------------------------|--|---------------|
| OAELPS | | | | | OACCRS | | | | | |
| NRS ESL Level | Reading and Listening ESL Educational Functioning Levels | OAELPS Levels | CASAS Listening STEPS Score Ranges* | CASAS Reading STEPS Score Ranges* | CASAS Math GOALS 2 Score Ranges* | Math Educational Functioning Levels | CASAS Reading GOALS Score Ranges | OACCRS Language Arts Levels | Reading ABE/ASE Educational Functioning Levels | NRS ABE Level |
| 1 | Beginning ESL Literacy | 1 | 181 and below | 183 and below | 192 and below | Beginning ABE Literacy | 203 and below | A | Beginning ABE Literacy | 1 |
| 2 | Low Beginning ESL | | 182 - 191 | 184 - 196 | | | | | | |
| 3 | High Beginning ESL | | 192 - 201 | 197 - 206 | | | | | | |
| 4 | Low Intermediate ESL | 3 | 202 - 211 | 207 - 216 | 193 - 203 | Beginning Basic Education | 204-216 | B | Beginning Basic Education | 2 |
| 5 | High Intermediate ESL | 4 | 212 - 221 | 217 - 227 | 204 - 213 | Low Intermediate | 217-227 | C | Low Intermediate | 3 |
| 6 | Advanced ESL | 5 | 222 - 231 | 228 - 238 | 214 - 224 | Middle Intermediate | 228-238 | D | High Intermediate | 4 |
| ---- | Exit Advanced ESL | Exit | 232 and above | 239 and above | 225 - 235 | High Intermediate | 239-248 | E | Low Adult Secondary Education | 5 |
| ---- | ---- | ---- | ---- | ---- | 236 and above | Adult Secondary Education | 249 and above | | High Adult Secondary Education | 6 |

¹ Source: Oregon Adult English Language Proficiency Standards (OAELPS) Handbook, February 2024

Low Levels of Literacy (PIRL data element #804): An adult who is unable to compute and solve problems, or read, write, or speak English at a level necessary to function on the job, in the participant’s family, or in society.

Selecting Low Levels of Literacy as a barrier to employment is appropriate if:

1. The individual feels that the above definition applies to them.
2. The individual is in a program funded by the Title II Comprehensive Grant (e.g., all individuals in a Title II program – all ABE and ESL Levels), in which case, programs should mark Low Levels of Literacy for the individual.

Ex-Offender (PIRL data element #801): The participant, at program entry, is a person who either (a) has been subject to any stage of the criminal justice process for committing a status offense or delinquent act, or (b) requires assistance in overcoming barriers to employment resulting from a record of arrest or conviction.

Selecting Ex-Offender as a barrier to employment is appropriate if:

1. The individual feels that the above definition applies to them.
2. The individual is in a program funded by the Corrections Education Grant (e.g., all individuals in a corrections program), in which case, programs should mark Ex-Offender for the individual.

Instructions on how to update learner barriers to employment can be found in section 2.2 “Barriers to Employment.”

2. DATA ACCURACY AND INTEGRITY

2.1. DATA CLEAN-UP

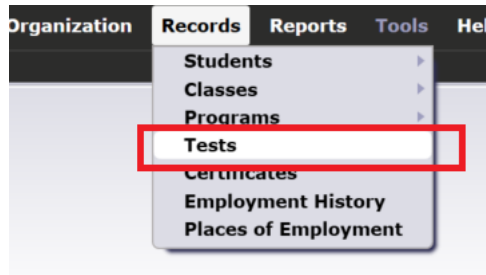
Background Information

Data clean-up is the process of identifying and correcting incomplete, duplicate, incorrect, inaccurate, incorrectly formatted, or mislabeled data records. To clean up Oregon Title II data in TOPSpro Enterprise®, the following categories need to be examined:

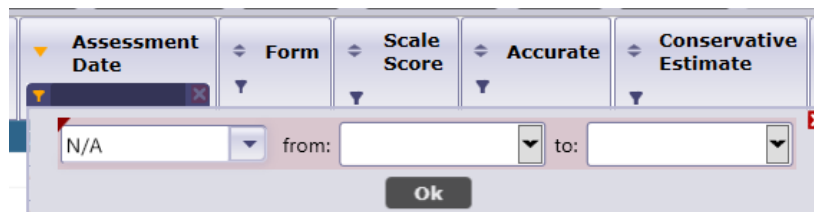
- Student Assessment
- Student (Demographics)
- In Program Years
- Student Records
- Class Enrollments
- Program Enrollments.

Cleaning the Data

Student Assessment



In the Assessment Date column, select the funnel icon and enter the specific dates for data to be cleaned:



Once the dates are identified, select the double arrow to sort the data in alphabetical order by first name.

| Site | Student ID | Name | Assessment Date | Form | Scale Score | Accurate | Conservative Estimate |
|------|------------|------|-----------------|------|-------------|----------|-----------------------|
|------|------------|------|-----------------|------|-------------|----------|-----------------------|

Alternatively, right-click the Name column to “Hide full name” and “Show Last and First Name.” Then, select the double arrow to sort the data in alphabetical order by last and first name.



Make sure to look for any individual with a conservative estimate (via the Conservative Estimate column).

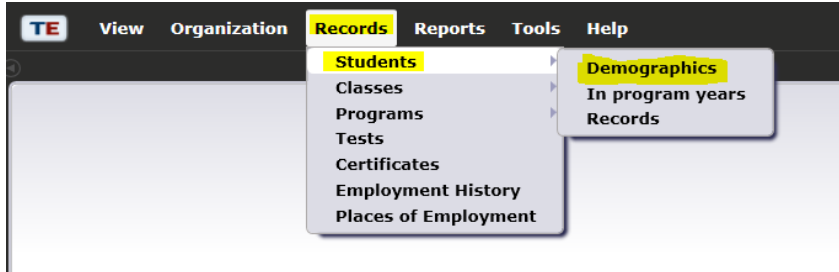
| Form | Scale Score | Accurate | Conservative Estimate |
|------|-------------|----------|-----------------------|
| 033M | 226 | Yes | No |
| 907R | 251 | Yes | No |
| 035M | 216 | Yes | No |
| 083R | 230 | Yes | Yes |

Use the funnel icon on the Conservative Estimate column to bring up all the conservative estimates (Conservative Estimate = Yes). These individuals need to be retested with the next level assessment as soon as possible.

Once a list of learners from Orientation is generated, clean-up can begin on an individual basis from this list. Alternatively, generate a list of learners using the Student Demographic report as outlined below.

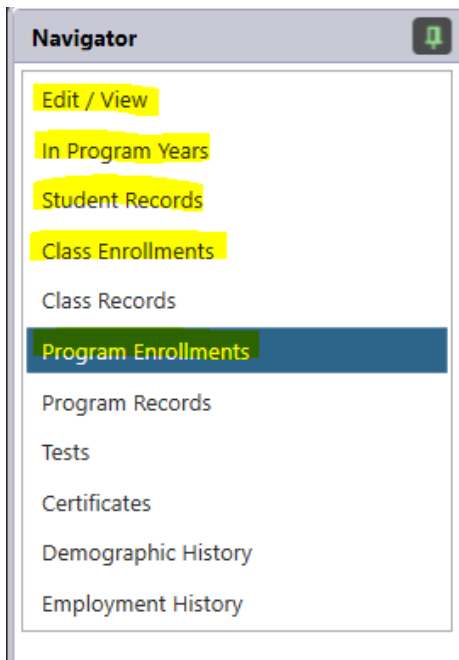
Student Demographics

Navigate the following path: Record→Students→ Demographics to generate a list of learners in the program.

A screenshot of a table displaying student records. The table has columns for Site, Student ID, Name, Birth Date, Gender, Ethnicity, Races, and Native Language. The first row is highlighted in blue and contains the following data: Site: 1643 - UCC: H..., Student ID: 12345678, Name: Mickey Walt Mouse, Birth Date: 11/18/1928, Gender: Male, Ethnicity: Not Hispanic or Latino, Races: White, Native Language: English.

| Site | Student ID | Name | Birth Date | Gender | Ethnicity | Races | Native Language |
|------------------|------------|-------------------|------------|--------|------------------------|-------|-----------------|
| 1643 - UCC: H... | 12345678 | Mickey Walt Mouse | 11/18/1928 | Male | Not Hispanic or Latino | White | English |

Double-click on an individual to open the record and, in the Navigator bar on the left, select each section to ensure the data is accurate and entered correctly.



To edit learner data, double-click on the individual record, then click on the edit icon (i.e., the pencil) to open the field for editing.

Edit/View Student Information for Data Clean-Up

Student Information

Agency/Site: [5299 / 1643 - UCC: H. Woolley Adult Basic Education](#)

Student: 12345678 / Monique Reinwald Birth Date: 11/18/1928 Gender: Male

[Add Entry/Update Record](#)

Identification

Student ID: 12345678

Title: **First Name:** Mickey **Middle Name:** Walt **Last Name:** Mouse

Gender: Male **Birth Date:** 11/18/1928

SSN: 000000000 Does not have SSN **Consent:** Signed **NEDP ID:** **SSID:**

GED 2002 ID: E **GED 2014 ID:** 19281118-1234-1234 **HiSET ID:** **TASC ID:**

Education

Highest Year of School: 11 **Highest Degree or Diploma:** None **CAHSEE Scores:** N/A

School: N/A **Earned:** N/A

GED 2014 Scores: N/A **GED 2002 Scores:** N/A

HiSET Scores: N/A **TASC Scores:** N/A

Ethnicity, Race & Language

Ethnicity: Not Hispanic or Latino **Races:** White

Native Language: English

Address, Contact & Provider Use

Address: 1234 Awesome Lane **Zip:** 12345 **City:** Mouseton **State:** Oregon

Phone: (541)440-7801 **Fax:** **Email:** mickeymouse@disney.com

Cell Phone:

In Program Years Clean-Up

Check that the correct barriers to employment are marked. Refer to section 2.2 for steps to batch edit learner records.

- If an individual tested at the ESL level, select "English Language Learner."
- If an individual is participating in a Title II program, select "Low Levels of Literacy."
- If an individual is in a corrections program or a program funded with the Corrections Grant, select "Ex-Offender."

All other choices are self-selected by the individual.

Student in Program Year Information

Site: [1643 - UCC: H. Woolley Adult Basic Education](#) Program Year: 7/1/2017 - 6/30/2018

Student: [12345678 / Mickey Walt Mouse](#) Male Birth Date: 11/18/1928

Barriers to Employment

Employment Barriers:

| | |
|---|--|
| <input type="checkbox"/> Cultural Barriers | <input type="checkbox"/> Long-term Unemployed |
| <input type="checkbox"/> Disabled | <input checked="" type="checkbox"/> Low income |
| <input type="checkbox"/> Displaced Homemaker | <input checked="" type="checkbox"/> Low Levels of Literacy |
| <input type="checkbox"/> English Language Learner | <input type="checkbox"/> Migrant & Seasonal Farmworker |
| <input type="checkbox"/> Ex-Offender | <input type="checkbox"/> Seasonal Farmworker |
| <input type="checkbox"/> Foster Care Youth | <input type="checkbox"/> Single Parent |
| <input type="checkbox"/> Homeless | <input type="checkbox"/> No TANF in 2 Years or Less |

Current Workforce Services

Training Services Received In Program: N/A

Vocational Rehabilitation Services Received In Program: N/A

Transition Services Received In Program: N/A

Supportive Services Received In Program: N/A

Previous Workforce Services

Transition Services Previously Received: N/A

Supportive Services Needs Assessment: N/A

Student Records Clean-Up

Goals: Participants must have one primary (short-term) goal selected and at least one secondary (long-term) goal selected.

Labor Force Status: Participants must have a labor force status selected.

Special Program Entries: Participants must have the appropriate special program(s) selected (e.g., IET, EI Civics, corrections, etc.)

Personal Status: Participants must have the personal status selected (as appropriate). For example, if a student is under the age of 18 and on referral from a school district, then "Enrolled in high school/K12" must be marked because the student is not an eligible Title II student and will be dropped from Title II reporting.

Education & Goals

Record Date: 4/19/2018

Goals:

| | | | | |
|--|----------------------------------|--|----------------------------------|--|
| <input type="radio"/> N/A | <input type="checkbox"/> Primary | <input type="checkbox"/> Work-based project | <input type="checkbox"/> Primary | <input type="checkbox"/> Other Attainable Goal |
| <input type="checkbox"/> Improve basic skills | <input type="checkbox"/> Primary | <input type="checkbox"/> Family Goal | | |
| <input type="checkbox"/> Improve English skills | <input type="checkbox"/> Primary | <input type="checkbox"/> U.S. Citizenship | | |
| <input checked="" type="checkbox"/> H.S. Dipl./HSE | <input type="checkbox"/> Primary | <input type="checkbox"/> Military | | |
| <input type="checkbox"/> Get a Job | <input type="checkbox"/> Primary | <input type="checkbox"/> Personal Goal | | |
| <input checked="" type="checkbox"/> Retain Job | <input type="checkbox"/> Primary | <input type="checkbox"/> Enter short-term training | | |
| <input type="checkbox"/> Get a better job | <input type="checkbox"/> Primary | <input type="checkbox"/> Get off TANF or other Public Assistance | | |
| <input type="checkbox"/> Enter college or training | <input type="checkbox"/> Primary | <input type="checkbox"/> None | | |

Instructional Levels: ESL ABE/ASE

Status

Labor Force Status:

N/A
 Unemployed
 Employed
 Employed, with notice
 Not in labor force

Special Program Entries:

N/A
 None
 EL Civics (IELCE)
 Jail
 Community Corrections

State Corrections
 Homeless Program
 Family Literacy
 Workplace Ed.
 Tutoring

Distance Learning
 Special Needs
 Alternative Ed. [K12]
 Non-traditional Training
 Older Adults

Carl Perkins
 Even Start
 CBET
 Integrated Education & Training
 Other

Special Program Exits:

N/A
 None
 EL Civics (IELCE)
 Jail
 Community Corrections

State Corrections
 Homeless Program
 Family Literacy
 Workplace Ed.
 Tutoring

Distance Learning
 Special Needs
 Alternative Ed. [K12]
 Non-traditional Training
 Older Adults

Carl Perkins
 Even Start
 CBET
 Integrated Education & Training
 Other

Personal Status Entries:

WIOA, Title I
 WIOA, Title III
 WIOA, Title IV
 TANF
 Other public assistance

Enrolled in high school / K12
 Dislocated worker
 Veteran
 Physically disabled
 Learning disabled

Other

Class Enrollment Clean-Up

Select "New" from the drop-down menu, choose the correct class instance in which to enroll the participant, and identify the appropriate start date. Mark the participant as "Active" and save the record.

Class Enrollment Information

Site: 1643 - UCC: H. Woolley Adult Basic Education Program Year: 7/1/2018 - 6/30/2019

Class Description: 230 - SUMMER - GED Woolley Class Start Date: 7/1/2018
 Class End Date: 6/30/2019

Student: 12345678 / Mickey Walt Mouse Date Entered Class: 7/1/2018
 Date Exited Class:

Select Student in Program Year

Student: Site: 1643 - UCC: H. Woolley Adult Basic Education

Program Year: 7/1/2018 - 6/30/2019 (Current)

Student: 12345678 Mickey Walt Mouse / 1643 - UCC: H. Woolley Adult Basic Education

Class Instance: 230 - SUMMER - GED Woolley

Status in Class

Date Entered Class: 7/1/2018 Date Exited Class:

Class Status: N/A Active Completed Inactive

Program Enrollments Clean-Up

Select "Program Enrollments" from the Navigator bar on the left and double-click the individual name. Confirm that the correct program is selected:

- If the individual is enrolled in a GED® program, select HSE.
- If the individual is enrolled in ELA (ESL) and tested into ESL Levels 1-6, select ESL/ELL.
- If the individual is enrolled in ELA (ESL) and tested into ASE (ABE Level 5 or 6), select Basic Skills (ABE):
 - Since the individual tested out of ESL levels, programs must report them as ABE for federal reporting. This does not affect the classes they take, only how they are reported in TOPSpro Enterprise®.
- If the individual is enrolled in ABE/ASE, already has a GED® or high school diploma, and tested into ABE Levels 1-6, select ABE.

Note: The individual must test below college level in at least one subject to receive services using Title II funding (i.e., ABE Levels 1-6 or ESL Levels 1-6).

Program Enrollment Information



Site: 1643 - UCC: H. Woolley Adult Basic Education Program Year: 7/1/2017 - 6/30/2018

Instructional Program: HSE

Student: 12345678 / Mickey Walt Mouse Date Entered Program: 7/1/2017

Date Exited Program:

[Add Entry/Update Record](#)

  **Status in program**

Instructional Program:

| | | |
|---|---|--|
| <input type="radio"/> Basic Skills (ABE) | <input type="radio"/> Career and Technical Education (CTE) | <input type="radio"/> ROCP |
| <input type="radio"/> ESL/ELL | <input type="radio"/> Workforce Readiness | <input type="radio"/> Pre-Apprenticeship |
| <input type="radio"/> Citizenship | <input type="radio"/> Adults w/Disabilities | |
| <input type="radio"/> High School Diploma | <input type="radio"/> Adults supporting K12 student success | |
| <input checked="" type="radio"/> HSE | <input type="radio"/> Other Program | |

Date Entered Program: **Date Exited Program:**

Program Status:

N/A

Retained in program

Left Program

No show or did not attend at least 12 hours

Exit Reason:

| | | |
|--|---|---|
| <input checked="" type="radio"/> N/A | <input type="radio"/> Lack of child care | <input type="radio"/> Deceased |
| <input type="radio"/> Changed class or program | <input type="radio"/> Family problems | <input type="radio"/> Long term medical treatment |
| <input type="radio"/> Completed Program | <input type="radio"/> Own health problems | <input type="radio"/> Unknown reason |
| <input type="radio"/> Met Goal | <input type="radio"/> Lack of interest | <input type="radio"/> Other known reason |
| <input type="radio"/> End of program year | <input type="radio"/> Public safety | |
| <input type="radio"/> Got a job | <input type="radio"/> Administratively separated | |
| <input type="radio"/> Moved | <input type="radio"/> Released from Incarceration | |
| <input type="radio"/> Schedule conflict | <input type="radio"/> Active duty in armed services | |
| <input type="radio"/> Lack of transportation | <input type="radio"/> Incarcerated | |

Make sure the "Date Entered Program" reflects the date that the individual attended orientation. Individuals whose birthdate indicates they are younger than 16 years of age when they enter the program are not eligible for Title II services and will be flagged in the Data Integrity Report. An accurate entry date is needed for this calculation.

The learner record should now be completely cleaned and, as such, meet state policy requirements.

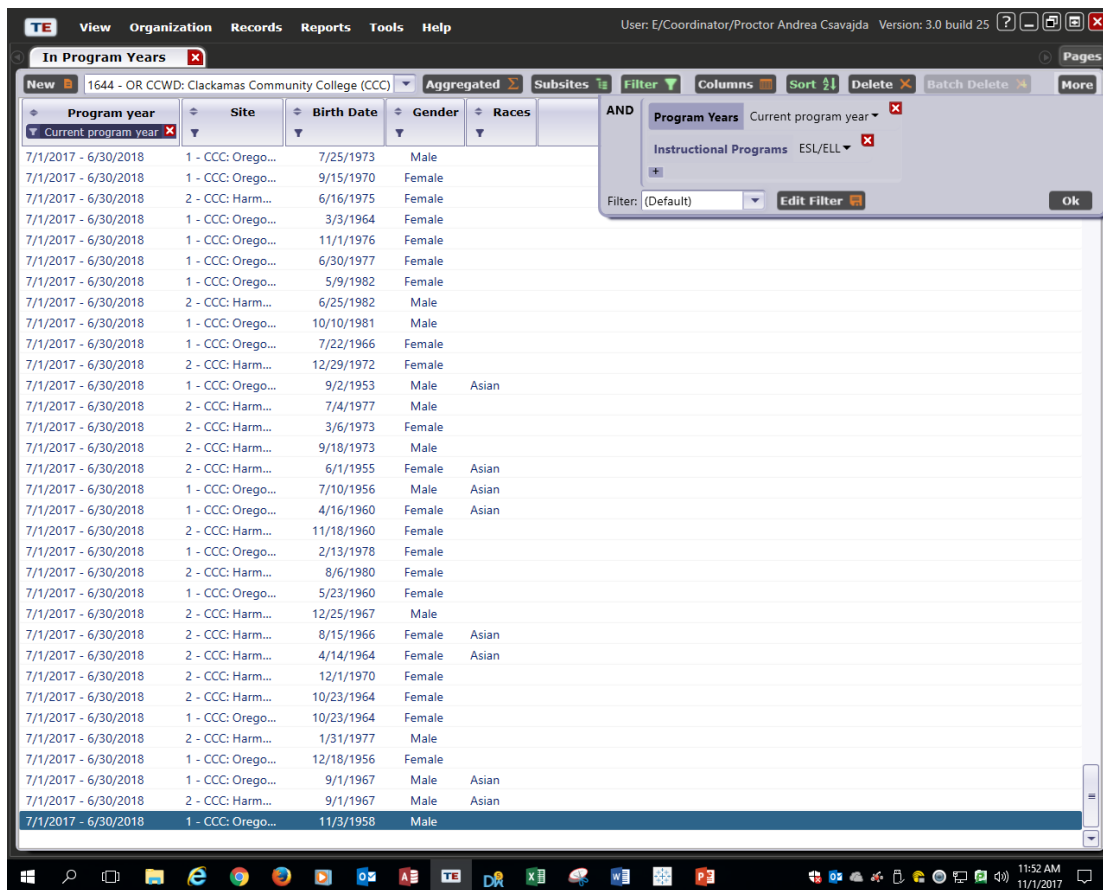
2.2. BARRIERS TO EMPLOYMENT

Important Notes

1. Batch edit will overwrite earlier entries. For example, if an individual already has Barriers to Employment entered, performing a batch edit will delete earlier entries.
2. It is recommended to use the export option for learners who have previous Barriers to Employment data entered. Details about the export option can be found in the CASAS "[Exchanging Data with 3rd Party Attendance and other Information Systems](#)" handbook. According to CASAS, the new Barriers to Employment data will append to the existing data and won't override existing data.

Barriers to Employment: English Language Learners

1. Navigate to Records → Students → In Program Years
2. Select the green Filter icon to create a filter for Instructional Program
3. Select ESL/ELL



4. Right-click in the columns and select "Show Barriers to Employment."
5. In the Barriers to Employment column now showing, filter to show only the records missing a barrier to employment (i.e., Barrier to Employment = "N/A").
6. If there are ESL/ELL participants without any barriers to employment, highlight the records and batch edit to add "English Language Learner" as the Barrier to Employment (a second login is required to complete a batch edit).

TE View Organization Records Reports Tools Help User: E/Coordinator/Proctor Andrea Csavajda Version: 3.0 build 25

In Program Years 1644 - OR CCWD: Clackamas Community College (CCC) Aggregated Subsites Filter Columns Sort Delete Batch Delete More

| Program year | Site | Barriers to Employment | Birth Date | Gender | Races |
|----------------------|-------------------|--------------------------------------|------------|--------|-------------|
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 3/14/1984 | Female | Asian |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 12/28/1993 | Male | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner | 3/16/1983 | Female | Black or... |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 3/4/1986 | Male | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 12/9/1975 | Female | Black or... |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | English Language Learner, Low income | 12/9/1975 | Female | Black or... |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 7/1/1984 | Female | Black or... |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 1/5/1991 | Female | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner | 5/16/1980 | Male | |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | English Language Learner, Low income | 5/16/1980 | Male | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 8/23/1981 | Female | Asian |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 2/15/1966 | Female | Black or... |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 10/14/1976 | Female | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 11/11/1973 | Male | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 6/11/1992 | Female | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 7/2/1995 | Male | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 3/29/1960 | Female | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 1/23/1979 | Male | |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | English Language Learner | 6/22/1998 | Male | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 7/23/1999 | Female | |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | English Language Learner | 7/23/1999 | Female | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 2/6/1981 | Male | Asian |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 10/21/1998 | Female | White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | English Language Learner | 10/21/1998 | Female | White |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 8/4/1973 | Female | White |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner | 12/11/1966 | Male | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 10/6/1976 | Male | |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | English Language Learner, Low income | 10/6/1976 | Male | |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | English Language Learner, Low income | 1/2/1985 | Male | White |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner, Low income | 1/2/1985 | Male | White |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner | 6/9/1990 | Female | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner | 5/4/1996 | Female | |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | English Language Learner | 9/3/1994 | Male | |
| 7/1/2017 - 6/30/2018 | 2 - CCC: Harm... | English Language Learner | 9/3/1994 | Male | |

TE 11:56 AM 11/1/2017

TE View Organization Records Reports Tools Help User: E/Coordinator/Proctor Andrea Csavajda Version: 3.0 build 25

In Program Years Batch Edit Student...

Save Cancel

Student in Program Year Information

Site: Program Year: 7/1/2017 - 6/30/2018
 Student: N/A Birth Date:

Batch Edit for 7 selected records

To apply the batch edit operation a second authentication will be required.

Barriers to Employment

Employment Barriers:

Cultural Barriers Long-term Unemployed
 Disabled Low income
 Displaced Homemaker Low Levels of Literacy
 English Language Learner Migrant & Seasonal Farmworker
 Ex-Offender Seasonal Farmworker
 Foster Care Youth Single Parent
 Homeless No TANF in 2 Years or Less

Current Workforce Services

Training Services Received In Program:

On the Job Training Remedial Training (ABE/ESL - TAA only)
 Skill Upgrading Prerequisite Training
 Entrepreneurial Training (non-WIOA Youth) Registered Apprenticeship
 ABE/ESL in conjunction w/Training (non-TAA funded) Youth Occupational Skills Training
 Customized Training Other Non-Occupational-Skills Training
 Other Occupational Skills Training Unspecified Training

Vocational Rehabilitation Services Received In Program:

Vocational Rehabilitation Vocational Rehabilitation and Employment

Transition Services Received In Program:

Assessment/Testing/Counseling On-the-Job Training (OJT)
 Personal Development Training Work Experience
 Counseling/Career Development Pre-Employment Skills/Job Readiness Training
 Job Development/Job Search Assistance Postsecondary Academic Education
 Occupational Skills Training (non-OJT) Other Transition Services

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7. Save the records.

Barriers to Employment: Ex-Offenders

1. Navigate to Records → Students → In Program Years
2. Select the green Filter icon to create a filter for Class Enrollments
3. If there are corrections program participants without any barriers to employment, highlight the records and batch edit to add "Ex-Offender" as the Barrier to Employment (a second login is required to complete a batch edit).
4. Save the records.

The screenshot shows the 'In Program Years' application window. The main table displays student records with columns for Program year, Site, Barriers to Employment, Birth Date, and Gender. A filter is applied to the 'Barriers to Employment' column, showing 'Ex-Offender, Low income'. The table contains 25 rows of data. The application interface includes a menu bar (View, Organization, Records, Reports, Tools, Help) and a toolbar with options like Filter, Columns, Sort, Delete, and Batch Delete. The user is identified as E/Coordinator/Proctor Andrea Csavajda, version 3.0 build 25.

| Program year | Site | Barriers to Employment | Birth Date | Gender |
|----------------------|-------------------|-----------------------------------|------------|------------------|
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Low income | 3/23/1976 | F |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 2/15/1992 | |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 7/24/1994 | |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 9/4/1992 | |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 4/12/1992 | F |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 10/28/1987 | Male |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Homeless | 5/20/1961 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Homeless, Singl... | 4/25/1991 | Female White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Homeless | 6/24/1994 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Homeless | 12/24/1983 | Female White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 4/2/1984 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 1/12/1947 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 6/13/1998 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 12/19/1993 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 9/5/1998 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Low income | 9/26/1979 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Single Parent | 11/17/1995 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 8/17/1985 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Homeless, Long... | 12/30/1984 | Female White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Low Levels of Lit... | 9/25/1973 | Male Black or... |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 6/16/1997 | Female White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Low income | 10/16/1992 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Homeless | 12/6/1964 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Homeless | 5/15/1975 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 11/17/1988 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 5/26/1998 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Homeless, Low i... | 12/8/1992 | Male America... |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 2/1/1987 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender, Homeless | 4/23/1996 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 6/8/1973 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 5/22/1980 | Male White |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Disabled, Ex-Offender, Foster... | 3/23/1983 | Male Black or... |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Ex-Offender | 4/8/1989 | Male Black or... |
| 7/1/2017 - 6/30/2018 | 1 - CCC: Orego... | Disabled, Ex-Offender | 3/19/1973 | Male White |

Low Literacy

1. Navigate to Records → Students → In Program Years
2. Select the green Filter icon to create a filter for Instructional Programs
3. Select Basic Skills (ABE) and ESL/ELL
4. Right-click in the columns and select "Show Barriers to Employment."
5. In the Barriers to Employment column now showing, filter to show only the records missing a barrier to employment (i.e., Barrier to Employment = "N/A").

6. If there are ABE and/or ESL/ELL participants without any barriers to employment, highlight the records and batch edit to add "Low Levels of Literacy" as the Barrier to Employment (a second login is required to complete a batch edit).
7. Save the records.

2.3. CLASS DESIGNATIONS AND INDIVIDUAL SPECIAL PROGRAMS

Integrated English Literacy and Civics Education (IELCE)

If all class enrollees are IELCE participants, then the IELCE class needs to be designated as IELCE under Special Programs and in the Focus Area. As such, if a class is marked as IELCE, then all learners enrolled in the class should appear on NRS Table 3 as IELCE participants.

1. Navigate to Organization → Classes → Instances
2. Double-click on the class record, then click on the edit icon (i.e., the pencil) to open the Class Instance for editing.
3. In the "Special Programs" field, select EL Civics (IELCE).
4. In the "Focus Area" field, select "243 Integrated EL Civics Education (IELCE)".

Focus Area:

243 Integrated EL Civics Education (IELCE) ▼

5. Save the record.
6. Generate NRS Table 3 to ensure participants in the class are appearing in the IELCE program (navigate to Reports → Federal Reports → NRS Tables 1-11). Double-click to "drill down" and generate a list of participants correctly appearing in a specific program.

An IELCE participant needs to be designated as such. At the individual level, identify IELCE participation under "Special Programs":

1. Navigate to Records → Students → Demographics
2. Double-click on the individual record
3. From the Navigator bar on the left, select "Student Records"
4. Select "Add Entry/Update Record"
5. In the "Special Program Entries" field, select "EL Civics (IELCE)"

Special Program Entries:

| | | | | |
|---|--|---|--|--------------------------------|
| <input type="radio"/> N/A | <input type="checkbox"/> Community Corrections | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Older Adults | <input type="checkbox"/> Other |
| <input type="checkbox"/> ELL Co-Enrollment | <input type="checkbox"/> State Corrections | <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Carl Perkins | |
| <input type="checkbox"/> None | <input type="checkbox"/> Homeless Program | <input type="checkbox"/> Special Needs | <input type="checkbox"/> Even Start | |
| <input checked="" type="checkbox"/> EL Civics (IELCE) | <input type="checkbox"/> Family Literacy | <input type="checkbox"/> Alternative Ed. [K12] | <input type="checkbox"/> CBET | |
| <input type="checkbox"/> Jail | <input type="checkbox"/> Workplace Ed. | <input type="checkbox"/> Non-traditional Training | <input type="checkbox"/> Integrated Education & Training | |

6. Save the record.

Integrated Education and Training (IET)

If all class enrollees are IET participants, then the IET class needs to be designated as IET under Special Programs. As such, if a class is marked as IET, then all learners enrolled in the class should appear on NRS Table 3 as IET participants.

1. Navigate to Organization → Classes → Instances
2. Double-click on the class record, then click on the edit icon (i.e., the pencil) to open the Class Instance for editing.
3. In the "Special Programs" field, select "Integrated Education & Training."
4. Save the record.
5. Generate NRS Table 3 to ensure participants in the class are appearing in the IET program (navigate to Reports → Federal Reports → NRS Tables 1-11).

An IET participant needs to be designated as such. At the individual level, identify IET participation under "Special Programs":

1. Navigate to Records → Students → Demographics
2. Double-click on the individual record
3. From the Navigator bar on the left, select "Student Records"
4. Select "Add Entry/Update Record"
5. In the "Special Program Entries" field, select "Integrated Education & Training."

Special Program Entries:

| | | | | |
|--|--|---|---|--------------------------------|
| <input type="radio"/> N/A | <input type="checkbox"/> Community Corrections | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Older Adults | <input type="checkbox"/> Other |
| <input type="checkbox"/> ELL Co-Enrollment | <input type="checkbox"/> State Corrections | <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Carl Perkins | |
| <input type="checkbox"/> None | <input type="checkbox"/> Homeless Program | <input type="checkbox"/> Special Needs | <input type="checkbox"/> Even Start | |
| <input type="checkbox"/> EL Civics (IELCE) | <input type="checkbox"/> Family Literacy | <input type="checkbox"/> Alternative Ed. [K12] | <input type="checkbox"/> CBET | |
| <input type="checkbox"/> Jail | <input type="checkbox"/> Workplace Ed. | <input type="checkbox"/> Non-traditional Training | <input checked="" type="checkbox"/> Integrated Education & Training | |

6. Generate NRS Table 3 (navigate to Reports → Federal Reports → NRS Tables 1-11) to ensure participants are appearing in the correct program. Double-click to “drill down” and generate a list of participants correctly appearing in a specific program.



NRS Table 3

Participants by Program Type and Age
All Student Activity Dates

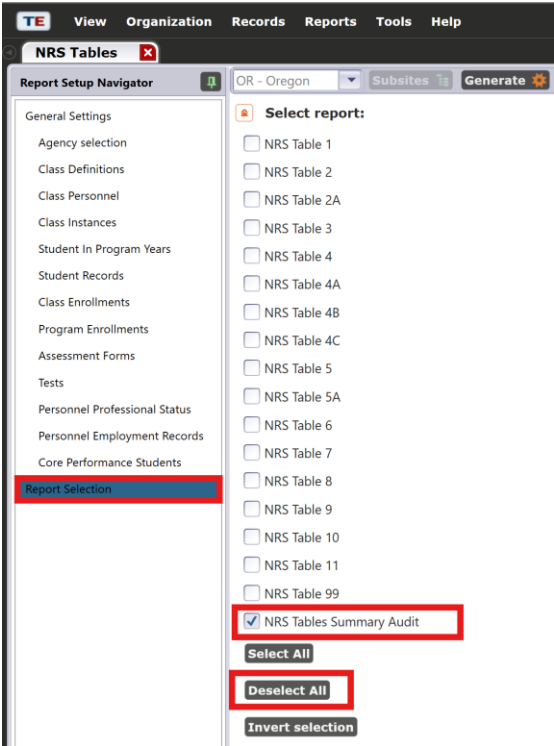
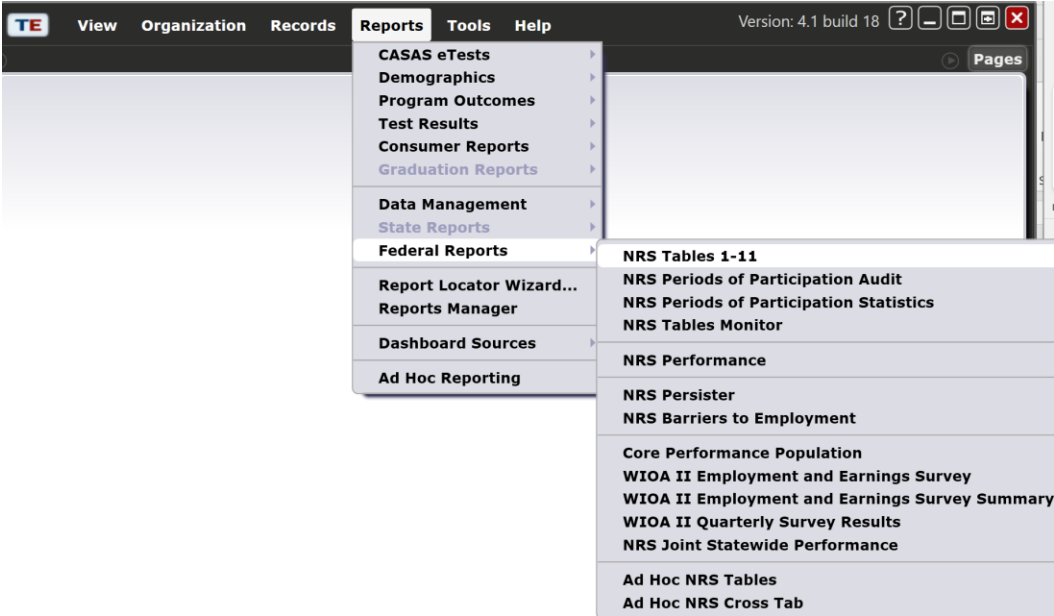
Program Year:

| Program Type (A) | 16-18 (B) | 19-24 (C) | 25-44 (D) | 45-54 (E) |
|---|--------------|--------------|--------------|--------------|
| Adult Basic Education | 625 | 862 | 1,765 | 343 |
| Integrated Education and Training Program | 3 | 23 | 42 | 10 |
| Adult Secondary Education | 294 | 461 | 816 | 121 |
| Integrated Education and Training Program | 9 | 27 | 36 | 14 |
| English Language Acquisition | 242 | 1,044 | 3,573 | 1,083 |
| Integrated Education and Training Program | 2 | 10 | 48 | 11 |
| IELCE (Sec. 243) | 0 | 3 | 26 | 7 |
| Integrated Education and Training Program | 0 | 3 | 26 | 6 |

3. DATA INTEGRITY CHECKS

3.1. NRS TABLES SUMMARY AUDIT

Generate the "NRS Tables Summary Audit" to review the individuals who will be included in the NRS tables.





NRS Summary Audit

Tables 1-4 Summary

| | Program Year 2022-2023 | Period of Participation 1 | Period of Participation 2 | Period of Participation 3 | Period of Participation 4 |
|----------------------------|------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Selected Students: | 15,780 | 15,425 | 1,384 | 134 | 0 |
| Dropped Students: | 4,395 | 4,423 | 398 | 34 | 0 |
| Qualified Students: | 11,385 | 11,002 | 986 | 100 | 0 |

Follow-Up Summary

| | Program Year 2022-2023 | Period of Participation 1 | Period of Participation 2 | Period of Participation 3 | Period of Participation 4 |
|----------------------------|------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| Selected Students | 15,780 | 15,425 | 1,384 | 134 | 0 |
| Dropped Students | 4,161 | 4,423 | 398 | 34 | 0 |
| Excluded Students | 0 | 0 | 0 | 0 | 0 |
| Eligible Students | 11,619 | 11,002 | 986 | 100 | 0 |
| Non-Exited Students | 2,398 | 2,388 | 209 | 21 | 0 |
| Follow-up Students | 9,221 | 8,614 | 777 | 79 | 0 |


| Drop Reason | Program Year 2022-2023 | | Period of Participation 1 | | Period of Participation 2 | | Period of Participation 3 | | Period of Participation 4 | |
|---|------------------------|--------------|---------------------------|--------------|---------------------------|--------------|---------------------------|--------------|---------------------------|--------------|
| | Number of Cases | | Number of Cases | | Number of Cases | | Number of Cases | | Number of Cases | |
| | Duplicated | Unduplicated | Duplicated | Unduplicated | Duplicated | Unduplicated | Duplicated | Unduplicated | Duplicated | Unduplicated |
| 01 Missing birthdate or age outside of 16-110 | 117 | 117 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 02 Less than 12 hours of instruction | 4,050 | 3,940 | 4,064 | 4,064 | 364 | 364 | 31 | 31 | 0 | 0 |
| 03 Concurrently enrolled in High School/K12 | 14 | 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 04 No Gender | 15 | 1 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 05 No Ethnicity/race | 130 | 95 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 06 No accurate placement test or self-reported ASE High level | 722 | 158 | 426 | 173 | 11 | 3 | 0 | 0 | 0 | 0 |
| 09 ESL Learner pretest score at ASE educational functioning level | 152 | 76 | 154 | 77 | 32 | 28 | 6 | 3 | 0 | 0 |

Drop Reason: definitions and how to fix them are on the next page.

Duplicated: this column shows the number of individuals missing the information or have the data issue. In the example pictured above, 4,050 students have less than 12 hours as indicated in Drop Reason 02 Duplicated.

Unduplicated: this column shows the number of individuals who have the identified drop reason but were not dropped for the prior reason(s) listed. In the example pictured above, 3,940 participants were dropped for having less than 12 hours of instruction, after the 117 participants who were missing a birthdate or had an age outside of 16-110 were dropped. The difference between Duplicated (4,050) and Unduplicated (3,940) indicates that 110 participants were both missing a birthdate/had age outside of 16-110 AND had fewer than 12 hours.

| Drop Reason | Description | How to Correct |
|-------------|--|---|
| 01 | Missing birthdate or age outside of 16-110 | <p>Follow up with the individual to collect their birthdate or look for an alternative data source (e.g., college database). In the NRS Summary Audit report, double-click on the cell to “drill down” and generate a list of individuals missing a birthdate. From the list generated, double-click an individual record, select “Student Records” from the Navigator bar on the left, double-click on the individual’s name in the blue column to open the demographics file, and select the edit icon (e.g., the pencil) to open the Identification field for editing. Enter the birthdate and save the record. Repeat these steps for each individual missing a birthdate or with an incorrect birthdate.</p> <p>If an individual’s age is outside the accepted range, check to see if they were sixteen when they entered the program. Often, the Program Start Date defaults to 7/1/20xx of the program year so the program start date may need to be changed to after the individual’s 16th birthday (as long as it accurately reflects their actual start date).</p> |
| 02 | Less than 12 hours of instruction | <p>First, ensure that contact hours are up to date for all individuals. Those with less than 12 hours are considered Reportable Individuals, and those with 12 or more hours are considered Participants and will be evaluated for outcomes (e.g., MSG).</p> |
| 03 | Concurrently enrolled in High School/K12 | <p>Individuals enrolled in K-12 cannot also be served using Title II funds. If these individuals are part of the data upload, then TOPSpro Enterprise® programming will remove them from being reported on the NRS tables. “Drill down” to these records to ensure individuals are not incorrectly labeled as K-12 enrollees.</p> |
| 04 | No Gender | <p>Follow up with the individual to collect their gender or look for an alternative data source (e.g., college database). If an individual is reluctant to disclose this information, it may help to explain that Title II does not receive funding for participant outcomes unless they report their gender (e.g., participants without a specified gender are dropped from NRS tables). Title II eligible individuals must be served even if they decline to disclose their gender.</p> |
| 05 | No Race/Ethnicity | <p>Follow up with the individual to collect their race/ethnicity or look for an alternative data source (e.g., college database). If an individual is reluctant to disclose this information, it may help to explain that Title II does not receive funding for participant outcomes unless they report their race/ethnicity (e.g., participants without a race/ethnicity are dropped from NRS tables). Title II eligible individuals must be served even if they</p> |

| | | | | | | | | | | | | | | | | | |
|---|--|--|---------------------------|---------------------------|-------------------------------------|---|--|----------------------------|-------------------------------|---|--|-----------------------------------|---|--|---|---|--|
| | | decline to disclose their race/ethnicity. | | | | | | | | | | | | | | | |
| 06 | No accurate placement test or self-reported ASE High | <p>From the Policy Manual 6.1 "Standardized Assessment for NRS Reporting":</p> <p>If a learner achieves a score on a CASAS pretest which is potentially inaccurate because the learner's skills exceed the upper limits of the test (displayed in the CASAS system as a conservative estimate or "diamond" score), the learner must be re-tested with a test from the next higher level within a week of the initial pretest. The new assessment score replaces the conservative estimate score and the replaced test record should be deleted from the database.</p> | | | | | | | | | | | | | | | |
| 09 | ESL Learner pretest score at ASE educational functioning level | <p>ESL students who test into ASE (ABE Levels 5 or 6) must have their Instructional Program categorized as Basic Skills (ABE) since they tested out of ESL levels according to federal definitions. However, they may continue taking ESL classes. If these individuals are not categorized into Basic Skills (ABE), their outcomes will not be reported on the NRS tables. In the NRS Summary Audit, click on the cell to "drill down" and generate a list of individuals with this drop reason. From the list generated, double-click an individual record, and select "Program Enrollments" from the Navigator bar on the left. Select "Add Entry/Update Record." Under Program Status and Progress, select the Instructional Program and mark Basic Skills (ABE). Save the record.</p> <p> Program Status and Progress</p> <p>Instructional Program:</p> <table border="1"> <tr> <td><input type="radio"/> N/A</td> <td><input type="radio"/> HSE</td> <td><input type="radio"/> Other Program</td> </tr> <tr> <td><input checked="" type="radio"/> Basic Skills (ABE)</td> <td><input type="radio"/> Career and Technical Education (CTE)</td> <td><input type="radio"/> ROCP</td> </tr> <tr> <td><input type="radio"/> ESL/ELL</td> <td><input type="radio"/> Workforce Preparation</td> <td><input type="radio"/> Pre-Apprenticeship</td> </tr> <tr> <td><input type="radio"/> Citizenship</td> <td><input type="radio"/> Adults w/Disabilities</td> <td></td> </tr> <tr> <td><input type="radio"/> High School Diploma</td> <td><input type="radio"/> Adults supporting K12 student success</td> <td></td> </tr> </table> | <input type="radio"/> N/A | <input type="radio"/> HSE | <input type="radio"/> Other Program | <input checked="" type="radio"/> Basic Skills (ABE) | <input type="radio"/> Career and Technical Education (CTE) | <input type="radio"/> ROCP | <input type="radio"/> ESL/ELL | <input type="radio"/> Workforce Preparation | <input type="radio"/> Pre-Apprenticeship | <input type="radio"/> Citizenship | <input type="radio"/> Adults w/Disabilities | | <input type="radio"/> High School Diploma | <input type="radio"/> Adults supporting K12 student success | |
| <input type="radio"/> N/A | <input type="radio"/> HSE | <input type="radio"/> Other Program | | | | | | | | | | | | | | | |
| <input checked="" type="radio"/> Basic Skills (ABE) | <input type="radio"/> Career and Technical Education (CTE) | <input type="radio"/> ROCP | | | | | | | | | | | | | | | |
| <input type="radio"/> ESL/ELL | <input type="radio"/> Workforce Preparation | <input type="radio"/> Pre-Apprenticeship | | | | | | | | | | | | | | | |
| <input type="radio"/> Citizenship | <input type="radio"/> Adults w/Disabilities | | | | | | | | | | | | | | | | |
| <input type="radio"/> High School Diploma | <input type="radio"/> Adults supporting K12 student success | | | | | | | | | | | | | | | | |

3.2. DATA INTEGRITY REPORT

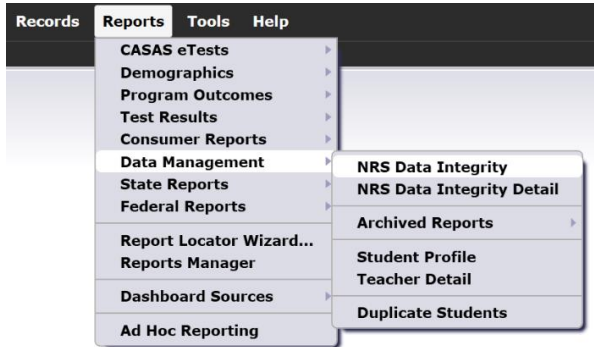
Background Information

The NRS Data Integrity Report (DIR) provides programs with a tool to evaluate data collection efforts. The report displays critical data that helps programs meet state and federal reporting requirements:

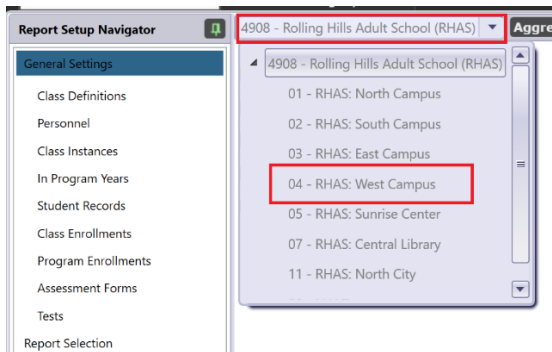
- NRS Federal Tables

- Core Performance (Measurable Skill Gains)
- NRS data quality standards and program improvement

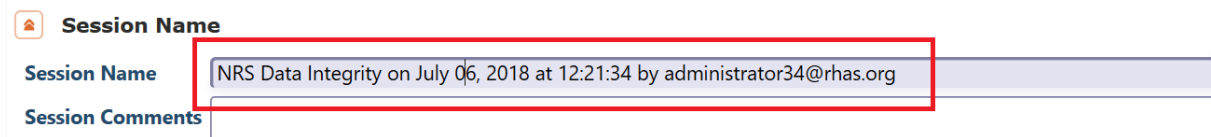
To generate the DIR in TOPSpro Enterprise®, navigate to Reports → Data Management → NRS Data Integrity.



The DIR can be generated for the entire program or a particular site by clicking on the drop-down menu and selecting a particular site:



It is recommended to change the session name to something more user-friendly. When you save the output, TOPSpro Enterprise® uses the session name as the document title. Session comments can also be added. If left as is, TOPSpro Enterprise® will automatically generate the below:



Typically, the Program Year can be left as the "Current Program Year." However, to clean data for the end of the program year (e.g., clean 2023-24 data before the July 31, 2024 deadline), then specify the program year to generate. The selections under "Programs" do not need to be changed since TOPSpro Enterprise® defaults to those used for federal reporting.

Common Filters

Program Years Current Program Year 7/1/2018 - 6/30/2019 7/1/2017 - 6/30/2018 7/1/2016 - 6/30/2017 7/1/2015 - 6/30/2016

Programs:

| | | | |
|--|---|--|---|
| <input type="radio"/> N/A | <input checked="" type="checkbox"/> High School Diploma | <input type="checkbox"/> Adults w/Disabilities | <input type="checkbox"/> Pre-Apprenticeship |
| <input checked="" type="checkbox"/> Basic Skills (ABE) | <input checked="" type="checkbox"/> HSE | <input type="checkbox"/> Adults supporting K12 student success | |
| <input checked="" type="checkbox"/> ESL/ELL | <input type="checkbox"/> Career and Technical Education (CTE) | <input type="checkbox"/> Other Program | |
| <input type="checkbox"/> Citizenship | <input type="checkbox"/> Workforce Readiness | <input type="checkbox"/> ROCP | |

To generate the DIR for all sites but have one report per site, change the reporting level from Agency to Site. Scroll to the "Reporting Level" option in the "Output Layout Parameters" section:

NRS Data Integrity | 4908 - Rolling Hills Adult School (RHAS) | Aggregated | Subsites: 18 | Generate | View Reporting Session

Report Setup Navigator

- General Settings
- Class Definitions
- Personnel
- Class Instances
- In Program Years
- Student Records
- Class Enrollments
- Program Enrollments
- Assessment Forms
- Tests
- Report Selection

Output Layout Parameters

Report Sort Order:

| Selected | Available | Selected |
|----------|-----------|----------|
| Agency | | Item |
| Site | | |

Page Sort Order:

| Selected |
|----------|
| Item |

Include Criteria Info |
 Include Prepared By |
 Include Print Time

Report Style Option: Blue |
 Agency Print Option: ID Name |
 Site Print Option: ID Name |
 Student Print Option: Name ID

Reporting Level: Agency | Site

Programs may choose to focus data clean-up on individuals with 12+ hours of instruction since those individuals are eligible for federal reporting (e.g., included on NRS tables). Generate the DIR to "Exclude learners with less than 12 hours of instruction" to review the records of these individuals. Scroll to the bottom of the page to find this option:

Exclude learners with less than 12 hours of instruction:

Additionally, the Report Setup Navigator bar on the left can filter the data generated on the DIR. For example, select "Program Enrollments" and select the funnel icon to filter "Instructional Program" to only include those with the ESL/ELL program checked.

NRS Data Integrity

Report Setup Navigator | 4908 - Rolling Hills Adult School (RHAS) | Aggregated | Subsites | Generate | View Reporting Session

Filter | Columns | Sort | Delete | Batch Delete | Batch Edit | 1 / 248

| Site | Student ID | Name | Instructional Program | Program Status |
|-------------------|------------|---------------------|-----------------------|----------------|
| 01 - RHAS: Nor... | 005208216 | Rick Williams | ESL/ELL | |
| 01 - RHAS: Nor... | 908374598 | Bill Gilmore | | |
| 01 - RHAS: Nor... | 908354098 | Sally Mortimer | | |
| 01 - RHAS: Nor... | 903450983 | Mort J Alt | | |
| 01 - RHAS: Nor... | 893593875 | Jasper Hillen | | |
| 01 - RHAS: Nor... | 872347348 | Ruinistia L Fabroso | | |
| 05 - RHAS: Sun... | 858619760 | Brian Brown | | |
| 03 - RHAS: Eas... | 787917879 | Ami I Stewart | | |
| 03 - RHAS: Eas... | 72737475 | Tommy De Franco | | |
| 01 - RHAS: Nor... | 723777111 | Saul Aguilar | | |
| 01 - RHAS: Nor... | 666444517 | Skip Greenleaf | | |
| 01 - RHAS: Nor... | 913425098 | Rosalina Acuna | | |
| 05 - RHAS: Sun... | 612114977 | Richard Scary | | |
| 05 - RHAS: Sun... | 592823213 | Victor Ramirez | | |
| 05 - RHAS: Sun... | 577889989 | Gloria Ramos | | |
| 05 - RHAS: Sun... | 567128910 | Lila Martin | | |
| 01 - RHAS: Nor... | 566453444 | Junior Jacobsen | | |

Instructional Program

- N/A
- Basic Skills (ABE)
- ESL/ELL
- Citizenship
- High School Diploma
- HSE
- Career and Technical Education (CTE)
- Workforce Readiness
- Adults w/Disabilities
- Pre-Apprenticeship
- Adults supporting K12 student success
- ROCP
- Other Program
- ESL/Citizenship (obsolete)
- Spanish GED (obsolete)
- Health & Safety (obsolete)
- Home Economics (obsolete)
- Older Adults (obsolete)

Select all | Invert | Clear

Ok

The Data Integrity Report will generate the following:



NRS Data Integrity

by Agency

06/24/2024
08:13:15

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2023-2024

| Summary Information | Without PoP | 2023-2024 | PoP 1 | PoP 2 | PoP 3 | PoP 4 |
|---|-------------|-----------|-------|-------|-------|-------|
| Total WIDA Title II Learners | 0 | 1,237 | 1,229 | 11 | 0 | 0 |
| Learners Concurrently Enrolled in High School/K12 | 0 | 30 | 28 | 2 | 0 | 0 |
| Total Learners eligible for WIDA Title II | 0 | 1,207 | 1,201 | 9 | 0 | 0 |

| Item | Description | Last PoP or Current Enrollment | | PoP 1 | | PoP 2 | | PoP 3 | | PoP 4 | |
|------|---|--------------------------------|-----|-------|----|-------|----|-------|----|-------|----|
| | | # | % | # | % | # | % | # | % | # | % |
| 01 | Missing Birthdate or outside 16-110 | 2 | 0% | | | | | | | | |
| 02 | Less than 12 Hours of Instruction | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 02a | Zero or Empty Hours of Instruction | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 02b | Total hours between 1-11 hours | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 03 | No Highest Year of School/Degree Earned | 834 | 69% | | | | | | | | |
| 03a | No Highest Year of School | 834 | 69% | | | | | | | | |
| 03b | No Highest Degree Earned | 834 | 69% | | | | | | | | |
| 04 | No Gender | 50 | 4% | | | | | | | | |
| 05 | No Race/Ethnicity | 63 | 5% | | | | | | | | |
| 06 | Total Reported Labor Force Status | 373 | 31% | | | | | | | | |
| 06a | Total 'Employed' | 140 | 12% | | | | | | | | |
| 06b | Total 'Employed with notice' | 0 | 0% | | | | | | | | |
| 06c | Total 'Unemployed' | 154 | 13% | | | | | | | | |
| 06d | Total 'Not in Labor Force' | 79 | 7% | | | | | | | | |
| 06e | Total missing Labor Force Status | 834 | 69% | | | | | | | | |

The upper left corner displays the **date and time** the report was generated, which may be useful for referencing saved reports later. The report also shows the **Agency** for which the report was generated. The DIR can be generated for specific sites, or disaggregated by site, which can be changed in the General Settings before the report is generated. Also displayed is the **Program Year**, which can be changed in general settings.

Each Data Integrity item has a unique **Item** number accompanied by a **Description** of that item.

The DIR displays Item **Count (#)** and Item **Percent (%)**. The first set of count and percent columns display the **Last PoP or Current Enrollment**. When the item only applies to the learner at entry, the **PoP number** is greyed out; otherwise, the PoP is identified in the header with the count (#) and percentage (%) below it.

Data Elements Essential for Federal Reporting

| Summary Information | | Without PoP | 2023-2024 | PoP 1 | PoP 2 | PoP 3 | PoP 4 |
|---|--|-------------|-----------|-------|-------|-------|-------|
| Total WIOA Title II Learners | | 0 | 1,237 | 1,229 | 11 | 0 | 0 |
| Learners Concurrently Enrolled in High School/K12 | | 0 | 30 | 28 | 2 | 0 | 0 |
| Total Learners eligible for WIOA Title II | | 0 | 1,207 | 1,201 | 9 | 0 | 0 |

| Item | Description | Last PoP or Current Enrollment | | PoP 1 | | PoP 2 | | PoP 3 | | PoP 4 | |
|------|---|--------------------------------|-----|-------|----|-------|----|-------|----|-------|----|
| | | # | % | # | % | # | % | # | % | # | % |
| 01 | Missing Birthdate or outside 16-110 | 2 | 0% | | | | | | | | |
| 02 | Less than 12 Hours of Instruction | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 02a | Zero or Empty Hours of Instruction | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 02b | Total hours between 1-11 hours | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 03 | No Highest Year of School/Degree Earned | 834 | 69% | | | | | | | | |
| 03a | No Highest Year of School | 834 | 69% | | | | | | | | |
| 03b | No Highest Degree Earned | 834 | 69% | | | | | | | | |
| 04 | No Gender | 50 | 4% | | | | | | | | |
| 05 | No Race/Ethnicity | 63 | 5% | | | | | | | | |
| 06 | Total Reported Labor Force Status | 373 | 31% | | | | | | | | |
| 06a | Total 'Employed' | 140 | 12% | | | | | | | | |
| 06b | Total 'Employed with notice' | 0 | 0% | | | | | | | | |
| 06c | Total 'Unemployed' | 154 | 13% | | | | | | | | |
| 06d | Total 'Not in Labor Force' | 79 | 7% | | | | | | | | |
| 06e | Total missing Labor Force Status | 834 | 69% | | | | | | | | |
| 08 | No valid pretest | 19 | 2% | 20 | 2% | 0 | 0% | 0 | 0% | 0 | 0% |

In the Summary Information section, **Total WIOA Title II Learners** is the number of students in the TOPSpro Enterprise® database (1,237). **Learners concurrently enrolled in High School/K12** (30) are not eligible for Title II and will be removed from Title II federal reporting, resulting in the final count of Total Learners Eligible for WIOA Title II (1,207) (if all demographics are entered, the learner has a program enrollment, a pretest, and has reached 12+ hours of instruction).

Learners will be dropped from Title II federal reporting for items outlined in red:

- If any of the following are missing:
 - date of birth
 - gender
 - race/ethnicity
 - pretest
- If any of the following conditions are true:
 - a date of birth indicating the learner is younger than 16 or older than 110 upon entry into the Title II program
 - the learner has fewer than 12 hours of instruction.

Items outlined in green are included in federal reporting. Learners are included in federal reporting even if these are missing:

- **Previous education (3, 3a, 3b)**

- Labor Force Status
- (6, 6a, 6b, 6c, 6d, 6e)

Core Performance (Measurable Skill Gains)

| Item | Description | Last PoP or Current Enrollment | | PoP 1 | | PoP 2 | | PoP 3 | | PoP 4 | |
|------|---|--------------------------------|-----|-------|-----|-------|-----|-------|----|-------|----|
| | | # | % | # | % | # | % | # | % | # | % |
| 09 | Valid pretest with no post-test | 497 | 41% | 493 | 41% | 4 | 44% | 0 | 0% | 0 | 0% |
| 09x | Valid pretest with no post-test in any area | 818 | 68% | 812 | 68% | 6 | 67% | 0 | 0% | 0 | 0% |
| 09a | Valid pretest with no post-test, excluding those who earned HSE/HSD | 493 | 41% | 489 | 41% | 4 | 44% | 0 | 0% | 0 | 0% |
| 09ax | Valid pretest with no post-test in any area, excluding those who earned HSE/HSD | 810 | 67% | 804 | 67% | 6 | 67% | 0 | 0% | 0 | 0% |
| 09b | No post-test and pretest below ASE High | 481 | 40% | 478 | 40% | 3 | 33% | 0 | 0% | 0 | 0% |
| 09bx | No post-test and pretest below ASE High in any area | 812 | 67% | 806 | 67% | 6 | 67% | 0 | 0% | 0 | 0% |
| 09c | Valid pretest with no post-test, excluding those with MSG | 493 | 41% | 489 | 41% | 4 | 44% | 0 | 0% | 0 | 0% |
| 09cx | Valid pretest with no post-test in any area, excluding those with MSG | 563 | 47% | 559 | 47% | 4 | 44% | 0 | 0% | 0 | 0% |
| 10a | Pre-/post-test pair in any area | 691 | 57% | 688 | 57% | 5 | 56% | 0 | 0% | 0 | 0% |
| 10b | Pre-/post-test pair in any area, and have not completed a level | 160 | 13% | 160 | 13% | 1 | 11% | 0 | 0% | 0 | 0% |
| 11a | Achieved Educational Functional Level Gain with pre- and post-testing | 500 | 41% | 497 | 41% | 4 | 44% | 0 | 0% | 0 | 0% |
| 11b | Achieved Educational Functional Level Gain with High School credits earned | 26 | 2% | 26 | 2% | 0 | 0% | 0 | 0% | 0 | 0% |
| 11c | Achieved Educational Functional Level Gain with Post-Secondary Outcome | 7 | 1% | 7 | 1% | 0 | 0% | 0 | 0% | 0 | 0% |
| 12a | Passed HSE | 4 | 0% | | | | | | | | |
| 12b | Passed HSE but instructional program not HSE | 0 | 0% | | | | | | | | |
| 12c | Passed HSE but Highest Degree Earned is HSE or higher | 1 | 0% | | | | | | | | |
| 13a | Earned HS diploma | 32 | 3% | | | | | | | | |
| 13b | Earned HS diploma but instructional program not HS diploma | 0 | 0% | | | | | | | | |

Posttesting

Data Integrity Report elements 9 through 9cx focus on posttesting. Learners who have completed their HSE do not need to be posttested, which is why 9a pulls up only learners without a posttest and without an HSE/HSD. Learners who are at ABE Level 6 (ASE High) cannot make a gain via posttesting, so 9b identifies learners without a posttest who are below ABE Level 6 (i.e., learners who are eligible to make a gain via posttesting).

Pre-/Post-Test Pairs

Data Integrity Report elements 10a and 10b focus on pre-/post-test pairs, which typically represent the primary method through which ABS students achieve an EFL gain. Element 10a provides insights into program progress on testing current learners. For program year 2024-25, the pre-/post-test percentage goal is 45%. Programs are encouraged to strive to be as close to this goal as possible at the end of each quarter, before the influx of new participants to the program. Additionally, programs may consider reviewing posttesting and/or attendance policies if, at the end of a quarter, the posttest rate is considerably lower than the goal. If a significant number of learners have a pre-/post-test pair (10a) but are not making level gains (10b), learners may be testing too early. Consider if the instructional schedule is intense enough to

provide enough hours to test at the end of the term. Then consider attendance policies and instructional quality. The DIR can be generated by class to review class performance by instructor. Additionally, NRS Table 4b can be generated to analyze gains at various levels and programs for learners who have tested.

Educational Functioning Level (EFL) Gains

There are multiple ways to earn an EFL gain; the most common is via pre- and posttesting (11a). Earning an EFL gain via high school credits (11b), also called “Carnegie units,” does not apply in Oregon. Learners can achieve an EFL if they enter postsecondary education *after* exiting the ABS program (11c). The first column in the DIR displays how many learners are in each of these areas during their most recent PoP. NRS Table 4 displays EFL gains for the first PoP (Columns E, F, and G) as well as aggregated for all PoPs (Columns L, M, and N).

High School Equivalency (HSE)

In Oregon, GED® completion is the main form of High School Equivalency (HSE) completion. A few programs have High School Diploma (HSD) programs. Data Integrity Report element 12a shows how many learners have completed a GED® or HSD. It is not required for HSE completers to be declared as being in HSE programs (12b), though this may be helpful information for programs to record. Learners are flagged if they reported having a high school equivalency when entering an ABS program and then are later marked as completing a high school equivalency. If this is the case, programs should check the accuracy of this data. It is possible that the learner completed a high school diploma or higher in their own country and then completed an HSE in the United States, which would mean the data is correct. When learners enter a Title II program, ensure that they are indicating whether they completed their previous education inside or outside the United States. HSE is reported in Column F of NRS Table 4, which includes GED® completers and High School Diploma completers.

High School Diploma (HSD)

High School Diploma is similar to HSE but is only relevant for providers who have a High School Diploma program. It is not required for HSD completers to be declared as being in HSD programs (13b), though this may be helpful information for programs to record, especially if the expectation is that all HSD learners are to be declared as enrolled in an HSD instructional program.

NRS Data Quality Standards and Program Improvement

| Item | Description | Last PoP or Current Enrollment | | PoP 1 | | PoP 2 | | PoP 3 | | PoP 4 | |
|------|---|--------------------------------|------|-------|-----|-------|-----|-------|----|-------|----|
| | | # | % | # | % | # | % | # | % | # | % |
| 14a | Only One Period of Participation | 1,198 | 99% | | | | | | | | |
| 14b | More than One Period of Participation | 9 | 1% | | | | | | | | |
| 14c | Continuous Period of Participation due to Retained in Program | 1 | 0% | 1 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 15a | With 90-97 days between Dates of Service | 7 | 1% | 7 | 1% | 0 | 0% | 0 | 0% | 0 | 0% |
| 15b | With 83-89 days between Dates of Service | 9 | 1% | 8 | 1% | 1 | 11% | 0 | 0% | 0 | 0% |
| 16 | Enrolled in Integrated Education and Training (IET) | 0 | 0% | | | | | | | | |
| 16a | Enrolled in IET or workplace literacy (VABE/VESL) | 0 | 0% | | | | | | | | |
| 16b | Earned IET or workplace literacy MSG | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| 17 | No Primary Goal | 834 | 69% | | | | | | | | |
| 18 | No Secondary Goal | 834 | 69% | | | | | | | | |
| 19 | At least one Barrier to Employment | 1,207 | 100% | | | | | | | | |
| 19a | Multiple Barriers to Employment | 1,151 | 95% | | | | | | | | |
| 19b | No Barriers to Employment | 0 | 0% | | | | | | | | |
| 20 | Co-enrolled in WIOA Titles I, III, or IV | 2 | 0% | | | | | | | | |
| 21 | Pretest in any area in the conservative estimate range | 393 | 33% | 390 | 32% | 3 | 33% | 0 | 0% | 0 | 0% |
| 22a | Pre-/post-test pair in any area but less than 40 hours of instruction | 72 | 6% | 70 | 6% | 3 | 33% | 0 | 0% | 0 | 0% |
| 22b | No pre-/post-test pair but 40+ hours of instruction | 189 | 16% | 189 | 16% | 0 | 0% | 0 | 0% | 0 | 0% |
| 22bx | Pre-/post-test pair in any area, with 40+ hours of instruction | 465 | 39% | 465 | 39% | 0 | 0% | 0 | 0% | 0 | 0% |
| 22c | No pre-/post-test pair but 70+ hours of instruction | 70 | 6% | 70 | 6% | 0 | 0% | 0 | 0% | 0 | 0% |
| 22cx | Pre-/post-test pair in any area with 70+ hours of instruction | 272 | 23% | 272 | 23% | 0 | 0% | 0 | 0% | 0 | 0% |
| 29 | Provided SSN | 210 | 17% | | | | | | | | |
| 30 | SSN not provided | 997 | 83% | | | | | | | | |
| 30a | SSN not provided with signed consent | 18 | 1% | | | | | | | | |
| 30b | SSN not provided without signed consent | 966 | 80% | | | | | | | | |
| 30c | Provided SSN without signed consent | 44 | 4% | | | | | | | | |
| 30d | ITIN not provided | 1,207 | 100% | | | | | | | | |
| 30e | Neither SSN nor ITIN are provided | 997 | 83% | | | | | | | | |
| 30f | SSN number out of range | 210 | 17% | | | | | | | | |
| 30g | ITIN number out of range | 0 | 0% | | | | | | | | |
| 31 | Missing Phone number | 450 | 37% | | | | | | | | |
| 32 | Missing Mobile number | 565 | 47% | | | | | | | | |
| 33 | Missing Email Address | 458 | 38% | | | | | | | | |

Periods of Participation (PoPs)

PoPs are examined in 14a, 14b, and 14c. In Oregon, approximately 91% of learners with at least 12 hours had only one period of participation in 2023-24. Programs may consider reviewing attendance data entry procedures (e.g., uploads) if more than approximately 10% of learners have more than one PoP (14b). If attendance has not been uploaded regularly, programs may be artificially creating PoPs for learners because the learner would not have a record (e.g., attendance or test) within the last 90 days. State policy requires that data be uploaded at least every 30 days. Ideally, programs would upload attendance at least every other week and use Daily Attendance record types, meaning that the program uploads one record per class attendance rather than one record of the total hours since the last upload (e.g., Update record) or one record of the total hours that the learner has for the year (e.g., Cumulative record). Uploading Daily Attendance records allows for refined attendance data

that is more useful for knowing when to test and for program improvement efforts. More information on PoPs can be found in the ABS Policy Manual.

Days Absent

Data Integrity Report elements 15a and 15b indicate how many days the learner has had since their last activity record (e.g., attendance or test). This is most accurate when attendance is uploaded frequently and when Daily Attendance records are used. Element 15a indicates that a learner has recently met the 90-day threshold of no activity which then creates a new PoP if the learner returns. Element 15b indicates when a learner is absent almost long enough to create a PoP by reaching 90 days of absence. Programs may want to contact these learners before they reach the 90-day threshold. If these learners reach the 90-day threshold and then return to the program, they will generate a second PoP. As such, programs would need to demonstrate two MSGs to be at 100% of PoPs with an MSG, versus one continuous PoP with only one MSG required to be at 100% of PoPs having MSG.

Integrated Education and Training

Data Integrity Report elements 16 and 16a indicate how many students have been marked as having the Special Program Integrated Education and Training (IET) and/or workplace literacy. If a program has an IET program, there should be a count of students in these categories. Element 16b indicates those in an IET or workplace literacy program who have earned an MSG relevant to those programs. More information on MSGs for IET/workplace literacy participants can be found in the ABS Policy Manual.

Goals

As outlined in the Oregon ABS Policy Manual, programs must attempt to collect short-term (primary) and long-term (secondary) goals from learners. The DIR elements 17 and 18 identify those learners who do not have these goals identified. The primary and secondary goals must be chosen by the student (e.g., a program may not automatically select "Improve English Skills" as the short-term goal for all ESL learners). Please see section 1.3 "Oregon-Specific Definitions & Interpretations" for more information on learner goals.

Barriers to Employment (B2E)

Barriers to Employment (B2E) are collected by all WIOA partners and are used by the federal office to adjust performance outcomes based on the number of barriers faced by the population served. All (100%) of Oregon's Title II participants should have at least one barrier to employment (element 19): all ABE learners should be reported as having "Low Levels of Literacy" as a B2E

and all ESL learners should be reported as having "English Language Learner" as a B2E. Additionally, all learners in correctional programs (Sec. 225 programs) should have "Ex-Offender" as a B2E. While some B2E can be identified by programs, others, like "Cultural Barrier" can be explained by programs but must be chosen by the learner. As such, most Oregon Title II learners should have multiple barriers to employment marked in TOPSpro Enterprise®. See section 2.2 on Barriers to Employment for how to update this data element in TOPSpro Enterprise®.

Similar to collecting learner goals, collecting data on barriers to employment is an opportunity for learners to identify challenges they might face while participating in the program, and ideally, an opportunity for programs to identify resources available to help with those challenges. Like goals, data on barriers to employment can be used to advocate for learners, leverage funding, and inform professional development.

Co-enrolled with other WIOA partners

Some states use TOPSpro Enterprise® to track co-enrollment with other WIOA partners for federal WIOA reporting. Oregon uses data matching, so this data element (20) is not relevant for Oregon Title II programs.

Testing

Conservative Estimates (21)

Learners who pretest in the conservative range (data element 21) have a test score that indicates to the program that the test was too easy. As outlined in the Oregon ABS Policy Manual, if a learner achieves a conservative estimate (diamond) score on a CASAS pretest, the learner must be re-tested with a test from the next higher level within a week of the initial pretest.

Learners with a pre-posttest pair and fewer than 40 hours (22a)

Per federal policy, learners should not be tested before having 40 hours of instruction. As outlined in the Oregon ABS Policy Manual, documentation must be submitted to the state as to why the student has been posttested before they have 40 hours of instruction. The 40-hour policy does not apply to GED® testing. Programs may need to review assessment procedures and/or policies if many learners are being allowed to posttest before acquiring 40 hours or being reported in TOPSpro Enterprise® as having posttested before acquiring 40 hours. Note that if test scores are input into TOPSpro Enterprise® before learner contact hours are updated, it is possible that learners are being flagged as having a posttest before 40 hours even though they have accumulated 40

contact hours. Frequently loading attendance data in TOPSpro Enterprise® prevents erroneous flagging of learners in the Data Integrity Report.

Learners without a pre-posttest pair but more than 40 hours (22b)

These learners are eligible to posttest but are not necessarily ready. Please refer to local assessment policies for identifying eligible vs. ready learners. Also, consider the current posttest rate (10a) to track progress toward the state goal of 45% with a test pair by the end of the program year. It can be a challenge for programs to maintain a balance between posttesting enough (10a) and not posttesting too soon (10b). NRS Table 4b shows the EFL gain and attendance for only those learners with a test pair and can be generated to analyze if learners are making gains when they posttest.

Learners without a pre-posttest pair but more than 70 hours (22c)

CASAS recommends that learners accumulate 70-100 hours of contact hours before posttesting, as this is when most learners are likely to achieve an EFL gain. DIR data element 22c identifies students who have accumulated 70 hours and are not only eligible to posttest (e.g., have accumulated at least 40 contact hours) but are most likely ready to test. If there are many learners in this category, consider reviewing local testing policies to identify how these learners missed being identified as needing a posttest, or use this category to identify learners to test during the next testing block. Also, consider whether the 70+ contact hours are in the same subject or multiple subjects. A learner is not required to accumulate 70+ contact hours in the same subject since, for example, subjects like Speaking and Listening complement each other. However, if a learner has 30 contact hours in Math and 40 contact hours in Reading, careful consideration may need to be given to determine if this learner is ready to posttest.

4. ONGOING UPDATES

4.1. MEASURABLE SKILL GAIN: PASSING A GED® SUBJECT TEST Background

Beginning July 1, 2024, Oregon Title II programs can record an education functioning level (EFL) gain for participants who pass a subtest on a state-recognized high school equivalency examination (e.g., a GED® subject test). This is counted as MSG Type 1d. Refer to the ABS Policy Manual Section 3.1 for detailed information on EFL gains and MSGs.

How to Enter Passing a GED® Subject Test into TOPSpro Enterprise®

1. In TOPSpro Enterprise®, navigate to Records → Students → Demographics to generate a demographic list of learners in the program and search for the individual. Click on the funnel icon to search for the individual by first or last name, then double-click on the individual's record.
2. Select the edit icon (e.g., the pencil) to open the Education field for editing. Under the GED 2014 Scores section, select Add Score and the subject test.

The screenshot displays the 'Education' field in TOPSpro Enterprise. It includes several sections for data entry:

- Highest Year of School:** A text input field.
- School Outside US:** A checkbox.
- Highest Degree or Diploma:** A list of radio button options: None, HSE Certificate, High School Diploma, Technical/Certificate, Some college, no degree, A. A./A.S. Degree, 4 yr. College Graduate, Higher than B.A./B.S., Individual Education Plan, and Other Diploma/Degree.
- Highest Degree or Diploma Earned Outside US:** A checkbox.
- GED 2014 Scores:** A table with columns for Subsection, Date, Score, Passed, and Non-English. It features 'Add Score' and 'Create student record' buttons. A dropdown menu is open, showing options: (All), Science, Social Studies, Reasoning through Language Arts, and Mathematical Reasoning.
- GED 2002 Scores:** A table with columns for Subsection, Date, Score, Passed, and Non-English. It features 'Add Score' and 'Create student record' buttons.
- TASC Scores:** A table with columns for Subsection, Date, Score, Passed, and Non-English. It features 'Add Score' and 'Create student record' buttons.
- CAHSEE Scores:** A table with columns for Date, Score, and Passed. It features an 'Add Score' button.

At the bottom, the 'Ethnicity, Race & Language' field is partially visible.

3. Select the date and the score of the subject test; if the score is a passing score, the checkmark for Passed will automatically be checked. If the subject test was taken in a language other than English, check the Non-English box.

GED 2014 Scores:

| Subsection | Date | Score | Passed | Non-English |
|------------------|-----------|-----------------------|-------------------------------------|-------------------------------------|
| Science | 6/27/2024 | 184 | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Add Score | | Create student record | | |

4. Ensure the individual has a GED ID entered into TOPSpro Enterprise®. Refer to Section 4.2 Measurable Skill Gain: Earning a GED®.
5. Save the record.

4.2. MEASURABLE SKILL GAIN: EARNING A GED®

Background

An Oregon Title II participant achieves a measurable skill gain when they successfully earn a state-recognized high school equivalency (e.g., GED®). This is counted as MSG Type 2. Refer to the ABS Policy Manual Section 3.1 for detailed information on EFL gains and MSGs.

How to Enter a GED® Completer into TOPSpro Enterprise®

1. Navigate to the GED® Manager and search for the learner by last name, first name, or GED ID.

The screenshot shows the GED Manager interface. At the top, there is a navigation bar with a menu icon, the text "GED MANAGER™", the user email "monique.reinwald@umpqua.edu", and a "Log Out" link. Below the navigation bar is a "Manage Student" section with a person icon. The main area is titled "Student Search" and contains a search form. The form has a prompt: "Please enter at least three characters or make a selection on a search field below to start your search." The search fields include "Last Name", "First Name", "City", "Phone Number", "DOB", "Email", and "GED ID". There is also a dropdown menu for "Adult Education Center". At the bottom right of the search form, there is a "Rows Per Page" selector with options 5, 10, 25, and 50. Below the search form is a table header with columns: NAME, CITY, PHONE NUMBER, DOB, EMAIL, GED ID, and ADULT EDUCATION CENTER. At the bottom left, there is a "Rows Found" label.

2. Find the GED ID and all four GED® Test passing scores in GED® Manager.

County : Douglas In Options Program : No
 VUE ID : 250505209 GED Test Prep Center(s) : Umpqua CC - Main Campus
 GED ID : 20161216-8084-2507
 SSN: #####1449
 Fictitious Student : No

Results

Credentialed : **Yes** Credential Date : 02/17/2017 Highest Total Score : 615

| TEST DATE | TEST CENTER | SUBJECT | FORM | SCORE | STATUS | LANGUAGE | ISSUES |
|------------|----------------------------------|---------------------------|-------|-------|----------------|----------|--------|
| 02/17/2017 | 53760 - Umpqua Community College | GED Reasoning | | 155 | Pass | ENU | |
| 02/15/2017 | - | GED Ready® Reasoning | LA_RC | 147 | Likely to Pass | ENU | |
| 02/10/2017 | 53760 - Umpqua Community College | GED Social Studies | | 158 | Pass | ENU | |
| 02/08/2017 | 53760 - Umpqua Community College | GED Science | | 151 | Pass | ENU | |
| 02/07/2017 | - | GED Ready® Science | SC_RC | 160 | Likely to Pass | ENU | |
| 02/03/2017 | 53760 - Umpqua Community College | GED Math | | 151 | Pass | ENU | |
| 01/30/2017 | - | GED Ready® Social Studies | SS_RC | 156 | Likely to Pass | ENU | |
| 01/19/2017 | - | GED Ready® Math | MA_RE | 149 | Likely to Pass | ENU | |

*=Highest Score on Transcript

- In TOPSpro Enterprise®, navigate to Records → Students → Demographics to generate a demographic list of learners in the program and search for the individual. Click on the funnel icon to search for the individual by first or last name, then double-click on the individual's record.

Demographics

New 5299 - OR CCWD: Umpqua Community College (UCC) Aggregated Subsites Filter Columns Sort Delete Batch Delete More

| Site | Student ID | Name | Birth Date | Gender | Ethnicity | Races | Native Language |
|--------------------|------------|--------------------|------------|--------|------------------------|-------|-----------------|
| 1643 - UCC: H... | 800301902 | Monique M Reinwald | 5/24/1978 | Female | Not Hispanic or Latino | White | English |
| 5299 - UCC: Mai... | 800301902 | Monique M Reinwald | 5/24/1978 | Female | Not Hispanic or Latino | White | English |

- Select the edit icon (e.g., the pencil) to open the Identification field for editing. Enter the individual's GED ID exactly as it appears in GED® Manager (e.g., ensure the GED ID entered in TOPSpro Enterprise® includes the dashes). If the GED ID is not entered into TOPSpro Enterprise® exactly as it appears in GED® Manager, then the ABS Education Team Research Analyst cannot use it for data matching, and the program will not receive credit for the measurable skill gain.
- Save the record.

Demographics 800301902 - Moniqu...

Student Information
 Agency/Site: 4908 / 01 - North Campus
 Student: 800301902 / Monique M Reinwald Birth Date: 5/24/1978 Gender: Female

Identification
 Student ID: 800301902 Is Fake: No
 Title: First Name: Monique Middle Name: M Last Name: Reinwald
 Gender: Female Birth Date: 5/24/1978
 SSN: Does not have SSN Consent: Unknown NEDP ID: SSID:
 GED 2002 ID: GED 2014 ID: 12345678-5555-6666 HiSET ID: TASC ID:

Education
 Highest Year of School: Highest Degree or Diploma: CAHSEE Scores:
 School Outside US: Date Score Passed
 None A. A./A.S. Degree
 HSE Certificate 4 yr. College Graduate
 High School Diploma Higher than B.A./B.S.
 Technical/Certificate Individual Education Plan
 Some college, no degree Other Diploma/Degree
 Highest Degree or Diploma Earned Outside US:

6. In the Navigator bar on the left click on "Student Records."

Demographics 800301902 - Moniqu...

Student Information
 Agency/Site: 5299 / 1643 - UCC- H. Woolley Adult Basic Education
 Student: 800301902 / Monique M Reinwald Birth Date: 5/24/1978 Gender: Female

Identification
 Student ID: 800301902 Is Fake: No
 Title: First Name: Monique Middle Name: M
 Gender: Female Birth Date: 5/24/1978
 SSN: Does not have SSN Consent: Signed NEDP ID:
 GED 2002 ID: E GED 2014 ID: 12345679 HiSET ID:

Education
 Highest Year of School: Highest Degree or Diploma: CAHSEE
 19 School Outside US: Date Score Passed
 None A. A./A.S. Degree
 HSE Certificate 4 yr. College Graduate
 High School Diploma Higher than B.A./B.S.
 Technical/Certificate Individual Education Plan
 Some college, no degree Other Diploma/Degree
 Highest Degree or Diploma Earned Outside US:

7. Select "New" to create a new student record.

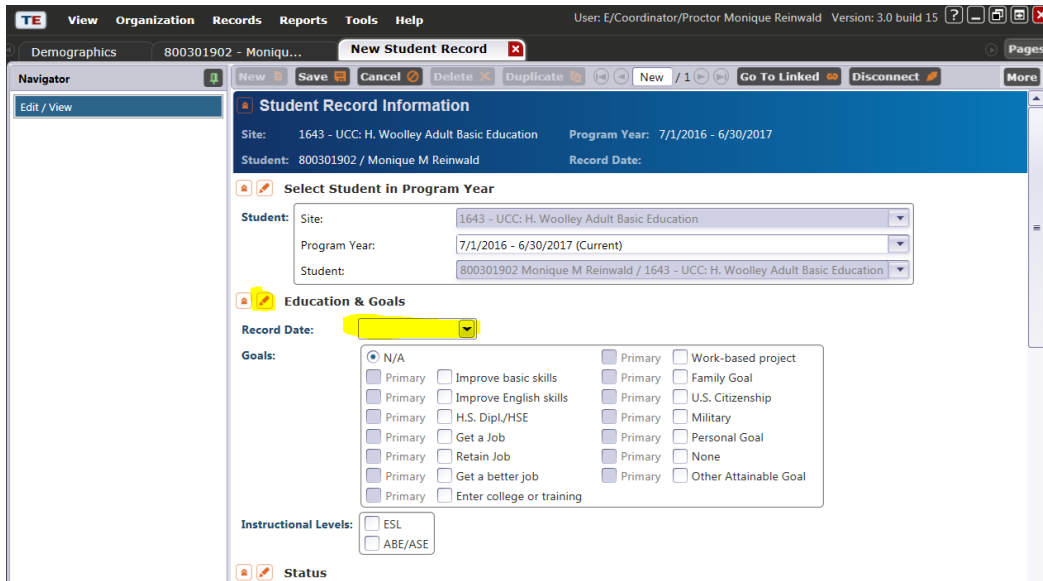
Demographics 800301902 - Moniqu... Pages

Student Information
 Agency/Site: 5299 / 1643 - UCC- H. Woolley Adult Basic Education
 Student: 800301902 / Monique M Reinwald Birth Date: 5/24/1978 Gender: Female

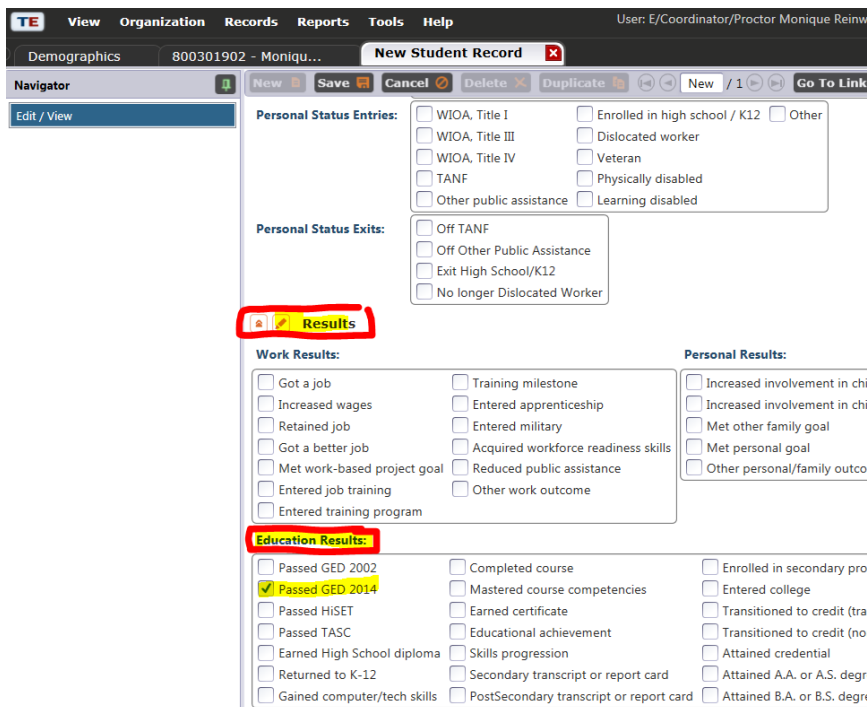
Student Records
 New Filter Columns Sort Delete Batch Delete Batch Edit 1 / 1 More

| Site | Student ID | Name | Record Date | Labor Force Status | Primary Goals | Instructional Levels | Results |
|----------|------------|--------------------|-------------|--------------------|--------------------|----------------------|---------|
| 1643 ... | 800301902 | Monique M Reinwald | 1/27/2017 | Employed | Improve basic s... | | |

- Select the edit icon (i.e., the pencil) to open the Education & Goals field for editing. Enter the date the final GED® test was taken and passed because this is the individual’s completion date. This date must be WITHIN the program year (July 1 to June 30 of the respective year). Do not enter completion dates that occur after June 30 of the program year.



- Scroll down the page to the Results heading; select the edit icon (i.e., the pencil) to open the Results field for editing. Under the Education Results, select Passed GED 2014.



Enter an exit reason for the individual if they do not plan on returning for additional services. TOPSpro Enterprise® will automatically exit learners, so there is no need to update the "Program Status" or "Date Exited Program" fields. Save the record.

4.3. MEASURABLE SKILL GAIN: ENTER POSTSECONDARY EDUCATION OR TRAINING

Background

Oregon Title II programs can record an education functioning level (EFL) gain for participants who enroll in postsecondary education or training. Beginning July 1, 2024, the exit provision was removed from this type of EFL gain. As such, an EFL gain may be counted for participants who enroll in postsecondary education or training program and who do not exit adult education. Note that enrollment in a state-recognized postsecondary education or training program must occur after enrollment in adult education. This is counted as MSG Type 1c. Refer to the ABS Policy Manual Section 3.1 for detailed information on EFL gains and MSGs.

How to Record "Entered Postsecondary" in TOPSpro Enterprise®

1. In TOPSpro Enterprise®, navigate to Records → Students → Records to generate a list of learners in the program and search for the individual. Click on the funnel icon to search for the individual by first or last name, then double-click on the individual's record.
2. Select New to create a new student record.
 - a. In the Student section, select the Program Year and Student.
 - b. In the Record Date section, identify the date the individual entered postsecondary education or training.
 - c. In the Work Results and Education Results sections, select results for "P = Postsecondary" and "T = Transition to Postsecondary," as appropriate for the learner and illustrated in the screenshot below.
 - d. In the "Leading to Postsecondary Credential or Enrollment" and "Post Exit Leading to Postsecondary Credential or Enrollment" sections in the Other category, select results for "T = Transition to Postsecondary," as appropriate for the learner and illustrated in the screenshot below.

Student Record Information

Site: 1180 - Los Angeles Unified School District (LAUSD) Program Year: _____
 Student: _____ Record Date: _____

Work Results:

| | | |
|--|--|------------------------------|
| <input type="checkbox"/> Got a job | <input type="checkbox"/> Training milestone | <input type="checkbox"/> IET |
| <input type="checkbox"/> Increased wages | <input type="checkbox"/> Entered apprenticeship | |
| <input type="checkbox"/> Retained job | <input type="checkbox"/> Entered military | |
| <input type="checkbox"/> Got a better job | <input type="checkbox"/> Acquired workforce readiness skills | |
| <input type="checkbox"/> Met work-based project goal | <input type="checkbox"/> Reduced public assistance | |
| <input type="checkbox"/> Entered job training | <input type="checkbox"/> Other work outcome | |
| <input type="checkbox"/> Entered training program | | |

Personal Results:

- Increased involvement in children's education
- Increased involvement in children's literacy activities
- Met other family goal
- Met personal goal
- Other personal/family outcome

Community Results:

- Obtained permanent residence
- Attained U.S. citizenship
- Achieved U.S. citizenship skills
- Registered to vote or voted for first time
- Increased involvement in community activities
- Other community outcome

Education Results:

| | | | |
|--|--|--|---|
| <input type="checkbox"/> Passed GED 2002 | <input type="checkbox"/> Completed course | <input type="checkbox"/> Enrolled in secondary program | <input type="checkbox"/> Entered graduate studies |
| <input type="checkbox"/> Passed GED 2014 | <input type="checkbox"/> Mastered course competencies | <input type="checkbox"/> Entered college | <input type="checkbox"/> Attained post graduate degree |
| <input type="checkbox"/> Passed HiSET | <input type="checkbox"/> Earned certificate | <input type="checkbox"/> Transitioned to credit (transfer) | <input type="checkbox"/> Occupational skills licensure |
| <input type="checkbox"/> Passed TASC | <input type="checkbox"/> Educational achievement | <input type="checkbox"/> Transitioned to credit (non-transfer) | <input type="checkbox"/> Occupational skills certificate |
| <input type="checkbox"/> Earned High School diploma | <input type="checkbox"/> Skills progression | <input type="checkbox"/> Attained credential | <input type="checkbox"/> Occupational certifications |
| <input type="checkbox"/> Returned to K-12 | <input type="checkbox"/> Secondary transcript or report card | <input type="checkbox"/> Attained A.A. or A.S. degree | <input type="checkbox"/> Other recognized diploma, degree, or certificate |
| <input type="checkbox"/> Gained computer/tech skills | <input type="checkbox"/> PostSecondary transcript or report card | <input type="checkbox"/> Attained B.A. or B.S. degree | |

Other

Annual Income Threshold: N/A
 Single person and income below the federal poverty level
 Married and combined income below the federal poverty level

Work Hours Per Week:
 High School Credits Earned:

Hourly Wage:
 Instructional Intensity: Unknown

Quarterly Wage:
 Does Not Have Skills for Testing: Unknown

Leading To Postsecondary Credential Or Enrollment

Enrolled In Education Program: Yes
 Enrolled In Training Program: Yes

Post Exit Leading To Postsecondary Credential Or Enrollment

Enrolled In Education Program: Yes
 Enrolled In Training Program: Yes

4.4. EXIT REASONS

Background Information

Ideally, every Title II individual in TOPSpro Enterprise® will have an exit reason, even if that exit reason is marked as "Unknown". Programs need to record this for two reasons:

1. **Inform program management.** These data can be used to advocate for Title II programs and/or pursue funding opportunities within the college or from external sources. For example, if many individuals are exiting due to lack of childcare, then the program director can use this information when applying for the GED® wrap-around grant to pay for childcare during GED® classes.
2. **It is required for federal reporting.** Students who exit for a few specific reasons will be dropped from federal reporting. The Exit Reasons leading to Exclusion must be marked in TOPSpro Enterprise® to comply with federal requirements.

Exit Reasons Leading to Exclusion from Federal Reporting

The exit reasons that exclude learners from federal reporting include:

- Incarceration
- Medical treatment that is 90+ days
- Death
- Called into active military duty for 90+ days

The full definitions for exclusions:

The participant exits the program because they have become **incarcerated** in a correctional institution or have become a resident of an institution or facility providing 24-hour support, such as a hospital or treatment center, during the course of receiving services as a participant.

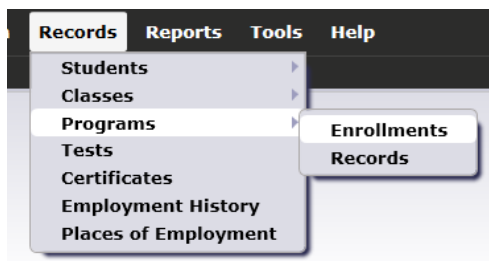
The participant exits the program because **of medical treatment** and that treatment is expected to last **longer than 90 days** and precludes (i.e., prevents) entry into unsubsidized employment or continued participation in the program.

The participant is **deceased**.

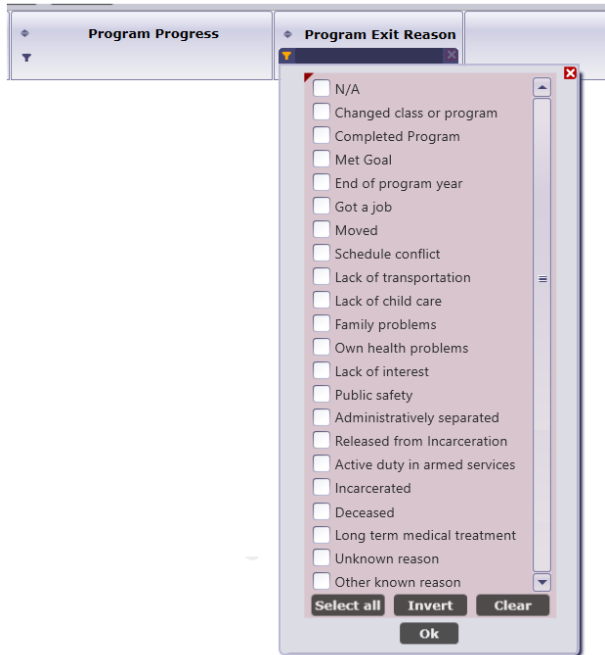
The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is **called to active duty for at least 90 days**.

Exit Reasons in TOPSpro

The complete list of exit reasons is found under Student's Program Records. In TOPSpro Enterprise®, navigate to Records → Programs → Enrollment:

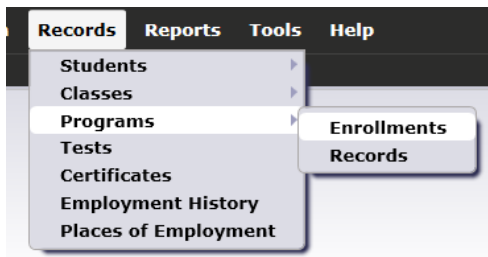


Click the funnel icon in the Program Exit Reason column to view the complete list of exit reasons; the list of learners can be filtered by exit reason if needed.

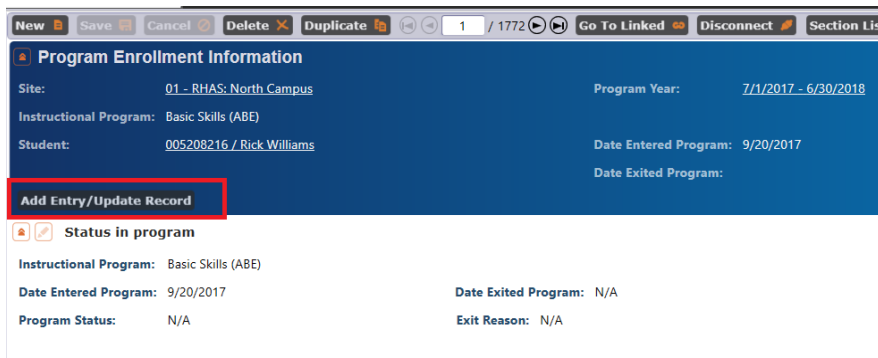


Marking Exit Reason in TOPSpro Enterprise®

1. Navigate to Records → Programs → Enrollment



2. Double-click on an individual to open the record and select Add Entry/Update Record.



- This will open a new window. Add in today's date for the Record date at the top of the page.

Program Enrollments 005208216 - Rick W... Entry/Update Record

Save Cancel Section List Collapse All (Default) Edit Schema De

Entry/Update Record Information

Site: 01 - RHAS: North Campus
Student: 005208216 / Rick Williams

Record Date

Record Date: 8/1/2018

Education & Goals

Instructional Levels: ESL ABE/ASE

Goals: N/A Primary Retain Job
 Primary Improve basic skills Primary Get a better job

- Scroll down to the Program Status and Progress section and mark the Exit Reason.

Program Status and Progress

Instructional Program:
Basic Skills (ABE)

Date Entered Program: 9/20/2017

Date Exited Program:

Program Status:

N/A
 Retained in program
 Left Program
 No show or did not attend at least 12 hours

Program Progress:

N/A
 Progressed within level or program
 Completed level or program
 Advanced to a higher level or program

Reason for Exiting:

N/A Got a job Family problems Released from Incarceration Unknown reason
 Changed class or program Moved Own health problems Active duty in armed services Other known reason
 Completed Program Schedule conflict Lack of interest Incarcerated
 Met Goal Lack of transportation Public safety Deceased
 End of program year Lack of child care Administratively separated Long term medical treatment

External Examinations

Leave the "Date Exited Program" portion blank. TOPSpro Enterprise® will fill this in once the learner has been absent (i.e., no data uploads for this individual) for 90+ days, at which point, the last date of activity becomes their official exit date.

Leave the "Program Status" portion blank. If "Retained in Program" is marked, it could adversely affect the exit date. Do not mark this.

4.5. MSGS FOR IET/WORKPLACE LITERACY PARTICIPANTS

Background Information

Adult education programs can report additional types of MSG for workplace literacy and integrated education and training (IET) participants in NRS Tables 4 and 4c. The Office of Career, Technical, and Adult Education (OCTAE) [Program Memorandum \(PM\) 17-2²](#) defines MSG as the percentage of program

² <https://www2.ed.gov/policy/adulted/guid/memoranda.html>

participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains—defined as documented academic, technical, occupational, or other forms of progress—toward such a credential or employment.

Depending on the type of education or training program, documented progress is defined as one of the following:

1. Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level. Programs may measure educational functioning level gain in one of four ways:
 - a) States may compare the participant’s initial educational functioning level, as measured by a pretest, with the participant’s educational functioning level, as measured by a posttest;
 - b) States that offer adult high school programs that lead to a secondary school diploma or its recognized equivalent may measure and report educational gain through the awarding of credits or Carnegie units; or
 - c) States may report an educational functioning level gain for participants who are enrolled in a program below the postsecondary level and who enroll in state-recognized postsecondary education or training during the program year. A program below the postsecondary level applies to participants enrolled in a basic education program; or
 - d) States may report an educational functioning level gain for participants who pass a subtest on a state-recognized high school equivalency examination.
2. Documented attainment of a secondary school diploma or its recognized equivalent; Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the state unit’s academic standards;
3. Satisfactory or better progress report, toward established milestones, such as completion of on-the-job training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
4. Successfully passing an exam that is required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks such as knowledge-based exams.

States may report MSG types 1 and 2 for all adult education participants and any of the five MSG types for participants in workplace literacy and IET programs. More information, including a chart of MSG types, can be found in section 3.1 of the ABS Policy Manual.

Marking MSG Types 3, 4, and 5 in TOPSpro

The following graphic outlines which Work Results and Education Results pertain to MSG types 3, 4, and 5 for IET/workplace literacy participants:

The screenshot shows the 'Student Record Information' form in TOPSpro. On the left, a legend lists MSG codes: L (Literacy Gains), H (HSEI/HSD), P (Post-Secondary), E (Enter Employment), I (Increase Wages), T (Transition Post-Sec), and IET (IET MSG other than EFL). The main form is divided into several sections:

- Work Results:** Includes 'Got a job' (E), 'Increased wages' (I), 'Retained job' (E), 'Got a better job' (I), 'Met work-based project goal' (L), 'Entered job training' (T), 'Entered training program' (T), 'Training milestone' (L), 'Entered apprenticeship' (T), 'Entered military' (E), 'Acquired workforce readiness skills' (L), 'Reduced public assistance' (L), and 'Other work outcome' (checkbox).
- Personal Results:** Includes 'Increased involvement in children's education', 'Increased involvement in children's literacy activities', 'Met other family goal', 'Met personal goal', and 'Other personal/family outcome' (checkbox).
- Community Results:** Includes 'Obtained permanent residence', 'Attained U.S. citizenship', 'Achieved U.S. citizenship skills', 'Registered to vote or voted for first time', 'Increased involvement in community activities', and 'Other community outcome' (checkbox).
- Education Results:** Includes 'Passed GED 2002' (H), 'Passed GED 2014' (H), 'Passed HiSET' (H), 'Passed TASC' (H), 'Earned High School diploma' (H), 'Returned to K-12' (checkbox), 'Gained computer/tech skills' (checkbox), 'Completed course' (checkbox), 'Mastered course competencies' (L), 'Earned certificate' (checkbox), 'Educational achievement' (checkbox), 'Skills progression' (L), 'Secondary transcript or report card' (IET), 'PostSecondary transcript or report card' (IET), 'Enrolled in secondary program' (T), 'Entered college' (P), 'Transitioned to credit (transfer)' (T), 'Transitioned to credit (non-transfer)' (T), 'Attained credential' (P), 'Attained A.A. or A.S. degree' (P), 'Attained B.A. or B.S. degree' (P), 'Entered graduate studies' (P), 'Attained post graduate degree' (P), 'Occupational skills licensure' (P), 'Occupational skills certificate' (P), 'Occupational certifications' (checkbox), and 'Other recognized diploma, degree, or certificate' (checkbox).
- Other:** Includes 'Annual Income Threshold' (radio buttons for N/A, Single person and income below the federal poverty level, Married and combined income below the federal poverty level), 'Work Hours Per Week', 'High School Credits Earned', 'Hourly Wage', 'Instructional Intensity' (dropdown), 'Quarterly Wage', 'Does Not Have Skills for Testing' (dropdown), and 'Leading To Postsecondary Credential Or Enrollment' (checkbox).
- Post Exit Leading To Postsecondary Credential Or Enrollment:** Includes 'Enrolled In Education Program' (dropdown) and 'Enrolled In Training Program' (dropdown).

4.6. BEST PLUS 2.0 RESULTS FOR MSG

Marking BEST Plus 2.0 Test Results in TOPSpro Enterprise®

BEST Plus 2.0 test results apply to MSGs for accountability and performance. There are BEST Plus assessment selections in TOPSpro Enterprise® and the paper forms D, E, and F, as well as the computer adaptive forms (CAT) D, E, and F are approved for use in Oregon. BEST Plus test results are factored into account for MSGs on the NRS Tables (MSG gains achieved via these tests will be

counted as MSGs on the NRS Tables), as long as the results are accurately recorded in TOPSpro Enterprise®.

| Form | Form Name | Modality | Level Scale |
|------|----------------------------|----------|---------------|
| 750S | BEST Plus 2.0 CAT Form | Speaking | BEST Plus 2.0 |
| 751R | BEST Literacy Form B | Reading | BEST Literacy |
| 751S | BEST Plus 2.0 Paper Form D | Speaking | BEST Plus 2.0 |
| 752R | BEST Literacy Form C | Reading | BEST Literacy |
| 752S | BEST Plus 2.0 Paper Form E | Speaking | BEST Plus 2.0 |
| 753R | BEST Literacy Form D | Reading | BEST Literacy |
| 753S | BEST Plus 2.0 Paper Form F | Speaking | BEST Plus 2.0 |
| 790S | BEST Plus CAT Form | Speaking | BEST Plus |
| 791S | BEST Plus Paper Form A | Speaking | BEST Plus |
| 792S | BEST Plus Paper Form B | Speaking | BEST Plus |
| 793S | BEST Plus Paper Form C | Speaking | BEST Plus |

OCTAE-approved assessment instruments for accountability use in Oregon:

| | Series | Appraisal & Locator forms | Reading forms | Math forms | Listening forms | Speaking forms | Computer forms | Approved until: |
|-------|-----------------|--|--|--|--|--------------------------------------|---|------------------|
| CASAS | Reading GOALS | 900R (paper-based) 104R (eTest) | Levels A, B, C, D (901 – 908) ABE/ASE only | | | | eTests | February 5, 2025 |
| CASAS | Math GOALS 2 | 920M (Locator) 919M (Appraisal) Both available as paper tests and eTests | | Levels A-E (921/922, 923/924, 925/926, 927/928, 929/930) ABE/ASE only | | | eTests | July 13, 2030 |
| CASAS | Reading STEPS | 620R (Locator) 619R (Appraisal) Both available as paper tests and eTests | Levels A-E (621/622, 623/624, 625/626, 627/628, 629/630) ESL only | | | | eTests | July 13, 2030 |
| CASAS | Listening STEPS | 620L (Locator) 619L (Appraisal) Both available as paper tests and eTests | | | 621/622, 623/624, 625/626, 627/628, 629/630 ESL only | | | July 13, 2030 |
| BEST | Plus 2.0 | | | | | Forms D, E, and F ESL only | Computer-adaptive version forms D, E, and F | June 30, 2025 |

*ESL Oral Screening Interview may be used to determine if a Form 80 Appraisal is appropriate for non-native English speakers.

5. END OF YEAR ACTIVITIES

5.1. DATA VALIDATION

- Review July data review feedback from ABS Education Team Research Analyst; make necessary adjustments and/or corrections to program year data
- Input GED IDs and SSNs into TOPSpro Enterprise® by the date listed in the Master Calendar for the ABS Education Team Research Analyst to complete GED® data matching
 - GED IDs should have dashes
 - SSNs should not have dashes
- Follow up with as many individuals as possible who are being dropped for missing data
- Review NRS Tables Summary Audit for drop reasons
- Clean and finalize TOPSpro Enterprise® learner data by the date listed in the Master Calendar
- Record GED® completers in TOPSpro Enterprise® from the GED® data match results, provided by the ABS Education Team Research Analyst, by the date listed in the Master Calendar

5.2. REPORTS AND DATA TO GENERATE & SAVE

It is recommended that programs save raw data at the individual level, as well as aggregated to the program level:

- Save final copies of data, tables, and reports for the program year by the end of the program year
- Save reports in both PDF and Excel versions, as available
- Consider printing and sharing copies of reports with the program director, college dean, or other staff, as applicable

Reports

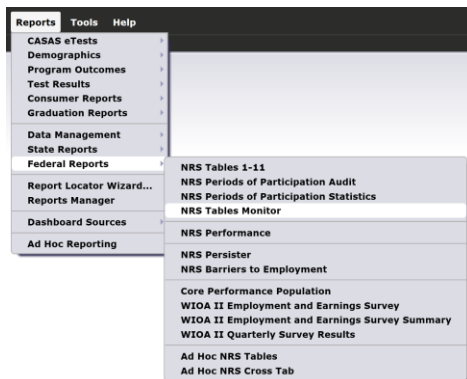
- NRS Tables (1, 2, 2a, 3, 4, 4a, 4b, 4c, 6)
- NRS Tables Summary Audit (included in NRS Tables Report)
- NRS Tables Monitor Report
- NRS Periods of Participation Audit
- NRS Periods of Participation Statistics

- NRS Persister Report
- NRS Barriers to Employment

Raw Data

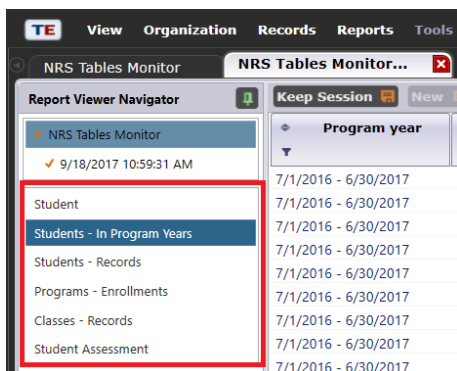
- Students—In Program Years
- Student—Records
- Program—Enrollments
- Class—Records
- Student Assessments

To retrieve raw data at the individual level, first, generate the NRS Tables Monitor Report by navigating to Reports → Federal Reports → NRS Tables Monitor.



Select the desired program year and generate the report. The report may not initially display any information (e.g., a warning about too many pages may appear). However, once the report successfully loads, it can be exported from TOPSpro Enterprise® by selecting the Export button and saving the document as an Excel file type.

Next, generate reports from the Report Viewer Navigator.



Student—In Program Years

While viewing the Monitor Report, select Student—In Program Years in the Report Viewer Navigator. To add a variable, right-click on the grey ribbon at the top where the column names appear and select “Show _____”.

Add the following variables:

- SSN
- GEDID 2014
- First Name
- Middle Name
- Last Name
- Ethnicity
- Age
- Native Language
- Instructional Program
- Highest Year of School
- School Outside US
- Highest Degree/Diploma
- Earned Outside US
- Barriers to Employment
- Full Address
- Zip Code

The report may take a few minutes to load, however, once successfully loaded, it can be exported from TOPSpro Enterprise® by selecting the Export button and saving the document as an Excel file type. Save the file with a title indicating the program year and that the file contains demographic data (e.g., Student Demographics 2023-24).

Student—Records

While viewing the Monitor Report, select Student—Records in the Report Viewer Navigator. Add the following variables:

- Program Year
- First Name
- Middle Name
- Last Name
- Secondary Goal
- Consent

Export the results as an Excel file type and save the file with a title indicating the program year and that the file contains student records data (e.g., Student Records 2023-24).

Program—Enrollments

While viewing the Monitor Report, select Program—Enrollments in the Report Viewer Navigator. Add the following variables:

- Program Year
- First Name
- Middle Name
- Last Name

Export the results as an Excel file type and save the file with a title indicating the program year and that the file contains program enrollment data (e.g., Program Enrollments 2023-24).

Class—Records

While viewing the Monitor Report, select Class—Records in the Report Viewer Navigator. Add the following variables:

- Program Year
- First Name
- Middle Name
- Last Name
- Class Extended ID
- Class Start Date
- Class End Date
- Date Entered Class
- Date Exited Class

Export the results as an Excel file type and save the file with a title indicating the program year and that the file contains class records data (e.g., Class Records 2023-24).

Student Assessment

While viewing the Monitor Report, select Student—Assessment in the Report Viewer Navigator. Add the following variables:

- Program Year
- First Name
- Middle Name
- Last Name

- Assessment Type
- Assessment Duration in minutes
- Form Name
- Instructional Program
- Modality
- Raw Score
- Retested

Export the results as an Excel file type and save the file with a title indicating the program year and that the file contains student assessment data (e.g., Student Assessments 2023-24).

6. SETTING UP THE NEW PROGRAM YEAR

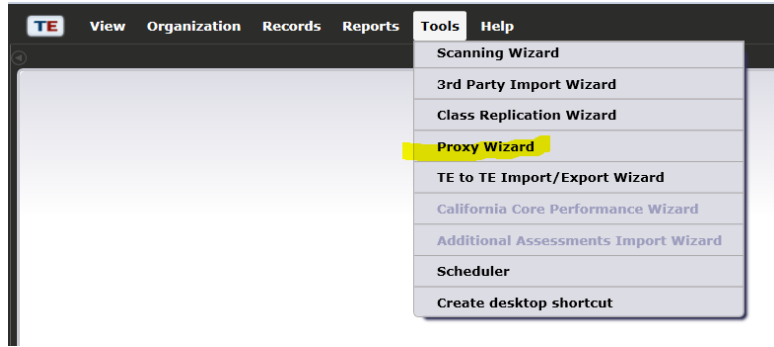
6.1. PROXY RECORDS

Because Title II student data is collected during an academic year but reported according to a program year, TOPSpro Enterprise® provides a proxy function that enables programs to carry forward copies of individual records that meet specific criteria into the subsequent program year. As such, TOPSpro Enterprise® can now look across program years for data. Federal reporting will ignore proxy records and use the original records instead. Proxying allows programs to save a copy of certain individual records in the current program year as a reference since users are only able to see records for one year at a time. The parameters of state-approved use of the proxy function are:

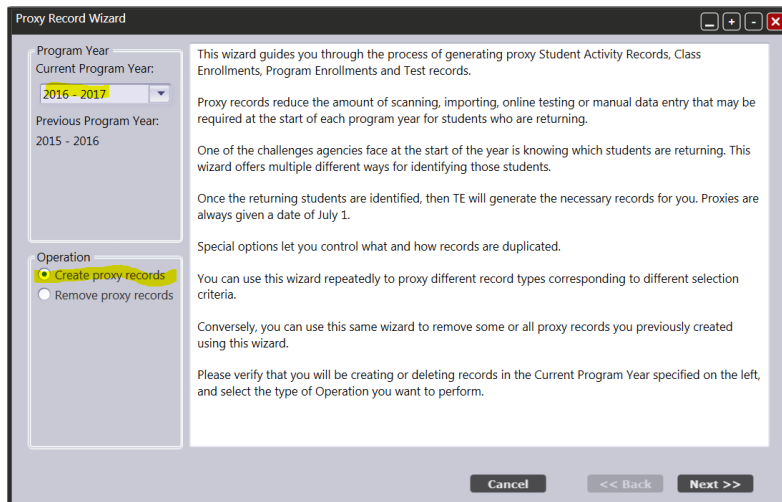
- Assessments administered within the appropriate window of time in one program year (April 1-June 30 if the individual re-enters the program by October 15th) may be proxied forward to the subsequent program year by using the TOPSpro Enterprise® proxy function. Entry records may also be created using this proxy function to eliminate the need to complete new Scantron entry record forms for programs that use Scantron forms.
- When the TOPSpro Enterprise® proxy function is initiated by a user, TOPSpro Enterprise® will look for a “trigger” in the current program year. A trigger could be an Entry, an Update, or a Test record in the new program year. When one or more triggers are found, TOPSpro Enterprise® will create proxies. TOPSpro Enterprise® proxies all test forms used in Oregon. Also, the proxy function provides an auditable activity log that identifies records as proxies, differentiated from records created by manual entry or scanning.

The only permissible method of carrying forward a proxy record into a new program year (as opposed to entering an entirely new record indicative of a new program entry and/or assessment) is through the use of the TOPSpro Enterprise® proxy function. It is not permissible to manually create any student records for use as proxy records in a subsequent program year by erasing or otherwise altering any previously completed Scantron form or mimicking a similar process by manual data entry.

To run the Proxy Wizard in TOPSpro Enterprise®, select Tools from the menu bar and select Proxy Wizard from the list.

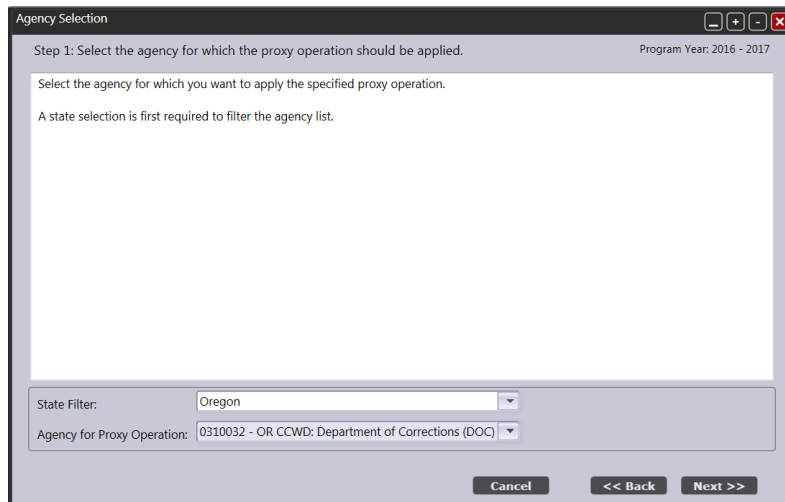


Keep the defaults on this screen unless previously created proxy records need to be removed. Click Next.



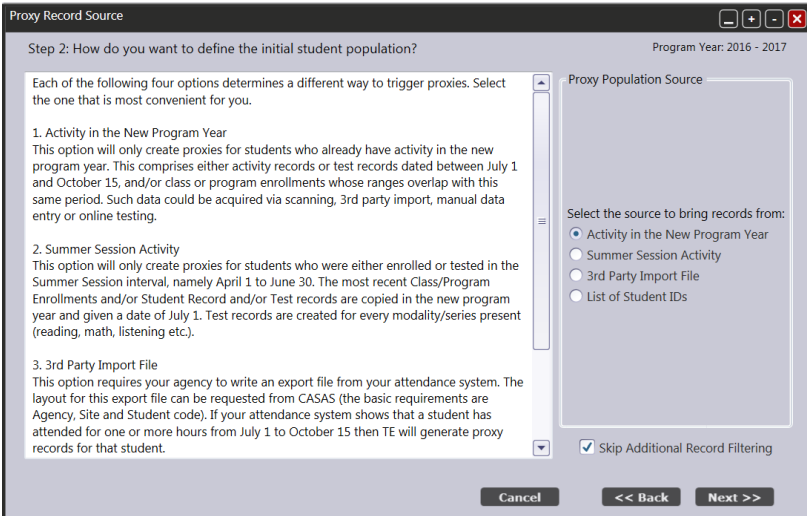
The Agency for Proxy Operation value may need to be changed if access to multiple agencies has been granted.

Otherwise, click Next.

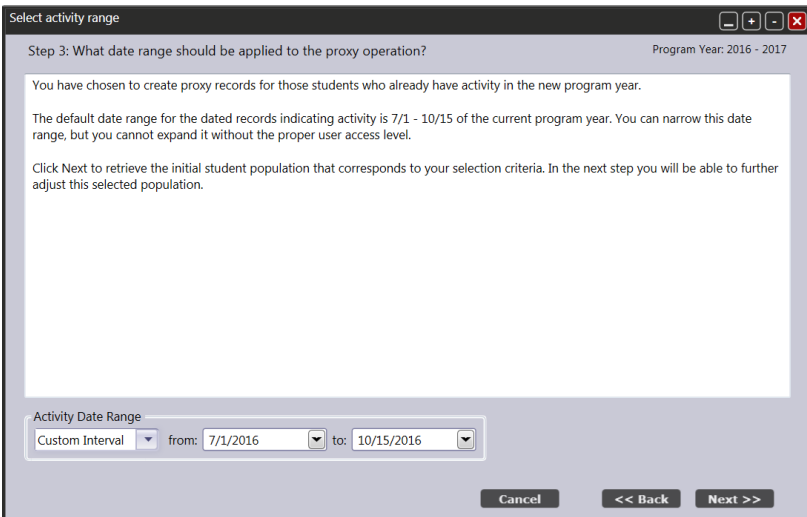


Accept the default source of "Activity in the New Program Year". Advanced users may find an alternative need to use the other options.

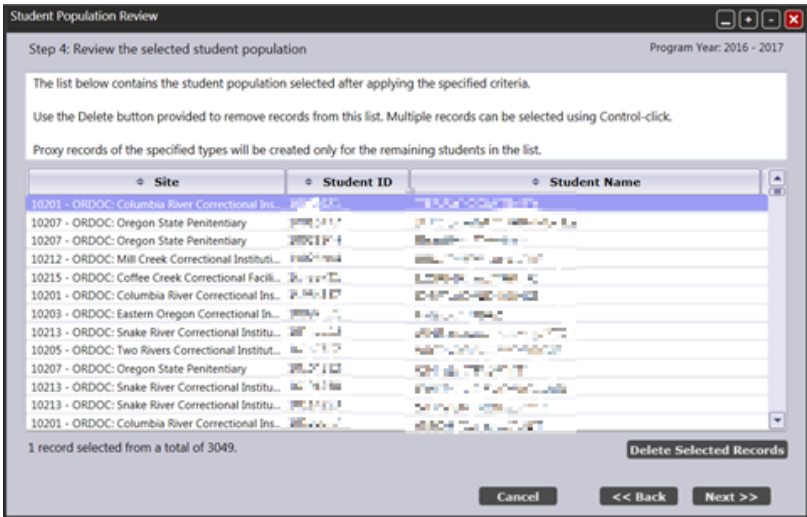
Tip: unchecking "Skip Additional Record Filtering" will eliminate a few Next clicks...



Click Next ...

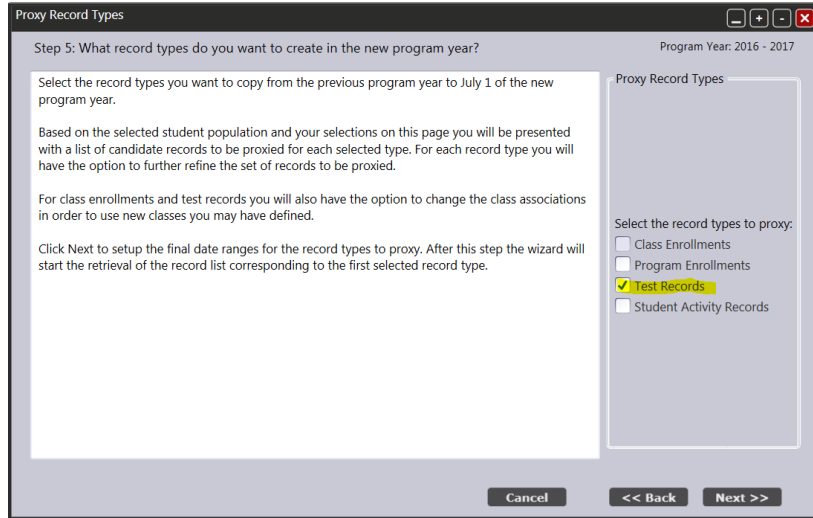


Unless specific individuals need to be removed from the proxy process, click Next...



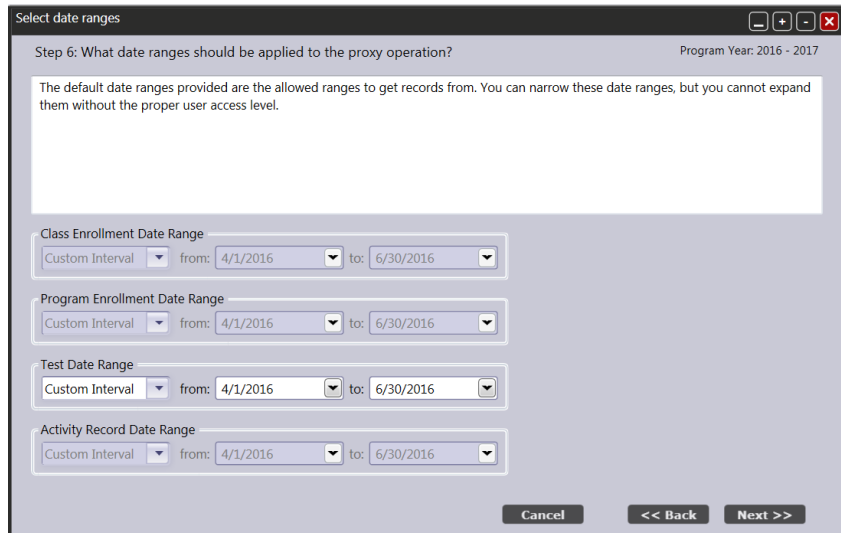
Select only the "Test Records" box to create the new proxy records. Click Next.

Class enrollments and program enrollments can also be proxied to save having to create these records manually for the next program year. This is particularly useful for programs that have a summer term that runs from June through July or August since the same class and program records are needed for both program years.



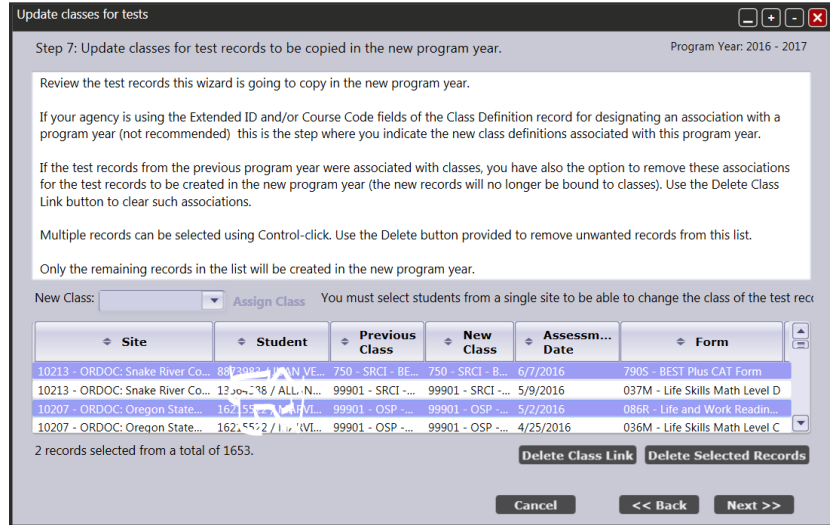
Click Next...

The default values are set by state policy.



The class assigned to the learner's test record can be changed on this screen. Some programs may have a use for this feature.

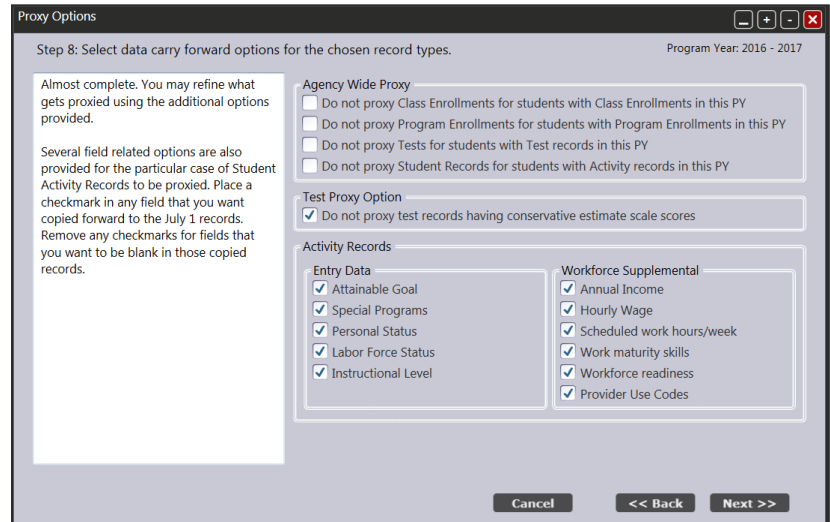
In most cases, click Next...



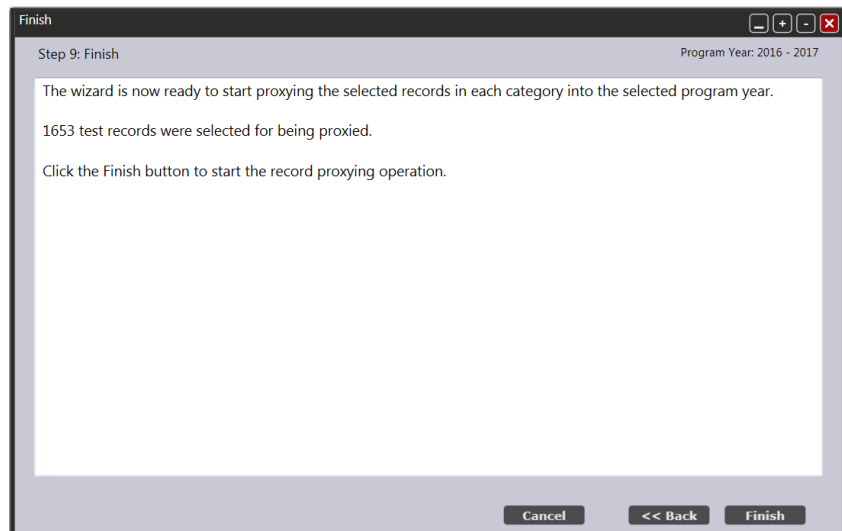
In the Agency Wide Proxy section, the only option programs may want to select would be "Do not proxy Tests for students with Test records in this PY."

Click Next.

The items checked in the Activity Records section do not apply to Test Proxies, so these do not have to be changed.



Finally, click Finish.



Reports Generated During the Proxy Wizard Process

The Summary Report will give a site-by-site count of records processed by the proxy wizard. Closely examine the "Created" and "Failed" columns.

Proxy Wizard Summary Report

Test Records

| Site | Intended | Created | Existing | Dropped | Failed |
|--|----------|---------|----------|---------|--------|
| 0310032 / 10201 - ORDOC: Columbia River Correctional Institution | 30 | 1 | 28 | 1 | 0 |
| 0310032 / 10203 - ORDOC: Eastern Oregon Correctional Institution | 83 | 0 | 81 | 2 | 0 |
| 0310032 / 10204 - ORDOC: Powder River Correctional Facility | 10 | 0 | 10 | 0 | 0 |
| 0310032 / 10205 - ORDOC: Two Rivers Correctional Institution | 80 | 0 | 77 | 3 | 0 |
| 0310032 / 10206 - ORDOC: Oregon State Correctional Institution | 39 | 0 | 36 | 3 | 0 |
| 0310032 / 10207 - ORDOC: Oregon State Penitentiary | 66 | 0 | 61 | 5 | 0 |
| 0310032 / 10210 - ORDOC: Shutter Creek Correctional Institution | 5 | 0 | 5 | 0 | 0 |
| 0310032 / 10211 - ORDOC: Santiam Correctional Institution | 25 | 0 | 25 | 0 | 0 |
| 0310032 / 10213 - ORDOC: Snake River Correctional Institution | 131 | 0 | 127 | 4 | 0 |
| 0310032 / 10215 - ORDOC: Coffee Creek Correctional Facility - Medium | 48 | 0 | 41 | 7 | 0 |
| 0310032 / 10217 - ORDOC: Warner Creek Correctional Facility | 16 | 0 | 16 | 0 | 0 |
| 0310032 / 10218 - ORDOC: Deer Ridge Correctional Institution | 37 | 1 | 34 | 2 | 0 |

The second report will provide detailed information for each record evaluated. In this example, the status column shows this record was created.

Test Records

| Site | Student | Previous Class | New Class | Test Date | Form | Status | Details |
|--|---------------------------|--|--|-----------|---------------------------------|---------|---------|
| 0310032 / 10201 - ORDOC: Columbia River Correctional Institution | 1273907 / ANTHONY MANCIBI | 99901 - SRCI - ODOC - Assessment Section | 99901 - SRCI - ODOC - Assessment Section | 4/29/16 | 035M - Life Skills Math Level C | Created | |

In this example, a new record was dropped because it was a Conservative Estimate.

Test Records

| Site | Student | Previous Class | New Class | Test Date | Form | Status | Details |
|---|----------------------------|--|--|-----------|--------------------------------------|---------|-----------------------|
| 0310032 / 10213 - ORDOC: Snake River Correctional Institution | 14191807 / CRYSTAL LEPPER | 99901 - SRCI - ODOC - Assessment Section | 99901 - SRCI - ODOC - Assessment Section | 5/24/16 | 037M - Life Skills Math Level D | Existed | |
| 0310032 / 10213 - ORDOC: Snake River Correctional Institution | 15021807 / CHRISTINA DEKOR | 99901 - SRCI - ODOC - Assessment Section | 99901 - SRCI - ODOC - Assessment Section | 6/1/16 | 086R - Life and Work Reading Level C | Existed | |
| 0310032 / 10213 - ORDOC: Snake River Correctional Institution | 15031807 / CAMILO LEBLANC | 99901 - SRCI - ODOC - Assessment Section | 99901 - SRCI - ODOC - Assessment Section | 6/3/16 | 034M - Life Skills Math Level B | Dropped | Conservative estimate |

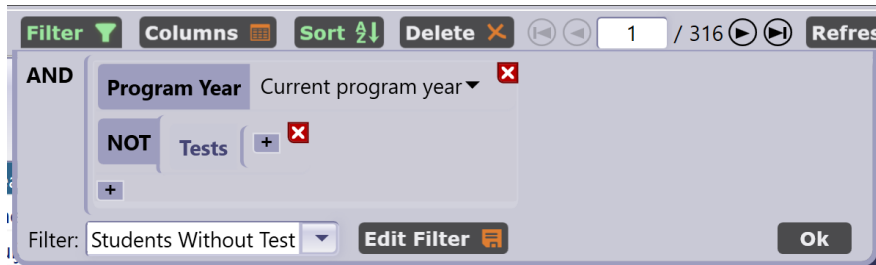
6.2. MISSING RECORDS IN THE NEW PROGRAM YEAR

Missing Tests

The following steps can be followed to find any learners missing a test in the current program year so they can be tested.

1. In TOPSpro Enterprise®, navigate to Records → Students → Program Years to generate a list of learners in the program who do not have a test. These learners will need to be tested.

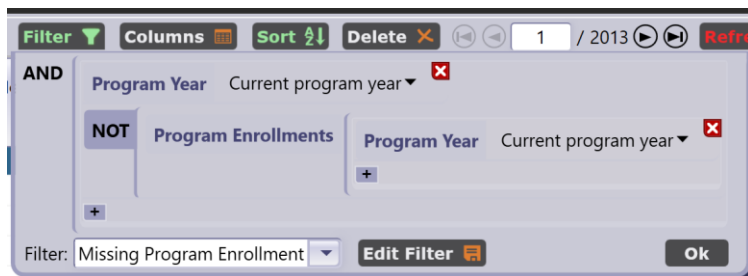
2. Select the green Filter icon to create a filter for Students Without Test from the dropdown menu.



Missing Program Enrollment

The following steps can be followed to find learners missing a program enrollment in the current program year so this information can be added to the learner record. While programs that use 3rd party data import may not have learners missing a program enrollment, it's best practice to ensure complete and accurate data for all learners.

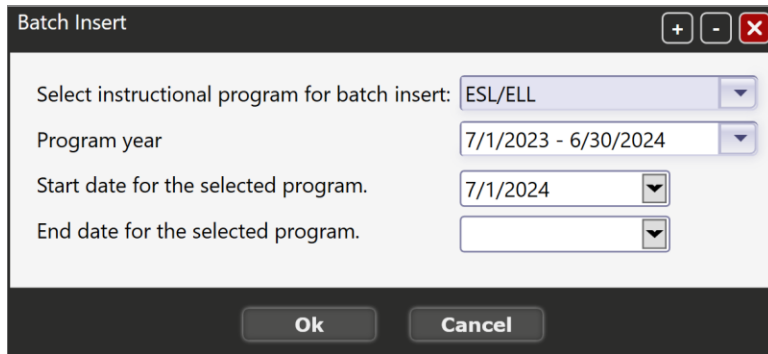
1. In TOPSpro Enterprise®, navigate to Records → Students → Demographics to generate a list of learners in the program who do not have a program enrollment. These learners will need to be tested.
2. Select the green Filter icon to create a filter for Missing Program Enrollment from the dropdown menu.



3. To edit multiple records as a batch, select the individual records that have the same program enrollment using the Ctrl or Shift keyboard keys. Select More at the top right in the TOPSpro Enterprise® window, select Batch Insert, then select Student in Program.



4. Select the program enrollment (i.e., instructional program) and set the start date for the selected program. Save the record(s).



6.3. CREATING CLASS INSTANCES FOR THE NEW PROGRAM YEAR

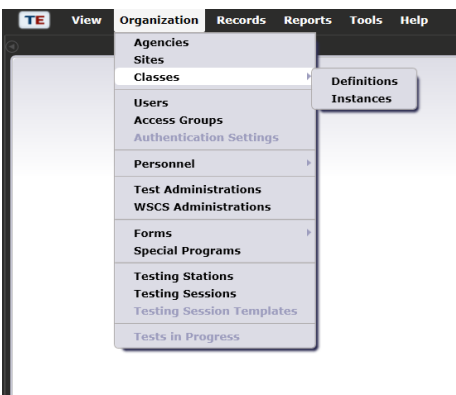
Programs that use 3rd party data import will not need to complete the following steps. However, every program needs to ensure every class instance has a unique Class ID.

For those programs manually creating classes in TOPSpro Enterprise®, a two-step process is required.

1. **Set up the Class Definition.** Programs will likely only need to set up the Class Definition once for each class since classes are usually repeated each year. The Class Definition can be reused for each occurrence of the class.
2. **Create the Class Instances** for each program year using the Class Definitions.

Set Up the Class Definitions

1. In TOPSpro Enterprise®, navigate to Organization → Classes → Definitions



2. Select New to create a new class definition

3. Enter information in the yellow highlighted cells, pictured below

Class Definition Information

Agency/Site: _____
 Class ID: _____ Extended ID: _____
 Course Code: _____
 WTUs Available: _____

Select Site

Site: 1644 - OR.CCWD: Clackamas Community College (CCC)

Class Definition

Class ID: _____ Extended ID: _____
 Course Code: _____
 Class Description: _____
 CIP Code: No selection
 A22 Course Code: No selection

Class Definition Information

Agency/Site: 1644 / 1 - CCC: Oregon City
 Class ID: ESL-020 Extended ID: SUMMER
 Course Code: _____
 WTUs Available: _____

Class Definition

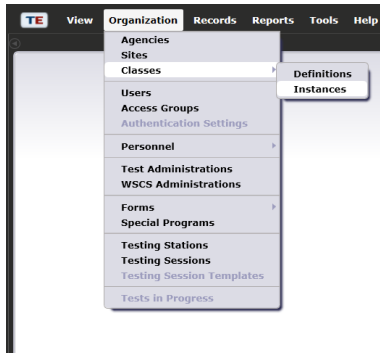
Class ID: ESL-020 Extended ID: SUMMER
 Course Code: _____
 Class Description: Upper Beginning Grammar
 CIP Code: No selection
 A22 Course Code: No selection

4. This class definition will not need to be created again and will be used for each occurrence of this class. The Extension ID shows which term this class definition will be used.

| | | | |
|----------------------|---------|---------------------------------|---------|
| 1 - CCC: Oregon City | ESL-020 | Upper Beginning Grammar | SPRING |
| 2 - CCC: Harmony | ESL-020 | Upper Beginning Grammar | SPRING |
| 1 - CCC: Oregon City | ESL-020 | Upper Beginning Grammar | SUMMER |
| 2 - CCC: Harmony | ESL-020 | Upper Beginning Grammar | SUMMER |
| 2 - CCC: Harmony | ESL-020 | Upper Beginning Grammar | SUMMER2 |
| 1 - CCC: Oregon City | ESL-020 | Upper Beginning Grammar | WINTER |
| 2 - CCC: Harmony | ESL-020 | Upper Beginning Grammar | WINTER |
| 2 - CCC: Harmony | ESL-024 | Upper Beg. R/W | FALL |
| 1 - CCC: Oregon City | ESL-024 | Upper Beginning Reading/Writing | FALL |
| 1 - CCC: Oregon City | ESL-024 | Upper Beginning Reading/Writing | SPRING |
| 2 - CCC: Harmony | ESL-024 | Upper Beg. R/W | SPRING |
| 1 - CCC: Oregon City | ESL-024 | Upper Beginning Reading/Writing | SUMMER |
| 2 - CCC: Harmony | ESL-024 | Upper Beg. R/W | WINTER |
| 1 - CCC: Oregon City | ESL-024 | Upper Beginning Reading/Writing | WINTER |
| 2 - CCC: Harmony | ESL-025 | Upper Beg. R/W | SUMMER |
| 2 - CCC: Harmony | ESL-025 | Upper Beg. R/W | SUMMER2 |

Set Up the Class Instances

1. In TOPSpro Enterprise®, navigate to Organization → Classes → Instances



2. Select New to create a new class instance and enter the following information for the class instance:
 - a) Site
 - b) Program year
 - c) Class Definition will be automatically generated from the Class Definitions previously created (i.e., create the Class Definition before creating the Class Instance).
 - d) Start and End Date
 - e) Instructional Program(s)
 - f) Special Programs (e.g., IET or IELCE) that apply to the entire class

Class Instance Information

Class Description: Agency/Site:
 Program Year: 7/1/2018 - 6/30/2019 Class Notes:
 Class Start Date: 7/1/2018 Class End Date: 6/30/2019
 VTUs Available:

Select Class Definition

Class Definition: Site: 1 - CCC: Oregon City
 Program Year: 7/1/2018 - 6/30/2019 (Current)
 Class Definition: No selection

Class Instance

Class Start Date: 7/1/2018 Class End Date: 6/30/2019

Instructional Programs:

N/A High School Diploma Adults w/Disabilities Pre-Apprenticeship
 Basic Skills (ABE) HSE Adults supporting K12 student success
 ESL/ELL Career and Technical Education (CTE) Other Program
 Citizenship Workforce Readiness ROCP

Special Programs:

None Homeless Program Special Needs Even Start
 EL Civics (IELCE) Family Literacy Alternative Ed. (K12) CBET
 Jail Workplace Ed. Non-traditional Training Integrated Education & Training
 Community Corrections Tutoring Older Adults Other
 State Corrections Distance Learning Carl Perkins

Transition Focuses:

N/A
 Transitions to work
 Transitions to workforce training
 Transitions to postsecondary education
 This class does not focus on transitions

Focus Area: N/A
 Class Notes:

g) "Class Duration in Minutes" and "Class Schedule" are important fields as these data will appear on the attendance entry.

State Corrections Distance Learning Carl Perkins

Transition Focuses:

- N/A
- Transitions to work
- Transitions to workforce training
- Transitions to postsecondary education
- This class does not focus on transitions

Focus Area: N/A

Class Notes:

BEDS Code:

Instructional Setting:

- N/A
- Learning Center/Lab
- Tutorial Only
- Tutorial plus Learning Lab
- Classroom
- Classroom plus Distance Learning
- Distance Learning only

Physical Setting:

- N/A
- Adult School
- Elementary School
- Middle/Junior High School
- High School
- Community College
- Correctional Facility
- Library
- Work Site
- CBO Center
- Home
- Community Site
- Other

Start Time:

- N/A
- Morning
- Afternoon
- Evening (after 5pm)

Computers used in class: N/A **Computers used in lab:** N/A

Intensity

Class Duration in Minutes:

Class Schedule:

- N/A
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

Estimated Total Hours per Class/Term:

h) Complete any other additional fields at program discretion.