TOPSpro ENTERPRISE PROCEDURES MANUAL: OREGON SPECIFIC PROCEDURES

Table of Contents

1. NEW STUDENT DATA COLLECTION 3

1.1. Data Collection Policy 3
1.2. Data Element Definitions 4
1.3. Oregon-Specific Definitions & Interpretations: 5

2. POST-ORIENTATION CLEAN-UP 8

2.1. New Student Data Cleanup 8
2.2. Barriers to Employment 15
2.3. Program Enrollment 19

3. DATA INTEGRITY CHECKS 21

3.1. NRS Tables Summary Audit 21
3.2. Data Integrity Report 24

4. ONGOING UPDATES 34

4.1. GED Completer 34
4.2. Entered Postsecondary 38
4.3. Exit Reason 38

5. END OF YEAR ACTIVITIES 43

5.1. Data Validation 43
5.2. Reports and Data to Pull & Save 43

6. SETTING UP THE NEW YEAR 48

6.1. Proxy records 48
6.2. Missing Records in New Program Year 56
6.3. Creating Class Instances for the New Year 57

1. NEW STUDENT DATA COLLECTION

1.1. DATA COLLECTION POLICY

Background information

7.2.1. Data Elements: When a student enters a program, the program must attempt to collect the following student data elements. Each element is listed as where to find it via the TOPS navigator list:

Student Demographics

- Student First and Last Name (alphabetic characters only)
- Student Middle Initial (used for data matching with the National Student Clearinghouse)
- Gender
- Date of Birth
- Social Security Number
- GEDID (as available)
- Highest Years of School
- Highest Diploma
- Earned Outside US (mark if student earned their highest diploma outside the United States)
- Ethnicity
- Race
- Native Language
- Student Email (the one that the student actually checks)

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

7.1.1

a) Programs must only use alphabetic characters for First Name, Middle Name, and Last Name. Quotations, parentheses, and hyphens are not permitted.

b) For each student, programs must enter a unique student identification number (i.e. Student ID) used consistently on all TOPS forms. This may be the local agency-assigned number (e.g. College ID number).

7.1.2 **Frequency:** Programs must input all collected student data into TOPSpro Enterprise within 30 days of collection.

7.1.3. **Social Security Numbers:**

a) Programs must attempt to gather SSNs from students.
b) Eligible Title II students must be served even if they decline to disclose their SSNs.
c) Programs must not use a student's social security number as the student's assigned identification number (i.e., Student ID).

1.2. DATA ELEMENT DEFINITIONS

1. The ***CASAS WIOA Data Dictionary*** has simplified versions of the data definitions. These are reader friendly and should be the go-to document for most people.

https://www.casas.org/product-overviews/software/topspro-enterprise/topspro-enterprise-help

2. CASAS also has a **TE Glossary** of common terms used in their training manuals.

https://www.casas.org/product-overviews/software/topspro-enterprise/topspro-enterprise-help

3. The **Participant Individual Record** Layout (i.e., ***the "PIRL"***) outlines the federal definitions for data elements. These are detailed and very specific. If you want exactly what the federal office has to say, this is your resource.

Website: https://www.doleta.gov/performance/reporting/#wioa-reporting-guidance

2018 AMENDED REPORTING REQUIREMENTS

Important Note: The amended ICR forms approved in 2018, included in the DOL-only ICR package (No. 1205-0521) and WIOA Joint ICR package (No. 1205-0526), will not be required for collection and submission until Program Year 2018. For current reporting requirements, please refer to the ICR forms approved in 2016 which are found under the "CURRENT REPORTING REQUIREMENTS" heading above.

DOL-only Performance Accountability, Information, and Reporting System - OMB Control No. 1205-0521 (1/2018)

PDF
- PIRL
- WIOA Quarterly Report
- Pay for Performance Report

XLS
- PIRL
- WIOA Quarterly Report
- Pay for Performance Report

Workforce Innovation and Opportunity Act (WIOA) Common Performance Reporting - OMB Control No. 1205-0526 (3/2018)

PDF
- WIOA Joint ICR Summary of Revisions
- PIRL
- WIOA Annual Report
- Wage Conversion Chart
- ETP Definitions
- Effectiveness in Serving Employers Specs

XLS/DOC
- WIOA Joint ICR Summary of Revisions
- PIRL
- WIOA Annual Report
- Wage Conversion Chart
- ETP Definitions
- Effectiveness in Serving Employers Specs

1.3. OREGON-SPECIFIC DEFINITIONS & INTERPRETATIONS

Background information

Oregon collects information about student goals, which is not required for federal reporting. The purpose of collecting goals is for the following reasons:

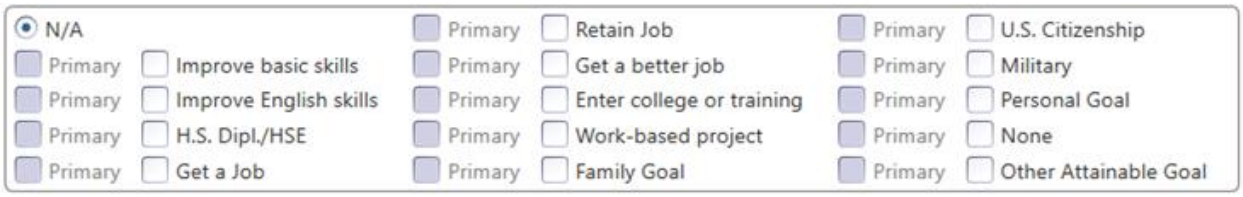
- State advocacy with the legislature;
- Local advocacy within own institution;
- Program development according to student needs;
- Program development with WIOA partners;
- Professional development within program.

With these purposes in mind, CCWD has created guidelines on how to define and collect student goals. This must, however, remain within the confines of TOPS programming and structure.

CCWD also has leeway on how to operationalize certain data definitions and has done so for Barriers to Employment. The section below provides Oregon guidance on when programs can mark Barriers to Employment for Title 2 students.

Student Goals

Below is a list of the current goals listed in TOPS. If you find that your students have goals that are not listed here but occur often, contact the Research Analyst at CCWD to request that they contact CASAS to see if that student goal can be added to the list of options.



Work-based project is not relevant to Oregon so don't have students select that goal.

Sometimes students aren't clear on what certain goals mean, so here are a few examples:

Family Goal

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

Personal Goal

- Get driver's license
- Read Bible
- Balance checkbook
- Communicate with doctor better

Policy
Goals must be chosen by the student at program entry. For example, the program may not automatically select "Improve English Skills" as the short-term goal for all ESL students. Programs cannot enter goals in TOPS retroactively.

Short-term goals are learner goals that can be accomplished within 3 months.

- Programs must have students record their short term goals in the "Primary Goal" data element field.
- Programs must not let student use "Improve Basic Skills" for a short-term goal.
- Programs may allow student to use "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 ABS program.

- Programs must have students record their long term goals in the "Secondary Goal" data element field.
- Programs must not let student use "Improve Basic Skills" or "Improve English Skills" for student long-term goals.

Although it's not required for reporting, it is best practice to have students review their goals periodically. Often times students forget which goals they reported and research indicates that reviewing goals re-invigorates students and reminds them why they're in the program.

Barriers to Employment

Most Barriers to Employment are claimed by the student. A few of the Barriers to Employment have definitions that can be applied to the student 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 also meets at least one of the following two conditions (a) his or her native language is a language other than English, or (b) he or she lives in a family or community environment where a language other than English is the dominant language.

1. Student marks ELL because they feel that the above definition applies to them.
2. Programs may mark this if the student is part of an ESL program and tests into the ESL levels (see green on chart below)

NRS Educational Functioning Level

ASE	ABE	ESL		CASAS Score Ranges	Grade Level
		ESL 1	Basic Skills Deficient	180 and below	1
		ESL 2		181-190	
	ABE 1	ESL 3		191-200	
	ABE 2	ESL 4		201-205	2
				206-210	3

	ABE 3	ESL 5		211-215	4
				216-220	5
	ABE 4	ESL 6		221-225	6
				226-230	7
				231-235	8
ASE 5			Not Basic Skills Deficient	236-240	9
				241-245	10
ASE 6				246-250	11
				251 and above	12

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.

1. Student marks Low Literacy because they feel that the above definition applies to them.
2. Programs may mark this if the student tests into ABE levels 1-4 at entry, i.e. 235 or lower. See chart above.

Ex-Offender (PIRL data element #803): 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.

1. Student marks Ex-Offender because they feel that the above definition applies to them.
2. Programs should mark all students who are being funded by the Corrections Education Grant (e.g. students in a corrections program)

Instructions on how to update student barriers to employment can be found in the section titled "Post-Orientation Cleanup" under "Barriers to Employment."

2. POST-ORIENTATION CLEAN-UP

2.1. NEW STUDENT DATA CLEANUP

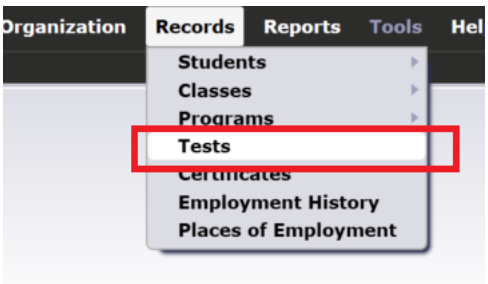
Background Information

For new student clean-up, the following categories are the ones that need to be examined:

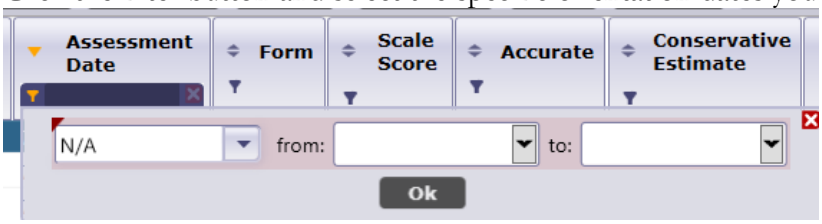
- Student Assessment;
- Student (Demographics);
- In Program Years;
- Student Records;
- Class Enrollments;
- Program Enrollments.

Cleaning Up the Data

Student Assessment

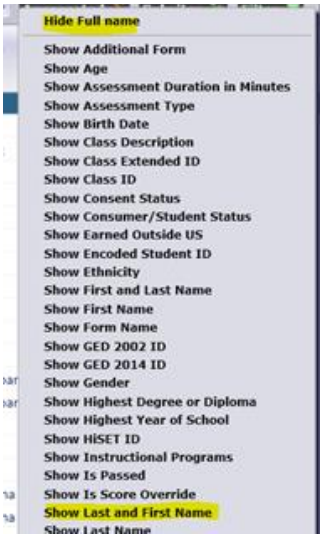


Click the filter button and select the specific orientation dates you would like to clean up

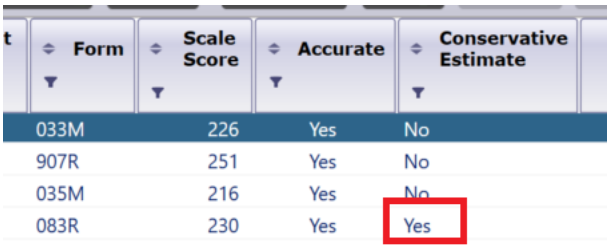


Once that is selected, click the double arrow to organize the data in alphabetical order by first name.

OR right click in the name box to choose to hide Name and sort by Last Name and First Name. Then click the double arrow again to organize the data in alphabetical order.



Make sure to look for any student that has a conservative estimate (via the column that is labeled Conservative Estimate)



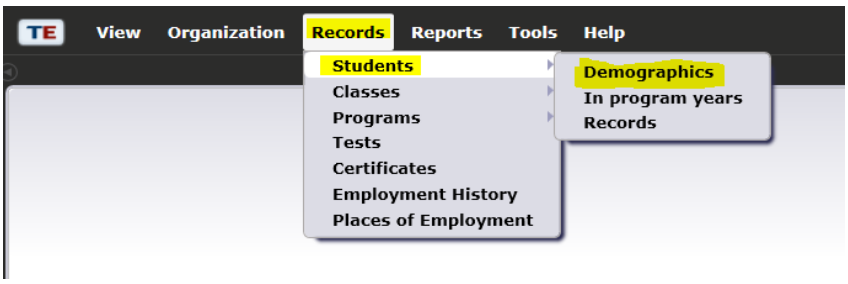
Form	Scale Score	Accurate	Conservative Estimate
033M	226	Yes	No
907R	251	Yes	No
035M	216	Yes	No
083R	230	Yes	Yes

You can use the filter button on Conservative Estimate to bring up all the conservative estimates (Conservative Estimate = Yes). These students need to be retested with the next level assessment as soon as possible.

Once a list of students from Orientation is generated, clean-up can begin student by student from this list. An alternative is to pull up students by using the Student Demographic report as outlined below.

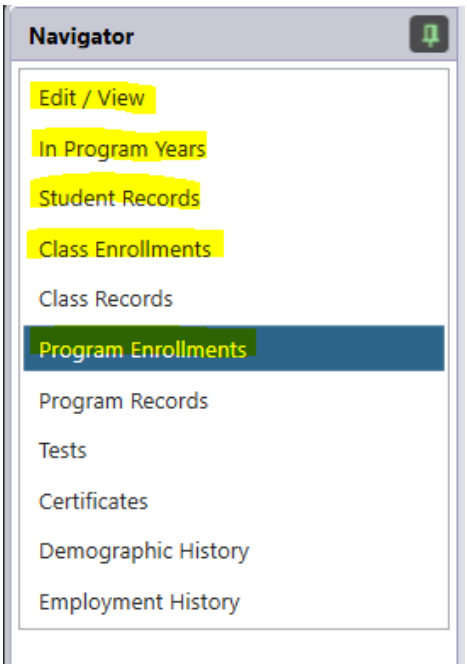
Student Demographics

This menu is accessed via the following path: Record→Students→ Demographics.



This will pull up the list of students for your program.

Double click to open the student record and, in the Navigator on the left, navigate through each section to make sure that the data is accurate and entered correctly.



Double click on the student record, then click on the edit icon (pencil) to open the field for editing (see graphic below).

Edit/View Student Information 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. To batch edit, see instructions on Barriers to Employment.

*if an ELA/ESL student tested at the ESL level, mark "English Language Learner"

*if a student scored in the ABE 1-4 range, mark "Low Levels of Literacy"

*if student is in a corrections program or being funded with the Corrections Grant, mark "Ex-Offender"

All other choices are student self-selection.

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:

☐ 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: 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: 1 primary (short-term) goal must be selected, more than 1 secondary (long-term) goal can be selected

Labor Force Status: must have a labor force status selected

Special Program entries: mark according to any special program that student is enrolled in (e.g. IET, El Civics, corrections, etc.)

Personal Status: some students will have something marked. 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:

N/A		Primary	Work-based project	Primary	Other Attainable Goal
Primary	Improve basic skills	Primary	Family Goal		
Primary	Improve English skills	Primary	U.S. Citizenship		
Primary	H.S. Dipl./HSE	Primary	Military		
Primary	Get a Job	Primary	Personal Goal		
Primary	Retain Job	Primary	Enter short-term training		
Primary	Get a better job	Primary	Get off TANF or other Public Assistance		
Primary	Enter college or training	Primary	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	State Corrections	Distance Learning	Carl Perkins
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

Special Program Exits:

N/A	State Corrections	Distance Learning	Carl Perkins
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

Personal Status Entries:

WIOA, Title I	Enrolled in high school / K12	Other
WIOA, Title III	Dislocated worker	
WIOA, Title IV	Veteran	
TANF	Physically disabled	
Other public assistance	Learning disabled	

Class Enrollment Clean Up

Click New from the drop down menu, choose the correct class instance to enroll the student in and the appropriate start date. Mark the student as active and save.

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:

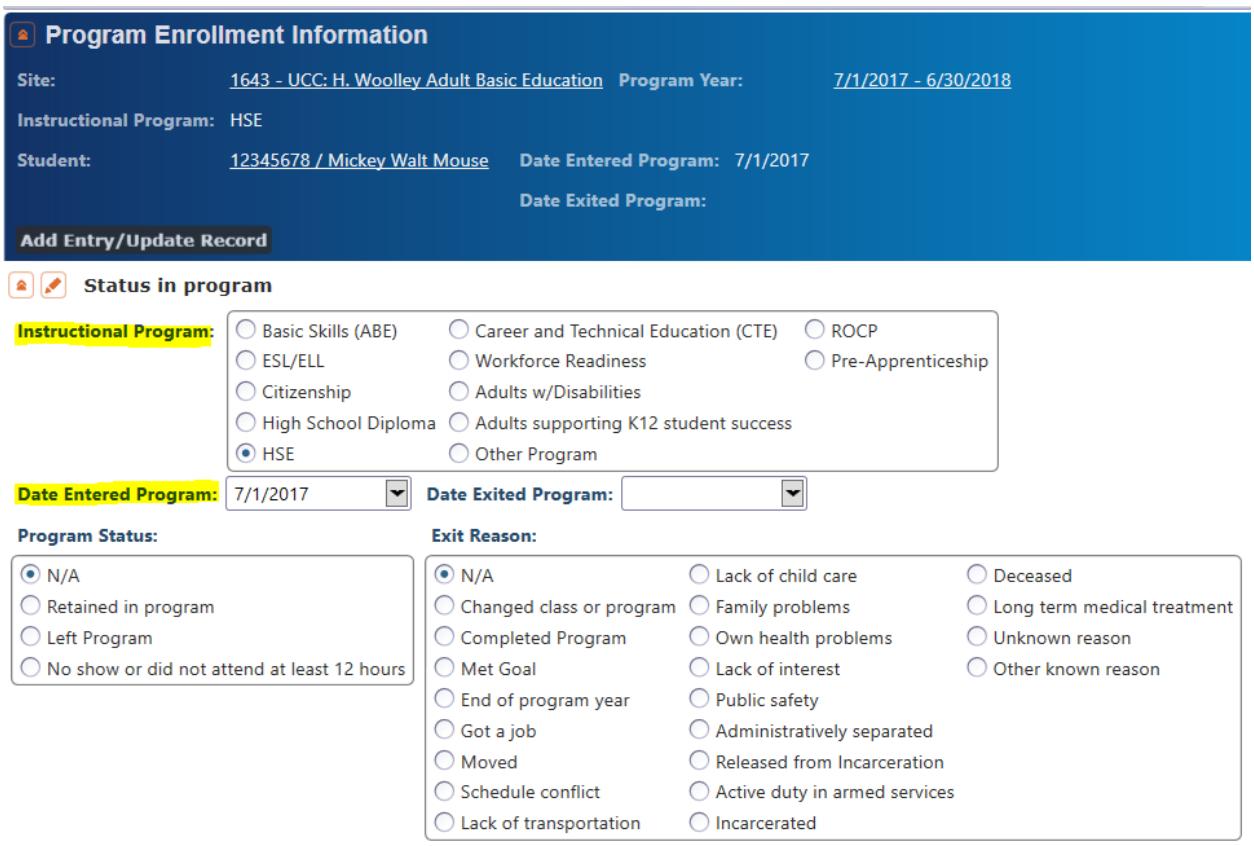
Class Status: N/A, Active, Completed, Inactive

Program Enrollments Clean Up

Click program enrollments on the left navigator bar and then double click the student name. Confirm that the correct program is selected:

- Enrolled in a GED program→ select HSE
- Enrolled in ELA (ESL) and tested into ESL 1-6 →select ESL/ELL
- Enrolled in ELA (ESL) but tested into ASE (ABE 5 or 6)→ select Basic Skills (ABE)
  - Because the student 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 TOPS.
- Enrolled in ABE/ASE but already has a GED/High School diploma and is coming to brush up on skills→ select ABE.

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



Make sure the "Date Entered Program" reflects the date that the student attended orientation. Students whose birthdate indicates that 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 students file should be completely cleaned up now and meet state policy requirements.

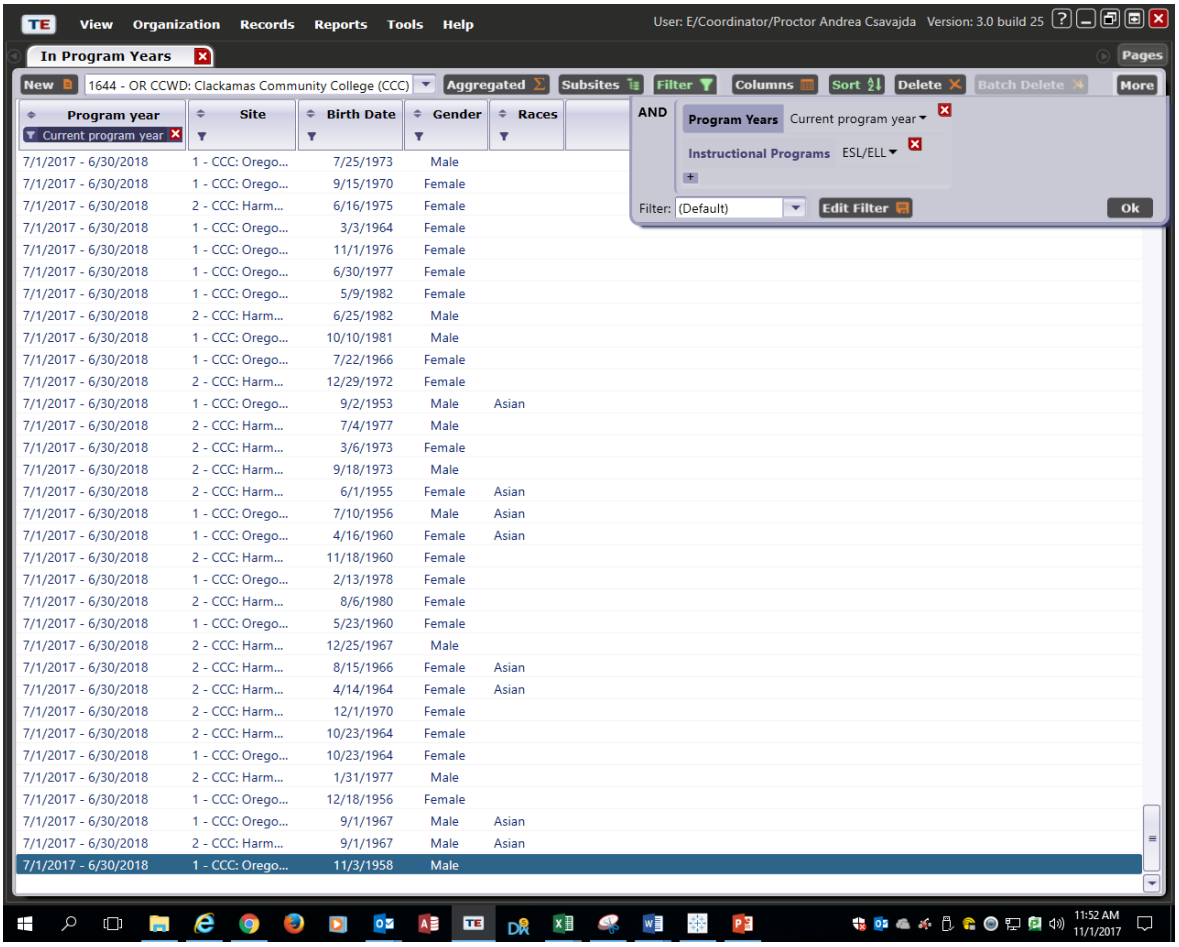
2.2. BARRIERS TO EMPLOYMENT

Important Notes

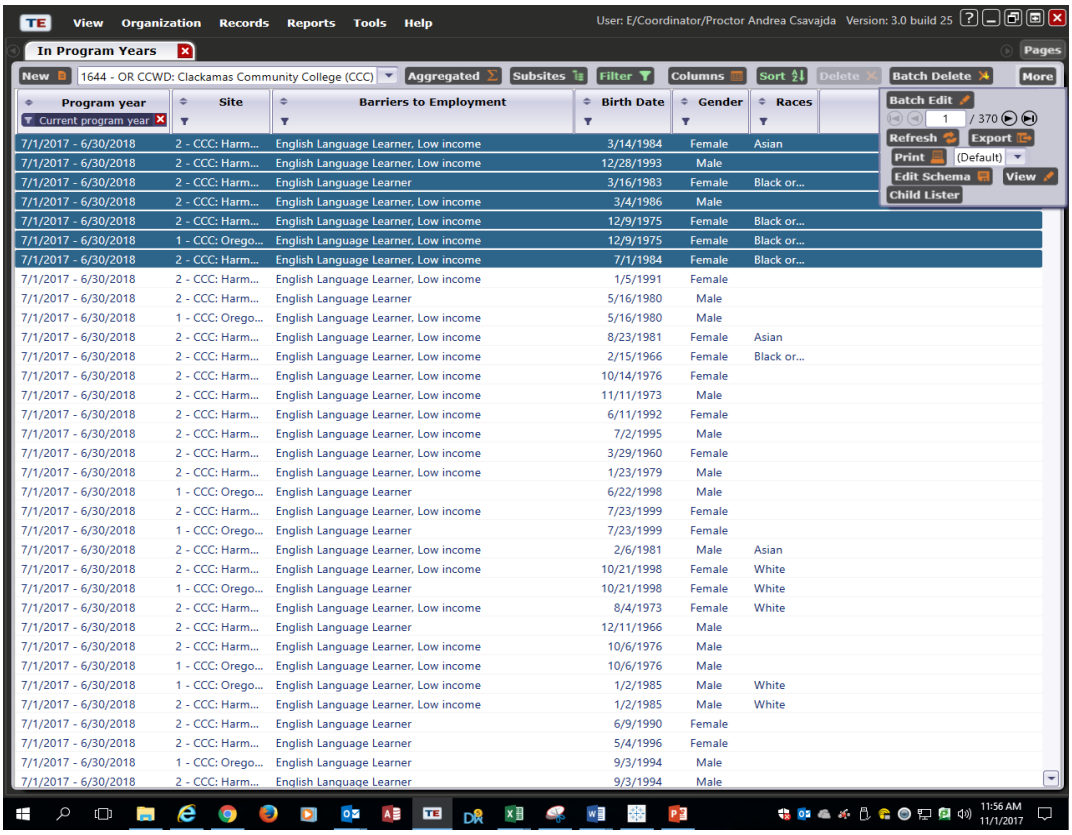
1. Batch edit will overwrite earlier entries. For example, if a student already has Barriers to Employment entry, batch edit will delete that earlier entry.
2. It is recommended to use the export option for students who have earlier Barriers to Employment entry, which you can find in the CASAS "Exchanging Data with 3rd Party Attendance and other Information Systems" handbook.
3. According to CASAS, the new Barriers to Employment data will append to the existing data and won't override existing data.

English Language Learners

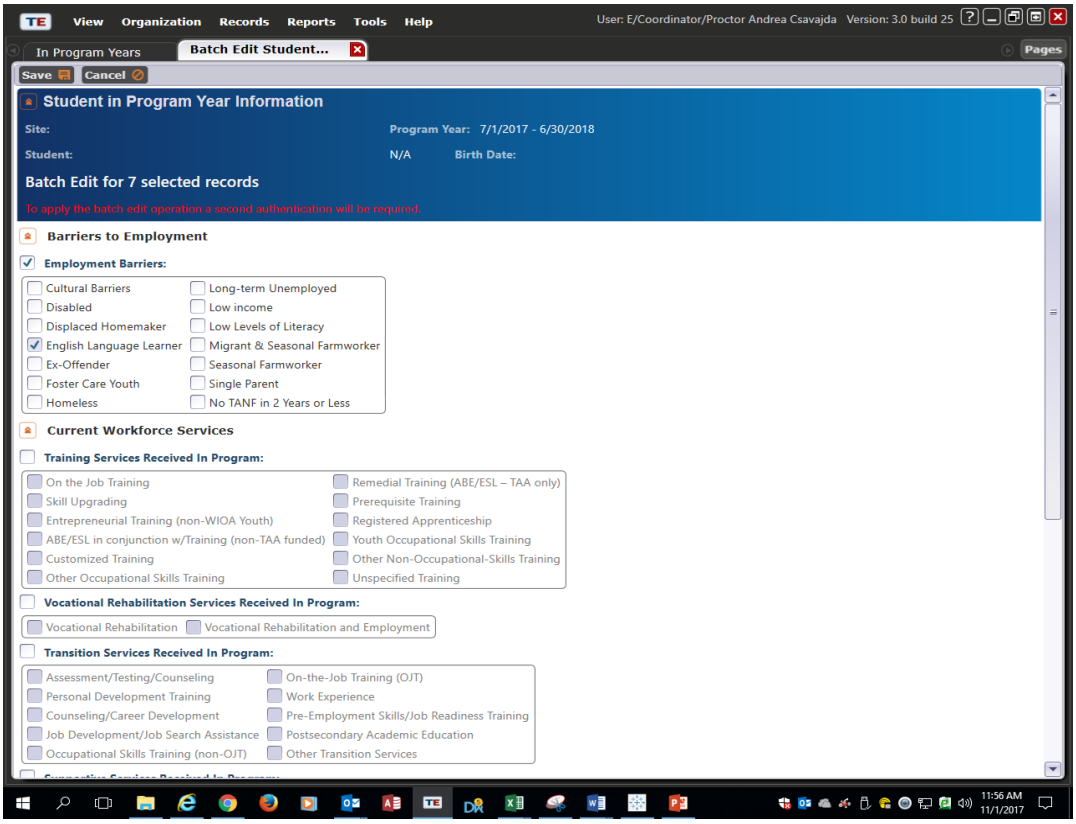
1. Open Records→Students→ In Program Years
2. Create a filter for instructional program
3. Choose ESL



4. Show Barriers to Employment column by right clicking on the grey ribbon at the top
5. Filter for missing Barriers to Employment (i.e., Barrier to Employment = "N/A")
6. If you have ESL/ELL students without any barriers, highlight their records and batch edit in order to add "English Language Learner" as their Barrier to Employment



7.

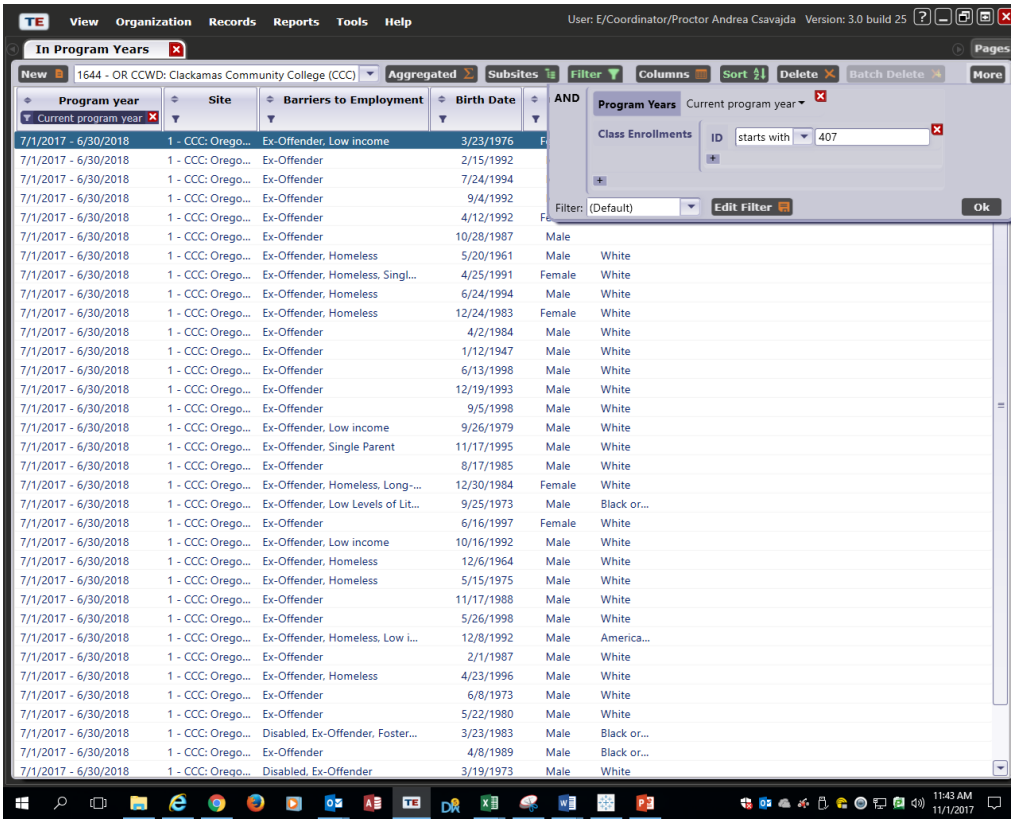


8. You need to have a second log in to do batch edit
9. Click save

Ex-Offenders

1. Open Records→Students→ In Program Years

2. Create a filter for Class enrollment
3. If you have students without Ex-offender status, highlight their records and batch edit in order to add "Ex-Offender" as their Barriers to Employments
4. You need to have a second log in to do batch edit
5. Click save



Low Literacy

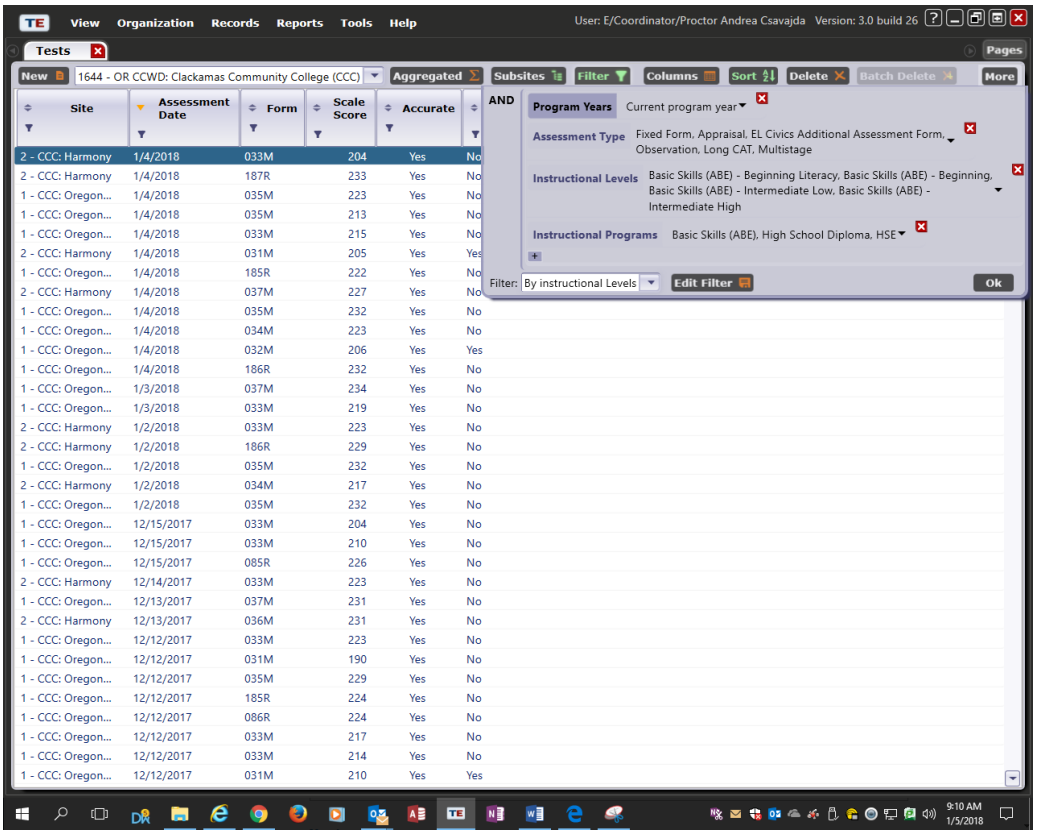
Who are Low Literacy students?

- Yes for all ABE students (levels 1-4)
- No for everyone else

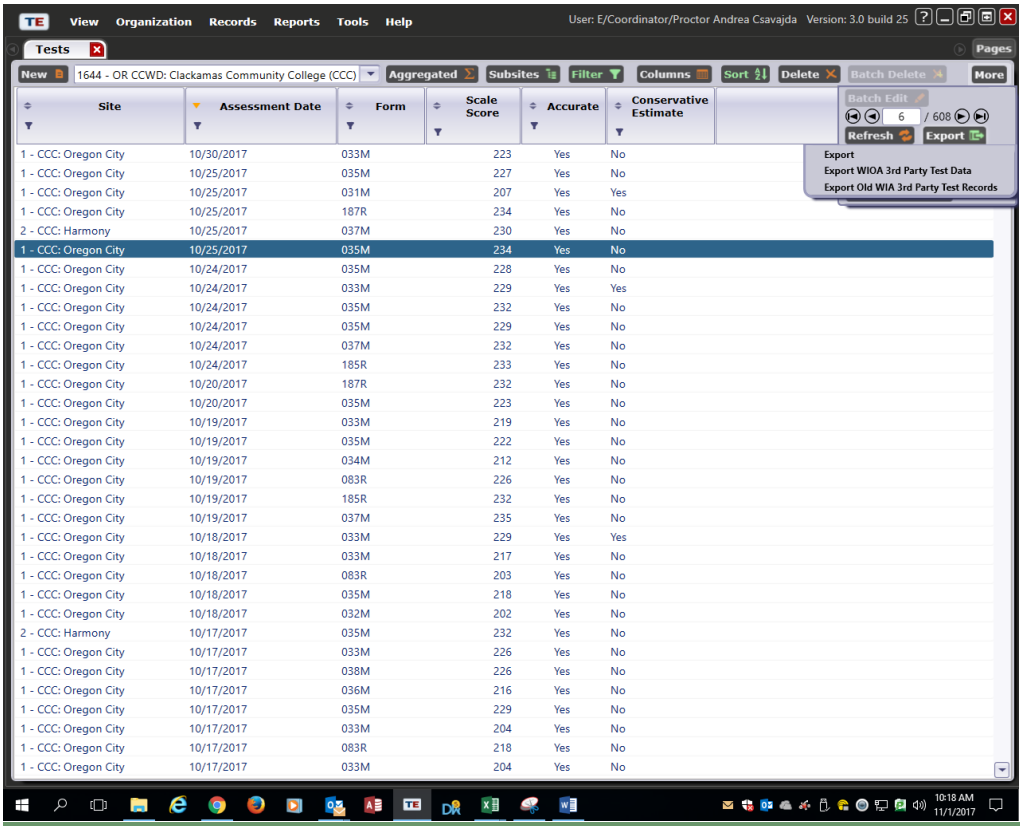
These guidelines are subject to change upon future federal and/or state guidance.

The following instructions will show you how to find and update the Barriers to Employment for Low Literacy students in TE

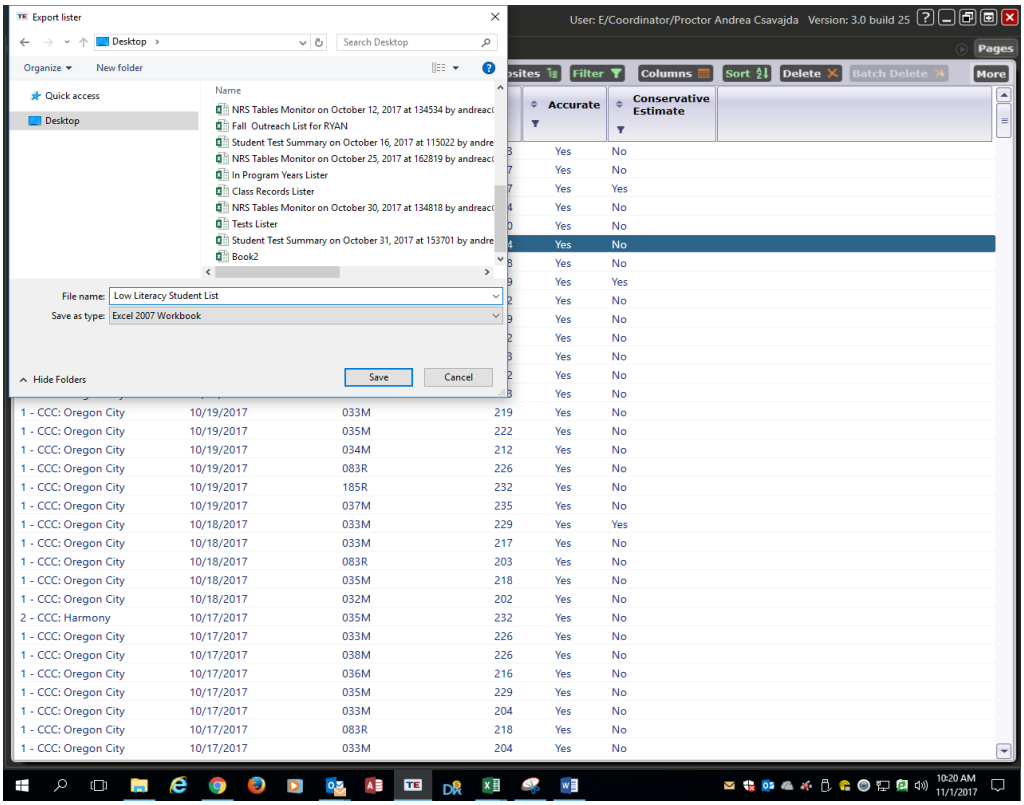
1. Open Records →Tests
2. Click on the Filter
3. Create a filter for Instructional Levels and include only ABE levels (Instructional Levels can be found in the Tests group in the filter).
4. Add Basic Skills, HSE, High School Diploma (if you have any) to the filter



Click – More, Export and Export again on the right top side of the screen



5. Save into an Excel table



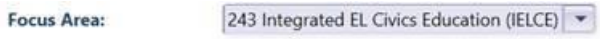
6. Open Excel document
7. Unduplicate student IDs (https://www.youtube.com/watch?v=mJGAyphYP7Q)
8. Create a csv file and import into TE. The link to the 3rd party exchange instruction is on the top of this documentation after the "Important Note" section (use 5 – ENTRY Data (ENTR) instructions form the manual)
9. If this is a first time exporting this kind of table to TE, send the table to CASAS (techsupport@casas.org) for approval.

2.3. PROGRAM ENROLLMENT

IELCE

A class needs to be designated IELCE.

1. Go to Organization→Class→Class Instances
2. Then click on the class you would like to add IELCE as the focus area.
3. Choose IELCE as Focus Area



4. Check NRS Table 3 to make sure the students in that class are showing up in IELCE in Table 3 (Reports→ Federal Reports→ NRS Tables 1-11)

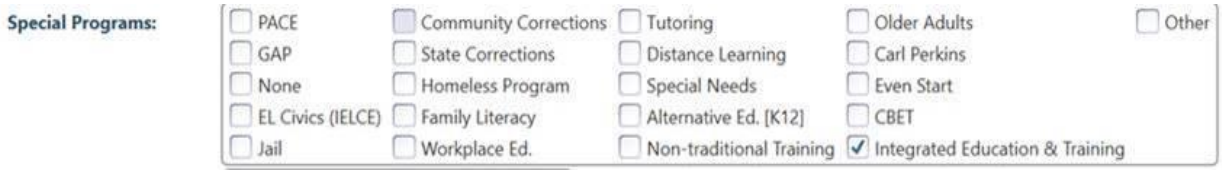
IET

You can also use the class to designate IET (see instructions above for IELCE on how to designate a class)

At the student level, you can use "Special Program":

1. Records→Students→ Demographics
2. On the left-hand-side navigation bar, click "Student Records"

3. In the "Special Programs" area, mark "Integrated Education & Training":



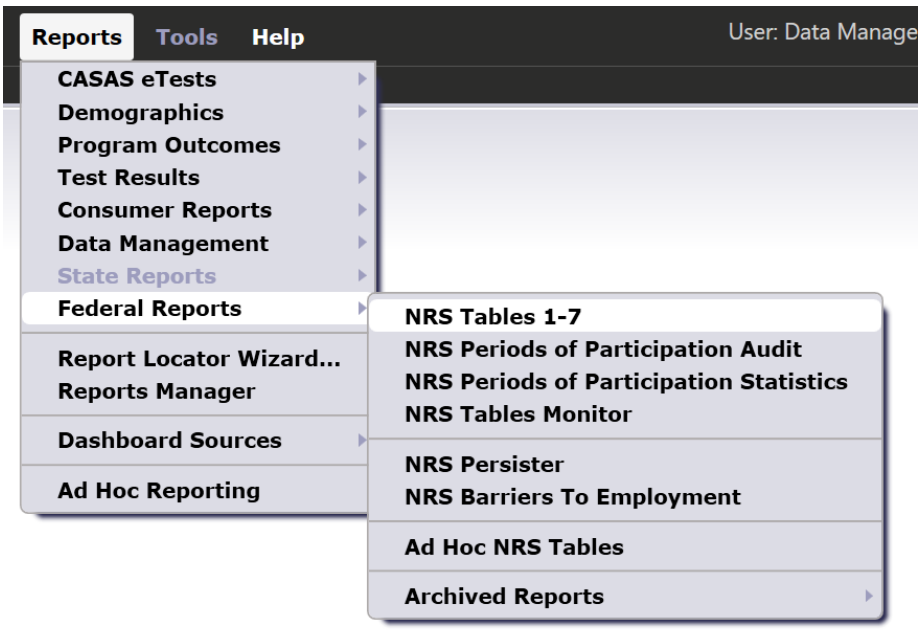
For IET you have both options: class level or student level. TE will always look at both and will accept either.

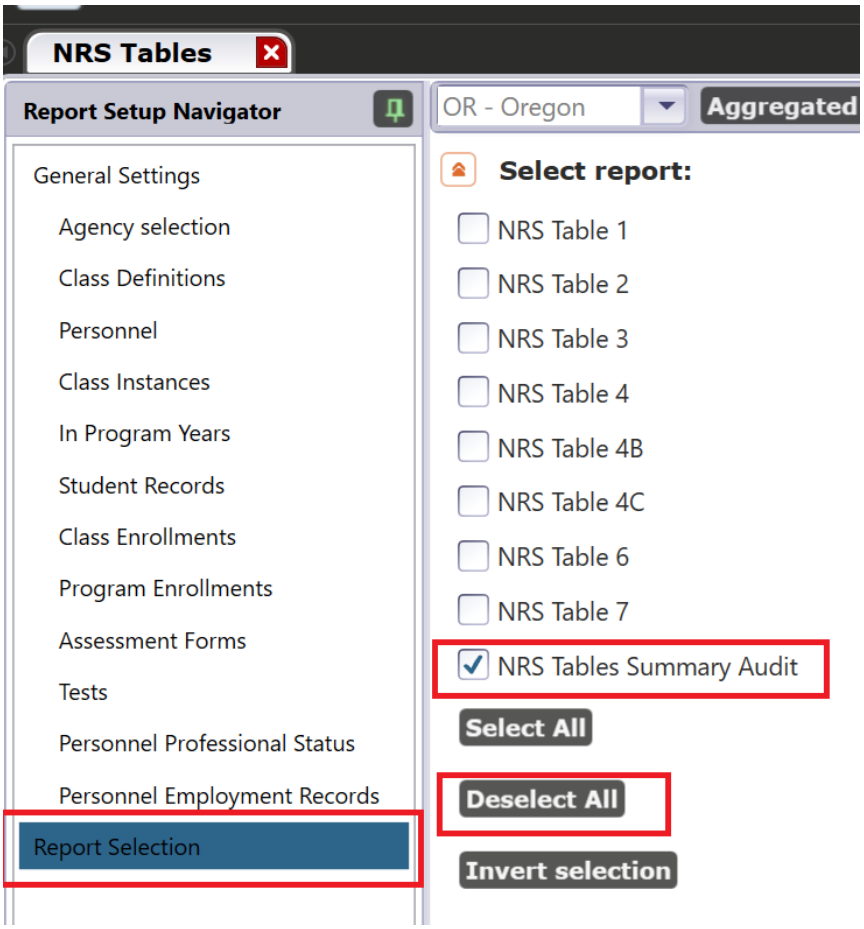
Run NRS Table 3 in TOPS (Reports→ Federal Reports→ NRS Tables 1-11) and make sure the student is showing up in the correct program by double-clicking where you expect them to show up. TOPS will then list the students included in that category and you should see the student(s) there.

3. DATA INTEGRITY CHECKS

3.1. NRS TABLES SUMMARY AUDIT

A final look at who is included in the NRS tables.





CASAS

NRS Summary Audit

05/11/2018
14:31:17

State: OR - Oregon **Program Year:** 2017-2018

	Program Year 2017-2018	Period of Participation 1	Period of Participation 2	Period of Participation 3	Period of Participation 4
Selected Students:	16739	16448	781	8	0
Dropped Students:	4732	4667	382	7	0
Qualified Students:	12007	11781	399	1	0

	Program Year 2017-2018		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	
Drop Reason	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated
01 Missing birthdate or age outside of 16-110	47	47	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
02 Less than 12 hours of instruction	4,205	4170	4,127	4127	362	362	7	7	0	0
03 Concurrently enrolled in High School/K12	75	58	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
04 No Gender	16	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
05 No Ethnicity/race	89	61	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	802	298	536	317	21	6	0	0	0	0
09 ESL Learner pretest score at ASE educational functioning level	184	97	185	98	12	11	0	0	0	0

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

Duplicated cases count any student who is missing that information or has that data issue. For example, 4205 students have fewer than 12 hours as indicated in Drop Reason 02—Duplicated.

Unduplicated cases only count students who have the identified drop reason but were not dropped for reasons listed above that drop reason. For example, from the information above, 4170 students were dropped for having fewer than 12 hours after the 47 students who were missing a birthday or had an age outside of 16-110 were dropped. The difference between Duplicated (4205) and Unduplicated (4170) tells us that 35 students were both missing a birthday/had age outside of 16-110 AND had fewer than 12 hours.

Drop Reason	Description	How to fix it
01	Missing birthdate or age outside of 16-110	Follow up with student to find out birthdate or look in an alternate data source (e.g. college database). In the Summary Audit, double click on those missing DOB, double click on one of the students, double click on "Student Record" in the navigator on the left, double click on the student again to open demographics file, again double click on the student's name. Next to "identification" there's a pencil symbol. Double click on that and fill out the date of birth and save. Repeat this for each student missing DOB or with an incorrect DOB. If the student's age falls outside the accepted range, check to see if they were sixteen by the time they entered the program. Often, the program start date defaults to 7/1/20XX of the program year so you will need to change the program start date to after the student's 16th birthday (as long as it accurately reflects the student's actual start date)
02	Less than 12 hours of instruction	Make sure your contact hours are up to date for all students. Students with less than 12 hours are considered Reportable Individuals, and students with 12 or more hours are considered Participants and will be evaluated for outcomes (MSG, etc.)
03	Concurrently enrolled in High School/K12	Students enrolled in K-12 cannot also be served using Title 2 funds. If these students are part of your data upload into TOPS, TOPS programming will remove them from being reported in the NRS tables. Check to make sure these students are not miss-labeled as K-12 enrollees.
04	No Gender	Follow up with student to find out gender or look for an alternate data source (e.g. college database). If students are reluctant, it may help to explain that Title 2 does not receive funding for students' outcomes unless they report their gender. Students must be served even if they decline to share their gender.
05	No Race/Ethnicity	Follow up with student to find out race/ethnicity or look for an alternate data source (e.g. college database). If students are reluctant, it may help to explain that Title 2 does not receive funding for students' outcomes unless they report their race/ethnicity. Students must be served even if they decline to share their race/ethnicity.
06	No accurate placement test or self-report ASE High	From the Policy Manual 6.1 "Standardized Assessment for NRS Reporting": a) *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. The new assessment score replaces the conservative estimate score and the replaced test record should be deleted from the database.* --i.e., Retest them
09	ESL Learner Pretest Score at ASE educational functioning level	ESL students who test into the ASE Level (ABE 5 or 6) must have their Instructional Program be categorized as Basic Skills (ABE) since they tested out of ESL educational functioning level according to federal definitions. They may continue taking their ESL classes. If these students are not categorized into ABE/ASE, their outcomes will not be reported in the NRS tables or considered for performance funding in the future. Records→Student—Demographics…click on the student and the pencil to change program enrollment.

3.2. DATA INTEGRITY REPORT

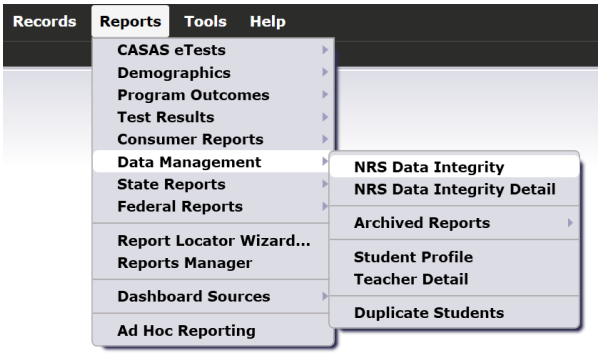
Background Information

The Data Integrity Report provides programs with a tool to evaluate their data collection efforts.

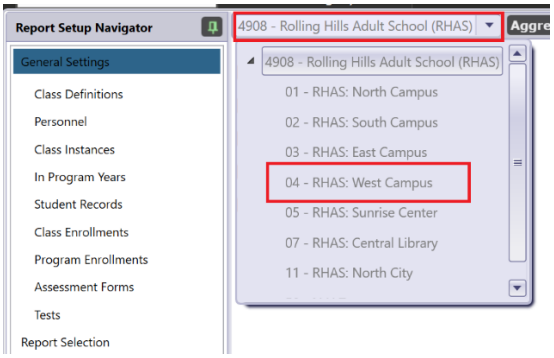
The report displays critical data that helps agencies meet State and Federal reporting requirements:

- NRS Federal Tables
- Core Performance (Measureable Skill Gains)
- NRS data quality standards and program improvement

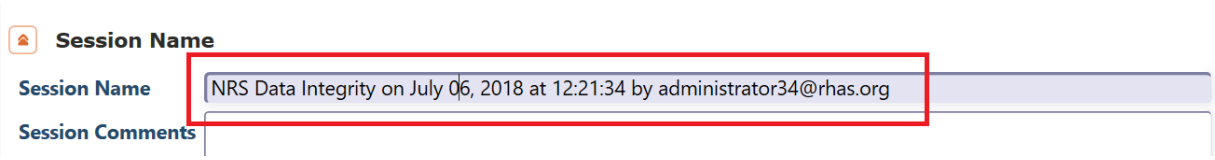
Here's how to generate the Data Integrity Report (DIR) in TOPS:



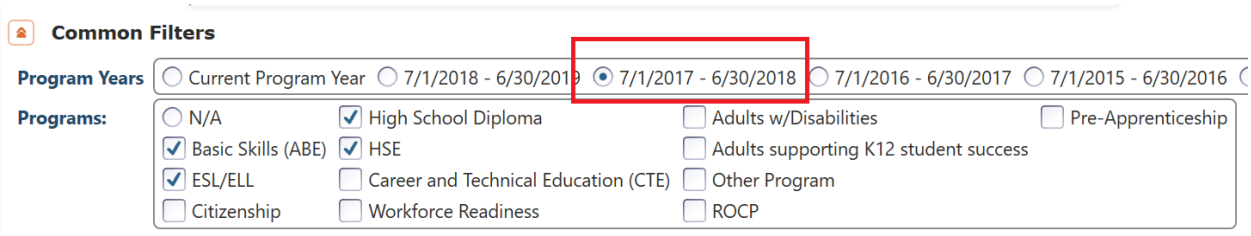
You can run the report for your entire agency, or you can click on the drop-down menu and pick a particular site:



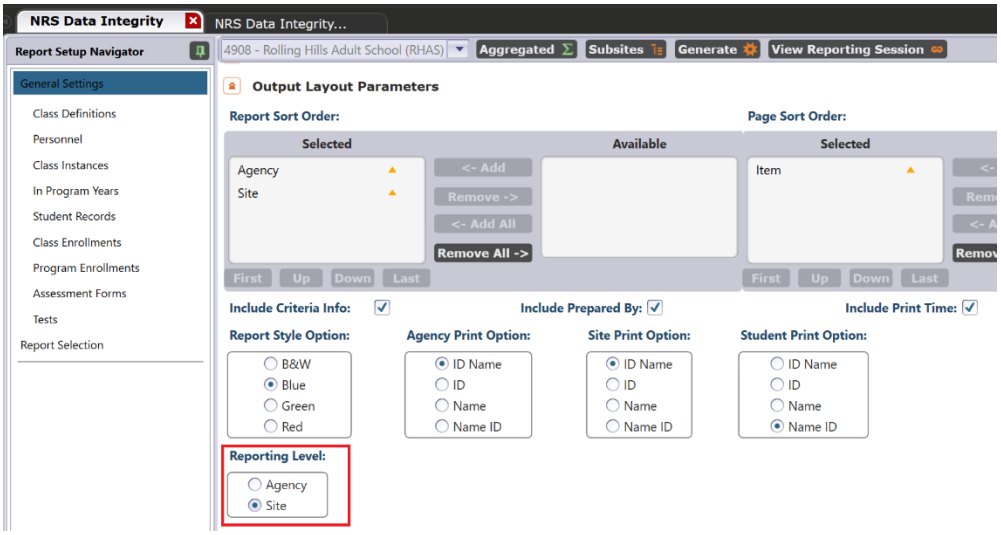
It is recommended to chang the session name to something more user friendly. When you save the output, TOPS uses the session name as the document title. You can also add session notes. If you leave it as is, you'll get something like below:



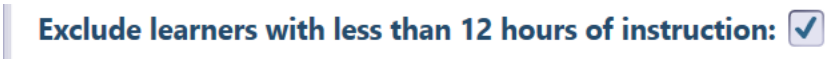
Typically, you can leave the Program Year as "Current Program Year," and 90% of the time, this is what you will want. However, if you're just past July 1 and want to clean up the prior year's data, then you'll need to specify the year you want to run. Always leave "Programs" as is since it defaults to the ones used for federal reporting.



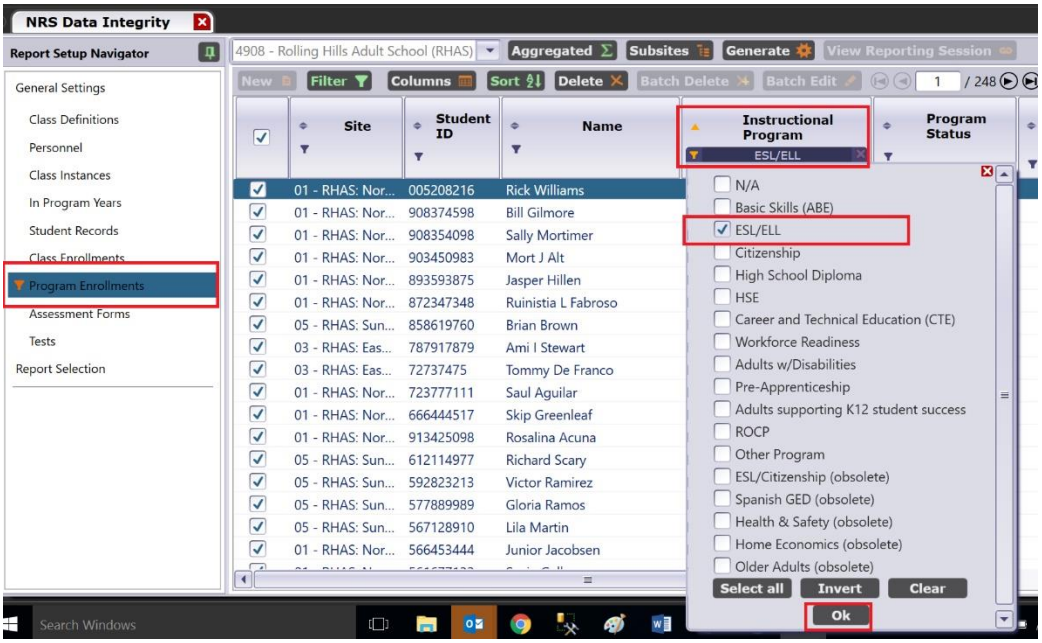
If you want to run the DIR for all sites, but have one report per site, then change the reporting level from Agency to Site. Look for the "Reporting Level" option in the "Output Layout Parameters" section:



You may want to focus in on students who have 12+ hours of instruction since those are the students who are eligible for federal reporting and you may want to run the DIR to make sure they have their demographics and other information in place. This option is at the very bottom of the page:



Lastly, you may want to use the navigation bar on the left to filter the data that the DIR runs. For example, you can click on "Program Enrollment" and then click on the funnel to filter "Instructional Program" to only include ESL students.



(Continued next page …)

After you click the generate button, the Data Integrity Report will run and you will see the following. Now let's review the organization of the Data Integrity Report:

CASAS

07/05/2018
12:47:28

NRS Data Integrity

by Agency

Page 1 of 2
NRSDIR2

Agency: 4908 - Rolling Hills Adult School (RHAS)

Program Year: 2017-2018

Summary Information	Without PoP	2017-2018	PoP 1	PoP 2	PoP 3	PoP 4
Total WIOA Title II Learners	46	237	191	30	1	0
Learners Concurrently Enrolled in High School/K12	2	6	4	1	0	0
Total Learners eligible for WIOA Title II	44	231	187	29	1	0

		Last PoP or Current Enrollment		PoP 1		PoP 2		PoP 3		PoP 4	
Item	Description	#	%	#	%	#	%	#	%	#	%
01	Missing Birthdate or outside 16-110	1	0%								
02	Less than 12 Hours of Instruction	59	26%	27	14%	6	21%	0	0%	0	0%
02a	Zero or Empty Hours of Instruction	54	23%	22	12%	4	14%	0	0%	0	0%
02b	Total hours between 1-11 hours	4	2%	5	3%	1	3%	0	0%	0	0%
03	No Highest Year of School/Degree Earned	35	15%								
03a	No Highest Year of School	32	14%								
03b	No Highest Degree Earned	8	3%								
04	No Gender	1	0%								
05	No Race/Ethnicity	4	2%								
06	Total Reported Labor Force Status	130	56%								
06a	Total 'Employed'	55	24%								
06b	Total 'Employed with notice'	0	0%								
06c	Total 'Unemployed'	59	26%								
06d	Total 'Not in Labor Force'	16	7%								
06e	Total missing Labor Force Status	101	44%								
08	No Pretest	94	41%	51	27%	0	0%	0	0%	0	0%

The top left shows you the **date and time** you ran the report, which is helpful when you're looking back at saved reports. It also shows you the **Agency** you ran it for. You can run it for specific sites, or break it out by site, which can be changed in the General Settings before you generate the report. Also displayed is the **Program Year**, which can also be changed in general settings.

Each Data Integrity item has an **Item** number that is the unique identifier for that item accompanied by a **Description** of that item.

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

NRS Federal Tables

Summary Information	Without PoP	2017-2018	PoP 1	PoP 2	PoP 3	PoP 4
Total WIOA Title II Learners	46	237	191	30	1	0
Learners Concurrently Enrolled in High School/K12	2	6	4	1	0	0
Total Learners eligible for WIOA Title II	44	231	187	29	1	0

		Last PoP or Current Enrollment		PoP 1		PoP 2		PoP 3		PoP 4	
Item	Description	#	%	#	%	#	%	#	%	#	%
01	Missing Birthdate or outside 16-110	1	0%								
02	Less than 12 Hours of Instruction	59	26%	27	14%	6	21%	0	0%	0	0%
02a	Zero or Empty Hours of Instruction	54	23%	22	12%	4	14%	0	0%	0	0%
02b	Total hours between 1-11 hours	4	2%	5	3%	1	3%	0	0%	0	0%
03	No Highest Year of School/Degree Earned	35	15%								
03a	No Highest Year of School	32	14%								
03b	No Highest Degree Earned	8	3%								
04	No Gender	1	0%								
05	No Race/Ethnicity	4	2%								
06	Total Reported Labor Force Status	130	56%								
06a	Total 'Employed'	55	24%								
06b	Total 'Employed with notice'	0	0%								
06c	Total 'Unemployed'	59	26%								
06d	Total 'Not in Labor Force'	16	7%								
06e	Total missing Labor Force Status	101	44%								
08	No Pretest	94	41%	51	27%	0	0%	0	0%	0	0%

In the Summary Information section: **2017-18 Total WIOA Title II Learners** are the number of students you have in the TOPS database (237)**. Learners concurrently enrolled in High School/K12** (6) are not eligible for Title II dollars and will be removed from Title II federal reporting, which gives you the final number (231): **Total Learners eligible for WIOA Title II** (if they have all their demographics entered, have a program enrollment, have a pretest, and reach 12+ hours of instruction). Students will be dropped from Title II federal reporting for items outlined in red on the left:

If they are missing any of the following:

- date of birth
- gender
- race/ethnicity
- pretest

If they have either of the following:

- a date of birth that means they are younger than 16 or older than 110 upon entry into ABS
- fewer than 12 hours of instruction

Items outlined in orange are included in federal reporting. Students 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 (Measureable Skill Gains)

Item	Description	Last PoP or Current Enrollment		PoP 1		PoP 2		PoP 3		PoP 4	
		#	%	#	%	#	%	#	%	#	%
09	No Post-Test	24	29%	25	53%	7	78%	0	0%	0	0%
09a	No Post-Test or HSE/HSD	23	28%	24	51%	6	67%	0	0%	0	0%
09b	No Post-Test and pretest below ASE High	22	27%	23	49%	5	56%	0	0%	0	0%
10a	Learners with a pre-/post-test pair	23	28%	22	47%	2	22%	0	0%	0	0%
10b	Learners with a pre-/post-test pair, but have not completed a level	11	13%	10	21%	1	11%	0	0%	0	0%
11a	Achieved Educational Functional Level Gain with pre- and post-testing	12	15%	12	26%	1	11%	0	0%	0	0%
11b	Achieved Educational Functional Level Gain with High School credits earned	0	0%	0	0%	0	0%	0	0%	0	0%
11c	Achieved Educational Functional Level Gain with Post-Secondary Outcome	1	1%	1	2%	0	0%	0	0%	0	0%
12a	Passed HSE	0	0%								
12b	Passed HSE but instructional program not HSE	0	0%								
12c	Passed HSE but Highest Degree Earned is HSE or higher	0	0%								
13a	Earned HS diploma	1	1%								
13b	Earned HS diploma but instructional program not HS diploma	0	0%								

Posttesting

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

Pre-Posttest Pairs

10a, 10b focus on pre-posttest pairs, which is typically the main way that ABS students make an EFL gain. 10a will show you how you're doing with testing current students. CCWD had the posttest goal of 60% for 2017-18. If you get to the end of a quarter with a posttest rate that is lower than 60%, this might prompt you to look back on your posttesting procedures and maybe even your attendance policies. If many of your program's students have a pre-posttest pair (10a) but are not making Level gains (10b), students 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 your attendance policies and instructional quality. You can run the DIR by class to see if some instructors are struggling. If you run NRS Table 4b, you can analyze gains at various levels and programs for students who have tested.

Educational Functioning Level (EFL) Gains

There are three ways to earn an EFL gain. The most common by far is via pre- and posttesting (11a). Oregon has not yet implemented earning an EFL gain via high school credits (11b), also called "Carnegie units". Students can achieve an EFL if they enter into postsecondary education (i.e. college) <u>after</u> they exit ABS (11c). The first column in the DIR displays how many students are in each of these areas during their most recent PoP. NRS Table 4 displays EFL gains in a single column (Col D) for the first PoP as well as aggregated with HSE completion for all PoPs (Col J). Table 4a will display EFL gain by type and is expected to be released in the 2018-19 program year.

High School Equivalency (HSE)

In Oregon, GED completion is the main form of High School Equivalency completion. A few programs have High School Diploma (HSD) programs. 12a shows how many students have completed their 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 you. Students 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. You should go check the accuracy of this information. It is possible that they completed a high school diploma or higher in their own country and then completed a HSE in the United States, which would mean the data is correct. When students enter your program, make sure that students are marking whether they completed their previous education inside or outside the United States. HSE is reported in Col E of NRS Table 4, which includes GED completers and High School Diploma completers.

High School Diploma (HSD)

This is similar to HSE, but 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 you if you expect all HSD students to be declared as enrolled in a 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	Learners with only One Period of Participation	278	97%								
14b	Learners with More than One Period of Participation	10	3%								
15a	Learners with 90-97 days between Dates of Service	8	3%	7	2%	1	10%	0	0%	0	0%
15b	Learners with 83-89 days between Dates of Service	1	0%	1	0%	0	0%	0	0%	0	0%
16	Learners enrolled in Integrated Education and Training (IET)	3	1%								
17	No Primary Goal	11	4%								
18	No Secondary Goal	17	6%								
19	Learners with at least one Barrier to Employment	259	90%								
19a	Learners with Multiple Barriers to Employment	126	44%								
19b	Learners with No Barriers to Employment	29	10%								
20	Learners Co-enrolled in WIOA Titles I, III, or IV	23	8%								
21	Learners with a pretest in the conservative estimate range	22	8%	22	8%	0	0%	0	0%	0	0%
22a	Learners with a pre-/post-test pair but less than 40 hours of instruction	3	1%	7	2%	0	0%	0	0%	0	0%
22b	Learners without a pre-/post-test pair but more than 40 hours of instruction	68	24%	66	23%	2	20%	0	0%	0	0%
22c	Learners without a pre-/post-test pair but more than 70 hours of instruction	24	8%	24	8%	0	0%	0	0%	0	0%

Periods of Participation (PoPs)

PoPs are examined in 14a and 14b. In Oregon, approximately 96% of students with at least 12 hours had only one period of participation in 2017-18. If you find that more than 10% of students have more than one PoP (14b), then you may want to look into your attendance uploads. If you have not uploaded attendance recently, then you might artificially create a PoP for a student because that student doesn't have any record (attendance or test) in the last 90 days. State policy requires that you upload data at least every 30 days. Ideally, programs would upload every other week and use Daily Attendance record types, which means that the program uploads one record per class attendance rather than one record of the total hours since the last upload (Update record) or one record of the total hours that the student has for the year (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. Further information on PoPs can be found in the ABS Policy Manual.

Days Absent

15a and 15b tell you how many days the student has had since their last student activity record (attendance or test). This is most accurate when attendance is uploaded frequently and when Daily Attendance records are used. 15a tells you that a student has recently met the 90 day threshold of no activity that creates a new PoP if they return. 15b basically tells you when a student is gone almost long enough to create a PoP (15b) by reaching 90 days of absence. You can use this to reach out to students before they have two PoPs, which means you'd be required to demonstrate 2 MSGs in order to be at 100% of PoPs with MSG versus one long PoP with only one MSG required to be at 100% of PoPs having MSG.

Integrated Education and Training

This is how many students have been marked as having the Special Program, Integrated Education and Training (IET). If you have an IET program, then you should expect to see a count of students in this category.

Goals

Per State policy, programs must record learners' short term (primary) and long term (secondary) goals on the entry record, and the DIR flags when students leave these blank (17 & 18). Just a reminder that goals must be chosen by the student (e.g. the program may not automatically select "Improve English Skills" as the short-term goal for all ESL students). Please see section 1.3 "Oregon-Specific Definitions & Interpretations" for what is and isn't allowed to be recorded as a student goal.

Since this is not a federal requirement, some programs drag their feet a bit about goal setting during orientation. Collecting goals helps students be aware of their purpose and direction. We encourage programs to make goal-setting a meaningful part of orientation and include goal review as part of their program practice. Recording Goals in TOPS helps the State advocate for ABS students in front of the legislature. It can also help local the local providers in the following ways:

- Student Advocacy within own institution
- Program Development according to student needs
- Program Development with WIOA Partners
- Professional Development within program

Barriers to Employment (B2E)

Barriers to Employment are collected by all WIOA partners and will be used to adjust performance outcomes based on the numbers of barriers the population being served faces. Approximately 90% of Oregon's Title II participants should have at least Barriers to Employment (B2E) (19). This is because all ABE students should be reported as having "Low Levels of Literacy" as a B2E and all ESL students should be reported as having "English Language Learner" as a B2E. Additionally, all

students in correctional programs (Sec 225 programs) should have "Ex-Offender" as a B2E. While some B2E can be identified by staff, others, like "Cultural Barrier" can be explained by staff, but must be chosen by the student. The vast majority of our participants should have at least one Barriers to Employment (B2E) marked in TOPS. See the section on Barriers to Employment for how to update these.

Similar to collecting goals, collecting data on Barriers to Employment is an opportunity for students to identify challenges they might face during their program, and ideally resources available to help with those challenges. Like goals, data on barriers to employment can be used to advocate for students, leverage funding, and inform professional development.

Co-enrolled with other WIOA partners.

Some states use TOPS 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 providers.

Testing

Conservative Estimates (21)

Students who pretest in the conservative range (data element 21) have a test score that tells the provider that the test was too easy. Per Oregon policy, 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. Per Oregon Policy, you must send documentation for why you have posttested a student with CASAS, BestPlus, or TABE before they have 40 hours of instruction. The 40 hour policy does not apply to GED testing. The point of this flag is to notify local programs and the State Research Analyst of patterns of students testing too early so that it can be corrected. If you have many students in this category, please check into assessment procedures or policies that are allowing students to be posttested before 40 hours or to be reported in TOPS as being posttested before 40 hours. Note that if test scores are input into TOPS before student contact hours are updated, it is possible that students are being flagged as having a posttesting before 40 hours even though they have had 40 contact hours. Frequently loading attendance data in TOPS prevents TOPS from erroneously flagging students in the Data Integrity Report.

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

These students are eligible to posttest but not necessarily ready. Please refer to your local assessment policy to make sure your program has procedures in place for identifying eligible vs. ready students. Also consider your current posttest rate (10a) to see if you are on track to meet the State target of 60% posttested by the end of the program year. Many programs struggle to maintain a balance between posttesting enough (10a) but not posttesting too soon (10b). NRS Table 4b shows if

students are making gains when they posttest. If you run NRS Table 4b, you can analyze gains at various levels and programs for students who have tested.

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

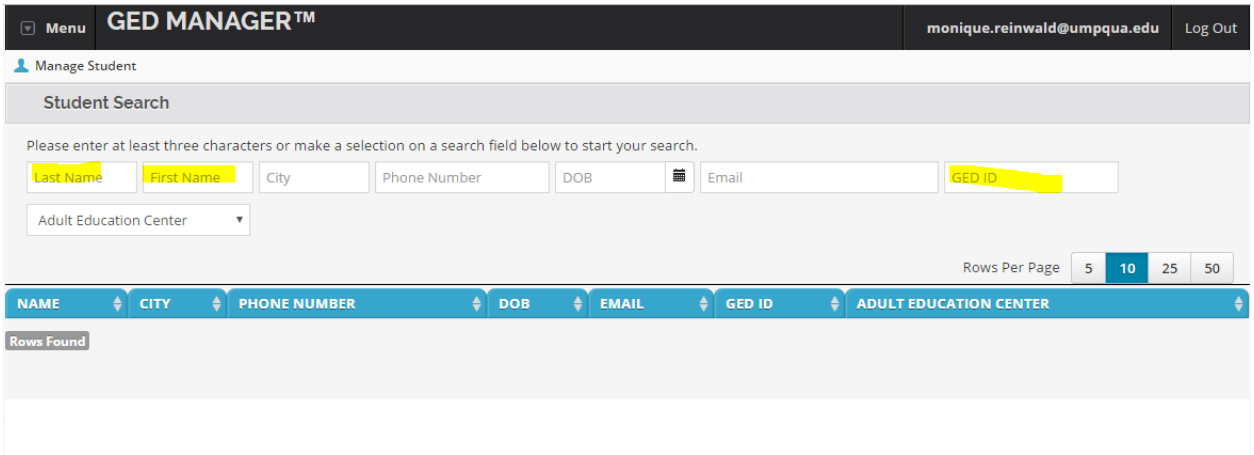
CASAS recommends 70-100 hours of instruction before posttesting. This data element (22c) identifies students who have made it to 70 hours and are not only eligible (40+ hours) but most likely ready to test. Look into your testing procedures to see how these students slipped through, or use this to identify students to test during the next testing block. Also consider whether the 70+ hours are in the same subject or spread across multiple subjects. The 70 does not have to be in the same subject since subjects like Speaking and Listening help each other; on the other hand, if 30 hours are in math and 40 in reading, you may want to consider if the student is truly ready.

4. ONGOING UPDATES

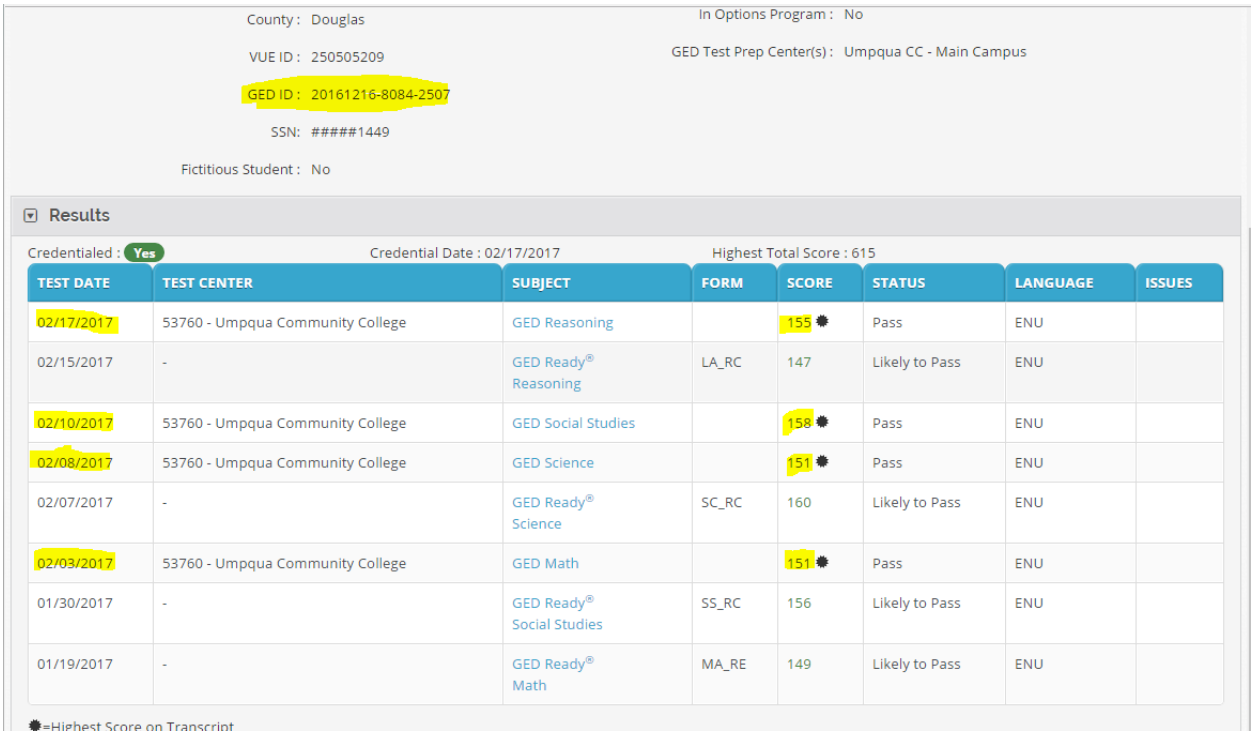
4.1. GED COMPLETER

How to Enter a GED Completer into TOPS

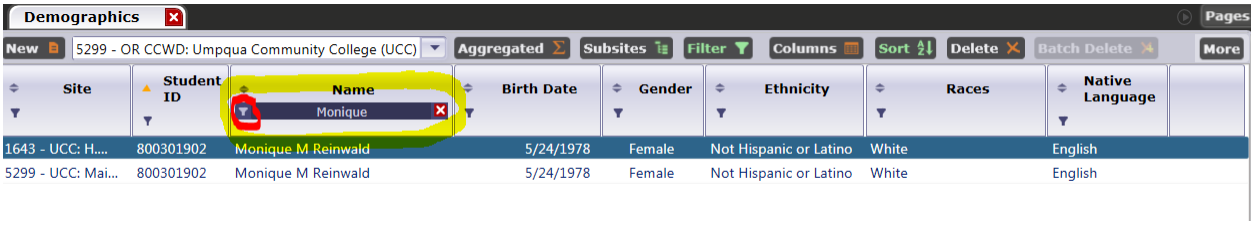
1. Go to GED Manager and search student by last name, first name, or GED ID.



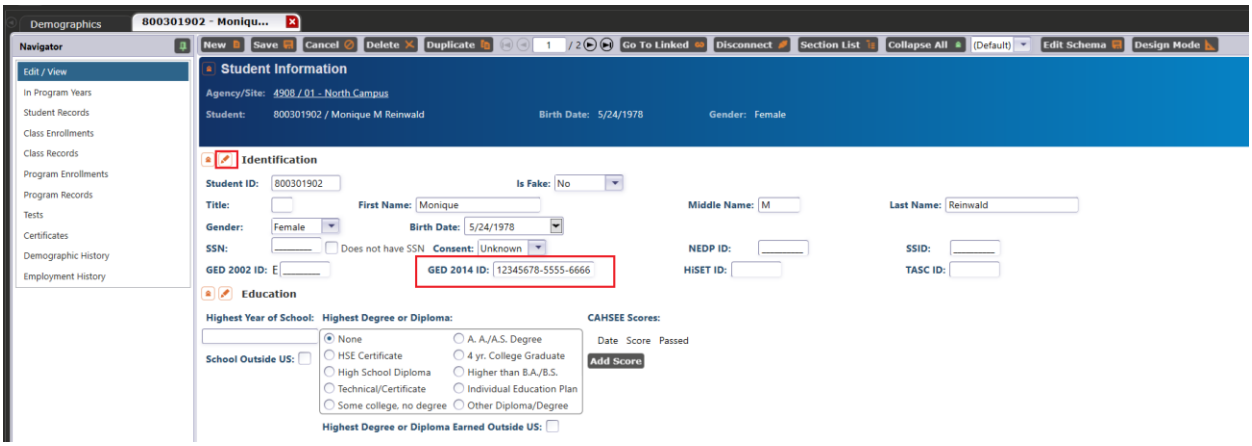
2. Find the GED ID and all 4 GED Test passing scores in GED Manager.



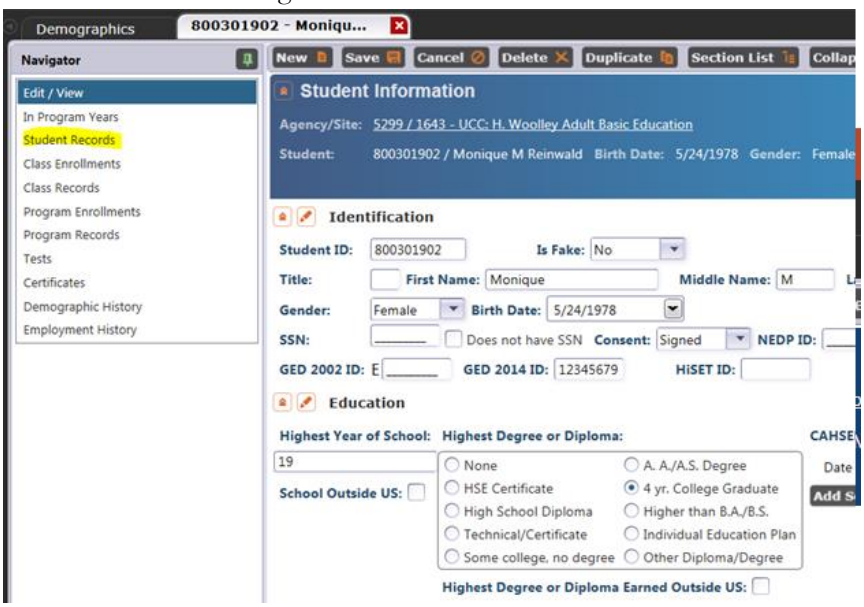
3. Open TOPS in the Navigation Bar at the top select Records →Students→ Demographics this will pull up the demographic list so you can search for your student. Click on the filter icon that is circled in red (this will allow you to look up your student by first name or last name). Double click on the student name.



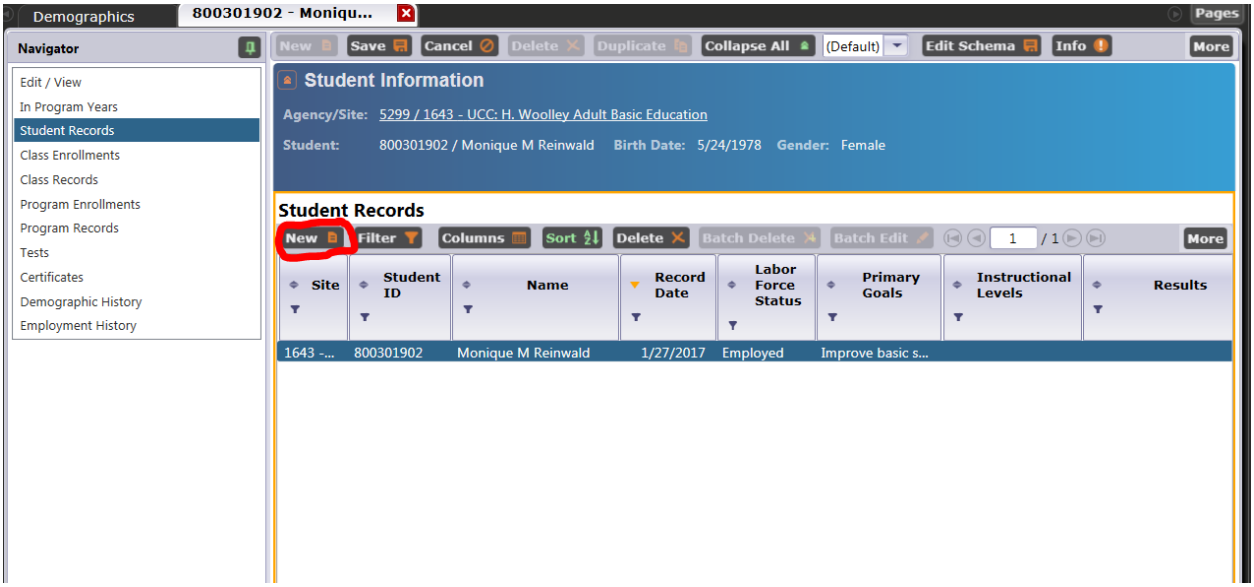
4. This will open up the student information page with all demographic information. Click the highlighted pencil next to the identification heading, which allows you to edit the section and fill in the student's GED 2014 ID in the identification section. Make sure the GED 2014 ID has all the appropriate dashes. If you do not put in dashes, the State cannot use it for data matching. Then click Save in the top toolbar.



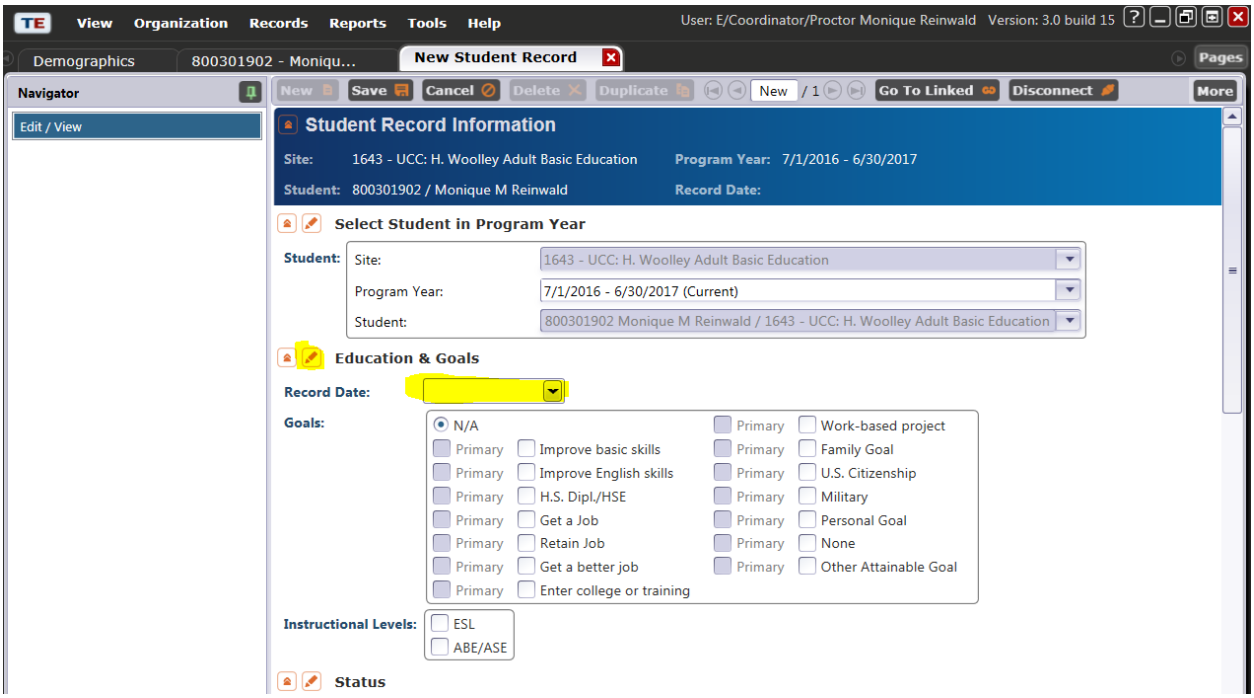
5. In the Navigator Bar on the left Click on "Student Records."



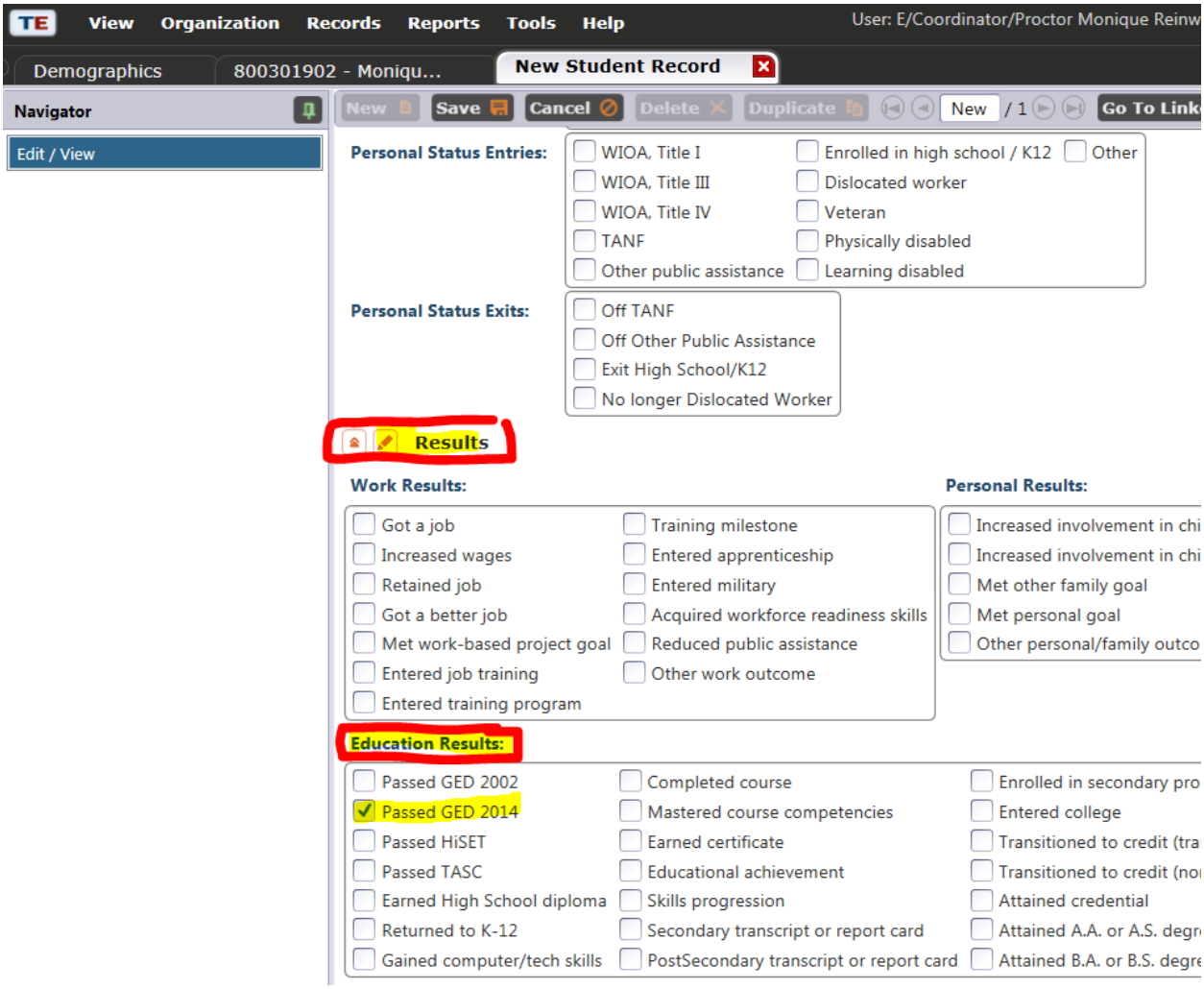
6. Select "New" to the left to create a new student record.



7. Select the pencil next to Education & Goals and then enter the date when the student's final GED test was taken and passed because this is their 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.



8. Scroll down the page until you find the "Results" heading. Select the pencil tool so you can edit the results section. Under the Education Results place a check mark in the box for Passed GED 2014. Then click save in the top toolbar.



You have successfully entered a GED Completer. At this time, enter an exit reason for them if they do not plan on returning for further services. TOPS will automatically exit students, so there is no need to update their "Program Status" or "Date Exited Program".

4.2. ENTERED POSTSECONDARY

Marking "Entered Postsecondary" in TOPS

Exiting ABS and then entering postsecondary education or training counts as an Educational Functioning Level Gain in NRS Table 4 (federal reporting).

To record that a student has entered postsecondary education or training, you can mark the results under Student -> Records.

Make sure the record date reflects when the student entered postsecondary education or training.

Education Outcomes	Entered College
	Attained A.A or A.S degree
	Attained B.A or B.S degree
	Entered graduate studies
	Attained post graduate degree
Occupational Outcomes	Attained credential
	Ocupational skills licensure
	Ocupational skills certificate

If the ABS exit date is before the record date for above options for "entered postsecondary" then it will count as an EFL gain in Table 4.

4.3. EXIT REASON

Background Information

Ideally, every student in TOPS will have an exit reason, even if that exit reason is marked as "Unknown". Programs need to mark this for two reasons:

1. **It is helpful for programs to have this data to inform program management**. For example, if many students are exiting because of lack of child care, then the director can use this information when applying for the GED wrap-around grant to pay for childcare during GED classes. This data can be used to seek funding and support within the college and from outside stakeholders or funders.

2. **It is required for federal reporting**. Students who exit for a few very specific reasons will be dropped from federal reporting. The Exit Reasons leading to Exclusion must be marked in TOPS to comply with federal requirements.

Exit Reasons Leading to Exclusion

The short list of exit reasons that will exclude students from federal reporting are as follows:

- 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 he or she has become **incarcerated** in a correctional institution or has 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.

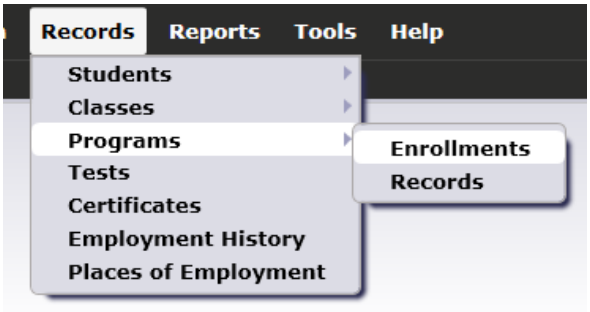
The participant exits the program because **of medical treatment** and that treatment is expected to last **longer than 90 days** and precludes (i.e. prevents) entry into unsubsidized employment or continued participation in the program.

The participant is **deceased**.

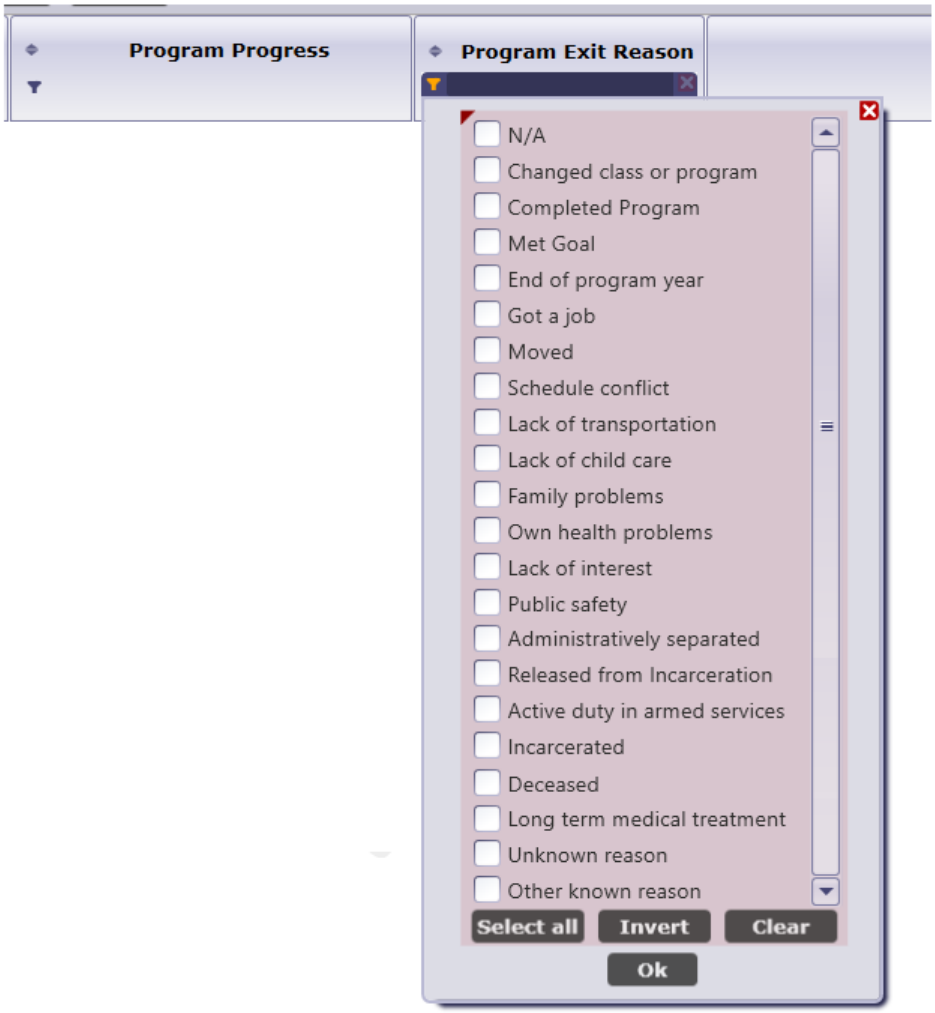
The participant exits the program because the participant is a member of the National Guard or other reserve military unit of the armed forces and is **called to active duty for at least 90 days**.

Exit Reason in TOPs

The full list of exit-reasons is displayed below and can be found under Student's Program Records. Once you're in TOPS, go to Records→Programs→Enrollment:

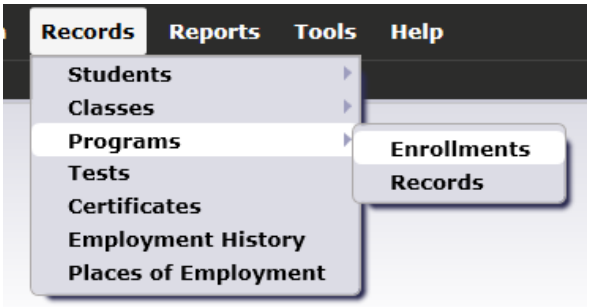


You should see "Program Exit Reason". If you click the filter button (funnel), then you will see a full list of possible exit reasons and you can filter by one, if needed.



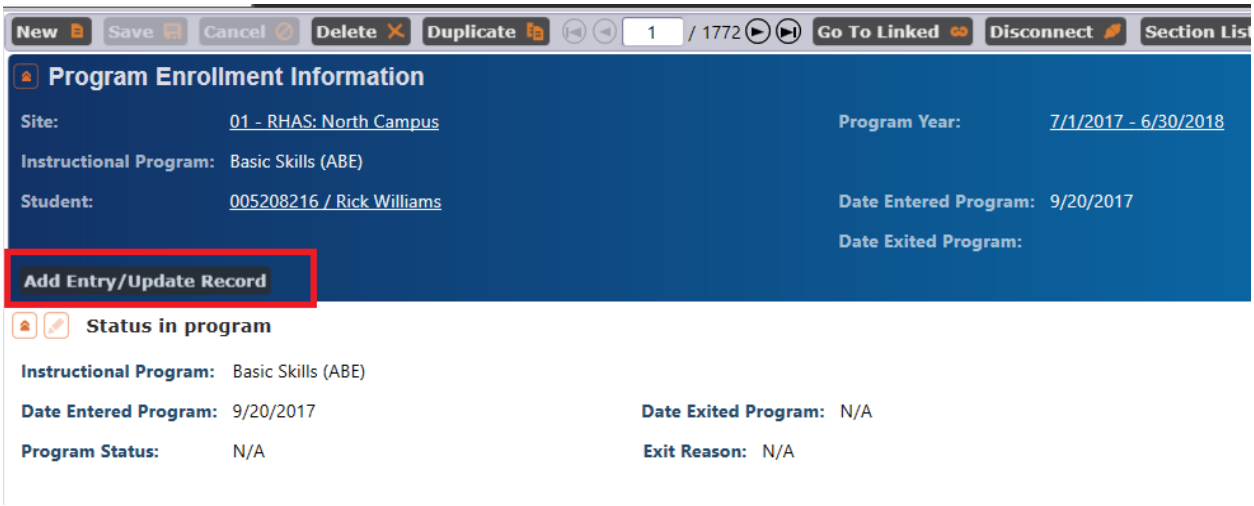
Marking Exit-Reason in TOPS

In order to change a student's exit reason, pull up program enrollments:

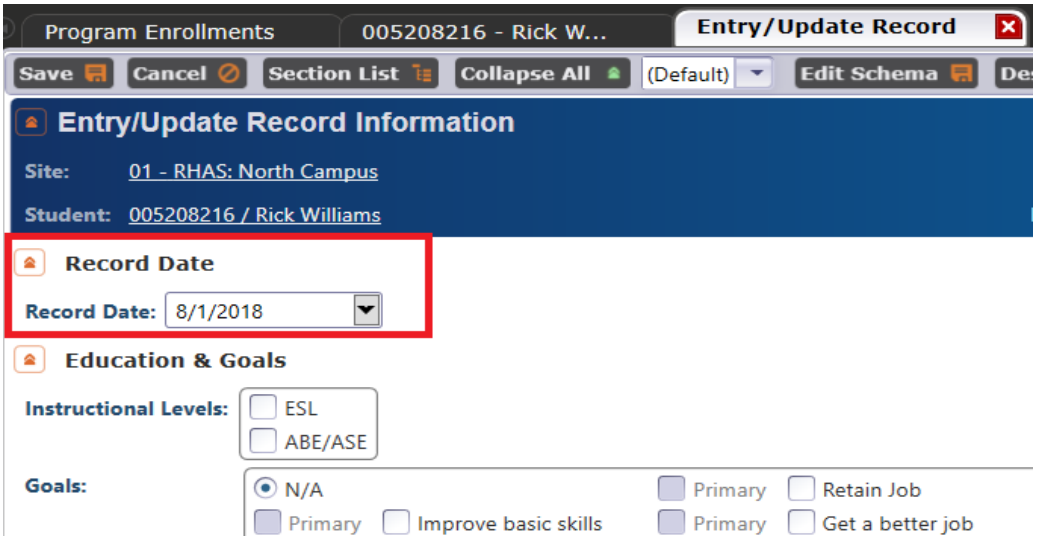


Double click on the student record you want to change to open it.

Once open, click on "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:



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. TOPS will fill this in once the student is gone (i.e. no data uploads for this student) for 90+ days and their last date becomes their official exit date.

Leave the "Program Status" portion blank. If you mark "Retained in Program" it could potentially mess up the exit date. Do not mark this.

5. END OF YEAR ACTIVITIES

5.1. DATA VALIDATION

Data Validation

End of Year Data Validation & Report Activities
Activities

- ☐ Review July Data Audit feedback from CCWD Research Analyst
- ☐ Input GED IDs and SSNs into TOPS by July 13 for CCWD Research Analyst to do GED data matching
  - GED IDs should have dashes
  - SSNs should not have dashes
- ☐ Follow up with all students possible that are being dropped for missing data
- ☐ Review NRS Tables Summary Audit for drop reasons
- ☐ Update TOPS student data by July 31 (or date published on the reporting calendar)
- ☐ Record GED completers in TOPS from list that CCWD Research Analyst provides from data match

5.2. REPORTS AND DATA TO GENERATE & SAVE

You will want to save the raw data at the student level as well as aggregate program level data.

- Save final copies of data, tables, and reports for the program year by July 31.
- Save reports in both PDF and Excel versions, as available.
- Print and give your director/dean/other staff these reports.

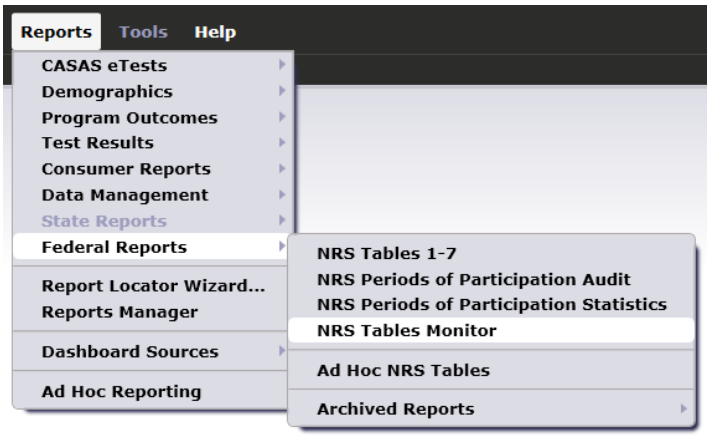
Reports

- NRS Tables (1, 2, 3, 4, 4b, 4c, 6) (Tables 2a and 4a starting in 2018-19)
- 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

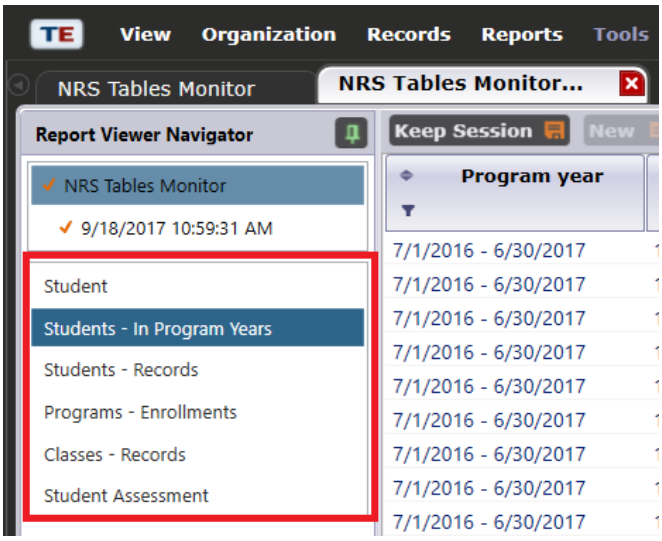
- Students—In Program Years
- Student—Records
- Program—Enrollments
- Class—Records
- Student Assessments

In order to get the raw, student level data, first, run the NRS Tables Monitor Report for the year you desire.



It will default to the current year, so you will most likely have to go back and select the previous year. Then select "Generate". This report will pull all the information at the student level. It won't display any information up front because the report will be too many pages. That's ok. Once it finishes loading, select the "Export" button and export the document, saving it as an excel document. It will default to PDF, so you will have to explicitly select Excel.

Next, you'll want to run reports from the Report Viewer Navigator.



Student—In Program Years

Use the Report Viewer Navigator to select "Student—In Program Years" in the Monitors Report.

Right click on the grey ribbon at the top where the column names exist. To add a variable, click "Show ____". It will appear to the right of where you clicked.

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

Export the results as an excel file. You may have to wait a few minutes for it to load before it will export. Save as "Student Demographics" with the year on the end (e.g. "Student Demographics 2016-17").

Student—Records

Use the Report Viewer Navigator to select "Student—Records" in the Monitors Report.
Add the following variables:

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

Export the results as an excel file. You may have to wait a few minutes for it to load before it will export. Save as "Student Records" with the year on the end.

Program—Enrollments

Use the Report Viewer Navigator to select "Program—Enrollments" in the Monitors Report.

Add the following variable:

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

Export the results as an excel file. You may have to wait a few minutes for it to load before it will export. Save as "Program Enrollments" with the year on the end.

Class—Records

Use the Report Viewer Navigator to select "Classes—Records" in the Monitors Report.
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. You may have to wait a few minutes for it to load before it will export. Save as "Class Records" with the year on the end.

Student Assessments

Use the Report Viewer Navigator to select "Student Assessment" in the Monitors Report.
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. You may have to wait a few minutes for it to load before it will export. Save as "Student Assessments" with the year on the end.

6. SETTING UP THE NEW YEAR

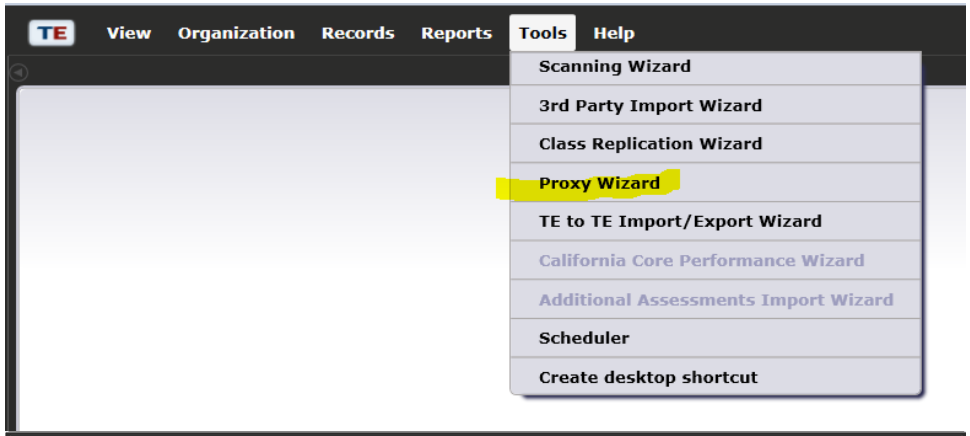
6.1. PROXY RECORDS

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

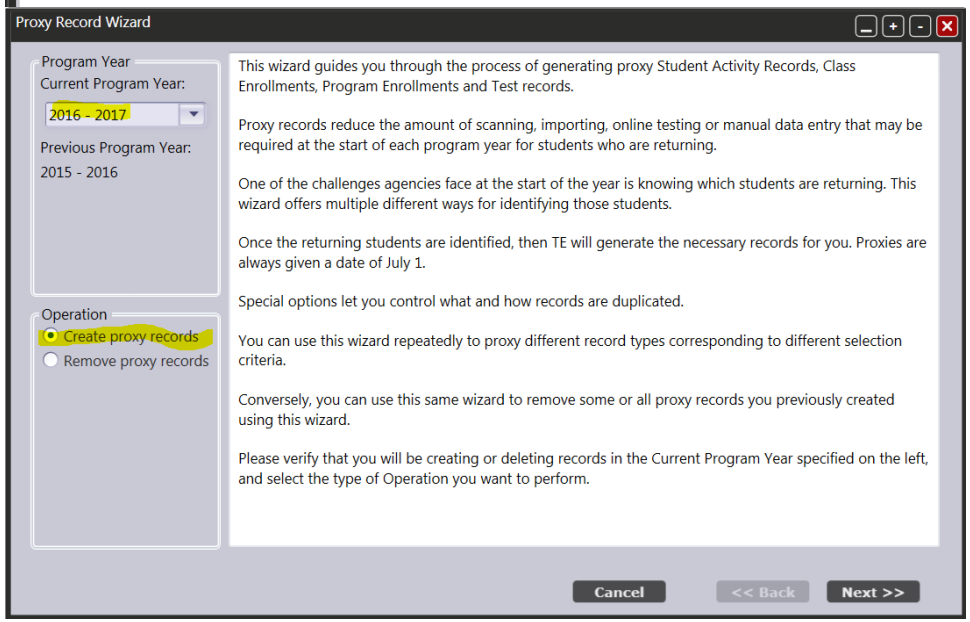
- Assessments administered within the appropriate window of time in one program year (April 1-June 30, if the student re-enters the program by October 15th) may be proxied forward to the subsequent program year by utilizing the TOPSpro proxy function. Entry records may also be created using this proxy function to eliminate the need to complete new Scantron entry record forms for programs that use Scantron forms.
- When the TOPSpro proxy function is initiated by a user, TOPSpro 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 will create proxies. TOPSpro proxies all test forms used in Oregon. Also, the TOPSpro 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 new program entry and/or assessment) is through use of the TOPSpro 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,

Click on TOOLS from the menu bar, then select PROXY WIZARD from the list.

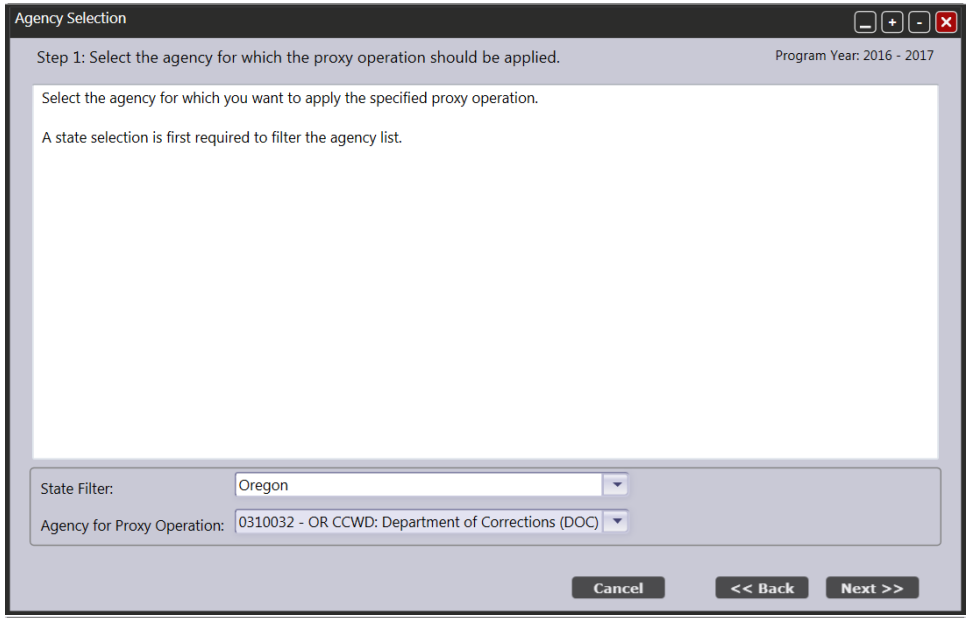


Unless you need to remove previously created proxy records, keep the defaults on this screen and click on the NEXT button.



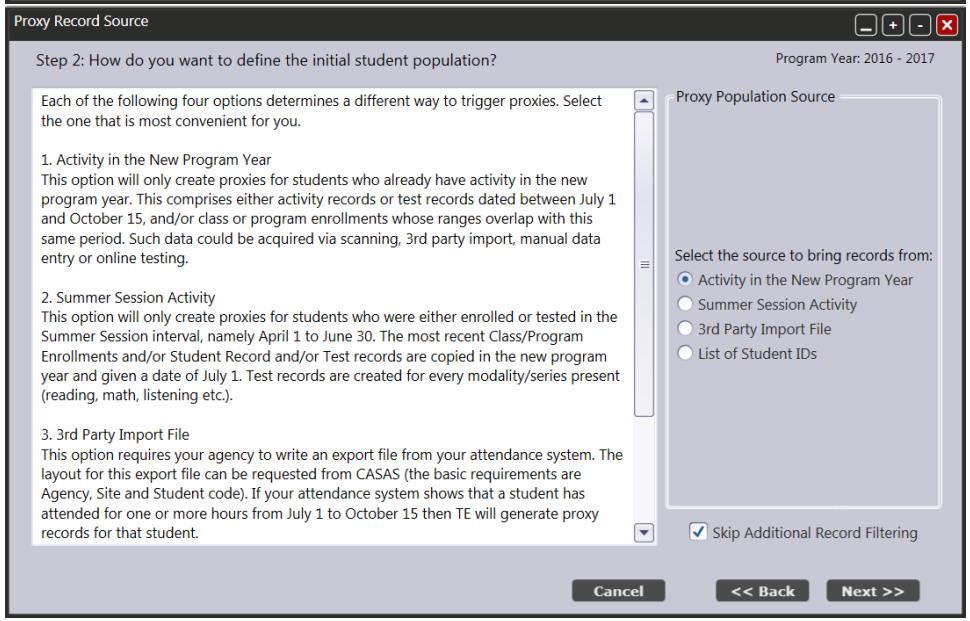
If you have access to multiple Agencies, you may need to change this value.

Otherwise, click on the NEXT button.

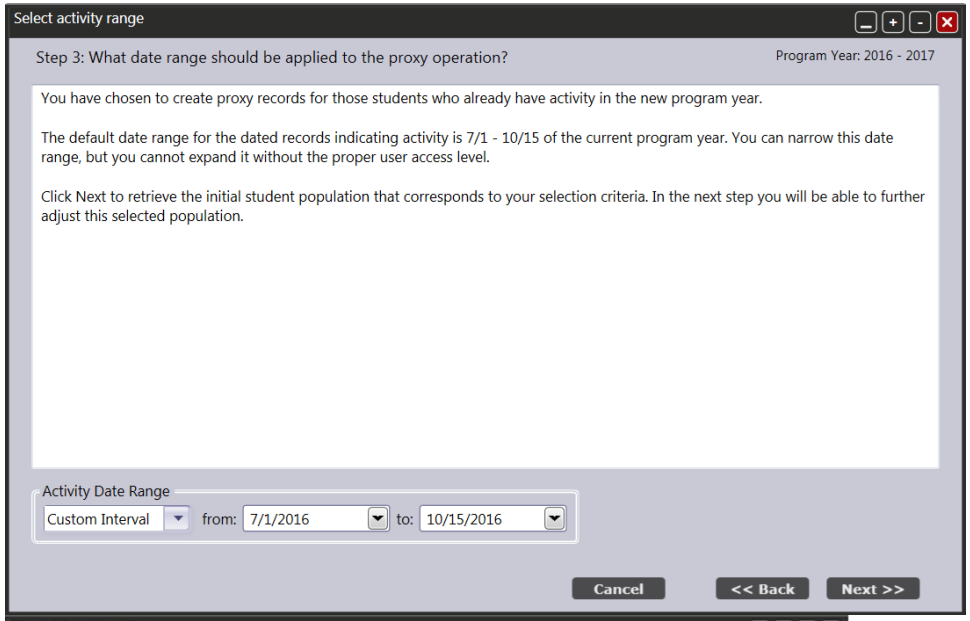


Accept the default source of "Activity in the New Program Year". Advanced users may find an alternative need to use the other options.

Hint, unchecking the 'Skip Additional Record Filtering' box, will eliminate a couple of NEXT clicks…

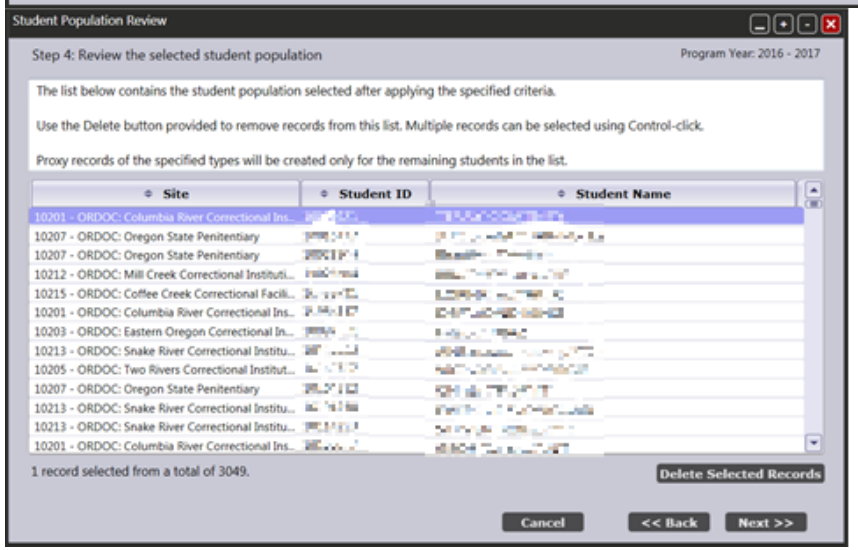


Another NEXT click…



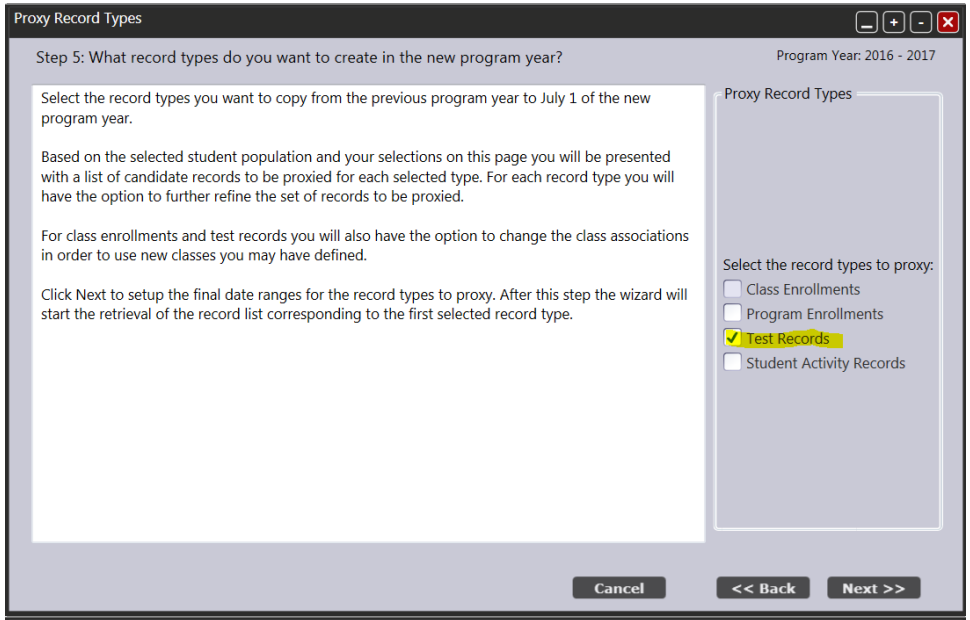
Another NEXT click…

Unless you need to remove specific individuals from the proxy process.



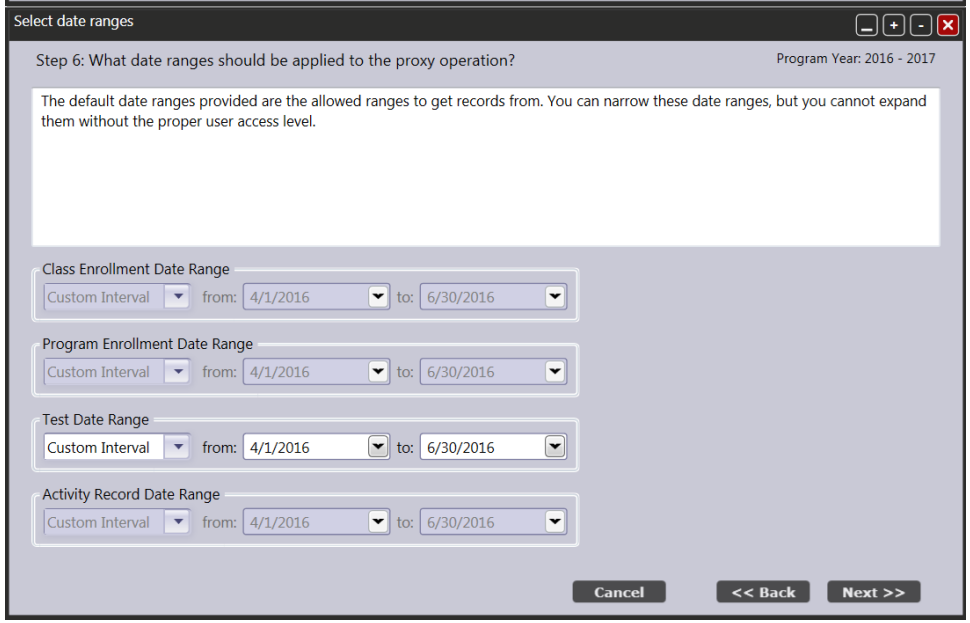
Check only the 'Test Records' box to create the new proxy records. Then click the NEXT button.

You could also proxy class enrollments and program enrollments in order to save you from having to create these by hand for the next program year. This is particularly useful if you have a summer term that runs from June through July or August since you'll need the same class and program records in both program years.



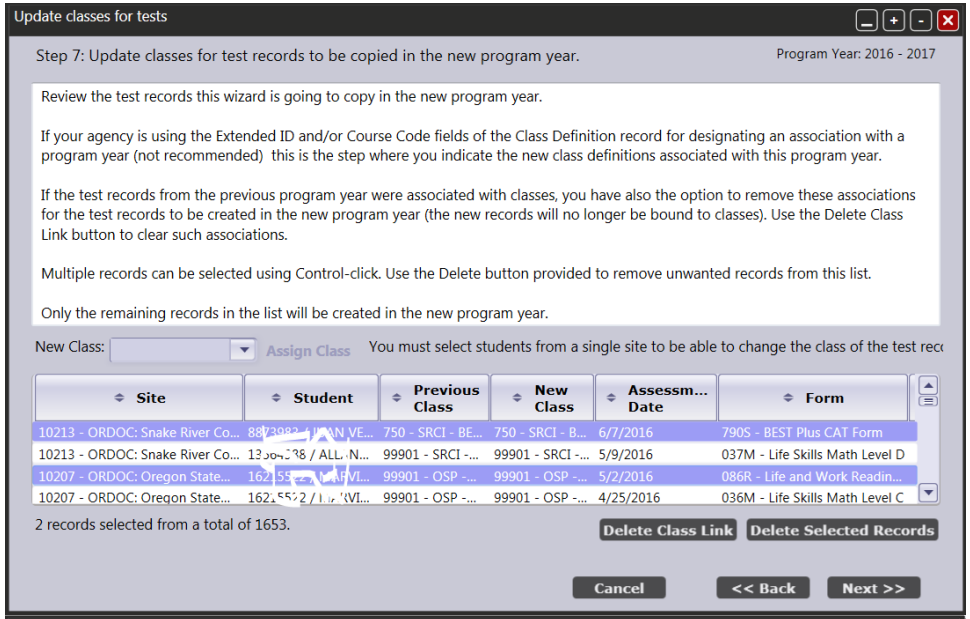
Another NEXT click…

The default values are set by state policy.



This screen allows you to change the class assigned to the learners test record. You may have a use for this feature.

Most likely, another NEXT click…

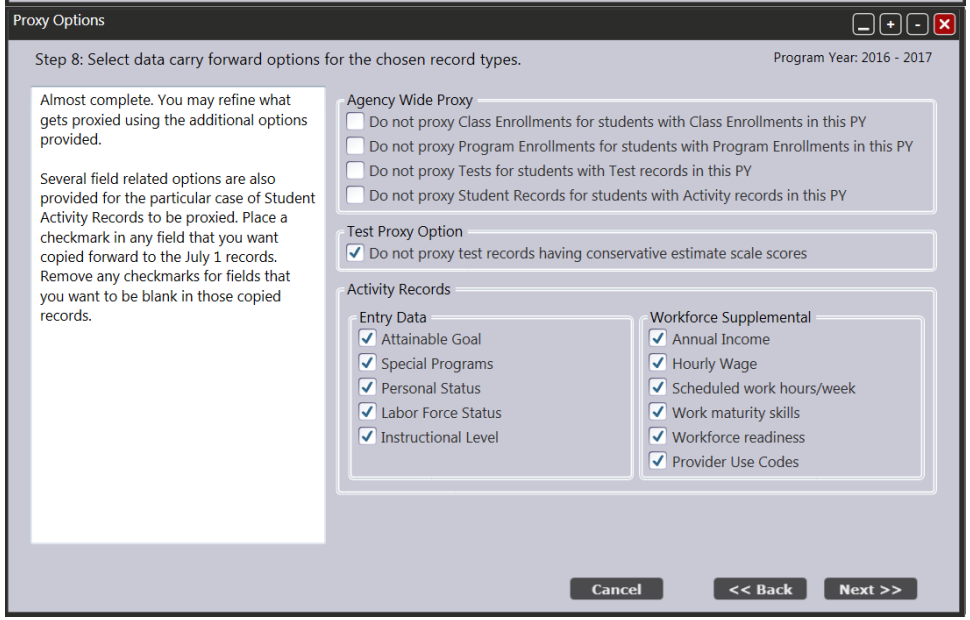


In the Agency Wide Proxy section, the only option you may want to select would be,

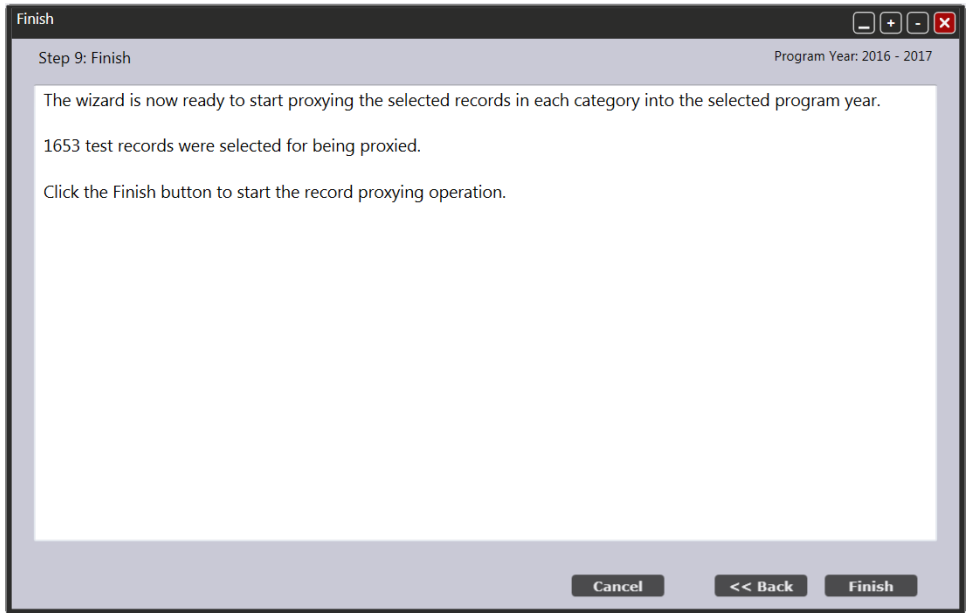
'Do not proxy Tests for students with Test records in this PY'

Click the NEXT button.

The items checked in the Activity Records section do not apply to Test Proxies, so you can leave them as is.



Finally, you click the FINISH button.



Reports generated during the Proxy Wizard Process

The Summary Report will give a site by site count of records processed by the wizard. Key on 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 detail information for each record evaluated. 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	127[illegible] / [illegible]	99901 - CRCI - ODOC - Assessment Section	99901 - CRCI - ODOC - Assessment Section	4/29/16	035M - Life Skills Math Level C	Created	

This one is an example of a new record that was dropped due to being a Conservative Estimate.

Test Records

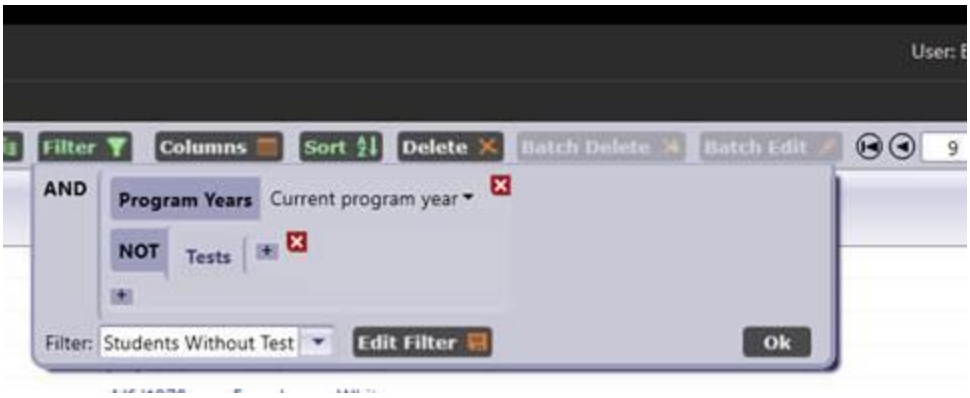
Site	Student	Previous Class	New Class	Test Date	Form	Status	Details
0310032 / 10213 - ORDOC: Snake River Correctional Institution	[illegible] / [illegible]	99901 - SRCI - ODOC - Assessment Section	99901 - SRCI - ODOC - Assessment Section	5/24/16	037M - Life Skills Math Level D	Existed	
0310032 / 10213 - ORDOC: Snake River Correctional Institution	[illegible] / [illegible]	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	[illegible] / [illegible]	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 NEW PROGRAM YEAR

Missing Tests

You will need to find anyone who is a missing test in the current program year, if anyone, and test them.

Go to: Records→ Students → Program Years
Click on the green "filter" button on the top ribbon and add a filter for "Students without Test" from the dropdown menu.

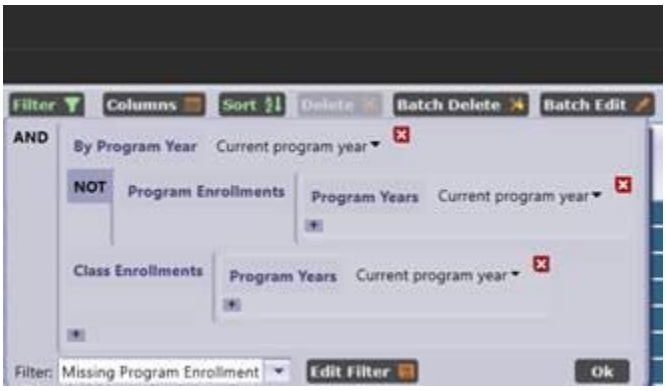


The students in this list will need to be retested.

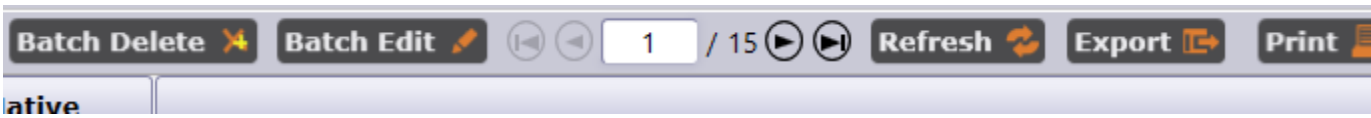
Missing Program Enrollment

You can find and update a whole group of students who are missing their program enrollment. If your institution does a 3rd party import, you might not be missing any. It's good to check though.

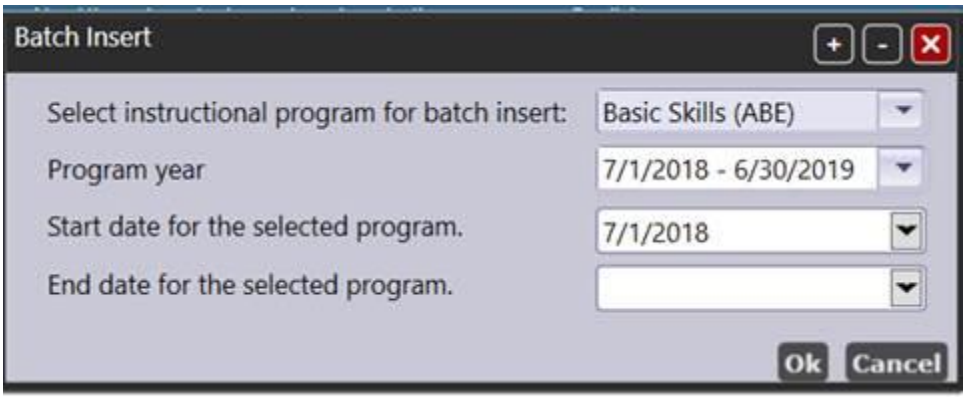
- Go to Records -> Demographics.
- Filter for missing program enrollment



- Hold the Ctrl key and select multiple records in the Test Lister who has the same program enrollment.
- Click the More button then Miscellaneous.



- Select Batch Insert then Student in Program.



- Click OK

6.3. CREATING CLASS INSTANCES FOR THE NEW YEAR

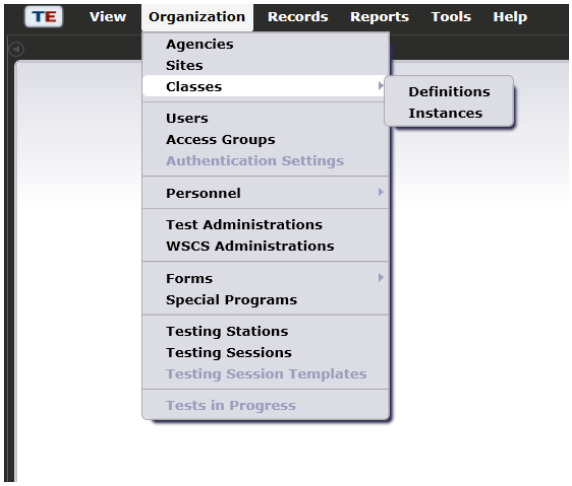
If you import your classes from a third party, you don't need to follow these instructions. You *DO* need to make sure that each and every class instance has a unique Class ID.

If you are manually creating classes in TOPS, it's a two-step process.

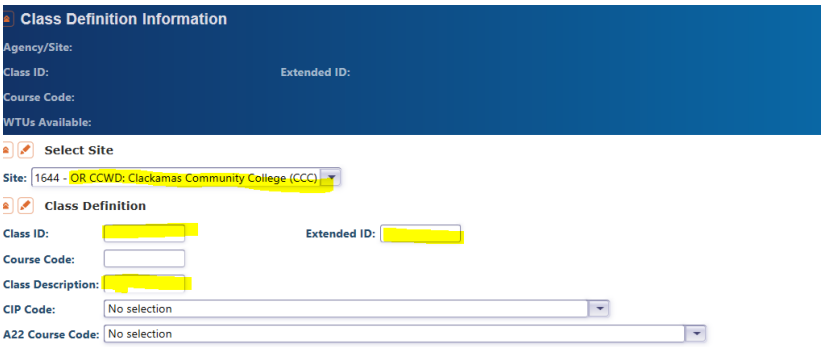
1. **Set up the Class Definition.** You only need to set this up once for each classes because usually classes are repeated each year. And you can re-use class definitions
2. **Create the Class Instances** for each program year using the Class Definitions.

Set Up the Class Definitions

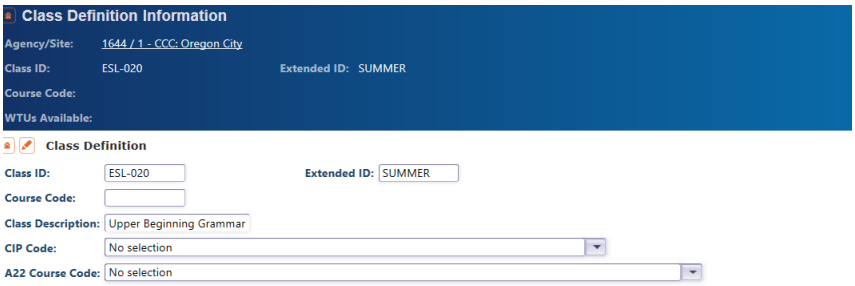
1. Go to Organization – Classes – Definitions



2. Click New to create a new class definitions



3. Fill out the yellow highlighted cells



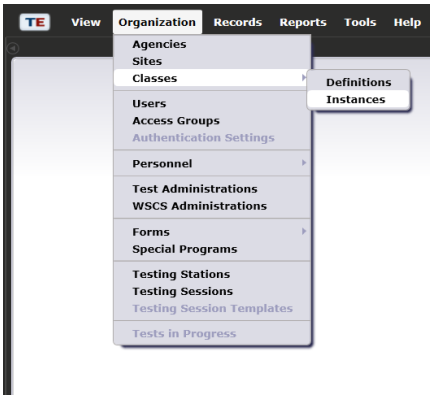
4. This class definition will be used for each summer for this class.
    a. You do not need to create this again.
    b. The extension id shows which term this class definition will be used.

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

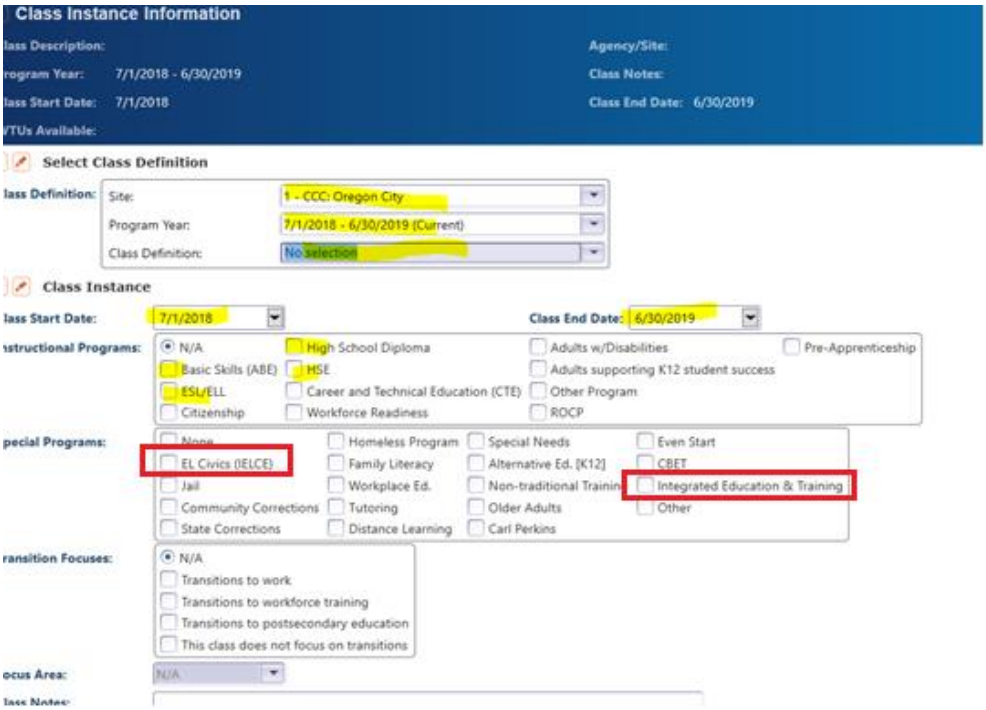
5. This part is done.

Set Up the Class Instances

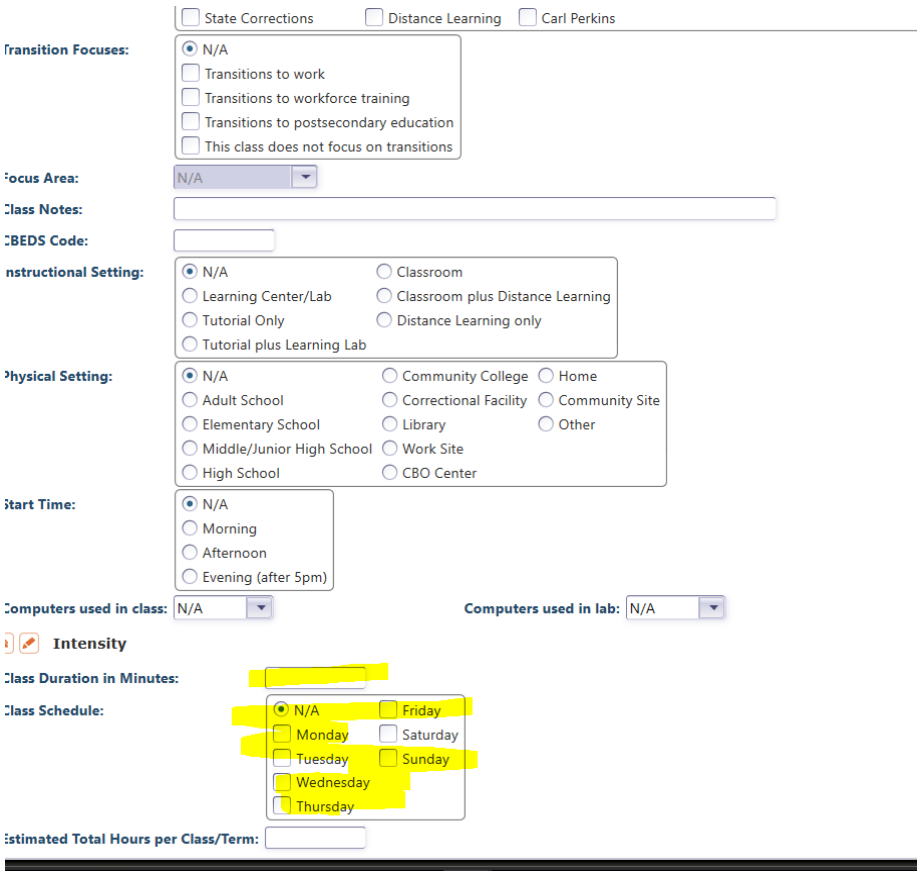
1. Click Organization -- Classes – Instances



2. Add new
3. Fill out the information that you need.
    a. Site
    b. Program year
    c. Class definition will be pulled in from Class definitions (that's why you need to set up the class definition before. If you have a class definition from previous year, it will be there)
    d. Add start and end date
    e. Add instructional programs
    f. Mark any Special Programs (like IET or IELCE) that apply to the whole class.



g. "Class duration in Minutes" and "class schedule" are important because this will show up on the attendance entry.



h. Add any other information, but those are only for your information