



Nevada Adult Basic Education

ABE ADMINISTRATOR'S HANDBOOK

SECTION 3: ACCOUNTABILITY

Data Collection and Reporting for Literacy/ESL Programs

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- *Reporting portions were developed by Dimi Jefferis and Ken Zutter.*
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INTRODUCTION

This purpose of this Accountability Section is to delineate the policies and procedures for data collection and reporting for programs funded through the Adult Education and Family Literacy Act (AEFLA-funded programs) in Nevada. It addresses the collection of valid and reliable data for ABE students through the use of:

- ✓ CASAS (Comprehensive Adult Student Assessment System)

and the reporting of such data through the software program:

- ✓ TOPSpro (Tracking of Programs and Students)

These policies and procedures are derived from and consistent with:

- current federal legislation and regulations,
- state policies and procedures,
- [Nevada Assessment Policy Guidelines](#),
- requirements of the NRS (National Reporting System)¹, and
- the *NRS Data Quality Standards for Adult Education*.

Any program deviations from policies outlined in this handbook must be authorized for the program in writing by the Adult Education Office, Nevada Department of Education. Any one-time exceptions to any of the policies outlined in this handbook must be documented in student or institutional records.

Notes on usability:

- **Some Nevada State policies are presented in bold green text for readability and ease of use.**
- The term “instructor” refers to any adult educator who provides instruction one-on-one, in small groups, or in large groups.
- [Nevada’s TOPSpro Data Dictionary](#) contains instructions and definitions for coding TOPSpro forms.
- [Nevada’s ABE/ESL Glossary](#) contains definitions of frequently used ABE/ESL terms.
- Programs should periodically review the Web sites included in this document for updated information.

¹ The National Reporting System (NRS) is an outcome-based reporting system for the state-administered, federally funded adult education programs. It includes outcome, descriptive, and participation measures designed to assess the impact of adult education instruction, methodologies for collecting data on the measures, reporting forms and procedures, and training and technical assistance activities to assist states with implementation.

More information can be accessed from the main [NRS Web Site](#), which contains links to:

The main [National Reporting System Web Site](#) also includes links to other information and tools, such as:

- NRS Implementation Guidelines and related documents: <http://www.nrsweb.org/foundations/>
- Training webinars, and online courses: <http://www.nrsweb.org/trainings/>
- Guides on data quality and use: <http://www.nrsweb.org/NRSwork/>
- At [Guidance for Collecting the Followup Measures](#), the NRS provides guidelines, procedures, and responsibilities for conducting follow-up surveys on student outcomes

PART I: GENERAL INFORMATION ON ACCOUNTABILITY AND RECORDKEEPING

To ensure compliance with federal legislation and regulations, state policies and procedures, the requirements of the NRS, and the *NRS Data Quality Standards for Adult Education*, all adult education programs funded through the Adult Education and Family Literacy Act (AEFLA) are required to collect and accurately record student data as described in this section of the *ABE Administrator's Handbook*.

SECURITY OF INFORMATION

For current policy on the security of information, see:

[Security Policy When Using Documents and Excel Worksheets to Track Attendance](#)

ACCOUNTABILITY FORMS

Nevada Policy: All student data and records, be they paper or electronic, must be kept in such a manner as to be easily accessible for a minimum of three fiscal years after the end of each fiscal year (June 30).

Collection of student data

Programs must maintain data on all students using the CASAS/TOPSPRO Entry, Update, and Test Records (Forms EUUS and TRUS or ETUS and UTUS). [Nevada's TOPSPRO Data Dictionary](#) contains instructions and definitions for coding TOPSPRO forms.

Programs must correct any errors and resolve missing data within 30 days of notification by the [Adult Education Office](#).

Nevada Policy: With the start of each new fiscal year, new records must be opened for students. To ensure data is current for the program year, it is required that a new TOPSPRO Entry Form be filled out with current data for each student.

Social security number

All students with a social security number should provide this number to the program. The social security number, if provided, is to be recorded in the TOPSPRO database. This allows the State to perform data matches to verify outcomes.

Student identification number

All students are to be assigned a unique identifier (student number). While the student's social security number may be used for this purpose, for security reasons it is recommended that a program-derived number be used instead. Once an identifier is assigned to a student, that identifier is to be used for all past, present, and future records for that student and must not be assigned to any other student within the agency. Student identifiers must be assigned in a consistent manner. The procedure for determining how to assign a student number is explained in [Nevada's TOPSPRO Data Dictionary](#) (instructions for "Student Identification" field of TOPSPRO records).

Informed consent

All students should sign an *Informed Consent Form*, which is available in English and Spanish and can be downloaded from http://www.doe.nv.gov/AE_Forms_AEFLA.htm. If a student absolutely refuses to sign, the program representative must indicate (on the Consent Form) "refused to sign," with date and initial.

Modifications to state forms
Programs may use modified versions of the Informed Consent Form and Attendance Record providing those versions include all data from the state forms.

Attendance

It is recommended that attendance be kept on Nevada's standardized Nevada State ABE Attendance Record, which is available at www.doe.nv.gov/AE_Forms_AEFLA.htm.

Students served by more than one program

Nevada Policy: For federal reporting, only one AEFLA-funded program may count a student who is served by two or more AEFLA-funded programs during the academic year. The state Office of Adult Education will determine which program can count such a student on a case-by-case basis.

Reporting on personnel

Nevada Policy: For federal and state reporting purposes, any teacher who has taught for the program for at least two 30-hour classes or for two separate six-week periods or any tutor who has tutored for at least 60 hours during the fiscal year is considered "active" instructional staff. ([Nevada ABE Quality Indicator #8](#)).

CASAS AND TOPSPRO

Nevada Policy: AEFLA-funded programs in Nevada are required to use CASAS and TOPSpro to place students, track progress, and produce quarterly and year-end reports.

CASAS

CASAS (Comprehensive Adult Student Assessment System) is an assessment and evaluation system for adult education that assists with curriculum management. This system is used nationwide in workplace education, Adult Basic Education (ABE), English as a Second Language (ESL), welfare reform, Adult Secondary Education (ASE), special needs, and correctional programs. It uses standardized performance-based instruments that measure attainment of life skills, employability skills, academic subjects, and special needs. CASAS tests are used to place students in an appropriate program, diagnose student-learning needs, monitor student progress, and certify student proficiency levels. These tests measure reading comprehension, mathematics skills, listening comprehension, writing, speaking, and critical thinking skills. The assessments are competency-based and correlate to instructional materials that focus on learner's goals. More information about CASAS can be found at the [CASAS Web site](#).

CASAS scoring places a student in a CASAS level (A through D). For placement in a class and for federal reporting purposes, these CASAS levels are correlated to the NRS' Educational Functioning Levels (EFLs). There are twelve educational functioning levels (six for ABE and six for ESL); they provide the framework for reporting to the NRS. See [CASAS Relationship to NRS Educational Functioning Levels](#) for additional information.

TOPSpro

TOPSpro (Tracking of Programs and Students) is a software system that tracks student assessment and learner results and provides tools to communicate program effectiveness to adult education and training programs. Its purpose is to provide accountability information for students, teachers, program consultants, and state and federal decision-makers. See the [TOPSpro](#) section of CASAS' Web site for more information.

Contacts for Accountability Training:

- CASAS: Claudia Bianca-DeBay
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- TOPSpro: Ken Zutter
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PART II: STUDENT INTAKE AND ASSESSMENT

Examples of the student intake process from four different programs are provided in the flowcharts in [APPENDIX 1: SAMPLE FLOWCHARTS FOR STUDENT INTAKE](#). In addition, a 7-page, detailed "Instructor and Student Process Flow Chart" is available from the Northern Nevada Literacy Council (director@nnlc.org).

STUDENT INTAKE

Nevada Policy: Each program must have in place an intake process that includes the six steps listed below. Orientation must be completed first. Appraisal testing must be completed before pre-testing. All other steps may be completed in the sequence determined by the program, however all steps must be completed before the student has received 12 contact hours.

- A. Orientation**
- B. Oral interview**
- C. CASAS appraisal test and CASAS pre-test**
- D. Registration**
- E. Goal setting**
- F. Class/instructional assignment (advisement)**

Contact Hours

Hours of instruction or instructional activity the student receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum such as classroom instruction, assessment, tutoring, or (supervised) participation in a learning lab.

A. ORIENTATION

Orientation procedures must provide prospective students with information about the program and, if needed, refer the student to alternate support services within the program or through other agencies in the community.

Lists of student names who attended the program's orientation will be kept on file in the program office. Any referrals that were made for alternate support services must be documented and maintained in program files.

B. ORAL INTERVIEW

At some point during the intake process, a qualified staff member must interview students orally. This is typically done early in the intake process, as it allows the interviewer to:

- informally assess the student's educational functioning level,
- determine the appropriate appraisal test,
- help the student with the registration form, and
- advise and assist the student with goal setting.

Any program deviations from policies outlined in this handbook must be authorized for the program in writing by the Adult Education Office, Nevada Department of Education. Any one-time exceptions to any of the policies outlined in this handbook must be documented in student or institutional records.

C. CASAS APPRAISAL TEST AND CASAS PRE-TEST

Nevada Policy: All AEFLA-funded programs are required to use a CASAS (Comprehensive Adult Student Assessment System) series for assessment (appraisal, pre- and post-testing). Programs may choose the test series (Life Skills, Employability Competency System, Life and Work, Workforce Learning System, or Citizenship) as appropriate for their needs; POWER may be used for special needs populations. Any other methods of assessment, while they may be used within the program, are not acceptable for state or federal reporting purposes for Nevada.

Table 1 - CASAS Series Approved for Use by AEFLA-funded Literacy Providers in Nevada

CASAS Assessment Series	Citizenship	Employability Competency System	Life and Work	Life Skills	POWER	Workforce Learning Systems (WLS)	
Basic skills assessed in each series							
Reading	✓	✓	✓		✓	✓	Standardized Multiple Choice
Math		✓		✓	✓	✓	
Listening		✓	✓	✓		✓	
Writing		✓	✓	✓		✓	Standardized Performance Based
Speaking	✓	✓	✓	✓	✓	✓	
Programs that may use each series							
ESL	✓	✓	✓	✓		✓	
ABE		✓	✓	✓	✓	✓	
ASE		✓	✓	✓		✓	

The charts called “CASAS Test Forms by Skill Areas, Levels, and Series,” which can be downloaded from [CASAS Test Forms by Level](#), summarize the forms used for reading, math, listening, speaking, etc. for each CASAS series.

Record keeping and Training

All programs must have on hand CASAS *Test Administration Manuals* and adequate copies of CASAS tests and answer sheets for the students they are serving.

Programs must keep completed answer sheets of all appraisal tests, pre-tests, and post-tests taken in each student’s file.

Assessment

Nevada Policy: Staff members who are directly involved in the student assessment process are required to receive formal training through the CASAS Institute or through trainings provided by Nevada’s State Certified CASAS trainers. Training must be repeated at least every three years. All assessments are to be administered according to the procedures outlined in the appropriate CASAS Test Administration Manual. This will help to ensure the accuracy and integrity of testing, scoring, and subsequent student evaluation.

Data collection

In order to ensure the accuracy and reliability of the data, any staff member — instructor, tutor, administrative staff, or anyone else — who has responsibility for any portion of data collection must be thoroughly trained in this process. This training may be done by the program.

Test Security

Nevada Policy: All AEFLA-funded programs are required to sign an annual Test Security Agreement. This agreement, available at http://www.doe.nv.gov/AE_Forms_AEFLA.htm, includes the following stipulations:

- The local adult education program director assumes responsibility for safeguarding all CASAS-developed assessment materials, including test administration manuals and answer sheets that contain marks or responses).
- All CASAS materials should be stored in a locked, preferably fireproof, file cabinet accessible to the program director and/or the director's designee(s).
- Staff members who administer assessments should return all materials immediately after use to the program director or the director's designees.
- All answer sheets and writing samples are treated as confidential until destroyed.
- Duplication of any test form or any portion of any test form for any reason is prohibited.
- Adult literacy providers may not use displays, questions, or answers that appear on any CASAS test to create materials designed to teach or prepare learners to answer CASAS test items. Instead, programs should use instructional resources provided by CASAS Quick Search and other support materials to link curriculum, assessment, and instruction.

Appraisal Test

It is strongly encouraged that each student be given an initial assessment using a CASAS Appraisal Test. This appraisal provides a quick assessment of a student's functioning level and helps determine which pre-test will be administered. (The pre-test will provide a more complete picture of the student's strengths and weaknesses.) To find the appropriate appraisal test, do the following:

- ✓ Go to the CASAS Web site (www.casas.org)
- ✓ Click on "Products and Services" (along the left)
- ✓ Click on the appropriate series (e.g., Employability, Life and Work, etc.)
- ✓ Click on the "assessment" link.

In addition, the [CASAS ABE Intake Process Chart](#) and the [CASAS ESL Intake Process Chart](#) provide guidelines for determining class placement and pre-test level.

First Pre-Test in a New Program Year

Nevada Policies:

1. **Students must be pre-tested before 12 contact hours have elapsed.** If special circumstances require that the pre-test be given after more than 12 contact hours have passed, documentation of such must be kept in the student's file.
2. **Based on the appraisal test score, students are to be given a pre-test to determine/verify that the appropriate level of instruction is/has been assigned.** The pre-test is used to identify a student's weaknesses and strengths, diagnose learning needs, and establish a baseline score. Students are generally given a pre-test on the same day that they are given an appraisal test or sometime before they are registered in an appropriate class. Progress is then monitored after 40-70 hours of instructional time via post-testing.
3. **Students who are unable to take any of the appraisal tests because of insufficient fluency in English are to be given a pre-test override raw score of 5 using the CASAS Life Skills Test 27R so that they can be entered into the TOPSpro system at the lowest level. As soon as the student reaches a basic reading level of competency as determined by the instructor (this should be within about the first 20 hours of instruction), the CASAS Life Skills Test 27R should be given.** The score from this test is used to replace the raw score override.
4. **Students who score in the inaccurate range on their first pre-test of a program year must be retested with an appropriate level test.** Scores are considered inaccurate when they are so low that they are shown below the dotted lines on the score conversion chart (see *CASAS Test Administration Manual*) or appear as an asterisk within TOPSpro.
5. **Pre-Test scores in the conservative estimate range are acceptable.** Scores are considered in the conservative estimate range when they are so high that they appear with a black diamond symbol in both the score conversion chart and TOPSpro.
6. **Post-test scores obtained at the end of a semester or other reporting period may serve as a pretest for the next semester or reporting period if the interim does not exceed three months.** Similarly, programs may use the most recent assessment results for "stop-outs" returning to adult education classes if the last test administered does not exceed the same three-month window. This policy reduces or eliminates unnecessary testing.

Test Scoring

The number of items answered correctly on any CASAS test is referred to as the *raw score*. This *raw score* is then converted to a *scaled score*, which relates to CASAS basic skill level descriptors and becomes a basis for comparing performance on other CASAS tests.

Program personnel may wish to retest "stop-outs" or students returning the following semester or reporting period if they have reason to believe that during the learner's absence or over the summer recess, a significant learning intervention occurred that may invalidate the learner's previous assessment results. In such circumstances, retesting is always an option.

7. **Students who score 236 or higher on their first assessment test of a program year (on any assessment form) cannot be served in an ESL or EL/Civics instructional program with AEFLA funds. However, they may be served in an AEFLA funded ABE or ASE instructional program if the program is appropriate to their needs.**

Suggested Next Test Charts

CASAS provides complete “Suggested Next Test” Charts that show the appropriate level for pre-testing based on the student’s scaled appraisal score. A complete set of suggested next test charts can be downloaded from: [CASAS Suggested Next Test Charts](#).

For assessment of adult learners with developmental disabilities, see the suggested next test charts at <http://www.casas.org/specialneeds/adultsdd.htm>.

Nevada Policy: If multiple skill areas are assessed and the student has differing abilities in each area, students should be placed according to the lowest skill area in which the student will be receiving instruction.

CASAS-Recommended Procedures for Administering the Appraisals, Pre-Tests & Post-Tests:

- ✓ Explain the purpose of the test: Appraisal tests give a general idea of students’ reading and/or math abilities. Pre-tests provide more specific information and help determine the appropriate educational functioning level. Post-tests determine which competencies the student has met and which competencies still need to be learned.
- ✓ Tell students that they cannot write in the test booklets (with the exception of tests 27 and 28).

Any program deviations from policies outlined in this handbook must be authorized for the program in writing by the Adult Education Office, Nevada Department of Education. Any one-time exceptions to any of the policies outlined in this handbook must be documented in student or institutional records.

Testing Accommodations for Students with Disabilities

Nevada Policy: Testing accommodations must be provided for students with documented disabilities when requested.

Most students who have disabilities can participate in some form of CASAS assessment, such as:

- multiple-choice CASAS test systems for A through D levels administered with appropriate accommodations
- use of alternate test formats
- use of standardized performance-based assessment
- administration of tests (such as the 2A to 5A tests) designed for a special population
- use of the POWER system.

For general information and policies regarding service to students with special needs in Nevada, see the document [Service To Learners With Special Needs, Learning Disabilities, And Developmental Disabilities](#)

Refer to the CASAS Web site for complete information:

<http://www.casas.org/specialneeds/accommo.htm>.

Students who have disabilities are responsible for submitting documentation of their disability at the time of registration or program entry. Scaled score results from CASAS assessments for students who have any type of special need should be included in state accountability reports. All public reports must be compiled following confidentiality laws and without reference to name, address, or social security number of the student (as is true for students without disabilities).

Accommodations in test administration procedures or to the environment in which the test is given may be adapted by the test administrator without affecting the scaled score results as long as the test formats are not altered. Examples of accommodations in test administration procedures or environment include extended time, supervised breaks, computer-based testing, and use of a simple calculator or sign language interpreter. It is not an appropriate accommodation to read a CASAS reading test to a learner with low literacy skills or blindness.

Some accommodated/alternate test formats available through CASAS include:

- ECS 130 large print
- ECS 11-18 reading/math in large print
- Listening 51-56 (LD and non-native speakers of English)
- ECS 63-66 (LD and non-native speakers of English)
- Consumable Form 27/28
- POWER performance-based for 310-340 series
- CASAS Functional Auditory and Braille tests

D. REGISTRATION

Registration is the process through which mandatory information is gathered from prospective students. The process typically includes goal setting, class assignment, and an oral interview, but these three activities may be done at a time most effective for the program. However, the following data must be properly and completely collected and recorded in the TOPSpro database:

- ✓ Demographic data
For more detail on data collection, see: [Nevada's TOPSpro Data Dictionary](#).
- ✓ Goals for NRS reporting
- ✓ Appraisal and pre-test scores
- ✓ Class Assignment
- ✓ Signed Nevada State Informed Consent Form, available at http://www.doe.nv.gov/AE_Forms_AEFLA.htm (hard copy is sufficient)

E. GOAL SETTING

Nevada Policy: Programs must have procedures in place for orienting students to the program and helping them set goals. These goals address both outcomes and instruction. The best time for this process to occur is when the student first enters the program. It is the program's responsibility to work with the students to ensure that captured goals are realistic and appropriate for each student.

Goals for outcomes

Nevada Policy: For reporting purposes, all students must endorse a primary goal. They may also endorse a secondary goal. EL/Civics students should indicate "Citizenship Skills" as a primary or secondary goal.

Goals for student outcomes are to be relevant and set according to what can be accomplished within the program year.

- Students may select two goals (see box). All students must have a primary goal selected. Selection of a secondary goal is optional. Note: By default, for reporting purposes, all students have an implicit goal of educational gain. Therefore the goal of educational gain needs to be endorsed only if no other goal is selected. This may be recorded on the TOPSpro Entry Record as the student's primary or secondary goal as either "Improve basic skills" (ABE and ASE/GED students) or "Improve English skills" (ESL and EL/Civics students). Educational gain is measured through CASAS testing and reported via test scores entered into TOPSpro.
 - Students who are registered for an EL/Civics program should indicate "Citizenship Skills" as a primary or secondary goal. Attainment is determined via assessment or self-report as applicable. These students are also eligible for one other goal (see box).
- If "Other" is chosen as a primary or secondary goal, specifics must be indicated in the student's file. Attainment is determined via self-report.
- If a secondary goal is not selected by the student, record "None" on the TOPSpro Entry Record. Do not leave this field blank.

Goals that are reportable to the NRS as outcomes:

- ✓ Educational gain
- ✓ Enter employment
- ✓ Retain employment
- ✓ Secondary School Diploma/GED
- ✓ Placement in postsecondary education/training
- ✓ Citizenship Skills

Other allowable goals

- ✓ Family
- ✓ Military
- ✓ Personal
- ✓ Other

Nevada Policy: A student does not need to supply a social security number or sign the Nevada State Informed Consent Form to be eligible for any goal.

Updating goals for NRS reporting

Nevada Policy: The program must ensure that students' progress on or attainment of their goals are updated:

- ✓ after each class/session or
- ✓ at least every four months after a student has been in the program.

This process will help the program determine if the student's goal(s) are still viable and if he or she is on track for meeting the target dates. This also helps "short-term" students and those in open-entry, rural, tutoring, and other situations stay focused and motivated.

Results of this data collection must be entered on the TOPSpro Update Record and input to the TOPSpro database.

Changing NRS goals

There may be times when a student's situation changes after entry into the program and before completion of study. For these special situations, a student's goal may be changed.

Nevada Policy: Any changes to NRS goals must follow these guidelines:

- **Enter employment:** Any time from entry into the program until **BEFORE** a job offer is received or self-employment starts, or before April 1st of the current program year, whichever comes first.
- **Retain or improve employment:** Any time from entry into the program until he/she leaves the program, or before April 1st of the current program year, whichever comes first.
- **Receive Secondary School Diploma or GED:** Student must indicate **BEFORE** taking the actual GED exam, or before April 1st of the current program year, whichever comes first.
- **Placement in post-secondary education or training:** Student must indicate **BEFORE** entering the training or education program, or before April 1st of the current program year, whichever comes first.
- **Citizenship Skills and Other:** Before April 1st of the current program year.

All changes to NRS goals must be appropriately documented (with date, reason for change, and staff member's signature) in the student's file.

Instructional goals

Instructional goals and objectives are shorter term and more specific. They typically address the objectives for the current instructional session and are often expressed in terms of the CASAS competencies to be mastered. They provide a focus for teachers to teach and students to learn those skills and competencies essential for meeting their educational, work, and life goals. The student should meet with an instructor or intake counselor to help establish goals for instruction. Instructional goals should be noted in the student's file.

General guidelines for goal setting

- ✓ Identify attainable short and long-term goals and target dates. Staff should help students set both a realistic timeline for each goal chosen and a means for determining whether the goal has been achieved. Setting the timeline and evidence of achievement will help the student realize whether the goal is short- or long-term and whether the goal is achievable. For example, when they enter a program many students state very broad goals, such as attaining a GED or entering the military (which normally requires a GED plus a semester or year of college credits). Breaking the goal down into discreet steps will establish a series of goals that will help students and teachers design instruction as well as identify the appropriate goal to be recorded for NRS reporting purposes. Since students often change their goals along the way, the goal-setting process should be continuous, extending over additional sessions throughout their time in the program.
- ✓ Identify appropriate NRS follow-up measures: The goal-setting process may surface one or more of the NRS follow-up measures – obtain employment, retain employment, enter postsecondary education or obtain a GED – as a goal for the student. Since programs will be held accountable for whether the student achieves this goal within the program year, it is important to consider whether there is a realistic chance that the student can achieve the goal during this time frame. For example, it is unlikely that lower level students will enter postsecondary education or pass the GED tests during this short period of time. For such students, consider capturing these goals as long-term in the student's file.
- ✓ **Follow-up to determine goal attainment:** The NRS requires that follow-up be done on students who have chosen one of the four follow-up outcome measures as a goal. This procedure involves following up on the student at some time, depending on the goal, after the student has left the program **Nevada Policy: Nevada uses a data matching process for follow-up. Programs are responsible for providing student data required for this process to the Nevada Department of Education.**

F. CLASS/INSTRUCTIONAL ASSIGNMENT

Students are assigned to a class/instructional level based on their oral interview, appraisal test score, and, if deemed appropriate and done prior to class/instructional determination, the pre-test score. When possible, the students' time preference should be taken into consideration.

PART III: ATTENDANCE AND POST-TESTING

ATTENDANCE RECORD

Nevada Policy: Once instruction begins, a Nevada State ABE Attendance Record (or a document containing all its data fields) must be kept for every student enrolled in every class that shows student name, number of daily hours attended throughout each session, and total hours for each student. Programs may optionally include student identification numbers and pre- and post-test scores on this record. All students with at least 12 contact hours (1 hour = 60 minutes) will be counted for federal reporting purposes. Students with less than 12 hours will not be counted. The attendance form is to be kept in program files for verification as well as for follow up purposes.

POST-TESTING

Nevada Policy: AEFLA-funded programs shall administer post-tests at the end of a semester, term, quarter, or other substantial block of instruction to document learning gains. The post-test shall be in the same skill area as the pre-test. The post-test should be an alternate test form of the same series as the pre-test, except for special situations as allowed by CASAS guidelines. The post-test should be at the same or higher level depending on the pre-test score. Post-test assessment is recommended after approximately 40-70 hours of instruction, with the following exceptions:

1. Programs offering high intensity courses (for example, a class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 70 hours of instruction.
2. Programs may assess individual learners who indicate they are leaving the program before the scheduled post-test time to maximize collection of paired test data. However, testing should not occur before at least 40 hours of instruction.

Any program deviations from policies outlined in this handbook must be authorized for the program in writing by the Adult Education Office, Nevada Department of Education. Any one-time exceptions to any of the policies outlined in this handbook must be documented in student or institutional records.

PART IV: REENTRY AND EXIT

REENTRY

Nevada Policy: At the end of each instructional session, after post-testing and reviewing their goals, students wanting to receive further instruction must reregister before the new instructional session begins. (Individual programs may determine how many times a student may reregister.) Each time students reregister for a new session, all appropriate records must be updated and data entered into TOPSpro.

Nevada Policy: Post-test scores obtained at the end of a semester or other reporting period may serve as a pretest for the next semester or reporting period, if the interim does not exceed three months. See [First Pre-Test in a New Program Year](#) for guidelines.

Nevada Policy: All accumulated pre-test and post-test scores throughout each student's time of instruction in the program must be recorded in TOPSpro and program records updated.

EXIT

Nevada Policy: Programs must not categorically exit all students at the end of a program year. The program must have procedures to accomplish the following when a student exits the program (either the student achieved educational goals or is leaving the program for personal reasons):

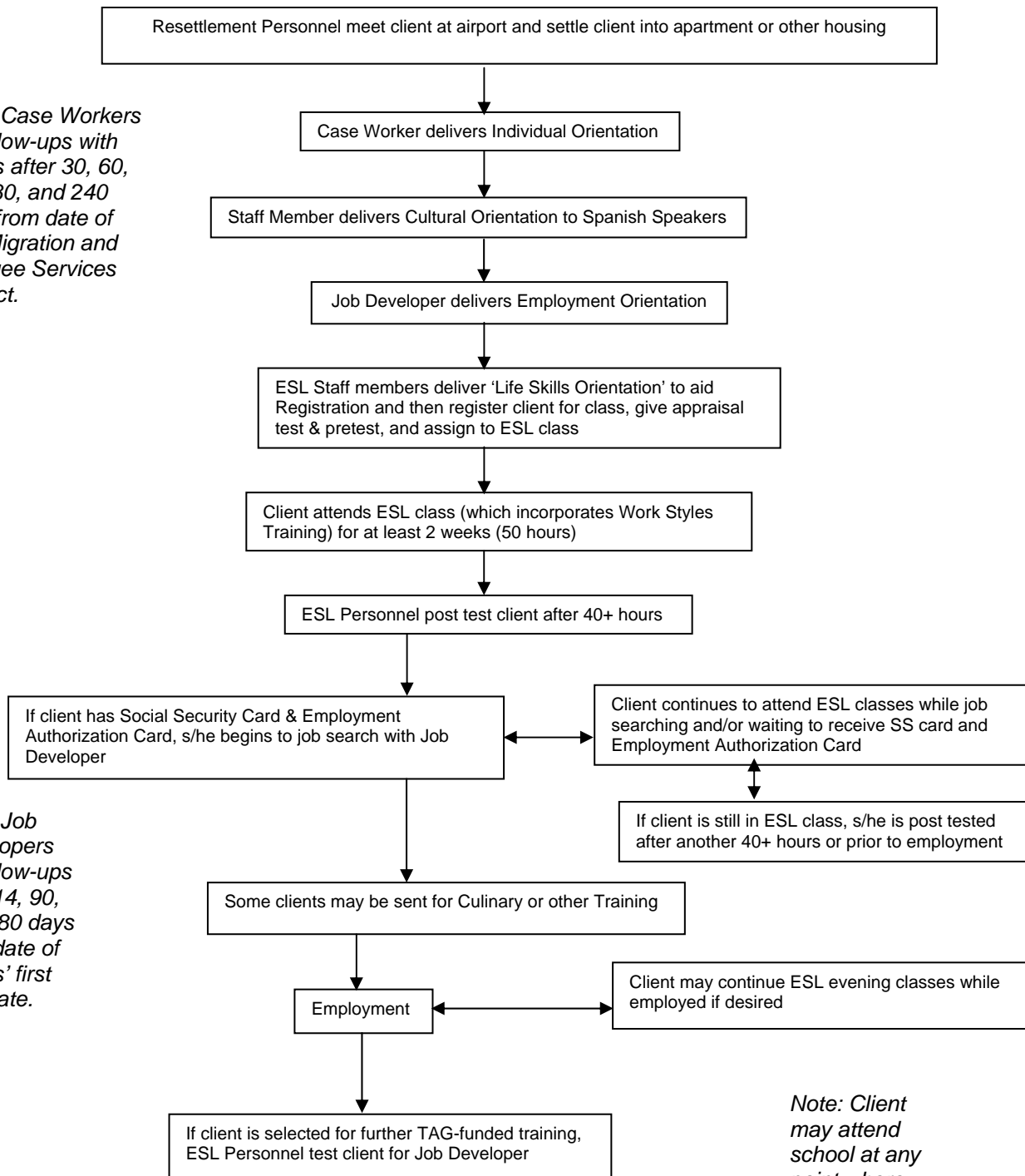
- ✓ Determine status of goal attainment and document on the TOPSpro Update Form and in the TOPSpro database.
Record exit date and reason on the TOPSpro Update Form and in the TOPSpro database.
- ✓ **Nevada Policy: Students who have received no services for 90 consecutive days and have no further instruction scheduled are to be exited from the program.**

APPENDIX 1: SAMPLE FLOWCHARTS FOR STUDENT INTAKE

CATHOLIC CHARITIES OF SOUTHERN NEVADA
Migration & Refugee Services

New Student Intake, Instruction, and Follow-up

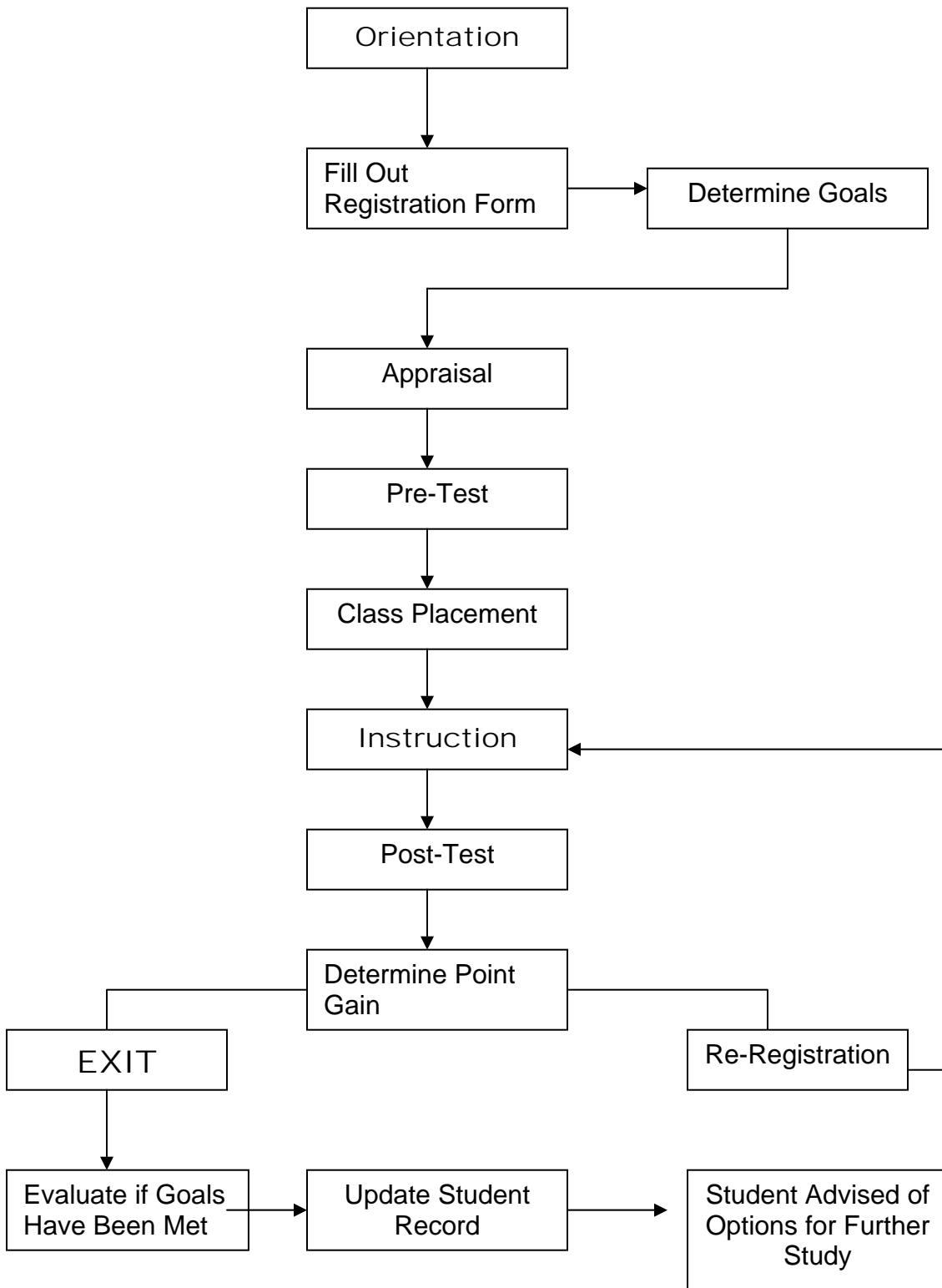
Note: Case Workers do follow-ups with clients after 30, 60, 90, 180, and 240 days from date of first Migration and Refugee Services contact.



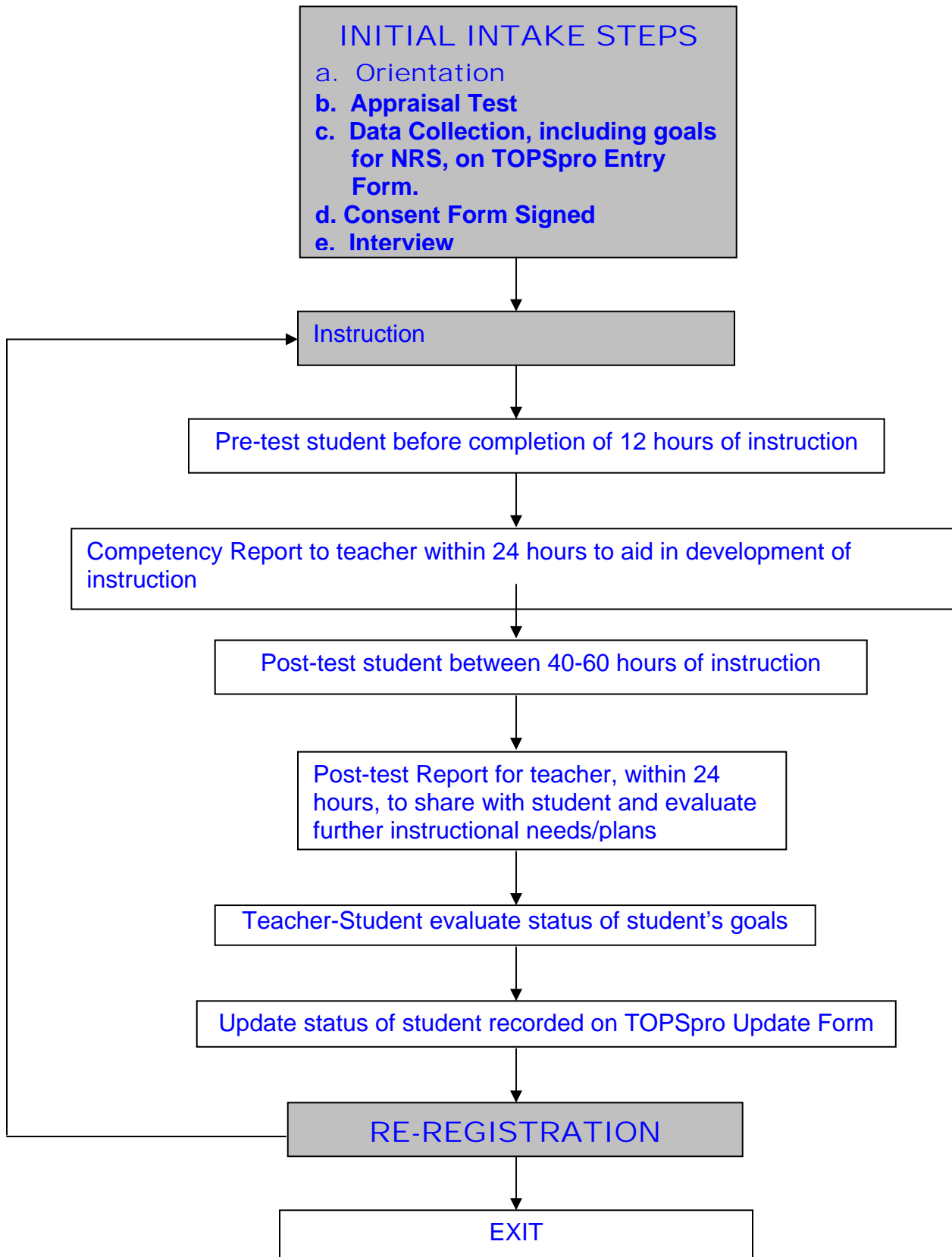
Note: Job Developers do follow-ups after 14, 90, and 180 days from date of clients' first hire date.

Note: Client may attend school at any point where appropriate.

CALL (COMPUTER ASSISTED LITERACY IN LIBRARIES)



STUDENT INTAKE THROUGH EXIT PROCESS



TMCC (TRUCKEE MEADOWS COMMUNITY COLLEGE)
Literacy Program Student Intake Process

