

# Understanding the National Reporting System

NRS

*Rosemary Matt*

NYS Director of Accountability

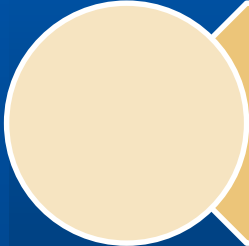
# Understanding New York's Reporting System

NYRS

# Why Accountability?



**All states must report on  
common reporting measures**



**All states must use OCTAE  
approved standardized  
(normed) assessments**



**All states must report  
performance annually**

# OCTAE

*Office of Career, Technical,  
and Adult Education (OCTAE)*

# Reportable Individuals

- Provided identifying information
- Individual Student Record Form (ISRF)
- May or may not have assessments
- Have *less* than 12 contact hours
- In ASISTS – “Enrolled Not Counted”

# Participants

- **Must have 12 contact hours**
- **Must have a valid pre test (ABE/ASE both reading & math)**
- **Reported for NRS and NYS contractual deliverables**
- **Count toward performance measures for NRS reporting and NYRS reporting measures**

# What Needs to be Collected

- **5 Demographic data elements**
  - **Name**
  - **Ethnicity**
  - **Employment Status**
  - **Gender**
  - **Birth Date**

# Finding Reports

## Select & Change Report

### Students Missing Key Demographics

Students with Invalid Enrollment

Students with Invalid Test Scores

Students with Funding Source Not Matching Instruction Funding Source

Student Enrolled Not Counted In NRS

Student Assessment and Attendance

(Download Only) Student Assessment and Attendance w/Instruction Description

Students without Pre-Test

Students without Post Test

Students Not Moving to Higher Level

Students Moving to Higher Level

Students Missing Social Security Numbers

Students with Invalid Social Security Numbers

WIOA Outcome Survey Tool

POP Participants Details and Demographics

POP MSG Achievement by Name

POP MSG Achievement by EFL

**Intentionally  
Ordered**



# Clean Report?

## *Students Missing Key Demographic*

<u>Name</u>	<u>BirthDate</u>	<u>Age</u>	<u>Sex</u>	<u>Ethnicity</u>	<u>Employment Status</u>	<u>Hours</u>
Augusto, Pedro	12/09/1991	26	M	E1		56.00
Silva, Heather	12/22/1975	42	F	E1		96.00
Tabor, Dylan	12/04/1991	26	M	E1		36.00
<b><u>Grand Total:</u></b>						<b><u>188.00</u></b>

# Periods of Participation

## PoPs

- **Students carried over from previous year with less than 12 contact hours**
- **All other students begin again in new fiscal year with PoP #1**
- **Students with no attendance for 3 consecutive months are automatically exited by ASISTS**

# Measurable Skill Gain

- Educational Gain
- Attainment of the HSE diploma
- Attainment of a credential



**MSG**

# Measuring Educational Gain

## NRS

- Participants are assessed in BOTH Reading and Math
- Their LOWER skill level determines their placement in NRS
- Educational Gain is measured and counted ONLY in the LOWER skill level

# Measuring Educational Gain NYRS

- Participants are assessed in BOTH Reading and Math
- Their LOWER skill level determines their placement in NRS
- Educational Gain is measured and counted EITHER skill area

<b>NRS Level</b>	<b>National Reporting System (NRS) Levels</b>	<b>Grade Level Equivalents</b>
<b>1</b>	<b>Beginning ABE Literacy</b>	<b>0 – 1.9</b>
<b>2</b>	<b>Beginning Basic Education</b>	<b>2 – 3.9</b>
<b>3</b>	<b>Low Intermediate Basic Education</b>	<b>4 – 5.9</b>
<b>4</b>	<b>High Intermediate Basic Education</b>	<b>6 – 8.9</b>
<b>5</b>	<b>Low Adult Secondary Education</b>	<b>9 – 10.9</b>
<b>6</b>	<b>High Adult Secondary Education</b>	<b>11 – 12.9</b>

# Educational Functioning Level Descriptors for ABE

## Educational Functioning Level Descriptors—Adult Basic Education Levels

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
<p><b>ABE Level 1- Beginning ABE Literacy</b></p> <p><b>(Grade Equivalent 0–1.9)</b></p>	<p>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. Upper range: individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</p>	<p>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</p>	<p>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</p>

<b>NRS Level</b>	<b>National Reporting System (NRS) Levels</b>	<b>Grade Level Equivalents</b>
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<b>1</b>	<b>Beginning ESL Literacy</b>	<b>BEST Plus 2.0: 88 - 361</b> <b>BEST Literacy: 0–20</b>
<b>2</b>	<b>Low Beginning ESL</b>	<b>BEST Plus 2.0: 362–427</b> <b>BEST Literacy: 21-52</b>
<b>3</b>	<b>High Beginning ESL</b>	<b>BEST Plus 2.0: 428–452</b> <b>BEST Literacy: 53–63</b>
<b>4</b>	<b>Low Intermediate ESL</b>	<b>BEST Plus 2.0: 453–484</b> <b>BEST Literacy: 64– 67</b>
<b>5</b>	<b>High Intermediate ESL</b>	<b>BEST Plus 2.0: 485–524</b> <b>BEST Literacy: 68-75</b>
<b>6</b>	<b>Advanced ESL</b>	<b>BEST Plus 2.0: 525–564</b> <b>BEST Literacy: 76+</b>



# Educational Functioning Level Descriptors ESL

## Educational Functioning Level Descriptors—English as a Second Language Levels

Literacy Level	Listening and Speaking	Basic Reading and Writing	Functional and Workplace Skills
<p><b>ESL Level 1 - Beginning ESL Literacy</b></p> <p><b>BEST Plus:</b> 400 and below (SPL 0–1)</p> <p><b>BEST Literacy:</b> 0–20</p>	<p>Individual cannot speak or understand English, or understands only isolated words or phrases.</p>	<p>Individual can read numbers, letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms.</p>	<p>Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.</p>

# An Adult Education Teacher



# Program Evaluation Report

## WIOA/NRS PROGRAM EVALUATION REPORT FY 2019

### AGENCY

1. Educational Gain								
Educational Functioning Level	Enrollment	Average Contact Hrs	Periods of Participation (POP)	Number Making Gain	Number Getting HSE	Number w/ MSG	Post Test Rate*	Percent w/MSG
ABE Beginning Basic Education	14	83	14	5	0	5	50	35%
ABE Intermediate Low	54	76	54	20	0	20	62	37%
ABE Intermediate High	61	54	61	14	0	14	52	22%
ASE Low	6	45	6	3	0	3	50	50%
ESL Beginning Literacy	140	64	140	47	0	47	45	33%
ESL Low Beginning	103	75	103	48	0	48	52	46%
ESL High Beginning	64	79	64	29	0	29	56	45%
ESL Intermediate Low	64	76	64	26	0	26	50	40%
ESL Intermediate High	94	77	94	25	0	25	53	26%
ESL Advanced	46	63	46	10	0	10	50	21%
<b>Enrollment minus ASE High</b>	<b>646</b>	<b>69</b>	<b>646</b>	<b>227</b>	<b>0</b>	<b>227</b>	<b>52%</b>	<b>35%</b>

**Enrollment includes participants meeting the NRS threshold criteria:**

- 12 Hours of contact time + Key Demographics
- Valid Pre Test

# NYS Policy under NRS

- All 5 key demographics must be complete
  - Name, birth date, ethnicity, gender, employment status
- Participant has a VALID pre test
- Must match Instructional Code
  - TABE = BE, HSE, or Ma
  - BEST Plus 2.0/BEST Literacy
- Participant is enrolled in a BE, HSE, or ES Instructional Activity in current fiscal year
- Participant must have a minimum of 12 contact hours (this includes any INTAKE hours)

# Periods of Participation

## WIOA/NRS PROGRAM EVALUATION REPORT FY 2019

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# What is a valid pre-test?

- **Must be within the scoring range on the NYS Validity Tables**
- **Must match the Instructional Offering Code**
  - **ESL Code = BEST + or BEST + and BEST Literacy**
  - **BE or GE Code = TABE**
- **A pre-test is “good” for a very specific 18 month period**
- **Must have a valid date range. A pre test in FY18/19 must be dated between January 1, 2018 and June 30, 2019**

# NO Pre Test Report

## *Students without Pre Test*

*Instructional Type:*        **BE**

	<i>Name</i>	<i>POP Number</i>	<i>ActCHrs</i>
1	, Jeremy	1	39.00
2	, Beth	1	56.00
<i>Subject Total Hours</i>			<b>95.00</b>

*Instructional Type:*        **ES**

	<i>Name</i>	<i>POP Number</i>	<i>ActCHrs</i>
3	, Asad	1	12.00
4	, Flor	1	86.50
5	, Celia	1	42.00
6	, Marcia	1	12.00
7	, Carlos	1	12.00
<i>Subject Total Hours</i>			<b>164.50</b>

**Grand Total:**

**259.50**

# NYS Assessment Policy

- **NO Premature Post Testing**

- **Regardless of when a student enrolls into the program**

- **Regardless of incarceration**





# Post Testing Policy

<b>Intensity of Program</b>	<b>Post Test Schedule</b>
<b>Six to Nine hours per week</b>	<b>Post test every 40 – 60 contact hours</b>
<b>Ten or more hours per week</b>	<b>Post test every 60 – 80 contact hours</b>
<b>Volunteer Tutorial Program</b>	<b>Post test every 30 contact hours</b>

# Premature Post Testing

## Students Moving to a Higher Level

Subject: BE

Name	Pre Level	Post Level	Post Test Detail	Exit Date	Hours
54	Glenda	4	5	11/29/2018 TM 10 D	41
55	ing, Sharon 9/23/88	4	5	11/01/2018 TM 10 M	33
56	o, Freddy	4	5	11/27/2018 TR 10 D	33
57	Blanca	4	5	09/12/2018 TR 9 M	54
58	Shaniqua	4	5	12/04/2018 TM 10 D	24
59	, Juan	4	6	07/17/2018 TM 10 D	30
60	ez, Marisol	4	5	09/06/2018 TM 9 M	51
61	nd, Briasia	4	6	11/13/2018 TM 10 D	185
62	dez, Josue 1/15/92	4	5	10/02/2018 TR 10 D	190
63	, Carolina	4	5	11/14/2018 TM 10 M	111
64	aima	4	5	11/13/2018 TR 9 D	122
65	Vanessa 6/11/84	4	5	12/03/2018 TR 9 M	31
66	, Ambar	4	5	11/13/2018 TM 10 D	106
67	Jennifer	4	5	11/13/2018 TM 10 D	303
68	Daysell	4	5	11/29/2018 TR 10 D	33
69	James	4	6	08/10/2018 TM 9 D	22
70	renda	4	5	12/10/2018 TM 10 M	54
71	ma, Nancy 12/30/82	4	5	12/04/2018 TR 9 D	45
72	, Marek	4	5	07/26/2018 TR 10 M	27
73	ahira	4	5	11/13/2018 TM 10 M	113
74	Yasmine	4	6	08/10/2018 TM 10 D	14

# What's a valid post test?

- If using the TABE, must be the opposite form (Pre on a 9, then Post on a 10)
- Must always move levels contiguously (Pre on one level, then post on the same level or one higher, never backward)
- Must have a valid date range. A post test in FY18/19 must be dated between July 1, 2018 and June 30, 2019

# NO Post Test

## *Students without Post Tests*

<i>Instruction Type</i>		<b>BE</b>		
<i>Student Name</i>		<i>POP Number</i>	<i>Hours</i>	
<i>Instruction Level</i>		<b>2</b>		
1	, Sandra L.	1	42	
2	, Yesenia	1	145	
Total For	<b>2</b>		<hr/>	<b>186.50</b>
<i>Instruction Level</i>		<b>3</b>		
3	, Melba M.	1	53	
4	, Armando	1	23	
5	, Jessenia P.	1	53	
6	, Nancy	1	71	
7	, Francisco	1	12	
Total For	<b>3</b>		<hr/>	<b>211.00</b>

# Number Making Gain

## WIOA/NRS PROGRAM EVALUATION REPORT FY 2019

### AGENCY

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<b>Enrollment minus ASE High</b>	646	69	646	227	0	227	52%	35%

**Number Making Gain includes participants who have a valid pre test and valid post test showing advancement of at least one Educational Functioning Level.**

# POP MSG Achievement Report

Select & Change Report

## Students Missing Key Demographics

Students with Invalid Enrollment

Students with Invalid Test Scores

Students with Funding Source Not Matching Instruction Funding Source

Student Enrolled Not Counted In NRS

Student Assessment and Attendance

(Download Only) Student Assessment and Attendance w/Instruction Description

Students without Pre-Test

Students without Post Test

Students Not Moving to Higher Level

Students Moving to Higher Level

Students Missing Social Security Numbers

Students with Invalid Social Security Numbers

WIOA Outcome Survey Tool

POP Participants Details and Demographics

POP MSG Achievement by Name

POP MSG Achievement by EFL

# POP MSG Achievement Report

## POP MSG Achievement Report (Alphabetic)

	Students Enrolled	POP #	Total POP Hours	Completed Level	Attained HSE	Achieved MSG	Separated w/o MSG	Remaining w/o MSG
1	, Gabriel	1	37					X
2	, Nelly 12/1/77	1	45					X
3	, Juan 6/25/89	1	22					
4	, Santos	1	13					
5	, Glenda	1	41	X		X		
6	, Rosa	1	55					X
7	, Ivane	1	25					X
8	, Judith	1	131					X
9	, Martha	1	64					

# Post Test Rate

## WIOA/NRS PROGRAM EVALUATION REPORT FY 2019

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Post Test Rate represents the number of participants who have a valid post test score divided by the number of participants enrolled at each Educational Functioning Level. The Post Test must meet all the requirements of a valid test but it does not necessarily need to show gain to be counted in the post test rate.



# EXIT

- **Program exit** occurs when the participant has not received services for three consecutive months
- **However**, the student is automatically exited from ASISTS



# EXIT

- **In NYS**, the majority of programs report attendance monthly rather than daily so participants will be exited on the last day of the month in which they stopped attending.
- Programs **WILL NOT EXIT** participants. ASISTS will perform the exiting automatically



# Automatic Exiting

**Any student with no attendance for 3 consecutive months will be shown on the Exit tool Report**

**By the 15<sup>th</sup> of the month, Agencies should have all hours in for the most recent month – making the exit tool as accurate as possible**

**Programs will have until the end of that month to add any missing hours. If student remains on Exit tool (no attendance for 3 months) he/she will be exited.**

# Periods of Participation POP

- **Every entry is counted as a period of participation, even if it occurs during the same program year**
- **Participants with more than one program entry will have multiple periods of participation in a program year**

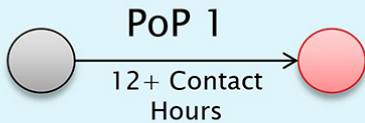
# Periods of Participation MSG



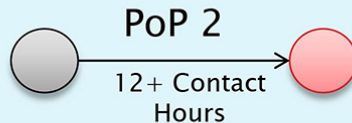
Program Entry/ Reentry



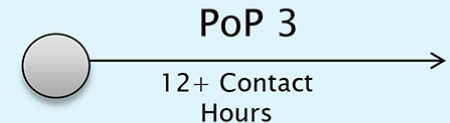
Program Exit  
(90 days since last service)



- MSG is evaluated.



- MSG is evaluated again.



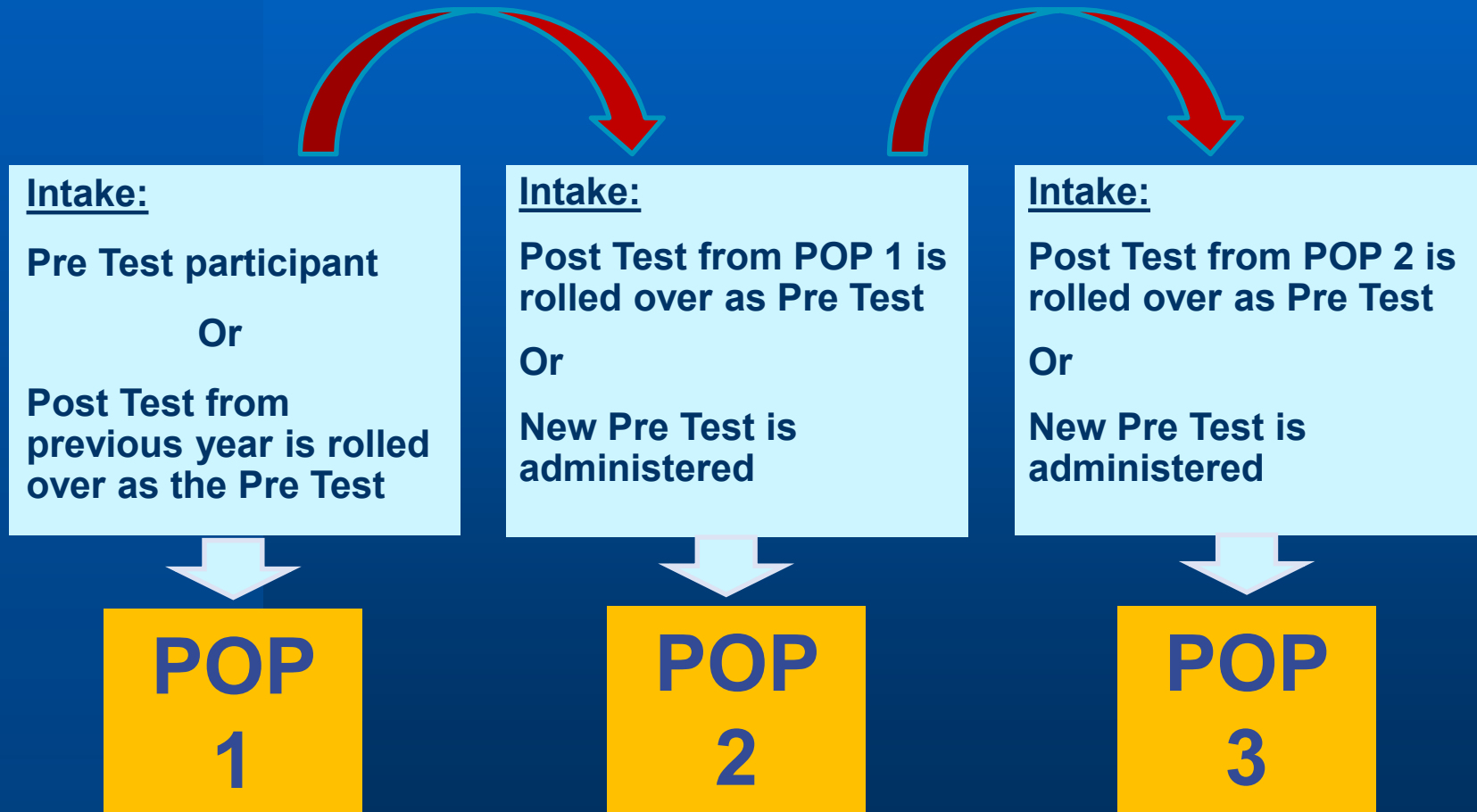
- MSG is evaluated again.

Jul 1<sup>st</sup>



Jun 30<sup>th</sup>

# Pre Test per POP



# Follow-Up NRS

## Employment Follow Up Expectations:

- **2<sup>nd</sup> Quarter follow up:**
  - Employment
  - Wages
- **4<sup>th</sup> Quarter follow up:**
  - Employment

# Follow-Up NYRS

## Employment Follow Up Expectations:

- 2<sup>nd</sup> Quarter follow up:
  - Employment
  - Wages



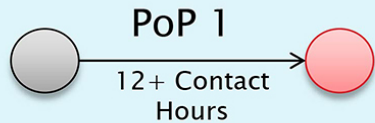
# Periods of Participation Follow Up Information



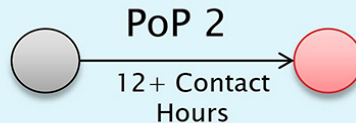
Program Entry/ Reentry



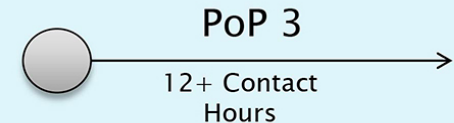
Program Exit  
(90 days since last service)



- Follow-up must occur for exit-based measures.



- Follow-up must occur **again** for exit-based measures.



- Exit based measures are **NOT** evaluated because there is not an exit.

Jul 1<sup>st</sup>



Jun 30<sup>th</sup>

# Follow Up per POP

## Follow Up:

2<sup>nd</sup> Quarter after exit

- Employment
- Wages

4<sup>th</sup> Quarter after exit

- Employment

**POP**  
**1**

## Follow Up:

2<sup>nd</sup> Quarter after exit

- Employment
- Wages

4<sup>th</sup> Quarter after exit

- Employment

**POP**  
**2**

## Follow Up:

2<sup>nd</sup> Quarter after exit

- Employment
- Wages

4<sup>th</sup> Quarter after exit

- Employment

**POP**  
**3**

# Follow Up under WIOA/EPE/WEP

- **All Participants must be followed up on after exit**
  - Those who have social security numbers will be submitted to the NYDOL Unemployment Database
  - Those with no social security number recorded in ASISTS must be followed up on manually!
- **Participants are followed up in the second and fourth quarters after they exit**

# POP MSG Achievement Report

## Select & Change Report

### Students Missing Key Demographics

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Students with Invalid Test Scores

Students with Funding Source Not Matching Instruction Funding Source

Student Enrolled Not Counted In NRS

Student Assessment and Attendance

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Students Not Moving to Higher Level

Students Moving to Higher Level

Students Missing Social Security Numbers

Students with Invalid Social Security Numbers

WIOA Outcome Survey Tool

POP Participants Details and Demographics

POP MSG Achievement by Name

POP MSG Achievement by EFL

# Outcome Survey Tool

## WIOA/NRS

### Outcome Survey Tool WIOA/NRS

AGENCY : PRA

Displays all exited students, including previous fiscal year exiters  
who may appear on current or future funding reports.

Bird, Larry*	<b>Address :</b>	<input type="checkbox"/>	88-15 TD Way, New York, NY 10001
	<b>Phone :</b>	<input type="checkbox"/>	(212) 555-4789
	<b>Phone 2 :</b>		( ) __-__
	<b>Email :</b>		smallforward@nbalegends.com
	<b>Emergency Contact :</b>		Danny Ainge (212) 555-4786

Exit Date	Quarter	Outcome Description	Qtr / FY	Survey Date	Outcome Date	Income
11/30/2017	Q2 - 2018	Entered Employment				
		Received HSE				
		Received Secondary School Diploma				
		Placed in Post Secondary Education				
		Placed in training				
		Attained a Postsecondary Credential				

# Outcome Survey Tool

## WIOA/NRS

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**No asterisk = No Social Security #**

# Outcome Survey Tool

## WIOA/NRS

### Outcome Survey Tool WIOA/NRS

AGENCY : PRA

Displays all exited students, including previous fiscal year exiters  
who may appear on current or future funding reports.

REPORTING PERIOD : FROM \_\_\_/\_\_\_/\_\_\_ TO \_\_\_/\_\_\_/\_\_\_

NAME	Contact Information	
	Can Contact?	Contact Details
Blume, Judy	Address :	<input type="checkbox"/> 414 Second Street, Apt 43B, Brooklyn, NY 11220
	Phone :	<input type="checkbox"/> (718) 912-9001
	Phone 2 :	( ) ___-___
	Email :	
	Emergency Contact :	Raj (212) 803-3355

Exit Date	Quarter	Outcome Description	Qtr / FY	Survey Date	Outcome Date	Income
01/31/2017	Q3 - 2017	Entered Employment	Q2 - 2018	10/27/2017		

Exit Date	Quarter	Outcome Description	Qtr / FY	Survey Date	Outcome Date	Income
06/30/2017	Q4 - 2017	Entered Employment	Q2 - 2018	10/27/2017		



# Schedule of Reporting Data

## Reporting Timeline 2017–2020

*October 15, 2017, is a Sunday. The reporting date will slide to October 16, 2017.*

<b>Report Due Date</b>	<b>October 15, 2017</b>	<b>October 15, 2018</b>	<b>October 15, 2019</b>	<b>October 15, 2020</b>
Number Served (Reportable Individual)	7/01/16 to 6/30/17	7/01/17 to 6/30/18	7/01/18 to 6/30/19	7/01/19 to 6/30/20
Number Exited (Reportable Individual)	7/01/16 to 3/31/17	4/01/17 to 3/31/18	4/01/18 to 3/31/19	4/01/19 to 3/31/20
Funds Expended	7/01/16 to 6/30/17	7/01/17 to 6/30/18	7/01/18 to 6/30/19	7/01/19 to 6/30/20
Number Served (Participant)	7/01/16 to 6/30/17	7/01/17 to 6/30/18	7/01/18 to 6/30/19	7/01/19 to 6/30/20
Number Exited (Participant)	7/01/16 to 3/31/17	4/01/17 to 3/31/18	4/1/18 to 3/31/19	4/1/19 to 3/31/20
Employment Rate Second Quarter After Exit	----	7/01/16 to 6/30/17	7/01/17 to 6/30/18	7/01/18 to 6/30/19
Employment Rate Fourth Quarter After Exit	----	7/01/16 to 12/31/16	1/01/17 to 12/31/17	1/01/18 to 12/31/18
Median Earnings Second Quarter After Exit	----	7/01/16 to 6/30/17	7/01/17 to 6/30/18	7/01/18 to 6/30/19
Credential Attainment Rate	----	7/01/16 to 12/31/16	1/01/17 to 12/31/17	1/01/18 to 12/31/18
Measurable Skill Gains	6 to 6/30/17	7/01/17 to 6/30/18	7/01/18 to 6/30/19	7/01/19 to 6/30/20
Effectiveness in Serving Employers	*****	7/01/16 to 6/30/17	7/01/17 to 6/30/18	4/01/18 to 3/31/19
Veterans' Priority of Service	i to 6/30/17	7/01/17 to 6/30/18	7/01/18 to 6/30/19	7/01/19 to 6/30/20



# Social Security Numbers

- Program makes decision to collect SSNs from participants
- For those recorded, ASISTS will pull when the follow up timeline arrives
- Match will be made with UI database
- Percent of match is credited back to the program
- NO individual participant data will be communicated
- Programs will follow up manually on all participants with no SSN recorded

**Currently four pathways to a  
New York State High School  
Equivalency Diploma**



**HSE**

# 4 Pathways to HSE

- **HSE Exam**

In New York State, the HSE exam is called the Test Assessing Secondary Completion, also known as the TASC™ test. Can also include any previous passing GED scores.

- **24 College Credits**

Candidates must be enrolled in a college program leading to a degree and have earned 24 credits in certain specified subjects.

- **National External Diploma Program (NEDP)**

The NEDP is a flexible, self-directed web-based program, overseen by approved agencies, where participants demonstrate mastery of required skills via a series of performance tasks completed online at home and through in-office visits and competency progress reports.

- **Regents - HSE Exam Pathway**

Passing Regents Examination scores and passing TASC™ subtest scores can be combined to qualify for a HSE diploma. Can also include any previous passing GED scores. Examinee must pass at least ONE TASC subtest.

# Newest Pathway - Regents

<b>Regents Exam</b>	<b>HSE Subject Area Credit</b>
<b>Any English language arts Examination</b>	<b>TASC™ Reading <u>and</u> Writing</b>
<b>Any Mathematics Regents Examination</b>	<b>TASC™ Mathematics</b>
<b>Any Science Regents Examination</b>	<b>TASC™ Science</b>
<b>Any Social Studies Regents Examination</b>	<b>TASC™ Social Studies</b>

# HSE Diplomas

- Count for Measurable Skill Gain (MSG)
- Do not count as a Post Test
- Students that achieve MSG by earning their HSE Diploma
  - Are removed from the denominator for Post Test Calculations
  - Are removed from the numerator for Post Test Calculations
- HSE Diplomas will count for an adult education preparation program
  - Only when the program submits a T-TAF with their ADULT program preparation code affixed

# Major Importance

- Program must use their NYSED issued ADULT program preparation code
- If they are using an AHSEP preparation code, the diploma will not be credited to the adult education program

# HSE Diplomas

- The Diploma will be automatically credited by ASISTS
  - Currently once per quarter

# Case Management

- **What is case management in Adult Education Programs**
- **What case management should not be in Adult Education Programs**
- **What should be documented in ASISTS**
- **Case Management Portal in ASISTS**
- **Formal professional development coming through the RAENs beginning November 2018**



# ● Complete the Individual Student Record Form (ISRF)

- Six different languages
- SSN, why do we need it, what happens to it?
  - Should you be recording the SSN?
- Barriers to employment, carefully talk about how each can impact a student's career path
- Last year in school (US or otherwise)

# Updated Information

**TABE 11 & 12**

# TABE Status Update

- **TABE 9&10 is available until February 2019**
- **TABE 11&12 now available in paper and online**
- **In New York TABE 11&12 will be fully implemented July 1, 2019**

# Gradual Implementation

- **Programs should be prepared with new TABE 11 & 12 by January 1, 2019**
- **Any time after January 1, 2019 when a student is POST Tested on the TABE 9/10 series**
  - Program should also, on the same day or shortly after that day
  - Test the student on the TABE 11 or 12 at the level indicated on the TABE 11/12 Locator
  - Providing they are valid, these tests will remain in the students account
  - Mark these tests as pre tests
  - At the conclusion of FY2019, these tests will roll over into FY2020 and the lower of the two will then be marked as the Pre Test of Record

# Contact Information:

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