



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

**DC Data Vault
Standard Operating Procedures
v.3.0**

To meet the mandates of the Workforce Innovation and Opportunity Act (WIOA), the DC Data Vault was developed to streamline the provision of assessment, education, training and other related services to residents of the District of Columbia.

The DC Data Vault is designed to:

- Facilitate and track the referral of customers to and from agency partners for assessment, education, training, and other related services;
- Provide access to customer information and notifications to key staff at each relevant partner agency;
- Allow participating staff to upload and maintain customer eligibility documents so that they can be accessed by each partner agency;
- Link District residents to DC Networks to register in the Virtual One Stop, DDS/RSA for vocational rehabilitation and other supportive services, and DHS for public benefits;
- Track customer participation, performance, progress and outcomes across partners; and
- Facilitate cross agency communication, case management and collaboration of services for DC residents.

DC Data Vault users perform the following standard operating procedures:

- 1. Log in to the Data Vault, sign the Non-Disclosure Statement annually, and use the Data Vault to refer customers for assessment, screening, education, training, and other related services.**
- 2. Acquire the Customer's Signatures on Release of Information Consent Form**

Staff will ask the customer to provide an electronic signature on Release of Information Form.

In lieu of an electronic signature, a copy of the form can be downloaded, printed, signed, scanned and uploaded, if needed or preferred by the customer. Check to make sure the consent form is uploaded in the appropriate folder.

If the customer has data in the Data Vault because another agency has already conducted Quick or General Intake, staff should look to see if the customer already has a copy of the consent form in the Data Vault. If she/he does, staff should move on to the next step. If not, staff will complete this step as outlined above.

If participant is already in the system, **need a challenge question** to ask the participant to ensure it's the correct participant.

- 3. Scan and Upload Customer Identification**

Staff will request, scan and upload a copy of the customer's identification into the Data Vault which is necessary for verification of the customer's identity for intake, assessment and other related services. Acceptable types of identification include a learner's permit, non-driver's identification card, other current

government issued identification, or unexpired driver license. If a customer does not have an acceptable type of identification at this point in the process, that should not stop them from moving forward in the process.

If the customer has data in the Data Vault because another agency has already conducted Quick or General Intake, staff should look to see if the customer already has a scanned copy of their identification in the Data Vault. If they do, staff should confirm it is still valid and move on to the next step. If not, staff will complete this step as outlined above.

4. Complete Quick Intake and General Intake

Staff will complete a Quick Intake for the customer in the Data Vault. Quick Intake includes the completion of four fields, if applicable (First Name, Last Name, Birthdate, and Social Security Number, if available). Please review the customer's information carefully to ensure the accuracy of the data.

If the customer has data in the Data Vault because another agency has already conducted Quick or General Intake, the data will auto populate the fields. Staff will complete any remaining blank fields with basic information about the customer.

If the customer does not have data in the Data Vault, staff will complete the General Intake fields with basic information about the customer.

If the General Intake Form is not complete, user will be able to save the record, however, customer will **not** be able to move forward until the General Intake Form is complete. Also, in MyWorkspace, a widget will keep track of all records that are incomplete. Only when the Quick Intake and the General Intake Form is complete, can the user be taken to Step #6.

5. Scan and Upload Eligibility Documents

Staff will request, scan and upload eligibility documents, if available, for the customer seeking services in the "Documents" tab in the Data Vault. Eligibility documents must be scanned and uploaded as either a PDF or JPEG file. The Data Vault monitors the documents uploaded and auto-populates fields where documents fulfill multiple eligibility criteria.

Based on the availability of funding, a customer that does not have specific eligibility documents, can be referred to an OSSE AFE DOES-AJC or DDS/RSA provider partner or other service providers for assistance in acquiring his/her eligibility documents.

If the customer has data in the Data Vault because another agency has already conducted Quick or General Intake, staff should look to see if the customer already has scanned copies of their eligibility documents in the Data Vault. If they do, staff should confirm they are still valid and appropriate for the services being sought and then move on to the next step. If not, staff will complete this step as outlined above.

6. Schedule an Assessment Appointment

Staff will schedule the customer for a Comprehensive Adult Student Assessments System (CASAS) assessment appointment in the Data Vault, by selecting a location, date and time from the Community Catalog. The assessment appointment should be scheduled within 20 business days from the date of intake.

Once the assessment appointment has been scheduled, the point of contact(s) at the respective site where the assessment appointment has been scheduled will receive a notification on his/her "My Workspace" with the name(s) of the individuals scheduled for assessments and the applicable date(s) and time(s).

If a customer has prior or current assessment data in the Data Vault, the assessment fields will auto-

populate. If the assessment data is valid, the customer does not need to be re-assessed and this step, along with steps eight, nine, and ten can be skipped.

Assessment scores are valid for 90 days for customers seeking integrated education and training services from OSSE AFE in accordance with the U.S. Department of Education, Office of Career, Technical and Adult Education. For customers seeking an Individual Training Account from DOES, the assessments are valid for up to 1 year.

7. Conduct an Orientation Session about programs and services available to District residents prior to the assessment sessions.

Staff will conduct or invite the customer to participate in an orientation session to learn about the programs and services available to District residents through the Data Vault partners. This information can be helpful to the customer in making an informed decision about the programs and services s/he may wish to choose upon the completion of assessments and/or to assist her/him in the pursuit of their desired career path.

8. Administer CASAS Assessment(s)

Staff will administer two tests to a customer: 1) reading locator/pre-test and 2) math locator/pre-test using the Comprehensive Adult Student Assessment System (CASAS) eTests. A testing session is usually scheduled for 2.5 to 3 hours to allow sufficient time for customers to successfully complete both tests and take a brief break, if needed.

For a customer with learning and other developmental disabilities, the CASAS Adult Life Skills Series or Providing Options for the Workplace, Education and Rehabilitation (POWER) paper-based assessments may be administered. For a customer who is blind or visually impaired, the CASAS Braille Reading Assessment may be administered.

For information about Accommodations in CASAS Administration Procedures, visit CASAS online: <https://www.casas.org/training-and-support/testing-guidelines/accommodations-guidelines>

It is important to note that CASAS paper-based tests are only to be used to administer the Adult Life Skills assessment, POWER assessments, Large Print tests, and/or Braille Reading assessments.

A customer who has a diagnosed disability and is requesting accommodations must submit written documentation to receive accommodations. Staff may provide accommodations in CASAS etest administration procedures such as repeating directions, breaking an assessment into two sessions, using a separate room, giving frequent breaks, or providing a sign language interpreter (for test administration directions only). Accommodations in acquiring customer responses include using a sound amplification device, using a scribe to record answers, using a simple calculator for math, typing on a Braille keyboard, and using speech-to-text software. *Please note that a customer request to be administered a paper-based CASAS test, in lieu of an eTest, without written documentation is not an appropriate accommodation.*

9. Enter CASAS Assessment Data/Results into the Data Vault

Staff will enter the customer's assessment data (date of assessment, assessment Instrument, and reading and math pre-test scale scores) in the Data Vault within five business days of the test administration date. The customer's reading and math Educational Functioning Levels (EFL) and Grade Level Equivalencies (GLE) will auto-populate in the Data Vault once the scale score(s) have been entered.

Staff, including the customer's case manager and/or other service providers working with the customer, may view the assessment results, including the CASAS Student Performance Report for each customer. The report lists the competencies and skills for which the student has demonstrated mastery and those for which the student may require additional education and/or training services.

Must enter **both** Math and Reading assessment in order to proceed to Step #13. Will eventually want this to be configurable so that user can set this up for Math only, Reading only, or both.

10. Generate and Upload CASAS Student Performance Reports and Print CASAS Skill Level Descriptor Chart

Staff will generate a reading and math CASAS Student Performance Report from TOPSpro Enterprise and upload the reports in the Data Vault. TOPSpro is the CASAS eTest information management system.

Staff will also print a copy of the CASAS Skill Level Descriptor Chart (Adult Basic Education/English as a Second Language) in the Data Vault.

A copy of the CASAS Student Performance Reports and CASAS Skill Level Descriptor Chart should be reviewed and provided to the customer to ensure that s/he understands the assessment results. Based on the assessment data, staff will counsel the customer about program and service options, if applicable.

11. Administer a Learning Needs Screening and Payne Learning Needs Inventory (optional) or Student Learning Questionnaire for English Language Learners and refer for further assessment services, if applicable.

a. Learning Needs Screening

Staff, when applicable, should administer the Learning Needs Screening to the customer by asking the customer 14 questions and the additional health/medical questions in the Data Vault.

Enter the customer's "yes" or "no" responses in the appropriate column. Based on the number of "yes" and "no" responses, a total score will populate. Complete the applicable observations and notes fields.

Refer customers with a score of 12 or higher on the Learning Needs Screening for further assessment. This may include a psychological evaluation, psycho-educational assessment, and, medical evaluation, if applicable.

b. Payne Learning Needs Inventory (PLNI) (optional)

Staff, when applicable, may administer the Payne Learning Needs Inventory (PLNI) in the Data Vault to customers to identify the domains in which the customer learns best and recommendations for accommodations in instruction and testing.

The PLNI may require 45 minutes to 1 hour to administrate. Once the PLNI has been started in the Data Vault, it must be completed to save the information.

Once the PLNI has been administered, the scoring rubric will auto-populate recommendations for accommodations based on the customer's responses. A copy of the "Payne and Associates Accommodations Manual – Building Learning Power for Children and Adults Who Have Special Learning Needs: A Collection of Instructional Strategies and Adjustments" is also available for use in the Data Vault.

c. English Language Learner Questionnaire

Staff, when applicable, should administer the Student Learning Information Questionnaire to English Language Learners to assess the learning needs.

d. Further assessment, if applicable

Staff may refer customers for further assessment, which may include a psychological evaluation, psychoeducational assessment or other related assessments to the Office of the State Superintendent of Education (OSSE), Adult and Family Education (AFE) and the Department on Disability Services/Rehabilitation Services Administration (DDS/RSA).

OSSE AFE implements the “Assess for Success: Supporting Adult Learners with Special Needs” initiative which offers educational assessments and feedback/counseling sessions to review the assessment results to District residents with suspected learning disabilities and/or other special needs.

The purpose of the Assess for Success initiative is to assist adult learners 18 years of age and older in acquiring the following: 1) Testing accommodations; 2) Service eligibility determination; 3) Program assignment; 4) Educational planning/accommodations; and 5) Employment training accommodations.

Prioritized access to assessment services will be based on the results from the Learning Needs Screening Tool, Student Learning Information Questionnaire or another screening tool for English Language Learners that has been approved by OSSE AFE for use for this initiative.

To make a referral to OSSE AFE:

1. Complete the Learning Needs Screening Tool or Student Learning Information Questionnaire in the Data Vault or upload another screening tool for English Language Learners that has been approved by OSSE AFE for use for this initiative in the Documents tab in the Data Vault;
2. Complete the Assess for Success Referral Form in the Data Vault;
3. Ask the customer to complete and sign an Assess for Success Release of Information Form in the Data Vault; and
4. Submit the request for approval of Assess for Success services to OSSE AFE in the Data Vault.

An OSSE AFE staff member will review and approve the request for further assessment. An Assess for Success vendor will contact the customer to schedule an assessment appointment.

Special Note: One of the purposes of the Assess for Success initiative is to link adult learners who are found to have a disability through the assessment process to the Department on Disability Services/Rehabilitation Services Administration (DDS/RSA) for additional support services, such as assistive technology, transportation stipends, and medical/dental care, to help facilitate their successful transition to employment, training, and/or postsecondary education. Based on OSSE Adult and Family Education’s partnership with DDS/RSA, the contracted vendor’s assessments will be recognized by DDS/RSA as evidence of the specified disability.

12. Administer additional screenings and/or assessments, as applicable (The logic for these assessments is pending development)

Once available and if applicable, staff will administer additional assessments/screenings to customers including a: Mental Health Screening, Domestic Violence Screening, Substance Abuse Screening, and Career Assessment. These assessments align with the DHS Temporary Assistance to Needy Families (TANF) Comprehensive Assessment and Online Work Readiness Assessment (OWRA).

13. Refer Customers for Education, Training and Other Related Services

Based on the CASAS assessment data (EFLs, GLEs, Scale Scores), the Learning Needs Screening and/or other assessment results, staff will click on the Program Classes Referral tab to access the Community Catalog in the Data Vault. The Community Catalog displays a list of program and service options. Staff will apprise and counsel the customer of the options and work with the customer to select a preferred program and/or service provider(s).

If applicable, a customer seeking an Individual Training Account (ITA) from DOES, should be counseled about other programs and services that lead to an industry recognized certification that they can engage in while awaiting an ITA.

Customers who do not have a high school diploma or GED should be encouraged to pursue a secondary credential to help facilitate their transition to postsecondary education, training and/or employment, if desired. Two program options in the District of Columbia, the National External Diploma Program (NEDP) and the General Educational Development (GED) Program, are available and help a customer work towards earning a high school diploma while employed or in a training program.

Education, training or other related services providers will be notified when a customer has been referred to their agency and will be required to “accept, reject or place the customer on hold” once a status is determined within two business days. The provider must also allow up to 30 days for the customer to come in for services once the provider “accepts” the referral.

Providers, when applicable, must review “My Workspace” daily to monitor and track the referral of customers to their agencies for services.

14. Help Customers to Register in DC Networks to obtain Employment Related Services from the Department of Employment Services (DOES)

Staff will encourage customers to register in DC Networks; the link is available in the Data Vault. Registration in DC Networks affords District residents the opportunity to receive notices from the Department of Employment Services (DOES) about employment opportunities, hiring events, training and other employment related services. The customer’s DC Networks/Virtual One Stop (VOS) username should be entered in the Data Vault.

15. Help Customers to Apply for Vocational Rehabilitation Services from the Department on Disability Services/Rehabilitation Services Administration (DDS/RSA), if applicable

Based on the customer’s responses to the questions on the General Intake Form under “Disability Information,” staff will assist the customer in completing the Department on Disability Services/Rehabilitation Services Administration (DDS/RSA) application for services; the link is available in the Data Vault. Completion and submission of the form to DDS/RSA, in addition to the acquisition and submission of the required eligibility documents, is the first step in DDS/RSA’s determination of a customer’s eligibility for vocational rehabilitation services, if applicable.

16. Help Customers to Apply for Public Benefits from the Department of Human Services (DHS), if applicable

Based on the customer’s responses to the questions on the General Intake Form under Income, staff will assist the customer in completing the Department of Human Services (DHS) application for public benefits (e.g. Temporary Assistance to Needy Families (TANF), Medical Assistance, Supplemental Nutrition Assistance Program (SNAP), Homeless services, etc.); the link is available in the Data Vault. Completion and submission of the form to DHS website, in addition to the acquisition and submission of the required eligibility documents is the first step in the DHS’ determination of a customer’s eligibility for public benefits, if applicable.

17. Help Customers to Obtain an Individual Training Account (ITA) from the Department of Employment Services (DOES), if applicable

As appropriate, staff will submit a request for an Individual Training Account to the Department of Employment Services for a customer who is interested in participating in training to pursue a desired career path.

A customer should be referred to a training provider for which s/he meets the eligibility criteria, including the customer possessing the required literacy and numeracy EFL/GLE and/or basic skills required by the training provider. Meeting this criterion helps to ensure that the customer can be successful in completing the training program, passing a certification examination and transitioning to employment, postsecondary education and/or the next tier of training for their desired career path.

The Department of Employment Services (DOES) will review and approve requests for Individual Training Accounts for a customer seeking participation in a specific training program offered by an Employment and Training Provider approved by the Workforce Investment Council. The acquisition and submission of required eligibility documents, in addition to meeting the EFL/GLE and/or basic skills requirements, is the first step in DOES' approval of a request for an Individual Training Account.

**To receive federally funded services under WIOA from the Department of Employment Services (DOES), an individual must provide proof that s/he is eligible to work in the U.S. If an individual is not willing or unable to disclose her/his Social Security Number, s/he is not eligible to receive federally funded services under WIOA from DOES.*

18. Review MyWorkspace

Staff will regularly review their My Workspace page track and monitor the disposition of customers being served via the Data Vault. Staff should review:

- Announcements
- Assessments (if applicable)
- A4S Assessment Referrals (if applicable)
- Referrals (Incoming and Outgoing)
- My Customers
- All Customers (if applicable)

19. Review Customer Summary Report

Staff should regularly review customers' summary reports on the Customer Tab to review student participation, performance, progress and outcome data.

20. Create and/or share case notes to better serve customers

Staff should create and share case notes (icon located on the Customer Tab) with individuals within your agency, case managers associated with a particular customer and/or other partner agencies with whom you are collaborating to serve a particular customer.

21. Communicate with other Data Vault users

Staff should use the Communicator (Icon located at the top right-hand side of each tab) to communicate with other Data Vault users and/or case managers associated with a particular customer.