



Comprehensive Adult Student Assessment Systems



CAEP Student Data & Accountability for 2022-23

February 2023

<https://caladulted.org/TAP>

www.casas.org



CAEP Accountability 2022-23

Housekeeping

- Registration via CAEP TAP
- Sign in sheets
- Training Evaluation



CAEP Accountability 2022-23

Agenda

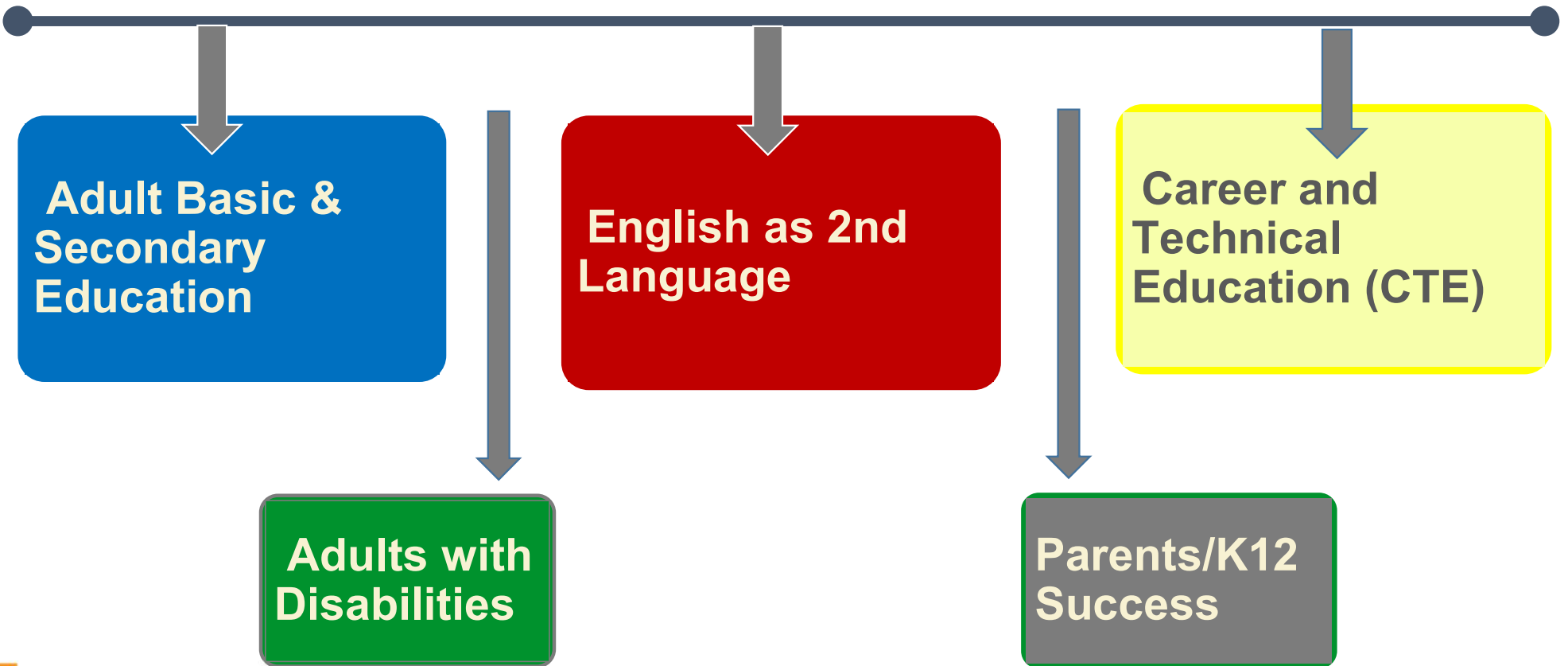
- CAEP Programs Update for 2022-23
- Review of Key Training Issues
- CAEP Outcomes and Services
- Deliverables, Timeline, and Resources
- CAEP Reports in TE
- CAEP Goal Setting Examples

PY 2022-23 CAEP Program Structure: 71 Consortia

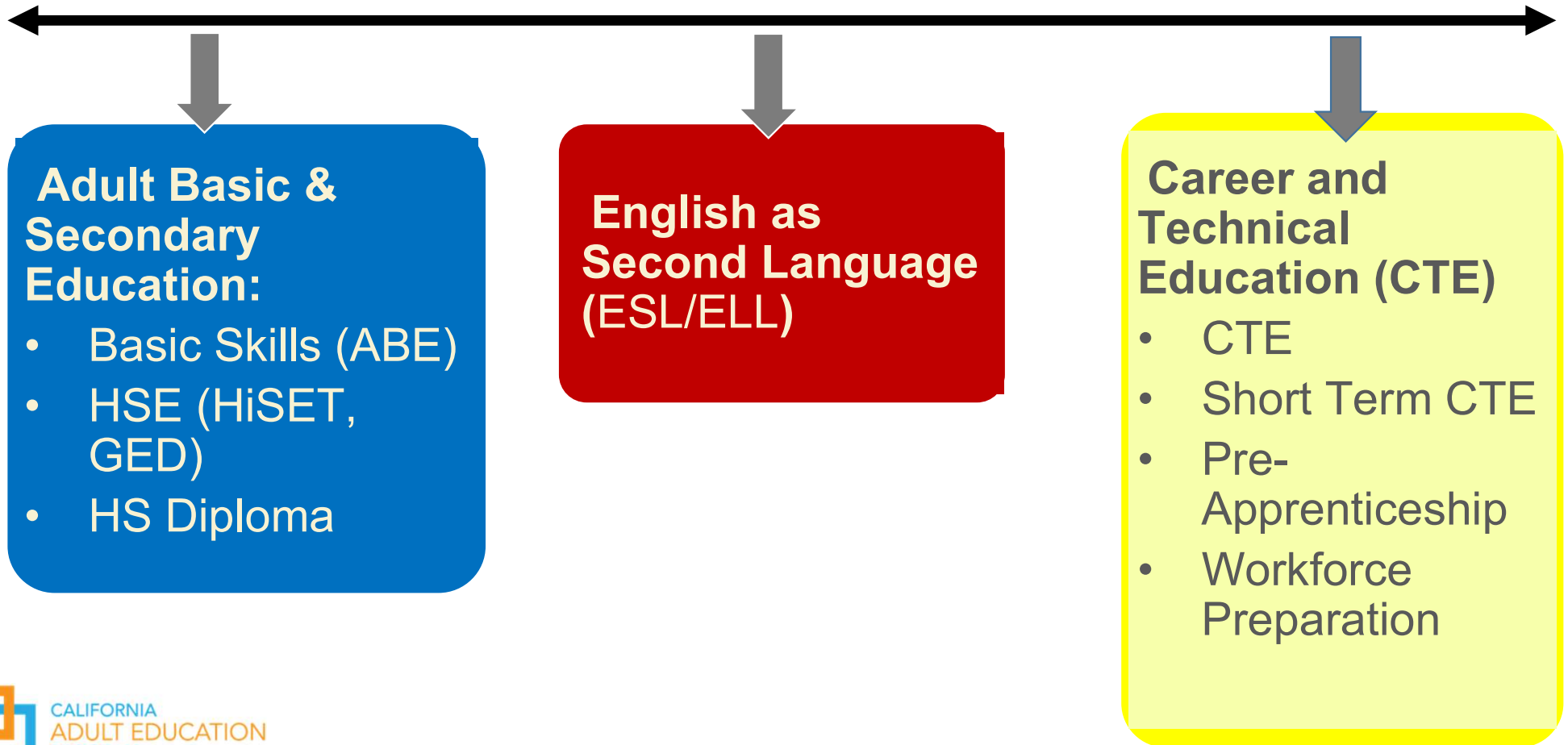


- There are 71 regional consortia across the state, based on CCD boundaries.
- Consortia include *members* from community colleges, K–12 adult schools, and COE's.
- Each consortium may include community *partners* such as workforce agencies, libraries, and community-based organizations.

PY 2022-23 CAEP Program Structure: 5 Programs



PY 2022-23 CAEP Program Structure: Primary Programs

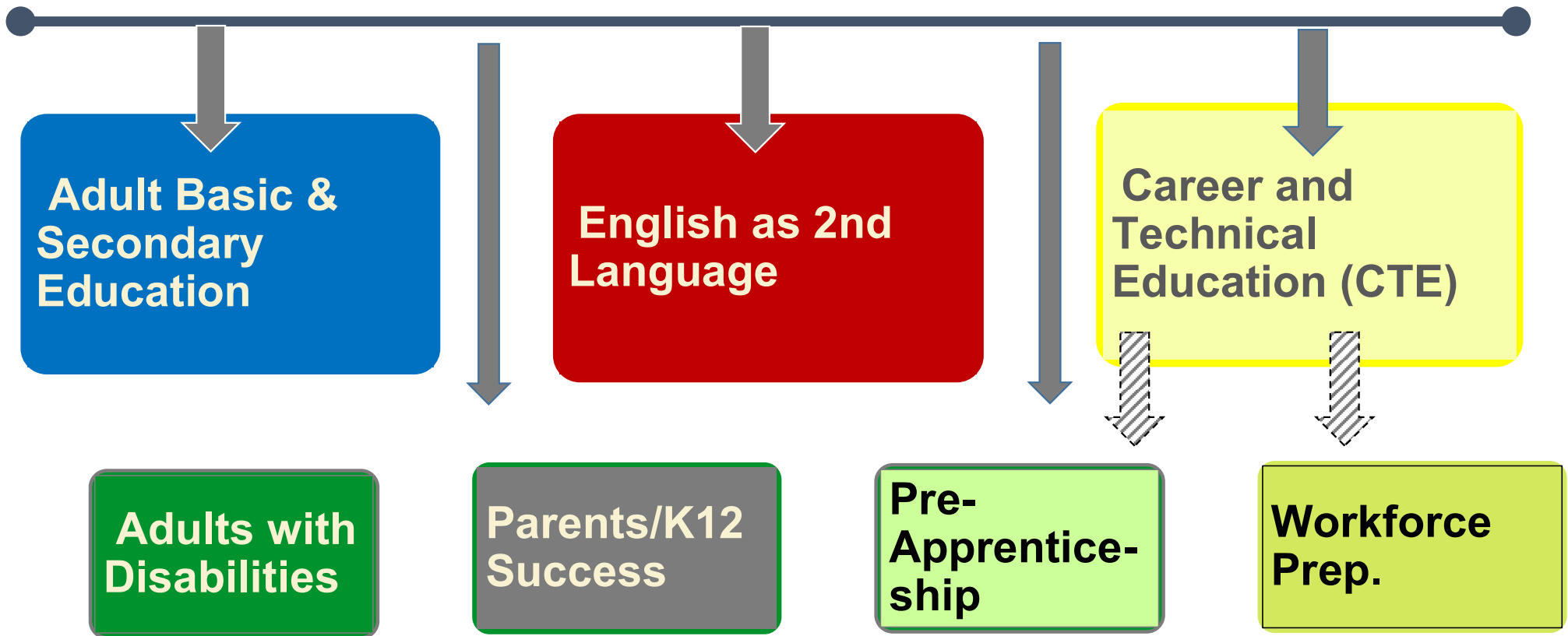


CAEP Reporting : CAEP Programs Under CTE

Career and Technical Education (CTE)

- CTE – Long term/occupation specific
- Short Term CTE – short term/occupation specific
- ***Pre-Apprenticeship*** – Long term/occupation specific
- ***Workforce Preparation*** – Short term/not occupation specific

TE CAEP Program Structure: 7 Programs



CAEP Program Updates

CAEP Program Structure & Reporting Issues

- CAEP Goal Setting
- “Adults served” now includes three categories of learners
- Tracking hours by program for learners in multiple programs
- CAEP will not track service hours.
- Collaboration with Workforce Partners

Goal Setting & Targets

- Consortium Level Metrics (mandatory)
 - *Student Barriers & Enrolled Adults*
- Member Level Metrics (mandatory)
 - *% of funds spent # of participants*
- Optional Member Level Metrics
 - *list of ten to choose from*

CAEP Reporting: Adults Served

CAEP reports the number of “**Adults Served**” which includes three categories:

1. Service only students
2. Students receiving 1-11 instructional contact hours
- 3. Participants** who received 12 or more instructional contact hours over a single program year.

CAEP Hours Reports

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CAEPEBH

CAEP Enrollees by Hours

06/08/2021 17:08:11

Agency: _____ Program Year: 2020-2021
 Member: _____ Consortium: 06 - Partnership for Adult Academic and Career Education

Program Areas* (A)	Literacy Gains (Pre/Post)	CAEP Outcomes			Services			
	Enrollees w/12 hours (B)	Enrollees w/12 hours (C)	Enrollees w/1-11 hours (D)	Enrollees w/0 hours (E)	Enrollees (F)	Enrollees w/12 hours (G)	Enrollees w/1-11 hours (H)	Enrollees w/0 hours (I)
ESL/ELL	394	580	49	0	855	609	98	148
ABE/ASE	355	638	50	0	993	653	96	244
CTE	0	73	0	0	79	75	0	4
Workforce Preparation	134	287	14	0	363	290	20	53
Pre-Apprenticeship	0	0	0	0	0	0	0	0
Adults supporting K12	34	44	8	0	62	44	12	6
Adults w/Disabilities	0	0	0	0	0	0	0	0
N/A					660	0	0	660
Total	917	1622	121	0	3012	1671	226	1115
Students in 2 or more programs	293	483	26	0	588	487	43	58
Total unduplicated students	522	1004	86	0	2264	1049	172	1043

CAEP Enrollees by Hours & CAEP Services Enrollees by Hours

- New CAEP Hours reports itemize number of CAEP students by 0, 1-11, and 12+ hours.
- Participants vs. Adults Served

CAEP Reporting: Hours by Program

Enrollment / Instructional Hours

For K12/COE:

- If a class is identified as integrated, the hours will be divided equally between the programs designated for that record.
- If not integrated, or if the hours are split unevenly – the agency can create two classes, one for each instructional program represented.

CAEP Program Reporting: Instructional Hours

Enrollment / Instructional Hours

An instructional hour must meet OCTAE guidelines ***and be associated with an instructional program***. Thereby, service hours must not be commingled with instructional hours.

- CAEP will not track service hours.
- CAEP will only report instructional hours for NOVA program area reporting.

WIOA Core Program Partners

- WIOA Title I: Adult, Dislocated Worker, and Youth
- WIOA Title II: Adult Education and Literacy (AEFLA)
- WIOA Title III: Wagner-Peyser/One-stops
- WIOA Title IV: Vocational Rehabilitation

The Four Titles of WIOA Each Authorize Different Programs:

TITLE I

Helps jobseekers with career counseling, job search assistance, and job training.



TITLE II

Helps adults who lack basic skills. Services assist with improving reading, writing, math, and English proficiency; attaining a high school diploma or equivalent; and transition to employment or postsecondary education/training.



TITLE III

Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.



TITLE IV

Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies.



WIOA Alignment to AB 104

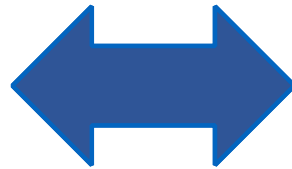
The WIOA Performance Indicators, along with the 5 types of MSG, comprise the framework for the six AB 104 outcomes:

Indicators:

1. Employment
2. Wages

MSGs:

1. Literacy gain
2. Secondary
3. Post-Secondary
4. Training Milestone
5. Skills Progression



AB 104 Outcomes:

1. Improved literacy skills
2. Completion of high school diplomas or their recognized equivalents
3. Completion of postsecondary
4. Placement into jobs
5. Improved wages
6. *Post Secondary Transition*

CAEP Outcomes

Literacy Gains

- Pre/Post Level Completion
- Carnegie Units /HS Credits
- CDCP Certificate
- Occupational Skills Gain
- Workforce Preparation

HSE/HS Diploma

- High School Diploma
- Passed GED
- Passed HiSET

Post-Secondary

- College Degree – AA, AS, BA, BS
- Graduate Studies
- Training Credential
- Occupational Licensure/Certificate
- Apprenticeship

Enter Employment

- Get a Job
- Retain a Job
- Enter Military

Increase Wages

- Increase Wages
- Get a Better Job

Transition

- Transition to ASE
- Transition to Post-Secondary/CTE
- Transition to Post-Secondary/College

⑨ **LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)**

WORK	EDUCATION	
<ul style="list-style-type: none"> <input checked="" type="radio"/> Got a job <input checked="" type="radio"/> Increased wages <input checked="" type="radio"/> Retained job <input checked="" type="radio"/> Got a better job <input checked="" type="radio"/> Met work-based project goal <input checked="" type="radio"/> Entered job training <input checked="" type="radio"/> Entered training program <input checked="" type="radio"/> Training milestone <input checked="" type="radio"/> Entered apprenticeship <input checked="" type="radio"/> Entered military <input checked="" type="radio"/> Acquired workforce readiness skills <input type="radio"/> Reduced public assistance <input type="radio"/> Other work outcome 	<ul style="list-style-type: none"> <input type="radio"/> Passed GED <input type="radio"/> Passed HiSET <input type="radio"/> Passed TASC <input type="radio"/> Earned High School diploma <input type="radio"/> Returned to K-12 <input type="radio"/> Gained computer/tech skills <input type="radio"/> Completed course <input checked="" type="radio"/> Mastered course competencies <input type="radio"/> Earned certificate <input type="radio"/> Educational achievement <input checked="" type="radio"/> Skills progression <hr/> <p style="text-align: center;">Transcript or report card</p> <div style="border: 2px solid black; padding: 5px;"> <ul style="list-style-type: none"> <input checked="" type="radio"/> Secondary <input checked="" type="radio"/> Postsecondary </div>	<ul style="list-style-type: none"> <input checked="" type="radio"/> Enrolled in secondary program <input checked="" type="radio"/> Entered college <input checked="" type="radio"/> Transitioned to credit (transfer) <input checked="" type="radio"/> Transitioned to credit (non-transfer) <input checked="" type="radio"/> Attained credential <input checked="" type="radio"/> Attained A.A. or A.S. degree <input checked="" type="radio"/> Attained B.A. or B.S. degree <input checked="" type="radio"/> Entered graduate studies <input checked="" type="radio"/> Attained post graduate degree <input checked="" type="radio"/> Occupational skills licensure <input checked="" type="radio"/> Occupational skills certificate <input type="radio"/> Occupational certifications <input type="radio"/> Other recognized diploma, degree, or certificate

NEW →

- | | |
|---|---|
| <input checked="" type="radio"/> Literacy Gains | <input checked="" type="radio"/> Employment |
| <input checked="" type="radio"/> Secondary | <input checked="" type="radio"/> Wages |
| <input checked="" type="radio"/> Post-Secondary | <input checked="" type="radio"/> Transition |

- L = Literacy Gains
- H = HSE/ HSD
- P = Post-Secondary
- E = Enter Employment
- I = Increase Wages
- T = Transition Post-Sec

Work Results:

- E Got a job
- I Increased wages
- E Retained job
- I Got a better job
- L Met work-based project goal
- T Entered job training
- T Entered training program
- L Training milestone
- T Entered apprenticeship
- E Entered military
- L Acquired workforce readiness skills
- Reduced public assistance
- Other work outcome

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In TE go to Records--
Students--Records

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- E Retained job
- I Got a better job
- L Met work-based project goal
- T Entered job training
- T Entered training program
- L Training milestone
- T Entered apprenticeship
- E Entered military
- L Acquired workforce readiness skills
- Reduced public assistance
- Other work outcome

Personal Results:

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

Education Results:

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

Education Results:

- Passed GED 2002
- H Passed GED 2014
- H Passed HiSET
- H Passed TASC
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- Other recognized diploma, degree, or certificate

NEW

Literacy Gains

CAEP Outcome	Recording Method
Pre/Post-Test Gains	Enter pre/post-test results
Carnegie Units	No “bubble” but via self reported level
CDCP Certificate	<ul style="list-style-type: none">• Mastered course competencies• Skills Progression
Occupational Skills Gain	<ul style="list-style-type: none">• Met Work based Project• Training Milestone
Workforce Preparation	<ul style="list-style-type: none">• Acquired Workforce Readiness

Literacy Gains – CTE Related Outcomes


Occupational Skills Gain:

- Usually suggests accomplishment of a portion of a longer term program
 - *For example:* a student enrolls in a long term welding program in CTE, which is five semesters/five modules long. ***The student passes a skills check/written test*** that indicates the student is ready to finish Module I and enroll in Module II.

Workforce Prep Outcome:

- Usually suggests completion of a shorter term program
 - *For example:* a student enrolls and completes a 15 hour instructional module on job search strategies. ***The student earns documentation*** such as an informal certificate at the end of the instructional module.

Occupational Outcomes: Post-Secondary vs. Literacy Gains



Post-Secondary

Postsecondary Credential Completion

For K12 community college CTE programs - Completion of a credential that leads to employment in a clearly-defined occupation including, but not necessarily limited to:

- Locally approved certificates eligible for inclusion on the Eligible Training Provider List (ETPL)
- CDCP CTE certificates with more than 48 instructional contact hours
- Certificates that meet the minimum threshold for inclusion under Perkins
- Certificates that meet the threshold for Title IV federal student aid

Completion of any degree or for credit certificate over 6 units

Post-Secondary:

- Attained Credential
- Occupational licensure
- Occupational certificate

Literacy Gains:

- Occupational Skills Gain
- Workforce Prep Milestone

Post-Secondary =

- Completion of a longer term program

“Literacy Gains” =

- Partial completion of a longer term program
- Completion of a shorter term program

Occupational Outcomes:

- Attained Credential
- Occupational licensure
- Occupational certificate
- **Secondary/Post-Secondary Transcript**

Education Outcomes:

- AA/AS degree
- BA/BS degree
- Entered graduate studies
- Attained post-grad degree

Post-Secondary

Post-Secondary Credential Completion

	CERTIFICATE	CERTIFICATION	DEGREE	LICENSE
Awarded by...	Education institution	Business, trade association, industry	Education institution	Government agency
Results from...	Course of study	Assessment	Course of study	Meeting requirements
Indicates...	Education	Skill mastery	Education	Legal permission
Completed in...	<2 Years	Variable	2+ Years	Variable
Examples	ServSafe Food Handler, Green Manufacturing Specialist, Certificate in Business Administration	Certified Welder (CW), Certified Logistics Technician (CLT), Certified International Information Systems Security Professional (CISSP)	Bachelor of Science, Master of Science, Doctor of Engineering	Registered Nurse (RN), Cosmetologist, Master Plumber

WSD 019-03

Attributes of a quality post-secondary credential:

- **Accessible** — Affordable and readily available at places and times convenient for working adults
- **Transparent** — Clearly articulated costs and prerequisites; accurate picture of what skills, knowledge and abilities are benchmarked by a given credential, and the value it carries in the labor market
- **Stackable** — One of multiple manageable chunks that add up to a more substantial credential and do not require starting over at each new step
- **Portable** — Transferable between firms, regions and educational institutions
- **Meaningful** — Has value in the labor market
- **Connected** — Links to a job or an educational pathway

Post-Secondary Credential Completion

These are potential ways to measure and verify that your program comprises a legitimate career pathway:

- Locally approved certificates eligible for inclusion on the Eligible Training Provider List (ETPL) (WIOA Title I)
- CDCP CTE certificates with more than 48 instructional contact hours (CCCCO)
- Certificates that meet the minimum for inclusion under Perkins
- Certificates meeting the threshold for Title IV federal student aid

Transition

CAEP Outcome	Update Record
Transition to ASE	No “bubble” but via instructional program
Transition to Post-Secondary/CTE	<ul style="list-style-type: none">• Entered job training• Entered training pgm• Entered apprenticeship
Transition to Post-Secondary/College	<ul style="list-style-type: none">• Enrolled in secondary• Transition to credit

Transition

From:

K12 Adult Education
(ABE, ASE, ESL)

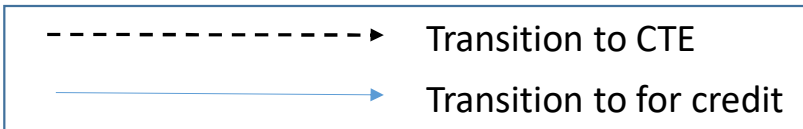
Non Credit CC
(ABE, ASE, ESL)

To:

K12 Adult Ed
CTE

CC CTE

For Credit CC



Immigrant Integration Indicators (I-3)

- AB 2098 requires CAEP to include updates on immigrant integration in annual reports to the Legislature.
- TE Immigrant Immigration Indicator (I-3) reports track EL Civics COAAPs outcomes and relate them to Immigrant Integration goals.
- CAEP students in any instructional program can earn “I-3 Outcomes” when passing a COAAP assessment that relates to I-3 goals.

CASAS EL Civics I-3 Summary Page 1 of 1
07/20/2020 10:26:53 score


Agency: _____ Program Year: 2018-2019

Immigrant Integration Goal Areas	Attempted	Passed	Percentage
Civic and Community Participation			
11 - Research and describe cultural backgrounds/barriers	221	203	91.86%
Credentials and Residency			
40 - Respond to questions about US history/government for the purpose of naturalization	6	6	100.00%
Digital Literacy			
47 - Identify strategies and resources for safe internet use	2	2	100.00%
48 - Use online tools to learn/communicate/collaborate	3	3	100.00%
Education and Career			
13 - Interact with educational institutions for children/adults	40	39	97.50%
14 - Identify educational opportunities to achieve a career goal	61	44	72.13%
33 - Identify and access resources needed to obtain/keep a job	207	191	92.27%
37 - Identify and demonstrate qualities of an effective employee in the American workplace	179	169	94.41%
Health and Wellbeing			
28 - Access the health care system/providers	63	59	93.65%
46 - Access resources for nutrition education and information on healthy foods	101	91	90.10%
Total:	883	807	91.51%

CAEP Outcomes: Key Considerations

- “CTE Literacy Gains.” When to record and how to distinguish between the two outcomes.
- Literacy Gains. Can “Passage of an Exam” be applied to non CTE programs like ABE and ESL?
- Post-Secondary. Distinguish from CTE Literacy Gains and identify recognized credentials.
- Post-Secondary. Sorting out the different academic and workforce outcomes.
- Workforce Preparation. Distinguish outcomes (and instruction) in the area of Workforce Preparation from short term services.
- Transitions. “For credit” vs. “not for credit” transition to college.
- EL Civics. When can COAAPs and other ELC assessments be used for CAEP outcomes reporting?

CAEP Short Term Services

 **Current Workforce Services**

Training Services Received In Program:

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

Transition Services Received In Program:

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

Supportive Services Received In Program:

<input type="checkbox"/> Transportation	<input type="checkbox"/> Supplementary Instruct. Serv.
<input type="checkbox"/> Health Care and Mental Health Care	<input type="checkbox"/> Needs-Based Related Payments
<input type="checkbox"/> Family/Child Care	<input type="checkbox"/> Emergency Financial Services
<input type="checkbox"/> Housing or Rental Assistance	<input type="checkbox"/> Federal Education Cash Assist.
<input type="checkbox"/> Personal, Financing, or Legal Counseling	<input type="checkbox"/> Other Supportive Services

Record short term services such as counseling or mentorship that may be received outside of the classroom.

- Supportive Services
- Training Services
- Transition Services

Supportive Services

Supportive Services Received In Program:

- | | |
|---|---|
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Supplementary Instruct. Serv. |
| <input type="checkbox"/> Health Care and Mental Health Care | <input type="checkbox"/> Needs-Based Related Payments |
| <input type="checkbox"/> Family/Child Care | <input type="checkbox"/> Emergency Financial Services |
| <input type="checkbox"/> Housing or Rental Assistance | <input type="checkbox"/> Federal Education Cash Assist. |
| <input type="checkbox"/> Personal, Financing, or Legal Counseling | <input type="checkbox"/> Other Supportive Services |

Services that better enable an individual to participate in adult education activities, or related activities such as WIOA Title I -- such as transportation, child care, dependent care, housing, and personal needs

Training Services

Training Services Received In Program:

- | | |
|---|---|
| <input type="checkbox"/> On the Job Training | <input type="checkbox"/> Remedial Training (ABE/ESL – TAA only) |
| <input type="checkbox"/> Skill Upgrading | <input type="checkbox"/> Prerequisite Training |
| <input type="checkbox"/> Entrepreneurial Training (non-WIOA Youth) | <input type="checkbox"/> Registered Apprenticeship |
| <input type="checkbox"/> ABE/ESL in conjunction w/Training (non-TAA funded) | <input type="checkbox"/> Youth Occupational Skills Training |
| <input type="checkbox"/> Customized Training | <input type="checkbox"/> Other Non-Occupational-Skills Training |
| <input type="checkbox"/> Other Occupational Skills Training | <input type="checkbox"/> Unspecified Training |

Training Services assist students who have barriers to qualifying for employment or training programs; and inform all students about qualifications for employment and training in the local region.

Mark **Training Services** when providing actual training to students or when engaged in interactions (such as tutoring, counseling, or mentorship) that better inform the student about employment training.

Transition Services

Transition Services Received In Program:

- | | |
|---|---|
| <input type="checkbox"/> Assessment/Testing/Counseling | <input type="checkbox"/> On-the-Job Training (OJT) |
| <input type="checkbox"/> Personal Development Training | <input type="checkbox"/> Work Experience |
| <input type="checkbox"/> Counseling/Career Development | <input type="checkbox"/> Pre-Employment Skills/Job Readiness Training |
| <input type="checkbox"/> Job Development/Job Search Assistance | <input type="checkbox"/> Postsecondary Academic Education |
| <input type="checkbox"/> Occupational Skills Training (non-OJT) | <input type="checkbox"/> Other Transition Services |

Services that help individuals:

- Facilitate successful transition from school to postsecondary life, such as attaining employment, enrolling in college, or accessing designated pre-employment transition services.
- Provide opportunities to receive training and other services necessary to achieve competitive employment or postsecondary enrollment

Supportive Services – Key Considerations

- ***Personal/Finance/Legal Counseling*** address a student's personal issues; or provide referral information about community resources available for this kind of assistance..
- ***Supplementary Instructional Services*** suggests extra, more personalized instruction such as tutoring, that accompanies what the student is learning in the classroom.
- ***Emergency Financial Services*** information about ways to respond to personal financial emergencies.
- ***Needs Based Payments*** provides information about on site or government programs (such as CalWORKS) that provide financial assistance to students.
- ***Federal Education Cash Assistance*** refers to information about student loan programs such as Pell Grant.

Training Services – Key Considerations

Training Services assist students who have barriers to qualifying for employment or employment training programs.

Mark **Training Services** when providing actual training to students or when engaged in interactions (such as tutoring, counseling, or mentorship) that better inform the student about employment training.

- ***Skill Upgrading*** for short term training that focuses on specific areas of occupational expertise, such as CPR training, phlebotomy, OSHA hand washing.
- ***ABE/ESL in conjunction w/ Training*** for information about local ABE/ESL instruction *that supports students while enrolled* in workforce training (such as local CTE, IET, or WIOA I)
- ***Remedial Training*** for more information about local ABE/ESL instruction that *student is required to complete in order to qualify for workforce training*
- ***Prerequisite Training*** for any services that are required prior to enrollment in longer term workforce training

Transition Services – Key Considerations

- ***Assessment/Testing/Counseling*** indicates a student completes placement testing but does not enroll in class; or completes assessments other than pre/post-testing.
- ***Personal Development Training*** focuses on soft skills necessary to succeed in the workplace and elsewhere.
- ***Counseling/Career Development*** identifies resources and opportunities to gain a better understanding of what is needed in a particular occupation.
- ***Job Development/Job Search Assistance*** identifies openings or resources for finding jobs.
- ***Occupational Skills Training*** focuses on specific skills needed for a job or identifies additional resources for improving these skills.
- ***Work Experience*** document any short-term exposure to work, such as a field trip to a local employer, or providing information about a specific employer.
- ***Postsecondary Academic Education*** activities such as a field trip to a local university; or provides information about college enrollment.

Data Collection Requirements



Entry Records

- Record enrollment in an WIOA II/CAEP funded program
- Collect Date of Birth, Gender, Race, and Ethnicity
- Assist the learner in selecting highest year of school, highest degree, barriers to employment, and labor force status

<p>18 LABOR FORCE STATUS (Mark one)</p> <p><input type="radio"/> Unemployed</p> <p><input type="radio"/> Employed</p> <p><input type="radio"/> Employed, with notice</p> <p><input type="radio"/> Not in labor force</p>	<p>6 HIGHEST YEAR OF SCHOOL COMPLETED</p> <p>0 0</p> <p>1 1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>8</p> <p>9</p> <p><input type="checkbox"/> Majority of my schooling was outside of U.S.</p>	<p>7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> HSE Certificate</p> <p><input type="checkbox"/> High School Diploma</p> <p><input type="checkbox"/> Technical/Certificate</p> <p><input type="checkbox"/> Some college, no degree</p> <p><input type="checkbox"/> A.A. / A.S. Degree</p> <p><input type="checkbox"/> 4 yr. College Graduate</p> <p><input type="checkbox"/> Graduate Studies</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> I earned the above outside of U.S.</p>	<p>14 EMPLOYMENT BARRIERS (Mark all that apply or leave blank)</p> <p><input type="checkbox"/> Cultural Barriers</p> <p><input type="checkbox"/> Disabled</p> <p><input type="checkbox"/> Displaced Homemaker</p> <p><input type="checkbox"/> English Language Learner</p> <p><input type="checkbox"/> Ex-Offender</p> <p><input type="checkbox"/> Foster Care Youth</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Long-term Unemployed</p> <p><input type="checkbox"/> Low Income</p> <p><input type="checkbox"/> Low Levels of Literacy</p> <p><input type="checkbox"/> Migrant Farmworker</p> <p><input type="checkbox"/> Seasonal Farmworker</p> <p><input type="checkbox"/> Single Parent</p> <p><input type="checkbox"/> No TANF within 2 yrs</p>
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Data Collection Requirements

Entry Records

- Select any instructional program authorized for WIOA II and/or CAEP
- Record as many barriers to employment (field 14 as apply to the learner
- Indicate if learner is cross-enrolled in another WIOA program (Title I, III, IV)

Data Collection Requirements

Entry Records

Effective PY 2022-23 – documenting primary and secondary goals will be required for all learners.

TOPS <i>Tracking Of Programs and Students</i>
Entry Record

⑫ Attainable Goal Within Program Year (Mark one in each column)		
1	2	(1=Primary, 2=Secondary)
<input type="radio"/>	<input type="radio"/>	Improve basic skills
<input type="radio"/>	<input type="radio"/>	Improve English skills
<input type="radio"/>	<input type="radio"/>	H.S. Diploma / HSE
<input type="radio"/>	<input type="radio"/>	Get a job
<input type="radio"/>	<input type="radio"/>	Retain job
<input type="radio"/>	<input type="radio"/>	Get a better job
<input type="radio"/>	<input type="radio"/>	Enter college or training
<input type="radio"/>	<input type="radio"/>	Work-based project
<input type="radio"/>	<input type="radio"/>	Family goal
<input type="radio"/>	<input type="radio"/>	U.S. Citizenship
<input type="radio"/>	<input type="radio"/>	Military
<input type="radio"/>	<input type="radio"/>	Personal goal
<input type="radio"/>	<input type="radio"/>	None
<input type="radio"/>	<input type="radio"/>	Other

Data Collection Requirements



Update Records

- Outcomes must be completed after a substantial block of instruction or at the end of the instructional period (semester, trimester, quarter, term)
-
- For attendance hours:
 - Complete Update Record at least once a month
 - Record all learner attendance hours in TE Attendance module (in TE Class Instance Record)
 - Import attendance hours from third party system at least once per month.

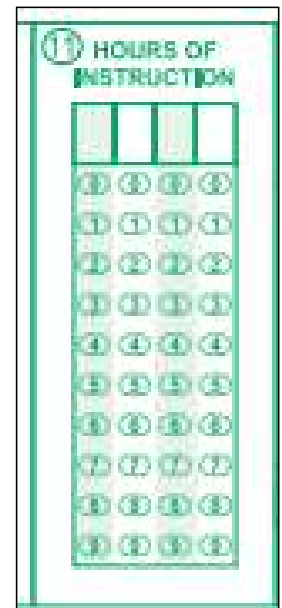
Data Collection Requirements



Update Records

For attendance hours:

- Complete Update Record at least once a month
- Record all learner attendance hours in TE Attendance module (in TE Class Instance Record)
- Import attendance hours from third party system at least once per month.



Data Collection Requirements

Update Records

- Outcomes must be completed after a substantial block of instruction or at the end of the instructional period (semester, trimester, quarter, term)
- Outcomes (field 9) now more important than ever!

LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)			
WORK	EDUCATION		FAMILY / COMMUNITY
<input type="checkbox"/> Got a job	<input type="checkbox"/> Passed GED	<input type="checkbox"/> Enrolled in secondary program	<input type="checkbox"/> Increased involvement in children's education
<input type="checkbox"/> Increased wages	<input type="checkbox"/> Passed HiSET	<input type="checkbox"/> Entered college	<input type="checkbox"/> Increased involvement in children's literacy activities
<input type="checkbox"/> Retained job	<input type="checkbox"/> Passed TASC	<input type="checkbox"/> Transitioned to credit (transfer)	<input type="checkbox"/> Met other family goal
<input type="checkbox"/> Got a better job	<input type="checkbox"/> Earned High School diploma	<input type="checkbox"/> Transitioned to credit (non-transfer)	<input type="checkbox"/> Met personal goal
<input type="checkbox"/> Met work-based project goal	<input type="checkbox"/> Returned to K-12	<input type="checkbox"/> Attained credential	<input type="checkbox"/> Obtained perm. residence
<input type="checkbox"/> Entered job training	<input type="checkbox"/> Gained computer/tech skills	<input type="checkbox"/> Attained A.A. or A.S. degree	<input type="checkbox"/> Attained U.S. citizenship
<input type="checkbox"/> Entered training program	<input type="checkbox"/> Completed course	<input type="checkbox"/> Attained B.A. or B.S. degree	<input type="checkbox"/> Achieved U.S. citizenship skills
<input type="checkbox"/> Training milestone	<input type="checkbox"/> Mastered course competencies	<input type="checkbox"/> Entered graduate studies	<input type="checkbox"/> Registered to vote or voted for first time
<input type="checkbox"/> Entered apprenticeship	<input type="checkbox"/> Earned certificate	<input type="checkbox"/> Attained post graduate degree	<input type="checkbox"/> Increased involvement in community activities
<input type="checkbox"/> Entered military	<input type="checkbox"/> Educational achievement	<input type="checkbox"/> Occupational skills licensure	<input type="checkbox"/> Other family outcome
<input type="checkbox"/> Acquired workforce readiness skills	<input type="checkbox"/> Skills progression	<input type="checkbox"/> Occupational skills certificate	<input type="checkbox"/> Other community outcome
<input type="checkbox"/> Reduced public assistance	<u>Transcript or report card</u>		
<input type="checkbox"/> Other work outcome	<input type="checkbox"/> Secondary	<input type="checkbox"/> Other recognized diploma, degree, or certificate	
	<input type="checkbox"/> Postsecondary		



Updates to Resources and Materials

2022-23 CAEP Data Dictionary

[Home](#) > [Training and Support](#) > [CASAS Peer Communities](#) > [California Accountability](#) >

- A new 2022-23 CAEP Data Dictionary is available on the CASAS Website to help CAEP agencies meet requirements.

DATA DICTIONARY

TOPSPRO ENTERPRISE RECORD INSTRUCTIONS

The following table indicates the specific data elements required. A check mark (√) indicates the data element must be entered. The letters IR (if required) indicate that a local agency chooses to collect information on a particular data element.

Record Type / Field	WIA 225/231	WIA EL Civics
1a Student Name / Phone	√	√
1b Student Address/Email	√	√

TE Quarterly Data Submission Wizard

- Use the TE Quarterly Data Submission Wizard to submit quarterly data, including the Data Integrity Report (DIR).
- The TE wizard covers the data and DIR for both WIOA II and CAEP.

Step-by-Step Quarterly Data Submission Wizard Instructions:

https://www.casas.org/docs/default-source/caacct/quarterly-data-submission-wizard-instructions_sept2020.pdf?sfvrsn=885325a_2?Status=Master

Employment & Earnings Survey

- This is a requirement for both WIOA II and CAEP agencies
- Access detailed quarterly step by step help documents, and many other survey related resources:

<https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/ca-follow-up-survey>

Dates	Task	Reference/Notes
October	Save Exit Population for PY 19-20 Qtr. 4	See "Step 2" below
October - November	Send a Survey Invite to all PY 19-20 Qtr. 4 Exiters	See "Step 3A" below.
October - November	Send a Survey Invite to all PY 19-20 Qtr. 2 Exiters	See "Step 3B" below.
November - December	Send Follow-Up Survey Invites to all non-responders	See "Step 5" below.
December	After three attempts, contact non-responders via phone, postcard, etc.	See "Step 5" below.
January	Grace period for sending invites and receiving responses.	You can continue entering survey responses after the grace period, but you cannot send survey invitations

Data Submission Calendar

CAEP Program Year Reporting		
	Date Range	Reporting Deadline
First Quarter	July 1 – Sept 30	October 31, 2022
Second Quarter	July 1 – Dec 31	January 31, 2023
Third Quarter	July 1 – Mar 31	April 30, 2023
Fourth Quarter-EOY	July 1 – June 30	July 15, 2023

CAEP Reports in TE



CAEP Summary

09/20/2021
11:57:50

Page 1 of 2
AEBG2017S

Agency: 4908 - Rolling Hills Adult School (RHAS)
Member: N/A

Program Year: 2021-2022
Consortium: 28 - Capital Adult Education Regional Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed 1-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	206	124	85	220	81	4	3	1	33	2	0	338	4	2	0	1	2
ABE/ASE	209	132	96	215	7	50	35	17	52	1	6	398	23	9	0	18	15
CTE	29	28	17	108	1	74	0	48	25	4	19	159	16	0	0	9	16
Workforce Preparation	28	27	16	28	0	28	0										
Pre-Apprenticeship	0	0	0	0	0	0	0										
Adults supporting K12	0	0	0	0	0	0	0										
Adults w/Disabilities	0	0	0	0	0	0	0										
N/A																	
Total	472	311	214	571	89	156	38										
Students in 2 or more programs	76	60	41	76	8	29	3										
Total unduplicated students	367	223	156	466	81	98	35										

*All learners in multiple programs are counted in each program in which they are enrolled.

Displays outcomes in three separate sections:

1. Literacy Gains (Pre/Post) using NRS Table 4 guidelines
2. Other AB 104 outcomes using WIOA II reporting requirements but not pre/post
3. Services Received that do not impose WIOA II reporting requirements

CAEP Data Integrity displays 33 different data elements related to the AEP instructional programs and outcomes.



09/20/2021
11:59:56

CAEP Data Integrity

Program Year: 2021-2022
Agency: 4908 - Rolling Hills Adult School (RHAS)

Member:
Consortium:


Summary Information	
Students in the Services Section	803
Students not enrolled in the 7 CAEP programs	0
Marked Literacy Gains Outcome but did not have CAEP program	0
Marked HSD/HSE Outcome but did not have CAEP Program	0
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	0
Marked Employment Outcome but did not have CAEP Program	0
Marked Wages Outcome but did not have CAEP Program	0
Marked Transition Outcome but did not have CAEP Program	0
Students enrolled in the 7 CAEP programs	803
Students Concurrently Enrolled in High School/K12	66
Students eligible for Data Integrity	737

Item Description lists 33 data elements that may prevent or contribute to official AEP outcomes.


- The DIR displays the item count and percentage for each listed item.
- ***Item Percent = Item Count ÷ # of Students Enrolled in 7 CAEP Programs***

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	2	0.27 %
02 Less than 12 Hours of Instruction	268	36.36 %
02a Zero or Empty Hours of Instruction	131	17.77 %
02b Total hours between 1-11 hours	137	18.59 %
03 No Highest Year of School/Degree Earned	1	0.14 %

CAEP Hours Report



CAEP Enrollees by Hours


Page 1 of 2
CAEPEBH

06/08/2021
 17:08:11

Agency: **Program Year:** 2020-2021
Member: **Consortium:** 06 - Partnership for Adult Academic and Career Education

Program Areas* (A)	Literacy Gains (Pre/Post)	CAEP Outcomes			Services			
	Enrollees w/12 hours (B)	Enrollees w/12 hours (C)	Enrollees w/1-11 hours (D)	Enrollees w/0 hours (E)	Enrollees (F)	Enrollees w/12 hours (G)	Enrollees w/1-11 hours (H)	Enrollees w/0 hours (I)
ESL/ELL	394	580	49	0	855	609	98	148
ABE/ASE	355	638	50	0	993	653	96	244
CTE	0	73	0	0	79	75	0	4
Workforce Preparation	134	287	14	0	363	290	20	53
Pre-Apprenticeship	0	0	0	0	0	0	0	0
Adults supporting K12	34	44	8	0	62	44	12	6
Adults w/Disabilities	0	0	0	0	0	0	0	0
N/A					660	0	0	660
Total	917	1622	121	0	3012	1671	226	1115
Students in 2 or more programs	293	483	26	0	588	487	43	58
Total unduplicated students	522	1004	86	0	2264	1049	172	1043

CAEP Enrollees by Hours Report

- New CAEP Enrollees by Hours that itemizes number of CAEP students by 0, 1-11, and 12+ hours.
- Participants vs. Adults Served

CAEP Hours Report




Services			
Enrollees (F)	Enrollees w/12 hours (G)	Enrollees w/1-11 hours (H)	Enrollees w/0 hours (I)
855	609	98	148
993	653	96	244
79	75	0	4
363	290	20	53
0	0	0	0
62	44	12	6
0	0	0	0
660	0	0	660
3012	1671	226	1115
588	487	43	58
2264	1049	172	1043

CAEP Enrollees by Hours Report

- Itemizes number of CAEP students by 0, 1-11, and 12+ hours.
- Participants vs. Adults Served

CAEP Hours Report

 CAEP Services Enrollees by Hours												
06/08/2021 17:08:10												
Agency:						Program Year: 2020-2021						
Member:						Consortium: 06 - Partnership for Adult Aca						
Program Areas* (A)	Supportive Services Received				Training Services Received				Transition Services Received			
	Enrollees (B)	Enrollees w/12 hours (C)	Enrollees w/1-11 hours (D)	Enrollees w/0 hours (E)	Enrollees (F)	Enrollees w/12 hours (G)	Enrollees w/1-11 hours (H)	Enrollees w/0 hours (I)	Enrollees (J)	Enrollees w/12 hours (K)	Enrollees w/1-11 hours (L)	Enrollees w/0 hours (M)
ESL/ELL	65	63	1	1	24	21	0	3	73	70	1	2
ABE/ASE	78	76	1	1	21	21	0	0	85	80	2	3
CTE	0	0	0	0	68	67	0	1	0	0	0	0
Workforce Preparation	36	35	1	0	79	78	0	1	37	36	1	0
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	1	1	0	0	1	1	0	0	11	11	0	0
Adults w/Disabilities	0	0	0	0	0	0	0	0	0	0	0	0
N/A	4	0	0	4	2	0	0	2	0	0	0	0
Total	184	175	3	6	195	188	0	7	206	197	4	5
Students in 2 or more programs	55	54	1	0	82	82	0	0	68	66	1	1
Total unduplicated students	109	102	1	6	105	98	0	7	116	110	2	4

CAEP Services by Hours Report


- New CAEP Services by Hours that itemizes number of CAEP students by 0, 1-11, and 12+ hours for services only students.

Passed I-3 Outcome



Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)
ESL/ELL	581	452	284	615	381	0	3	0	180	34	6	716
ABE	90	61	41	94	19	0	6	0	20	8	2	132
HSD	249	173	141	250	14	5	73	0	96	51	7	304
HSE	106	72	59	106	6	5	27	0	25	14	2	139
CTE	44	33	20	52	21	4	0	4	12	4	1	55
Workforce Preparation	166	130	97	182	66	13	27	4	57	28	7	206
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	88	67	40	90	54	0	0	0	7	4	0	103
Adults w/Disabilities	0	0	0	0	0	0	0	0	0	0	0	0
N/A												143
Total	1,324	988	682	1,389	561	27	136	8	397	143	25	1,798
Students in 2 or more programs	307	234	165	318	123	8	35	4	79	39	8	363
Total unduplicated students	891	658	447	938	0	13	93	4	287	94	14	1,294

I-3 Reports in TE

 EL Civics I-3 Summary			
07/20/2020 10:26:53		Page 1 of 1 ELCIIIIS	
Agency: <input type="text"/>		Program Year: 2018-2019	
Immigrant Integration Goal Areas	Attempted	Passed	Percentage
Civic and Community Participation			
11 - Research and describe cultural backgrounds/barriers	221	203	91.86%
Credentials and Residency			
40 - Respond to questions about US history/government for the purpose of naturalization	6	6	100.00%
Digital Literacy			
47 - Identify strategies and resources for safe internet use	2	2	100.00%
48 - Use online tools to learn/communicate/collaborate	3	3	100.00%
Education and Career			
13 - Interact with educational institutions for children/adults	40	39	97.50%
14 - Identify educational opportunities to achieve a career goal	61	44	72.13%
33 - Identify and access resources needed to obtain/keep a job	207	191	92.27%
37 - Identify and demonstrate qualities of an effective employee in the American workplace	179	169	94.41%
Health and Wellbeing			
28 - Access the health care system/providers	63	59	93.65%
46 - Access resources for nutrition education and information on healthy foods	101	91	90.10%
Total:	883	807	91.39%

TE now includes Immigrant Immigration Indicator (I3) reports that track EL Civics COAAPs outcomes and relate them to Immigrant Integration goals.

CAEP Consortium Manager Reports allow a consortium level login to compare and contrast outcomes across agencies within one consortium.



Menu currently includes four reports options with this feature

Lists item count and percentage by Agency ID

Highest Diploma in U.S.	1070		1863		1864		1964		Consortium	
	#	%	#	%	#	%	#	%	#	%
None	351	32	444	34	326	14	400	24	3,603	31
HSE	6	1	6	0	11	0	28	2	267	2
HS Diploma	32	3	25	2	60	3	313	19	946	8
Technical	7	1	3	0	10	0	50	3	138	1
No Degree	4	0	13	1	45	2	90	5	318	3
A.A./A.S.	3	0	2	0	11	0	34	2	98	1
College	10	1	4	0	27	1	21	1	138	1
> B.A./B.S.	3	0	2	0	8	0	6	0	61	1
IEP	0	0	0	0	0	0	0	0	0	0
Other Diploma	2	0	1	0	2	0	1	0	25	0

Aggregates results for the entire consortium on the right hand column

The CAEP Summary and Barriers to Employment also lists information by agency and by consortium.

Employment Barrier	#	%
Students with no Barrier	866	9.50 %
Students with 1 Barrier	2,430	26.65 %
Students with 2 Barriers	2,280	25.00 %
Students with 3 Barriers	1,792	19.65 %
Students with 4 Barriers	1,577	17.29 %
Students with 5 Barriers	157	1.72 %
Students with 6 Barriers	15	0.16 %
Students with 7 Barriers	2	0.02 %
Students with 8 Barriers	0	0.00 %
Students with 9 Barriers	0	0.00 %
Students with 10 Barriers	0	0.00 %
Students with 11 Barriers	0	0.00 %
Students with 12 Barriers	0	0.00 %
Students with 13 Barriers	0	0.00 %
Students with 14 Barriers	0	0.00 %
Students with 2+ Barriers	5,823	63.86 %
Total Students	9,119	

Aggregate Multiple Agencies:

CASAS CAEP Summary Page 1 of 1
AEBG20175

08/23/2019
08:52:28

Agency: 4908 - Rolling Hills Adult School (RHAS) Program Year: 2019-2020
Member: N/A Consortium: 28 - Capital Adult Education Regional Consortium

Program Areas*	Literacy Gains (Pre/Post)			CAEP Outcomes							Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Other Literacy Gains (F)	HSD/HSE Achieved (G)	Post-Secondary Achieved (H)	Enter Employment Achieved (I)	Increase Wages Achieved (J)	Transition Post-Sec Achieved (K)	Enrollees (L)	Enrollees with any Services Received (M)	Supportive Services Received (N)	Training Services Received (O)	Transition Services Received (P)	Career Services Received (Q)
English Language Learner (ESL/ELL)	2,151	1,669	1,100	2,265	92	23	19	353	125	22	3,073	1,733	1,474	9	446	658
Basic Skills (ABE)	415	320	185	1,123	179	36	30	221	127	72	1,457	586	478	7	487	97
High School Diploma (HSD)	148	67	106	792	143	76	24	103	49	18	1,449	936	812	8	884	127
High School Equivalency (HSE)	278	165	119	857	203	58	26	265	173	32	1,276	538	402	14	314	98
Career and Technical Education (CTE)	297	256	194	787	75	13	26	75	25	3	1,189	694	676	14	116	206
Programs for Adults with Disabilities	0	0	0	18	0	0	0	0	0	0	19	15	15	0	0	0
Adults Training for Child School Success	31	28	16	32	1	0	0	5	1	0	39	11	9	0	5	4
Workforce (Re)Entry	384	328	220	798	62	17	11	116	48	15	1,111	639	602	21	135	212
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	3,704	2,833	1,940	6,672	755	223	186	1,138	548	162	9,613	5,152	4,468	78	2,387	1,402
Students in two or more programs	840	658	425	1,506	206	51	28	285	152	35	2,075	1,217	1,027	21	565	297
Total unduplicated students	2,864	1,684	1,172	4,336	375	124	91	693	282	109	6,760	3,267	2,710	51	1,164	782

*All learners in multiple programs are counted in each program in which they are enrolled.
**Includes learning gains from pre/post testing

Click Aggregate Multiple Agencies to run a combined summary of all agencies in the consortium.

Goal Setting Resources

Goal Setting & Targets

- Consortium Level Metrics (mandatory)
 - *Student Barriers & Enrolled Adults*
- Member Level Metrics (mandatory)
 - *% of funds spent # of participants*
- Optional Member Level Metrics
 - *list of ten to choose from*

Consortium Level Metrics

- Student Barriers
- Enrolled Adults (Reportable Individuals)

Member Level Metrics

- Percentage of funds expended (by year)
- Number of Enrolled Adults that become participants

Optional Metrics (Participants)

- Number that earn High School Diplomas/HSE
- Number that that earn a post-secondary credential
- EFLs attained for ESL, ABE, or ASE
- Transition to CTE
- Transition to post-secondary (credit coursework)
- Employed 2nd quarter after exit
- Median change in earnings
- Immigrant Integration Milestone – completion of COAPP or course

CAEP Goal Setting

Establishing goals for CAEP reporting

1. Enrollment and Participant criteria
2. CAEP pre- and post-testing
3. Targeting CAEP outcomes
4. Using the CAEP DIR
5. NRS performance goals
6. Defining goals for special populations
7. Consortium level reporting
8. Defining goals with external stakeholders

CAEP Goal Setting

Enrollment criteria

- Use the Services section of the new TE Enrollees by Hours Report to measure program enrollment.

Services			
Enrollees (F)	Enrollees w/12 hours (G)	Enrollees w/1-11 hours (H)	Enrollees w/0 hours (I)
855	609	98	148
993	653	96	244
79	75	0	4
363	290	20	53
0	0	0	0
62	44	12	6
0	0	0	0
660	0	0	660
3012	1671	226	1115
588	487	43	58
2264	1049	172	1043

How many reported CAEP students actually make it into a CAEP instructional program?

CAEP Goal Setting

Enrollment criteria

Services			
Enrollees (F)	Enrollees w/12 hours (G)	Enrollees w/1-11 hours (H)	Enrollees w/0 hours (I)
855	609	98	148
993	653	96	244
79	75	0	4
363	290	20	53
0	0	0	0
62	44	12	6
0	0	0	0
660	0	0	660
3012	1671	226	1115
588	487	43	58
2264	1049	172	1043

How many reported CAEP students actually make it into a CAEP instructional program?

$$(609 + 98) \div 855 = 82.7\%$$

CAEP Goal Setting

Participant criteria

- Use the Outcomes section of the new TE Enrollees by Hours Report to monitor enrolled adults that become participants.

Program Areas* (A)	Literacy Gains (Pre/Post)	CAEP Outcomes		
	Enrollees w/12 hours (B)	Enrollees w/12 hours (C)	Enrollees w/1-11 hours (D)	Enrollees w/0 hours (E)
ESL/ELL	394	580	49	0
ABE/ASE	355	638	50	0
CTE	0	73	0	0
Workforce Preparation	134	287	14	0
Pre-Apprenticeship	0	0	0	0
Adults supporting K12	34	44	8	0
Adults w/Disabilities	0	0	0	0
N/A				
Total	917	1622	121	0
Students in 2 or more programs	293	483	26	0
Total unduplicated students	522	1004	86	0

Of those who enroll in an CAEP program, how many stay long enough to accrue at least 12 hours of instruction?

CAEP Goal Setting

Participant criteria

Program Areas* (A)	Literacy Gains (Pre/Post)	CAEP Outcomes		
	Enrollees w/12 hours (B)	Enrollees w/12 hours (C)	Enrollees w/1-11 hours (D)	Enrollees w/0 hours (E)
ESL/ELL	394	580	49	0
ABE/ASE	355	638	50	0
CTE	0	73	0	0
Workforce Preparation	134	287	14	0
Pre-Apprenticeship	0	0	0	0
Adults supporting K12	34	44	8	0
Adults w/Disabilities	0	0	0	0
N/A				
Total	917	1622	121	0
Students in 2 or more programs	293	483	26	0
Total unduplicated students	522	1004	86	0

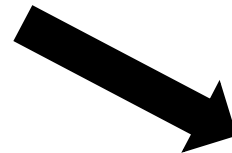
Of those who enroll in an CAEP program, how many stay long enough to accrue at least 12 hours of instruction?

$$580 \div (580 + 49) = 92.2\%$$

Matching CAEP Summary with CAEP Enrollees by Hours

Program Areas* (A)	Literacy Gains (Pre/Post)		
	Enrollees (B)	Pre	Post
ESL/ELL	206		85
ABE/ASE	209	132	96
CTE	29	28	17
Workforce Preparation	28	27	16
Pre-Apprenticeship	0	0	0
Adults supporting K12	0	0	0
Adults w/Disabilities	0	0	0
N/A			
Total	472	311	214
Students in 2 or more programs	76	60	41
Total unduplicated students	367	223	156

CAEP Summary Column B = Enrollees by Hours Column B

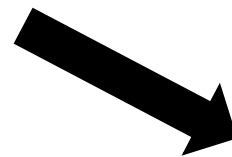


Program Areas* (A)	Literacy Gains (Pre/Post)
	Enrollees w/12 hours (B)
ESL/ELL	206
ABE/ASE	209
CTE	29
Workforce Preparation	28
Pre-Apprenticeship	0
Adults supporting K12	0
Adults w/Disabilities	0
N/A	

Matching CAEP Summary with CAEP Enrollees by Hours

Enrollees (E)	CAEP Outcomes			
	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post-Secondary Achieved (I)
220	81	4	3	1
215	7	50	35	17
108	1	74	0	48
28	0	28	0	18
0	0	0	0	0
0	0	0	0	0
0	0	0	0	0
571	89	156	38	84
76	8	29	3	18
466	81	98	35	48

CAEP Summary Column E = Enrollees by Hours Column C

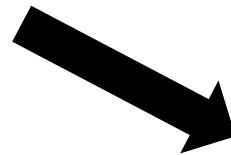


Enrollees w/12 hours (C)	CAEP Outcomes	
	Enrollees w/1-11 hours (D)	Enrollees w/0 hours (E)
220	55	0
215	64	0
108	27	0
28	3	0
0	0	0
0	0	0
0	1	0

Matching CAEP Summary with CAEP Enrollees by Hours

Enrollees (M)	Services				
	Enrollees with any services received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
338	4	2	0	1	2
399	23	9	0	18	15
159	16	0	0	9	16
32	16	0	0	9	16
0	0	0	0	0	0
0	0	0	0	0	0
1	0	0	0	0	0
0	0	0	0	0	0
929	59	11	0	37	49
93	17	1	0	10	16
803	25	4	0	16	16

CAEP Summary *Column M* = Enrollees by Hours *Column F*



Enrollees (F)	Services		
	Enrollees w/12 hours (G)	Enrollees w/1-11 hours (H)	Enrollees w/0 hours (I)
338	221	55	62
399	267	73	59
159	109	27	23
32	28	3	1
0	0	0	0
0	0	0	0
1	0	1	0
0	0	0	0
929	625	159	145
93	76	10	7

CAEP Goal Setting

CAEP pre- and post-testing

- Use the TE CAEP Summary to measure pre- and post-test progress.

Program Areas* (A)	Literacy Gains (Pre/Post)		
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)
ESL/ELL	2,167	1,676	1,106
ABE/ASE	997	434	346
CTE	354	256	199
Workforce Preparation	220	160	96
Pre-Apprenticeship	0	0	0
Adults supporting K12	31	28	16
Adults w/Disabilities	0	0	0
N/A			
Total	3,769	2,554	1,763
Students in 2 or more programs	883	665	415
Total unduplicated students	2,623	1,691	1,219

- Refer to the Literacy Gains (Pre/Post) section of the TE CAEP Summary.
- Compare pre/post-test pair with total number of enrollees to compute persistence rate.
- Compare EFL Gains (D) with total enrollees to compute overall performance.

CAEP Goal Setting

CAEP pre- and post-testing

Program Areas* (A)	Literacy Gains (Pre/Post)		
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)
ESL/ELL	2,167	1,676	1,106
ABE/ASE	997	434	346
CTE	354	256	199
Workforce Preparation	220	160	96
Pre-Apprenticeship	0	0	0
Adults supporting K12	31	28	16
Adults w/Disabilities	0	0	0
N/A			

- Refer to the Literacy Gains (Pre/Post) section of the TE CAEP Summary.

Column C ÷ Column B = Persistence Rate
“Good persistence” = 70% or better

CAEP Goal Setting

CAEP pre- and post-testing

Program Areas* (A)	Literacy Gains (Pre/Post)		
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)
ESL/ELL	2,167	1,676	1,106
ABE/ASE	997	434	346
CTE	354	256	199
Workforce Preparation	220	160	96
Pre-Apprenticeship	0	0	0
Adults supporting K12	31	28	16
Adults w/Disabilities	0	0	0
N/A			

- Refer to the Literacy Gains (Pre/Post) section of the TE CAEP Summary.

Column D ÷ Column B = Performance Rate

This shows the percentage of students in each program that achieved an EFL gain.

CAEP Goal Setting

Targeting CAEP outcomes

Program Areas* (A)	CAEP Outcomes							
	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)
ESL/ELL	2,272	1,051	92	23	19	353	125	22
ABE/ASE	2,128	168	307	123	60	443	238	100
CTE	799	226	75	13	26	75	25	3
Workforce Preparation	486	104	31	9	5	69	34	13
Pre-Apprenticeship	0	0	0	0	0	0	0	0
Adults supporting K12	32	22	1	0	0	5	1	0
Adults w/Disabilities	18	0	0	0	0	0	0	0
N/A								
Total	5,735	1,571	506	168	110	945	423	138
Students in 2 or more programs	1,081	384	99	34	16	231	112	23
Total unduplicated students	4,372	1,051	375	125	91	654	282	110

How many students enrolled in an instructional program progressed as defined by CAEP metrics?

CAEP Goal Setting

Targeting CAEP outcomes

Program Areas* (A)	Enrollees (E)	Passed 1-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)
ESL/ELL	2,272	1,051	92	23	19	353	125	22
ABE/ASE	2,128	168	307	123	60	443	238	100
CTE	799	226	75	13	26	75	25	3
Workforce Preparation	486	104	31	9	5	69	34	13
Pre-Apprenticeship	0	0	0	0	0	0	0	0
Adults supporting K12	32	22	1	0	0	5	1	0
Adults w/Disabilities	18	0	0	0	0	0	0	0
N/A								
Total	5,735	1,571	506	168	110	945	423	138
Students in 2 or more programs	1,081	384	99	34	16	231	112	23
Total unduplicated students	4,372	1,051	375	125	91	654	282	110

$$(1051 + 375 + 125 + 91 + 654 + 282 + 110) \div 4372 = 61.5\%$$

CAEP Goal Setting

Targeting specific CAEP outcomes

Program Areas ⁺ (A)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)
ESL/ELL	2,272	1,051	92	23	19	353	125	22
ABE/ASE	2,128	168	307	123	60	443	238	100
CTE	799	226	75	13	26	75	25	3

Use the same approach to target any specific CAEP outcome for specific programs

For example: ESL learners who “Passed I-3”
Column F ÷ Column E = I-3 Attainment Rate

$$1051 \div 2272 = 46.3\%$$

CAEP Goal Setting

Using the CAEP DIR

- Target specific items on the CAEP DIR for performance improvement.

Item Description	Item Count	Item Percent
01: Missing Birthdate or outside 16-110	34	0.51 %
02: Less than 12 Hours of Instruction	2,299	34.38 %
02a: Zero or Empty Hours of Instruction	1,101	16.46 %
02b: Total hours between 1-11 hours	1,198	17.92 %
03: No Highest Year of School/Degree Earned	1,325	19.81 %

CAEP Goal Setting

Using the CAEP DIR

- Download a document that contains 10 quarters of statewide DIR performance:

<https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/training-and-networking/networking-meetings>

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	34	0.51 %
02 Less than 12 Hours of Instruction	2,299	34.38 %
02a Zero or Empty Hours of Instruction	1,101	16.46 %
02b Total hours between 1-11 hours	1,198	17.92 %
03 No Highest Year of School/Degree Earned	1,325	19.81 %

CAEP Goal Setting

Using the CAEP DIR

Item Description	Item Count	Item Percent
01: Missing Birthdate or outside 16-110	34	0.51 %
02: Less than 12 Hours of Instruction	2,299	34.38 %
02a: Zero or Empty Hours of Instruction	1,101	16.46 %
02b: Total hours between 1-11 hours	1,198	17.92 %
03: No Highest Year of School/Degree Earned	1,325	19.81 %

Example: Agency will improve from 34.3% of eligible students missing 12+ hours of instruction to the 2018-19 statewide average of **24.1%**

CAEP Goal Setting

NRS performance goals

- Agencies that are funded for WIOA Title II may use NRS metrics and reports to establish CAEP goals.

			ASE		ESL		
Type	Name	Program Year	Low	High	Beg. Lit.	Beg. Low/High	
CA State Goal		2019-2020	39.0%	23.0%	60.0%	59.0%	56.0%
CA State Goal		2018-2019	37.0%	23.0%	59.0%	57.0%	56.0%
CA State Average		2018-2019	45.5%	43.2%	60.7%	62.5%	59.8%
Agency		2018-2019	22.6%	12.7%	63.0%	59.3%	56.2%
			(124)	(71)	(265)	(642)	(2006)

CAEP Goal Setting

NRS performance goals

			ASE		ESL		
Type	Name	Program Year	Low	High	Beg. Lit.	Beg. Low/High	
CA State Goal		2019-2020	39.0%	23.0%	60.0%	59.0%	56.0%
CA State Goal		2018-2019	37.0%	23.0%	59.0%	57.0%	56.0%
CA State Average		2018-2019	45.5%	43.2%	60.7%	62.5%	59.8%
Agency		2018-2019	22.6%	12.7%	63.0%	59.3%	56.2%
			(124)	(71)	(265)	(642)	(2006)

ASE Low is an area where this agency may need improvement

Example: Agency will improve performance in ASE Low from 22.6% to 25% in PY 2021-22.

CAEP Goal Setting

NRS performance goals

- Agencies can use the TE CAEP Tables to reflect NRS metrics, that apply for all 7 CAEP programs instead of just NRS programs.

CASAS		CAEP Table 4						Page 1 of 2
05/24/2021 08:46:49		Measurable Skill Gains (MSG) by Entry Level All Student Activity Dates						AEBG20174
Agency: 4908 - Rolling Hills Adult School (RHAS)				Program Year: 2020-2021				
Member: N/A				Consortium: 28 - Capital Adult Education Regional Consortium				
Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	
ABE Level 1	3	468	0	0	0	3	0.00	
ABE Level 2	7	797	0	0	2	5	0.00	
ABE Level 3	8	821	0	0	1	7	0.00	
ABE Level 4	26	2,783	8	4	3	11	46.15	
ABE Level 5	420	26,525	72	50	63	235	29.05	
ABE Level 6	33	2,900	0	7	11	15	21.21	
ABE Total	497	34,294	80	61	80	276	28.37	
ESL Level 1	49	3,617	35	0	8	6	71.43	
ESL Level 2	111	8,153	74	0	18	19	66.67	
ESL Level 3	282	20,726	173	1	44	64	61.70	
ESL Level 4	560	45,314	306	3	82	169	55.18	
ESL Level 5	537	52,784	304	4	69	160	57.36	
ESL Level 6	587	58,435	195	8	127	257	34.58	
ESL Total	2,126	189,029	1,087	16	348	675	51.88	
Grand Total	2,623	223,323	1,167	77	428	951	47.43	

CAEP Goal Setting

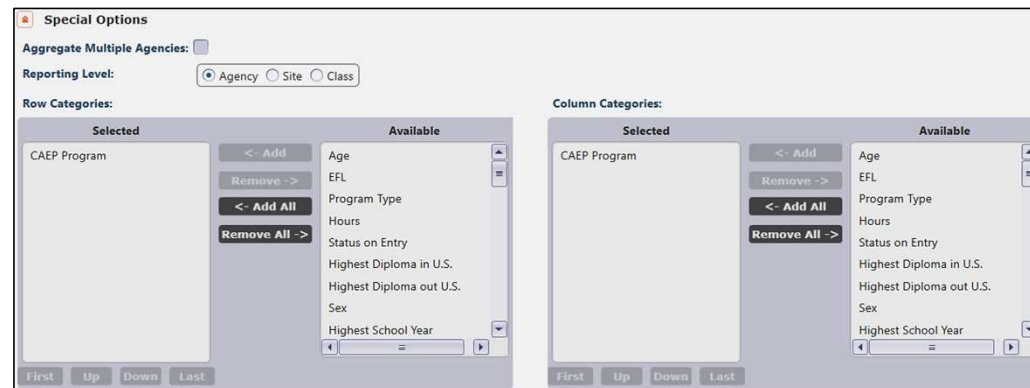
Defining goals for special populations

- In TE use the Ad Hoc NRS Cross Tabs report.

CASAS	Ad Hoc NRS Cross Tab Report														Page 1 of 3	
05/24/2021 12:54:38	MSG by Employment Barrier														AHNRST2	
Program Year: 2020-2021	Total Students: 2,604															
Agency: 4908 - Rolling Hills Adult School (RHAS)																
MSG	Cultural Barriers	Person with a disability	Displaced Homemaker	English Language Learner	Ex-offender	Foster Care Youth	Homeless	Long-term Unemployed	Low-income	Low Level of Literacy	Migrant & Seasonal Farmworker	Seasonal Farmworker	Single Parent	No TANF in 2 Years or Less	N/A	Total
Has MSG	125	12	243	1,148	6	6	10	90	708	1,165	21	0	73	6	22	1,233
No MSG	142	23	209	1,189	11	2	7	79	635	1,283	13	0	75	2	25	1,371
Total	267	35	452	2,337	17	8	17	169	1,343	2,448	34	0	148	8	47	7,330
Total unduplicated	267	35	452	2,337	17	8	17	169	1,343	2,448	34	0	148	8	47	2,604

CAEP Goal Setting

- Select **Ad Hoc NRS Cross Tab** from the TE Federal Reports menu.
- Refer to **Row Categories** and **Column Categories** in the Special Options section of the report setup window.



CAEP Goal Setting

Ad Hoc NRS Cross Tab Report

CAEP Program by Employment Barrier

Page 1 of 2
AHNRSCT2

Program Year: 2020-2021 Total Students: 2,605
Agency: 4908 - Rolling Hills Adult School (RHAS)

CAEP Program	Cultural Barriers	Disabled	Displaced Homemaker	English Language Learner	Ex-offender	Foster Care Youth	Homeless	Long-term Unemployed	Low-income	Low Level of Literacy	Migrant & Seasonal Farmworker	Seasonal Farmworker	Single Parent	No TANF in 2 Years or Less	N/A	Total
ESL/ELL	256	28	361	2,156	4	5	12	122	1,095	2,156	32	0	88	7	0	2,156
ABE	80	10	85	495	11	1	3	53	246	649	3	1	55	0	1	650
HSD	18	6	94	205	11	3	3	52	240	276	3	0	54	2	36	396
HSE	33	7	51	303	9	2	5	39	163	349	2	0	43	2	13	401
CTE	12	1	60	216	1	1	1	22	152	216	3	0	10	1	0	216
Workforce Preparation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults w/Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total						12	24	288	1,896	3,646	43	1	250	12	50	10,735

Employment Barrier	#	%
Students with no Employment Barrier	47	1.80 %
Students with 1 Employment Barrier	109	4.18 %
Students with 2 Employment Barriers	916	35.16 %
Students with 3 Employment Barriers	949	36.43 %
Students with 4 Employment Barriers	447	17.16 %
Students with 5 Employment Barriers	115	4.41 %
Students with 6 Employment Barriers	19	0.73 %
Students with 7 Employment Barriers	3	0.12 %
Students with 8 Employment Barriers	0	0.00 %
Students with 9 Employment Barriers	0	0.00 %
Students with 10 Employment Barriers	0	0.00 %
Students with 11 Employment Barriers	0	0.00 %
Students with 12 Employment Barriers	0	0.00 %
Students with 13 Employment Barriers	0	0.00 %
Students with 14 Employment Barriers	0	0.00 %
Students with 2+ Employment Barriers	2,449	94.01 %
Total Students	2,605	

Example: Generate a report that compares CAEP Program with Barriers to Employment.

CAEP Goal Setting

Defining goals for special populations

MSG	Cultural Barriers	Person with a disability	Total
Has MSG	125	12	1,233
No MSG	142	23	1,371
Total	267	35	7,330
Total unduplicated	267	35	2,604

Example: Agency will serve at least 36 or more learners with disabilities % in PY 2021-22.

Example: Individuals with Disabilities at this agency will improve from 34.3% attaining MSG's to 40% in PY 2021-22.

CAEP Goal Setting

Consortium level reporting

- Use TE consortium level reports to set goals for the entire CAEP consortium.

Example: All agencies in Consortium X will have no more than 27% of learners missing 12+ hours of instruction in PY 2021-22

Example: Consortium X agencies will achieve an aggregate pre/post-test persistence rate of 70% or better in PY 2021-22

Other Considerations

Defining goals with external stakeholders

- Integrated Education and Training (IET)
- Geographic data
- WIOA MOU/CAEP three year planning
- Reports from FPM, WASC or other accreditation
- Aligning to Regional Priorities

Goal Setting

“Quantitative”

- Review targeted data reports to focus efforts
- Highlight the neediest areas
- Identify “hotspots” -- pockets of strong (and especially weak) performance within the targeted areas

“Qualitative”

- Obtain feedback from affected staff and students
- Maintain clear channels of communication
- Re-evaluate higher purpose and how it relates to goals
- Develop a “culture of data” at your agency

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