



Student Outcomes Best Practices

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Agenda

- About CAERC
- Student Intake Resources
- Outcomes Reporting Resources and Process Changes
- Where to Access Resources



Session Goals



1. Become familiar with resources and processes to improve the accuracy of agency and consortium CAEP demographic and outcomes data
2. Know where to access CAERC's editable resources for use at your agency/consortium

About CAERC

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CONNECT**
ASAP USER CONFERENCE

Capital Adult Education Regional Consortium (CAERC)



Los Rios CCD
service area plus
Amador county



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CAERC Members



Amador County USD



Center Joint USD



Davis Joint USD



El Dorado COE



Elk Grove USD



Folsom Cordova USD



Galt Joint Union HSD



Natomas USD



Sacramento City USD



Sacramento COE



San Juan USD



Twin Rivers USD



Washington USD



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Sacramento COE



San Juan USD



Twin Rivers USD



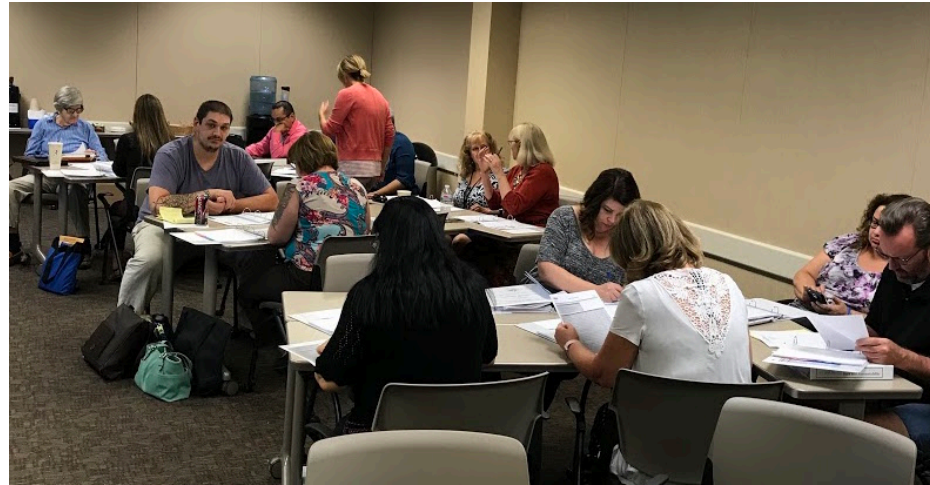
Washington USD



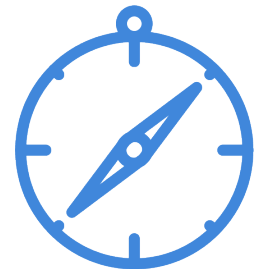
Los Rios CCD

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Data & Accountability Workgroup



- Meets monthly for 2.5 hours
- Quarterly meetings in computer lab
- Facilitated by CAERC Coordinator



Student Intake Resources

CAERC Intake Resources

1. Paper registration form
2. Definition cards
3. Simplified Voluntary Authorization form for SSNs

Barriers to Employment - Something that makes it difficult to have or keep a job.

Use these descriptions to fill out Section 11 on the registration form.	
a. Cultural Barriers	Your attitudes, beliefs, customs or practices are a barrier to employment.
b. Disabled Type: _____	You have a physical mental, developmental or other disability. Write the disability on the line.
c. Displaced Homemaker	ALL of the following apply to you: <ul style="list-style-type: none">• You provided unpaid services to family members in the home and were dependent on the income of another family member (for example, stay-at-home mom or dad); AND• You are no longer supported by this income (due to death, illness or disability, divorce, loss of a job, etc.); AND• You are looking for a job or need a better paying job.

The information below is used to comply with State and Federal funding requirements. All information will remain confidential.		
<input type="checkbox"/> New Student <input type="checkbox"/> Returning Student Date: _____		
STUDENT INFORMATION—PRINT CLEARLY		
1. Social Security #: _____ <input type="checkbox"/> No SS#	2. Date of Birth (mm/dd/year): _____	3. Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
4a. Last Name: _____	4b. First Name: _____	4c. Middle Name: _____
5a. Address: _____		5b. Apt. # _____
5c. City: _____		5d. Zip Code: _____
6a. Home Phone: _____		6b. Cell Phone: _____
7. Email: _____		
8. Ethnicity / Race (Mark <u>ALL</u> that Apply) <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> White <input type="checkbox"/> Black / African American <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander / Native Hawaiian <input type="checkbox"/> Filipino <input type="checkbox"/> American Indian <input type="checkbox"/> Alaska Native <input type="checkbox"/> Other: _____	11. Barriers to Employment (Mark <u>ALL</u> that Apply) a. <input type="checkbox"/> Cultural Barriers b. <input type="checkbox"/> Disabled Type: _____ c. <input type="checkbox"/> Displaced Homemaker d. <input type="checkbox"/> English Language Learner e. <input type="checkbox"/> Ex-Offender f. <input type="checkbox"/> Seasonal Farmworker g. <input type="checkbox"/> Migrant Farmworker h. <input type="checkbox"/> Foster Care Youth i. <input type="checkbox"/> Homeless j. <input type="checkbox"/> Low Income k. <input type="checkbox"/> Low Literacy / Math l. <input type="checkbox"/> Refugee m. <input type="checkbox"/> Single Parent n. <input type="checkbox"/> Other: _____ o. <input type="checkbox"/> None of the Above	13. Labor Force Status (Mark <u>ONE</u>) <input type="checkbox"/> Employed <input type="checkbox"/> Going to be laid off <input type="checkbox"/> Looking for a job: Number of months _____ <input type="checkbox"/> Not employed and not seeking work
9. Country of Origin In which country were you born? _____		14. Education a. Levels Completed: (Mark <u>ALL</u> that Apply) <input type="checkbox"/> High School Diploma <input type="checkbox"/> GED® / HSE Certificate <input type="checkbox"/> High School Certificate of Completion or Attendance <input type="checkbox"/> Technical Certificate <input type="checkbox"/> Some College-No Degree <input type="checkbox"/> AA / AS Degree
10. Native Language		

Resources in 18 Languages

1. Arabic
2. Cambodian
3. Chinese
4. Dari
5. English
6. Farsi
7. Hindi
8. Hmong
9. Korean
10. Lao
11. Pashto
12. Punjabi
13. Russian
14. Spanish
15. Thai
16. Ukrainian
17. Urdu
18. Vietnamese

Paper Registration Form

The information below is used to comply with State and Federal funding requirements. All information will remain confidential.

☐ New Student ☐ Returning Student Date: _____

STUDENT INFORMATION—PRINT CLEARLY

1. K-12 Student ID #:	2. Date of Birth (mm/dd/year):	3. Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-Binary
4a. Last Name:	4b. First Name:	4c. Middle Name:
5a. Address:	5b. Apt. #	
5c. City:	5d. Zip Code:	
6a. Home Phone:	6b. Cell Phone:	
7. Email:		

8. Ethnicity / Race (Mark ALL that Apply) <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> White <input type="checkbox"/> Black / African American <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander / Native Hawaiian <input type="checkbox"/> Filipino <input type="checkbox"/> American Indian <input type="checkbox"/> Alaska Native <input type="checkbox"/> Other: _____	11. Barriers to Employment (Mark ALL that Apply) a. <input type="checkbox"/> Cultural Barriers b. <input type="checkbox"/> Disabled Type: _____ c. <input type="checkbox"/> Displaced Homemaker d. <input type="checkbox"/> English Language Learner e. <input type="checkbox"/> Ex-Offender f. <input type="checkbox"/> Seasonal Farmworker g. <input type="checkbox"/> Migrant Farmworker h. <input type="checkbox"/> Foster Care Youth i. <input type="checkbox"/> Homeless j. <input type="checkbox"/> Low Income k. <input type="checkbox"/> Low Literacy / Math l. <input type="checkbox"/> Refugee m. <input type="checkbox"/> Single Parent n. <input type="checkbox"/> Other: _____ o. <input type="checkbox"/> None of the Above	13. Labor Force Status (Mark ONE) <input type="checkbox"/> Employed <input type="checkbox"/> Going to be laid off <input type="checkbox"/> Looking for a job: Number of months: ____ <input type="checkbox"/> Not employed and not seeking work
9. Country of Origin In which country were you born? _____	12. Status / Public Assistance (Mark ALL that Apply) a. <input type="checkbox"/> Dislocated Worker b. <input type="checkbox"/> U.S. Veteran c. <input type="checkbox"/> CalWORKs / TANF <input type="checkbox"/> CalWORKs will end in less than 2 years. d. <input type="checkbox"/> Cal Fresh / Food Stamps / SNAP e. <input type="checkbox"/> General Assistance (GA) f. <input type="checkbox"/> Refugee Cash Assistance g. <input type="checkbox"/> SSI h. <input type="checkbox"/> Other Public Assistance: _____ i. <input type="checkbox"/> None of the Above	14. Education a. Levels Completed: (Mark ALL that Apply) <input type="checkbox"/> High School Diploma <input type="checkbox"/> GED® / HSE Certificate <input type="checkbox"/> High School Certificate of Completion or Attendance <input type="checkbox"/> Technical Certificate <input type="checkbox"/> Some College-No Degree <input type="checkbox"/> AA / AS Degree <input type="checkbox"/> 4-yr. College / University Graduate <input type="checkbox"/> Advanced Graduate Studies (after college / university) <input type="checkbox"/> None b. Was this level achieved outside of the U.S.? <input type="checkbox"/> Yes <input type="checkbox"/> No c. Total number of years of education: ____ d. Was most of your education outside of the U.S.? <input type="checkbox"/> Yes <input type="checkbox"/> No e. Attending other school now? <input type="checkbox"/> Yes <input type="checkbox"/> No School name: _____ <input type="checkbox"/> Job Corps f. I had an <input type="checkbox"/> IEP or <input type="checkbox"/> 504 in High School

10. Native Language
(Mark ONE)
☐ English
☐ Arabic
☐ Cambodian
☐ Chinese (Mandarin / Cantonese)
☐ Farsi
☐ Hmong
☐ Korean
☐ Lao
☐ Punjabi / Panjabi
☐ Russian
☐ Spanish
☐ Tagalog
☐ Vietnamese
☐ Other: _____

CONTINUE ON REVERSE SIDE

Form A - English

Registration Form (Page 2 of 2)

15. Income Level (maximum annual household income including public assistance) (Mark ONE) <table border="1"><thead><tr><th></th><th>Yearly Income</th></tr></thead><tbody><tr><td><input checked="" type="checkbox"/></td><td>\$0 –\$12,490</td></tr><tr><td><input type="checkbox"/></td><td>\$12,491 –\$16,910</td></tr><tr><td><input type="checkbox"/></td><td>\$16,911 –\$21,330</td></tr><tr><td><input type="checkbox"/></td><td>\$21,331 –\$25,750</td></tr><tr><td><input type="checkbox"/></td><td>\$25,751 –\$30,170</td></tr><tr><td><input type="checkbox"/></td><td>\$30,171 –\$34,590</td></tr><tr><td><input type="checkbox"/></td><td>\$34,591 –\$39,010</td></tr><tr><td><input type="checkbox"/></td><td>\$39,011 –\$43,430</td></tr><tr><td><input type="checkbox"/></td><td>More than \$43,431</td></tr></tbody></table>		Yearly Income	<input checked="" type="checkbox"/>	\$0 –\$12,490	<input type="checkbox"/>	\$12,491 –\$16,910	<input type="checkbox"/>	\$16,911 –\$21,330	<input type="checkbox"/>	\$21,331 –\$25,750	<input type="checkbox"/>	\$25,751 –\$30,170	<input type="checkbox"/>	\$30,171 –\$34,590	<input type="checkbox"/>	\$34,591 –\$39,010	<input type="checkbox"/>	\$39,011 –\$43,430	<input type="checkbox"/>	More than \$43,431	16. Family a. Family Size: _____ b. Choose one: <input type="checkbox"/> Single <input type="checkbox"/> Married or Couple c. Number of K-12 students in the home: _____ Does your child / children attend school in the district? <input type="checkbox"/> Yes <input type="checkbox"/> No
	Yearly Income																				
<input checked="" type="checkbox"/>	\$0 –\$12,490																				
<input type="checkbox"/>	\$12,491 –\$16,910																				
<input type="checkbox"/>	\$16,911 –\$21,330																				
<input type="checkbox"/>	\$21,331 –\$25,750																				
<input type="checkbox"/>	\$25,751 –\$30,170																				
<input type="checkbox"/>	\$30,171 –\$34,590																				
<input type="checkbox"/>	\$34,591 –\$39,010																				
<input type="checkbox"/>	\$39,011 –\$43,430																				
<input type="checkbox"/>	More than \$43,431																				
17. EMERGENCY CONTACT a. First Name: _____ b. Last Name: _____ c. Relationship: _____ d. Emergency phone number: () -																					
18. Goals (Program year is July 1 – June 30) a. Education Goal: My education goals for this program year are to: (Mark ALL that Apply) <input type="checkbox"/> Learn English <input type="checkbox"/> Improve my academic (reading, writing and math) skills <input type="checkbox"/> Earn a high school diploma or equivalent <input type="checkbox"/> Enter college or a training program <input type="checkbox"/> Other: _____ b. Other Goal: My goal for this program year is to: (Mark ONE) <input type="checkbox"/> Get a job <input type="checkbox"/> Retain job <input type="checkbox"/> Earn more money <input type="checkbox"/> Get a better job <input type="checkbox"/> Enter the Military <input type="checkbox"/> Earn U.S. Citizenship <input type="checkbox"/> Personal <input type="checkbox"/> Family goal <input type="checkbox"/> Other: _____																					

Definition Cards

Barriers to Employment - Something that makes it difficult to have or keep a job.

Use these descriptions to fill out Section 11 on the registration form.	
a. Cultural Barriers	Your attitudes, beliefs, customs or practices are a barrier to employment.
b. Disabled Type: _____	You have a physical mental, developmental or other disability. Write the disability on the line.
c. Displaced Homemaker	ALL of the following apply to you: <ul style="list-style-type: none"> You provided unpaid services to family members in the home and were dependent on the income of another family member (for example, stay-at-home mom or dad); AND You are no longer supported by this income (due to death, illness or disability, divorce, loss of a job, etc.); AND You are looking for a job or need a better paying job.
d. English Language Learner	BOTH of the following apply to you: <ul style="list-style-type: none"> It is hard for you to read, write, speak and understand the English language; AND Your native language is a language other than English.
e. Ex-Offender	You were convicted of a crime.
f. Migrant Farmworker	You travel to do farm work and are absent from your permanent place of residence for at least a day.
g. Seasonal Farmworker	You are employed in temporary farm work.
h. Foster Care Youth	You are currently in foster care or have aged out of the foster care system.

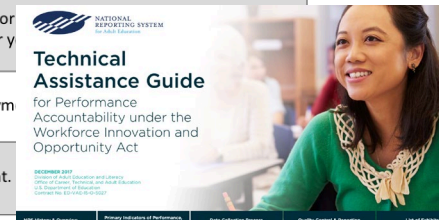
Barriers to Employment -English

Barriers to Employment (continued)

Use these descriptions to fill out Section 11 on the registration form.	
i. Homeless	ANY of the following apply to you: <ul style="list-style-type: none"> You do not have a fixed, regular and adequate nighttime residence; You are sharing the housing of other people due to a loss of housing; You are living in a motel, hotel, campground, or an emergency or transitional shelter
j. Low Income	You got help from any of these government programs <u>within the past 6 months</u> : <ul style="list-style-type: none"> CalWORKS TANF CalFresh/SNAP (Food Stamps) General Assistance (GA) Refugee Cash Assistance (RCA) / Entrant Cash Assistance (ECA) SSI Even if you don't get government assistance, you may be low income based on the size of your family and your monthly income. Fill out sections 15 and 16 on the registration form.
k. Low Literacy / Math	You have difficulty reading or writing English or using math.
l. Refugee	You have been forced to leave your country because of persecution, war, or violence.
m. Single Parent	You are single, separated, divorced or dependent children under age 18 or y
n. Other: _____	You have another barrier to employm
o. None of the Above	You have no barriers to employment.

Barriers to Employment -English

- 11. Barriers to Employment**
(Mark *ALL* that Apply)
- a. ☐ Cultural Barriers
 - b. ☐ Disabled
Type: _____
 - c. ☐ Displaced Homemaker
 - d. ☐ English Language Learner
 - e. ☐ Ex-Offender
 - f. ☐ Seasonal Farmworker
 - g. ☐ Migrant Farmwork
 - h. ☐ Foster Care Youth
 - i. ☐ Homeless
 - j. ☐ Low Income
 - k. ☐ Low Literacy / Mat
 - l. ☐ Refugee
 - m. ☐ Single Parent
 - n. ☐ Other: _____
 - o. ☐ None of the Above



Definition Cards

Status/Public Assistance - Cash aid or services from the local, state or federal government.

Use these descriptions to fill out Section 12 on the registration form.	
a. Dislocated Worker	ANY of the following apply to you: <ul style="list-style-type: none"> You have been laid off or received a lay-off notice from a job; OR You were self-employed but you are not working now because of the economy (recession) or a natural disaster; OR You are a displaced homemaker.
b. U.S. Veteran	You had active military, naval or air service in the United States and were honorably discharged or released.
c. CalWORKs/TANF	You or your family gets cash aid and/or services through the CalWORKs (California Work Opportunity and Responsibility to Kids) or TANF (Temporary Assistance for Needy Families) program. CalWORKs will end in less than 2 years.
d. Cal Fresh / Food Stamps / SNAP	You or your family gets Cal Fresh / Food Stamps / SNAP benefits.
e. General Assistance (GA)	You get cash aid through General Assistance (GA).
f. Refugee Cash Assistance	You or your family gets cash aid through the Refugee Cash Assistance (RCA) / Entrant Cash Assistance (ECA) program.
g. SSI	You are disabled and you receive Supplemental Security Income (SSI).
h. Other Public Assistance: _____	You or your family gets other public assistance. Put the name on the line.
i. None of the Above	You are not a Dislocated Worker or U.S. Veteran and you do not get any public assistance.

Status/Public Assistance- English

12. Status / Public Assistance

(Mark ALL that Apply)

- a. ☐ Dislocated Worker
- b. ☐ U.S. Veteran
- c. ☐ CalWORKs / TANF
 - ☐ CalWORKs will end in less than 2 years.
- d. ☐ Cal Fresh / Food Stamps / SNAP
- e. ☐ General Assistance (GA)
- f. ☐ Refugee Cash Assistance
- g. ☐ SSI
- h. ☐ Other Public Assistance: _____
- i. ☐ None of the Above



Voluntary Authorization

VOLUNTARY AUTHORIZATION TO SHARE SOCIAL SECURITY NUMBER

PURPOSE OF THIS FORM: This form allows the school to collect your Social Security Number and share it with the California Department of Education who will share your personal information with the Employment Development Department. The Employment Development Department is the state agency responsible for maintaining personally identifiable information, and keeps all information confidential it receives from the California Department of Education for use only to track the labor market outcomes of adult education program participants in compliance with all applicable state and federal laws and mandates.

PLEASE READ THE FOLLOWING CAREFULLY

I understand that I do NOT need to provide a Social Security Number to take classes at this school.

Student Name (print): _____

☐ **YES.** I voluntarily provide my Social Security Number.

☐ **NO.** I choose not to provide a Social Security Number.

(Student Signature)

(Date)

✂ _____

NOTE TO SCHOOL OFFICE STAFF:

Cut and shred SSN after it has been entered in TOPSpro Enterprise®

My Social Security Number is: ____ -- ____ -- ____



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Quarterly DIR Action Plans

CAEP Data Integrity Report Action Plan – Q1



Item	Count	Percent
Students in the Services Section	1294	
Students not enrolled in the 7 CAEP programs	143	
Marked Literacy Gain Outcome but did not have CAEP program	22	
Marked HSE Outcome but did not have CAEP Program	6	
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	17	
Marked Employment Outcome but did not have CAEP Program	2	
Marked Wages Outcome but did not have CAEP Program	3	
Marked Transition Outcome but did not have CAEP Program	0	
Students enrolled in the 7 CAEP programs	1151	
Students Concurrently Enrolled in High School/K12	0	
Students eligible for Data Integrity	1151	
Item	Count	Percent
01 Missing Birthdate or outside 16-110	2	0.17%
02 Less than 12 Hours of Instruction	213	18.51%
02a Zero or Empty Hours of Instruction	79	6.78%
02b Total hours between 1-11 hours	135	11.73%
03 No Highest Year of School/Degree Earned	2	0.17%
03a No Highest Year of School	2	0.17%
03b No Highest Degree Earned	2	0.17%
04 No Gender	2	0.17%
05 No Race/Ethnicity	2	0.17%
06 Total Reported Labor Force Status	1,149	99.83%
06a Total Employed	368	31.87%
06b Total "Employed with notice"	6	0.52%
06c Total "Unemployed"	493	42.85%
06d Total "Not in Labor Force"	282	24.56%
06e Total missing Labor Force Status	2	0.17%
08 No Post-Test	45	4.17%
09 No Post-Test	451	39.18%
09a No Post-Test or HSE/HSD	445	38.65%
09b No Post-Test and pretest below ASE High	431	37.45%
10a Learners with a pre/post-test pair	700	60.82%
10b Learners with a pre/post-test pair, but have not completed a level	251	21.81%
11a Achieved Educational Functional Level Gain with pre- and post-testing	428	37.19%
11b Achieved Educational Functional Level Gain with High School credits earned	30	2.61%
11c Achieved Educational Functional Level Gain with Post-Secondary Outcome	1	0.09%
12a Passed HSE	26	2.26%
12b Passed HSE but instructional program not HSE	1	0.09%
12c Passed HSE but highest Degree Earned is HSE or higher	1	0.09%
13a Earned HS diploma	70	6.08%
13b Earned HS diploma but instructional program not HS diploma	0	0.00%
15a Learners with 90-97 days between Dates of Service	12	1.04%
15b Learners with 98-99 days between Dates of Service	10	0.87%
16 Learners enrolled in Integrated Education and Training (IET)	17	1.46%
17 No Primary Goal	2	0.17%
18 No Secondary Goal	2	0.17%
19 Learners with at least one Barrier to Employment	1,149	99.83%
19a Learners with Multiple Barriers to Employment	940	81.67%
19b Learners with No Barriers to Employment	2	0.17%
20 Learners Co-enrolled in WIOA Title I, II, or IV	6	0.52%
21 Learners with a pretest in the conservative estimate range	58	5.03%
22a Learners with a pre/post-test pair but less than 40 hours of instruction	68	5.91%
22b Learners without a pre/post-test pair but more than 40 hours of instruction	83	7.21%

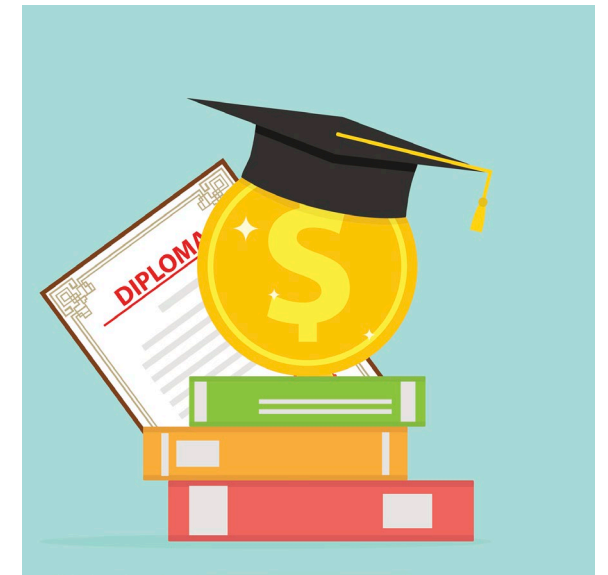
DIR Item	Agency Performance	*Q1 Target %	Action Plan
01 Missing Birthdate or outside 16-110		<1.42	
02 Less than 12 hours of instruction		<29.04	
03 No Highest Year of School/Degree Earned		<10.93	
3a No Highest Year of School		<9.52	
3b No Highest Degree Earned		<8.95	
04 No Gender		<1.07	
05 No Race/Ethnicity		<1.99	
6e Total Missing Labor Force Status		<13.95	

*Agencies should strive for percentages at or below the identified targets. The targets are based on WIOA II statewide quarter 1 averages for PY 2018-19

***Outcomes Reporting
Resources & Process
Changes***

The 6 CAEP Outcomes

1. Improved literacy skills
2. Placement into jobs
3. Improved wages
4. High school completion
5. Post-secondary transition
6. Completion of post-secondary



How These Outcomes are Recorded/Reported

Mainly EFL Gains
from CASAS
Pre/Post Testing

Completion of Update Records in ASAP



1. Improved literacy skills
2. Placement into jobs
3. Improved wages
4. High school completion
5. Post-secondary transition
6. Completion of post-secondary

Learning Results (Mark that all apply):

☐ Check All

☐ Got a job

☐ Increased Wages

☐ Retained job

☐ Got a better job

☐ Met work-based project goal

☐ Extended job training

☐ Extended training program

☐ Training milestone

☐ Extended apprenticeship

☐ Extended military

☐ Acquired workplace readiness skills

☐ Reduced public assistance

☐ Other work outcome

Education

☐ Check All

☐ Passed GE

☐ Passed MATH

☐ Passed TASC

☐ Earned high school diploma

☐ Returned to K-12

☐ Earned computer or tech skills

☐ Completed course

☐ Mastered course competencies

☐ Earned certificate

☐ Education achievement

☐ Skills progression

Transcript or Report Card

☐ Check All

☐ Secondary

☐ Postsecondary

☐ Enrolled in secondary program

☐ Enrolled in college

☐ Transitioned to credit (transfer)

☐ Transitioned to credit (non-transfer)

☐ Attained credential

☐ Attained A.A. or A.S. degree

☐ Attained B.A. or B.S. degree

☐ Entered graduate studies

☐ Attained post graduate degree

☐ Occupational skills benchmark

☐ Occupational skills certificate

☐ Occupational certifications

☐ Other recognized diploma, degree or certificate

Family / Community

☐ Check All

☐ Increased involvement in children's education

☐ Increased involvement in children's literacy activities

☐ Met other family goal

☐ Met personal goal

☐ Obtained permit, residence

☐ Attained U.S. citizenship

☐ Achieved U.S. Citizenship skills

☐ Registered to vote or voted for first time

☐ Increased involvement in community activities

☐ Other family outcome

☐ Other community outcome

Leading To Postsecondary Credential Or Enrollment:

☐ Enrolled in education program

☐ Enrolled in training program

Post Exit Leading To Postsecondary Credential Or Enrollment:

☐ Enrolled in education program

☐ Enrolled in training program

Reason for Exiting:

Instructional Level:

☐ 0
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7

None
 ESL/ESL+
 ADE-Beg1
 ESL, Deg/Low
 ADE-Beg2
 ESL, Deg/Mid-
 ADE-High
 ESL, Deg/High-
 ADE-High
 ESL, Deg/High+
 ADE-Asse/Low
 ESL, AA-
 ADE-Asse/High
 ESL, Comp-
 ADE-Comp
 ADE-Comp+



Export to



CAEP Summary



07/31/2019
17:09:33

Agency:
Member:

CAEP Summary

Program Year: 2018-2019

Consortium: 28 - Capital Adult Education Regional Consortium

The 6 CAEP Outcomes

1. Improved literacy skills (Columns D & F)
2. Placement into jobs (Column I)
3. Improved wages (Column J)
4. High school completion (Column G)
5. Post-secondary transition (Column K)
6. Completion of post-secondary (Column H)

Page 1 of 1
AEBG2017S

Program Areas* (A)	Literacy Gain (Pre/Post)		FL Gains Achieved (D)	Enrollees (E)	CAEP Outcomes						Services					
	Enrollees (B)	Enrollees with pre/post (C)			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)	1,018	873	580	1,023	12	1	14	429	97	51	1,081	1,081	134	12	1,104	58
Basic Skills (ABE)	29	19	8	32	0	1	1	16	4	0	34	32	30	0	32	1
High School Diploma (HSD)	501	388	233	502	5	134	113	263	52	122	548	548	548	12	557	90
High School Equivalency (HSE)	159	113	57	160	0	43	13	91	15	14	195	188	187	3	190	24
Career and Technical Education (CTE)	42	22	19	149	21	0	75	22	15	17	157	93	69	57	91	40
Programs for Adults with Disabilities	22	0	0	22	0	0	0	0	0	0	22	0	0	0	0	0
Adults Training for Child School Success	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Workforce (Re)Entry	79	48	36	122	23	2	54	38	19	24	130	104	78	35	105	42
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Designated Program											436	305	20	2	306	3
Total	1,850	1,463	933	2,010	61	181	270	859	202	228	2,603	2,351	1,066	121	2,385	258
Students in two or more programs	161	114	74	206	23	15	61	90	26	31	220	194	165	36	188	42
Total unduplicated students	1,643	1,312	832	1,756	23	163	182	742	169	174	2,329	2,107	855	64	2,097	169

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

**Includes learning gains from pre/post testing

CAEP Summary Info Sheet

Info Sheet

CAEP Summary

Purpose

The CAEP Summary Report provides a real time snapshot of your whole CAEP program. It provides a duplicated count of your enrollees across the 7 CAEP programs as well as an unduplicated count of total enrollees. It also reports your total Literacy Gains, CAEP Outcomes and Services.

Definitions

Program Areas (A)	A student who enrolls in any of the designated CAEP programs qualifies for CAEP outcomes. A student who has not enrolled in any program will not earn outcomes, but will appear under No Designated Program and qualifies to receive services under CAEP.
Literacy Gains (Pre/Post)	
Enrollees (B)	These are students who qualify for NRS Table 4, which includes the requirement of at least one test and 12 hours of instruction.
Number with pre/post (C)	These are students who have both a pretest and post-test.
EFL Gains Achieved (D)	The number of students who progressed to or beyond one educational functional level.
CAEP Outcomes	
Enrollees (E)	These are students who qualify for NRS Table 4 -- except they do not have to have any tests.
Other Literacy Gains (F)	There are four literacy gains unrelated to pre/post testing: Carnegie Units/High School Credits, CDCP Certificate, Occupational Skills Gain, and Workforce Preparation.
HSD/HSE Achieved (G)	High School Diploma, Passed GED, Passed HSET, and Passed TASC
Post Secondary Achieved (H)	College Degree (AA,AS,BA,BS), Graduate Studies, Training Credential, Occupational Licensure/Certificate, Apprenticeship
Enter Employment Achieved (I)	Get A Job, Retain Job, Enter Military
Increase Wages Achieved (J)	Increase Wages, Get a Better Job
Transition Post-Sec Achieved (K)	Transition to ASE, Transition to Post-Secondary/CTE, Transition to Post-Secondary/College
Services	
Enrollees (L)	These are all students in your TE database.
Any Services Received (M)	This is an unduplicated count of services received. For example, a student who has received both Supportive and Transition Services will be counted only once. <i>*Column M provides an unduplicated of all services received. Columns N-Q provide a duplicated count of services within that category.*</i>
Supportive Services Received (N)	This is a duplicated count for this field. For example, a student who has received Child Care, Transportation and Housing services will be counted three times.
Training Services Received (O)	There are 12 possible training services identified in TE. See below for where to find these values. The count is duplicated.
Transition Services Received (P)	There are 10 possible transition services identified in TE. TE. See below for where to find these values. The count is duplicated.
Career Services Received (Q)	There are 5 possible career services identified in TE. TE. See below for where to find these values. The count is duplicated.

- Identifies criteria for each column of the CAEP Summary
- Essential for understanding your agency/consortium data
- Available at <https://caladulthood.org/DownloadFile/841>

CAEP Outcomes Reference Sheet

California Adult Education Program (CAEP) Outcomes Reference Sheet

Program Area	EFL Gains Achieved (D)	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)
ESL/ELL	Nothing to mark; automatically calculated based on level gains via CASAS pre- and post-testing	N/A	N/A	N/A	-Got a job -Retained job -Entered military	-Increased wages -Got a better job	-Transitioned to credit (transfer) -Entered training program (CTE) -Entered apprenticeship
ABE	Nothing to mark; automatically calculated based on level gains via CASAS pre- and post-testing	N/A	N/A	N/A	-Got a job -Retained job -Entered military	-Increased wages -Got a better job	-Transitioned to credit (transfer) -Entered training program (CTE) -Entered apprenticeship
HSD	Automatically calculated based on level gains via CASAS pre- and post-testing; Can also be achieved by marking ASE Low on the entry record for students who enter at 9 th /10 th grade level based on credits AND marking ASE High on the update record when students earn enough credits to move to 11 th /12 th grade	N/A	-Earned HSD	N/A	-Got a job -Retained job -Entered military	-Increased wages -Got a better job	-Transitioned to credit (transfer) -Entered training program (CTE) -Entered apprenticeship
HSE	Nothing to mark; automatically calculated based on level gains via CASAS pre- and post-testing	N/A	-Passed GED -Passed HSET -Passed TASC	N/A	-Got a job -Retained job -Entered military	-Increased wages -Got a better job	-Transitioned to credit (transfer) -Entered training program (CTE) -Entered apprenticeship
CTE	N/A	-Training Milestone	N/A	-Occupational skills licensure -Occupational skills certificate	-Got a job -Retained job -Entered military	-Increased wages -Got a better job	-Transitioned to credit (transfer) -Entered apprenticeship
AWD	N/A	N/A	N/A	N/A	-Got a job -Retained job -Entered military	-Increased wages -Got a better job	N/A
K-12 School Success	N/A	N/A	N/A	N/A	-Got a job -Retained job -Entered military	-Increased wages -Got a better job	-Transitioned to credit (transfer) -Entered training program (CTE) -Entered apprenticeship
Workforce Preparation (Workforce Readiness in TE)	N/A	-Acquired Workforce Readiness Skills	N/A	N/A	-Got a job -Retained job -Entered military	-Increased wages -Got a better job	-Transitioned to credit (transfer) -Entered training program (CTE) -Entered apprenticeship
Pre-Apprenticeship	N/A	-Training Milestone	N/A	-Occupational skills certificate	-Got a job -Retained job -Entered military	-Increased wages -Got a better job	-Transitioned to credit (transfer) -Entered training program (CTE) -Entered apprenticeship

Note: This reference sheet was created for CAERC members from K-12 districts and COEs; therefore, not all Update Record options are listed. Other CAEP consortia will need to revise this chart according to the structure of their consortium membership.

Instructions by Program Area

Instructions available for:

- Adult Basic Education (ABE)
- Adults with Disabilities (AWD)
- Career Technical Education (CTE)
- English as a Second Language (ESL)
- High School Diploma
- High School Equivalency
- Pre-Apprenticeship
- Workforce Preparation
- K-12 Student Success

Completing Update Records for ESL Students

CAEP Outcomes: 1) Literacy Gains, 2) HSD/HSE Achieved, 3) Post-Secondary Achieved, 4) Enter Employment Achieved, 5) Increase Wages Achieved; 6) Transition to Post-Secondary Achieved

Update Record Item	Criteria for Marking This Item	CAEP Outcome Triggered
Got a job	The student obtained a part-time or full-time job while enrolled in your class.	Enter Employment Achieved (I)
Retained job	The student had a job when he/she entered your class and still has a job.	Enter Employment Achieved (I)
Entered military	The student entered one of the branches of the U.S. military.	Enter Employment Achieved (I)
Increased wages	The student received a pay increase at his/her job.	Increase Wages Achieved (J)
Got a better job	The student obtained any of the following: a promotion; a job with better hours; a job with benefits if he/she didn't have them previously	Increase Wages Achieved (J)
Transitioned to credit (transfer)	The student is enrolled or will be enrolling at a 2 or 4-year college	Transition to Post-Secondary Achieved (K)
Entered training program (CTE)	The student is enrolled or will be enrolling in a CTE program	Transition to Post-Secondary Achieved (K)
Entered apprenticeship	The student is enrolled or will be enrolling in an apprenticeship program	Transition to Post-Secondary Achieved (K)

Process #1: Teachers Complete Update Records

Completing Update Records for HSD Students

CAEP Outcomes: 1) Literacy Gains 2) HSD/HSE Achieved, 3) Post-Secondary Achieved, 4) Enter Employment Achieved, 5) Increase Wages Achieved; 6) Transition to Post-Secondary Achieved

Update Record Item	Criteria for marking this item	CAEP outcome triggered
ASE High	The student entered at the 9 th or 10 th grade level based on credits and has earned enough credits to move to 11 th or 12 th grade; Note: ASE Low must be entered on entry record.	EFL Gains Achieved (D)
Earned HSD	The student earned a High School Diploma.	HSD/HSE Achieved (G)
Got a job	The student obtained a part-time or full-time job while enrolled in your class.	Enter Employment Achieved (I)
Retained job	The student had a job when he/she entered your class and still has a job.	Enter Employment Achieved (I)
Entered military	The student entered one of the branches of the U.S. military.	Enter Employment Achieved (I)
Increased wages	The student received a pay increase at his/her job.	Increase Wages Achieved (J)
Got a better job	The student obtained any of the following: a promotion; a job with better hours; a job with benefits if he/she didn't have them previously.	Increase Wages Achieved (J)
Transitioned to credit (transfer)	The student is enrolled or will be enrolling at a 2 or 4-year college.	Transition to Post-Secondary Achieved (K)
Entered training program (CTE)	The student is enrolled or will be enrolling in a CTE program.	Transition to Post-Secondary Achieved (K)
Entered apprenticeship	The student is enrolled or will be enrolling in an apprenticeship program.	Transition to Post-Secondary Achieved (K)

1. Provide teachers with the appropriate program area instructions for their class.

2. Instruct teachers to reference the instructions when completing their Update Records in ASAP.

Learner Results (Mark all that apply):

Work	Education	Transcript or Report Card	Family / Community
<input type="checkbox"/> Check All <input type="checkbox"/> Got a job <input type="checkbox"/> Increased Wages <input type="checkbox"/> Retained job <input type="checkbox"/> Got a better job <input type="checkbox"/> Met work-based project goal <input type="checkbox"/> Entered job training <input type="checkbox"/> Entering training program <input type="checkbox"/> Training milestone <input type="checkbox"/> Entered apprenticeship <input type="checkbox"/> Entered military <input type="checkbox"/> Acquired workforce readiness skills <input type="checkbox"/> Reduced public assistance <input type="checkbox"/> Other work outcome	<input type="checkbox"/> Check All <input type="checkbox"/> Passed GED <input type="checkbox"/> Passed HISET <input type="checkbox"/> Passed TASC <input type="checkbox"/> Earned high school diploma <input type="checkbox"/> Returned to K-12 <input type="checkbox"/> Gained computer or tech skills <input type="checkbox"/> Completed course <input type="checkbox"/> Mastered course competencies <input type="checkbox"/> Earned certificate <input type="checkbox"/> Education achievement <input type="checkbox"/> Skills progression	<input type="checkbox"/> Check All <input type="checkbox"/> Secondary <input type="checkbox"/> Postsecondary <input type="checkbox"/> Enrolled in secondary program <input type="checkbox"/> Entered college <input type="checkbox"/> Transitioned to credit (transfer) <input type="checkbox"/> Transitioned to credit (non-transfer) <input type="checkbox"/> Attained credential <input type="checkbox"/> Attained A.A. or A.S. degree <input type="checkbox"/> Attained B.A. or B.S. degree <input type="checkbox"/> Entered graduate studies <input type="checkbox"/> Attained post graduate degree <input type="checkbox"/> Occupational skills licensure <input type="checkbox"/> Occupational skills certificate <input type="checkbox"/> Occupational certifications <input type="checkbox"/> Other recognized diploma, degree or certificate	<input type="checkbox"/> Check All <input type="checkbox"/> Increased involvement in children's education <input type="checkbox"/> Increased involvement in children's literacy activities <input type="checkbox"/> Met other family goal <input type="checkbox"/> Met personal goal <input type="checkbox"/> Obtained perm. residence <input type="checkbox"/> Attained U.S. citizenship <input type="checkbox"/> Achieved U.S. Citizenship skills <input type="checkbox"/> Registered to vote or voted for first time <input type="checkbox"/> Increased involvement in community activities <input type="checkbox"/> Other family outcome <input type="checkbox"/> Other community outcome

Leading To Postsecondary Credential Or Enrollment:

- ☐ Enrolled in education program
- ☐ Enrolled in training program

Post Exit Leading To Postsecondary Credential Or Enrollment:

- ☐ Enrolled in education program
- ☐ Enrolled in training program

Reason for Exiting:

Select an Option

Instructional Level:

0 1 2 3 4 5 6 7
None ESL-Beg.Lit - ABE-Beg.Lit ESL-Beg.Low - ABE-Beg.Lit ESL-Beg.High - ABE-Int.Low ESL-Int.Low - ABE-Int.High ESL-Int.High - ABE-ASE.Low ESL-Adv - ABE-ASE.High ESL-Comp - ASE-Comp

Process #2: Data Staff Complete Update Records


Update Survey

1. Provide teachers with student Update Surveys for their students; offer instructions and ongoing training to teachers.

2. Teachers turn in Update Surveys to data staff.

3. Data staff enter update information into ASAP/TE using an Answer Key.

Answer Key

 **STUDENT UPDATE SURVEY 2019-20**

Program: ☐ ESL ☐ CAPP ☐ HSD ☐ HSE ☐ Citizenship

Student Last Name: _____ First Name: _____ EGACE ID#: _____

Teacher: _____
Class: _____
Section #: _____

STUDENTS: Help us keep our records up to date. Tell us what has changed for you **since you started the 2019-20 school at EGACE.** Check all that apply:

Work:

- ☐ I have the same job that I had when I came to school.
- ☐ I got a new job.
- ☐ I got a better job.
- ☐ I got a raise in pay.
- ☐ I have registered with the Sacramento Works Job Center.
- ☐ I don't have a job.

Education and training:

- ☐ I earned a High School diploma at EGACE
- ☐ I earned a High School Equivalency (HSE) Certificate _____ GED _____ HSET
- ☐ I have or plan to enroll in college in the next six months.
- ☐ I have or plan to start a job training program in the next six months.
- ☐ I have improved my English skills.

Individual and family goals:

- ☐ I help my child/children in school.
- ☐ I help with reading or other educational activities with children.
- ☐ I have met a family goal.
- ☐ I have met a personal goal.

Citizenship and Civic Participation:

- ☐ I became a permanent resident.
- ☐ I became a U.S. Citizen.
- ☐ I got the skills I need to be a U.S. Citizen.
- ☐ I registered to vote or voted for the first time.
- ☐ I increased my involvement in community activities.


If you have had a change of address, email or phone number, please write the change here:

Teachers Only:

- ☐ Student has dropped with less than 12 hours (0-11 hrs.) of attendance.
- ☐ Date update submitted: _____
+++++

HSD Only: HS Credits earned in this class _____

Rev 8/25/19

 **STUDENT UPDATE SURVEY 2019-20**

Program: ☐ ESL ☐ CAPP ☐ HSD ☐ HSE ☐ Citizenship

Student Last Name: _____ First Name: _____ EGACE ID#: _____

Teacher: _____
Class: _____
Section #: _____

STUDENTS: Help us keep our records up to date. Tell us what has changed for you **since you started the 2019-20 school at EGACE.** Check all that apply:

Work: Check their entry employment status based on below and make changes in original status as need.

- ☐ I have the same job that I had when I came to school. **Retained Job (Must have been employed)**
- ☐ I got a new job. **Got a Job (Must have been employed)**
- ☐ I got a better job. **Got a Better Job (Must have been employed)**
- ☐ I got a raise in pay. **Got an Increase in Pay (Must have been employed)**
- ☐ I have registered with the Sacramento Works Job Center. **Mark as WIOA I**
- ☐ I don't have a job. **May or may not have been employed on entry.**

Education and training:

- ☐ I earned a High School diploma at EGACE **Earned HSD**
- ☐ I earned a High School Equivalency (HSE) Certificate _____ GED _____ HSET **Passed GED or Passed HSET**
- ☐ I have or plan to enroll in college in the next six months. **Transitioned to credit (non-transfer)**
- ☐ I have or plan to start a job training program in the next six months. **Entered training**
- ☐ I have improved my English skills. **Nothing**

Individual and family goals: (This is WIOA related) **does not impact CAEP or payment points but state reports this to feds): Mark boxes according to student responses or time in class and family status.**

- ☐ I help my child/children in school. **Increased involvement in children's education**
- ☐ I help with reading or other educational activities with children. **Increased involvement in children's literacy activities**
- ☐ I have met a family goal. **Can add this if student has children and 24 hours in class**
- ☐ I have met a personal goal. **Can add this if student has 24 hours in class**

Citizenship and Civic Participation:

Limit to students in Citizenship classes or check with teacher

- ☐ I became a permanent resident.
- ☐ I became a U.S. Citizen.
- ☐ I got the skills I need to be a U.S. Citizen.
- ☐ I registered to vote or voted for the first time.
- ☐ I increased my involvement in community activities. **Can add this for any student in an EL/Civics class.**

If you have had a change of address, email or phone number, please write the change here:

Teachers Only:

- ☐ Student has dropped with less than 12 hours (0-11 hrs.) of attendance.
- ☐ Date update submitted: _____
+++++

HSD Only: HS Credits earned in this class _____

Where to Access Resources

Locating Resources

- The following resources are posted at www.caladulted.org:
 - CAEP DIR Action Plans
 - CAEP Summary Info Sheet
- File path: Administrators → Reporting → Student Data Collection



The screenshot shows the California Adult Education website. The navigation menu on the left includes: NEWS, AEP EVENTS, Q&A, FUNDING, GOVERNANCE, PLANNING, POLICY, REPORTING (with sub-items: Fiscal Reporting, Student Data Collection), WEBINARS, PROFESSIONAL LEARNING, RESOURCES, OUTREACH, FIELD TEAMS, and ABOUT US. The main content area is titled 'ADMINISTRATORS' and features a quote from Susan Lytle Gilmore, Ph.D., Director of Adult Education, Sacramento City Unified School District. Below this, there is a section for 'Student Data Collection' which includes links to 'CAEP Beginning of the Year Letter', 'Collection', 'Data Dictionary', 'Federal', 'Local', and 'User Guides'. A blue box labeled 'DIR Action Plans' has an arrow pointing to the 'Collection' link. Another blue box labeled 'CAEP Summary Info Sheet' has an arrow pointing to the 'User Guides' link.

ADMINISTRATORS
"Leadership isn't about a title. It's about impact, influence and inspiration."
-Susan Lytle Gilmore, Ph.D., Director of Adult Education, Sacramento City Unified School District

Student Data Collection
The student data collection section provides information on the CAEP Data and Accountability funding that can assist you in your student data collection needs, student tracking throughout your region, integration of partner/member systems, and more.

CAEP Beginning of the Year Letter
2019-20 Beginning-of-the-Year Letter FINAL
2018-19 Beginning-of-the-Year Program and Accountability Requirements Letter
AEBG Beginning-of-the-Year Letter for Fiscal Year 2017-18 Program and Accountability Requirements for Student Outcome Data Collection and Submission
2017-18 AEBG Data Collection, Reporting, and Due Dates for Data Deliverables
2017-18 Beginning-of-the-Year Letter Program and Accountability Requirements

Collection
CAEP DIR Action Plan Q1 2019-20
CAEP DIR Action Plan Q2 2019-20
CAEP DIR Action Plan Q3 2019-20
CAEP Program Workshop 1920 Final
Measuring Our Success: Data and Accountability Systems and Common Assessment Block Grant
AEBG Member Reporting in Multiple Consortia Letter
April 2017 Data Submission and Critical Reports
2016-17 EOY Data Submission and Reports Letter
Letter from CCCCO and CDE Regarding Student Data Collection

Data Dictionary
CASAs TOPSpro Enterprise Data Dictionary
Data Dictionary
Adult Education LaunchBoard Data Element Dictionary

Federal
NRS Data Flow Workbook
National Reporting System for Adult Education
NRS Technical Assistance Guide
WIOA Title I & Title II
Example Student Intake Form

Local
SSID for Adult Students
CAEP Data Collection Manual
NOCE MIS Supplemental Questions
Sample NOCE 2018 New MIS Elements Capture Sheet
CAEP Data Collection Training PPT from NOCE
Example Student Intake Form

User Guides
CAEP Summary Report Info Sheet
CASAs TOPSpro Enterprise Help Page
Community College MIS

CAEP
Summary
Info Sheet

DIR Action
Plans

Locating Resources

1. Registration Form: <https://bit.ly/2RCe8Qh>
 - Adobe InDesign File and PDFs in 18 languages
2. Definition Cards: <https://bit.ly/2NuJOJI>
 - MS Word and PDFs in 18 languages
3. Voluntary Authorization: <https://bit.ly/2xVBAip>
 - MS Word and PDFs in 18 languages
4. Outcomes Resources: <https://tinyurl.com/y6bzntwq>
 - CAEP Outcomes Reference Sheet, Instructions by Program Area and Student Update Record Survey, Instructions and Key in MS Word

Questions?

- Bethany Ely – bely@scoe.net
- Priscela Perez - prrperez@egusd.net

