

CAEP 19-20 Student Data Reporting & More

October 2019

Summary of Changes

- Workforce Reentry is being interpreted as Workforce Preparation.
- CAEP will not track service hours in 19-20.
- Agencies will record student barriers at intake.
- The Passage of Exam Measurable Skills Gain for WIOA I will align with the CAEP Occupational Skills Gain and Workforce Preparation Outcome.
- NOVA Program Area Reporting clarification for 18-19.

19-20 Reporting Changes (local)

For district/agency reporting of Program Areas

- CAEP will continue to have the Seven Program Areas: ABE/ASE, ESL, Short-term CTE, Workforce Prep, Pre-Apprenticeship, AWD, and K12 Student Success
- Workforce Reentry is being interpreted as Workforce Preparation.

19-20 Reporting Changes (state)

For State Level Reporting of Program Areas

- Five Main Program Areas: ABE/ASE, ESL, CTE, AWD, and K12 Student Success
- CTE – will include subcategories for
 - Short Term CTE
 - Workforce Preparation
 - Pre-apprenticeship
- Workforce Reentry is being interpreted as Workforce Preparation.

19-20 Reporting Changes (enrollment)

Enrollment / Instructional Hour Definitions

- “Adults Served” is a required reporting category in AB104 and will be a summary count of anyone with at least 1 instructional contact hour or who received a service.
- “Adults Served” will be disaggregated to identify ‘service only’ students, students receiving 1-11 instructional contact hours, and ‘participants’ who received 12 or more instructional contact hours over a single program year.

Enrollment/Instructional Hour Definitions

- “**Adults Served**” will be disaggregated into 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.

19-20 Reporting Changes

Enrollment / Instructional Hours

What is the definition of an instructional hour?

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

Contact Hours

Definition. *Hours of instruction or instructional activity that the participant receives from the program. Instructional activity includes any program-sponsored activity designed to promote learning in the program curriculum, such as classroom instruction, assessment, tutoring, or participation in a learning lab. Time spent on assessment can be counted only if the assessment is designed to inform placement decisions, assess progress, or inform instruction. Time used simply to administer tests, such as the GED tests, cannot be counted as instructional activity.*

https://www.nrsweb.org/sites/default/files/NRS_TA_Guide.pdf

(p. 57 of NRS online technical assistance guide)

19-20 Reporting Changes (services)

Services/Service Hours

- CAEP will not track service hours.
- In other integrated reporting frameworks for services it is more common to report service contacts and type of service delivered than hours.
- Tracking service contact types and how those align with student outcomes is an area that the CAEP State Office will continue to explore.

19-20 Reporting Changes

Tracking hours of instruction for integrated courses (ESL/CTE, ASE/CTE, ABE, CTE, etc.)

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.

For Colleges: Additional exploration is required to review how colleges are coding such courses.

Enrollment Instructional Hours

How do we track hours of instruction for integrated courses (ESL/CTE, ASE/CTE, ABE, CTE, etc.)?



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.

For Colleges: Additional exploration is required to review how colleges are coding such courses.

Enrollment Instructional Hours

- You can mark multiple instructional programs in the TE Class Instance record for classes that address more than one CAEP instructional program.

  **Class Instance**

Class Start Date: **Class End Date:**

Instructional Programs:

<input type="radio"/> N/A	<input type="checkbox"/> High School Diploma	<input type="checkbox"/> Adults w/Disabilities	<input type="checkbox"/> Pre-Apprenticeship
<input type="checkbox"/> Basic Skills (ABE)	<input type="checkbox"/> HSE	<input type="checkbox"/> Adults supporting K12 student success	
<input checked="" type="checkbox"/> ESL/ELL	<input checked="" type="checkbox"/> Career and Technical Education (CTE)	<input type="checkbox"/> Other Program	
<input type="checkbox"/> Citizenship	<input type="checkbox"/> Workforce Readiness	<input type="checkbox"/> ROCP	

Special Programs:

<input type="checkbox"/> None	<input type="checkbox"/> Homeless Program	<input type="checkbox"/> Special Needs	<input type="checkbox"/> Even Start
<input type="checkbox"/> EL Civics (IELCE)	<input type="checkbox"/> Family Literacy	<input type="checkbox"/> Alternative Ed. [K12]	<input type="checkbox"/> CBET
<input type="checkbox"/> Jail	<input type="checkbox"/> Workplace Ed.	<input type="checkbox"/> Non-traditional Training	<input checked="" type="checkbox"/> Integrated Education & Training
<input type="checkbox"/> Community Corrections	<input type="checkbox"/> Tutoring	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Other
<input type="checkbox"/> State Corrections	<input type="checkbox"/> Distance Learning	<input type="checkbox"/> Carl Perkins	

Transition Focuses:

<input checked="" type="radio"/> N/A
<input type="checkbox"/> Transitions to work
<input type="checkbox"/> Transitions to workforce training
<input type="checkbox"/> Transitions to postsecondary education
<input type="checkbox"/> This class does not focus on transitions

Focus Area:

19-20 Reporting Changes (CTE skills gain)

WIOA I / CAEP Alignment – Occupational Skills Gain

The Passage of an Exam Measurable Skills Gain for WIOA I will align with the CAEP Occupational Skills Gain and Workforce Preparation Outcome

- When a student achieves an Occupational Skills Gain, that now entails that the student passes an exam such as work skills demonstration, written test, standardized pre/post-test, etc.
- Workforce Preparation Outcome should include some documentation of work skills progression or attainment.

WIOA I Passing Knowledge-Based Exam

- The Skills Progression MSG has now been replaced by ***Passage of an Exam***.
- Learner ***passes an exam*** during the year that is required for a job, or that demonstrates progress in attaining technical or occupational skills.
- Exam can be a hands on occupational skills demonstration, written test, standardized pre/post-test, or other method of assessment that clearly demonstrates skill progression or attainment.

Student Barriers to Employment




- Agencies will record barriers to employment for all CAEP students at intake.
- CAEP student barriers and their definitions will align with federal WIOA II barriers to employment.
- As part of the federal alignment, ABE/ASE and ESL learners will automatically tie into specific barriers
- For Workforce Preparation/Workforce Re-Entry – learners are no longer tied to any specific barriers, and no longer tied to 55 + years of age.

14	EMPLOYMENT BARRIERS <small>(Mark all that apply or leave blank)</small>
<input type="checkbox"/>	Cultural Barriers
<input type="checkbox"/>	Disabled
<input type="checkbox"/>	Displaced Homemaker
<input type="checkbox"/>	English Language Learner
<input type="checkbox"/>	Ex-Offender
<input type="checkbox"/>	Foster Care Youth
<input type="checkbox"/>	Homeless
<input type="checkbox"/>	Long-term Unemployed
<input type="checkbox"/>	Low Income
<input type="checkbox"/>	Low Levels of Literacy
<input type="checkbox"/>	Migrant Farmworker
<input type="checkbox"/>	Seasonal Farmworker
<input type="checkbox"/>	Single Parent
<input type="checkbox"/>	No TANF within 2 yrs

Student Barriers to Employment

For WIOA II –

- OCTAE has identified ABE/ASE enrollees by definition as having the Low Levels of Literacy barrier
- All ESL/ELL learners are defined as Low English Literacy/English Language Learner.
- Cultural Barriers also relates to WIOA Title II, but is not directly aligned to a particular program.

14 EMPLOYMENT BARRIERS	
(Mark all that apply or leave blank)	
	<input type="checkbox"/> Cultural Barriers
	<input type="checkbox"/> Disabled
	<input type="checkbox"/> Displaced Homemaker
	<input type="checkbox"/> English Language Learner
	<input type="checkbox"/> Ex-Offender
	<input type="checkbox"/> Foster Care Youth
	<input type="checkbox"/> Homeless
	<input type="checkbox"/> Long-term Unemployed
	<input type="checkbox"/> Low Income
	<input type="checkbox"/> Low Levels of Literacy
	<input type="checkbox"/> Migrant Farmworker
	<input type="checkbox"/> Seasonal Farmworker
	<input type="checkbox"/> Single Parent
	<input type="checkbox"/> No TANF within 2 yrs

Student Barriers to Employment

For Workforce Preparation/Workforce Re-Entry:

- Learners are no longer tied to any specific barriers
- No longer automatically assigned if 55 + years of age.

WIOA Alignment to AB 104

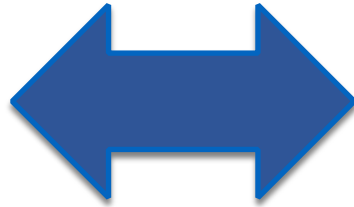
The WIOA Performance Indicators, along with the 5 types of MSG, comprise the framework for the six AB 104 outcomes:

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
- Passed TASC

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

Literacy Gains

AEBG 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	Acquired Workforce Readiness

Literacy Gains – HS Credits

Student Records **New Student Record**

Navigator

Select Student in Program Year

Student: Site: 4908 - Rolling Hills Adult School (RHAS)
Program Year:
Student: No selection

Education & Goals

Record Date:

Goals:

- ☒ N/A
- ☐ Primary
- ☐ Improve basic skills
- ☐ Primary
- ☐ Improve English skills
- ☐ Primary
- ☐ H.S. Dipl./HSE
- ☐ Primary
- ☐ Get a Job
- ☐ Primary
- ☐ Retain Job
- ☐ Primary
- ☐ Get a better job
- ☐ Primary
- ☐ Enter college or training
- ☐ Primary

Instructional Levels:

- ☐ ESL
- ☒ ABE/ASE

Basic Skills (ABE) - Beginning Literacy
Basic Skills (ABE) - Beginning
Basic Skills (ABE) - Intermediate Low
Basic Skills (ABE) - Intermediate High
ASE - ASE Low
ASE - ASE High
ASE - Completed ASE High

In TE, go to Records – Students – Records and refer to Instructional Levels:

- Select ASE Low upon enrollment
- Select ASE High later in the year once student progresses to the 11th or 12th grade level

MSG's for CTE

The Passage of Exam Measurable Skills Gain for WIOA I will align with the CAEP Occupational Skills Gain

- When a student achieves an Occupational Skills Gain, that now entails that the student passes an exam such as work skills demonstration, written test, or standardized pre/post-test

9	
WORK	
<input type="radio"/>	Got a job
<input type="radio"/>	Increased wages
<input type="radio"/>	Retained job
<input type="radio"/>	Got a better job
<input checked="" type="radio"/>	Met work-based project goal
<input type="radio"/>	Entered job training
<input type="radio"/>	Entered training program
<input checked="" type="radio"/>	Training milestone
<input type="radio"/>	Entered apprenticeship
<input type="radio"/>	Entered military

MSG's for CTE

The Passage of Exam Measurable Skills Gain for WIOA I will align with the CAEP Workforce Preparation Outcome

- Workforce Preparation Outcome should include some documentation of work skills progression or attainment.

9
WORK
<input checked="" type="radio"/> Acquired workforce readiness skills
<input type="radio"/> Reduced public assistance
<input type="radio"/> Other work outcome

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

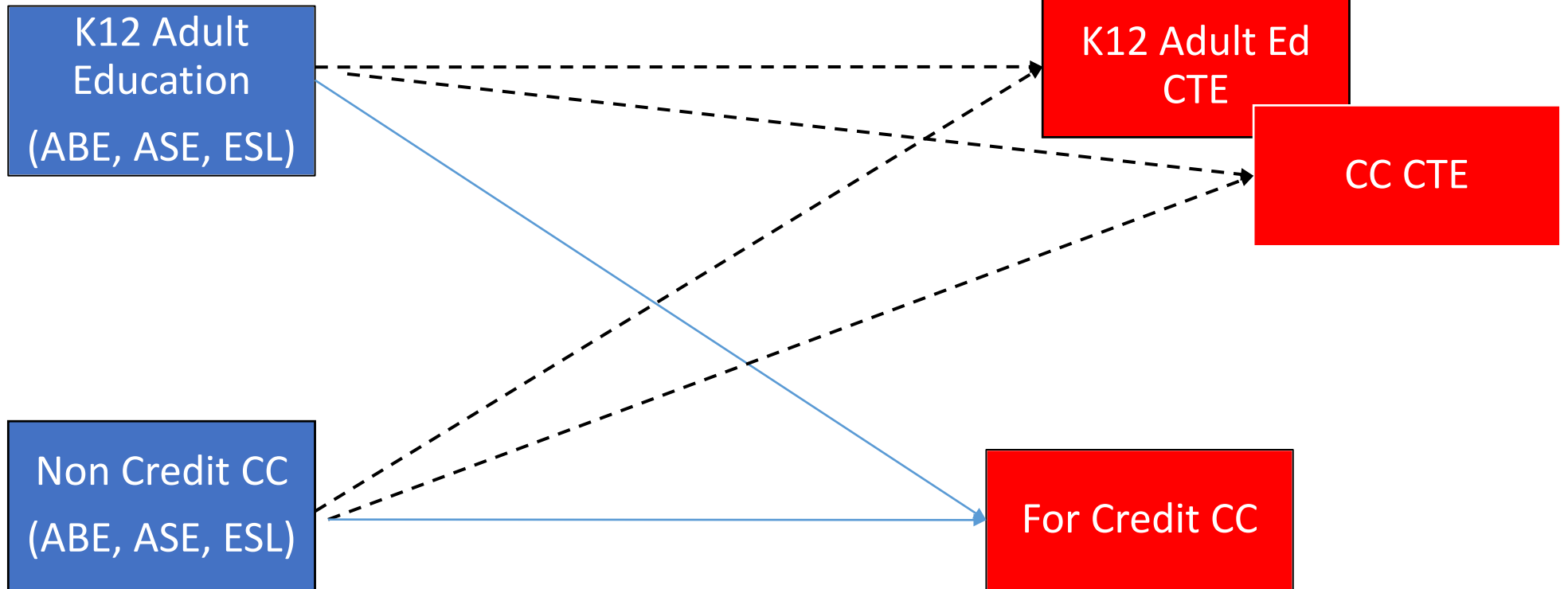
Transition

AEBG Title	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:

To:



-----> Transition to CTE
—————> Transition to for credit

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 |

Services that help individuals:

- Select programs that relate to economic priorities in local planning region
- Enroll/meet minimum qualifications for longer term employment and/or employment training programs

Services administered to individuals who have been determined to:

- Be unlikely to obtain/retain employment
- Be in need of additional services in order to attain economic self-sufficiency/permanent employment
- Have skills sufficient to enroll in appropriate training program that provides skills necessary for self-sufficiency

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

CAEP Short Term Services

Supportive Services

- Transportation
- Child Care
- Personal Counseling
- Financial Assistance

Transition Services

- Assessment (other than required pre/post)
- Academic/Career Counseling
- Job Development

Training Services

- Student Orientation
- Community Support Training (OSHA, CPR, etc.)
- Prerequisite Training

 **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



CAEP Summary

08/23/2019
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AEBG2017S

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

Program Year: 2019-2020
Consortium:

Program Areas* (A)	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										
Programs for Adults with Disabilities	0	0	0	18	0	0										
Adults Training for Child School Success	31	28	16	32	1	0										
Workforce (Re)Entry	384	328	220	798	62	17										
Pre-Apprenticeship	0	0	0	0	0	0										
Total	3,704	2,833	1,940	6,672	755	223										
Students in two or more programs	840	658	425	1,506	206	51										
Total unduplicated students	2,262	1,684	1,172	4,336	375	124										

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


**Includes learning gains from pre/post testing

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 Tables Setup Options

- New options for charting and number of CAEP programs
- New setup for Report Selection
- Outcomes Summary
- Services Summary
- CAEP Program Hours

 **Select report:**

☒ CAEP Summary

☒ CAEP Outcomes

☒ CAEP Services

☒ CAEP Program Hours

☐ CAEP Table 1

☐ CAEP Table 2

☐ CAEP Table 2A

☐ CAEP Table 3

☐ CAEP Table 4

☐ CAEP Table 4A

☐ CAEP Table 4B

Select All

Deselect All

Invert selection

CAEP Tables Setup Options

Show Chart Analysis: ☐

Special Options

Drop Reasons:

Selected		Available
01. Missing birthdate or age outside of 16-110	<div><- Add</div> <div>Remove -></div> <div><- Add All</div> <div>Remove All -></div>	
02. Less than 12 hours of instruction		
03. Concurrently enrolled in High School/K12		
04. No Gender		
05. No Ethnicity/race		
06. No accurate placement test or self-reported ASE placement		
09. ESL Learner pretest score at ASE educational function		

First Up Down Last

CAEP Program Areas:

- ☒ All (9)
- ☐ ASE (8)
- ☐ ABE/ASE (7)
- ☐ CTE (5)

⑨ LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)		
WORK	EDUCATION	
<input checked="" type="checkbox"/> Got a job	<input checked="" type="checkbox"/> Passed GED	<input checked="" type="checkbox"/> Enrolled in secondary program
<input checked="" type="checkbox"/> Increased wages	<input checked="" type="checkbox"/> Passed HiSET	<input checked="" type="checkbox"/> Entered college
<input checked="" type="checkbox"/> Retained job	<input checked="" type="checkbox"/> Passed TASC	<input checked="" type="checkbox"/> Transitioned to credit (transfer)
<input checked="" type="checkbox"/> Got a better job	<input checked="" type="checkbox"/> Earned High School diploma	<input checked="" type="checkbox"/> Transitioned to credit (non-transfer)
<input checked="" type="checkbox"/> Met work-based project goal	<input type="checkbox"/> Returned to K-12	<input checked="" type="checkbox"/> Attained credential
<input checked="" type="checkbox"/> Entered job training	<input type="checkbox"/> Gained computer/tech skills	<input checked="" type="checkbox"/> Attained A.A. or A.S. degree
<input checked="" type="checkbox"/> Entered training program	<input type="checkbox"/> Completed course	<input checked="" type="checkbox"/> Attained B.A. or B.S. degree
<input checked="" type="checkbox"/> Training milestone	<input checked="" type="checkbox"/> Mastered course competencies	<input checked="" type="checkbox"/> Entered graduate studies
<input checked="" type="checkbox"/> Entered apprenticeship	<input type="checkbox"/> Earned certificate	<input checked="" type="checkbox"/> Attained post graduate degree
<input checked="" type="checkbox"/> Entered military	<input type="checkbox"/> Educational achievement	<input checked="" type="checkbox"/> Occupational skills licensure
<input checked="" type="checkbox"/> Acquired workforce readiness skills	<input checked="" type="checkbox"/> Skills progression	<input checked="" type="checkbox"/> Occupational skills certificate
<input type="checkbox"/> Reduced public assistance	Transcript or report card	<input type="checkbox"/> Occupational certifications
<input type="checkbox"/> Other work outcome	<input type="checkbox"/> Secondary	<input type="checkbox"/> Other recognized diploma, degree, or certificate
	<input type="checkbox"/> Postsecondary	

☒ Literacy Gains

☒ Secondary

☒ Post-Secondary

☒ Employment

☒ Wages

☒ Transition

L = Literacy Gains

H = HSE/ HSD

P = Post-Secondary

E = Enter Employment

I = Increase Wages

T = Transition Post-Sec

Work Results:

- | | |
|---|---|
| <input checked="" type="checkbox"/> E Got a job | <input checked="" type="checkbox"/> L Training milestone |
| <input checked="" type="checkbox"/> I Increased wages | <input checked="" type="checkbox"/> T Entered apprenticeship |
| <input checked="" type="checkbox"/> E Retained job | <input checked="" type="checkbox"/> E Entered military |
| <input checked="" type="checkbox"/> I Got a better job | <input checked="" type="checkbox"/> L Acquired workforce readiness skills |
| <input checked="" type="checkbox"/> L Met work-based project goal | <input type="checkbox"/> Reduced public assistance |
| <input checked="" type="checkbox"/> T Entered job training | <input type="checkbox"/> Other work outcome |
| <input checked="" type="checkbox"/> T Entered training program | |

L = Literacy Gains

H = HSE/ HSD

P = Post-Secondary

E = Enter Employment

I = Increase Wages

T = Transition Post-Sec

In TE go to Records--
Students--Records

Work Results:

- | | |
|---|---|
| <input checked="" type="checkbox"/> E Got a job | <input checked="" type="checkbox"/> L Training milestone |
| <input checked="" type="checkbox"/> I Increased wages | <input checked="" type="checkbox"/> T Entered apprenticeship |
| <input checked="" type="checkbox"/> E Retained job | <input checked="" type="checkbox"/> E Entered military |
| <input checked="" type="checkbox"/> I Got a better job | <input checked="" type="checkbox"/> L Acquired workforce readiness skills |
| <input checked="" type="checkbox"/> L Met work-based project goal | <input type="checkbox"/> Reduced public assistance |
| <input checked="" type="checkbox"/> T Entered job training | <input type="checkbox"/> Other work outcome |
| <input checked="" type="checkbox"/> T Entered training program | |

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:

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

Education Results:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> Passed GED 2002 | <input type="checkbox"/> Completed course | <input checked="" type="checkbox"/> T Enrolled in secondary program | <input checked="" type="checkbox"/> P Entered graduate studies |
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| <input type="checkbox"/> Gained computer/tech skills | <input type="checkbox"/> PostSecondary transcript or report card | <input checked="" type="checkbox"/> P Attained B.A. or B.S. degree | |

CAEP Statewide Enrollment

- Recorded students that make it to 1 hour of instruction
(Program Enrollment)
 - Statewide percentage = **77%**.
- Recorded students that make it to 12 hours or more of instruction
 - Statewide percentage = **63%**.
- Students with 1 hour of instruction that make it to 12 hours of instruction (and eligible to earn CAEP outcomes)
(Program Persistence)
 - Statewide percentage = **82%**.

Performance and Persistence Questions

- Of those students with any AEP activity, how many enrolled in an instructional program? (*Column L on AEP Summary*)
- Of those with program enrollment, how many students reached at least 12 hours of instruction? (*Compare Columns E and L*)
- Of those who qualified for outcomes with 12+ hours, how many students achieved outcomes? (*Columns E-K*)
- Of those who qualified with 12+ hours, how many students completed a pre/post-test pair? Of those, how many achieved a level gain? (*Columns B-C*)

Measure Agency and Consortium Level Performance and Persistence:

- Measure ***persistence*** by determining percentage of students with any AEP activity that achieve official AEP program enrollment by enrollment in a class and with at least one hour of instruction
- Measure ***persistence*** by determining percentage of students with AEP program enrollment that receive at least 12 hours of instruction?
- Measure ***performance*** by calculating percentage of learners with 12 hours of instruction that achieved at least one official AEP outcome
- Measure ***persistence*** by calculating percentage of learners with 12 hours of instruction with a pre- and post-test pair
- Measure ***performance*** by computing percentage of learners with 12 hours of instruction that achieve a pre/post-test level gain

Data Submission Calendar

AEBG Program Year Reporting		
	Date Range	Reporting Deadline
First Quarter	July 1 – Sept 30	October 31, 2019
Second Quarter	July 1 – Dec 31	January 31, 2020
Third Quarter	July 1 – Mar 31	April 30, 2020
Fourth Quarter-EOY	July 1 – June 30	August 1, 2020

New EUUS-019 form implemented July 1, 2019

- Includes three selections in gender field
- Updates DOB and record date fields
- Documents learner enrollment, and continues WIOA compliance that began July 1, 2016

EUUS-016

Program Entry Record

Site #

1a Student Last Name

2 Instructor Name

3 Middle

4 Student Address

5 City

6 Email Address

7 Phone Number

8 State

9 Zip

Cell Phone: ☐ Yes ☐ No

Directions for marking answers

- Use No. 2 pencil only
- Do NOT use ink or ballpoint pen

- Make dark marks that fill oval completely
- Erase cleanly any answers you change

3 * STUDENT IDENTIFICATION

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8

4 GENDER ☐ Male ☐ Female

5 DATE OF BIRTH

MM	D	D	19	Y	Y
Jan <input type="checkbox"/>	0	0	0	0	0
Feb <input type="checkbox"/>	0	1	20	1	1
Mar <input type="checkbox"/>	2	2	2	2	2
Apr <input type="checkbox"/>	3	3	3	3	3
May <input type="checkbox"/>	4	4	4	4	4
Jun <input type="checkbox"/>	5	5	5	5	5
Jul <input type="checkbox"/>	6	6	6	6	6

6 HIGHEST YEAR OF SCHOOL COMPLETED

0	0
1	1
2	2
3	3
4	4
5	5
6	6

7 HIGHEST DIPLOMA OR DEGREE EARNED (Mark one)

☐ None

☐ HSE Certificate

☐ High School Diploma

☐ Technical/ Certificate

☐ Some college, no degree

☐ A.A. / A.S. Degree

☐ 4 yr. College

8a ETHNICITY (Mark one)

☐ Hispanic or Latino

☐ not Hispanic or Latino

8b RACE (Mark one or more)

☐ White

☐ Asian

☐ Black or African American

☐ Native Hawaiian

9 NATIVE LANGUAGE (Mark one)

☐ English

☐ Spanish

☐ Chinese

☐ Tagalog

☐ Vietnamese

☐ Cambodian

☐ Korean

☐ Hmong

☐ Arabic

CASAS Assessments

Authorized for NRS for 2019-20

ABE and ASE only:

- CASAS GOALS Reading and Math

ESL only:

- Life and Work Listening
- Life and Work Reading
- Secondary Level Assessment (SLA):
 - Language Arts 513-14

Use of Assessment Modalities

- **ABE/ASE:** Use Reading or Math CASAS GOALS series



- **ESL:** Use Life and Work Reading or Listening



Use of Assessment Modalities

- **ABE/ASE:** Use Reading or Math GOALS series



- Pre- and post-test pairs must always be from the same test modality.
- If using CASAS GOALS, both the pretest and the post-test must use the same test series. Cannot match GOALS with any other CASAS test series.

CASAS GOALS

- *New GOALS series*
 - *Reading approved in February 2018*
 - *Math approved March 2019*
 - *Currently aligning Reading for ELL*
 - *Listening in development*
- Strongly aligned with College and Career Readiness (CCR) Standards for Adult Education
 - **Reading** – assesses higher order thinking skills (Depth of Knowledge), complex informational text, and vocabulary, including academic language
 - **Math** – math concepts assessed via common life and work applications
 - Computer and paper administered
 - All NRS levels will be covered in 4 test levels

Immigrant Integration AB2098



Immigrant Integration Metrics

- 1 - Economic Security
- 2 – English Proficiency
- 3 – First Language Proficiency
- 4 – Credentials and Residency
- 5 – Health and Wellbeing
- 6 – Education and Career
- 7 – Children and Family
- 8 – Civic and Community Participation
- 9 – Digital Literacy
- 10 – Self Efficacy and System Navigation

Sample Alignment – AB 2098 and EL Civics

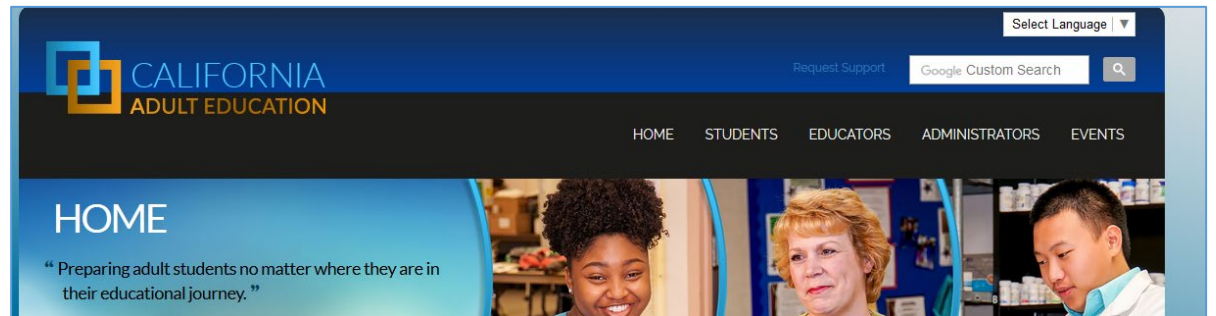
Integration Metric as per AB 2098	EL CIVICS COAAPS (COAAP #)
Improved English proficiency	<i>*This metric can already be measured using the CAEP literacy gains outcome*</i>
Increased economic security	Health Insurance (EL Civics Objective 26) Obtain housing (4) Rental Agreements (5) Tenant Rights (6) Banking (1)
Increased credentials and residency	Immigrant Rights/Agencies (19) Voting/Political Process (39) Environmental Issues (43) Research/address community issues (8) Workers' Rights (35) Safety (37)
Increased health and well-being	Access health care (28) Access substance abuse treatment (31) Keep family and home safe (7) Understand medication usage (30)

CAEP TAP

- The AEBG Technical Assistance Program (TAP) provides professional development resources for all CAEP agencies statewide.

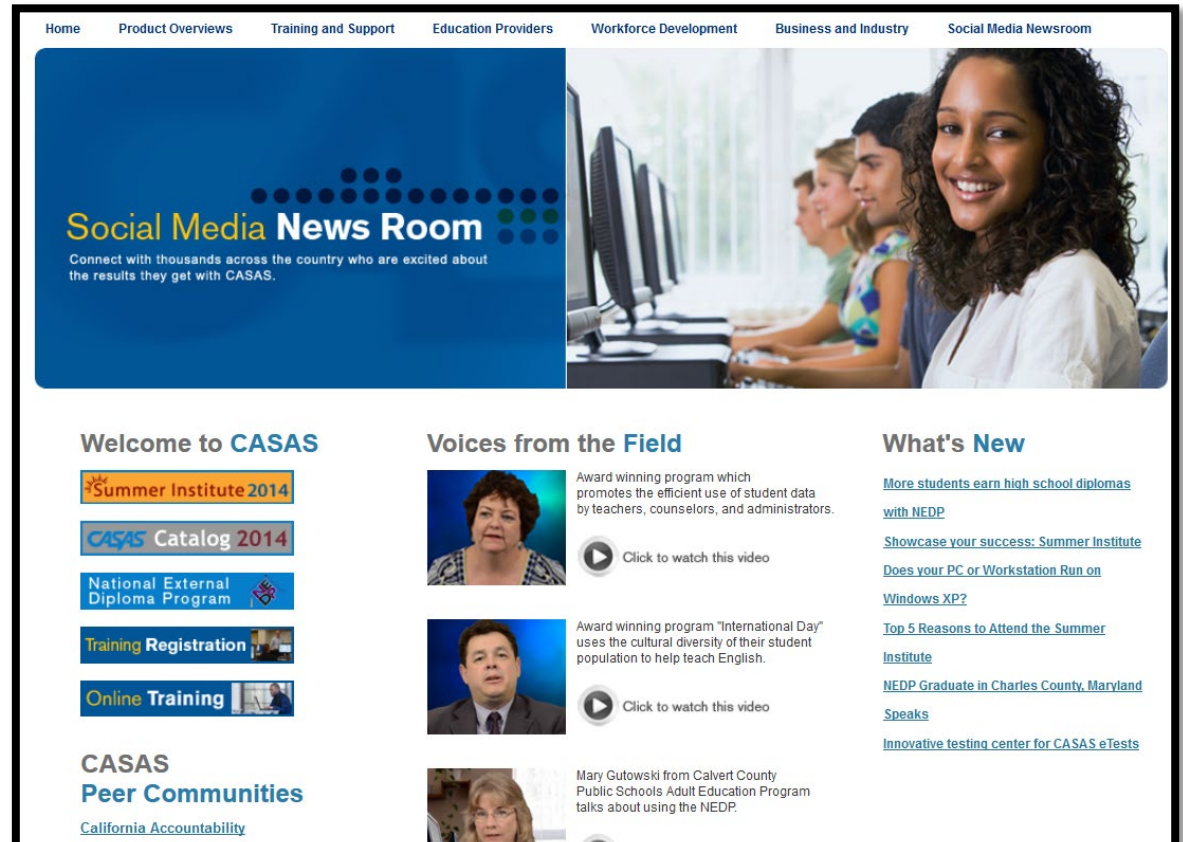
<https://caladulted.org/>

tap@aebg.org



CASAS Web Site

- What's New
- Online Registration
- California Accountability
- AEBG Web page
- CASAS Forums
- Download Centers



www.casas.org

Online Training Registration

- Register for all face to face and Web-based trainings on the CAEP TAP Website:

<https://www.caadultedtraining.org/>

California Adult Education

Professional Development

The one stop training source for California adult educators

Select Events by Type

☐ **Online**

- ☐ Webinars
- ☐ Workshops
- ☐ Meetings
- ☐ Facilitated Courses
- ☐ Self-Directed Courses
- ☐ Events & Conferences

☐ **Face To Face**

Upcoming Events

Today: July 26, 2019

Ongoing Self-Directed

Date(s)	Event Name
Ongoing	CASAS Beyond Implementation Basics for Recertification
Ongoing	CASAS Implementation Basics Training