



Comprehensive Adult Student Assessment Systems



CAEP Data & Accountability for 2021-22

June 22, 2021

<https://caladulted.org/TAP>

www.casas.org

Presentation Focus

- CAEP Data & Accountability for 21-22
- CAEP Consortium Mandatory Targets for 3-year/annual plans
- CAEP Member Mandatory Targets for 3 year/annual plans
- CAEP Member Optional Targets for 3 year/annual plans
- WIOA II Continuous Improvement Plan (“CIP” -- alignment with CAEP)
- Goal Setting & Targets (data dive)
- Data Quality (using your Data Integrity Report and more!)
- Questions

CAEP Data & Accountability

New for 2021-22.....

- Member Effectiveness Process – starts July 1, 2021
- Governance Certification – due May 2, 2022
- Goal Setting and Targets – due June 2022
- More support on strategic planning (3 year plan) – next 9 months
- Communities of Practice and Peer Learning Circles
- Advancing CA Adult Education website (model/best practices)
- Beginning of the Year Letter updates/changes – August 2022

3-Year Planning

- Guidance on 3-Year Planning will roll out later this Spring/Summer
- New plans will be due **June 2022**
- 3-year plans will be entered into NOVA – aligns with the consortium annual plan, member work plans & budgets.
- 3-year plans will also include **member level goal setting and targets.**

3-Year Planning – fresh look

- Executive Summary
- Needs Assessment
- An evaluation of current levels and types of education and workforce services for adults in the region
- An evaluation of the funds available to the members of the consortium and the entities

3-Year Planning – fresh look (cont.)

- Goals & Strategies (see three main areas)
 - a. Actions that the members of the consortium will take to address the educational needs.
 - b. Actions to improve integration of services and to improve transitions into postsecondary education and the workforce.
 - c. Actions that the members of the consortium will take to improve the effectiveness of their services
- Goal Setting & Target Section

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

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

3-Year Planning (cont.)

- Plans can be downloaded in html to customize for local presentations.
- Plans & targets will be updated annually (part of the annual plan process).
- 21-22 will also include a Governance Certification Process due with the CFAD in May 2022.

CAEP and WIOA II

Planning alignment with the Continuous Improvement Plan (CIP)

- NRS Performance Goals
- WIOA Regional Collaboration/Alignment to Regional Priorities
- Follow up to FPM/WASC visits
- Special Programs such as EL COE, IET
- Leadership Project Resources

Goal Setting process

“Quantitative” Strategies

- Review targeted data reports to focus efforts
- Highlight the neediest areas
- Identify “hotspots” -- pockets of strong (and especially weak) performance within the targeted areas
- Find the weak spots that need help the most, and strong areas that may provide ideas for improvement strategies

Goal Setting process

“Qualitative” Strategies

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

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

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Services			
Enrollees (F)	Enrollees w/12 hours (G)	Enrollees w/1-11 hours (H)	Enrollees w/0 hours (I)
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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?


$$855 - 148 = 707$$

$$707/855 = \mathbf{82.7\%}$$

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)
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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?

$$580 - 49 = 531$$

$$531/580 = \mathbf{91.6\%}$$

Systems in Place to Support NRS Performance Goals

- Local Assessment Policy
- Regular data reviews
- Targeted instruction
- Supported and Training Services
- Clear channels of communication

Local Assessment Policy

- Develop testing calendar with specific dates as “testing dates” and “make up” days for students who are absent
- Specify test security precautions and uniform test administration procedures for all programs
- Identify staff responsible for test security as well as test Proctor and Coordinator responsibilities
- Identify other staff responsibilities, such as disseminating TE reports, reviewing data results, identifying priorities for instruction

Regular Data Reviews

- Establish a **data dialogue process** where staff engage in program data
- Invite a “cross section” of staff including teachers, administrators, data managers
- Ensure all participants have opportunity to voice concern and give input to group goals
- Identify regular meeting times and a facilitation plan for each meeting
- Use a “SMART goals” approach to reviewing key data points and reports results

Targeted Instruction

- Assign appropriate student goals and review them regularly
- Compare placement level with learner's assigned class, and verify whether it is consistent
- Evaluate performance by class and student and identify best practices of top performers (both classes and students)
- Ensure learner expectations match what is actually presented in class
- Align instructional materials/ lesson planning with local and statewide priorities

Targeted Instruction - Resources

- CASAS Quick Search
- EL Civics Web site
- Alignment with CASAS Content Standards and CCR/CCSS
- TE Instructional Reports (Under Reports – Test Results):

Competency Reports

Content Standards

Individual Skills Profile

Learning Gains/Test History

Short Term Services

- Provide Supported Services that help the student with personal needs
 - Personal counseling such as legal or financial assistance
 - Career counseling
 - Child care
 - Transportation
- Provide Training Services that assist with professional needs
 - Short term workforce preparation training (OSHA, CPR)
 - Field trips to potential work or education opportunities
 - Special focused assessment

CAEP Goal Setting

Establishing goals for CAEP reporting

- ***Enrollment and Participant criteria***
- CAEP pre- and post-testing
- Targeting CAEP outcomes
- Using the CAEP DIR
- NRS performance goals
- Defining goals for special populations
- Consortium level reporting
- Defining goals with external stakeholders

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

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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)		
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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 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

How many students enrolled in an instructional program are progress 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)
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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
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Total unduplicated students	4,372	1,051	375	125	91	654	282	110

Sum of Columns F, G, H, I, J, K,L ÷ Column E = Outcomes Attainment Rate
3861 ÷ 5735 = 67.3 %

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 ÷ 2272 = 67.3 %

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 %
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CAEP Goal Setting

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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

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CAEP Table 4
Measurable Skill Gains (MSG) by Entry Level
All Student Activity Dates

Page 1 of 2
AEBG2017T4

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


Program Year: 2020-2021
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 new Ad Hoc NRS Cross Tabs report.

<div><div><div>Ad Hoc NRS Cross Tab Report</div><div>MSG by Employment Barrier</div></div><div>05/24/2021 12:54:38</div><div>Page 1 of 3 AHNRSCT2</div></div>																
<div><div>Program Year: 2020-2021</div><div>Total Students: 2,604</div><div>Agency: 4908 - Rolling Hills Adult School (RHAS)</div></div>																
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.

Special Options

Aggregate Multiple Agencies: ☐

Reporting Level: ☒ Agency ☐ Site ☐ Class

Row Categories:

Selected	Available
CAEP Program	Age
	EFL
	Program Type
	Hours
	Status on Entry
	Highest Diploma in U.S.
	Highest Diploma out U.S.
	Sex
	Highest School Year

First Up Down Last

Column Categories:

Selected	Available
CAEP Program	Age
	EFL
	Program Type
	Hours
	Status on Entry
	Highest Diploma in U.S.
	Highest Diploma out U.S.
	Sex
	Highest School Year

First Up Down Last

CAEP Goal Setting

Ad Hoc NRS Cross Tab Report

CAEP Program by Employment Barrier

Page 1 of 2
AHNR5CT2

Program Year: 2020-2021
Agency: 4908 - Rolling Hills Adult School (RHAS)

Total Students: 2,605

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
Total						8	17	169	1,343	2,449	34	1	148	8	47	2,605

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

Questions

