CASAS National Summer Institute 2019

CAEP Data Collection, Reporting and Hours

Richard Ackermann

CASAS

rackermann@casas.org

Agenda

- Data Policy Changes for PY19-20
- Data to Inform Decision Making
- Quick Review of Federal Metrics
- Report Demos

Data Policy Changes for PY 19-20 (proposed)

1) Instructional Programs (7 to 5)
2) CTE with three subsets
3) Tracking hours for NOVA
4) Issue of Service hours
5) Tracking enrollment
6) Student age

Instructional Programs (proposed)

PY 18-19

1) ESL
2) ABE/ASE
3) CTE
4) AwD
5) K12 Student Success
6) Workforce (Re)Entry
7) Pre-Apprenticeship

Instructional Programs (proposed)

PY 18-19	PY 19-20
1) ESL	1) ESL
2) ABE/ASE	2) ABE/ASE
3) CTE	3) CTE
4) AwD	4) AwD
5) K12 Student Success	5) K12 Student Success
6) Workforce (Re)Entry	
7) Pre-Apprenticeship	

Instructional Programs (proposed)

CTE subcategories

1) Workforce Preparation
2) Pre-Apprenticeship
3) Short Term CTE

Instructional Programs (proposed)

Workforce Preparation

"Programs for adults, including, but not limited to, older adults, that are **primarily related to entry or reentry into the workforce**".

In TOPSpro Enterprise use Workforce Readiness

Services/Service Hours (proposed)

- CAEP will not track service hours. Agencies may, of course, track them in their attendance software.
- 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.

Instructional Hours (proposed)

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

What about other kinds of program combinations like ABE/ESL, or AwD/Pre-Apprenticeship?

Instructional Hours (proposed)

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.

NOVA Program Hours

Rev. 2/8/19

Program Areas (A)	Hours * (B)
English Language Learner (ESL/ELL)	150,145
ABE/HSD/HSE	123,023
Career and Technical Education (CTE)	65,958
Programs for Adults with Disabilities	3,618
Adults Training for Child School Success	1,630
Workforce (Re)Entry **	7,480
Pre-Apprenticeship	0
Total	**351,854**

* Hours column is apportioned according to the number of programs a student may be enrolled in.
** Workforce (Re)Entry is composed of students in Workforce Readiness or CTE programs with a barrier (including age 55+).

Classes with Multiple Programs

InstructionalPrograms	ClassesCount
,HSE,Career and Technical Education (CTE)	710
,Basic Skills (ABE),HSE,Career and Technical Education (CTE)	435
,Adults w/Disabilities,Pre-Apprenticeship	383
,Basic Skills (ABE),ESL/ELL,HSE,Career and Technical Education (CTE)	129
,ESL/ELL,High School Diploma	117
,Basic Skills (ABE),Career and Technical Education (CTE)	115
,Basic Skills (ABE),HSE	102
,Basic Skills (ABE),ESL/ELL	85
,ESL/ELL,Adults w/Disabilities	57
,Basic Skills (ABE),Adults supporting K12 student success	44
,ESL/ELL,Pre-Apprenticeship	36
,Basic Skills (ABE),Pre-Apprenticeship	26
,Basic Skills (ABE),Career and Technical Education (CTE),Pre-Apprenticeship	24

Instructional Hours (proposed)

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.

Enrollment (proposed)

Continue to count all students, but distinguish between

- students receiving services only,
- students with 1-11 instructional hours, and
- students with 12+ instructional hours

Enrollment (proposed)

- Column B – Minimum 12 hours
- Column E – Minimum 12 hours, posttest not required
- Column L – No hours required

	Literacy Gains (Pre/Post)			CAEP Outcomes							Services					
Program Areas* (A)	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)	2,183	1,716	1,143	2,265	92	23	19	353	125	22	3,073	1,733	1,474	9	446	658
Basic Skills (ABE)	1,094	868	500	1,123	179	36	30	221	127	72	1,457	586	478	7	487	97
High School Diploma (HSD)	794	590	361	796	143	77	24	103	49	18	1,449	936	812	8	884	127
High School Equivalency (HSE)	846	609	370	858	203	58	26	265	173	32	1,276	538	402	14	314	98
Career and Technical Education (CTE)	424	323	229	787	75	13	26	75	25	3	1,189	694	676	14	116	206
Programs for Adults with Disabilities	0	0	0	18	0	0	0	0	0	0	19	15	15	0	0	0
Adults Training for Child School Success	32	28	17	32	1	0	0	5	1	0	39	11	9	0	5	4
Workforce (Re)Entry	523	418	269	798	62	17	11	116	48	15	1,111	639	602	21	135	212
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Designated Program											165	62	50	12	0	0
Total	**5,896**	**4,552**	**2,889**	**6,677**	**755**	**224**	**136**	**1,138**	**548**	**162**	**9,778**	**5,214**	**4,518**	**85**	**2,387**	**1,402**
Students in two or more programs	**1,318**	**1,042**	**637**	**1,507**	**206**	**51**	**28**	**285**	**152**	**35**	**2,075**	**1,217**	**1,027**	**21**	**565**	**297**
Total unduplicated students	**3,766**	**2,804**	**1,779**	**4,340**	**375**	**125**	**91**	**653**	**282**	**109**	**6,760**	**3,267**	**2,710**	**51**	**1,164**	**782**

Table 2A – Reportable Individuals

- Column P – 1 to 11 hours

CASAS

06/11/2019
22:14:24

CAEP Table 2A

Reportable Individuals by Age, Ethnicity, and Sex

All Student Activity Dates

Page 1 of 1
AEBG2017T2A

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

Program Year: 2018-2019
Consortium: 28 - Capital Adult Education Regional Consortium

Age Group	American Indian or Alaska Native		Asian		Black or African American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
(A)	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	(P)
16-18	0	0	3	3	4	5	49	46	0	0	15	9	3	3	140
19-24	1	2	8	11	14	16	139	180	0	2	28	42	2	7	452
25-44	1	4	24	54	18	50	250	472	0	2	41	85	7	5	1,013
45-54	0	1	15	20	3	9	74	185	0	0	9	32	0	3	351
55-59	0	0	2	5	1	2	15	56	0	0	2	13	1	1	98
60+	0	0	11	11	7	8	17	82	0	0	8	13	0	1	158
Total	2	7	63	104	47	90	544	1,021	0	4	103	194	13	20	2,212

Annual Program Area Reporting - expenditures (proposed)

- Use only the following fund sources for the program area expenditure reporting exercise: CAEP, WIOA II, Noncredit Apportionment, CalWORKs, Perkins, LCFF, & Jail Ed Funds, Fees, and In-Kind.
- Eliminate or make optional several funds sources to report on for the program area report. (Contracted Services, Comm. College Supportive Services, Donations, WIOA I / ITAs, Other Federal Grants, Other State Grants, Strong Workforce).

Annual Program Area Reporting - expenditures (proposed)

- Align “in-kind” & donations with WIOA II reporting requirements.

- Define “fee” using WIOA II definition and/or limit it to tuition (K12/COE only).

Barriers to Employment (proposed)

- Agencies will record student barriers at intake.
- CAEP student barriers and their definitions will align with federal WIOA II barriers to employment.
- For WIOA II – OCTAE has identified ABE/ASE enrollees by definition as having the Low Literacy Skills barrier, and all ESL/ELL learners as Low English Literacy.

Barriers to Employment (proposed)

- Cultural Barriers
- Disabled
- Displaced Homemaker
- **English Language Learner**
- Ex-offender
- Foster Care Youth
- Homeless
- Long Term Unemployed
- Low Income
- **Low Level of Literacy**
- Migrant Farmworker
- Seasonal Farmworker
- Single Parent
- No TANF in 2 Years or Less

WIOA Title I and CAEP alignment – Occupational Skills Gain (proposed)

The Passage of 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.

Data to Inform Decision Making

Use Student Data to:

Monitor and compare student progress and outcomes

- Within agencies, and across agencies
- As a Consortia, by program areas
- By student populations with significant barriers

Basic Reporting Requirements

Population: All adult education students enrolled in ABE, ASE, ESL, or CTE programs enrolled at a:

- K12 adult education school
- Community college noncredit program
- Third party provider supported by a consortium for the purposes of providing training or supportive services

This includes all students regardless of funding source including CAEP, Noncredit, Perkins, WIOA II, CalWORKS, Adults on Correctional Facilities, Strong Workforce (noncredit programs), LCFF, etc.

Basic Reporting Requirements

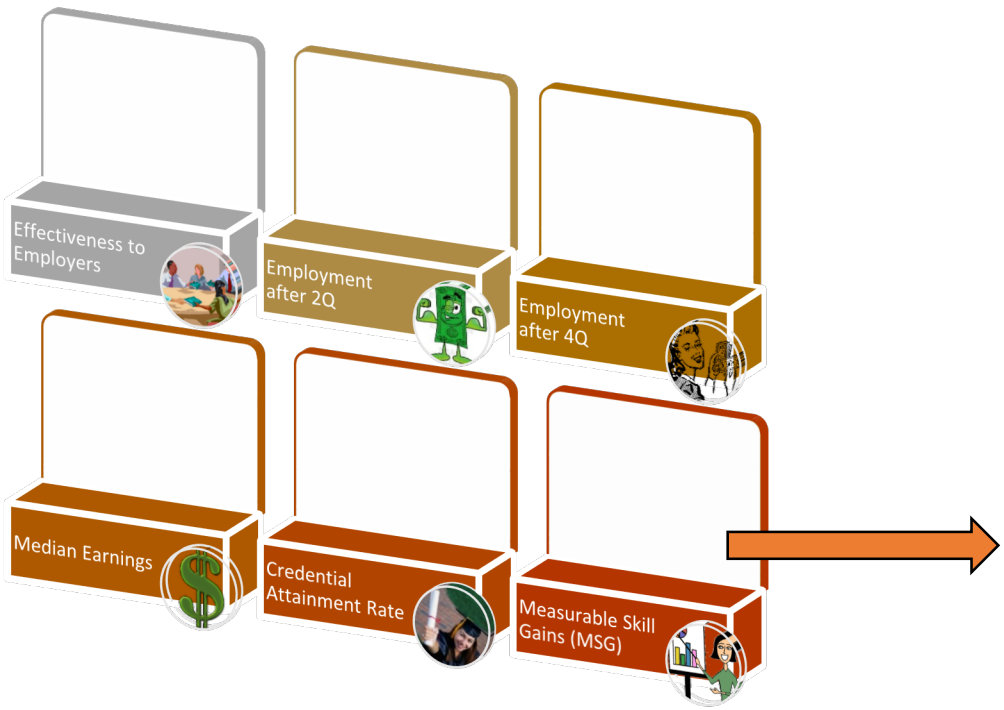
- Number of adults served by the consortium – Aligned to WIOA reportable individual definition. 1 or more contact hour of instruction or participation in self directed or information only activities
- Adults who attain milestones or outcomes – Aligned to WIOA definition of a participant under AEFLA WIOA Title II. 12 or more contact hours of instruction in ABE, ASE, ESL or CTE.
- CAEP will analyze outcomes for reportable individuals using the supplemental data report but not include that data in the primary report to the legislature for 18/19

Reporting Timeline

CAEP Program Year Reporting		
	Date Range	Reporting Deadline
First Quarter	July 1 – Sept 30	October 31, 2018
Second Quarter	July 1 – Dec 31	January 31, 2019
Third Quarter	July 1 – Mar 31	April 30, 2019
Fourth Quarter-EOY	July 1 – June 30	August 1, 2019

Quick Review of Federal Metrics and Alignment to CAEP Outcomes

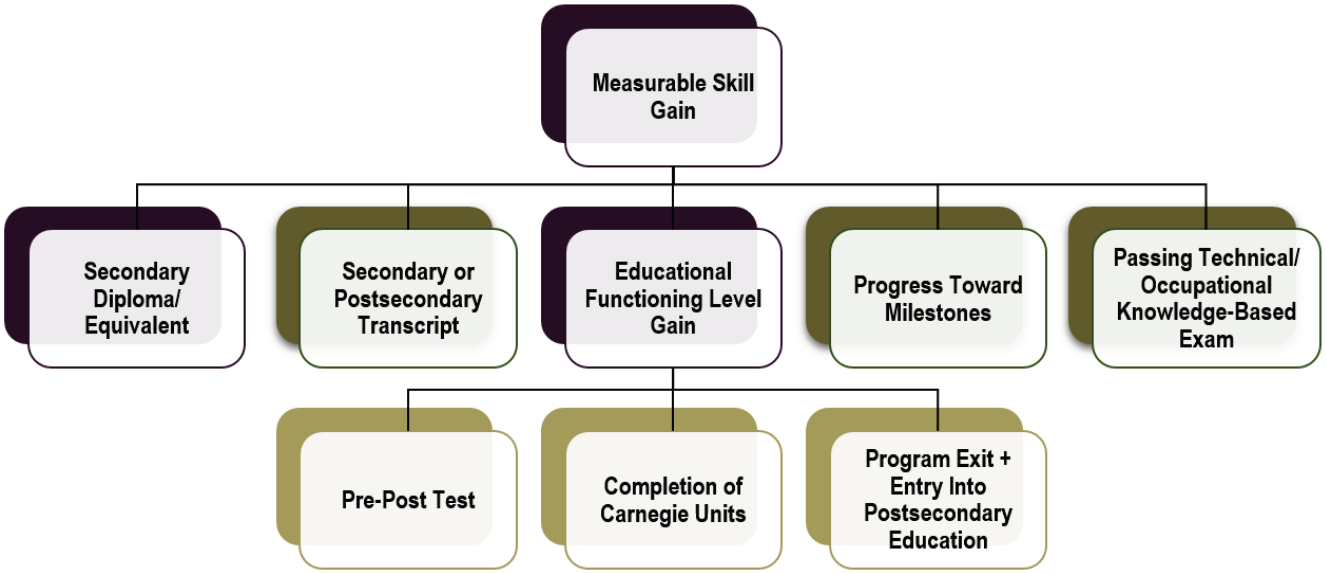
WIOA Performance Indicators



WIOA uses Performance Indicators to evaluate program and student/participant performance.

One of these Performance Indicators is Measurable Skill Gains (MSG). WIOA defines five different MSGs to monitor progress and results.

WIOA Measurable Skills Gains (MSGs)



CAEP Outcomes Defined in AB104

Literacy Gains

- Pre/Post NRS Level Completion
- Carnegie Units
- Passage of an Exam
- Training Milestone

HSE/HS Diploma

- Secondary Diploma or Equivalent

Post-Secondary

- Secondary/Post-Secondary Credential
- Credential Attainment Rate

Enter Employment

- Employment After 2Q
- Employment After 4Q

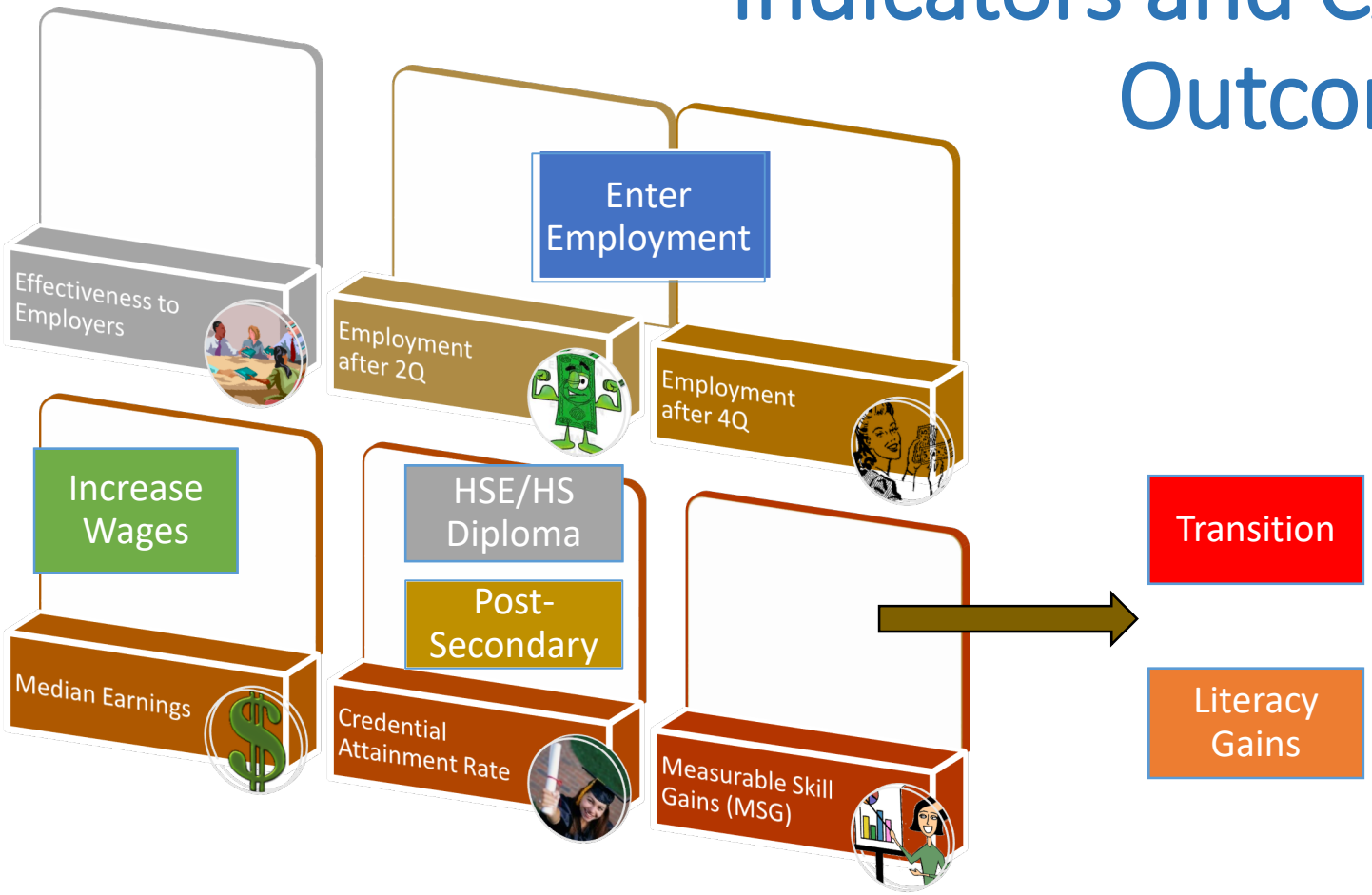
Increase Wages

- Median Wages

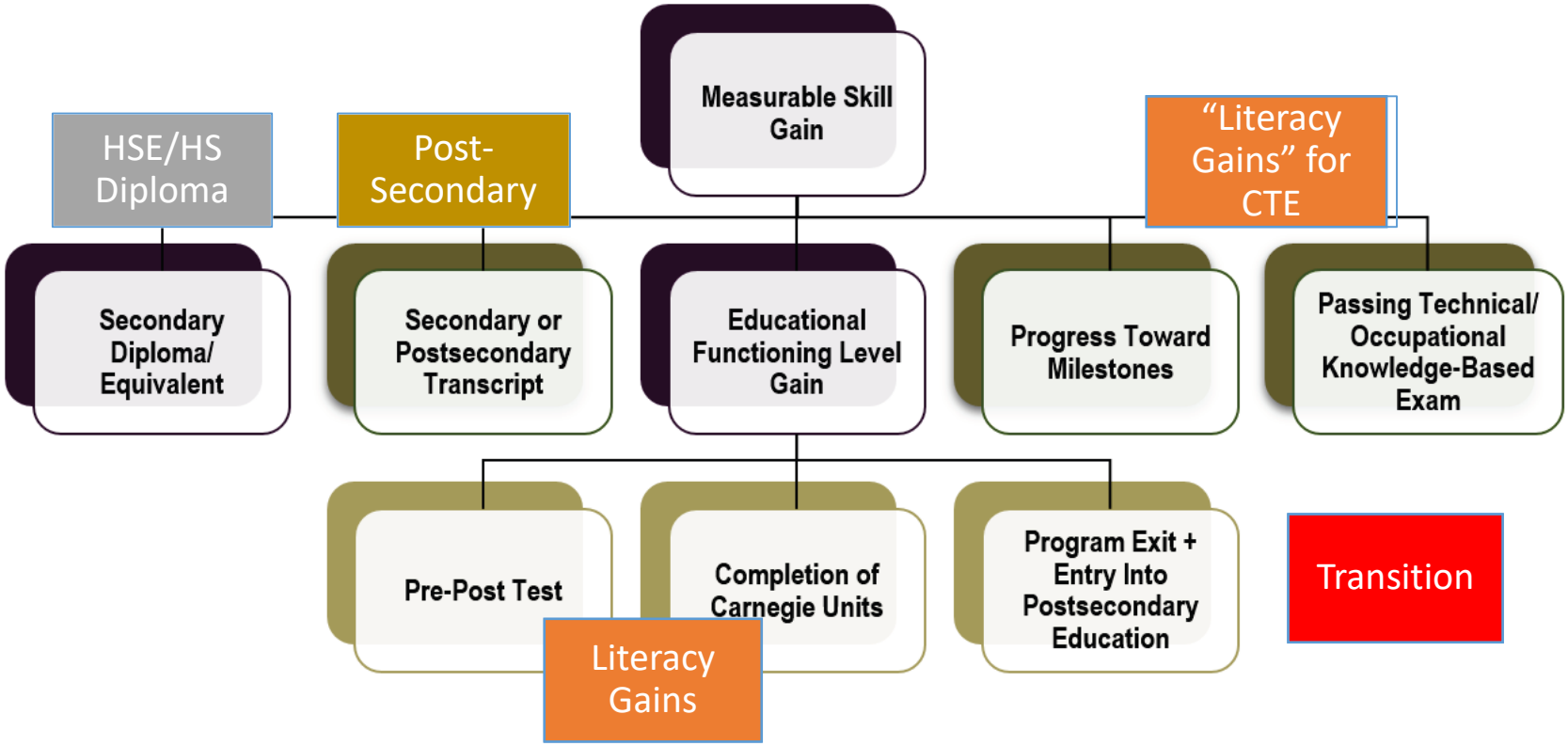
Transition

- Program Exit and Transition to Post-Secondary

WIOA Performance Indicators and CAEP Outcomes



WIOA MSGs and CAEP Outcomes



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.

Training Milestone

- Participant is in an education or training program and accomplishes one or more of the following:
  - Masters specific job skills or steps required for that job
  - Receives pay increase
  - Attains performance increase on the job
  - Completes one apprenticeship program
  - Completes other locally defined work outcome

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%**.

Questions from Spring Webinars

- Of those students with any CAEP activity, how many enrolled in an instructional program? (*Column L on CAEP 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*)

CAEP Summary Report

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)	2,183	1,716	1,143	2,265	92	23	19	353	125	22	3,073	1,733	1,474	9	446	658
Basic Skills (ABE)	1,094	868	500	1,123	179	36	30	221	127	72	1,457	586	478	7	487	97
High School Diploma (HSD)	794	590	361	796	143	77	24	103	49	18	1,449	936	812	8	884	127
High School Equivalency (HSE)	846	609	370	858	203	58	26	265	173	32	1,276	538	402	14	314	98
Career and Technical Education (CTE)	424	323	229	787	75	13	26	75	25	3	1,189	694	676	14	116	206
Programs for Adults with Disabilities	0	0	0	18	0	0	0	0	0	0	19	15	15	0	0	0
Adults Training for Child School Success	32	28	17	32	1	0	0	5	1	0	39	11	9	0	5	4
Workforce (Re)Entry	523	418	269	798	62	17	11	116	48	15	1,111	639	602	21	135	212
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Designated Program											165	62	50	12	0	0
Total	**5,896**	**4,552**	**2,889**	**6,677**	**755**	**224**	**136**	**1,138**	**548**	**162**	**9,778**	**5,214**	**4,518**	**85**	**2,387**	**1,402**
Students in two or more programs	**1,318**	**1,042**	**637**	**1,507**	**206**	**51**	**28**	**285**	**152**	**35**	**2,075**	**1,217**	**1,027**	**21**	**565**	**297**
Total unduplicated students	**3,766**	**2,804**	**1,779**	**4,340**	**375**	**125**	**91**	**653**	**282**	**109**	**6,760**	**3,267**	**2,710**	**51**	**1,164**	**782**

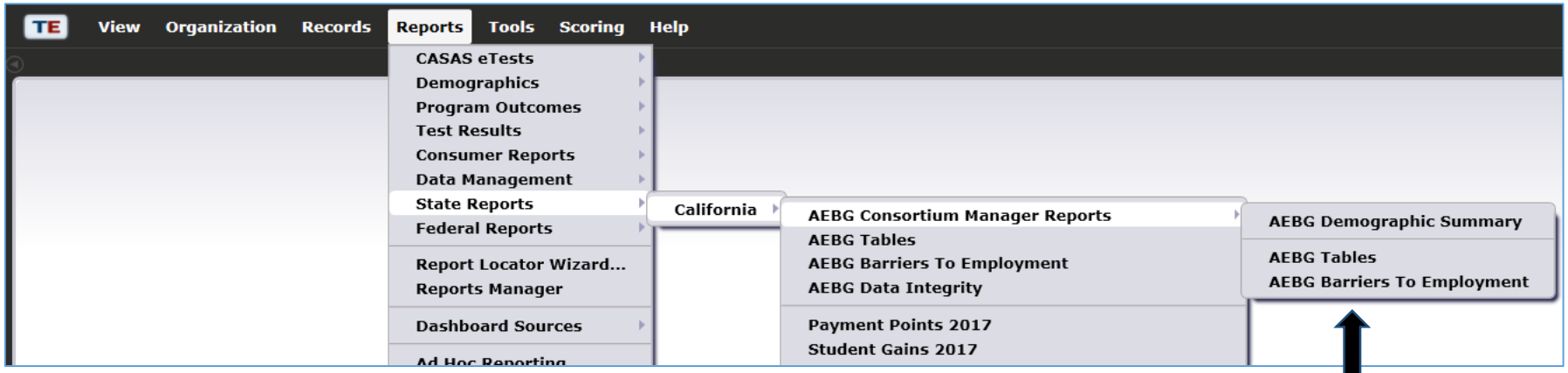
Enrolled in program	Column L
Minimum 12 hours	Column B
Achieved outcomes	Columns F-K
Number with test pair	Column C
Achieved level gain	Column D

Measure Agency and Consortium Level Performance and Persistence:

- Measure ***persistence*** by determining percentage of students with CAEP 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

Go to TE for Report Demos

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



Menu currently includes three reports options with this feature

AEBG Demographic Summary

by Agency vs Consortium Agencies

Consortium: 28 - Adult Education Regional Consortium **Consortium Students:** 11,617

Highest Diploma in U.S.	Members																								Consortium	
	1070		1863		1864		1964		3755		5011		5020		9557		9597		9617		9679		9715		9760		28	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
None	351	32	444	34	326	14	400	24	780	36	78	79	610	46	38	13	93	78	157	46	175	35	97	43	54	90	3,603	31
HSE	6	1	6	0	11	0	28	2	16	1	1	1	176	13	0	0	1	1	14	4	7	1	1	0	0	0	267	2
HS Diploma	32	3	25	2	60	3	313	19	79	4	0	0	335	25	15	5	4	3	31	9	48	9	4	2	0	0	946	8
Technical	7	1	3	0	10	0	50	3	11	1	0	0	26	2	5	2	3	3	8	2	11	2	3	1	1	2	138	1
No Degree	4	0	13	1	45	2	90	5	72	3	1	1	32	2	8	3	0	0	22	6	24	5	4	2	3	5	318	3
A.A./A.S.	3	0	2	0	11	0	34	2	12	1	0	0	21	2	2	1	0	0	4	1	9	2	0	0	0	0	98	1
College	10	1	4	0	27	1	21	1	10	0	0	0	15	1	27	9	1	1	15	4	6	1	2	1	0	0	138	1
> B.A./B.S.	3	0	2	0	8	0	6	0	2	0	1	1	8	1	25	8	0	0	4	1	0	0	2	1	0	0	61	1
IEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Diploma	2	0	1	0	2	0	1	0	5	0	0	0	4	0	3	1	4	3	2	1	1	0	0	0	0	0	25	0
N/A	680	62	795	61	1,895	79	743	44	1,182	55	18	18	92	7	175	59	13	11	87	25	226	45	115	50	2	3	6,023	52

Highest Diploma out U.S.	Members																								Consortium	
	1070		1863		1864		1964		3755		5011		5020		9557		9597		9617		9679		9715		9760		28	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
None	91	8	106	8	536	22	129	8	120	6	2	2	164	12	8	3	95	80	166	48	73	14	99	43	54	90	1,643	14
HSE	3	0	4	0	41	2	8	0	15	1	0	0	46	3	0	0	2	2	16	5	9	2	4	2	0	0	148	1
HS Diploma	217	20	438	34	542	23	169	10	637	29	15	15	104	8	33	11	9	8	63	18	93	18	63	28	1	2	2,384	21
Technical	19	2	32	2	46	2	7	0	40	2	0	0	10	1	4	1	5	4	13	4	15	3	19	8	1	2	211	2
No Degree	23	2	37	3	130	5	16	1	76	4	0	0	0	0	10	3	0	0	27	8	11	2	14	6	4	7	348	3
A.A./A.S.	23	2	43	3	37	2	8	0	32	1	0	0	8	1	3	1	1	1	6	2	9	2	1	0	0	0	171	1
College	107	10	98	8	285	12	41	2	135	6	0	0	4	0	57	19	3	3	27	8	24	5	23	10	0	0	804	7
> B.A./B.S.	34	3	22	2	80	3	4	0	22	1	0	0	2	0	48	16	0	0	17	5	6	1	2	1	0	0	237	2
IEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Diploma	2	0	6	0	6	0	3	0	6	0	0	0	4	0	16	5	4	3	4	1	1	0	0	0	0	0	52	0
N/A	579	53	509	39	692	29	1,301	77	1,086	50	82	83	977	74	119	40	0	0	5	1	266	52	3	1	0	0	5,619	48

Gender	Members																								Consortium	
	1070		1863		1864		1964		3755		5011		5020		9557		9597		9617		9679		9715		9760		28	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	332	30	448	35	693	29	589	35	651	30	44	44	950	72	81	27	48	40	130	38	195	38	88	39	19	32	4,268	37
Female	615	56	842	65	1,692	71	1,073	64	1,433	66	55	56	365	28	205	69	71	60	214	62	304	60	140	61	41	68	7,050	61
N/A	151	14	5	0	10	0	24	1	85	4	0	0	4	0	12	4	0	0	0	0	8	2	0	0	0	0	299	3

Lists item count and percentage by Agency ID

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

Aggregates results for the entire consortium on the right hand column

For the CAEP Summary, the Consortium Manager reports provide separate pages for each agency in the consortium.

Keep Session Export 1 / 15 Fit Page Fit Width Tw

CASAS

02/12/2018
18:47:44

AEBG 2017 Summary

Agency: 1070 -
Member: 156 -

Program Year: 2017-2018
Consortium: 28 -

Program Areas* (A)	Literacy Gains (Pre/Post)			AEBG Outcomes – Self-reported student outcomes							
	Enrollees (B)	Number with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Literacy Gains self-reported (F)	HSD/HSE Achieved (G)	Post-Secondary Achieved (H)	Enter Employment Achieved (I)	Increase Wages Achieved (J)	Transition Post-Sec Achieved (K)	Enrollees (L)
English Language Learner (ESL/ELL)	353	266	147	374	7	0	0	15	0	2	652
Basic Skills (ABE)	12	8	2	12	1	1	0	0	1	2	23
High School Diploma (HSD)	157	85	37	157	8	7	0	5	7	10	235
High School Equivalency (HSE)	93	53	27	93	11	4	0	11	4	9	167

Examples of Agency and Consortium Level Data Evaluation

Agencies: Use TE drill down features

- Example 1: Basic DIR drill down illustration
- Example 2: Pre/post-test evaluation
- Example 3: CAEP self-reported outcomes trouble shooting

Item Description		Item Count	Item Percent
01	Missing Birthdate or outside 16-110	1	0.42 %
02	Less than 12 Hours of Instruction	55	23.11 %
02a	Zero or Empty Hours of Instruction	52	21.85 %
02b	Total hours between 1-11 hours	3	1.26 %
03	No Highest Year of School/Degree Earned	35	14.71 %
03a	No Highest Year of School	32	13.45 %
03b	No Highest Degree Earned	8	3.36 %
04	No Gender	1	0.42 %
05	No Race/Ethnicity	4	1.68 %
06	Total Reported Labor Force Status	131	55.04 %
06a	Total 'Employed'	56	23.53 %
06b	Total 'Employed with notice'	0	0.00 %
06c	Total 'Unemployed'	59	24.79 %
06d	Total 'Not in Labor Force'	16	6.72 %
06e	Total missing Labor Force Status	101	42.44 %

Dilemma #1: the number of students missing an important data element is high, especially when compared to the number of reported students in the DIR overall. enrollees.

Item Description		Item Count	Item Percent
01	Missing Birthdate or outside 16-110	1	0.42 %
02	Less than 12 Hours of Instruction	55	23.11 %
02a	Zero or Empty Hours of Instruction	52	21.85 %
02b	Total hours between 1-11 hours	3	1.26 %
03	No Highest Year of School/Degree Earned	35	14.71 %
03a	No Highest Year of School	32	13.45 %
03b	No Highest Degree Earned	8	3.36 %
04	No Gender	1	0.42 %
05	No Race/Ethnicity	4	1.68 %
06	Total Reported Labor Force Status	131	55.04 %
06a	Total 'Employed'	56	23.53 %
06b	Total 'Employed with notice'	0	0.00 %
06c	Total 'Unemployed'	59	24.79 %
06d	Total 'Not in Labor Force'	16	6.72 %
06e	Total missing Labor Force Status	101	42.44 %

Solution: Right click the number of students missing Labor Force Status and drill down to "Student Record Population."

- This takes you to the Records – Students – Records lister in TE – that is the lister that includes the records with Labor Force Status.

Program Areas* (A)	Literacy Gains (Pre/Post)		
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)
English Language Learner (ESL/ELL)	72	28	14
Basic Skills (ABE)	46	21	15
High School Diploma (HSD)	12	8	8
High School Equivalency (HSE)	14	7	5

Dilemma #2: the number of pre/post-test learning gains is low as compared to the number of enrollees.

Program Areas* (A)	Literacy Gains (Pre/Post)		
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)
English Language Learner (ESL/ELL)	72	28	14
Basic Skills (ABE)	46	21	15
High School Diploma (HSD)	12	8	8
High School Equivalency (HSE)	14	7	5

Solution:

1. Compare the number of enrollees (Column B) with the number of enrollees with pre/post (Column C).
2. If these numbers in Columns B and C are far apart (like in the example above) then you need to ensure all students complete a pre/post-test pair.
3. If Columns B and C numbers are similar (*rule of thumb: Column C should be equal to or greater than 70% of Column B*) then you have done well completing testing for your students, but you should review students test scores and learning gains, and evaluate performance in the classroom to improve individual test results.

Program Areas* (A)	Literacy Gains (Pre/Post)		
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)
English Language Learner (ESL/ELL)	72	28	14
Basic Skills (ABE)	46	21	15
High School Diploma (HSD)	12	8	8
High School Equivalency (HSE)	14	7	5

Solution: Generate NRS Monitor

1. If these numbers in Columns B and C are far apart (like in the example above) then you need to ensure all students complete a pre/post-test pair.
   - ***Right click to generate NRS Monitor to identify students who have qualified enrollment but no pre/post-test pair.***
2. If Columns B and C are similar (*rule of thumb: Column C should be equal to or greater than 70% of Column B*) then review students test scores and evaluate performance in the classroom to improve test results.
   - ***Right click to generate NRS Monitor to identify students test performance and highlight students with zero or minimal gains.***

Program Areas* (A)	Enrollees (E)	Enter Employment Achieved (I)	Increase Wages Achieved (J)
English Language Learner (ESL/ELL)	90	11	0
Basic Skills (ABE)	58	1	0
High School Diploma (HSD)	29	2	1
High School Equivalency (HSE)	15	1	0
Career and Technical Education (CTE)	430	18	5

Dilemma #3: the number of CAEP outcomes is lower than expected, and low when compared to the number of enrollees.

Program Areas* (A)	Enrollees (E)	Enter Employment Achieved (I)	Increase Wages Achieved (J)
English Language Learner (ESL/ELL)	90	11	0
Basic Skills (ABE)	58	1	0
High School Diploma (HSD)	29	2	1
High School Equivalency (HSE)	15	1	0
Career and Technical Education (CTE)	430	18	5

Solution: Right click the figures displayed in Columns E, I, and J, and generate the CAEP DIR for the three different groups of students.

- Compare the three reports to identify students with missing demographics and less than 12 hours of instruction.
- Review DIR items specific to the outcome in question – in this example look at items 25a/25b for Employment and items 26a/26b for Wages.
- High totals in 25b and 26b suggest "data clean up" is necessary to improve these outcomes.
- Low totals in 25b/26b in relation to totals in 25a/26a suggest that the data is "clean" – but you may just need to input more positive outcomes.

Thank you for attending!

Help improve the Summer Institute, take the survey!

Facebook.com/CASASsystem use #casassi2019 to share!

@CASASsystem use #casassi2019 to tweet!

CASASAssessment