

# CAEP Data Integrity Report

## Selected Students

This **includes everyone reported for CAEP** -- whether for official CAEP program enrollment or for services only. It corresponds to the students that appear on the (right-hand) Services section of the CAEP Summary. The purpose is not just to emphasize services, but to ensure that all students related to CAEP are accounted in the report.

Specific totals in these fields may not help indicate +/- performance, but it may be good to cross check these totals with expected enrollments and compare with the overall number of students eligible for the CAEP reports, as well as to CA payment points reports and NRS Table 4.

## Students not enrolled in the 7 CAEP programs

This indicates the number of learners who were marked as receiving short term services but without any CAEP program enrollment. Program enrollment is required for CAEP outcomes, but not for services -- so before calculating for DIR item counts, the report subtracts those students who received services but are not enrolled in one of the 7 CAEP program areas.

The next **6 rows below** are subsets of those not enrolled in the 7 CAEP programs – showing students who marked reportable outcomes but need CAEP program enrollment in order to earn them. *These lists may be helpful to review if the CAEP Summary shows lower than expected totals in one or more of the Outcomes columns in the middle section of the CAEP Summary.*

## Marked Literacy Gains Outcome but did not have CAEP Program

This displays students who have marked one of the CAEP Literacy Gains outcomes (or who achieve literacy gains via pre/post-testing) but are missing CAEP program enrollment.

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|  | <p>This list may be helpful to review if the CAEP Summary shows lower than expected totals in the left side section for pre/post gains, and/or under Column F for Literacy Gains.</p>  |
| <p><b>Marked HS/HSE Outcome but did not have CAEP Program</b></p>                  | <p>This displays students who have marked one of the CAEP outcomes for Secondary (HSE or HS diploma) but are missing CAEP program enrollment.</p>  |
| <p><b>Marked Post-Secondary Outcome for CAEP but did not have CAEP Program</b></p> | <p>This displays students who have marked one of the CAEP outcomes for Post-Secondary (such as achieving a college degree or employment training certification) but are missing program enrollment.</p>  |
| <p><b>Marked Employment Outcome but did not have CAEP Program</b></p>              | <p>This displays students who have marked one of the CAEP outcomes for Employment but are missing program enrollment. This list may be helpful to review if the CAEP Summary shows lower than expected totals in the Employment column (Column I).</p> |
| <p><b>Marked Wages Outcome but did not have CAEP Program</b></p>                   | <p>This displays students who have marked one of the CAEP outcomes for Wages but are missing program enrollment. This list may be helpful to review if the CAEP Summary shows lower than expected totals in the Increase Wages column (Column J.)</p>  |
| <p><b>Marked Transition Outcome but did not have CAEP Program</b></p>              | <p>This displays students who have marked one of the CAEP outcomes for Transition (such as Enter college or Enter job training) but are missing program enrollment.</p>  |

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| <b>Students enrolled in the 7 CAEP programs</b>          | This indicates the total number of students with recorded enrollment in one of the seven CAEP programs.  |
| <b>Students Concurrently Enrolled in High School/K12</b> | This step eliminates those who are marked as enrolled in the K-12 system. Any student enrolled in K-12 is not eligible for CAEP reporting.   |
| <b>Student Eligible for Data Integrity</b>               | This indicates the total number of eligible students -- limited to only students with official enrollment in one of the seven CAEP programs -- <b><i>and serves as the denominator for all of the items on the CAEP Data Integrity Report.</i></b> |

| DIR Item   | Notes   | Where to edit in TE   |
|--|---|---|
| <p><b>1. Missing Birthdate or outside 16-110</b></p>   | <p>Basic demographics field. This item is required, and should always be low, even if it is early in the year.</p> <p>For CAEP the report looks for those 18 years or older.</p>  | <p>In the DIR, right-click on Item Count and open...</p> <p><b>Student Population</b></p> <ul style="list-style-type: none"> <li>• Double-click to open the student record.</li> <li>• Click the edit icon next to <b>Identification</b> and add the birthdate.</li> <li>• Save and close.</li> </ul>                                     |
| <p><b>2. Less than 12 Hours of Instruction</b></p>   | <p>Like the demographics fields, this should generally be very low, but with a couple of key differences:</p> <ul style="list-style-type: none"> <li>• Early in the year, these numbers will always be high, and these totals may not accurately reflect your agency’s performance.</li> <li>• After the 2Q data submission, these numbers should begin to improve</li> <li>• At some agencies, a spike in this total may occur early in the 3Q as many new students enroll at the beginning of the calendar year.</li> <li>• For certain agencies with “highly transient” students, or that have a long waiting list – these numbers may always be high. There may be a need to determine whether numbers can be improved with better data collection, or whether the transient population will always entail numbers in this category.</li> <li>• Agencies are discouraged from deleting records, as it is usually better to live with high totals on the DIR than delete lots of records – though that policy has softened in recent years in trying to solve “The Gaps.”</li> </ul> | <p>In the DIR, right-click on Item Count and open...</p> <p><b>Classes-Records Population</b></p> <ul style="list-style-type: none"> <li>• Double-click to open the student record.</li> <li>• Click the edit icon for <b>Activity in Class</b>.</li> <li>• Add the any hours the student may have.</li> <li>• Save and close.</li> </ul> |
| <p>a) <i>Zero or Empty Hours of Instruction</i><br/>b) <i>Total hours between 1-11 hours</i></p> | <p>Items 2a and 2b are not directly related to CAEP eligibility or accountability, but are available to provide more context to less than 12 hours.</p>   | <p><b>Classes-Records Population</b></p> <ul style="list-style-type: none"> <li>• Double-click to open the student record.</li> <li>• Click the edit icon for <b>Activity in Class</b>.</li> <li>• Add any hours the student may have.</li> </ul>   |

| DIR Item  | Notes   | Where to edit in TE   |
|---|---|---|
|   | <ul style="list-style-type: none"> <li>• If most students appear in 2a Zero/empty hours, then that usually suggests a “data issue” – that is the agency may have hours of instruction that still need to be entered for all reporting students.</li> <li>• Waiting list issues are also a common factor.</li> <li>• In most cases zero hours is the larger source of students with less than 12 hours.</li> <li>• If most appear in 2b 1-11 hours, that suggests the issue is more likely that students have just not accrued that many hours.</li> </ul> |   |
| <p><b>3. No Highest Year of School/Degree Earned</b></p> <p><i>a. No Highest Year of School</i></p> <p><i>b. No Highest Degree Earned</i></p> | <p>Basic demographics field. Like item #1, this one is a critical field and should always be very low.</p> <p>3a and 3b provide additional context to highlight which of the two elements is missing.</p>   | <p>In the DIR, right-click on Item Count and open...</p> <p><b>Student Population</b></p> <ul style="list-style-type: none"> <li>• Double-click to open the student record.</li> <li>• Click the edit icon next to <b>Education</b> and add the highest year of school.</li> <li>• Save and close.</li> </ul> <p><i>In the DIR, right-click on Item Count and open...</i></p> <p><b>Student Population</b></p> <ul style="list-style-type: none"> <li>• Double-click to open the student record.</li> <li>• Click the edit icon next to <b>Education</b> and add the highest degree earned.</li> <li>• Save and close.</li> </ul> |
| <p><b>4. No Gender</b></p>  | <p>Basic demographics field. Like item #1, this should always be very low.</p>  | <p><b>Student Population</b></p> <ul style="list-style-type: none"> <li>• Double-click to open the student record.</li> <li>• Click the edit icon next to <b>Identification</b> and add the gender.</li> <li>• Save and close.</li> </ul>   |

| DIR Item  | Notes  | Where to edit in TE  |
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| <p><b>5. No Race/Ethnicity</b></p>  | <p>Basic demographics field. Like item #1, this total should always be very low.</p> <p>Some learners marking Hispanic or Latino do not wish to mark a race. If so—that is fine – marking Hispanic/Latino ensures the student qualifies for state and federal reporting. However, the report will still see race is missing and report it. If there is no race marked for students, check that Hispanic or Latino is marked.</p> <p>If learner is of more than one race, you can mark More than One (included in TE but not on the Entry Record form).</p> | <p><b>Student Population</b></p> <ul style="list-style-type: none"> <li>• Double-click to open the student record.</li> <li>• Click the edit icon next to <b>Identification</b> and add the race (or ethnicity) and Save.</li> </ul>   |
| <p><b>6. Total Reported Labor Force Status</b></p> <p>a. Total ‘Employed’</p> <p>b. Total ‘Employed with Notice’</p> <p>c. Total ‘Unemployed</p> <p>d. Total ‘Not in Labor Force’</p> <p>e. <b>Total missing Labor Force Status</b></p> | <p>Basic demographics field. Like item #1, this one is a critical field and should always have a very low number missing.</p> <ul style="list-style-type: none"> <li>• When performing a quality check, it is important to review item 6e rather than 6, as 6e is the item that actually indicates “what’s missing”</li> </ul>   | <p>To find information by class for each Labor Force item:</p> <p>In the DIR, right-click on Item Count and open...</p> <ul style="list-style-type: none"> <li>• <b>Drill Down to Student Record Population.</b> This lister includes Labor Force Status.</li> <li>• Add or edit Labor Force Status and Save.</li> </ul> |
| <p><b>8. No Pretest</b></p> <p><i>Required for all ABE, ASE and ESL. Not required for CTE.</i></p>  | <p>Agencies should pretest upon enrollment, so this item should always be very low.</p> <ul style="list-style-type: none"> <li>• This item may be artificially high if the majority of your student population is outside of ABE, ASE, and ESL.</li> <li>• “Waiting List Issues” can sometimes inflate the number for this item – based on the steps your students follow during orientation and enrollment.</li> <li>• DIR items related to pre/post-testing are usually not something you can “fix” in your data, but best</li> </ul>                    | <p><b>In the DIR, right-click and open Program Years Population</b></p> <ul style="list-style-type: none"> <li>• Open student record</li> <li>• In the <b>Navigator bar</b>, go to <b>Tests</b></li> <li>• In <b>Select Student in Program Year</b>, click <b>edit</b>.</li> </ul>                                       |

| DIR Item   | Notes  | Where to edit in TE  |
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|  | <p>addressed by additional test scheduling, and improved coordination and communication with students and staff.</p>   | <p>Some things you can check before initiating more student testing:</p> <ul style="list-style-type: none"> <li>• Add <b>Class Instance</b></li> <li>• Add <b>Assessment Date</b></li> <li>• In <b>Assessment Info</b>, add the test form administered and score</li> </ul>  |
| <p><b>9. No Post-Test</b></p>  | <p><b><i>Without question, the #1 most common problem for most agencies.</i></b></p> <ul style="list-style-type: none"> <li>• The DIR items related to pre/post-testing are usually best addressed by improved test scheduling, coordination, and communication with students and staff rather than data troubleshooting.</li> <li>• This is an item like “hours” where it is possible high numbers may be due to the time of year, or a transient student population, rather than missing tests.</li> <li>• The CA statewide persistence rate has stayed around 70% -- so the EOY percentage displayed on this item should be 30% or lower.</li> <li>• <b><i>Use this item in conjunction with the Persister report to pinpoint programs/levels that are of the highest concern.</i></b></li> </ul> | <p><b><i>In the DIR, right-click and open...</i></b></p> <p><b><i>Program Years Population</i></b></p> <ul style="list-style-type: none"> <li>• Open student record</li> <li>• In the <b>Navigator bar</b>, go to <b>Tests</b></li> <li>• In <b>Select Student in Program Year</b>, click <b>edit</b>.</li> </ul> <p>Usually this will not be a data fix, but some things you can check before initiating more testing:</p> <ul style="list-style-type: none"> <li>• Add <b>Class Instance</b></li> <li>• Add <b>Assessment Date</b></li> </ul> <p>In <b>Assessment Info</b>, add the test form administered and score</p> |
| <p><b>9a, 9b, 9c. Learners with a pretest but no post-test</b></p> <p>9a) excluding HSE/HSD<br/>9b) below ASE High<br/>9c) excluding MSG</p> | <p>This item reports the same issue as Item #9 – pretest but no post-test – but with special conditions that are important when calculating outcomes on NRS Table 4, These conditions are not specifically tied to CAEP reporting, but they may be relevant when reviewing the left-hand Pre/Post-test section of the CAEP Summary.</p>  | <p><b><i>In the DIR, right-click and open...</i></b></p> <ul style="list-style-type: none"> <li>• NRS Monitor</li> <li>• Assessments Audit</li> </ul>  |

| DIR Item   | Notes  | Where to edit in TE  |
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|  | <ul style="list-style-type: none"> <li>• 9a. Excludes students that earned HSE or the HS diploma, and may have successfully completed the program before doing a post-test.</li> <li>• 9b. Excludes students with high pretest scores that placed them in ASE High, the highest of the 12 EFL's included on NRS Table 4.</li> <li>• 9c. Excludes students earning other reported MSGs on NRS Table 4.</li> </ul> |  |
| <b>9x, 9ax, 9bx, 9cx. Learners with a pretest but no post-test “in any area”</b> | <p>The items designated with an “X” denote testing situations where the test modality for the pretest is different than what is used to determine pre/post-test gains.</p> <p><i>These situations do not necessarily reflect an “error” but are for information only to help track how TE selects pre- and post-tests for federal reporting.</i></p>   | <p><b><i>In the DIR, right-click and open...</i></b></p> <ul style="list-style-type: none"> <li>• NRS Monitor</li> <li>• Assessments Audit</li> </ul> <p>You could also right-click and <b>drill down to DIR</b> to review and trends for students that appear here.</p> |
| <b>10a. Learners with a pre/post-test pair</b>                                   | <p>This includes all students <b>with</b> a valid pre/post-test.</p>   | <p><b><i>In the DIR, right-click and open...</i></b></p> <ul style="list-style-type: none"> <li>• NRS Monitor</li> <li>• Assessments Audit</li> </ul>  |
| <b>10b. Learners with a pre/post-test pair, but have not completed a level</b>   | <p>“Completed a Level” based on federal/NRS rules.</p> <p>This item is especially helpful to identify when the agency has successfully pre/post-tested most students but the students are not achieving many level gains.</p> <p>This issue usually needs a longer term strategy focused on student performance in the classroom rather than improved data collection and clean-up.</p>                          | <p><b><i>In the DIR, right-click and open...</i></b></p> <ul style="list-style-type: none"> <li>• NRS Monitor</li> <li>• Assessments Audit</li> </ul>  |

| DIR Item  | Notes   | Where to edit in TE   |
|---|---|---|
| 11a. Achieved EFL Gain with pre/post-testing                      | <p>Identifies learners who made literacy gains through four different NRS MSG's. These do not all equate to CAEP Summary outcomes, but may account for numbers in the left hand "Pre/Post Outcomes" section of the CAEP Summary – depending on how these outcomes were prioritized and selected on your agency's NRS Table 4.</p> <ul style="list-style-type: none"> <li>• 11a. MSG 1s Pre/Post-testing</li> <li>• 11b. MSG 1b Identifies learners who achieve a level gain through high school credits.</li> <li>• 11c, MSG 1c Enter Post-Secondary</li> <li>• 11d. MSG 1d Passing a HSE subsection</li> </ul> | <p><b><i>In the DIR, right-click and open...</i></b></p> <ul style="list-style-type: none"> <li>• NRS Monitor</li> </ul> <p>For additional context you could also run CAEP Table 4 or CAEP Table 4A, which provides item counts for each specific MSG.</p>  |
| 11b. Achieved EFL Gain with High School credits earned            |   |   |
| 11c. Achieved EFL Gain with Post-Secondary outcome                |   |   |
| 11d. Achieved EFL Gain with HSE Subsection                        |   |   |
| 12a. Passed HSE   | <p>Identifies learners who marked a passed GED or HiSET.</p>  | <p>To find information for HiSET and GED:</p> <ul style="list-style-type: none"> <li>• In the DIR, right-click and Drill Down to <b>Student Record Population</b>.</li> <li>• The records in this lister include Passed HiSET and Passed GED.</li> <li>• Add or edit Education Outcome and Save.</li> </ul> |
| <i>12b. Passed HSE but instructional program not HSE</i>          | <p>If a student is enrolled in another program area, but earned their HSE, the outcome will still "count" – but it is expected that enrollment is in the HSE program area</p>   | <ul style="list-style-type: none"> <li>• In the DIR, right-click to <b>Student Program Population</b>.</li> <li>• Open the Program Enrollment record</li> <li>• Add or edit to instructional program HSE</li> </ul>   |
| <i>12c. Passed HSE but Highest Degree Earned is HSE or higher</i> | <p>If a student with a higher education level earned their HSE, the outcome will still "count" – but it is expected that it is a level below HSE.</p>   | <ul style="list-style-type: none"> <li>• <b><i>Right-click to Student Population</i></b></li> <li>• Double-click to open the student record.</li> <li>• Click the edit icon next to <b>Education</b> and add the highest degree earned, if necessary.</li> </ul>  |

| DIR Item  | Notes   | Where to edit in TE  |
|---|---|--|
| <p><b>13a. Earned HSD</b></p>   | <p>This identifies learners who marked HS diploma.</p>  | <p>To find information for High School diploma:</p> <p>In the DIR, right-click on Item Count and open...</p> <ul style="list-style-type: none"> <li>• <b>Drill Down to Student Record Population.</b><br/>This lister includes Earned High School diploma.</li> <li>• Add or edit if necessary.</li> </ul> |
| <p><i>13b. Earned HSD but instructional program is not HSD</i></p>  | <p>If a student is enrolled in another program area, but earned their diploma, the outcome will still “count” – but it is expected that enrollment is in the HS diploma program area</p>  | <p>In the DIR, right-click to <b>Student Program Population.</b></p> <ul style="list-style-type: none"> <li>• Open the Program Enrollment record</li> <li>• Add or edit to instructional program HS diploma, if necessary.</li> </ul>  |
| <p><b>14a. Learners with only one Period of Participation</b></p> <p><b>14b. Learners with more than one Period of Participation</b></p>  | <p>This item reports Periods of Participation (PoPs) that are based on student attendance and the federal 90-day rule, and important for federal reporting. A student may have more than one enrollment in a program year, or enrollment that extends more than a year,</p> <p>CAEP does not use PoPs for official reporting, they may be a factor in how the left hand section of the CAEP Summary selects and reports tests for Pre/Post gains.</p> | <p>In the DIR, right-click to <b>Class Record Population.</b></p> <ul style="list-style-type: none"> <li>• Open the Class Record.</li> <li>• Add or edit instructional hours if applicable.</li> </ul>   |
| <p><b>15a. Learners with 90-97 days between Dates of Service</b></p> <p><b>15b. Learners with 83-89 days between Dates of Service</b></p> | <p>This item is also more for NRS reporting, and helps agencies manage Periods of Participation (PoPs.) Specifically, this item displays “close calls” where a student was just over (or under) 90 days of no attendance.</p> <p>CAEP does not use PoPs for official reporting, but PoPs may be a factor in how the left hand section of the CAEP Summary reports Pre/Post gains</p>  | <p>In the DIR, right-click to <b>Class Record Population.</b></p> <ul style="list-style-type: none"> <li>• Open the Class Record.</li> <li>• Add or edit instructional hours if applicable.</li> </ul>   |

| DIR Item  | Notes   | Where to edit in TE   |
|---|---|---|
| <b>16a. Learners enrolled in IET</b>  | <p>IET is for students enrolled in an ABE or ESL class and a CTE class at the same time.</p> <p>IET is not officially reported for CAEP - but is an important part of WIOA II federal reporting, and implemented by many CAEP agencies.</p>   | <p>In the DIR, right-click and:</p> <ul style="list-style-type: none"> <li>• Choose <b>Students – Records Population</b></li> <li>• Open the student record</li> <li>• Add or edit to Special Programs = Integrated Education &amp; Training</li> </ul>   |
| <b>16b. IET/Workplace Literacy MSG</b>  | <p>This corresponds to MSG’s 3, 4, and 5 on NRS Table 4.</p> <p>Like the items in #11, these are not CAEP outcomes - but may potentially account for numbers in the left-hand Pre/Post section of the CAEP Summary.</p>   | <p>In the DIR, right-click and:</p> <ul style="list-style-type: none"> <li>• Choose <b>Students – Records Population</b></li> <li>• Open the student record</li> <li>• Add or edit to Special Programs = Integrated Education &amp; Training OR</li> <li>• Special Programs = Workplace Literacy</li> </ul> |
| <b>17. No Primary Goal</b>  | <p>Learner goals do not factor into CAEP or federal reporting, but this information contributes to good instruction and an effective adult educational program; in addition, agency level goal setting is now an established part of both CAEP and CA WIOA II reporting.</p>  | <p>In the DIR, right-click and:</p> <ul style="list-style-type: none"> <li>• Choose <b>Students – Records Population</b></li> <li>• Open the student record</li> <li>• Click the edit icon to add Primary and Secondary Goal</li> </ul>   |
| <b>18. No Secondary Goal</b>  |   |   |
| <b>19. Learners with at least one Barrier to Employment</b>   | <p>Barriers to Employment includes a variety of issues that may make it more difficult for the student to attain employment and/or succeed in the classroom.</p>  | <p><b><i>In the DIR, right-click and open...Program Years Population</i></b></p> <ul style="list-style-type: none"> <li>• Select and Open student record</li> <li>• Select Barrier(s) that apply to the student and Save.</li> </ul>  |
| <p><i>19a. Learners with multiple Barriers to Employment</i></p> <p><i>19b. Learners with No Barriers to Employment</i></p> | <p>No “follow up” is required to verify barriers. If “the student says so,” that is enough to justify marking it.</p> <p>Increasingly, at the state and federal level, this field is used to better identify adult education learning populations at the local, state, and federal levels – specifically, those groups that may require more support.</p> |   |

| DIR Item  | Notes  | Where to edit in TE   |
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| <p><b>20. Learners co-enrolled in WIOA Titles I, III or IV</b></p>                          | <p>This identifies learners who are co-enrolled with a WIOA partner program. There are separate options in the Personal Status field for each WIOA program. If you have the information, please record it here.</p> <p>This has become an increasingly important field at both the state and federal level, given the recent emphasis on more collaboration with workforce partners.</p> <p>By definition, adult education students in ABE, ASE, and ESL are considered WIOA Title II – so only Title I, III, and IV are available to record co-enrollment.</p>  | <p>In the DIR, right-click and:</p> <ul style="list-style-type: none"> <li>• Choose <b>Students – Records Population</b></li> <li>• Open the student record</li> <li>• Add or edit to Personal Status = WIOA Title I, III, or IV</li> </ul> |
| <p><b>21. Learners with a pretest in the conservative estimate range ♦</b></p>              | <p>These (♦ diamond score) range test scores are allowable for CAEP, CA Payment Points, and Federal Table 4 reporting – but may not accurately represent the individual’s skill level.</p> <ul style="list-style-type: none"> <li>• Large numbers or percentages may indicate need for adjustment in agency’s pre/post-testing practices – especially at student enrollment and placement.</li> <li>• This issue was introduced to the DIR in 2008, because at that time 25% of the pretests statewide were diamond scores.</li> <li>• Since then, almost all agencies have improved this area of performance significantly and are normally well below 10% in this area.</li> </ul> | <p><b><i>In the DIR, right-click and open...</i></b></p> <ul style="list-style-type: none"> <li>• NRS Monitor</li> <li>• Assessments Audit</li> </ul>   |
| <p><b>22a. Learners with a pre/post-test pair but less than 40 hours of instruction</b></p> | <p>Federal requirement is that all learners must have at least 40 hours of instruction between the pretest and the first reported post-test.</p> <ul style="list-style-type: none"> <li>• Informally, we have used 10% as a useful threshold for this item.</li> </ul>   | <p><b><i>In the DIR, right-click and open...</i></b></p> <ul style="list-style-type: none"> <li>• NRS Monitor</li> <li>• Assessments Audit</li> </ul>   |

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|   | <ul style="list-style-type: none"> <li>• Drill down on this item to generate and print this list to document local administrator approval for all learners with a pre/post-test pair with less than 40 hours of instruction.</li> <li>• <i>The CASAS recommendation for hours between tests is 70-100 hours – not just 40.</i></li> </ul>  |   |
| <p><i>22b. Learners without a pre/post-test pair but more than 40 hours of instruction</i></p> <p><i>22c. No pair but more than 70 hours of instruction</i></p> | <p>These DIR items address the same requirement as Item 22a above – but instead display instances when the student <b>does</b> have sufficient hours, but <b>no pre/post-test pair</b>.</p> <p>This may be helpful in prioritizing students for post-test.</p>   | <p><b><i>In the DIR, right-click and open...</i></b></p> <ul style="list-style-type: none"> <li>• NRS Monitor</li> <li>• Assessments Audit</li> </ul>   |
| <p><i>22ax, 22bx, 22cx. “In any area”</i></p>   | <p>The items with an “X” denote testing situations where the test modality for the pretest is different than what is used to determine pre/post-test gains.</p> <p><i>These situations do not necessarily reflect an “error” but are identified for information only.</i></p> <p>For CAEP, this should only be a potential issue if you are reviewing EFL level test scores on CAEP Table 4.</p> | <p><b><i>In the DIR, right-click and open...</i></b></p> <ul style="list-style-type: none"> <li>• NRS Monitor</li> <li>• Assessments Audit</li> </ul>   |
| <p><b>Items 23a – 27b</b></p>   | <p>Agencies can use DIR items 23-27 when outcome totals on the CAEP Summary appear lower than expected.</p> <ul style="list-style-type: none"> <li>• Items 23a-27a display the total number of students who have officially earned the CAEP outcome.</li> <li>• 23b-27b show the number that were marked correctly, but who did not earn the outcome because of some drop reason.</li> </ul>     | <ul style="list-style-type: none"> <li>• Low totals in 23a-27a suggest the issue may be that the agency may not have marked enough applicable CAEP outcomes for all learners.</li> <li>• High totals in 23b-27b suggest the agency may be marking outcomes, but may need to check drop reasons such as demographics or hours or instruction.</li> </ul> |

| DIR Item  | Notes   | Where to edit in TE   |
|---|---|---|
| <b>23a. Achieved CAEP Outcome for HSD/HSE</b>                                   | Items 23a-b correspond to the <i>Secondary Outcomes</i> column on the CAEP Summary.   | In the DIR, right-click on Item Count and open... <ul style="list-style-type: none"> <li>• <b>Drill Down to Student Record Population.</b> This lister includes Passed GED, Passed HiSET, and Earned High School diploma.</li> <li>• Add or edit if necessary.</li> </ul>   |
| <b>23b. Marked HSD Outcome for CAEP but did not qualify for CAEP</b>            | A drop reason, such as missing demographics or less than 12 hours of instruction, prevented these students from qualifying for CAEP outcomes. | For missing demographics right-click and select <b>Student Population.</b><br><br>For hours of instruction, right-click and select <b>Class Record Population.</b>  |
| <b>24a. Achieved CAEP Outcome for Post-Secondary</b>                            | Items 24a-b correspond to the <i>Post-Secondary Outcomes</i> column on the CAEP Summary.  | In the DIR, right-click on Item Count and open... <ul style="list-style-type: none"> <li>• <b>Drill Down to Student Record Population.</b> This lister includes Work and Education Outcomes that related to Post-Secondary, such workforce certification or licensure, or a college degree.</li> <li>• Add or edit if necessary.</li> </ul> |
| <b>24b. Marked Post-Secondary Outcome for CAEP but did not qualify for CAEP</b> | A drop reason, such as missing demographics or less than 12 hours of instruction, prevented these students from qualifying for CAEP outcomes. | For missing demographics right-click and select <b>Student Population.</b><br><br>For hours of instruction, right-click and select <b>Class Record Population.</b>  |
| <b>25a. Achieved CAEP Outcomes for Employment</b>                               | 25a-b corresponds to the <i>Employment Outcomes</i> column on the CAEP Summary.   | In the DIR, right-click on Item Count and open... <ul style="list-style-type: none"> <li>• <b>Drill Down to Student Record Population.</b> This lister includes Work Outcomes such as Get a Job or Retain a Job.</li> <li>• Add or edit if necessary.</li> </ul>  |

| DIR Item   | Notes   | Where to edit in TE   |
|--|---|---|
| <b>25b. Marked Employment Outcome but did not qualify for CAEP</b>     | A drop reason, such as missing demographics or less than 12 hours of instruction, prevented these students from qualifying for CAEP outcomes. | For missing demographics right-click and select <b>Student Population</b> .<br><br>For hours of instruction, right-click and select <b>Class Record Population</b> .  |
| <b>26a. Achieved CAEP Outcome for Increase Wages</b>                   | Items 26a-b correspond to the <i>Wages Outcomes</i> column on the CAEP Summary.   | In the DIR, right-click on Item Count and open... <ul style="list-style-type: none"> <li>• <b>Drill Down to Student Record Population.</b> This lister includes Work Outcomes such as Increased Wages.</li> <li>• Add or edit if necessary.</li> </ul>                                    |
| <b>26b. Marked Increase Wages Outcome but did not qualify for CAEP</b> | A drop reason, such as missing demographics or less than 12 hours of instruction, prevented these students from qualifying for CAEP outcomes. | For missing demographics right-click and select <b>Student Population</b> .<br><br>For hours of instruction, right-click and select <b>Class Record Population</b> .  |
| <b>27a Achieved CAEP Outcome for Transition to Post-Secondary</b>      | 27a-b corresponds to the <i>Transitions Outcomes</i> column on the CAEP Summary.  | In the DIR, right-click on Item Count and open... <ul style="list-style-type: none"> <li>• <b>Drill Down to Student Record Population.</b> This lister includes Work and Education Outcomes such as Enter Job Training or Enter College..</li> <li>• Add or edit if necessary.</li> </ul> |
| <b>27b Marked Transition Outcome but did not qualify for CAEP</b>      | A drop reason, such as missing demographics or less than 12 hours of instruction, prevented these students from qualifying for CAEP outcomes. | For missing demographics right-click and select <b>Student Population</b> .<br><br>For hours of instruction, right-click and select <b>Class Record Population</b> .  |

| DIR Item  | Notes  | Where to edit in TE   |
|---|--|---|
| <p><b>29a. SSN Provided</b></p> <p><b>29b. ITIN Provided</b></p> <p><b>30. SSN Not Provided</b></p> | <p>SSN is required for the EDD data match, which verifies employment and earnings information for exited students reported on NRS Table 5.</p> <p>Students providing SSN are exempt from the Employment &amp; Earnings follow up Survey.</p> <p>ITIN = Taxpayer ID, which is also allowed for the data match, and providing ITIN also exempts the student from receiving the E &amp; E Survey.</p>   | <p>In the DIR, right-click on Item Count and open...</p> <p><b>Student Population</b></p> <ul style="list-style-type: none"> <li>• Double-click to open the student record.</li> <li>• Add or edit SSN/ITIN.</li> <li>• Save and close.</li> </ul>  |
| <p>30 a-b-c-d-e SSN/ITIN and consent signed</p>   | <p>The CDE recommends that student consent be given before providing personally identifiable information such as SSN or ITIN. For guidance, see <a href="#">CDE Memorandum 17-1</a>.</p> <p>DIR Items 30a-30e provide a variety of different scenarios to determine whether or not your agency has collected information needed for data match and given each student the opportunity to provide consent for providing this information.</p> | <p>In the DIR, right-click on Item Count and open...<b>Student Population</b></p> <ul style="list-style-type: none"> <li>• Double-click to open the student record.</li> <li>• Review the fields for SSN and ITIN, as well as <i>Consent Signed</i>.</li> <li>• Add or edit these fields as appropriate.</li> </ul> |
| <p>30f. SSN out of range</p> <p>30g. ITIN out of range</p>  | <p>Both SSN and ITIN are 9-digit numbers formatted <b>xxx-xx-xxxx</b>.</p> <p>SSN's always begin with numbers 0-6<br/>ITIN's begin with the number 9.</p>  | <p>In the DIR, right-click on Item Count and open...<b>Student Population</b></p> <p>In <b>Identification</b>, review the fields for SSN and ITIN. Add or edit these fields as appropriate.</p>   |
| <p><b>31 Missing Phone</b></p> <p><b>32 Missing Mobile Phone</b></p> <p><b>33 Missing Email</b></p> | <p>Phone number and email address are used to contact students to respond to the Employment &amp; Earnings Survey. It is not imperative to complete all of these fields, but required to provide some way to contact each student.</p>   | <p>In the DIR, right-click on Item Count and open...<b>Student Population</b>.</p> <p>Scroll down to <b>Address, Contact, and Provider Use</b> to find and edit email and phone number.</p>   |

| <b>DIR Item</b> | <b>Notes</b> | <b>Where to edit in TE</b> |
|-----------------|--------------|----------------------------|
|                 |              |                            |