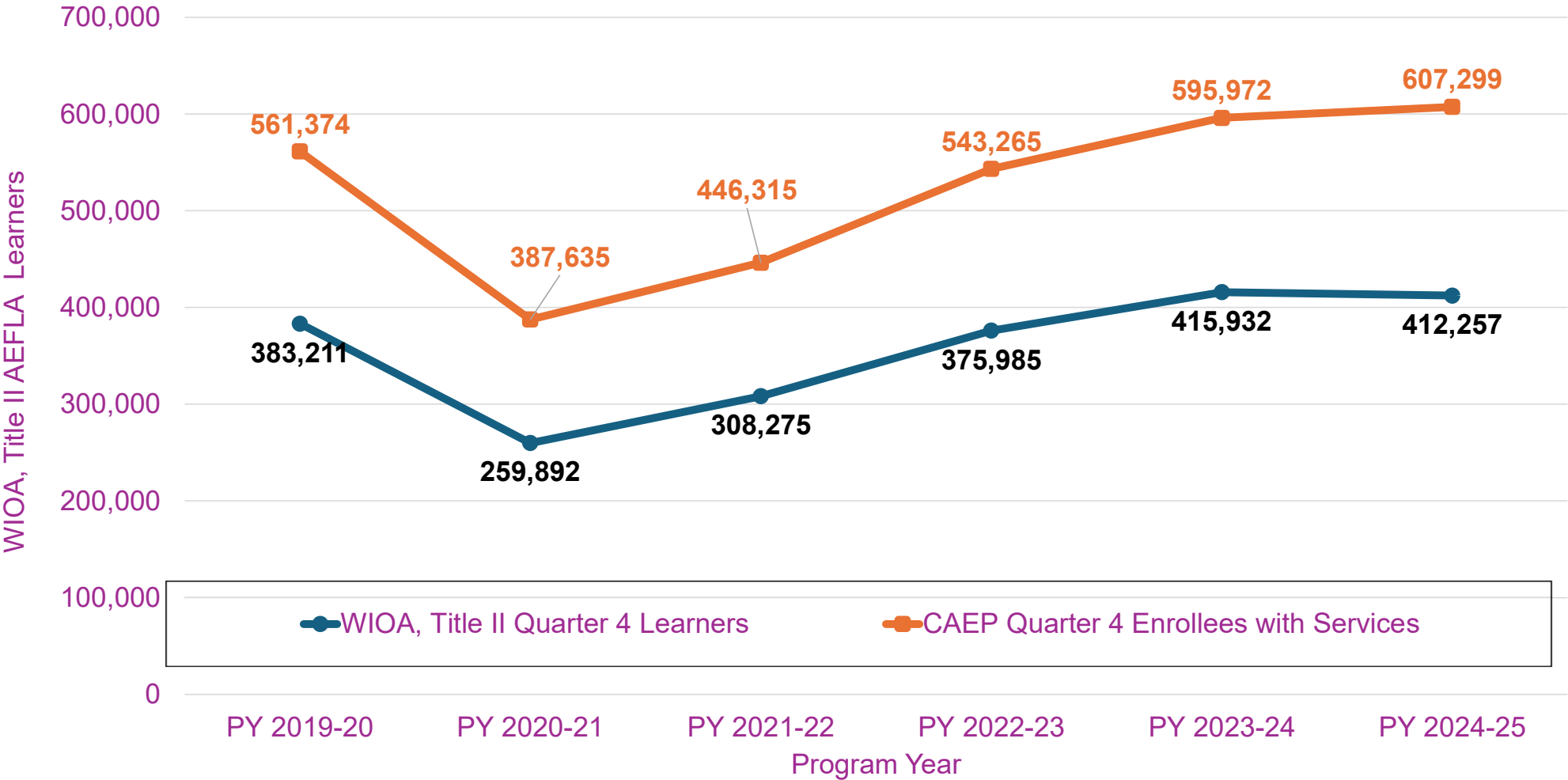
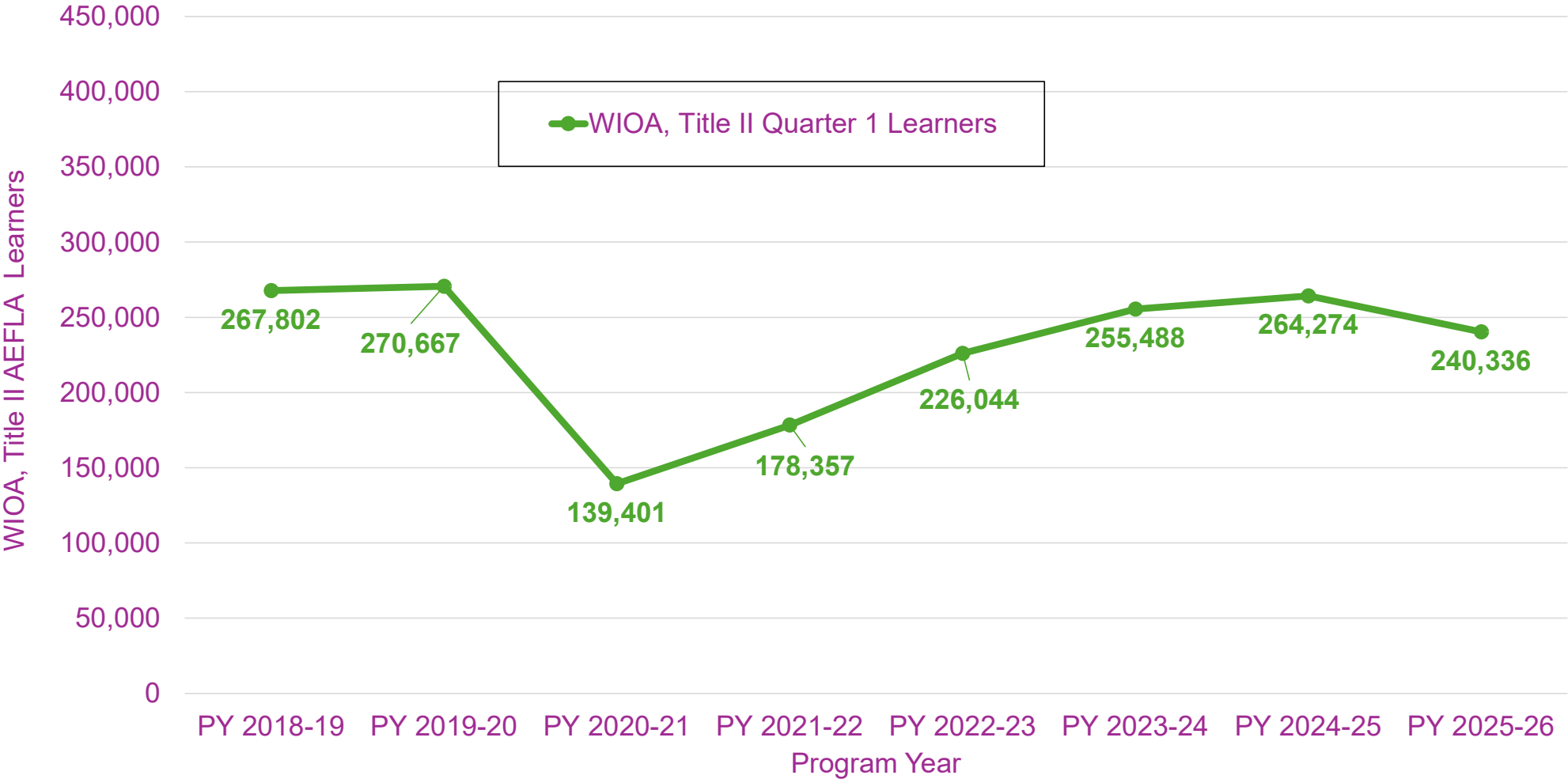


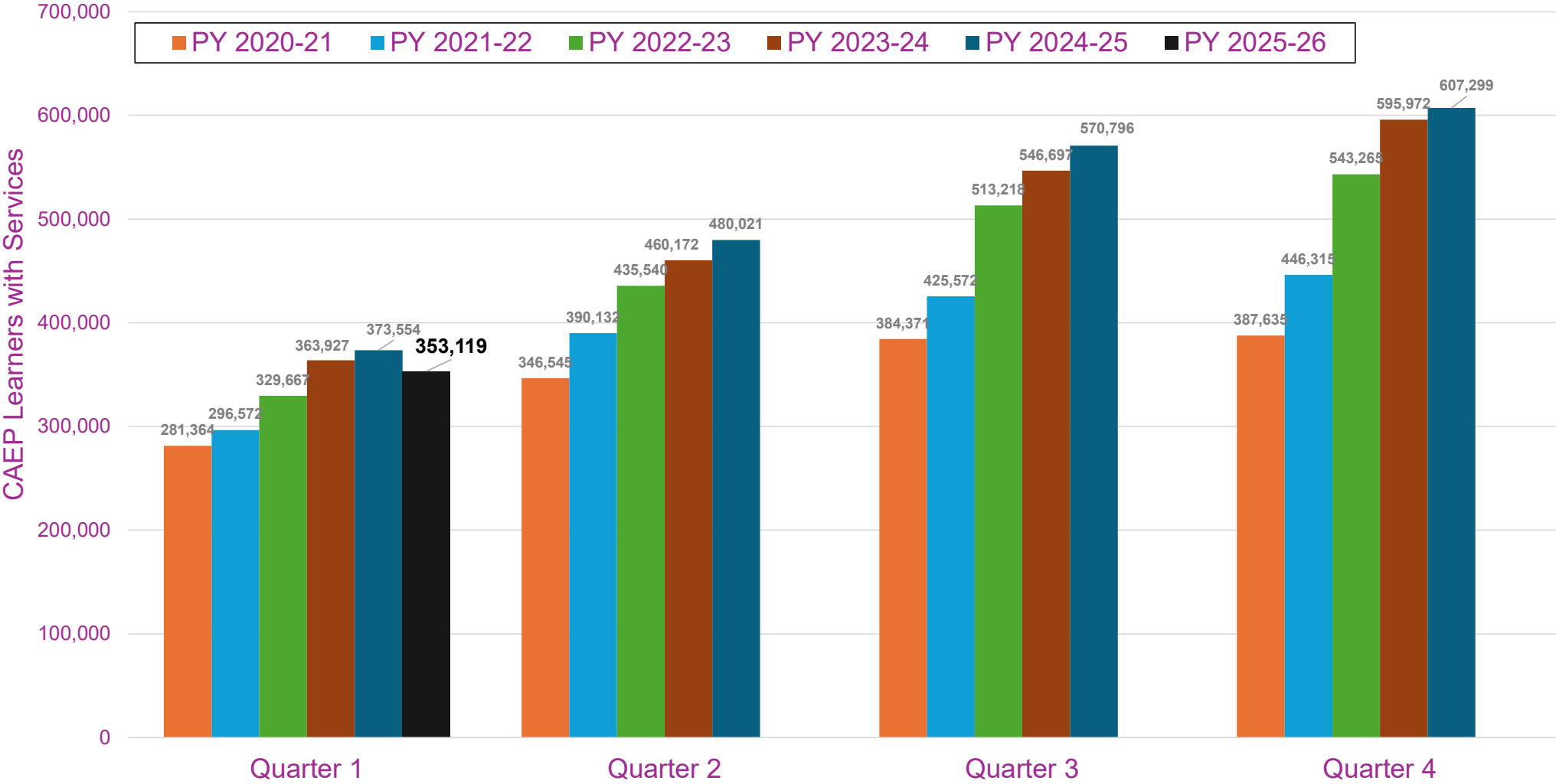
# EOY Comparison: WIOA II to CAEP



# 1Q Comparison: PY 24-25 to 25-26



# CAEP Quarterly Comparison



Authorized Programs	
CA WIOA Title II	CAEP
ABE	ABE Basic Skills HSE HS Diploma
ASE HSE HS Diploma	
ESL	ESL
Three EL Civics Focus Areas	
	CTE Workforce Preparation Pre-Apprenticeship
	Adults with Disabilities
	Parents/K12 Success


# Accountability Programs: Comparison

Specification	NRS	Payment Points	CAEP
Reporting Programs	ABE/ASE/ESL	ABE/ASE/ESL	7 Programs
Reporting Period	PoP	PY	PY
Pay for Performance	No	Yes	No
Enrollment	Unduplicated	Unduplicated	Duplicated
Outcomes	Unduplicated	Duplicated	Duplicated

# Accountability Reports Timeframe

NRS Table 4	PP Summary	CAEP Summary
<p><b><i>Calculates by PoPs</i></b></p> <ul style="list-style-type: none"><li>• The NRS uses Periods of Participation for reporting.</li><li>• 90 Days</li><li>• A PoP could be longer than a year, or a student could have 2-3 PoPs within a year.</li></ul>	<p><b><i>Calculates by PY</i></b></p> <ul style="list-style-type: none"><li>• CA Payment Points reports still account by Program Year: July 1 – June 30.</li></ul>	<p><b><i>Calculates Enrollees by PY</i></b></p> <p><b><i>Pre/post by PoP</i></b></p> <ul style="list-style-type: none"><li>• CAEP reporting, like CA payment points, uses the Program Year reporting period.</li><li>• Pre/post gains are directly from Table 4, so in some instances PoPs could affect these outcomes.</li></ul>

# Tale of the Tape: NRS Table 4 vs. NRS Table 4B

<div>  <div> <b>NRS Table 4B</b>            Educational Functioning Level Gains and Attendance for Pre- and Post- tested Participants            All Student Activity Dates            Agency: ABE - Rolling Hills Adult School (RHSAS)      Program Year: 2020-2021         </div> </div>						
Existing Educational Functioning Level	Number of Participants	Total Attendance Points	Number with EFL Gain	Number Separated Before Achieving EFL Gain	Number Reaching Minimum Level	Percentage Achieving EFL Gain
BE	BE	BE	BE	BE	BE	BE
ABE Level 1	1	10	0	0	0	0.00
ABE Level 2	1	10	0	0	0	0.00
ABE Level 3	10	1,000	0	0	0	0.00
ABE Level 4	12	1,200	12	0	0	100.00
ABE Total	24	2,400	12	0	0	50.00
EFL Level 1	10	1,000	10	0	0	100.00
EFL Level 2	10	1,000	10	0	0	100.00
EFL Level 3	100	10,000	100	0	0	100.00
EFL Level 4	427	42,700	427	0	0	100.00
EFL Level 5	405	40,500	405	0	0	100.00
EFL Level 6	450	45,000	450	0	0	100.00
EFL Total	1,092	109,200	1,092	0	0	100.00
Grand Total	1,116	111,600	1,104	0	0	98.92

**Q: Why is the number of students in Table 4 and 4B different?**

A: Table 4 includes all learners who qualify for WIOA II reporting, while Table 4B only includes students with a pretest and a post-test.

**Q: Table 4 has ABE L6 and 4B doesn't. Why is that?**

A: For the ABE6 EFL, there is no way for a student to achieve a gain other than earning the HS diploma or HSE. There is no way to earn a gain through pre/post-testing, so for “fairness” in accurately reporting student outcomes, this level is not included.

**Q: On Table 4, there is Column E for "*Number who have achieved at least one EFL gain*" and on Table 4B, there is a column for *Number with EFL gain*. Is there any significance to this wording difference?**

A: This is on purpose. Table 4 reports other Measurable Skills Gains in addition to pre/post-testing, whereas Table 4B is focused only on results from testing.

## Tale of the Tape: NRS Table 4 vs. NRS Table 4B

**Q: The number of EFL gains in Table 4B is sometimes higher... in some cases significantly higher. Should the number of gains be the same on both tables?**

A: Usually this will occur for students that earn a pre/post-test level gain in addition to another Measurable Skills Gain.

On Table 4, different types of MSG's are reported, but ultimately only one MSG per student per PoP is allowed. TE prioritizes both HSE and HS diploma ahead of pre/post-test gains, so if a student earns HSE or HS diploma, and also achieves a pre/post level completion, then the pre/post gain is usually not reported on Table 4.

Table 4B, on the other hand, only displays pre/post-test data, and ignores other outcomes such as HSE and HSD – so for that same example above where a student earned both HSE/HSD and a pre/post-test level gain – on Table 4B, the pre/post gain will be reported.



## Tale of the Tape: NRS Table 4 vs. NRS Table 4B

**Q: Shouldn't the totals in Column L in Table 4 and Column D in Table 4B be the same?**

**A:** Not necessarily.

- Column L on Table 4 is factoring in multiple Periods of Participation (PoPs) -- so if students have more than one PoP in a year, that could increase the total of MSG's reported on Table 4 and may be another reason for why these two tables may vary.
- Table 4 is counting different types of MSG's, so in cases when students are earning these outcomes outside of pre/post-testing, then these columns will be different.

**Example:** Student enrolls in ASE for one PoP, achieves a pre/post-test gain, and also completes the GED.

- Table 4 reports the GED. Because it only reports one MSG per student, it does not report the pre/post-test gain.
- Table 4B only reports pre/post – so 4B reports the pre/post-test gain.

# Students in Multiple Programs

Program Areas* (A)	Literacy Gains (Pre/Post)					Passed 1-3 (F)	L
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)			
ESL/ELL	760	428	360	943	87		
ABE/ASE	327	164	139	353	7		
CTE	36	30	23	117	2		
Workforce Preparation	31	26	19	32	1		
Pre-Apprenticeship	0	0	0	0	0		
Adults supporting K12	0	0	0	0	0		
Adults w/Disabilities	0	0	0	0	0		
N/A							
Total	1,154	648	541	1,445	97		
Students in 2 or more programs	122	Student Program Year Population					
Total unduplicated students	998	Student Population					
*All learners in multiple programs are counted							
Student Program Population							
Student Record Population							
Drill Down to NRS Monitor							
Drill Down to Outcomes Monitor							
Drill Down to Services Monitor							
Drill Down to Assessments Audit							
Drill Down to CAEP DIR							
Drill Down to Students in Multiple Programs							



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## CAEP Summary Drill Down to Students in Multiple Programs

Page 1 of 2  
CAEP2017S

CAEP Program by CAEP Program

<b>Program Year:</b>	2025-2026	<b>Consortium:</b>	CRH - Rolling Hills Consortium
<b>Agency:</b>	4908 - Rolling Hills Adult School (RHAS)	<b>Total Students:</b>	998
<b>Member:</b>	RHAS - Rolling Hills Adult School (RHAS)		

CAEP Program ASE	ESL/ELL	ABE/ASE	CTE	Workforce Preparation	Pre-Apprenticeship	Adults supporting K12	Adults w/ Disabilities	N/A	Total
ESL/ELL	760	89	4	4	0	0	0	0	760
ABE/ASE	89	327	35	30	0	0	0	0	327
CTE	4	35	36	30	0	0	0	0	36
Workforce Preparation	4	30	30	31	0	0	0	0	31
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0
Adults supporting K12	0	0	0	0	0	0	0	0	0
Adults w/Disabilities	0	0	0	0	0	0	0	0	0
N/A	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>857</b>	<b>481</b>	<b>105</b>	<b>95</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1,538</b>
<b>Total unduplicated</b>	<b>760</b>	<b>327</b>	<b>36</b>	<b>31</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>998</b>

CAEP Program ASE	#	%
Students with no CAEP Program ASE	0	0.00%
Students with 1 CAEP Program ASE	876	87.78%
Students with 2 CAEP Programs ASE	90	9.02%
Students with 3 CAEP Programs ASE	30	3.01%
Students with 4 CAEP Programs ASE	2	0.20%
Students with 5 CAEP Programs ASE	0	0.00%
Students with 6 CAEP Programs ASE	0	0.00%
Students with 7 CAEP Programs ASE	0	0.00%
Students with 2+ CAEP Programs ASE	122	12.22%
<b>Total Students</b>	<b>998</b>	

Program Areas* (A)	Literacy Gains (Pre/Post)			Enrollees (E)
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	
ESL/ELL	206	124	85	220
ABE/ASE	209	132	96	215
CTE	29	28	17	108
Workforce Preparation	28	27	16	28
Pre-Apprenticeship	0	0	0	0
Adults supporting K12	0	0	0	0
Adults w/Disabilities	0	0	0	0
N/A				
<b>Total</b>	<b>472</b>	<b>311</b>	<b>214</b>	<b>571</b>
Students in 2 or more programs	76	60	41	76
<b>Total unduplicated students</b>	<b>367</b>	<b>223</b>	<b>156</b>	<b>466</b>



### Literacy Gains (Pre/Post)

- Use CAEP Tables
- Drill down to NRS Monitor

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)
220	81	4	3	1	33	2	0
215	7	50	35	17	52	1	6
108	1	74	0	48	25	4	19
28	0	28	0	18	12	0	6
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	0	0	0	0
<b>571</b>	<b>89</b>	<b>156</b>	<b>38</b>	<b>84</b>	<b>122</b>	<b>7</b>	<b>31</b>
<b>76</b>	<b>8</b>	<b>29</b>	<b>3</b>	<b>18</b>	<b>21</b>	<b>0</b>	<b>6</b>
<b>466</b>	<b>81</b>	<b>98</b>	<b>35</b>	<b>48</b>	<b>88</b>	<b>7</b>	<b>19</b>



### CAEP Outcomes outside pre/post

- Use CAEP Outcomes Enrollees by Hours

# EL Healthcare Pathways

In TE go to ***Records – Students – Records***

<b>Special Program Entries:</b>	<table><tr><td><input checked="" type="radio"/> N/A</td><td><input type="checkbox"/> Jail</td></tr><tr><td><input type="checkbox"/> EL Healthcare Pathways</td><td><input type="checkbox"/> Community Corrections</td></tr><tr><td><input type="checkbox"/> ELL Co-Enrollment</td><td><input type="checkbox"/> State Corrections</td></tr><tr><td><input type="checkbox"/> None</td><td><input type="checkbox"/> Homeless Program</td></tr><tr><td><input type="checkbox"/> EL Civics (IELCE)</td><td><input type="checkbox"/> Family Literacy</td></tr></table>	<input checked="" type="radio"/> N/A	<input type="checkbox"/> Jail	<input type="checkbox"/> EL Healthcare Pathways	<input type="checkbox"/> Community Corrections	<input type="checkbox"/> ELL Co-Enrollment	<input type="checkbox"/> State Corrections	<input type="checkbox"/> None	<input type="checkbox"/> Homeless Program	<input type="checkbox"/> EL Civics (IELCE)	<input type="checkbox"/> Family Literacy
<input checked="" type="radio"/> N/A	<input type="checkbox"/> Jail										
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