

Cleaning Up Your CAEP Data Integrity Report 2020-21

Summary Information	
Students in Services Section	<p>This indicates the students *receiving short-term services, and includes everyone included in the CAEP Summary-- whether for official CAEP program and classroom enrollment or for services only. The purpose here is not necessarily to emphasize services, but to ensure that all students related to CAEP are accounted in the report.</p> <p>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 for CA payment points reports and NRS Table 4.</p>
Students not enrolled in the 7 CAEP programs	<p>This indicates the number of learners who were marked as receiving short term services but without any program enrollment. CAEP Program enrollment is required for 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.</p> <p>The next 6 rows below are subsets of those not enrolled in the 7 CAEP programs – showing the number of students not enrolled in a CAEP program, but who marked CAEP outcomes and need program enrollment in one of the 7 areas in order to earn them.</p>
Marked Literacy Gains Outcome but did not have CAEP Program	<p>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.</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.
Marked HS/HSE Outcome but did not have CAEP Program	This displays students who have marked one of the CAEP outcomes for Secondary (HSE or HS diploma) but are missing program enrollment. This list may be helpful to review if the CAEP Summary shows lower than expected totals in the Secondary column (Column H on CAEP Summary.)
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	This displays students who have marked one of the CAEP outcomes for Post-Secondary (achieving college or employment training certification) but are missing program enrollment. This list may be helpful to review if the CAEP Summary shows lower than expected totals in the Post-Secondary column (Column I).
Marked Employment Outcome but did not have CAEP Program	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 J).
Marked Wages Outcome but did not have CAEP Program	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 K.)
Marked Transition Outcome but did not have CAEP Program	This displays students who have marked one of the CAEP outcomes for Transition (transition to ASE, college, or job training) but are missing program enrollment. This list may be helpful to review if the CAEP Summary shows lower than expected totals in the Transitions column (Column L on CAEP Summary.)

Students enrolled in the 7 CAEP programs	This indicates the total number of students with official enrollment in one of the seven CAEP programs – ABE/ASE, ESL, CTE, Adults with Disabilities, Parents Supporting K12 Success, Workforce Preparation, or Pre-Apprenticeship.
Students Concurrently Enrolled in High School/K12	This step eliminates those who are marked as enrolled in the K12 system. Any student remaining in K12 is not eligible for CAEP reporting.
Student Eligible for Data Integrity	This indicates the total of eligible students -- limited to only students with official enrollment in one of the seven AEBG programs -- and serves as the denominator for the 27 items on the Data Integrity Report.

DIR Item	Notes	Where to edit in TE
<p>1. Missing Birthdate or outside 16-110</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><i>Students in Program Years</i></p> <ul style="list-style-type: none"> • Double-click to open the student record. • In the blue bar (<i>Student in Program Year Information</i>), double-click on the student's name. (This takes you to the demographic data.) • Click the edit icon next to Identification and add the birthdate. • Save and close.
<p>2. Less than 12 Hours of Instruction</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"> • If early in the year, these numbers will always be high, and these totals do not reflect anything notable about the agency's performance. • After the 2Q data submission, these numbers should begin to improve • For certain agencies with "highly transient" students, these numbers may always be high. Need to probe agency to determine whether numbers can be improved with better data collection, or whether high numbers are just due to transient population • Number may be high for agencies using CASAS eTests, where a student completes a pretest at orientation but never returns. Can create a class instance for these students marked with the Program of "Other." • Agencies are discouraged from deleting records, as it is usually better to live with high totals on the DIR than delete lots of records 	<p>In the DIR, right-click on Item Count and open...</p> <p><i>Classes-Records Population</i></p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon for Activity in Class. • Add the any hours the student may have. • Save and close.

<p>a) <i>Zero or Empty Hours of Instruction</i></p> <p>b) <i>Total hours between 1-11 hours</i></p>	<p>Items 2a and 2b are not mandatory for CAEP eligibility or accountability, but are available to provide more context to less than 12 hours.</p> <ul style="list-style-type: none"> • If most students are appearing in 2a Zero/empty hours, then that suggests most likely the agency has not scanned or imported hours of instruction for all reporting students. • If most appear in 2b 1-11 hours, that suggests the issue is more likely that students have just not accrued that many hours. 	<p><i>Classes-Records Population</i></p> <ul style="list-style-type: none"> • Double-click to open the student record. • Click the edit icon for <i>Activity in Class</i>. • Add the any hours the student may have.
<p>3. No Highest Year of School/Degree Earned</p> <p>a. <i>No Highest Year of School</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>3a. In the DIR, right-click on Item Count and open...</p> <p><i>Students in Program Years</i></p> <ul style="list-style-type: none"> • Open student • In the blue bar (<i>Student in Program Year Information</i>), double-click on the student's name. • Click the edit icon next to <i>Education</i> • Add <i>Highest Year of School and whether schooling was done outside the US</i> • Save and close
<p>b. <i>No Highest Degree Earned</i></p>		<p>3b. In the DIR, right-click on Item Count and open...</p> <p><i>Students in Program Years</i></p> <ul style="list-style-type: none"> • Open student record • In the blue bar (<i>Student in Program Year Information</i>), double-click on the student's name.

		<ul style="list-style-type: none"> Click the edit icon next to Education Add Highest Degree Earned and <i>whether it was earned outside the US</i> <p>Save and close</p>
4. No Gender	Basic demographics field. Like item #1, this should always be very low.	
5. No Race/Ethnicity	<p>Basic demographics field. Like item #1, it 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, race is not required. However, you may need to drill down to verify this item, as the report will still see race is missing and report it.</p> <p>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.</p>	<p>In the DIR, right-click on Item Count and open Students in Program Years</p> <ul style="list-style-type: none"> Open student record In the blue bar (Student in Program Year Information), double-click on the student’s name. Click the edit icon next to Race/Ethnicity Add Race and/or Ethnicity <p>Save and close</p>
6. Total Reported Labor Force Status	Basic demographics field. Like item #1, this one is a critical field and should always have very low totals missing.	To find information by class for each Labor Force item:
<i>a. Total ‘Employed’</i>	<ul style="list-style-type: none"> 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” 	<p>In the DIR, right-click on Item Count and open...</p> <ul style="list-style-type: none"> Drill Down to Records-Students-Records– note this is the lister that includes Labor Force Status.
<i>b. Total ‘Employed with Notice’</i>		
<i>c. Total ‘Unemployed’</i>		
<i>d. Total ‘Not in Labor Force’</i>		
<i>e. Total missing Labor Force Status</i>		

<p>8. No Pretest</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"> • This is another item like “hours” where it is possible high numbers may be due to population rather than missing tests. • This item may appear artificially high if the majority of your student population is outside of ABE, ASE, and ESL. 	
<p>9. No Post-Test</p>	<p><i>Without question, the #1 most common problem for most agencies.</i></p> <ul style="list-style-type: none"> • Over the past 5-6 years, the CA statewide persistence rate has been approximately 70% -- so the percentage displayed on this item should be 30% or lower. • <i>Use this item in conjunction with the Persister report to pinpoint programs/levels that are of the highest concern.</i> 	
<p>10a. Learners with a pre-/post-test pair</p>	<p>This will include all students with a valid pre/post-test, and high school diploma students who have achieved a level gain through HS credits.</p>	
<p>10b. Learners with a pre-/post-test pair, but have not completed a level</p>	<p>“Completed a Level” based on the 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 level gains.</p>	
<p>11a. Achieved EFL Gain with pre/post-testing</p>		

11b. Achieved EFL Gain with High School credits earned	This identifies learners who achieve a level gain through the high school credits outcome rather than tradition pre and post-testing.	
12a. Passed HSE	This identifies learners who marked a passed GED, HiSET, or TASC.	In the DIR, right-click and: <ul style="list-style-type: none"> • choose <i>Students – Records Population</i> • open the student record • click the edit icon to add Education Results = passed GED or = passed HiSET
<i>12b. Passed HSE but instructional program not HSE</i>	If a student is enrolled in another program area, but earned their HSE, add the HSE program area to their record	
<i>12c. Passed HSE but Highest Degree Earned is HSE or higher</i>		
13a. Earned HSD	This identifies learners who marked HS diploma.	In the DIR, right-click and: <ul style="list-style-type: none"> • choose <i>Students – Records Population</i> • open the student record • click the edit icon to add Education Results = earned high school diploma
<i>13b. Earned HSD but instructional program is not HSD</i>	What program are they enrolled in? Did they complete their coursework at your agency, or at another and just reported it to you?	

<p>14a. Learners with only one Period of Participation</p> <p>14b. Learners with more than one Period of Participation</p>	<p>This item records Periods of Participation (PoPs) that are important for NRS/federal reporting. For federal reporting, a student may have more than one enrollment in a program year, based on student attendance and the 90 day rule.</p> <p>CAEP does not use PoPs for official reporting, but this enables comparison of how outcomes may be reflected for CAEP reporting vs. how they appear for NRS.</p>	
<p>15a. Learners with 90-97 days between Dates of Service</p> <p>15b. Learners with 83-89 days between Dates of Service</p>	<p>This item is more for federal/NRS reporting, and helps agencies manage Periods of Participation (PoPs.) A PoP is determined by the 90 day rule, so items 15a and 15b identify learners who are “close” to having more than one PoP (or close to only having one PoP) because their elapsed time without attendance is just under (or over) 90 days.</p>	
<p>16. Learners enrolled in IET</p>	<p>IET is specifically addressing 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 federal/NRS reporting.</p>	<p>In the DIR, right-click and:</p> <ul style="list-style-type: none"> • choose <i>Students – Records Population</i> • open the student record • click the edit icon to add Special Programs = Integrated Education and Training
<p>17. No Primary Goal</p>	<p>Learner goals are not required, but this information contributes to good instruction and an effective adult educational program.</p>	<p>In the DIR, right-click and:</p> <ul style="list-style-type: none"> • choose <i>Students – Records Population</i> • open the student record • click the edit icon to add Primary and Secondary Goal
<p>18. No Secondary Goal</p>		
<p>19. Learners with at least one Barrier to Employment</p>		

<p>19a. Learners with multiple Barriers to Employment</p> <p>19b. Learners with No Barriers to Employment</p>	<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>No “follow up” is required to verify these; if “the student says so,” that is enough to mark a barrier.</p> <p>Increasingly, the state and the NRS are using this field to better identify adult education learning populations at the local, state, and federal levels.</p>	<p>In the DIR, right-click and:</p> <p>Students in Program Years</p> <ul style="list-style-type: none"> • Open student record • In the blue bar (Student in Program Year Information), double-click on the student’s name. • Find Barriers to Employment and add any barriers that may apply.
<p>20. Learners co-enrolled in WIOA Titles I, III or IV</p>	<p>This identifies learners who are co-enrolled with a WIOA partner program. If you have the information, please record it here.</p> <p>By definition, adult education students 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"> • choose Students – Records Population • open the student record • click the edit icon to add Personal Status = WIOA I, WIOA III, or WIOA IV
<p>21. Learners with a pre-test in the conservative estimate range ◆</p>	<p>These (◆ diamond score) range scores are valid for Federal Table 4 reporting and CA Payment Points, but may not accurately represent the individual’s skill level.</p> <ul style="list-style-type: none"> • Large numbers or percentages may indicate need for adjustment in agency’s pre/post-testing practices. • This issue was introduced to the DIR in 2008, because at that time 25% of the pretests statewide were diamond scores, so agencies were encouraged to be below 10% in this area. Since then, almost all agencies have improved this area of performance significantly. 	
<p>22a. Learners with a pre-/post-test pair but less than 40 hours of instruction</p>	<p>Federal requirement that all learners must have at least 40 hours of instruction between the pretest and the first post-test.</p>	

	<ul style="list-style-type: none"> • CASAS recommends at least 70-100 hours of instruction between tests – not just 40. • Informally, we have used 10% as a useful threshold for this item. • Drill down on this item and use this list to document approval for all learners with a pre-/post-test pair with less than 40 hours of instruction. 	
<p>22b. Learners without a pre-/post-test pair but more than 40 hours of instruction</p>	<ul style="list-style-type: none"> • CASAS recommends at least 70-100 hours between pretest and post-test – not 40. • Use this item to identify learners that may still need to complete a post-test, as these students will typically be higher priority than the larger number listed in DIR item #10. 	
<p>23a. Achieved CAEP Outcome for HSD/HSE</p>	<p>Items 23-27 compare the number of students who officially achieved a CAEP outcome vs. those who correctly marked the outcome but did not “get credit” for it in CAEP reporting due to some drop reason.</p> <ul style="list-style-type: none"> • Items 23a-27a display the total number of students who have officially earned the CAEP outcome. • 23b-27b show the number that were marked correctly, but who did not earn the outcome because of some drop reason. <p>Use items 23-27 when outcome totals on the CAEP Summary appear lower than expected.</p> <ul style="list-style-type: none"> • Low totals in 23a-27a, especially if low in relationship to the corresponding item in 23-27b, suggests the issue may be the agency has not marked CAEP outcomes for all learners. • High totals in 23b-27b suggest the agency may be actively marking outcomes, but may need to check drop reasons such as demographics or hours or instruction. 	

<p>23b. Marked HSD Outcome for CAEP but did not qualify for CAEP</p>	<p>Items 23-27 compare the number of students who officially achieved a CAEP outcome vs. those who correctly marked the outcome but did not “get credit” for it in CAEP reporting due to some drop reason.</p> <ul style="list-style-type: none"> • 23b-27b show the number that were marked correctly, but who did not earn the outcome because of some drop reason. • High totals in 23b-27b suggest the agency may be actively marking outcomes, but may need to check drop reasons such as demographics or hours or instruction. 	
<p>24a. Achieved CAEP Outcome for Post-Secondary</p>	<ul style="list-style-type: none"> • Items 23a-27a display the total number of students who have officially earned the CAEP outcome. • Low totals in 23a-27a, especially if low in relationship to the corresponding item in 23-27b, suggests the issue may be the agency has not marked CAEP outcomes for all learners. 	
<p>24b. Marked Post-Secondary Outcome for CAEP but did not qualify for CAEP</p>	<ul style="list-style-type: none"> • 23b-27b show the number that were marked correctly, but who did not earn the outcome because of some drop reason. • High totals in 23b-27b suggest the agency may be actively marking outcomes, but may need to check drop reasons such as demographics or hours or instruction. 	
<p>25a. Achieved CAEP Outcomes for Employment</p>	<ul style="list-style-type: none"> • Items 23a-27a display the total number of students who have officially earned the CAEP outcome. • Low totals in 23a-27a, especially if low in relationship to the corresponding item in 23-27b, suggests the issue may be the agency has not marked CAEP outcomes for all learners. 	

<p>25b. Marked Employment Outcome but did not qualify for CAEP</p>	<ul style="list-style-type: none"> • 23b-27b show the number that were marked correctly, but who did not earn the outcome because of some drop reason. • High totals in 23b-27b suggest the agency may be actively marking outcomes, but may need to check drop reasons such as demographics or hours or instruction. 	
<p>26a. Achieved CAEP Outcome for Increase Wages</p>	<ul style="list-style-type: none"> • Items 23a-27a display the total number of students who have officially earned the CAEP outcome. • Low totals in 23a-27a, especially if low in relationship to the corresponding item in 23-27b, suggests the issue may be the agency has not marked CAEP outcomes for all learners. 	
<p>26b. Marked Increase Wages Outcome but did not qualify for CAEP</p>	<ul style="list-style-type: none"> • 23b-27b show the number that were marked correctly, but who did not earn the outcome because of some drop reason. • High totals in 23b-27b suggest the agency may be actively marking outcomes, but may need to check drop reasons such as demographics or hours or instruction. 	
<p>27a Achieved CAEP Outcome for Transition to Post-Secondary</p>	<ul style="list-style-type: none"> • Items 23a-27a display the total number of students who have officially earned the CAEP outcome. • Low totals suggest agency has not marked CAEP outcomes for all learners. 	
<p>27b Marked Transition Outcome but did not qualify for CAEP</p>	<ul style="list-style-type: none"> • 23b-27b did not earn the outcome because of some drop reason. • High totals in 23b-27b suggest the agency may be actively marking outcomes, but may need to check drop reasons such as demographics or hours or instruction. 	

