

CAEP Student Data & Accountability for 2024-25

April 2025



CAEP Accountability 2024-25

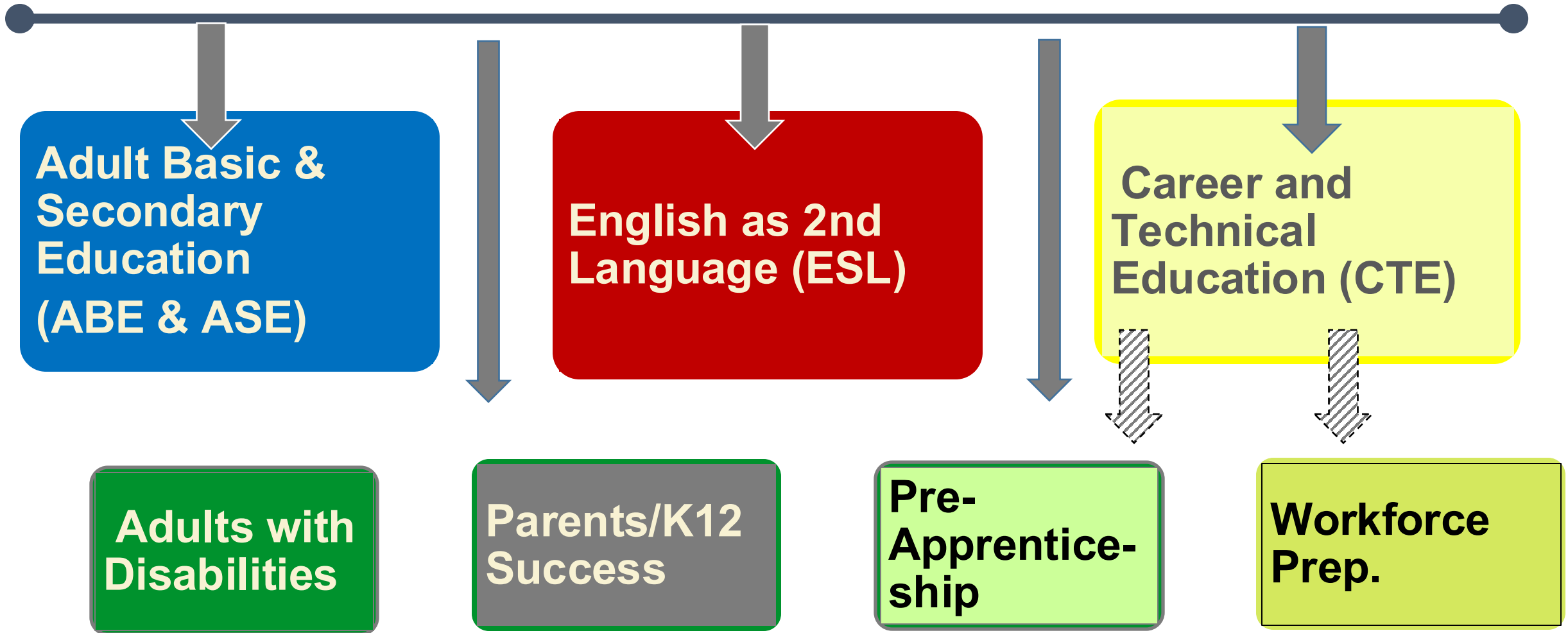
- Basic Data Collection Requirements
- Deliverables, Timeline, and Resources
- CAEP Outcomes and Services
- CAEP Reports in TE
- Data Collection Tips & Data Diving

Basic Data Collection Requirements

For students in 7 CAEP Programs:

- Record enrollment at intake (**Entry Record**)
- Record student outcomes after a substantial block of instruction and attendance hours for instruction in the CAEP programs (**Update Record**)
- Pre/Post-test for learners in federal WIOA II Programs (ABE, ASE, ESL)
- Follow up for exited learners via Employment & Earnings Survey and data match

TE CAEP Program Structure: 7 Programs



Data Deliverables

- Quarterly TOPSpro Enterprise data submission
 - **Updated** TOPSpro Enterprise data and Data Integrity Report *via Quarterly Data Submission Wizard*
- End of Year Data Submission
 - **Updated** TOPSpro Enterprise backup and Data Integrity Report *via Quarterly Data Submission Wizard*
 - Include Certification Letter + Payment Points Summary
 - AE Personnel Wizard/Personnel Data
- Employment and Earnings Follow up Survey Requirements
 - Survey for follow-up on employment and wage outcomes each quarter using NRS Core Performance Wizard in TE

Data Submission Calendar

CAEP Program Year Reporting		
	Date Range	Reporting Deadline
First Quarter	July 1 – Sept 30	October 31, 2024
Second Quarter	July 1 – Dec 31	January 31, 2025
Third Quarter	July 1 – Mar 31	April 30, 2025
Fourth Quarter-EOY	July 1 – June 30	July 15, 2025

2024-25 CAEP Data Dictionary

- 2024-25 CAEP Data Dictionary is available on the CASAS Website to help CAEP agencies meet requirements.
- CA Assessment Policy includes CASAS STEPS and Math GOALS 2.
- Attachments A - X

DATA DICTIONARY

TOPSPRO ENTERPRISE RECORD INSTRUCTIONS

The following table indicates the specific data elements required. A check mark (√) indicates the data element must be entered. The letters IR (if required) indicate that a local agency chooses to collect information on a particular data element.

Record Type / Field		WIA 225/231	WIA EL Civics
1a	Student Name / Phone	√	√
1b	Student Address/Email	√	√

Data Collection Requirements

Entry Records

- Record enrollment in an WIOA II/CAEP funded program
- Collect Date of Birth, Gender, Race, and Ethnicity
- Assist the learner in selecting highest year of school, highest degree, barriers to employment, and labor force status

<p>18 LABOR FORCE STATUS (Mark one)</p> <p><input type="radio"/> Unemployed</p> <p><input type="radio"/> Employed</p> <p><input type="radio"/> Employed, with notice</p> <p><input type="radio"/> Not in labor force</p>	<p>6 HIGHEST YEAR OF SCHOOL COMPLETED ★</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px; border: 1px solid black;">0</td><td style="width: 20px; border: 1px solid black;">0</td></tr> <tr><td style="border: 1px solid black;">1</td><td style="border: 1px solid black;">1</td></tr> <tr><td style="border: 1px solid black;">2</td><td style="border: 1px solid black;">2</td></tr> <tr><td style="border: 1px solid black;">3</td><td style="border: 1px solid black;">3</td></tr> <tr><td style="border: 1px solid black;">4</td><td style="border: 1px solid black;">4</td></tr> <tr><td style="border: 1px solid black;">5</td><td style="border: 1px solid black;">5</td></tr> <tr><td style="border: 1px solid black;">6</td><td style="border: 1px solid black;">6</td></tr> <tr><td style="border: 1px solid black;">7</td><td style="border: 1px solid black;">7</td></tr> <tr><td style="border: 1px solid black;">8</td><td style="border: 1px solid black;">8</td></tr> <tr><td style="border: 1px solid black;">9</td><td style="border: 1px solid black;">9</td></tr> </table> <p><input type="checkbox"/> Majority of my schooling was outside of U.S.</p>	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	<p>7 HIGHEST DIPLOMA OR DEGREE EARNED ★ (Mark one)</p> <p><input type="checkbox"/> None</p> <p><input type="checkbox"/> HSE Certificate</p> <p><input type="checkbox"/> High School Diploma</p> <p><input type="checkbox"/> Technical/Certificate</p> <p><input type="checkbox"/> Some college, no degree</p> <p><input type="checkbox"/> A.A. / A.S. Degree</p> <p><input type="checkbox"/> 4 yr. College Graduate</p> <p><input type="checkbox"/> Graduate Studies</p> <p><input type="checkbox"/> Other</p> <p><input type="checkbox"/> I earned the above outside of U.S.</p>	<p>14 EMPLOYMENT BARRIERS (Mark all that apply or leave blank)</p> <p><input type="checkbox"/> Cultural Barriers</p> <p><input type="checkbox"/> Disabled</p> <p><input type="checkbox"/> Displaced Homemaker</p> <p><input type="checkbox"/> English Language Learner</p> <p><input type="checkbox"/> Ex-Offender</p> <p><input type="checkbox"/> Foster Care Youth</p> <p><input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Long-term Unemployed</p> <p><input type="checkbox"/> Low Income</p> <p><input type="checkbox"/> Low Levels of Literacy</p> <p><input type="checkbox"/> Migrant Farmworker</p> <p><input type="checkbox"/> Seasonal Farmworker</p> <p><input type="checkbox"/> Single Parent</p> <p><input type="checkbox"/> No TANF within 2 yrs</p>
0	0																						
1	1																						
2	2																						
3	3																						
4	4																						
5	5																						
6	6																						
7	7																						
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9	9																						

Data Collection Requirements

Entry Records

- Select any instructional program authorized for WIOA II and/or CAEP
- Record as many barriers to employment (field 14 as apply to the learner
- Indicate if learner is cross-enrolled in another WIOA program (Title I, III, IV)

Data Collection Requirements

Entry Records

Documenting primary and secondary goals is required for all learners.

Attachment X – Student Goals

TOPS <i>Tracking Of Programs and Students</i>
Entry Record

⑫ Attainable Goal Within Program Year (Mark one in each column)		
1	2	(1=Primary, 2=Secondary)
<input type="radio"/>	<input type="radio"/>	Improve basic skills
<input type="radio"/>	<input type="radio"/>	Improve English skills
<input type="radio"/>	<input type="radio"/>	H.S. Diploma / HSE
<input type="radio"/>	<input type="radio"/>	Get a job
<input type="radio"/>	<input type="radio"/>	Retain job
<input type="radio"/>	<input type="radio"/>	Get a better job
<input type="radio"/>	<input type="radio"/>	Enter college or training
<input type="radio"/>	<input type="radio"/>	Work-based project
<input type="radio"/>	<input type="radio"/>	Family goal
<input type="radio"/>	<input type="radio"/>	U.S. Citizenship
<input type="radio"/>	<input type="radio"/>	Military
<input type="radio"/>	<input type="radio"/>	Personal goal
<input type="radio"/>	<input type="radio"/>	None
<input type="radio"/>	<input type="radio"/>	Other

Data Collection Requirements



Update Records

- Outcomes must be completed after a substantial block of instruction or at the end of the instructional period (semester, trimester, quarter, term)
-
- For attendance hours:
 - Complete Update Record at least once a month
 - Record all learner attendance hours in TE Attendance module (in TE Class Instance Record)
 - Import attendance hours from third party system at least once per month.

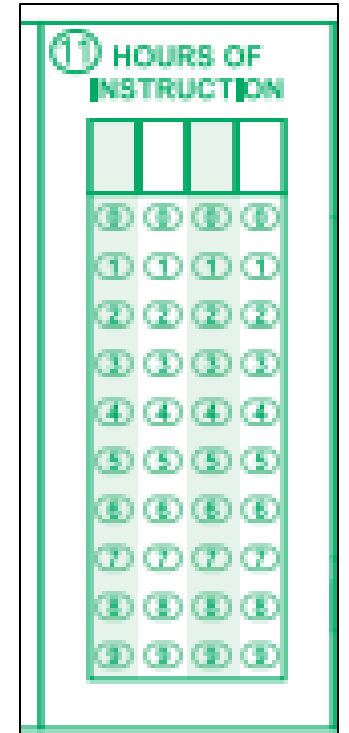
Data Collection Requirements



Update Records

For attendance hours:

- Complete Update Record at least once a month
- Record all learner attendance hours in TE Attendance module (in TE Class Instance Record)
- Import attendance hours from third party system at least once per month.



Data Collection Requirements

Update Records

- Outcomes must be completed after a substantial block of instruction or at the end of the instructional period (semester, trimester, quarter, term)
- Outcomes (field 9) now more important than ever!

LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)			
WORK	EDUCATION		FAMILY / COMMUNITY
<input type="checkbox"/> Got a job	<input type="checkbox"/> Passed GED	<input type="checkbox"/> Enrolled in secondary program	<input type="checkbox"/> Increased involvement in children's education
<input type="checkbox"/> Increased wages	<input type="checkbox"/> Passed HiSET	<input type="checkbox"/> Entered college	<input type="checkbox"/> Increased involvement in children's literacy activities
<input type="checkbox"/> Retained job	<input type="checkbox"/> Passed TASC	<input type="checkbox"/> Transitioned to credit (transfer)	<input type="checkbox"/> Met other family goal
<input type="checkbox"/> Got a better job	<input type="checkbox"/> Earned High School diploma	<input type="checkbox"/> Transitioned to credit (non-transfer)	<input type="checkbox"/> Met personal goal
<input type="checkbox"/> Met work-based project goal	<input type="checkbox"/> Returned to K-12	<input type="checkbox"/> Attained credential	<input type="checkbox"/> Obtained perm. residence
<input type="checkbox"/> Entered job training	<input type="checkbox"/> Gained computer/tech skills	<input type="checkbox"/> Attained A.A. or A.S. degree	<input type="checkbox"/> Attained U.S. citizenship
<input type="checkbox"/> Entered training program	<input type="checkbox"/> Completed course	<input type="checkbox"/> Attained B.A. or B.S. degree	<input type="checkbox"/> Achieved U.S. citizenship skills
<input type="checkbox"/> Training milestone	<input type="checkbox"/> Mastered course competencies	<input type="checkbox"/> Entered graduate studies	<input type="checkbox"/> Registered to vote or voted for first time
<input type="checkbox"/> Entered apprenticeship	<input type="checkbox"/> Earned certificate	<input type="checkbox"/> Attained post graduate degree	<input type="checkbox"/> Increased involvement in community activities
<input type="checkbox"/> Entered military	<input type="checkbox"/> Educational achievement	<input type="checkbox"/> Occupational skills licensure	<input type="checkbox"/> Other family outcome
<input type="checkbox"/> Acquired workforce readiness skills	<input type="checkbox"/> Skills progression	<input type="checkbox"/> Occupational skills certificate	<input type="checkbox"/> Other community outcome
<input type="checkbox"/> Reduced public assistance	<u>Transcript or report card</u>		
<input type="checkbox"/> Other work outcome	<input type="checkbox"/> Secondary	<input type="checkbox"/> Occupational certifications	
	<input type="checkbox"/> Postsecondary	<input type="checkbox"/> Other recognized diploma, degree, or certificate	

2024-25 CAEP Data Dictionary

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2024-25 CA Assessment Policy

- 2024-25 CA Assessment Policy includes CASAS STEPS and Math GOALS 2.
- Includes guidance for placement and progress testing
- Lists assessments authorized for state and federal reporting
- Attachment B Local Assessment Policy

2024-25 Local Assessment Policy

- A key component of the Statewide Assessment Policy is *Attachment B Local Assessment Policy*.
- Agencies use the template in Attachment B to develop guidelines locally related to pre- and post-testing.
- Address issues such as agency testing schedule, certified coordinators and proctors, and test security.

[Home](#) > [Training and Support](#) > [CASAS Peer Communities](#) > [California Accountability](#) >

Attachments A - X

- State and Local Assessment Policy
- Data Integrity Report
- New Agency Tool Kit
- Short Term Services
- Summary of Changes

Attachments

File

- A - California Assessment Policy Guidelines 2024-25
- B - CDE Local Guidelines for Implementing State Assessment Policy 2023-24
- C - Core Performance Follow-Up Survey Instructions
- D - Entering Adult Education Personnel Information
- E - TOPSpro Enterprise Entry-Update Record
- F - TOPSpro Enterprise Proxy Instructions
- G - Data Integrity Report
- H - Distance Learning Considerations
- I - Distance Learning and Remote Testing
- J - CDE Remote Testing Memorandum
- K - New Agency and Staff Toolkit October 2022
- M - WIOA Data Dictionary 2024-25 Summary of Changes
- N - Acronyms for CAEP and WIOA II
- S - Definitions for Short Term Services
- T - Students Barriers to Employment
- X - Goal Setting

FAQ: CASAS Assessments Authorized for NRS for 2024-25

Authorized for NRS

ABE and ASE only:

- CASAS GOALS Reading and Math GOALS2

ESL only:

- STEPS Listening and Reading

POWER, AA-AAAAA not authorized for NRS, but are authorized for CA payment points

TE Quarterly Data Submission Wizard

- Use the TE Quarterly Data Submission Wizard to submit quarterly data, including the Data Integrity Report (DIR).
- The TE wizard covers the data and DIR for both WIOA II and CAEP.

Step-by-Step Quarterly Data Submission Wizard Instructions:

https://www.casas.org/docs/default-source/caacct/quarterly-data-submission-wizard-instructions_sept2020.pdf?sfvrsn=885325a_2?Status=Master

Employment & Earnings Survey

- This is a requirement for both WIOA II and CAEP agencies
- Access detailed quarterly step by step help documents, and many other survey related resources:

<https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/ca-follow-up-survey>

Dates	Task	Reference/Notes
October	Save Exit Population for PY 19-20 Qtr. 4	See "Step 2" below
October - November	Send a Survey Invite to all PY 19-20 Qtr. 4 Exiters	See "Step 3A" below.
October - November	Send a Survey Invite to all PY 19-20 Qtr. 2 Exiters	See "Step 3B" below.
November - December	Send Follow-Up Survey Invites to all non-responders	See "Step 5" below.
December	After three attempts, contact non-responders via phone, postcard, etc.	See "Step 5" below.
January	Grace period for sending invites and receiving responses.	You can continue entering survey responses after the grace period, but you cannot send survey invitations

Employment & Earnings Survey

OCTAE Goals for California

- OCTAE has established follow up performance goals for WIOA II agencies in California:
 - 45% Social Security Number
 - Or
 - 60% Student Response Rate on Employment & Earnings Survey

Employment & Earnings Survey

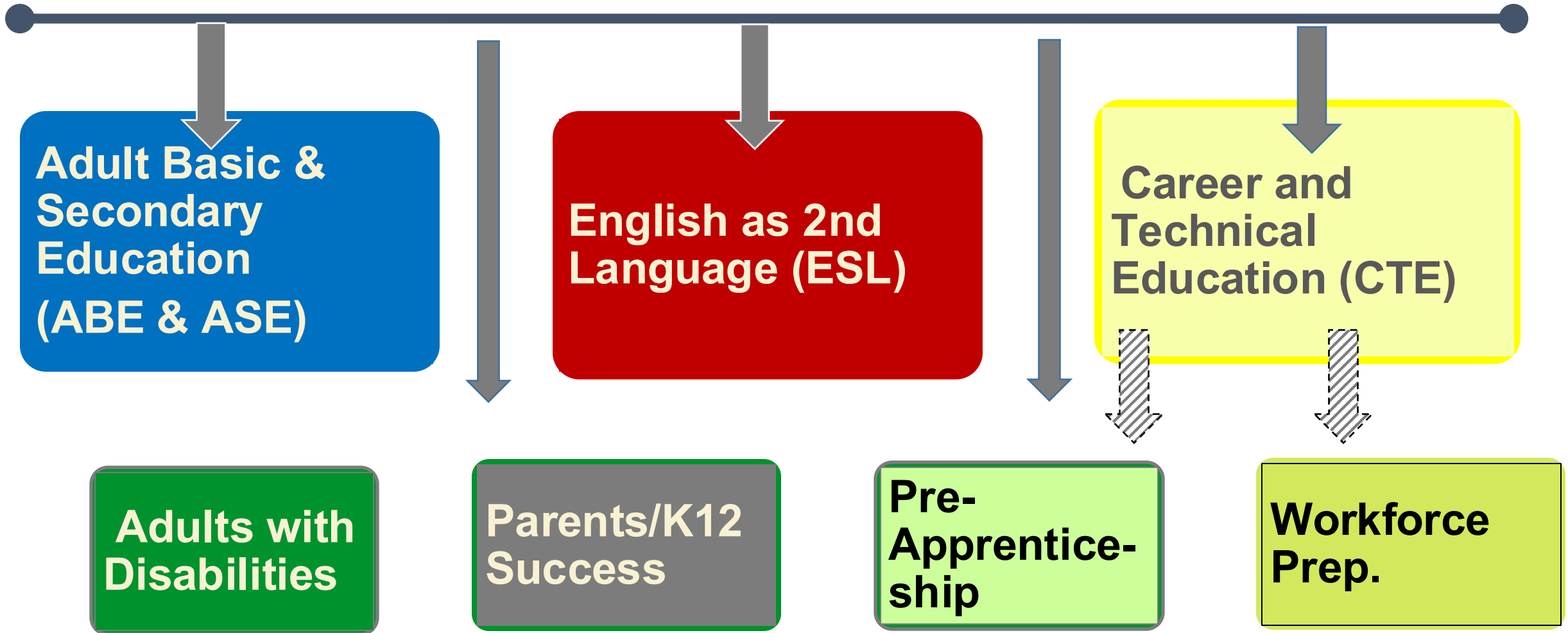
OCTAE Goals for California

- CA performance remains well short of the federal goals, but CA agencies made great progress in both student response rate and job attainment.
- Beginning in 2023-24, students can report ITIN (Taxpayer ID) in addition to using SSN.
- ITIN is a nine digit number like SSN, beginning with the number 9

9xx-xx-xxxx.

CAEP Outcomes and Services

TE CAEP Program Structure: 7 Programs



PY 2023-24 CAEP Program Structure: Primary Programs



Adult Basic & Secondary Education:

- Basic Skills (ABE)
- HSE (HiSET, GED)
- HS Diploma

English as Second Language (ESL/ELL)

Career and Technical Education (CTE)

- CTE
- Short Term CTE
- Pre-Apprenticeship
- Workforce Preparation

CAEP Reporting : CAEP Programs Under CTE

Career and Technical Education (CTE)

- **CTE** – Long term/occupation specific
- Short Term CTE – short term/occupation specific
- ***Pre-Apprenticeship*** – Long term/occupation specific
- ***Workforce Preparation*** – Short term/not occupation specific

WIOA Core Program Partners

- WIOA Title I: Adult, Dislocated Worker, and Youth
- WIOA Title II: Adult Education and Literacy (AEFLA)
- WIOA Title III: Wagner-Peyser/One-stops
- WIOA Title IV: Vocational Rehabilitation

The Four Titles of WIOA Each Authorize Different Programs:

TITLE I

Helps jobseekers with career counseling, job search assistance, and job training.



TITLE II

Helps adults who lack basic skills. Services assist with improving reading, writing, math, and English proficiency; attaining a high school diploma or equivalent; and transition to employment or postsecondary education/training.



TITLE III

Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.



TITLE IV

Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies.



NRS Measurable Skills Gains (MSG's)

	MSG types
Allowable for all participants	Type 1.a. Achievement as measured by a pre- and posttest
	Type 1.b. Awarding of credits or Carnegie units
	Type 1.c. Enrolled in postsecondary education and training
	Type 1.d. Pass a subtest on a State-recognized high school equivalency examination
	Type 2. Documented attainment of a secondary school diploma or its recognized equivalent
Allowable for participants receiving IET through postsecondary institutions	Type 3. Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state unit's academic standards
Allowable only for participants in IET or WPL programs	Type 4. Satisfactory or better progress report, toward established milestones, from an employer or training provider who is providing training
	Type 5. Successfully passing an exam that is required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks

WIOA Alignment to AB 104

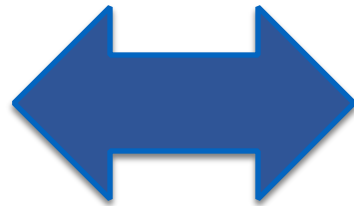
The WIOA Performance Indicators, along with the 5 types of MSG, comprise the framework for the six AB 104 outcomes:

Indicators:

1. Employment
2. Wages

MSGs:

1. Literacy gain
2. Secondary
3. Post-Secondary
4. Training Milestone
5. Skills Progression



AB 104 Outcomes:

1. Improved literacy skills
2. Completion of high school diplomas or their recognized equivalents
3. Completion of postsecondary
4. Placement into jobs
5. Improved wages
6. *Post Secondary Transition*

CAEP Outcomes

Literacy Gains

- Pre/Post Level Completion
- Carnegie Units /HS Credits
- CDCP Certificate
- Occupational Skills Gain
- Workforce Preparation

HSE/HS Diploma

- High School Diploma
- Passed GED
- Passed HiSET

Post-Secondary

- College Degree – AA, AS, BA, BS
- Graduate Studies
- Training Credential
- Occupational Licensure/Certificate
- Apprenticeship

Enter Employment

- Get a Job
- Retain a Job
- Enter Military

Increase Wages

- Increase Wages
- Get a Better Job

Transition

- Transition to ASE
- Transition to Post-Secondary/CTE
- Transition to Post-Secondary/College

9 LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)		
WORK	EDUCATION	
<input checked="" type="checkbox"/> Got a job	<input type="checkbox"/> Passed GED	<input checked="" type="checkbox"/> Enrolled in secondary program
<input checked="" type="checkbox"/> Increased wages	<input type="checkbox"/> Passed HiSET	<input checked="" type="checkbox"/> Entered college
<input checked="" type="checkbox"/> Retained job	<input type="checkbox"/> Passed TASC	<input checked="" type="checkbox"/> Transitioned to credit (transfer)
<input checked="" type="checkbox"/> Got a better job	<input type="checkbox"/> Earned High School diploma	<input checked="" type="checkbox"/> Transitioned to credit (non-transfer)
<input checked="" type="checkbox"/> Met work-based project goal	<input type="checkbox"/> Returned to K-12	<input checked="" type="checkbox"/> Attained credential
<input checked="" type="checkbox"/> Entered job training	<input type="checkbox"/> Gained computer/tech skills	<input checked="" type="checkbox"/> Attained A.A. or A.S. degree
<input checked="" type="checkbox"/> Entered training program	<input type="checkbox"/> Completed course	<input checked="" type="checkbox"/> Attained B.A. or B.S. degree
<input checked="" type="checkbox"/> Training milestone	<input checked="" type="checkbox"/> Mastered course competencies	<input checked="" type="checkbox"/> Entered graduate studies
<input checked="" type="checkbox"/> Entered apprenticeship	<input type="checkbox"/> Earned certificate	<input checked="" type="checkbox"/> Attained post graduate degree
<input checked="" type="checkbox"/> Entered military	<input type="checkbox"/> Educational achievement	<input checked="" type="checkbox"/> Occupational skills licensure
<input checked="" type="checkbox"/> Acquired workforce readiness skills	<input checked="" type="checkbox"/> Skills progression	<input checked="" type="checkbox"/> Occupational skills certificate
<input type="checkbox"/> Reduced public assistance	Transcript or report card	
<input type="checkbox"/> Other work outcome	<input checked="" type="checkbox"/> Secondary	<input type="checkbox"/> Occupational certifications
	<input checked="" type="checkbox"/> Postsecondary	<input type="checkbox"/> Other recognized diploma, degree, or certificate

Literacy Gains

Secondary

Post-Secondary

Employment

Wages

Transition

L = Literacy Gains

H = HSE/HSD

P = Post-Secondary

E = Enter Employment

I = Increase Wages

T = Transition Post-Sec

Work Results:

- E Got a job
- I Increased wages
- E Retained job
- I Got a better job
- L Met work-based project goal
- T Entered job training
- T Entered training program
- L Training milestone
- T Entered apprenticeship
- E Entered military
- L Acquired workforce readiness skills
- Reduced public assistance
- Other work outcome

L = Literacy Gains

H = HSE/HSD

P = Post-Secondary

E = Enter Employment

I = Increase Wages

T = Transition Post-Sec

In TE go to Records--
Students--Records

Work Results:

- T Got a job
- I Increased wages
- T Retained job
- I Got a better job
- L Met work-based project goal
- T Entered job training
- T Entered training program
- L Training milestone
- T Entered apprenticeship
- T Entered military
- L Acquired workforce readiness skills
- Reduced public assistance
- Other work outcome

Personal Results:

- Increased involvement in children's education
- Increased involvement in children's literacy activities
- Met other family goal
- Met personal goal
- Other personal/family outcome

Education Results:

- Passed GED 2002
- H Passed GED 2014
- H Passed HiSET
- H Passed TASC
- H Earned High School diploma
- Returned to K-12
- Gained computer/tech skills
- Completed course
- L Mastered course competencies
- Earned certificate
- Educational achievement
- L Skills progression
- Secondary transcript or report card
- PostSecondary transcript or report card
- T Enrolled in secondary program
- P Entered college
- T Transitioned to credit (transfer)
- T Transitioned to credit (non-transfer)
- P Attained credential
- P Attained A.A. or A.S. degree
- P Attained B.A. or B.S. degree
- P Entered graduate studies
- P Attained post graduate degree
- P Occupational skills licensure
- P Occupational skills certificate
- Occupational certifications
- Other recognized diploma, degree, or certificate

Education Results:

- Passed GED 2002
- H Passed GED 2014
- H Passed HiSET
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- H Earned High School diploma
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- P Entered graduate studies
- P Attained post graduate degree
- P Occupational skills licensure
- P Occupational skills certificate
- Occupational certifications
- Other recognized diploma, degree, or certificate

Literacy Gains – CTE Related Outcomes

Occupational Skills Gain:

- Usually suggests accomplishment of a portion of a longer term program
 - *For example:* a student enrolls in a long term welding program in CTE, which is five semesters/five modules long. ***The student passes a skills check/written test*** that indicates the student is ready to finish Module I and enroll in Module II.

Workforce Prep Outcome:

- Usually suggests completion of a shorter term program
 - *For example:* a student enrolls and completes a 15 hour instructional module on job search strategies. ***The student earns documentation*** such as an informal certificate at the end of the instructional module.

Post-Secondary Credential Completion

	CERTIFICATE	CERTIFICATION	DEGREE	LICENSE
Awarded by...	Education institution	Business, trade association, industry	Education institution	Government agency
Results from...	Course of study	Assessment	Course of study	Meeting requirements
Indicates...	Education	Skill mastery	Education	Legal permission
Completed in...	<2 Years	Variable	2+ Years	Variable
Examples	ServSafe Food Handler, Green Manufacturing Specialist, Certificate in Business Administration	Certified Welder (CW), Certified Logistics Technician (CLT), Certified International Information Systems Security Professional (CISSP)	Bachelor of Science, Master of Science, Doctor of Engineering	Registered Nurse (RN), Cosmetologist, Master Plumber

Transition

From:

K12 Adult Education
(ABE, ASE, ESL)

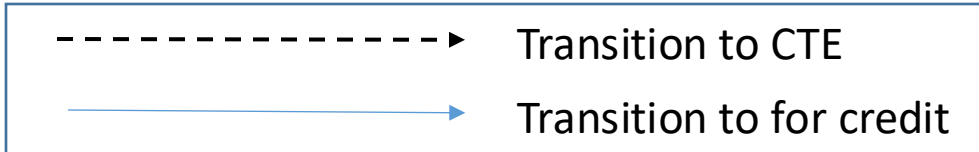
Non Credit CC
(ABE, ASE, ESL)

To:

K12 Adult Ed
CTE

CC CTE

For Credit CC



Immigrant Integration Indicators (I-3)



- AB 2098 requires CAEP to include updates on immigrant integration in annual reports to the Legislature.
- TE Immigrant Immigration Indicator (I-3) reports track EL Civics COAAPs outcomes and relate them to Immigrant Integration goals.
- CAEP students in any instructional program can earn “I-3 Outcomes” when passing a COAAP assessment that relates to I-3 goals.

CASAS EL Civics I-3 Summary Page 1 of 1
07/20/2020 10:26:53 ELCHS

Agency: _____ Program Year: 2018-2019

Immigrant Integration Goal Areas	Attempted	Passed	Percentage
Civic and Community Participation			
11 - Research and describe cultural backgrounds/barriers	221	203	91.86%
Credentials and Residency			
40 - Respond to questions about US history/government for the purpose of naturalization	6	6	100.00%
Digital Literacy			
47 - Identify strategies and resources for safe internet use	2	2	100.00%
48 - Use online tools to learn/communicate/collaborate	3	3	100.00%
Education and Career			
13 - Interact with educational institutions for children/adults	40	39	97.50%
14 - Identify educational opportunities to achieve a career goal	61	44	72.13%
33 - Identify and access resources needed to obtain/keep a job	207	191	92.27%
37 - Identify and demonstrate qualities of an effective employee in the American workplace	179	169	94.41%
Health and Wellbeing			
28 - Access the health care system/providers	63	59	93.65%
46 - Access resources for nutrition education and information on healthy foods	101	91	90.10%
Total:	883	807	91.39%

CAEP Short Term Services

  **Current Workforce Services**

Training Services Received In Program:

<input type="checkbox"/> On the Job Training	<input type="checkbox"/> Remedial Training (ABE/ESL – TAA only)
<input type="checkbox"/> Skill Upgrading	<input type="checkbox"/> Prerequisite Training
<input type="checkbox"/> Entrepreneurial Training (non-WIOA Youth)	<input type="checkbox"/> Registered Apprenticeship
<input type="checkbox"/> ABE/ESL in conjunction w/Training (non-TAA funded)	<input type="checkbox"/> Youth Occupational Skills Training
<input type="checkbox"/> Customized Training	<input type="checkbox"/> Other Non-Occupational-Skills Training
<input type="checkbox"/> Other Occupational Skills Training	<input type="checkbox"/> Unspecified Training

Transition Services Received In Program:

<input type="checkbox"/> Assessment/Testing/Counseling	<input type="checkbox"/> On-the-Job Training (OJT)
<input type="checkbox"/> Personal Development Training	<input type="checkbox"/> Work Experience
<input type="checkbox"/> Counseling/Career Development	<input type="checkbox"/> Pre-Employment Skills/Job Readiness Training
<input type="checkbox"/> Job Development/Job Search Assistance	<input type="checkbox"/> Postsecondary Academic Education
<input type="checkbox"/> Occupational Skills Training (non-OJT)	<input type="checkbox"/> Other Transition Services

Supportive Services Received In Program:

<input type="checkbox"/> Transportation	<input type="checkbox"/> Supplementary Instruct. Serv.
<input type="checkbox"/> Health Care and Mental Health Care	<input type="checkbox"/> Needs-Based Related Payments
<input type="checkbox"/> Family/Child Care	<input type="checkbox"/> Emergency Financial Services
<input type="checkbox"/> Housing or Rental Assistance	<input type="checkbox"/> Federal Education Cash Assist.
<input type="checkbox"/> Personal, Financing, or Legal Counseling	<input type="checkbox"/> Other Supportive Services

Record short term services such as counseling or mentorship that may be received outside of the classroom.

- Supportive Services
- Training Services
- Transition Services

Attachment S – Short Term Services

Supportive Services

Supportive Services Received In Program:

- | | |
|---|---|
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Supplementary Instruct. Serv. |
| <input type="checkbox"/> Health Care and Mental Health Care | <input type="checkbox"/> Needs-Based Related Payments |
| <input type="checkbox"/> Family/Child Care | <input type="checkbox"/> Emergency Financial Services |
| <input type="checkbox"/> Housing or Rental Assistance | <input type="checkbox"/> Federal Education Cash Assist. |
| <input type="checkbox"/> Personal, Financing, or Legal Counseling | <input type="checkbox"/> Other Supportive Services |

Services that better enable an individual to participate in adult education activities, or related activities such as WIOA Title I -- such as transportation, child care, dependent care, housing, and personal needs

Training Services

Training Services Received In Program:

- | | |
|---|---|
| <input type="checkbox"/> On the Job Training | <input type="checkbox"/> Remedial Training (ABE/ESL – TAA only) |
| <input type="checkbox"/> Skill Upgrading | <input type="checkbox"/> Prerequisite Training |
| <input type="checkbox"/> Entrepreneurial Training (non-WIOA Youth) | <input type="checkbox"/> Registered Apprenticeship |
| <input type="checkbox"/> ABE/ESL in conjunction w/Training (non-TAA funded) | <input type="checkbox"/> Youth Occupational Skills Training |
| <input type="checkbox"/> Customized Training | <input type="checkbox"/> Other Non-Occupational-Skills Training |
| <input type="checkbox"/> Other Occupational Skills Training | <input type="checkbox"/> Unspecified Training |

Training Services assist students who have barriers to qualifying for employment or training programs; and inform all students about qualifications for employment and training in the local region.

Mark **Training Services** when providing actual training to students or when engaged in interactions (such as tutoring, counseling, or mentorship) that better inform the student about employment training.

Transition Services

Transition Services Received In Program:

- | | |
|---|---|
| <input type="checkbox"/> Assessment/Testing/Counseling | <input type="checkbox"/> On-the-Job Training (OJT) |
| <input type="checkbox"/> Personal Development Training | <input type="checkbox"/> Work Experience |
| <input type="checkbox"/> Counseling/Career Development | <input type="checkbox"/> Pre-Employment Skills/Job Readiness Training |
| <input type="checkbox"/> Job Development/Job Search Assistance | <input type="checkbox"/> Postsecondary Academic Education |
| <input type="checkbox"/> Occupational Skills Training (non-OJT) | <input type="checkbox"/> Other Transition Services |

Services that help individuals:

- Facilitate successful transition from school to postsecondary life, such as attaining employment, enrolling in college, or accessing designated pre-employment transition services.
- Provide opportunities to receive training and other services necessary to achieve competitive employment or postsecondary enrollment

Supportive Services – Key Considerations

- ***Personal/Finance/Legal Counseling*** address a student's personal issues; or provide referral information about community resources available for this kind of assistance.
- ***Supplementary Instructional Services*** suggests extra, more personalized instruction such as tutoring, that accompanies what the student is learning in the classroom.
- ***Emergency Financial Services*** information about ways to respond to personal financial emergencies.
- ***Needs Based Payments*** provides information about on site or government programs (such as CalWORKS) that provide financial assistance to students.
- ***Federal Education Cash Assistance*** refers to information about student loan programs such as Pell Grant.

Training Services – Key Considerations

Training Services assist students who have barriers to qualifying for employment or employment training programs.

Mark **Training Services** when providing actual training to students or when engaged in interactions (such as tutoring, counseling, or mentorship) that better inform the student about employment training.

- ***Skill Upgrading*** for short term training that focuses on specific areas of occupational expertise, such as CPR training, phlebotomy, OSHA hand washing.
- ***ABE/ESL in conjunction w/ Training*** for information about local ABE/ESL instruction *that supports students while enrolled* in workforce training (such as local CTE, IET, or WIOA I)
- ***Remedial Training*** for more information about local ABE/ESL instruction that *student is required to complete in order to qualify for workforce training*
- ***Prerequisite Training*** for any services that are required prior to enrollment in longer term workforce training

Transition Services – Key Considerations

- ***Assessment/Testing/Counseling*** indicates a student completes placement testing but does not enroll in class; or completes assessments other than pre/post-testing.
- ***Personal Development Training*** focuses on soft skills necessary to succeed in the workplace and elsewhere.
- ***Counseling/Career Development*** identifies resources and opportunities to gain a better understanding of what is needed in a particular occupation.
- ***Job Development/Job Search Assistance*** identifies openings or resources for finding jobs.
- ***Occupational Skills Training*** focuses on specific skills needed for a job or identifies additional resources for improving these skills.
- ***Work Experience*** document any short-term exposure to work, such as a field trip to a local employer, or providing information about a specific employer.
- ***Postsecondary Academic Education*** activities such as a field trip to a local university; or provides information about college enrollment.



CAEP Reports in TE



CAEP Summary

09/20/2021
11:57:50

Page 1 of 2
AEBG2017S

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

Program Year: 2021-2022
Consortium: 28 - Capital Adult Education Regional Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	206	124	85	220	81	4	3	1	33	2	0	338	4	2	0	1	2
ABE/ASE	209	132	96	215	7	50	35	17	52	1	6	398	23	9	0	18	15
CTE	29	28	17	108	1	74	0	48	25	4	19	159	16	0	0	9	16
Workforce Preparation	28	27	16	28	0	28	0										
Pre-Apprenticeship	0	0	0	0	0	0	0										
Adults supporting K12	0	0	0	0	0	0	0										
Adults w/Disabilities	0	0	0	0	0	0	0										
N/A																	
Total	472	311	214	571	89	156	38										
Students in 2 or more programs	76	60	41	76	8	29	3										
Total unduplicated students	367	223	156	466	81	98	35										

Displays outcomes in three separate sections:

1. Literacy Gains (Pre/Post) using NRS Table 4 guidelines
2. Other AB 104 outcomes using WIOA II reporting requirements but not pre/post
3. Services Received that do not impose WIOA II reporting requirements

*All learners in multiple programs are counted in each program in which they are enrolled.

CAEP Data Integrity displays 33 different data elements related to the AEP instructional programs and outcomes.



09/20/2021
11:59:56

CAEP Data Integrity

Program Year: 2021-2022
Agency: 4908 - Rolling Hills Adult School (RHAS)

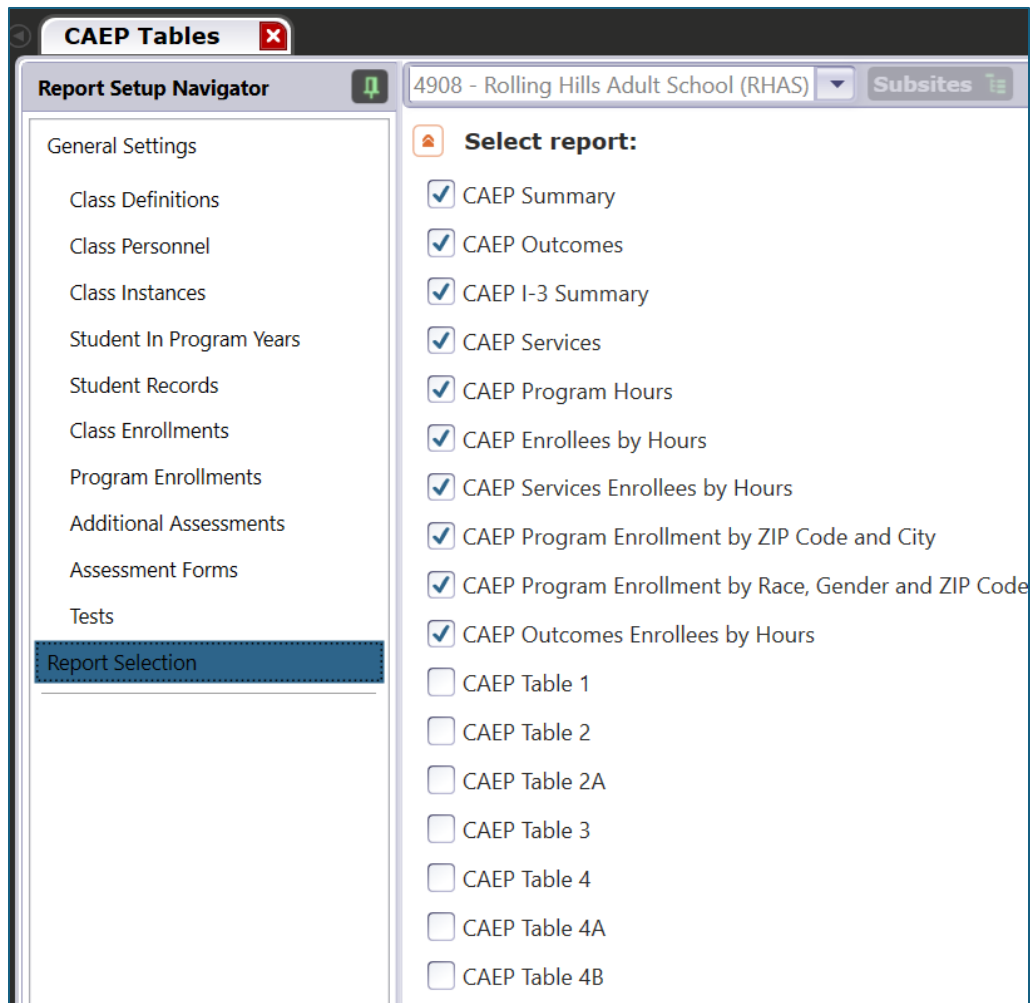
Member:
Consortium:

Summary Information	
Students in the Services Section	803
Students not enrolled in the 7 CAEP programs	0
Marked Literacy Gains Outcome but did not have CAEP program	0
Marked HSD/HSE Outcome but did not have CAEP Program	0
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	0
Marked Employment Outcome but did not have CAEP Program	0
Marked Wages Outcome but did not have CAEP Program	0
Marked Transition Outcome but did not have CAEP Program	0
Students enrolled in the 7 CAEP programs	803
Students Concurrently Enrolled in High School/K12	66
Students eligible for Data Integrity	737

Item Description lists 33 data elements that may prevent or contribute to official AEP outcomes.

- The DIR displays the item count and percentage for each listed item.
- Item Percent = Item Count ÷ # of Students Enrolled in 7 CAEP Programs***

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 16-110	2	0.27 %
02 Less than 12 Hours of Instruction	268	36.36 %
02a Zero or Empty Hours of Instruction	131	17.77 %
02b Total hours between 1-11 hours	137	18.59 %
03 No Highest Year of School/Degree Earned	1	0.14 %




CAEP Reports Setup Window

1. In TE go to *Reports –State Reports – CAEP Tables*.
2. Click *Report Selection*. You can select which specific CAEP reports to Generate from this screen.
3. A few CAEP reports such as *CAEP Data Integrity* are available as separate selections on the TE reports menu.


- CAEP Program Hours
- CAEP Enrollees by Hours
- CAEP Services Enrollees by Hours
- CAEP Program Enrollment by ZIP Code and City
- CAEP Program Enrollment by Race, Gender and ZIP Code
- CAEP Outcomes Enrollees by Hours

CAEP Supplemental Reports

1. Use *CAEP Program Hours* for NOVA reporting.
2. *CAEP Enrollees by Hours* and *Service Enrollees by Hours* help track learners with 0 hours, 1-11 hours, and 12+ hours.
3. CAEP ZIP Code reports track students geographically. *Enrollment by ZIP Code and City* is the more practical of the two.
4. *CAEP Outcomes by Hours* can serve as a “Summary Audit” report for CAEP enrollees.

 CAEP Outcomes Enrollees by Hours								
04/09/2025 14:42:02								
Agency: 4908 - Rolling Hills Adult School (RHAS)				Program Year: 2024-2025				
Member: RHAS - Rolling Hills Adult School (RHAS)				Consortium: CRH - Rolling Hills Adult School (RHAS)				
Program Areas* (A)	CAEP Outcomes Enrollees				CAEP Outcomes Passed I3			
	w/12+ hours (B)	w/1-11 hours (C)	w/0 hours (D)	Total (E)	w/12+ hours (F)	w/1-11 hours (G)	w/0 hours (H)	Total (I)
ESL/ELL	940	157	183	1280	87	0	0	87
ABE/ASE	322	88	71	481	7	0	0	7
CTE	114	32	24	170	2	0	0	2
Workforce Preparation	32	4	1	37	1	0	0	1
Pre-Apprenticeship	0	0	0	0	0	0	0	0
Adults supporting K12	0	0	0	0	0	0	0	0
Adults w/Disabilities	0	1	0	1	0	0	0	0
N/A								
Total	1408	282	279	1969	97	0	0	97
Students in 2+ programs	137	19	19	175	9	0	0	9
Total distinct students	1236	259	259	1754	87	0	0	87

CAEP Hours Report



CASAS

06/08/2021
17:08:11

Page 1 of 2
CAEPEBH

Agency: Program Year: 2020-2021
Member: Consortium: 06 - Partnership for Adult Academic and Career Education

Program Areas* (A)	Literacy Gains (Pre/Post)	CAEP Outcomes			Services			
	Enrollees w/12 hours (B)	Enrollees w/12 hours (C)	Enrollees w/1-11 hours (D)	Enrollees w/0 hours (E)	Enrollees (F)	Enrollees w/12 hours (G)	Enrollees w/1-11 hours (H)	Enrollees w/0 hours (I)
ESL/ELL	394	580	49	0	855	609	98	148
ABE/ASE	355	638	50	0	993	653	96	244
CTE	0	73	0	0	79	75	0	4
Workforce Preparation	134	287	14	0	363	290	20	53
Pre-Apprenticeship	0	0	0	0	0	0	0	0
Adults supporting K12	34	44	8	0	62	44	12	6
Adults w/Disabilities	0	0	0	0	0	0	0	0
N/A					660	0	0	660
Total	917	1622	121	0	3012	1671	226	1115
Students in 2 or more programs	293	483	26	0	588	487	43	58
Total unduplicated students	522	1004	86	0	2264	1049	172	1043

CAEP Enrollees by Hours Report

- New CAEP Enrollees by Hours that itemizes number of CAEP students by 0, 1-11, and 12+ hours.
- Participants vs. Adults Served

CAEP Reporting: Hours by Program

Enrollment / Instructional Hours

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.

CAEP Program Reporting: Instructional Hours

Enrollment / Instructional Hours

An instructional hour must meet OCTAE guidelines ***and be associated with an instructional program***. Thereby, service hours must not be commingled with instructional hours.

- CAEP will not track service hours.
- CAEP will only report instructional hours for NOVA program area reporting.

- CAEP Table 1
- CAEP Table 2
- CAEP Table 2A
- CAEP Table 3
- CAEP Table 4
- CAEP Table 4A
- CAEP Table 4B

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

Agency: 4908 - Rolling Hills Adult

ID	Gender	Age	Program	Is IET	Is IELCE	Distance Ed.	Hours	Start Date	End Date	Days absent	Pretest		
											Form	Score	Level
8765143	M	34	HSE				D 13	01/28/2025	03/30/2025	10	905R	235	ABE L4
7967776	F	26	CTE				D 176	09/28/2024	12/22/2024	108	905R	238	ABE L4
8746955	F	18	HSD				D 95	01/26/2025	05/06/2025		905R	230	ABE L4
2364681	F	45	ABE				D 77	12/16/2024	04/12/2025		905R	236	ABE L4

Use the TE CAEP Tables:

1. If your agency pre/post-tests students in programs such as Workforce Preparation and CTE.
2. If you are selective about students that complete testing agencywide.
3. To track students in programs such as EL Co-Enrollment, IET, or EL Healthcare Pathways.
4. The CAEP Tables collectively, and Table 2A especially, can serve as a “Summary Audit” for the Pre/Post section of the CAEP Summary.
5. Use *CAEP Table 4B* to measure persistence for CAEP learners.

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				
Total	472	311	214	571
Students in 2 or more programs	76	60	41	76
Total unduplicated students	367	223	156	466



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
571	89	156	38	84	122	7	31
76	8	29	3	18	21	0	6
466	81	98	35	48	88	7	19



CAEP Outcomes outside pre/post

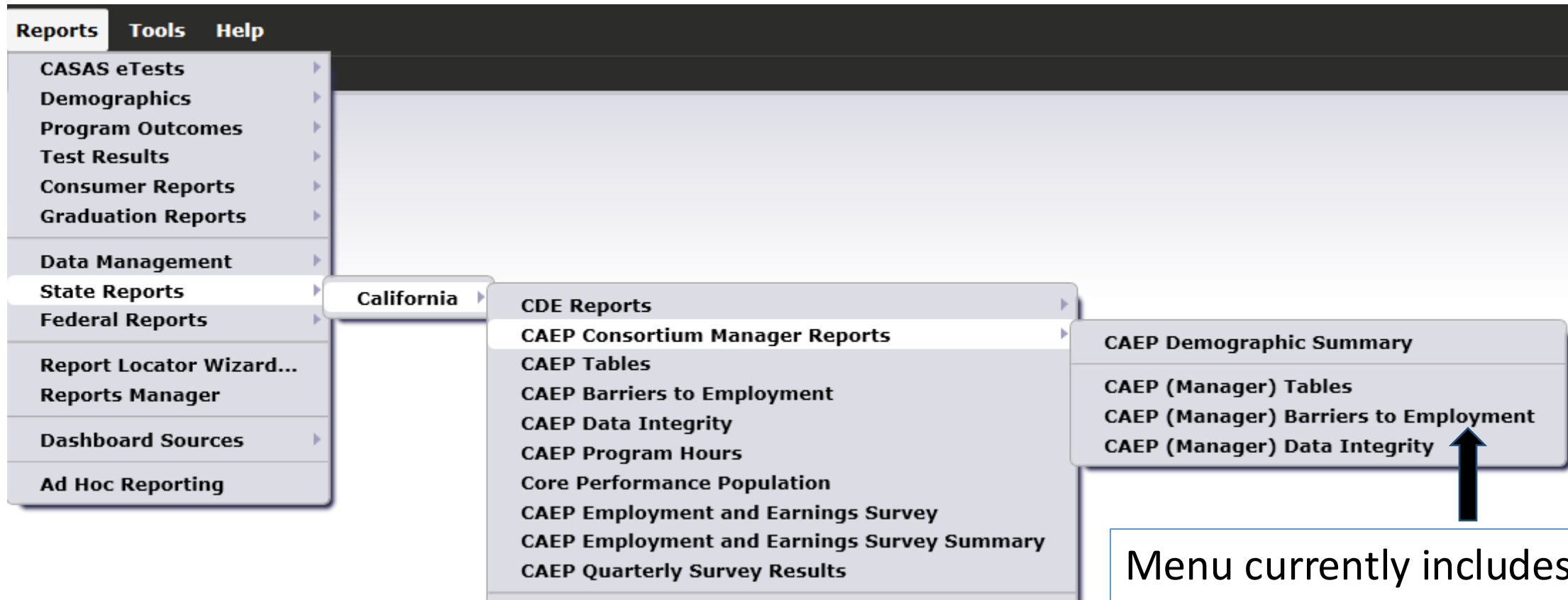
- Use CAEP Outcomes Enrollees by Hours

I-3 Reports in TE

CASAS		EL Civics I-3 Summary		Page 1 of 1 ELCIIS	
07/20/2020 10:26:53					
Agency:		Program Year:	2018-2019		
Immigrant Integration Goal Areas		Attempted	Passed	Percentage	
Civic and Community Participation					
11 - Research and describe cultural backgrounds/barriers		221	203	91.86%	
Credentials and Residency					
40 - Respond to questions about US history/government for the purpose of naturalization		6	6	100.00%	
Digital Literacy					
47 - Identify strategies and resources for safe internet use		2	2	100.00%	
48 - Use online tools to learn/communicate/collaborate		3	3	100.00%	
Education and Career					
13 - Interact with educational institutions for children/adults		40	39	97.50%	
14 - Identify educational opportunities to achieve a career goal		61	44	72.13%	
33 - Identify and access resources needed to obtain/keep a job		207	191	92.27%	
37 - Identify and demonstrate qualities of an effective employee in the American workplace		179	169	94.41%	
Health and Wellbeing					
28 - Access the health care system/providers		63	59	93.65%	
46 - Access resources for nutrition education and information on healthy foods		101	91	90.10%	
Total:		883	807	91.39%	

TE now includes Immigrant Immigration Indicator (I-3) reports that track EL Civics COAAPs outcomes and relate them to Immigrant Integration goals.

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



Menu currently includes four reports options with this feature

Lists item count and percentage by Agency ID

Highest Diploma in U.S.	1070		1863		1864		1964		Consortium	
	#	%	#	%	#	%	#	%	#	%
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

The CAEP Summary and Barriers to Employment also lists information by agency and by consortium.

Employment Barrier	#	%
Students with no Barrier	866	9.50 %
Students with 1 Barrier	2,430	26.65 %
Students with 2 Barriers	2,280	25.00 %
Students with 3 Barriers	1,792	19.65 %
Students with 4 Barriers	1,577	17.29 %
Students with 5 Barriers	157	1.72 %
Students with 6 Barriers	15	0.16 %
Students with 7 Barriers	2	0.02 %
Students with 8 Barriers	0	0.00 %
Students with 9 Barriers	0	0.00 %
Students with 10 Barriers	0	0.00 %
Students with 11 Barriers	0	0.00 %
Students with 12 Barriers	0	0.00 %
Students with 13 Barriers	0	0.00 %
Students with 14 Barriers	0	0.00 %
Students with 2+ Barriers	5,823	63.86 %
Total Students	9,119	

Aggregate Multiple Agencies:



CAEP Summary

08/23/2019
08:52:28

Page 1 of 1
AEBG2017S

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

Program Year: 2019-2020
Consortium: 28 - Capital Adult Education Regional Consortium

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)	2,151	1,669	1,100	2,265	92	23	19	353	125	22	3,073	1,733	1,474	9	446	658
Basic Skills (ABE)	415	320	185	1,123	179	36	30	221	127	72	1,457	586	478	7	487	97
High School Diploma (HSD)	148	67	106	792	143	76	24	103	49	18	1,449	936	812	8	884	127
High School Equivalency (HSE)	278	165	119	857	203	58	26	265	173	32	1,276	538	402	14	314	98
Career and Technical Education (CTE)	297	256	194	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	31	28	16	32	1	0	0	5	1	0	39	11	9	0	5	4
Workforce (Re)Entry	384	328	220	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
Total	3,704	2,833	1,940	6,672	755	223	136	1,138	548	162	9,613	5,152	4,468	73	2,387	1,402
Students in two or more programs	840	658	425	1,506	206	51	28	285	152	35	2,075	1,217	1,027	21	565	297
Total unduplicated students	2,262	1,684	1,172	4,336	375	124	91	653	282	109	6,760	3,267	2,710	51	1,164	782

*All learners in multiple programs are counted in each program in which they are enrolled.
**Includes learning gains from pre/post testing

Click Aggregate Multiple Agencies to run a combined summary of all agencies in the consortium.

CAEP Data Dive Topics

Data Dive: 12 Hours of Instruction

- Data Integrity Report.
 - Compare Item 02a Zero hours to 02b 1-11 hours
 - Drill down to Class Records for detailed attendance hours
 - Right click-drill down to DIR on any item to view data for 12+ hours or other DIR items
- CAEP Service Enrollees by Hours
 - Compare Supportive Services for students with 12+ hours and less than 12 hours, and evaluate what is provided early in enrollment
 - Track progression to the Participant 12 + hours “bucket”

Item Description	Item Count	Item Percent
01 Missing Birthdate or outside 18-110	5	0.68 %
02 Less than 12 Hours of Instruction	269	36.45 %
02a Zero or Empty Hours of Instruction	132	17.89 %
02b Total hours between 1-11 hours	137	18.56 %

Enrollees (J)	Transition Services Received			Career Services Received			
	Enrollees w/12 hours (K)	Enrollees w/1-11 hours (L)	Enrollees w/0 hours (M)	Enrollees (N)	Enrollees w/12 hours (O)	Enrollees w/1-11 hours (P)	Enrollees w/0 hours (Q)
1	1	0	0	2	2	0	0
16	16	0	0	15	14	1	0
9	9	0	0	16	15	1	0
9	9	0	0	16	15	1	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	0
35	35	0	0	49	46	3	0
10	10	0	0	16	15	1	0
16	16	0	0	16	15	1	0

Data Dive: 12 Hours of Instruction

- CAEP Summary
 - Drill down on totals in the Services section to view students with CAEP enrollment but less than 12 hours
 - Right click drill down on DIR to view 12+ hours data by program, and evaluate items such as 02a & 02b
 - Drill down to NRS Monitor on any cell, for a detailed breakdown of all dropped students, by specific reason.

Services				
Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)
338	4	2	0	1
338	Student Program Year Population			
160				
33	Student Population			
0				
0	Student Program Population			
1				
0	Student Record Population			
870	Drill Down to NRS Monitor			
96				
740	Drill Down to Outcomes Monitor			
	Drill Down to Services Monitor			
	Drill Down to Assessments Audit			
	Drill Down to CAEP DIR			
	Drill Down to Services Report			
	Drill Down to Students in Multiple Programs			

Data Dive: Pre/Post-Test Gains

TE Reports for monitoring Pre/Post-test progress:

- CAEP Summary (Pre/post) Columns B-C-D
 - Column C / Column B = Persistence
 - Column D / Column B = Performance
- Data Integrity Report
 - Items 8-9-10 show pre/post-test presence
 - Item 11 a-b-c shows all MSG's shown on Table 4
- NRS Table 4
 - NRS Table 4A details MSG's, including test modality
 - Table 4B displays EFL gains for those who have pre/post
 - NRS Persister provides pre/post-test persistence rates by EFL
 - CAEP Table 4 includes non WIOA II programs such as CTE

Data Dive: Reporting Workforce Outcomes

- CAEP Summary
 - Drill down on totals in Columns G, I for details
 - Right click drill down on Outcomes Monitor to compare programs
 - Compare Outcomes for Other Literacy Gains, Post-Secondary, Employment
 - Right click Students in Multiple Programs
- CAEP Outcomes Report
 - View detailed list of all outcomes by program

Program Areas* (A)	CAEP Outcomes					
	Enrollees (E)	Passed 1-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)
ESL/ELL	220	87	4	3	1	33
ABE/ASE	215	7	49	34	17	52
CIE	109	2	74	0	48	25
Workforce Preparation	29	1	28	0	18	12
Pre-Apprenticeship	0	0	0	0	0	0
Adults supporting K12	0	0	0	0	0	0
Adults w/Disabilities	0	0	0	0	0	0

Data Dive: Reporting Workforce Outcomes

- Data Integrity Report
 - Items 23-27 a-b
 - Items for WIOA Co-Enrollment, IET, Barriers to Employment
- Outcomes & Services Summary
 - Target specific outcomes for Post-Secondary, CTE Literacy Gains
 - Training & Transition Services that apply to partners such as WIOA I, Union

CAEP Summary Drill Down to Outcomes Report					
	Outcome	ESL/ELL	ABE/ASE	CTE	Workforce Preparation
I3	Passed Immigrant Integration Indicator (I-3)	87	7	2	1
Literacy Gains	Met work-based project goal	0	0	0	0
	Training milestone	0	0	0	0
	Mastered course competencies	0	0	0	0
	Acquired workforce readiness skills	4	2	2	2
	Skills progression	2	1	2	2
HSE/HSD	Passed GED 2014	0	0	0	0
	Passed HISET	2	2	0	0
	Passed TASC	0	0	0	0
	Earned High School diploma	1	1	0	0
Post-Secondary	Entered college	0	0	0	0
	Attained credential	0	0	0	0
	Attained A.A. or A.S. degree	0	0	0	0
	Attained B.A. or B.S. degree	0	0	0	0
	Entered graduate studies	0	0	0	0
	Attained post graduate degree	0	0	0	0
	Occupational skills licensure	1	0	1	1
	Occupational skills certificate	0	0	0	0
Enter empl.	Got a job	8	1	0	0
	Retained job	28	9	1	1

Data Dive: Tracking Transitions

- Data Integrity Report. Items 27 a-b
 - Compare 027a to 027b
 - Right click-drill down to DIR on any item to view 12 hours for other DIR items

27a	Achieved CAEP Outcome for Transition to Post-Secondary	19	2.57 %
27b	Marked Transition Outcome but did not qualify for CAEP	0	0.00 %

- CAEP Service Enrollees by Hours
 - Compare Supportive Services for student with more and less than 12 hours
 - Track progression to 12 + hours “bucket”

CAEP Services Enrollees by Hours

Program Areas* (A)	Supportive Services Received				En
	Enrollees (B)	Enrollees w/12 hours (C)	Enrollees w/1-11 hours (D)	Enrollees w/0 hours (E)	
ESL/ELL	65	63	1	1	
ABE/ASE	78	76	1	1	
CTE	0	0	0	0	
Workforce Preparation	36	35	1	0	
Pre-Apprenticeship	0	0	0	0	
Adults supporting K12	1	1	0	0	
Adults w/Disabilities	0	0	0	0	
N/A	4	0	0	4	
Total	184	175	3	6	
Students in 2 or more programs	55	54	1	0	
Total unduplicated students	109	102	1	6	

Data Dive: Tracking Transitions

- CAEP Summary
 - Track Transitions outcomes
 - Compare Transitions to short term services
 - Right click drill down on DIR to view details of all students earning Transitions
 - Right click Students in Multiple Programs
 - Drill down to Outcomes Report for detailed Transitions breakdown

Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)
0	338	4	2	0
6	338	22	7	0
19	160	16	0	0
6				
0				
0				
0				
31				
6				
19				

	Student Program Year Population
	Student Population
	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 Outcomes Report
	Drill Down to Students in Multiple Programs

Data Dive: Employment & Earnings










- Employment & Earnings Survey Summary
 - Monitor SSN/ITIN, Student survey response rate for both 2Q and 4Q after exit
- Use ***E & E Survey Summary*** for overall agency E & E management and to track progress toward state and agency level goals
- ***E & E Survey*** report for more details about specific eligible students and E & E Wizard scheduling
- ***Core Performance Population*** to manage eligible exited students
- Use CAEP Summary to match E & E results against self reported Employment and Wages

CASAS		CAEP Employment and Earnings Survey Summary														Page 1 of 7 CAEPEESS	
11/07/2023 11:52:59																	
Program Year: 2023-2024		Quarter to take Survey: PY 23-24 Q1															
		Exit Quarter: PY 22-23 Q1															
Agency	Total #	Exited		Invitations			Surveys				Responded				Total		
		w/o SSN #	with invitation #	Total #	Total #	Failed #	Accessed		Not Responded		by Student		by Staff		#	%	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Rolling Hills Adult School (RHAS)	4908	35	30	79	30	0	9	30.0	7	23.3	6	20.0	17	56.7	23	76.7	
Summary		35	30	79	30	0	9	30.0	7	23.3	6	20.0	17	56.7	23	76.7	

Data Dive: I-3 Reports

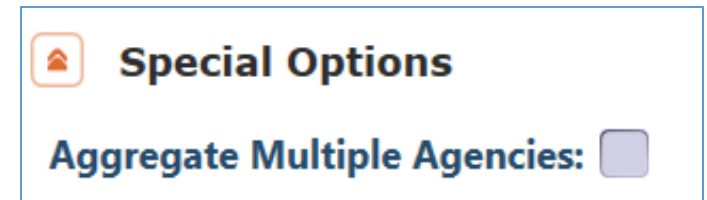
- CAEP Summary
 - Drill down on totals in Column F I-3 Outcome for details
 - Right click drill down on I-3 Detail
 - Compare I-3 Outcomes with Supportive Services
- Align key services for immigrant students
- I-3 Summary/Immigrant Integration Indicators Reports
- Compare with TE Test Results reports

Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post-Secondary Achieved (I)	Enter Employment Achieved (J)
87	4	3	1	33

 Student Program Year Population
 Student Population
 Student Program Population
 Student Record Population
 Student Additional Assessments Population
 Drill Down to I3 Detail
 Drill Down to NRS Monitor
 Drill Down to Outcomes Monitor
 Drill Down to Services Monitor

Data Dive: CAEP Consortium Reports

- Consortium Reports Setup Options
 - Click Aggregate Agencies to view one consortium wide report.
 - Uncheck to view separate reports by Agency
 - Click Export to save report as XLS file
- CAEP Summary (Consortium level)
 - Compare Pre/Post-test performance and persistence
 - Compare Other Literacy Gains for CTE, Workforce Prep
- CAEP Demographics & Barriers to Employment
- Data Integrity Report
 - Establish consortium level norms for student demographics, 12 hours, pre/post, barriers to employment



Employment Barrier	#	%
Students with no Barrier	866	9.50 %
Students with 1 Barrier	2,430	26.65 %
Students with 2 Barriers	2,280	25.00 %
Students with 3 Barriers	1,792	19.65 %
Students with 4 Barriers	1,577	17.29 %
Students with 5 Barriers	157	1.72 %
Students with 6 Barriers	15	0.16 %
Students with 7 Barriers	2	0.02 %
Students with 8 Barriers	0	0.00 %
Students with 9 Barriers	0	0.00 %
Students with 10 Barriers	0	0.00 %
Students with 11 Barriers	0	0.00 %
Students with 12 Barriers	0	0.00 %
Students with 13 Barriers	0	0.00 %
Students with 14 Barriers	0	0.00 %
Students with 2+ Barriers	5,823	63.86 %
Total Students	9,119	

Data Dive: CAEP NOVA Reporting

- CAEP Hours by Program
 - Use NOVA format for hours
 - “Butterfly” format
 - Manage views of ABE/ASE, CTE/Workforce Preparation
- CAEP Summary
 - Compare Program Enrollment with Program Hours
 - Evaluate outcomes by program and hours

CAEP Program Areas:

All ASE = HSD/HSE ABE/ASE = ABE/HSD/HSE CTE = CTE/WP/PreA

Use NOVA format for hours:



Use “Butterfly Categories” for hours:



Steps to Transitions

Outcomes and Enrollment

Work/Community Outcomes

- Workforce Readiness Skills
- Met Personal Goal

Education Outcomes

- Computer/Tech Skills
- Skills Progression
- Educational Achievement

Update Record Fields 12 and 14

Reasons for Exiting

- Completed Program
- Met Goal

Entry Record – Personal Status

- WIOA Title I/III/IV

Steps to Transitions

Short Term Services

- Supportive
 - Transportation
 - Financial Services
- Training
 - Skill Upgrading
 - ABE/ESL
 - Prerequisite
- Transition
 - Assessment
 - Personal Development
 - Career Development (CTE)
 - Post-Secondary/Academic (College)

Tip Sheet: Immigrant Integration

Work/Education Outcomes

- Workforce Readiness Skills
- Met Personal Goal

Family/Community Outcomes

- Involvement in Community Activities
- Voting
- Citizenship/Residence

COAAPs

Personal Status - Refugee

Barriers to Employment

Tip Sheet: Other Programs

Parents/K12 Success

Work/Education Outcomes

- Computer/Tech Skills
- Met Personal Goal

Family/Community Outcomes

- Involvement in Community Activities
- Involvement in Child's Education/Literacy Activities

COAAPs

NRS Tables 8-9

Adults with Disabilities

Work/Education Outcomes

- Workforce Readiness Skills
- Met Personal Goal

Family/Community Outcomes

- Involvement in Community Activities

POWER

2A-5A

Special Programs

Barriers to Employment

Immigrant Integration/Other Programs

Short Term Services

- Supportive
 - Transportation
 - Family/Child Care
 - Housing
 - Legal/Financial/Personal Counseling
- Training/Transition
 - Assessment
 - Personal Development
 - Career Development
 - Job Development

	ABE/ASE	ESL	CTE/PreApp	WF Prep	Parents/K12	AwD		I - 3	IET	HCP
Work Outcomes										
Get a Job	X	X	X	X	X	X		X	X	X
Retain Job	X	X	X	X	X	X		X	X	X
Enter Military	X	X	X	X						
Get a Better Job	X	X	X	X	X	X		X	X	X
Increase Wages	X	X	X	X	X	X		X	X	X
Enter Job Trng	X	X	X	X		X			X	X
Enter Trng Pgm	X	X	X	X		X			X	X
Enter Apprenticeship	X	X	X	X					X	
Workforce Readiness	X	X	X	X	X	X			X	X
Trng Milestone	X	X	X	X					X	
Work based Project				X		X				
Education Outcomes	ABE/ASE	ESL	CTE/PreApp	WF Prep	Parents/K12	AwD		I - 3	IET	HCP
Passed GED	X	X	X	X	X	X		X		
Passed HiSET	X	X	X	X	X	X		X		
HS Diploma	X	X						X		
Skills Progression	X	X	X	X	X	X			X	X
Secondary Transcript	X									
Post Sec Transcript			X							
Course Competencies				X						
Computer/Tech Skills				X	X	X				
Complete Course				X	X	X				
Earned Certificate				X						
Educ Achievement						X		X		
Enrolled Secondary	X	X	X	X				X	X	X
Enter College	X	X						X		
Transition to Credit (both)	X	X						X		
AA/AS/BA/BS /Grad degree								X		
Attained Credential	X	X	X					X		
Occ Skills Licensure	X	X	X					X	X	X
Occ Skills Certificate	X	X	X					X	X	X
Occ Certifications			X	X		X		X		
Other Diploma/Certif			X	X		X		X		

	ABE/ASE	ESL	CTE/PreApp	WF Prep	Parents/K12	AwD		I - 3	IET	HCP
Family/Community Outcomes	ABE/ASE	ESL	CTE/PreApp	WF Prep	Parents/K12	AwD		I - 3	IET	HCP
Inv Child's Education	X	X			X			X		
Inv Child's Literacy Activities	X	X			X			X		
Family Goal										
Personal Goal										
Permanent Residence		X						X		
U.S. Citizenship		X						X		
US Citizenship Skills		X						X		
Voting	X	X						X		
Inv Community Activities	X	X			X	X		X		
Family Outcome					X					
Community Outcome					X	X				
Field #12 and #14	ABE/ASE	ESL	CTE/PreApp	WF Prep	Parents/K12	AwD		I - 3	IET	HCP
#12 Enroll Education			X	X						
#12 Enroll Trng			X	X						
#14 Enroll Education	X	X	X	X						
#14 Enroll Trng	X	X	X	X						

Supportive Services	ABE/ASE	ESL	CTE/PreApp	WF Prep	Parents/K12	AwD		I - 3	IET	HCP
Transportation	X	X	X	X	X	X		X	X	X
Health Care	X	X	X	X	X	X		X	X	X
Child Care	X	X	X	X	X			X	X	X
Housing	X	X				X		X		
Personal/Legal/Fiscal/Counseling	X	X	X	X	X	X		X	X	X
Suppl Instruction	X	X	X						X	
Needs based Payments			X						X	
Emergency Financial Svcs	X	X	X					X	X	
Cash Assistance			X						X	X
Training Services	ABE/ASE	ESL	CTE/PreApp	WF Prep	Parents/K12	AwD		I - 3	IET	HCP
OJT			X			X			X	
Skill Upgrading	X	X	X	X	X	X		X	X	
Entrepreneurial			X	X				X	X	
ABE/ESL	X	X	X	X	X				X	X
Remedial Trng	X	X							X	X
Prerequisite Trng	X	X		X					X	X
Occ Skills Trng			X	X		X		X	X	X
Non Occ Skills Trng			X	X		X		X	X	
Transition Services	ABE/ASE	ESL	CTE/PreApp	WF Prep	Parents/K12	AwD		I - 3	IET	HCP
Assessment	X	X	X	X	X	X		X	X	X
Personal Development	X	X	X	X	X	X		X	X	X
Career Counseling	X	X	X	X		X		X	X	X
Job Development			X	X		X		X	X	X
Work Exp[erience			X			X			X	X
Job Readiness	X	X		X		X			X	X
Post-Secondary Academic	X	X						X		