

HEA: High School Equivalency Program (OESE)

FY 2015 Program Performance Report (System Print Out)

Strategic Goal 3

Discretionary

HEA, Title IV, Part A-5

Document Year 2015 Appropriation: \$

CFDA 84.141: Migrant Education_High School Equivalency Program

84.141A: High School Equivalency Program

84.149: Migrant Education_College Assistance Migrant Program

Program Goal: To assist migrant and seasonal farmworker students in obtaining the equivalent of a high school diploma and, subsequently, to begin postsecondary education, enter military service, or obtain employment.

Objective 1 of 2: An increasing percentage of HEP participants will receive their High School Equivalency (HSE) diploma.

Measure 1.1 of 4: The percentage of High School Equivalency Program (HEP) participants receiving a High School Equivalency (HSE) Diploma. (Desired direction: increase) 1114

Year	Target	Actual (or date expected)	Status
2003	60.0	63	Target Exceeded
2004	60.0	65	Target Exceeded
2005	65.0	66	Target Exceeded
2006	66.0	63	Target Not Met
2007	67.0	54	Target Not Met
2008	68.0	87	Target Exceeded
2009	69.0	61	Target Not Met
2010	69.0	70	Target Exceeded
2011	69.0	74	Target Exceeded
2012	69.0	67.4	Target Not Met
2013	69.0	74.5	Target Exceeded
2014	69.0	66.6	Target Not Met
2015	69.0	42.6	Target Not Met
2016	69.0	(June, 2017)	Pending
2017	69.0	(June, 2018)	Pending

Source. U.S. Department of Education (ED), High School Equivalency Program (HEP) grantee Annual Performance Reports (APRs).

Frequency of Data Collection: Annual

Data Quality. All High School Equivalency Program (HEP) grantees submit an Annual Performance Report (APR). The Office of Migrant Education (OME) continues to exclude first year projects and include all second through fifth year projects in the calculation of the Government Performance Results Act (GPRA) Measure 1. The measure is calculated this way

because funding for first-year projects typically occurs in the summer, at a time when scheduled recruitment of students and other start-up activities usually occur.

In 2013-14, OME provided grantees a newly formatted APR spreadsheet that they submitted via email. This spreadsheet provided grantees data checks and auto-calculations to ensure data accuracy and efficient use of time. The spreadsheet assisted grantees with improving the APR data verification process. In 2014-15, OME again used the same APR spreadsheet, and provided technical assistance to grantees by 1) hosting an APR training session for new directors, and 2) conducting webinar-based training on APR completion.

After OME collected the 2014-15 performance data, the office used a standard process for review of all quantitative and qualitative data. OME program officers from the HEP/College Assistance Migrant Program (CAMP) team used a checklist to determine if grantees addressed financial requirements and project objectives adequately, and the HEP/CAMP Data-Evaluation Team reviewed Project Statistics and GPRA Reporting, Student Participant Information, Project Services Information, the APR Cover Sheet, and additional financial information. The HEP/CAMP Data-Evaluation Team then contacted grantees when team members identified discrepancies in APR data, assisted grantees in the revision of the data, and updated final APR data, ensuring the most accurate and reliable data.

Target Context. OME's GPRA Measure 1 target is based upon APR data collected prior to 2009. OME expected lower program performance in 2015 due to several factors, including 1) changes in state policies and assessments for HSE that include the use of multiple tests (i.e., the GED, the HiSET, and the Test Assessing Secondary Completion (TASC)), 2) changes in the curriculum assessed, and 3) the limitation of testing facilities. In regard to HSE assessments and prior to December, 2013, HEP students took the 2002 series General Education Development (GED) assessments. Beginning in January 2014, HEP students took the 2014 series GED assessments as well as the High School Equivalency Test (HiSET) assessments, both of which are based upon the new, more rigorous, standards. The 2015 HEP APR is the first APR that reports HEP students who have attained HSEs through the new assessments. Moreover, in order to prepare students for the new HSE assessments, HEP projects have had to redesign the curricula that they teach and provide professional development, to support effective instructional practices. Finally, due to the increased use of online assessments and associated requirements, numbers of testing dates and testing facilities declined in some States.

The target of 69% will remain the same for 2016. In the near future, OME will review performance results from several years' data, and OME may reset future GPRA Measure 1 targets.

Explanation. For GPRA 1, OME has determined that the measure is based upon the number of High School Equivalency (HSE) attainers, divided by the total number of funded/served (whichever is higher, by project), minus persisters. This calculation holds projects accountable to the projected number of students they expected to serve in their application, it holds projects accountable for the success rate when they serve higher numbers of students, and it allows projects to serve students over multiple annual budget periods, without being penalized.

HEP performance results demonstrated that the program did not meet the GPRA Measure 1 target of 69%, with a performance of 42.6% (690 HSE Attainers/{2,570 MAX Funded/Served-951 Persisters}) in 2015. This percentage represents the lowest HEP GPRA 1 performance result since OME began using a new GPRA 1 formula in 2009. The 24% decrease in performance was expected, and is due in part to the change in HSE assessments.

OME provided technical assistance to HEP projects in 2015-16, in order to support a higher HSED attainment rate. OME: 1) monitored a high-performing HEP project and collected information regarding promising practices that other HEP projects may use, 2) conducted a focus group of nine grantees in order to ascertain project technical assistance needs, 3) provided

support by having an OME program officer attend a national GED conference and present at the national HEP-CAMP conference, and 4) facilitated three webinars that focused on successful instructional strategies and lesson planning.

The office facilitated the three above-mentioned webinars that focused on successful instructional strategies and lesson planning for HSE coursework in response to feedback from the HEP director focus group. OME's technical assistance contractor chose a subject matter expert that supported HEP projects with 1) processes for the creation of thematic/holistic unit plans that integrate educational content, 2) processes for the creation of effective Social Studies and English lesson plans, and 3) processes for the creation of effective Science and Mathematics lesson plans. OME used supporting materials for the technical assistance that included the "Organizing Instruction and Study to Improve Student Learning" practice guide, published by the Institute of Education Sciences. Following the series of webinars, OME made webinar materials available to HEP project staff.

Measure 1.2 of 4: The cost per HSE attainer in HEP commuter projects. (Desired direction: decrease) 89a1st

Year	Target	Actual (or date expected)	Status
2012	7,910.0	5,766	Target Exceeded
2013	8,306.0	5,409	Target Exceeded
2014	8,718.0	5,985	Target Exceeded
2015	9,104.0	12,882	Target Not Met
2016	9,509.0	(June, 2017)	Pending
2017	9,931.0	(June, 2018)	Pending

Source.

U.S. Department of Education (ED), High School Equivalency Program (HEP) grantee Annual Performance Reports (APRs).

Data Quality.

All High School Equivalency (HEP) grantees submit an Annual Performance Report (APR), and no revisions to the HEP Government Performance Results Act (GPRA) Measure 1 or 2 formulas have been made. The range of the percentage of commuter students in a Commuter project changed from 90% - 100% to 100% in 2015. The Office of Migrant Education (OME) continues to use the annually obligated project funds as the numerator and the number of High School Equivalency (HSE) attainers as the denominator in the HEP efficiency ratio.

Target Context.

OME set annual efficiency targets for the HEP in July 2012. OME set the efficiency targets for 2012 through 2016, and considered the following in developing the targets:

1) Limitations. The efficiency targets measure "success" of the HEP program, i.e., the cost per HSE attainer. This measure of success does not include one component of the HEP GPRA Measure 1 formula, persists.

2) Baseline Costs. OME chose to use the 2011 actual costs of all four cohorts instead of three

GPRA cohorts of HEP projects as the baseline year, because all projects within the entire group of cohorts are compared against the efficiency measure. OME chose projects with an average cost per HSE attainer that fell within two standard deviations, resulting in the removal of outlier projects that were located beyond 95% of the range of all HEP projects. This process eliminated six HEP projects from the baseline data set.

3) Upper Quartile Estimation Model. When reviewing actual costs, OME chose a model that includes the costs of 75% of HEP Commuter projects. By selecting an Upper Quartile Estimation model that includes projects within the upper limit in a box and whiskers plot, 21 HEP projects met the 2011 baseline, leaving seven projects that did not meet this baseline.

4) Subpopulation Definition. OME used the latest quantitative data provided by the HEP APRs, in conjunction with “natural” breaks in the data. The office chose these data as they are the most up-to-date and precise, and defined a HEP Commuter project as one that included 100% commuter students.

OME developed the commuter definition based upon: 1) HEP project costs which are necessarily more expensive for projects that serve residential students, as these projects typically provide funding for meals and lodging (the logical progression of costs should range from projects with lowest costs, Commuter projects, to projects with the highest costs, Residential projects); 2) Natural breaks in HEP and College Assistance Migrant Program (CAMP) data occurred in the percentage of commuter students, and OME attempted comparability with CAMP data in order to determine the cut points in the HEP data; and 3) OME completes an annual review of the percentage of commuter students, in order to provide flexibility to individual projects that experience variation in the percentage of commuter students, so that OME may adjust the cut points based upon the data. OME will review and adjust the targets in the future, as the new HSE assessments and corresponding results have impacted both program effectiveness and efficiency.

Explanation.

The Office of Migrant Education (OME) developed a predictive model for HEP costs based upon the two constants of inflation and expected improvement, in order to establish a trajectory for its efficiency measures. First, OME included a constant that increased costs annually by an estimated inflationary rate of 5.5%. Second, OME expects an improvement of efficiency in HEP projects, and a 1% improvement in efficiency will be represented as an expected 1% decrease in costs on an annual basis. In 2015, HEP Commuter projects did not meet their efficiency target for the first time, due in part to the implementation of the new assessments. For the 2014-15 APR, HEP Commuter projects received obligated project funds totaling \$12,701,779 and reported 986 HSE attainers, for an average efficiency ratio of \$12,882.

Measure 1.3 of 4: The cost per HSE attainer in HEP commuter-residential projects. (Desired direction: decrease) 89a1su

Year	Target	Actual (or date expected)	Status
2012	12,502.0	11,160	Target Exceeded
2013	13,104.0	7,589	Target Exceeded
2014	13,732.0	7,433	Target Exceeded
2015	14,344.0	15,377	Target Not Met
2016	14,984.0	(June, 2017)	Pending

Year	Target	Actual (or date expected)	Status
2017	15,653.0	(June, 2018)	Pending

Source.

U.S. Department of Education (ED), High School Equivalency Program (HEP) grantee Annual Performance Reports (APRs).

Frequency of Data Collection: Annual

Data Quality. All High School Equivalency Program (HEP) grantees submit an Annual Performance Report (APR), and no revisions to the HEP Government Performance Results Act (GPRA) Measure 1 or 2 formulas have been made. The range of the percentage of commuter students in a Commuter-Residential project changed from 62% - 89% to 64% - 99% in 2015. The Office of Migrant Education (OME) continues to use the annually obligated project funds as the numerator and the number of High School Equivalency (HSE) attainers as the denominator in the HEP efficiency ratio.

Target Context. OME set annual efficiency targets for the HEP in July 2012. OME set the efficiency targets for 2012 through 2016, and considered the following in developing the targets:

1). Limitations. The efficiency targets measure "success" of the HEP, i.e., the cost per HSE attainer. This measure of success does not include one component of the HEP GPRA Measure 1 formula, persists.

2) Baseline Costs. OME chose to use the 2011 actual costs of all four cohorts instead of three GPRA cohorts of HEP projects as the baseline year, because all projects within the entire group of cohorts are compared against the efficiency measure. OME chose projects with an average cost per HSE attainer that fell within two standard deviations, resulting in the removal of outlier projects that were located beyond 95% of the range of all HEP projects. This process eliminated six HEP projects from the baseline data set.

3) Upper Quartile Estimation Model. When reviewing actual costs, OME chose a model that includes the costs of 75% of Commuter projects. By selecting an Upper Quartile Estimation model that includes projects within the upper limit in a box and whiskers plot, 21 HEP projects met the 2011 baseline, leaving seven projects that did not meet this baseline.

4) Subpopulation Definition. OME used the latest quantitative data provided by the HEP APRs, in conjunction with "natural" breaks in the data. The office chose these data as they are the most up-to-date and precise, and defined a Commuter-Residential project as one that included between 64% and 99% commuter students.

OME developed a predictive model for HEP coststhe commuter definition based upon: 1) HEP project costs are necessarily more expensive for projects that serve residential students, as these projects typically provide funding for meals and lodging (the logical progression of costs should range from projects with lowest costs, Commuter projects, to projects with the highest costs, Residential projects); 2) Natural breaks in HEP and College Assistance Migrant Program (CAMP) data occurred in the percentage of commuter students, and OME attempted comparability with CAMP data in order to determine the cut points in the HEP data; and 3) OME completes an annual review of the percentage of commuter students, in order to provide flexibility to individual projects that experience variation in the percentage of commuter students, so that the office may adjust the cut points based upon the data. OME will review and adjust the targets in the near future, as the new HSE assessments and corresponding results have impacted both program

effectiveness and efficiency.

Explanation. OME developed a predictive model for HEP costs based upon the two constants of inflation and expected improvement, in order to establish a trajectory for its efficiency measures. First, OME included a constant that increased costs annually by an estimated inflationary rate of 5.5%. Second, OME expects an improvement of efficiency in HEP projects, and a 1% improvement in efficiency will be represented as an expected 1% decrease in costs on an annual basis. In 2015, HEP Commuter projects did not meet their efficiency target for the first time, due in part to the implementation of the new assessments. For the 2014-15 APR, HEP Commuter-Residential projects received obligated project funds totaling \$2,352,698 and reported 153 HSE attainers, for an average efficiency ratio of \$15,377.

Measure 1.4 of 4: The cost per HSE attainer in HEP residential projects. (Desired direction: decrease) 89a1sv

Year	Target	Actual (or date expected)	Status
2012	15,459.0	11,201	Target Exceeded
2013	16,195.0	9,667	Target Exceeded
2014	16,962.0	12,750	Target Exceeded
2015	17,719.0	22,847	Target Not Met
2016	18,511.0	(June, 2017)	Pending
2017	19,338.0	(June, 2018)	Pending

Source.

U.S. Department of Education (ED), High School Equivalency Program (HEP) grantee Annual Performance Reports (APRs).

Frequency of Data Collection: Annual

Data Quality.

All High School Equivalency Program (HEP) grantees submit an Annual Performance Report (APR), and no revisions to the HEP Government Performance Results Act (GPRA) Measure 1 or 2 formulas have been made. The range of the percentage of commuter students in a Residential project changed from 0% - 61% to 0% - 63% in 2015. The Office of Migrant Education (OME) continues to use the annually obligated project funds as the numerator and the number of High School Equivalency (HSE) attainers as the denominator in the HEP efficiency ratio.

Target Context. OME set annual efficiency targets for the HEP in July 2012. OME set the efficiency targets for 2012 through 2016, and considered the following in developing the targets:

- 1) Limitations. The efficiency targets measure "success" of the HEP, i.e., the cost per HSE attainer. This measure of success does not include one component of the HEP GPRA Measure 1 formula, persisters.
- 2) Baseline Costs. OME chose to use the 2011 actual costs of all four cohorts instead of three GPRA cohorts of HEP projects as the baseline year, because all projects within the entire group of cohorts are compared against the efficiency measure. OME chose projects with an average cost per HSE attainer that fell within two standard deviations, resulting in the removal of outlier projects that were located beyond 95% of the range of all HEP projects. This process eliminated

six HEP projects from the baseline data set.

3) Upper Quartile Estimation Model. When reviewing actual costs, OME chose a model that includes the costs of 75% of HEP Commuter projects. By selecting an Upper Quartile Estimation model that includes projects within the upper limit in a box and whiskers plot, 21 HEP projects met the 2011 baseline, leaving seven projects that did not meet this baseline.

4) Subpopulation Definition. OME used the latest quantitative data provided by the HEP APRs, in conjunction with “natural” breaks in the data. The office chose these data as they are the most up-to-date and precise, and defined a HEP Residential project as one that included between 0% and 63% commuter students.

OME developed the commuter definition based upon: 1) HEP project costs are necessarily more expensive for projects that serve residential students, as these projects typically provide funding for meals and lodging (the logical progression of costs should range from projects with lowest costs, Commuter projects, to projects with the highest costs, Residential projects); 2) Natural breaks in HEP and CAMP data occurred in the percentage of commuter students, and OME attempted comparability with College Assistance Migrant Program (CAMP) data in order to determine the cut points in the HEP data; and 3) OME completes an annual review of the percentage of commuter students, in order to provide flexibility to individual projects that experience variation in the percentage of commuter students, so that the office may adjust the cut points based upon the data. OME will review and adjust the targets in the near future, as the new HSE assessments and corresponding results have impacted both program effectiveness and efficiency.

Explanation.

OME developed a predictive model for HEP costs based upon the two constants of inflation and expected improvement, in order to establish a trajectory for its efficiency measures. First, OME included a constant that increased costs annually by an estimated inflationary rate of 5.5%. Second, OME expects an improvement of efficiency in HEP projects, and a 1% improvement in efficiency will be represented as an expected 1% decrease in costs on an annual basis. In 2015, HEP Residential projects did not meet their efficiency target for the first time, due in part to the implementation of the new assessments. For the 2014-15 APR, HEP Residential projects received obligated project funds totaling \$1,393,670 and reported 61 HSE attainers, for an average efficiency ratio of \$22,847.

Objective 2 of 2: *An increasing percentage of HEP recipients of the HSE will enter postsecondary education programs, upgraded employment, or the military.*

Measure 2.1 of 1: The percentage of HEP HSE recipients who enter postsecondary education programs, career positions, or the military. (Desired direction: increase) 1865

Year	Target	Actual (or date expected)	Status
2004	Not available.	76	Historical Actual
2005	80.0	81	Target Exceeded
2006	80.0	89	Target Exceeded
2007	79.0	84	Target Exceeded
2008	80.0	67	Target Not Met

Year	Target	Actual (or date expected)	Status
2009	81.0	74	Target Not Met but Improved
2010	80.0	75	Target Not Met but Improved
2011	80.0	75	Target Not Met
2012	80.0	79.3	Target Not Met but Improved
2013	80.0	80.1	Target Exceeded
2014	80.0	79.9	Target Not Met
2015	80.0	78.2	Target Not Met
2016	80.0	(June, 2017)	Pending
2017	80.0	(June, 2018)	Pending

Source.

U.S. Department of Education (ED), High School Equivalency Program (HEP) grantee Annual Performance Reports (APRs).

Frequency of Data Collection: Annual

Data Quality.

All HEP grantees submit an APR. OME continues to exclude first year projects and include all second through fifth year projects in the calculation of the GPRA Measure 2. This is done because funding for first-year projects typically occurs in the summer, at a time when scheduled recruitment of students and other start-up activities usually occur.

In 2013-14, OME provided grantees a newly formatted APR spreadsheet that they submitted via email. This spreadsheet provided grantees data checks and auto-calculations to ensure data accuracy and efficient use of time. The spreadsheet assisted grantees with improving the APR data verification process. In 2014-15, OME again used the same APR spreadsheet, and provided technical assistance to grantees by 1) hosting an APR training session for new directors, and 2) conducting webinar-based training on APR completion.

After OME collected the 2014-15 performance data, OME used a standard process for review of all quantitative and qualitative data. OME program officers from the HEP/College Assistance Migrant Program (CAMP) team used a checklist to determine if grantees addressed financial requirements and project objectives adequately, and the HEP/CAMP Data-Evaluation Team reviewed Project Statistics and GPRA Reporting, Student Participant Information, Project Services Information, the APR Cover Sheet, and additional financial information. The HEP/CAMP Data-Evaluation Team then contacted grantees when team members identified discrepancies in APR data, assisted grantees in the revision of the data, and updated final APR data, ensuring the most accurate and reliable data.

Target Context. OME's GPRA Measure 2 target is based upon APR data collected prior to 2009.

The target of 80% will remain the same for 2016. In the near future, OME will review performance results from several years' data, and the Office may reset the GPRA Measure 2.

Explanation.

For GPRA 2, OME has determined that the measure is based upon the number of HSE attainers who were placed in postsecondary education/training or the military, or obtained employment,

divided by the total number of HSE attainers.

HEP performance results demonstrated that the program did not meet the GPRA Measure 2 target of 80% by 1.8%, with a performance of 78.2% (537 HSE Attainers Placed/687 HSE Attainers) in 2015.

OME continued to work with HEP projects in 2014-15 in the identification of strengths, weaknesses, opportunities, and threats to an improved HSE placement rate.