

REPORT TO CONGRESS

High School Equivalency Program (HEP) and
College Assistance Migrant Program (CAMP)
Fiscal Year (FY) 2022



U.S. Department of Education
Office of Elementary and Secondary Education

U.S. Department of Education

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The Office of Migrant Education welcomes all comments and suggestions on both the content and presentation of this report. Please forward them to Millicent Bentley-Memon, Ph.D. in the Office of Migrant Education at Millicent.Bentley-Memon@ed.gov.

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FOREWORD

The High School Equivalency Program (HEP) and the College Assistance Migrant Program (CAMP) are authorized by Title IV, Section 418A of the Higher Education Act of 1965 (HEA).

The purpose of the HEP is to assist migratory or seasonal farmworkers (or immediate family members of such workers) to obtain the equivalent of a secondary school diploma and subsequently to gain improved employment, enter military service, or enroll in an institution of higher education (IHE) or other postsecondary education or training.

The purpose of the CAMP is to assist migratory or seasonal farmworkers (or immediate family members of such workers) who are enrolled or are admitted for enrollment on a full-time basis at an IHE to successfully complete their first academic year.

Section 418A(h) of the HEA requires the Secretary to annually collect data on persons receiving services under these programs, including their rates of secondary school graduation, entrance into postsecondary education, and completion of postsecondary education, as applicable, and to submit biennial reports to Congress on the most recently available data for the program. These reports must also be made available to the public.

SUMMARY

The performance measures for the HEP are: (1) the percentage of HEP participants who receive a High School Equivalency Diploma (HSED); and (2) the percentage of HEP HSED recipients who enter postsecondary education or training programs, attain upgraded employment, or enter the military. These measures are referred to as HEP measure 1 and 2, respectively. The performance measures for the CAMP are: (1) the percentage of CAMP participants who successfully complete the first academic year of their postsecondary program and (2) the percentage of CAMP participants who successfully complete their first academic year of college and continue their postsecondary education. These measures are referred to as CAMP measure 1 and 2, respectively. This report includes data from the FY 2019 (July 1, 2018 to June 30, 2019) and FY 2020 (July 1, 2019 to June 30, 2020) fiscal years.

In FY 2019 and FY 2020, HEP and CAMP projects continued to be successful in achieving or nearly achieving performance targets established for both programs despite COVID-19 pandemic disruptions on program operations and project activities. In both fiscal years, CAMP exceeded the national retention rates for first-time college freshmen returning in their second year, which was 82 percent for four-year IHEs and 61 percent for two-year IHEs in 2020, the most recent year for which data are available.¹ In addition, CAMP exceeded all of its targets for efficiency for both fiscal years.

HEP and CAMP grantees reported, among other pandemic-related disruptions: social distancing, isolation, and quarantine efforts, including lockdowns, shutdowns, and limited office time. Accordingly, staff were not available for face-to-face consultations and advisement, which is important for first generation students. In addition, there were changes to course delivery, including limited or no face-to-face instruction and challenges with recruitment of both staff and students. Grantees also spoke of a lack of open test sites, as sites were closed for prolonged period of time, and students were unable to test or experienced prolonged wait times. Even when testing sites were available, students were unable to travel to test sites. These disruptions led to staff shortages; reduced student enrollment; canceling of events such as student orientations, campus tours, parent seminars, and professional development and training; and the necessary modification of existing materials like application forms into electronic formats, which caused delays in student acceptance. Many residential students returned home, while some students stopped attending school altogether to help support their families financially or because they were not interested in online schooling. Other students required additional support in the form of emergency

¹National Center for Education Statistics. (2022). Undergraduate Retention and Graduation Rates. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Retrieved 10/26/2022, from <https://nces.ed.gov/programs/coe/indicator/ctr/undergrad-retention-graduation>.

stipends; virtual tutoring, mentoring, and advising; summer tuition; and funds for internet connections and electronic devices.

HEP projects experienced decreases towards achievement of the national HEP Measure 1 performance target of 69 percent and the national HEP Measure 2 performance target of 80 percent by 6.1 and 8.4 percentage points, respectively.

As reported by grantees, due in large part to the impact of the COVID-19 pandemic, the majority of HEP and CAMP grantee institutions closed for in-person learning during the 2020 reporting period. Many high school equivalency exam (HSE) testing centers were also closed. In addition, grantees experienced declines in student recruitment and enrollment due to the effect of the pandemic on students' ability to enroll in higher education or pursue an HSE. This trend mimics what was happening nationally, as the number of students enrolled in postsecondary institutions decreased from 26,322,620 during 2018-2019 to 26,092,999 during 2019-2020.

The Department continues to review grantee annual performance report (APR) data to identify low-performing projects and provide technical assistance to grantees. Specifically, the Department uses reported data to identify and prioritize projects that require more intensive program monitoring and technical assistance, and to inform program-level decisions with regard to both eligibility for continuation awards and issuance of new awards to applicants.

In FY 2021 and FY 2022, the Department made awards to new and continuing projects earlier in the fiscal year. In doing so, projects will have more time to enroll students for programs that begin in the fall and will, if planned by the project, allow students to participate in a project-funded summer learning program. It is our goal to continue making awards on this earlier timeline so that grantees can effectively identify and recruit participants for the academic year and offer services, as appropriate, before student arrival for the benefit of the grantees' projects.

The Department also continues its emphasis on the use of evidence. HEP and CAMP grant competitions since FY 2016 have required applicants to describe in their applications how they will incorporate interventions that demonstrate a rationale for particular services based on evidence about each proposed intervention's effectiveness. Further, the Office of Migrant Education (OME) requires grantees to conduct an evaluation that meets the definition of promising evidence. OME is currently providing technical assistance to grantees about how to publish and share evaluations showing the results and impacts of these interventions.

Program Performance Measures

The Department established two performance measures for HEP projects and two performance measures for CAMP projects. For the purposes of reporting under 34 C.F.R. § 75.110, the Secretary has established these measures to measure annual progress towards achievement of the purposes of the program. The performance measures for the HEP are: (1) the percentage of HEP participants who receive a High School Equivalency Diploma (HSED) and (2) the percentage of HEP HSED recipients who enter postsecondary education or training programs, attain upgraded employment, or enter the military. These measures are referred to as HEP Measure 1 and 2, respectively. The performance measures for the CAMP are: (1) the percentage of CAMP participants who successfully complete the first academic year of their postsecondary program and (2) the percentage of CAMP participants who successfully complete their first academic year of college and continue their postsecondary education. These measures are referred to as CAMP Measure 1 and 2, respectively. Prior to a performance period, the Department establishes targets for each performance measure (see below). The Department requires each HEP and CAMP grantee to submit an APR that contains data regarding the grantee's progress in meeting the two approved performance targets for each program.

High School Equivalency Program Data

The targets² the Department established for the HEP Measures for use in FY 2019 and FY 2020 were: (1) 69 percent of HEP participants would receive a HSED and (2) 80 percent of HEP HSED recipients would enter postsecondary education or training programs, attain upgraded employment, or enter the military. For FY 2019, 66.6 percent of participants attained a HSED, and 83.9 percent of HSED recipients entered postsecondary education or training programs, attained upgraded employment, or entered the military. For FY 2020, 60.5 percent of participants attained a HSED, and 75.5 percent of HSED recipients entered postsecondary education or training programs, attained upgraded employment, or entered the military. Although the HEP did not meet

² The Department used baseline data from FY 2002 to set the initial HEP Measure 1 target in FY 2003. The Department increased the targets incrementally in subsequent fiscal years until they met a high yet realistic expectation for program performance. The HEP Measure 1 target was set at 60 percent (two points higher than the previous two years' results) in FY 2003 and incrementally increased to 69 percent by FY 2009. The Department will maintain this target through FY 2023. The Department set the initial HEP 2 target in FY 2006 at 80 percent (four points higher than the previous year's results). The Department will maintain these targets through FY 2023. The HEP Measure 1 result for FY 2020 is lower than the FY 2019 result due to a decrease in the number of attainers due in large part to the impact of the COVID-19 pandemic on student retention and program completion. This report includes data as of August 2022 and does not include data from reports not yet received, including final reports and no-cost extensions.

the HEP Measure 1 national target in FY 2019 (by 2.4 percentage points) or FY 2020 (by 8.5 percentage points), the program exceeded the HEP Measure 2 national target in FY 2019 by 3.9 percentage points and fell short of meeting the HEP Measure 2 national target by only 4.5 percentage points.

OME uses HEP Measure information to determine the overall success of individual HEP projects and uses an efficiency measure as a tool in the monitoring of HEP projects. The Department collects data on measures of program efficiency as well as performance outcomes for three categories of projects: commuter projects, residential projects, and commuter-residential projects.

Commuter projects serve mostly students who do not live in project-funded housing, residential projects serve mostly students who live in project-funded housing, and commuter-residential projects serve both students who live in project-funded housing and students who do not live in project-funded housing. While all HSED programs may provide educational and/or assessment services, HEP projects typically provide instructional support services (e.g., counseling, tutoring, and stipends) in order to assist participants in obtaining the HSED credential. These additional services for a mobile, largely non-English speaking population residing in rural areas require costs that other HSED programs may not have.

For the HEP, program efficiency is determined by dividing each project's annual budget by the total number of HEP HSED attainers. Moreover, program efficiency targets are based on actual costs in 2011 (the baseline year), multiplied by an estimated rate of inflation for grant-associated costs and then decreased by an expected improvement in program efficiency annually of one percent. It is noteworthy that HEP offers distinctive services for this special population that other grant programs, such as the Adult Education—Basic Grants to States, do not.

For program efficiency measures, the program meets or exceeds the target if the efficiency measure is at or below the target. FY 2020, the efficiency rates for residential projects were lower than the target cost for efficiency. The tables below present a summary of HEP Measure 1 and HEP Measure 2 and the HEP efficiency measure results.

Table 1: HEP Measure 1 Performance Results for FY 2019 – FY 2020

Objective: An increasing percentage of HEP participants will receive their HSED.

Measure. The percentage of HEP participants receiving a HSED. Target: 69 percent.

Fiscal Year	HSED Attainers: Target	HSED Attainers: Actual
2019	69%	66.6%
2020	69%	60.5%

Explanation: The HEP did not meet its HEP Measure 1 target for FY 2019 or FY 2020, due in large part to the impact of the COVID-19 pandemic on student retention and program completion. The percentage of HEP participants who received a HSED decreased by 6.1 percentage points from FY 2019 to FY 2020.

Table 2: HEP Measure 2 Performance Results for FY 2019 – FY 2020

Objective: An increasing percentage of HEP participants receiving a HSED will enter postsecondary education or training programs, attain upgraded employment, or enter the military.

Measure. The percentage of HEP HSED recipients who enter postsecondary education or training programs, attain upgraded employment, or enter the military. Target: 80 percent.

Fiscal Year	HSED Placement: Target	HSED Placement: Actual
2019	80%	83.9%
2020	80%	75.5%

Explanation: The HEP exceeded its HEP Measure 2 target for FY 2019 by 3.9 percentage points but did not meet the target for FY 2020 (by 4.5 percentage points.) The percentage of HEP HSED recipients who entered postsecondary education or training programs, attained upgraded employment, or entered the military showed a decrease of 8.4 percentage points between FY 2019 and FY 2020.

Table 3: HEP Efficiency Measure Results for FY 2019 – FY 2020

Fiscal Year	Cost per HSED Received: Target	Cost per HSED Received: Actual
FY 2019 Commuter Projects (35)	\$10,131	\$10,712

Fiscal Year	Cost per HSED Received: Target	Cost per HSED Received: Actual
FY 2019 Residential Projects (4)	\$19,727	\$24,924
FY 2019 Commuter- Residential Projects (9)	\$15,968	\$19,165
FY 2020 Commuter Projects (42)	\$10,232	\$12,417
FY 2020 Residential Projects (2)	\$19,924	\$15,970
FY 2020 Commuter- Residential Projects (6)	\$16,127	\$30,181

Explanation: For FY 2019 and FY 2020, the HEP reported efficiency measure results for commuter projects that serve mostly students who do not live in project-funded housing, residential projects that serve mostly students who live in project-funded housing, and commuter-residential projects that serve both students who do not live in project-funded housing and students who live in project-funded housing. For FY 2019, the targets for efficiency for commuter projects, residential projects, and commuter-residential projects were not met. For FY 2020, the targets for efficiency for commuter projects and commuter-residential projects were not met, while the target for residential projects was exceeded. For FY 2019, the average efficiency measure result/cost ranged from a low of \$10,712 per student for participants in commuter projects to a high of \$24,942 per student for participants in residential projects. For FY 2020, the average efficiency measure/cost ranged from a low of \$12,417 per student for participants in commuter projects to a high of \$30,181 per student for participants in commuter-residential projects.

College Assistance Migrant Program Data

The targets³ the Department established for the CAMP Measure measures for use in FY 2019 - FY 2020 were: (1) 86 percent of participants would successfully complete their first academic year of their postsecondary program for CAMP Measure 1; and (2) 90 percent of CAMP participants in FY 2019 and 92 percent of CAMP participants in FY 2020 who successfully complete their first academic year in college would continue their postsecondary education for CAMP Measure 2.

For FY 2019 and FY 2020, 87.9 percent and 83.8 percent of CAMP participants, respectively, successfully completed the first academic year of their postsecondary program. The CAMP exceeded the national CAMP Measure 1 target of 86 percent for completion in FY 2019 by 1.9 percentage points. For CAMP Measure 2 performance, 96.4 percent and 95.6 percent of CAMP students who successfully completed their first year in college continued their postsecondary education, surpassing the national CAMP target of 90 percent for FY 2019 and 92 percent for FY 2020.

The Department collects data on measures of both program efficiency and performance outcomes for three categories of CAMP projects: commuter projects, residential projects, and commuter-residential projects. Commuter projects serve mostly students who do not live in project-funded housing, residential projects serve mostly students who live in project-funded housing, and commuter-residential projects serve both students who live in project-funded housing and students who do not live in project-funded housing. For the CAMP, program efficiency is determined by dividing each project's annual budget by the total number of CAMP completers who continued their postsecondary education. Moreover, program efficiency targets are based on actual costs in 2011 (the baseline year), multiplied by an estimated rate of inflation for college-associated costs and then decreased by an expected improvement in program efficiency annually of one percentage point.

The tables below present a summary of CAMP Measure 1 and Measure 2 and the CAMP Efficiency Measure results.

³ The Department used baseline data from FY 2003 to set the initial CAMP targets in FY 2004 and increased the targets incrementally until they met a high, yet realistic expectation for program performance. The Department set the initial CAMP Measure 1 target in FY 2004 at 83 percent, increased the target to 86 percent by FY 2006, and will maintain this target at 86 percent through FY 2023. The Department set the initial CAMP Measure 2 target in FY 2005 at 79 percent (one point higher than the previous two years' results) and increased it gradually over time. In FY 2019 and FY 2020, the target was 90 percent and 92 percent, respectively. It will remain 92 percent through FY 2023.

Table 4: CAMP Measure 1 Performance Results for FY 2019 – FY 2020

Objective: All CAMP students will successfully complete their first academic year at a postsecondary institution in good standing.

Measure. The percentage of CAMP participants completing their first year of a postsecondary program in good standing. Target: 86 percent.

Fiscal Year	First Year Completers: Target	First Year Completers: Actual
2019	86%	87.9%
2020	86%	83.8%

Explanation: The CAMP exceeded its Measure 1 target for FY 2019 by 1.9 percentage points. In FY 2020, CAMP performance was only 2.2 percentage points below the target. The percentage of CAMP participants completing their first year of a postsecondary program in good standing decreased by 4.1 percentage points between FY 2019 and FY 2020.

Table 5: CAMP Measure 2 Performance Results for FY 2019 – FY 2020

Objective: A majority of CAMP students who successfully complete their first academic year of college will continue in postsecondary education.

Measure. The percentage of CAMP participants who, after completing their first academic year of college, continue their postsecondary education. Target: 92 percent.

Fiscal Year	First Year Completers Who Continue: Target	First Year Completers Who Continue: Actual
2019	90%	96.4%
2020	92%	95.6%

Explanation: The CAMP exceeded its Measure 2 target for FY 2019 by 6.4 percentage points and for FY 2020 by 3.6 percentage points, respectively. The percentage of CAMP participants who, after completing their first academic year of college and continued their postsecondary education, decreased slightly (by less than 1 percentage point) from FY 2019 to FY 2020.

Table 6: CAMP Efficiency Measure Results for FY 2019 – FY 2020

Fiscal Year	Cost per First Year Completer: Target⁴	Cost per First Year Completer Who Continues: Actual
2019 Commuter Projects (15)	\$15,440	\$12,822
2019 Residential Projects (22)	\$24,745	\$14,443
2019 Commuter-Residential Projects (16)	\$18,817	\$12,392
2020 Commuter Projects (16)	\$15,688	\$11,145
2020 Residential Projects (23)	\$25,141	\$16,532
2020 Commuter-Residential Projects (14)	\$19,118	\$13,215

Explanation: For FY 2019 and FY 2020, OME reported CAMP efficiency measure results for: commuter projects that serve mostly students who do not live in project-funded housing, residential projects that serve mostly students who live in project-funded housing, and commuter-residential projects that serve both students who do not live in project-funded housing and students who live in project-funded housing. For FY 2019 and FY 2020, each type of CAMP project exceeded its target for efficiency. For FY 2019, the average cost per first year completer who continued in postsecondary education ranged from a low of \$15,440 per student for participants in commuter projects to a high of \$24,745 per student for participants in residential projects. For FY 2020, the average cost per first year completer who continued in postsecondary education ranged from a low of \$11,145 per student for participants in commuter projects to a high of \$16,532 per student for participants in residential projects.

⁴ The Department set annual efficiency targets for the CAMP in July 2012 and created targets for 2012 through 2016. In March 2017, OME revised the formula and set efficiency targets through 2022. When reviewing actual costs, OME chose an Upper Quartile Estimation model that includes the costs of 75 percent of Commuter projects. The Department continues to apply this model for this report.

PERFORMANCE DETAILS AND DISAGGREGATED RESULTS

How to Read the Results

The following tables provide the HEP performance data for FY 2019 and FY 2020, CAMP performance data for FY 2019 and FY 2020, and data on former CAMP students' completion of postsecondary education. Each table provides the results and the explanations for subgroups. These subgroups include: equal to or over-serving projects; under-serving projects; commuter, residential, and commuter-residential projects; large, medium, and small projects; and projects at 2-year and 4-year institutions, as appropriate (see Definitions of Key Terms). Following each table is an analysis which provides insights into grantees' progress.

HEP Performance Details and Disaggregated Results

Table 7: HEP Number Served Subgroup Results for FY 2019 – FY 2020

HEP Projects	Number of Projects FY 2019	Number of Projects FY 2020	Percent of Students Served Based on the No. of Students Proposed to Be Served FY 2019	Percent of Students Served Based on the No. of Students Proposed to Be Served FY 2020
Total HEP Projects	48	50	99.4%	92.6%
Equal to or Over-Serving Projects	41	34	102.5%	101.6%
Under-Serving Projects	7	16	79.9%	73.3%
Commuter Projects	35	42	105.4%	93.1%

HEP Projects	Number of Projects FY 2019	Number of Projects FY 2020	Percent of Students Served Based on the No. of Students Proposed to Be Served FY 2019	Percent of Students Served Based on the No. of Students Proposed to Be Served FY 2020
Residential Projects	4	2	78.3%†	100%†
Commuter-Residential Projects	9	6	94.3%	86.2%
Large Projects (greater than 124)	9	7	107.1%	92.0%
Small Projects (less than 125)	39	43	99.7%	92.6%

†=Low "N" Size (Number of Projects<5)

Explanation: From FY 2019 to FY 2020, the percentage of students who were served relative to the number of students grantees proposed to serve in project applications decreased 6.8 percentage points, from 99.4 percent to 92.6 percent. As shown on the next page, for FY 2019, under-serving projects served the lowest percentage of students relative to the number of students projected to be served in project applications, 79.9 percent. Small enrollment projects served the second lowest percentage of students relative to the number of students projected to be served in project applications, for subgroups with at least five projects, 99.7 percent. For FY 2020, equal-to and over-serving projects served the highest percentage of students, 101.6 percent. Under-serving projects served the lowest percentage of students relative to the number of students projected to be served in project applications, 73.3 percent.⁵ In the tables which follow, project types are shown in the key, with the number of projects included in each of these types shown in parentheses.

⁵ In prior reports, OME reported information about structured and open enrollment. However, after 2018, OME no longer collected these data so they are not included in this report.

Chart 1: HEP Projects in FY 2019

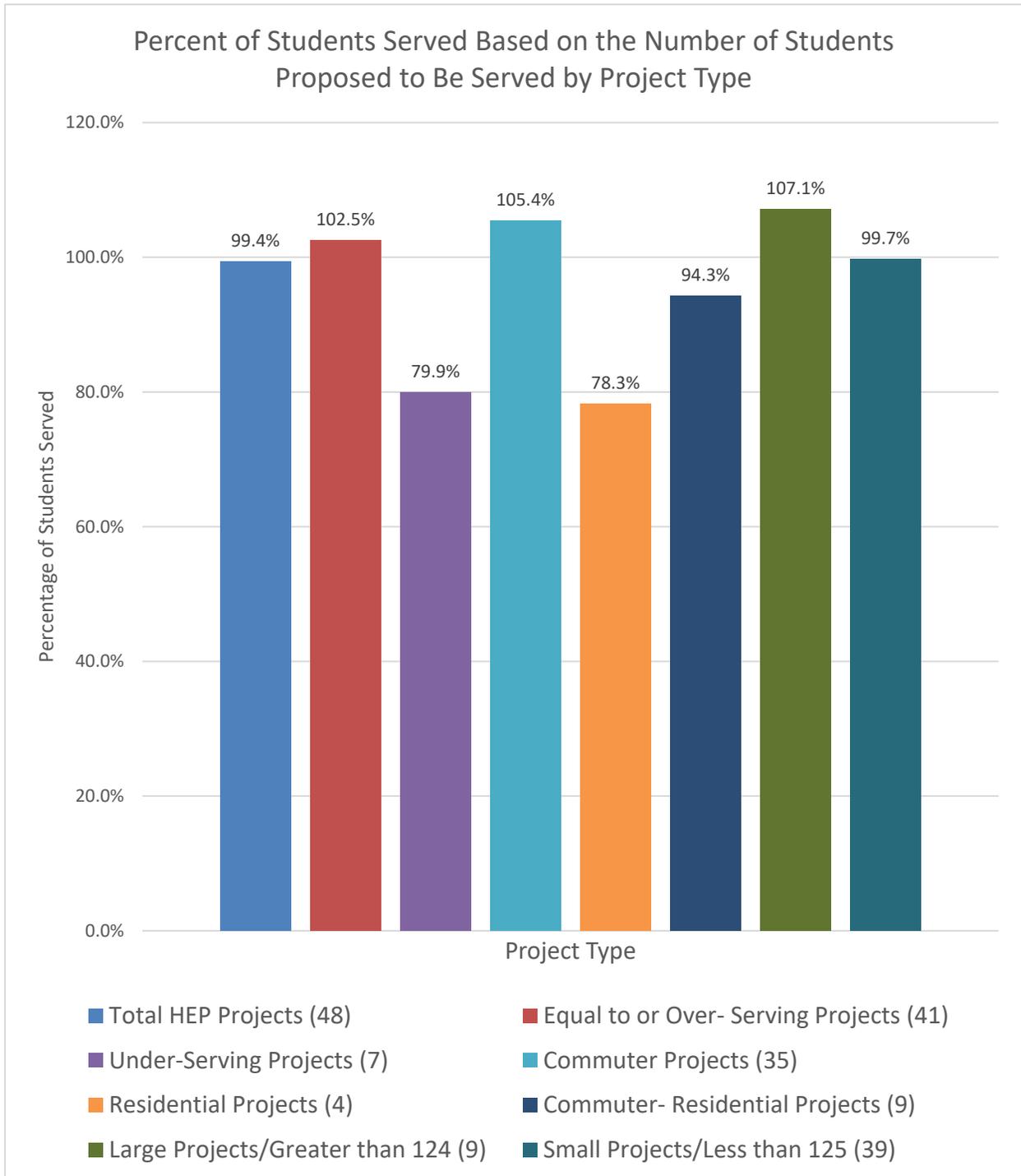


Chart 2: HEP Projects in FY 2020

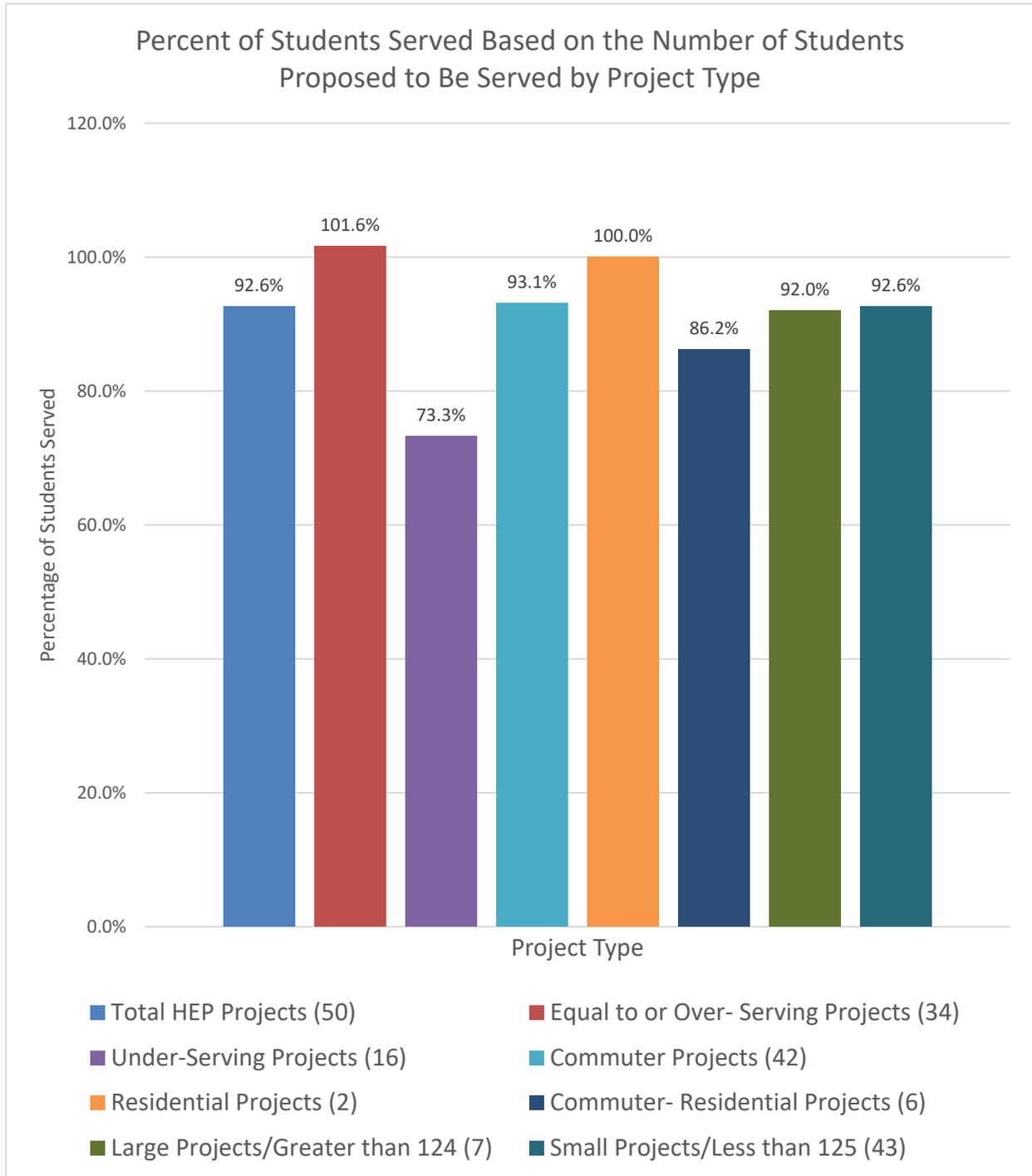


Table 8: HEP Measure 1 Subgroup Performance Results for FY 2019 – FY 2020

HEP Objective: An increasing percentage of HEP participants will receive their HSED.

Measure. The percentage of HEP participants receiving a HSED. Target: 69 percent.

HEP Projects	HEP Measure 1 Actual FY 2019 Percent	HEP Measure 1 Actual FY 2020 Percent
Commuter Projects (n=35; 42)	73.6%	62.2%
Residential Projects (n=4; 2)	57.7%†	79.7%†
Commuter-Residential Projects (n=9; 6)	51.9	37.8%
Large Projects (greater than 124) (n= 9; 7)	72.9%	67.2%
Small Projects (less than 125) (n=39; 43)	66.4%	56.6%

†=Low “N” Size (Number of Projects<5)

Explanation: For subgroups with at least five projects, commuter-residential projects reported the largest decrease in the HEP Measure 1, a decrease of 14.1 percentage points.

Table 9: HEP Measure 2 Subgroup Performance Results for FY 2019 – FY 2020

HEP Objective: An increasing percentage of HEP recipients of the HSED will enter postsecondary education or training programs, attain upgraded employment, or enter the military.

Measure. An increasing percentage of HEP recipients of the HSED will enter postsecondary education or training programs, attain upgraded employment, or enter the military. Target: 80 percent.

HEP Projects	HEP Measure2 Actual FY 2019 Percent	HEP Measure2 Actual FY 2020 Percent
Commuter Projects (n=35; 42)	84.1%	75.8%
Residential Projects (n=4; 2)	68.6%†	76.3%†

HEP Projects	HEP Measure2 Actual FY 2019 Percent	HEP Measure2 Actual FY 2020 Percent
Commuter- Residential Projects (n=9; 6)	79.9%	69.1%
Large Projects (greater than 124) (n=9; 7)	80.6%	81.7%
Small Projects (less than 125) (n=39; 43)	82.3%	73.3%

†=Low "N" Size (Number of Projects<5)

Explanation: For subgroups with at least five projects, large projects reported an increase in the HEP Measure 2, 1.1 percentage points from FY 2019 to FY 2020. Commuter-residential projects reported the largest decrease in the HEP Measure 2, a decrease of 10.8 percentage points.

CAMP Performance Details and Disaggregated Results

Table 10: CAMP Number Served Subgroup Results for FY 2019 – FY 2020

CAMP Projects	Number of Projects FY 2019	Number of Projects FY 2020	Percent of Students Served Based on the No. of Students Proposed to Be Served FY 2019	Percent of Students Served Based on the No. of Students Proposed to Be Served FY 2020
Total CAMP Projects	53	53	110.2%	102.8%
Equal to or Over- Serving Projects	49	46	111.3%	108.7%
Under-Serving Projects	4	7	94.5%	64.4%
Commuter Projects	15	16	110.5%	105.2%
Residential Projects	22	23	112.2%	97.3%

CAMP Projects	Number of Projects FY 2019	Number of Projects FY 2020	Percent of Students Served Based on the No. of Students Proposed to Be Served FY 2019	Percent of Students Served Based on the No. of Students Proposed to Be Served FY 2020
Commuter-Residential Projects	16	14	106.5%	109.1%
Projects at Two-Year IHEs	13	13	110.3%	103.4%
Projects at Four-Year IHEs	40	40	109.9%	102.8%
Large Projects (greater than 74)	3	1	124.3%†	100%
Medium Projects (50-74)	15	12	114.6%	112.2%
Small Projects (less than 50)	35	40	106.8%	100.1%

†=Low "N" Size (Number of Projects<5)

Explanation: For subgroups with at least five projects, commuter-residential projects reported the largest increase in the percentage of students who were served, an increase of 2.6 percentage points from FY 2019 to FY 2020. Under-serving projects reported the largest decrease in the percentage of students who were served, a decrease of 30.1 percentage points.

For FY 2019, large projects served the highest percentage of students relative to the number projected to be served in project applications, 124.3 percent.

Chart 3: CAMP Projects in FY 2019

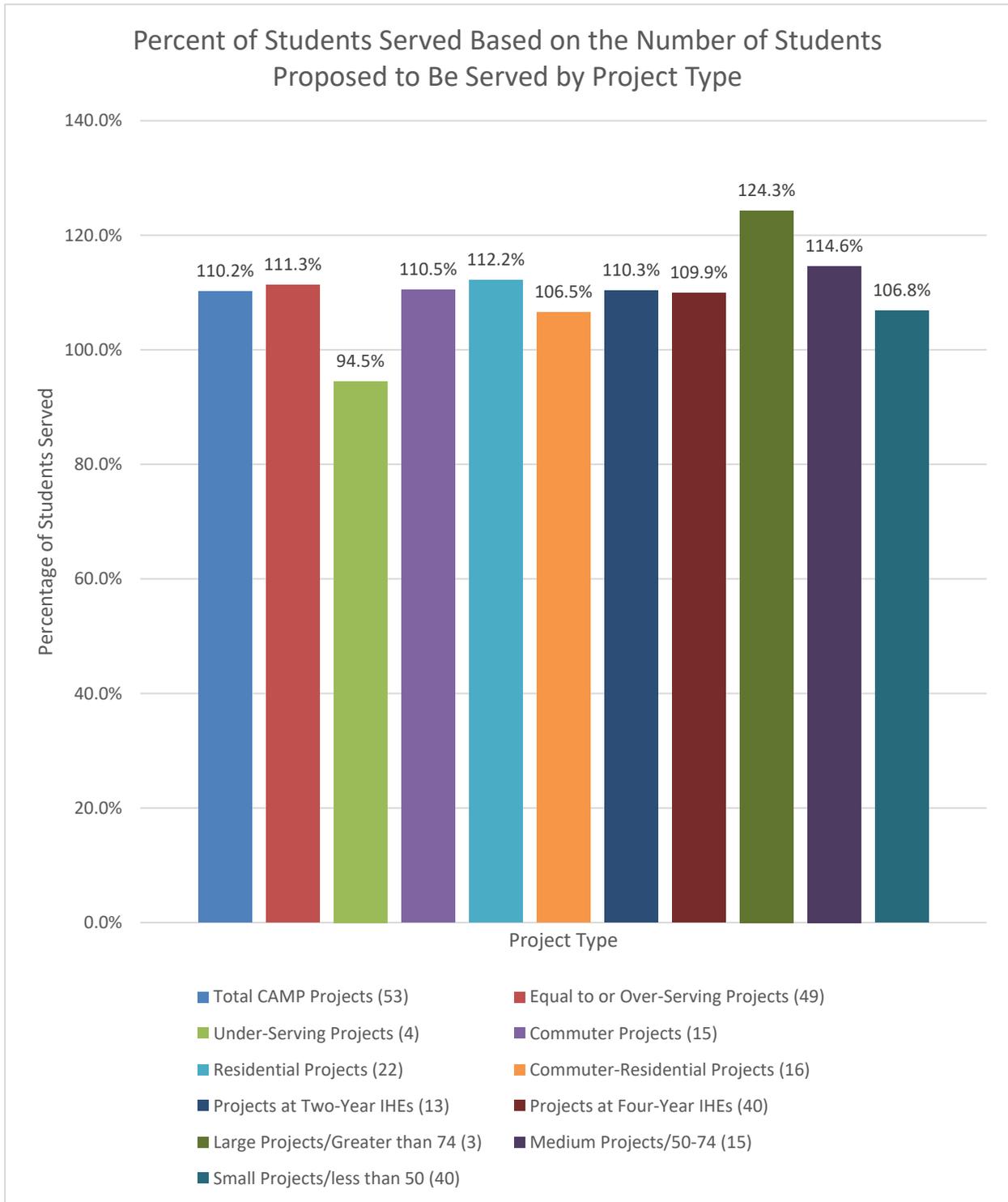


Chart 4: CAMP Projects in FY 2020

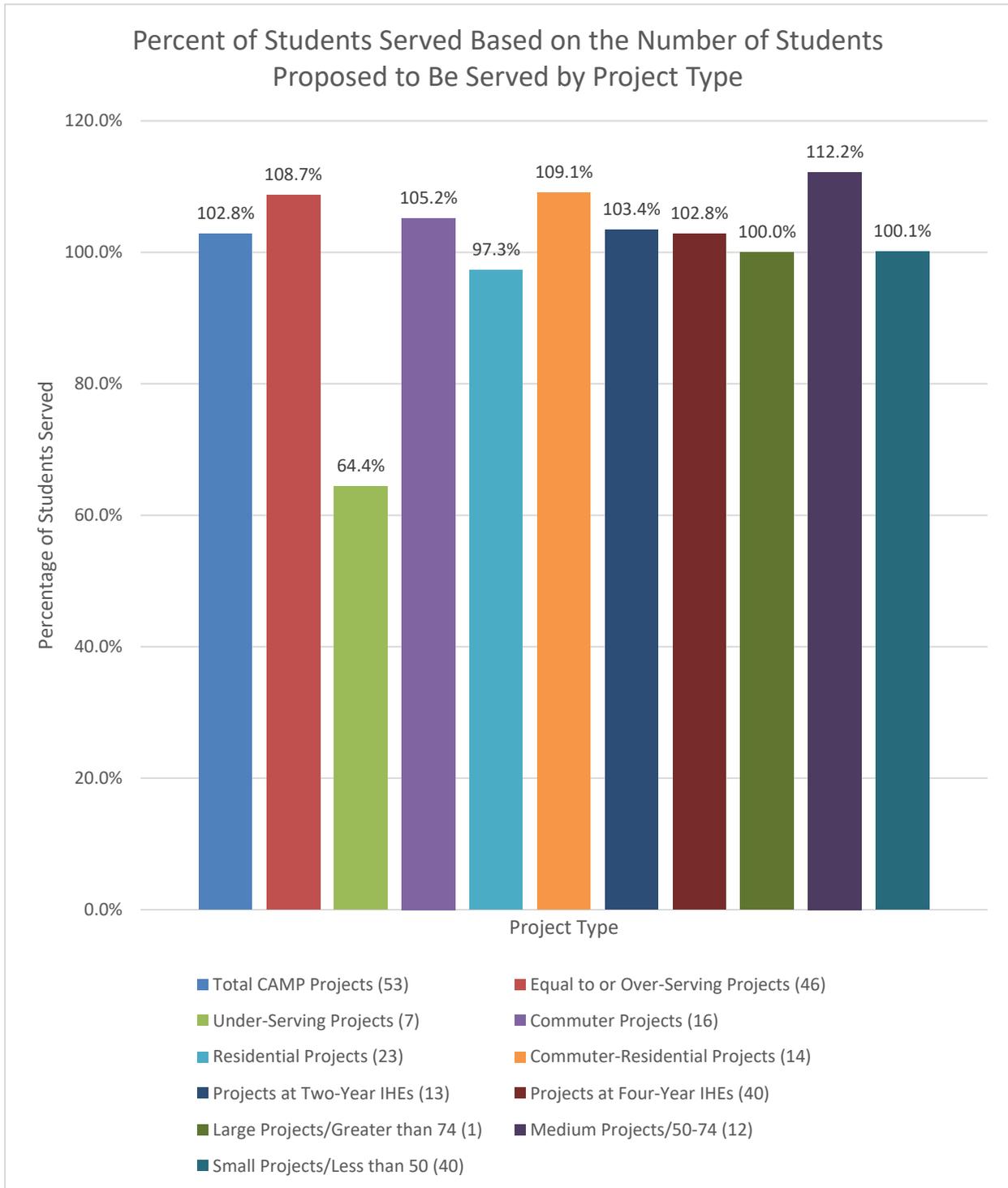


Table 11: CAMP Measure 1 Subgroup Performance Results for FY 2019 – FY 2020

CAMP Objective: All CAMP students will successfully complete their first academic year at a postsecondary institution in good standing.

Measure. The percentage of CAMP participants completing the first year of their academic or postsecondary program. Target for FY 2019 and FY 2020: 86 percent.

CAMP Projects	Percent CAMP Measure 1 Actual FY 2019	Percent CAMP Measure 1 Actual FY 2020
Commuter Projects (n=15; 16)	88.7%	86.4%
Residential Projects (22; 23)	86.2%	78.2%
Commuter-Residential Projects (n=16; 14)	87.9%	88.3%
Projects at Two-Year IHEs (n=13; 13)	86.7%	79.8%
Projects at Four-Year IHEs (n=40; 40)	87.7%	94.3%
Large Projects (greater than 74) (n=3; 1)	93.9%†	96%†
Medium Projects (50-74) (n=15; 12)	87.7%	90.5%
Small Projects (less than 50) (n=35; 40)	86.8%	78.5%

†=Low "N" Size (Number of Projects<5)

Explanation: Projects at four-year IHEs reported the largest increase in the CAMP Measure 1, an increase of 6.6 percentage points from FY 2019 to FY 2020. Small projects reported the largest decrease, a decrease of 8.3 percentage points.

For FY 2020, large projects reported the highest CAMP Measure 1, 96 percent.

Table 12: CAMP Measure 2 Subgroup Performance Results for FY 2019 – FY 2020

CAMP Objective: A majority of CAMP students who successfully complete their first year of college will continue in postsecondary education.

Measure. The percentage of CAMP participants who, after completing the first year of college, continue their postsecondary education. Target: For FY 2019 – 90 percent. For FY 2020 – 92 percent.

CAMP Projects	Percent CAMP Measure 2 Actual FY 2019	Percent CAMP Measure 2 Actual FY 2020
Commuter Projects (n=15; 16)	96.2%	95.8%
Residential Projects (22; 23)	96.7%	96.7%
Commuter-Residential Projects (n=16; 14)	95.6%	93.9%
Projects at Two-Year IHEs (n=13; 13)	95.7%	94.3%
Projects at Four-Year IHEs (n=40; 40)	96.3%	94.7%
Large Projects (greater than 74) (n=3; 1)	97.3%†	98.5%†
Medium Projects (50-74) (n=15; 12)	96.0%	96.5%
Small Projects (less than 50) (n=35; 40)	96.2%	93.7%

†=Low “N” Size (Number of Projects<5)

Explanation: Overall, large projects reported the largest increase in the CAMP Measure 2 from FY 2019 to FY 2020, an increase of 1.2 percentage points. The CAMP Measure 2 of large projects was the highest for 2020, at 98.5 percent. Small projects reported the largest decrease in the CAMP 2 Measure, a decrease of 2.5 percentage points.

CAMP Graduation Data

The Department began collecting data on former CAMP students who graduated with an Associate of Arts (AA), a Bachelor of Arts (BA), or a Bachelor of Science (BS) degree in FY 2009. These former CAMP students would have participated in the CAMP program anytime from FY 2004 to FY 2020. For FY 2019 and FY 2020, the Department continued to emphasize the need for grantees to secure complete CAMP graduation data. The Department will continue to do so in future technical assistance to grantees.

Enrollment data indicated a decrease from FY 2019 to FY 2020. For FY 2019, a total of 2,440 CAMP students were served by the program, with 637 students enrolled in 2-year projects and 1,803 students enrolled in 4-year projects. For FY 2020, there were a total number of 2,216 CAMP students served by the program, with 590 students enrolled in 2-year projects and 1,626 students enrolled in 4-year projects.

There was a decrease in the number of former CAMP students who graduated between FY 2019 and FY 2020 with AA, BA, and BS degrees. The total number of BA or BS graduates decreased from 1,063 to 1,018 from FY 2019 to FY 2020, while the total number of AA graduates showed a slight decrease from 336 to 335 during the same time period. As noted by grantees, student retention and program completion were impacted in large part due to the COVID-19 pandemic.

Table 13: CAMP Graduation Data for FY 2019 – FY 2020

Number of Students/Graduates	Total CAMP	Two-Year IHE Projects	Four-Year IHE Projects
Number of Students Served FY 2019	2,440	637	1,803
Number of Students Served FY 2020	2,216	590	1,626
Number of AA Graduates FY 2019	336	218	118
Number of AA Graduates FY 2020	335	222	113
Number of BA or BS Graduates FY 2019	1,063	144	919
Number of BA or BS Graduates FY 2020	1,018	125	893

†=The number of former CAMP students who graduated with a BA/BS or AA is dependent upon each CAMP project’s number of former CAMP students served through one or more grant cycles and each project’s capacity for tracking former CAMP students.

Definitions of Key Terms

Commuter Projects: Projects that serve mostly students who do not live in project-funded housing. The parameters for determining commuter projects are adjusted annually, based upon the most recent APR data.

Commuter-Residential Projects: Projects that serve both students who live in project-funded housing and students who do not live in project-funded housing. The parameters for determining commuter-residential projects are adjusted annually, based upon the most recent APR data.

Continuing Postsecondary Education: CAMP students who successfully completed their first academic year of college in a reporting period and continued in postsecondary education programs by re-enrolling in an IHE in the academic year immediately following the one in which he or she is reported as being a first academic year

completer and remaining enrolled past the date when students can no longer add/drop courses, or a census date.

Equal to or Over-Serving Projects: Projects that serve the same number or more students than the number of students proposed in their approved applications.

Large CAMP Projects: CAMP projects that serve at least 75 students.

Large HEP Projects: HEP projects that serve at least 125 students.

Medium CAMP Projects: CAMP projects that serve between 50 and 74 students.

Number Funded to Be Served in CAMP Instruction: As identified in the approved CAMP project applications, the number of participants to be enrolled in CAMP instruction in an IHE during a budget period for which the Department provides financial support for CAMP instruction.

Number Funded to Be Served in HEP HSED Instruction: As identified in the approved HEP project applications, the number of participants to be enrolled in HSED instruction in a HEP project during a budget period for which the Department provides financial support for HSED instruction.

Number Served in CAMP Instruction: The number of CAMP eligible students who completed intake and were enrolled and attending college courses past the Add/Drop deadline assigned by the project's IHE.

Number Served in HEP HSED Instruction: The number of HEP HSED eligible students who completed intake and were enrolled and attending HEP HSED instruction for at least 12 hours of instructional services during a budget period.

Projects at 4-Year IHEs: CAMP projects in an IHE that offers a bachelor's degree upon successful completion of established graduation requirements.

Projects at 2-Year IHEs: CAMP projects in an IHE that offers an associate degree upon successful completion of established graduation requirements.

Residential Projects: Projects that serve mostly students who live in project-funded housing. The parameters for determining residential projects are adjusted annually, based upon the most recent APR data.

Small CAMP Projects: CAMP projects that serve fewer than 50 students.

Small HEP Projects: HEP projects that serve fewer than 125 students.

Total CAMP Projects: The national total number of CAMP projects.

Total HEP Projects: The national total number of HEP projects.

2 and 4-Year Projects: CAMP projects that reside in both an IHE that offers at least an associate degree upon successful completion of established graduation requirements, and in an IHE that offers a bachelor's degree upon successful completion of established requirements.

Under-Serving Projects: Projects that serve fewer students than the number of students proposed in their approved application.

Upgraded Employment: A qualifying placement for purposes of the HEP Measure 2. For a student to have obtained upgraded employment, the student must have done at least one of the following: 1) moved to a job that is both full-time and salaried, compared to the job immediately prior to and/or during instructional services, or 2) moved to a job with increased benefits, such as healthcare, worker's compensation, unemployment insurance, social security, and vacation and sick leave, compared to the job immediately prior to and/or during instructional services, or 3) obtained a position upgrade with same employer, such as a move to a supervisory position, compared to the job immediately prior to and/or during instructional services, or 4) moved to a new job with pre-defined career ladder, regardless of wage change (e.g., management trainee, formal apprenticeship), compared to career ladder options at the job immediately prior to and/or during instructional services, or 5) moved to a job with higher hourly wages than the job immediately prior to and/or during instructional services.

APPENDICES

Office of Migrant Education Links

The Office of Migrant Education provides links to the HEP and CAMP application information, technical assistance, performance plans, and other program information.

Office of Migrant Education: [Office of Elementary and Secondary Education: Office of Migrant Education](#)

HEP: [Migrant Education - High School Equivalency Program](#)

CAMP: [Migrant Education - College Assistance Migrant Program](#)

HEP Annual Project Profiles: [High School Equivalency Program Performance](#)

Abbreviations

AA	<i>Associate of Arts</i>
APR	<i>Annual Performance Report</i>
BA	<i>Bachelor of Arts</i>
BS	<i>Bachelor of Science</i>
CAMP	<i>College Assistance Migrant Program</i>
FY	<i>Fiscal Year</i>
GED	<i>General Educational Development</i>
HEA	<i>Higher Education Act of 1965</i>
HEOA	<i>Higher Education Opportunity Act of 2008</i>
HEP	<i>High School Equivalency Program</i>
HSED	<i>High School Equivalency Diploma</i>
IHE	<i>Institution of Higher Education</i>
OME	<i>Office of Migrant Education</i>