


Agenda

- New Policy Requirements
- Reporting Issues/Requirements 17/18
- AEBG Adult Education Programs
- Data Collection Guidelines
- Reporting Elements - Outcomes
- Future changes and analysis
- Resources



Policy Changes for 2018

- Brown Act
- AEBG Fees Policy
- Administrative Oversight of Consortium



Policy Changes for 2018 – Brown ACT

- The State has determined that the Brown Act applies to the AEBG consortia as the Brown Act applies to the governing body of any “local body created by state or federal statute”.
- Memo to Members on AEBG website under guidance.
- This goes into effect immediately.



Policy Changes – AEBG Fees

- Proposed AEBG Fees policy on the AEBG website under guidance.
- This goes into effect July 1, 2018.
- Confirms the current fee structure. No fees for community college noncredit. No fees for K12 adult ASE/ABE, ESL, AWD, & K12 Success.
- Allows fees for K12 CTE courses to continue.
- Does not effect community service courses.



Policy Changes – Administrative Oversight

- Defines the role of the consortium level for determining member effectiveness.
- Clarifies the consortium level role in NOVA.
- Will connect with a targeted technical assistance process for ineffective members.
- AEBG TAP will facilitate the process.
- Could lead to a reduction in member funding.



AB104 Legislation: Administrative Oversight

84905 - Consortium rules and procedures

84905 (d)(2) – a decision includes approval of the adult education plan.

84906. (a) As a condition of receipt of an apportionment of funds from this program for a fiscal year, the members of a consortium shall have approved an adult education plan that addresses that fiscal year

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AB104 Legislation: Evaluation of Plans

- 84906. (b) An adult education plan shall include all of the following: (1) An evaluation of the educational needs of adults in the region.
- A list of adult education providers
- A description of services
- An evaluation of current levels & types of services
- An evaluation of all funds available to members to serve adults.

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AB104 Legislation: Evaluation of Plans

- 84906. (b)(6) Actions that the members of the consortium will take to address the educational needs.
- Actions to improve member effectiveness
- Actions to improve integration of services
- Actions to improve transition to post-secondary & workforce.
- Description of the alignment of adult education services with WIOA programs
- Description of how service providers contributed to the development of the adult education plan.

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Consortium Administrative Function

- Consortia oversight is required of member's budgets & expenditure reporting as it pertains to the 3 year and annual plans.
- Consortia may use up to 5% administrative cap to pay for the oversight activities.
- Applies to fiscal agent and direct funded consortia.
- Oversight option must be agreed to and approved by consortium membership.

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Consortium Oversight Consists of an **assessment** of each member:

- Assessment of the member's ability to meet the AEBG requirements.
- Review general assurances (basic member requirements) signed off by each member as part of the annual plan process.
- Review bylaws, charters, and governance for additional member requirements.

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Consortium Oversight Consists of an **evaluation** of each member:

Using the 3 year plan, annual plan, AEBG student data, and other resources available– evaluate the following:

- Evaluation of program needs as identified to meet the needs of the community (needs based)
- Evaluation of current levels & types of services (enrollment, outcomes)
- Evaluation of funds provided to members (cost effective)
- Evaluation of member effectiveness (overall effectiveness)

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Questions to ask.....

- How do you know your member is being effective?
- How do you know your member is making a difference?
- How do you know your member is doing what they said they would do?
- How do you know that your member's actions are addressing those educational needs?
- How do you know your member is meeting any enrollment or outcome targets agreed upon within the consortium?

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Reporting Issues for 2018

- Members need to do a better job on reporting basic student identifiers.
- Members need to identify AEBG program areas and services.



Reporting Issues - Student Identifiers

- No student gender listed.
- No student DOB listed.
- Collect complete identifiers from all students including those who are 'service only' students.



Reporting Issues - AEBG Program Areas

- AEBG students have to be 18 years and older.
- AEBG students have to identify an AEBG Program area.
- Or if no connection to a program area – than at least indicate that they are receiving services.



17/18 Reporting Requirements and Systems



2017/2018 Reporting Requirements

Population: All adult education students enrolled in ABE, ASE, ESL, or CTE programs enrolled at a:

- K12 adult education school
- Community college noncredit program
- Third party provider supported by a consortium for the purposes of providing training or supportive services

This includes all students regardless of funding source including AEBG, Noncredit, Perkins, WIOA II, CalWORKS, Adults on Correctional Facilities, Strong Workforce (noncredit programs), LCFF, etc.



2017/2018 Reporting Systems

- **All AEBG consortia members** and providers will use **TOPSPRO Enterprise**
- **Quarterly** reporting of enrollment and outcomes
- K12 adult school, community college noncredit, 3rd party providers supported by consortia
- AEBG Office will use **LaunchBoard** to match AE student data with MIS, EDD wage file, HS equivalency testing data



Annual Plan General Assurances

Member Effectiveness:


1. Participation in planning processes (annual, 3 year).
2. Spending funds within the AEBG program areas.
3. Members must participate in public meetings & decision making.
4. **Reporting student data in TE.**
5. Sharing info on other resources being used to serve adults.
6. Sharing financial expenditure and progress reports with the regional consortium.
7. Providing services that address the needs identified in the adult education plan




Member Reduction in Funding

The amount of funds to be distributed to a member of that consortium shall be equal to or greater than the amount distributed in the prior fiscal year, unless the consortium makes at least one of the following findings related to the member for which the distribution would be reduced:

- (A) The member no longer wishes to provide services consistent with the adult education plan.
- (B) The member cannot provide services that address the needs identified in the adult education plan.
- (C) **The member has been consistently ineffective in providing services that address the needs identified in the adult education plan and reasonable interventions have not resulted in improvements.**



AEBG Programs for 17/18



Adult Education Programs

Adult Basic Education Foundational academic skills, such as reading, writing, and basic mathematics, as well as learning skills and study skills. Includes courses below Low Adult Secondary Education/9 th grade level	Adult Secondary Education Foundational academic skills and learning/study skills. Includes courses at Low Adult Secondary Education/9 th grade level & above, and/or leading to a diploma, GED, or high school equivalency certificate
English as 2nd Language Instruction in the English Language to adult non-native English speakers with varied academic, vocational, citizenship, and personal goals	Short Term CTE Education and training that prepares adult learners to enter the workforce or improve their occupation or earnings in a year or less



Adults w Disabilities

- Mark instructional program = Adults with Disabilities if the participant is enrolled in a specialized program designed specifically for adults with intellectual/developmental disabilities.
- For participants with disabilities who are enrolling in other adult education programs, mark "Disabled" under Barriers to Employment in combination with the appropriate instructional program.



Adults w Disabilities

In CCCCC MIS: Flag courses in specialized AWD programs using CB22 code E for "courses for persons with substantial disabilities." Use DSPS enrollment flags to identify AWD participants enrolled in other noncredit community college programs.



Entering or re-entering workforce

AEBG defines this program area as populations with systemic barriers to economic success who enroll in CTE programs. AEBG will extract data using population flags that are enrolled in short term CTE and aligned with the WIOA "barriers to employment"

Mark "Workforce Readiness" on TE Entry/Update Record to designate students in this program



Entering or re-entering workforce

In addition, this program area will include participants who are 55 years or older, based on their date of birth.

To ensure that this program area can be populated, all adult education providers should pay special attention to capturing barriers to employment status and date of birth at intake or at the time of the participants' first course enrollment.



Preapprenticeship (DOL Quality Elements)

Adult education providers should only enroll students in the pre-apprenticeship instructional program if participants are enrolled in programs that meet DOL Quality Elements criteria, including ensuring that that courses are offered in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards through an MOU or formal agreement.



Preapprenticeship (DOL Quality Elements)

- Approved training and curriculum based on industry standards and approved by a documented registered apprenticeship partner
- Recruitment, educational, and pre-vocational strategies that prepare under-represented, disadvantaged, or low-income individuals to meet the entry requirements of one or more registered apprenticeship programs
- Access to appropriate support services
- Meaningful hands-on training that does not displace existing paid employees
- ***Formal direct entry or articulation agreements with its registered apprenticeship partners***



Adults Training to Support Child School Success

AEBG defines this program as providing education and training to adults, typically parents and-or community members, to help school-aged children succeed in school.

Mark "Adults supporting K12 student success"



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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	TITLE II	TITLE III	TITLE IV
Helps dislocated workers with career counseling, job search assistance, and job training.	Helps adults who lack basic skills. Services include: improving reading, writing, math, and English proficiency; attaining a high school diploma or equivalent; and providing employment or postsecondary education training.	Helps dislocated workers by getting unemployment benefits, services, and providing or finding work and help employees with recruiting.	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.

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Measurable Skills Gain (MSG)

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

<p>Indicators:</p> <ol style="list-style-type: none"> 1. Employment 2. Wages 		<p>AB 104 Outcomes:</p> <ol style="list-style-type: none"> 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. <i>Post Secondary Transition</i>
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MSGs:

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

AEBG Program Year Reporting		
	Date Range	Reporting Deadline
First Quarter	July 1 – Sept 30	October 31, 2017
Second Quarter	July 1 – Dec 31	January 31, 2018
Third Quarter	July 1 – Mar 31	April 30, 2018
Fourth Quarter-EOY	July 1 – June 30	August 1, 2018

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Quarterly TOPSpro Enterprise data reporting

- Submit TOPSpro Enterprise export to CASAS via Internet
- Data Integrity Report

End of Year Data Submission

- Submit TOPSpro Enterprise export to CASAS via Internet
- AEBG Summary
- Data Integrity Report

Data Sharing Requirements with CCCCCO/EDD -- TBD

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- Document enrollment for all learners in AEBG programs upon entry into class
- Provide Update information for all AEBG learners who attend 12 or more hours of instruction
- Test all AEBG learners in WIOA Title II programs (ABE, ESL, ASE)

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Short Term Services

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

- Supportive Services
- Training Services
- Transition Services

⑧ SERVICES RECEIVED (Mark all that apply or leave blank)	
<input type="checkbox"/>	Supportive
<input type="checkbox"/>	Training
<input type="checkbox"/>	Transition

Enter in TE in Records – Students –
In Program Years -OR- use Update Record field #8

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Pre- and Post-Testing

- The AEBG Office requires AEBG agencies to test all students enrolled in ABE, ESL, and ASE instructional programs.
- Can use any federally approved assessment tool.
- Pretests are recommended as soon as the student enrolls in the program
- Post-tests are recommended at the end of each quarter, semester, or term to document continuous learner improvement – **after approximately 70-100 hours of instruction.**


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Pre- and Post-Testing

- AEBG only allows NRS approved assessments to meet pre and post-testing requirements for AEBG reporting
- For information about which test publishers are approved, please refer to the Federal Register:


<https://www.federalregister.gov/documents/2016/12/13/2016-29899/tests-determined-to-be-suitable-for-use-in-the-national-reporting-system-for-adult-education>



ABE/ASE: Use Reading or Math



ESL: Use Reading or Listening




- Pre- and post-test pairs must always be from the same test modality.

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**Reporting Elements
Outcomes**



Population Definitions

- **Number of adults served by the consortium** – Aligned to WIOA reportable individual definition. 1 or more contact hour of instruction or participation in self directed or information only activities
- **Adults who attain milestones or outcomes** – Aligned to WIOA definition of a participant under AEFLA WIOA Title II. 12 or more contact hours of instruction in ABE, ASE, ESL or CTE.

AEBG will analyze outcomes for reportable individuals using the supplemental data report but not include that data in the primary report to the legislature for 17/18

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AEBG Outcomes

Literacy Gains	HSE/HS Diploma
Post-Secondary	Enter Employment
Increase Wages	Transition Post-Sec

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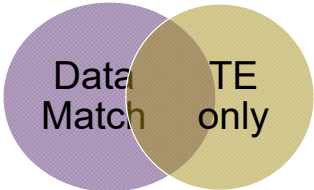
AEBG Outcomes

1. Improved Literacy Skills
2. High School Diploma/HSE
3. Post-Secondary
4. Job Placement
5. Improved Wages
6. Transition to Post-Secondary

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AEBG Outcomes

AEBG will use a combination of self-reported outcomes in TE and data match for state level reporting.



The diagram consists of two overlapping circles. The left circle is purple and labeled 'Data Match'. The right circle is olive green and labeled 'TE only'. The overlapping area in the center is a darker shade of purple.



Learning
Gains

Improved Literacy Skills

- For ABE/ESL/ASE programs, measured by pre/post learning gains
- ABE/ESL/ASE: Career Development and College Preparation (CDCP) certificate
- HS Diploma can report gains through achieving high school credits/Carnegie Units
- Occupational Skills gain
- Workforce Readiness Milestone



Learning
Gains

Improved Literacy Skills – NRS Assessments

- Achieved when a learner makes enough progress from pretest to post-test to move up one Educational Functioning Level (EFL) on the federal/NRS chart.
- Must use pre/post-test assessment instruments approved by the National Reporting System (NRS).



Learning
Gains

Improved Literacy Skills – NRS Assessments

CASAS Relationship to NRS Educational Functioning Levels (EFLs) for ABE and ASE

Educational Functioning Levels	CASAS Level	Reading Scale Score Ranges	Math Scale Score Ranges
1. Beginning ABE Literacy	A	200 and below	200 and below
2. Beginning Basic Education	B	201 – 220	201 – 220
3. Low Intermediate Basic Education	B	221 – 230	221 – 230
4. High Intermediate Basic Education	C	231 – 235	231 – 235
5. Low Adult Secondary Education	D	236 – 245	236 – 245
6. High Adult Secondary Education	E	246 and above	246 and above

Revised July 2014

CASAS Relationship to NRS Educational Functioning Levels (EFLs) for ESL/ELL

Educational Functioning Levels	CASAS Level	Reading Scale Score Ranges	Listening (180 series) Scale Score Ranges
1. Beginning ESL Literacy	A	180 and below	180 and below
2. Low Beginning ESL	A	181 – 190	181 – 189
3. High Beginning ESL	A	191 – 200	190 – 199
4. Low Intermediate ESL	B	201 – 220	200 – 209
5. High Intermediate ESL	B	221 – 230	210 – 218
6. Advanced ESL	C	231 – 235	219 – 227

Revised July 2014

For NRS relationship with other test publishers, go to www.nrsweb.org



Adults With Improved Literacy & Basic Skills


Attainment of a functional level tied to completion of a course or a Career Development and College Preparation (CDCP) certificate using a crosswalk of the National Reporting System EFLs and the community college CB21 course rubric for levels below transfer

Mark "Mastered Course Competencies on Update field #9 (Education):

LEARNER RESULTS AND WIOA MILESTONES

EDUCATION

- ☐ Returned to K-12
- ☐ Gained computer/tech skills
- ☐ Completed course
- ☒ Mastered course competencies
- ☐ Earned certificate
- ☐ Educational achievement
- ☒ Skills progression
- ☐ Transcript or report card
- ☐ Secondary
- ☐ Postsecondary




Improved Literacy Skills – HS Diploma

Progress towards Diploma (New) – Participants who improved from ASE low to ASE high on the NRS-approved assessment– or, who completed enough high school credits to advance from ASE Low (9th/10th grade) to ASE High (11th/12th grade) levels.

- Instructional Program = HS Diploma
- Instructional Level = ASE Low or ASE High – either through pretest or self-report (Entry Record field 18)
- If ASE Low – learner achieves outcome by marking self-report ASE High, or earn HS diploma
- If ASE High – learner achieves outcome by marking earn HS diploma

Learning Gains



High School Diploma/HSE

Field 9 Education –


- Earned high school diploma
- Passed GED
- Passed HiSET
- Passed TASC

HSE/HS Diploma

LEARNER RESULTS AND WIOA MILESTONES

EDUCATION


- ☐ Passed GED
- ☐ Passed HiSET
- ☐ Passed TASC
- ☐ Earned High School diploma



Learning
Gains

Improved Literacy Skills – Adults with Disabilities

- For learners with developmental/intellectual disabilities, agencies can use the AA-AAAAA Adult Life Skills series or the POWER performance based assessment to measure pre/post gains for intellectual disabilities.
- For students with learning and physical disabilities, agencies can use any approved assessment and provide approved testing accommodations.



Learning
Gains

Other CTE-Related Skills Gains

Occupational Skills Gain – Participants who achieve milestones in CTE programs, but who do not complete their credential or certificate because they obtain employment or realize a shorter-term goal related to occupational advancement.

Workforce Preparation Milestone – Participants who complete workforce preparation courses or certificates. This is an exploratory metric for AEBG in PY 2017-18.



Learning
Gains

Occupational Skills Gain


Participants who achieve milestones in CTE programs, but who do not complete their credential or certificate because they obtain employment or realize a shorter-term goal related to occupational advancement.

Field 9 Work

- Met work based project goal
- Training milestone

WORK

- ☐ Got a job
- ☐ Increased wages
- ☐ Promoted job
- ☐ Got a better job
- ☐ Met work-based project goal
- ☐ Entered job training
- ☐ Entered training program
- ☐ Training milestone
- ☐ Entered apprenticeship
- ☐ Entered military
- ☐ Assisted workforce readiness calls
- ☐ Received public assistance
- ☐ Other work outcome





Learning
Gains

Workforce Preparation Milestone

Participants who complete workforce preparation courses and certificates. Data on this metric will be collected in two ways:

- Marking Workforce Readiness on Entry Record
- Marking either Training Milestone or Acquired Workforce Readiness Skills on the Update Record (field #9 – Work)
- Starting in 2018-19, CDCP certificates coded as workforce preparation






Post-
Secondary

Postsecondary Credential Completion

For K12 community college CTE programs - Completion of a credential that leads to employment in a clearly-defined occupation including, but not necessarily limited to:

- Locally approved certificates eligible for inclusion on the Eligible Training Provider List (ETPL)
- CDCP CTE certificates with more than 48 instructional contact hours
- Certificates that meet the minimum threshold for inclusion under Perkins
- Certificates that meet the threshold for Title IV federal student aid

Completion of any degree or for credit certificate over 6 units



Post-
Secondary

Postsecondary Credential Completion

Workforce preparation (work readiness) or occupational safety certificates (e.g. OSHA or Safeserve) **ARE NOT** counted for completion under this metric

These outcomes should count as short term services, not Post-Secondary outcomes



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Post-Secondary

Completion of Post-Secondary certificates, degrees, or training programs.


Field 9 Work

- Entered apprenticeship

Field 9 Education

- Attained credential
- Attained AA/AS/BA/BS
- Graduate/post-graduate studies
- Occupational licensure/certificate

EDUCATION	
<input type="checkbox"/> Passed GED	<input type="checkbox"/> Enrolled in secondary program
<input type="checkbox"/> Passed HSET	<input type="checkbox"/> Entered college
<input type="checkbox"/> Passed TABC	<input type="checkbox"/> Transferred to credit transfer
<input type="checkbox"/> Earned High School diploma	<input type="checkbox"/> Transferred to credit transfer
<input type="checkbox"/> Returned to K-12	<input type="checkbox"/> Transferred to credit transfer
<input type="checkbox"/> Gained computer/tech skills	<input type="checkbox"/> Attained credential
<input type="checkbox"/> Completed course	<input type="checkbox"/> Attained A.A. or A.S. degree
<input type="checkbox"/> Mastered course competencies	<input type="checkbox"/> Attained B.A. or B.S. degree
<input type="checkbox"/> Earned certificate	<input type="checkbox"/> Entered graduate studies
<input type="checkbox"/> Educational achievement	<input type="checkbox"/> Attained post-graduate degree
<input type="checkbox"/> Skills progression	<input type="checkbox"/> Occupational skills licensure
<input type="checkbox"/> Transcript or report card	<input type="checkbox"/> Occupational skills certificate
<input type="checkbox"/> Secondary	<input type="checkbox"/> Occupational certification
<input type="checkbox"/> Postsecondary	<input type="checkbox"/> Other recognized diploma, degree, or certificate



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Enter Employment

Employment and Wages


AEBG will primarily capture and report data elements related to employment and wages after participant exit, using a data match with the EDD wage file.

WIOA II related follow up employment outcomes:

- Entrance into unsubsidized employment two quarters after exit
- Entrance into unsubsidized employment four quarters after exit
- Median earnings two quarters after exit

AEBG follow up outcomes not related to WIOA II:

- Change in earnings from one year before to one year after exit
- Attainment of regional living wage
- Employment in field of study (starting in 2018-19)



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Enter Employment

Employment and Wages

Given that a large number of students will likely not have SSN, AEBG will use other methods to collect employment data:

- Self report through TE
- Self report through survey (specifics to be developed and discussed over the course of PY 2017-18.)



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Enter Employment

Enter Employment

Field 9 work

- Got a job
- Retained job
- Entered military

WORK

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



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Increase Wages


Improved Wages

Field 9 work

- Increased wages
- Got a better job

WORK

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




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Transition

Transition

- **Transition to ASE:** AEBG will track transitions from ABE to ASE or ESL to ASE.
- **Transition into Post-secondary:** Applies to participants transitioning into 1) Any K12 adult education or community college CTE program or 2) Community college for-credit coursework that is not developmental.




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Transition

Transition to Post-Secondary

- Transition into Post-secondary:** Specific student based scenarios that qualify for the AEBG transition outcome:
 1. K12 Adult Education or community college noncredit ABE, ASE or ESL participant who enrolls in a K12 adult education CTE course
 2. K12 Adult Education or community college noncredit ABE, ASE or ESL participant who enrolls in a noncredit community college CTE course




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Transition

Transition to Post-Secondary

Transition into Post-secondary: Specific student based scenarios that qualify for the AEBG transition outcome:

3. A K12 adult education ABE, ASE or ESL participant who enrolls in a community college credit course that is not developmental (including both CTE and non-CTE courses)
4. A community college noncredit ABE, ASE or ESL participant who enrolls in a college credit course that is not developmental (including both CTE and non-CTE courses)



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Transition

Transition to Post-Secondary

Field 9 Work

- Entered job training
- Entered training program

Field 9 Education


- Transitioned to credit

Field 12

- Enrolled in Education
- Enrolled in Training

Field 14

- Enrolled in Education
- Enrolled in Training



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LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)

WORK	EDUCATION
<input type="checkbox"/> Got a job	<input type="checkbox"/> Passed GED
<input type="checkbox"/> Increased wages	<input type="checkbox"/> Passed HSET
<input type="checkbox"/> Retained job	<input type="checkbox"/> Passed TASC
<input type="checkbox"/> Got a better job	<input type="checkbox"/> Earned High School diploma
<input type="checkbox"/> Met work-based project goal	<input type="checkbox"/> Returned to K-12
<input type="checkbox"/> Entered job training	<input type="checkbox"/> Gained computer/tech skills
<input type="checkbox"/> Entered training program	<input type="checkbox"/> Completed course
<input type="checkbox"/> Training milestone	<input type="checkbox"/> Mastered course competencies
<input type="checkbox"/> Entered apprenticeship	<input type="checkbox"/> Earned certificate
<input type="checkbox"/> Entered military	<input type="checkbox"/> Educational achievement
<input type="checkbox"/> Acquired workforce readiness skills	<input type="checkbox"/> Skills progression
<input type="checkbox"/> Reduced public assistance	<input type="checkbox"/> Transcript or report card
<input type="checkbox"/> Other work outcome	<input type="checkbox"/> Secondary
	<input type="checkbox"/> Postsecondary

☐ Literacy Gains
☐ Secondary
☐ Post-Secondary

☐ Employment
☐ Wages
☐ Transition

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AEBG Outcomes

AEBG will use a combination of self-reported outcomes in TE and data match for state level reporting.

The diagram consists of two overlapping circles. The left circle is purple and labeled 'Data Match'. The right circle is yellow and labeled 'TE only'. The overlapping area in the center is shaded brown.

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AEBG Outcomes

Reported data through TE only:

1. Improved Literacy Skills (pre and post testing)
2. High School Diploma (Local Board approved)

☐ Learning Gains
☐ HSE/HS Diploma

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Data Match Outcomes

A combination of self reported data through TE *and* data match:

1. High School Equivalency (HSE)
2. Post-Secondary
3. Job Placement
4. Improved Wages
5. Transition to Post-Secondary

Enter Employment

Increase Wages

HSE/HS Diploma

Post-Secondary

Transition Post-Sec

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Data Match Outcomes

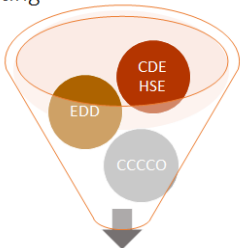
AEBG will use a combination of self-reported outcomes and data match for state level reporting.

Two separate data matches will be conducted, 1) EDD for employment, 2) CCCCCO for post-secondary

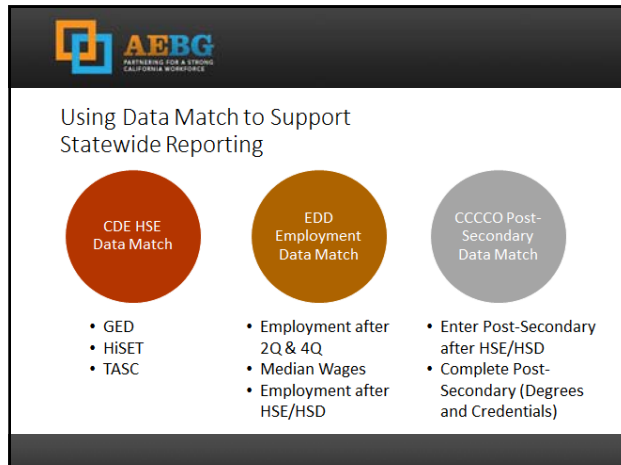
1. Post-Secondary – CCCCCO
2. Job Placement - EDD
3. Improved Wages - EDD
4. Transition to Post-Secondary - CCCCCO

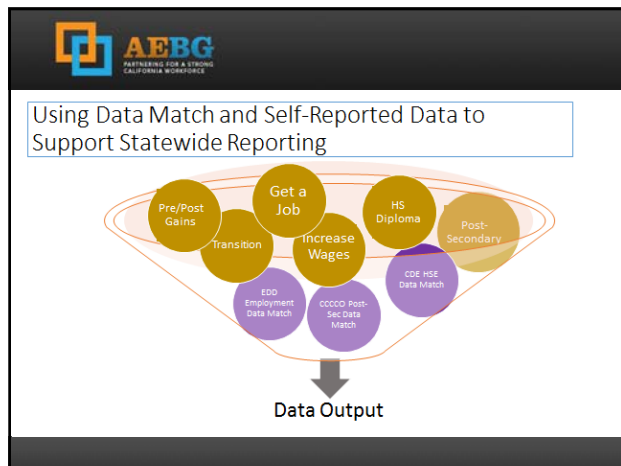
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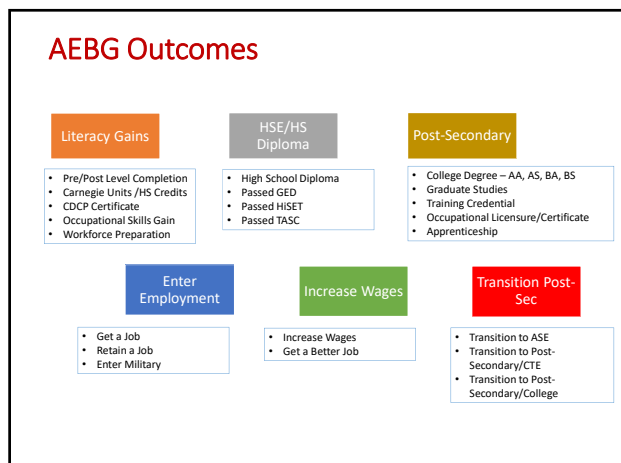
Using Data Match to Support Statewide Reporting



Data Output










Future changes & analysis



LaunchBoard Adult Education Tab

General info: <http://calpassplus.org/launchboard/home.aspx>

Home | Snapshot | SWP | Common Metrics | CCPT | CTEOS | Help | **Log-Out**


Adult Education

Select Your View

What level of information do you want?
Please select one

- ☐ Reports summarizing program outcomes
- ☐ Detailed data tables with historical, regional, and state comparison data

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LaunchBoard Data Sources

- **Student Demographics** (MIS/TOPSPPro)
- **Coursetaking** (MIS/TOPSPPro)
- **Completion** (MIS/TOPSPPro/GED/TASC/HiSet)
- **Transfer** (National Student Clearinghouse)
- **Employment** (EDD Wage File, CTE Outcomes Survey)
- **Labor market information** (EMSI)



LaunchBoard Adult Ed Tab Scope/Timeline

- Comprehensive consortium & member data
- Disaggregated program, demographics, barriers and other criteria
- Current build includes 57 student, course taking & outcome metrics
- Conducting test matching of TE, MIS and other data sources Fall 2017
- Available to consortia Spring 2018
- Regional training on tools and how to use the data



Other Activities in 2017/18

Supplemental Data Report: Includes additional analysis not included in primary data collection & reporting:

- Analysis of how AE students are being served in for credit college programs
- Outcomes for students with low contact hours (<12)
- Profiles of emergent or effective practices (immigrant integration, career advancement academies, other)
- Other special analysis



Other Activities in 2017/18

Changes to MIS & CCC Apply:

- Add MIS data elements to align MIS with adult education reporting requirements (missing population flags, preapprenticeship, diploma, etc...)
- Convene process to make CCC Apply more useful for enrollment and data capture for noncredit and AE students



Other Activities in 2017/18

Basic Skills Crosswalk:

- AEBG (WestEd) will convene faculty and leadership to build a crosswalk of the National Reporting System Educational Functioning Levels and the CB21 levels below transfer.
- Issue guidance in Spring 2018 to inform content and local alignment of courses and streamline student transition between K12 and community college programs



Reporting in 2018/2019

- Community colleges will use MIS to report students in noncredit ABE, ASE, ESL, and CTE programs
- K12 adult schools will continue to report all ABE, ASE, ESL and CTE students in TOPSPRO
- WIOA Title II funded programs will still report quarterly data using TOPSPRO
- Pre and post testing using CASAS will still apply to ALL WIOA AEFLA Title II Funded Student



Resources



Displays outcomes in three separate sections:

1. Literacy Gains and HSE/HSD using NRS Table 4 guidelines
2. Other AB 104 outcomes self-reported via Update Record using WIOA II reporting requirements
3. Services Received that do not impose WIOA II reporting requirements



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AEBG Web Site

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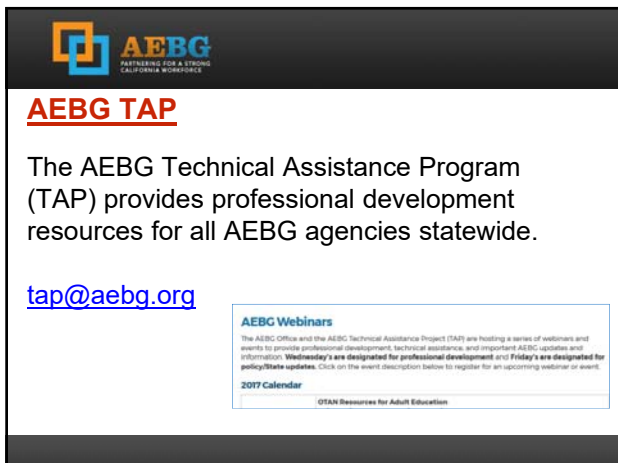
CASAS Web Site

- What's New
- Online Registration
- California Accountability
- AEBG Web page
- CASAS Forums
- Download Centers

CASAS
Partnership for a Strong California Workforce

www.casas.org

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AEBG TAP

The AEBG Technical Assistance Program (TAP) provides professional development resources for all AEBG agencies statewide.

tap@aebg.org

AEBG Webinars

The AEBG Office and the AEBG Technical Assistance Project (TAP) are hosting a series of webinars and events to provide professional development, technical assistance, and important AEBG updates and information. **Wednesday's** are designated for professional development and **Friday's** are designated for policy/state updates. Click on the event description below to register for an upcoming webinar or event.

2017 Calendar

OTAN Resources for Adult Education



CASAS Technical Support:

- 1-800-255-1036
- CASAS Fax #:
- 1-858-292-2910

E-mail:

- capm@casas.org
- techsupport@casas.org
- aebg@casas.org



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