



# AEBG Accountability Training 2017-18

# Agenda

- Legislative Requirements
- AEBG Field Team Process
- New Reporting Requirements 17/18
- AEBG Adult Education Programs
- Alignment with WIOA
- Reporting in TE / Data Collection
- Reporting Elements - Outcomes
- AEBG Data Matching / Use of LaunchBoard
- Future changes and analysis
- Pre-Post Testing
- Resources

## Legislative Requirements

- August 1<sup>st</sup> report
- Data for measuring effectiveness of consortia
- Plans for aligning assessment of students
- Report deadlines to legislature
  - Oct 31<sup>st</sup>: Preliminary Report
  - March 1<sup>st</sup>: Final Report
- Alignment w/WIOA, Perkins, other systems

## **AB104 Required Data Elements**

- (1) Adults served by the consortium.
- (2) Adults served by the consortium have demonstrated the following:
  - (A) Improved literacy skills
  - (B) Completion of high school diplomas or recognized equivalents
  - (C) Completion of post-secondary certificates, degrees, or training
  - (D) Placement into jobs
  - (E) Improved Wages

## AEBG Metrics

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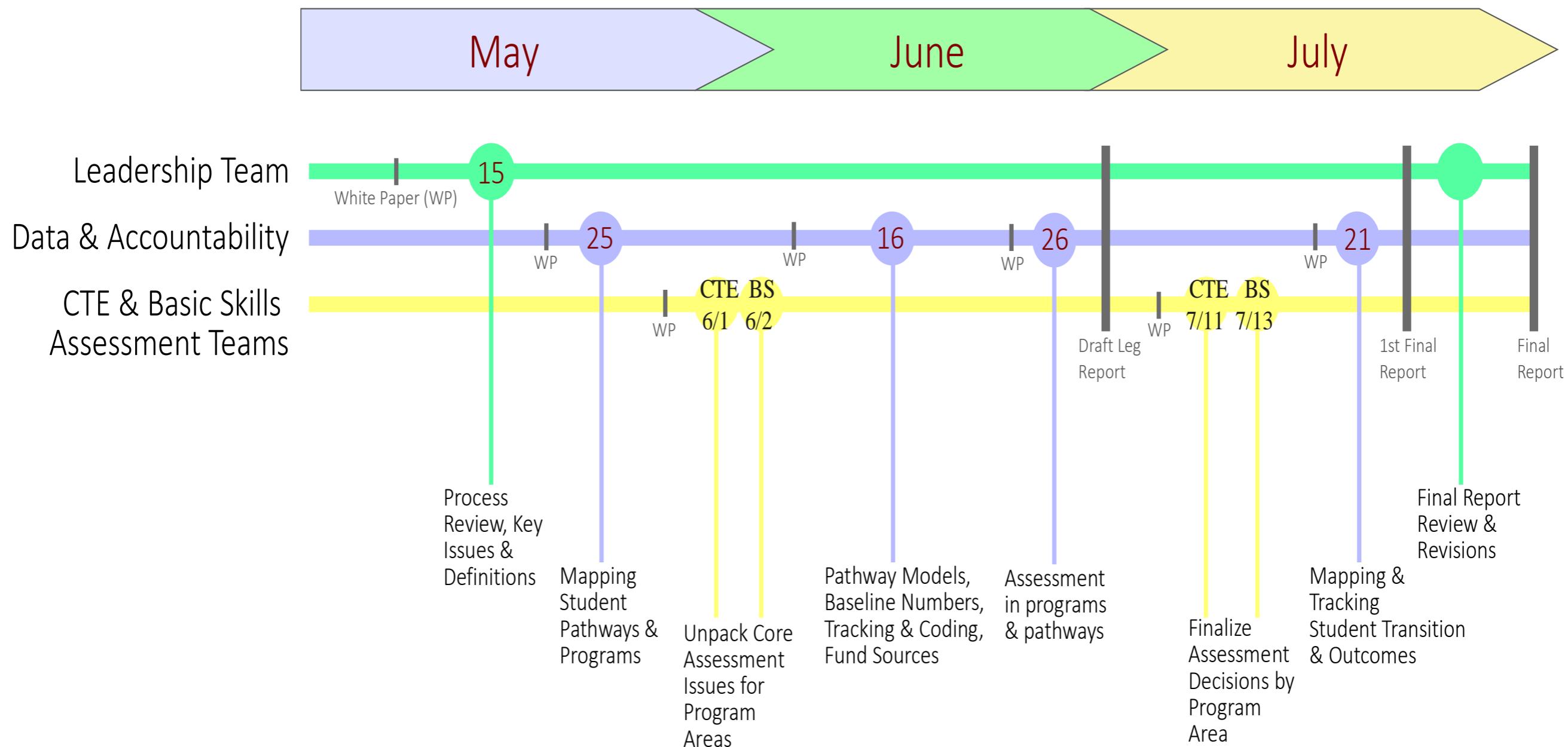
- number of adults served by the consortium
- percentage of participants who improved literacy and basic skills
- percentage of participants who progressed in a high school diploma program
- percentage of participants who attained an occupational skills gain
- percentage of participants who attained a workforce preparation milestone
- number of participants who completed a high school diploma or equivalent
- number of participants who transitioned to adult secondary education
- number of participants who transitioned to post-secondary
- number of participants who completed a post-secondary certificate, degree, or training program
- percentage of exiters who were employed two quarters after exit
- percentage of exiters who were employed four quarters after exit
- median earnings two quarters after exit
- percentage change in earnings after exit
- percentage of exiters who attained the regional living wage



# **Data and Accountability Field Teams**



## AEBG Data, Accountability, and Assessment Planning Process



## Field Teams

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- 3 Teams: Data & Accountability, CTE, Basic Skills
- 35 Field Participants
- K12 adult school, community college noncredit and credit programs, WIOA system, labor, CDE, CCCCO, AEBG TAP
- 40 hours in 8 meetings over 8 weeks
- White papers, notes, agendas published on AEBG site



## References and Resources

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**AB86/AB104  
Legislation**

**2012 LAO  
Report**

**Workforce  
Innovation &  
Opportunity Act**

**Office of Career,  
Technical, &  
Adult Education**

**National  
Reporting  
System**

**Title IV Federal  
Student Aid**

**Council on  
Occupational  
Education**

**Center for Law  
& Social Policy**

## AEBG Data and Accountability Field Team Site

<http://aebg.cccco.edu/About/Adult-Ed-Block-Grant-Framework/AEBG-Field-Teams>



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### AEBG Field Teams

In order to clarify key data elements required for AEBG accountability reporting, and to ensure that metrics help to illuminate student progress in adult education programs, a series of practitioner committees will be convened between May-July 2017.

#### Data and Accountability Committee

This committee--made up of representatives from K-12 adult schools, community college credit programs, community college noncredit programs, CDE, and the Chancellor's Office--will meet four times to make recommendations regarding data definitions, tracking, and reporting. Before each meeting, WestEd will prepare a white paper that outlines possible approaches, the pros and cons of each option, and how each option relates to both legislative priorities and student pathways. The recommendations of the committee will be recorded in a summary paper and in comprehensive documentation for AEBG grantees on data and accountability requirements.

- [Read White Paper 1: AEBG Data Fundamentals and Student Journeys](#)
- [5.25.17 Data and Accountability Committee Meeting Agenda](#)

#### Data and Accountability Committee Members

**Madelyn Arballo (CCD)**  
*Dean, School of Continuing Education*  
Mt. San Antonio College

**Kathleen Porter (K12)**  
*Executive Director, Career Technical, Adult, and Alternative Education*  
Poway Unified School District



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# **New 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, 3<sup>rd</sup> 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.**



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# **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<sup>th</sup> grade level

## Adult Secondary Education

Foundational academic skills and learning/study skills. Includes courses at Low Adult Secondary Education/9<sup>th</sup> 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.
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## Adults w Disabilities

In CCCCO 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

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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”

## 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 courses are offered in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards through an MOU or formal agreement.

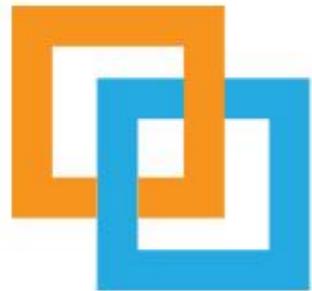
## Preapprenticeship (DOL Quality Elements)

- 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 II & NRS Overview



- The **National Reporting System (NRS)** is the accountability system that provides a means of regular evaluation for federally funded WIOA Title II adult education programs.
- In June 2014, Congress passed the Workforce Innovation and Opportunity Act (WIOA), and President Obama signed it into law in July 2014.
- June 2016 the U.S. DOL and U.S. DOE released final WIOA guidelines, and the NRS released the new update Federal Tables
- WIOA started implementation starting July 1, 2016, and is approved through 2020.

To learn more information about the National Reporting System:

**NRS Website:**

<http://www.nrsweb.org>

**Official Federal Website for WIOA:**

<https://www.doleta.gov/wioa/>



# WIOA Title I: Adult, Dislocated Worker, and Youth

# WIOA Title II: Adult Education and Literacy (AEFLA)

# WIOA Title III: Wagner-Peyser/One-stops

# WIOA Title IV: Vocational Rehabilitation

## The Four Titles of WIOA Each Authorize Different Programs:

### TITLE I

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



### TITLE II

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



### TITLE III

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



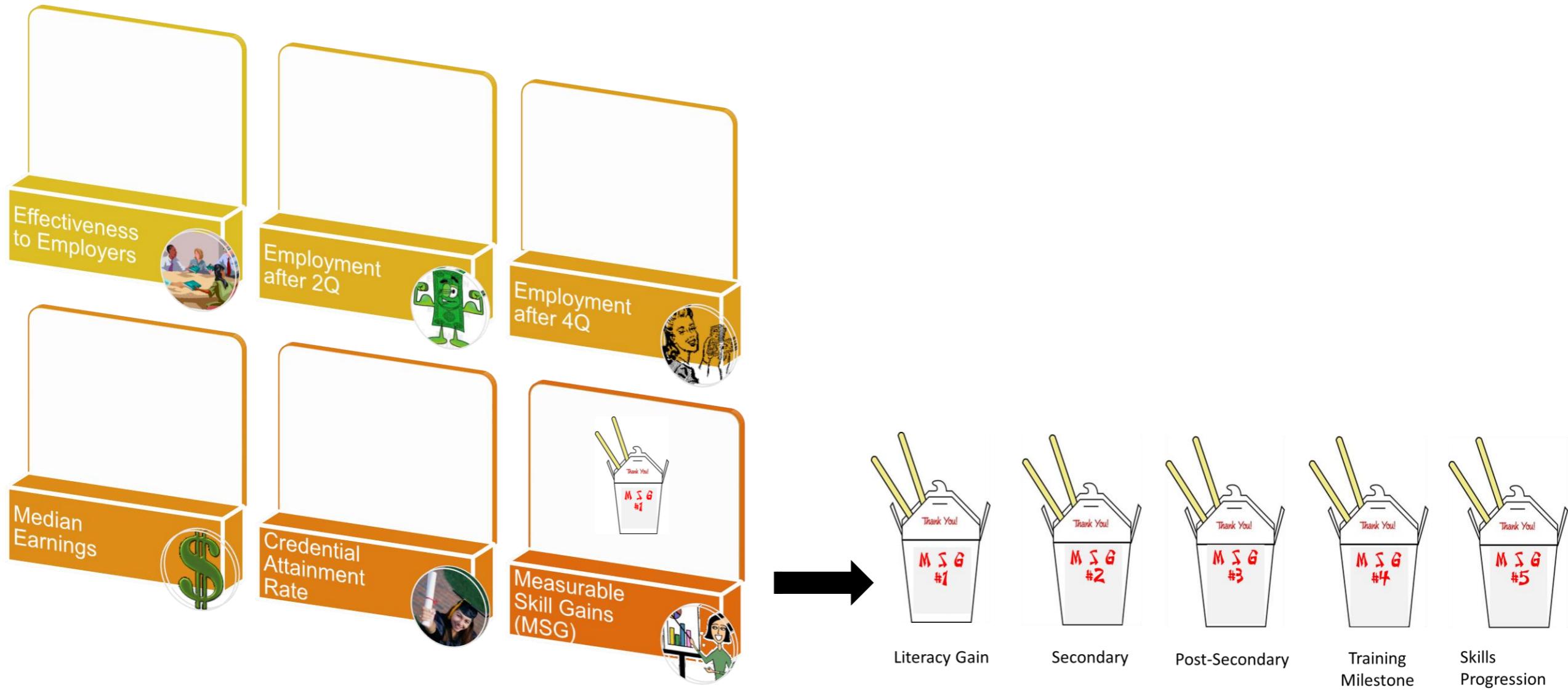
### TITLE IV

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





# WIOA Performance indicators





Literacy  
Gain

Secondary

Post-  
Secondary

Training  
Milestone

Skills  
Progression

## 5 Types of Measurable Skills Gain (MSG)

# Measurable Skills Gain (MSG)

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

## Indicators:

1. Employment
2. Wages

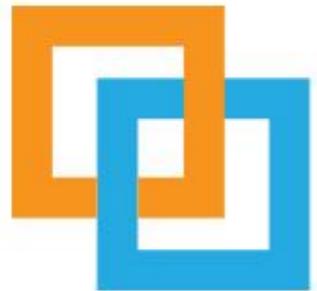
## MSGs:

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



## AB 104 Outcomes:

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



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# Data Collection Guidelines





## 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

## 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 CCCCO/EDD -- TBD

- 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)

# Entry Record

Includes fields to collect demographics, such as learner gender and date of birth

Documents program-related information, such as instructional program or date of entry into a class

Agency #		Program Entry Record		Site #	EUUS-016	
(1a)				( )		
Student Last Name		First	Middle	Phone Number	Cell Phone: <input type="checkbox"/> Yes <input type="checkbox"/> No	
(2)		Instructor Name		Student Address	City	State Zip
(3)				Email Address		
<b>Directions for marking answers</b> <ul style="list-style-type: none"> <li>Use No. 2 pencil only</li> <li>Do NOT use ink or ballpoint pen</li> <li>Make dark marks that fill oval completely</li> <li>Erase cleanly any answers you change</li> </ul>						<b>Right</b> <input type="checkbox"/> (1) <input type="checkbox"/> (2) <input type="checkbox"/> (3) <input type="checkbox"/> (4) <input type="checkbox"/> (5) <input type="checkbox"/> (6) <input type="checkbox"/> (7) <input type="checkbox"/> (8) <input type="checkbox"/> (9) <input type="checkbox"/> (10) <input type="checkbox"/> (11) <input type="checkbox"/> (12) <input type="checkbox"/> (13) <input type="checkbox"/> (14) <input type="checkbox"/> (15) <input type="checkbox"/> (16) <input type="checkbox"/> (17) <input type="checkbox"/> (18) <input type="checkbox"/> (19) <input type="checkbox"/> (20) <input type="checkbox"/> (21) <input type="checkbox"/> (22) <input type="checkbox"/> (23) <input type="checkbox"/> (24) <input 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## Update Record

Tracks learner progress and indicates results of instruction the learner received at your school or program.

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## Test Record

Records answers to a single CASAS test and includes information about the test, such as test date and form number

Test Record																										
<b>PRACTICE</b> 1 (A) (B) (C) (D) 2 (A) (B) (C) (D) 3 (A) (B) (C) (D)	① Student Last Name	First	Middle																							
<b>TEST</b> 1 (A) (B) (C) (D) 2 (A) (B) (C) (D) 3 (A) (B) (C) (D) 4 (A) (B) (C) (D) 5 (A) (B) (C) (D) 6 (A) (B) (C) (D) 7 (A) (B) (C) (D) 8 (A) (B) (C) (D) 9 (A) (B) (C) (D) 10 (A) (B) (C) (D) 11 (A) (B) (C) (D) 12 (A) (B) (C) (D)	② Instructor Name	<b>Directions for marking answers</b> <ul style="list-style-type: none"><li>• Use No. 2 pencil only</li><li>• Do NOT use ink or ballpoint pen</li><li>• Make dark marks that fill rectangle completely</li><li>• Erase cleanly any answers you change</li></ul> <table border="1"><tr><td>Right</td><td>①</td><td>②</td><td>③</td></tr><tr><td>Wrong</td><td>✗</td><td>①</td><td>②</td></tr><tr><td></td><td>①</td><td>②</td><td>③</td></tr></table>		Right	①	②	③	Wrong	✗	①	②		①	②	③											
Right	①	②	③																							
Wrong	✗	①	②																							
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<b>③ STUDENT IDENTIFICATION</b> <table border="1"><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>		0	0	0	0	0	0	0	0	<b>④ FORM NUMBER</b> <table border="1"><tr><td>0</td><td>0</td><td>0</td><td>(R)</td><td>(X)</td></tr></table>	0	0	0	(R)	(X)	<b>⑤ TEST DATE</b> <table border="1"><tr><td>MM</td><td>D</td><td>D</td><td>Y</td><td>Y</td></tr><tr><td>Jan</td><td>0</td><td>0</td><td>200</td><td>0</td></tr></table>	MM	D	D	Y	Y	Jan	0	0	200	0
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0	0	0	(R)	(X)																						
MM	D	D	Y	Y																						
Jan	0	0	200	0																						

# Entry Records

**TOPS**  
*Tracking Of Programs and Students*  
**Entry Record**

For Each AEBG Learner:

- Collect Date of Birth, Gender, Race, and Ethnicity
- Assist the learner in selecting highest year of school, highest degree, barriers to employment, and labor force status

<b>⑥ HIGHEST ★ YEAR OF SCHOOL COMPLETED</b>		<b>⑦ HIGHEST DIPLOMA ★ OR DEGREE EARNED (Mark one)</b>	
0	0	<input type="checkbox"/> None	<input type="checkbox"/> Majority of my schooling was outside of U.S.
1	1	<input type="checkbox"/> HSE Certificate	<input type="checkbox"/> I earned the above outside of U.S. <input type="checkbox"/>
2		<input type="checkbox"/> High School Diploma	
3		<input type="checkbox"/> Technical/Certificate	
4		<input type="checkbox"/> Some college, no degree	
5		<input type="checkbox"/> A.A. / A.S. Degree	
6		<input type="checkbox"/> 4 yr. College Graduate	
7		<input type="checkbox"/> Graduate Studies	
8		<input type="checkbox"/> Other	
9			

<b>⑭ EMPLOYMENT BARRIERS</b> (Mark all that apply or leave blank)
<input type="checkbox"/> Cultural Barriers
<input type="checkbox"/> Disabled
<input type="checkbox"/> Displaced Homemaker
<input type="checkbox"/> English Language Learner
<input type="checkbox"/> Ex-Offender
<input type="checkbox"/> Foster Care Youth
<input type="checkbox"/> Homeless
<input type="checkbox"/> Long-term Unemployed
<input type="checkbox"/> Low Income
<input type="checkbox"/> Low Levels of Literacy
<input type="checkbox"/> Migrant Farmworker
<input type="checkbox"/> Seasonal Farmworker
<input type="checkbox"/> Single Parent
<input type="checkbox"/> No TANF within 2 yrs

# Entry Records

**TOPS**  
*Tracking Of Programs and Students*  
**Entry Record**

For Each AEBG Learner:

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

<p><b>⑯ PERSONAL STATUS</b> (Mark all that apply or leave blank)</p> <p><input type="checkbox"/> WIOA, Title I  <input type="checkbox"/> WIOA, Title III  <input type="checkbox"/> WIOA, Title IV  <input type="checkbox"/> TANF  <input type="checkbox"/> Other public assist.  <input type="checkbox"/> Concurrently enrolled in high school / K12  <input type="checkbox"/> Dislocated worker  <input type="checkbox"/> Veteran  <input type="checkbox"/> Other</p>	<p><b>⑭ EMPLOYMENT BARRIERS</b> (Mark all that apply or leave blank)</p> <p><input type="checkbox"/> Cultural Barriers  <input type="checkbox"/> Disabled  <input type="checkbox"/> Displaced Homemaker  <input type="checkbox"/> English Language Learner  <input type="checkbox"/> Ex-Offender  <input type="checkbox"/> Foster Care Youth  <input type="checkbox"/> Homeless  <input type="checkbox"/> Long-term Unemployed  <input type="checkbox"/> Low Income  <input type="checkbox"/> Low Levels of Literacy  <input type="checkbox"/> Migrant Farmworker  <input type="checkbox"/> Seasonal Farmworker  <input type="checkbox"/> Single Parent  <input type="checkbox"/> No TANF within 2 yrs</p>
--	--

# Update Records



- Must be completed after a substantial block of instruction or at the end of the instructional period (semester, quarter, term)
- Must be completed when a learner exits a program
- Mark the appropriate learner status, progress, outcomes achieved, and reason for exiting

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

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



# Update Records

**TOPS**  
*Tracking Of Programs and Students*  
**Update Record**

New Update Record now includes many new workforce and training related outcomes related to all four titles of WIOA.

⑨ LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)			
WORK	EDUCATION	FAMILY / COMMUNITY	
<input type="checkbox"/> Got a job	<input type="checkbox"/> Passed GED	<input type="checkbox"/> Entered college	<input type="checkbox"/> Increased involvement in children's education
<input type="checkbox"/> Increased wages	<input type="checkbox"/> Passed HiSET	<input type="checkbox"/> Transitioned to credit (transfer)	<input type="checkbox"/> Increased involvement in children's literacy activities
<input type="checkbox"/> Retained job	<input type="checkbox"/> Passed TASC	<input type="checkbox"/> Transitioned to credit (non-transfer)	<input type="checkbox"/> Met other family goal
<input type="checkbox"/> Got a better job	<input type="checkbox"/> Earned High School diploma	<input type="checkbox"/> Attained credential	<input type="checkbox"/> Met personal goal
<input type="checkbox"/> Met work-based project goal	<input type="checkbox"/> Returned to K-12	<input type="checkbox"/> Attained A.A. or A.S. degree	<input type="checkbox"/> Obtained perm. residence
<input type="checkbox"/> Entered job training	<input type="checkbox"/> Gained computer/tech skills	<input type="checkbox"/> Attained B.A. or B.S. degree	<input type="checkbox"/> Attained U.S. citizenship
<input type="checkbox"/> Entered training program	<input type="checkbox"/> Completed course	<input type="checkbox"/> Entered graduate studies	<input type="checkbox"/> Achieved U.S. citizenship skills
<input type="checkbox"/> Training milestone	<input type="checkbox"/> Mastered course competencies	<input type="checkbox"/> Attained post graduate degree	<input type="checkbox"/> Registered to vote or voted for first time
<input type="checkbox"/> Entered apprenticeship	<input type="checkbox"/> Earned certificate	<input type="checkbox"/> Occupational skills licensure	<input type="checkbox"/> Increased involvement in community activities
<input type="checkbox"/> Entered military	<input type="checkbox"/> Educational achievement	<input type="checkbox"/> Occupational skills certificate	<input type="checkbox"/> Other family outcome
<input type="checkbox"/> Acquired workforce readiness skills	<input type="checkbox"/> Skills progression	<input type="checkbox"/> Occupational certifications	<input type="checkbox"/> Other community outcome
<input type="checkbox"/> Reduced public assistance	<input type="checkbox"/> Transcript or report card	<input type="checkbox"/> Other recognized diploma, degree, or certificate	
<input type="checkbox"/> Other work outcome	<input type="checkbox"/> Secondary		
	<input type="checkbox"/> Post secondary		

## 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.**

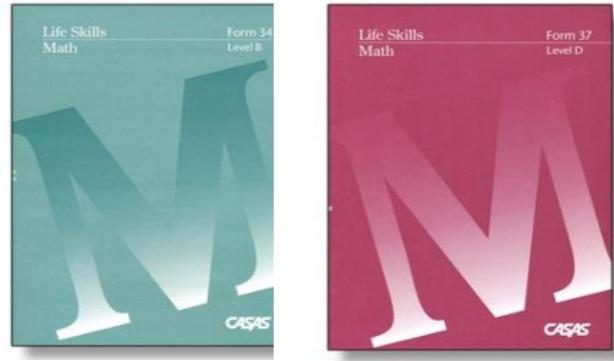
## Pre- and Post-Testing

- 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:

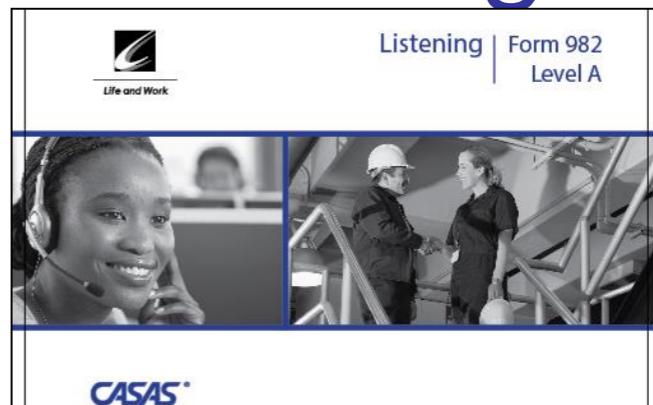
<https://www.federalregister.gov/documents/2016/12/13/2016-29899/tests-determined-to-be-suitable-for-use-in-the-national-reporting-system-for-adult-education>



## ABE/ASE: Use Reading or Math



## ESL: Use Reading or Listening



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

## Pre/Post-Testing

Q: How do we handle testing for students (especially in ASE) who score high on NRS approved assessment, and/or already have their high school diploma?

A: If a student completes HSE or high school diploma, then that student does not need to post-test.

Recommended practice for pretesting: administer an appraisal for that student. If using a CASAS appraisal, for example, if the student scores below 236, then that student qualifies for NRS levels and should be pre/post-tested. If the student scores 236+, then they have scored too high to make level gains for NRS reporting, so pre/post-testing is not required.



# Reporting Elements Outcomes

## Population Definitions

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- **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



# AEBG Outcomes

Literacy  
Gains

HSE/HS  
Diploma

Post-  
Secondary

Enter  
Employment

Increase  
Wages

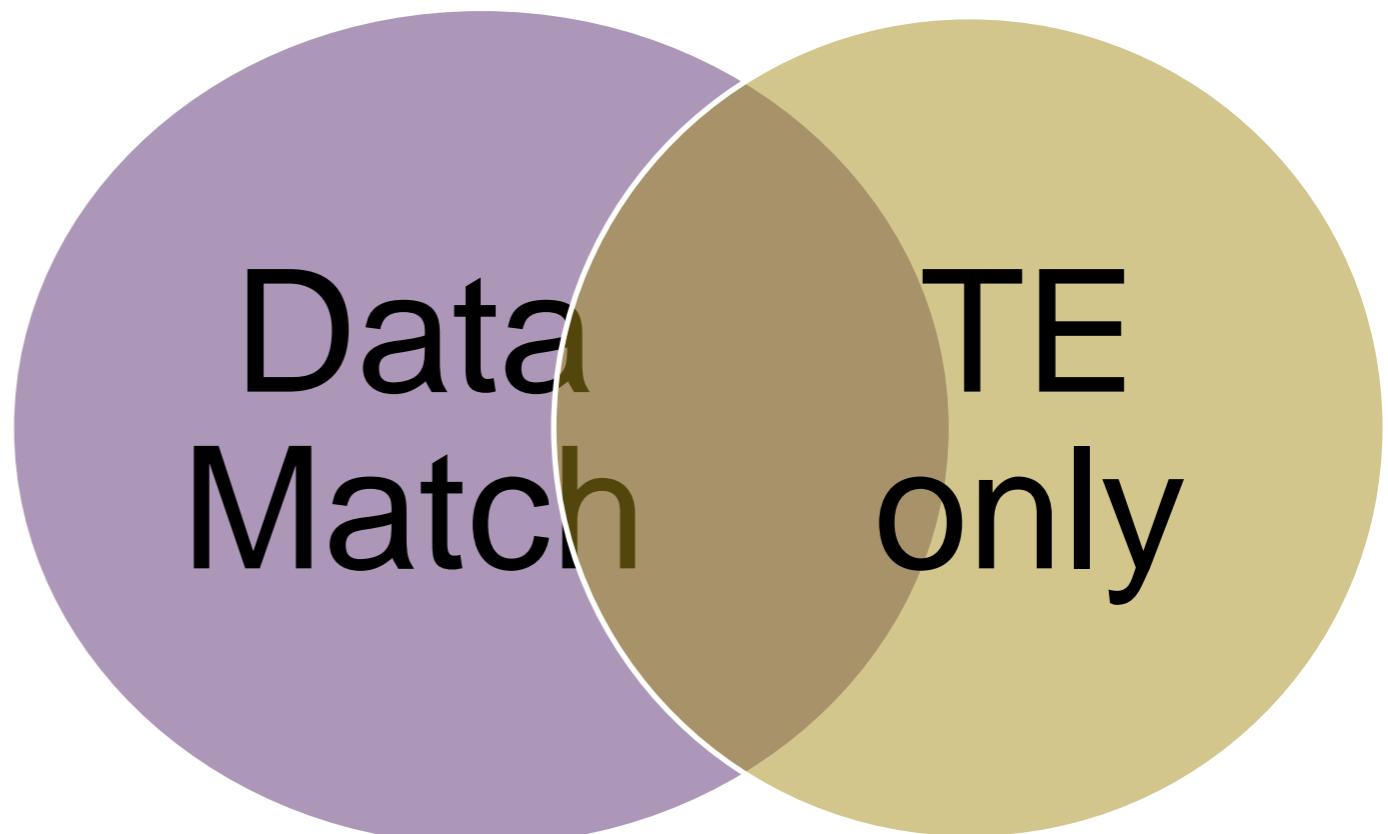
Transition  
Post-Sec

## 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

## AEBG Outcomes

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



## Adults With Improved Literacy & Basic Skills

**WIOA Title II programs** – attainment of an EFL gain using pre and post testing with an NRS approved testing instrument

**Non WIOA Title II programs** – NRS-approved instruments or 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

## 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 (“exploratory” outcome for 2017-18)

## 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).



# Improved Literacy Skills – NRS Assessments



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

	Educational Functioning Levels	CASAS Level	Reading Scale Score Ranges	Math Scale Score Ranges
<b>1</b>	Beginning ABE Literacy	<b>A</b>	200 and below	200 and below
<b>2</b>	Beginning Basic Education	<b>B</b>	201 - 210	201 - 210
<b>3</b>	Low Intermediate Basic Education	<b>B</b>	211 - 220	211 - 220
<b>4</b>	High Intermediate Basic Education	<b>C</b>	221 - 235	221 - 235
<b>5</b>	Low Adult Secondary Education	<b>D</b>	236 - 245	236 - 245
<b>6</b>	High Adult Secondary Education	<b>E</b>	246 and above	246 and above

Revised July 2014



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

	Educational Functioning Levels	CASAS Level	Reading Scale Score Ranges	Listening (980 series) Scale Score Ranges
<b>1</b>	Beginning ESL Literacy	<b>A</b>	180 and below	180 and below
<b>2</b>	Low Beginning ESL	<b>A</b>	181 - 190	181 - 189
<b>3</b>	High Beginning ESL	<b>A</b>	191 - 200	190 - 199
<b>4</b>	Low Intermediate ESL	<b>B</b>	201 - 210	200 - 209
<b>5</b>	High Intermediate ESL	<b>B</b>	211 - 220	210 - 218
<b>6</b>	Advanced ESL	<b>C</b>	221 - 235	219 - 227

Revised July 2014

For NRS relationship with other test publishers, go to [www.nrsweb.org](http://www.nrsweb.org)

## Diplomas and Equivalents

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### Diploma or equivalency completion –

- **K12 programs:** Will use data flags in TE for participants who complete their high school diploma or earn their high school equivalency
- **College noncredit programs:** Starting in 2018-19, will use data flags in MIS for participants who complete their high school diploma or earn their high school equivalency
- **AEBG office:** Will use a data match of the AEBG participant population with the data sets from the GED, HiSet, and TASC testing services to augment local reporting

**Progress towards Diploma (New)** – Participants who progress from Low ASE to High ASE or who complete 1 or more course that counts for a HS diploma in a reporting period (quarter)

## Improved Literacy Skills – HS Diploma

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 (9<sup>th</sup>/10<sup>th</sup> grade) to ASE High (11<sup>th</sup>/12<sup>th</sup> 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

## High School Diploma/HSE

### *Field 9 Education –*

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

LEARNER RESULTS AND WIOA MILESTONES	
	EDUCATION
<input type="radio"/>	Passed GED
<input type="radio"/>	Passed HiSET
<input type="radio"/>	Passed TASC
<input type="radio"/>	Earned High School diploma

## 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.

## **Other CTE-Related Skills Gains**

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**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.

## 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

(9)	<b>WORK</b>
<input type="checkbox"/>	Got a job
<input type="checkbox"/>	Increased wages
<input type="checkbox"/>	Retained job
<input type="checkbox"/>	Got a better job
<input type="checkbox"/>	Met work-based project goal
<input type="checkbox"/>	Entered job training
<input type="checkbox"/>	Entered training program
<input type="checkbox"/>	Training milestone
<input type="checkbox"/>	Entered apprenticeship
<input type="checkbox"/>	Entered military
<input type="checkbox"/>	Acquired workforce readiness skills
<input type="checkbox"/>	Reduced public assistance
<input type="checkbox"/>	Other work outcome

## 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

(9)	WORK
<input type="checkbox"/>	Got a job
<input type="checkbox"/>	Increased wages
<input type="checkbox"/>	Retained job
<input type="checkbox"/>	Got a better job
<input type="checkbox"/>	Met work-based project goal
<input type="checkbox"/>	Entered job training
<input type="checkbox"/>	Entered training program
<input type="checkbox"/>	Training milestone
<input type="checkbox"/>	Entered apprenticeship
<input type="checkbox"/>	Entered military
<input type="checkbox"/>	Acquired workforce readiness skills
<input type="checkbox"/>	Reduced public assistance
<input type="checkbox"/>	Other work outcome

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

**Completion of any degree or for credit certificate over 6 units**

# 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 HiSET	<input type="checkbox"/> Entered college
<input type="checkbox"/> Passed TASC	<input type="checkbox"/> Transitioned to credit (transfer)
<input type="checkbox"/> Earned High School diploma	<input type="checkbox"/> Transitioned to credit (non-transfer)
<input type="checkbox"/> Returned to K-12	<input type="checkbox"/> Attained credential
<input type="checkbox"/> Gained computer/tech skills	<input type="checkbox"/> Attained A.A. or A.S. degree
<input type="checkbox"/> Completed course	<input type="checkbox"/> Attained B.A. or B.S. degree
<input type="checkbox"/> Mastered course competencies	<input type="checkbox"/> Entered graduate studies
<input type="checkbox"/> Earned certificate	<input type="checkbox"/> Attained post graduate degree
<input type="checkbox"/> Educational achievement	<input type="checkbox"/> Occupational skills licensure
<input type="checkbox"/> Skills progression	<input type="checkbox"/> Occupational skills certificate
<input type="checkbox"/> Transcript or report card	<input type="checkbox"/> Occupational certifications
<input type="checkbox"/> Secondary	<input type="checkbox"/> Other recognized diploma, degree, or certificate
<input type="checkbox"/> Postsecondary	

## 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)

## 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.)

## Enter Employment

### *Field 9 work*

- Got a job
- Retained job
- Entered military

(9)	<b>WORK</b>
<input type="radio"/>	Got a job
<input type="radio"/>	Increased wages
<input type="radio"/>	Retained job
<input type="radio"/>	Got a better job
<input type="radio"/>	Met work-based project goal
<input type="radio"/>	Entered job training
<input type="radio"/>	Entered training program
<input type="radio"/>	Training milestone
<input type="radio"/>	Entered apprenticeship
<input type="radio"/>	Entered military
<input type="radio"/>	Acquired workforce readiness skills
<input type="radio"/>	Reduced public assistance
<input type="radio"/>	Other work outcome

## Improved Wages

### *Field 9 work*

- Increased wages
- Got a better job

(9)	<b>WORK</b>
<input type="checkbox"/>	Got a job
<input type="checkbox"/>	Increased wages
<input type="checkbox"/>	Retained job
<input type="checkbox"/>	Got a better job
<input type="checkbox"/>	Met work-based project goal
<input type="checkbox"/>	Entered job training
<input type="checkbox"/>	Entered training program
<input type="checkbox"/>	Training milestone
<input type="checkbox"/>	Entered apprenticeship
<input type="checkbox"/>	Entered military
<input type="checkbox"/>	Acquired workforce readiness skills
<input type="checkbox"/>	Reduced public assistance
<input type="checkbox"/>	Other work outcome

## 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.

## 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

## 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)



# 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

⑫ POST EXIT LEADING TO POSTSECONDARY CREDENTIAL	⑭ LEADING TO POSTSECONDARY CREDENTIAL OR ENROLLMENT
<input type="radio"/> Enrolled in education program	<input type="radio"/> Enrolled in education program
<input type="radio"/> Enrolled in training program	<input type="radio"/> Enrolled in training program



**(9) LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)**

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

**Literacy Gains**

**Secondary**

**Post-Secondary**

**Employment**

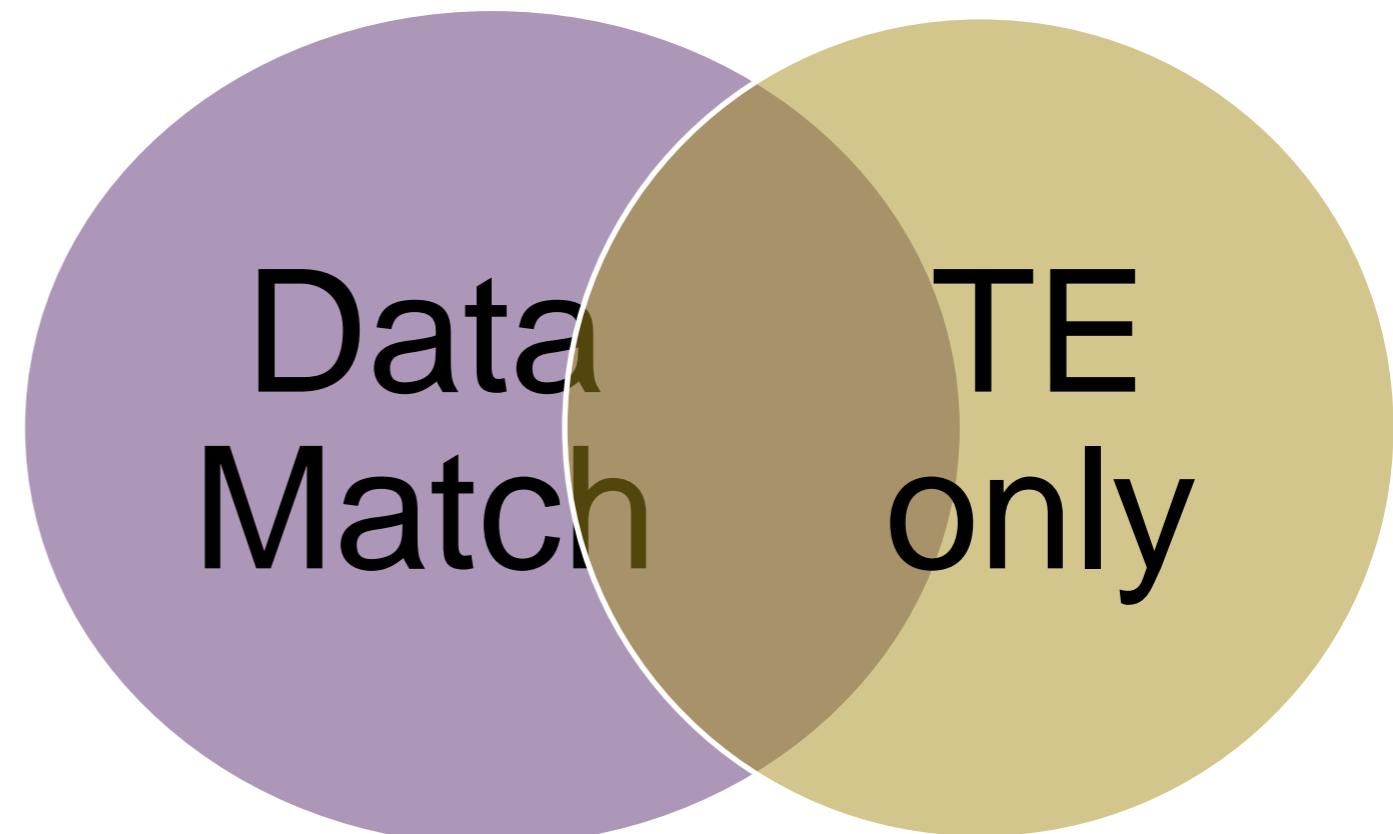
**Wages**

**Transition**



## AEBG Outcomes

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



## 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

## 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

## 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) CCCCO for post-secondary

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

## Data Match Outcomes

Data match with CCCCO for post-secondary related outcomes:

- 3. Post-Secondary
- 6. Transition to Post-Secondary

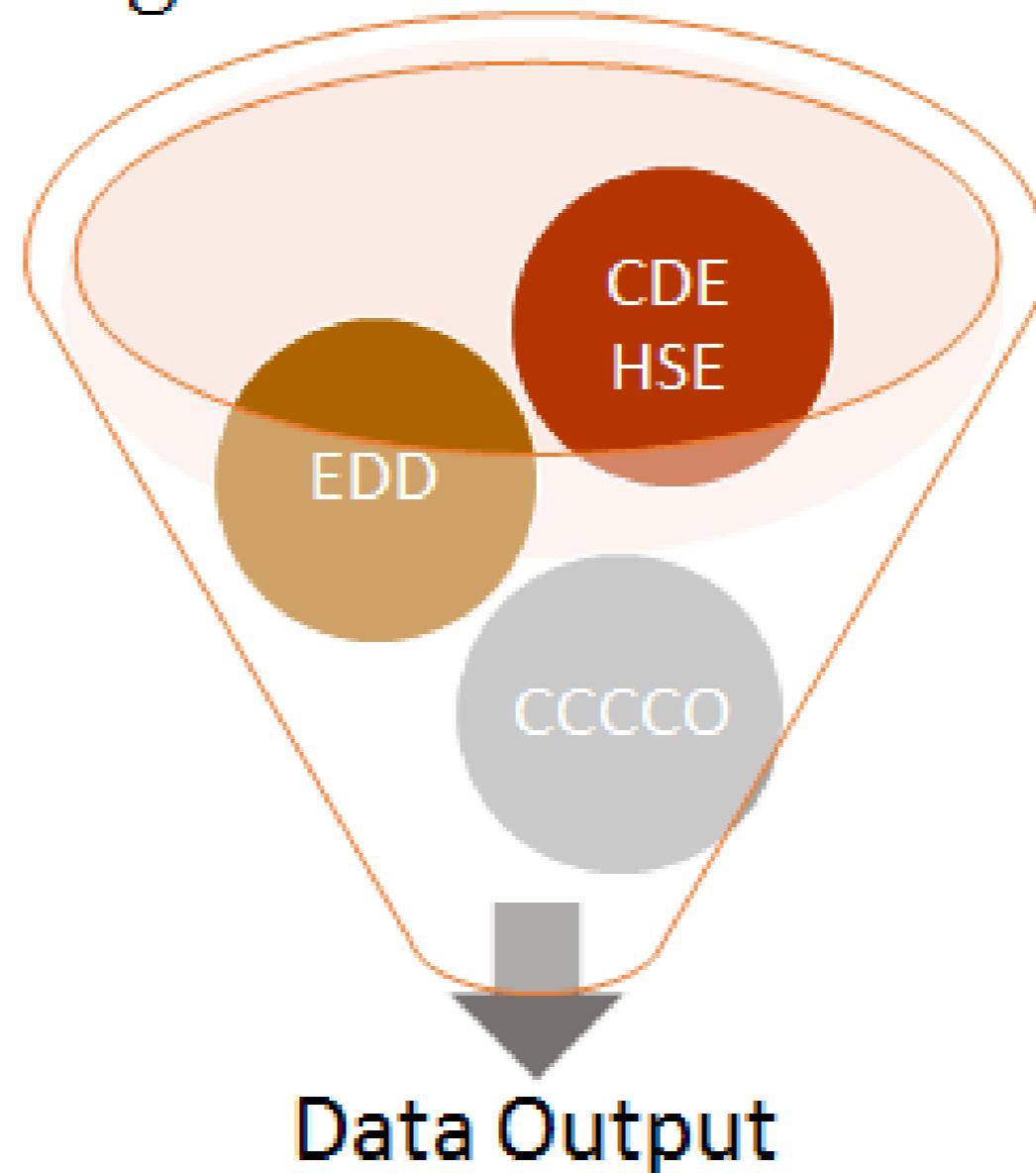
## Data Match Outcomes

A combination of self reported data through TE and data match with EDD:

4. Job Placement
5. Improved Wages



# Using Data Match to Support Statewide Reporting





# Using Data Match to Support Statewide Reporting

## CDE HSE Data Match

- GED
- HiSET
- TASC

## EDD Employment Data Match

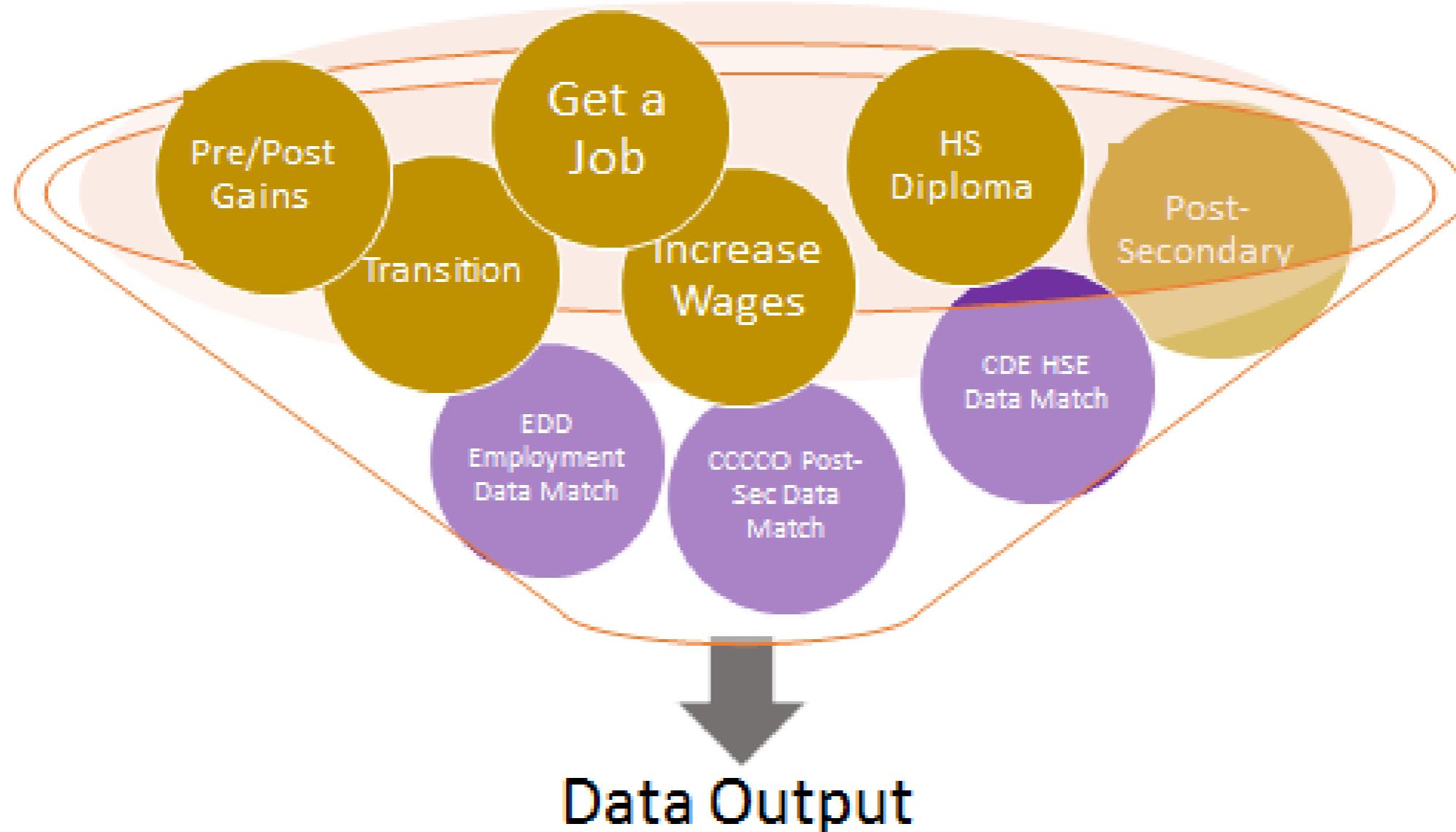
- Employment after 2Q & 4Q
- Median Wages
- Employment after HSE/HSD

## CCCCO Post- Secondary Data Match

- Enter Post-Secondary after HSE/HSD
- Complete Post-Secondary (Degrees and Credentials)



## Using Data Match and Self-Reported Data to Support Statewide Reporting



# AEBG Outcomes

## Learning Gains

- Pre/Post Level Completion
- Carnegie Units

## HSE/HS Diploma

- High School Diploma
- Passed GED
- Passed HiSET
- Passed TASC

## Post-Secondary

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

## Enter Employment

- Get a Job
- Retain a Job
- Enter Military

## Increase Wages

- Increase Wages
- Get a Better Job

## Transition Post-Sec

- Enter Job Training
- Enter College
- Transition to Credit
- Entered Training/Education Leading to Post-Secondary



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# LaunchBoard Adult Education Tab

# LaunchBoard Adult Education Tab

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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

## LaunchBoard Data Sources

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- **Student Demographics** (MIS/TOPSPro)
- **Coursetaking** (MIS/TOPSPro)
- **Completion** (MIS/TOPSPro/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



# Future changes & analysis

## 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 immersion, 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

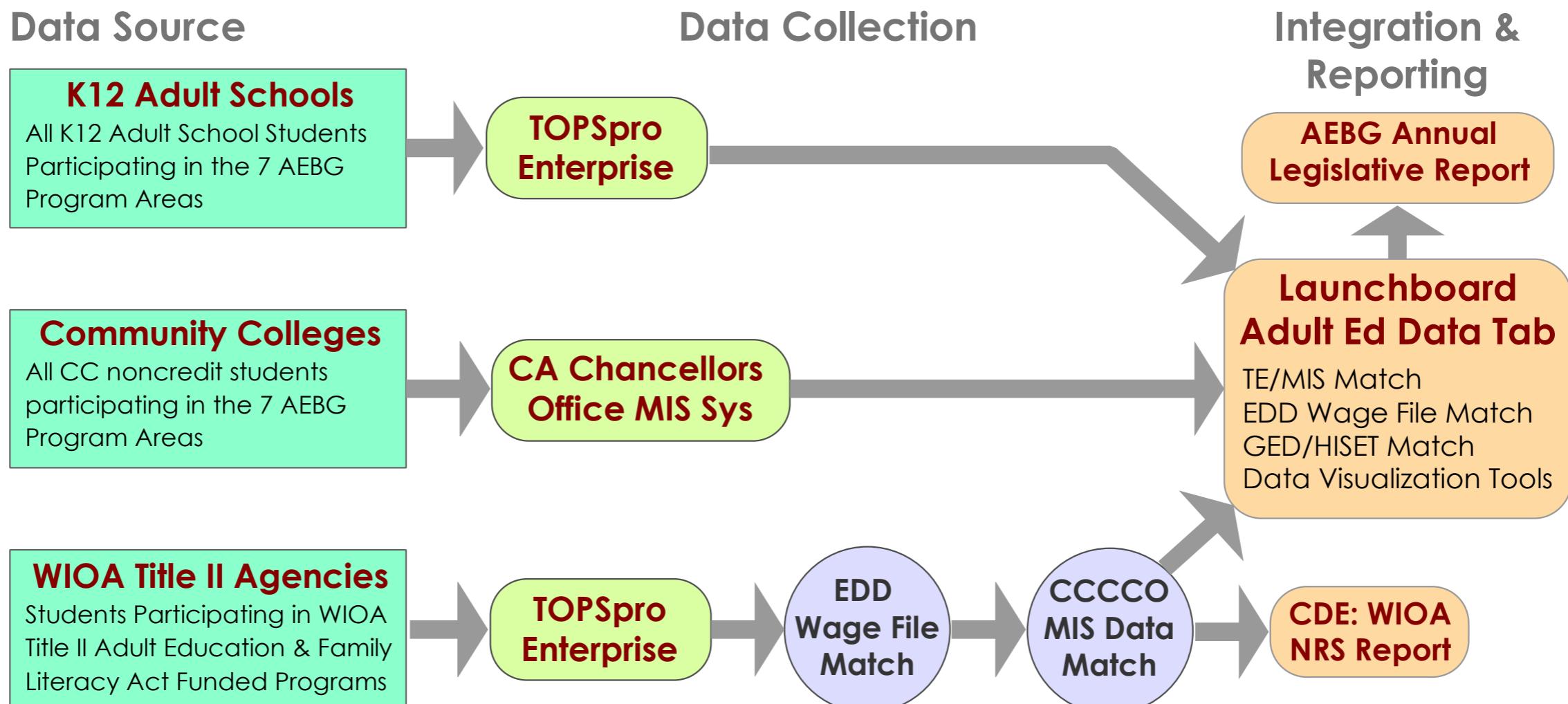
## Reporting in 2018/2019

- 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



# Data Flow Beginning in 2018/2019

## California AEBG Data and Reporting System





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# Resources

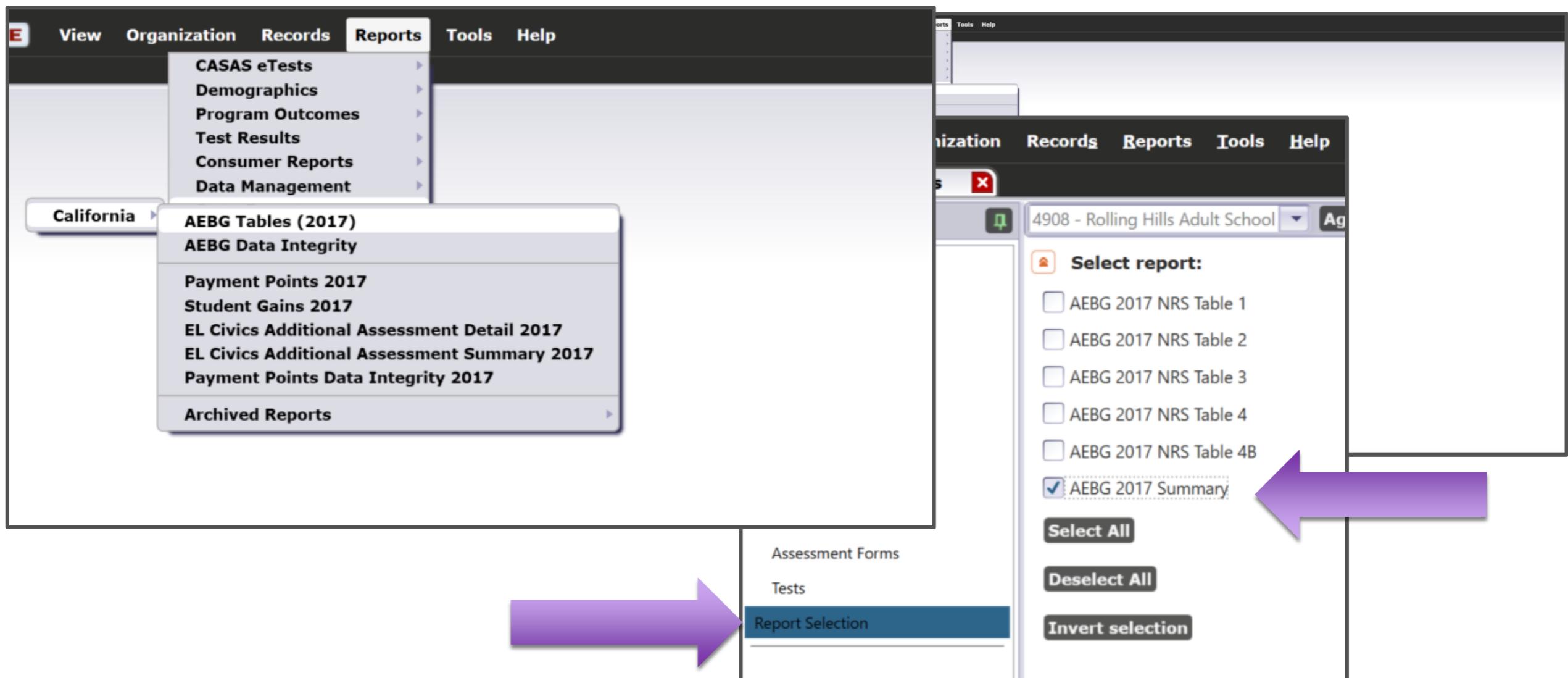


## AEBG Resources

1. AEBG Beginning of the Year Letter
2. AEBG Program Guidance
3. AEBG Policy Report to the Legislature
4. AEBG Supplemental policy guidance
5. Field Team White Papers
6. Data Dictionary
7. Data & Accountability Extension Letter
8. AEBG TAP – training, PD, & TA



# AEBG Tables





# AEBG Summary

**CASAS**

07/13/2017  
15:44:04

**AEBG 2017 Summary**

Page 1 of 2  
AEBG2017S

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

Program Year: 2016-2017  
Consortium: 28 - Capital Adult Education Regional Consortium

Program Areas* (A)	AB 104 Outcomes								Services				
	NRS Table 4 Gains		Self-reported student outcomes										
	Enrollees (B)	EFL Gains Achieved (C)	Enrollees (E)	HSD/HSE Achieved (D)	Post- Secondary Achieved (F)	Enter Employment Achieved (G)	Increase Wages Achieved (H)	Transition Post-Sec Achieved (I)	Enrollees (J)	Supportive Services Received (K)	Training Services Received (L)	Transition Services Received (M)	Career Services Received (N)
English Language Learner (ESL/ELL)	100	56	119	0	0	24	0	8	142	0	0	0	0
Basic Skills (ABE)	18	5	48	0	0	12	0	3	73	16	16	16	2
High School Diploma (HSD)	1	0	1	1	0	0	0	0	5	0	0	0	1
High School Equivalency (HSE)	10	2	10	1	0	1	0	1	24	6	6	6	4
Career and Technical Education (CTE)	21	4	21	1	0	4	0	2	21	18	18	18	5
Programs for Adults with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults Training for Child School Success	0	0	0	0	0	0	0	0	0	0	0	0	0
Workforce (Re)Entry	3	1	7	0	0	2	0	0	8	0	0	0	0
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0
No Designated Program									0	0	0	0	0
Total	153	68	206	3	0	43	0	14	273	40	40	40	12
Students in Two or more Programs	26	7	30	1	0	7	0	2	34	18	18	18	5
Total Unduplicated Students	121	60	170	1	0	35	0	11	237	18	18	18	5

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

Lists the required AEBG instructional programs

Itemizes AB 104 Outcomes and Services Received by Program



# AEBG Summary



07/13/2017  
15:44:04

## AEBG 2017 Summary

Page 1 of 2  
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Basic Skills (ABE)	18	5	48	0	0	12	0	3	73	16	16	16	2
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High School Equivalency (HSE)	10	2	10	1	0	1	0	1	24				
Career and Technical Education (CTE)	21	4	21	1	0	4	0	2	21				
Programs for Adults with Disabilities	0	0	0	0	0	0	0	0	0				
Adults Training for Child School Success	0	0	0	0	0	0	0	0	0				
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Total Unduplicated Students	121	60	170	1	0	35	0	11	237				

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

- 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

Home   About   Consortia   For AEBG Grantees   Resources   Events   Newsroom   Contact   |   PRACTICES WITH PROMISE



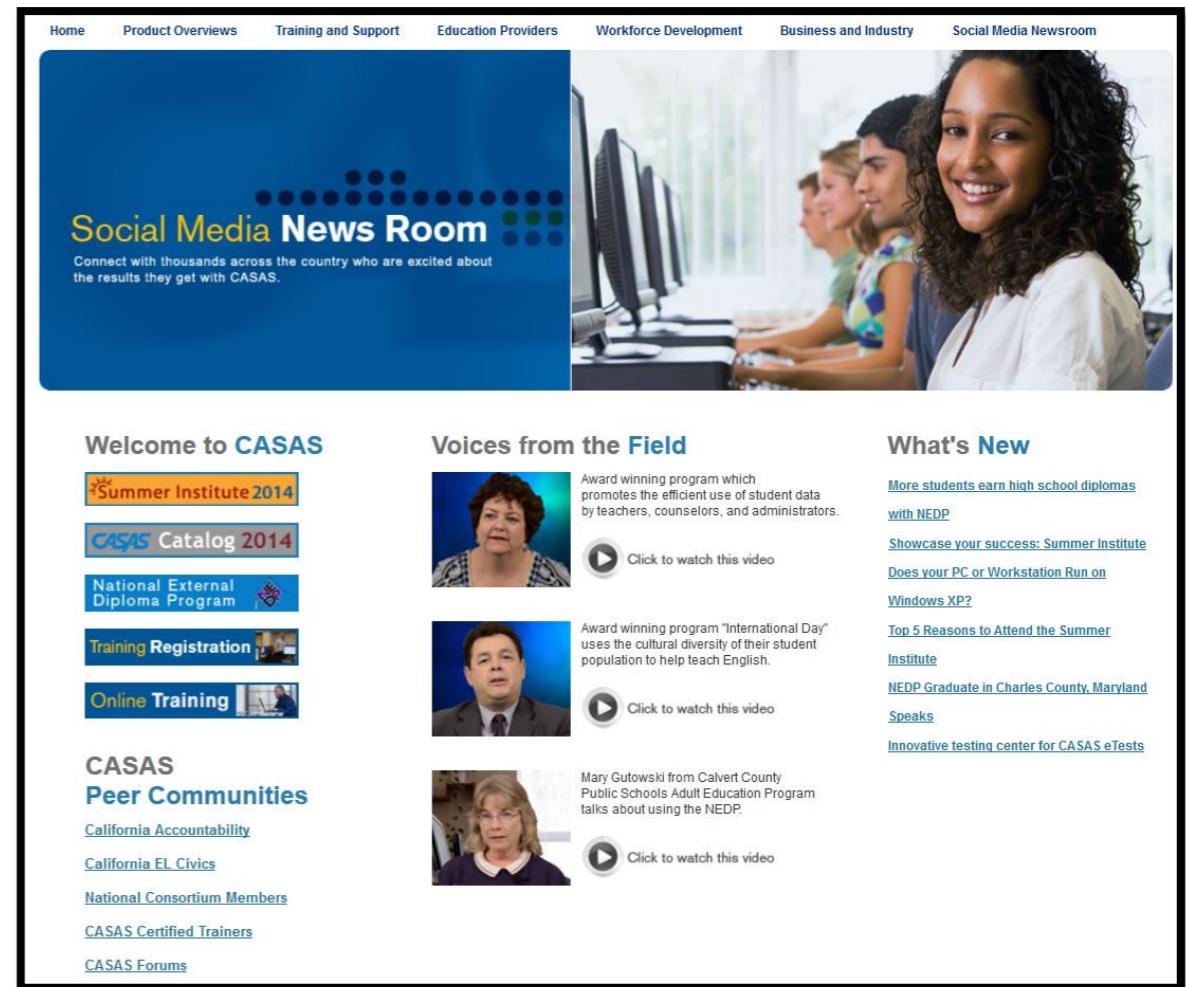
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<http://aebg.cccco.edu/Home>

# CASAS Web Site

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



**www.casas.org**

## AEBG TAP

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

[tap@aebg.org](mailto: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](mailto:capm@casas.org)

➤ [techsupport@casas.org](mailto:techsupport@casas.org)

➤ [aebg@casas.org](mailto:aebg@casas.org)

