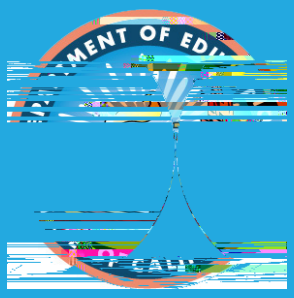

COVER IMAGES:
(CLOCKWISE FROM BOTTOM LEFT)
PALOMAR COLLEGE
LAS POSITAS COLLEGE
OHLONE COLLEGE
MT. SAN ANTONIO COLLEGE

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August 1, 2017

The Honorable Edmund G. Brown Jr.
Governor of California
California State Capitol
Sacramento, CA 95814

Dear Governor Brown:

Subject: Assembly Bill 104, Adult Education Block Grant Planning Report (Data and Accountability

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AEBG Annual Cycle of Data and Evaluation Activities
(Program Year: July 1- June 30; Post Program Year: July 1 to March 30)

Quarterly Data Activities	August	

- TOPSpro Enterprise (TE): TE is a data reporting and analysis tool of CASAS used to report K–12 adult education and WIOA Title II student data to CDE. For 2016–17 and 17–18, TE is being used as the primary AEBG reporting tool while the MIS is being retrofitted to collect AEBG data elements.
- CCCCO's MIS: All local community college enrollment and student data is reported into the statewide MIS data system that records yearly and longitudinal educational

- Foundational skills for high school completion or transition to postsecondary education (Adult Basic Education [ABE], Adult Secondary Education [ASE], English as a Second Language [ESL])
- CTE programs leading to postsecondary credential attainment, which includes preapprenticeship and reentry services for workers with profound barriers to labor force participation as significant subcategories[2]

For practical purposes, it is useful to distinguish ‘populations’ from ‘services’ to create clear protocols for data collection and reporting on the effectiveness of AEBG direct and leveraged investments. Additionally, practitioners identified where there were specific program models such as preapprenticeship or IET which should be considered subareas of CTE or that incorporated a combination of CTE an

- Short Term CTE: prepares adult learners to enter the workforce in a year or less.

In addition, five sub-

- Preapprenticeship: Using the WIOA five criteria defining a quality preapprentiship program including the requirement for a formal agreement for entry into a registered apprenticeship program upon completion.
- Integrated Education and Training: Which is defined as concurrent participation in education focused on foundation schools (basic skills/ESL), workforce preparation, and workforce training contextualized and directed towards a specific occupation or career.

AEBG yearly reports to the Legislature will both include the aggregate outcomes defined under AB104 and disaggregate those outcomes by the four program areas, populations identified by AB104 and WIOA, and provide additional metrics for key program strategies or special programs such as preapprenticeship or workforce entry or reentry.

AEBG REPORTING ELEMENTS AND DEFINITIONS

A critical step in developing the data system for reporting on adult education is the development of a common data element dictionary for community colleges and K-12 adult schools to use in collecting information about students to populate the system. The AEBG data element dictionary includes not only those reporting elements required under AB104, but the identification of additional reporting elements deemed by practitioners to be important for measuring the effectiveness of their programs. The complete dictionary identifies in detail which data flags in TE and the college MIS should be used by practitioners responsible for reporting their student data.

1. Adults Served by the Consortium: Reportable Individuals, which includes all K-12 adult education or community college noncredit students who have one or more hours of instructional contact hours in any of the seven program areas and or received support services. For this reporting element AEBG is adopting the WIOA definition of a Rrv dedefi(ti)a.004

(A) Improved Literacy and Basic Skills: Related to this outcome measure, AEBG will go beyond the guidance in AB104 and report on measurable skills gain for all AEBG basic skills programs which include ABE, ASE, ESL, and EL Civics education in adult education and community college noncred

based on a crosswalk of EL Civics competencies between K12 adult schools and community colleges. CCCO MIS has an EL Civics flag that will be leveraged for this purpose.

Other ABE, ASE, and ESL Measures: In addition to the above metrics, the field teams identified other measures of completion and progress they wanted to include for AEBG reporting and evaluation. These included:

- Participants who transition to a new/higher level program area, such as from ESL to ABE or ASE, from ABE to ASE, or who complete a CDCP certificate in basic skills
- Students who transition from ABE, ASE, or ESL to a CTE program

(B) Completion of High School Diplomas or Recognized Equivalents: For capturing diploma or high school equivalency completion, AEBG will require K-12 adult schools and community college noncredit programs to report the following:

- Students who complete their high school diploma using appropriate data flags in TE for K-12 adult schools and MIS for community college noncredit programs.
- Student participation in high school equivalency programs using TE for K-12 adult providers and appropriate MIS course flags for community college noncredit programs.
- A data match of the AEBG student population with the data sets from the GED, HiSET, and TASC testing services.

The AEBG office will work with CDE to expand the existing match of adult education enrollment data with GED, HiSET, and TASC assessment data provided by the GED, HiSET, and TASC testing services to provide comprehensive data on AEBG students who obtain their equivalency with support from AEBG providers.

(C) Completion of Postsecondary Certificates, Degrees, or Training Programs: Completion of a postsecondary award for AEBG reporting is considered to be any of the following:

- For CTE programs, completion of a credential aligned to an occupation and that is not a workforce preparation (e.g. work readiness) or occupational safety certificate (e.g. Occupational Safety and Health Administration or Safeserv). This would include, but is not necessarily limited to, CDCP CTE certificates with more

than 48 contact hours, locally approved certificates eligible for inclusion on the Employment Training Provider List, or certificates that meet the threshold for Title IV Federal Student Aid.

particularly if college assessments place participants at a lower level than K–12 adult school they came from.

Placement: In K–12 adult schools and community colleges, practitioners use multiple measures for placement that takes into account student goals, scores on standardized tests, and other assessment tools. The precise combination of instrume

One level prior to transfer is reserved for most ASE courses as the faculty did not

provide a much more nuanced continuum of pre-collegiate skills, knowledge, and abilities from the lowest competency addressed by community colleges to the highest, with key intermediate milestones identified along the way. The maps reflect many skills that are well below grade eight state standards and were reviewed by adult education and community-based providers who felt they tracked the critical concepts taught in adult education.

AEBG will create a unified crosswalk that would allow for alignment and consistent measurement of skills across both NRS EFLs and CB21 levels, with the ability to access the more granular information available in the CAI test when it becomes available. This crosswalk will be created by convening a working group of K-12 adult schools, community college noncredit, and community college credit faculty in fall 2017.

Once established, K-12 adult schools and community colleges will be instructed to leverage the crosswalk to inform, and accelerate the development of articulation agreements and local placement policies. Because the rubric will norm the content of both tests and courses, adult education providers can continue to use their local instruments and polices for placement and measuring skills gain, but will have the ability to evaluate offerings and student outcomes from other institutions. Demonstrated mastery of concepts included in the crosswalk could also be used as a multiple measure to allow adult education students to transition directly to the most appropriate college courses, without having to go through an extensive placement assessment.

The crosswalk will also be used to conduct analyses regarding consistency of curriculum and gaps in sequences at the state level. For example, the committee recommended that additional metrics be tracked to determine the rate at which adult school students are placed into developmental courses upon enrolling in community college, particularly those who enroll in credit basic skills courses. These metrics have already been identified in the LaunchBoard data ele