The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered in a clean, sans-serif font.

CCAEE and CAEEA  
Southern California  
Regional Collaborative

# Welcome and Introductions

The slide features a white background with the title 'Welcome and Introductions' in a green, sans-serif font. On the right side, there are several overlapping, semi-transparent green geometric shapes, including triangles and polygons, in various shades of green, creating a modern, abstract design.

## Note taking tool

▶ Please go to:

▶ <https://www.surveymonkey.com/r/CCAEE-CAEAA>

# How does your AEBG data look?

- ▶ How did you define Enrolled student?

# Table 1 - Total Adults Served

- ▶ How did you go about collecting your data? What data system did you use?
- ▶ What was your total adults served number? Did it match your expectations?
- ▶ If not, are there errors in your reporting that need to be addressed?

## Table 5 - Descriptive Measures - Labor Force Status

- ▶ What does your “Employed” count tell you about your students and how you need to serve their needs in terms of AEBG?
- ▶ What does your “Unemployed” count tell you about your students and how you need to serve their needs in terms of AEBG?
- ▶ What does your “Not In the Labor Force” count tell you about your students and how you need to serve their needs in terms of AEBG?

## Table 6 - Total Students Served - Instructional Programs

- ▶ Do you see any significant populations in terms of Ethnicity, Age, Gender?
- ▶ If so, are your programs and staffing tailored to them? i.e. bilingual staff, generational training for teachers, etc.

# Table 8 - Participation and Course Completion

- ▶ How did you define “participant?”
- ▶ How did you define a “completion?”
- ▶ How does your definition compare with others at your table and do you see potential problems?
- ▶ How does your definition impact your Completer data?
- ▶ Are you comfortable following up on all completers in terms of transition to post-secondary and or employment/wage gain?



# Table 9 - Course Completion by Program

- ▶ How do your completion rates by program compare program to program?
- ▶ How do completion rates for a program compare to the same program from other schools at your table?
- ▶ What are potential strategies you can use to improve completion rates in each program?

# A Look at Expenditures

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The text is centered on the left side of the slide.

What did you spend your funds on?

- ▶ In terms of program areas?
- ▶ In terms of objective?

# How much didn't you spend?

- ▶ What percentage of your total allocation (MOE and Consortia Allocation) did you spend?
  - ▶ If not 100%, why not?
- ▶ Are you expecting to spend 100% in 2016-17?
  - ▶ If not, why not?

# What other funds are on the table?

- ▶ Are you aware of what other funds are available for Adult Education among members in your consortium?
- ▶ Have you considered other funds that members receive as part of your planning to meet AEBG goals?
  - ▶ If not, why not?
  - ▶ If yes, how are you coordinating and leveraging these other funds to meet AEBG goals?

# EC 84905

(2) For purposes of this subdivision, a decision includes approval of an adult education plan pursuant to Section 84906 and approval of a distribution schedule pursuant to Section 84913.

(e) The members of the consortium may decide to designate a member to serve as the fund administrator to receive and distribute funds from the program. If a member is chosen to be the fund administrator, the member shall commit to developing a process to apportion funds to each member of the consortium pursuant to the consortium's adult education plan within 45 days of receiving funds appropriated for the program. This process shall not require a consortium member to be funded on a reimbursement basis.

# Performance Measures

- ▶ Although performance measures are not out yet, consortia should look at defining some internal measures that will help determine areas of need and whether funding is being used in the best possible ways.
- ▶ What follows are two possible measures to start a conversation

# How much was spent per student?

- ▶ Look at your total expenditures of AEBG dollars and divide it by the total number of enrollments.
- ▶ Compare your number with those at your table and discuss. Remember, we are friends here. It is safe to be a little vulnerable.



# Example

<b>Program</b>	<b>15/16 AEBG Expenditures</b>	<b>Enrollments</b>	<b>\$ per Enrollment</b>
Adult Education (ABE, ASE, Basic Skills)	\$1,646,132	2913	\$565
English as a Second Language	\$1,386,513	3491	\$397
Career and Technical Education	\$1,624,175	2403	\$676
Total	\$4,656,820	8807	
Average			\$546

# How much was spent per completer?

- ▶ Divide your total expenditures by the total number of completers.
- ▶ Compare your number with those at your table and discuss.

# Sample

<b>Program</b>	<b>15/16 AEBG Expenditures</b>	<b>Courses Completed</b>	<b>\$ per Course Completed</b>
Adult Education (ABE, ASE, Basic Skills)	\$1,646,132	608	\$2,707
English as a Second Language	\$1,386,513	630	\$2,201
Career and Technical Education	\$1,624,175	741	\$2,192
Total	\$4,656,820		
Average			\$2,367

# Lunch



Any questions about data



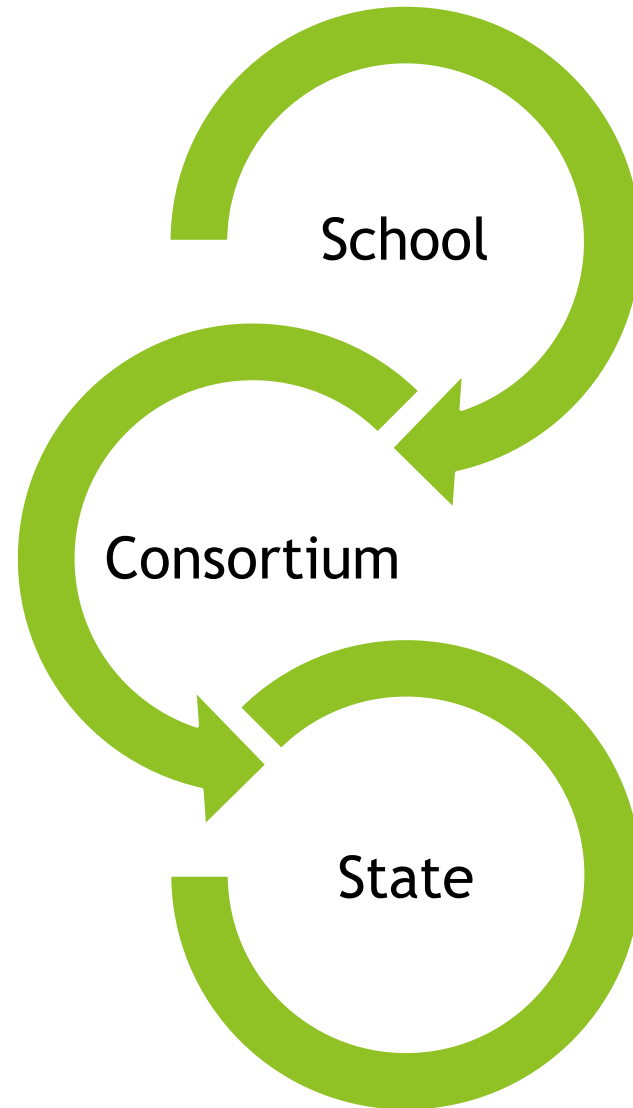
# WIOA $\leq$ AEBG

## *Momentum*

- ▶ Does the legislature know what's going on?
- ▶ How do we track and report Student Data & Accountability?

*WIOA the source of reporting on AEBG effectiveness for 2015-16.*

# Flow of data



# Let's think about WIOA

- ▶ WIOA - Who are the experts?
- ▶ Who has the experience with WIOA reporting systems?
- ▶ CDE and the CCC Chancellor's Office and the AEBG Office.
- ▶ What if “non-credit” and “adult education” in the colleges needed to look more like WIOA?



## Does the legislature know what's going on?

- ▶ According to AB014, the Superintendent and Chancellor must provide preliminary reports on or before October 30, following each fiscal year for which funds are appropriated for the program, and final reports on or before February 1 of the following year.
- ▶ This will be sent to the legislature in October and the State will have a meeting to walk them through the report.

# WIOA Alignment

- ▶ Great energy and momentum at the state level to align data collection with Federal Workforce Innovation and Opportunity Act.
- ▶ 62 Consortia have at least one WIOA grantee in their region.
- ▶ State is working on releasing data dictionary, systems requirements, pricing schedules for AEBG (colleges included) to report in TopsENTERPRISE (TE).
- ▶ May be a suggestion that AEBG report quarterly matching the WIOA schedule.
- ▶ Work at the state level to achieve data integration in the big systems (CalPASS + etc.).

# WIOA Alignment (cont.)

- ▶ Tracking students (services & instruction) only funded by AEBG? What does “funded by AEBG” mean?
- ▶ Instruction would be standardized at 12 hours or more.
- ▶ Services would be tracked for less than 12 hours.
- ▶ Pre/Post testing for measurable skills gain for ABE, ASE & ESL
- ▶ CTE courses would align with WIOA Title I (workforce/one stops)
- ▶ Follow up measures would “follow” the AEBG funded students through various systems (credit CTE, degree applicable, training programs, etc.)
- ▶ Would need a better process to track outcomes - employment, wages, certification, degrees, entered postsecondary, etc. (e.g. data match w/EDD). Unauthorized residents?

# Why Align with WIOA?

- ▶ Mandated by AB104 to align with similar performance measures. Also see newly released LAO alignment report (Sept. 2016).
- ▶ Federal WIOA requires all titles (I-workforce, II-literacy, III-EDD, and IV-rehab) to share data/outcome measures.
- ▶ Aligning our measures will bring us closer to our partners.
- ▶ Saves districts considerable time and effort, so that they can focus on services rather than pulling metrics.
- ▶ By having the data come from one source, with uniformly designed fields, you know you are getting the same type of information from all institutions.

## How does WIOA affect future AEBG funding?

- ▶ Common performance measures will allow us to compare and share data to evaluate progress & effectiveness.
- ▶ Current funding is based on regional need. Future funding could be based on how you are meeting that need - targets.
- ▶ Currently WIOA is on a pay for performance system. Once aligned and processes put in place - AEBG could move in that direction.
- ▶ WIOA also effects funding for other programs - workforce, rehab.

# How does this make sense for the colleges?

## ▶ WIOA outcomes....

*Enrolled in postsecondary*

*Employment*

*Wages*

*Degrees Completed*

*Certificates Completed*

***Colleges now need to document and report  
“satisfactory progress” in non-credit etc.***

# AEBG Data & Accountability \$\$

- ▶ Consider using data & accountability funds for WIOA/AEBG alignment?
- ▶ Pulling colleges into NRS/WIOA accounting.
- ▶ Again: who are the WIOA experts? Who, at the state level, manages WIOA Title II?
- ▶ BACCC “super region” data project...cross consortia work.

Questions?





# Upcoming

- ▶ CCAE South Coast Section Conference
  - ▶ November 18 and 19, 2016
  - ▶ Palm Springs
  
- ▶ ACSA Leadership Summit
  - ▶ November 9 through 12, 2016
  - ▶ San Diego
  
- ▶ CAEAA Conference
  - ▶ February 2 and 3, 2017
  - ▶ Long Beach

Thank you for collaborating!

