DATA

1. How did you define enrolled student? Completer?
   Answers varied. Most defined enrolled student as completing one or more hours, to include orientations in some cases, and community education classes. Others counted only those students enrolled in AEBG related coursework. “Participants” were defined as completing 12 or more hours. Others defined “participants” as anyone who received services. The discussion also varied on “completers” vs. “completions”. If the student was still engaged in the system, they were not seen as a “completer” though many “completions” of courses and series of courses were counted. Discussion also revealed that “completer” was defined differently by different program areas as well. For example, a CTE “completer” may have completed two courses. An ESL “completer” may have been defined as advancing from one level to the next, regardless of how many courses were completed or repeated to achieve that. A high-school diploma or equivalency seeker may be counted as a “completer” by completing a series of courses and/or by achievement of a certificate. It was noted the definition given by AEBG was different from the Perkins definition using benchmarks or the Dept. of Rehab definition of 80% attendance. Another issue raised was if a student was pursuing a CTE certificate and transitioned to employment before finishing, was that counted as a successful completion?

2. How did you collect your data? What data system did you use?
   Most participants at this symposium reported the adult education members using a combination of ASAP and Tops Enterprise (TE) for running reports and reporting, with colleges using Colleague, Banner, and/or PeopleSoft and County Offices of Education using Aeries. Other systems reported include: LACES, Schoolhouse, AIM, and DataTel. Some use Tops Enterprise to track CTE courses and others don’t. It was reported that at least one college district among the participants was using Tops Enterprise. And two of the participating consortia were using Literacy Pro’s Community Pro Suite to pull data from ASAP, TE and Colleague to track and report on their data.

3. Total enrollment did not match expectations. Errors in reporting that need to be addressed:
   Numbers kept changing depending on which system was used and even changing between reports run in the same system. There were also different definitions used in the prior year than in this last reporting period so the comparison would not be the same and a baseline is difficult to set.

The request was for the establishment of consistent definitions across systems, the opportunity to formulate accurate baseline data and more technical assistance and support.

Spending

Several reported spending the least on AWD while expanding or restoring CTE programs, distance learning opportunities, updating ESL and HSD resources and equipment, and offering supportive services, for example through the hiring of Transition Specialists. One consortium reported the hiring of a Learning Disabilities Specialist.

Spending challenges centered around receiving the funding late (the very end of the fiscal year), finding CTE credentialed instructors (in some cases the cost involved to clear credentials has been a barrier), recruiting teachers willing to work part-time or getting administrative support to offer full-time positions
with benefits to create a livable wage and an attractive offer to potential recruits. Some consortia are recruiting from elementary and high school teachers in their region who may have capacity and are willing to use their own classrooms to conduct lessons.

The request was to align the funding cycle with WIOA funding (27 month window to spend vs. annual) and to garner greater support from the California Department of Education regarding the challenges to building the necessary infrastructure to support the newly expanded budgets as well as to support the required collection of follow up data.