

Feedback
CCAЕ/CAEAA Southern California Regional Meeting
Thursday, September 29, 2016

Q1 How did you define Enrolled Student?

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| <ul style="list-style-type: none">• Once the student attended their first class. Enrolled based on ASAP based on 1+ hour or 12+ hr. ESL is tested first with CASA, then enrolled based on their level. If they sign up for a class and don't attend, are listed as no show. |
| <ul style="list-style-type: none">• A student who completed a registration form and is registered for a class. |
| <ul style="list-style-type: none">• Students who attended classes at least once |
| <ul style="list-style-type: none">• -As soon as student is assigned an ID and in the data system -a student must be actually enrolled in a class -a student must be enrolled in a program for 12 or more hours |
| <ul style="list-style-type: none">• Once students have been entered into the data system and they receive an ID Number, and are enrolled in a course. Some say attending an orientation. |
| <ul style="list-style-type: none">• Students that signed up for a class |
| <ul style="list-style-type: none">• Those that registered in our courses. We also used ASAP attendance system. |
| <ul style="list-style-type: none">• All potential students who completed registration forms. |
| <ul style="list-style-type: none">• Sweetwater - Anyone who was enrolled in a class -Fresno & Antelope Valley - Anyone who filled out enrollment form and attended an orientation Garden Grove - Anyone registered in a class in Aeries |
| <ul style="list-style-type: none">• Any student who registered for a class. Every institution defined the same. |
| <ul style="list-style-type: none">• *Using TOPSE of 12 hours or more. *1 hour or more of attendance *Any adult who received services and were "registered". |

Q2 How did you go about collecting your data? What data system(s) did you use?

<ul style="list-style-type: none"> • ASAP and hand-collected by some districts.
<ul style="list-style-type: none"> • Our school used TOPs Enterprise. Each member of our consortium used a different method to collect the data (student data system).
<ul style="list-style-type: none"> • ASAP and TOPSpro
<ul style="list-style-type: none"> • TOPSpro - CASAS - able to drill down and analyze results ASAP to data collection (esp for CTE) Banner (CommunityCollege)
<ul style="list-style-type: none"> • ABC used CASAS for Academic and CTE - Downey - CASAS - ASAP Vista Adult - ASAP Torrance - ASAP
<ul style="list-style-type: none"> • Data was collected through ASAP
<ul style="list-style-type: none"> • We used ASAP and TOPSpro
<ul style="list-style-type: none"> • Big difference between WIOA-funded and non-WIOA funded agencies. WIOA-funded agencies used ASAP and TOPS fairly easily to complete the data. Non-WIOA funded agencies had difficulty collecting this data because they were not collecting this data before. Complete instructions were released after the 15-16 school year was completed, making it impossible to gather accurate data.
<ul style="list-style-type: none"> • GG Aeries - 3.0 Antelope Valley -Schoolhouse Fresno & HBAS - ASAP Following the directions of the guidelines of the State Data collected from registrations Imported data from Schoolhouse or Aeries to Tops Pro
<ul style="list-style-type: none"> • CCAEC - ASAP, BANNER, a lot of manual collection GGAE - AERIES,
<ul style="list-style-type: none"> • *Had data meetings with committee members, reviewed Data Collection Guidance document, discussed tables and definitions, reviewed data before submitting.

Q3 What was your total number of adults served? Did it match your expectations?

<ul style="list-style-type: none"> • 1986... it was close to our total students served. The variance was due to the number of students who didn't have data in TOPS.
<ul style="list-style-type: none"> • Approx. 3000 Yes
<ul style="list-style-type: none"> • i.e. enrollment is 27k 12+hours = 16k did not match my expectations

- ABC - 27,883 - total 12 hrs: 16,010 = 60% completing Did it match expectations - NO
- 2837, was close to the expectations
- 2553.
- Different numbers were generated from ASAP and TOPS
- Antelope Valley total 3,000 - 4,000 -What they expected Sweetwater - 17,600 - What they expected Fresno -10,200 -What they expected
- CCAEC 10,904 - would always prefer it to be higher, but number felt correct GGAE 6,845
- 14,400, okay 70,000, lower than expected 13,000, lower than expected

Q4 If not, are there errors in your reporting that need to be addressed?

- Yes. The numbers are different in the different data systems.
- Data points were estimates
- The data concerns surrounded the systems that were in use at the time.
- NA
- Yes. We would have to work on combining data using TOPSpro and ASAP.
- We did the best in the limited time frame. We ended up under reporting to be on the safe side due to unclear definitions.
- No
- No
- *Variations from different systems caused inconsistencies. *Changes in guidelines and timeline was problematic
- *Under-reported to be as accurate as possible.

Q5 What does your “Employed” count tell you about your students and how you need to serve their needs in terms of AEBG?

- About 50% of our students are employed. We need to ensure that we offer classes at times they can attend.
- Most schools did not stress the collection of this data from students. The real challenge was getting students to report. From the floor: there was assertion that the community colleges were not able to report these data points (confirm with Mad) Cleve Pell - stressed the political connection and necessity keeping Sacramento informed about our programs, also - older adult students are voters
- 47% of K-12 was in labor force. We could help them get promoted or get a better job through career services
- Concerned that numbers are skewed b/c students may not want to report that they work b/c they might not be allowed to take the classes. Night classes generally have employed students predominantly and day students mainly are not employed nor are they looking. Need to develop the job developer position to include lots of student contact and follow up/tracking. Enroll students in CTE. Expose them to options in the adult ed program
- Ask students in the beginning what their goals are so we can group students by goal, accelerate them to their goals. Counsel all students, guidance master plan.
- How are people collecting this data? -El Monte uses an outcome/exit card to have students collect this data. Students must fill out before collecting their credential -enter CTE updates
- *Some members not collecting this data *2/5 of population employed- need skills to sustain adequate income. *52% in this category, schedule classes for working population, stackable certification, pathway focused

Q6 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?

- These are the students who would probably be counted under the "adults training for child school success."
- Discussion on Senior participants, still should be supported partially because they are voters and supports of adult education programs and courses. There are parents who just want to improve their English or help children and are not going to work.
- 20% not in labor force. We could analyze their barriers to employment.
- All at our table report they have a significant # who are not in the labor force. Need to a needs assessment, to be able to ask students what they need and want, develop curriculum in life skills to support self sufficiency. Exposure to resources and community involvement.
- Ask students in the beginning what their goals are so we can group students by goal, accelerate them to their goals. Counsel all students, guidance master plan. Integrated Education and Training.
- *Not all students want/need workforce skills. Enroll for various purposes.

Q7 What does your “Unemployed” count tell you about your students and how you need to serve their needs in terms of AEBG?

- About 50% of our students are unemployed. We need to identify the careers that we can offer.
- 33% unemployed, which could be lower. Career Counselors can help in the job search. We hired a firm to help identify which industries are hiring and have a job developer to post openings
- Provide workshops for career/college readiness. Community resources, meeting with job developers, set up job board, teach life skills, CTE counselor coming into the classroom., job fairs, volunteer opportunities that could turn into employment, guide maps to a career or college

- Ask students in the beginning what their goals are so we can group students by goal, accelerate them to their goals, guidance master plan. Counsel all students.
- These are likely people who may be parents and are trying to learn new skills we will always have people whose goal isn't college or career
- *Largest category of 53% *Underemployed could actually be employed but not legally.

Q8 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.

- Largest population is overwhelmingly female--industrial programs male-- conventional wisdom stands for this area.
- 64% of our total students served are Latina women
- GG has increase in young Vietnamese so developed an Academic ESL class. Consortium developed a College Writing non-credit course to be able to skip one remediation class to enter college. Sweetwater has many young Hispanics b/c they are just north of the border. Most are high school educated.
- *Most populous age range was 22-34, then 35-44. *Females outnumber males by 50% while in another males outnumber females. *Staffing needs have increased. *Integrating technology more to address needs of younger population.
- More females than male. Issues come up with finding credentialed teachers.
- High on female enrollment (overall)
- Hispanic/Latino is the most common race. The 18-21 and 22-34 are almost equal. There are more females than males. Our marketing team is targeting them accordingly.
- Faculty and staff more or less matches student demographics. Surprised by non-traditional participation in CTE.

Q9 How did you define a “completion?”

- Participants: 12+ hours or more. CC with grade Completion: CC grade assigned (same as participant), Course competencies, level completions, used each members' defined completions
- Participant- 12+ hour student. Completion- hard to collect due to late requirement for that info. Hard to go back after the school year finished. This year- enrolled by program and enrolled by course.
- Participant: 12+ hours of contact time. We used the WIOA/NRS Table 4 definition of completion
- Level completers for ESL/ABE. Certificate completion for CTE, HSD, HSE. Community college completer completes competencies of the course.
- Varied by program area but ultimately it would come down to a certificate or measurable progress
- Antelope Valley - Participant - 20 hrs or more GG & Fresno Sweetwater - 12 hrs + Completer - If they finish course or level or certificate or diploma, depending on which program: ESL, CTE or Diploma/GED

Q10 How does your definition compare with others at your table and do you see potential problems?

- *Very similar. Most used criteria that was established in course outlines. *Some inconsistencies with completion definitions
- Completion vs. Completer definition is misleading. Issues with how to collect ESL and GED "completer"
- N/A
- Level completer by course completion or by NRS level? Students can complete NRS level without completing the course.

- Not the same

- We are all the same. Potential problems with inconsistency and ambiguity and interpretation

Q11 How does your definition impact your Completer data?

- *Not standardized or consistent definitions resulted in inaccurate comparisons.
- Issues with running reports from ASAP 2 to get completion numbers. Will be different based on semester, trimester, or yearly.
- It's very possible that the CTE student data wasn't included in this number. Students who completed a class and earns a credit in that class.
- Definitions are different depending on program area, WIOA or not, and between adult school and community college.
- There can be inflation/deflation of completers if definition were to be altered
- It is inaccurate. Apples to Oranges. Could affect our funding. Could affect funding allocations consortia to consortia.

Q12 Are you comfortable following up on all completers in terms of transition to post- secondary and or employment/wage gain?

- *No, data collection nightmare! Not enough staff, no mechanism for collecting, students not always willing to share data, and difficult to contact.
- NO
- Not really.
- No because many are just level completion such as in ESL. For example completing level 1 and moving to level 2. They are not necessarily ready to transition to
- Yes
- There is no system or identifier. Looking for a way to do that

Q13 How do your completion rates by program compare program to program?

- *Vary from program to program
- ESL and EL Civics had lower completion rates whereas Programs for Adults with Disabilities and CTE were on the higher end of the spectrum
- Lacking data at GG Sweetwater CTE has 89% completion rates, ABE/ESL are 44-49%. Diploma 80% b/c it includes HSE certificate. Fresno - CTE has 89% & ASE/ABE/ESL has 60-70%
- They are all pretty close; within 5% of each other.
- Higher levels of ESL have low completion levels. HSD/HSE take longer to complete because they complete when they get their HS diploma or HSE certificate, not when they complete a course or subsection of the HSE test.

Q14 How do completion rates for a program compare to the same program from other schools at your table?

- *About the same
- Some variations since the definitions were not all the same. Depending on how loose the completer definitions were, the rates could be higher than expected.
- Sweetwater & Fresno have similar completion rates for CTE, ASE/ ABE are much lower for Sweetwater
- N/A
- Similar

Q15 What are potential strategies you can use to improve completion rates in each program?

- *Clear definitions of completers
- Monitor at which point students exit and follow up with them why they exited to address potential shortcomings.
- Clearly defining a completer for our consortium and follow through.

- Use multiple measures to determine completion. Multilevel ESL courses could use NRS levels instead of completing the course, which could take a long time.

Q16 What percentage of your total allocation (MOE and Consortia Allocation) did you spend?

- 88% and 70%
- - About 95% spent in 15-16 (all MOE spent) - about 80-85% spent in 15-16 (all MOE spent)
- MOE - majority was spent AEBG - 4%
- HBAS - about 1/3 for each program GG - 70% ESL 20% HSD 10% CTE Sweetwater - ABE/ASE 37%, ESL 36%, CTE 27% Antelope Valley - ASE 35%, ESL 25%, CTE 25%, Stud. w/ Disabilities 15% Fresno - ABE/ASE 50%, CTE 40%,
- ESL 10%
- MOE: 69%, 97%, 80%, 42% Consortia: 20%, 20%, 36%, 10%
- 89%

Q17 If not 100%, why not?

- Due to late funding in the fiscal year. Confusion due to carryover. Also, due to late funding, hard to hire in the 15-16 SY
- -15-16 consortia allocation funding not received from fiscal agent until spring 2016 - Calling it a "grant" with a grant number caused confusion for fiscal agents. They wanted to reimburse instead of allocate, this was argued over several months. -We should use funding effectively instead of hurrying to spend by June 30. Needs come up during the year and we should be able to have flexibility in the plan.
- AEBG allocation came late in the school year

- HBAS & GG - We were given money last year for new positions that we had not hired yet due to district delays in approving hiring. They were concerned that the money would go away because it is a grant and they would be stuck with all these employees. A lot of money was spent but not approved till the next fiscal year. Lack of participation on projects by the community colleges so we could go forward

- *Districts see AEBG as short-term not sustainable (Grant) so reluctant to spend.
*Personnel not in place to build programs *short-funded due to grant *Delays due to negotiations of allocations to each member *Initial cash flow issues *Fiscal agent process delayed distribution

- Vista - going to bureaucracy to create new position and has been time consuming. 15-16 reports changed mid-year, district using MOE, Time consuming meetings with consortium to determine spending. Internal Consortium financial approval process was restrictive - moving through fiscal agent, etc. Extremely challenging to effectively start AE programs less than 1 Year in advance (based on effective local labor market information, industry partners, instructor recruitment and credentialing)

- We received the money too late.

Q18 Are you expecting to spend 100% in 2016-17?

- No

- Yes. Raises, increases in health & welfare, STRS, PERS have eaten into most of consortia allocation. Unable to expand as we should without COLA.

- Yes

- Yes. We have hired most of the employees now so payroll will use up that money. District didn't cover the increase in step & class so grant money will be used this year. Purchases that missed the deadline last year will be taken from this year's budget.

- *Yes, however 15/16 remaining balance should be spent first without being ongoing expenses. *Have a fiscal agreement that each member will use 80% of allocation each year. Plans are submitted for unused allocations.

- Yes

Q19 If not, why not?

- We'll be spending down prior year carryover first and also with additional data & acct. we will have some savings, as we already had built in our consortium budget.
- Fresno - This year's funding, yes. But not necessarily including last year's carryover. Sweetwater will spend both
- NA

Q20 Are you aware of what other funds are available for Adult Education among members in your consortium?

- Yes WIOA, CalWORKS and PERKINS
- Yes for K12 adult ed (WIOA, Perkins) Unclear for community college (SSSP, Basic Skills Initiative, FTEs, etc)
- Yes. WIOA & Perkins
- Yes. WIOA, Carl Perkins, CalWorks
- *Yes/No: Based on what is reported by each member. *Not known how the funds are used.
- Yes

Q21 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.

- LCFF
- Yes. WIOA and Perkins funds continue to support ESL, ABE, ASE, and CTE programs.
- No. We haven't considered. How can we stand alone when the AEBG grant is done...
- WIOA, supplementals
- *Not yet, we're not there yet.
- Yes

Q22 When looking at dollars spent per enrollment did you see any problem with this type of performance measure? Did you see any benefits to looking at a number like this?

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| • We did not do this but it may be beneficial |
| • Different definitions for enrollment |
| • *Problematic. Not all enrollment is the same. Pressure to spend forces expenditures that don't support long-term program development. |
| • Haven't looked at this number yet. |

Q23 When looking at dollars spent per completer did you see any problem with this type of performance measure? Did you see any benefits to looking at a number like this?

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| • We did not do this but it may be beneficial |
| • Different definitions for completer |
| • *Could be but not there yet. |
| • Haven't looked at this number yet. |