



Capital
Adult Education
Regional Consortium



One Consortium's Regional Approach to Improving AEBG Student Data Collection & Reporting



Presented by:
Bethany Ely, CAERC

Agenda

- About CAERC
- CAERC Data Collection Efforts
 - Data & Accountability Workgroup
 - Work Products
 - Registration form, definition cards, voluntary authorization
 - Registration Toolkits
 - Data & Accountability binder
 - Data Collection Efforts: Demographics & Outcomes
- Access to CAERC Work Products

Capital Adult Education Regional Consortium (CAERC)

Who We Are:

Los Rios CCD service area plus
Amador County



CAERC Members



Amador County USD



Center Joint USD



Davis Joint USD



El Dorado COE



Elk Grove USD



Folsom Cordova USD



Galt Joint Union HSD



Natomas USD



Sacramento City USD



Sacramento COE



San Juan USD



Twin Rivers USD



Washington USD



Los Rios CCD

- American River College
- Cosumnes River College
- Folsom Lake College
- Sacramento City College

CAERC Partners

- Alta California Regional Center
- Asian Resources, Inc.
- Black Oak Mine School District
- Building Skills Partnership
- California Department of Developmental Services (CDDS)
- California Human Development
- California State Library
- Capital Region Academies for the Next Economies (CRANE)
- El Dorado County Library
- El Dorado Union High School District
- Futures Explored
- Greater Sacramento Urban League
- Highlands Community Charter and Technical Schools
- La Familia Counseling Center
- Mexican Consulate
- Outreach and Technical Assistance Network (OTAN)
- Sacramento Employment and Training Agency (SETA)
- Sacramento ESL Program
- Sacramento Food Bank and Family Services

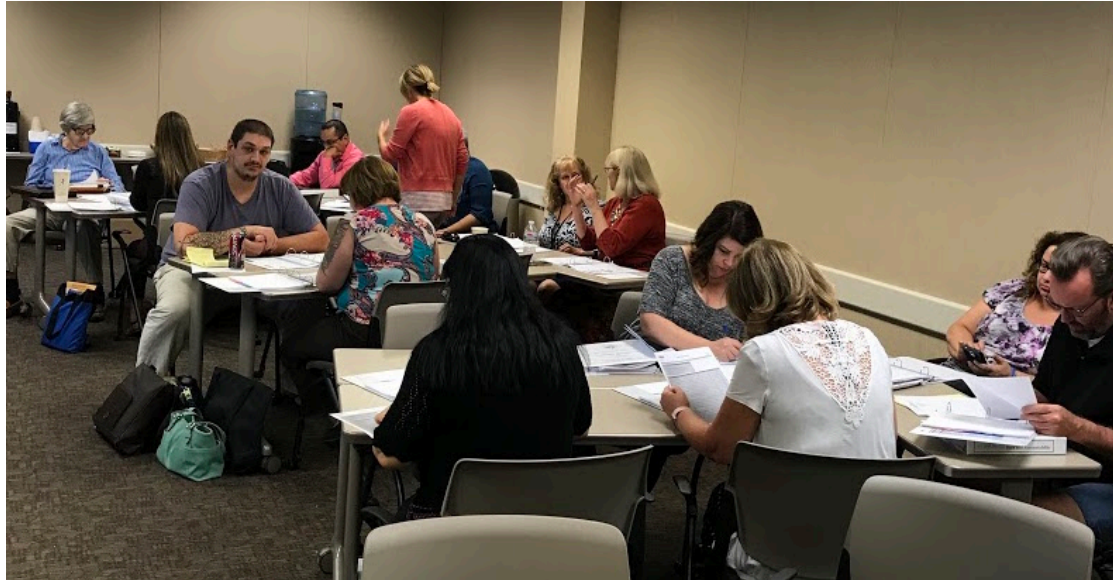
CAERC-Funded Staff

- Sacramento County Office of Education (SCOE) serves as fiscal agent for the consortium and regional program manager
- Lead the implementation of CAERC's Annual Plans, Governance Plan and Policies
- Coordinate the consortium fiscal and data reporting required by AEBG

Background: CAERC Data Efforts

- Established partnership with CASAS in Jan. 2016 for consortium-wide pilot of TOPSpro Enterprise (TE)
- All K-12 members participated (no colleges)
- Monthly TE Workshops
- On-site support
- Focus Group

Data & Accountability Workgroup



- Monthly meetings in 2015-16 and 2016-17 (2.5 hours)
- Quarterly meetings in 2017-18 (2.5 hours)
- Monthly meetings in 2018-19 to accommodate hands-on time in computer lab
- Mandatory for data managers
- Facilitated by CAERC Coordinator

CAERC Work Products

Paper registration form

<i>The information below is used to comply with State and Federal funding requirements. All information will remain confidential.</i>		
<input type="checkbox"/> New Student <input type="checkbox"/> Returning Student		Date: _____
STUDENT INFORMATION—PRINT CLEARLY		
1. Social Security #:	<input type="checkbox"/> No SS#	2. Date of Birth (mm/dd/year):
3. Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female		
4a. Last Name:	4b. First Name:	4c. Middle Name:
5a. Address:		5b. Apt. #
5c. City:		5d. Zip Code:
6a. Home Phone:		6b. Cell Phone:
7. Email: _____		
8. <u>Ethnicity / Race</u> (Mark <u>ALL</u> that Apply) <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> White <input type="checkbox"/> Black / African American <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander / Native Hawaiian <input type="checkbox"/> Filipino <input type="checkbox"/> American Indian <input type="checkbox"/> Alaska Native <input type="checkbox"/> Other: _____	11. <u>Barriers to Employment</u> (Mark <u>ALL</u> that Apply) a. <input type="checkbox"/> Cultural Barriers b. <input type="checkbox"/> Disabled Type: _____ c. <input type="checkbox"/> Displaced Homemaker d. <input type="checkbox"/> English Language Learner e. <input type="checkbox"/> Ex-Offender f. <input type="checkbox"/> Seasonal Farmworker g. <input type="checkbox"/> Migrant Farmworker h. <input type="checkbox"/> Foster Care Youth i. <input type="checkbox"/> Homeless j. <input type="checkbox"/> Low Income k. <input type="checkbox"/> Low Literacy / Math l. <input type="checkbox"/> Refugee m. <input type="checkbox"/> Single Parent n. <input type="checkbox"/> Other: _____ o. <input type="checkbox"/> None of the Above	13. <u>Labor Force Status</u> (Mark <u>ONE</u>) <input type="checkbox"/> Employed <input type="checkbox"/> Going to be laid off <input type="checkbox"/> Looking for a job: Number of months _____ <input type="checkbox"/> Not employed and not seeking work
9. <u>Country of Origin</u> In which country were you born? _____	14. <u>Education</u> a. Levels Completed: (Mark <u>ALL</u> that Apply) <input type="checkbox"/> High School Diploma <input type="checkbox"/> GED® / HSE Certificate <input type="checkbox"/> High School Certificate of Completion or Attendance <input type="checkbox"/> Technical Certificate <input type="checkbox"/> Some College-No Degree <input type="checkbox"/> AA / AS Degree	
10. Native Language		




CAERC Work Products

Laminated definition cards

Barriers to Employment - Something that makes it difficult to have or keep a job.

Use these descriptions to fill out Section 11 on the registration form.	
a. Cultural Barriers	Your attitudes, beliefs, customs or practices are a barrier to employment.
b. Disabled Type: _____	You have a physical mental, developmental or other disability. Write the disability on the line.
c. Displaced Homemaker	ALL of the following apply to you: <ul style="list-style-type: none">• You provided unpaid services to family members in the home and were dependent on the income of another family member (for example, stay-at-home mom or dad); AND• You are no longer supported by this income (due to death, illness or disability, divorce, loss of a job, etc.); AND• You are looking for a job or need a better paying job.

<p>11. <u>Barriers to Employment</u> (Mark <u>ALL</u> that Apply)</p> <p>a. <input type="checkbox"/> Cultural Barriers</p> <p>b. <input type="checkbox"/> Disabled Type: _____</p> <p>c. <input type="checkbox"/> Displaced Homemaker</p> <p>d. <input type="checkbox"/> English Language Learner</p> <p>e. <input type="checkbox"/> Ex-Offender</p> <p>f. <input type="checkbox"/> Seasonal Farmworker</p> <p>g. <input type="checkbox"/> Migrant Farmworker</p> <p>h. <input type="checkbox"/> Foster Care Youth</p> <p>i. <input type="checkbox"/> Homeless</p> <p>j. <input type="checkbox"/> Low Income</p> <p>k. <input type="checkbox"/> Low Literacy / Math</p> <p>l. <input type="checkbox"/> Refugee</p> <p>m. <input type="checkbox"/> Single Parent</p> <p>n. <input type="checkbox"/> Other: _____</p> <p>o. <input type="checkbox"/> None of the Above</p>
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CAERC Work Products

Laminated definition cards

Status/Public Assistance - Cash aid or services from the local, state or federal government.

Use these descriptions to fill out Section 12 on the registration form.	
a. Dislocated Worker	ANY of the following apply to you: <ul style="list-style-type: none">• You have been laid off or received a lay-off notice from a job; OR• You were self-employed but you are not working now because of the economy (recession) or a natural disaster; OR• You are a displaced homemaker.
b. U.S. Veteran	You had active military, naval or air service in the United States and were honorably discharged or released.
c. CalWORKs/TANF	You or your family gets cash aid and/or services through the CalWORKs (California Work Opportunity and Responsibility to Kids) or TANF (Temporary Assistance for Needy Families) program.
CalWORKs will end in less than 2 years.	Your CalWORKs benefits will end in less than 2 years.

12. Status / Public Assistance

(Mark ALL that Apply)

- a. ☐ Dislocated Worker
- b. ☐ U.S. Veteran
- c. ☐ CalWORKs / TANF
 - ☐ CalWORKs will end in less than 2 years.
- d. ☐ Cal Fresh / Food Stamps / SNAP
- e. ☐ General Assistance (GA)
- f. ☐ Refugee Cash Assistance
- g. ☐ SSI
- h. ☐ Other Public Assistance:
- i. ☐ None of the Above



CAERC Work Products

Simplified Voluntary Authorization to Share SSN

**VOLUNTARY AUTHORIZATION
TO SHARE SOCIAL SECURITY NUMBER**

PURPOSE OF THIS FORM: This form allows the school to collect your Social Security Number and share it with the California Department of Education who will share your personal information with the Employment Development Department. The Employment Development Department is the state agency responsible for maintaining personally identifiable information, and keeps all information confidential it receives from the California Department of Education for use only to track the labor market outcomes of adult education program participants in compliance with all applicable state and federal laws and mandates.

PLEASE READ THE FOLLOWING CAREFULLY

I understand that I do NOT need to provide a Social Security Number to take classes at this school.

Student Name (print): _____

☐ **YES.** I voluntarily provide my Social Security Number.

My Social Security Number is: ____ -- ____ -- ____

☐ **NO.** I choose not to provide a Social Security Number.

(Student Signature)

(Date)



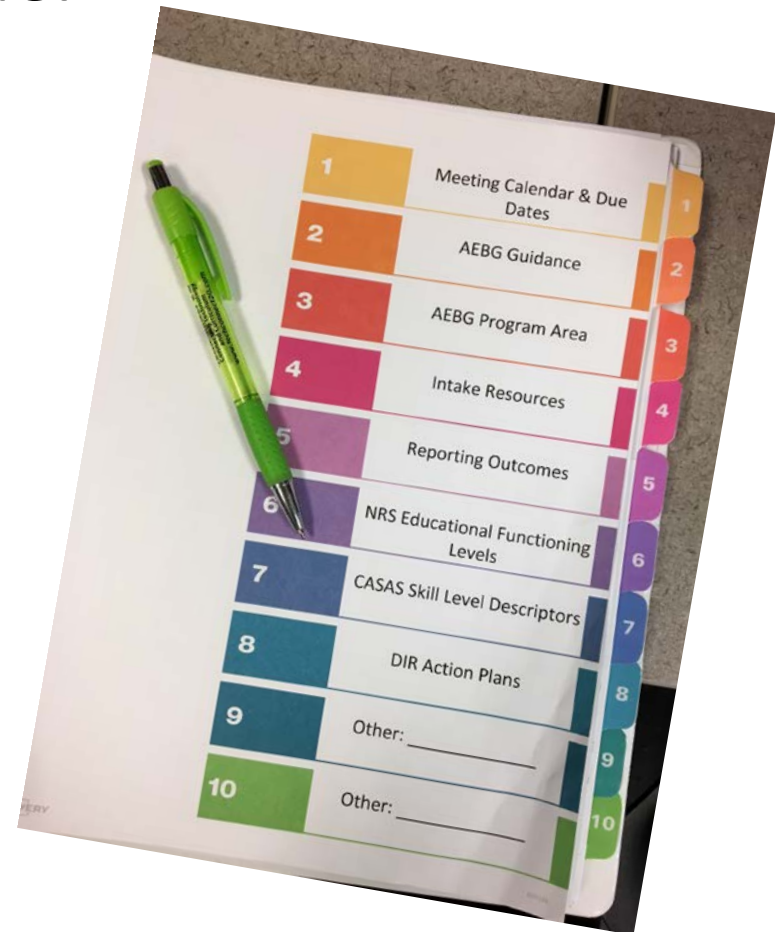
Work Products in 18 Languages

- | | |
|--------------|----------------|
| 1. Arabic | 10. Lao |
| 2. Cambodian | 11. Pashto |
| 3. Chinese | 12. Punjabi |
| 4. Dari | 13. Russian |
| 5. English | 14. Spanish |
| 6. Farsi | 15. Thai |
| 7. Hindi | 16. Ukrainian |
| 8. Hmong | 17. Urdu |
| 9. Korean | 18. Vietnamese |

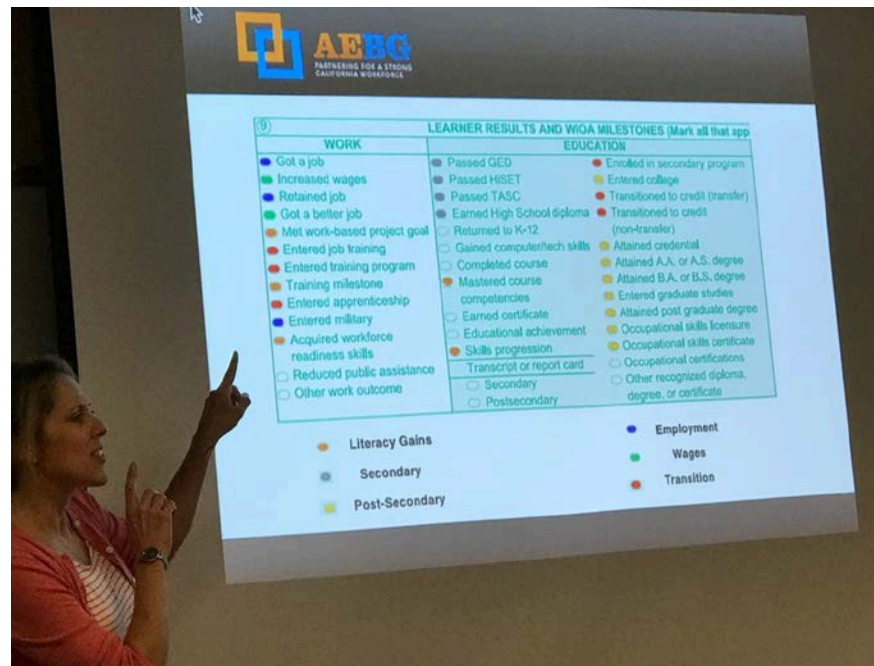


CAERC Work Products

Data & Accountability Binder



Data & Accountability Workgroup



- Begin with review of AEBG data collection and reporting requirements/updates

Data & Accountability Workgroup

CASAS
10/31/2017
10:46:06

AEBG Data Integrity
Page 1 of 2
AEBG

Agency: 1863 - Twin Rivers Adult School Program Year: 2017-2018

Summary Information	Item Count	Item Percent
Students in the Services Section	1009	
Students not enrolled in the 7 AEBG programs	101	
Marked HSE/HSE Outcome but did not have AEBG Program	0	
Marked Post-Secondary Outcome for AEBG but did not have AEBG Program	0	
Marked Employment Outcome but did not have AEBG Program	0	
Marked Wages Outcome but did not have AEBG Program	0	
Marked Transition Outcome but did not have AEBG Program	0	
Students enrolled in the 7 AEBG programs	908	

Item Description	Item Count	Item Percent
01. Missing Birthdate or outside 10-110	46	0.11 %
02. Less than 12 hours of instruction	466	51.33 %
02a. Zero or Empty Hours of Instruction	311	34.25 %
02b. Total hours between 1-11 hours	155	17.07 %
03. No Highest Year of School/Degree Earned	35	3.85 %
03a. No Highest Year of School	35	3.85 %
03b. No Highest Degree Earned	35	3.85 %
04. No Gender	1	0.11 %
05. No Race/Ethnicity	10	1.10 %
06. Total Reported Labor Force Status	770	84.80 %
06a. Total Employed	146	16.09 %
06b. Total Employed with notice	1	0.11 %
06c. Total Unemployed	588	64.53 %
06d. Total Not in Labor Force	225	24.88 %
06e. Total missing Labor Force Status	120	13.22 %
07. No Prior Test	248	27.09 %
08. No Prior Test	629	69.44 %
10a. Learners with a pre/post test pair	67	7.38 %
10b. Learners with a pre/post test pair, but have not completed a test	46	5.06 %
11a. Achieved Educational Functional Level Gain with pre and post testing	22	2.42 %
11b. Achieved Educational Functional Level Gain with High School credits earned	0	0.00 %
12a. Passed HSE	0	0.00 %
12b. Passed HSE but instructional program not HSE	0	0.00 %
12c. Passed HSE but Highest Degree Earned is HSE or higher	0	0.00 %
13a. Earned HSE diploma	4	0.44 %
13b. Earned HSE diploma but instructional program not HSE diploma	0	0.00 %
14a. Learners with only One Period of Participation	709	78.08 %
14b. Learners with More than One Period of Participation	0	0.00 %
15a. Learners with 90-97 days between Dates of Service	6	0.66 %
15b. Learners with 93-99 days between Dates of Service	71	7.81 %
16. Learners enrolled in Integrated Education and Training (IET)	0	0.00 %
17. No Primary Goal	118	13.00 %
18. No Secondary Goal	128	13.95 %
19. Learners with at least one Barrier to Employment	761	83.81 %
19a. Learners with Multiple Barriers to Employment	643	70.81 %
19b. Learners with No Barriers to Employment	129	14.21 %
20. Learners Co-enrolled in WIOA Titles I, II, or IV	1	0.11 %
21. Learners with a protest in the conservative estimate range	32	3.52 %
22a. Learners with a pre/post test pair but less than 40 hours of instruction	13	1.43 %
22b. Learners without a pre/post test pair but more than 40 hours of instruction	176	19.38 %
23a. Achieved AEBG Outcome for HSE/HSE	4	0.44 %
23b. Marked HSE/HSE outcome but did not qualify for AEBG	0	0.00 %
24a. Achieved AEBG Outcome for Post-Secondary	0	0.00 %
24b. Marked Post-Secondary Outcome for AEBG but did not qualify for AEBG	0	0.00 %
25a. Achieved AEBG Outcomes for Employment	17	1.87 %
25b. Marked Employment Outcome but did not qualify for AEBG	6	0.66 %

TOP/Pro Enterprise 3.0 build 15 © 2017 by CASAS. All rights reserved. Prepared by: E:Coordinator Raisa Salento

DIR Action Plan – Quarter 1



DIR Item	Agency Performance	Q1 Target %	Action Plan
1. Missing Birthdate		4.28	
2. Less than 12 hours		63.99	
3. No Highest Year of School/Degree Earned		10.38	
3.a No Highest Year of School		4.31	
3b. No Highest Degree Earned		10.10	
3c. Degree/Diploma – no Years of Schooling		0.11	
3d. Degree earned Outside US-no Highest Year of School		6.78	



- Review AEBG Data Integrity Reports and create a plan to correct issues before quarterly submission deadline.

Compile & Review Quarterly Submission Data

[illegible]

CAERC DIRs for Quarter 1, 2017-18 |

DIR Item	Q1 Target %	Agency names have been hidden															
Students in Services Section	N/A	76	142	229	185	1794	716	851	84	186	1341	1442	1009	378	53		
Students not enrolled in 7 AEBG prgrms	N/A	23	16	8	42	520	353	86	4	20	494	56	101	0	1		
Students enrolled in 7 AEBG prgrms	N/A	53	126	221	143	1274	363	765	80	166	847	1386	908	378	52		
1. Missing Birthdate	4.28	0	0	18	0	0	1.1	5.7	0	0	1.5	3.1	.11	2.9	0		
2. Less than 12 hours	63.99	96	29	100	53	91	99	41	95	69	20	44	51	52	0		
3. <u>NHYoS/DE</u>	10.38	0	0	23	0	0	2.7	6.1	0	0	1.7	7.7	3.8	2.9	0		
3a. <u>NHYoS</u>	4.31	0	0	21	0	0	2.2	5.7	0	0	1.7	7.2	3.8	2.9	0		
3b. NHDE	10.10	0	0	22	0	0	2.75	6	0	0	1.7	7.5	3.8	2.9	0		
4. No Gen.	4.01	0	0	9.4	0	0	0	5.7	0	0	1.5	3.9	.11	2.9	0		
5. No R/E	7.26	0	0	20	0	0	2.2	6.4	0	0	1.7	8	1.1	2.9	0		
6e. TMLFS	19.03	20	0	65	.7	0	23	18	23	23	6.8	20	25	5.5	0		
8. No Pretest	20.40	35	3.9	19	100	4.2	7.7	14	37	25	53	48	13	12	21		

Compiled 1st Quarter Data

/post pair															
10b. Pre/Post, but no level comp	New	0	11	0	0	.94	15	5.6	0	0	2.4	1.7	4.9	19	0
17. No Prim Goal	22.13	24	0	52	.7	8.4	99	29	23	23	6.8	96	13	0.5	0
18. No Sec Goal	28.57	35	0	100	.7	15	99	29	25	54	6.7	100	13	0.2	0
19b. Learners w/no Barriers to Emp	New	30	4.7	61	79	9	79	53	61	47	2.3	27	14	13	3.8
21.Learners	10.56	3.7	2.3	11	0	2.5	7.4	6.5	8.7	12	3.9	14	3.5	6.8	13

CAERC DIRs for Quarter 1, 2017-18)

[illegible]

DIR Item	Q1 Target %	Agency names have been hidden.													
19b. Learners w/no Barriers to Emp	New	30	4.7	61	79	9	79	53	61	47	2.3	27	14	13	3.8

Process Used by Other Agencies with Percentages Below 20

- According to your Q1 DIR, what percentage of your students have no Barriers to Employment (DIR Item #19b)?
- If your agency's percentage is above 20, ask two agencies with percentages below 20 about their process for capturing Barriers to Employment. Take notes on their process to bring back to your agency.



Promising Practices for Collecting & Reporting Barriers to Employment (19b)

1. Use the Program Area to identify certain Barriers to Emp.
 - All students enrolled in ESL → **ELLs**
 - All students enrolled in ABE → **Low Levels of Literacy** (a CASAS score of 235 or below in math and/or reading indicates basic skills deficient)
2. Look for clues in other sections of Registration Form.
 - Students who mark ANY of the following should be identified as **Low Income**: CalWORKS/TANF, Cal Fresh/Food Stamps/SNAP, General Assistance, Refugee Cash Aid, SSI, Other Public Assistance
 - Students who mark Going to be laid off should also be identified as **Dislocated Worker**
 - Students who mark Looking for a job: Number of months greater than 12 should also be identified as **Long-Term Unemployed**.

Result:

Improved Quarter 2 Data for Item 19b

CAERC DIRs for Quarter 1, 2017-18

DIR Item	Q1 Target %	Agency names have been hidden													
19b. Learners w/no Barriers to Emp	New	30	4.7	61	79	9	79	53	61	47	2.3	27	14	13	3.8

CAERC DIRs for Quarter 2, 2017-18

DIR Item	Q2 Target %	Agency names have been hidden													
19b. Learners w/no Barriers to Emp	New	4	7	25	8	7	30	44	18	3	4	21	8	15	0

AEBG Barriers to Employment Report



04/24/2018
12:05:25

AEBG (Manager) Barriers To Employment

by Agency

Promising Practices for Collecting & Reporting Barriers to Employment (19b)

1. Use the Program Area to identify certain Barriers to Emp.
 - All students enrolled in ESL → **ELLs**
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 - Students who mark Looking for a job: Number of months greater than 12 should also be identified as **Long-Term Unemployed**.

Program Year: 2017-2018

Consortium: 28 - Capital Adult Education Regional Consortium

Agency:

Total Students: 1554

Member:

AEBG Program Area	Cultural Barriers	Disabled	Displaced Homemaker	English Language Learner	Ex-offender	Foster Care Youth	Homeless	Long-term Unemployed	Low-income	Low Level of Literacy	Migrant & Seasonal Farmworker	Seasonal Farmworker	Single Parent	No TANF in 2 Years or Less	No Barriers	Total
English Language Learner (ESL/ELL)	29	4	1	1,058	0	0	0	3	989	403	0	0	34	0	7	1,086
Basic Skills (ABE)	4	2	0	126	2	2	3	0	181	74	0	0	15	0	0	199
High School Diploma (HSD)	0	17	1	34	4	13	15	0	349	90	0	1	97	0	1	401
High School Equivalency (HSE)	0	3	0	27	0	1	3	0	60	18	0	0	12	0	0	64
Career and Technical Education (CTE)	9	1	0	107	0	0	1	3	133	39	1	0	13	0	8	147
Programs for Adults with Disabilities	0	0	0	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	0	0	0
Workforce (Re)Entry	1	3	1	87	0	0	0	2	95	31	0	0	7	0	2	108
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Designated Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	30	23	2	1,091	4	14	17	5	1,392	497	1	1	144	0	16	1,554

Our Focus on Outcomes Data

Reporting AEBG Outcomes by Program Area

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
ABE/ASE	<p>Attainment of an EFL gain using pre- and post-testing.</p> <p>For HSD only: Mark ASE Low in Entry Record Field 18 for HSD students who enter at the 9-10 grade level (based on credits) and mark High ASE on the Update Record Field 13 when they earn enough credits to move to 11-12 grade.</p>	<p>Update Record Field 9- Work</p> <ul style="list-style-type: none"> • Got a job • Retained job • Entered Military 	<p>Update Record Field 9- Work</p> <ul style="list-style-type: none"> • Increased wages • Got a better job 	<p>Achievement of HSD or HSE: Update Record Field 9- Education</p> <ul style="list-style-type: none"> • Passed GED • Passed HiSET • Passed TASC • Earned HSD 	<p>Enrollment in a CTE program or apprenticeship: Update Record Field 9- Work</p> <ul style="list-style-type: none"> • Entered job training • Entered training program • Entered apprenticeship <p>Update Record Fields 12 & 14</p> <ul style="list-style-type: none"> • Enrolled in training program <p>Enrollment in college: Update Record Field 9- Education</p> <ul style="list-style-type: none"> • Transitioned to credit (transfer) • Transitioned to credit (non-transfer) <p>Update Record Fields 12 & 14</p> <ul style="list-style-type: none"> • Enrolled in education program 	N/A

Understanding How AEBG Outcomes are Captured in TE

Examining Your Agency's AEBG Outcomes Data

1. Use your AEBG DIR to complete the *Item Count* and *Item Percent* columns.
2. Use the *Reporting AEBG Outcomes by Program Area* document to identify how each outcome is recorded in TE.
3. Identify specific actions to ensure these outcomes are captured.
4. Review this document with your administrator.

Item	Item Count	Item %	How is this outcome recorded in TE?	Action Items
11a. Achieved Educational Functional Level Gain with pre- and post-testing			<i>A pre-test score at one EFL and a post-test score at a higher EFL</i>	
11b. Achieved Educational Functional Level Gain with High School credits earned				
12a. Passed HSE				
12b. Passed HSE but instructional program not HSE				
12c. Passed HSE but Highest Degree Earned is HSE or higher				
13a. Earned HS diploma				

Limitations to the *Reporting AEBG Outcomes by Program Area* Document

- It provides information on reporting **AEBG outcomes only**.
- It doesn't address processes or systems for entering outcomes data.
- It's a living document that is certain to change.

Downloadable Resources

- D&A Binder: <https://goo.gl/MZod2r>
- Registration Form: <https://goo.gl/akdhhK>
 - InDesign File and PDFs in 18 languages
- Definition Cards: <https://goo.gl/jTrL9H>
 - MS Word and PDFs in 18 languages
- Voluntary Authorization: <https://goo.gl/W1D2cS>
 - MS Word and PDFs in 18 languages
- Data Cleanup Resources: <https://goo.gl/PEhz9y>
 - Member and Consortium-level action plans & templates

Questions?

- Bethany Ely- bely@scoe.net