



# Using Data to Empower Learners

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# LARAEC MEMBERS

**BURBANK** Unified School District

**CULVER CITY** Unified School District

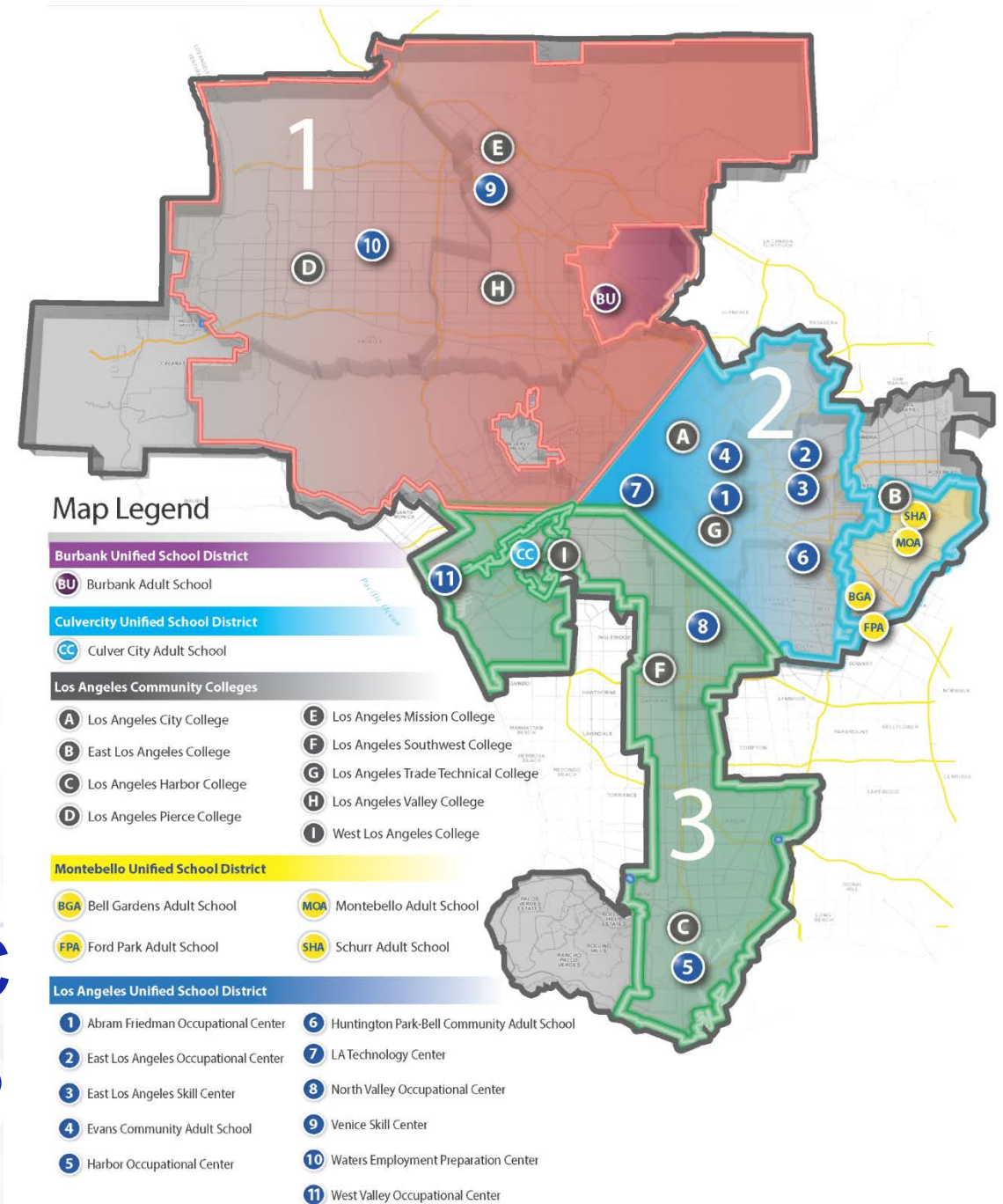
**LOS ANGELES** Community College District

**LOS ANGELES** Unified School District

**MONTEBELLO** Unified School District

# Greatest challenge is SCOPE

## LARAEC LOCATIONS





# LARAEC DATA Collection:

## State of the LA City State

- ✦ All LARAEC Members participate in WIOA
- ✦ Each member has staff dedicated to data collection activities
- ✦ Cross agency collaboration



# Shared Supplemental Materials

**Task 2: Read an Email**

Send Attach Save Draft Spell Check Cancel

From:

To:

Subject:

Date:

Los Angeles Unified School District | Division of Adult and Career Education  
WORKFORCE INNOVATION AND OPPORTUNITY ACT | EL CIVICS











**DIGITAL LITERACY**

**48.1 | BL-BH**

**schoolology** Home Courses Groups Resources

WIOA Advisors  
**Resources**

Add Resources Options

Title	10 of 10
 <b>how to download WIOA documents on Schoology.PNG</b> Added by Sean Abajian · Apr 7, 2017	⚙
 <b>Instructional Materials</b> Added by Sean Abajian · Jan 17, 2018	⚙
 <b>Schoology Resources: An Introduction</b> Added by Sean Abajian · Oct 26, 2016	⚙
 <b>WIOA Forms</b> Added by Sean Abajian · Nov 14, 2017	⚙
 <b>Back to School -- WIOA -- 08.03.17 -- FINAL.PPTX</b> Added by KARLA GALLEGUILLOS · Aug 10, 2017	⚙
 <b>Teacher Information Form 2017.pdf</b> Added by KARLA GALLEGUILLOS · Aug 16, 2017	⚙
 <b>2017-2018 CASAS EL Civics Assessment Calendar 3rd ed..pdf</b> Added by KARLA GALLEGUILLOS · Aug 18, 2017	⚙
 <b>PPTA Directory -- 08.22.17.pdf</b> Added by You · Aug 22, 2017	⚙
 <b>AEBG Training</b> Added by You · Dec 1, 2017	⚙
 <b>Q1 Advisers Summit Nov 16, 2017</b> Added by KARLA GALLEGUILLOS · Nov 28, 2017	⚙

# WIOA Grant Award 2016-2017

**\$85,046,306**

**200  
Agencies**





# Program Performance Advisor

The Program Performance Advisor plans and implements the Workforce Innovation and Opportunities Act Grant (WIOA), Title II and Adult Education Block Grant (AEBG) data collection and assessment activities at Division schools. The Advisor reports to the Principal (or designee) and works with site personnel to ensure compliance with state and federal WIOA and AEBG guidelines and to meet division WIOA and AEBG performance objectives which secure state and federal funding.

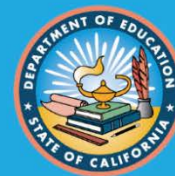


LOS ANGELES UNIFIED SCHOOL DISTRICT | DIVISION OF ADULT AND CAREER EDUCATION  
**PROGRAM PERFORMANCE TEACHER ADVISOR Directory**

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# Measuring our Success

AUGUST  
2017



## Measuring Our Success

DATA AND ACCOUNTABILITY SYSTEMS AND  
COMMON ASSESSMENT IN THE CALIFORNIA  
ADULT EDUCATION BLOCK GRANT PROGRAM

California Department of Education  
Tom Torlakson, State Superintendent of Public Instruction

California Community Colleges Chancellor's Office  
Eloy Ortiz Oakley, Chancellor

# Leveling UP





# DIVISION SCORECARD



## Division Scorecard

The Los Angeles Unified School District, Division of Adult and Career Education is fully funded through federal and state grants. The following key performance indicators (KPIs) are aligned with the student achievement outcomes identified in both the Workforce Innovation and Opportunity Act (WIOA) and Adult Education Block Grant (AEBG).

OUTCOMES	DESCRIPTIONS	KEY PERFORMANCE INDICATORS	
		2016-2017	TARGET % INCREASE 2017-2018
High School Diploma Grads	Students who complete high school requirements necessary to earn a diploma	1,075	10%
High School Equivalency	Students who pass all required sections of the high school equivalency exam	1,427	10%
Workforce Preparation Milestones	Students who achieve one or more Career Technical Education course completion certificates	8,908	5%
Occupational Skills Gains	Students who achieve milestones in CTE programs but who do not complete their certificate because they obtain employment or realize a short-term goal related to occupational advancement	3,602	5%
Employment (Gained after Program Entry)	Students who gain employment after enrolling in or completing an ESL, ABE, ASE, or CTE program	17,214	5%
Increase Wages (Gained after Program Entry)	Students who increase wages after enrolling in or completing an ESL, ABE, ASE, or CTE program	5,784	5%
Educational Functioning Level (EFL) Gains	Students who achieve one or more EFL learner gains based on the National Reporting System (NRS) as measured by the CASAS assessment (ELA/Math)	20,475	5%
EL Civics Outcomes	Students who achieve one or more EL CIVICS learning gains	25,123	5%
Students Transitioning to Post-Secondary	Students who transition from ABE, ASE, or ESL into a CTE or for-credit college program that is not developmental	2,016	10%
Integrated Education and Training	ESL students who are co-enrolled in ESL and CTE classes	635	10%
Achievement of students with disabilities	Students who receive specialized services designed for individuals with intellectual/developmental disabilities and achieve an AEBG / WIOA outcome	699	10%
Digital Literacy Skills Gains	Students who have demonstrated competency through a variety of digital learning assessments	4,110	10%
Pre-apprenticeship	CTE students who complete courses of study articulated with a registered apprenticeship program	1,527	5%

# How was the Scorecard Developed?

- \*Grounded in “Measuring our Success”
- \*Multiple Stakeholder Meetings
- \*Multiple Revisions

# Adult Education Programs

## ADULT BASIC EDUCATION

**FOUNDATIONAL** academic skills, such as reading, writing, and basic mathematics, as well as learning skills and study skills. Includes courses below Low Adult Secondary Education (9<sup>th</sup> grade level)

## ADULT SECONDARY EDUCATION

**FOUNDATIONAL** academic skills and learning/study skills. Includes courses at **LOW/HIGH LEVELS** in Adult Secondary Education, and/or leading to a diploma or high school equivalency certificate

## ENGLISH AS A SECOND LANGUAGE

Instruction in the English Language to adult non-native English speakers with varied **ACADEMIC, VOCATIONAL, CITIZENSHIP, and PERSONAL GOALS**

## SHORT TERM CTE

Education and training that prepares adult learners to enter the workforce or improve their occupation or earnings in **A YEAR OR LESS**



# Short Term Services

Short term services to students such as counseling or mentorship that may be received outside of the classroom.

- \*Supportive Services
- \*Training Services
- \*Transition Services

Enter in TE in Records – Students – In Program Years -OR- use Update Record field #8

<b>⑧ SERVICES RECEIVED</b> (Mark all that apply or leave blank)
<input type="checkbox"/> Supportive
<input type="checkbox"/> Training
<input type="checkbox"/> Transition

# AEBG Outcomes ACTIVITY

## Learning Gains

- Pre/Post Level Completion
- Carnegie Units /HS Credits
- Occupational Skills Gain
- Workforce Preparation Milestone

## HSE/HS Diploma

- High School Diploma
- Passed GED
- Passed HiSET
- Passed TASC

## Post-Secondary

- College Degree – AA, AS, BA, BS
- Graduate Studies
- Training Credential
- Occupational Licensure/Certificate
- Apprenticeship

## Enter Employment

- Get a Job
- Retain a Job
- Enter Military

## Increase Wages

- Increase Wages
- Get a Better Job

## Transition Post Sec

- Transition to ASE
- Transition to Post-Secondary/CTE
- Transition to Post-Secondary/College

⑨

## LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)

### WORK

- ☒ Got a job
- ☒ Increased wages
- ☒ Retained job
- ☒ Got a better job
- ☒ Met work-based project goal
- ☒ Entered job training
- ☒ Entered training program
- ☒ Training milestone
- ☒ Entered apprenticeship
- ☒ Entered military
- ☒ Acquired workforce readiness skills
- ☐ Reduced public assistance
- ☐ Other work outcome

### EDUCATION

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Passed GED                   | <input checked="" type="checkbox"/> Enrolled in secondary program         |
| <input checked="" type="checkbox"/> Passed HiSET                 | <input checked="" type="checkbox"/> Entered college                       |
| <input checked="" type="checkbox"/> Passed TASC                  | <input checked="" type="checkbox"/> Transitioned to credit (transfer)     |
| <input checked="" type="checkbox"/> Earned High School diploma   | <input checked="" type="checkbox"/> Transitioned to credit (non-transfer) |
| <input type="checkbox"/> Returned to K-12                        | <input checked="" type="checkbox"/> Attained credential                   |
| <input type="checkbox"/> Gained computer/tech skills             | <input checked="" type="checkbox"/> Attained A.A. or A.S. degree          |
| <input type="checkbox"/> Completed course                        | <input checked="" type="checkbox"/> Attained B.A. or B.S. degree          |
| <input checked="" type="checkbox"/> Mastered course competencies | <input checked="" type="checkbox"/> Entered graduate studies              |
| <input type="checkbox"/> Earned certificate                      | <input checked="" type="checkbox"/> Attained post graduate degree         |
| <input type="checkbox"/> Educational achievement                 | <input checked="" type="checkbox"/> Occupational skills licensure         |
| <input checked="" type="checkbox"/> Skills progression           | <input checked="" type="checkbox"/> Occupational skills certificate       |
| <hr/>  |   |
| Transcript or report card  |   |
| <hr/>  |   |
| <input type="checkbox"/> Secondary                               | <input type="checkbox"/> Occupational certifications                      |
| <input type="checkbox"/> Postsecondary                           | <input type="checkbox"/> Other recognized diploma, degree, or certificate |

☒ Literacy Gains

☒ Secondary

☒ Post-Secondary

☒ Employment

☒ Wages

☒ Transition



# How is the Scorecard Being Used?

- \*Public facing document
- \*Monitor progress
- \*Drive professional development

# DIVISION SCORECARD

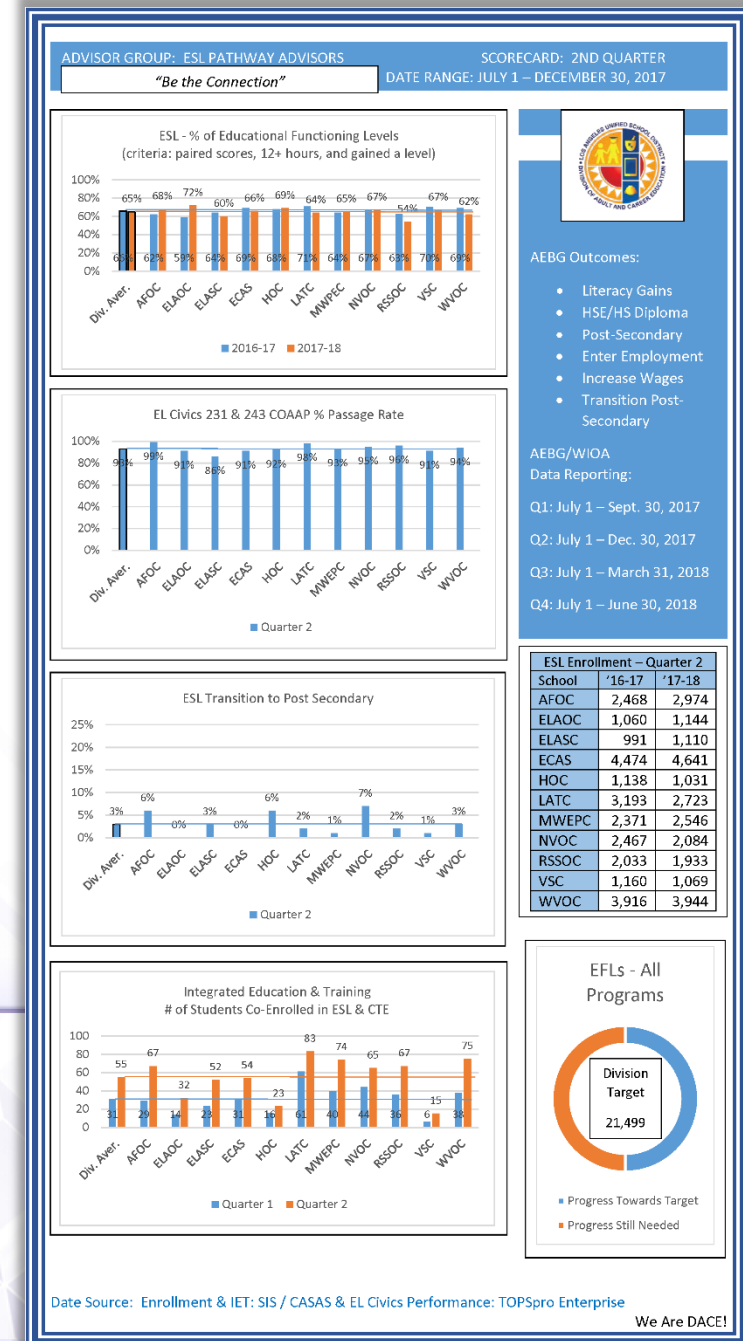


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Occupational Skills Gains	Students who achieve milestones in CTE programs but who do not complete their certificate because they obtain employment or realize a short-term goal related to occupational advancement	3,602	5%
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Increase Wages (Gained after Program Entry)	Students who increase wages after enrolling in or completing an ESL, ABE, ASE, or CTE program	5,784	5%
Educational Functioning Level (EFL) Gains	Students who achieve one or more EFL learner gains based on the National Reporting System (NRS) as measured by the CASAS assessment (ELA/Math)	20,475	5%
EL Civics Outcomes	Students who achieve one or more EL CIVICS learning gains	25,123	5%
Students Transitioning to Post-Secondary	Students who transition from ABE, ASE, or ESL into a CTE or for-credit college program that is not developmental	2,016	10%
Integrated Education and Training	ESL students who are co-enrolled in ESL and CTE classes	635	10%
Achievement of students with disabilities	Students who receive specialized services designed for individuals with intellectual/developmental disabilities and achieve an AEBG / WIOA outcome	699	10%
Digital Literacy Skills Gains	Students who have demonstrated competency through a variety of digital learning assessments	4,110	10%
Pre-apprenticeship	CTE students who complete courses of study articulated with a registered apprenticeship program	1,527	5%

# Advisor Score Card





# AEBG Program Year Reporting

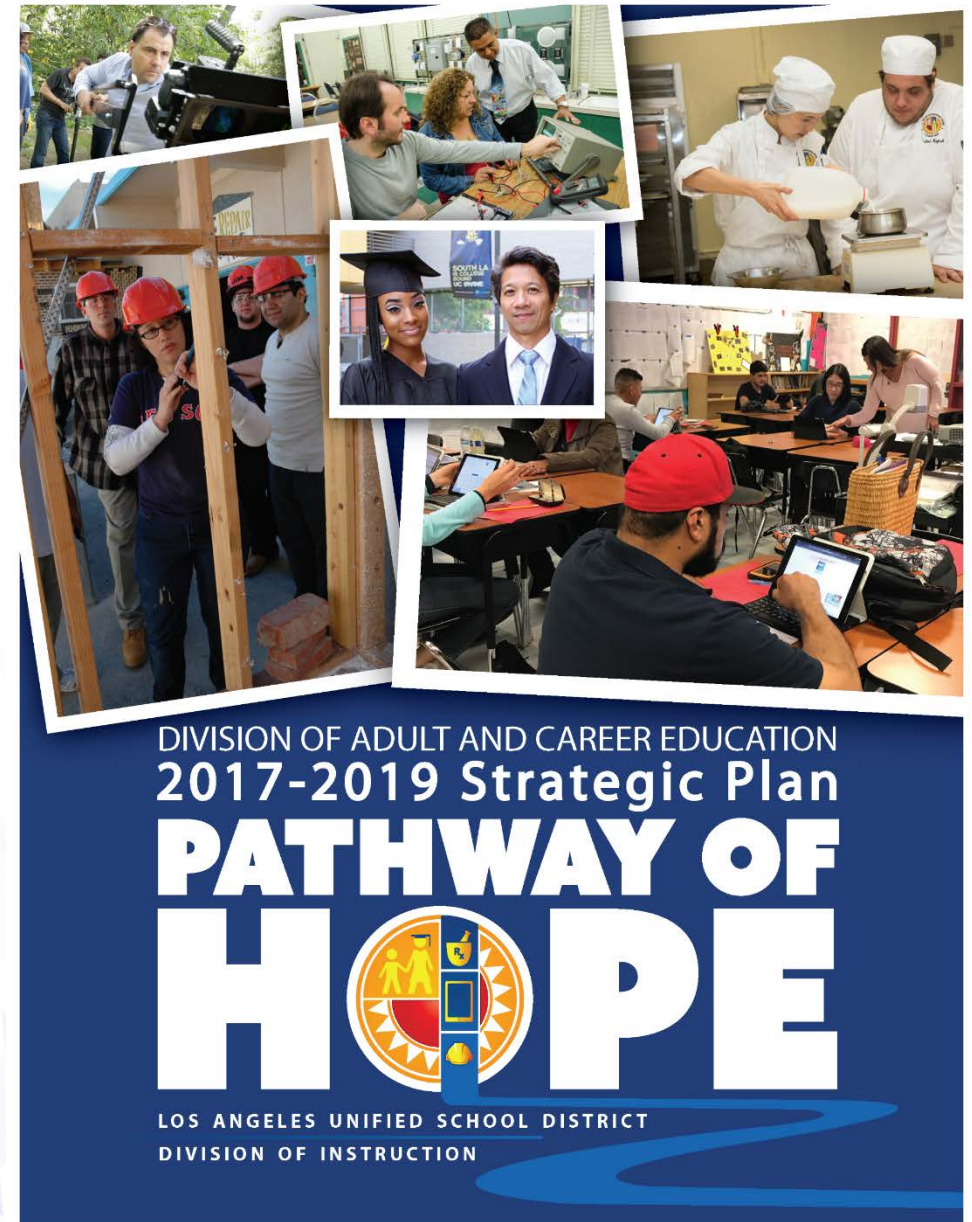
	Date Range	Reporting Deadline
First Quarter	July 1– Sept 30	October 31, 2017
Second Quarter	July 1– Dec 31	January 31, 2018
Third Quarter	July 1– Mar 31	April 30, 2018
Fourth Quarter -EOY	July 1– June 30	August 1, 2018

# SCHEDULES

Advisor Meeting	
First Quarter	September 14
Second Quarter	November 16
Third Quarter	February 15
Fourth Quarter - EOY	May 9

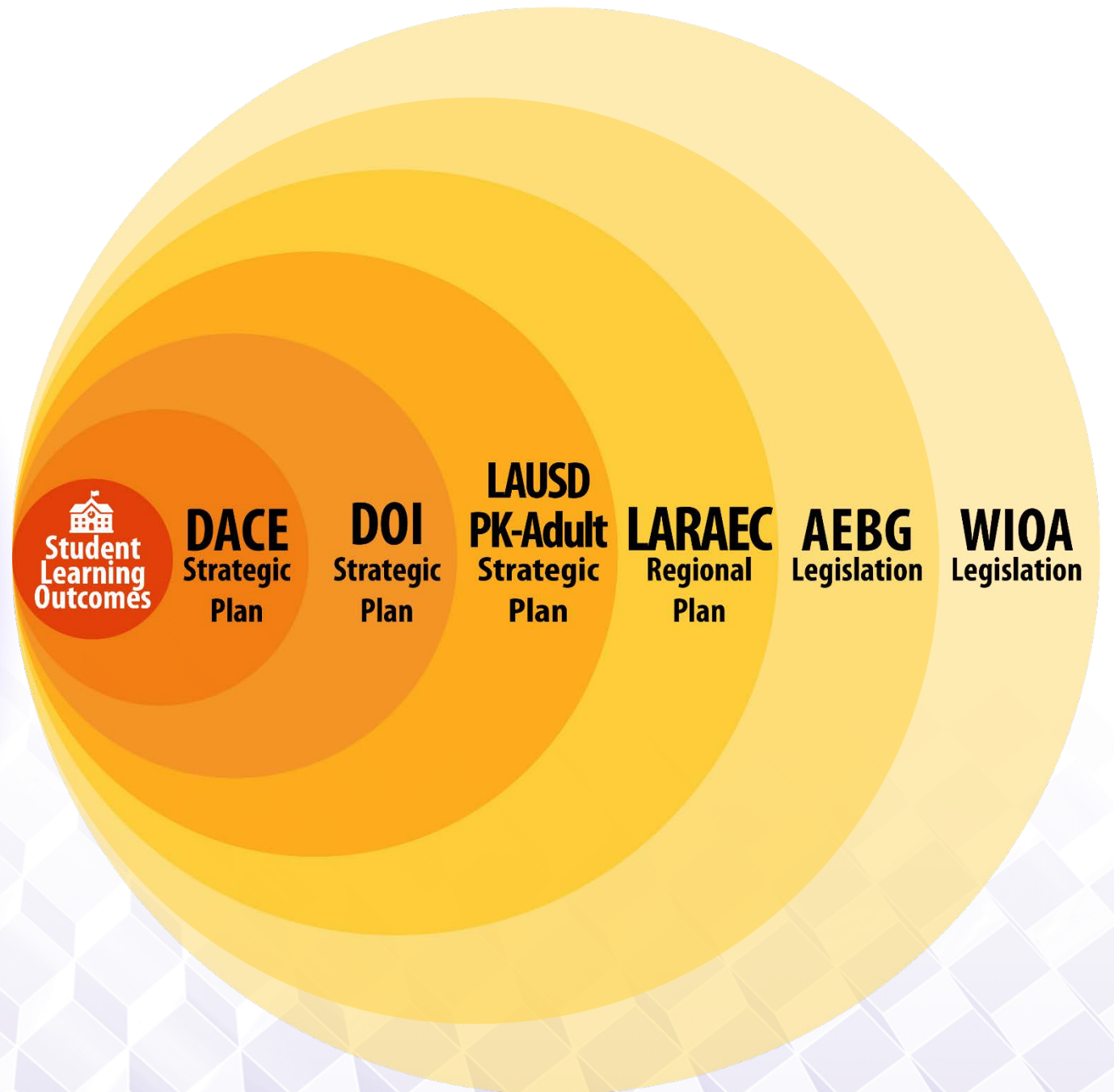
Data Chats	
First Quarter	Sep. 18 – Sep. 29
Second Quarter	Nov. 27 – Dec. 1
Third Quarter	TBD
Fourth Quarter - EOY	TBD

# Strategic Plan





# Nested Strategy



# Division Scorecard



## Division Scorecard

The Los Angeles Unified School District, Division of Adult and Career Education is fully funded through federal and state grants. The following key performance indicators (KPIs) are aligned with the student achievement outcomes identified in both the Workforce Innovation and Opportunity Act (WIOA) and Adult Education Block Grant (AEBG).

OUTCOMES	DESCRIPTIONS	KEY PERFORMANCE INDICATORS		
		'16-'17	Q2	YTD % REACHED '17-'18
High School Diploma Grads	Students who complete high school requirements necessary to earn a diploma	1,075	196	17%
High School Equivalency	Students who pass all required sections of the high school equivalency exam	1,427	155	10%
Workforce Preparation Milestones	Students who achieve one or more Career Technical Education course completion certificates	8,908	6,436	69%
Occupational Skills Gains	Students who achieve milestones in CTE programs but who do not complete their certificate because they obtain employment or realize a short-term goal related to occupational advancement	3,602	1,320	35%
Employment (Gained after Program Entry)	Students who gain employment after enrolling in or completing an ESL, ABE, ASE, or CTE program	17,214	7,048	39%
Increase Wages (Gained after Program Entry)	Students who increase wages after enrolling in or completing an ESL, ABE, ASE, or CTE program	5,784	2,136	35%
Educational Functioning Level (EFL) Gains	Students who achieve one or more EFL learner gains based on the National Reporting System (NRS) as measured by the CASAS assessment (ELA/ Math)	20,475	10,799	50%
EL Civics Outcomes	Students who achieve one or more EL CIVICS learning gains	25,123	19,470	74%
Students Transitioning to Post-Secondary	Students who transition from ABE, ASE, or ESL into a CTE or for-credit college program that is not developmental	2,016	1,755	79%
Integrated Education and Training	ESL students who are co-enrolled in ESL and CTE classes	635	607	87%
Achievement of students with disabilities	Students who receive specialized services designed for individuals with disabilities and achieve an AEBG / WIOA outcome	699	119	15%
Digital Literacy Skills Gains	Students who have demonstrated competency through a variety of digital learning assessments	4,110	5,738	127%
Pre-apprenticeship	CTE students who complete courses of study articulated with a registered apprenticeship program	1,527	520	32%

79%

Educational  
Functioning Levels  
(EFLs)



RNIA

Ra galumbanuu xhten guccran nū







215%

EL CIVICS



# Cosmetology



May 9th, 2018





163%

INTEGRATED  
EDUCATION &  
TRAINING

# AEBG

## Adult Education Block Grant *Investing in California's Workforce*

AB86 provided \$25 million dollars to California community colleges and K-12 adult education providers to form regional consortia "for the purpose of developing regional plans to better serve the educational needs of adults." The consortia plans addressed the following:

- An evaluation of current levels and types of adult education programs within its region including credit, noncredit and enhanced noncredit adult education, correctional programs and WIOA Title II Adult Literacy programs.
- An evaluation of current needs for adult education programs within its region including plans to address gaps identified above.

AB104 established the Adult Education Block Grant (AEBG), which provides \$500 million dollars to consortia to maintain adult education programs as well as support ongoing program expansion and integration. AB104 also established reporting timelines to the legislature and the following core measures for assessing the effectiveness of consortia:

- Total number of adults served by the consortium.
- Number of adults served by the consortium that have demonstrated the following:
  - Improved literacy skills.
  - Completion of high school diplomas or their recognized equivalents.
  - Completion of post-secondary certificates, degrees, or training programs.
  - Placement into jobs.
  - Improved wages.

### 7 PROGRAM AREAS DEFINED BY AEBG

Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate

Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation

Programs for adults including but not limited to, older adults, that are primarily related to entry or reentry into the workforce

Programs for adults including but not limited to older adults, that are primarily designed to develop knowledge and skills to assist elementary and secondary school children to succeed academically in school

Programs for adults with disabilities

Programs in career technical education that are short term in nature and have high employment potential

Programs offering pre-apprenticeship training activities conducted in coordination with one or more apprenticeship program(s) approved by the Division of Apprenticeship Standards for the occupation and geographic area

For more information about AEBG go to: [aebg.cccco.edu](http://aebg.cccco.edu)



A semi-circular gauge with a red-to-green gradient. A black needle points to a value of 206%. The gauge is divided into three colored segments: red on the left, yellow in the middle, and green on the right. The needle is positioned in the yellow segment, pointing towards the green segment.

206%

TRANSITION TO  
POST-SECONDARY



# LARAEC & NEXT STEPS...

Thank you for your leadership!