AEBG Data Collection and Reporting with TOPSpro Enterprise

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Overview – What's new in AEBG

- AEBG Overview
- New AEBG Tables for PY 16-17
- Data Collection in TE
- Demo in TE with NRS Tables

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Adult Education Big Picture

- Over 10M Californians are in need of adult education services (duplicated count)
  - 4.6M adults don't have a high school diploma
  - 1.1M adults are unemployed
  - 2.6M families live below the poverty line
  - 3.5M adults don't speak English very well

Adult Education Big Picture

- Over 2.1M to 2.5M Californians are enrolled in AEBG program areas (duplicated count) in the 2015/16 school year.
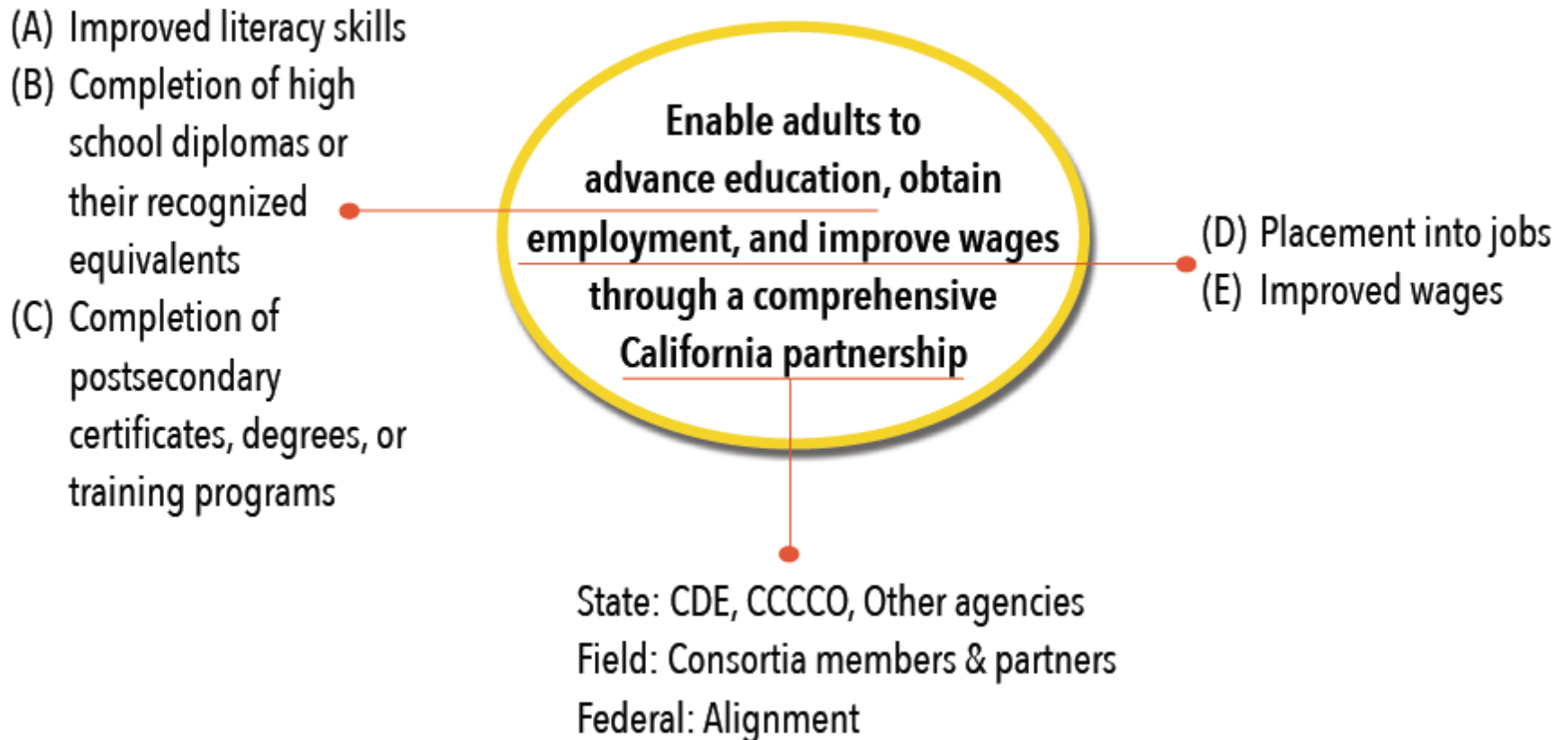
  - 1M in ABE/ASE
  - 700K in ESL
  - 400K in CTE

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Adult Education Big Picture

- Over 10M Californians are in need of adult education services (duplicated count)
  - 4.6M adults don't have a high school diploma
  - 1.1M adults are unemployed
  - 2.6M families live below the poverty line
  - 3.5M adults don't speak English very well

What is the end goal of AEBG?

(A) Improved literacy skills
(B) Completion of high school diplomas or their recognized equivalents
(C) Completion of postsecondary certificates, degrees, or training programs

Enable adults to advance education, obtain employment, and improve wages through a comprehensive California partnership

(D) Placement into jobs
(E) Improved wages

State: CDE, CCCCO, Other agencies
Field: Consortia members & partners
Federal: Alignment

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Why is AEBG so special????

AEBG is unique…..

It's adult learners have unique needs.

As a comprehensive and flexible program, AEBG brings a multitude of program and partners together, to better meet the needs of adult learners.

AEBG Data and Accountability

It is the intent of the Legislature that both of the following occur:

(1) That the educational needs of adults in the state be better identified and understood through <u>better sharing of data across state agencies</u>.

(2) That, at a minimum, the chancellor and the Superintendent shall enter into agreements to share data related to effectiveness of the consortia between their agencies and with other state agencies…..

AEBG Data and Accountability, con't

Per Education Code, the measures for AEBG effectiveness at minimum must include the following:

How many adults are served by members of the consortium.

How many have demonstrated the following:

1. **Improved literacy skills.**

2. **Completion of high school diplomas or their recognized equivalents.**

3. **Completion of postsecondary certificates, degrees, or training programs.**

4. **Placement into jobs.**

5. **Improved wages**

6. *Post Secondary Transition*

AEBG Data and Accountability, con't

How many adults served by members of the consortium have demonstrated the following:

1. **Improved literacy skills** – *pre/post testing and carnegie units with federally approved tools to measure student progress.*

2. **Completion of high school diplomas or their recognized equivalents** – *secondary credentials.*

3. **Completion of postsecondary** certificates, degrees, or training programs – *using WIOA to define certificates and training.*

4. **Placement into jobs** – *working on state level data match.*

5. **Improved wages** – *working on state level data match.*

6. ***Post Secondary Transition*** – *use of chancellor's office MIS data matching.*

Adult Education Funding

Language from the Governor's Proposed Budget 17/18 - "Investing in California's Workforce"

Adult Education Block Grant Program—This program coordinates representatives from local educational agencies, community colleges, and other regional education, workforce, and industry partners to promote the educational opportunities offered to students and adult learners. Through this program, students and adult learners can access courses to complete their high school diplomas or general education equivalent, English as a Second Language courses, and pathways courses that lead to additional career opportunities. The Budget includes $500 million **ongoing** *Proposition 98 General Fund to support the Adult Education Block Grant Program*

AEBG and WIOA Title II

- The National Reporting System (NRS) is the accountability system that provides a means of regular evaluation for federally funded WIOA Title II adult education programs.

- In June 2014, Congress passed the Workforce Innovation and Opportunity Act (WIOA), and President Obama signed it into law in July 2014.

- June 2016 the U.S. DOL and U.S. DOE released final WIOA guidelines, and the NRS released the new update Federal Tables

- WIOA started implementation starting July 1, 2016, and is approved through 2020.

WIOA Title I: Adult, Dislocated Worker, and Youth

WIOA Title II: Adult Education and Literacy (AEFLA)

WIOA Title III: Wagner-Peyser/One-stops

WIOA Title IV: Vocational Rehabilitation

The Four Titles of WIOA Each Authorize Different Programs:

TITLE I
Helps jobseekers with career counseling, job search assistance, and job training.

TITLE II
Helps adults who lack basic skills. Services assist with improving reading, writing, math, and English proficiency; attaining a high school diploma or equivalent; and transition to employment or postsecondary education/training.

TITLE III
Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.

TITLE IV
Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies.

Reminders

Quarterly TOPSpro Enterprise data reporting
- Submit TOPSpro Enterprise export to CASAS via Internet
- Data Integrity Report

End of Year Data Submission
- Submit TOPSpro Enterprise export to CASAS via Internet
- Certification Letter
- AEBG Data Tables
- Data Integrity Report

Data Sharing Requirements with CCCCO/EDD -- TBD

Data Collection

Data Submission	Date Due
~~1st Quarter Data Submission~~	~~October 31, 2016~~
~~2nd Qtr Data Submission~~	~~January 31, 2017~~
3rd Quarter Data Submission	April 30, 2017
Year End Data Submission	August 1, 2017

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Reminders, cont'd.

- Document enrollment for all learners in AEBG programs upon entry into class
- Provide Update information for all AEBG learners who attend 12 or more hours of instruction
- Test all AEBG learners in WIOA Title II programs (ABE, ESL, ASE)

Data Collection

Entry Record

Includes fields to collect demographics, such as learner gender and date of birth

Documents program-related information, such as instructional program or date of entry into a class

Data Collection

Update Record

Tracks learner progress and indicates results of instruction the learner received at your school or program.

Data Collection

Test Record
Records answers to a single CASAS test and includes information about the test, such as test date and form number

Data Collection

Entry Records

For Each AEBG Learner:
- Collect Date of Birth, Gender, Race, and Ethnicity
- Assist the learner in selecting highest year of school, highest degree, barriers to employment, and labor force status

Data Collection

Entry Records

For Each AEBG Learner:

- Select instructional program authorized for AEBG

- Record as many barriers to employment (field 14 as apply to the learner

- Indicate if learner is cross-enrolled in another WIOA partner program (Title I, III, IV)

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Update Records

- Must be completed after a substantial block of instruction or at the end of the instructional period (semester, quarter, term)

- Must be completed when a learner exits a program

- Mark the appropriate learner status, progress, outcomes achieved, and reason for exiting

Data Collection

Update Records

Field 6 Program Status.
- Mark "Retained in Program" if student plans to return during the program year.

- NRS Policy = "left program" if student is absent for 90 or more days

Field 13 Reason for Exiting.
- Mark only if Field 7 Status = "Left Program."

Data Collection

Update Records

Use Update Record field #8 to record services to students such as counseling or mentorship that may be received outside of the classroom.

- Supportive Services
- Training Services
- Transition Services

Data Collection

Update Records

New Update Record now includes many new workforce and training related outcomes related to all four titles of WIOA.

WORK	EDUCATION		FAMILY / COMMUNITY
○ Got a job	○ Passed GED	○ Entered college	○ Increased involvement in children's education
○ Increased wages	○ Passed HiSET	○ Transitioned to credit (transfer)	
○ Retained job	○ Passed TASC	○ Transitioned to credit (non-transfer)	○ Increased involvement in children's literacy activities
○ Got a better job	○ Earned High School diploma		
○ Met work-based project goal	○ Returned to K-12	○ Attained credential	○ Met other family goal
○ Entered job training	○ Gained computer/tech skills	○ Attained A.A. or A.S. degree	○ Met personal goal
○ Entered training program	○ Completed course	○ Attained B.A. or B.S. degree	○ Obtained perm. residence
○ Training milestone	○ Mastered course competencies	○ Entered graduate studies	○ Attained U.S. citizenship
○ Entered apprenticeship		○ Attained post graduate degree	○ Achieved U.S. citizenship skills
○ Entered military	○ Earned certificate	○ Occupational skills licensure	○ Registered to vote or voted for first time
○ Acquired workforce readiness skills	○ Educational achievement	○ Occupational skills certificate	
	○ Skills progression	○ Occupational certifications	○ Increased involvement in community activities
○ Reduced public assistance	Transcript or report card	○ Other recognized diploma, degree, or certificate	
○ Other work outcome	○ Secondary		○ Other family outcome
	○ Post secondary		○ Other community outcome

⑨ LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)

AB 104 Outcomes

1. Improved Literacy Skills
2. High School Diploma/HSE
3. Post-Secondary
4. Job Placement
5. Improved Wages
6. Transition to Post-Secondary

AB 104 Outcomes

AEBG will use a combination of self-reported outcomes and data match for state level reporting.

Reported data through TE only:
1.   Improved Literacy Skills (pre and post testing)
2.   High School Diploma (Local Board approved)

Improved Literacy Skills

- For ABE/ESL/ASE programs, measured by pre/post learning gains

- For other AEBG programs, these outcomes are TBD. Can use the following to record measurable skills gains (MSG):
  - Field 9 Work - Training milestone
  - Field 9 Education – Completed course, Earned certificate, Skills progression

AEBG Outcomes

CASAS Relationship to NRS Educational Functioning Levels (EFLs) for ABE and ASE

	Educational Functioning Levels	CASAS Level	Reading Scale Score Ranges	Math Scale Score Ranges
1	Beginning ABE Literacy	A	200 and below	200 and below
2	Beginning Basic Education	B	201 - 210	201 - 210
3	Low Intermediate Basic Education	B	211 - 220	211 - 220
4	High Intermediate Basic Education	C	221 - 235	221 - 235
5	Low Adult Secondary Education	D	236 - 245	236 - 245
6	High Adult Secondary Education	E	246 and above	246 and above

Revised July 2014

CASAS Relationship to NRS Educational Functioning Levels (EFLs) for ESL/ELL

	Educational Functioning Levels	CASAS Level	Reading Scale Score Ranges	Listening (980 series) Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below	180 and below
2	Low Beginning ESL	A	181 - 190	181 - 189
3	High Beginning ESL	A	191 - 200	190 - 199
4	Low Intermediate ESL	B	201 - 210	200 - 209
5	High Intermediate ESL	B	211 - 220	210 - 218
6	Advanced ESL	C	221 - 235	219 - 227

Revised July 2014

For NRS relationship with other test publishers, go to www.nrsweb.org

High School Diploma/HSE

- *Field 9 Education –*
- Earned high school diploma
- Passed GED
- Passed HiSET
- Passed TASC

LEARNER RESULTS AND WIOA MILESTONES
EDUCATION
- ◯ Passed GED
- ◯ Passed HiSET
- ◯ Passed TASC
- ◯ Earned High School diploma

AEBG Outcomes

Summer Institute **2017**

AB 104 Outcomes

- AEBG will use a combination of self-reported outcomes and data match for state level reporting.

- A combination of self reported data through TE and data match:

1. Post-Secondary
2. Job Placement
3. Improved Wages
4. Transition to Post-Secondary

AEBG Outcomes

Completion of Post-Secondary certificates, degrees, or training programs.

- *Field 9 Work*
- Training milestone (specific steps TBD)
- Entered apprenticeship

- *Field 9 Education*
- Attained credential
- Attained AA/AS/BA/BS
- Graduate/post-graduate studies
- Occupational licensure/certificate

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

Placement Into Jobs

- *Field 9 work*
- Got a job
- Retained job
- Entered military

(9) **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

AEBG Outcomes

Improved Wages

- *Field 9 work*
- Increased wages
- Got a better job

⑨
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

AEBG Outcomes

Transition to Post-Secondary

- *Field 9 Work*
- Entered job training
- Entered training program

- *Field 9 Education*
- Entered college
- Transitioned to credit
- Entered graduate studies

- *Field 12*
- Enrolled in Education
- Enrolled in Training

- *Field 14*
- Enrolled in Education
- Enrolled in Training

AEBG Outcomes

Completion of Post-Secondary certificates, degrees, or training programs.

- The following do NOT successfully record post-secondary outcomes for AEBG reporting:

- *Field 9 Work*
- Entered Job Training
- Entered training program

- *Field 9 Education*
- Earned Certificate
- Other diploma/degree/certificate

Data Match Outcomes

- AEBG will use a combination of self-reported outcomes and data match for state level reporting.

- A combination of self reported data through TE and data match:
1. High School Equivalency (HSE)
2. Post-Secondary
3. Job Placement
4. Improved Wages
5. Transition to Post-Secondary

Data Match Outcomes

- For WIOA II, a data match will be conducted quarterly to verify NRS Federal Table 5 outcomes.

1. Employment after 2Q
2. Employment after 4Q
3. Increased Wages
4. HSE/HSD then Enter Employment
5. HSE/HSD then Enter Post-Secondary
6. Complete Post-Secondary

AEBG Outcomes

Data Match Outcomes

- AEBG will use a combination of self-reported outcomes and data match for state level reporting.
- A combination of self reported data through TE and data match with the CDE HSE Office:

1. GED
2. HiSET
3. TASC

Data Match Outcomes

- AEBG will use a combination of self-reported outcomes and data match for state level reporting.

- A combination of self reported data through TE and data match with EDD:

1. Job Placement
2. Improved Wages

Data Match Outcomes

- Data match with CCCCO for post-secondary related outcomes:

1. Post-Secondary
2. Transition to Post-Secondary

Four Methods

1) 3rd Party Import/Export
2) Scanning TOPSpro Forms
3) Student data entry via eTests
4) Manual Data Entry

3rd Party Import Vendors

Banner   ASAP
Colleague   Aeries
Datatel   AIM
Peoplesoft   LACES
Infinite Campus   DB2
Power School   YSS

Data Collection in TE

Select a Record

Select one of the records below for importing. The alphanumeric code identifies a unique record that is recognizable to TOPSpro Enterprise as published in: *TOPSpro Enterprise Import Specifications* . This wizard will perform a format validation routine after the import data file is specified.

Note: Importing any of these records can create new records in TOPSpro Enterprise as well as update existing records.

If you have multiple files they should be imported in this order:
1. Personnel and User Data (PERS)
2. Class Data (CLS)
3. Demographic Data (DEM)
4. Student Program Status (SPS) / Entry (ENTR) / Attendance (ATT) / Test (TEST) / Student class status (SCS) / Update (UPDT) / HSE Exam Results (HSE) Data import in whatever order is preferred

Format Set
- ◉ WIOA Import Formats
- ◯ Old WIA Import Formats (not recommended)

- ◯ Personnel and User Data from a 3rd party system (PERS)
- ◯ Class Data from a 3rd party system (CLS)
- ◯ Demographic Data from a 3rd party system (DEM)
- ◯ Student Program Status from a 3rd party system (SPS)
- ◉ Entry Data from a 3rd party system (ENTR)
- ◯ Attendance Data from a 3rd party system (ATT)
- ◯ Test Data from a 3rd party system (TEST)
- ◯ Student Class Status from a 3rd party system (SCS)
- ◯ Update Data from a 3rd party system (UPDT)
- ◯ High School Exam Results from a 3rd party system (HSE)

Cancel   << Back   Next >>

eTests Data Collection Data Elements

Program
Gender
Date of Birth
Barriers to Employment
Highest Grade
Highest Diploma
Native Language
Race & Ethnicity
Personal Status
Labor Force

Attainable Goals
Address
Email
Phone
SSN

Manual Data Entry

Records → Students → Records

Work Results:

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

H = HSE/HSD

P = Post-Secondary

E = Enter Employment

I = Increase Wages

T = Transition Post-Sec

Education Results:

☐	Passed GED 2002	☐	Enrolled in secondary program	P	Entered graduate studies
H	Passed GED 2014	T	Entered college	☐	Attained post graduate degree
H	Passed HiSET	T	Transitioned to credit (transfer)	P	Occupational skills licensure
H	Passed TASC	T	Transitioned to credit (non-transfer)	P	Occupational skills certificate
H	Earned High School diploma	P	Attained credential	☐	Occupational certifications
☐	Returned to K-12	P	Attained A.A. or A.S. degree	☐	Other recognized diploma, degree, or certificate
☐	Gained computer/tech skills	P	Attained B.A. or B.S. degree		

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Records → Students → Records

Leading To Postsecondary Credential Or Enrollment

T Enrolled In Education Program: Yes

T Enrolled In Training Program: Yes

Post Exit Leading To Postsecondary Credential Or Enrollment

T Enrolled In Education Program: Yes

T Enrolled In Training Program: Yes

H = HSE/ HSD

P = Post-Secondary

E = Enter Employment

I = Increase Wages

T = Transition Post-Sec

AEBG Tables

CASAS

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AEBG Table 1

Participants by Entering Educational Functioning Level, Ethnicity, and Sex

All Student Activity Dates

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AEBG2017T1

State: CA - California   Program Year: 2016-2017

Entering Educational Functioning Level (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	(P)
ABE Level 1	9	4	34	32	149	99	380	390	2	4	158	120	21	17	1,419
ABE Level 2	13	9	65	77	208	233	711	1,098	7	6	225	235	34	33	2,954
ABE Level 3	24	25	160	212	391	461	1,799	2,705	20	17	433	592	73	109	7,021
ABE Level 4	87	71	513	671	850	951	5,952	8,194	50	59	1,587	1,641	253	277	21,156
ABE Level 5	48	42	307	413	369	422	3,485	4,192	19	26	1,063	889	133	136	11,544
ABE Level 6	20	27	134	176	175	199	1,764	2,066	15	16	840	667	102	68	6,269
ESL Level 1	0	1	404	799	53	95	479	866	3	0	97	180	18	35	3,030
ESL Level 2	1	0	636	1,137	61	93	1,223	2,299	1	1	165	272	38	108	6,035
ESL Level 3	6	8	1,348	2,987	137	177	4,104	8,059	4	9	426	839	94	155	18,353
ESL Level 4	12	19	2,203	4,705	148	252	6,870	13,879	9	7	758	1,455	121	261	30,699
ESL Level 5	7	19	1,882	4,780	136	159	5,675	12,374	6	8	613	1,393	117	253	27,422
ESL Level 6	5	7	1,889	4,559	96	154	5,184	10,671	1	7	641	1,437	97	230	24,978
Total	232	232	9,575	20,548	2,773	3,295	37,626	66,793	137	160	7,006	9,720	1,101	1,682	160,880

AEBG Tables

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AEBG Table 2

Participants by Age, Ethnicity, and Sex

All Student Activity Dates

State: CA - California

Program Year: 2016-2017

Age Group (A)	American Indian or Alaska Native		Asian		Black or African American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	(P)
16-18	27	22	488	404	292	224	3,390	2,975	22	15	780	593	130	115	9,477
19-24	76	51	1,524	1,860	801	710	8,944	9,178	44	34	1,609	1,682	268	285	27,066
25-44	94	112	3,492	9,548	1,215	1,675	18,496	35,954	44	84	2,878	4,566	436	729	79,323
45-54	25	34	1,789	4,364	279	425	4,112	12,390	14	14	862	1,431	100	296	26,135
55-59	3	9	713	1,523	98	130	1,053	2,970	4	7	288	561	46	94	7,499
60+	7	4	1,569	2,849	88	131	1,631	3,326	9	6	589	887	121	163	11,380
Total	232	232	9,575	20,548	2,773	3,295	37,626	66,793	137	160	7,006	9,720	1,101	1,682	160,880

AEBG Tables

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AEBG Table 3

Participants by Program Type and Age

All Student Activity Dates

State: CA - California   **Program Year:** 2016-2017

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education	4,213	9,620	14,317	2,957	767	676	32,550
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education	2,196	5,489	8,309	1,338	298	183	17,813
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition	2,124	8,169	38,556	14,719	4,370	7,121	75,059
Integrated Education and Training Program	0	0	0	0	0	0	0
IELCE (Sec. 243)	944	3,788	18,141	7,121	2,064	3,400	35,458
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	9,477	27,066	79,323	26,135	7,499	11,380	160,880

AEBG Tables

CASAS

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AEBG Table 4

Measurable Skill Gains by Entry Level

All Student Activity Dates

State: CA - California

Program Year: 2016-2017

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	1,419	284,490	371	41	257	752	29.03	1,744	476	27.29
ABE Level 2	2,954	333,308	855	172	644	1,288	34.77	3,432	1,117	32.55
ABE Level 3	7,021	688,672	1,801	517	1,671	3,052	33.02	7,977	2,487	31.18
ABE Level 4	21,156	1,982,598	3,101	2,183	5,074	10,861	24.98	23,923	5,734	23.97
ABE Level 5	11,544	1,122,869	1,677	1,629	2,701	5,580	28.64	13,240	3,600	27.19
ABE Level 6	6,269	632,873	0	997	1,818	3,489	15.90	7,263	1,103	15.19
ABE Total	**50,363**	**5,044,810**	**7,805**	**5,539**	**12,165**	**25,022**	**15.50**	**57,579**	**14,517**	**25.21**
ESL Level 1	3,030	303,137	1,332	14	560	1,124	44.42	3,456	1,427	41.29
ESL Level 2	6,035	644,643	2,846	36	1,047	2,106	47.75	6,923	3,052	44.08
ESL Level 3	18,353	2,107,736	7,890	146	3,114	7,207	43.79	21,810	8,750	40.12
ESL Level 4	30,699	3,646,162	10,302	249	6,056	14,102	34.37	37,065	11,735	31.66
ESL Level 5	27,422	3,501,712	9,078	322	5,322	12,707	34.28	33,378	10,476	31.39
ESL Level 6	24,978	3,076,447	4,101	350	5,955	14,587	17.82	30,429	5,223	17.16
ESL Total	**110,517**	**13,279,837**	**35,549**	**1,117**	**22,054**	**51,833**	**32.17**	**133,061**	**40,663**	**30.56**
Grand Total	**160,880**	**18,324,647**	**43,354**	**6,656**	**34,219**	**76,855**	**26.95**	**190,640**	**55,180**	**28.94**

How to complete the table:

- Record number, obtaining secondary credential.

- Secondary credential attainment and postsecondary entry must occur by end of program year (June 30).

- Only *one gain* can be counted per participant per period of participation

- Columns B through H are unduplicated counts.

- Report number of periods of participation and total number of outcomes per period and EFL level.

AEBG Tables

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AEBG Table 4B

Measurable Skill Gains by Entry Level for Pre - and Post - tested Participants

All Student Activity Dates

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AEBG20174B

State: CA - California

Program Year: 2016-2017

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	677	178,337	371	23	39	245	58.20	862	424	49.19
ABE Level 2	1,269	204,238	855	101	63	251	75.33	1,535	1,006	65.54
ABE Level 3	3,004	434,860	1,801	316	248	650	70.47	3,551	2,225	62.66
ABE Level 4	8,662	1,125,912	3,101	1,272	1,059	3,257	50.48	10,166	4,649	45.73
ABE Level 5	4,855	601,672	1,677	946	562	1,688	54.03	5,755	2,800	48.65
ABE Level 6	1,684	204,258	0	367	394	935	21.79	2,031	413	20.33
ABE Total	**20,151**	**2,749,277**	**7,805**	**3,025**	**2,365**	**7,026**	**38.73**	**23,900**	**11,517**	**48.19**
ESL Level 1	1,642	221,690	1,332	10	59	241	81.73	1,975	1,407	71.24
ESL Level 2	3,404	478,660	2,846	31	134	393	84.52	4,109	3,003	73.08
ESL Level 3	10,712	1,586,753	7,890	126	553	2,146	74.83	13,451	8,604	63.97
ESL Level 4	17,470	2,643,516	10,302	210	1,530	5,435	60.17	22,287	11,478	51.50
ESL Level 5	15,752	2,519,550	9,078	258	1,420	5,000	59.27	20,129	10,208	50.71
ESL Level 6	14,035	2,157,680	4,101	279	2,224	7,442	31.21	18,110	5,024	27.74
ESL Total	**63,015**	**9,607,849**	**35,549**	**914**	**5,920**	**20,657**	**56.41**	**80,061**	**39,724**	**49.62**
Grand Total	**83,166**	**12,357,126**	**43,354**	**3,939**	**8,285**	**27,683**	**52.13**	**103,961**	**51,241**	**49.29**

AEBG Tables

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AEBG 2017 Summary

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AEBG2017S

State: CA - California

Program Year: 2016-2017

Program Areas (A)	AB 104 Outcomes									Services			
	NRS Table 4 Gains			Self-reported Measurable Skills Gains									
	Enrollees (B)	EFL Gains Achieved (C)	HSD/HSE Achieved (D)	Enrollees (E)	Post-Secondary Achieved (F)	Enter Employment Achieved (G)	Increase Wages Achieved (H)	Transition Post-Sec Achieved (I)	Enrollees (J)	Support Services Received (K)	Transition Services Received (L)	Career Services Received (M)
English Language Learner (ESL/ELL)	111,455	35,689	1,214	127,886	830	23,040	4,677	2,534	201,794	16,069	10,360	7,511
Basic Skills (ABE)	16,946	3,119	901	19,986	126	1,983	445	776	40,278	3,677	2,168	2,016
High School Diploma (HSD)	19,862	2,966	2,960	24,145	144	2,533	600	479	51,819	4,608	2,216	1,758
High School Equivalency (HSE)	9,712	1,188	1,309	11,330	36	989	218	163	20,328	2,449	1,023	684
Career and Technical Education (CTE)	2,553	342	257	14,762	1,321	1,629	448	987	31,601	4,514	3,992	3,103
Programs for Adults with Disabilities	170	11	3	1,125	1	1	0	31	2,002	488	364	93
Adults Training for Child School Success	154	36	10	864	0	7	2	0	2,806	113	12	6
Workforce (Re)Entry	26	3	1	846	10	48	9	18	10,350	931	286	584
Pre-Apprenticeship	2	0	1	46	7	31	0	6	52	0	0	0
No Designated Program									45,471	521	1,020	983
Total	160,880	43,354	6,656	200,990	2,475	30,261	6,399	4,994	406,501	33,370	21,441	16,738

Summer Institute 2017

AEBG Reports Due for Release

After Summer Institute

1) AEBG Table 1
2) AEBG Table 2
3) AEBG Table 3
4) AEBG Table 4
5) AEBG Table 4B
6) AEBG Summary

Early July

1) AEBG Data Integrity
2) AEBG Summary Monitor
3) AEBG Barriers to Employment

Summer Institute 2017

New Data Elements: Barriers to Employment

Displaced homemakers

English language learners, low literacy levels, cultural barriers

Exhausting TANF within two years

Ex-offenders

Homeless/runaway youth

Long-term unemployed

Low income

Migrants and seasonal farmworkers

Individuals with disabilities

Single parents

Youth in foster care/aged out of system

Summer Institute 2017

Enrollment (Entry) Summary
by Agency

06/13/2017
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EES2

Agency:	4908 - Rolling Hills Adult School (RHAS)	Students:	224

Primary Goals	#	%
Improve basic skills	68	30.36
Improve English skills	48	21.43
H.S. Dipl./HSE	33	14.73
Get a Job	33	14.73
Retain Job	18	8.04
Get a better job	0	0.00
Enter college or training	16	7.14
Work-based project	0	0.00
Family Goal	0	0.00
U.S. Citizenship	3	1.34
Military	2	0.89
Personal Goal	4	1.79
None	0	0.00
Other Attainable Goal	0	0.00

Employment Barrier	#	%
Cultural Barriers	0	0.00
Disabled	2	0.89
Displaced Homemaker	0	0.00
English Language Learner	0	0.00
Ex-Offender	0	0.00
Foster Care Youth	0	0.00
Homeless	0	0.00
Long-term Unemployed	1	0.45
Low income	0	0.00
Low Levels of Literacy	0	0.00
Migrant & Seasonal Farmworker	0	0.00
Seasonal Farmworker	0	0.00
Single Parent	6	2.68
No TANF in 2 Years or Less	0	0.00

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