

Data-based Decision Making for AEBG Consortia

Part 1: Improved Data Collection Efforts

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- 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

1. Identify tools, resources and processes to improve agency and consortium AEBG data collection and reporting.
2. Know where to access CAERC's tools and resources for use in your agency/consortium



Capital Adult Education Regional Consortium (CAERC)

Los Rios CCD service area
plus Amador County





Amador County USD



Center Joint USD



Natomas USD



Sacramento City USD



Davis Joint USD



Sacramento COE



El Dorado COE



San Juan USD



Elk Grove USD



Twin Rivers USD



Folsom Cordova USD



Washington USD



Galt Joint Union HSD



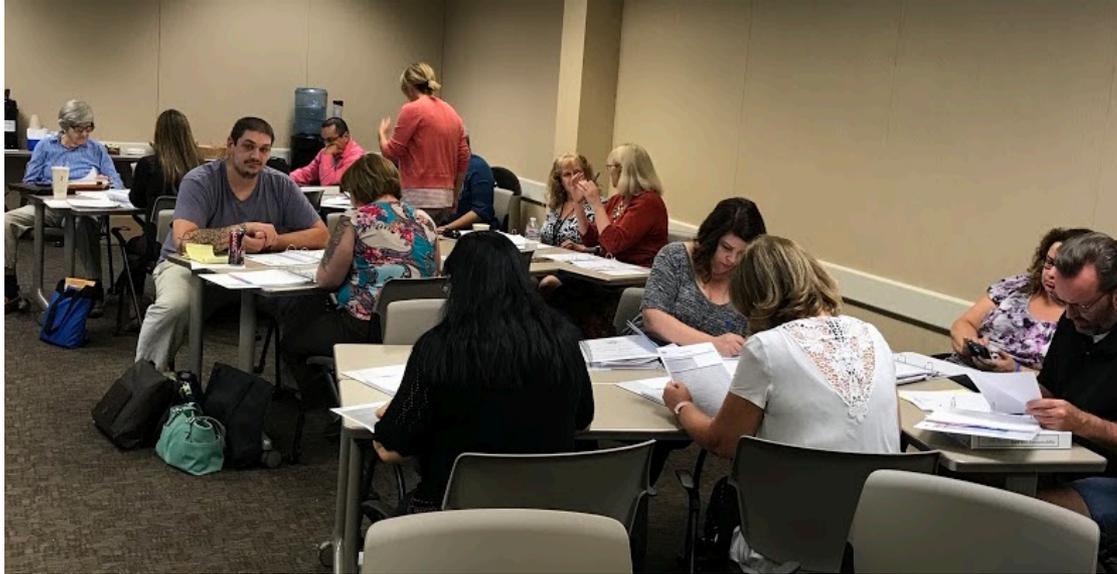
Los Rios CCD

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

- 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

- 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

- 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



- 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

Paper registration form

The information below is used to comply with State and Federal funding requirements. All information will remain confidential.

New Student Returning Student Date: _____

STUDENT INFORMATION—PRINT CLEARLY

1. Social Security #: No SS# 2. Date of Birth (mm/dd/year): _____ 3. Gender: Male 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: _____

<p>8. <u>Ethnicity / Race</u> (Mark <u>ALL</u> that Apply)</p> <p><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: _____</p>	<p>11. <u>Barriers to Employment</u> (Mark <u>ALL</u> that Apply)</p> <p>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</p>	<p>13. <u>Labor Force Status</u> (Mark <u>ONE</u>)</p> <p><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</p>
<p>9. <u>Country of Origin</u> In which country were you born? _____</p>		<p>14. <u>Education</u></p> <p>a. Levels Completed: (Mark <u>ALL</u> that Apply)</p> <p><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"/> 4-yr Degree</p>

10. Native Language: _____



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	<p>ALL of the following apply to you:</p> <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.

11. Barriers to Employment
(Mark *ALL* that Apply)

a. Cultural Barriers

b. Disabled
Type: _____

c. Displaced Homemaker

d. English Language Learner

e. Ex-Offender

f. Seasonal Farmwo

g. Migrant Farmwork

h. Foster Care Youth

i. Homeless

j. Low Income

k. Low Literacy / Ma

l. Refugee

m. Single Parent

n. Other: _____

o. None of the Above



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	<p>ANY of the following apply to you:</p> <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



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)

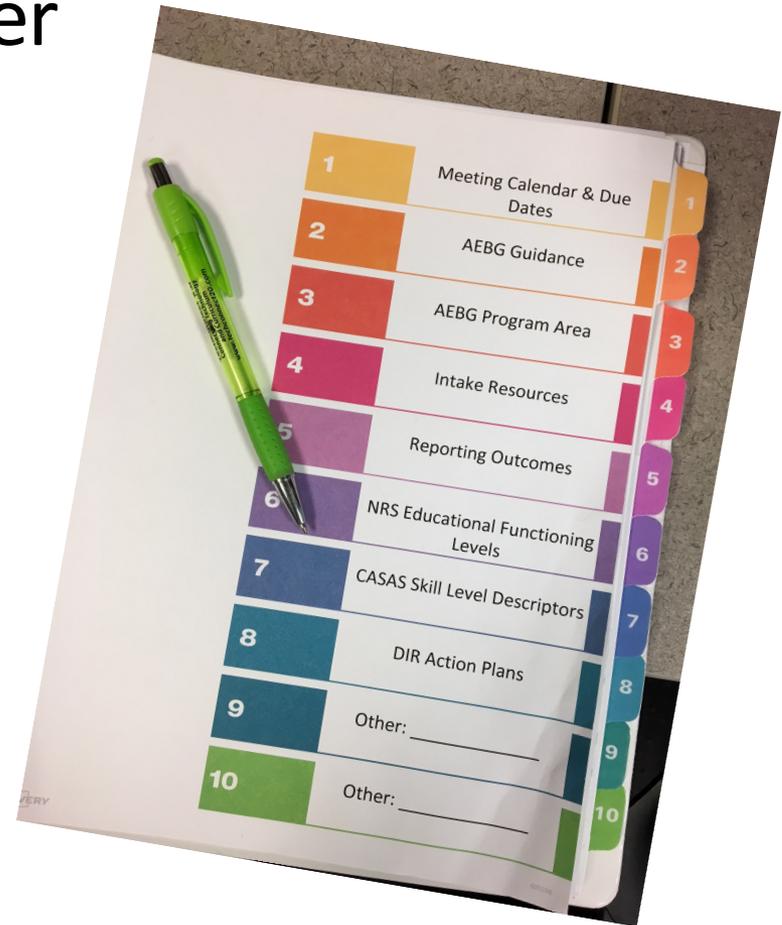


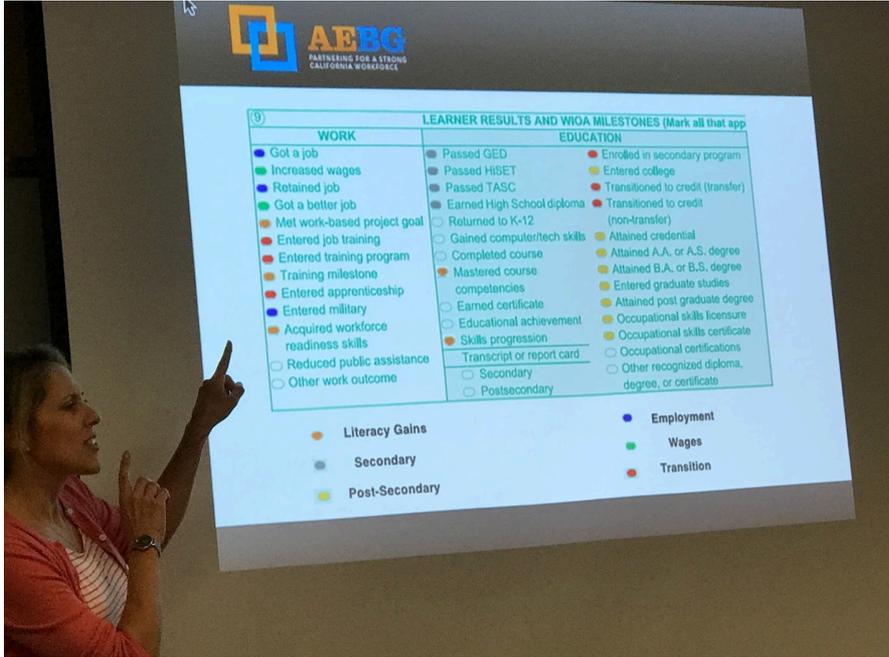
Work Products in 18 Languages

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



Data & Accountability Binder





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

CASAS AEBG Data Integrity Page 1 of 2

Agency: 20071 - Twin Rivers Adult School Program Year: 2017-2018

Item	Count	Percentage
1. Missing Birthdate	4	4.28%
2. Less than 12 hours	64	63.99%
3. No Highest Year of School/Degree Earned	11	10.38%
3.a. No Highest Year of School	4	4.31%
3b. No Highest Degree Earned	7	7.07%
3c. Degree/Diploma - no Years of Schooling	1	0.11%
3d. Degree earned Outside US-no Highest Year of School	7	6.78%

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.



Members' 1st Quarter AEBG DIRs

CAERC DIRs for Quarter 1, 2017-18:

DIR Item	Q1 Target %	Anchor	Center	Stretch	ESSED	ESSED	ESL Int	Refugee	Gift	Mathematics	SCUSD	San Joaquin	Team Beliefs	Woodland	All San Jo	
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 programs	N/A	Agency names have been hidden														
Students enrolled in 7 AEBG programs	N/A															
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	46	51	52	0	
3. NoHS/DE	10.38	0	0	23	0	0	2.7	6.1	0	0	1.7	7.7	3.8	2.9	0	
4a. NoHS/IL	4.31	0	0	21	0	0	2.2	5.7	0	0	1.7	7.2	3.8	2.9	0	
4b. NoDE	10.10	0	0	22	0	0	2.75	6	0	0	1.7	7.5	3.8	2.9	0	
5. NoHS/IL	4.01	0	0	9.4	0	0	0	5.7	0	0	1.5	3.9	.11	2.9	0	

Compiled 1st Quarter Data

8. No Protocol	20.40	35	3.9	19	100	4.2	7.7	14	37	25	5.8	48	13	12	21
9. No Post-Test	70.03	100	75	100	100	98	75	90	98	98	95	96	90	66	100
10a. Learners with a pre-/post pair	New	0	24	0	0	1.1	24	9.6	1.2	0	4.1	3.9	7.3	32	0
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 Prior 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
19a. Learners w/no Barriers to Eng	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	34	3.5	6.8	13

CAERC DIRs for Quarter 1, 2017-18

DIR Item	Target %	Agency 1	Agency 2	Agency 3	Agency 4	Agency 5	Agency 6	Agency 7	Agency 8	Agency 9	Agency 10	Agency 11	Agency 12	Agency 13	Agency 14	Agency 15
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 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	

II. Identifying Students' Barriers to Employment	Percentage	Process Used by Other Agencies with Percentages Below 20
<ul style="list-style-type: none"> 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. 		

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 6 should also be identified as **Long-Term Unemployed**.

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



04/24/2018
12:05:25

AEBG (Manager) Barriers To Employment

by Agency

Page 1 of 14

AEBGM20178E2

Program Year: 2017-2018

Consortium: 28 - Capital Adult Education Regional Consortium

Agency:

Total Students: 1554

Member:

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

- 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)
- 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**.

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	90	23	2	1,091	4	14	17	5	1,392	497	1	1	144	0	16	1,554



1. Improved literacy skills
2. Placement into jobs
3. Improved wages
4. High School completion
5. Post-secondary transition
6. Completion of post-secondary



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

Practice Activity

Practice: Reporting AEBG Outcomes

Scenario #1:

You teach an Intermediate-Low ESL class. It is near the end of the school year and you are doing your student update records. Your student, Maria Ramirez, had a job when she entered your class and is still working. Since beginning your class, she received a promotion at work which included a pay increase. She has a CASAS pre-test score of 203 and a post-test score of 212.

Reference *Reporting AEBG Outcomes by Program Area* (Tab 5) & *NRS Educational Functioning Level documents* (Tab 6)

a. Mark the appropriate box(es) on the update record below to indicate her AEBG outcomes.

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

b. Where will Maria's outcome(s) appear on the AEBG Summary? Mark all that apply.

Literacy Gains (Pre-Post)		AEBG Outcomes					
Enrollees with pre-post	EFL Gains Achieved	Other Literacy Gains	HSD/HSE Achieved	Post-Secondary Achieved	Enter Employment Achieved	Increase Wages Achieved	Transition Post-Sec Achieved

Reference Docs

Reporting AEBG Outcomes by Program Area

Program Area: AEBG

Literacy Score	Employment	Wages	Education	Transition	Post-Secondary
203	Employed	Increased wages	Completed course	Transitioned to credit	None

CASAS
Comprehensive Adult Student Assessment System

WIOA Title II ABE, AEE, and ESL/ELL funded programs

Relationship to WIOA Educational Functioning Levels (EFL) for ABE and AEE for WIOA Title II

Educational Functioning Levels	ESAB Level	Life and Work Reading (W) scores	Reading (L) scores	Life Skills (S) scores
1 - Beginning ES - Literacy	A	100 and below	100 and below	100 and below
2 - Low Intermediate Basic Education	B	101 - 200	101 - 200	101 - 200
3 - High Intermediate Basic Education	C	201 - 300	201 - 300	201 - 300
4 - Low Adult Secondary Education	D	301 - 400	301 - 400	301 - 400
5 - High Adult Secondary Education	E	401 and above	401 and above	401 and above

Relationship to WIOA Educational Functioning Levels (EFL) for ESL/ELL for WIOA Title II

Educational Functioning Levels	ESAB Level	Life and Work Reading (W) scores	Life Skills (S) scores
1 - Beginning ES - Literacy	A	100 and below	100 and below
2 - Low Intermediate ES	B	101 - 200	101 - 200
3 - High Intermediate ES	C	201 - 300	201 - 300
4 - Low Adult ES	D	301 - 400	301 - 400
5 - High Adult ES	E	401 and above	401 and above

Understanding How AEBG Outcomes are Captured

Scenario 1: You teach and Intermediate-Low ESL class. It is near the end of the school year and you are doing your student update records. Your student, Maria Ramirez, had a job when she entered your class and is still working. Since beginning your class, she received a promotion at work which included a pay raise. She has a CASAS pre-test score of 203 and a post-test score of 212.

- 9
- WORK**
- Got a job
 - Increased wages
 - Retained job
 - Got a better job
 - Met work-based project goal
 - Entered job training
 - Entered training program
 - Trai
 - Ent
 - Ent
 - Acq
 - rea
 - Rec
 - Oth

Relationship to NRS Educational Functioning Levels (EFLs) for ESL/ELL for WIOA Title II

	Educational Functioning Levels	CASAS Level	Life and Work Reading 80 series Scale Score Ranges	Life and Work 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

Literacy Gains (Pre-Post)		AEBG Outcomes					
Enrollees with pre-post	EFL Gains Achieved	Other Literacy Gains	HSD/HSE Achieved	Post-Secondary Achieved	Enter Employment Achieved	Increase Wages Achieved	Transition Post-Sec Achieved
X	X				X	X	

- 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 and activities

1. Identify tools, resources and processes to improve agency and consortium AEBG data collection and reporting.
2. Know where to access CAERC's tools and resources for use in your agency/consortium



Thank You for Attending!

- Be sure to visit the CASAS website at www.casas.org
- Follow us on Twitter  twitter.com/CASASsystem and use the hashtag [#casassi2018](https://twitter.com/hashtag/casassi2018) to tweet updates, photos, and stories.
- Keep in touch with Facebook  facebook.com/CASASsystem use the hashtag [#casassi2018](https://facebook.com/hashtag/casassi2018) to share photos and post stories.
- Visit us on the  [YouTube Channel](#)