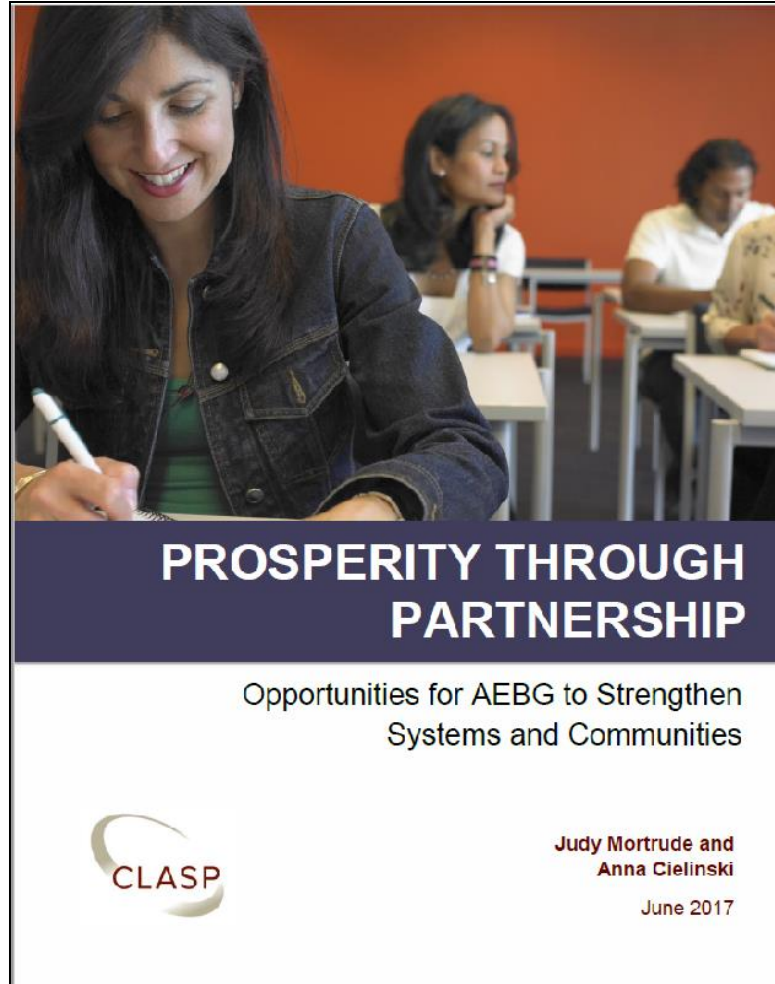


Prosperity Through Partnership

Opportunities for AEBG to
Strengthen Systems and
Communities

Center for Law and Social Policy (CLASP)



About CLASP

- Advocate for public policies and programs that reduce poverty, improve the lives of poor people, and create ladders to economic security for all
- Identify and seek to tear down barriers that hold people back due to their race, ethnicity, immigrant status, or geography, as well as low income.
- Look for large-scale opportunities to improve federal and state policy, funding, and service systems
- Work back and forth between levels of government to achieve maximum impact, bringing state and local innovations to the federal level and translating federal legislation and regulation into ambitious game plans for state and local change

AEBG Implementation Study Goal

AEBG's purpose: "to improve coordination and better serve the needs of adult learners within each region."

CLASP AEBG Implementation Study purpose:

- Foster greater understanding of AEBG implementation – both governance and direct service
- Analyze current and potential impacts of AEBG for partners and participants
- Offer recommendations for potential policy and implementation changes for CDE, CCCCO, and other policy makers

Methods

- Online Survey (n=344)
- Focus Groups (3)
- In-Person Interviews with State Stakeholders (3)
- In-Person Interviews with Members of Consortia (5)
- Informal Document Reviews

Fostering Greater Understanding

- Survey built on AEBG objectives
- AEBG interim recommendations
- AEBG summit presentations and workshops
- Connecting AEBG study to broader California work

AEBG objectives

- Seamless Transition into post-secondary or workforce
- Gaps in Service
- Acceleration to academic and/or career goals
- Professional Development
- Leveraging Regional Structures

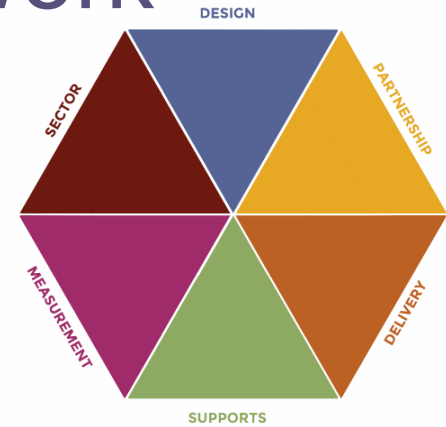
AEBG interim recommendations

- Clarify that AEBG is NOT a block grant
- Align AEBG and WIOA title II state technical assistance
- Align AEBG and WIOA performance measures
- Align AEBG and WIOA title II competition of funds
- Build capacity of AEBG consortia leaders



Connect AEBG to broader work

- Career Pathways – Alliance and System Building website: California Career Pathways cacareerpathways.clasp.org
- WIOA Regional Planning – partnering with CWDB and local boards
- Strong Workforce Planning
- Economic Mobility Summits



Analyzing Current & Potential Impacts

For partners

- New staff
- New partners – data sharing, service delivery considerations
- Invited to more tables
- Shift in accountability
- Joint programming and professional development
- Regional thinking

Analyzing Current & Potential Impacts

For participants

- Increased awareness – new recruitment efforts
- New classes – more pathways to college & employment
- New locations & co-locations
- New curriculum & instructional delivery methods
- More support services
- More follow up

Reflections

- Many Adult School practitioners see AEBG as a restored funding stream, with some new requirements to work with community colleges
- Many CCs see AEBG as a “different pot of money...they change the names periodically” for services that remain the same
- AEBG professionals have growing respect for each other’s systems
- Respect for AEBG Office’s support during first year of implementation
- Hope for enhanced TA for accountability, support for professional development for teachers, support staff, administrators, partners

Offering Recommendations

- ☐ Clarify AEBG's mission & vision
- ☐ Use AEBG to drive a comprehensive career pathway system
- ☐ Tie AEBG accountability to impact through establishment of a cross-system accountability structure
- ☐ Provide comprehensive technical assistance and professional development

How has your adult education work changed from WIA to WIOA?

How do you describe the MISSION of your adult education work? What's your central vision?

Clarify AEBG mission & vision

- **Articulate differences** between California's old adult education program and AEBG
- Connect AEBG **impacts to 'community of need'** & evaluate the extent of strategically aligned work and the demonstrable impact of AEBG
- Improve AEBG data and accountability by leveraging existing data collection, performance measures, and goal to **frame a new AEBG accountability system**
- **Strengthen AEBG governance** and **empower** the AEBG office to issue **joint guidance** that is equally binding for Adult Schools and Community Colleges

Articulate differences

Legacy Adult Education System	AEBG
Average daily attendance (a.d.a.)	Community of need funding
<ul style="list-style-type: none"> • Adult Basic Education • English as a Second Language • High School Diploma or Equivalency • Citizenship • Career Technical Education • Adults with Disabilities • Health and Safety • Parent Education • Home Economics • Older Adults 	<ul style="list-style-type: none"> • 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 programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

Community of need

Funding allocated by formula based on

- Educational attainment (no HSD)
- Employment (unemployed adults)
- Adult population (18 yr +)
- Poverty (household)
- Adult literacy (7th grade education level)
- English as a second language (ability to speak English)

Improve AEBG data and accountability

- Data collection and accountability process evolving
- Not yet where it should be
- Our recommendation leverages existing data collection, performance measures, and goals to underpin a broad framework for a new AEBG accountability system
- Need a group of experts working together to make detailed recommendations to the AEBG office or legislature

Data and measures

- Need to collect outcome data
- Use WIOA measures to align Adult Schools and community colleges
- Using CASAS's TOPSPRO system is a good start; you can also add new measures
- Next use actual statutory WIOA measures

Accountability Targets & Reports

- Identify model for setting or negotiating targets for measures, as under WIOA title II Adult Education
- Identify model to set or negotiate targets for Perkins CTE and CC course completion
- Compare actual outcomes to targets
- Multiple levels of reporting:
 - State level for legislature
 - Consortia level for program improvement
 - Member-level for consortia member accountability to remain in consortia
- Performance Improvement plans for low performers

Performance bonus for serving community of need

- Recommend performance bonus for serving community of need
- 6% increase in state appropriation
- Similar to Ohio's postsecondary education outcomes-based funding bonus for targeted populations
- If serve student with one need characteristic, small bonus
- If serve 2, 3 and 4 increasing larger bonuses
- Highest bonus for serving students with all five need characteristics
- Modest amounts of money can change behaviors

Strengthen governance

AEBG Virtual Office – CDE and CCCCCO staff on five teams:

- External Communications;
- Data, Accountability, and Reporting;
- Field Capacity Building;
- Fiscal; and
- Governance and Policy

What is the role of adult education in your community's career pathway system?

Who are the strategic partners in your career pathway system? What are their primary roles and responsibilities?

Use AEBG to drive a comprehensive career pathway system

- Create educational pathways for adults through **guidance on pathways strategies** for the Adult School to Community College transition
- Promote **CCC internal alignment** efforts for equitable career pathways
- Create CCCCCO guidance on **Ability to Benefit** pathways
- Design **career pathways with WIOA** core partners
- Strengthen the '**priority of service**' link among AEBG, WIOA, Human Services
- Promote **immigrant integration** pathways

Adult school to CC alignment strategies

- “Dual enrollment” for adults
- Non-credit to credit via Credit for Prior Learning agreements
- List all Adult Schools on CCD online application systems

CCC internal alignment strategies

Connect college focused initiatives with AEBG:

- Guided pathways – “intra-institutional alignment”
- CC Basic Skills and Student Outcomes Transformation Program
- Credit vs Non-Credit – equity implications
- Student Success and Support Program
- Student Equity Plans
- Developmental Education

Ability to benefit guidance

Pell grant for individuals without HSD in

(2) ELIGIBLE CAREER PATHWAY PROGRAM In this subsection, the term “eligible career pathway program” means a program that combines rigorous and high-quality education, training, and other services that—

- (A)** aligns with the skill needs of industries in the economy of the State or regional economy involved;
- (B)** prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this chapter as an “apprenticeship”, except in section 171);¹
- (C)** includes counseling to support an individual in achieving the individual’s education and career goals;
- (D)** includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E)** organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F)** enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G)** helps an individual enter or advance within a specific occupation or occupational cluster.

20 U.S. Code § 1091

WIOA career pathways

(7) CAREER PATHWAY.—The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;

(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171);

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(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) helps an individual enter or advance within a specific occupation or occupational cluster.

WIOA Sec 3(7)

WIOA career pathways

Adult Education & Literacy

“... programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training” (34 CFR §463.30).

Workforce Preparation

“Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills...” (34 CFR §463.34).

Workforce Training

“may include

- (i) occupational skill training...;
- (ii) on-the-job training;
- (iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...;
- (v) training programs operated by the private sector;
- (vi) skill upgrading and retraining; (vii) entrepreneurial training;
- (viii) transitional jobs...;
- (ix) job readiness training provided in combination with services... (i) through (viii);
- (x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
- (xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.”

(WIOA Section 134(c) (3) (D), P.L. 113-128)

Defining IET

INTEGRATED EDUCATION & TRAINING

“... a service approach that provides **adult education and literacy** activities concurrently and contextually with **workforce preparation** activities and **workforce training** for a specific occupation or occupational cluster for the purpose of educational and career advancement” (*Final WIOA regulations at 34 CFR §463.35*).

WIOA priority of service

- WIOA Section 134(c)(3)(E) requires that priority for Adult career services and training services be given to recipients of public assistance, other low-income individuals and those who are basic skills deficient
- WIOA basic skills deficient = “...unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.”

Immigrant integration

- AEBG directive: CDE and CCCO senior leadership to “seek advice from, and coordinate with, other state officials responsible for programs for adults.”
- EDD/CWDB Workforce Navigator Pilot Program
- IET for incumbent workers

How do you use the data you collect to tell the story of your adult education work?

What data is missing? How would you get it?

Establish a cross-system accountability structure

- Delineate and distinguish ‘populations’ from ‘services’
- Clarify fund reporting on AEBG’s five objectives
- Align data definitions and processes among AEBG, WIOA title II, and Community College providers
- Maximize the use of WIOA Measurable Skill Gain in AEBG
- Clarify transition to postsecondary education across reporting for AEBG, WIOA title II, and LaunchBoard
- Measure progress on mandated objectives in AEBG regional plans

Population vs. services

84913. (a) Funds apportioned for the program shall be used only for support of the following:

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

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

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

(4) 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.

(5) Programs for adults with disabilities.

(6) Programs in career technical education that are short term in nature and have high employment potential.

(7) Programs offering preapprenticeship training activities conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards for the occupation and geographic area.

http://aebg.cccco.edu/portals/1/docs/SEC_38-40_from_20150A/B104_96.pdf

Fund reporting on AEBG objectives

AEBG Office also requires consortia to describe the expenditure of funds used in the seven program areas to accomplish five objectives:

- Integration of existing programs to create **seamless transitions** into postsecondary education or the workforce;
- Activities implemented to address **gaps in service** delivery for community needs;
- Joint strategies employed to **accelerate progress** toward academic or career goals;
- Building **staff capacity** for program integration and improved student outcomes;
- **Leveraging existing regional structures**, including workforce development boards, local public agencies responsible for social services, libraries, and other community partners.

Align data definitions & types

Terms

- Transition to postsecondary education
- Participant
- Completer

Processes

- Administrative data vs Survey
- Wage record match – SSN and supplement information

Maximize measureable skill gains

Data Element Name (on PIRL)	Skill Gain Type (on WIOA joint reporting template)
Educational Functioning Level (EFL) gain	Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level
Postsecondary Transcript/ Report Card	Attainment of a secondary school diploma or its equivalent
Secondary Transcript/ Report Card	Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards
Training Milestone	Satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program, etc.)
Skills Progression	Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams

Clarify “transitions” definition

- The current LaunchBoard pilot tracks “transition” from Adult School to Community College
- WIOA MSG on “transition to postsecondary” allows transition to development education as success

Are the definitions of *transition* equivalent? Should they be?

Measure Progress on Objectives

OBJECTIVE 3: Integration of existing programs to create seamless transitions into postsecondary education or the workforce

3a: In 2017, what strategies were planned to accelerate student progress toward academic/career goals?

[insert text]

3b: What strategies were implemented?

[insert text]

3c: What challenges prevented full implementation?

[insert text]

3d: What intervention strategies are planned for the future?

[insert text]

3e: What state support would be most helpful to fully implement this strategy?

[insert text]

**What capacity
building do your adult
education
administrators most
need?**

**What professional
development do your
adult education
teachers most need?**

Provide comprehensive technical assistance and professional development

- Amplify senior leadership messaging and build capacity of leaders at all levels
- Establish common standards across providers
- Support and strengthen consortia structure
- Incentivize faculty-led models and learning communities

Leaders at all levels

Chancellor Skinner expressed his sincere belief that

- AEBG and similar efforts lead to the realization that “collaboration is not just something we ask other people to do;”
- success requires leaders to collaborate in unprecedented ways.

Instructor standards

AEBG requires local programs

- to improve transitions and alignment,
- including attention to “qualifications of instructors, including common standards across entities that provide education and workforce services to adults” [CA ED Code 84906 (b)(8)(C)].

Consortia structure

AEBG requires collaboration

- Adult Schools and Community Colleges AND
- with other adult service providers and “entities that are impacted by, or that have a fundamental interest in, the provision of those services” [CA ED Code 84906(b)(2)(B)].

Faculty-led models

- Professional Learning Communities
 - Content: mathematics, ESL
 - Instructional Models: Integrated Education and Training

California...



“... is – and must always be – a refuge of justice and opportunity for people of all walks, talks, ages and aspirations – regardless of how you look, where you live, what language you speak, or who you love.”

“...has long set an example for other states to follow.”

<http://sd24.senate.ca.gov/news/2016-11-09-joint-statement-california-legislative-leaders-result-presidential-election>

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