

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:

8. Ethnicity / Race

(Mark ALL that Apply)

- Hispanic or Latino
- White
- Black / African American
- Asian
- Pacific Islander / Native Hawaiian
- Filipino
- American Indian
- Alaska Native
- Other: _____

9. Country of Origin

In which country were you born?

10. Native Language

(Mark ONE)

- English
- Arabic
- Cambodian
- Chinese (Mandarin / Cantonese)
- Farsi
- Hmong
- Korean
- Lao
- Punjabi / Panjabi
- Russian
- Spanish
- Tagalog
- Vietnamese
- Other: _____

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 Farmworker
- g. Migrant Farmworker
- h. Foster Care Youth
- i. Homeless
- j. Low Income
- k. Low Literacy / Math
- l. Refugee
- m. Single Parent
- n. Other: _____
- o. None of the Above

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

13. Labor Force Status

(Mark ONE)

- Employed
- Going to be laid off
- Looking for a job:
Number of months ____
- Not employed and not seeking work

14. Education

a. Levels Completed:

(Mark ALL that Apply)

- High School Diploma
- GED® / HSE Certificate
- High School Certificate of Completion or Attendance
- Technical Certificate
- Some College-No Degree
- AA / AS Degree
- 4 yr. College / University Graduate
- Advanced Graduate Studies (after college / university)
- None

b. Was this level achieved outside of the U.S.?

Yes No

c. Total number of years of education: ____

d. Was most of your education outside of the U.S.?

Yes No

e. Attending other school now?

Yes No

School name: _____

Job Corps

f. I had an IEP or 504 in High School

CONTINUE ON REVERSE SIDE

Registration Form (Page 2 of 2)

15. Income Level

(maximum annual household income including public assistance)

(Mark ONE)

✓	Yearly Income
	\$0 –\$11,880
	\$11,881 –\$16,953
	\$16,954 –\$23,276
	\$23,277 –\$28,734
	\$28,735 –\$33,906
	\$33,907 –\$39,658
	\$39,659 –\$45,410
	\$45,411 –\$51,162
	More than \$51,162

16. Family

a. Family Size: _____

b. Choose one: Single Married or Couple

c. Number of K-12 students in the home: _____

Does your child / children attend school in the district?

Yes No

17.

EMERGENCY CONTACT

a. First Name: _____

b. Last Name: _____

c. Relationship: _____

d. Emergency phone number: () -

18. Goals

(Program year is July 1 – June 30)

a. Education Goal:

My education goals for this program year are to: (Mark ALL that Apply)

- Learn English
- Improve my academic (reading, writing and math) skills
- Earn a high school diploma or equivalent
- Enter college or a training program
- Other: _____

b. Other Goal:

My goal for this program year is to: (Mark ONE)

- Get a job
- Retain job
- Earn more money
- Get a better job
- Enter the Military
- Earn U.S. Citizenship
- Personal
- Family goal
- Other: _____

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

Use these descriptions to fill out Section 11 on the registration form.	
a. Cultural Barriers	Your attitudes, beliefs, customs or practices are a barrier to employment.
b. Disabled Type: _____	You have a physical mental, developmental or other disability. Write the disability on the line.
c. Displaced Homemaker	ALL of the following apply to you: <ul style="list-style-type: none"> You provided unpaid services to family members in the home and were dependent on the income of another family member (for example, stay-at-home mom or dad); AND You are no longer supported by this income (due to death, illness or disability, divorce, loss of a job, etc.); AND You are looking for a job or need a better paying job.
d. English Language Learner	BOTH of the following apply to you: <ul style="list-style-type: none"> It is hard for you to read, write, speak and understand the English language; AND Your native language is a language other than English.
e. Ex-Offender	You were convicted of a felony.
f. Migrant Farmworker	You travel to do farm work and are absent from your permanent place of residence for at least a day.
g. Seasonal Farmworker	You are employed in temporary farm work.
h. Foster Care Youth	You are currently in foster care or have aged out of the foster care system.

Barriers to Employment (continued)

Use these descriptions to fill out Section 11 on the registration form.	
i. Homeless	<p>ANY of the following apply to you:</p> <ul style="list-style-type: none"> • You do not have a fixed, regular and adequate nighttime residence; • You are sharing the housing of other people due to a loss of housing; • You are living in a motel, hotel, campground, or an emergency or transitional shelter
j. Low Income	<p>You got help from any of these government programs <u>within the past 6 months</u>:</p> <ul style="list-style-type: none"> • CalWORKS • TANF • CalFresh/SNAP (Food Stamps) • General Assistance (GA) • Refugee Cash Assistance (RCA) / Entrant Cash Assistance (ECA) • SSI <p>Even if you don't get government assistance, you may be low income based on the size of your family and your monthly income. Fill out sections 15 and 16 on the registration form.</p>
k. Low Literacy / Math	You have difficulty reading or writing English or using math.
l. Refugee	You have been forced to leave your country because of persecution, war, or violence.
m. Single Parent	You are single, separated, divorced or widowed and have one or more dependent children under age 18 or you are pregnant.
n. Other: _____	You have another barrier to employment. Write it on the line.
o. None of the Above	You have no barriers to employment.

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.
d. Cal Fresh / Food Stamps / SNAP	You or your family gets Cal Fresh / Food Stamps / SNAP benefits.
e. General Assistance (GA)	You get cash aid through General Assistance (GA).
f. Refugee Cash Assistance	You or your family gets cash aid through the Refugee Cash Assistance (RCA) / Entrant Cash Assistance (ECA) program.
g. SSI	You are disabled and you receive Supplemental Security Income (SSI).
h. Other Public Assistance: _____	You or your family gets other public assistance. Put the name on the line.
i. None of the Above	You are not a Dislocated Worker or U.S. Veteran and you do not get any public assistance.

**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.

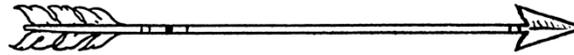
My Social Security Number is: ____ ____ -- ____ -- ____

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

(Student Signature)

(Date)

DIR Action Plan – Quarter 3



<i>DIR Item</i>	<i>Agency Performance</i>	<i>Q3 Target %</i>	<i>Action Plan</i>
1. Missing Birthdate		2.71	
2. Less than 12 hours		42.46	
3. No Highest Year of School/Degree Earned		9.89	
3a. No Highest Year of School		5.88	
3b. No Highest Degree Earned		9.07	

4. No Gender		2.43	
5. No Race/Ethnicity		5.26	
6e. Total Missing Labor Force Status		15.53	
8. No Pretest		19.83	
9. No Post-Test		55.93	
17. No Primary Goal		18.50	
18. No Secondary Goal		27.39	
21. Learners w/  Pretest		11.32	
22a. Learners w/Pre and Post, but less than 40 hrs		11.45	

AEBG DATA INTEGRITY REPORT SUMMARY, 2017-18, QUARTER 3

DIR Item	Q3 Target	Member #1	Member #2	Member #3	Member #4	Member #5	Member #6	Member #7	Member #8	Member #9	Member #10	Member #11	Member #12	Member #13	Member #14
A	-														
B	-														
C	-														

Demographic & Testing Data by Item Percent (%)

01	3%														
02	42%														
03	10%														
03a	6%														
03b	9%														
04	2%														
05	5%														
06e	16%														
08	20%														
09	56%														
19b	New														
21	11%														
22a	11%														

Members are striving for percentages smaller than the Q3 Target percentages identified for all items for which target data is provided.

DIR Item Descriptions			
Item	Description	Item	Description
A	Students in the Services Section –Everyone in the database.	04	No Gender
B	Students not enrolled in the 7 AEBG programs	05	No Race/Ethnicity
C	Students enrolled in the 7 AEBG programs	06e	Total missing Labor Force Status
01	Missing Birthday or outside 16-110	08	No Pre-Test
02	Less than 12 Hours of Instruction	09	No Post-Test
03	No Highest Year of School/Degree Earned	19b	Learners with No Barriers to Employment
03a	No Highest Year of School	21	Learners with a pre-test in the conservative estimate range
03b	No Highest Degree Earned	22a	Learners with a pre-/post-test pair but less than 40 hours of instruction

AEBG DATA INTEGRITY REPORT SUMMARY, 2017-18, QUARTER 3

DIR Item	Q3 Target	Member #1	Member #2	Member #3	Member #4	Member #5	Member #6	Member #7	Member #8	Member #9	Member #10	Member #11	Member #12	Member #13	Member #14
A	-														
B	-														
C	-														

Outcomes Data by Item Percent (%)

11a	-														
11b	-														
11c	-														
12a	-														
13a	-														
23a	-														
24a	-														
25a	-														
26a	-														
27a	-														

DIR Item Descriptions

Item	Description	Item	Description
A	Students in the Services Section –Everyone in the database.	13a	Earned HS diploma
B	Students not enrolled in the 7 AEBG programs	23a	Achieved AEBG Outcome for HSD/HSE
C	Students enrolled in the 7 AEBG programs	24a	Achieved AEBG Outcome for Post-Secondary
11a	Achieved Educational Functional Level Gain with pre- and post-testing	25a	Achieved AEBG Outcome for Employment
11b	Achieved Educational Functional Level Gain with High School credits earned	26a	Achieved AEBG Outcome for Increased Wages
11c	Achieved Educational Functional Level Gain with Post-Secondary Outcome	27a	Achieved AEBG Outcome for Transition to Post-Secondary
12a	Passed HSE		

Program Area Definitions:

Adult Basic Education (ABE): 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/9th grade level.

Adult Secondary Education (ASE): Foundational academic skills and learning/study skills. Includes courses at Low Adult Secondary Education/9th grade level & above, and/or leading to a diploma, GED, or high school equivalency certificate.

English as a Second Language (ESL): Instruction in the English language to adult non-native English speakers with varied academic, vocational, citizenship and personal goals.

Short Term Career Technical Education (CTE): Education and training that prepares adult learners to enter the workforce or improve their occupation or earnings in a year or less.

Adults with Disabilities (AWD): A specialized program designed specifically for adults with intellectual/developmental disabilities.

Workforce Re-Entry: Populations with systemic barriers to economic success who enroll in CTE programs; Participants who are 55 years or older based on date of birth.

Pre-Apprenticeship: Programs that meet DOL Quality Elements criteria, including ensuring that courses are offered in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards through an MOU or formal agreement.

Adults Training to Support Child School Success: Education and training to adults, typically parents and/or community members, to help school-aged children succeed in school.

AB 104 Outcomes:

1. Improved literacy skills
2. Placement into jobs
3. Improved wages
4. Completion of high school diplomas or their recognized equivalents
5. Post-secondary transition
6. Completion of post-secondary

Data Collection Guidelines:

1. Document enrollment for all learners in AEBG programs upon entry into class
2. Provide Update information for all AEBG learners who attend 12 or more hours of instruction
3. Test all AEBG learners in WIOA Title II programs (ABE, ASE, ESL) upon entry to the program. Use Reading or Math for ABE/ASE. Use Reading or Listening for ESL. Post-test at the end of each quarter, semester or term to document continuous learner improvement – after approximately 70-100 hours of instruction (minimum of 40 hours).

This document titled Tab 5c. Reporting AEBG Outcomes CAERC 3.26.18 can be found at <https://goo.gl/MZod2r>

Reporting AEBG Outcomes by Program Area

Program Area: ABE/ASE

	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

Program Area: ESL

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
ESL	Attainment of an EFL gain using pre- and post-testing.	<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 	N/A	<p>Enrollment in ABE/ASE:</p> <ul style="list-style-type: none"> • Enrolled in secondary program <p>Enrollment in CTE program or apprenticeship:</p> <p>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:</p> <p>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

Program Area: CTE

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
CTE	<p>Used to demonstrate partial completion of a longer-term program</p> <p>Update Record Field 9- Work:</p> <ul style="list-style-type: none"> • Met work-based project goal* • Training milestone* • Acquired workforce readiness skills** 	<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:</p> <p>Update Record Field 9- Education:</p> <ul style="list-style-type: none"> • Passed GED • Passed HiSET • Passed TASC • Earned HSD 	<p>Enrollment in college:</p> <p>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 	<p>Completion of a credential that leads to employment in a clearly-defined occupation***</p> <p>Occupational Outcomes:</p> <p>Update Record Field 9- Education</p> <ul style="list-style-type: none"> • Attained credential • Occupational skills licensure • Occupational skills certificate <p>Education Outcomes:</p> <ul style="list-style-type: none"> • Attained AA/AS • Attained BA/BS • Entered graduate studies • Attained post-grad degree

* AEBG Outcome = Occupational Skills Gain: Usually suggests accomplishment of a portion of a longer-term program. For example: a student enrolls in a long-term welding program which is five semesters/five modules long. The student passes a skills check/written test that indicates the student is ready to finish module 1 and enroll in module 2.

** AEBG Outcome = Workforce Preparation: Usually suggests completion of a shorter-term program. For example: a student enrolls and completes a 15-hour class on job search strategies. The student earns an informal certificate at the end of the class.

***Including but not necessarily limited to: a) locally approved certificates eligible for inclusion on the Eligible Training Provider List (ETPL); b) CDCP CTE certificates with more than 48 instructional contact hours; c) certificates that meet the minimum threshold for inclusion under Perkins; d) certificates that meet the threshold for Title IV federal student aid; and d) completion of any degree or for-credit certificate over 6 units.

Program Area: AWD

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
AWD	Pre/post gains on AA-AAAAA Adult Life Skills series or the POWER performance-based assessment	<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:</p> <p>Update Record Field 9- Education:</p> <ul style="list-style-type: none"> • Passed GED • Passed HiSET • Passed TASC • Earned HSD 	<p>Enrollment in ABE/ASE:</p> <ul style="list-style-type: none"> • Enrolled in secondary program <p>Enrollment in a CTE program or apprenticeship:</p> <p>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:</p> <p>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> <p>Enrolled in education program</p>	N/A

Program Area: Workforce Re-Entry

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
Workforce Re-Entry	<p>Participants who complete shorter-term workforce preparation courses and may or may not receive an informal certificate (i.e. a 15-hour class on job search strategies)</p> <p>Update Record Field 9- Work:</p> <ul style="list-style-type: none"> • Acquired workforce readiness skills 	<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:</p> <p>Update Record Field 9- Education:</p> <ul style="list-style-type: none"> • Passed GED • Passed HiSET • Passed TASC <p>Earned HSD</p>	<p>Enrollment in ABE/ASE:</p> <ul style="list-style-type: none"> • Enrolled in secondary program <p>Enrollment in a CTE program or apprenticeship:</p> <p>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:</p> <p>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> <p>Enrolled in education program</p>	N/A

Program Area: Pre-Apprenticeship

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
Pre-Apprenticeship	<p>Used to demonstrate partial completion of a longer-term program</p> <p>Update Record Field 9- Work:</p> <ul style="list-style-type: none"> • Met work-based project goal* • Training milestone* • Acquired workforce readiness skills** 	<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:</p> <p>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:</p> <p>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:</p> <p>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> <p>Enrolled in education program</p>	N/A

* AEBG Outcome = Occupational Skills Gain: Usually suggests accomplishment of a portion of a longer-term program. For example: a student enrolls in a long-term welding program which is five semesters/five modules long. The student passes a skills check/written test that indicates the student is ready to finish module 1 and enroll in module 2.

** AEBG Outcome = Workforce Preparation: Usually suggests completion of a shorter-term program. For example: a student enrolls and completes a 15-hour class on job search strategies. The student earns an informal certificate at the end of the class.

Program Area: Adults Training to Support

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
Adults Training to Support Child School Success	N/A	Update Record Field 9- Work <ul style="list-style-type: none"> • Got a job • Retained job • Entered Military 	Update Record Field 9- Work <ul style="list-style-type: none"> • Increased wages • Got a better job 	Achievement of HSD or HSE: Update Record Field 9- Education: <ul style="list-style-type: none"> • Passed GED • Passed HiSET • Passed TASC • Earned HSD 	Enrollment in ABE/ASE: <ul style="list-style-type: none"> • Enrolled in secondary program Enrollment in a CTE program or apprenticeship: Update Record Field 9- Work <ul style="list-style-type: none"> • Entered job training • Entered training program • Entered apprenticeship Update Record Fields 12 & 14 <ul style="list-style-type: none"> • Enrolled in training program Enrollment in college: Update Record Field 9- Education <ul style="list-style-type: none"> • Transitioned to credit (transfer) • Transitioned to credit (non-transfer) Update Record Fields 12 & 14 <ul style="list-style-type: none"> • Enrolled in education program 	N/A

ANSWER KEY

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"/> Passed GED	<input type="checkbox"/> Increased involvement in children's education
<input checked="" type="checkbox"/> Increased wages	<input type="checkbox"/> Passed HISET	<input type="checkbox"/> Increased involvement in children's literacy activities
<input checked="" type="checkbox"/> Retained job	<input type="checkbox"/> Entered college	<input type="checkbox"/> Met other family goal
<input checked="" type="checkbox"/> Got a better job	<input type="checkbox"/> Passed TASC	<input type="checkbox"/> Met personal goal
<input type="checkbox"/> Met work-based project goal	<input type="checkbox"/> Transitioned to credit (transfer)	<input type="checkbox"/> Obtained perm. residence
<input type="checkbox"/> Entered job training	<input type="checkbox"/> Transitioned to credit	<input type="checkbox"/> Attained U.S. citizenship
<input type="checkbox"/> Entered training program	<input type="checkbox"/> Returned to K-12 (non-transfer)	<input type="checkbox"/> Achieved U.S. citizenship skills
<input type="checkbox"/> Training milestone	<input type="checkbox"/> Attained credential	<input type="checkbox"/> Registered to vote or voted for first time
<input type="checkbox"/> Entered apprenticeship	<input type="checkbox"/> Attained A.A. or A.S. degree	<input type="checkbox"/> Increased involvement in community activities
<input type="checkbox"/> Entered military	<input type="checkbox"/> Attained B.A. or B.S. degree	<input type="checkbox"/> Other family outcome
<input type="checkbox"/> Acquired workforce readiness skills	<input type="checkbox"/> Entered graduate studies	<input type="checkbox"/> Other community outcome
<input type="checkbox"/> Reduced public assistance	<input type="checkbox"/> Attained post graduate degree	
<input type="checkbox"/> Other work outcome	<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"/> Secondary	
	<input type="checkbox"/> Postsecondary	

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
X					X	X	

Practice: Reporting AEBG Outcomes

Scenario #2:

You teach a 33-week (990 hours) Medical Assistant CTE program. It is near the end of the school year and you are doing your student update records. Your student, Youa Lee, started the program on August 4, 2017 and successfully completed the training on April 26, 2018. She earned a Certificate of Completion in Medical Assisting which qualifies her for the State CCMA and National Exam. She was not employed during the training and is currently looking for work.

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"/> Passed GED	<input type="checkbox"/> Increased involvement in children's education
<input type="checkbox"/> Increased wages	<input type="checkbox"/> Passed HISET	<input type="checkbox"/> Increased involvement in children's literacy activities
<input type="checkbox"/> Retained job	<input type="checkbox"/> Passed TASC	<input type="checkbox"/> Met other family goal
<input type="checkbox"/> Got a better job	<input type="checkbox"/> Earned High School diploma	<input type="checkbox"/> Met personal goal
<input type="checkbox"/> Met work-based project goal	<input type="checkbox"/> Returned to K-12 (non-transfer)	<input type="checkbox"/> Obtained perm. residence
<input type="checkbox"/> Entered job training	<input type="checkbox"/> Gained computer/tech skills	<input type="checkbox"/> Attained U.S. citizenship
<input type="checkbox"/> Entered training program	<input type="checkbox"/> Completed course	<input type="checkbox"/> Achieved U.S. citizenship skills
<input type="checkbox"/> Training milestone	<input type="checkbox"/> Mastered course	<input type="checkbox"/> Registered to vote or voted for first time
<input type="checkbox"/> Entered apprenticeship	<input type="checkbox"/> Competencies	<input type="checkbox"/> Increased involvement in community activities
<input type="checkbox"/> Entered military	<input type="checkbox"/> Earned certificate	<input type="checkbox"/> Other family outcome
<input type="checkbox"/> Acquired workforce readiness skills	<input type="checkbox"/> Educational achievement	<input type="checkbox"/> Other community outcome
<input type="checkbox"/> Reduced public assistance	<input type="checkbox"/> Skills progression	
<input type="checkbox"/> Other work outcome	<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 checked="" type="checkbox"/> Occupational skills certificate	
	<input type="checkbox"/> Occupational certifications	
	<input type="checkbox"/> Other recognized diploma, degree, or certificate	

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

AEBG Outcomes							
Literacy Gains (Pre-Post)							
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			

Practice: Reporting AEBG Outcomes

Scenario #3:

You teach a 33-week (990 hours) Heating, Ventilation & Air Conditioning (HVAC) CTE program. It is near the end of the school year and you are doing your student update records. Your student, Michael Hess, started the program on March 9, 2018 and is successfully progressing. He has passed all of his skills checks/written exams and you expect him to complete the training in November 2018. He was unemployed when he started your program in March, but has since obtained a part-time job.

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 his AEBG outcomes.

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

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

AEBG Outcomes							
Literacy Gains (Pre-Post)		Other Literacy Gains	HSD/HSE Achieved	Post-Secondary Achieved	Enter Employment Achieved	Increase Wages Achieved	Transition Post-Sec Achieved
Enrollees with pre-post	EFL Gains Achieved	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		

Practice: Reporting AEBG Outcomes

Scenario #4:

You teach a High School Equivalency Preparation class. It is near the end of the school year and you are doing your student update records. Your student, Amira Menoufy, had a job when she entered your class and is still working. She has a CASAS pre-test score of 236 and a post-test score of 246. She has passed the Science section of the HISET exam.

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 checked="" 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 HISET <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"/> 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 Amira's outcome(s) appear on the AEBG Summary? Mark all that apply.

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

Practice: Reporting AEBG Outcomes

Scenario #5:

You teach a High School Equivalency Preparation class. It is near the end of the school year and you are doing your student update records. Your student, Mario Lombardo, had a job when he entered your class and is still working. He recently received a \$2/hr. raise. He has a CASAS pre-test score of 238 and a post-test score of 244. He has passed every section of the GED® and will be starting at ARC in the fall to pursue an A.A. degree in business.

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 his AEBG outcomes.

LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)		
WORK	EDUCATION	FAMILY / COMMUNITY
<input type="checkbox"/> Got a job <input checked="" type="checkbox"/> Increased wages <input checked="" 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 HiSET <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 <input type="checkbox"/> 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"/> 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 Mario's outcome(s) appear on the AEBG Summary? Mark all that apply.

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

Practice: Reporting AEBG Outcomes

Scenario #6:

You teach an Advanced ESL class. It is near the end of the school year and you are doing your student update records. Your student, Sarah Chang, had a job through a temp agency when she entered your class and has since been hired full-time with benefits. She has a CASAS pre-test score of 230 and a post-test score of 240. She will be starting the Pharmacy Technician program at Charles A. Jones Career & Education Center on July 16, 2018.

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"/> Passed GED	<input type="checkbox"/> Increased involvement in children's education
<input checked="" type="checkbox"/> Increased wages	<input type="checkbox"/> Passed HSET	<input type="checkbox"/> Increased involvement in children's literacy activities
<input checked="" type="checkbox"/> Retained job	<input type="checkbox"/> Passed TASC	<input type="checkbox"/> Met other family goal
<input type="checkbox"/> Got a better job	<input type="checkbox"/> Earned High School diploma	<input type="checkbox"/> Met personal goal
<input type="checkbox"/> Met work-based project goal	<input type="checkbox"/> Returned to K-12 (non-transfer)	<input type="checkbox"/> Obtained perm. residence
<input checked="" type="checkbox"/> Entered job training	<input type="checkbox"/> Gained computer/tech skills	<input type="checkbox"/> Achieved U.S. citizenship
<input type="checkbox"/> Entered training program	<input type="checkbox"/> Completed course	<input type="checkbox"/> Registered to vote or voted for first time
<input type="checkbox"/> Training milestone	<input type="checkbox"/> Mastered course	<input type="checkbox"/> Increased involvement in community activities
<input type="checkbox"/> Entered apprenticeship	<input type="checkbox"/> competencies	<input type="checkbox"/> Other family outcome
<input type="checkbox"/> Entered military	<input type="checkbox"/> Earned certificate	<input type="checkbox"/> Other community outcome
<input type="checkbox"/> Acquired workforce readiness skills	<input type="checkbox"/> Educational achievement	
<input type="checkbox"/> Reduced public assistance	<input type="checkbox"/> Skills progression	
<input type="checkbox"/> Other work outcome	<input type="checkbox"/> Transcript or report card	
	<input type="checkbox"/> Secondary	
	<input type="checkbox"/> Postsecondary degree, or certificate	

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

AEBG Outcomes							
Literacy Gains (Pre-Post)		Other Literacy Gains	HSD/HSE Achieved	Post-Secondary Achieved	Enter Employment Achieved	Increase Wages Achieved	Transition Post-Sec Achieved
Enrollees with pre-post	EFL Gains Achieved						
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>