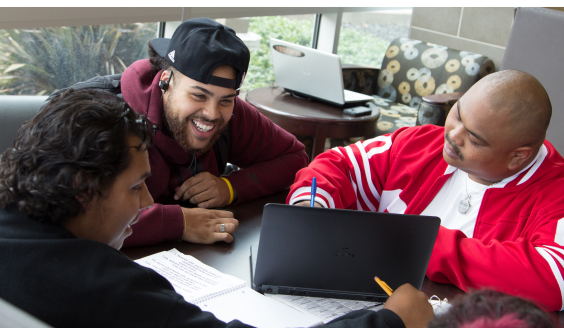


JUNE
2018



END-OF-YEAR REPORT ON IMPLEMENTATION AND EFFECTIVENESS OF THE ADULT EDUCATION BLOCK GRANT PROGRAM FOR THE 2016-2017 PROGRAM YEAR

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

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

COVER IMAGES:
(CLOCKWISE FROM BOTTOM LEFT)
BAKERSFIELD COLLEGE
SKYLINE COLLEGE
ORANGE COAST COLLEGE
WEST HILLS COLLEGE COALINGA



This report was prepared for the
California Department of Education
and California Community Colleges
by WestEd.



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EDUCATION

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April 19, 2018

The Honorable Edmund G. Brown Jr.
Governor of California

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Department of Finance

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Secretary of the Senate

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Chief Clerk of the Assembly

Subject: Report to the Legislature: *Adult Education Block Grant End-of-Year Report*

The State Superintendent of Public Instruction and the California Community Colleges Chancellor are pleased to present the Adult Education Block Grant final progress report. The report is provided in accordance to the requirements outlined in Section 9795 of the California *Government Code*.

California *Education Code* Section 84917 tasks the two entities with providing a preliminary report on or before October 30, following each fiscal year for which funds are appropriated for the program, and a final report on or before March 1, of the following year.

This report includes comprehensive state-level data on student enrollment, outcomes, skills gains, student demographics, and other data using the new adult education data and accountability metrics described in the August 1, 2017, report. It will also identify the types and levels of services provided including enrollment in the seven adult education program areas and students receiving services, but not enrolled in programs.

If you have any questions regarding this report, please contact Javier Romero, Dean, Division of Workforce and Economic Development, California Community Colleges Chancellor's Office, by phone at 916-322-1677 or by e-mail at jromero@cccco.edu or Carolyn Zachry, Administrator, Adult Education Office, California Department of Education, by phone at 916-323-5402 or by e-mail at czachry@cde.ca.gov.

Thank you for your continued support and commitment to California's adult learners.

Sincerely,

Tom Torlakson
State Superintendent of Public Instruction
California Department of Education

Eloy Ortiz Oakley
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TT/EO:cز

Enclosure

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Table of Contents

EXECUTIVE SUMMARY	7
2016-2017 AEBG STUDENT AND PROGRAM DATA	8
Student Enrollment, Educational Milestones, and Outcomes.....	8
AEBG Data and Accountability System and 2016-2017 Data Set	8
Student and Program Data and Outcomes.....	11
Students Served	12
AEBG Programs.....	12
Program Enrollment.....	14
Student Characteristics at Entry	16
Student Progress and Educational Outcomes.....	18
Employment and Wages.....	22
LaunchBoard: Longitudinal Noncredit Employment and Wage Data	24
REPORT SUMMARY AND RECOMMENDATIONS	25
Recommendations	25
APPENDIX A: SUMMARY OF DATA TABLES AND GRAPHS	28
Students Served	28
Student Characteristics at Entry	28
Program Enrollment.....	29
Student Progress and Educational Outcomes.....	30
Employment and Wages.....	31
APPENDIX B: AEBG KEY ACCOMPLISHMENTS IN 2016–2017	33
APPENDIX C: SUMMARY OF CONSORTIA ANNUAL PLANS.....	34
Hanover Research	34
Emerging Practices.....	35
APPENDIX D: CONSORTIA DISTRIBUTION SCHEDULES.....	36

Executive Summary

The California Legislature implemented the Adult Education Block Grant (AEBG) program, which integrated a regional delivery system designed to provide education and workforce services to underserved adults. To ensure that funding accelerates adults into employment, living wages, and full engagement in society, the legislation requires that the Chancellor of the California Community Colleges and the State Superintendent of Public Instruction submit two reports to the Legislature as provided in Section 9795 of the Government Code. These reports are to be based on data available at the time of submission and should include information as required by *Education Code (EC)* Section 84917.

In August 2017, the Chancellor and State Superintendent of Public Instruction submitted a report to the State Legislature entitled *Measuring Our Success* which outlines a comprehensive and collaborative data and accountability plan for adult education in California.

This report will address the key requirements of the legislation, the evolution of California's adult education system, and our recommendations which are as follows:

- Change the name from the AEBG Program to the California Adult Education Program
- Create a \$30 million performance-based incentive fund for adult education consortia
- Allocate annual funding to support data and accountability systems for adult education
- Create a dedicated annual allocation for statewide system operations for adult education
- Align federal and state reporting cycles

2016-2017 AEBG Student and Program Data

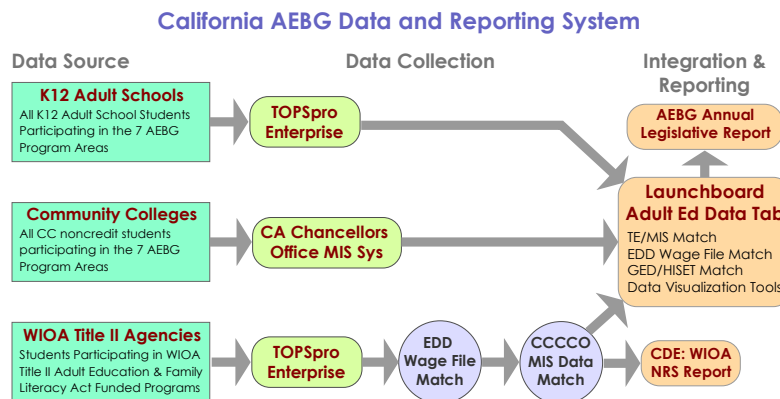
STUDENT ENROLLMENT, EDUCATIONAL MILESTONES, AND OUTCOMES

This report includes comprehensive state-level data on student enrollment, outcomes, skills gains, student demographics, and other data using the new adult education data and accountability metrics described in the August 1, 2017, report. It will also identify the types and levels of services provided including enrollment trends in the 7 adult education program areas and students receiving services, but not enrolled in programs. This portion of the report will focus on the following:

- A summary of progress on the implementation of the Data and Accountability System for adult education and data matching
- A discussion of the 2016-2017 AEBG data set including any limitations or data integrity issues related to the data or data collection
- Analysis of 2016-2017 AEBG data including:
 - State-level student participation and program enrollment
 - Student characteristics
 - Student educational progress and milestones
 - Employment and wage gains

AEBG DATA AND ACCOUNTABILITY SYSTEM AND 2016-2017 DATA SET

As reviewed in the Fall preliminary report to the legislature, the 2017 –2018 program year is the transition year for the implementation of the new Data and Accountability System for adult education in California.



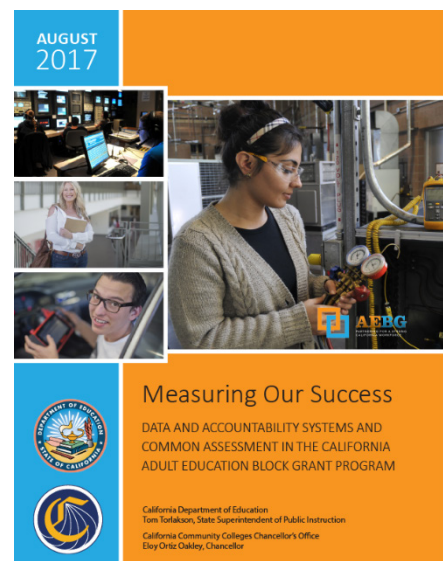
While the new program, data elements, and population definitions are being used for the collection of 2017–2018 data from the field, the full implementation of new data elements, data matching processes, adult education data dashboard, and new guidance to the field are all being implemented and deployed for the first time during the 2017–2018 program year. Progress on implementation related to this report includes the following:

- The use of the new population and program criteria, as well as new outcome and progress metrics to organize the data collection and presentation of key indicators
- Successful implementation of data matching of college and kindergarten through grade twelve (K–12) enrollment data and other datasets necessary for display of data in the LaunchBoard
- Convening of K–12 and college instructors in 22 hours of meetings to crosswalk assessment standards between National Reporting System (NRS) educational functioning levels (EFLs) used for the Workforce Innovation and Opportunity Act (WIOA) reporting and the community college course-prior-to-college-level (CB21) course rubric for levels below transfer
- Preliminary build out of the adult education data tab in the California Community Colleges Chancellor’s Office (CCCCO) funded CalPASS Plus LaunchBoard system which will undergo review by practitioners in Spring 2018
- Implementation of new data elements in the CCCCCO Management Information System (MIS) to support data collection and reporting by community colleges
- Region by region field training of consortia on the new data elements and reporting systems implemented as a result of the summer field teams and Measuring Our Success report

Data Collection and Reporting: AEBG implemented the use of Comprehensive Adult Student Assessment System (CASAS) TopsPro Enterprise (TE) for primary adult education data collection for both adult schools and community colleges in the middle of the 2016–2017 program year. TE allowed collection of unitary student data for data matching and disaggregation of student enrollment, progress, and outcomes. Consortia used TE for reporting data for the third quarter and end of year reporting for 2016–2017.

The 2016–2017 reporting was focused only on students in programs or receiving services funded by AEBG or WIOA, Title II: Adult Education Family and Literacy Act (AEFLA) funding. As a result, consortia were not required to report on students in programs funded exclusively through other funding sources such as WIOA, Title I (adult and dislocated workers), community college apportionment, CalWORKs or other funding streams. Additionally, there was no proscription on the reporting of students in community college for credit programs, as long as it could be demonstrated that students were in a program or receiving services that were supported at least in part funded through AEBG or WIOA Title II.

In 2017-2018, AEBG implemented new population, programs, and metric definitions described in the August



Measuring Our Success report to the legislature.¹ The major change in student population criteria is that consortia will now report *any* student receiving services or participating in any of the 7 AEBG program areas enrolled at a K–12 adult school or a community college noncredit program regardless of funding source. This change among others will impact the comparability of the 2016–2017 data set with 2017–2018 data, however 2017–2018 will result in a reliable baseline for comparison into the future.

In order to help with comparison of 2016–2017 with future years data, this report will rely both upon student level data collected from consortia using TE *and* community college noncredit enrollment data extracted from the CCCCO’s MIS. Beginning in 2018–2019 community colleges will report adult education student data exclusively through MIS. To support this change, the CCCCO is currently implementing new MIS data flags and elements to support MIS reporting.

Data Limitations: Any limitations with the 2016–2017 data set should be contextually viewed against the profound improvements in the ability of AEBG to capture and report information about adult education students in 2016–2017 and 2017–2018. In less than a year AEBG was able to:

- Implement comprehensive new processes for collecting unitary student level data from 455 K–12 adult schools and community college member agencies
- Stage an in-depth field process to design a comprehensive Data and Accountability System for adult education
- Build a system and infrastructure for matching K–12 adult and community college enrollment data with other systems including the Employment Development Department (EDD) wage file and high school equivalency testing data

While there were challenges related to the implementation of the new data collection reporting and systems, the level of detail and depth of the underlying data is very rich and will only become more so as AEBG builds a longitudinal data set that can track student outcomes over time.

Some of the data collection and reporting challenges experienced by practitioners include:

- **Adoption of New Tools and Methodologies:** The adoption of TE to collect data for all AEBG providers in the middle of the year required some practitioners to adapt quickly to new tools and processes. As with the introduction of any new tool, there will be some inaccuracies in the initial data set as practitioners learn new tools and implement new protocols. Since over half of AEBG agencies are WIOA, Title II providers and use TE for WIOA data reporting, they were able to adjust more easily to expand the use of TE for their Non-WIOA funded students.

¹http://aebg.cccco.edu/Portals/1/docs/AEBG%20Reports/AEBGDataAccountabilityLegReport_Aug2017.pdf

- **Defining Program Areas:** The final definitions and methods for calculating enrollment in programs were not released to the field until after the deadline for reporting 2016–2017 end of year data. As a result, there will be inconsistencies for the reporting of programs such as “adults in training programs to support child success in K–12 education” or “adults in training programs to enter or reenter the workforce”.
- **Population Definition and Undercounting:** As identified above, the change in the definition of which students to report and the inclusion of for-credit community college students in 2016–2017 will impact the comparability of 2016-2017 data with future years, in particular there may be undercounting of students in programs not funded through AEBG or WIOA, Title II.
- **Data Collection Practices:** The shift to providing student level (unitary) data collection for many agencies and the implementation of new metrics created the need for improvements in local data collection, in particular for programs and metrics defined by population characteristics. The AEBG Office is providing ongoing regional training for consortia to support improvements in local data collection and reporting.

Other challenges related to data collection or data matching will be taken up in the appropriate sub-sections of this section.

STUDENT AND PROGRAM DATA AND OUTCOMES

Under Assembly Bill (AB) 104 (Chapter 13, Statutes 2015), the California Legislature set primary indicators to be used by California Department of Education (CDE) and the CCCCCO for measuring the effectiveness of consortia and preliminary and annual reports to the Legislature.

1. How many adults are served by the consortium
2. How many adults served by the consortium have demonstrated the following:
 - a. Improved literacy skills
 - b. Completion of high school diplomas or their recognized equivalents
 - c. Completion of postsecondary certificates, degrees, training programs
 - d. Placement into jobs
 - e. Improved wages
 - f. Transition into postsecondary education

The AEBG field team process used this framework to create definitions, metrics, data systems, and reporting frameworks defined in the *Measuring Our Success* report that include and go beyond these seven indicators. Additionally, the data matching and build-out of the LaunchBoard adult education data tab includes greater detail on student characteristics, progress, and outcomes beyond the above indicators, many of which will be referenced in this section of the report.

STUDENTS SERVED

AEBG 2016-2017 State-Level Student Counts²

Type of Student	K-12 ³	College	Totals
Total Adults Served by Consortia	457,047	238,115	695,162
Participants in AEBG Programs	400,408	209,146	609,554
Students Receiving Only Services	56,639	28,969	85,608

AEBG consortia served 695,162 unduplicated students at K-12 adult schools, community colleges, and other entities (n=13,500). Of these, approximately 609,554 were enrolled in one of the seven AEBG program areas and approximately 85,608 only received services. Service only students included students participating in workshops, educational or career planning, assessment, or who were referred to outside supportive services, but who did not enroll in an educational program.

As noted earlier, there are challenges with some of the reported data as practitioners adjust to the new reporting tools and definitions. This included:

1) Students assigned to programs but with no reported contact hours; 2) Students with identifiers with no program assigned or indication of services received; and 3) Students with incomplete identifiers raising question as to their status. One of the primary missions of the AEBG Office technical assistance strategy in 2017-2018 has been helping consortia with both data collection and reporting to support continuous improvement in data and evaluation over time.

AEBG PROGRAMS

Program Definitions and Data Constraints: AB104 defined seven program areas allowable for the use of AEBG funding:

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 re-entry into the workforce

² Student enrollment data source based on unduplicated counts reported by consortia through TE.

³ K-12 enrollment data includes students served through other entities such as library literacy programs (n=13,500).

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 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

The Data and Accountability Field Team in June and July of 2017 identified that the seven program areas were a mix of program strategies and populations. In order to better define AEBG programs for the purposes of defining enrollment, metrics, and data collection, the team identified four primary adult education program areas:

1. Adult Basic Education (ABE)
2. Adult Secondary Education (ASE)
3. English as a Second Language (ESL) and English Literacy and Civics (EL Civics) Education
4. Career and Technical Education (CTE) Programs

And program subcategories based on services to defined populations or sub-strategies focused on discrete outcomes:

- a. Adults with Disabilities (AWD) participating in programs designed to serve only AWD individuals
- b. AWD participating in ABE, ASE, ESL, EL Civics, or CTE programs
- c. Adults participating in training to support K–12 student success
- d. Adults participating in training programs to enter or reenter the workforce
- e. Pre-apprenticeships

This distinction allowed the committee to better draw connections across the AB104 program areas, in particular where there may be logical connections or an overlap. For example, pre-apprenticeship and workforce entry/re-entry are both sub-categories of CTE focused on either a specific outcome (participation in apprenticeship) or specific populations (adults with one of several defined barriers to participation in the workforce).

For this reason, there is overlap between enrollment numbers reported for the four core programs and those reported for the five subcategories, meaning that the total of the enrollment for all program areas is more than the number of unduplicated program participants. This is exacerbated by duplication caused by students who enroll in more than one program area during a program year. Additionally, enrollment data in specific

subcategory programs for 2016–2017 is less accurate than enrollment in the four primary programs, which are much better defined historically within both K–12 adult education and community college noncredit programs.

PROGRAM ENROLLMENT

California AEBG Unduplicated Enrollment by Program – 2016-2017⁴

Primary AEBG Programs	K–12 Adult ⁵	College	Totals
ABE	50,310	62,480	112,790
ASE	130,507	18,156	148,663
ESL and EL Civics	204,042	92,242	296,284
CTE Programs	68,447	41,784	110,231

Subcategory AEBG Programs	K–12 Adult ⁶	College	Totals
AWD	4,255	2,896	7,151
AWD Students in ABE, ASE, ESL, CTE Programs	1,861	692	2,553
Adults Training to Support Child School Success	9,584	3,556	13,140
Adults Entering or Reentering the Workforce	8,281	6,436	14,717
Pre-apprenticeship	2,777	23	2,800
Totals	480,064	228,265	708,329

⁴ Program enrollment data as reported through TE by CASAS for all categories except workforce entry/re-entry and AWD in other programs, which were calculated using new (2017-2018) program calculations for these categories.

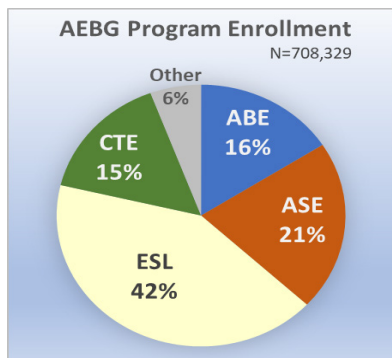
⁵ K–12 enrollment data includes data from library literacy and other providers (n=13,500).

⁶ K–12 enrollment data includes data from library literacy and other providers (n=13,500).

The majority of enrollments in adult education were in the four primary ABE, ASE, ESL, and CTE program areas which accounted for 94% of reported enrollments for the 2016–2017 program year. ESL was the largest program area in 2016–17 for AEBG both for colleges (40.4%) and for K–12 adult schools (42.5%)⁷. Colleges and adult schools were also relatively consistent in enrollment for CTE programs as a percentage of overall enrollments, however they differed dramatically in enrollment for ABE and ASE. Colleges provided a statistically higher percentage of services in ABE programs compared to K–12 adult schools, while K–12 adult schools provided statistically higher percentage of services to ASE students.

This is consistent with the primary role of K–12 adult schools in the delivery of adult diploma and high school equivalency programs in California. The high enrollment for ABE in colleges is more surprising compared to K–12 adult school consortia members. However, it is consistent with the considerable attention in the community college system in providing coursework multiple levels below transfer level math and English for students attempting to enroll into community colleges. The difference in enrollment emphasis for the two program areas should be taken up as an area for deeper inquiry by practitioners for the development of their transition pathways into higher education, in particular given the passage of AB705 (Chapter 745, Statutes 2017), which will dramatically impact the implementation of multiple measures and acceleration strategies for all students, including adult education students, attempting to enter the community college system.

Comparative Enrollment



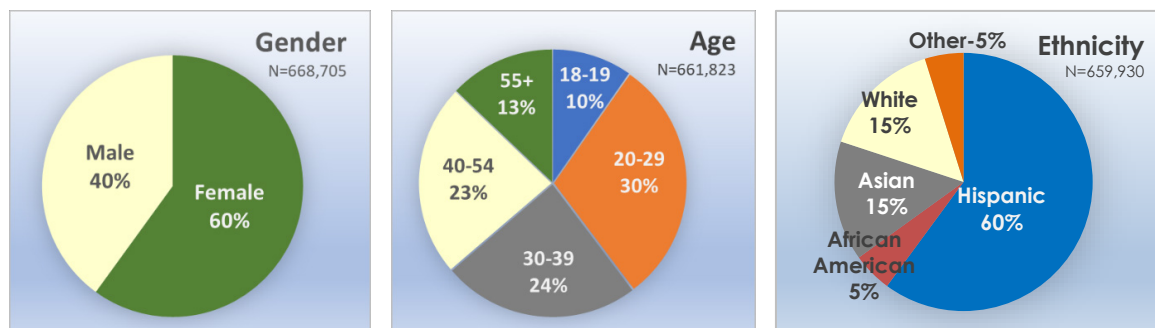
Program	K-12	College
ABE	10.5%	27.4%
ASE	27.2%	8.0%
ESL	42.5%	40.4%
CTE	14.3%	18.3%
Other	5.5%	5.9%

Subcategory Programs: Reported enrollment for subcategory programs will change in 2017–2018 as colleges and K–12 adult schools adjust to the new metric and program definitions and become more comfortable with the annual reporting cycle and processes. There were multiple issues that impacted reporting for subcategory programs in 2016–2017:

⁷ Source data program enrollments as reported through TE.

- **Pre-apprenticeship:** Many schools and colleges either do not have pre-apprenticeship programs or are in early stages of still assessing whether to develop such programs. Additionally, many of the formal elements of pre-apprenticeship when introduced in the *Measuring Our Success* report will require time to take root in the field. TE has already incorporated this data element. The CCCCO is adding a new MIS element for pre-apprenticeship to help colleges report their programs.
- **Workforce Entry/Re-entry:** The definition for the Workforce Entry/Re-entry program category was not available to the field until after the 2016–2017 program year, so practitioners were not aware of the importance of collecting data on participant barriers to calculate this metric. As a result practitioners did the reporting rate for employment barriers was too low to calculate meaningful data (n=10,625) to calculate enrollment using the new definition emphasis on this data collection is part of the AEBG technical assistance to the field in 2017-2018 and is also being supported by implementation of new MIS elements for data reporting in the community college system.
- **AWD Programs and Training Programs that Support K–12 Student Success:** Practitioners have reported that these programs were already very small prior to AB104 as a result of the transition to flex funding in 2008. It is not known at this time whether to expect changes in the size of these programs in the future. However, TE has already incorporated this data element.

STUDENT CHARACTERISTICS AT ENTRY⁸

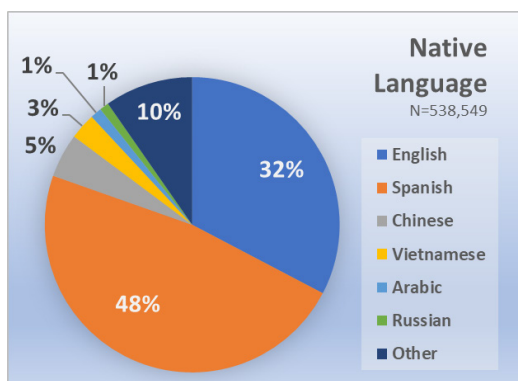


Sixty percent of students served by adult education consortia in 2016-2017 identified themselves as female. Distribution by age was remarkably consistent across age groups with much higher concentrations of adults over 40 (36%) than the community college system (16%) and much lower concentrations of students between 18 and 24 (36%) in K-12 adult schools than community colleges (57%).⁹ This is significant for helping frame the

⁸ Student characteristic data counts based on reported data through TE.

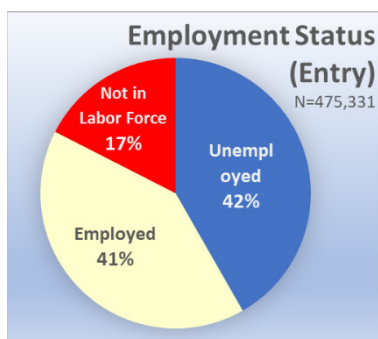
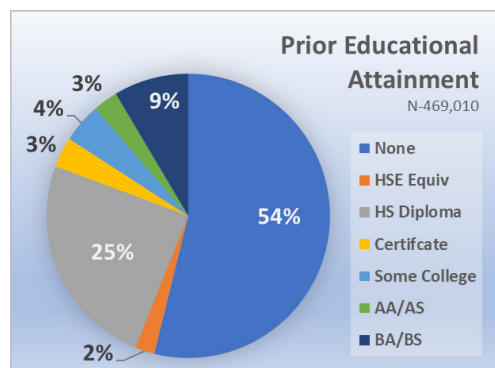
⁹ Community college enrollment based on CCCCO MIS enrollment records.

role adult education plays in California for serving adults over 30 who may be looking for an alternative way to reconnect to education than traditional higher education.



Sixty percent of adult education students in AEBG identify themselves as Hispanic, followed by White (16%) and Asian (15%) respectively. Forty-Eight percent of students report identify their native language as Spanish. Overall 68% of adult education students identify a language other than English as their native language, consistent with the high enrollment in adult education ESL programs.

Education & Employment Status at Entry: Over half of students that reported prior educational attainment (n=469,010) had not received a high school diploma, high school equivalency or higher education award prior to enrollment. Only 19% of students reported educational participation beyond high school including 9% who reported previous attainment of a Bachelor’s degree. Bachelor’s attainment aligns with reports from practitioners who report statistically significant numbers of immigrants participating in adult education with a Bachelor’s degree from another country as well as some dislocated workers who may participate in specific CTE certificate programs attempting to reenter the workforce.



Fifty-nine percent of adult education students reporting employment status (n=475,331) at enrollment were either unemployed or no longer in the labor force. All employment and data reported for student characteristics is self-reported by the students as a part of other enrollment process at the adult school or community college and is not verified at enrollment unless the student is a referral from a WIOA American Job Centers of California as a part of a referral for training or other services. Additionally, verification of

employment, wage and economic data for adult school students is extremely difficult because so few students report Social Security numbers (SSNs) required for matching against EDD wage data. In 2016-2017, only 12% of adult school students reported through TE provided SSNs.

Planned Improvements for Collection of 2017-2018 Student Enrollment and Student Characteristic Data: Collection of student populations and characteristics is critical to calculating key AEBG program metrics. For example, calculation of enrollment for adults entering or reentering the workforce is calculated based on barriers to employment which must be collected at enrollment. These data elements were included in TE but not in the CCCCO MIS for the 2016–17 program year. AEBG is implementing new MIS elements and

providing technical assistance to consortia to help improve collection of population data and to improve reporting of enrollment and instructional contact hours for the 2017–2018 data set.

STUDENT PROGRESS AND EDUCATIONAL OUTCOMES

Based on data reported by K–12 adult school and community college practitioners in 2016–2017, 184,659 adult education participants completed a measurable skills gain or an educational milestone during the 2016–2017 program year. This data is derived from multiple sources including standardized pre and post-testing using CASAS testing instruments, verified achievement of high school diploma or high school equivalency data from TE student entry and update record, and where appropriate community college noncredit MIS data, which is based on recorded enrollment and student outcome records.

Measurable Skills Gains: Measurable skills gains (MSGs) are an alternative method allowed under the WIOA for capturing and reporting progress for those students who have yet to complete an educational award and who have yet to exit education and training services. In California MSGs are typically reported for students funded under WIOA, Title II: AEFLA programs for the achievement of one or more EFL's in math, English, or ESL/EL Civics primarily measured by pre- and post-testing of students using NRS approved testing instruments. In California, WIOA, Title II providers are required to use CASAS. In 2018–2019, colleges which are not funded under WIOA, Title II will have the ability to report MSGs using completion of community college basic skills courses as defined by the CB21 college rubric for levels below transfer. K–12 adult schools and college instructors are meeting now to crosswalk CB21 against the NRS EFL system to inform this process.

In addition to the tracking of EFL achievement in basic skills and ESL/EL Civics, AEBG has defined additional skills gain metrics for students participating primarily in CTE and workforce development programs. These include:

- *Occupational Skills Gains* for students who demonstrate achievement of an occupational milestone or demonstrate mastery of employer recognized occupational skills through a knowledge based exam
- *Workforce Preparation Milestones* for students who complete a workforce preparation certificate in a community college or K–12 adult education program

Both the Occupational Skills Gain and Workforce Preparation Milestone Metrics are new to the field, introduced after the 2016–2017 program. While the Data and Accountability Field Team felt these were important metrics to collect, there will need to be additional analysis of the data collected in 2017–2018 to determine how useful these metrics are for understanding student progress and improving services for adult education students.

Adult Education Student Measurable Skills Gains 2016–2017

Achievement of one or more EFL's¹⁰

	K-12	College	Total
ABE	10,831	4,011	14,842
ASE	20,913	2,370	23,283
ESL/EL Civics	64,524	21,243	85,767
Total EFLs	96,268	27,624	123,892

Workforce Preparation Milestones¹¹

K-12	College	Total
13,581	4,401	17,982

Occupational Skills Gains¹²

K-12	College	Total
14,118	13,932	28,050

EFL achievement in basic skills programs and ESL is roughly proportional to program enrollment for each system with the highest concentration of EFL completion in ESL programs. As identified earlier, this EFL data is currently based on only students participating in WIOA, Title II funded programs for the 2016–2017 program year. As AEBG begins tracking via CB21 course completion in the community colleges in 2017–2018, these numbers will shift to reflect the new baseline that will be created from the 2017–2018 data set. The workforce prep and occupational skills gains data are exploratory this year and will change as practitioners adjust to the new metrics.

Educational Milestones: AB104 defines three primary education milestones for AEBG students: 1) Completion of high school diplomas or their equivalents; 2) Completion of postsecondary certificate, degree, or training programs; and 3) Transition to postsecondary education. In addition to these, AEBG has defined metrics that will be

¹⁰ Source Data: CASAS educational attainment data based on pre and post testing of participants using CASAS NRS approved educational testing instruments. Based on achievement of 1 or more levels during the 2016-2017 program year.

¹¹ Calculation based on new metric criteria (2017-2018) applied to the 2016-2017 data set. This measure should be considered exploratory until the new metrics and outcome criteria are fully applied by the field.

¹² Calculation based on new metric criteria (2017-2018) applied to the 2016-2017 data set. This measure should be considered exploratory until the new metrics and outcome criteria are fully applied by the field.

tracked through the LaunchBoard and data matching between adult education and community college enrollment data sets. This includes an array of diverse transition data including:

- Transition from ESL or ABE into ASE Programs
- Transition into transfer level math or English
- Completion of six or more college credits
- Completion of college for credit certificates and degrees

While practitioners provide self-reported data educational milestones, many of the AEBG data elements require data matching between K-12 adult enrollment data and the college MIS data system. Additionally, many of the transition data elements require matching against prior years data based on the time frame required for the student to accomplish the milestone. For example, in the Adult Education Data Element Dictionary the time frame for transition to postsecondary is one year and the time frame allowed for the completion of a high credit college certificate is within two years. Calculating these two elements for 2016-2017 requires access to unitary student level data for 2015-2016 (for transition to postsecondary) and for 2014-2015 (for high level certificate completion). Because 2016-2017 is the first year of student level data collection for AEBG, there is no comprehensive historical data for comparison making it impossible to provide comprehensive AEBG educational milestone data based on data matching alone.

To support this report, the CCCCCO pulled MIS student level data on noncredit programs going back to 2011-2012 using the program and data definitions from the Adult Education Data Element Dictionary. While this data is not comprehensive, it does allow the visualization of historical data for postsecondary transition and postsecondary educational outcomes to help the legislature understand what will be tracked in the future and will be available in a comprehensive form in the end of year report for 2017-2018. This section of the report will rely on both practitioner self-reported data gathered via TE and community college MIS data to supplement the TE dataset.

Adult Education Student Education Milestones 2016-2017

	K-12 ¹³	College ¹⁴	Total
Completed High School Diplomas or Equivalent	13,581	2,463	16,044
Postsecondary Certificates, Degrees, or Training	5,785	4,943	10,728

¹³ K-12 Adult source data reported by consortia members through TE.

¹⁴ College data for this table drawn from the CCCCCO MIS enrollment in noncredit programs for 2016-2017 to compensate for college under-reporting and to improve dataset comparisons for future years.

	K-12 ¹³	College ¹⁴	Total
Transition to Postsecondary	7,267	5,474	12,741

The K-12 adult data above is derived from TE student entry and update records, while the college data is derived from college enrollment and MIS data records. This was done because the directive to only report data on students in AEBG or WIOA funded programs impacted colleges disproportionately, meaning that students in courses funded exclusively through apportionment were not reported. Colleges fund most of their noncredit programs through apportionment, which is reflected in the allocation of AEBG funding. Nearly 90% of AEBG funds are allocated to K-12 adult education programs who are in the most need of the funding to rebuild and maintain services to their communities.

Additionally, the postsecondary completion and transition data should be considered provisional for this year, in particular for the K-12 adult data, since the definitions of these metrics and what counts as a postsecondary award or program were not available to the field until after the end of the reporting deadlines for the submission of 2016-2017 student data. The college data was pulled from MIS using the new criteria, and that data should be more comparable to future years.

Longitudinal and Other College Outcome Data: Due to the State’s broad interest in completion and the time it takes for students to get to transfer level math and English, AEBG includes metrics for completion of various college awards, completion of college credit, and the number of students who transition to transfer level English or math within one or two years respectively. Collecting this data requires a two to four year time frame for students to complete their award or transition to transfer level coursework; therefore, there is no comprehensive data that can be presented for the 2016-2017 program year.

To illustrate what will become available as AEBG builds a comprehensive dataset that includes multiple years of K-12 adult and college data, the AEBG Office pulled historical non-credit enrollment data from MIS to track some of these other metrics for discussion purposes. Each of these metrics has an assigned time frame for completion and is based on the number of years after exit from adult education (in this case noncredit college programs) it takes to transition or complete.

Additional College Education Milestones 2012-2016¹⁵

	2011-12	2012-13	2013-14	2014-15	2015-16
Completed 6+ College Units	78	87	153	111	112
Entered Transfer Level English Within 1 Year of Exit	5,343	3,816	3,486	3,988	3,908

¹⁵ Data source from community college MIS enrollment data using AEBG data element calculations that will be used to portray data sets in the LaunchBoard.

	2011-12	2012-13	2013-14	2014-15	2015-16
Entered Transfer Level Math Within 2 Years of Exit	6,078	4,654	3,865	4,654	
Completed Low Unit Credit Certificate within 1 Year of Exit	274	202	208	301	18
Completed High Unit Credit Certificate Within 2 Years of Exit	1,469	1,325	1,014	785	
Completed Associates Degree Within 4 Years of Exit	5,242	3,813			

In 2017-2018 AEBG will match MIS records against the TE data set from 2016-2017 to identify students from both K-12 adult schools and community college noncredit programs who participate in and complete awards in community college for credit programs including progression towards transfer level coursework. This longitudinal dataset will not only inform efforts to increase transition of adult school students into postsecondary programs, it can also be mined to support the implementation of multiple measures for placement and acceleration into college level coursework.

EMPLOYMENT AND WAGES

Employment and Wage Data Collection: AEBG will report employment gains and wage increases for participants in adult education for students in all seven programs. This is consistent with the federal requirements for WIOA. AEBG employment and wage data closely follows the WIOA reporting metrics, including:

- Unsubsidized employment two and four quarters after exit
- Median Income two quarters after exit
- Wage Increase one year after exit compared to one year before exit

The primary method for collecting employment and wage data under WIOA is through matching of participant’s SSN against the EDD wage file. For participants who do not provide SSNs, WIOA allows multiple methods of supplemental data collection, including student surveys. It is often challenging to get adequate response rates to participant surveys, and other supplemental wage information, such as collection of wage stubs and calling participants or employers, are cumbersome and expensive in terms of staff time. This creates a challenge in adult education, where adult schools serve high concentrations of immigrants many of whom may not have SSNs or individual tax identification numbers (ITIN’s).

AEBG is using multiple methodologies for the collection and reporting of wage data. These include:

- Data matching of student identifiers with the EDD wage file

- Working with consortia to increase the number of students providing SSNs for the data match
- Implementation of student surveys to capture supplemental wage information

In Spring of 2018, CASAS is conducting survey pilots with WIOA, Title II agencies to identify methodologies that can be used for adult education student surveys. The goal is to begin implementation of surveys more broadly for AEBG in the 2018–2019 program year.

Because EDD employment and wage data is captured two and four quarters after exit (December 31st and June 30th for participants exiting at the end of the program year), it is impossible to produce a complete report of employment and wage outcomes for adult education students until at least 12 months after the end of the program year. Thus, complete employment and wage data for 2016-2017 will not be available until the 2017–2018 end of year report.

In 2016–2017 data collection only 12% of participants reported through TE included SSNs. While community colleges capture SSNs from approximately 50% of students in noncredit programs it is still a very limited data set for matching with the EDD wage file which will impact employment and wage data reported in future program years even after the community colleges switch to reporting exclusively through MIS.

Employment and Wage Data: This section will focus on data collected from providers and historical employment and wage data from EDD data matches against the community college MIS wage file captured from the CalPASS Plus LaunchBoard. Historical data will provide context for future reporting including the ability to identify historical trends as AEBG builds a longitudinal dataset.

In reported data from TE K–12 adult schools and community colleges reported 68,373 participants who entered employment and 16,770 participants who increased their wages during the 2016–2017 program year.¹⁶ This is data reported by individual participants or entered by school staff based on interviews and classroom interactions.

2016-2017 Reported Employment & Wage Data

	K-12	College	Totals
Entered Employment	52,062	16,311	68,373
Increased Wages	11,964	4,806	16,770

¹⁶ Data source reported data by consortia members from TE and was not calculated using the AEBG metrics which rely on identifying students who have exited adult education and then data capture at specific intervals (2 and 4 quarters) after exit as required under WIOA.

LAUNCHBOARD:

LONGITUDINAL NONCREDIT EMPLOYMENT AND WAGE DATA

The CalPASS LaunchBoard provides enrollment, educational attainment, employment, and wage data for the community college system which can be segmented by program, year, region, and provider. This includes noncredit as well as for credit programs. The data is displayed in a dashboard that providers can access to evaluate the effectiveness of their programs and understand more about outcomes for their students. In 2017–2018 the LaunchBoard will begin displaying comprehensive enrollment, milestone, and outcome data for K–12 adult schools as well as community college adult education students.

Community College Noncredit Employment and Wages 2011–2015¹⁷

	2011–12	2012–13	2013–14	2014–15
Employment 2 Quarters After Exit	\$6,293	\$5,447	\$5,521	\$5,800
Employment 4 Quarters After Exit	\$6,300	\$5,407	\$5,506	\$5,736
Median Earnings 2 Quarters After Exit	\$8,039	\$7,993	\$7,729	\$8,755
Wage Increase 1 year After Exit	9%	14%	19%	26%
Median Annual Earnings 1 Year After Exit	\$23,719	\$24,863	\$25,415	\$27,420

The table above shows employment and wage data for students in noncredit programs after exit. These metrics are calculated for students who do not re-enroll in the college in fall after enrollment in the previous program year. In this dataset, noncredit students show increased annual median earnings and increased wage gains every year between 2011 and 2015. Beginning with the 2017–2018 program year, AEBG will begin compiling and displaying comprehensive data for college noncredit and K–12 adult school students.

¹⁷ Calculated using a match of community college MIS noncredit enrollment data with the EDD wage file for the illustrated program years. EDD wage file data was not available for comparison in time for the preparation of this report.

Report Summary and Recommendations

2016–2017 was a year of learning for the CDE, the CCCCO, and regional consortia. The attempt to build a system that integrates assets and resources across state agencies and funding streams has never been attempted before in California on this scale. The reinvention of adult education in California is unique and powerful for these multiple reasons:

- The ongoing cycle of planning and use of data for continuous improvement both by the state agencies and regional consortia
- The implementation of new integrated program models connecting basic skills in career development with integrated student support in ways that are new to both K–12 adult and community college practitioners
- The implementation of intentional transition strategies that link curricular systems in K–12 adult schools and community college noncredit and for credit pathways
- The intentional blending of funding from the AEBG, the WIOA, the Carl D. Perkins Career Technical Education Improvement Act of 2006, college apportionment, and other sources to expand the impact of these funding streams and support a system that can continuously expand to serve more students more effectively

Building a culture of continuous improvement in adult education, one that connects and integrates assets from multiple systems, will require strong support from state agencies. This will also require ongoing infrastructure focused on data and accountability, professional development, and an ongoing statewide learning community to lift up and help consortia implement and sustain effective practices. The recommendations in this preliminary report are based on the experiences of the regional consortia and state agencies in beginning to lift up such systems and what it will take to maintain them.

RECOMMENDATIONS

1. Change the name from the AEBG to California Adult Education Program: In statewide field committees, practitioners noted that the word “grant” in the title of the program created confusion in the field. The AEBG program explicitly suggests that regional consortia and state agencies should leverage and align funding sources as part the adult education system. Consequently, the “block grant” implies that it is a distinct categorical program, which creates challenges for local fund alignment discussions.

Additionally, K–12 and college practitioners conveyed that their districts have hesitated to make permanent commitments or hire permanent staff because of the “grant” nomenclature. The CDE and the CCCCO recommend that the Legislature use different nomenclature in future legislation related to adult education in California.

2. Create a \$30 million dollar performance based incentive fund for Adult Education consortia: The CDE and the CCCCO recommend that the Legislature allocate an

additional \$30 million for adult education to administer a performance-based incentive fund. This funding would not impact the \$500 million AEBG baseline investment. This strategy was a recommendation posited in the study by the Center for Law and Social Policy entitled Prosperity Through Partnership. It specifically recommends a “targeted performance bonus system to give consortia incentives to improve services to their community of need.”

While consortia are actively investing in and implementing new strategies that target their core communities as illustrated by some of the innovations referenced earlier in this report, they face challenges in balancing investments in new programs with the need to maintain baseline levels of service in a reduced funding environment. An incentive fund would accelerate the adoption of new integrated pathway models, support service strategies, and greater support for transition of adult education students into postsecondary and the workforce.

To support this, the AEBG Office would explore and create analytics for distribution of incentive funding to consortia based on how services are targeted to a community of need and outcomes are improved. The definition of this community of need could be based on a) combination of the traditional adult education target population definition (unemployed, no diploma, impoverished, lack of English language fluency) and b) population barriers to employment in the WIOA (long-term unemployed, formerly incarcerated, within two years of exhausting Temporary Assistance for Needy Families, etc.). The CDE has had in place a method for determining incentives for performance since 1999 for agencies making positive progress on outcomes related to federal targets. The CCCC recently embarked upon a field committee process to define the performance-based criteria, for the 17% funding, under the Strong Workforce Initiative. As a result, the AEBG Office would use the same process to analyze and build the metrics for this fund.

3. Allocate annual funding to support Data and Accountability Systems for adult education: The Data and Accountability System described in the *Measuring Our Success* report includes systems and tools that will require ongoing funding.

- The annual costs of data collection from K–12 adult education and WIOA providers. This task is currently accomplished through the CASAS TE reporting tool. This cost related to Data and Accountability System will need ongoing support
- The ongoing support and implementation of the LaunchBoard adult education data dashboard
- Support for ongoing supplemental data collection and reporting through post-exit student surveys

In addition to the above ongoing fixed costs for adult education Data and Accountability System, consortia face many local challenges in tracking their students. For example, because a large number of adult education students do not have SSNs, it will be impossible to collect employment and wage data from the EDD wage file data

match. To overcome this barrier, the state agencies and consortia will have to invest in supplemental data collection to report data on employment outcomes for adult education students. Part of this annual investment would be allocated to consortia to support this supplemental data infrastructure, which will be needed to provide comprehensive reports to the Legislature.

- 4. Create a dedicated annual allocation for statewide system operations for adult education:** The implementation of the AEBG program by the CDE and the CCCCO has required the creation of an entire ecosystem for communications, technical assistance, and professional development for the field. This includes development of Web-based fiscal reporting and monitoring tools, ongoing state convening and training, and the identification of a technical assistance provider to work with the consortia and regions as they develop and implement their annual and three-year consortia plans. Because of the uniqueness of the adult education regional consortium infrastructure, shared fiscal and planning accountability systems, and other needs, the CDE and the CCCCO recommend the Legislature make an annual allocation to maintain statewide system operations for adult education.
- 5. Alignment of Federal and State Reporting Cycles:** Currently, timelines for reporting to the Legislature make it difficult to fully review the data, produce the reports, and go through the appropriate agency review process to produce a full and comprehensive report on time. The CDE and the CCCCO recommend that the EDD, California Workforce Development Board, and the Legislature review all the reporting requirements for the WIOA, AEBG, and other funding streams, as well as amend the timelines for submission of reports to the Legislature based on the actual timelines of when data is available and can be properly processed for reporting.

Appendix A: Summary of Data Tables and Graphs

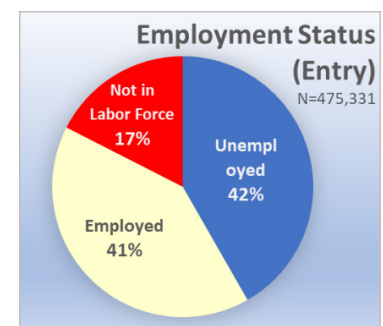
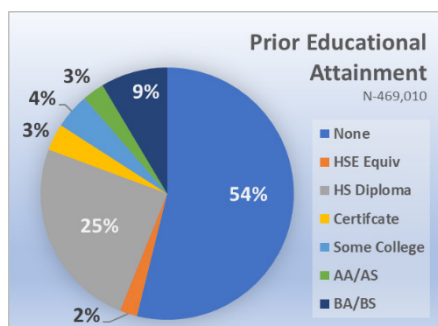
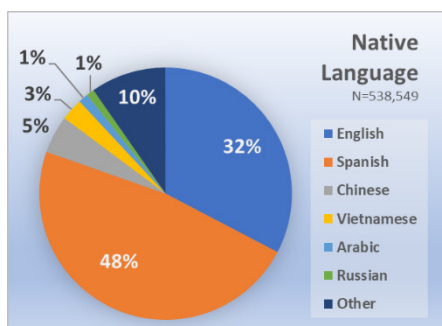
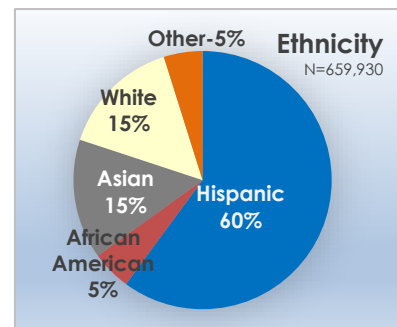
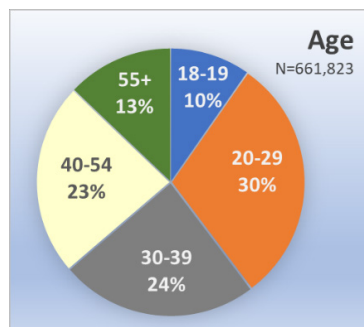
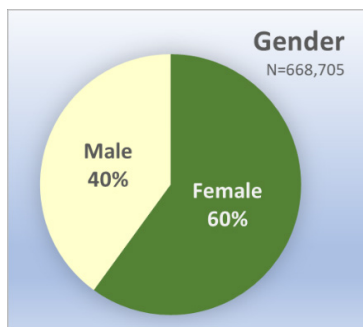
This section provides streamlined access to the data tables and graphs used in this report. It is recommended that this material be used for discussion purposes and presented in the context of the data and source limitations discussed in the narrative.

STUDENTS SERVED

AEBG 2016-2017 State-Level Student Counts¹⁸

Type of Student	K-12 ¹⁹	College	Totals
Total Adults Served by Consortia	457,047	238,115	695,162
Participants in AEBG Programs	400,408	209,146	609,554
Students Receiving Only Services	56,639	28,969	85,608

STUDENT CHARACTERISTICS AT ENTRY²⁰



¹⁸ Student enrollment data source based on unduplicated counts reported by consortia through TE.

¹⁹ K-12 enrollment data includes students served through other entities such as library literacy programs (n=13,500).

²⁰ Student characteristic data counts based on reported data through TE.

PROGRAM ENROLLMENT

California AEBG Unduplicated Enrollment by Program – 2016-2017²¹

Primary AEBG Programs	K-12 Adult ²²	College	Totals
ABE	50,310	62,480	112,790
ASE	130,507	18,156	148,663
ESL and EL Civics	204,042	92,242	296,284
CTE Programs	68,447	41,784	110,231

Subcategory AEBG Programs	K-12 Adult ²³	College	Totals
AWD	4,255	2,896	7,151
AWD Students in ABE, ASE, ESL, CTE Programs	1,861	692	2,553
Adults Training to Support Child School Success	9,584	3,556	13,140
Adults Entering or Reentering the Workforce	8,281	6,436	14,717
Pre-apprenticeship	2,777	23	2,800
Totals	480,064	228,265	708,329

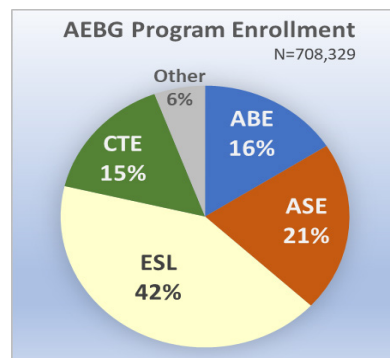
²¹ Program enrollment data as reported through TE by CASAS for all categories except workforce entry/re-entry and AWD in other programs, which were calculated using new (2017-2018) program calculations for these categories.

²² K-12 enrollment data includes data from library literacy and other providers (n=13,500).

²³ K-12 enrollment data includes data from library literacy and other providers (n=13,500).

Comparative Enrollment

Program	K-12	College
ABE	10.5%	27.4%
ASE	27.2%	8.0%
ESL	42.5%	40.4%
CTE	14.3%	18.3%
Other	5.5%	5.9%



STUDENT PROGRESS AND EDUCATIONAL OUTCOMES

Adult Education Student Measurable Skills Gains 2016–2017

Achievement of one or more EFL's²⁴

	K-12	College	Total
ABE	10,831	4,011	14,842
ASE	20,913	2,370	23,283
ESL/EL Civics	64,524	21,243	85,767
Total EFLs	96,268	27,624	123,892

Workforce Preparation Milestones²⁵

K-12	College	Total
13,581	4,401	17,982

²⁴ Source Data: CASAS educational attainment data based on pre and post testing of participants using CASAS NRS approved educational testing instruments. Based on achievement of 1 or more levels during the 2016-2017 program year.

²⁵ Calculation based on new metric criteria (2017-2018) applied to the 2016-2017 data set. This measure should be considered exploratory until the new metrics and outcome criteria are fully applied by the field.

Occupational Skills Gains²⁶

K-12	College	Total
14,118	13,932	28,050

Additional College Education Milestones 2012–2016²⁷

	2011–12	2012–13	2013–14	2014–15	2015–16
Completed 6+ College Units	78	87	153	111	112
Entered Transfer Level English Within 1 Year of Exit	5,343	3,816	3,486	3,988	3,908
Entered Transfer Level Math Within 2 Years of Exit	6,078	4,654	3,865	4,654	
Completed Low Unit Credit Certificate within 1 Year of Exit	274	202	208	301	18
Completed High Unit Credit Certificate Within 2 Years of Exit	1,469	1,325	1,014	785	
Completed Associates Degree Within 4 Years of Exit	5,242	3,813			

EMPLOYMENT AND WAGES

2016-2017 Reported Employment & Wage Data

	K-12	College	Totals
Entered Employment	52,062	16,311	68,373
Increased Wages	11,964	4,806	16,770

²⁶ Calculation based on new metric criteria (2017-2018) applied to the 2016-2017 data set. This measure should be considered exploratory until the new metrics and outcome criteria are fully applied by the field.

²⁷ Data source from community college MIS enrollment data using AEBG data element calculations that will be used to portray data sets in the LaunchBoard.

Community College Noncredit Employment and Wages 2011–2015²⁸

	2011–12	2012–13	2013–14	2014–15
Employment 2 Quarters After Exit	\$6,293	\$5,447	\$5,521	\$5,800
Employment 4 Quarters After Exit	\$6,300	\$5,407	\$5,506	\$5,736
Median Earnings 2 Quarters After Exit	\$8,039	\$7,993	\$7,729	\$8,755
Wage Increase 1 year After Exit	9%	14%	19%	26%
Median Annual Earnings 1 Year After Exit	\$23,719	\$24,863	\$25,415	\$27,420

²⁸ Calculated using a match of community college MIS noncredit enrollment data with the EDD wage file for the illustrated program years. EDD wage file data was not available for comparison in time for the preparation of this report.

Appendix B: AEBG Key Accomplishments in 2016–2017

The AEBG program was successful in building important infrastructure to support regional consortia and the statewide implementation of AEBG in 2016–2017. These accomplishments include the following:

- Provision of technical assistance and tools for the AEBG statewide network of 455 providers including K–12 school districts, colleges, county offices of education (COEs), workforce boards, and other partners
- Implementation of processes and tools to collect student-level data from consortia for all AEBG students. Prior to 2016–2017, only WIOA, Title II funded programs reported unitary student data
- Convening a successful field committee and design process, resulting in the design of a Data and Accountability System plan for adult education in California
- Development of the new AEBG NOVA financial system to track consortia member budgets and expenses and connect them to member strategies and metrics
- Development and implementation of the Educate and Elevate marketing toolkit to educate stakeholders, students, and partners about adult education in California
- Completion of a comprehensive implementation study of the AEBG by the Center for Law and Social Policy²⁹
- Identification of the Sacramento COE to serve as the fiscal agent for statewide technical assistance and provide coordination of and capacity building assistance to adult education consortia
- Development of policies for the alignment of student fees between K–12 adult education and community college noncredit providers
- Development of Memorandum of Understandings between the CDE, the CCCCCO, and the EDD for data sharing to improve student tracking between systems and into the workforce

The development of a statewide system that includes infrastructure, support, and tools for the regional consortia is one of the key strategies for realizing the Legislature’s vision in the creation of the AEBG. Based on lessons learned from this first year of full implementation, the AEBG Office and state agencies provide the following recommendations on how to best support and sustain the gains made this year.

²⁹ <http://aebg.cccco.edu/Portals/1/docs/Prosperity%20Through%20Partnership%20-%20Opportunities%20for%20AEBG%20to%20Strengthen%20Systems%20and%20Communities.pdf>

Appendix C: Summary of Consortia Annual Plans

HANOVER RESEARCH

Consortia continue to report successes and challenges in their annual plans. In 2016–2017, the AEBG Office contracted with Hanover Research to perform a comprehensive study of the AEBG consortia annual plans. This study analyzed the core components of all 71 consortia plans including consortia achievements, progress on meeting regional needs, identification of gaps, progress on student transition and acceleration, professional development, and leveraging of resources. The summary report and coding documents for that report were delivered to the AEBG Office in September 2017. The following common themes emerged from the analysis of the annual plans:

- **Planning and Partnerships Among Consortium Members:** Many consortia report that they are still developing plans and partnerships among consortium members and plan on continuing to do so in 2017–2018. Related to this, many consortia report facing a significant challenge in coordinating among consortium members, including scheduling events and meetings between representatives of different member organizations.
- **Relationships with External Partners:** Many consortia report that they have developed relationships with workforce development boards, local businesses, and community organizations. Most consortia intend to continue developing these types of relationships in 2017–2018.
- **Program Development:** One of the most frequently reported accomplishments for 2016–2017 is the creation of new adult education programs; however, many consortia still report a need for more new programs. New programming is one of the most frequently reported “challenges” and one of the most frequently reported elements of plans for 2017–2018.

Additionally, the report cites common themes related to several AEBG key objectives:

- **Seamless Transitions (Objective Three):** About one-third of consortia report challenges with hiring qualified staff or finding the time for current staff to take on additional responsibilities. About one-quarter of consortia report expanding human capital for 2016–2017, and the same percentage intend to do so in 2017–2018.
- **Student Acceleration (Objective Five):** Ten percent report a challenge in providing adequate student services, and 20% report challenges in hiring and finding enough instructional staff. Few consortia report plans for new hires in this area, but about one-quarter expanded student services in 2016–2017, and one-third intend to do so in 2017–2018.
- **Professional Development (Objective Six):** Nearly half of consortia report attending conferences and organizing workshops, and 38% report sharing best practices and

organizing working groups within the consortium. Few challenges are reported in this area.

- **Leveraging Resources (Objective Seven):** Most consortia report general plans to coordinate among consortium members and build relationships with local partners. Few responses offer specific actions in this area, but compared with other objectives, more consortia report seeking varied funding sources and developing marketing and outreach plans.

EMERGING PRACTICES

Important strategies are emerging from annual plans and state field committees at convenings which inform the development of new programs and improved services for adult education students. They are as follows:

- **Transition Staffing:** Consortia across the state are developing dedicated staffing models focused on student transition. They are hiring transition specialists, many of whom work across agencies and between community colleges and K–12 adult school systems. In some consortia, whether employed by a K–12 school, college, or by multiple providers, transition staff work as an integrated cross-agency team. This is an emerging “effective practice,” and many consortia report that they are still learning how these individuals should be deployed, the ‘ideal’ scope of work, and how shared staffing like this should function in a multiagency integrated service environment.
- **Integrated Pathway Mapping:** In 2016–2017, consortia became more involved in integrated pathway development and pathway mapping. This includes identifying career pathways common across systems—in areas such as information technology, health, or business and mapping curriculum—to ensure a seamless transition of students from K–12 adult education into community college programs. Many consortia have developed co-enrollment models or course-to-course articulation agreements, whereby students can get community college credit for courses taken at the adult school when they transition into the equivalent college program. This practice would ensure that students do not have to repeat content when transitioning to college and can complete part of the course work related to completion of a postsecondary credential, while still enrolled at the adult school.
- **Regional Data Integration and Needs Analysis:** Many consortia and regions are looking at data integration frameworks to inform local decision making and allocation of resources. This includes two related bodies of work reported by consortia: 1) revised analyses of the needs of adult learners and the gaps between that need and current consortium capacity; and 2) deeper discussions about integration and sharing of student data through new data tools and systems. In some cases, entire regions are starting to have conversations about shared data tools to inform program improvement and data-driven service delivery.

Appendix D: Consortia Distribution Schedules

Funding allocations to regional consortia were determined using a funding formula based on multiple measures of regional need. This formula was developed by using demographic data on adult populations, literacy, educational attainment, and immigration, as well as consortium size and capacity. In the 2016–2017 fiscal year, the dissemination of these funds was apportioned to the consortia by the State Controller in 12 equal monthly payments in accordance with EC Section 84912.

Table 1: AEBG Funding Processed – State Controller’s Office

Item	Month	Amount
AEBG Consortia Apportionment	July 2016	\$133,152,686
AEBG Consortia Apportionment	August 2016	\$366,847,314
Total AEBG Funding		\$500,000,000

As in the previous two years, consortia have the option to elect a fiscal agent or to have funds disseminated directly to each participating member agency. In 2016–2017, 45 consortia identified a fiscal agent, and 26 opted for direct funding. The proportion of consortia choosing direct funding increased slightly, from 23 in 2016–2017 to 26 in 2017–2018, reflecting a concomitant decrease in the number of community college agencies serving as fiscal agents. The number of K–12 and/or COEs serving as fiscal agents (n=11) remains unchanged from 2016 to 2017.

Table 2: Fiscal Agents by Program Year

Type of Fiscal Agent	2015–2016	2016–2017	2017–2018
K–12/COE	15	11	11
Direct Funded (no fiscal agent)	8	23	26
Community College	48	37	34
Total Consortia	71	71	71

Table 3 illustrates funding allocated to members of K–12 school districts, COEs, and Community College Districts (CCDs) for 2016–2017.

Table 3: AEBG Funding by Agency Type

Type of Member	2017–2018
K–12	\$433,284,032
COE	\$8,479,501
Regional Occupation Center Programs (ROCPs)	\$368,378
Community College	\$57,350,076
Other	\$518,013
Total AEBG Funding	\$500,000,000

About 87% of AEBG funds in 2016–2017 were allocated to K–12 school districts with a little over 13% going to CCDs and other agencies. Table 4 details AEBG funding by agency type.

Table 4: Distribution of Funding by Agency Type

Year	CCD	COE / ROCP	K–12	Other
2015–2016	12%	2%	86%	0.1%
2016–2017	12%	2%	86%	0.1%
2017–2018	11%	2%	87%	0.1%