Agenda

2015 – 16 Data Collection

- Goals
- Overview
  - Enrollment and Program Participation
  - Descriptive Measures (Student Characteristics)
  - Consortium Effectiveness Measures
  - Follow-Up Measures

- Program Area Descriptors
- Q and A

2015-16 Data Collection Goals

There are three primary goals for Year 1 (2015-16) Data Collection:

1. Document the **scale** and **reach** of adult education services across the state
2. Better understand the **populations** who benefit from adult education programs and services
3. Build **capacity** for Consortia to provide **robust**, **consistent** data reporting in future years

Data Collection Overview

- Enrollment and Program Participation
- Descriptive Measures (Student Characteristics)
- Consortium Effectiveness Measures
- Follow-Up Measures

The state will **not** be collecting follow-up (performance) measures data from Consortia for the 2015-16 program year. Instead, data from WIOA and Perkins reporting will be collected from state reporting agencies by the AEBG office for the purpose of informing development of performance targets for future program years.

Total Adults Served

- **Total Adults Served:** Total <u>unduplicated</u> count of adults benefiting from AEBG programs and services

- **Total Adults Served - Instructional Services:** Total <u>unduplicated</u> count of adults benefiting from AEBG instructional services

- **Total Adults Served - Student Supportive and Career Services:** Total <u>unduplicated</u> count of adults benefiting from AEBG Student Supportive and Career Services
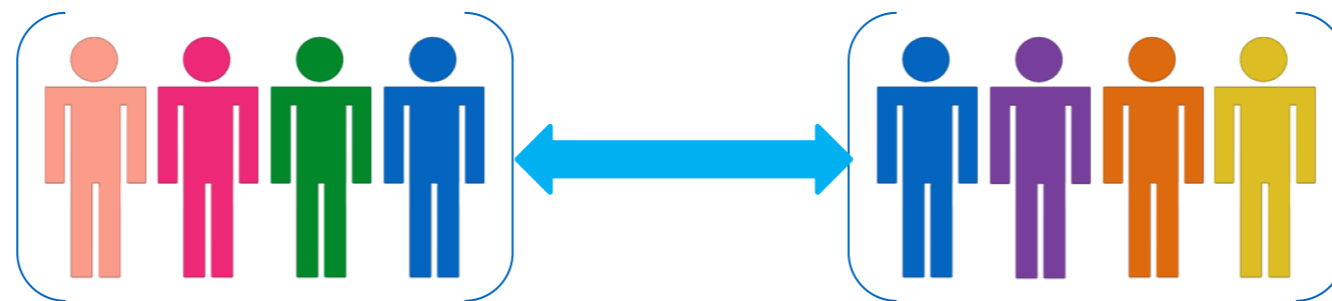
Total Students Served

Threshold: 1+ hr of instructional contact time

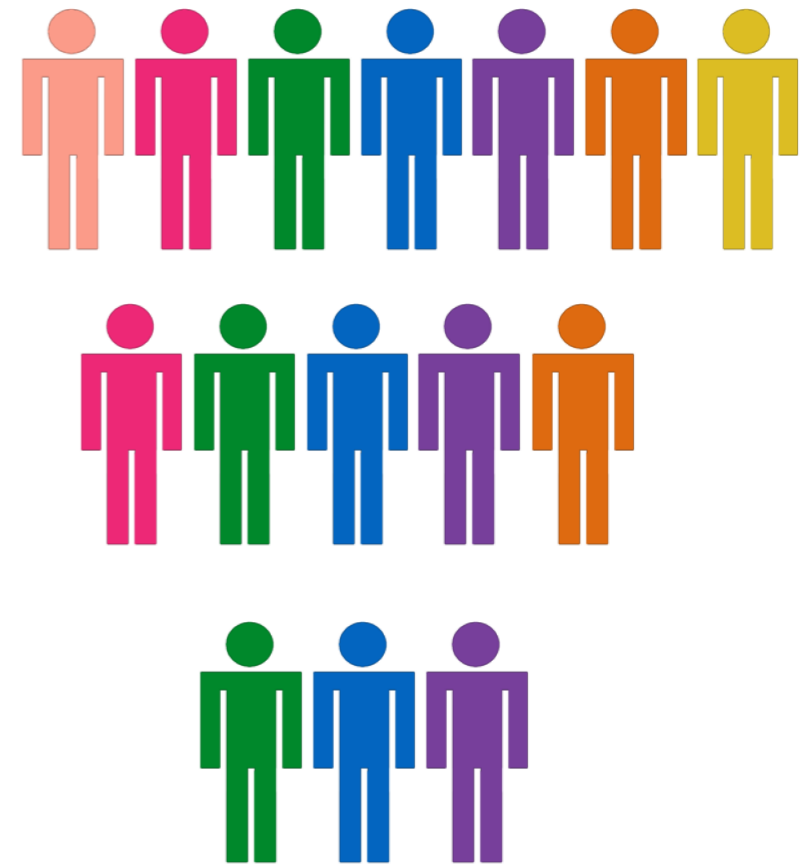**Total Students Served:** Total <u>unduplicated</u> headcount of students

Total Students Served by Program Area: Total <u>unduplicated</u> headcount of students *within* program areas (duplicated *across* programs)

Enrollment and Course Completion

Threshold: 12+ hrs of instructional contact time OR award of certificate of completion

- **Total Enrollment by Program Area:** Total duplicated count of participants within AEBG programs, aggregated by AEBG program area

- **Total Course Completion:** Total count of courses completed by participants in within AEBG programs, aggregated by AEBG program area
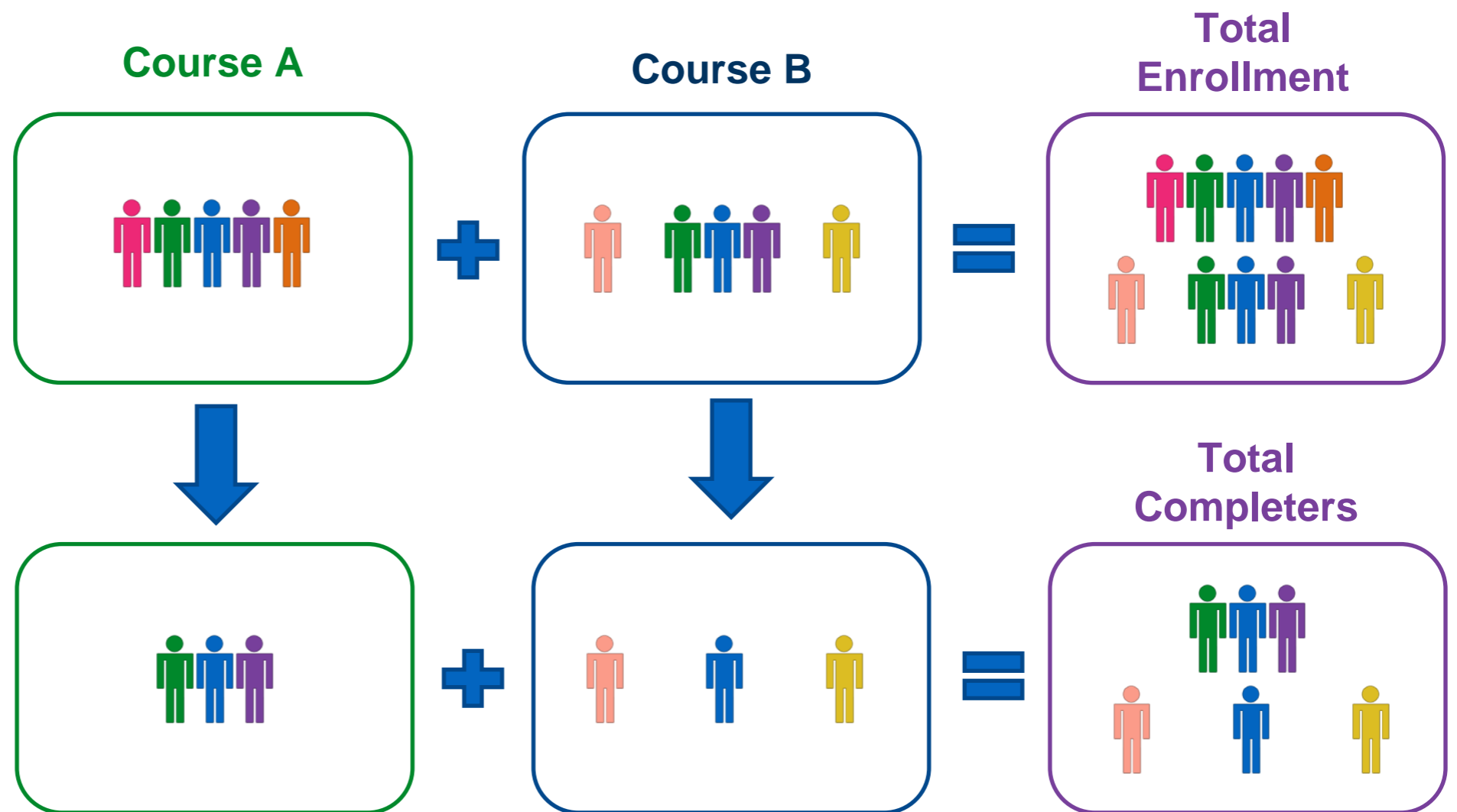
Descriptive Measures
(Student Characteristics)

- Descriptive Measures provide insight into the populations that enroll and benefit from adult education programs.
- Descriptive Measures include **demographic data** such as age, gender, race / ethnicity, as well as additional information related to populations facing **barriers to employment**
- This data is typically collected upon intake and updated periodically following established guidelines and procedures

Descriptive Measures
(Student Characteristics)

Demographic Data	Populations Facing Barriers to Employment
• Age • Gender • Race / Ethnicity • Disability Status • Single Parent Status (including single pregnant women) • English Language Learners	• Displaced Homemakers • Low-income individuals • Older individuals (55+) • Ex-offenders • Homeless individuals • Adults who are in or have aged out of foster care • Individuals with low levels of literacy • Individuals facing substantial cultural barriers • Eligible migrant and seasonal farmworkers • Long-term unemployed • Veterans

Data Collection Summary

Area	Description
Enrollment and Program Participation	→ Total Adults Served (AEBG "Footprint") – Instructional Programs and Student Support / Career Services → Total Students Served (Unduplicated count [duplicated across programs], 1+ hour of instructional time, by program area) → Total Enrollment (Duplicated count, 12+ hours of instructional time, by program area) → Total Course Completion
Descriptive Measures (Student Characteristics)	→ Demographics (i.e., age, ethnicity, gender) → Additional data regarding "Barriers to Employment," for both number of participants served and performance on primary indicators will be collected via WIOA and Perkins data.
Consortium Effectiveness Measures	→ Reports of progress on 2015 – 16 activities identified in the annual plans submitted by Consortia, General Assurances and Certifications attesting to Consortium adherence to policies put forth by the AEBG office, as well as optionally reported data intended to highlight key features of AEBG programs valuable for reporting.
Follow-Up Measures	→ Educational gains, certifications, employment, wage data*

⚠ * The state will **not** be collecting follow-up (performance) measures data from Consortia for the 2015-16 program year. Instead, data from WIOA and Perkins reporting will be collected from state reporting agencies by the AEBG office for the purpose of informing development of performance targets for future program years.

AEBG Program Area Descriptors

Core Programs
1. ABE / ASE
2. ESL (Includes EL Civics and VESL)
3. CTE

Special Programs
4. Adults Training for Child School Success
5. Programs for Adults with Disabilities
6. Workforce (Re)Entry
7. Pre-apprenticeship

ABE / ASE

ESL

CTE

Adults Training for Child School Success

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EL Civics

·

Programs for AWDs

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Pre-apprenticeship

Workforce (Re)Entry

Vocational ESL
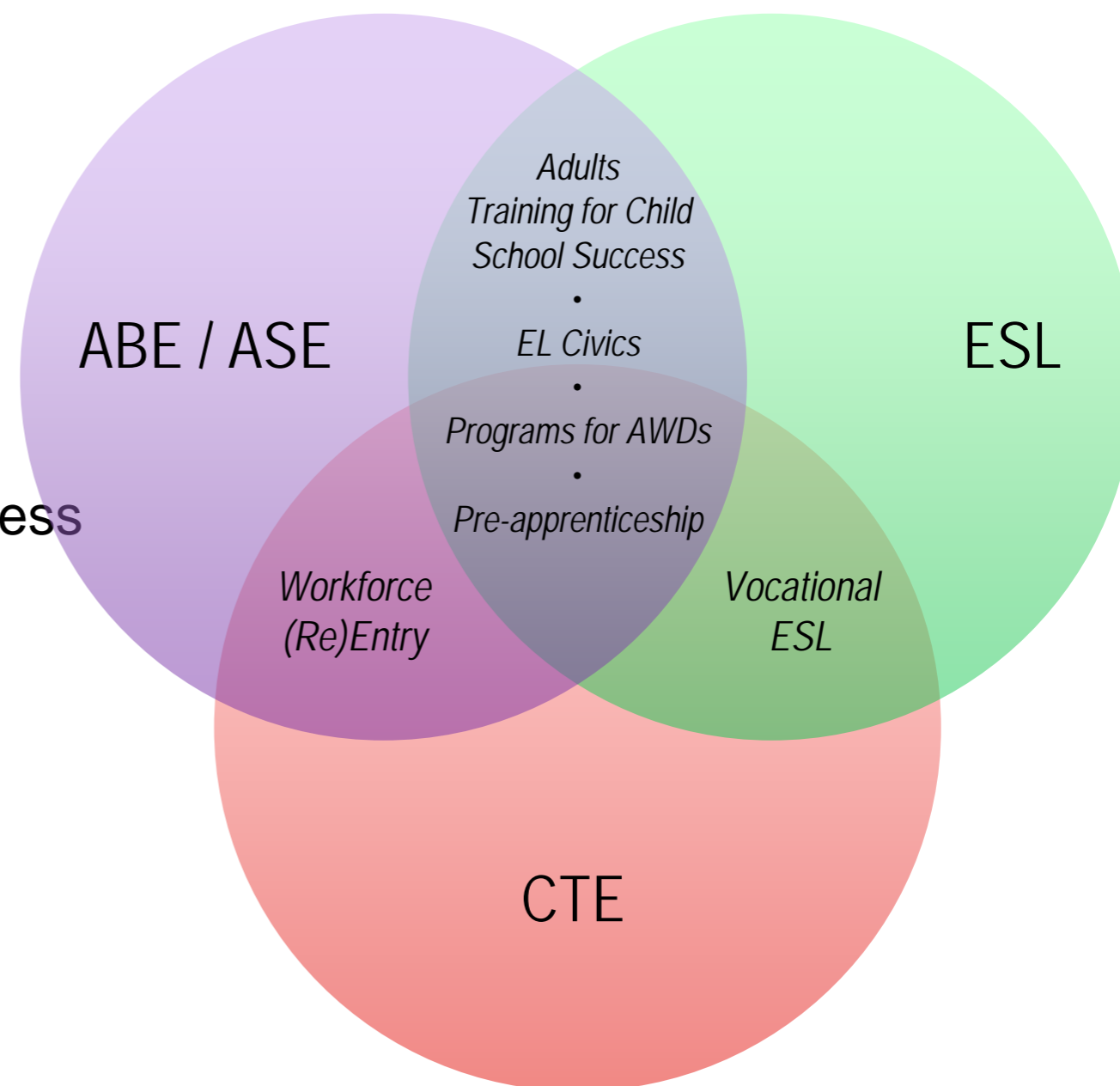
Core Programs

- **ABE / ASE:** Programs in basic skills provide instruction in foundation academic skills, such as reading, writing, and basic mathematics, as well as learning skills and study skills.*

- **ESL:** Programs that provide instruction in the English language to adult, non-native English speakers of English.* Includes:
    - Vocational ESL
    - Citizenship for Immigrants

- **CTE:** Programs within a structured, short-term sequence of courses within a defined career pathway leading to an industry recognized postsecondary-level credential.**
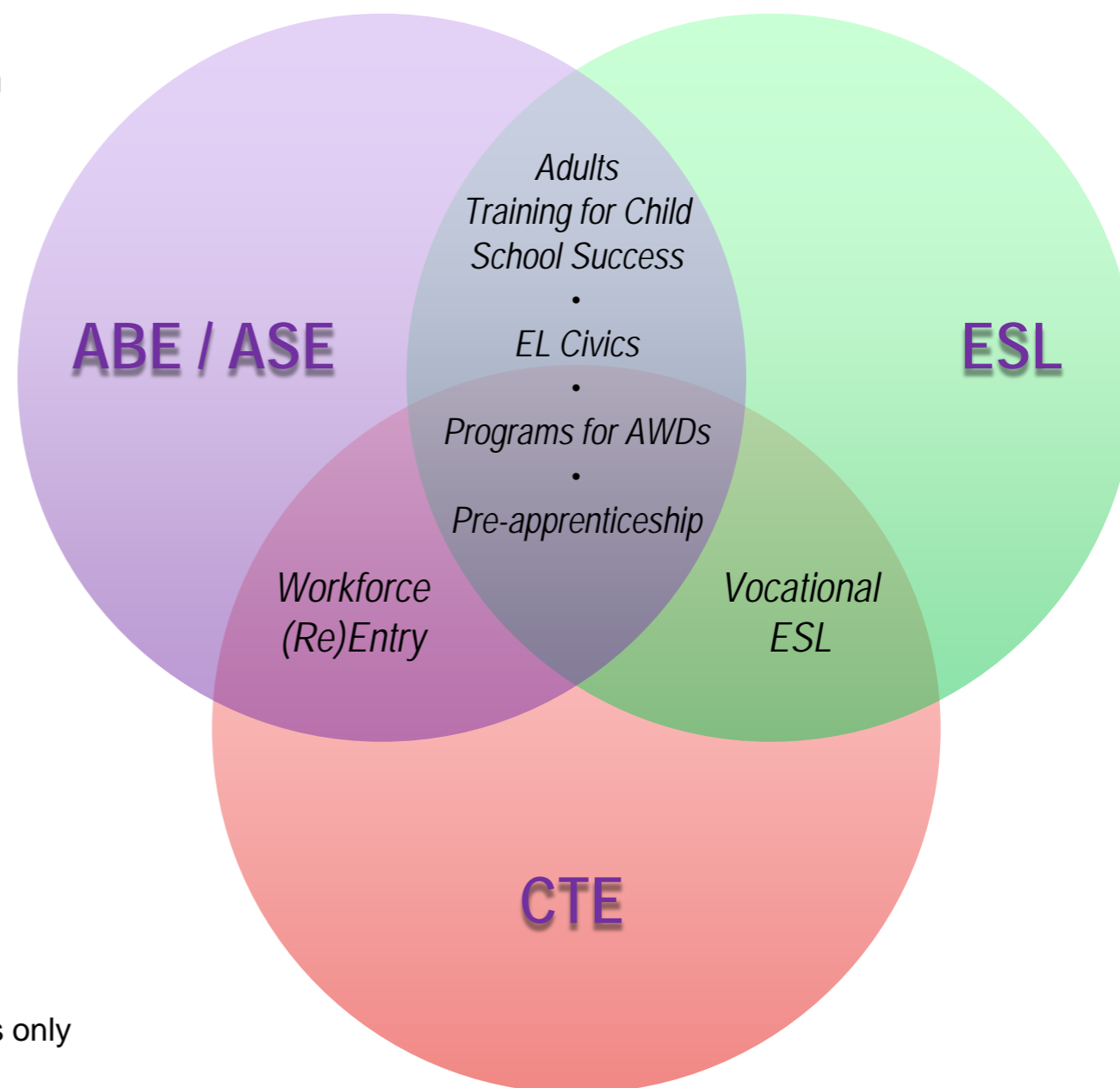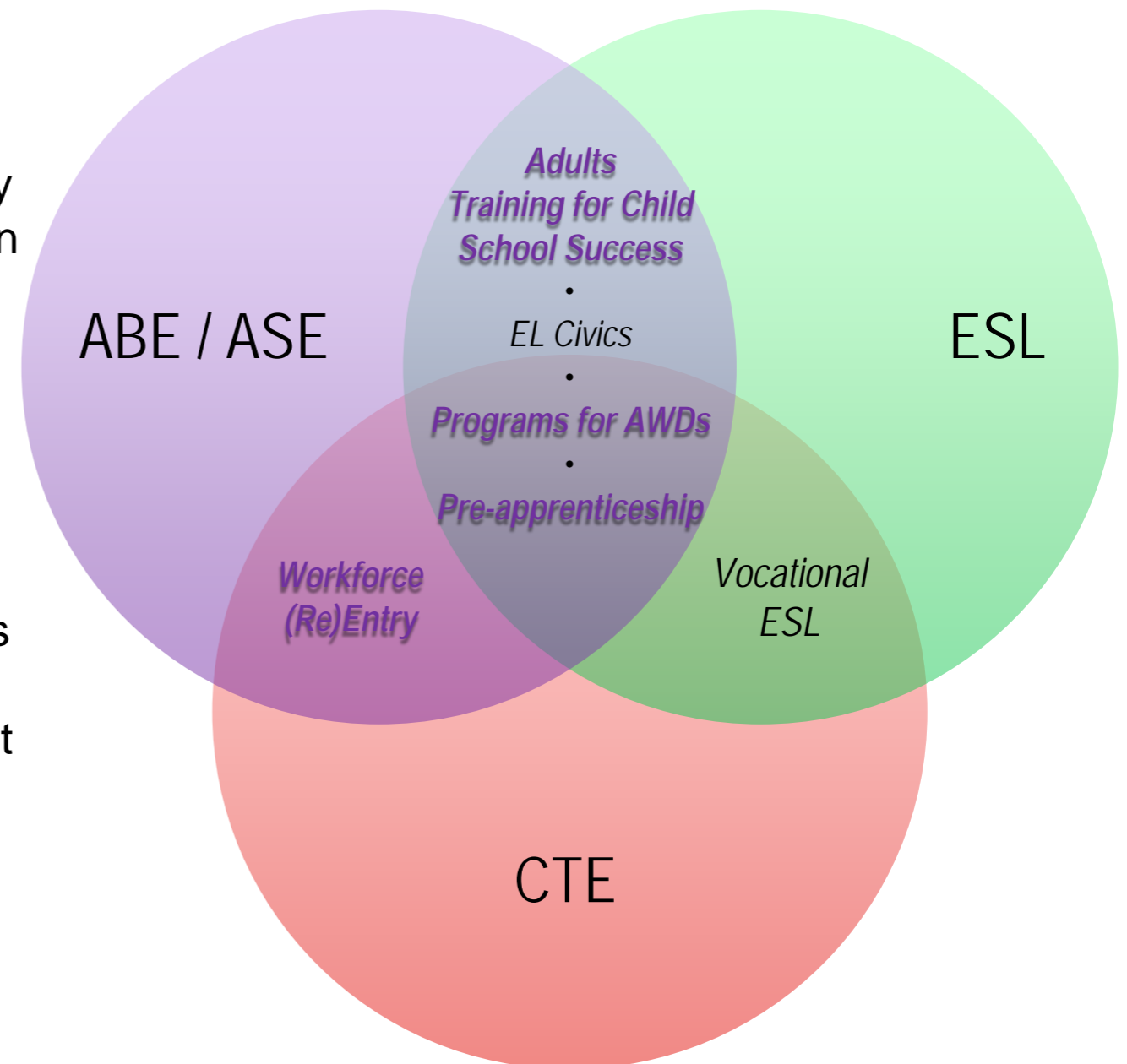
*CCD: credit or noncredit, non-degree applicable, non-transferable courses only

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ABE / ASE

ESL

Adults Training for Child School Success

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EL Civics

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Programs for AWDs

·

Pre-apprenticeship

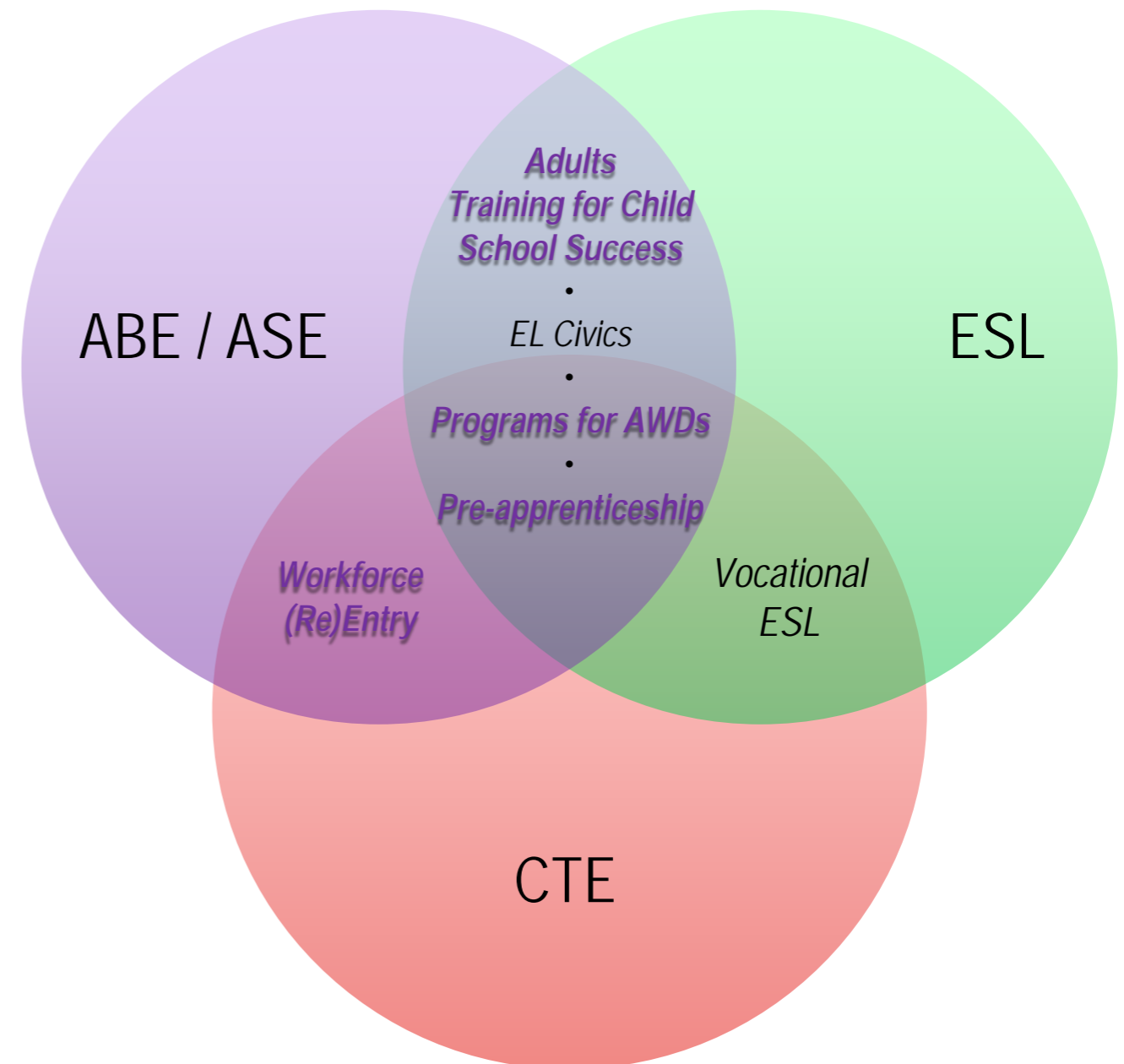Workforce (Re)Entry

Vocational ESL

CTE

Special Programs

- **Adults Training for Child School Success:** Courses in this area provide education and training to adults, typically parents and community members, to help school-aged children succeed in school.**

- **Programs for Adults with Disabilities:** Programs specifically designed to meet the needs of adults with disabilities. Courses may focus on the development of skills required for independent living and sustainable employment.**

**CCD: noncredit, non-degree applicable, non-transferable courses only

ABE / ASE

ESL

CTE

Adults Training for Child School Success
·
EL Civics
·
Programs for AWDs
·
Pre-apprenticeship

Workforce (Re)Entry

Vocational ESL

Special Programs

- **Workforce (Re)Entry:** Programs designed to prepare students enter into the workforce, including individuals entering into the workforce for the first time, or individuals seeking to reenter the workforce following a hiatus due to employment, incarceration, or other personal / professional circumstance. Courses may provide specialized training for specific populations, such as Older Adults (55+), Single Parents, English Language Learners, or other groups faced with systemic barriers to economic success.

- **Pre-Apprenticeship:** Pre-apprenticeship programs prepare individuals to enter and succeed in a Registered Apprenticeship program. Includes programs/courses that are conducted in coordination with State approved Apprenticeship program (s), as evidenced by an agreement or Memorandum of Understanding (MOU).

Q and A