

DATA and DONUTS 2019-20 CAEP Student Outcomes

Dulce Delgadillo, M.P.P.

Jason Makabali

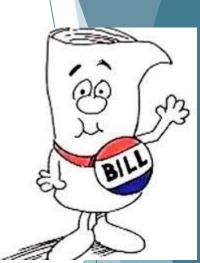
Harpreet Uppal, Ph.D.

North Orange Continuing Education

Office of Institutional Research and Planning

Legislation

- ► AB 86- Where it all began...
 - Assembly Bill 86 outlined expectations for consortium development as well as planning and implementation requirements to establish the adult education consortium program.
 - ▶ Intent: To expand and improve the provision of adult education—via these consortia
 - Passed and signed in 2013: 70 regional consortia emerged, currently 71
- ► AB 104- Committee on Budget
 - Assembly Bill 104- Show me the \$\$
 - ▶ Intent: Support regional plans with \$500 M for AEBG. Legislation is specific to assure that the funding is used to implement AB 86 plans and that decisions are made transparently.
 - Passed and signed in 2015







AB104 Required Metrics

- (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 post-secondary certificates, degrees, or training programs.
 - (D) Placement into jobs.
 - (E) Improved Wages
 - (F) Transition into post-secondary education

CAEP Program Areas

- Elementary and Secondary Basic Skills (ABE/ASE)
- English as a Second Language (ESL)
- Career Technical Education (CTE)
 - ► Short Term CTE
 - Workforce Prep
 - Pre-Apprenticeship
- Adults with Disabilities (AWD)
- Adults Training to Support Child School Success (K12 Student Success)



Service only students

Adults Served



Students receiving 1-11 instructional contact hours in any combination of the CAEP program areas over a single program year



Students receiving **12 or more** instructional contact hours (known as **participants**) in any combination of the CAEP program areas over a single program year

Outcomes captured only for ...

PARTICIPANTS



Outcomes/ Metrics

CAEP Outcomes

Literacy Gains

- Pre/Post Level Completion
- Carnegie Units /HS Credits
- CDCP Certificate
- Occupational Skills Gain
- Workforce Preparation

HSE/HS Diploma

- High School Diploma
- Passed GED
- Passed HiSET
- Passed TASC

Enter Employment

- Get a Job
- Retain a Job
- Enter Military

Increase Wages

- Increase Wages
- Get a Better Job

Post-Secondary

- College Degree AA, AS, BA, BS
- Graduate Studies
- Training Credential
- Occupational Licensure/Certificate
- Apprenticeship

Transition

- Transition to ASE
- Transition to Post-Secondary/CTE
- Transition to Post-Secondary/College





Adults Served

Adults served by members of the consortium will be disaggregated into three categories:

- Service only students.
- Students receiving 1-11 instructional contact hours in any combination of the CAEP program areas over a single program year.
- Students receiving 12 or more instruction contact hours (known as participants) in any combination of the CAEP program areas over a single program year.

Progress

Participants who have demonstrated the following measures of progress:



- Literacy Gains: gains in Educational Functioning Level (EFL) in Reading, Math, or ESL as measured by federally approved National Reporting System (NRS) instruments among Adult Basic Education (ABE [grades K-8]), Adult Secondary Education (ASE [grades 9-12]), or English as a Second Language (ESL) participants
- Improved Basic Skills: includes completion of a course in ABE, ASE, or ESL for levels below transfer or a CDCP certificate in basic skills or ESL.
- Transition to a New Program: from ABE to ASE or from ESL to ASE or from ABE/ESL/ASE to Career Technical Education (CTE).
- Occupational Skills Gain/Workforce Preparation: includes a successful noncredit CTE or workforce prep course completion



Completion

Participants who have demonstrated the following measure of completion:

- Completion of High School Diplomas or Recognized Equivalents (GED, HiSET, TASC)
- Completion of Postsecondary Certificates, Degrees, or Training Programs: CDCP CTE certificates (48+hours), locally approved certificate eligible for inclusion on the Eligible Training Provider List (ETPL) or certificates that meet the threshold or Title IV Federal Student Aid, any credit college award, certificate, degree that is not developmental.



Placement into Jobs

Participants who have demonstrated the following measure:

- Employment (new or continuing) after two or four quarters post exit.
- Entrance into Military Services



Improved Wages

Participants who have demonstrated the following measure:

- Wage gain four quarters after exit.
- · Median wage attainment two quarters after exit.
- · Attainment of a living wage.



Transition to Postsecondary

Participants who have demonstrated the following measure:

- . Transition to noncredit or credit CTE program.
- Transition to credit courses that are not developmental.

Progress

- Literacy Gains
 - Pre/Post Level Completion (ABE/ESL/ASE)
 - ► HS Credits
 - CDCP Certificate (ABE/ESL/ASE)
 - Occupational Skills Gain (CTE)
 - ▶ Workforce Preparation
- ► Transition between adult education programs
 - ► ABE/ESL → ASE

Literacy Gains

- Pre/Post Level Completion
- Carnegie Units /HS Credits
- CDCP Certificate
- Occupational Skills Gain
- Workforce Preparation

Transition

- Transition to ASE
- ✓ Transition to Post Secondary/CTE
 ✓ Transition to Post Secondary/College

Progress: Literacy Gains

- Pre/Post Level Completion (ABE/ASE ESL)
 - ▶ Pre and Post testing with federally approved NRS instruments (CASAS) among ABE, ASE or ESL participants
 - ➤ Student progress from a lower level to higher level basic skills course captured through CB21
 - ► EFL levels and EFL attainment captured through SA07 as measured through an NRS approved assessment

CASAS ABE/ASE Reading Scores by EFLs

NRS Levels	Reading ABE/ASE Educational Functioning Levels	Reading GOALS Score Ranges
1	Beginning ABE Literacy	203 and below
2	Beginning Basic Education	204 – 216
3	Low Intermediate	217 – 227
4	High Intermediate	228 – 238
5	Low Adult Secondary Education	239 – 248
6	High Adult Secondary Education	249 and above

CASAS ABE/ASE Math Scores by EFLs

NRS Levels	Mathematics ABE/ASE Educational Functioning Levels	Math GOALS Score Ranges
1	Beginning ABE Literacy	193 and below
2	Beginning Basic Education	194 - 203
3	Low Intermediate	204 – 214
4	Middle Intermediate	215 – 225
5	High Intermediate	226 – 235
6	Adult Secondary Education	236 and above

CASAS ESL Reading and Listening Scores by EFLs

NRS Levels	Reading and Listening ESL Educational Functioning Levels	Life and Work Reading Score Ranges	Life and Work Listening Score Ranges
1	Beginning ESL Literacy	180 and below	180 and below
2	Low Beginning ESL	181 - 190	181 – 189
3	High Beginning ESL	191 – 200	190 – 199
4	Low Intermediate ESL	201 – 210	200 – 209
5	High Intermediate ESL	211 – 220	210 - 218
6	Advanced ESL	221 – 235	219 – 227
	Exit Advanced ESL	236 and above	228 and above

Progress: Literacy Gains

- HS Credits
 - ► CB21
- CDCP Certificate (ABE/ESL/ASE)
 - Career Development and College
 Preparation (CDCP) certificate in Basic
 Skills or ESL
- Occupational Skills Gain (CTE)
 - ► A successful noncredit CTE course completion
- Workforce Preparation
 - A successful workforce preparation course completion or certificate completion

Progress: Transition between adult education programs

- Transition to ASE
 - ► ABE→ASE
 - ► ESL→ ASE

Literacy Gains

CAEP Outcome	Recording Method in CASAS
Pre/Post-Test Gains	Enter pre/post-test results
Carnegie Units	No "bubble" but via self reported level
CDCP Certificate	Mastered course competenciesSkills Progression
Occupational Skills Gain	Met Work based ProjectTraining Milestone
Workforce Preparation	Acquired Workforce Readiness

CASAS Update Form

9 LEARNER RESULTS AND WIOA MILESTONES (Mark all that ap		
WORK	EDUCATION	
Got a job	Passed GED	Enrolled in secondary program
Increased wages	Passed HiSET	Entered college
Retained job	Passed TASC	Transitioned to credit (transfer)
Got a better job	Earned High School diploma	Transitioned to credit
Met work-based project goal	□ Returned to K-12	(non-transfer)
Entered job training	 Gained computer/tech skills 	Attained credential
Entered training program	 Completed course 	Attained A.A. or A.S. degree
Training milestone	Mastered course	Attained B.A. or B.S. degree
Entered apprenticeship	competencies	Entered graduate studies
Entered military	 Earned certificate 	Attained post graduate degree
Acquired workforce	 Educational achievement 	 Occupational skills licensure
readiness skills	Skills progression	 Occupational skills certificate
 Reduced public assistance 	Transcript or report card	 Occupational certifications
Other work outcome	 Secondary 	 Other recognized diploma,
	 Postsecondary 	degree, or certificate
Literacy Gains	Employment	

- Literacy Gains
- Secondary
- Post-Secondary

- Employment
- Wages
- Transition

Progress: Key Takeaways



Certain learning gains outcomes are specific to certain programs areas



Transition between adult education programs is part of PROGRESS



CASAS Data Matched with MIS Data for learning gains

Completion

HSE/HS Diploma

- High School Diploma
- Passed GED
- Passed HiSET
- Passed TASC

Post-Secondary

- · College Degree AA, AS, BA, BS
- Graduate Studies
- Training Credential
- Occupational Licensure/Certificate
- Apprenticeship
- High School Diploma or Recognized Equivalents (GED, HiSET, TASC)
- Completion of Postsecondary Certificates, Degrees, or Training Programs
 - ▶ CDCP CTE certificates with more than 48 instructional contact hours
 - ► Locally approved certificates eligible for inclusion on the Eligible Training Provider List (ETPL)
 - Certificates that meet the minimum threshold for inclusion under Perkins.
 - Certificates that meet the threshold for Title IV federal student aid
 - ▶ Any credit college award, certificate, degree that in not developmental

Completion: Key Takeaways





Importance of Awarding Certificates

Placement into Jobs

Enter Employment

- Get a Job
- · Retain a Job
- · Enter Military

- Employment two quarters after exit
- Employment four quarters after exit
- Entrance into military services

Placement into Job: Key Takeaways





Students need to have <12 hrs in subsequent year



Previous employment history is irrelevant

Improved Wages

Increase Wages

- · Increase Wages
- · Get a Better Job
- Median earnings two quarters after exit
- Change in earnings from one year before to one year after exit
- Attainment of regional living wage

Improved Wages: Key Takeaways





Employment in second fiscal quarter after exit is important



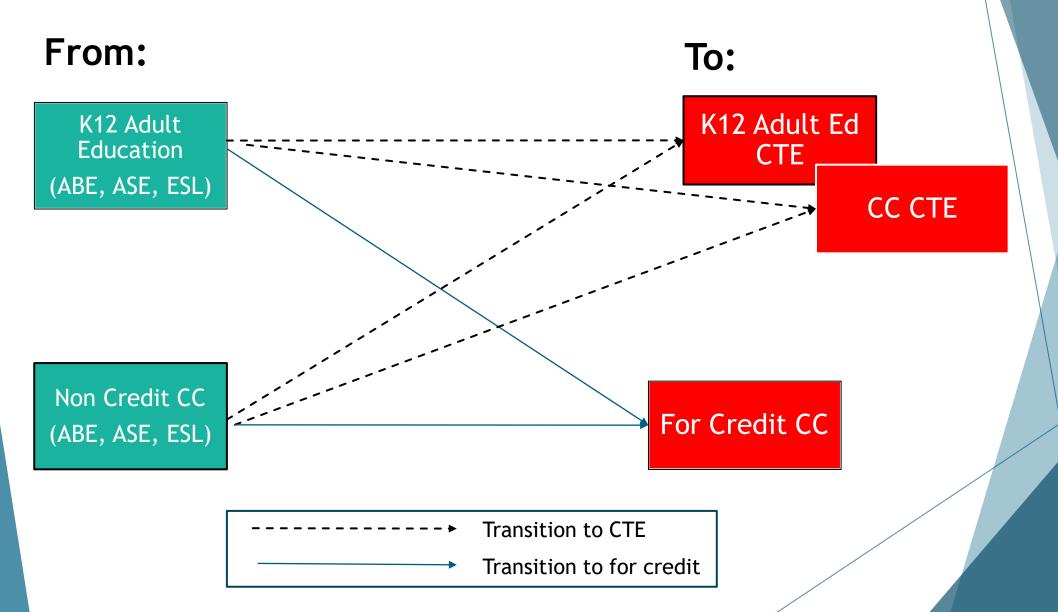
Living wage is calculated based on institutional location

Transition to Post-secondary

Transition

- ◆ Transition to ASE
- Transition to Post-Secondary/CTE
- Transition to Post-Secondary/College
- ► A K12 adult education ABE, ASE or ESL participant who enrolls in a K12 adult education CTE course
- ► A K12 adult education ABE, ASE or ESL participant who enrolls in a noncredit community college CTE course
- ► A K12 adult education ABE, ASE or ESL participant who enrolls in a community college credit course that is not developmental (including both CTE and non-CTE courses)
- ► A community college noncredit ABE, ASE or ESL participant who enrolls in a noncredit CTE or college credit course that is not developmental (including both CTE and non-CTE courses)

Transition



Transition: Key Takeaways



ESL/ABE/ASE→NC/K12 CTE/Credit (Non-Basic Skills)



All transition data is captured through MIS



Transition must occur in the same or subsequent year



Services

Current Workforce Services		
Training Services Received In Program:		
On the Job Training	Remedial Training (ABE/ESL – TAA only)	
Skill Upgrading	Prerequisite Training	
Entrepreneurial Training (non-WIOA Youth)		
ABE/ESL in conjunction w/Training (non-TAA funded) Touth Occupational Skills Training		
Customized Training Other Non-Occupational-Skills Training		
Other Occupational Skills Training	Unspecified Training	
Transition Services Received In Program:		
Assessment/Testing/Counseling	On-the-Job Training (OJT)	
Personal Development Training	Work Experience	
Counseling/Career Development	Pre-Employment Skills/Job Readiness Training	
Job Development/Job Search Assistance	Postsecondary Academic Education	
Occupational Skills Training (non-OJT)	Other Transition Services	
Supportive Services Received In Program:	:	
Transportation	Supplementary Instruct. Serv.	
Health Care and Mental Health Care	Needs-Based Related Payments	
Family/Child Care	Emergency Financial Services	
Housing or Rental Assistance	Federal Education Cash Assist.	
Personal, Financing, or Legal Counseling	Other Supportive Services	

Supportive Services

Supportive Services Received In Program:		
Supplementary Instruct. Serv.		
Needs-Based Related Payments		
Emergency Financial Services		
Federal Education Cash Assist.		
Other Supportive Services		

Services that better enable an individual to participate in adult education activities, or related activities such as WIOA Title I -- such as transportation, child care, dependent care, housing, and personal needs

Training Services

Training Services Received In Program:		
On the Job Training	Remedial Training (ABE/ESL – TAA only)	
Skill Upgrading	Prerequisite Training	
Entrepreneurial Training (non-WIOA Youth)	Registered Apprenticeship	
ABE/ESL in conjunction w/Training (non-TAA funded)	Youth Occupational Skills Training	
Customized Training	Other Non-Occupational-Skills Training	
Other Occupational Skills Training	Unspecified Training	

Services that help individuals:

- Select programs that relate to economic priorities in local planning region
- Enroll/meet minimum qualifications for longer term employment and/or employment training programs

Services administered to individuals who have been determined to:

- Be unlikely to obtain/retain employment
- Be in need of additional services in order to attain economic selfsufficiency/permanent employment
- Have skills sufficient to enroll in appropriate training program that provides skills necessary for self-sufficiency

Transition Services

Transition Services Received In Program:	
Assessment/Testing/Counseling	On-the-Job Training (OJT)
Personal Development Training	Work Experience
Counseling/Career Development	Pre-Employment Skills/Job Readiness Training
Job Development/Job Search Assistance	Postsecondary Academic Education
Occupational Skills Training (non-OJT)	Other Transition Services

Services that help individuals:

- Facilitate successful transition from school to postsecondary life, such as attaining employment, enrolling in college, or accessing designated pre-employment transition services.
- Provide opportunities to receive training and other services necessary to achieve competitive employment or postsecondary enrollment



Adult Education Pipeline

Comprehensive, multi-level data on student demographics, enrollment, outcomes, types of services received, and employment using new adult education data and accountability metrics.

Explore

LaunchBoard



- California Adult Education
- <u>LaunchBoard: Adult</u><u>Education Pipeline</u>
- ► <u>COCI 2.0</u>
- ► Education Code
- CASAS
- ▶ NOCE OIRP

Credits

► Neil Kelly and Jay Wright's CAEP 19-20 Student Data Reporting & More Presentation (August 2019)





Accredited by the

Accrediting Commission for Schools, Western Association of Schools and Colleges 533 Airport Blvd, Suite 200 Burlingame, CA 94010 Website: www.acswasc.org The North Orange County Community College District's (NOCCCD) North Orange Continuing Education (NOCE) Administrative Offices are located at 1830 W. Romneya Drive in Anaheim, California 92801. For more information, call 714.808.4645 or visit www.noce.edu. It is the policy of NOCCCD to provide an educational, employment, and business environment in which no person shall be unlawfully subjected to discrimination or sexual harassment, nor unlawfully denied full and equal access to the benefits of District programs or activities on the basis of ethnic group identification, national origin, religion, age, gender, race, color, ancestry, sexual orientation, marital status or physical or mental disability as defined and prohibited by state and federal statutes. The District is also committed to maintaining campuses that are free of harassment, drugs and alcohol. To read the entire NOCCCD nondiscrimination statement, see the policy in the General Information section in the back of the NOCE class schedule.