

# AEBG REPORT ANALYSIS (2017)

Prepared for California Community College System

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In the following report, Hanover Research provides a summary analysis of the 2017 AEBG Consortium workplans.

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## INTRODUCTION

In the following report, Hanover Research (Hanover) analyzes the 2017 Adult Education Block Grant (AEBG) workplans of 70 California Adult Education Regional Consortia. Each of these workplans includes up to five objectives and several activities for each objective. For the purposes of this report, Hanover analyzed each workplan to identify key trends in proposed activities across consortia under each objective.

Figure 1 below lists the common objectives found in the 2017 consortium workplans.

**Figure 1: Annual Workplan Objectives**

OBJECTIVE NUMBER	COMMON OBJECTIVE TITLE	NUMBER OF CONSORTIA THAT REPORTED ACTIVITIES UNDER THE OBJECTIVE
1	Respond to the short term data reporting needs required by AB 104.	70
2	Foster regional and local system integration efforts pertaining to assessment and intake of adult students.	68
3	Support data sharing efforts to bolster performance accountability and program evaluation while leveraging broader statewide efforts to build a federated and aligned workforce and education performance accountability system.	66
4	Align efforts under the WIOA.	45
5	N/A <sup>1</sup>	5

## METHODOLOGY

For each workplan, Hanover scanned the activities listed under each objective and developed a list of common themes. Hanover then coded each activity under the category that best approximates its theme. The accompanying Data Supplement details how Hanover coded activities for each objective by consortium. In the rest of the report, Hanover presents a summary analysis of key priorities of consortia for each objective.

<sup>1</sup> Two consortia did not provide a title for this objective. The other three consortia had three different titles for the objective; namely, “Develop continued research and integrated portals and presence for the AE Stanislaus Mother Lode Consortium Partners,” “Member Agency Workplans for AEBG Data & Accountability Funding (as referenced in budget detail sheet),” and “Prototyping tools and processes to support and enhance local immigration integration activities.”

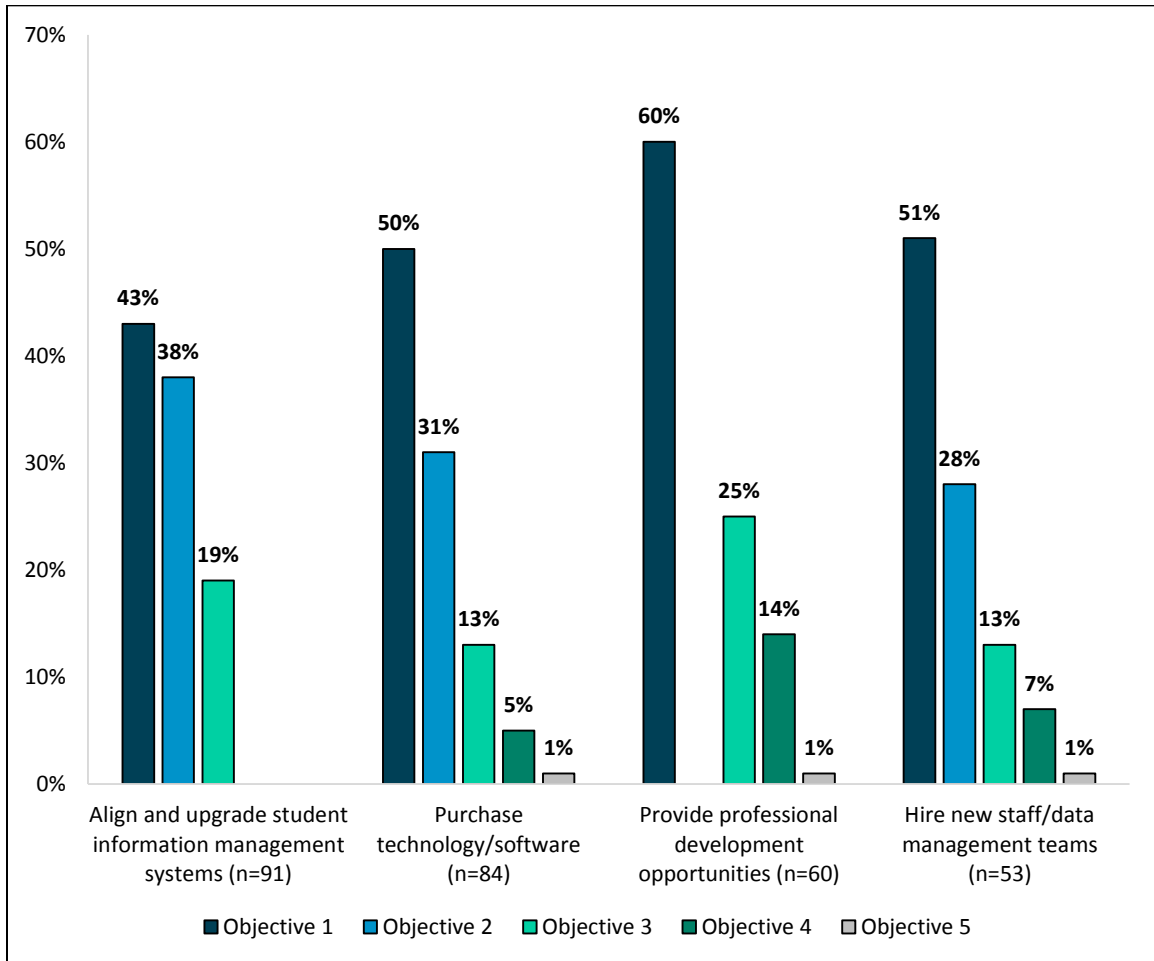
## KEY FINDINGS

- **Aligning and upgrading student information management systems is the most prominent priority across consortia objectives.** Across the 70 workplans analyzed, there are 91 references to upgrading information systems to align with new strategic data collection initiatives and goals. Other popular activities include purchasing new technology and software such as CASAS and computers to support data initiatives (84 references), providing general professional development opportunities (60 references), and hiring new staff or creating new data management teams (53 references) (Figure 1).
- **To respond to short-term data reporting needs (Objective 1), most institutions plan to purchase technology and software as well as align and upgrade student information management systems.** Sixty percent of consortia report plans to purchase new management systems and computer hardware to support new data initiatives, while 56 percent mention aligning and/or upgrading student information systems to provide consistent and more usable student data. In addition, more than half of the consortia (53 percent) specify that they would purchase or implement CASAS assessments and/or TOPSPro to assist in providing manageable data collection and reports (Figure 2).
- **To achieve integration efforts pertaining to assessment and adult student intake (Objective 2), most consortia prioritize professional development opportunities and alignment of information management systems.** Further efforts include identifying key areas for data collection and assessment and purchasing technology and software to assist in these integration and collection efforts. Professional development options include student data management systems training and participation in regional events and webinars to train staff in data collection practices (Figure 3).
- **To support data sharing efforts (Objective 3), most consortia plan to focus on establishing and evaluating data sharing opportunities across membership to improve accountability.** Identifying data collection needs and aligning student information systems are also common initiatives within Objective 3. Forty-one percent (27 consortia) report plans to create and/or evaluate data sharing practices across consortia to promote data access and accountability. To that end, eight Bay Area consortia plan to be involved in the collaboration efforts across the greater Bay Area Community College Consortium to promote data sharing and collection (Figure 4).
- **To align efforts under the Workforce Innovation and Opportunity Act (WIOA) (Objective 4), many consortia report plans to integrate student information systems, participate in regional events, and establish data sharing practices.** Of the 45 consortia that included Objective 4 in their workplans, 36 percent plan to undergo system integration, 24 percent report participating in regional data conferences, and another 24 percent cite evaluating opportunities for data sharing

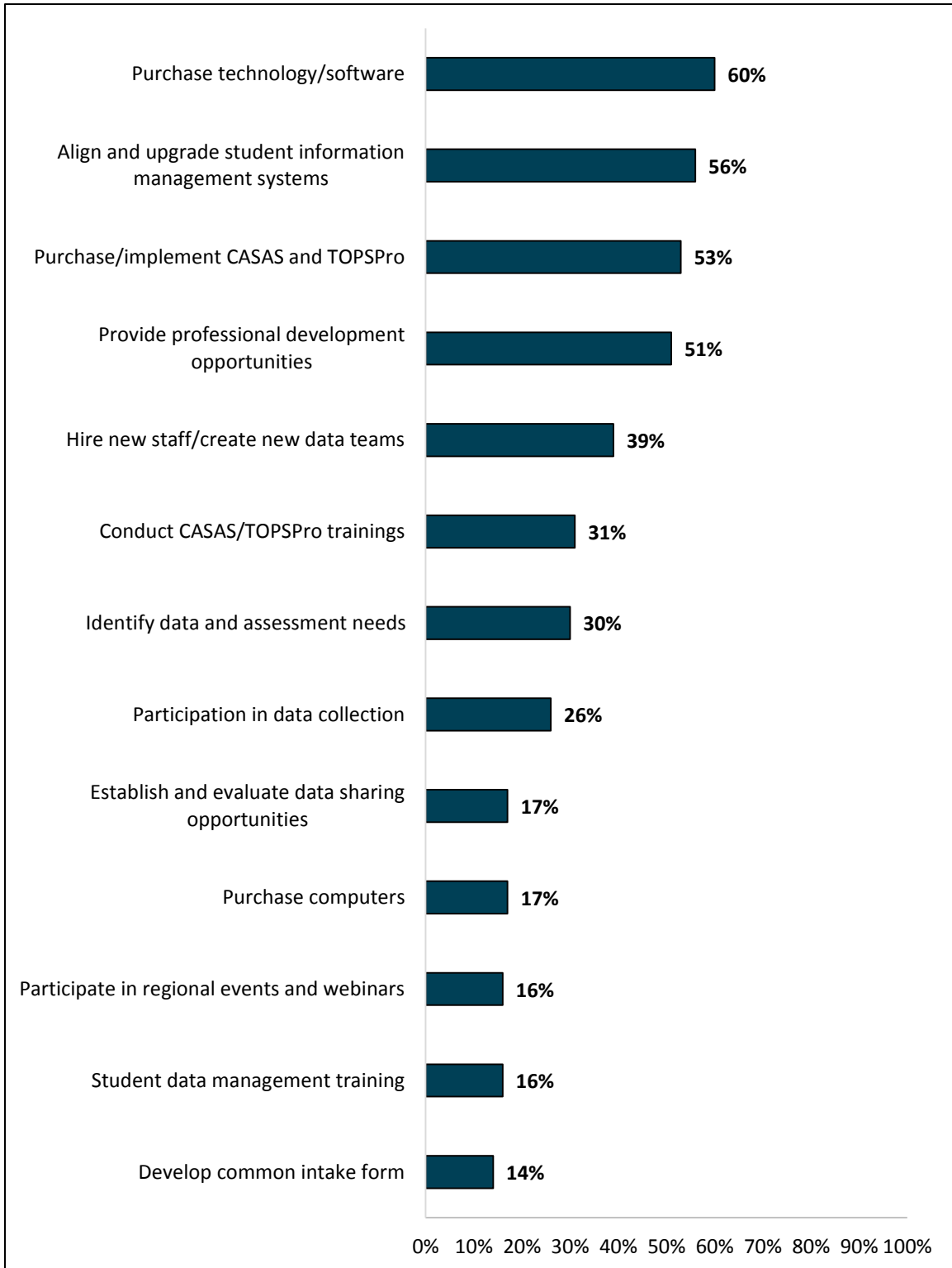
across the membership. Within Objective 4, priorities seem to be more focused on workforce development including expansion of career services, training staff in WIOA guidelines, and establishing a common intake/referral form for students to better standardize data (Figure 5).

- **Under Objective 5, reporting consortia include more specific goals.** Only five consortia reported priorities for Objective 5. Some priorities reported focus on particular areas of development, including an outward-facing portal for adult learners and creating metrics and research specific to immigrant student integration. Other reported activities include expanding career and workforce development services and participating in broader data collection initiatives (Figure 6).

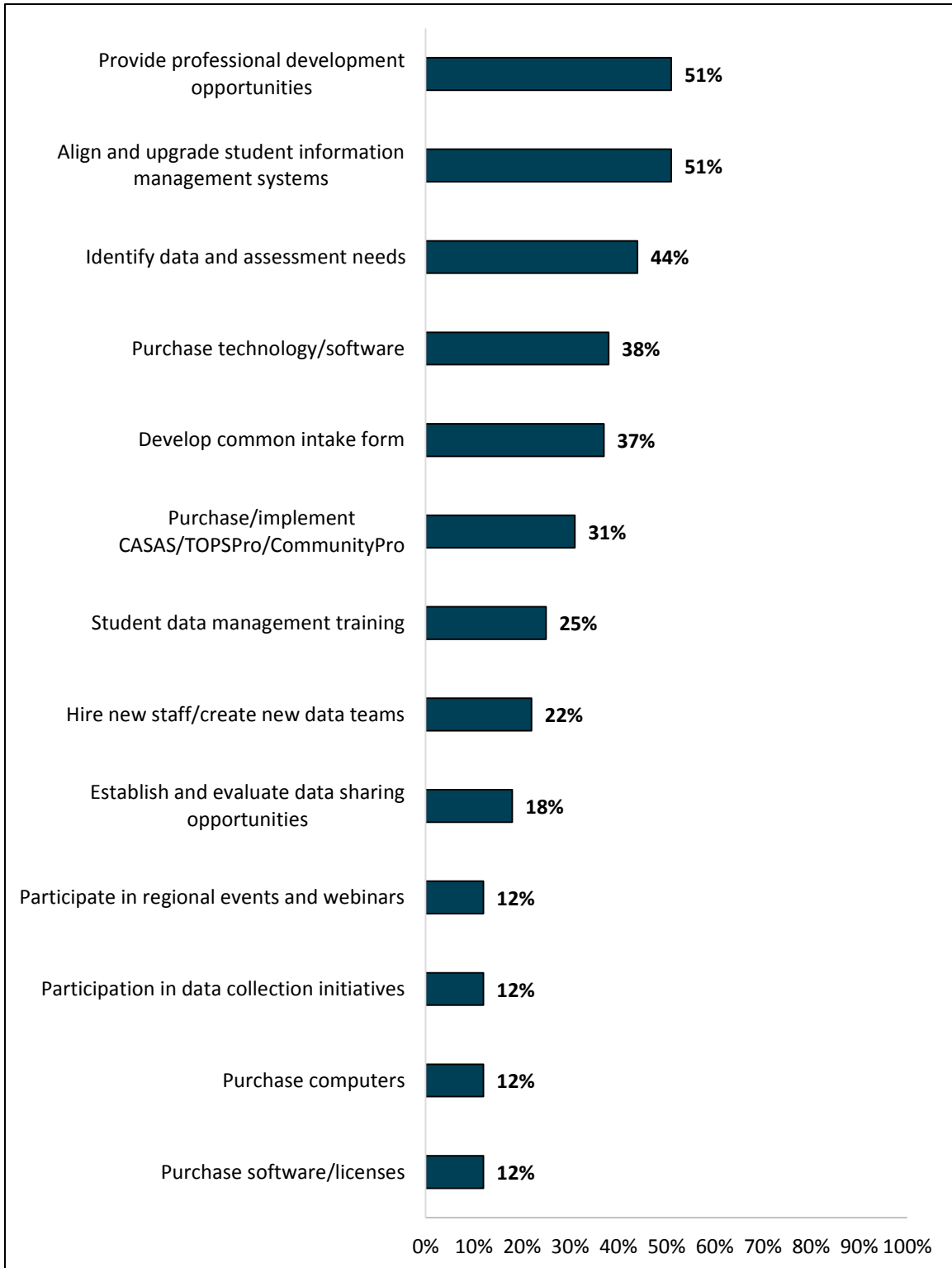
**Figure 1: Key Priorities Summary**



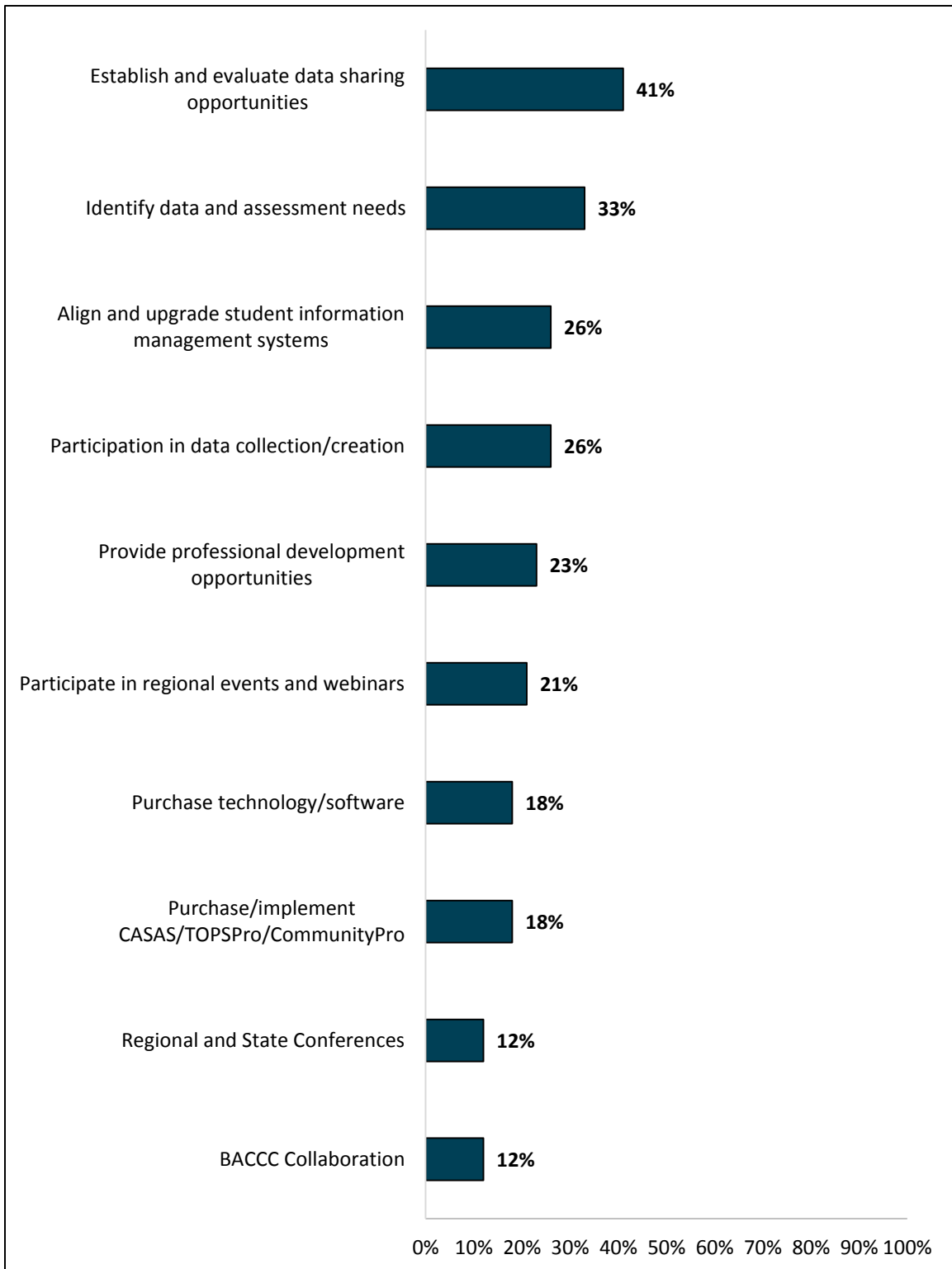
**Figure 2: Key Priorities - Objective 1 (n=70)**



**Figure 3: Key Priorities - Objective 2 (n=68)**

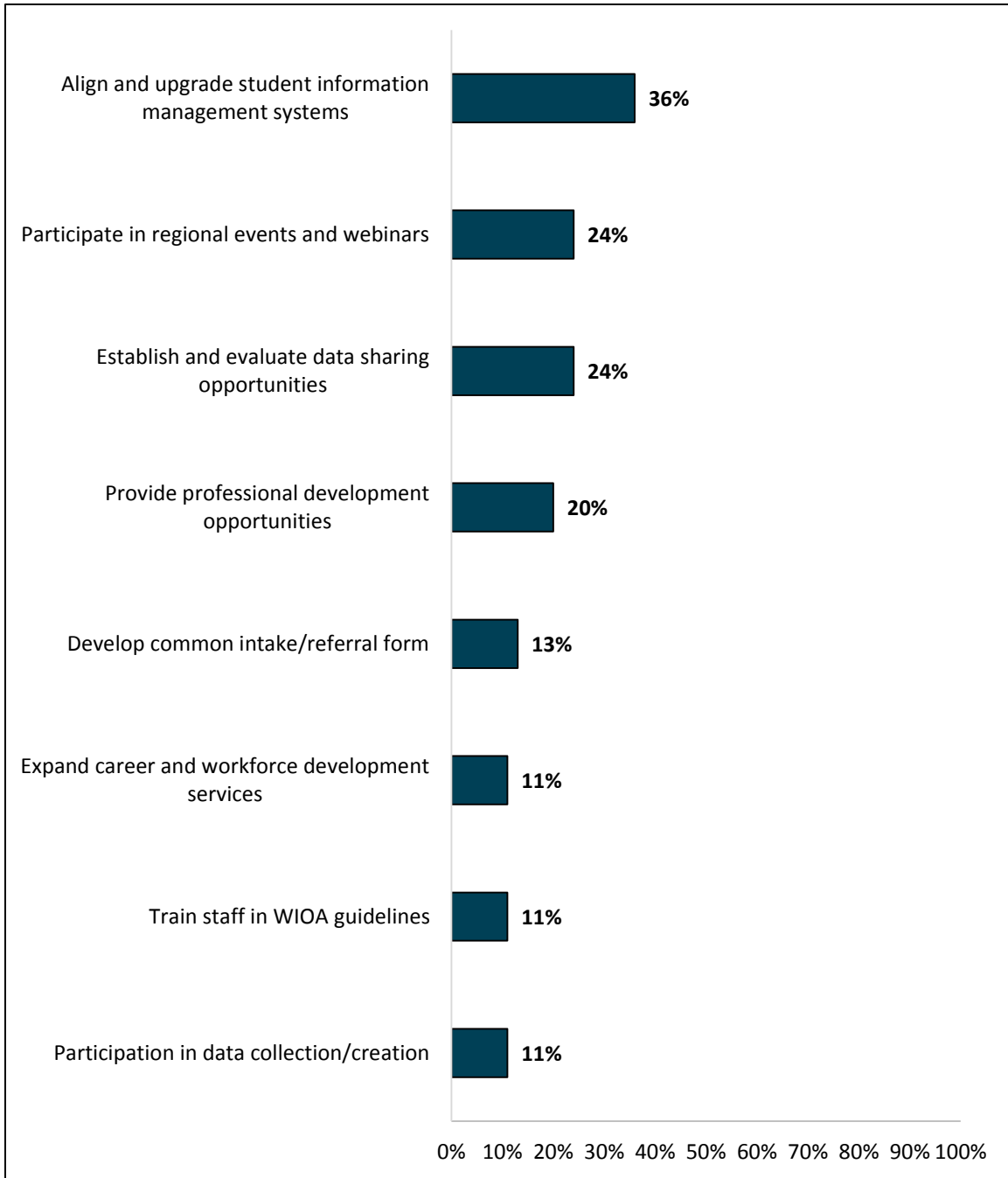


**Figure 4: Key Priorities - Objective 3 (n=66)**

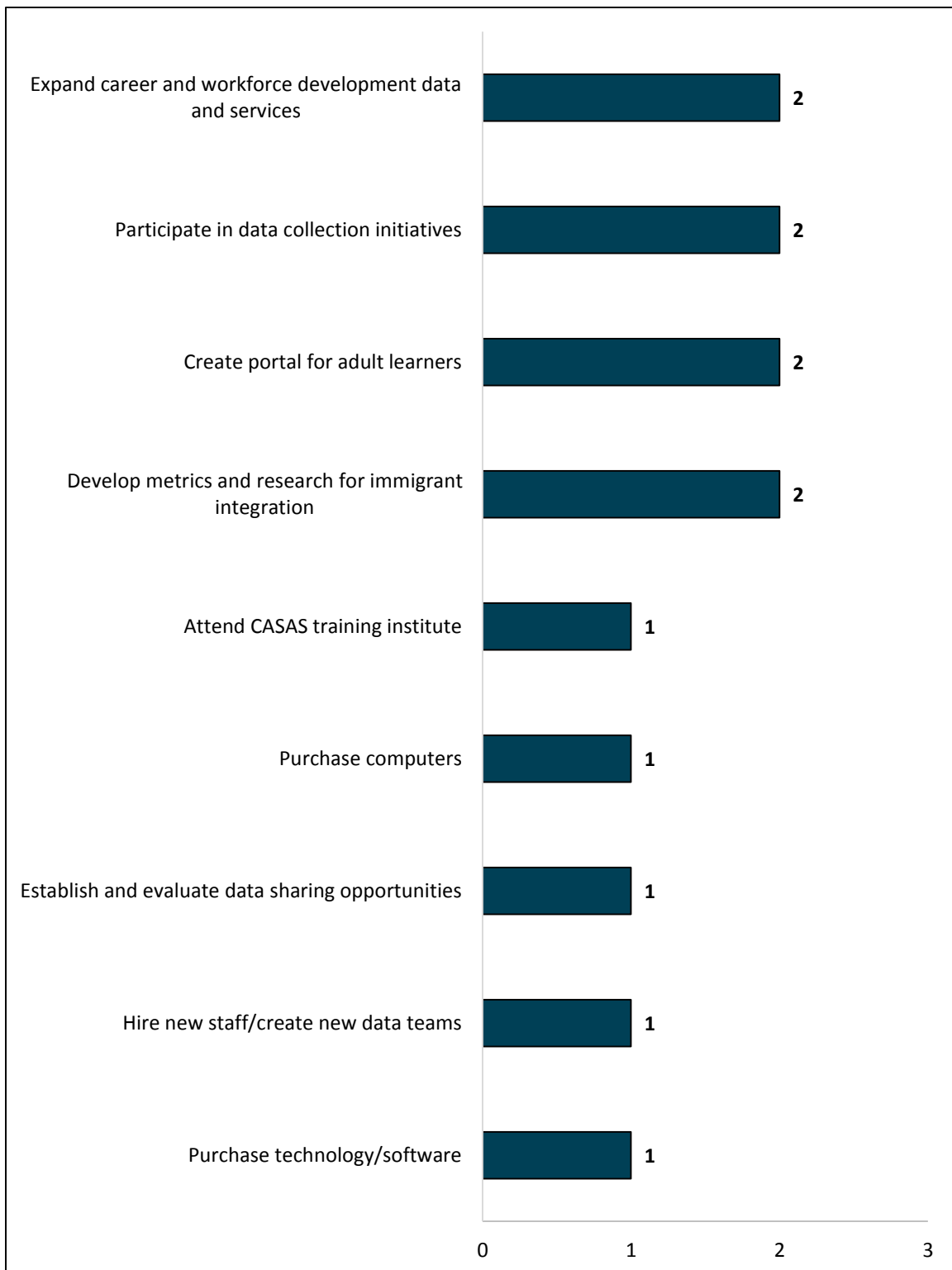




**Figure 5: Key Priorities - Objective 4 (n=45)**



**Figure 6: Key Priorities - Objective 5 (n=5)**



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