



**AEBG**

PARTNERING FOR A STRONG  
CALIFORNIA WORKFORCE

**Program Guidance,  
Instructions, Terms & Conditions**

**AB104 Adult Education Block Grant**

**Performance Year: 2015-2016**

Funding source: AB104, Section 39, Article 9

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# **AB104 Adult Education Block Grant**

## **A. Introduction**

California has the opportunity to re-envision and redesign the adult educational system. The California Department of Education and the California Community College Chancellor's Office are working together to establish linkages for students across their systems that provide adults with the academic and career skills needed to enhance student success. To this end, the legislature and Governor have put in place unprecedented indicators of California's commitment to improve adult education in the state.

The legislature has committed funds to regional consortia composed of K-12 districts, community college districts, County Offices of Education (COE), and joint power authorities (JPAs) to collaborate regionally for the purpose of expanding and improving adult education services by creating linkages between the educational systems. Regional collaboration provides capacity for consortia members to find common ground and cross geographical and cultural boundaries in order to provide seamless transitions for students. In some areas of the state, there is a rich history of collaboration and a range of partnerships in place that have a regional perspective on policies and programs. Regional collaboration will manifest itself differently in each consortium. In some cases, it may involve a few partners and in others, many partners.

## **B. Assembly Bill 104 (AB104) Overview**

On June 24, 2015 Governor Jerry Brown signed AB104 into law; the major education trailer bill that accompanied the state's 2015-16 state budget. This measure includes a section that defines the state's expectations for the new Adult Education Block Grant program.

This document provides a roadmap for understanding both, the provisions of AB104 and the initial expectations for the three-year implementation plan. AB104 includes a segment on the enactment of the Adult Education Block Grant that represents the actualization of the planning that began with the passage of Assembly Bill 86 in 2013. AB86 provided \$25 million to 70 consortia statewide to support the development of regional adult education consortium plans that focus on expanding and improving opportunities for education and workforce services for adults.

From July 1, 2013 - July 1, 2015, AB86 consortia, consisting of k-12 school districts, community college districts, and other partners developed regional education and workforce service plans for adults. AB86 also included the commitment from the state legislature to dedicate funding to adult education at the conclusion of the planning period, June 30, 2015.

The 2015-16 year represents the transition period from the planning that took place with AB86 to the actualization of the Adult Education Block Grant program, addressed in AB104. The state of California has dedicated \$500 million to support this program, more than any other state in the nation.

## C. AB104 Adult Education Block Grant Funding

This document contains general instructions, procedures, formats, timelines, and reporting requirements for the AB104 Adult Education Block Grant (AEBG). AB104's AEBG-related language is rather prescriptive. Hence, these guidelines offer mostly context, interpretation and clarification, rather than new information. This is a noncompetitive grant for regional consortia made up of K-12 school districts, county offices of education (COE), community college districts, and joint power authorities (JPAs) within the 72 community college district boundaries to implement plans to better serve the educational needs of adults.

<b>Title:</b>	AB104, Section 39, Article 9, Adult Education Block Grant
<b>Funding Source:</b>	AB104, Section 39, Article 9
<b>Funding Period:</b>	July 1, 2015 through June 30, 2016
<b>Total Funds Available:</b>	\$500,000,000 (for MOE direct funding and regional consortia allocations)
<b>Required Match:</b>	No match required
<b>Number of Awards:</b>	71 (regional consortia funding allocations based upon formula – with two regions combining)  238 (Maintenance of Effort (MOE) direct funded allocations to K-12 districts, COEs, and JPAs.

AB104, the Adult Education Block Grant Program is established under the administration of the Chancellor of the California Community Colleges and the Superintendent of Public Instruction. The Chancellor and the Superintendent are the state officials responsible for identifying and understanding the educational needs of adults in the state.

AB86 provided the opportunity for developing the statewide collaboration and regional approach needed to maximize the state's return on its investment in adult education. It provided focused priorities and a new regional design for the California Department of Education and the California Community College Chancellor's Office adult education programs based on the state's critical educational and workforce needs.

## **MOE & Regional Allocations**

First and foremost, it is important to understand that MOE and Regional Allocations are all part of the AB104 Adult Education Block Grant. Both tracks of funding, MOE and Regional Consortia funds, are intended to support the state efforts for *Build a Strong California Workforce* through the implementation of the AB104 Three-Year Plan and the 2015-16 Annual Plan (and subsequent Annual Plans).

The allocation information is available at bottom of the page located at the following link: <http://aebg.cccco.edu/For-AEBG-Grantees>

Recipients of the AEBG funding (MOE and Regional Consortia Funding) are required to fulfill the following criteria in order to receive an apportionment:

*Per EC Section 84908(a)(1), be a member of a consortium.*

*Per EC Section 84906(a), have approved an adult education plan that addresses that fiscal year, with detailed information as specified in EC Section 84906(b)*

Continued funding beyond October 31, 2015 is contingent upon submission of a region's AB104 Amended Three Year Plan and 2015-16 Annual Plan, which are due no later than November 2, 2015<sup>1</sup>. The toolkit for completing this work is available at <http://aebg.cccco.edu/For-AEBG-Grantees>

Per EC Section 84913, both funding streams focus on the seven program areas as listed under the "Legislation" section of this document.

AB104 clarifies that MOE is a Year-One funding allocation only. In Program Year 2016-17, it will become part of the AEBG Regional Consortia Allocation as a single funding stream.

## **Regional Allocation Formula Calculations**

According to the AB104 Adult Education Block Grant Program language, the California Community College Chancellor and the State Superintendent of Public Instruction are charged with determining the statewide need for adult education and the funding

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<sup>1</sup> Please note that the Amended Three Year Plan and the 2015-16 Annual Plan can be submitted prior to the due date.

allocation of each consortium. More specifically, sections 84911 and 84908 (2) (A)(ii), respectively, address these obligations.

*Section 84911 states, “To determine the need for adult education, the chancellor and the Superintendent shall consider, at a minimum, measures related to adult population, employment, immigration, educational attainment, and adult literacy.” Additionally, Section 84908 (2) (A)(ii) states that, “The chancellor and the Superintendent shall determine the amount to be allocated to each consortium pursuant to this paragraph based on that adult education region’s share of the statewide need for adult education.”*

Given the above language, key state agencies (the California Department of Education, the State Board of Education, the California Community College Chancellor’s Office, and the Department of Finance) met to develop a funding formula for adult education regional consortia. They used various combinations of variables, including minimum funding levels. After thorough analysis of the permutations, it was determined that the variables correlated very closely. Consequently, all variables were equally weighted. In addition, it was determined that the minimum grant award amount was appropriate and reasonable, in that it allows the smaller consortia (which in most instances are rural) to make a larger impact in their respective regions. The list below depicts the variables used to determine adult education consortia funding amounts.

- Educational Attainment (No High School Diploma)
- Employment (Unemployed Adults)
- Adult Population - 18 years and older
- Poverty (Household)
- Adult Literacy (7th Grade Education Level)
- ESL (the ability to speak English)

As mentioned above, each factor was equally weighted. The regional consortia received a percentage of the statewide total that was then translated into a dollar amount. Regional consortia that did not meet the minimum funding level, based on the variable amounts, were provided additional funds to raise them to that level. (See the allocation tables under additional resources section for grant amounts by regional consortia, as well as the list of variables by region.)

Additionally, a variety of census data variables related to adult education students in each region are posted on the AEBG Website and are pre-populated into the Regional Consortia Member Allocation forms.

## **D. Legislation**

### **Major Adult Education Program Changes**

As consortia members begin to work on this landmark legislation, a number of points are worth observing given that they represent major changes to the state’s adult education program from what existed prior to the enactment of AB86 in 2013.

**AB104 calls for California’s Adult Education Program to have a workforce focus:**

AB104 requires adult education programs to produce results that respond to the workforce education and training needs of the state's adults.

**Requires successful implementation:**

The AB104 grant program calls for a consortium to implement a three-year plan with annual updates that will be evaluated by state officials. Two major factors will be used to evaluate the successful implementation of a consortium plan and to determine future funding: number of students served, and specific student outcomes of a consortium plan to determine its effectiveness.

**Requires immediate and definitive decisions and actions at the consortium level:**

AB104 contains provisions that call for consortium-level decisions and actions that need to be addressed as soon as possible in order to begin the implementation of a three-year adult education plan in 2015-16 and to maximize opportunities and funding in fiscal year 2016-17.

**Requires consortium participation:**

Prior to AB86 and AB104, K-12 adult education programs and community college non-credit programs operated separately and autonomously. Now, both entities are required to be in a consortium in order to secure state and federal funds. With AB104, county offices of education and joint powers involved in adult education and workforce development services are also now required to be members of a consortium to be eligible for funding.

**Provides for multi-state agencies' oversight of Adult Education:**

The oversight of AB104 grant programs is now a shared responsibility between the California Department of Education and the California Community College Chancellor's Office, with involvement of the Department of Finance and the Executive Director of the State Board of Education. Prior to AB104, oversight was divided between the CDE - responsible for K-12 adult education, and the CCCCO - responsible for community college programs.

**Requires public notifications:**

Plans to implement programs and distribute adult education funds will require consortia to institute a timely public notice and decision-making process.

**Requires sharing of information on district programs and resources:**

Consortium members will need to share information on related programs being offered and the resources being used to support these programs. This requirement is an integral part of the state's effort to leverage resources and maximize outcomes in adult education and workforce services.

## **Allows seven adult education program areas:**

AB104 identifies seven program areas that may be supported by Adult Education Block Grant funds:

1. Programs in elementary and secondary skills, including those leading to a high school diploma or high school equivalency certificate.
2. Programs for immigrants in citizenship, ESL, and workforce preparation.
3. Programs for adults, including, but not limited to, older adults, that are primarily related to entry or reentry into the workforce.
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 adult with disabilities.
6. Programs in career technical education that are short term in nature with high employment potential.
7. Programs offering pre-apprenticeship training conducted in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards.

## **E. Eligibility**

### **Regional Boundaries**

The Chancellor and the Superintendent, with the advice of the executive director (State Board of Education), shall divide the state into adult education regions and shall determine the physical boundaries of each region. They shall approve one adult education consortium in each adult education region. When determining the boundaries of the adult education regions, the Chancellor and the Superintendent shall also consider factors that impact the provision of adult education, including all of the following:

- (1) Economic and demographic factors, including the locations of regional labor markets.
- (2) The boundaries of regions used to distribute funds for other state programs.
- (3) The presence of adult education providers that have demonstrated effectiveness in meeting the educational needs of adults.

Until otherwise determined by the chancellor and the Superintendent, the physical boundaries of the adult education regions shall be the same as the physical boundaries



of the regions established for purposes of providing planning and implementation grants pursuant to Section 84830 (AB86 Planning Grant).

### **Consortia Membership**

The Chancellor and Superintendent, with the advice of the executive director, shall approve, for each consortium, rules and procedures that adhere to all of the following conditions:

Any community college district, K-12 school district, COE, or JPA or a combination of these, located within the boundaries of the adult education region shall be permitted to join the consortium as a member.

As a condition of joining a consortium, a member shall commit to reporting any funds available to that member for purposes of education and workforce services for adults and the uses of those funds.

A member of the consortium shall be represented only by an official designated by the governing board of the member.

Community college districts, K-12 school districts, COEs, or JPAs must be members of the consortium if they receive funds from:

- Adults in Correctional Facilities Programs;
- WIOA, Title II;
- Carl D. Perkins CTE Act;
- LCFF apportionments for students 19+;
- CCD apportionment
- State funds for remedial education and job training for CalWORKS participants.

The Governance Template in the AEBG Toolkit provides the format for listing consortium members and describing the process for setting up consortia membership and governance that ensures appropriate processes were followed. To access the Governance Template go to the AEBG Toolkit located under the additional resources section at the following link:

<http://aebg.cccco.edu/For-AEBG-Grantees>

### **Consortia Decision Making**

Decision making procedures are specified in AB104 that ensure that all of the following conditions are satisfied:

- All members shall participate in any decision made by the consortium.
- A proposed decision is considered at an open, properly noticed public meeting of the consortium at which members of the public may comment.

- The consortium has provided the public with adequate notice of a proposed decision and considered any comments submitted by members of the public, and any comments submitted by members of the public have been distributed publicly.
- A decision is final.

## **Program Areas**

Funds apportioned for the program shall be used only to support the following program areas (as listed Section D):

- (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 reentry into the workforce.
- (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.

## **F. Reporting & Submission Process**

### **Required Funding Recipient Content**

#### **Adult education block grant reporting Toolkit objectives:**

AB104 outlines expectations as well as planning and implementation requirements for the regional consortia and its members for the provision of adult education in all areas of the state. AB104 provides funding to support these collaborative efforts. These funds shall assist adult education consortia to accomplish each of the following objectives:

- Governance Plan Template
- Amended Three Year Consortia Plan Template
- Annual Plan Template
- Member Allocation Forms
- Consortia Expenditure and Progress Reporting
- Consortia Performance Tracking & Reporting
- Consortia Student Enrollment Tracking & Reporting

The Toolkit (see Appendix D) consists of:

- Governance Template (described in the Membership section above),
- Amended Three-Year Plan template
- Guidance for completing the Amended Three-Year Plan template
- *Revised Annual Plan template for 2015-16\**
- *Revised Guidance\* for completing the Annual Plan template\**
- *Two Revised Excel Workbooks – one for Member Allocations and one for Performance Measures sections of the Annual Plan (replacing Workbooks for Section 3 and Section 5)\**

*NOTE: The items marked \* above have been updated on the AEBG website as of October 12, 2015 in response to input from consortia around the state. The changes address processes for collecting and reporting allocations and performance information. Governance, fiscal structures, and planning of goals, objectives and activities, etc. have not changed.*

More information will be added to the AEBG website as it becomes available, including updated Q&A documents, further guidance and regulations as program development progresses, funding updates, and an updated calendar of due dates. Notices will go out to Consortia Primary Contacts and highlighted notes will be posted on the website when new information is added. However, it is recommended that Consortia members check the website regularly for updates: <http://aebg.cccco.edu/For-AEBG-Grantees>

### **Governance Plan template:**

The Governance Plan Template in the AEBG Toolkit provides the format for listing consortium members and describing the process for setting up consortia membership and governance that ensures appropriate processes were followed. This governance plan template will help consortia members develop their own agreed upon decision making process.

### **Amended Three Year Consortia Plan template:**

AB104 Adult Education Block Grant legislation states that the AB86 Final Plans are the foundation of the efforts that AB104 will be supporting. Those AB86 Final Plans are accepted as the basis of the Three-Year Plan requirement, with the caveat that the plans must be adapted to AB104 guidelines. AB104 guidelines are largely similar to AB86 structures, but do include notable differences including: seven program areas instead of five, more emphasis on data collection and availability, specific areas of performance, etc. AB86 stressed the importance of consortia member coordination of services and leveraging of resources within and outside the consortia; AB104 further strengthens that emphasis.

The Toolkit provides the Amended Three-Year Consortia Plan template for the adaptation of the AB86 Final Plan to AB104 requirements, as well as specific guidance for filling out that template.

### **Revised Annual Plan template:**

AB104 legislation also requires Annual Plans for implementation, the first year of which is 2015-16, and updated plans for each subsequent year. It is understood that some activities will be immediately implemented while others will be phased-in. The Legislature has directed CDE and CCCCCO to compile information about what consortia plan to do with the AEBG funds at the outset of implementation, and what impacts those efforts have at the end of each year.

The Annual Plan Template is designed to help consortia plan for year-one of the Block Grant, keeping in mind the vision and goals of the Amended Three-Year Plan and how year-one activities will set the stage for further implementation in the subsequent two years of the grant period. It is also designed to enable CDE and CCCCCO to provide AEBG information to the Legislature in accessible formats. Specific guidance is provided in the Toolkit to aid in filling out this form.

### **Consortium Member Allocations and Resources:**

In order to receive funding from the AEBG, recipients are required to be members of an AEBG consortium (see membership section above).

AB104 puts strong emphasis on maximizing the benefits from public funds to ensure efficient and coordinated use of resources. It is the intent that eligible entities for several of the funding streams shall be members of AEBG consortium. These include: Adult Corrections Facilities Programs, WIOA Title II, Carl D. Perkins CTE Act, Local Control Funding apportionments for students 19 years of age or older, Community College apportionments received for providing instruction in the course areas listed in AB104 AEBG, and state funds for remedial education and job training services for participants in CalWORKS.

As a condition of joining a consortium, members commit to reporting any funds available to that member for the purposes of adult education and workforce services for adults, and the uses of those funds. The Member Allocations Workbook (referred to in Sections 3 and 5 of the Revised Annual Plan template) provide the format for submission. The Workbook will collect information by individual consortium member. Consortium Level allocations data will automatically be compiled by the workbook and show on the Summary Sheet at the beginning of the Workbook.

### **Consortia allocation, budget, and expenditure and progress reporting:**

AB104 requires that each consortium report allocations by consortia member, budgets by program area and objective, and file expenditure and progress reports. Allocations by member should match expenditures, unless a consortium agreement has been reached for movement of funds. Regarding budgets by program areas and objectives, provide an estimate of the budget the consortium members will expend in order to carry out the activities of their Annual Plan. It is understood that these figures will change over the course of implementation, so this would be the best estimate at this time. See the

reporting due dates for filing AB104 Consortia Expenditure & Progress Reports via the online system (as used during the AB86 grant process).

Consortia will also be required to break out final expenditures for MOE and the consortia expenditures by the seven program areas. A template will be provided, which will need to be certified by each fund recipient.

### **Administration and Indirect amounts:**

A consortium may use no more than 5 percent of funds allocated in a given fiscal year for administration activities. The 5 percent of funds can be used on similar activities as used for administration activities during the AB86 planning grant period.

For MOE only, K-12 districts and COEs will be using their CDE approved indirect cost rate for Program Year 2015-16. The indirect cost rate varies from district to district and is not a set amount. Please check the CDE Indirect Rate website, at the link shown below, for the 15-16 approved indirect cost rate for your district.

<http://www.cde.ca.gov/fg/ac/ic/>

### **Performance Outcomes:**

The performance measures shall include, but are not necessarily limited to:

1. Number of adults served by members of the consortium, and
2. Demonstration of the following:
  - Improved literacy skills
  - Completion of high school diplomas and recognized equivalents
  - Completion of post-secondary certificates, degrees, or training programs.
  - Placement into jobs
  - Improved wages.
  - (New) Transfers to Post Secondary (from K-12Adult Programs)
  - (New) Transfers from postsecondary noncredit to credit

AB104 requires the Chancellor and Superintendent to align the data system used to produce the September 30, 2016 report on the AEBG to the Legislature, to the system used by local educational agencies for other purposes, in order to streamline data collection and reporting for those providing these services.

The performance charts in Section 6 of the Annual Plan provide the format for setting performance targets in the areas listed above, as well as two additional areas of projected accomplishment. At the suggestion of AEBG focus group members, two intermediate performance measures were added to the list to capture transition to college level coursework. As with Member Allocations, there is a Performance Measures Workbook for setting targets by individual consortium member. Consortium Level performance data will automatically be compiled by the workbook and show on the Summary Sheet at the beginning of the Workbook.

NOTE: While targets for demographic groups are not required, be aware that demographic information regarding program participants will be collected in the Mid-Year and Final Reports.

In the 2015-16 Annual Plan, Section 4.1a, consortia will be required to provide Regional Assessment Plans that include strategies to ensure the data submitted to the state is comprehensive, reliable and valid. CDE and CCCO will review and track the effectiveness of the strategies used in consortia, as well as developments within the WIOA and Perkins programs. It is anticipated that over the next few years the AEBG (2016-17) a statewide system will be identified and developed.

**Submission Process:**

**By Monday, November 2, 2015:**

The following toolkit templates and forms must be signed and submitted via email to: [aebg@cccco.edu](mailto:aebg@cccco.edu)

- Governance Plan Template
- Amended Three Year Consortia Plan Template
- Annual Plan Template
- Member Funding Form (no signatures required)

**By Friday, December 11, 2015:**

Each regional consortium must upload a budget for their regional consortium allocation by December 11, 2015. The budget will be uploaded to the same tracking system used in the AB86 Regional Planning Grant, which can be accessed at the following link:

<http://misweb.cccco.edu/SB70/prod/logon.cfm>

Consortia will be required to report on their expenditures and progress every six months, with the last six month period being a close out period. The reporting calendar will run from July 1, 2015 to June 30, 2018. A tentative reporting schedule is as follows:

Period 1 – Activities - July 1, 2015 to December 31, 2015 – Report due in January 2016

Period 2 - Activities – January 1, 2016 to June 30, 2016– Report due in July 2016

Note: Break out of Annual Expenditures by program area – due July 2016

Period 3 - Activities - July 1, 2016 to December 31, 2016 – Report due in January 2017

Period 4 - Activities – January 1, 2017 to June 30, 2017– Report due in July 2017

Note: Break out of Annual Expenditures by program area – due July 2017

Period 5 - Activities - July 1, 2017 to December 31, 2017 – Report due in January 2018

Period 6 – Close Out Period – actual due date & reporting to be announced.

\* Consortia will also be required to break out annual expenditures for MOE and the Consortia expenditures by the seven program areas. A template will be provided which will need to be certified by each fund recipient. This will need to be submitted on an annual basis.

### **Mid-Year Reporting and Annual Reporting:**

The Mid-Year Report will be due in early spring, and the Annual Report will be due in August. Subsequent follow up reports will be due in the preceding months. Please see the annual plan template guidance for more details. A more specific schedule, with training workshops, will be released soon.

Each regional consortium must submit a student summary report that includes:

- The number of students served by members of the consortium (unduplicated)
- The demographics for these students (unduplicated)
- Student enrollment by program (duplicated)

Each regional consortium must also submit a program outcome summary report for student progress in the following areas:

- Improved literacy skills
- Completion of high school diplomas and recognized equivalents
- Completion of post-secondary certificates, degrees, or training programs
- Placement into jobs
- Improved wages
- Transfers from adult school to post-secondary
- Transfers from post-secondary noncredit to credit

### **Federal Reporting and AEBG:**

AEBG performance assessment policy is still in development, and will be in pace with federal WIOA Title II (Adult Education and Family Literacy Act) and Perkins assessment policies. In year two of the Block Grant, there should be substantial progress made towards comprehensive assessment policies in those programs that will inform the process for the AEBG. For updates on WIOA Title II implementation development, go to <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html>

For year-one of the AEBG (2015-16), the state is allowing consortia to designate their own Regional Assessment Plan wherein they will describe the following:

4.1a Consortia's Regional Assessment Plan, i.e. how students will be appraised, placed, assessed, etc. into the regional adult system, as they progress, and as they move among the various schools – including what tools and vendors will be used for these activities.

4.1b How consortia will track student enrollment, demographics, and performance? What system(s) will be used? How consortia collect the data from the student/classroom level. How this system enables consortia to meet the targeted program outcomes.

Keeping in mind the intent of AB104 legislation is to align AEBG data processes with WIOA Title II, and the fact that there are already over 200 WIOA Title II grantees in the state using that performance assessment and data collection system, Consortia may want to start establishing processes that will prepare them to merge with the WIOA Title II system when it becomes final at the national level. While some shifting of performance definitions is expected as part of enhanced coordination between WIOA Title I and Title II, it is not anticipated that performance tracking and data collection will change extensively. This would likely make effort in this direction at this time well worthwhile.

Many states have already merged their state Adult Education performance reporting with WIOA Title II in order to streamline these processes at the provider and state levels. The system used for performance measurement and data collection for WIOA Title II is the National Reporting System (NRS). For access to this extensive resource, go to <http://www.nrsweb.org/>. The website provides the following statement as an overview of the NRS:

*Overview of NRS:* The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program. Developed by the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process through which State adult education directors and DAEL manage a reporting system that demonstrates learner outcomes for adult education. The project is being conducted by the American Institutes for Research (AIR) in Washington, DC. For a one page overview of the NRS, please see NRS at a Glance (508 Compliant Version).

The website also provides a comprehensive set of resources for both new users and the continuing development by long-term grantees. The website includes Implementation Guidelines which provide definitions of measures and methods of data collection, Promising Practices, online training, webinars, FAQ documents, and training materials that states and programs can download and use with their staff and instructors. In addition, there are annual national face-to-face training events to support states for continuous improvement in providing quality data. All of these resources are offered to enable programs to meet compliance requirements, but more importantly - for use in decision-making about continuous program improvement efforts by local and state administrators.

While use of the entire NRS system is not required for year-one of the AEBG, one area where NRS resources have been tapped for implementation in 2015-16 is the use of the standard definitions for demographics and performance measures. The AEBG Data



Dictionary, based on WIOA-NRS Data Dictionary, will provide a common footing for all consortia and a more reliable baseline from which to continue implementation of AEBG Three-Year Plans.

### **Additional Resources**

Table of Regional Awards

Variables using Census Data by Region

Legislative Sections of the AB104 Adult Education Block Grant

Toolkit Templates

Reporting Student Data and Outcomes

Allowable uses of Funds