

Adult Education Block Grant

Establishing Core Definitions and Data Systems for Post-Secondary Transition, Completion, Measurable Skills Gains, Employment and Earnings

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Meeting 3

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Overview

This paper was prepared for the third meeting of the Adult Education Block Grant (AEBG) Data and Accountability Committee (DAC). The purpose of this paper is to expand on previous DAC meetings to create clearer definitions of key concepts and indicators for AEBG data and accountability. This paper includes the following:

- Information and possible options regarding the use of MIS and CCCApply for community college AEBG reporting.
- Potential recommendations on the definition of post-secondary to inform metrics for capturing completion and transition.
- Potential recommendations from the committees and a review of relevant state and federal guidance regarding completion of CTE or basic skills programs,
- Potential recommendations and a review of Workforce Innovation and Opportunity Act (WIOA) guidance regarding measurable skills gains in AEBG programs including a discussion of issues concerning:
 - Leveraging course completion as a measurable skills gain for basic skills programs,
 - Identification of issues beyond numeracy and literacy for measurable skills gains including discussions on the relevance for short-term career and technical education (CTE), English language civics (EL Civics), workforce preparation, and integrated education and training (IET),
- Potential recommendations on capturing employment and earnings data on AEBG participants through participant surveys.

Amending MIS and CCCApply for AEBG

Feasible Timelines and Considerations

At the last DAC meeting, the committee gave a preliminary recommendation that community colleges report their outcomes via the Chancellor's Office Management Information System (MIS) in future years, provided that both MIS and CCCApply—the common application form for California community colleges, which captures some of the core metrics—could be amended to align with AEBG.

Communications with the managers of the two systems revealed the following:

- **MIS:** To ensure that colleges have the ability to capture new MIS elements, the Chancellor's Office communicates new specifications to the field first, and then edits the data architecture in the August following the close of the academic year. Todd Hoig, the MIS Director, recommended that new guidance be given to the field by early 2018, and that the changes be implemented in August 2018.
- **CCCApply:** Additional funding will be needed to implement the requested changes by fall, and the changes must still be vetted by the steering committee.

Tim Calhoun, the director of the CCCTechnology Center, which maintains CCCApply, thought changes to the content of the application could realistically be implemented by March 2018.

In regards to creating a simplified version of the form, Calhoun noted that the steering committee has been engaged in an extensive review of whether all current fields are needed, in response to complaints that the application is too long. Thus far, they have found that each item is required for one of the following: 1) MIS; 2) to establish residency; or 3) to meet federal and state statutes. Given that building a separate application form would likely take a year, he recommended hiding specific fields, if a determination could be made about the legality and implications of not collecting those items from adult education students.

Potential Options

This information yields three potential options:

- 1) **Delay MIS implementation until 2018-19.** Because changes cannot be made in time for quarterly reporting in October 2017, colleges should continue to use TOPSpro Enterprise (TE), rather than MIS for 2017-18, and move over to MIS starting in 2018-19.
- 2) **Implement MIS in 2017-18 with caveats in the legislative report.** Given that relatively few data elements are missing from MIS and CCCApply, AEBG could use MIS in 2017-18, with a caveat in the reporting that the following data elements may be missing or derived for a subset of adult education providers, for one year only while data systems are aligned:
 - a. For the Pre-apprenticeship program area, data will not be available.
 - b. For the Entry/Rentry to the Workforce program area, data will not be available regarding homeless participants, seasonal farm workers, and participants exhausting TANF within two years.
 - c. For the ASE program area, data will not be available regarding GED or high school equivalency attainment.
 - d. Information on support services provided to participants in child school success and citizenship programs will not be available.
 - e. Information on services provided for students with disabilities will be based students who enrolled in noncredit courses who also accessed Disabled Student Programs and Services (DSPS).
 - f. Long-term unemployed participants will be identified using the Employment Development Department's wage file.
- 3) **Use TE for data elements that are missing from MIS in 2017-18.** Colleges could be required to report elements that are not yet included in MIS into TE next year, while

MIS and CCCApply are amended to align with AEBG, but MIS data could be used for all other elements.

Defining Post-Secondary

Potential Recommendations

In prior meetings, practitioners highlighted the lack of clarity about what it means to “transition to post-secondary.” There have been no clear recommendations from prior meetings, but this determination is likely to influence how completion and skills-gains metrics are constructed. To help provide a structure for this conversation, the following possibilities (either alone or in combination) could be considered by the Data and Accountability Committee:

- Any course offered by an adult school or community college that teaches skills beyond a 12th grade level
- Any course that is part of an accredited post-secondary program offered by a K12 adult school or community college
- Any course offered by a community college (noncredit or credit)
- Any for-credit community college course

Post-Secondary Designations for K12 Adult Schools

In the field team discussions, it was noted by practitioners that K12 adult schools offer career and technical education (CTE) programs that are accredited by the Council of Occupational Education and the Western Association of Schools and Colleges and are therefore eligible for Title IV Federal Student Aid (FSA). Under FSA guidelines, adult schools can participate in Title IV as post-secondary vocational institutions provided they:

- Are accredited by a nationally-recognized accrediting agency.
- Admit as a regular student only individuals with a high school diploma or its recognized equivalent, or individuals beyond the age of compulsory school attendance.¹

Programs eligible for Title IV Pell grants under FSA guidelines must lead to “gainful employment” and be at least 15 weeks in length, with at least 600 clock hours of instruction (in-class and out-of-class time) or 16 semester hours.²

¹ Federal Student Aid Handbook Volume II (2017/18); “Chapter 1: Institutional Eligibility”
<https://ifap.ed.gov/fsahandbook/1718FSAHbkVol2.html>

² Federal Student Aid Handbook Volume II (2017/18); “Chapter 2: Program Eligibility”;
<https://ifap.ed.gov/fsahandbook/1718FSAHbkVol2.html>

If post-secondary education is defined to include K12 adult school CTE certificate programs, AEBG would need to include mechanisms for capturing student transitions from ESL and basic skills courses into K12 CTE programs. Additionally, AEBG would need to specify if this post-secondary transition would only be measured in cases where those CTE programs meet Title IV requirements. Because TOPSpro Enterprise (TE) does not distinguish between general participation in CTE and participation in accredited CTE certificate programs, either TE would need to be modified by adding a field to the class screen.

Post-Secondary Designations in MIS

In MIS, if the definition is based on exceeding high school standards, a crosswalk would have to be developed that would compare the content of courses in the CB21 framework compared to National Reporting System (NRS) standards. A crosswalk between these two rubrics has been created as part of a previous effort by the Academic Senate for California Community Colleges and the California Community Colleges Chancellor's Office (CCCCO), which could be leveraged for this purpose³.

If post-secondary were defined as anything offered by an accredited post-secondary institution or any type of college course, all courses taken at a community college would count. However, guidance would need to be provided about how post-secondary transition should be recorded for adult education participants in noncredit community college coursework.

If the definition of post-secondary was credit coursework, this could be identified using the course credit code (CBo4⁴).

Tracking Students

In order to determine whether the same student has enrolled in both adult school and a post-secondary program, a reliable data match will be needed. The current strategy is to compare a combination of student-level fields such as first name, last name, date of birth, and gender gathered in CASAS with the same types of fields in MIS. This approach will necessitate accurate documentation of student information by both K12 adult schools and community colleges—including accounting for the various names a participant might use, including nicknames, anglicization of foreign names, which name to use in cases where the participant has multiple surnames, and tracking participants whose names change upon marriage and divorce.

Another strategy would be for K12 adult schools to adopt a common identifier, such as the student identifier (SSID) used in other K12 contexts. This ID is already being linked

³<http://extranet.cccco.edu/Portals/1/AA/Credit/Guidelines%20for%20Using%20CB21%20Course%20Prior%20to%20Transfer%20Rubrics.pdf>

⁴ http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb04.pdf

between CDE and the Chancellor's Office through CCCApply, which provides a potent opportunity for improving match rates for both AEBG and WIOA Title II reporting.

Completion

Topics for Discussion

Based on the initial meeting of the CTE Assessment Field Committee, the following questions have emerged:

- What the threshold for credentials for credential should be. For example, should AEBG count certificates that meet the federal definitions for industry-recognized post-secondary credentials or all short-term local CTE certificates issued by K12 adult schools and community colleges?
- Whether to include third-party credentials in the completion metric.
- How to track completion in ABE, ASE, and ESL.

CTE Committee Recommendations

The CTE Assessment Field Committee recommended that CTE programs be defined as those that:

- Are connected to a career pathway
- Teach skills that lead to stable employment
- Enable students to earn a credential that is recognized by employers
- Support participants in preparing for college credit or noncredit programs.

The committee did not arrive at a precise definition for short-term CTE, but agreed that it refers to programs that align with the criteria above and are less than 12 months in length. The group advocated strongly that *all* certificates offered by adult education providers (K12 and college) should be counted in the completion metric. This would include certificates associated with completing a single course or mastering a single competency, as well as larger credentials that involve multiple courses and competencies and are aligned to federal standards for an industry-recognized certificate under the Workforce Innovation and Opportunity Act (WIOA), the Carl D. Perkins Career and Technical Education Act, or Title IV. The preference of the committee was that occupational safety and workforce preparation certificates also count towards completion, despite the fact that both of these types of certificates are excluded as credentials under WIOA.

The committee recognized that course-based certificates are different in scale and scope than certificates approved for FSA or Perkins, but felt that both were of value and important to capture. In particular, for individuals facing the most severe barriers, a single course could be the tipping factor for obtaining employment, attaining a basic level of

financial stability, or transforming their sense of possibility. The group weighed some other means of tracking these important milestones, such as recognizing shorter certificates under the measurable skills gain metric, or demonstrating student outcomes in the employment and earnings metrics. However, they ultimately recommended that all certificates be counted, regardless of length.

Finally, while there was attraction to the potential for capturing third-party industry credentials, the group was concerned that this could not be done in any systematic way, and did not feel that it should be part of the AEBG metrics.

Federal and State Guidance Regarding Completion

The AEBG measures of effectiveness and WIOA performance indicators both identify completion as a core outcome:

- **AEBG: 1)** Completion of high school diplomas or their recognized equivalents; or **2)** Completion of post-secondary certificates, degrees, or training programs,⁵
- **WIOA:** Participants enrolled in an education or training program who attain a recognized post-secondary credential or a secondary school diploma (or recognized equivalent, during participation or within one year after exit from the program).⁶

For WIOA, completion of a diploma *only* counts as credential attainment if the participant obtains employment or enters a post-secondary training program within one year after exiting adult education.

Federal guidance, such as TEGL 15-10, identifies the value of post-secondary, industry-recognized credentials that take less than two years, but makes no specific recommendations as to length.⁷ However, K12 adult schools and community colleges have internal definitions and are subject to funding or accreditation requirements under WIOA, Title IV, Perkins, and other funding streams. These include:

- **WIOA:** Many colleges and K12 adult schools list their short-term CTE programs on the Eligible Training Provider Lists (ETPL) maintained by local workforce boards. In practice, these trainings must be under 12 months in length and linked to regional in-demand occupations. ETPL programs must report credential completion and WIOA post-exit outcomes.
- **Perkins:** Both colleges and K12 adult schools receive Perkins funding and are subject to federal reporting requirements, which specify at least two CTE

⁵ https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201520160AB104 (Chapters 39, 40)

⁶ US Department of Education: Office of Career, Technical, and Adult Education (2016); "Program Memorandum OCTAE 17-2: Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III, Title IV Core Programs. <http://www.nrsweb.org/foundations/Program%20Memorandum%2017-2%20OCTAE.pdf>

⁷ <https://wdr.doleta.gov/directives/attach/TEGL15-10acc.pdf>

courses in sequence that includes an introductory course, concentrator course, and capstone course.

- **Title IV Federal Student Aid:** As noted above, community colleges are not the only post-secondary institutions under federal guidelines: programs that are at least 15 weeks in length, include 600 clock hours or 16 credit hours of instruction, and lead to gainful employment can qualify as vocational post-secondary institutions (VPI) under Title IV.

Title IV includes a secondary level of program eligible for direct loan programs:

- at least 10 weeks in length
- include 300 clock hours of instruction
- lead to gainful employment⁸

For COE or WASC accreditation, K12 adult schools and colleges must meet other requirements such as the maintenance of an advisory committee and a combined job placement and completion rate of at least 70%.

In California community colleges, short-term certificates are defined by the Chancellor's Office as 30 units or less, and Chancellor's Office approved certificates of achievement may be as low as 18 units. Many colleges offer locally-approved certificates in CTE or other programs, which may be reported to MIS, however reporting of these awards is not consistent. The Strong Workforce Program incentive funding formula counts recognizes both approved and local certificates, but does not include any credit certificate under 6 units or any noncredit certificate under 48 contact hours.

Capturing Third-Party Credentials

Both the California Department of Education (CDE) and the California Community Colleges Chancellor's Office (CCCCO) have devoted significant effort to identifying high-value third-party credentials that could be included in skills gain or completion data. However, no clear list has yet emerged from this process. For example, the CCCCCO has found that employers value different credentials in different parts of the state. They have also noted that once a list is available, both colleges and state agencies may experience difficulty in matching third-party credential data with participant-level information. Often third-party providers only capture names and addresses, which can be insufficient to reliably determine if the certificate earners were also community college students. Even in

⁸ Federal Student Aid Handbook Volume II (2017/18); "Chapter 2: Program Eligibility"; <https://ifap.ed.gov/fsahandbook/1718FSAHbkVol2.html>

cases where more complete data sets are available, the Chancellor’s Office has found that considerable effort must be put into cleaning up and aligning data files.

CDE had developed a preliminary list of third-party credentials, based on a Florida roster, but the agency is still determining how to vet possible credentials based on California labor market demand. CDE’s efforts to finalize the list are constrained by two key factors. First, the agency is waiting for Perkins to be reauthorized, so that federal expectations for the types of third-party credential data that should be tracked are clarified. Second, the agency is currently working to establish a College and Career Readiness indicator as part of its performance system and needs to align any guidance regarding third-party credentials with this effort. While creating an approved list of third-party credentials is a priority, it’s unlikely that CDE will have a list ready in time to inform 2017-18 reporting.

Few states have been successful in establishing lists of approved third-party credentials or integrating participant-level attainment data into their success metrics. Currently, most are seeking to develop criteria and review processes for determining which credentials should be recognized. States like New Jersey have developed multi-tiered processes that include analyzing labor market data, employer advisory meetings, employer surveys, and final approval by a committee that includes the state department of workforce development, the state workforce investment board, and the higher educational commission.⁹ This process will need to be implemented every few years, as the list of third-party credentials is growing steadily, and the content covered by credentials may lose relevancy as labor market needs change.

The National Student Clearinghouse is working to obtain third-party credential data from some providers such as the National Association of Manufacturing.¹⁰ In the future, this information will become available for its subscribers. However, the Clearinghouse does include information on K12 adult school participants.

Basic Skills Committee Recommendations

In the first DAC meeting, and in the Basic Skills Assessment Field Committee, practitioners recommended that any certificate issued by an adult education provider—even for completion of a course—should be counted as completion in the context of ABE, ASE, and ESL. The committee may want to review this recommendation, so that if a minimum threshold for courses or contact hours is applied to CTE that a similar criterion be applied to other program areas as well.

⁹ www.workforcedqc.org/news/blog/new-jersey-releases-list-industry-valued-credentials

¹⁰ www.workforcedqc.org/wcc/projects

Another recommendation from the Basic Skills Assessment Field Committee was that a flag be created in TE and MIS to capture participants that have completed all requirements for a program, even if they do not receive an award. They hoped that this flag would be used for CTE programs as well.

Some participants in the Basic Skills Assessment Field Committee noted that they have experienced difficulties securing information on GED/high school equivalency attainment because tests are often administered by third party providers. Therefore, AEBG could consider securing a statewide data sharing agreement with these providers to ensure that data is captured for all ASE students. For WIOA II funded agencies TE collects information about diploma attainment. CASAS also conducts a data match against CDE data for GED, HiSET, and TASC.

The Basic Skills Assessment Field Committee further recommended that a student should be considered a completer if they successfully transition from ESL to ABE or ASE in a K12 institution, or if they complete a degree-applicable English or math course after taking a noncredit ESL, English, or math course in a community college.

Measurable Skills Gains

Potential Recommendations

Based on the first DAC meeting and Basic Skills and CTE Assessment Field Committees, the following recommendations emerged for capturing measurable skills gains:

- Requiring only federally-approved assessments for pre- and post- testing for adult basic education (ABE), adult secondary education (ASE), and English as a second language (ESL) students for WIOA Title II funded programs.
- Using course completion as an additional skills gain measure for non-WIOA Title II programs and potentially for incorporation into an occupational skills gain measure for CTE programs.
- Including additional assessments to measure skills gains beyond literacy and numeracy such as EL Civics.
- Leveraging the competency maps created for the Common Assessment Initiative to create equivalencies between the NRS educational functioning levels and Office of Career, Technical, and Adult Education (OCTAE) college and career readiness measures. This crosswalk could be used to support multiple measures placement upon an adult education participant's transition to community college.

WIOA Definition of Measurable Skills Gains

WIOA includes measurable skills gain as one of the five indicators for participants in education or training programs leading to a recognized post-secondary credential or employment. Along with credential attainment, it is one of the two performance indicators that can be counted for a participant prior to exit from services. They include:

- Achievement of at least one educational functioning level of a participant who is receiving instruction below the post-secondary education level.
- Attainment of a secondary school diploma or recognized equivalent.
- Secondary/post-secondary transcript or report card that shows a participant is meeting the state's academic standards – 12 credit hours in a semester if enrolled full-time or 12 credit hours over a year if enrolled part-time.
- Satisfactory or better progress report, towards established milestones, such as completion of on-the-job training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.
- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.¹¹

All participants in WIOA AEFLA Title II funded programs are considered to be in an educational program leading to a recognized post-secondary credential or employment and are subject to the WIOA measurable skills gain indicator. For ABE, ASE, and ESL programs, this requires that the participant demonstrate achievement of at least one educational functioning level gain in one of three ways:

- Comparison of skill gains through pre- and post-testing of participants using a National Reporting System-approved testing instrument.
- For participants in state-recognized adult high school programs only, states may report educational gain through the awarding of credits or Carnegie units.
- A student who exits a program below the post-secondary level and enrolls in post-secondary education and training.¹²

¹¹ US Department of Education: Office of Career, Technical, and Adult Education (2016); "Program Memorandum OCTAE 17-2: Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III, Title IV Core Programs. <http://www.nrsweb.org/foundations/Program%20Memorandum%2017-2%20OCTAE.pdf>

¹² US Department of Education: Office of Career, Technical, and Adult Education (2016); "Program Memorandum OCTAE 17-2: Performance Accountability Guidance for Workforce Innovation and Opportunity Act (WIOA) Title I, Title II, Title III, Title IV Core Programs. <http://www.nrsweb.org/foundations/Program%20Memorandum%2017-2%20OCTAE.pdf>

The WIOA measurable skills gains apply to all four WIOA Titles I-IV, however for WIOA II, Adult Education and Family Literacy Act programs in California, the primary method of measuring skills gains has been the attainment of Educational Functioning Levels as defined by the Department of Education (DOE) National Reporting System.

However, if a student completes an ABE, ASE, or ESL program and enrolls in either a K12 adult school CTE program or any community college (in either noncredit or credit coursework), the agency indicates this transition in TE . Options include Entered Training Program, Entered Apprenticeship, Entered College, Transitioned to College Credit (transfer) Transitioned to College Credit (non-transfer). Additional options are included for documenting attainment of occupational certificates, licesure and degrees.

CLASP Recommendations

The Center for Law and Social Policy completed an 18-month study on the implementation of the AEBG initiative in California including extensive surveys and interviews with AEBG consortia, state leadership, and policy makers. It includes 19 recommendations for strengthening AEBG and adult education in California. As noted in the study, AEBG for 2016-17 student data required that “measurable skills gain must be based on federally-approved assessment tools on the federal register.” CLASP recommends that AEBG allow consortia to submit all five measurable skill gains and use credits and transition to post-secondary education and training, in addition to testing, to document skills gains.¹³

Assessment and Course Completion for Basic Skills

In both K12 and community college contexts, Basic Skills Assessment Field Committee members noted that it is critical to measure all types of skills gains. Given the challenges faced by many adult learners, gains that might be seen as less consequential in other academic contexts may represent significant progress and should be celebrated in both local practice and statewide accountability.

In K12 contexts, committee members reported relying on CASAS or other standardized assessments to track measurable skills gains in both ABE and ASE. However, the group noted that K12 adult schools track skills gains for their ASE participants in multiple ways, including pre- and post-testing with standardized instruments, tracking student progression across grade levels based on course completion, and documenting scores on subject tests that are part of the GED and high school equivalency process.

Committee members recommended that K12 providers be allowed to report these additional measures of measurable skills gains for AEBG, as well as transition from one

¹³ <http://aebg.cccco.edu/Portals/1/docs/AEBG%20Reports/6.6.17%20Prosperity%20Through%20Partnership%20-%20Opportunities%20for%20AEBG%20to%20Strengthen%20Sy....pdf>

type of program to another (such as ESL to ABE, ABE to ASE, or any basic skills program to CTE). However, given that this was also flagged as an appropriate measure for completion, further discussion is needed regarding the distinction between the two.

Outside of Title II, community colleges focus on progression within a sequence of courses to measure skills gains. For example, some colleges use grades and “satisfactory progress” designations to indicate a successful course completion while, others use the levels-below transfer rubric (CB21). Committee members recommended that college providers be allowed to either count course completion or progression to the next CB21 level. As with K12 providers, colleges should receive measurable skills gain credit when students transition from one program type to another, and when students shift from noncredit to credit coursework.

Measurable Skills Gains Beyond Literacy and Numeracy

Short-term CTE: The CTE committee noted that there could be more than one level of completion for CTE – the completion of larger (300 to 600 clock hour or more) creditable or recognized credentials with clear labor market value, and the completion of skills or courses (e.g., competency certificates). The fourth and fifth measurable skill gains under WIOA respectively allow:

- Alternative methods for reporting as progress an established milestone towards employment.
- Successful completion of an exam that is required for a particular occupation or progress in attaining technical or occupational skills through knowledge-based exams.

TE includes fields for capturing training milestones, meeting a work-based project goal, as well as mastering course competencies. With additional guidance from AEBG, these could be leveraged or adjusted to capture occupational skills gains. Similarly, MIS captures course completion within a CTE pathway and completion of certificates. To operationalize this distinction, AEBG would need to issue clear definitions for CTE occupational skills gains versus course completion, and there would need to be clarification about how these items should be coded in TE or MIS.

EL Civics: English literacy and civics education is funded under WIOA and AEFLA Title II to support projects that demonstrate effective practices in providing, and increasing access to, English literacy programs linked to civics education. CDE defines two program areas for EL civics: civic participation and citizenship preparation.

EL civics skills gains are reported to CDE through TE and are measured using the CASAS Civic Objectives and Additional Assessment Plans (COAAPS). COAAPS uses

written, portfolio-based, role-playing, and interview methods to assess participants' abilities to understand and navigate governmental, educational, workplace systems, and key institutions, such as banking and health care. WIOA Title II-funded agencies in California can receive payment points for EL civics in addition to their payment points for ESL level gains, even though the assessment is not NRS-approved.

Citizenship courses are identified in the community college data system using the Taxonomy of Program (TOP) code for citizenship/ESL civics (4930.90). A measurable skills gain could be counted when a student completes this course. Or, by pairing the TOP code with the code that documents the course's level-below transfer (CB21)¹⁴, competency gains could be documenting when a student progresses up a level.

Workforce Preparation: WIOA distinguishes workforce preparation from workforce training. Workforce preparation, under WIOA, includes competencies that are also known as soft skills, workforce readiness, essential skills, or 21st century skills. Workforce preparation certificates, including any certificate offered by a workforce development board or occupational safety certificates such as OSHA 10 or Safeserve, are not considered credentials under WIOA and cannot be counted for completion for federal reporting.

Debates and conversations about workforce preparation go back decades, dating at least from the 1991 Secretary's Commission on Achieving Necessary Skills (SCANS) report entitled "What Work Needs from Schools." SCANS defined foundational and workforce competencies for participation in high-performance workplaces¹⁵ and remain foundational to the Department of Labor sector competency models, college and career readiness curriculum, as well as assessments by Academic Innovations (Get Focused Stay Focused), ACT, CASAS, and the community college New World of Work curriculum and toolkits.

Tracking participation and skills gains in workforce preparation is challenging because it includes behavioral competencies (working in teams, problem solving, communication) that require practice and are difficult to assess without direct observation by an instructor. Although this approach would not capture all of the participants building workforce readiness skills, the CTE committee recommended that skills gains for workforce preparation be counted when a participant completes a course coded as workforce preparation.

TE allows coding for workforce readiness instructional programs in the program entry record, and the acquisition of workforce readiness skills is a milestone in the program update record. Because workforce preparation is one of the five program categories

¹⁴ http://extranet.cccco.edu/Portals/1/TRIS/MIS/Left_Nav/DED/Data_Elements/CB/cb21.pdf

¹⁵ Department of Labor (1991), *What Work Needs from Schools*, <https://wdr.doleta.gov/scans/whatwork/whatwork.pdf>

eligible for community college career development and college preparation (CDCP) certificates, which qualifies colleges for enhanced funding, there are two community college codes (CB11 and CB22) that could be used to flag completion of workforce preparation classes.

Integrated Education and Training: Under WIOA, integrated education and training (IET) is a service approach that integrates adult education and literacy concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for educational and career advancement.¹⁶ IET represents a wide spectrum of services that build foundational, employability, and occupational skills simultaneously, recognizing that clustering basic skills with CTE and instructional support is a powerful mechanism for accelerating students into career pathways and post-secondary success.

IET is compatible with a variety of approaches to integrated basic skills and technical education including vocational ESL (VESL), vocational adult basic education (VABE), and post-secondary contextualized basic skills or contextualized teaching and learning. It is aligned to pathway models such as Washington's integrated basic education and skills training (I-BEST) program, which combines basic skills and technical training in the same classroom¹⁷ and the California community college career advancement academies (CAA) model, which includes integrated and contextualized basic skills, counseling support, cohorts, and CTE instruction leading to a credential within one semester.

MIS does not currently have a mechanism for flagging IET programs or students enrolled in IET programs. TE can identify IET programs at both the class and student level. One option is to use co-enrollment as a mechanism for capturing participation in IET. For example, participants that enrolled in an ESL course that incorporates functional workforce skills and a CTE course within the same year could be flagged at IET participants. However, there is no way to know whether the course-taken was part of an intentional and connected program model or incidental enrollment. Another possibility would be to create an IET flag in TE. For community colleges, AEBG could repurpose a data flag that was created for the CAA program to capture IET.

Competency Crosswalks: The Basic Skills Assessment Field Committee noted that there is a lack of clarity about how K12 adult education, noncredit, and credit programs align, and that many consortia are currently working to map overlaps and gaps. The group felt that it would be important to develop a crosswalk that uses NRS levels, the Department of Education's Office of Career, Technical, and Adult Education (OCTAE) college and career standards, the community colleges CB21 rubric defining

¹⁶ WIOA Title II Adult Education and Literacy. www.wa.gov/esd/1stop/docs/wioa/WIOA_Title_II.doc

¹⁷ <https://www.sbctc.edu/colleges-staff/programs-services/i-best/>

levels below college level coursework, and/or grade-level equivalency so that program offerings can be more readily understood and participants could be placed more accurately when they transition to community college credit coursework. Significant work has already been done through the Common Assessment Initiative and the CB21 rubric--both of which reference the NRS and OCTAE standards. Having an official document could help to inform discussions about articulation between adult education and community college noncredit and credit offerings. Because 20 WIOA funded colleges already use CASAS NRS approved assessments this standardized scale score data could be used to support the crosswalk.



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