### Clarify AEBG’s mission and vision

- **Connect AEBG impacts to the identified community of need and evaluate the extent of strategically aligned work and the demonstrable impact of AEBG in a region’s workforce development, human services, correctional education, school district achievement, and Community College successes.**

- **Improve AEBG data and accountability by leveraging existing data collection, performance measures, and goals to frame a new AEBG accountability system,** Rather than a straight inflation adjustment in the AEBG appropriation, we recommend that the state provides an additional 6 percent (approx. $30 million) in new funding for a targeted performance bonus system to give consortia incentives to improve services to their community of need.

- **Strengthen AEBG governance and empower the AEBG office to issue joint guidance that is equally binding for Adult Schools and Community Colleges.**

### Use AEBG to drive a comprehensive pathways system

- **Create educational pathways for adults through guidance on pathway strategies for the Adult School to Community College transition,** including incentives for dual enrollment for Adult School students in Community College programs, credit for prior learning guidance for non-credit CTE courses to articulate into Community College credit awards, and guided pathway designs that include adult education students and bring the disparate departments in the CCCCCO together.

- **Promote CCC internal alignment efforts for equitable career pathways** by coordinating California’s investments in the Community College Basic Skills and Student Outcomes Transformation Program, Student Success and Support Program (SSSP), and Student Equity Plans (SEP) to align with investments in AEBG and Strong Workforce initiatives.

- **Create CCCCCO guidance on Ability to Benefit pathways,** with the level of detail necessary to educate...
The AEBG accountability to impact through the establishment of a cross-system accountability structure

Further career pathways for immigrant workers.

Promote immigrant integration by issuing joint guidance with the Office of Immigration Integration to

Service guidance to ensure that AEBG connects students to support including public benefits.

Workforce innovation and opportunity act (WIOA) dual funds. AEBG should create its own priority of

Public assistance: Other low-income individuals, such as those who are part-time workers, are eligible for

Employment development department (EDD) has created guidance for local workforce development

Strengthen the "priority of service" like many AEBG, WIOA, and human services. California's

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Development board (CWD) should jointly develop and co-enrollment policies and guidance for local

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Financial aid administrators on the components of a career pathway for adults without a high school

June 2017

ACSP AEBG Recommendations – Feedback

Carilyn learning. Gaps in service are accounted for the majority of resources but an even stable future

does not provide more precise pictures or who is receiving AEBG services and what those services are.

data sets will continue to grow. AEBG, Career Technical Education (CTE), Family Literacy (FL), etc.

categorize those programs with TOPSPro expertise for individual participant characteristics (individual

POSSIBILITIES TOPOS PRO) in the next reporting on AEBG's seven program areas

Deficiency and distinguish "populations" from "service" in finding reporting on AEBG's seven program areas

Level of Agreement (1-8)

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### Gradients of Agreement

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funding, either the spending in this category should drop dramatically, or else it be relabeled as **sustainability of service provision**. Similarly, **Accelerated Learning** needs refinement to promote the powerful Integrated Education and Training (IET) acceleration strategy, so as to avoid incentives for creating more short-term training that leaves low-skill individuals without clear career pathways.

**Align data definitions and processes among AEBG, WIOA title II, and Community College providers.** The AEBG Office should use multiple versions of progress to accommodate the different providers and the non-credit and credit structures at CCC.

**Maximize the use of WIOA Measurable Skill Gain in AEBG** by allowing consortia to submit data on **all five types of Measureable Skill Gains** defined in WIOA regulations, plus the sub-components of Educational Functioning Level (EFL) gains described in the National Reporting System (NRS) but not covered by a standardized test.

**Clarify transition to postsecondary education** across reporting for AEBG, WIOA title II, and LaunchBoard, to support efforts between Adult Schools and Community Colleges to truly build bridges from Adult Schools to college level postsecondary education.

**Measure progress on mandated objectives in AEBG regional plans** through reporting on integration of existing programs to create seamless transitions into postsecondary education or the workforce; activities implemented to address gaps in service delivery for community needs; joint strategies employed to accelerate progress toward academic or career goals; building staff capacity for program integration and improved student outcomes; and leveraging existing regional structures including workforce development boards, local public agencies responsible for social services, libraries and other community partners.

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### Provide comprehensive technical assistance and professional development

- **Amplify senior leadership messaging and build capacity of leaders at all levels.** Professional development must build the skills of local leaders to collaborate across agencies and to articulate the opportunities in
### Support and Strengthen Consortia Structures

Abilities and dimensions of the AEBG Office, Professional Development must build the capacity of local consortia leaders to understand the other dual-earning systems in their region and develop a vision for alignment.

### Establish Common Standards across Providers

- AEBG requires local programs to address the "collaborative practices," cross-agency policies and collaborative practices.
- And barriers to such collaboration to system leaders, in order to develop, scale, and sustain support.

| Proposal | Count me in. | Don't like this. | I don't want to. | I don't understand that. | Need more discussion | Need support | The issue still exists | I can live with it. | Agreement. | Support. | Endorsement. | Yes, really like it. | Really like it. | Endorsement.
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