



AEBG Measures of Effectiveness

Adult Education Block Grant (AEBG) Measures of Effectiveness responds to AB104, Section 84920. This section requires the Chancellor and the State Superintendent of Public Instruction identify, no later than January 1, 2016, the measures for assessing the effectiveness of consortia that will be used in the report that, pursuant to Section 84917, is to be submitted by September 30, 2016. These measures shall include, but are not necessarily limited to:

- (1) How many adults are served by members of the consortium
- (2) How many adults served by members of the consortium have demonstrated the following:
 - (A) Improved literacy skills
 - (B) Completion of high school diplomas or their recognized equivalents
 - (C) Completion of postsecondary certificates, degrees, or training programs
 - (D) Placement into jobs
 - (E) Improved wages

Background

For the past two years, the California Department of Education (CDE) and California Community Colleges Chancellor's Office (CCCCO) have met to design and implement a coordinated system for delivering adult education through a regional delivery model. Both agencies understand and agree that the success of this model depends upon the ability of the state to establish accountability measures that are effective, achievable, and aligned with related state and federal standards for occupational training and adult education programs. To this end, the CDE and CCCCCO have established consortium reporting and compliance requirements for the purposes of evaluating consortium and member effectiveness consistent with the mandates of AB 104.

Measures for Assessing Regional Effectiveness

Consortium Effectiveness

For the purposes of evaluating consortium effectiveness for the 2015–16 funding year, the CDE and CCCCCO have established the following indicators of compliance:

Evaluation:

- Consortia have evaluated members to identify that the services provided meet the needs identified in the adult education plan.
- Consortia submitted program targets for the 2015–16 year based upon regional need, funding, and capacity.

Funding:

- AEBG funds are expended in the seven AEBG program areas, and are consistent with each consortia' adult education regional plan.
- Consortium expenditures are aligned with the objectives and activities listed in the required annual plan.

Governance and Collaboration:

- Consortia have identified a governance structure for decision making.
- Consortium governance plans are followed for decision making and public meetings.

Membership:

- Consortia invited all eligible members in the region to participate in the AEBG initiative.
- All members are located within the regional boundaries of designated consortium.

Planning:

- Consortia have submitted the required Annual Plan Template.
- Consortia have approved and submitted the 3-year plan that may include amendments.
- Consortium members have shared information on related programs that are offered and the resources being used to support these programs.
- Consortia participated in statewide leadership activities (Summit, Readers' Conference).

Reporting:

- Consortia will report student level enrollment data and outcomes for mid-year and final reporting.
- Consortia will submit financial expenditure and progress reports.

Member Effectiveness

In addition to *consortium* effectiveness the CDE and CCCCO have identified the following to indicate *member* effectiveness:

- Each member must participate in completing and updating the Annual Plan Template.
- AEBG member funds must be expended in the seven program areas, and services provided must be consistent with the plan.
- Each member must participate in completing and updating the 3-year Consortia Plan, including any amendments.

- Member expenditures of AEBG funds must match the objectives and activities included in the Annual Plan.
- Members participate in consortium/public meetings.
- Members participate in consortium final decisions.
- Members report student level enrollment data and outcomes for mid-year and final reporting.
- Members share information on programs offered, and the resources being used to support the programs.
- Members provide services that address the needs identified in the adult education plan.
- Members file biannual financial expenditure and progress reports with the regional consortium.

Performance Outcomes

For the 2015–16 funding year, the CDE and CCCCO have established preliminary performance accountability measures which align broadly to select effectiveness measures of the Workforce Investment Act and Title II of the Workforce Innovation and Opportunity Act (WIOA). Specifically, measures identified include:

- For WIOA students - % that completes at least one Educational Functioning Level as defined in the National Reporting System for Adult Education, for those who had this goal during the current program year
- For Non-WIOA students - % that achieves at least one course completion, for those who had this goal during the current program year
- % Completion of High School Diploma or Equivalent, for those who had this goal during the current program year
- % Transition from kindergarten through grade twelve adult to postsecondary, for those who had this goal during the current program year
- % Transition from noncredit to credit in postsecondary, for those who had this goal during the current program year
- % Completion of postsecondary certifications, degrees, or training programs, for those who had this goal during the current program year
- % Placed in jobs, for those who had this goal during the current program year
- % With increased wages, for those who had this goal during the current program year

Conclusion

The CDE and CCCCO are committed to ensuring the success of the regional Adult Education model. They will continue to work together to refine the accountability measures to be used for evaluating consortium effectiveness beyond the initial planning and implementation phase of the AEBG grant, into a comprehensive, sustainable model for providing career-focused educational opportunities that address California’s diffuse workforce needs.

To realize this goal, over the next several months, the CDE and CCCCO plan to turn their attention to providing data collection and reporting guidance to ensure student outcomes are

measured consistently and accurately. As part of this next step, the CDE and CCCCCO will have the first set of enrollment data submitted by the field by August 2016, which will be reviewed and analyzed to determine if additional performance targets are needed. The CDE and CCCCCO have also secured Center for Law and Social Policy to conduct an evaluation of AEBG process and activities. This outside evaluation will not only capture best practices from the field, but also highlight areas for improvement and/or gaps remaining to be addressed through the addition or modification of current accountability measures. Finally, the CDE and CCCCCO will be following closely the development of the WIOA Unified State Plan, with the goal of ensuring AEBG performance measures reflect both it and intent of AB 104.