



PROSPERITY THROUGH PARTNERSHIP

Opportunities for AEBG to Strengthen
Systems and Communities



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About this report

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About CLASP

The Center for Law and Social Policy (CLASP) is a national, nonpartisan, anti-poverty organization advancing policy solutions that work for low-income people. With nearly 50 years of trusted expertise, a deeply knowledgeable staff, and a commitment to practical yet visionary approaches to opportunity for all, CLASP lifts up the voices of poor and low-income children, families, and individuals, equips advocates with strategies that work, and helps public officials put good ideas into practice. The organization's solutions directly address the barriers that individuals and families face because of race, ethnicity, and immigration status, in addition to low income. For more information, visit www.clasp.org and follow @CLASP_DC.

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Acronyms

ABE	Adult Basic Education
AEBG	Adult Education Block Grant
AEFLA	Adult Education and Family Literacy Act (WIOA title II)
ATB	Ability to Benefit
CalPRO	California Adult Literacy Professional Development Project
CalWORKS	California Work Opportunities and Responsibility to Kids
CASAS	Comprehensive Adult Student Assessment System
CCC	California Community Colleges
CCCCO	California Community College Chancellors Office
CCPT	California Career Pathways Trust
CDCP	Career Development and College Preparation
CDCR	California Department of Corrections and Rehabilitation
CDE	California Department of Education
CLASP	Center for Law and Social Policy
COE	County Offices of Education
CTE	Career Technical Education
CWDB	California Workforce Development Board
DOR	California Department of Rehabilitation
DWM	Doing What Matters for Jobs and the Economy
EDD	California Employment Development Department
EFL	Educational Functioning Level
ESL	English as a Second Language
FTES	Full Time Equivalent Student
GED	General Education Development
HEA	Higher Education Act
I-BEST	Integrated Basic Education and Skills Training
IET	Integrated Education & Training
MIS	Management Information System
MMAP	Multiple Measures Assessment Project
MOE	Maintenance of Effort
MOU	Memorandum of Understanding
MSG	Measurable Skill Gain
NRS	National Reporting System
OTAN	Outreach and Technical Assistance Network
PLC	Professional Learning Community
ROPs	Regional Occupational Centers and Programs
SB1070	Career Technical Education Pathways Program Grant

SEP	Student Equity Plans
SNAP	Supplemental Nutrition Assistance Program
SSSP	Student Success and Support Program
WIOA	Workforce Innovation and Opportunity Act

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Executive Summary

Study goals and purpose

In January 2016, the Center for Law and Social Policy commenced an 18-month project to study the implementation of California's Adult Education Block Grant (AEBG) initiative. AEBG's purpose is "to improve coordination and better serve the needs of adult learners within each region." CLASP set out to foster greater understanding of the implementation of California's AEBG governance and direct service activities, analyze current and potential impacts of the AEBG initiative for partners and participants, and offer recommendations for potential policy and implementation changes in future rounds of AEBG funding and other coordinated funding streams, for consideration by the California Community College Chancellor's Office (CCCCO), the California Department of Education (CDE), and other policymakers.

While CLASP has used study methods including surveys, focus groups, and semi-structured interviews, the project design also included intensive on-going communication with AEBG leaders and practitioners during the period of transition from AB86 planning to AB104 implementation. This iterative approach can be described as action research, modeling a reflective process of progressive problem solving to address issues and suggest potential solutions. In other words, CLASP did not observe AEBG implementation from beyond a research wall, and the project's goal was not to conduct a formal "evaluation." Rather, we actively engaged with California officials to improve the quality of the AEBG program through this study.

In July 2016, CLASP provided interim recommendations (Appendix I) to CCCC and CDE leaders, many of which informed activity during AEBG's second-year implementation. Our analysis and recommendations in this final report solely reflect CLASP's independent opinion on how to maximize California's investments in its greatest assets—the residents of the state of California.

Recommendations summary

The full report includes 19 detailed recommendations, starting on page 48, in four categories:

- [Clarify AEBG's mission and vision](#);
- [Use AEBG to drive a comprehensive pathways system](#);
- [Tie AEBG accountability to impact through the establishment of a cross-system accountability structure](#); and
- [Provide comprehensive technical assistance and professional development](#).

These recommendations are briefly listed below.

[Clarify AEBG's mission and vision](#) so that leaders, practitioners, and community members can clearly identify and articulate the major differences between the legacy, pre-2014 adult education system and the AEBG structure envisioned by California law. The state should:

- [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 (approximately \$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 by re-imagining adult education as a strategic partner in strengthening individual economic mobility and regional economic competitiveness through community-wide skill development. To make AEBG an integral part of California’s talent development pipeline, the state should:

- [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 CCCCO 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 CCCCO guidance on Ability to Benefit pathways](#), with the level of detail necessary to educate financial aid administrators on the components of a career pathway for adults without a high school credential, how the pathway should be developed and operated, and how the academics and training interact within the pathway.
- [Design career pathways with Workforce Innovation and Opportunity Act \(WIOA\) core partners.](#) The AEBG Office, with partners in the California Employment Department (EDD) and the California Workforce Development Board (CWDB), should jointly develop IET and co-enrollment policies and guidance for local providers to support best practice models of career pathways for low-skill, low-income adults.
- [Strengthen the “priority of service” link among AEBG, WIOA, and Human Services.](#) California’s Employment Development Department (EDD) has drafted guidance for local workforce development boards to provide guidance and establish the procedures regarding priority of service for recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient served with Workforce Innovation and Opportunity Act (WIOA) adult funds.¹ AEBG should create its own priority of service guidance to ensure that AEBG connects students to supports, including public benefits.

- [Promote immigrant integration](#) by issuing joint guidance with the Office of Immigrant Integration to further career pathways for immigrant workers.

Tie AEBG accountability to impact through the establishment of a cross-system accountability structure. This requires a number of barriers to be addressed:

- [Delineate and distinguish “populations” from “services”](#) in fund reporting on AEBG’s seven program areas by using data tags within TopsPRO Enterprise for individual participant characteristics (individual with disability, English language learner, justice-involved adult, etc.) and for course characterization (pre-apprenticeship, workforce re-entry, Career Technical Education (CTE), family literacy, etc.). Creating these data tags will provide a more precise picture of who is receiving AEBG services and what those services are.
- [Clarify fund reporting on AEBG’s five objectives](#), specifically the categories for *Gaps in Service* and *Accelerated Learning*. *Gaps in Service* accounted for the majority of resources but given stable future 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* Measurable 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.

Provide comprehensive technical assistance and professional development. The AEBG professional development technical assistance provider can greatly enhance capacity for comprehensive capacity building, including strategies to:

- **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 and barriers to such collaboration to system leaders, in order to develop, scale, and sustain supportive cross-agency policies and collaborative practices.
- **Establish common standards across providers.** AEBG requires local programs to address the “qualifications of instructors, including common standards across entities that provide education and workforce services to adults” [CA Education Code 84906 (b) (8) (C)]. This delineation of regional common standards for those working with low-skill adults, in Adult Schools, Community Colleges, and in any of the regional adult education and workforce service providers, should lead to quality indicators that can be embedded into staffing decisions regardless of other specific institutional requirements. AEBG technical assistance providers should initiate a state working group to frame a set of common standard qualification criteria for consideration by local AEBG consortia.
- **Support and strengthen consortia structure.** AEBG professional development must build the capacity of local consortia leaders to understand the other adult-serving systems in their region and develop a vision for an adult service strategy with partners. Targeted capacity building is needed for practitioners serving low-skill adults under Community College credit-based developmental education, Community College non-credit CTE and Community College basic skills; WIOA title II Adult Education and Family Literacy Act providers; AEBG basic skills and other non-credit CTE providers.
- **Incentivize faculty-led models and learning communities.** The AEBG Office and professional development team should provide guidance and on-going support for inter-institutional professional learning communities to help embed collaboration in AEBG consortia’s way of doing business and to scale best practices.

AEBG is an unprecedented effort to align California adult education across systems and providers in order to support participants’ educational and economic mobility and communities’ prosperity. CLASP offers this study to support California system leaders as they work to bring AEBG to its full potential.

Data findings

Introduction

California's Adult Education Block Grant (AEBG) initiative is not simply a reinvestment in the state's low-skill adults; it is also a reimagining of quality adult education services for the state. AEBG established a consortia governance structure around key adult education funding streams.² The state's 71 regional AEBG consortia receive allocations from a \$500 million annual state appropriation along with a mandate to build regional service delivery models for the provision of adult education. The consortia use these resources to implement seven key activities³ with the intent of producing better education and employment results for California's academically underprepared adults.

In 2016, CLASP began an 18-month study of the implementation of California's AEBG governance and direct service activities. The purpose of the study was to assess state and local activity, analyze current and potential impacts of the AEBG initiative for partners and participants, and offer recommendations for potential policy and implementation changes in future rounds of AEBG funding and other coordinated funding streams, for consideration by the California Community College Chancellor's Office (CCCCO), the California Department of Education (CDE), and other policymakers.

This section of CLASP's final report describes the several ways that we gathered information on AEBG implementation and identified strategies that are building the capacity of the public systems. The [recommendations section](#) on page 48 recommends additional strategies in program implementation, performance management, and partnership governance.

Methodology

CLASP used a mixed-methods approach to this implementation study including four methods: an online survey of consortia leaders and members, focus groups with practitioners, semi-structured interviews with both state and local practitioners, and a document review of AEBG plans by Hanover Research.

Online survey

The initial online survey (referred to in this report as the "2016 survey") was sent by e-mail to all consortia members listed on the AEBG website, which included both those designated as primary contacts and other consortia members (over 600 e-mail addresses). Recipients were encouraged to forward the survey to others in their consortia to generate as many responses possible. The survey opened on April 26, 2016 and closed on May 20, 2016. The response was outstanding with more than half the number of those originally emailed responding. 344 responses were included in the analysis, which included 300 complete surveys and 44 incomplete surveys

that had at least some substantive questions answered. Seventy of the 71 consortia primary contacts completed the survey. As described below, we followed up the 2016 survey with a more limited online survey in 2017, surveying only the 71 consortia primary contacts.

While we gathered useful information, there were other important purposes for these surveys, as well. One was to get people involved and aware of the study. Another was to change the dialogue about AEBG from “new money spent in old ways” to “new money spent in new and innovative ways,” to best serve low-income people. Most of the survey questions asked about best practices, which we later saw influencing behavior as the survey raised awareness of these best practices. A last purpose of the survey was to inform the questions for our subsequent interviews. Therefore, the survey was an important tool that indirectly led to further information collection on which our recommendations were based. The text of the online survey can be found in Appendix VI.

Focus groups

CLASP conducted focus groups of AEBG practitioners who were attending the CASAS Summer Institute in San Diego, CA in June 2016. Participants in the three focus groups represented Adult Schools and Community Colleges from across the state at varied stages of consortia plan implementation. The group of individuals invited to participate was developed by CASAS, an organization that knows the field very well and has provided accountability and reporting for California adult education for decades. The focus group topic guide can be found in Appendix II.

State interviews

In November 2016, CLASP conducted semi-structured interviews with state staff during the annual AEBG Summit. Interviews with state officials included leaders with both direct and indirect AEBG responsibility. With state-level staff, CLASP focused on the decision-making processes, CDE/CCCCO collaboration, other state agency collaboration, as well as an assessment of implementation to date. The interview protocols can be found in Appendices III and IV.

Local interviews

CLASP’s interviews with local consortia administrators and practitioners focused on consortia structure, community engagement, communication, alignment, partnerships, data collection and accountability, and lessons learned in implementation to date. They also took place during the November 2016 AEBG Summit. We conducted interviews with five teams of local stakeholders. The local interview protocols can be found in Appendix V.

Document review by Hanover Research

Hanover Research was engaged by the state to perform document reviews of selected AEBG plans. Their document review led to a separate but complementary report, from which CLASP drew information to inform our recommendations, particularly in the interim report that CLASP submitted in July 2016.

In their report, Hanover examined the governance activities of 16 of the 71 consortia, and analyzed the structure, communication practices, decision-making models, community need, alignment of partnerships, and evaluation methods of these consortia. To select a representative sample of consortia, Hanover manually scanned the California district map and identified consortia from varying geographic locations and environments (e.g., rural, urban) across the state. Hanover reviewed the selected consortia's submitted documentation, including governance plans, regional plans, organizational charts, and other supplemental materials, to assess their development from the planning phase under AB86 to implementation of AB104.⁴

2016 Survey findings

As one part of our study, CLASP, assisted by IMPAQ International, designed and fielded an online survey to gauge progress made by consortia on the first year of AEBG implementation, focused on subsequent implementation objectives in response to the requirements of AB86:

Objective 3: Integrate existing programs and create seamless transitions into postsecondary education or the workforce;

Objective 4: Activities to address the gaps identified in Objective 1 and Objective 2;⁵

Objective 5: Employ approaches proven to accelerate a student's progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education and career technical education;

Objective 6: Collaborate in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration and improve student outcomes; and

Objective 7: Leverage existing regional structures, including, but not limited to, with workforce investment areas.

The 2016 online survey was sent by e-mail to all members of the consortia listed on the AEBG website, which included both those designated as primary contacts and other consortium members (over 600 e-mail addresses). Recipients were encouraged to forward the survey to others in their consortium to generate as many responses possible, which was important because CLASP understood that some of the members of the consortia felt their voices were not being heard. The survey opened on April 26, 2016 and closed on May 20, 2016. The online survey had a high response rate, as we received responses from more than half the number of those originally emailed. 344 responses were included in the analysis, which included 300 complete surveys and 44 incomplete surveys that had at least some substantive questions answered. The charts and figures in the following sections do not include the number of no responses, which is why some of the numbers do not add up to 100 percent.

The 2016 survey was followed by a 2017 survey to only the 71 consortia leads. We compare those results following the discussion of the 2016 full survey.

Data desegregations

We analyzed the whole universe of respondents and separately looked at the responses from the “primary contacts” of the consortia. We found additional insights from comparing results for all respondents to those from the subset of primary contacts.

The first group, “all respondents,” includes all 344 responses used in the analysis. All charts and tables in this section include all respondents, but disaggregated data can be found in Appendix X. The benefit of this group is that it has the broadest coverage, allowing more voices to be heard from those implementing AEBG. The drawback to analyzing this group as a whole is that we received responses from only one or two members of some consortia, while other consortia are represented by as many as 14 individuals, which skews the results toward those consortia with more responses.

We also analyze results from the responses from 70 “primary contacts.” These are individuals who are identified by the AEBG website as primary contacts for communication from the state to the 71 regional consortia. Where more than one primary contact was listed, a single primary contact was selected using a random generator. In cases where consortia had no primary contact respond to the survey, we randomly selected one individual from those consortia to be analyzed as a primary contact. Only one consortium had no respondents. The benefit of analyzing primary contacts alone is separating out one response from 70 of the 71 consortia, so the results can be interpreted without bias toward any consortia. Also, primary contacts may have more knowledge of what is happening in their consortium. The drawbacks are that the analysis is based on fewer responses, and the fact that we had to randomly determine the primary contacts in a few cases.

The group of “all respondents” has been further broken down among three types of organization, categorized as Community College respondents, Adult School respondents, and other respondents. We compare only Community Colleges and Adult Schools, as the “other” group is relatively small and very diverse. For these comparisons, the unit of analysis is respondents, not the individual consortium, since many consortia have multiple respondents, as mentioned above.

The group of “primary contacts” has been broken down by 2015-2016 AB104 funding allocations to compare small (less than \$1 million), medium (\$1 million to \$2.5 million), and large (greater than 2.5 million) consortia. Because the group contains 70 of the 71 primary contacts, one from each consortium, the unit of analysis in this case is the consortium.

Table 1. 2016 Data desegretations

All Respondents (n=344)			Primary Contacts (n=70)		
Adult Schools n=190	Community Colleges n=96	Other n=51	Small n=24	Medium n=26	Large n=20

This 2016 survey provided a snapshot of the challenges and opportunities stakeholders identified on their way to building a comprehensive adult education system for California. Data from the completed survey informed the focus group and interview questions which came after the survey. Again, all charts and tables in this section include all respondents (i.e., not limited to primary contacts). The analysis includes findings that take into account all disaggregated data (Adult School vs. Community College for all respondents; small, medium, and large for primary contacts). For disaggregated data, please see Appendices VII and VIII.

Assessment alignment

Most respondents reported some change in their assessment alignment. Adult School respondents reported more change than Community College respondents, while consortia size did not appear to differ on assessment change. About a quarter of respondent reported no change.

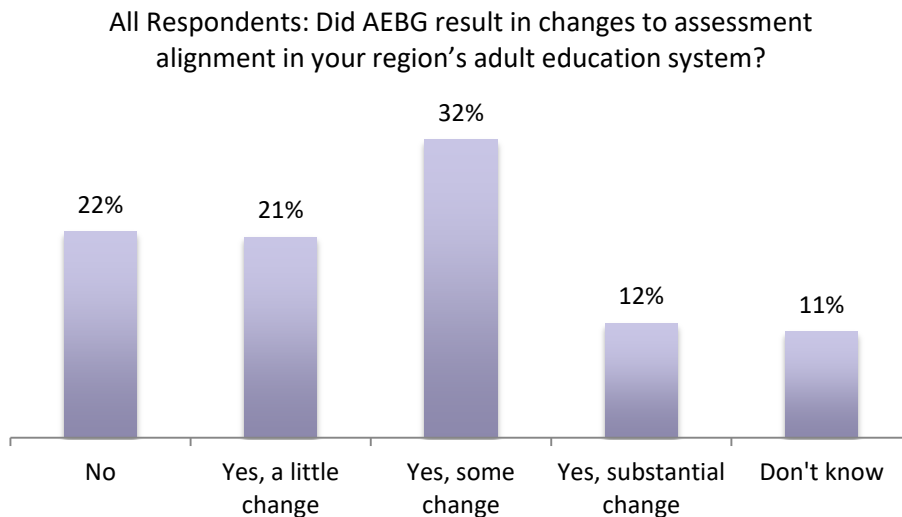


Figure 1. All Respondents: Did AEBG result in changes to assessment alignment in your region’s adult education system?

Pathways to employment

Seven in 10 respondents reported a change in pathways to employment. Adult School respondents were more likely to report change than Community Colleges. A very high percentage of small consortia reported at least some level of change (a little change, some change, or substantial change).

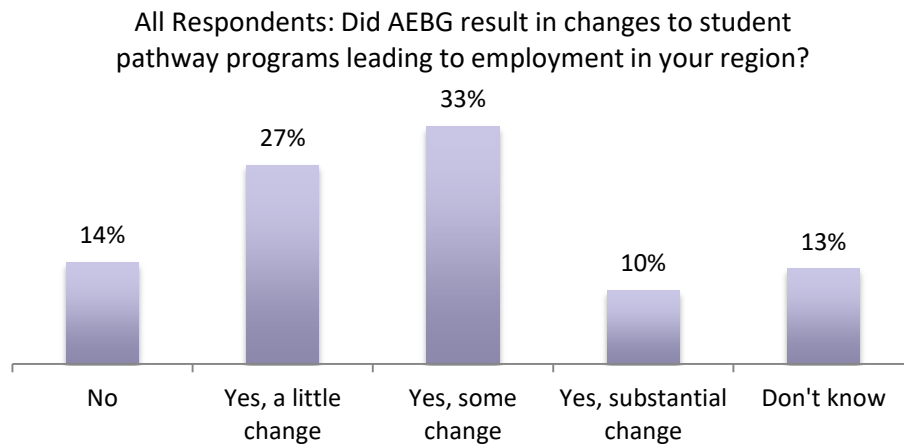


Figure 2. All Respondents: Did AEBG result in changes to student pathway programs leading to employment in your region?

Pathways to postsecondary education

Three-quarters of all respondents reported at least some level of change in pathway programs to postsecondary education. Primary contacts were more likely to report some change. Community College respondents were more likely to report change. Small, medium, and large consortia all reported high levels of change.

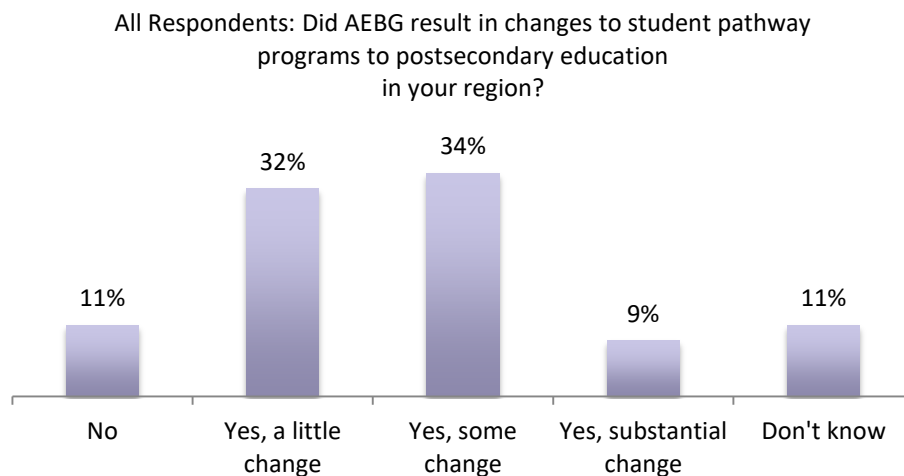


Figure 3. All Respondents: Did AEBG result in changes to student pathway programs to postsecondary education in your region?

Student transition services

Overall, when asked if AEBG resulted in changes to student service transition strategies, primary contacts and all respondents answered relatively similarly; in both cases, a large majority reported that they had at least partially implemented such changes.

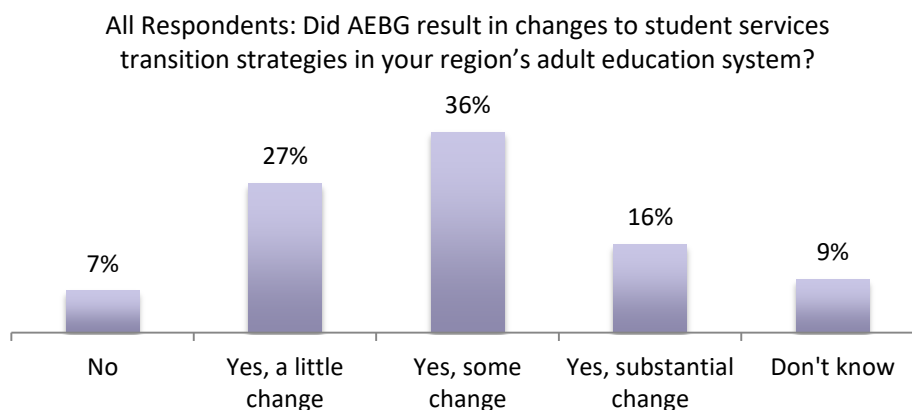


Figure 4. All Respondents: Did AEBG result in changes to student services transition strategies in your region’s adult education system?

Data collection and use

The AEBG survey was fielded prior to the state’s release of the \$20 million in accountability funds and the AEBG Student Data Reporting template and process. Our survey did not focus on reporting data to the state, but rather on members collecting and using data to inform decision making and continuous improvement among consortia partners.

Our survey asked if AEBG resulted in any of the changes to data collection methods listed below. About two in 10 of all respondents reported no change at all. A higher percentage of primary contacts reported no change. This may be because they know more about their consortia or it may be because they know less about specific data collection practice changes at the institutional level. The larger the consortium, the less likely they were to report no change—implying that larger consortia are more likely to have made changes to data collection, possibly due to economies of scale. The most frequent choice was “Individual follow-up with students,” selected by about a quarter of respondents.

Table 2. All Respondents: Has AEBG resulted in any of the following changes to data collection methods in your region?

All Respondents: Has AEBG resulted in any of the following changes to data collection methods in your region? [check all that apply]	2016 Full Survey Response Percentages
Partners began using data release forms signed by students served in aligned programs	12%
Partners began matching administrative data from multiple systems	22%
Partners began administering completer surveys	20%
Partners began conducting individual follow-up with students	26%
No, data collection methods have not changed	22%
Don't know	20%
Other	22%

We asked if AEBG resulted in specific changes to data sharing among consortia partners. Respondents could select all that applied. About a quarter of all respondents reported three answers: sharing reports or aggregated data, jointly reviewing data to inform decisions, and having MOUs or data sharing agreements in place. Another one in four respondents reported not knowing if any of the changes had been made.

Table 3. All Respondents: Has AEBG resulted any of the following changes to data sharing among consortium partners?

All Respondents: Has AEBG resulted any of the following changes to data sharing among consortium partners?	2016 Full Survey Response Percentages
Partners share reports or aggregated data on programmatic or student outcomes	25%
Partners jointly review data and use it to inform decisions about adult education in the region	26%
Partners have access to each other's data	13%
Partners link or integrate their data systems	6%
Partners have MOUs or data sharing agreements in place	22%
Don't know	24%
Other	20%

Asked whether AEBG resulted in improved use of student data to support decisions, more than 50 percent of all respondents reported a little, some, or substantial improvement. Thirteen percent said no improvement had been made, while 17 percent reported not knowing.

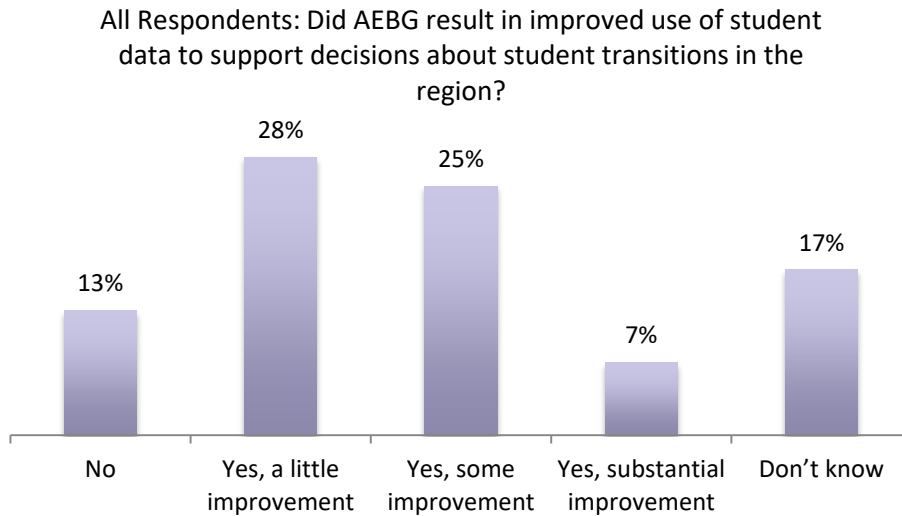


Figure 5. All Respondents: Did AEBG result in improved use of student data to support decisions about student transitions in the region?

We asked if AEBG has resulted in specific changes to data sharing among consortia partners. A majority of all respondents indicated that they offered new classes, while a significantly higher proportion of primary contacts reported the same. In this case, the responses from the primary contacts probably are the most accurate indicator of the practice in their consortia, because the primary contact would presumably be in the best position to know. Answers were generally the same between Community College respondents and Adult School respondents. Similarly, the size of consortium made little difference. Very few reported stopping any classes, while about a quarter of all respondents reported adding new partners, modifying instructional delivery, and changing class locations. In all three areas, primary contacts answered at higher rates. Again, the responses of the primary contacts most likely paint the complete picture, which may indicate that all respondents were not fully informed about changes being made.

Table 4. All Respondents: What programming decisions were informed by reviewing student data?

All Respondents: What programming decisions were informed by reviewing student data?	2016 Full Survey Response Percentages
New classes have been offered	51%
Some classes have stopped being offered	9%
New partners have been added to the consortium	28%
Instructional delivery has been modified	27%
Class locations have been changed	27%
Curriculum has been changed	31%
Don't know	14%
Other	12%

Our survey asked if AEBG requirements to assess current service levels and compare them to regional adult education *needs* resulted in any of the changes in table 4.

Two-thirds of respondents reported “hiring new or different staff,” although a higher proportion of primary respondents answered yes, indicating that not all consortia members may know about new or different staff. About a quarter of all groups reported “more distance offerings,” with smaller consortia more likely to report this option. About half of all respondents reported “modification of existing classes,” with a higher percentage of small consortia reporting this change. Similarly, small consortia were much more likely to report “addition of new classes” than larger consortia. With regard to focusing on “new or different services for new populations,” about a third of all respondents answered yes, while a higher percentage of primary respondents did so, indicating that new targeting may not have been well communicated to all consortia members. More primary contacts (about six in 10) reported “changes in class locations,” which was a much higher rate than all respondents. Similarly, the “creation of new partnerships” was more commonly reported among primary contacts. Taken together, these results may indicate a need for better communication inside consortia, which we explored further in the interviews.

Table 5. All Respondents: Have AEBG requirements to assess current service levels and compare them to regional adult education needs resulted in any of the following changes?

All Respondents: Have AEBG requirements to assess current service levels and compare them to regional adult education needs resulted in any of the following changes?	2016 Full Survey Response Percentages
Hiring of new/different staff	66%
More distance education offerings	18%
Modification of existing classes	47%
Addition of new classes	67%
Recruitment of new populations	38%
Increased recruitment of particular populations (e.g., English Language Learners, low-income adults)	41%
New or different services for new populations	33%
Changes in class locations	42%
Creation of new partnerships	55%
Don't know	9%
Other	5%

Joint adult basic education and career technical education

The survey also asked about joint ABE/CTE professional development activities. Preliminary results found:

- A majority of both primary contacts and all respondents report joint staff convenings, indicating that a majority of consortia had joint staff convenings.
- While three in 10 primary contacts reporting joint instructional professional learning communities, only two in 10 of all respondents indicated the same.

Table 6. All Respondents: Did AEBG result in any of the following joint ABE/CTE professional development activities?

All Respondents: Did AEBG result in any of the following joint ABE/CTE professional development activities?	2016 Full Survey Response Percentages
Joint staff convenings	65%
Joint instructional Professional Learning Communities	18%
Joint professional development for support staff	47%
Team teacher preparation time	38%
None of these	40%
Don't know	9%

It may be that more people from consortia without learning communities responded to the survey, but it seems more likely that primary contacts had joint professional learning communities that other members of their consortia did not participate in, recall, or know about. This likelihood is reinforced by the fact that many fewer primary contacts indicated having "none" of the list of joint ABE/CTE joint professional development activities, while four in 10 of all respondents reported "none" of these activities. These results were similar between Adult Schools and Community Colleges.

Table 7. All Respondents: Did AEBG result in leveraging of assets or partnerships that exist in the region in any of the following ways?

All Respondents: Did AEBG result in leveraging of assets or partnerships that exist in the region in any of the following ways? [Check all that apply]	2016 Full Survey Response Percentages
Co-location of programs or services that weren't co-located before	38%
Financial or in-kind contributions from new partners	16%
Additional financial or in-kind contributions from pre-existing partners	15%
Joint provision of programming or services	28%
None of these	12%
Don't know	20%
Other	6%

Communities of need

The survey also asked “To what extent do you agree with the statement, ‘The community of need is sufficiently engaged with AEBG in your region?’”

- In all groups, the most common answer was “somewhat agree.”
- However, overall, only about a quarter of primary contacts agree or strongly agree with the statement, which indicates a great opportunity to more fully engage members of the community of need.
- Community College respondents were more likely than Adult School respondents to agree or strongly agree.
- About one-quarter of small, medium, and large consortia agreed or strongly agreed that the community of need was sufficiently engaged.

All Respondents: To what extent do you agree with the statement, “The community of need is sufficiently engaged with AEBG in my region”?

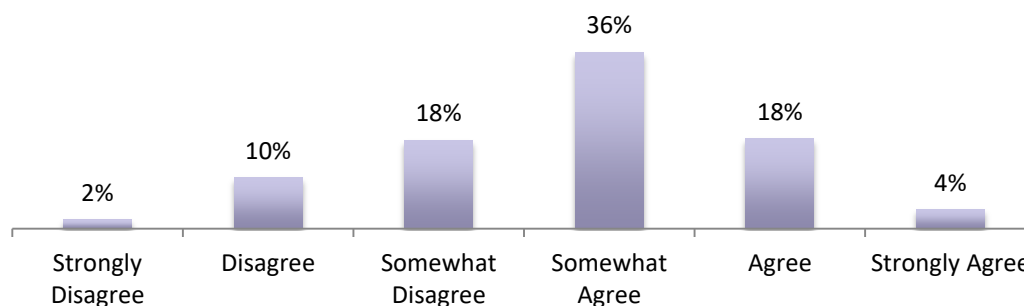


Figure 6. All Respondents: To what extent do you agree with the statement, “The community of need is sufficiently engaged with AEBG in my region”?

The next question looks at specific communities of need, which may include the communities in Table 8. There is agreement that over half of all respondents and primary contacts that AEBG in their region could benefit from more engagement from the at least some of communities listed above. Top among the list is “unemployed adults,” followed by “adults without a high school diploma/GED,” and “adults living below the poverty line.” Primary contacts more often reported that engagement from these groups would improve AEBG in their region.

Table 8. All Respondents: Would more engagement from any of the following communities of need improve AEBG in your region?

All Respondents: Would more engagement from any of the following communities of need improve AEBG in your region?	2016 Full Survey Response Percentages
Adults without a high school diploma/GED	54%
Unemployed Adults	56%
Adults living below the poverty line	52%
Adults who are illiterate	46%
English Language Learners	49%
Students/Adults with disabilities	44%
None	7%
Other	7%

2017 Follow-up online survey

An identical survey was sent out via e-mail to the 71 identified consortia leads in early 2017, with questions designed to measure improvements in consortia experiences with AEBG. We only received completed or significantly completed responses from 51 consortia. In order to accurately compare the results of the two surveys and reduce selection bias, we analyzed results from the consortia’s primary contacts who responded to the survey both in 2016 and 2017. One consortium responded to the survey in 2017 that did not respond in 2016, yielding a total of 50 consortia that responded to the survey in both years. Selection bias may still exist, as those who took the survey both years may have had a more positive experience with AEBG and may have been more motivated to share their results. Consortia that had poor experiences with AEBG may have been reluctant to respond to the survey in 2017.

The following discussion includes survey results from the 50 AEBG consortia primary contacts who responded to both the 2016 and 2017 online surveys. Sixty percent of the sample identified as a Community College, while about 30 percent identified as an Adult School. The complete list of the 50 consortia can be found in Appendix IX.

Assessment alignment

In terms of assessment alignment in adult education systems, consortia leads reported positive change between 2016 and 2017. When asked if AEBG resulted in changes to assessment alignment in their region’s adult education system, 60 percent of respondents in 2016 reported a little, some, or substantial change. In 2017, however, 82 percent of respondents reported AEBG resulted in changes to assessment alignment in their region’s adult education system.

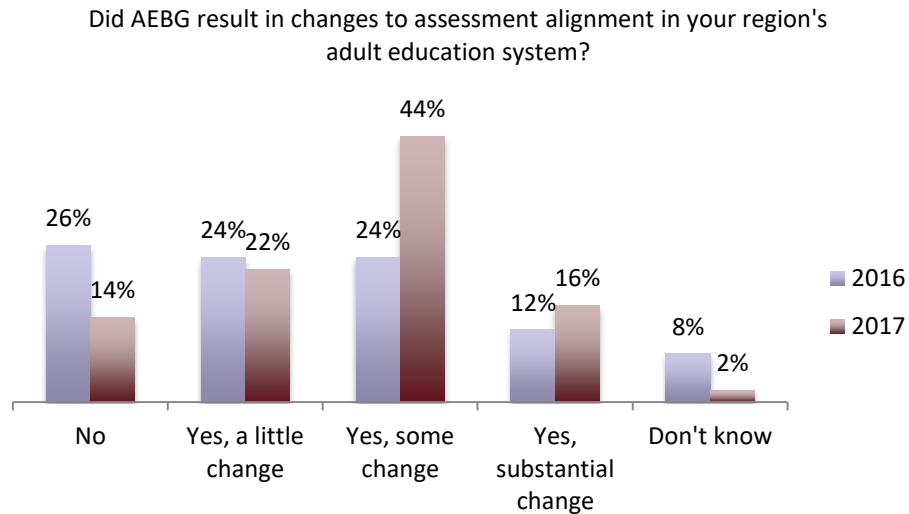


Figure 7. Did AEBG result in changes to assessment alignment in your region's adult education system?

Student pathway programs leading to employment

When asked if AEBG resulted in changes to student pathway programs leading to employment, responses improved slightly between 2016 and 2017. The greatest difference came with 28 percent of respondents reporting substantial change in 2017 compared to just 14 percent of respondents in 2016 reporting the same. Overall, 76 percent reported a little, some, or substantial change in 2016, while 82 percent reported a little, some, or substantial change in 2017.

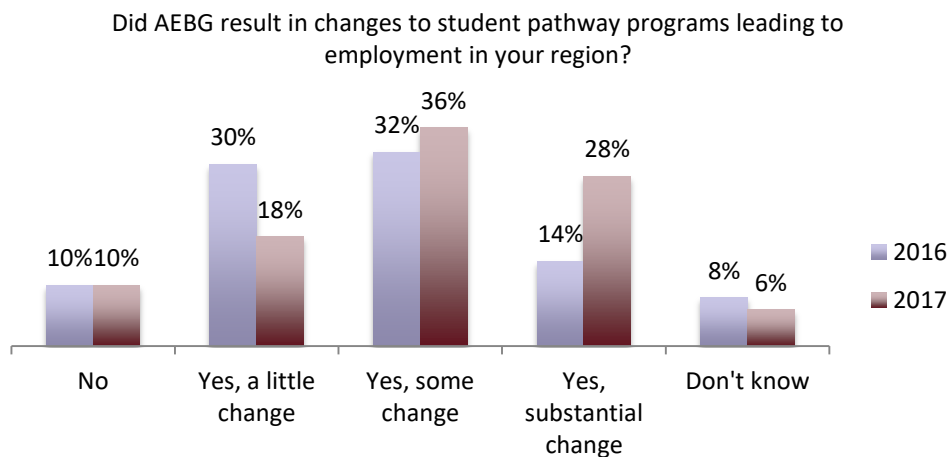


Figure 8. Did AEBG result in changes to student pathway programs leading to employment in your region?

Student pathway programs to postsecondary education

With regard to changes to student pathway programs to postsecondary opportunities, respondents reported slight improvement in overall change between 2016 and 2017. Eighty percent of respondents in 2016 reported changes, while 86 percent did in 2017.

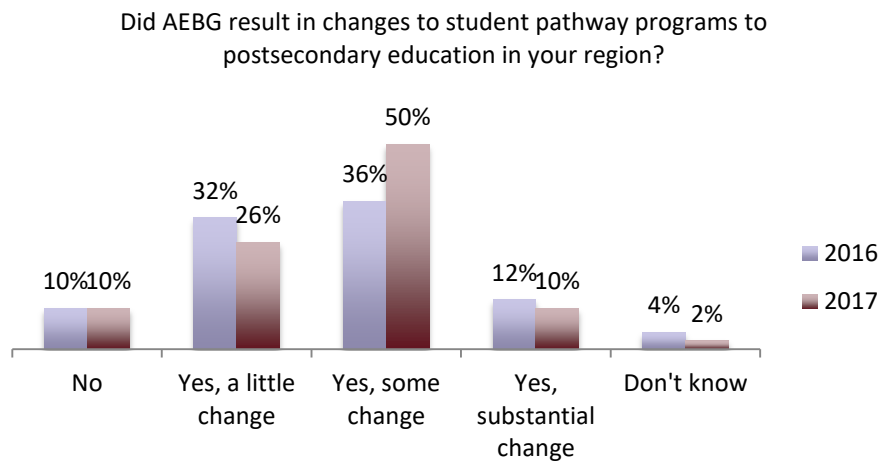


Figure 9. Did AEBG result in changes to student pathway programs to postsecondary education in your region?

Changes to student services transition strategies in adult education systems

When asked if AEBG resulted in changes to student services transition strategies in their region’s adult education system, respondents indicated positive change that increased from 2016 to 2017. In 2017, 96 percent of respondents reported a little, some, or substantial change, up from 78 percent in 2016. The degree of change improved as well from 2016 to 2017, as seen in the chart below.

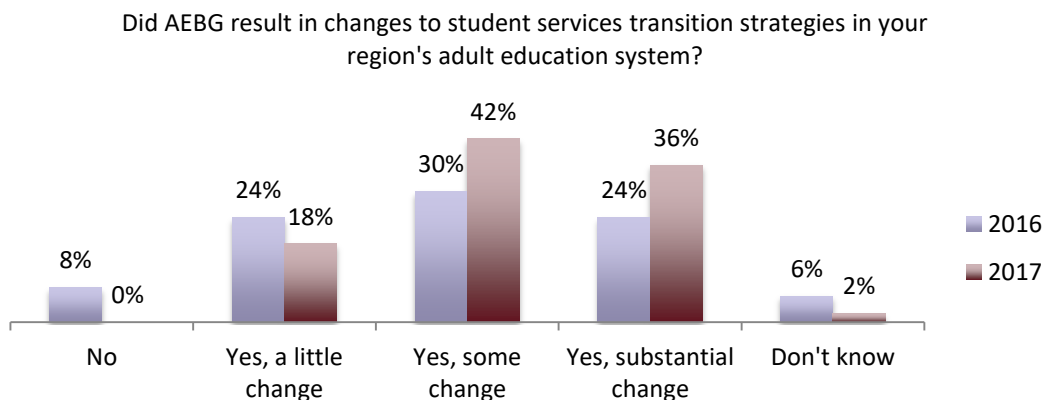


Figure 10. Did AEBG result in changes to student services transition strategies in your region's adult education system?

Changes to data collection methods

From 2016 to 2017, AEBG consortia reported more changes in data collection methods. In 2016, 28 percent of respondents reported that data collection methods had not changed; however, in 2017, only 6 percent of respondents reported no change.

Table 9. Has AEBG resulted in any of the following changes to data collection methods in your region?

Has AEBG resulted in any of the following changes to data collection methods in your region? [Check all that apply]	2016	2017
Partners began using data release forms signed by students served in aligned programs	14%	28%
Partners began matching administrative data from multiple systems	22%	46%
Partners began administering completer surveys	20%	30%
Partners began conducting individual follow-up with students	30%	42%
No, data collection methods have not changed	28%	6%
Don't know	16%	6%
Other	30%	16%

Changes to data sharing among consortium partners

Respondents reported that data sharing has improved slightly from 2016 to 2017. The greatest improvement is seen in partners having MOUs or data sharing agreements in place. In 2016, 20 percent of respondents had MOUs or data sharing agreements, while in 2017, 36 percent of the respondents did.

Table 10. Has AEBG resulted in any of the following changes to data sharing among consortium partners?

Has AEBG resulted in any of the following changes to data sharing among consortium partners? [Check all that apply]	2016	2017
Partners share reports or aggregated data on programmatic or student outcomes	30%	38%
Partners jointly review data and use it to inform decisions about adult education in the region	36%	42%
Partners have access to each other's data	14%	22%
Partners link or integrate their data systems	4%	12%
Partners have MOUs or data sharing agreements in place	20%	36%
Don't know	12%	10%
Other	32%	16%

Use of student data to support decisions about students

When asked if AEBG resulted in improved use of student data to support decisions about student transitions in the region, there was minor improvement. In 2016, 70 percent of respondents reported a little, some, or substantial improvement, while 76 percent of respondents in 2017 reported change.

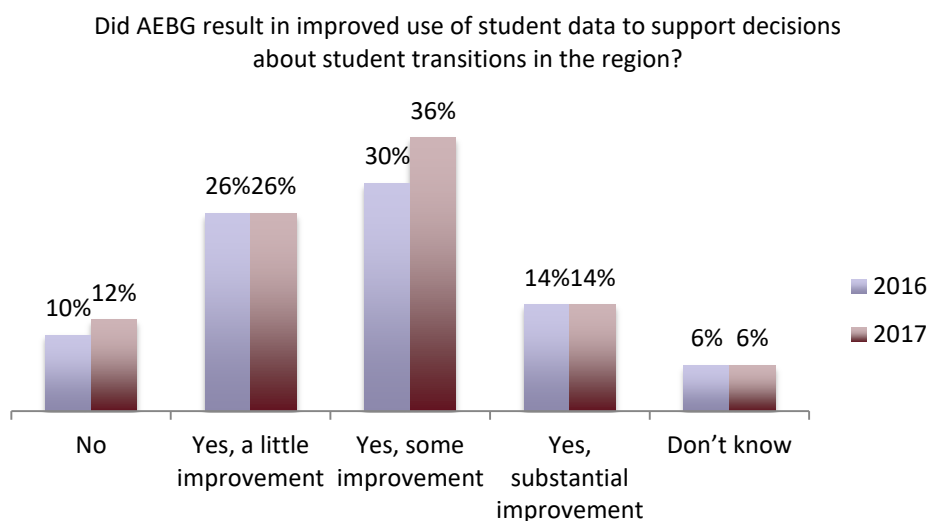


Figure 11. Did AEBG result in improved use of student data to support decisions about student transitions in the region?

Programming decisions informed by reviewing student data

From 2016 to 2017 there have been moderate improvements in the programming decisions that are informed by reviewing student data. Most notably, 82 percent of respondents in 2017 reported that new classes have been offered, up from 72 percent in 2016.

Table 11. What programming decisions were informed by reviewing student data?

What programming decisions were informed by reviewing student data? [Check all that apply]	2016	2017
New classes have been offered	72%	82%
Some classes have stopped being offered	20%	28%
New partners have been added to the consortium	34%	36%
Instructional delivery has been modified	44%	54%
Class locations have been changed	50%	58%
Curriculum has been changed	52%	60%
Don't know	2%	4%
Other [please specify]	20%	6%

Requirements to assess current service levels

Survey respondents were asked to identify areas where programmatic changes were driven by AEBG requirements to assess current service levels and compare them to regional adult education needs. Overall, more changes were evident in 2017. The greatest increase came with the creation of new partnerships. In 2016, 64 percent of respondents reported that the requirements led to new partnerships and in 2017, 82 percent of respondents reported new partnerships.

Table 12. Have AEBG requirements to assess current service levels and compare them to regional adult education needs resulted in any of the following changes?

Have AEBG requirements to assess current service levels and compare them to regional adult education needs resulted in any of the following changes? [Check all that apply]	2016	2017
Hiring of new/different staff	82%	78%
More distance education offerings	24%	32%
Modification of existing classes	54%	64%
Addition of new classes	82%	84%
Recruitment of new populations	56%	56%
Increased recruitment of particular populations (e.g., English Language Learners, low-income adults)	58%	68%
New or different services for new populations	44%	60%
Changes in class locations	60%	56%
Creation of new partnerships	64%	82%
Don't know	4%	4%
Other	6%	2%

Joint ABE/CTE professional development activities

According to the survey results, AEBG has increased joint ABE/CTE professional development activities from 2016 to 2017, particularly joint professional development for support staff. In 2016, 34 percent of respondents said AEBG increased joint professional development for support staff while 56 percent said AEBG increased professional development for support staff in 2017.

Table 13. Did AEBG result in any of the following joint ABE/CTE professional development activities?

Did AEBG result in any of the following joint ABE/CTE professional development activities? [Check all that apply]	2016	2017
Joint staff convenings	58%	62%
Joint instructional Professional Learning Communities	32%	38%
Joint professional development for support staff	34%	56%
Team teacher preparation time	22%	34%
None of these	14%	6%
Don't know	10%	10%

Leveraging of assets or partnerships

When asked if AEBG resulted in leveraging of assets or partnerships that exist in the region, respondents reported a decrease in co-location of programs or services that weren't co-located before, but an increase in financial or in-kind contributions from new partners from 2016 to 2017. Other partnerships remained nearly the same.

Table 14. Did AEBG result in leveraging of assets or partnerships that exist in the region in any of the following ways?

Did AEBG result in leveraging of assets or partnerships that exist in the region in any of the following ways? [Check all that apply]	2016	2017
Co-location of programs or services that weren't co-located before	60%	48%
Financial or in-kind contributions from new partners	16%	36%
Additional financial or in-kind contributions from pre-existing partners	18%	20%
Joint provision of programming or services	48%	50%
None of these	8%	12%
Don't know	8%	4%
Other	10%	6%

Engagement from necessary partners in the region

Agreement with the statement “my consortium has sufficient engagement from all necessary partners in the region” fell slightly among consortia leads. In 2016, 80 percent of respondents reported they somewhat agreed, agreed, or strongly agreed, while this number fell to 76 percent in 2017.

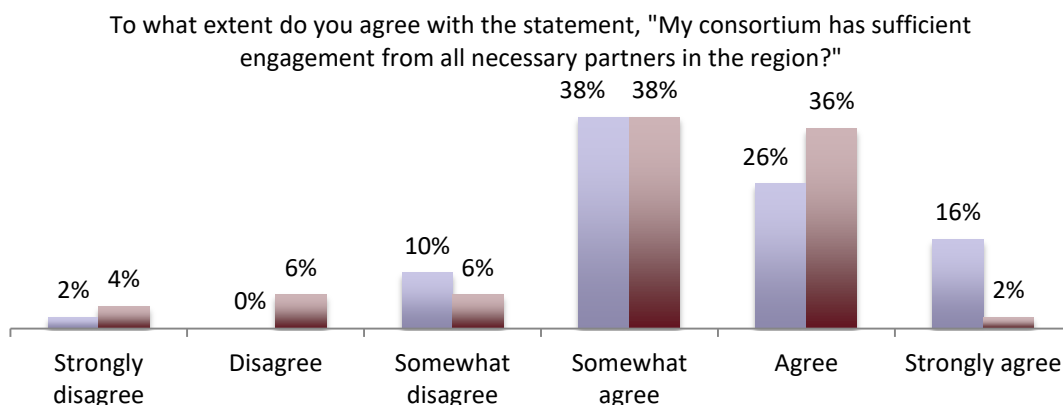


Figure 12. To what extent do you agree with the statement, "My consortium has sufficient engagement from all necessary partners in the region?"

Engagement with communities of need

In both 2016 and 2017, the majority of consortium leads felt more engagement with specific communities of need would improve AEBG. Seventy-two percent of respondents in 2016 and 68 percent in 2017 said more engagement with unemployed adults would improve AEBG in their region. Only 4 percent of respondents in 2016 and 6 percent in 2017 said that no engagement with the listed communities of need would improve AEBG in their region.

Table 15. Would more engagement from any of the following communities of need improve AEBG in your region?

Would more engagement from any of the following communities of need improve AEBG in your region? [Check all that apply]	2016	2017
Adults without a high school diploma/GED	62%	66%
Unemployed Adults	72%	68%
Adults living below the poverty line	58%	58%
Adults who are illiterate	56%	58%
English Language Learners	62%	52%
Students/Adults with disabilities	56%	60%
None	4%	6%
Other [please specify]	6%	8%

When asked if they agreed with the statement "The community of need is sufficiently engaged with AEBG in my region," slightly more respondents agreed in 2017 than 2016. In 2016, 70 percent of respondents indicated some form of agreement, while in 2017, 76 percent expressed agreement.

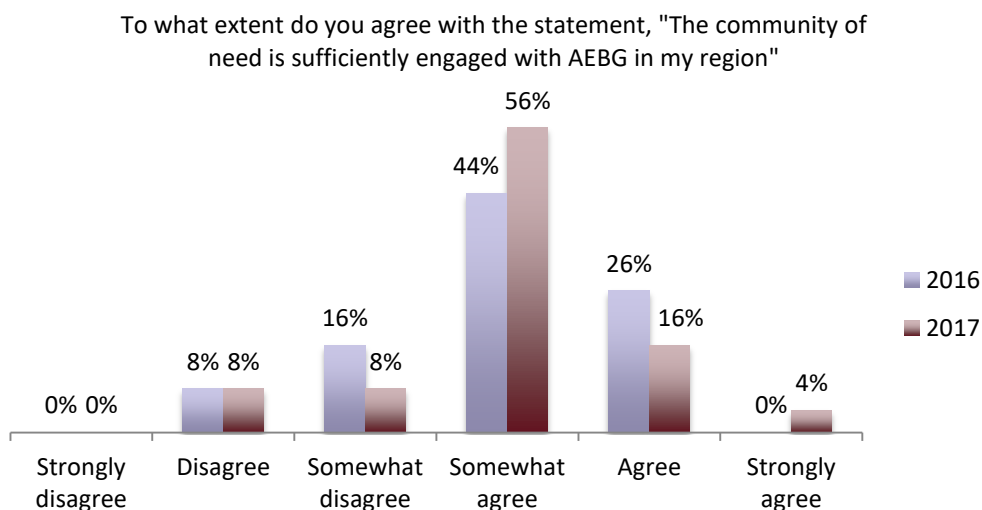


Figure 13. To what extent do you agree with the statement, "The community of need is sufficiently engaged with AEBG in my region"

Focus group findings & discussion

Focus groups⁶ revealed frustration with implementation challenges and optimism for the promise of a revitalized adult education system for California. They also identified specific strategies for improving AEBG implementation.

CLASP conducted three **focus groups of AEBG practitioners** who were attending the CASAS Summer Institute in San Diego, CA, in June 2016. Participants in the focus groups represented Adult Schools and Community Colleges from across the state at varied stages of consortia plan implementation. Several common themes emerged from these dialogues covering AEBG objectives and program areas, collaborative service delivery strategies, and data and accountability challenges.

Participants revealed that only Objective 4 (*Activities implemented to address gaps*) was significantly addressed during AEBG in 2016-2017; AEBG’s primary impact for California adult learners was greater access to services through the Adult School system, with English as a Second Language (ESL) experiencing the largest expansion. These courses were either re-established after years of closure or newly established in geographic areas that had never been served. Additionally, some consortia identified gaps through direct engagement with current students and so began to offer new services such as childcare, transportation assistance, and textbook scanning. Even while AEBG administrators celebrated the infusion of resources and expansion of services, there was caution and trepidation that the lack of Cost of Living Adjustment (COLA) for operational costs and staffing costs leaves AEBG with no mechanism for growth. **Future formulas to allocate AEBG funding will need the ability to respond to changing communities of need.**

Beyond service expansion, for many adult education providers there was little transformational work during this first year of implementation. However, in some cases, those services were delivered with enhanced technology, expanded supportive services, and with some recognition that AEBG would ask programs to move beyond the

transactional level to consider their work within a more strategic spectrum of aligned cross-system service. Overall, there was general agreement that many consortia were *poised* to make dramatic changes in the classroom but none had operationalized those changes broadly yet.

Objective 3 (*Integration of existing programs to create seamless transitions into postsecondary education or the workforce*), sums up the overall vision of AEBG as “partnering for a strong workforce.” This is the core tenet of California adult education redesign and one of the biggest challenges. While some Adult School or Community College basic skills administrators have completed articulation agreements allowing adult completers of reading or math classes to receive direct placement in a college credit-bearing course, most are still in negotiations with their Community College academic partners, who may be reluctant to make the necessary changes to placement policy that will lead to sustained, scalable transitions. Experience has shown that **seamless transitions will require modification of policy and practice for both systems**. One observation resonated with many focus group participants: While the AEBG law called for a new coordinated service delivery model, the two systems responsible for creating the new model – California Community Colleges and K-12 schools – still operate under their respective structures with disparate cultures. In essence, AEBG asks two comparatively small programs – Adult Schools and Community College basic skills/non-credit CTE – to carry out a reform agenda within the broader CCCCO and CDE systems.

While primary activities for the first year of implementation focused on getting money flowing, setting up curriculum and data integration work groups, and building relationships based on trust and a shared vision, building an alignment system of seamless transitions will take strong state and local leadership. Higher education practitioners called for the CCCCO to streamline the course approval process and consider how seemingly disparate initiatives – Student Success and Support Program (SSSP), CTE Pathways, Doing What Matters for Jobs and the Economy (DWM) – and funding streams could be guided toward alignment to bridge the workforce and academic missions of CCCCO to support adult learners. Adult education practitioners called for CDE support for the new reality that rewards programs not by Average Daily Attendance or seat time but rather by the role of Adult Schools in fostering transition to postsecondary education and the workforce. Both Community College and Adult School practitioners asked for **flexibility in staffing and the ability to blend the requirements of the two big systems to build transitional staffing models from the existing structures of minimum qualifications or licensure**. At the local leadership level, AEBG practitioners’ efforts to build an aligned system for adult education would be greatly aided by AEBG state leadership intentionally aligning all of the pathway policy and data work that is supported by Career Technical Education Pathways Program Grants, California Career Pathways Trust (CCPT), Strong Workforce, and others to build a pathway infrastructure that also includes AEBG.

At the service delivery level, AEBG practitioners reported greater alignment among Adult Schools under AEBG than in the previous system. Much of the curriculum redesign work has been among Adult School practitioners who are building standardized adult diploma and ESL curriculum, which in turn enable the Adult Schools to act as a unified system when negotiating articulation and placement policies with their local Community College district. While building some standardization, the flexibility and individuality of Adult Schools is also seen as a strength, and some consortia recognized the roles partners could play in a “regional ecosystem” through greater awareness

of each other's strengths and weaknesses. Some practitioners reported taking steps to contextualize and accelerate instruction through replication of the Washington I-BEST model or the Minnesota FastTRAC Bridge and Integrated Instruction model. Practitioners recognize that an Integrated Education and Training model would allow the two educational systems to differentiate their work: for adult educators to be the experts in foundational skill building; career and technical educators to be the experts in occupational training; and college academic staff to be subject matter experts. Again, this is an area where **state guidance on Integrated Education and Training models, dual enrollment policies for adult learners, and professional development for developing integrated outcomes and team teaching would be highly valued.**

In terms of capacity building, many consortia representatives mentioned joint faculty and administrative meetings and the beginnings of joint professional development, including learning communities. One administrator noted that AEBG has given Adult School teachers a greater sense of their value and their role in a larger system. There was general agreement that more professional learning communities were needed for instructional staff. Administrators varied widely in their level of comfort in managing a change initiative like AEBG. While some administrators have long collaborated with other systems (e.g., CalWorks, Regional Occupational Centers and Programs (ROPs), other Adult Schools working together informally to leverage relationships with human services or the colleges), others have largely been focused internally or are new to the adult education space altogether. Several administrators noted that adult students are not bound by geography. There has long been competition/cooperation among service providers but the focus on transition means the conversation is becoming more "student centered" and driven by aligning services and roles to create education pathways supported by other services. When AB104 brought resources to implement the plans developed under AB86, some consortia held administrator retreats to read and re-commit to the consortia plans and discuss additional partners or non-member/community stakeholders who needed to be involved.

Frustration about data and accountability issues was raised in all focus groups, but much of this initial conversation is now moot, due to further statewide guidance and the state's decision in November 2016 to standardize the use of WIOA measures and to collect all AEBG data using the TOPSPro Enterprise system. In hindsight, AEBG implementers and state leaders certainly would not have wished for the chaos that resulted from the undefined AEBG measures and the mismatch among WIOA and non-WIOA agency measures. One positive outcome of this long struggle was a locally initiated project, now supported by CCCCO, to build an adult tab on the LaunchBoard data application for local partners to use in tracking transitions from Adult School to Community College.

Focus group participants also had the option of sharing challenges and opportunities privately via a written form. Key challenges and opportunities emerged:

Challenges

- "Unclear, undefined, changing expectations with increasing number of deliverables." More than one-third shared similar responses, but this was tempered by recognition that "It is understandable because it is new to all of us and it will result in a great new system for the Adults in California"

- Capturing data for students post-exit
- “Collaboration/building with multiple partners from different work cultures”
- Balancing state guidance with local control
- Lack of technical assistance to support consortia leads in a cohesive, comprehensive approach

Opportunities

- Collaboration and learning among agencies , breaking down siloes, “bringing out the dark sensitive issues,” (most common response)
- Dedicated funding
- Opportunity to increase offerings, “close the gap between what’s needed and what’s offered”
- Student-centered / new opportunities for students
- Creativity / innovation
- Integrating programs / seamless transition
- High-quality faculty exchanges between college and K-12 Adult Ed. Relationship and coordination between K-12 schools and Community Colleges so students can easily transition to college.
- Support from legislature
- Expanding services to populations that are currently underserved
- Contributing to skilled workforce
- “Adult Ed is here to stay. So happy to be able to collaborate and show the promise and hope to students. Have an impact on our community”

Interview findings & discussion

In November 2016, CLASP conducted semi-structured interviews with state and local staff during the annual AEBG Summit.⁷

State interviews

Interviews with state officials included leaders with both direct and indirect AEBG responsibility. With state-level staff, CLASP focused on the decision-making processes, CDE/CCCCO collaboration, other state agency collaboration, as well as an assessment of implementation to date.

CCCCO/CDE Collaboration

AEBG is described by Chief Deputy Superintendent Glen Price as “the phoenix out of the fire,” and certainly state leaders see AEBG as a rebirth of California’s former state adult education grant run by CDE. Leadership for AEBG is a joint effort, modeled after the SB1070 Governor’s Career Technical Education Pathways Program with responsibility for accomplishing program objectives split between the California Community College Chancellors Office (CCCCO) and the California Department of Education (CDE). But whereas SB1070 focused on a pipeline of

students from middle and high school to college, AEBG focuses on adult learners in both Adult School and college non-credit settings.

State stakeholders in education and workforce development recognize that the decision to place responsibility for AEBG in the Workforce and Economic Development Division of CCCCCO, which has responsibility for credit/non-credit adult education, rather than the Academic Affairs Division, is intended by state officials to signal the leadership message of AEBG as a workforce development program. Stakeholders note that Vice Chancellor Van Ton-Quinlivan's "Doing What Matters for Jobs and the Economy" and "Strong Workforce" initiatives have dramatically raised the profile of and investment in CCCCCO Career Technical Education (CTE). With Dean Debra Jones' expertise in adult education, Vice Chancellor Quinlivan focused on leading the redesign of adult education, positioning AEBG as a core part of educating adults and aligned with the larger career pathway redesign of workforce education.

As we'll discuss further in our recommendation to [Strengthen AEBG Governance](#) (page 53), the CDE Adult Education Office, which administers the federal WIOA title II Adult Education and Family Literacy Act (AEFLA) funds for adult education, is an equal partner in the legislative design but has been a lesser partner in practical implementation decision making. Part of this can be attributed to the overall status of adult education departments inside state education agencies; Adult education agencies across the country report a common worry that they are not viewed as primary to the mission of their parent state education department. CDE was also the agency that operated California's former investment in adult education that was "flexed" out of existence during the Great Recession. Chris Nelson, while an experienced practitioner, was new to the administrative role of state adult education director and had to learn the state agency system navigation skills of his CCCCCO counterpart.

Joint state stakeholder decision making during the first year of implementation was painfully slow, with stakeholders reporting that some decisions were simply not made, leaving a vacuum nearly impossible to fill. Decisions on funding and fiscal agency, proportions for Maintenance of Effort (MOE) during the first year that sunset in the second, and decisions on accountability and data collection seem to have been made in fits and starts, with just enough effort to keep the wheels moving. While painful for state and local practitioners alike, state stakeholders agree that the willingness of leaders to work through this period of conflict and refrain from setting up a separate AEBG structure outside of CCCCCO's Workforce and Economic Development Division and CDE's Adult Education Office is an important achievement. The state could have followed the path of least resistance by simply adding another layer of bureaucracy onto the existing state systems. But by not building yet another separate leadership structure, AEBG state leadership aims to align the two agencies' leaders and staff in the key roles of external communications; data, accountability, and reporting; governance and policy; fiscal responsibility; and field capacity building. State leaders who experienced the California adult education system's drastic funding cuts and severe programmatic reductions during the state's "flex" policy in 2009-2015 express the view that "Adult education can't be fringe, or it will be wiped out again" during the next fiscal downturn.

By November 2016, a more unified front of state leadership was evident in the second AEBG Summit and the program's report to the California legislature. In remarks to the AEBG field, CDE Chief Deputy Superintendent Glen Price noted that "we are starting to learn at the state level that collaboration is not just something for other

people to do.” CDE and CCCCCO state staff consistently expressed the view that local consortia members were finding ways to work across separate cultures to move AEBG forward. One interviewee noted that state leaders have been “asking locals to do something that the state hasn’t done yet,” and many leaders noted the need to continue to work toward more shared decision making and operations in this process of “managing a merger” between the two systems.

As CCCCCO Interim Chancellor Erik Skinner noted, “turf issues are real,” and, as many state leaders noted in interviews, CCCCCO and CDE cultures are very different. CCCCCO operates within a shared governance structure along with its many colleges and districts and largely sees itself as guiding the system, advocating for and distributing special resources. Conversely, CDE operates a structure oriented around compliance and monitoring. CDE’s role of passing through federal funds directed by federal rules has naturally led to an emphasis on finding and correcting violations, with less attention paid to setting a vision. CDE Adult Education leadership funds have built a network of professional resources for staff, but those are provided by contractors, not the state staff, who describe their major role as fiscal monitoring. AEBG’s joint governance was an intentional decision to move beyond this compliance-focused mission. Similarly, the decision to use the CCCCCO Workforce and Economic Development Division rather than Academic Affairs was intended to move AEBG squarely into the workforce development space. These choices led to culture clashes. While more than a half dozen leaders noted that initially moving AEBG forward required working with “a coalition of the willing” at the state agencies, the “unwilling” ultimately will have to join in to create the momentum needed to support this large-scale system change.

A critical step in this process will be a larger shared understanding of the AEBG mission and vision among CDE/CCCCO staff who will make up the AEBG virtual office and all CDE/CCCCO staff involved in foundational skill building with adults. A state CDE staffer noted that strategic conversations on AEBG were missing. He regretted too much time spent on the logistics of releasing funds and reporting numbers without time spent building a strategic vision for AEBG as a vehicle for equity and student success. Staff members of both systems have expertise and passion for their work. They expressed strong belief in the importance of adult education and its impact on individual prosperity and regional economic competitiveness. They are seeking more top leadership messaging for the difficult work they do. This will take time and energy from state leadership, including Donna Wyatt, CDE’s new Director of Career College Transition Division, who has direct experience with teaching adults and clear enthusiasm for the mission of Career and Technical Education, and both the CCCCCO Vice Chancellor for Workforce and Economic Development and her counterpart in CCCCCO’s Academic Affairs Division.

Other state stakeholders

STATE-FEDERAL PROGRAMS – WIOA

Alignment with and support from other state agency efforts is a critical part of ensuring investment and capacity of AEBG. AEBG’s development coincided with California efforts to build a new Workforce Innovation and Opportunity Act (WIOA) plan and to develop the Strong Workforce Taskforce recommendations. Perhaps because of this synergy, the California Workforce Development Board (CWDB) seems to be the strongest ally of AEBG,

though CWDB staff, like other state agency staff interviewed, do not make a distinction between the federal WIOA title II AEFLA investment and the CA AEBG investment; rather, they see both as funding sources for one integrated system.

CWDB views AEBG as integrated with WIOA title II AEFLA planning, accountability, and data tracking, and CWDB's guidance on required WIOA regional planning partners includes "Regional consortia of ADULT BASIC EDUCATION providers (including both WIOA title II and other state-funded basic education programs." Positioning adult education as a common service strategy for both WIOA title II *and* "state-funded" programs is intended to send a strong message about California's unified system to the other WIOA system state administrative agencies—Employment Development Department (EDD), Department of Rehabilitation (DOR)—and their partners in colleges, economic development, industry sectors, and others. While such a unified system may today be only an aspiration, by designing up to this standard, the state will put positive pressure on CDE and CCCCO to create an intentionally aligned system that uses WIOA title II AEFLA funds to supplement the state AEBG investment. As we'll discuss further in our recommendation to [Design Career Pathways with WIOA Core Partners](#) (page 55), it will be critical not to view AEBG as merely additional funding for WIOA title II AEFLA—rather than recognizing the greater flexibility of the state investment and its stronger focus on regional strategy and operations.

CWDB's goal is to provide a consistent message to the one-stop system to integrate basic skills into workforce development. In the first quarter of 2017, 17 regional planning meetings between local workforce development boards, AEBG, CC, student services, CTE, and student aid met at Economic Mobility Summits to provide input into WIOA regional plans. Chris Nelson took critical steps to support both this effort and the federally mandated re-competition of WIOA title II AEFLA funds, which require local workforce boards to review literacy providers' applications and seek alignment to the local WIOA plan. California state leaders, by driving alignment at the time of WIOA title II and local board planning, are demonstrating a commitment to alignment even beyond federal requirements. While CWDB staff believes "alignment takes place at the local level," they have put in place the processes that will ripple up to state guidance and eventually to policies on co-enrollment, immigrant integration, and other services that will foster greater partnership among providers.

CALIFORNIA-SPECIFIC INITIATIVES: OTAN, CASAS, CALPRO, BASIC SKILLS TRANSFORMATION PARTNERS

CDE WIOA title II AEFLA state leadership funds have long supported supplemental service to local providers through CalPro, OTAN, and CASAS. Interviews with these providers in November 2016 revealed great frustration at the bifurcation of the adult education service delivery system and pointed direction from CDE for these providers to use their limited resources solely for supporting WIOA title II grantees. Although supplemental service providers identified an 81 percent overlap between CDE WIOA title II AEFLA-funded agencies and AEBG-funded agencies, there was no intentional effort to support the agencies holistically. In some cases, OTAN was able to support AEBG practitioners (when space allowed and a WIOA title II grantee was not kept from participating because of the AEBG grantee's participation), but overall these services were seen as supporting just one system. An OTAN supervisor believed it would take legislative change for her organization to support AEBG.

This comment reveals how deeply some of those who work solely in the WIOA title II system perceive a divide between WIOA title II and AEBG. In recent months, with the decision to use TOPSPro Enterprise as a standard data tool and the selection of a professional development provider, these issues have been mitigated. However, as OTAN providers revealed, “we need to educat[e] ourselves more on big picture AEBG.” CDE’s Adult Education Office staff expressed a desire to support that effort. These decisions can help unify the adult education system, and state leaders should send consistent messages about that alignment to promote quality, scale, and sustainability of the system.

CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION

At the consortia level, providers receiving education funding for corrections programs are required members and corrections educators are part of consortia service delivery. At the state level, corrections education is interested in partnering with AEBG. While the California Department of Corrections and Rehabilitation (CDCR) receives a small amount of funding from CDE through the WIOA title II AEFLA performance points funding mechanism and a small amount of federal Perkins funds for Career and Technical Education (CTE), CDCR leaders have not connected with AEBG significantly or strategically. CDCR leaders hope that AEBG’s emphasis on contextualized instruction and transition will allow more innovative programming. In the past, corrections staff have been frustrated by strict compliance interpretations with CDE WIOA title II funds; for example, a printer purchased with those funds was not allowed to be used by an instructor teaching a CTE course, which builds impenetrable siloes around staff and programming. AEBG’s pathway approach can enable adult education and CTE programs within correctional institutions to work together more effectively. CDCR is also interested in growing the capacity of ESL service and using AEBG to support their re-entry/transition programming. Notably, CDCR staff view AEBG largely as a CDE initiative. CDCR’s exchange with CCCCO is focused on the opportunity and challenge presented by California Senate Bill 1391 allowing Community College Districts that provide classes for inmates of state correctional facilities to receive state apportionment for those students. In 2016 and 2017, CDCR’s Director of Correctional Education Brantley Choate has been traveling throughout the state helping corrections institutions develop MOUs with local colleges and districts to operationalize SB1391, which has dramatically increased the provision of Community College courses within correctional institutions. Overall, CDCR staff promotes more state- and local-level interaction to help clarify and deepen opportunities here.

Overall state response

Now that more than \$1 billion has been invested in AEBG, state leaders are feeling more urgency than ever to show the impact of the investment and leverage AEBG with other work. The goal of AB104 was to better serve the educational needs of California’s adult learners through a joint effort between CDE and CCCCO. The resources in AB104 were meant to stabilize current adult education providers through Maintenance of Effort funding, add new services and access points through consortia of providers, and invest in new accountability structures. State leaders interviewed have confidence that AEBG can live up to its stated goals, but there is also apprehension about sustaining the investment and scaling the work.

State stakeholders confirm that AEBG should not be treated as a stand-alone effort and have provided clear guidance that WIOA title II AEFLA and AEBG partners are mandated participants at both the WIOA regional planning and the Strong Workforce regional planning tables. As we'll discuss further in our recommendations to [*Create educational pathways for adults through guidance on pathway strategies for the Adult School to Community College transition* \(page 53\)](#), AEBG State leaders should support AEBG regional administrators in understanding their role in these important conversations. Additionally, now that the formal contracts for data accountability and professional development have been issued, AEBG leadership capacity can grow, and with more time, state CDE/CCCCO staff can forge stronger alignment with the state systems mandated in local consortia configuration: Perkins CTE, developmental education, libraries, corrections, County Offices of Education, and more. Building intentional connections at the state leadership level with consistent messaging to stakeholders and legislators will support the regional efforts toward alignment and lay the foundation for continued support during legislative and executive turnover on the horizon. Vice Chancellor Ton-Quinlivan has been a strong advocate for the Community College workforce development system. CDE partners and others can play an important role in aligning their efforts to establish AEBG as a critical partner in California workforce development, through enhancing essential skills, providing industry-valued credentials, and building on-ramps to career pathway education and employment.

Local interviews

CLASP's interviews with local consortia administrators and practitioners⁸ focused on consortia structure, community engagement, communication, alignment, partnerships, data collection and accountability, and lessons learned in implementation to date.

Consortia structure

CLASP selected seven consortia for in-depth interviews. The selection represented a spectrum of service providers: rural, urban, small, large, and those with both mature and nascent partnerships. In the period between CLASP's focus groups in June and our interviews with selected regional consortia in November 2016, we noted that some consortia had made large strides in establishing leadership and communication structures. Some consortia reported using a consultant or grant manager to complete mandated reports and organize meetings. In some instances, the consortia lead is an entirely new player to adult education, and even though he or she is an employee a member of the consortium, this person acts autonomously in making service funding decisions and establishing a network of community providers. In other consortia, members are well known to one another, report over 30 people attending monthly meetings, and have a long track record of innovative Adult Schools partnering with their Community Colleges.

Some long-established partnerships—those with well-defined identities in the adult education space that continued to offer services even during the “flex” time period—were able to quickly make fiscal allocations and strategic decisions. “Even if the money goes away, we will still partner,” reported one dean. However, these partnerships show some of the least innovation and greatest duplication of services, as they have simply

expanded services without addressing alignment issues. AEBG has created a “program rich” but “system poor” environment in some areas, and some AEBG administrators “still feel like we are operating in siloes.” Many AEBG consortia expressed the concern that they are managing yet another grant with required services and outcomes rather than working on large-scale system redesign.

Other consortia have had to build first-time relationships across multiple colleges, Adult Schools, COE and ROP partners. They have struggled more with fiscal and service decisions but report “we are doing systems change” and building “a delivery system” that includes not only AEBG but also WIOA, Strong Workforce, and other system redesign initiatives.

A frequently voiced sentiment from Adult School administrators is that AEBG represented a reinstatement of K-12 provider dollars. The 2015-2016 budget allotment of roughly 70 percent of AEBG funds to stabilize K-12 Adult Schools (Maintenance of Effort funding) created structures in which AEBG funding was primarily a small amount for the Community College “to run the consortia” with the bulk of the funds going for services at the Adult Schools. Community Colleges have another source of funding—college apportionment—to cover their instructional costs. While initially consortia had one fiscal agent, the rule change allowing “direct funding” to individual institutions has eased tensions around reimbursement and getting funds to flow. However, even under direct funding, partners have to report expenditures by categories to the fiscal certifier that must “certify” the financial statements of their partners. Therefore, some consortia have built in a mechanism holding the fiscal certifier harmless for the financial decisions made by their partners. A tremendous amount of time and energy was reportedly spent on fiscal issues in the first year of implementation, but most partners now report an established system that is working for them.

There is some evidence that institutional leadership—presidents, Community College district chancellors, school district superintendents—are actively supporting adult education alignment efforts under AEBG by creating a unified message for their region. In one case, a college president is the AEBG consortium co-director; in others, institutional leaders put AEBG concerns on their meeting agendas. Most consortia are meeting monthly, with work teams on curriculum, data, and fiscal issues meeting separately and reporting back. Meetings are generally just with core consortia members, though some consortia reported an intention to bring more community stakeholders into the process in the coming year.

Community of need

Consortia were generally able to identify their community of need. One partnership summarized that it serves “immigrants and our adults who need [help getting] a high school diploma or GED and employment, as well as increasing their wages in employment.” Some consortia have well-defined areas of expertise with Adult Schools focused on Spanish speakers, Asians and Pacific Islanders, or African-Americans, based on the neighborhood populations. Some schools focus on generation 1.5, students with experience in California’s secondary schools who still lack foundational skills. For some, the focus is primarily on women with school-aged children seeking to improve English skills to support their children’s education and understand American systems. For others, the

community of need is “the invisible that are right around us all the time,” the working poor who struggle in low-wage jobs and have yet to engage in adult education as part of the long-term solution to their immediate economic crisis. Some consortia report their region’s unemployment rate as a significant indicator of the community of need.

The discussion of who is and isn’t served under AEBG did surface some resentment that the “older adult” language in AEBG legislation focused too much on employment and not enough on the health benefits of simply keeping older minds active via adult education. However, among most interviewees, there was a clear sense that AEBG was different from the old community education version of adult education. Although consortia members did not directly articulate a connection between the AEBG funding formula considerations—population without high school completion, percent unemployed, household poverty, English language learners, adult population—these were the primary population characteristics identified in defining the community of need. Less clear was how the AEBG services provided would have a measurable impact, discernable in data, on these “population of need” indicators.

Communication

Consortia communicate in a variety of ways. They uniformly report appreciation for the state AEBG Office’s efforts to communicate the changing laws and requirements on AEBG via the www.aebg.cccco.edu website. Some of those we interviewed hoped this site would continue to be a repository for AEBG information as well as information on other work that fits with AEBG, such as WIOA and Strong Workforce. Locally, some consortia reported a standard protocol for communicating their work—primarily meeting agendas and minutes posted on websites—to keep the many consortia partners informed. Other consortia conduct outreach communication with potential participants via web tools that promote consortia services. Still others focus communication efforts on creating online tools to allow practitioners across systems to communicate services provided to their shared participants.

There is a great deal of variability in consortia communication strategies and little evidence of a consistent, cohesive message about AEBG’s role as a partner in building a strong California workforce. Many feel that other key players in their communities, including workforce partners and employers, do not understand the changing role of adult education under AEBG.

Strategies & activities

AEBG funding and objectives have built “work team” structures for many consortia that show promising results in aligning Adult School curriculum, assessment, and delivery among basic skill providers. In one consortium, there is a work team established for each of AEBG’s seven program areas. These work teams consist of instructors from across the consortia partners who meet to discuss curriculum and create a learning community among the professional staff. Additionally, these teams design and deliver bi-annual, day-long professional development trainings for staff; these have been well received and are a clear example of greater collaboration fostered by

AEBG. In other consortia, work teams have been arranged around system redesign efforts that are replicated from other states, such as Washington state’s I-BEST model or Minnesota’s FastTRAC pre-bridge, bridge 1, bridge 2, and integrated instruction model.

Many consortia partners have focused on “finding common ground” between their populations, service delivery structures, and cultures during the first year of AEBG implementation. They have identified the “overlap” of services in their institutions. For many, the rationale for institutions offering the same services is simply the overwhelming need for basic skills and ESL in their region; because there are “enough students to go around,” they don’t need to differentiate services. Another consortium member said it was difficult to get faculty to discuss alignment when their CTE courses had waiting lists, making it hard to see why building a stronger pipeline with Adult Schools was necessary. Another argument for offering similar services was made by delineating population and students’ “motivation factor.” Under this view, Adult Schools offering non-credit CTE classes can create an opportunity for a student who does not have the English or math skills to take for-credit CTE coursework at the college but who wants a reduced cost option for training or is simply attracted by the open entry/open exit of an Adult School. However, partners recognized that some education paths that are designed for easy access and job placement will not “stack” for students who eventually want to continue to higher levels of certification. AEBG alignment at the local level is also seen largely as an activity for the “coalition of the willing” and not a required activity of system redesign.

A strategy working well for many consortia is hiring staff to fill navigator or counselor roles at both the Adult School and Community College levels. These navigators are able to help students create education and employment plans, access support services, and facilitate the transition from basic skills to college-level programming.

Some consortia are embracing the acceleration models of integrated instruction, while others report their “institutions are probably years behind” in this thinking. Still others do not see the importance of using Adult School partners for integrated education and training; their Community Colleges welcome students without high school completion and do not have to rely on federal financial aid resources for the credit-bearing courses, so they don’t need to adhere to the federal Higher Education Act’s (HEA) Ability to Benefit (ATB) requirement of providing a contextualized career pathway program that delivers high school equivalency coursework concurrently with credit-bearing career technical education. In our interviews, we heard interest in professional development around Integrated Education and Training as well as requests to dedicate some funding to building up this key strategy.

Educational alignment

While AEBG aims to build a seamless transition between Adult Schools and Community Colleges, some of the most substantial alignment work has happened between Adult Schools, who under the AEBG consortia structure have been brought together for more targeted conversations. Most common are conversations between instructors on standards and curriculum. More difficult are discussions of alignment of processes, such as

assessment and accountability. Some partners actively resist mandating a common assessment, instead framing the variety in assessment tools as part of what differentiates their programs. These partnerships have hired consultants to create a “cross-walk” among assessments. At the college level, the “common assessment” process is still under development to replace the myriad placement tests used across California Community Colleges. Missing from much of the assessment conversation was the distinction between diagnostic testing to show skill gains, placement exams that attempt to gauge “readiness” for college-level programming or to “place” students into appropriate levels of remediation, and exam-based credentialing or technical skill assessment for industry-recognized certification. All of these assessments exist in the AEBG system, which would benefit from a clearer understanding of their interplay and how they fit into the California Community College’s Common Assessment Initiative as well as integrated efforts with the Multiple Measures Assessment Project (MMAP) initiative, which is currently developing a statewide placement tool using multiple measures.

For WIOA-funded Adult Schools, some alignment is baked into their accountability structure, but even under the traditional reporting structure, Adult Schools have discovered widely varying definitions for common terms, such as what it means for a student to “complete.” One interviewee said: “We weren’t even apples and oranges. We were like cantaloupes and tomatoes; we were nowhere close.” Practitioners who are not struggling with these issues may have simply not yet uncovered them in their partnerships. As we’ll discuss in our recommendation to [Align data definitions and processes among AEBG, WIOA title II, and Community College providers](#) (page 59), as uniform guidance on accountability is issued, all consortia should be asked to check their assumptions on core definitional terms to ensure quality data within consortia and to develop more interoperability between consortia. Consortia in metropolitan areas experience students who simultaneously or sequentially move among their systems. These students should have continuity in their programs and experience. Adult School practitioners also noted that changes stemming from CDE’s upcoming competition of WIOA title II funds and its potential to switch eligible Adult School providers could potentially impact the makeup of consortia and the players in their systems.

AEBG partners were keenly interested in having data to show transition from Adult School into Community College. One significant barrier identified by local stakeholders is that not all Adult Schools are listed in the Community College online application system. When a participant is asked to select the institution most recently attended, Adult Schools that share the name of the district high school may be listed; however, in general Adult Schools are not comprehensively represented. Local stakeholders called for institutional researchers at each Community College in a consortia’s district to ensure their region’s Adult Schools are all choices that students can select during the Community College application process.

Other alignment

In addition to Adult School-Community College collaborations, partnerships with local workforce development and human services programs also vary widely. For some, a partnership with a workforce center (perhaps even located on campus) or a partnership with the CalWorks program are part of a traditional delivery structure and remain key fixtures. While most consortia with existing partnerships see them as reliable partners, they generally

have not developed new service models under AEBG. For many, the CalWorks program is a funding source for the credit-bearing side of the Community College or the general Adult School, but there is little evidence of intentional thinking about designing services for a CalWorks recipient in a new way under the consortia structure. For the consortia that are rebuilding these partnerships or starting from scratch, workforce and human services partners have been actively involved in shaping new services and delivery strategies. Some AEBG consortia report partnering with YouthBuild programs, California Conservation Corps, and other services run by County Offices of Education or WIOA partners. Here again, systems need updating to reflect the AEBG partnership structure. For example, the CalJobs application does not include all Adult Schools on its drop-down list for applicants who build resumes in the system. When the only choices in that type of statewide system are high school or Community College, it leaves practitioners to ask: “where does an Adult School fit in this system?”

Practitioners reported strengthened connection with California’s Regional Centers and WIOA title IV vocational rehabilitation services. Some consortia have chosen to create dedicated programming for adults with disabilities, while others have hired disability coordinators to ensure successful inclusion of a target population within the range of existing adult education programs.

CalFresh initiatives are growing through the CalSUCCESS pilots at Community Colleges. None of the AEBG grantees interviewed had direct knowledge of these efforts to offer educational services and resources for Supplemental Nutrition Assistance Program (or SNAP, formerly known as food stamps) recipients engaged at Adult Schools, except at the Fresno Bridge Academy, which is one of 10 sites chosen for a national program to test-pilot SNAP employment and training (SNAP E&T) projects to reduce dependency and increase work effort among SNAP recipients.

SSSP and SEP, Community College initiatives that are educationally focused, have impacted the college partners in AEBG consortia. A college basic skills dean reported difficulties in having the basic skills student population included in these college-based efforts because of the necessity of completing the online college application, which is not an ordinary part of the intake process for those students. Similarly, efforts like AB288 dual enrollment programs or basic skills transformation funds seem largely disconnected from the system redesign efforts under AEBG, though connections would be likely to benefit students in Adult Schools who dual-enroll in colleges. It also seems that basic skills transformation efforts do not include basic skill students; rather, they are focused on credit-based developmental education students. One AEBG practitioner described how Community Colleges are “heading toward an integration agenda, allowing us to take the life cycle of the student and figure out where each funding source will come in throughout the life cycle of each student...so at the end, they might have a stronger course.” As we’ll discuss further in our recommendation to [Promote CCC Internal Alignment Efforts for Equitable Career Pathways](#) (page 54), this alignment effort should not leave the basic skills learner behind.

Some AEBG practitioners have not established any relationships outside of the Adult School and Community College construct. Tellingly, one practitioner reported meeting with the county office of education, health services, and probations “twice last year, sort of thinking that legislation was going to mandate a greater collaboration. But since that didn’t take wing, we’ve really not revisited it.”

Data collection and accountability

In the first year of AEBG implementation, no issue caused as much confusion as data collection and accountability. Ultimately, consortia were asked only to report enrollment by program area and expenditure. At the time of our interviews, consortia had completed Year One reporting and their experiences ranged from “a click of the button” for those WIOA title II providers currently using TOPSPro for export of information tables to other consortia members having to “extract the data from fifteen different sources because MIS data is not really designed for adult basic skills courses or for non-credit...so we had to pull everything, disaggregate it, and then aggregate it...it was a huge job.” Some colleges chose not to report all of their data: “[our institutional researcher] said we could count basic skills, which we chose not to because it was just an enormous number and it would feel almost absurd.” Adult Schools certainly had an easier time as each student served was a student to account for in AEBG data. For many Community Colleges, foundational adult education describes a large portion of their student population in a wide array of non-credit and credit basic skills and ESL classes as well as non-credit CTE courses. Defining who among those learners was part of the AEBG system for reporting led to interesting conversations about the duplication or overlap of services between Adult Schools and Community Colleges.

With so much energy spent on data collection, it is not surprising that AEBG practitioners did not identify any self-assessment or continuous improvement evaluations done by their consortia to gauge efficacy of implementation on the AEBG objectives.

Reflections

Some Adult School practitioners have experienced AEBG simply as a funding stream that restored funds to Adult Schools with some requirement to talk with a college partner. Some Community College partners have experienced AEBG as “a different pot of money...they change names periodically” for services that remain the same—“the same wine in a different bottle.” What appears to be missing for these AEBG professionals is an overarching purpose for doing the hard work of creating a new regional adult education delivery system.

The majority of AEBG professionals report a growing awareness and respect for the work of one another’s systems. This has definitely improved relationships and holds the promise of continued efforts to align practices and policies to create seamless transitions for California’s low-skill adults. Many in the field express hopes for enhanced technical assistance for AEBG accountability; support for professional development for teaching staff, support staff, administrators, and partners; and help from state leaders in thinking about the many initiatives underway to support workforce development that should be aligned but are currently siloed. We also found deep respect for the AEBG Office’s support during the first year of implementation, along with recognition that “we’re always going to have positives and negatives, but at least we’re moving in the right direction—and so with the negatives, we’re going to learn from that.”

Recommendations

Clarify AEBG’s Mission and Vision

Leaders, practitioners, and community members need to **clearly identify and be able to articulate the major differences between the legacy California adult education system and AEBG**. Leaders at all levels should promote AEBG’s transformative opportunity:

Table 16. Differences between the legacy California adult education system and AEBG

LEGACY ADULT EDUCATION SYSTEM	AEBG
Average daily attendance (a.d.a.) funding system tied to seat time, creating an incentive to “keep” students longer and a disincentive to partner with other service providers and transition students to other programs.	Community of need funding and requirement to collaboratively develop regional adult education plans with partners incents “pathway” and transition planning.
10 program areas with wide-ranging focus: <ul style="list-style-type: none"> • Adult Basic Education. • English as a Second Language. • High School Diploma or Equivalency. • Citizenship. • Career Technical Education. • Adults with Disabilities. • Health and Safety. • Parent Education. • Home Economics. • Older Adults. 	7 program areas with much clearer focus on economic mobility: <ul style="list-style-type: none"> • Programs in elementary and secondary basic skills, including programs leading to a high school diploma or high school equivalency certificate. • Programs for immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation. • Programs for adults, including but not limited to older adults that are primarily related to entry or reentry into the workforce. • 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. • Programs for adults with disabilities. • Programs in career technical education that are short term in nature and have high employment potential. • 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.

LEGACY ADULT EDUCATION SYSTEM	AEBG
<p>Inward facing accountability:</p> <ul style="list-style-type: none"> • Completing an instructional level. • Completing or continuing in an educational program. • Accomplishing self-stated goals. 	<p>Aligned data to support shared accountability with Workforce Innovation and Opportunity Act (WIOA) partners and Strong Workforce partners:</p> <ul style="list-style-type: none"> • Improved literacy skills gains in ABE, ASE, and ESL. • Completion of high school diplomas (HSD) or their recognized equivalents (e.g., GED, TASC, and HiSET). • Completion of secondary & postsecondary certificates, degrees, or training programs. • Placement into jobs. • Improved wages. • Transition to postsecondary.
<p>School district providers: Grants from CDE to LEA/COE.</p>	<p>Consortia providers: Grants to defined CCD and LEA/COE consortia that create a regional adult education plan across a variety of service providers.</p>

The AEBG Office has attempted to mitigate confusion on the nature of AEBG resources—one-time grants versus annual allocation—through a variety of communications, including a March 2017 joint CDE/CCCCO letter. However, the term “block grant” is still misleading. A block grant implies a structure without overall performance accountability—the very opposite of AEBG’s intent, which is to create regional accountability that can be compared across consortia. **The Adult Education Block Grant program should be renamed to reflect the vision of a regional collaborative delivery system: the Adult Education Regional Consortia – AERC initiative.** AERC would have the added benefit of calling to mind an arc, bridging adults from basic skills to college credentials.

Connect AEBG impacts to the identified community of need

To determine the need for adult education in the entire state of California, Education Code requires CDE and CCCCCO to “consider, at a minimum, measures related to adult population, employment, immigrants, educational attainment, and adult literacy” [CA ED Code 84911]. In design, AEBG allocates resources for the community of need identified by population characteristics reported via Census data:

- 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).

By using these variables for resource distribution, AEBG plans and services are meant to be de facto solutions to these community issues: lack of foundational skills and high school credentialing, unemployment, and poverty.

Educators will rightly point out that the resources for one initiative, like AEBG, cannot provide services to everyone in a region with low education attainment, contingent employment, or family poverty. The need is simply too great. Nor, educators will rightly point out, can an educational initiative—even a well-resourced one—address all of the institutional and systemic barriers that disproportionately impact people who are born into poverty, experience racism or other forms of discrimination, and experience economic disruption.

This begs the question: how does AEBG show its impact via the Community of Need formula? A solid step by California leaders was to link AEBG accountability with other partners in this work under the Workforce Innovation and Opportunity Act and the Strong Workforce program. Shared measures will help systems that share a low-wage, low-skill population start thinking about leveraging their work together to create larger community responses. **State leaders evaluating consortia-level work should also consider 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

The data collection and accountability process has been evolving since the beginning of AEBG, but it is not yet where it should be. This is understandable, to some extent, because the \$25 million for technology was distributed, per the legislature, to individual consortia rather than used at the state level to build one unified system.

The process below leverages existing data collection, performance measures, and goals to underpin a broad framework for a new AEBG accountability system. It also includes incentives for serving AEBG’s community of need. Creating the actual accountability system would require a group of experts working together to make detailed recommendations to the AEBG office or legislature.

Data

Year one of data collection consisted of only reporting spending by program and objective as well as enrollment numbers. No outcome data were collected. However, in our focus groups, we found that practitioners saw the simple spending and enrollment data collection as “accountability.” We believe accountability should be stronger and based primarily on student outcomes. It should include incentive components for serving community of need sub-populations.

In part through our interim recommendations, AEBG has addressed the need for uniform data by requiring consortia members to use CASAS’s TOPSPro system, which can collect data from multiple sources to create WIOA

title II reports for the federal government. In this case, it is being used to collect AEBG data uniformly throughout the state for the purpose of AEBG accountability.

Measures

The next logical step is to collect existing WIOA outcome measures through TOPSPro. Measures would include Educational Level funding gain by pre-test and post-test; credits or Carnegie units; and transition to postsecondary, high school diploma, or equivalent. It would also add two Measurable Skill Gain measures: training milestones and technical attainment. Employment and earnings data would be collected; WIOA measures include employment and earnings in the second quarter after exit as well as employment in the third quarter.

Beyond WIOA, AEBG could leverage data aligned with postsecondary Perkins CTE data, which are already collected for federal accountability, and non-credit Community College course completion, which are already collected in CCCCO's MIS. In 2016, a U.S. House-passed bill aligned Perkins CTE postsecondary measures with WIOA measures. Consequently, these could be one and the same in the future.

Goals or targets

If these measures are agreed upon, there is the matter of goals or targets.⁹ Under WIOA, there is a complicated regression adjustment model process, in addition to negotiating targets with Department of Labor Regional Offices. This year, California already has title II targets for EFL level gain, and the rest of the WIOA measures are being collected as baseline for title II, so that they can set targets next year. That means that within a few years, California will have title II targets for all WIOA measures. This benchmark is a logical place to start for consortia goals. It is preferable to another suggested method of having consortia set their own goals, which we don't believe would lead to ambitious enough targets. The statewide WIOA target would have to be modified for individual consortia based on their community of need, but the existing title II targets would anchor the target setting.

With regard to postsecondary Perkins CTE and Community College course completion, there are likely known or knowable goals that could be used to set AEBG goals.

Reports

The state should create three types of reports: state-level reports to share with legislators and other interested parties; consortia-level reports for performance improvement purposes; and member-level reports, so that members in a consortium can hold each other accountable and, after an appropriate appeals process, terminate members who are not meeting performance targets.

Performance improvement

For consortia who are not meeting performance targets, the state should create a performance improvement plan process and connect the consortia to the technical assistance provider to build capacity to increase

performance. For members who are not meeting their targets, there should be a similar process at the consortia level.

Performance bonus for serving community of need

In addition to the performance accountability system above for the yearly \$500 million, CLASP believes that AEBG consortia need an investment that can continue to grow with service. Consortia leaders have asked for inflation adjustment increases to AEBG. Rather than adding to the grant, CLASP recommends an additional 6 percent (approximately \$30 million) in funding designated for a targeted performance bonus to give consortia incentives to improve services to their community of need.

As discussed above, AEBG funding is distributed via formula based on “community of need,” which takes into account six characteristics of the consortia areas’ populations:

- Educational Attainment (no high school diploma);
- Employment (unemployed adults);
- Adult Population (18 years and older);
- Poverty (household);
- Adult Literacy (7th grade education level); and
- ESL (the ability to speak English).

The de facto assumption is that AEBG should improve outcomes for these populations; however, there is no mechanism for measuring services or outcomes for members of this “community of need.” We suggest a two-step process for incenting services and better outcomes for members of these sub-populations of the community of need.

First, data on all five relevant sub-categories would need to be collected in TopsPro. Currently, educational attainment, adult literacy, and ESL are already collected. Data on unemployed adults and household poverty would have to be newly collected, and we assume that ‘adult population’ does not need to be captured because everyone receiving services would be adults. With this first step, TopsPRO would be able to capture the five elements of community of need that are necessary to measure service or outcomes.

Second, California should provide a 6 percent increase that is distributed to consortia based on targeting services to subpopulations of the community of need. This performance bonus would provide tangible incentives to target the community of need, as even modest amounts of performance funding can motivate changes in behavior. Modeling roughly on Tennessee’s and Ohio’s state postsecondary outcomes-based funding formulas,¹⁰ consortia would get incentives when they serve an individual who is in one to five of the sub-populations. For example, a consortium that serves an individual who is in one sub-population would receive a certain small incentive; a consortium who serves an individual in two subpopulations would qualify for a slightly larger incentive. The incentives would increase for individuals with three and four sub-populations, and would be the largest for individuals in all five subpopulations. An individual in none of the five subpopulations would receive no incentive

above the regular funding formula. This incentive structure would be applied appropriately for each individual the consortia serves.

Strengthen AEBG governance

AEBG is a cross-agency initiative supported by CDE and CCCCCO leadership. AEBG practitioners and state staff identify the governance differences between CDE/Adult Schools and CCCCCO/Community Colleges as a source of tension and confusion. CDE's relationship with WIOA title II providers centers primarily on compliance and monitoring, and it has been difficult for CDE consultants to work within the flexibility of AEBG funding to support innovation. Conversely, CCCCCO's relationship with Community College Districts is generally one of providing funds and allowing the Community College shared governance structure to define activities and performance.

In 2016, CDE and CCCCCO leadership defined an AEBG Office Infrastructure consisting of CDE and CCCCCO staff on five teams: External Communications; Data, Accountability, and Reporting; Field Capacity Building; Fiscal; and Governance and Policy. It is unclear how many staff from each agency is dedicated to these teams, but there is clearly an imbalance of staff dedicated to the federal WIOA title II funds at CDE and the much larger state investment through AEBG. Those CDE and CCCCCO staff dedicated to AEBG must demonstrate "system thinking" to move beyond grant compliance to development of cross-system state and regional strategies. While AEBG's newly selected supplemental service providers will now support some operational functions in these five areas, it is not possible for contractors to lead cross-agency governance and policy decision making.

The AEBG Office needs to be empowered to issue joint guidance that is equally binding for Adult Schools and Community Colleges. Failing that, California leaders will need to consider an alignment of the federal and state fund governance into one agency.¹¹

Use AEBG to drive a comprehensive career pathways system

AEBG is a reimagining of adult education as a strategic partner in strengthening individual economic mobility and regional economic competitiveness through communitywide skill development; however, far too many stakeholders continue to see AEBG as a reinstatement of California's Adult School funding to the pre-flexibility service delivery model. There are critical steps needed to make AEBG an integral part of California's talent development pipeline.

Create educational pathways for adults through guidance on pathway strategies for the transition from Adult School to Community College

In recent years, senior leadership investment in career and technical education has rejuvenated the CDE/CCCCO CTE Joint Advisory committee. This joint CTE leadership can create the guidance necessary for secondary and postsecondary providers to scale and sustain key 9-14 pathway strategies, such as dual enrollment, credit for prior learning, and guided pathways.

AEBG legislation calls for “consortia to integrate their existing programs and create seamless transitions into postsecondary education or the workforce” [California Ed Code 84830(d) (3)]. Consortia partners need state guidance to accomplish this systemically. The Joint AEBG Office should **create 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, and **credit for prior learning** guidance for non-credit CTE courses to articulate into Community College awards. It should also issue clear guidance that **all Adult Schools in a Community College District should be listed on the CCD institutions’ online application systems** and provide **guided pathway designs** that include adult education students and bring the disparate departments in the CCCC together.

Promote CCC internal alignment efforts for equitable career pathways

The guided pathway strategy asks Community Colleges to create intra-institutional alignment. This is a critical step in pathway development; however, as the U.S. Department of Education noted in discussion on WIOA regulation, “intra-institutional articulation among courses does not necessarily always result in career pathways as defined in [WIOA]¹²” which requires attention to sector strategies and supportive services. To build toward this comprehensive delivery model, 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) need to be combined with AEBG and Strong Workforce investments**. CCCC leaders need to bring together staff who work on for-credit developmental education redesign with staff who work on non-credit basic skills and staff who work on credit and non-credit CTE to find common ground and overlap in their work.

Further, the apportionment rate increase for non-credit Full Time Equivalent Student (FTES), which is now consistent with the for-credit FTES reimbursement rate, has led to a dramatic planned increase in non-credit FTES within some AEBG consortia. In fact, the March 2017 California Legislative Analyst’s Office report on the Effects of Increases in Noncredit Course Funding Rates showed only minimal growth in non-credit CTE offerings; fully 86 percent of growth was concentrated in Career Development and College Preparation (CDCP) courses in ESL as well as elementary and secondary education courses that are covered by AEBG funds.

There are certainly arguments to be made for non-credit CTE. True “skill builders”— those with existing credentials and jobs who are seeking a quick route to building additional skill to enhance their economic opportunities — can benefit from short CTE offerings. However, there is also a real risk to incentivizing more non-credit CTE for AEBG populations who do not fit the “skill builder” profile and would instead benefit from foundational skills and credit-based CTE courses that promote progression over time for true economic mobility. Short-term academic credentials that do not “stack” toward higher levels of for-credit education are not a career ladder. **The AEBG Office should analyze patterns of course taking among AEBG participants to ensure adults with foundational skill needs are gaining those skills and occupational skills in a manner that will build, over time, toward higher levels of credentialing.**

California leaders need to have frank discussions about the equity implications of building pathways in non-credit for some target populations and other pathways in credit for other populations. Non-credit coursework is

often the skill builder needed for individuals who already have academic credentials or strong foundational skills. For those individuals without a high school equivalency or with foundational skill needs, non-credit coursework can be one more barrier to advancing to college and career pathways. These conversations should include staff creating guidance and incentive structures for SEP and SSSP funds, as equity and success are at the core of the guided and career pathway system change work.

Aligning assessment and fees in AEBG is problematic because of confusion between Adult School courses and Community College development education courses. Community College development education, while offering the same course content as Adult Schools or non-credit Community College basic skills, is a tuition-based system that is subject to Community College assessment protocols and benefiting from Community College FTES. The question of whether or not such foundational skill courses should be offered for a form of “credit” that does not transcript toward any academic award is at the heart of many state initiatives to shrink development education or redesign its delivery. **The AEBG Office cannot be tasked with California Community College development education redesign. However, the AEBG Office should recommend that AEBG resources and AEBG accountability, including standard assessments, be used for no-fee Adult School and Community College courses.**

Create CCCCO guidance on Ability to Benefit pathways

While California Board of Governor waivers have reduced the financial barrier for many low-income, low-skill populations, using the Pell Grant Ability to Benefit (ATB) mechanism is a powerful strategy for Integrated Education and Training (IET) and seamless transition. The ATB provision allows people without high school equivalency to simultaneously work on high school equivalency and a CTE program of study within a ‘career pathway’, defined in the Higher Education Act with the exact language used in WIOA. **The AEBG Office should guide CCCCO in providing clear guidance on ATB use across the CCC system in partnership with Adult Schools.**

Design career pathways with WIOA core partners

Just as AEBG is an important part of a broader CCCCO conversation on guided and career pathways, it must also play a key role in WIOA career pathway design and delivery. In fact, AEBG plans require “a description of the alignment of adult education services supported by this program with those described in other education and workforce plans guiding services in the region, including plans pertaining to the building of career pathways and the employment of workforce sector strategies and those required pursuant to the federal Workforce Innovation and Opportunity Act (Public Law 113-128)” [California Education Code 84906(b) (9)].

Most relevant to Adult Schools and Community Colleges is the educational innovation in career pathways—integrated education and training (IET)—which requires foundational skill building, workforce preparation, and workforce training delivered concurrently and an integrated set of outcomes. WIOA title II partners, who will deliver foundational skill building, are required members of AEBG consortia, as are CTE partners, who are the primary providers of workforce training. Consequently, the consortia is uniquely positioned to coordinate this

strategy with local WIOA boards and WIOA title I youth and adult, title III job service (CalJobs and CA Job Center staff), and title IV vocational rehabilitation providers.

WIOA requires local workforce boards to convene their education partners to develop and implement career pathways.¹³ Section 3(7) of WIOA includes the first-ever federal definition of the set of core activities that are required in career pathways, and the same definition is now in the Higher Education Act as well. WIOA career pathways need to represent the intersection of the education and workforce development systems' efforts to serve individuals with barriers to employment in specific occupational sectors that are in demand in regional labor markets. Core WIOA partners from EDD, CWDB, CDE, and AEBG staff should foster understanding and adoption of WIOA's robust definition of career pathway programs at the local level.

The state agencies should determine whether partners have built career pathway programs that meet this definition and offer infrastructure and guidance on defining and tracking participants who are on a "state-recognized" career pathway. These considerations are especially critical:

- Define a process for recognizing local/regional career pathway programs, including how to verify that a program meets all required elements of the WIOA career pathway definition.
- Define target populations for career pathway programs to include out-of-school youth, individuals with disabilities, non-native English speakers, individuals with basic skill deficits, and others.

Supporting local development and implementation of career pathways will necessitate state policy and guidance in key areas:

- Build pathway identifiers into administrative data systems so that individual participants can be "flagged" as participating in a particular state-recognized program. Many benefits of adult education require time. Having the ability to review longitudinal data on adult education participants should reveal the interventions that made a difference. These data flags would need to be included in TopsPro Enterprise, CCC MIS, EDD WIOA title IB, and human service data.
- Ensure that state-recognized career pathway programs are on California's Eligible Training Provider List, making them eligible for title I-B training funds.

AEBG legislation calls for the Employment Development Department (EDD) and the California Workforce Investment Board (CWDB) to "provide any assistance needed to align delivery of services across state and regional workforce, education, and job service programs" [CA ED Code 84917(b)(3)]. **The AEBG Office, together with partners in the California Employment Development Department (EDD) and the California Workforce Development Board (CWDB), need to jointly develop IET and co-enrollment policies and guidance for local providers to support best practice models of career pathways for low-income, low-skill adults.**

Strengthen ‘Priority of Service’ link between AEBG, WIOA, and Human Services

The WIOA priority-of-service mandate provides an additional opportunity for AEBG leaders to support aligned services. This requires programs to target services to low-income individuals, individuals with basic skill deficiency, and public benefits recipients. **AEBG should create its own priority-of-service guidance to ensure AEBG services support and connect students to other public benefits.** CalWorks' investment in education and training brings its resources to adult education, but there needs to be a more strategic alignment of career services and support services to achieve integrated services rather than duplicative efforts. Additionally, AEBG leaders need to ensure their adult students are included in efforts to utilize CalFresh resources to support educational pathways via the CalSuccess pilots.

Promote immigrant integration in AEBG

California's awareness of the critical role of immigrants in its economy, as well as its focus on immigrant integration strategies, is savvy and honorable. AEBG's enhanced vision of pathways support non-native English speakers' academic achievement through language acquisition as well as high school and postsecondary achievement. AEBG could play a larger role in immigrant integration through dedicated incumbent worker Integrated Education and Training (IET) programs. Most immigrants are working, surviving and even thriving in California jobs. IET programs designed with employers could help more immigrants achieve career advancement and enhanced economic mobility. Additionally, AEBG supports a two-generational approach by providing direct instruction for family members who support their elementary school children's academic achievement.

California's regional WIOA plans in areas with an immigrant population of 15 percent or more must detail demographic information and strategies to serve this population. Further, the Employment Development Department (EDD) and California Workforce Board's Workforce Navigator Pilot Program will support five local workforce service areas "to promote increased access, create/enhance program structure and availability, and provide supportive services within the workforce system for California's English Language Learner Population."¹⁴ The strategies developed under this effort can support the AEBG directive for CDE and CCCC senior leadership to "seek advice from, and coordinate with, other state officials responsible for programs for adults." **The AEBG Office should issue joint guidance with the Office of Immigrant Integration to further immigrant integration career pathways.**

Tie AEBG accountability to impact through the establishment of a cross-system structure

Delineate and distinguish "populations" from "services"

AEBG funds only support 7 "programs." While first year implementation data focused almost exclusively on head counts of individuals served through these programs, even that input exercise led to clarity that the "program"

areas are a mix of populations (adults with disabilities, unemployed adults, and native and non-native English speakers) and service models (foundational skill building for high school completion, career technical education for postsecondary credential attainment, workforce re-entry, family literacy, and pre-apprenticeship) and the realization that population should not determine service model. In other words, being a non-native English speaker should not mean a participant is unable to participate in pre-apprenticeship, workforce re-entry, family literacy, career technical education, or foundational skill building for high school completion.

These conflated categories distort the picture of what is happening on the ground. Analysis of data collected in the first year shows 30 percent of funds went to English as a Second Language (ESL) courses. Some people were alarmed by this, believing it indicated much less attention being paid to ESL issues. However, population analysis shows the majority of AEBG participants identified in non-native English speaking categories, with 53 percent of enrollment in Spanish speaking populations. This would indicate that ESL populations *are* being served through a variety of service models, not just traditional ESL classrooms, which is certainly an outcome AEBG promotes.

With the 2016-2017 accountability decision to align AEBG with WIOA title II reporting under TopsPro Enterprise, the AEBG **Office should direct the use of data tags within TopsPro for individual participant characteristics** (individual with disability, English language learner, justice involved adult, etc.) **and for course characterization** (pre-apprenticeship, workforce re-entry, CTE, family literacy, etc.). Creating these data tags will provide a more concise picture of who is receiving AEBG services and what those services are. **California's Education Code should be updated to support this updated fund reporting by course categorization rather than population.**

Clarify fund reporting on AEBG's five objectives

The AEBG Office also requires consortia to describe the expenditure of funds used in the seven program areas to accomplish five objectives: *Seamless Transition*; *Gaps in Service*; *Accelerated Learning*; *Professional Development*; and *Leveraging Structures*. Compounding the confusion in program labels are the objective categories for *Gaps in Service* and *Accelerated Learning*.

In the first-year report, 56 percent of resources were allocated to *Gaps in Services*. It is perfectly reasonable that the influx of resources resulted in a great expansion of courses and services. Consortia coded the majority of funds to these new courses. However, with stable funding in continuing years, funding *Gaps in Services* should not need to be the primary focus. Either the AEBG Office should expect to see a dramatic drop in spending in this category or should **relabel the category as sustainability of service provision**. Consortia will need guidance on fund reporting for this category.

Similarly, *Accelerated Learning* needs refinement. As AEBG and other reform efforts seek to accelerate an individual's progress toward credential attainment and economic self-sufficiency, and career pathway definitions in the Workforce Innovation and Opportunity Act (WIOA) and the Higher Education Act (HEA) clearly call for programs that are organized for acceleration, AEBG leaders should provide guidance for AEBG practitioners and their partners to differentiate *compressed time* from *organized for acceleration* strategies. For example, adult education and CTE partners may take an existing one-semester program of study in welding that seeks to better

serve more non-native English speakers without high school credentials and create a two-semester program that integrates English language acquisition, high school equivalency preparation (e.g., GED), concurrent remediation in math and other foundational skills, workforce preparation, and welding skill attainment. This would greatly accelerate the current path for such students; it may otherwise take years of contextualized ESL and GED coursework, followed by more years of CCC developmental education, for an individual to prepare to enter a credit-based welding certification program. **The powerful Integrated Education and Training acceleration strategy needs to be explained, promoted, and incentivized. Otherwise, California risks creating more short-term training that continues to leave low-skill individual without clear career pathways.**

Align data definitions and processes among AEBG, WIOA title II, and Community College providers

Consistent use of TopsPRO Enterprise with all AEBG providers will lead to alignment with WIOA title II providers. However, it will also be critical to align data element definitions (e.g., transition to postsecondary), data types (e.g., administrative vs self-report) with data collection processes. **Review of California’s Education Code by CDE to support alignment is underway; this review should be expanded to CCCC as well.**

As the WIOA title II agency, the California Department of Education Adult Education Office is currently re-competing WIOA title II funds and shaping new data reporting processes. As new adult education providers are selected for a July 1, 2017 program start, all **efforts must be made to ensure that the federal ‘supplement not supplant’ funds truly work to complement the state AEBG investment.**

Within AEBG consortia, Adult School and Community College partners need help establishing common protocols. This is especially true in areas of accountability. For example, AEBG data will be collected through TOPSPRO; this is an excellent alignment strategy, but it requires a standardized assessment compliant with NRS. However, Community College partners in credit-based basic skills follow assessment protocols established by the Academic Senate. **The AEBG Office will need to use multiple versions of progress to accommodate the different providers and the non-credit and credit structures at CCC.**

Maximize the use of WIOA Measureable Skill Gains in AEBG

WIOA’s performance measure, the Measurable Skill Gains (MSG), is an important interim measure that helps incent services to those who might not achieve another work-based measure within a WIOA Program Year. It is particularly important for adult education. A November 16, 2016 [letter](#), sent to Adult Education Block Grant Consortium Directors and Members from the Adult Education Block Grant Office regarding the submission of Quarterly and Annual Performance Reports for AEBG, says: “Measurable skill gain must be based on federally approved assessment tools on the federal register (http://www.nrsweb.org/docs/federalregistrarnotice_2015-19847.pdf).” This is very unfortunate because the list of approved assessments does not measure the full set of measurable skill gains in WIOA. Limiting MSG to test gains overlooks at least four, and as many as six, other ways of achieving MSG. **We urge the AEBG office to allow consortia to submit all five MSGs in WIOA joint regulations**

as well as the two subcomponents of Educational Functioning Level (EFL) gain described in the National Reporting System (NRS) system but not covered by a standardized test.

By way of background, the Measurable Skill Gains definition in WIOA [Joint Regulation](#) reads: “The percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress toward such a credential or employment.” Depending on the type of education or training program, documented progress is defined as one of the following:

Table 17. Measurable Skill Gains Definitions

Data Element Name (on PIRL)	Skill Gain definition (in joint regulation)	Skill Gain Type (on joint reporting template)
Educational Functioning Level (EFL) gain	(i) Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;	Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level
High School Diploma or Equivalent	ii) Documented attainment of a secondary school diploma or its recognized equivalent;	Attainment of a secondary school diploma or its equivalent
Secondary or Postsecondary Transcript/Report Card	(iii) Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is achieving the State unit’s academic standards;	Transcript or report card for either secondary or postsecondary education that shows a participant is achieving the state unit's academic standards
Training Milestone	(iv) Satisfactory or better progress report toward established milestones, such as completion of OJT or completion of 1 year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or	Satisfactory or better progress report toward established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program, etc.)
Skills Progression	(v) 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.	Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams

The U.S. Department of Education's Office of Adult and Career Technical Education (OCTAE) defined "Education Functioning Level Gain" as being measured in one of three ways: 1) EFL gain on approved standardized tests; 2) high school diploma or equivalent; and 3) transition to postsecondary education or training during the program year. The latter two are not covered by approved standardized tests.

Below is an image of NRS Table 4, which is supposed to capture MSGs. Unfortunately, it captures only EFL gain—and only two of the three sub-parts, at that. Column D appears to be the place to report EFL gains on standardized tests by pre-test and post-test. Column E is the place to report receipt of a high school credential or its equivalent. The third type of EFL gain, transition to postsecondary education, does not appear on the table. AEBG must have a way to capture transition to postsecondary since creating "seamless transitions into postsecondary education or the workforce" is one of the five objectives of AEBG.

**Table 4
Measurable Skill Gains by Entry Level**

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1										
ABE Level 2										
ABE Level 3										
ABE Level 4										
ABE Level 5										
ABE Level 6										
ABE Total										
ESL Level 1										
ESL Level 2										
ESL Level 3										
ESL Level 4										
ESL Level 5										
ESL Level 6										
ESL Total										
Grand Total										

- Use participant's pretest score for initial placement in this table.
- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.
- Count each participant only once in columns D through G. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.

The Measurable Skill Gains template (ETA-9169), which is to be used jointly by all titles of WIOA, includes all five MSGs. It is a more robust way to capture MSGs.

TopsPro will allow consortia to report all five MSGs, and consortia should be encouraged to use other MSGs as a way to enable more contextualized education in a way that "accelerates progress toward academic or career goals," which is one of the five AEBG objectives.

WIOA - MEASURABLE SKILL GAINS REPORT TEMPLATE

PROGRAM		TITLE (select one):			
PERIOD COVERED From (mm/dd/yyyy) : To (mm/dd/yyyy) :		Title I Adult	<input type="checkbox"/>	Title II Adult Education	<input type="checkbox"/>
STATE:		Title I Dislocated Worker	<input type="checkbox"/>	Title IV Vocational Rehabilitation	<input type="checkbox"/>
		Title I Youth	<input type="checkbox"/>		

MEASURABLE SKILL GAINS ¹			
Skill Gain Type	Total Skill Gains (Numerator)	Total Opportunities for Skill Gains (Denominator)	Measurable Skill Gains Success Rate
Achievement of at least one educational functioning level of a participant who is receiving educational instruction below the postsecondary level	Numerator (MSG 1)	Denominator (MSG 2)	Rate (Numerator/Denominator)
Attainment of a secondary school diploma or its equivalent	Numerator (MSG 3)	Denominator (MSG 4)	Rate (Numerator/Denominator)
Transcript or report card for either secondary or post-secondary education that shows a participant is achieving the state unit's academic standards	Numerator (MSG 5)	Denominator (MSG 6)	Rate (Numerator/Denominator)
Satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of 1 year of an apprenticeship program, etc.)	Numerator (MSG 7)	Denominator (MSG 8)	Rate (Numerator/Denominator)
Successful passage of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams	Numerator (MSG 9)	Denominator (MSG 10)	Rate (Numerator/Denominator)
TOTAL	Total of all Numerators (MSG 11)	Total of all Denominators (MSG 12)	$\frac{\text{Total of All Numerators}}{\text{Total of All Denominator}} = \text{Rate (MSG 13)}$

¹ For performance accountability purposes, the measurable skill gains indicator calculates the number of participants who attain at least one type of gain. However, this report is designed to examine the number of total gains within each type of gain.

WIOA core partners in title I adult, youth, dislocated worker; title III job service; and title IV vocational rehabilitation should share the same guidance in order to align services for their program participants. WIOA 9169 reporting will include reporting on all MSG allowable under WIOA. **AEBG should include this full menu of MSG, going beyond the more limited set of MSG in NRS, to allow the state AEBG investment to be a better partner in regional workforce development.**

In addition to MSG, AEBG performance accountability measures should be aligned exactly with WIOA's first four common indicators of performance:¹⁵

- “The percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- “The percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;

- “The median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program; and
- “The percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii))¹⁶ during participation in or within 1 year after exit from the program.”

WIOA title II programs will already be assessed using these performance measures. AEBG as a whole should use the exact same measures. Note there is no “wage gain” indicator in WIOA, although it has been listed in AEBG documents as a WIOA indicator. **Aligned measures help systems work together to provide the best services for low-income people and AEBG’s community of need.**

Clarify transition to postsecondary education across reporting for AEBG, WIOA title II, and LaunchBoard

California Community Colleges need to begin to think about accountability structures in their basic skills and development education programs:

- The current LaunchBoard pilot tracks “transition” from Adult School to Community College.
- WIOA MSG on “transition to postsecondary” allows transition to development education as success;

Are the definitions of *transition* equivalent? Should they be?

Developmental education is not a successful strategy for most Californians. Public Policy Institute of California’s November 2016 report opens with this statement: “In its current form, developmental education may be one of the largest impediments to success in California’s Community Colleges.”¹⁷ The report’s good news is that 66 percent of CCCs have begun some type of development education redesign from acceleration to contextualization to direct placement via multiple measures.

There should not be an incentive to transition Adult School students to semesters of Community College developmental education, especially when the California Board of Governors outlines that course mapping for ESL allows eight levels of developmental education, six levels of math developmental education, and five levels of reading developmental education.

AEBG leadership needs to consider institutional behaviors the WIOA MSGs transition metric will incent. Additionally, AEBG leaders must **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

While evolving AEBG accountability efforts will result in better administrative data on student outcomes, it is also important to **measure progress on mandated objectives in AEBG regional plans**:

- 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;
- Leveraging existing regional structures, including workforce development boards, local public agencies responsible for social services, libraries, and other community partners.

As the heavy lift of participant data reporting lessens for AEBG administrators, an annual narrative report or consortia self-assessment process can help partners reflect on progress made and challenges to be addressed in their AEBG plans. This accountability can be designed to lead into strategic and operational planning for the next service delivery plan. For example, for each AEBG objective, a year-end report could include:

Table 18. Sample Narrative Report

OBJECTIVE 3: Integration of existing programs to create seamless transitions into postsecondary education or the workforce	
3a: In 2017, what strategies were planned to accelerate student progress toward academic/career goals?	[insert text]
3b: What strategies were implemented?	[insert text]
3c: What challenges prevented full implementation?	[insert text]
3d: What intervention strategies are planned for the future?	[insert text]
3e: What state support would be most helpful to fully implement this strategy?	[insert text]

Provide comprehensive technical assistance and professional development

The AEBG Office has done yeoman’s work in supporting the transition from AB 86 planning to AB 104 implementation. The decision to create a “virtual office” with existing CDE and CCCCO staff has put pressure on

both agencies, but it has led to growth and understanding of systemic barriers and opportunities. By selecting the Sacramento County Office of Education (SCOE) as the AEBG professional development technical assistance provider, the AEBG office has created an opportunity to significantly increase capacity. **The AEBG office should provide direction on a comprehensive capacity building plan** for AEBG consortia.

Amplify senior leadership messaging and build capacity of leaders at all levels

At the highest levels, support for AEBG among CCCC and CDE leadership has grown ever stronger and more visible over the past 18 months. The opening of the 2016 AEBG Summit by Glen Price, chief deputy superintendent of CDE, and Erik Skinner, interim Chancellor of CCCC, presented a powerful message about top leadership support. Chancellor Skinner expressed his sincere belief that AEBG and similar efforts lead to the realization that “collaboration is not just something we ask other people to do;” success requires leaders to collaborate in unprecedented ways.

The inclusion of AEBG in strategic planning structures on Strong Workforce and WIOA demonstrates the importance senior leadership puts on the AEBG effort and stretches local leaders to see their efforts within a larger economic mobility context. Our study revealed a need for **training to build the skills of local leaders to collaborate across agencies and to articulate the opportunities and barriers in such collaboration to system leaders**, so that supportive cross-agency policies are developed and collaborative practices scale and sustain.

Establish common standards across providers

AEBG local administrators struggle with hiring instructors when position requirements differ so greatly between Adult Schools and Community Colleges. This is a familiar area of struggle for educators working to establish career pathway programs, as questions of licensure and unions dominate discussion. Nonetheless, AEBG requires local programs to improve transitions and alignment, including attention to “qualifications of instructors, including common standards across entities that provide education and workforce services to adults” [CA ED Code 84906 (b) (8) (C)]. This delineation of regional common standards for those working with low-skill adults, in Adult Schools, Community College, AND in any of the regional adult education and workforce service providers should lead to quality indicators that can be embedded into staffing decisions regardless of other specific institutional requirements. **AEBG technical assistance providers should initiate a state working group to initially frame a set of common standard qualification criteria for consideration by local AEBG consortia.**

Support and strengthen consortia structure

AB86 defined a regional planning structure requiring all entities serving adults—including but not limited to “correctional facilities, other local public entities, and community-based organizations”—to create a strategic plan for efficient, effective adult education services [CA ED Code 84830(a)(3)]. Over the past two years, a great deal of energy has gone into building relationships and collaborations across Adult Schools and Community Colleges. This work is ongoing. AEBG also requires collaboration with these other adult service providers and “entities that are

impacted by, or that have a fundamental interest in, the provision of those services” [CA ED Code 84906(b) (2) (B)]. **AEBG professional development needs to build the capacity of local consortia leaders to understand the other adult-serving systems in their region and develop a vision for an adult service strategy with partners across a variety of public and private settings.**

Additionally, **targeted capacity building is needed for practitioners serving low-skill adults under these major systems:**

- CCC credit based developmental education, CCC non-credit CTE and CCC basic skills;
- WIOA Title II Adult Education and Family Literacy Act providers;
- AEBG basic skills and non-credit CTE providers not aligned with one of the above systems.

It is critically important to **deliver ongoing technical assistance to AEBG practitioners in these foundational skills systems** as they develop “academic standards and curricula for programs across entities that provide education and workforce services to adults” so that the quality, intensity, and efficacy of the service an adult receives with these public funds is of equal value regardless of the door the learner enters [CA ED Code 84906(b) (8) (B)].

Incentivize faculty-led models and learning communities

One example of bridging the Adult School and Community College institutional divides is to put classroom practitioners and other frontline service delivery providers in charge of designing and delivering cross-system professional development. This can be done through professional learning day events, though those can be difficult to schedule across institutions or through dedicated release time for cross-system professional learning communities (PLC). The PLC model can be used at the content level (e.g., mathematics) or for particular instructional models (e.g., Integrated Education and Training) and for those critical non-instructional components (e.g., assessment, intake, counseling). **The AEBG office and professional development team should provide guidance and ongoing support for interinstitutional professional learning communities will help embed collaboration in a consortia’s way of doing business and scale best practices.**

Acknowledgements

We want to recognize the challenging and critical work AEBG professionals do every day and honor the courage of AEBG participants. Special thanks to Van Ton-Quinlivan, Javier Romero, Chris Nelson, Donna Wyatt, Tim Rainey and other state leaders. Finally, we are immensely grateful to Debra Jones for her vision and to Neil Kelly for his unflagging energy and expertise throughout this project.

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Endnotes

¹ “Workforce Services Draft Directive Transmittal,” Employment Development Department, State of California, June 2015, http://www.edd.ca.gov/Jobs_and_Training/pubs/wsdd-119.pdf

² Adults in Correctional facilities K-12 & county offices of education (COE); Workforce Innovation and Opportunity Act (WIOA) Title II including K-12, community college districts (CCD), COE, and joint powers agreements (JPA); Perkins Career and Technical Education (CTE) including K-12, CCDs, COEs, JPAs; Local Control Funding Formula for 19+ age students including K-12 and COEs; CCD apportionment; CalWorks including K-12, CCDs, COEs, and JPAs.

³ (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. (AB104 Sect 39)

⁴ *Benchmarking Governance Structures: Prepared for the California Community College Chancellor’s Office*, Hanover Research, 2016, <http://aebg.cccco.edu/portals/1/docs/Benchmarking%20AEBG%20Governance%20Structures%20-%20CCCCO.pdf>.

⁵ The state’s 71 regional consortia prepared initial plans pursuant to AB 86, which addressed two objectives:

Objective 1: An evaluation of current levels and types of adult education programs within the region; and

Objective 2: An evaluation of current needs for adult education programs within a consortium’s region.

⁶ Appendix II contains details on focus group protocol and participants.

⁷ See Appendix V for state stakeholder interview protocol

⁸ See Appendix IV for local/regional stakeholder interview protocol

⁹ We use the terms “targets” and “goals” interchangeably.

¹⁰ Anna Cielinski and Duy Pham, February 2017, “*Equity Measures in Outcomes-Based Funding: Incentives for public colleges to support low-income and underprepared students*,” Center for Law and Social Policy, 2017, <http://www.clasp.org/resources-and-publications/publication-1/Equity-Measures-in-State-Outcomes-Based-Funding.pdf>.

¹¹ While the majority of WIOA title II Adult Education and Family Literacy Act funds are governed in state departments of education, currently 10 states operate the federal funds from their community or technical college system, state office of higher education, or labor agency.

¹² Programs and Activities Authorized by the Adult Education and Family Literacy Act, ED-2015-OCTAE-0003-0297.

<https://www.regulations.gov/document?D=ED-2015-OCTAE-0003-0297>

¹³ CAREER PATHWAYS DEVELOPMENT: The local board, with representatives of secondary and postsecondary education programs, shall lead efforts in the local area to develop and implement career pathways within the local area by aligning the employment, training, education, and supportive services that are needed by adults and youth, particularly individuals with barriers to employment. [Sec. 107(d)(5)]

¹⁴ English Language Learner Immigration Initiatives <https://cwdb.ca.gov/initiatives/english-language-learners-immigration-initiatives/>

¹⁵ For details see WIOA Sec. 116(b)(2)(a)(i).

¹⁶ For title II Adult Education, in order for a high school diploma or equivalent to count, the participant must be in further education or work within one year after exit.

¹⁷ Marisol Cuellar Mejia, Olga Rodriguez, and Hans Johnson, *Preparing Students for Success in California’s Community Colleges*, Public Policy Institute of California, 2016, http://www.ppic.org/content/pubs/report/R_1116MMR.pdf.

Appendix I: CLASP AEBG Interim Recommendation Memo August 2016

August 1, 2016

To:

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Dear California Adult Education Leaders:

The Center for Economic and Postsecondary Success at CLASP is in the process of assessing the implementation of California's Adult Education Block Grant (AEBG) governance and direct service activities, analyzing current and potential impacts of the AEBG initiative for partners and participants, and offering recommendations for potential policy and implementation changes in continued investments of AEBG funding and other coordinated funding streams.

The goal of our Implementation Study is to get a clearer sense of the system change impacts resulting from this effort to redesign adult education in California. In particular, we are aiming to identify the strategies that are succeeding (or not) in building the capacity of the public systems in the consortia, and to offer state policymakers recommendations for potential policy and implementation changes.

This memorandum offers a variety of mid-process recommendations for consideration by the California Community College Chancellor's Office (CCCCO), the California Department of Education (CDE), and other policymakers and includes content specific to this requirement for the September 20 AEBG report: *recommendations related to delivery of education and workforce services for adults, including recommendations related to improved alignment of state programs.*

CLASP has done extensive background reading and keeps up to date on continued AEBG implementation through engagement in weekly AEBG webinars and discussion with AEBG state and local administrators. CLASP’s study methodology includes multiple opportunities to engage with practitioners and will include four major components: Hanover Research consortia report; AEBG Survey; AEBG Focus Groups; Interviews with local and state agency leaders.

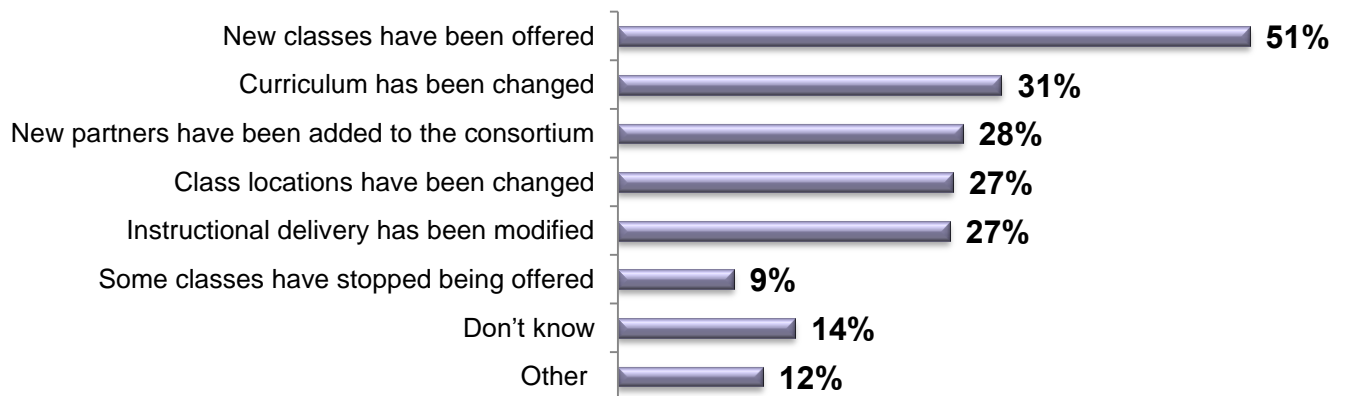
First, CLASP guided the **Hanover Research review of consortia level change** as the AB86 planning work evolved into AB104 implementation.

Findings from this research show the majority of AEBG consortia

- Dramatically expanded membership
- Highly value community partnerships
- Actively seek consensus in decision making and approval
- Work to facilitate open and frequent communication between members and with the public
- Express concern over the quality and availability of educational programming
- Focus data collection efforts on assessing the adequacy and quality of existing adult educational programming in the region

Second, CLASP worked with IMPAQ International to field a **survey to all interested AEBG practitioners**, with a focus on hearing from all 71 consortia. Survey content reflected the legislated AEBG objectives and activities and asked individuals to assess their progress during the initial AB104 roll out. The survey yielded 338 responses from individuals in 70 of 71 consortia showing major impacts in program decisions. An early example of this data is shown below:

What programming decisions were informed by reviewing student data?



While analysis of this survey is still underway, early findings show

- 65 percent of respondents reported any change in **assessment alignment** as a result of AEBG [a little change (21 %), some change (32%), and substantial change (12%)]
- 70 percent reported any change in **student pathway programs leading to employment** as a result of AEBG [a little change (27%), some change (33%), or substantial change (10%)]
- 75 percent reported some change in **student pathway programs to post-secondary education** as a result of AEBG [a little change (32%), some change (34%), or substantial change (9%)]
- 58 percent of respondents worked for Adult School/K-12 or District, 27 percent worked for a Community College/Community College district, 5 percent for a county office of education, and 10 percent from other types of agencies.

Third, in June 2016 CLASP conducted **three focus groups of AEBG practitioners** who were attending the CASAS Summer Institute. The goal of these focus groups was to gather key stakeholder perspectives on the systems change impacts of AEBG. We are currently analyzing the focus group transcripts for key trends. Initial analysis reveals

- Many respondents view the constant changes in rules, guidelines and expectations with insufficient direction as a challenge. Specifically, many respondents felt that data collection presented a challenge because of changing expectations, policies and procedures, and lack of direction.
- As for opportunities, the respondents seem excited about the potential to build relationships and collaborations. Many also view the chance to better serve adult students with investment into adult education as a common opportunity of AEBG.

Finally in the fall of 2016, CLASP will conduct **interviews with selected consortia and with state system administrators** to complete our field work.

Based on our work to date, we offer two sets of early recommendations. The first are a variety of recommendations based on initial practitioner feedback and the second are recommendations on improved alignment of state programs based on the release of the Workforce Innovation and Opportunity Act Title II – Adult Education and Family Literacy Act (WIOA title II – AEFLA) regulations.

Practitioner Feedback Recommendations

Urgency to establish AEBG performance outcomes

In June 2016, AEBG consortia were awarded accountability funds and asked to develop a plan to meet the August 1, 2016 reporting requirement – a minimal accounting of participants in the seven activities – and, more importantly, to develop on-going accountability. Practitioners expressed a clear understanding that AEBG funds would bring new levels of performance accountability to California’s adult education system. In some consortia, plans are underway to utilize existing WIOA title II – AEFLA data accountability infrastructure for AEBG reporting. In other consortia, plans are underway to develop completely separate AEBG-specific data accountability software and processes. The state agencies’ AB104 data work group continues work on alignment of AEBG performance measures with other state investments in adult education and workforce development. Leaders from CCCCO, CDE, EDD, CWIB, and LAO are engaged in the process, but for local stakeholders there is little transparency in that process. Additionally, the conversion of WIA performance indicators to WIOA performance indicators is further complicating the process (see page 8 for full list of WIOA performance indicators). CLASP considers this to be the most urgent recommendation – to identify the shared performance indicators for adult education activities regardless of funding stream, to provide clear definitions of terms such as *participant*, *completer*, *exit*, and to support statewide technical assistance on best practices in data collection. Performance indicators shape services and allow practitioners to demonstrate the impact of their efforts. Moving into the second year of AB104, adult educators need to understand how to best use accountability to tell the story of their work.

AEBG labeling confusion (grant vs appropriation)

An early critique of AEBG is that practitioners are slow to ramp up new courses under the seven AEBG legislated activities and implement new, innovative strategies to meet the seven AEBG objectives. One impediment to progress appears to be confusion about whether AB104 initiated a one-time grant or initiated an on-going appropriation of funds to rebuild the adult education system in California. Some practitioners report difficulty

gaining permission to post staff positions, retain space for classes, or purchase technology because their system business offices wrongly interpret the AEBG funds as one time funds with a three year limit. This confusion is not difficult to understand as California has myriad grant initiatives that awarded one-time funds (e.g., SB1070, CCPT, CTEIG), but it is problematic when AEBG is misinterpreted as a limited effort instead of as California's ongoing reinvestment in rebuilding a robust adult education system. While CCCCO/CDE staff have attempted to mitigate this issue through a [letter](#), CLASP would recommend that either CCCCO/CDE leadership or legislators directly address the misinterpretation of "block grant" so that practitioners are supported in their efforts to scale and sustain their AEBG plans and services.

Capacity building for AEBG administrators

The transition from AB86 to AB104 has expanded the size and complexity of AEBG consortia. Consortia administrators face the challenge of simultaneously establishing collective impact collaborations and standing up greatly expanded services. Administrators express the need for developing their own capacity to manage effective communication networks between the myriad members, understand and even potentially shape AEBG accountability, and generally tackle the change management required under AEBG. Again, many local program managers are also facing the expanded mission and new accountability system under WIOA title II – AEFLA. State agencies across the country are facing this staff capacity challenge. In Texas, the state director of adult education has provided and required all local program managers to take a course in change management in order to deal with their new reality. While California state staff provides extensive information sharing through the AEBG website, explicit instruction in leading organizational change could add immediate and long term value to California's adult education system.

Technical assistance for AEBG consultant workforce

Although we have no hard data on the number of consortia enlisting technical assistance consultants for original AB86 plan development, AB104 plan updates, and the new AEBG accountability plan, anecdotal evidence suggests that a great number of consultants in California and across the country have been and continue to be involved in the

AEBG rollout. For example, CLASP's AEBG survey was developed directly from the AEBG required legislated objectives and activities that are detailed in each consortium's annual plan. However, more than a dozen practitioners asked for hard copies of the survey questions and indicated these were topics that they and their consortium members had not directly engaged with prior to the survey. Our conclusion from these conversations is that many AEBG practitioners and even administrators have had to rely on consultants to do plan development and may not know the basic requirements of the AEBG legislation. Consultant services are a reality in any large scale, rapidly implemented transformation. CLASP recommends that CCCCO and CDE provide some direct guidance and unifying principles to local AEBG staff on best use of consultants. Additionally, AEBG state administrators should dialogue directly with this consultant workforce engaged in AEBG activities to create a more unified understanding of the work underway.

Improved alignment of state programs: A vision for creating a unified California adult education delivery system

A hallmark of the AEBG legislation is the consortia structure requiring adult education providers, regardless of funding source, to jointly develop a plan to meet regional adult education need. In July 2016, final regulations for the federal adult education system added to our understanding of the ways the Workforce Innovation and Opportunity Act (WIOA) and specifically title II – Adult Education and Family Literacy Act (AEFLA) will be implemented. California receives a \$90 million federal allocation of funds for adult education and WIOA adult education programs are required partners in the AEBG consortia structure. CDE, like WIOA title II – AEFLA agencies across the country, is preparing for the required re-compete of WIOA title II – AEFLA funds mandated by WIOA. Overall, this is an unprecedented opportunity to align state and federal investments in adult education and CLASP offers the following recommendations to support creation of a holistic adult education delivery system.

Need to integrate WIOA title II – AEFLA leadership activities

California’s historic adult education system is well-known for its state and national models for developing the capacity of the field. The CalPRO professional development network, OTAN technology assistance network, and the CASAS test administration network provide a statewide learning network. New language in WIOA extensively details required and permissible activities (Sec 223 (a)) for state leadership funds which can continue to support California’s professional development services. In recent years, confusion over who can access these CDE overseen services and what those services deliver has led to a limiting of those resources to only individuals using WIA or now WIOA title II – AEFLA funds. Clearly, WIOA title II – AEFLA leadership dollars are funds to support the activities of the state of California in the provision of its entire adult education system. In fact, WIOA Sec 223 which outlines these required and permissible activities also includes this requirement: “(b) COLLABORATION.—In carrying out this section, eligible agencies shall collaborate where possible, and avoid duplicating efforts, in order to maximize the impact of the activities described in subsection (a).” CLASP recommends that state leaders clearly articulate the use of California’s excellent adult education learning networks supported through WIOA title II – AEFLA state leadership funds as supports for the entire adult education system, including AEBG service providers, to prevent the creation of separate, duplicative services and to provide the vision of a unified state system.

WIOA title II – AEFLA/AEBG performance accountability opportunities

As referenced above, the AB104 work group is currently detailing alignment of AEBG performance indicators to the larger WIOA system. WIOA final regulations and the updated NRS tables have moved the field’s understanding of adult education performance accountability. Under WIOA, shared accountability requires the six primary indicators of performance for the WIOA Title I – adult and dislocated worker programs, the WIOA title II – AEFLA, and the WIOA title IV – Vocational Rehabilitation program:

- (i) The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program;

- (ii) The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- (iii) Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program;
- (iv)
 - (A) The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training [OJT] and customized training) who attained a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within 1 year after exit from the program.
 - (B) A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within 1 year after exit from the program;
- (v) The percentage of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending upon the type of education or training program, documented progress is defined as one of the following:
 - (A) Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
 - (B) Documented attainment of a secondary school diploma or its recognized equivalent;
 - (C) Secondary or postsecondary transcript or report card for a sufficient number of credit
 - (D) Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of 1 year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
 - (E) 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.
- (vi) Effectiveness in serving employers.

Per US Department of Education - Office of Career, Technical and Adult Education Program Memorandum 16-2, for program years 2016-17 and 2017-18, CDE has and will negotiate expected and adjusted levels of performance targets only for measure (v), often referred to as *measurable skill gain*, while collecting baseline data on the remaining measures. Additionally, the federal Department of Education is taking a phased in approach to measurable skill gain, measure (v). The NRS reporting table will be used by adult education providers to document three of these progress measures, encompassed in (v)(A), within the construct of Educational Functioning Level (EFL): number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL

as measured by a participant’s post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units; or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year. This gradual uptake of WIOA performance indicators will allow time to collect important data on performance with the WIOA title II – AEFLA funds and can be coordinated to the AEBG funded work as well. As the AB104 work group proceeds, these six performance indicators, common across all six WIOA core programs, will be important to include in AEBG performance accountability. Additionally, WIOA title II – AEFLA regulations make it clear that states may add additional performance measures: “A State may identify additional indicators of performance in the State plan, but these additional indicators are not subject to negotiation with the Department. In cases where a State has identified additional indicators of performance in its State plan, section 232 of the Act provides the State with the flexibility to include in its application for funds a requirement for eligible providers to describe how they will meet such additional performance indicators.” This will allow AEBG specific indicators such as those for pre-apprenticeship or activities to support children’s education to be used across a unified California adult education system. Concurrent establishment of AB104 performance indicators and the establishment of California’s WIOA title II – AEFLA re-compete of funds provides an opportunity for WIOA title II – AEFLA performance accountability to be aligned with AEBG legislated activities, again moving toward a unified California adult education system.

WIOA title II – AEFLA re-compete/AEBG alignment opportunities

Final WIOA title II – AEFLA regulations also provide more information on the 2017 re-compete of WIOA title II – AEFLA funds. For the first time, WIOA title II – AEFLA providers will need to demonstrate alignment with the local workforce development board unified plan, and final WIOA title II – AEFLA regulations call for broader alignment of adult education and literacy services in considering WIOA title II applications: “Eligible agencies [CDE] must also consider under WIOA the coordination of the local education program with available education, training, and other support services in the community.”

The list of eligible applications for AEFLA funds is also expanded under WIOA to those organizations with demonstrated effectiveness in adult education and literacy activities, including but not limited to

- a. A local educational agency;
- b. A community-based organization or faith-based organization;
- c. A volunteer literacy organization;
- d. An institution of higher education;
- e. A public or private nonprofit agency;
- f. A library;
- g. A public housing authority;
- h. A nonprofit institution that is not described in any of paragraphs (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals;
- i. A consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of paragraphs (a) through (h); and
- j. A partnership between an employer and an entity described in any of paragraphs (a) through (i). (Authority: 29 U.S.C. 3272(5)).

This list of organizations reflects those established as AEBG partners, and the inclusion of (i) makes AEBG consortia themselves eligible applicants. Further, since California legislation mandates any entity receiving WIOA title II – AEFLA funds to be part of an AEBG consortium in order to receive those funds, the Request for Proposal for these funds should ask for demonstrated support from or relationships with the AEBG consortia in the region. Additionally, providers should understand how WIOA title II – AEFLA requirements for a 25% non-federal match of funds (Sec 222) and for a 90% Maintenance of Effort (Sec 241) leverage AEBG as the state investment in creating a unified adult education system. CLASP urges California leaders to use the 2017 required WIOA title II – AEFLA re-compete as further opportunity to move California toward a unified strategy for adult education and literacy.

Conclusion

California adult education providers – whether WIOA title II – AEFLA funded, AEBG funded, or both – show dogged dedication to building a system to support participants’ individual prosperity and regional economic competitiveness. CLASP continues work on the full AEBG Implementation Study and will have complete analysis drawn from the four study methods and final recommendations by spring 2017. CLASP offers the above

independent in-process recommendations for consideration by California system leaders whose work mitigating the implementation and governance challenges of AEBG will allow the full potential of this investment to be realized.

Appendix II: Focus Group Topic Guide

San Diego, CA (June 2016)

Welcome

[Introduce yourselves; welcome the focus group participants to the discussion and explain the purpose of the focus group and how it will be conducted; have them fill out info sheet]

Our organization, the Center for Law and Social Policy (CLASP), is doing an Implementation Study of the Adult Education Block Grant (AEBG) consortia in California. AEBG is an unprecedented effort to expand and improve adult education systems and support regional planning efforts by consortia throughout the state. The goal of our Implementation Study is to get a clearer sense of the system change impacts resulting from this effort to redesign adult education in California. In particular, we are aiming to identify the strategies that are succeeding (or not) in building the capacity of the public systems in the consortia, and to offer state policymakers recommendations for potential policy and implementation changes.

We are talking today with key stakeholders like you to get your perspective on the systems change impacts of AEBG. The results of our group discussions with you and other attendees at this conference will inform our assessment of what is happening in the adult education classroom as a result of AEBG, and guide our next steps toward making our policy recommendations.

Housekeeping:

- Bathrooms are located _____.
- Refreshments are for your enjoyment, please feel free to help yourself at any time.
- We will keep this session to one hour. If any of you want to discuss these issues more, or continue this conversation by phone, we can do that. Our contact information is on our cards.
- Today's discussion is confidential in that we will not share or use your name or any other identifying information in reports or other materials related to this study. We may use your organizational identity in making decisions regarding other stakeholders with whom to follow up. Please do complete the short information form, without your name, and leave that with us when we're done.
- My role, for the most part, is to make sure that we get through our agenda, keep to the one-hour timeframe and make sure that you all have a chance to share your opinions and experiences. We will be taking notes. In addition, we will be audio-taping the session, which will ensure that we record the discussion accurately.

Ground Rules:

Let me begin our discussion by reviewing a few ground rules about how we will conduct the session.

A focus group is a way for us to listen to people and learn from them. During this discussion, we would like you to focus on topics that are of particular interest to us. We are interested in what everyone has to say about our

discussion topics. If someone throws out an idea that you want to expand on, or if you have a different point of view, please feel free to speak up. We would like to hear from each participant throughout the discussion. Each person does not have to comment on every question topic, but we may sometimes call on specific individuals to speak up. Occasionally, I may have to interrupt the discussion in order to bring us back to a particular topic to make sure that we cover everything on our agenda. Please do not be offended by this. We have a lot to cover in a relatively short time, so we will need to keep the discussion moving.

There are a couple of common-sense guidelines that we will follow during this session:

1. In this type of group setting, it is important for everyone to get involved and express their opinions openly. We want all of you to express your honest opinions about the discussion topics – we are interested in multiple points of view on the topics. There may be differences of opinion, but there are no right or wrong answers and we are not here to resolve any issues you may bring up.
2. Please do not hold “side conversations” – don’t talk individually to other participants during the session. We want to be able to hear from everyone, and we want you to hear what everyone else has to say. Because we are also recording the session, it would really help us if you could speak up so that everyone can hear you.

If there are no other questions, let’s begin the discussion.

Discussion Topics:

1. How has AEBG changed what is happening in the classroom?
[AEBG objectives – aligned assessment, aligned curriculum, transition to postsecondary, etc. Refer to handout as needed.]
2. How have the seven AEBG program activities changed your work?
[Refer to handout]
3. How has AEBG changed the way you work with other people or organizations across systems?
4. If you’re involved in dealing with funds from multiple sources in your Adult Education experience, have you seen an impact on your work? For example, you may be working with AEBG, WIOA Title II, Perkins CTE, and/or local control funds at the same time. If you are seeing an impact, could you tell us about it please?

Last 10 minutes:

In seven words or less, what is the most promising aspect of AEBG?

In seven words or less, what is the most challenging aspect of AEBG?

Appendix III: AEBG State Leader Interview Protocol

NOTE: As with the stakeholder interviews, not all questions listed here need to be asked as individual items, many are simply probes.

[Intro] Thank you for taking the time to speak with us, etc., etc. We want to focus the discussion on your perspective of how the implementation of AEBG is going, and, in particular, about your collaboration with [CDE or CCCC]. There are no right or wrong answers; we are simply interested in your perspective and experiences. We will keep the discussion under one hour.

[You may want to take a minute to describe their background and their roles with regard to AEBG, just to warm things up a bit before jumping right into the interview questions.]

Decision-making Process

- Overall, how are decisions about AEBG made?
 - How do you make decisions about state-level administration, staffing, etc.?
 - How do you make decisions about AEBG funding?
 - Are there other types of AEBG decisions that must be made at the state level? If so, how do you handle those?
- Do both CDE and CCCC have to agree to every decision?
 - How do you deal with disagreements about decisions?
 - What level of agreement do you try to reach for major decisions (e.g., consensus, fiscal agent rules)?
- What level of involvement does your agency senior leadership have with AEBG?
- Is anyone else involved in making decisions about how the AEBG initiative is run, e.g., consultants or non-agency advisers?
- Has anything changed from AB 86 to AB 104 regarding how decisions are made?
- How effective do you feel the decision-making process is?

CDE/CCCCO Collaboration

- How often do you communicate with [*the other agency*] about AEBG? What form does your communication take (meetings, phone calls, emails, etc.)?
- How do you work together to:
 - Develop AEBG policies and procedures?
 - Develop guidance for the field?
 - Prepare reports for the legislature?
- Do you collaborate when communicating to the legislature? How?
- How does the staff work together? What level of staff do you provide to the initiative?

- Does one party spend more time on AEBG than the other? *[You may want to ask, “If yes, is that OK?” One party spending more time than the other may not be a problem, it might have been planned, or otherwise agreed-upon.]*
- Ultimately, who is supposed to be accountable for AEBG?
- What would you say have been the most significant strengths of your collaboration in implementing AEBG?
- What challenges have you encountered in working together? Specifically, what challenges have you encountered in preparing reports for the legislature?
- We understand that there have been some less-than-positive “situations” that have occurred in implementing AEBG, such as missed reporting deadlines and the failure to design AEBG accountability metrics for 2016. Could you please talk about what happened with these (and other situations I might not have mentioned) from your point of view, and about what factors related to your collaboration with *[the other agency]* you think might have gone into creating these situations?
- Overall, how would you characterize the collaboration between CDE/CCCCO?
 - How well do you think the collaboration is working?
 - Is it working the way you expected it to, based on the legislation? Based on your understanding of how AEBG was supposed to be implemented?
 - Is the other partner responsive? Are they timely? Does their participation add value to the AEBG?
 - Are there any efforts either party has made toward sharing solutions

State-Agency Collaboration

- Is there a state leadership group that reflects the groups that are required to participate in the AEBG consortia?
 - Who participates in this group?
 - How often does this group meet? For what reasons?
 - Is anyone missing from this group (e.g., Corrections, Regional Centers, state agencies involved with communities of need identified by Consortia, etc.)?
 - Has participation in this group changed from AB 86 to AB 104? Were new members brought in when the initiative changed? Did any members of the group drop out? For what reason(s)?
 - How well do you think this group is working in helping to move AEBG forward?
- How well do you think AEBG is aligned with other state and federal program partners (e.g., WIOA Titles I, III, IV; SNAP E&T, CalWorks)?
- How well do you think AEBG is aligned with other CA-specific initiatives (e.g., CTE Incentive Grants, AB288 dual enrollment partners, Basic Skills Transformation partners)?

Assessment of AEBG Implementation (to date)

- How confident are you that the AEBG systems change approach can work in California? Why do you say that?
- What, if any, system-level changes have come out of AEBG implementation so far?
- Looking back over AEBG implementation so far, what do you think should have been done differently?
- Is there anything else about your experience with AEBG you would like to tell us?

Appendix IV: AEBG State Leader Interview Protocol – Other State Agencies

NOTE: As with the stakeholder interviews, not all questions listed here need to be asked as individual items, many are simply probes.

[Introduce yourselves.] Thank you for taking the time to speak with us, etc., etc. We want to focus the discussion on your perspective of how the implementation of AEBG is going so far. There are no right or wrong answers; we are interested your perspective and experiences. We will ensure that the information shared through these interviews remains confidential, and that your comments will not be identified by name in any of our reports. We will keep the discussion under one hour.

- To get a bit of background first, what is your specific role and responsibility as it relates to AEBG? *(Probe for role in leadership, decision-making, etc.)*
 - Has your role changed from AB 86 to AB 104? *(If yes, ask for examples)*
 - What will your role be as AEBG goes forward?
- Who is your main contact at the state level for AEBG?
 - How often are you in contact about AEBG-related matters? *(Probe for what subjects they discuss)*
- What communications do you get about AEBG? How effective do you think communication from AEBG is?
- How have decisions about AEBG been made with regard to:
 - Administration, staffing, logistics, etc.?
 - AEBG funding?
 - Other types of AEBG decisions that must be made at the state level?
- *[If there is a state leadership group]* Do you participate in the state leadership group for AEBG? Is anyone missing from this group (e.g., Corrections, Regional Centers, state agencies involved with communities of need identified by Consortia, etc.)?
 - How well do you think this group is working in helping to move AEBG forward?
- How is your participation in AEBG-related activities and events funded? *(Probe whether AEBG is part of the person's job responsibilities, is funded with AEBG monies, etc.)*
- What level of involvement does your agency senior leadership have with AEBG?
- How well do you think AEBG is aligned with other state and federal program partners (e.g., WIOA Titles I, III, IV; SNAP E&T, CalWorks)?
- How well do you think AEBG is aligned with other CA-specific initiatives (e.g., CTE Incentive Grants, AB288 dual enrollment partners, Basic Skills Transformation partners)?
- What challenges have your local program practitioners brought to you with regard to AEBG implementation?

- What opportunities have your local program practitioners brought to you with regard to AEBG implementation?
- Please describe any strategies or aspects of AEBG you've heard about from your local program practitioners that have been particularly successful.
- What, if any, system-level changes have you seen that have come out of AEBG implementation? (*Probe for examples of new practices, improved alignment, etc.*)
- Do you believe that there is an overall state vision for adult education that goes across funding streams?
- What suggestions would you make for enhancing AEBG?

Appendix V: AEBG Stakeholder Interview Protocol

NOTE: This protocol contains all questions that may be asked of AEBG stakeholders. The actual interviews should be customized according to the respondent's role in AEBG and to what data are available at the time of the interview. Therefore, not all questions listed here will necessarily need to be asked in every interview.

In addition, not all questions listed here will need to be asked as individual items (as would be the case if this were an in-person survey). Many are simply probes to help the respondent expand upon their answers in sufficient detail to allow for understanding their experience and perspective regarding AEBG.

[Introduce yourselves.] Thank you for taking the time to speak with us. This conversation will allow us to get a better understanding of AEBG. Before we begin, we want to remind you that:

- *We want to focus the discussion on AEBG and your perspective on the program. We will keep the discussion under one hour.*
- *There are no right or wrong answers; we are interested your perspective and experiences.*
- *As an outside evaluator, we will ensure that the information shared through these interviews remains confidential. Your comments will not be identified by name in any of our reports.*
- *To ensure we accurately report what is discussed during this interview, we would like to record this session as well. No one except the research team will have access to this recording.*

May we audio-record our conversation? [Turn on the audio recorder if the respondent has agreed to be recorded.] Let's begin with a few background questions,

BACKGROUND

- What is your specific role and responsibility as it relates to your AEBG Consortium? *(Probe for role in leadership, consortium decision-making, assessment of community need, evaluation of the consortium's progress, etc.)*
 - Has your role changed from AB 86 to AB 104? *(If yes, ask for examples)*
 - What will your role be as AEBG goes forward?
- How is your participation in AEBG-related activities and events funded? *(Probe whether AEBG is part of the person's job responsibilities, is funded with AEBG monies, etc.)*
- Who is your main contact at the consortium for AEBG-related activities?
- How often are you in contact with leadership and/or staff from your consortium about AEBG-related matters? *(Probe for who they're in contact with, what they discuss)*

CONSORTIUM STRUCTURE/FUNCTIONING OF CONSORTIUM

- Briefly, are there unique characteristics that distinguish your consortium from others (e.g., regional economy, population served, types of partnerships, consortium structure, identified community of need, etc.)?
- How is your Consortium staffed? Managed?
 - *(If paid staff)* Do the paid staff add value to the consortium structure?
 - *(If applicable)* How does your consortium use consultants? Please describe.

Community Need

- How does the consortium describe its community of need?
- How often and in what ways does it engage with its community of need?
- What, if anything, changed from AB 86 to AB 104 with regard to how the consortium describes its community of need?
- What has changed about how often and in what ways the consortium engages with its community of need?
- How effectively is the community of need engaged?
- How does the community of need assess the impact of the AEBG consortia process?

Decision-making Process

- How are decisions made?
 - Is there a formal decision-making model?
- What kinds of decisions are made (i.e., what is decided as a consortium and what is not)?
 - What has changed from AB 86 to AB 104 about *how* decisions are made? What has changed about the *kind* of decisions made?
- How effective is the consortium at reaching decisions?
 - Is consensus achieved? If not following a consensus decision-making model, what methods are used to reach decisions and how well do they work?
 - *How well* does the consortium deal with dissent from within? From without?
- How have the AEBG funds facilitated the decision-making process?

Communication

- How often do you meet? For what reasons?
 - Have the frequency and the reasons for meeting changed from AB 86 to AB104? How?
- Who attends the meetings?
 - Has participation in meetings changed from AB 86 to AB 104? Were new members brought in as new partnerships were developed or existing partnerships enhanced? Were new members brought in for any other reason (e.g., recognition that a key partner should have been included)? Did any members drop out? For what reason(s)?

- Is the consortium's membership working: are the right members in the consortium? If not, who is missing?
- Is the Regional Center in your area a member of the consortium (If so) Please describe their participation in consortium activities.
- Are local or regional Corrections facilities members of the consortium (If so) Please describe their participation in consortium activities.
- Are designated community partners actively engaged and contributing to the consortium? If not, who is missing?
- How have the AEBG funds facilitated communication within the consortium?
- *How well* is the consortium communicating within its membership?
- *How well* is the consortium communicating across the larger community?

Leadership/Management

- Is the consortium managed in a manner consistent with your understanding of the original plan? (Probe for examples, challenges/successes, etc.)
- If changed, in your opinion, what are the most significant changes from the original program design?
- Is leadership adding value to the consortium?

Strategies/Activities

- Has your consortium developed new partnerships or changed existing ones as a result of AEBG? (*If so*) What are they?
- Has your consortium/school/organization developed new classes or curricula or changed existing ones as a result of AEBG? (*If so*) What are they?
- Has your consortium/school/organization hired new staff or changed the job responsibilities of existing ones as a result of AEBG? (*If so*) Please describe.

Alignment

- How has alignment with other state and federal program partners (e.g., WIOA Titles I, III, IV; SNAP E&T, CalWorks) changed from AB 86 to AB 104?
- How has alignment with other California-specific initiatives (e.g., CTE Incentive Grants, AB288 dual enrollment partners, Basic Skills Transformation partners) changed from AB 86 to AB 104?
 - If changed, in your opinion, what are the most significant changes from the original alignment plans?
- *How well* has the consortium aligned with other state and federal program partners (e.g., WIOA Titles I, III, IV; SNAP E&T, CalWorks)?
- *How well* has the consortium aligned with other CA specific initiatives (e.g., CTE Incentive Grants, AB288 dual enrollment partners, Basic Skills Transformation partners)?

EVALUATION

- How do partners share data?
 - How do partners share participant-level information?
 - How do partners share program level information?
- What formative evaluation processes are partners using to gauge efficacy of implementation? How do partners respond to information revealed in the formative evaluation?
- How has data sharing and use changed from AB 86 to AB 104?
 - How has the use of formative evaluation processes to gauge efficacy of implementation changed?
 - How has partners' response to information revealed in the formative evaluation changed?
- How robust is the consortium's internal data sharing?
- How effective are the consortium's evaluation processes used to gauge efficacy of implementation?

PROMISING PRACTICES AND LESSONS LEARNED

- What would you say have been the most significant strengths of AEBG implementation by your consortium? What have been the most significant challenges?
- What, if any, system-level changes have come out of AEBG implementation? (Probe for examples of new practices, improved alignment, etc.)
- Describe any strategies or aspects of AEBG that have been particularly successful.
- How will the activities and events funded by AEBG work be sustained once the AEBG funding comes to an end?
- Looking back over AEBG implementation so far, what do you think should have been done differently?
- Is there anything else about your experience with AEBG you would like us to document?

Thank you for taking the time to speak with us. This discussion has been very informative and helpful. If you think of any additional information you would like for us to know, please feel free to contact me directly. [Give business card]

Appendix VI: AEBG Consortia Survey

Introduction

CLASP has contracted IMPAQ International, a research firm in Oakland, California to conduct a survey of consortia members to provide CLASP with information about how implementation of AEBG is going and to help inform recommendations to improve AEBG in the future. The survey will take up to 15 minutes to complete. The survey will ask you your perceptions of regional alignment issues, transition strategies, data use and sharing, joint strategies ABE/CTE strategies, leveraging of regional partners/structures, consortium engagement and addressing community need.

Your responses will be kept confidential and will not be shared with your colleagues or partners. The information will be shared with CLASP and the research team at IMPAQ who may use the information you provide to decide who to contact for an interview later in the year. If you would like to discuss the implementation study, this survey, or your rights as a participant in this study, please contact Judy Mortrude at jmortrude@clasp.org or 202-906-8014

Completing the survey is voluntary. You may choose not to answer specific questions or stop taking the survey at any time.

Thank you for your contribution to this important study!

General Information

1. Your name: _____

2. Your consortium name: _____

3. What type of agency do you work for:
Drop Down
 - Adult Correctional Education*
 - Adult School/K-12 or District*
 - Business/Employer*
 - Chamber of Commerce*
 - Community Based Organization*
 - Community College/Community College district*
 - County Office of Education*
 - County Social Service Agency*
 - Economic Development Agency*
 - Four Year College or University*
 - Labor union*
 - Library*
 - Regional Occupational Center/Program*
 - Workforce Development Board*
 - Other*

4. Were you involved with the AB86 planning process in your region:
 - Yes
 - No
 - Don't know

Alignment of Assessment, Curriculum and Measures

5. Did AEBG result in changes to **assessment alignment** in your region’s adult education system?

- No
- Yes, a little change
- Yes, some change
- Yes, substantial change
- Don’t know

6. Please indicate whether your consortium is implementing the following strategies in your region:

	No, there are <u>no plans</u> to make changes	No, but there <u>are plans</u> to make changes	Yes, this is <u>partially</u> implemented	Yes, this is <u>fully</u> implemented	Don’t Know
Consortium partners use the same placement exams					
Consortium partners have articulation agreements for direct course placement without retesting					
Consortium partners use the same diagnostic assessments					
Consortium partners use a shared curriculum					
Consortium partners use the same progress indicators					
Consortium partners use the same outcome measures					

Student Pathways

7. Did AEBG result in changes to **student pathway programs leading to employment** in your region?

- No
- Yes, a little change
- Yes, some change
- Yes, substantial change
- Don’t know

8. Please indicate whether your consortium is implementing the following strategies in your region:

	No, there are <u>no plans</u> to make changes	No, but there <u>are plans</u> to make changes	Yes, this is <u>partially</u> implemented	Yes, this is <u>fully</u> implemented	Don’t Know
Consortium partners offer programs leading to industry-recognized credentials					
Consortium partners design programs with input from employers					
Consortium partners design programs with input from CTE advisory committees					
Consortium partners design programs with input from Doing What Matters Sector Navigators					

9. Did AEBG result in changes to **student pathway programs to post-secondary** in your region?

- No
- Yes, a little change
- Yes, some change
- Yes, substantial change
- Don't know

10. Please indicate whether your consortium is implementing the following strategies in your region:

	No, there are <u>no plans</u> to make changes	No, but there <u>are plans</u> to make changes	Yes, this is <u>partially</u> implemented	Yes, this is <u>fully</u> implemented	Don't Know
Consortium partners offer adult education courses that result in direct placement into Community College courses?					
Adult education schools, Community Colleges, and/or four-year colleges have articulation agreements					
Consortium partners offer pathways programs with integrated education and training					
Consortium partners offer non-credit programs that are embedded in an academic pathway					

Student Services

11. Did AEBG result in changes to **student services transition strategies** in your region's adult education system?

- No
- Yes, a little change
- Yes, some change
- Yes, substantial change
- Don't know

12. Please indicate whether your consortium is implementing the following strategies in your region:

	No, there are no plans to make changes	No, but there are plans to make changes	Yes, this is partially implemented	Yes, this is fully implemented	Don't Know
Consortium partners use intrusive advising					
Consortium partners have counselors on staff					
Consortium partners provide career guidance for all students					
Consortium partners provide transition plans for all students					
Consortium partners connect students to social services					
Consortium partners offer students childcare services					
Consortium partners offer students transportation services					

Data Collection and Data Use

13. Has AEBG resulted in any of the following changes to **data collection methods** in your region? *[Check all that apply]*

- Partners began using **data release forms signed by students** served in aligned programs
- Partners began **matching administrative data** from multiple systems
- Partners began **administering completer surveys**
- Partners began conducting **individual follow-up** with students
- No, data collection methods have not changed
- Don't know
- Other *[please specify]* _____

14. Has AEBG resulted any of the following changes to **data sharing** among consortium partners? *[Check all that apply]*

- Partners **share reports or aggregated data** on programmatic or student outcomes
- Partners **jointly review data** and use it to inform decisions about adult education in the region
- Partners have **access** to each other's data
- Partners **link or integrate** their data systems
- Partners have **MOUs or data sharing agreements** in place
- Don't know
- Other *[please specify]* _____

15. Did AEBG result in improved **use of student data** to support decisions about student transitions in the region?
- No
 - Yes, a little improvement
 - Yes, some improvement
 - Yes, substantial improvement
 - Don't know
16. What programming decisions were informed by reviewing student data? *[Check all that apply]*
- New classes have been offered
 - Some classes have stopped being offered
 - New partners have been added to the consortium
 - Instructional delivery has been modified
 - Class locations have been changed
 - Curriculum has been changed
 - Don't know
 - Other *[please specify]* _____
17. Have AEBG requirements to **assess current service levels** and compare them to regional adult education **needs** resulted in any of the following changes? *[Check all that apply]*
- Hiring of new/different staff
 - More distance education offerings
 - Modification of existing classes
 - Addition of new classes
 - Recruitment of new populations
 - Increased recruitment of particular populations (e.g., English Language Learners, low-income adults)
 - New or different services for new populations
 - Changes in class locations
 - Creation of new partnerships
 - Don't know
 - Other *[please specify]* _____

Joint Adult Education (ABE)/Career and Technical Education (CTE)

18. Please indicate whether your consortium is implementing the following strategies in your region:

	1 No Plans	2 Changes Planned	3 Partially Implem.	4 Fully Implem.	5 Don't Know
Consortium partners use “accelerated” instruction models to transition more adults to Community Colleges					
Consortium partners use CTE informed curriculum in Adult Schools					
Consortium partners use competency-based education					
Consortium partners use contextualized adult education for English language learners					
Consortium partners use integrated education and skills training (e.g., foundational and CTE skills defined on a common course syllabus)					
Consortium partners have articulation agreements to award Credit for Prior Learning					
Consortium partners use joint employer engagement strategies					

19. Please indicate if any of the strategies listed in question 18 are used or are planned to be used in programs for:

- Elementary and secondary **basic skills**
- **Immigrants** eligible for educational services in citizenship, English as a second language, and workforce preparation
- Adults that are primarily related to entry or **reentry into the workforce**
- Adults that are primarily designed to assist **elementary and secondary school children** to succeed academically in school
- Adults with **disabilities**
- **Short-term career technical education** that have high employment potential
- **Pre-apprenticeship** training activities

	Elementary/ Secondary Basic Skills	Eligible Immigrants	Workforce re-entry	Elementary/ Secondary/ school children	Adults w/Disabiliti es	Short-term CTE	Pre Apprentice- ship
“Accelerated” instruction models							
CTE informed curriculum							
Competency-based education							
Contextualized adult education for ELL							
Integrated education and skills training							
Articulation agreements to award Credit for Prior Learning							
Joint employer engagement							

Consortium & Partners

20. Did AEBG result in any of the following **joint ABE/CTE professional development** activities [Check all that apply]?

- Joint staff convenings
- Joint instructional Professional Learning Communities
- Joint professional development for support staff
- Team teacher preparation time
- None of these
- Don't know

21. Did AEBG result in **greater collaboration** with any of the following agencies? [Check all that apply]

- Adult Correctional Education
- Businesses/Employers
- Chamber of Commerce
- County Social Services Agencies (CalWorks, EOPS, CARE)
- Doing What Matters Sector Navigator/Industry sector partnerships
- Economic Development Agencies
- Initiative-based partnerships (TAACCT, California Career Pathways Trust, Linked Learning)
- Labor Unions
- Libraries
- Public Benefits (SNAP E&T)
- Regional Occupational Centers/Programs
- Workforce Development Boards
- None of these
- Don't know

Other [please specify] _____

22. Did AEBG result in **leveraging of assets or partnerships** that exist in the region in any of the following ways?

- Co-location of programs or services that weren't co-located before
- Financial or in-kind contributions from new partners
- Additional financial or in-kind contributions from pre-existing partners
- Joint provision of programming or services
- None of these
- Don't know
- Other [please specify] _____

23. To what extent do you agree with the statement, "My consortium has sufficient engagement from all necessary partners in the region?"

Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Would more engagement from any of the following partners improve AEBG in the region? [Check all that apply]

- Adult Correctional Education
- Adult Schools/K-12 schools or districts
- Businesses/Employers
- Chamber of Commerce
- Community Based Organizations
- Community Colleges/Community College Districts
- County Offices of Education
- County Social Service Agencies
- Economic Development agencies
- Four Year College or Universities
- Human service agency
- K-12 school/district
- Labor unions
- Libraries
- Regional Occupational Centers/Program
- Workforce Development Boards
- None, no additional engagement is needed
- Other [please specify] _____

Community of Need

25. Would more engagement from any of the following **communities of need** improve AEBG in your region? [Check all that apply]

- Adults without a high school diploma/GED
- Unemployed adults
- Adults living below the poverty line
- Adults who are illiterate

- English Language Learners
- Students/adults with disabilities
- None, no additional engagement is needed
- Other [*please specify*] _____

26. To what extent do you agree with the statement, “The community of need is sufficiently engaged with AEBG in my region”

Strongly disagree	Disagree	Somewhat disagree	Somewhat agree	Agree	Strongly Agree
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix VII: 2016 Survey Data All Respondents

Q2: What is the name of your consortium?

Consortium Name	N	%
1. Allan Hancock Community College Consortium	6	1.78%
2. Antelope Valley Regional Adult Education Consortium	2	0.59%
3. Barstow Area Consortium for Adult Education	1	0.30%
4. Butte-Glenn Adult Ed Consortium	5	1.48%
5. Santa Cruz County Adult Education Consortium	1	0.30%
6. South East Los Angeles Adult Education Consortium	4	1.18%
7. Chabot-Las Positas/Mid-Alameda County Consortium	7	2.07%
8. West End Corridor/Chaffey Regional AE Consortium	6	1.78%
9. Citrus College Adult Education Consortium	6	1.78%
10. Coast Adult Education Consortium	1	0.30%
11. Tri City Adult Education Consortium	2	0.59%
12. Contra Costa Adult Education Consortium	18	5.33%
13. Morongo Basin AB86 Consortium (Copper Mountain)	0	0.00%
14. Desert Regional Consortium	3	0.89%
15. South Bay Adult Education Consortium (El Camino)	6	1.78%
16. Feather River Adult Education Consortium	2	0.59%
17. Foothill De Anza / NSCCSTC	10	2.96%
18. Gavilan Regional Adult Career and Education Services	5	1.48%
19. Glendale Community College District	3	0.89%
20. Grossmont-Cuyamaca Consortium	2	0.59%
21. Salinas Valley Adult Education Consortium	4	1.18%
22. Imperial County Adult Education Consortium	7	2.07%
23. Kern AEBG Consortium	8	2.37%
24. Lake Tahoe Adult Education Consortium	8	2.37%
25. Lassen County AB86 Consortium	3	0.89%
26. Long Beach Adult Education	3	0.89%
27. Los Angeles Regional Adult Education Consortium	2	0.59%
28. Capital Adult Education Regional Consortium	8	2.37%
29. Marin County Adult Education Block Grant Consortium	2	0.59%
30. Mendocino-Lake CCD	2	0.59%
31. Gateway Adult Education Network	7	2.07%
32. Coastal North County Adult Education Consortium	4	1.18%
33. Monterey Peninsula CCD	3	0.89%
34. Mt. San Antonio Community College Consortium	8	2.37%
35. Southwest Riverside County Adult Education Regional Consortium	6	1.78%
36. Napa Valley Adult Education Consortium	1	0.30%
37. North Orange County Regional Consortium for Adult Education (NOCRC)	6	1.78%
38. Southern Alameda County Consortium (Ohlone CCD)	5	1.48%
39. Palo Verde Consortium	3	0.89%

Consortium Name	N	%
40. Education to Career Network of North San Diego County	6	1.78%
41. Pasadena Area Consortium	2	0.59%
42. Northern Alameda Consortium for Adult Education	3	0.89%
43. Rancho Santiago Consortium	6	1.78%
44. North Coast Adult Education Consortium	1	0.30%
45. Rio Hondo Region Adult Education Consortium	2	0.59%
46. About Students Regional Consortium, Riverside	10	2.96%
47. San Bernardino Community College District Consortium	3	0.89%
48. San Diego Adult Education Regional Consortium	3	0.89%
49. San Francisco Adult Education Consortium	2	0.59%
50. Delta Sierra Regional Alliance (San Joaquin Delta)	2	0.59%
51. South Bay Consortium for Adult Education	3	0.89%
52. San Luis Obispo County Adult Education Consortium	2	0.59%
53. Accel San Mateo County	5	1.48%
54. Santa Barbara AEBG Consortium	3	0.89%
55. Santa Clarita Valley Adult Education Consortium	1	0.30%
56. Santa Monica Regional Consortium	2	0.59%
57. Sequoias Adult Education Consortium (SAEC)	8	2.37%
58. Shasta-Tehama-Trinity Adult Education Consortium	11	3.25%
59. Sierra Joint Consortium	13	3.85%
60. Solano Adult Education Consortium	4	1.18%
61. Sonoma County Adult Education Consortium	5	1.48%
62. South Orange County Regional Consortium (SOCRC)	2	0.59%
63. South Bay Adult Education Consortium/Southwestern College	7	2.07%
64. State Center Adult Education Consortium	9	2.66%
65. Ventura County Adult Education Consortium (VCAEC)	7	2.07%
66. Victor Valley Adult Education Regional Consortium	5	1.48%
67. West Hills College Consortium	3	0.89%
68. West Kern Consortium	1	0.30%
69. Yosemite (Stanislaus Mother Lode) Consortium	3	0.89%
70. North Central Adult Education Consortium (Yuba)	7	2.07%
71. Siskiyou Adult Education Consortium	11	3.25%
Multiple	3	0.89%
Missing	3	0.89%
Total	338	100.00%

Q3: What type of agency do you work for?

	N	%
Adult School/K-12 or District	195	57.69%
Community College/Community College District	98	28.99%
County Office of Education	16	4.73%
Adult Correctional Education	6	1.78%
Regional Occupational Center/Program	3	0.89%
Workforce Development Board	2	0.59%
County Social Service Agency	2	0.59%
Community Based Organization	1	0.30%
Economic Development Agency	1	0.30%
Library	1	0.30%
Other	12	3.55%
Missing	1	0.30%
Total	338	100.00%

Q4: Were you involved with the AB86 planning process in your region?

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No	27	14.21%	23	23.96%	19	37.25%	69	20.41%
Yes	163	85.79%	73	76.04%	32	62.75%	269	79.59%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Q5: Did AEBG result in changes to assessment alignment in your region's adult education system?

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No	37	19.47%	26	27.08%	11	21.57%	74	21.89%
Yes, a little change	41	21.58%	23	23.96%	7	13.73%	72	21.30%
Yes, some change	65	34.21%	23	23.96%	19	37.25%	107	31.66%
Yes, substantial change	24	12.63%	11	11.46%	6	11.76%	41	12.13%
Don't know	21	11.05%	10	10.42%	7	13.73%	38	11.24%
Missing	2	1.05%	3	3.13%	1	1.96%	6	1.78%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Q6: Please indicate whether your consortium is implementing the following strategies in your region:

Consortium partners use the same placement exams								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	25	13.16%	22	22.92%	5	9.80%	52	15.38%
No, but there are plans to make changes	76	40.00%	45	46.88%	23	45.10%	144	42.60%
Yes, this is partially implemented	53	27.89%	19	19.79%	8	15.69%	81	23.96%
Yes, this is fully implemented	15	7.89%	4	4.17%	1	1.96%	20	5.92%
Don't know	19	10.00%	4	4.17%	14	27.45%	37	10.95%
Missing	2	1.05%	2	2.08%	0	0.00%	4	1.18%
Total	190	100.00%	96	100.0%	51	100.00%	338	100.00%

Consortium partners have articulation agreements for direct course placement without retesting								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	37	19.47%	14	14.58%	7	13.73%	58	17.16%
No, but there are plans to make changes	70	36.84%	49	51.04%	17	33.33%	136	40.24%
Yes, this is partially implemented	37	19.47%	21	21.88%	6	11.76%	64	18.93%
Yes, this is fully implemented	7	3.68%	3	3.13%	1	1.96%	11	3.25%
Don't know	37	19.47%	8	8.33%	18	35.29%	64	18.93%
Missing	2	1.05%	1	1.04%	2	3.92%	5	1.48%
Total	190	100.00%	96	100.0%	51	100.0%	338	100.00%

Consortium partners use the same diagnostic assessments								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	33	17.37%	20	20.83%	3	5.88%	56	16.57%
No, but there are plans to make changes	69	36.32%	39	40.63%	26	50.98%	134	39.64%
Yes, this is partially implemented	52	27.37%	18	18.75%	8	15.69%	79	23.37%
Yes, this is fully implemented	12	6.32%	7	7.29%	0	0.00%	19	5.62%
Don't know	22	11.58%	10	10.42%	12	23.53%	44	13.02%
Missing	2	1.05%	2	2.08%	2	3.92%	6	1.78%
Total	338	100.0%	100.00%	96	100.0%	51	100.0%	

Consortium partners use a shared curriculum								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	48	25.26%	18	18.75%	3	5.88%	69	20.41%
No, but there are plans to make changes	72	37.89%	41	42.71%	21	41.18%	134	39.64%
Yes, this is partially implemented	50	26.32%	25	26.04%	10	19.61%	86	25.44%
Yes, this is fully implemented	5	2.63%	4	4.17%	3	5.88%	12	3.55%
Don't know	14	7.37%	6	6.25%	11	21.57%	31	9.17%
Missing	1	0.53%	2	2.08%	3	5.88%	6	1.78%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners use the same progress indicators								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	28	14.74%	20	20.83%	4	7.84%	52	15.38%
No, but there are plans to make changes	62	32.63%	42	43.75%	17	33.33%	121	35.80%
Yes, this is partially implemented	67	35.26%	17	17.71%	12	23.53%	97	28.70%
Yes, this is fully implemented	13	6.84%	8	8.33%	1	1.96%	22	6.51%
Don't know	18	9.47%	8	8.33%	15	29.41%	41	12.13%
Missing	2	1.05%	1	1.04%	2	3.92%	5	1.48%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners use the same outcome measures								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	24	12.63%	14	14.58%	4	7.84%	42	12.43%
No, but there are plans to make changes	63	33.16%	42	43.75%	19	37.25%	124	36.69%
Yes, this is partially implemented	70	36.84%	19	19.79%	14	27.45%	104	30.77%
Yes, this is fully implemented	13	6.84%	10	10.42%	2	3.92%	25	7.40%
Don't know	19	10.00%	11	11.46%	10	19.61%	40	11.83%
Missing	1	0.53%	0	0.00%	2	3.92%	3	0.89%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Q7: Did AEBG result in changes to student pathway programs leading to employment in your region?

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No	24	12.63%	13	13.54%	10	19.61%	47	13.91%
Yes, a little change	61	32.11%	20	20.83%	10	19.61%	92	27.22%
Yes, some change	62	32.63%	33	34.38%	15	29.41%	110	32.54%
Yes, substantial change	18	9.47%	10	10.42%	6	11.76%	34	10.06%
Don't know	22	11.58%	15	15.63%	7	13.73%	44	13.02%
Missing	3	1.58%	5	5.21%	3	5.88%	11	3.25%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Q8: Please indicate whether your consortium is implementing the following strategies in your region:

Consortium partners offer programs leading to industry-recognized credentials								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	4	2.11%	0	0.00%	1	1.96%	5	1.48%
No, but there are plans to make changes	54	28.42%	31	32.29%	13	25.49%	98	28.99%
Yes, this is partially implemented	93	48.95%	45	46.88%	25	49.02%	164	48.52%
Yes, this is fully implemented	23	12.11%	11	11.46%	4	7.84%	38	11.24%
Don't know	12	6.32%	5	5.21%	6	11.76%	23	6.80%
Missing	4	2.11%	4	4.17%	2	3.92%	10	2.96%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners design programs with input from employers								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	8	4.21%	1	1.04%	0	0.00%	9	2.66%
No, but there are plans to make changes	50	26.32%	28	29.17%	12	23.53%	91	26.92%
Yes, this is partially implemented	89	46.84%	43	44.79%	23	45.10%	155	45.86%
Yes, this is fully implemented	22	11.58%	14	14.58%	5	9.80%	41	12.13%
Don't know	17	8.95%	5	5.21%	8	15.69%	30	8.88%
Missing	4	2.11%	5	5.21%	3	5.88%	12	3.55%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners design programs with input from CTE advisory committees								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	10	5.26%	3	3.13%	0	0.00%	13	3.85%
No, but there are plans to make changes	41	21.58%	18	18.75%	12	23.53%	71	21.01%
Yes, this is partially implemented	93	48.95%	47	48.96%	21	41.18%	161	47.63%
Yes, this is fully implemented	22	11.58%	18	18.75%	5	9.80%	46	13.61%
Don't know	20	10.53%	6	6.25%	10	19.61%	36	10.65%
Missing	4	2.11%	4	4.17%	3	5.88%	11	3.25%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners design programs with input from Doing What Matters Sector Navigators								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	25	13.16%	9	9.38%	2	3.92%	36	10.65%
No, but there are plans to make changes	46	24.21%	27	28.13%	12	23.53%	86	25.44%
Yes, this is partially implemented	23	12.11%	28	29.17%	10	19.61%	61	18.05%
Yes, this is fully implemented	3	1.58%	8	8.33%	2	3.92%	13	3.85%
Don't know	88	46.32%	20	20.83%	23	45.10%	131	38.76%
Missing	5	2.63%	4	4.17%	2	3.92%	11	3.25%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Q9: Did AEBG result in changes to student pathway programs to post-secondary in your region?

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No	25	13.16%	7	7.29%	5	9.80%	37	10.95%
Yes, a little change	62	32.63%	33	34.38%	12	23.53%	108	31.95%
Yes, some change	68	35.79%	35	36.46%	13	25.49%	116	34.32%
Yes, substantial change	13	6.84%	11	11.46%	5	9.80%	29	8.58%
Don't know	19	10.00%	4	4.17%	14	27.45%	37	10.95%
Missing	3	1.58%	6	6.25%	2	3.92%	11	3.25%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Q10: Please indicate whether your consortium is implementing the following strategies in your region:

Consortium partners offer adult education courses that result in direct placement into community college courses?								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	19	10.00%	9	9.38%	1	1.96%	29	8.58%
No, but there are plans to make changes	70	36.84%	43	44.79%	17	33.33%	130	38.46%
Yes, this is partially implemented	70	36.84%	30	31.25%	15	29.41%	116	34.32%
Yes, this is fully implemented	15	7.89%	5	5.21%	4	7.84%	24	7.10%
Don't know	13	6.84%	3	3.13%	12	23.53%	28	8.28%
Missing	3	1.58%	6	6.25%	2	3.92%	11	3.25%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Adult education schools, community colleges, and/or four-year colleges have articulation agreements								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	15	7.89%	4	4.17%	4	7.84%	23	6.80%
No, but there are plans to make changes	69	36.32%	38	39.58%	14	27.45%	121	35.80%
Yes, this is partially implemented	68	35.79%	28	29.17%	16	31.37%	112	33.14%
Yes, this is fully implemented	12	6.32%	11	11.46%	2	3.92%	26	7.69%
Don't know	23	12.11%	10	10.42%	13	25.49%	46	13.61%
Missing	3	1.58%	5	5.21%	2	3.92%	10	2.96%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners offer pathways programs with integrated education and training								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	13	6.84%	4	4.17%	4	7.84%	21	6.21%
No, but there are plans to make changes	68	35.79%	43	44.79%	20	39.22%	131	38.76%
Yes, this is partially implemented	73	38.42%	35	36.46%	16	31.37%	125	36.98%
Yes, this is fully implemented	12	6.32%	3	3.13%	2	3.92%	17	5.03%
Don't know	21	11.05%	6	6.25%	7	13.73%	34	10.06%
Missing	3	1.58%	5	5.21%	2	3.92%	10	2.96%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners offer non-credit programs that are embedded in an academic pathway								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	13	6.84%	8	8.33%	5	9.80%	26	7.69%
No, but there are plans to make changes	57	30.00%	31	32.29%	13	25.49%	101	29.88%
Yes, this is partially implemented	66	34.74%	32	33.33%	14	27.45%	112	33.14%
Yes, this is fully implemented	17	8.95%	8	8.33%	4	7.84%	30	8.88%
Don't know	33	17.37%	11	11.46%	12	23.53%	56	16.57%
Missing	4	2.11%	6	6.25%	3	5.88%	13	3.85%
Total	190	100.0%	96	100.00%	51	100.00%	338	100.00%

Q11: Did AEBG result in changes to student services transition strategies in your region's adult education system?

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No	14	7.37%	7	7.29%	3	5.88%	25	7.40%
Yes, a little change	49	25.79%	27	28.13%	14	27.45%	90	26.63%
Yes, some change	77	40.53%	27	28.13%	17	33.33%	121	35.80%
Yes, substantial change	29	15.26%	20	20.83%	4	7.84%	53	15.68%
Don't know	13	6.84%	9	9.38%	10	19.61%	32	9.47%
Missing	8	4.21%	6	6.25%	3	5.88%	17	5.03%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Q12: Please indicate whether your consortium is implementing the following strategies in your region:

Consortium partners use intrusive advising								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	25	13.16%	6	6.25%	2	3.92%	33	9.76%
No, but there are plans to make changes	36	18.95%	26	27.08%	9	17.65%	71	21.01%
Yes, this is partially implemented	26	13.68%	30	31.25%	7	13.73%	63	18.64%
Yes, this is fully implemented	3	1.58%	3	3.13%	0	0.00%	6	1.78%
Don't know	90	47.37%	25	26.04%	30	58.82%	146	43.20%
Missing	10	5.26%	6	6.25%	3	5.88%	19	5.62%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners have counselors on staff								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	5	2.63%	0	0.00%	2	3.92%	7	2.07%
No, but there are plans to make changes	29	15.26%	15	15.63%	8	15.69%	52	15.38%
Yes, this is partially implemented	103	54.21%	44	45.83%	20	39.22%	168	49.70%
Yes, this is fully implemented	39	20.53%	25	26.04%	12	23.53%	76	22.49%
Don't know	6	3.16%	6	6.25%	7	13.73%	19	5.62%
Missing	8	4.21%	6	6.25%	2	3.92%	16	4.73%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners provide career guidance for all students								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	2	1.05%	3	3.13%	1	1.96%	6	1.78%
No, but there are plans to make changes	45	23.68%	25	26.04%	14	27.45%	84	24.85%
Yes, this is partially implemented	100	52.63%	40	41.67%	17	33.33%	158	46.75%
Yes, this is fully implemented	30	15.79%	13	13.54%	9	17.65%	52	15.38%
Don't know	4	2.11%	9	9.38%	8	15.69%	21	6.21%
Missing	9	4.74%	6	6.25%	2	3.92%	17	5.03%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners provide transition plans for all students								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	4	2.11%	6	6.25%	1	1.96%	11	3.25%
No, but there are plans to make changes	63	33.16%	34	35.42%	13	25.49%	111	32.84%
Yes, this is partially implemented	80	42.11%	39	40.63%	16	31.37%	135	39.94%
Yes, this is fully implemented	17	8.95%	6	6.25%	5	9.80%	28	8.28%
Don't know	19	10.00%	6	6.25%	14	27.45%	39	11.54%
Missing	7	3.68%	5	5.21%	2	3.92%	14	4.14%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners connect students to social services								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	5	2.63%	3	3.13%	0	0.00%	8	2.37%
No, but there are plans to make changes	38	20.00%	18	18.75%	9	17.65%	65	19.23%
Yes, this is partially implemented	99	52.11%	47	48.96%	22	43.14%	169	50.00%
Yes, this is fully implemented	27	14.21%	11	11.46%	8	15.69%	46	13.61%
Don't know	13	6.84%	11	11.46%	8	15.69%	32	9.47%
Missing	8	4.21%	6	6.25%	4	7.84%	18	5.33%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners offer students childcare services								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	28	14.74%	14	14.58%	2	3.92%	44	13.02%
No, but there are plans to make changes	37	19.47%	25	26.04%	13	25.49%	76	22.49%
Yes, this is partially implemented	81	42.63%	31	32.29%	18	35.29%	130	38.46%
Yes, this is fully implemented	9	4.74%	6	6.25%	3	5.88%	18	5.33%
Don't know	27	14.21%	15	15.63%	13	25.49%	55	16.27%
Missing	8	4.21%	5	5.21%	2	3.92%	15	4.44%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners offer students transportation services								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	40	21.05%	20	20.83%	9	17.65%	69	20.41%
No, but there are plans to make changes	42	22.11%	26	27.08%	9	17.65%	77	22.78%
Yes, this is partially implemented	52	27.37%	21	21.88%	12	23.53%	86	25.44%
Yes, this is fully implemented	8	4.21%	4	4.17%	1	1.96%	13	3.85%
Don't know	40	21.05%	20	20.83%	18	35.29%	78	23.08%
Missing	8	4.21%	5	5.21%	2	3.92%	15	4.44%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Q13: Has AEBG resulted in any of the following changes to data collection methods in your region? [Check all that apply]

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Partners began using data release forms signed by students served in aligned programs	26	13.68%	11	11.46%	5	9.80%	42	12.43%
Partners began matching administrative data from multiple systems	43	22.63%	17	17.71%	12	23.53%	73	21.60%
Partners began administering completer surveys	55	28.95%	6	6.25%	7	13.73%	69	20.41%
Partners began conducting individual follow-up with students	60	31.58%	18	18.75%	10	19.61%	88	26.04%
No, data collection methods have not changed	36	18.95%	26	27.08%	11	21.57%	73	21.60%
Don't know	35	18.42%	20	20.83%	13	25.49%	68	20.12%
Other	39	20.53%	24	25.00%	11	21.57%	74	21.89%
Missing	14	7.37%	9	9.38%	2	3.92%	25	7.40%
Total	190		96		51		338	

Q14: Has AEBG resulted any of the following changes to data sharing among consortium partners? [Check all that apply]

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Partners share reports or aggregated data on programmatic or student outcomes	46	24.21%	26	27.08%	13	25.49%	85	24.71%
Partners jointly review data and use it to inform decisions about adult education in the region	52	27.37%	26	27.08%	10	19.61%	89	25.87%
Partners have access to each other's data	28	14.74%	13	13.54%	4	7.84%	45	13.08%
Partners link or integrate their data systems	15	7.89%	5	5.21%	1	1.96%	21	6.10%
Partners have MOUs or data sharing agreements in place	42	22.11%	20	20.83%	12	23.53%	75	21.80%
Don't know	48	25.26%	19	19.79%	15	29.41%	81	23.55%
Other	31	16.32%	24	25.00%	15	29.41%	70	20.35%
Missing	26	13.68%	13	13.54%	3	5.88%	42	12.21%
Total	190		96		51		338	

Q15: Did AEBG result in improved use of student data to support decisions about student transitions in the region?

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No	25	13.16%	11	11.46%	7	13.73%	43	12.72%
Yes, a little improvement	52	27.37%	27	28.13%	16	31.37%	96	28.40%
Yes, some improvement	55	28.95%	23	23.96%	8	15.69%	86	25.44%
Yes, substantial improvement	16	8.42%	5	5.21%	4	7.84%	25	7.40%
Don't know	27	14.21%	18	18.75%	12	23.53%	57	16.86%
Missing	15	7.89%	12	12.50%	4	7.84%	31	9.17%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Q16: What programming decisions were informed by reviewing student data?
[Check all that apply]

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
New classes have been offered	112	58.95%	55	57.29%	28	54.90%	196	50.52%
Some classes have stopped being offered	20	10.53%	11	11.46%	5	9.80%	36	9.28%
New partners have been added to the consortium	62	32.63%	30	31.25%	14	27.45%	107	27.58%
Instructional delivery has been modified	59	31.05%	28	29.17%	15	29.41%	103	26.55%
Class locations have been changed	60	31.58%	30	31.25%	13	25.49%	104	26.80%
Curriculum has been changed	66	34.74%	35	36.46%	17	33.33%	119	30.67%
Don't know	32	16.84%	13	13.54%	10	19.61%	55	14.18%
Other [please specify]	15	7.89%	17	17.71%	13	25.49%	45	11.60%
Missing	20	10.53%	17	17.71%	7	13.73%	44	11.34%
Total	190		96		51		338	

Q17: Have AEBG requirements to assess current service levels and compare them to regional adult education needs resulted in any of the following changes? [Check all that apply]

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Hiring of new/different staff	119	62.63%	68	70.83%	35	68.63%	223	65.98%
More distance education offerings	38	20.00%	9	9.38%	15	29.41%	62	18.34%
Modification of existing classes	93	48.95%	41	42.71%	25	49.02%	160	47.34%
Addition of new classes	133	70.00%	63	65.63%	31	60.78%	228	67.46%
Recruitment of new populations	73	38.42%	38	39.58%	18	35.29%	130	38.46%
Increased recruitment of particular populations (e.g., English Language Learners, low-income adults)	73	38.42%	42	43.75%	23	45.10%	139	41.12%
New or different services for new populations	63	33.16%	30	31.25%	20	39.22%	113	33.43%
Changes in class locations	80	42.11%	45	46.88%	17	33.33%	142	42.01%
Creation of new partnerships	102	53.68%	54	56.25%	28	54.90%	185	54.73%
Don't know	15	7.89%	11	11.46%	6	11.76%	32	9.47%
Other	9	4.74%	4	4.17%	4	7.84%	17	5.03%
Total	190		96		51		338	

Q18: Please indicate whether your consortium is implementing the following strategies in your region:

Consortium partners use accelerated instruction models to transition more adults to community colleges								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	13	6.84%	8	8.33%	3	5.88%	24	7.10%
No, but there are plans to make changes	64	33.68%	42	43.75%	17	33.33%	123	36.39%
Yes, this is partially implemented	44	23.16%	27	28.13%	9	17.65%	80	23.67%
Yes, this is fully implemented	3	1.58%	2	2.08%	0	0.00%	5	1.48%
Don't know	50	26.32%	8	8.33%	18	35.29%	77	22.78%
Missing	16	8.42%	9	9.38%	4	7.84%	29	8.58%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners use CTE informed curriculum in adult schools								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	5	2.63%	3	3.13%	0	0.00%	8	2.37%
No, but there are plans to make changes	41	21.58%	26	27.08%	7	13.73%	74	21.89%
Yes, this is partially implemented	87	45.79%	33	34.38%	20	39.22%	140	41.42%
Yes, this is fully implemented	17	8.95%	6	6.25%	8	15.69%	31	9.17%
Don't know	24	12.63%	17	17.71%	13	25.49%	55	16.27%
Missing	16	8.42%	11	11.46%	3	5.88%	30	8.88%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners use competency based education								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	4	2.11%	10	10.42%	1	1.96%	15	4.44%
No, but there are plans to make changes	31	16.32%	23	23.96%	6	11.76%	60	17.75%
Yes, this is partially implemented	82	43.16%	28	29.17%	15	29.41%	126	37.28%
Yes, this is fully implemented	26	13.68%	8	8.33%	10	19.61%	44	13.02%
Don't know	29	15.26%	18	18.75%	16	31.37%	63	18.64%
Missing	18	9.47%	9	9.38%	3	5.88%	30	8.88%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners use contextualized adult education for English Language Learners								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	3	1.58%	1	1.04%	1	1.96%	5	1.48%
No, but there are plans to make changes	38	20.00%	27	28.13%	9	17.65%	74	21.89%
Yes, this is partially implemented	79	41.58%	42	43.75%	17	33.33%	139	41.12%
Yes, this is fully implemented	22	11.58%	8	8.33%	4	7.84%	34	10.06%
Don't know	32	16.84%	10	10.42%	16	31.37%	58	17.16%
Missing	16	8.42%	8	8.33%	4	7.84%	28	8.28%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners use integrated education and skills training								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	5	2.63%	5	5.21%	0	0.00%	10	2.96%
No, but there are plans to make changes	57	30.00%	31	32.29%	12	23.53%	100	29.59%
Yes, this is partially implemented	64	33.68%	26	27.08%	17	33.33%	108	31.95%
Yes, this is fully implemented	13	6.84%	2	2.08%	3	5.88%	18	5.33%
Don't know	34	17.89%	23	23.96%	15	29.41%	72	21.30%
Missing	17	8.95%	9	9.38%	4	7.84%	30	8.88%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners have articulation agreements to award Credit for Prior Learning								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	33	17.37%	22	22.92%	7	13.73%	62	18.34%
No, but there are plans to make changes	38	20.00%	19	19.79%	12	23.53%	69	20.41%
Yes, this is partially implemented	32	16.84%	9	9.38%	3	5.88%	44	13.02%
Yes, this is fully implemented	5	2.63%	2	2.08%	1	1.96%	8	2.37%
Don't know	64	33.68%	35	36.46%	24	47.06%	124	36.69%
Missing	18	9.47%	9	9.38%	4	7.84%	31	9.17%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Consortium partners use joint employer engagement strategies								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	26	13.68%	14	14.58%	3	5.88%	43	12.72%
No, but there are plans to make changes	41	21.58%	27	28.13%	10	19.61%	79	23.37%
Yes, this is partially implemented	28	14.74%	13	13.54%	7	13.73%	48	14.20%
Yes, this is fully implemented	5	2.63%	1	1.04%	1	1.96%	7	2.07%
Don't know	72	37.89%	31	32.29%	26	50.98%	129	38.17%
Missing	18	9.47%	10	10.42%	4	7.84%	32	9.47%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Q19: Please indicate if any of the strategies listed in question 18 are used or are planned to be used in programs for: Elementary and secondary basic skills, Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation, Adults that are primarily related to entry or reentry into the workforce, Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school, Adults with disabilities, Short-term career technical education that have high employment potential, Pre-apprenticeship training activities

"Accelerated" instruction models are used or are planned to be used in programs for								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	81	42.63%	54	56.25%	21	41.18%	156	40.21%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	51	26.84%	29	30.21%	11	21.57%	91	23.45%
Adults that are primarily related to entry or reentry into the workforce	40	21.05%	31	32.29%	13	25.49%	84	21.65%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	19	10.00%	7	7.29%	5	9.80%	31	7.99%
Adults with disabilities	16	8.42%	11	11.46%	5	9.80%	32	8.25%
Short-term career technical education that has high employment potential	52	27.37%	40	41.67%	18	35.29%	110	28.35%
Pre-apprenticeship training activities	18	9.47%	16	16.67%	6	11.76%	40	10.31%
None	20	10.53%	5	5.21%	5	9.80%	31	7.99%
Missing	64	33.6%	23	23.96%	21	41.1%	108	27.8%
Total	190		96		51		338	

CTE informed curriculum is used or planned to be used in programs for								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	57	30.00%	35	36.46%	11	21.57%	103	26.55%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	45	23.68%	28	29.17%	13	25.49%	86	22.16%
Adults that are primarily related to entry or reentry into the workforce	65	34.21%	43	44.79%	20	39.22%	129	33.25%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	12	6.32%	6	6.25%	3	5.88%	21	5.41%
Adults with disabilities	30	15.79%	18	18.75%	12	23.53%	60	15.46%
Short-term career technical education that has high employment potential	89	46.84%	43	44.79%	26	50.98%	159	40.98%
Pre-apprenticeship training activities	34	17.89%	23	23.96%	8	15.69%	66	17.01%
None	4	2.11%	6	6.25%	2	3.92%	12	3.09%
Missing	61	32.11%	28	29.17%	16	31.37%	105	27.06%
Total	190		96		51		338	

Competency based education is used or planned to be used in programs for								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	95	50.00%	39	40.63%	18	35.29%	153	39.43%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	64	33.68%	22	22.92%	10	19.61%	97	25.00%
Adults that are primarily related to entry or reentry into the workforce	42	22.11%	26	27.08%	10	19.61%	78	20.10%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	18	9.47%	7	7.29%	6	11.76%	31	7.99%
Adults with disabilities	32	16.84%	14	14.58%	10	19.61%	57	14.69%
Short-term career technical education that has high employment potential	46	24.21%	30	31.25%	14	27.45%	90	23.20%
Pre-apprenticeship training activities	19	10.00%	13	13.54%	3	5.88%	35	9.02%
None	9	4.74%	15	15.63%	4	7.84%	28	7.22%
Missing	61	32.11%	34	35.42%	17	33.33%	112	28.87%
Total	190		96		51		338	

Contextualized adult education for ELL is used or planned to be used in programs for								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	63	33.16%	40	41.67%	11	21.57%	114	29.38%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	96	50.53%	37	38.54%	22	43.14%	156	40.21%
Adults that are primarily related to entry or reentry into the workforce	30	15.79%	22	22.92%	12	23.53%	65	16.75%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	21	11.05%	11	11.46%	3	5.88%	35	9.02%
Adults with disabilities	15	7.89%	10	10.42%	5	9.80%	30	7.73%
Short-term career technical education that has high employment potential	37	19.47%	36	37.50%	12	23.53%	85	21.91%
Pre-apprenticeship training activities	11	5.79%	11	11.46%	1	1.96%	23	5.93%
None	6	3.16%	8	8.33%	3	5.88%	17	4.38%
Missing	62	32.63%	26	27.08%	20	39.22%	108	27.84%
Total	190		96		51		338	

Integrated education and skills training is used or planned to be used in programs for								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	67	35.26%	35	36.46%	17	33.33%	119	30.67%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	56	29.47%	30	31.25%	17	33.33%	103	26.55%
Adults that are primarily related to entry or reentry into the workforce	52	27.37%	28	29.17%	17	33.33%	98	25.26%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	19	10.00%	4	4.17%	4	7.84%	27	6.96%
Adults with disabilities	32	16.84%	20	20.83%	13	25.49%	65	16.75%
Short-term career technical education that has high employment potential	73	38.42%	44	45.83%	19	37.25%	137	35.31%
Pre-apprenticeship training activities	31	16.32%	19	19.79%	5	9.80%	56	14.43%
None	8	4.21%	10	10.42%	4	7.84%	22	5.67%
Missing	67	35.26%	32	33.33%	16	31.37%	115	29.64%
Total	190		96		51		338	

Articulation agreements to award Credit for Prior Learning are used or are planned to be used in programs for								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	30	15.79%	18	18.75%	7	13.73%	55	14.18%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	18	9.47%	8	8.33%	1	1.96%	27	6.96%
Adults that are primarily related to entry or reentry into the workforce	25	13.16%	10	10.42%	4	7.84%	39	10.05%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	11	5.79%	6	6.25%	3	5.88%	20	5.15%
Adults with disabilities	11	5.79%	6	6.25%	2	3.92%	19	4.90%
Short-term career technical education that has high employment potential	40	21.05%	20	20.83%	10	19.61%	70	18.04%
Pre-apprenticeship training activities	12	6.32%	5	5.21%	3	5.88%	20	5.15%
None	41	21.58%	31	32.29%	12	23.53%	85	21.91%
Missing	84	44.21%	35	36.46%	25	49.02%	144	37.11%
Total	190		96		51		338	

Joint employer engagement is used or is planned to be used in programs for								
	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	23	12.11%	11	11.46%	3	5.88%	37	9.54%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	17	8.95%	8	8.33%	9	17.65%	34	8.76%
Adults that are primarily related to entry or reentry into the workforce	32	16.84%	21	21.88%	12	23.53%	65	16.75%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	6	3.16%	4	4.17%	0	0.00%	10	2.58%
Adults with disabilities	16	8.42%	15	15.63%	7	13.73%	38	9.79%
Short-term career technical education that has high employment potential	44	23.16%	33	34.38%	13	25.49%	91	23.45%
Pre-apprenticeship training activities	24	12.63%	20	20.83%	7	13.73%	52	13.40%
None	39	20.53%	25	26.04%	6	11.76%	70	18.04%
Missing	85	44.74%	36	37.50%	24	47.06%	145	37.37%
Total	190		96		51		338	

Q20: Did AEBG result in any of the following joint ABE/CTE professional development activities? [Check all that apply]

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Joint staff convenings	91	47.89%	54	56.25%	21	41.18%	167	65.12%
Joint instructional Professional Learning Communities	62	32.63%	33	34.38%	9	17.65%	104	18.02%
Joint professional development for support staff	55	28.95%	38	39.58%	12	23.53%	105	46.80%
Team teacher preparation time	41	21.58%	24	25.00%	7	13.73%	72	37.79%
None of these	20	10.53%	13	13.54%	6	11.76%	39	40.41%
Don't know	29	15.26%	9	9.38%	14	27.45%	52	9.30%
Missing	20	10.53%	11	11.46%	6	11.76%	37	4.94%
Total	190		96		51		338	

Q21: Did AEBG result in greater collaboration with any of the following agencies? [Check all that apply]

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Adult Correctional Education	53	27.89%	42	43.75%	29	56.86%	125	32.22%
Business/Employers	86	45.26%	44	45.83%	24	47.06%	154	39.69%
Chambers of Commerce	35	18.42%	15	15.63%	12	23.53%	62	15.98%
Community Based Organizations	106	55.79%	64	66.67%	31	60.78%	202	52.06%
County Social Service Agencies (CalWorks, EOPS, CARE)	78	41.05%	39	40.63%	28	54.90%	146	37.63%
Doing What Matters Sector Navigator/Industry sector partnerships	16	8.42%	30	31.25%	11	21.57%	57	14.69%
Economic Development Agencies	68	35.79%	32	33.33%	15	29.41%	116	29.90%
Initiative-based partnerships (TAACCCT, California Career Pathways Trust, Linked Learning)	29	15.26%	22	22.92%	13	25.49%	64	16.49%
Four year colleges or Universities	18	9.47%	7	7.29%	9	17.65%	34	8.76%
Labor Unions	27	14.21%	11	11.46%	8	15.69%	46	11.86%
Libraries	62	32.63%	42	43.75%	28	54.90%	132	34.02%
Public Benefits (SNAP E&T)	10	5.26%	7	7.29%	3	5.88%	21	5.41%
Regional Occupational Centers/Programs	70	36.84%	28	29.17%	21	41.18%	119	30.67%
Workforce Development Boards	95	50.00%	57	59.38%	30	58.82%	183	47.16%
None of these	8	4.21%	2	2.08%	1	1.96%	11	2.84%
Don't know	16	8.42%	5	5.21%	3	5.88%	24	6.19%
Other [please specify]	10	5.26%	7	7.29%	5	9.80%	22	5.67%
Missing	20	10.53%	9	9.38%	4	7.84%	33	8.51%
Total	190		96		51		338	

Q20: Did AEBG result in any of the following joint ABE/CTE professional development activities? [Check all that apply]

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Co-location of programs or services that weren't co-located before	66	34.74%	42	43.75%	20	39.22%	129	38.17%
Financial or in-kind contributions from new partners	27	14.21%	15	15.63%	12	23.53%	54	15.98%
Additional financial or in-kind contributions from pre-existing partners	31	16.32%	15	15.63%	6	11.76%	52	15.38%
Joint provision of programming or services	41	21.58%	40	41.67%	14	27.45%	96	28.40%
None of these	26	13.68%	13	13.54%	3	5.88%	42	12.43%
Don't know	46	24.21%	12	12.50%	10	19.61%	68	20.12%
Other	9	4.74%	8	8.33%	3	5.88%	20	5.92%
Missing	23	12.11%	11	11.46%	8	15.69%	42	12.43%
Total	190		96		51		338	

Q21: Did AEBG result in greater collaboration with any of the following agencies?

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Adult Correctional Education	53	27.89%	42	43.75%	29	56.86%	125	32.22%
Business/Employers	86	45.26%	44	45.83%	24	47.06%	154	39.69%
Chambers of Commerce	35	18.42%	15	15.63%	12	23.53%	62	15.98%
Community Based Organizations	106	55.79%	64	66.67%	31	60.78%	202	52.06%
County Social Service Agencies (CalWorks, EOPS, CARE)	78	41.05%	39	40.63%	28	54.90%	146	37.63%
Doing What Matters Sector Navigator/Industry sector partnerships	16	8.42%	30	31.25%	11	21.57%	57	14.69%
Economic Development Agencies	68	35.79%	32	33.33%	15	29.41%	116	29.90%
Initiative-based partnerships (TAACCCT, California Career Pathways Trust, Linked Learning)	29	15.26%	22	22.92%	13	25.49%	64	16.49%
Four year colleges or Universities	18	9.47%	7	7.29%	9	17.65%	34	8.76%
Labor Unions	27	14.21%	11	11.46%	8	15.69%	46	11.86%
Libraries	62	32.63%	42	43.75%	28	54.90%	132	34.02%
Public Benefits (SNAP E&T)	10	5.26%	7	7.29%	3	5.88%	21	5.41%
Regional Occupational Centers/Programs	70	36.84%	28	29.17%	21	41.18%	119	30.67%
Workforce Development Boards	95	50.00%	57	59.38%	30	58.82%	183	47.16%
None of these	8	4.21%	2	2.08%	1	1.96%	11	2.84%
Don't know	16	8.42%	5	5.21%	3	5.88%	24	6.19%
Other [please specify]	10	5.26%	7	7.29%	5	9.80%	22	5.67%
Missing	20	10.53%	9	9.38%	4	7.84%	33	8.51%
Total	190		96		51		338	

Q22: Did AEBG result in any of the following joint ABE/CTE professional development activities?

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Co-location of programs or services that weren't co-located before	66	34.74%	42	43.75%	20	39.22%	129	38.17%
Financial or in-kind contributions from new partners	27	14.21%	15	15.63%	12	23.53%	54	15.98%
Additional financial or in-kind contributions from pre-existing partners	31	16.32%	15	15.63%	6	11.76%	52	15.38%
Joint provision of programming or services	41	21.58%	40	41.67%	14	27.45%	96	28.40%
None of these	26	13.68%	13	13.54%	3	5.88%	42	12.43%
Don't know	46	24.21%	12	12.50%	10	19.61%	68	20.12%
Other	9	4.74%	8	8.33%	3	5.88%	20	5.92%
Missing	23	12.11%	11	11.46%	8	15.69%	42	12.43%
Total	190		96		51		338	

Q23: To what extent do you agree with the statement, "My consortium has sufficient engagement from all necessary partners in the region?"

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Strongly Disagree	5	2.63%	4	4.17%	0	0.00%	9	2.66%
Disagree	14	7.37%	3	3.13%	3	5.88%	20	5.92%
Somewhat Disagree	16	8.42%	12	12.50%	6	11.76%	34	10.06%
Somewhat Agree	62	32.63%	27	28.13%	13	25.49%	103	30.47%
Agree	48	25.26%	27	28.13%	18	35.29%	93	27.51%
Strongly Agree	24	12.63%	12	12.50%	5	9.80%	41	12.13%
Missing	21	11.05%	11	11.46%	6	11.76%	38	11.24%
Total	190	100.00%	96	100.00%	51	100.00%	338	100.00%

Q24: Would more engagement from any of the following partners improve AEBG in the region?

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Adult Correctional Education	25	13.16%	14	14.58%	9	17.65%	48	12.37%
Adult Schools/K-12 Schools or Districts	35	18.42%	14	14.58%	6	11.76%	55	14.18%
Business/Employers	94	49.47%	63	65.63%	19	37.25%	176	45.36%
Chambers of Commerce	47	24.74%	32	33.33%	13	25.49%	92	23.71%
Community Based Organizations	58	30.53%	37	38.54%	15	29.41%	111	28.61%
Community Colleges/Community College Districts	56	29.47%	10	10.42%	12	23.53%	78	20.10%
County Offices of Education	40	21.05%	18	18.75%	6	11.76%	64	16.49%
County Social Service Agencies (CalWorks, EOPS, CARE)	54	28.42%	28	29.17%	12	23.53%	95	24.48%
Economic Development Agencies	64	33.68%	36	37.50%	11	21.57%	111	28.61%
Four year colleges or Universities	38	20.00%	18	18.75%	11	21.57%	67	17.27%
Labor Unions	50	26.32%	20	20.83%	15	29.41%	86	22.16%
Libraries	30	15.79%	17	17.71%	6	11.76%	53	13.66%
Regional Occupational Centers/Programs	44	23.16%	18	18.75%	8	15.69%	70	18.04%
Workforce Development Boards	62	32.63%	30	31.25%	10	19.61%	103	26.55%
None of these	11	5.79%	4	4.17%	3	5.88%	18	4.64%
Other [please specify]	18	9.47%	2	2.08%	4	7.84%	24	6.19%
Missing	35	18.42%	15	15.63%	13	25.49%	63	16.24%
Total	190		96		51		338	

Q25: Would more engagement from any of the following communities of need improve AEBG in your region?

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Adults without a high school diploma/GED	130	68.42%	58	60.42%	22	43.14%	211	54.38%
Unemployed Adults	126	66.32%	63	65.63%	27	52.94%	217	55.93%
Adults living below the poverty line	119	62.63%	55	57.29%	25	49.02%	200	51.55%
Adults who are illiterate	108	56.84%	48	50.00%	21	41.18%	178	45.88%
English Language Learners	112	58.95%	54	56.25%	22	43.14%	189	48.71%
Students/Adults with disabilities	100	52.63%	48	50.00%	21	41.18%	170	43.81%
None	16	8.42%	6	6.25%	4	7.84%	26	6.70%
Other [please specify]	16	8.42%	8	8.33%	4	7.84%	29	7.47%
Missing	26	13.68%	18	18.75%	14	27.45%	58	14.95%
Total	190		96		51		338	

Q26: To what extent do you agree with the statement, “The community of need is sufficiently engaged with AEBG in my region”

	Adult School-K/12		Community College		Other		Overall	
	N	%	N	%	N	%	N	%
Strongly Disagree	5	2.63%	1	1.04%	0	0.00%	6	1.78%
Disagree	24	12.63%	8	8.33%	3	5.88%	35	10.36%
Somewhat Disagree	33	17.37%	18	18.75%	9	17.65%	61	18.05%
Somewhat Agree	70	36.84%	33	34.38%	19	37.25%	122	36.09%
Agree	28	14.74%	22	22.92%	12	23.53%	62	18.34%
Strongly Agree	8	4.21%	4	4.17%	1	1.96%	13	3.85%
Missing	22	11.58%	10	10.42%	7	13.73%	39	11.54%
Total	190	100.00%	96	100.0%	51	100.0%	338	100.0%

Appendix VIII: 2016 Survey Data Primary Contacts

Q4: Were you involved with the AB86 planning process in your region?

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Yes	18	75.00%	19	73.08%	17	85.00%	54	77.14%
No	6	25.00%	7	26.92%	3	15.00%	16	22.86%
Total	24	100.00%	26	100.00%	20	100.00%	70	20.71%

Q5: Did AEBG result in changes to assessment alignment in your region's adult education system?

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No	9	37.50%	6	23.08%	4	20.00%	19	27.14%
Yes, a little change	4	16.67%	6	23.08%	7	35.00%	17	24.29%
Yes, some change	4	16.67%	11	42.31%	4	20.00%	19	27.14%
Yes, substantial change	5	20.83%	2	7.69%	1	5.00%	8	11.43%
Don't know	1	4.17%	0	0.00%	3	15.00%	4	5.71%
Missing	1	4.17%	1	3.85%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Q6: Please indicate whether your consortium is implementing the following strategies in your region:

Consortium partners use the same placement exams								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	6	25.00%	2	7.69%	3	15.00%	11	15.71%
No, but there are plans to make changes	7	29.17%	16	61.54%	11	55.00%	34	48.57%
Yes, this is partially implemented	7	29.17%	7	26.92%	5	25.00%	19	27.14%
Yes, this is fully implemented	3	12.50%	1	3.85%	0	0.00%	4	5.71%
Don't know	0	0.00%	0	0.00%	1	5.00%	1	1.43%
Missing	1	4.17%	0	0.00%	0	0.00%	1	1.43%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners have articulation agreements for direct course placement without retesting								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	3	12.50%	7	26.92%	2	10.00%	12	17.14%
No, but there are plans to make changes	13	54.17%	9	34.62%	8	40.00%	30	42.86%
Yes, this is partially implemented	6	25.00%	3	11.54%	5	25.00%	14	20.00%
Yes, this is fully implemented	1	4.17%	1	3.85%	1	5.00%	3	4.29%
Don't know	0	0.00%	6	23.08%	4	20.00%	10	14.29%
Missing	1	4.17%	0	0.00%	0	0.00%	1	1.43%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners use the same diagnostic assessments								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	4	16.67%	5	19.23%	1	5.00%	10	14.29%
No, but there are plans to make changes	9	37.50%	13	50.00%	10	50.00%	32	45.71%
Yes, this is partially implemented	7	29.17%	5	19.23%	6	30.00%	18	25.71%
Yes, this is fully implemented	2	8.33%	2	7.69%	1	5.00%	5	7.14%
Don't know	1	4.17%	1	3.85%	2	10.00%	4	5.71%
Missing	1	4.17%	0	0.00%	0	0.00%	1	1.43%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners use a shared curriculum								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	2	8.33%	6	23.08%	2	10.00%	10	14.29%
No, but there are plans to make changes	9	37.50%	14	53.85%	10	50.00%	33	47.14%
Yes, this is partially implemented	11	45.83%	2	7.69%	5	25.00%	18	25.71%
Yes, this is fully implemented	1	4.17%	1	3.85%	1	5.00%	3	4.29%
Don't know	0	0.00%	3	11.54%	2	10.00%	5	7.14%
Missing	1	4.17%	0	0.00%	0	0.00%	1	1.43%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners use the same progress indicators								
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	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	2	8.33%	7	26.92%	1	5.00%	10	14.29%
No, but there are plans to make changes	13	54.17%	9	34.62%	7	35.00%	29	41.43%
Yes, this is partially implemented	4	16.67%	7	26.92%	8	40.00%	19	27.14%
Yes, this is fully implemented	3	12.50%	1	3.85%	1	5.00%	5	7.14%
Don't know	2	8.33%	2	7.69%	3	15.00%	7	10.00%
Missing	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners use the same outcome measures								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	2	8.33%	5	19.23%	1	5.00%	8	11.43%
No, but there are plans to make changes	11	45.83%	9	34.62%	7	35.00%	27	38.57%
Yes, this is partially implemented	7	29.17%	8	30.77%	9	45.00%	24	34.29%
Yes, this is fully implemented	2	8.33%	2	7.69%	2	10.00%	6	8.57%
Don't know	2	8.33%	2	7.69%	1	5.00%	5	7.14%
Missing	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Q7: Did AEBG result in changes to student pathway programs leading to employment in your region?

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No	1	4.17%	4	15.38%	2	10.00%	7	10.00%
Yes, a little change	11	45.83%	6	23.08%	7	35.00%	24	34.29%
Yes, some change	9	37.50%	9	34.62%	6	30.00%	24	34.29%
Yes, substantial change	2	8.33%	4	15.38%	1	5.00%	7	10.00%
Don't know	1	4.17%	1	3.85%	3	15.00%	5	7.14%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Q8: Please indicate whether your consortium is implementing the following strategies in your region:

Consortium partners offer programs leading to industry-recognized credentials								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	0	0.00%	0	0.00%	0	0.00%	0	0.00%
No, but there are plans to make changes	3	12.50%	6	23.08%	5	25.00%	14	20.00%
Yes, this is partially implemented	18	75.00%	11	42.31%	10	50.00%	39	55.71%
Yes, this is fully implemented	2	8.33%	6	23.08%	3	15.00%	11	15.71%
Don't know	1	4.17%	1	3.85%	1	5.00%	3	4.29%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners design programs with input from employers								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	0	0.00%	0	0.00%	0	0.00%	0	0.00%
No, but there are plans to make changes	5	20.83%	5	19.23%	7	35.00%	17	24.29%
Yes, this is partially implemented	15	62.50%	12	46.15%	8	40.00%	35	50.00%
Yes, this is fully implemented	4	16.67%	5	19.23%	2	10.00%	11	15.71%
Don't know	0	0.00%	2	7.69%	2	10.00%	4	5.71%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners design programs with input from CTE advisory committees								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	1	4.17%	0	0.00%	0	0.00%	1	1.43%
No, but there are plans to make changes	3	12.50%	2	7.69%	5	25.00%	10	14.29%
Yes, this is partially implemented	17	70.83%	13	50.00%	8	40.00%	38	54.29%
Yes, this is fully implemented	3	12.50%	7	26.92%	5	25.00%	15	21.43%
Don't know	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners design programs with input from Doing What Matters Sector Navigators								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	4	16.67%	2	7.69%	3	15.00%	9	12.86%
No, but there are plans to make changes	8	33.33%	6	23.08%	3	15.00%	17	24.29%
Yes, this is partially implemented	6	25.00%	7	26.92%	5	25.00%	18	25.71%
Yes, this is fully implemented	2	8.33%	1	3.85%	3	15.00%	6	8.57%
Don't know	4	16.67%	8	30.77%	5	25.00%	17	24.29%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Q9: Did AEBG result in changes to student pathway programs to post-secondary in your region?

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No	2	8.33%	3	11.54%	1	5.00%	6	8.57%
Yes, a little change	12	50.00%	9	34.62%	7	35.00%	28	40.00%
Yes, some change	8	33.33%	9	34.62%	6	30.00%	23	32.86%
Yes, substantial change	1	4.17%	3	11.54%	2	10.00%	6	8.57%
Don't know	1	4.17%	0	0.00%	3	15.00%	4	5.71%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Q10: Please indicate whether your consortium is implementing the following strategies in your region:

Consortium partners offer adult education courses that result in direct placement into community college courses								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	3	12.50%	2	7.69%	1	5.00%	6	8.57%
No, but there are plans to make changes	9	37.50%	10	38.46%	7	35.00%	26	37.14%
Yes, this is partially implemented	8	33.33%	10	38.46%	7	35.00%	25	35.71%
Yes, this is fully implemented	3	12.50%	2	7.69%	1	5.00%	6	8.57%
Don't know	0	0.00%	0	0.00%	2	10.00%	2	2.86%
Missing	1	4.17%	2	7.69%	2	10.00%	5	7.14%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Adult education schools, community colleges, and/or four-year colleges have articulation agreements								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	2	8.33%	4	15.38%	1	5.00%	7	10.00%
No, but there are plans to make changes	11	45.83%	9	34.62%	7	35.00%	27	38.57%
Yes, this is partially implemented	7	29.17%	6	23.08%	7	35.00%	20	28.57%
Yes, this is fully implemented	2	8.33%	4	15.38%	1	5.00%	7	10.00%
Don't know	2	8.33%	1	3.85%	2	10.00%	5	7.14%
Missing	0	0.00%	2	7.69%	2	10.00%	4	5.71%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners offer pathways programs with integrated education and training								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	2	8.33%	1	3.85%	0	0.00%	3	4.29%
No, but there are plans to make changes	9	37.50%	12	46.15%	8	40.00%	29	41.43%
Yes, this is partially implemented	11	45.83%	8	30.77%	9	45.00%	28	40.00%
Yes, this is fully implemented	1	4.17%	2	7.69%	0	0.00%	3	4.29%
Don't know	1	4.17%	1	3.85%	1	5.00%	3	4.29%
Missing	0	0.00%	2	7.69%	2	10.00%	4	5.71%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners offer non-credit programs that are embedded in an academic pathway								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	2	8.33%	2	7.69%	3	15.00%	7	10.00%
No, but there are plans to make changes	7	29.17%	10	38.46%	5	25.00%	22	31.43%
Yes, this is partially implemented	9	37.50%	8	30.77%	7	35.00%	24	34.29%
Yes, this is fully implemented	3	12.50%	3	11.54%	0	0.00%	6	8.57%
Don't know	2	8.33%	1	3.85%	3	15.00%	6	8.57%
Missing	1	4.17%	2	7.69%	2	10.00%	5	7.14%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Q11: Did AEBG result in changes to student services transition strategies in your region's adult education system?

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No	2	8.33%	1	3.85%	2	10.00%	5	7.14%
Yes, a little change	10	41.67%	5	19.23%	5	25.00%	20	28.57%
Yes, some change	7	29.17%	8	30.77%	8	40.00%	23	32.86%
Yes, substantial change	4	16.67%	8	30.77%	3	15.00%	15	21.43%
Don't know	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Missing	1	4.17%	2	7.69%	1	5.00%	4	5.71%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Q12: Please indicate whether your consortium is implementing the following strategies in your region:

Consortium partners use intrusive advising								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	1	4.17%	1	3.85%	1	5.00%	3	4.29%
No, but there are plans to make changes	6	25.00%	9	34.62%	4	20.00%	19	27.14%
Yes, this is partially implemented	11	45.83%	3	11.54%	5	25.00%	19	27.14%
Yes, this is fully implemented	0	0.00%	1	3.85%	0	0.00%	1	1.43%
Don't know	6	25.00%	9	34.62%	8	40.00%	23	32.86%
Missing	0	0.00%	3	11.54%	2	10.00%	5	7.14%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners have counselors on staff								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	0	0.00%	0	0.00%	0	0.00%	0	0.00%
No, but there are plans to make changes	4	16.67%	6	23.08%	3	15.00%	13	18.57%
Yes, this is partially implemented	14	58.33%	6	23.08%	10	50.00%	30	42.86%
Yes, this is fully implemented	4	16.67%	10	38.46%	6	30.00%	20	28.57%
Don't know	2	8.33%	1	3.85%	0	0.00%	3	4.29%
Missing	0	0.00%	3	11.54%	1	5.00%	4	5.71%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners provide career guidance for all students								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	1	4.17%	0	0.00%	1	5.00%	2	2.86%
No, but there are plans to make changes	3	12.50%	9	34.62%	5	25.00%	17	24.29%
Yes, this is partially implemented	14	58.33%	11	42.31%	11	55.00%	36	51.43%
Yes, this is fully implemented	4	16.67%	3	11.54%	2	10.00%	9	12.86%
Don't know	2	8.33%	1	3.85%	0	0.00%	3	4.29%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners provide transition plans for all students								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	1	4.17%	0	0.00%	1	5.00%	2	2.86%
No, but there are plans to make changes	9	37.50%	11	42.31%	6	30.00%	26	37.14%
Yes, this is partially implemented	12	50.00%	8	30.77%	10	50.00%	30	42.86%
Yes, this is fully implemented	2	8.33%	3	11.54%	1	5.00%	6	8.57%
Don't know	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners connect students to social services								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	0	0.00%	0	0.00%	1	5.00%	1	1.43%
No, but there are plans to make changes	1	4.17%	6	23.08%	3	15.00%	10	14.29%
Yes, this is partially implemented	18	75.00%	15	57.69%	8	40.00%	41	58.57%
Yes, this is fully implemented	4	16.67%	2	7.69%	5	25.00%	11	15.71%
Don't know	1	4.17%	1	3.85%	2	10.00%	4	5.71%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners offer students childcare services								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	4	16.67%	5	19.23%	2	10.00%	11	15.71%
No, but there are plans to make changes	4	16.67%	6	23.08%	5	25.00%	15	21.43%
Yes, this is partially implemented	12	50.00%	8	30.77%	11	55.00%	31	44.29%
Yes, this is fully implemented	1	4.17%	2	7.69%	0	0.00%	3	4.29%
Don't know	3	12.50%	3	11.54%	1	5.00%	7	10.00%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners offer students transportation services								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	5	20.83%	6	23.08%	4	20.00%	15	21.43%
No, but there are plans to make changes	4	16.67%	7	26.92%	7	35.00%	18	25.71%
Yes, this is partially implemented	10	41.67%	4	15.38%	4	20.00%	18	25.71%
Yes, this is fully implemented	1	4.17%	2	7.69%	0	0.00%	3	4.29%
Don't know	4	16.67%	5	19.23%	4	20.00%	13	18.57%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Q13: Has AEBG resulted in any of the following changes to data collection methods in your region? [Check all that apply]

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Partners began using data release forms signed by students served in aligned programs	5	20.83%	2	7.69%	3	15.00%	10	14.29%
Partners began matching administrative data from multiple systems	3	12.50%	7	26.92%	5	25.00%	15	21.43%
Partners began administering completer surveys	3	12.50%	4	15.38%	7	35.00%	14	20.00%
Partners began conducting individual follow-up with students	7	29.17%	8	30.77%	5	25.00%	20	28.57%
No, data collection methods have not changed	12	50.00%	8	30.77%	4	20.00%	24	34.29%
Don't know	3	12.50%	3	11.54%	2	10.00%	8	11.43%
Other	6	25.00%	8	30.77%	7	35.00%	21	30.00%
Missing	1	4.17%	2	7.69%	1	5.00%	4	5.71%
Total	24		26		20		70	

Q14: Has AEBG resulted any of the following changes to data sharing among consortium partners? [Check all that apply]

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Partners share reports or aggregated data on programmatic or student outcomes	9	37.50%	8	30.77%	7	35.00%	24	34.29%
Partners jointly review data and use it to inform decisions about adult education in the region	10	41.67%	6	23.08%	11	55.00%	27	38.57%
Partners have access to each other's data	4	16.67%	2	7.69%	4	20.00%	10	14.29%
Partners link or integrate their data systems	1	4.17%	1	3.85%	2	10.00%	4	5.71%
Partners have MOUs or data sharing agreements in place	5	20.83%	7	26.92%	1	5.00%	13	18.57%
Don't know	2	8.33%	4	15.38%	1	5.00%	7	10.00%
Other	6	25.00%	9	34.62%	8	40.00%	23	32.86%
Missing	4	16.67%	4	15.38%	3	15.00%	11	15.71%
Total	24		26		20		70	

Q15: Did AEBG result in improved use of student data to support decisions about student transitions in the region?

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No	2	8.33%	4	15.38%	1	5.00%	7	10.00%
Yes, a little improvement	9	37.50%	7	26.92%	7	35.00%	23	32.86%
Yes, some improvement	9	37.50%	8	30.77%	3	15.00%	20	28.57%
Yes, substantial improvement	1	4.17%	2	7.69%	4	20.00%	7	10.00%
Don't know	0	0.00%	2	7.69%	2	10.00%	4	5.71%
Missing	3	12.50%	3	11.54%	3	15.00%	9	12.86%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Q16: What programming decisions were informed by reviewing student data?
[Check all that apply]

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
New classes have been offered	16	66.67%	19	73.08%	14	70.00%	49	70.00%
Some classes have stopped being offered	5	20.83%	4	15.38%	2	10.00%	11	15.71%
New partners have been added to the consortium	11	45.83%	3	11.54%	9	45.00%	23	32.86%
Instructional delivery has been modified	10	41.67%	6	23.08%	12	60.00%	28	40.00%
Class locations have been changed	13	54.17%	11	42.31%	7	35.00%	31	44.29%
Curriculum has been changed	13	54.17%	8	30.77%	11	55.00%	32	45.71%
Don't know	0	0.00%	0	0.00%	1	5.00%	1	1.43%
Other [please specify]	3	12.50%	4	15.38%	8	40.00%	15	21.43%
Missing	3	12.50%	6	23.08%	4	20.00%	13	18.57%
Total	24		26		20		70	

Q17: Have AEBG requirements to assess current service levels and compare them to regional adult education needs resulted in any of the following changes?
[Check all that apply]

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Hiring of new/different staff	21	87.50%	20	76.92%	16	80.00%	57	81.43%
More distance education offerings	6	25.00%	4	15.38%	4	20.00%	14	20.00%
Modification of existing classes	15	62.50%	11	42.31%	10	50.00%	36	51.43%
Addition of new classes	21	87.50%	21	80.77%	15	75.00%	57	81.43%
Recruitment of new populations	13	54.17%	13	50.00%	11	55.00%	37	52.86%
Increased recruitment of particular populations (e.g., English Language Learners, low-income adults)	14	58.33%	13	50.00%	10	50.00%	37	52.86%
New or different services for new populations	9	37.50%	11	42.31%	10	50.00%	30	42.86%
Changes in class locations	16	66.67%	16	61.54%	10	50.00%	42	60.00%
Creation of new partnerships	17	70.83%	15	57.69%	13	65.00%	45	64.29%
Don't know	1	4.17%	0	0.00%	1	5.00%	2	2.86%
Other	1	4.17%	0	0.00%	2	10.00%	3	4.29%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24		26		20		70	

Q18: Please indicate whether your consortium is implementing the following strategies in your region:

Consortium partners use accelerated instruction models to transition more adults to community colleges								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	1	4.17%	2	7.69%	1	5.00%	4	5.71%
No, but there are plans to make changes	12	50.00%	13	50.00%	6	30.00%	31	44.29%
Yes, this is partially implemented	9	37.50%	4	15.38%	8	40.00%	21	30.00%
Yes, this is fully implemented	0	0.00%	0	0.00%	1	5.00%	1	1.43%
Don't know	2	8.33%	5	19.23%	3	15.00%	10	14.29%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners use CTE informed curriculum in adult schools								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	1	4.17%	0	0.00%	0	0.00%	1	1.43%
No, but there are plans to make changes	5	20.83%	11	42.31%	4	20.00%	20	28.57%
Yes, this is partially implemented	11	45.83%	7	26.92%	8	40.00%	26	37.14%
Yes, this is fully implemented	2	8.33%	3	11.54%	2	10.00%	7	10.00%
Don't know	4	16.67%	3	11.54%	4	20.00%	11	15.71%
Missing	1	4.17%	2	7.69%	2	10.00%	5	7.14%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners use competency based education								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	2	8.33%	2	7.69%	1	5.00%	5	7.14%
No, but there are plans to make changes	6	25.00%	6	23.08%	3	15.00%	15	21.43%
Yes, this is partially implemented	11	45.83%	10	38.46%	7	35.00%	28	40.00%
Yes, this is fully implemented	3	12.50%	3	11.54%	3	15.00%	9	12.86%
Don't know	2	8.33%	3	11.54%	4	20.00%	9	12.86%
Missing	0	0.00%	2	7.69%	2	10.00%	4	5.71%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners use contextualized adult education for English Language Learners								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	1	4.17%	0	0.00%	0	0.00%	1	1.43%
No, but there are plans to make changes	6	25.00%	8	30.77%	5	25.00%	19	27.14%
Yes, this is partially implemented	15	62.50%	11	42.31%	12	60.00%	38	54.29%
Yes, this is fully implemented	1	4.17%	4	15.38%	1	5.00%	6	8.57%
Don't know	1	4.17%	1	3.85%	1	5.00%	3	4.29%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners use integrated education and skills training								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	1	4.17%	1	3.85%	0	0.00%	2	2.86%
No, but there are plans to make changes	6	25.00%	14	53.85%	7	35.00%	27	38.57%
Yes, this is partially implemented	12	50.00%	6	23.08%	9	45.00%	27	38.57%
Yes, this is fully implemented	1	4.17%	2	7.69%	0	0.00%	3	4.29%
Don't know	4	16.67%	1	3.85%	3	15.00%	8	11.43%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners have articulation agreements to award Credit for Prior Learning								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	6	25.00%	11	42.31%	5	25.00%	22	31.43%
No, but there are plans to make changes	9	37.50%	0	0.00%	5	25.00%	14	20.00%
Yes, this is partially implemented	3	12.50%	3	11.54%	2	10.00%	8	11.43%
Yes, this is fully implemented	0	0.00%	1	3.85%	1	5.00%	2	2.86%
Don't know	6	25.00%	9	34.62%	6	30.00%	21	30.00%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Consortium partners use joint employer engagement strategies								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
No, there are no plans to make changes	5	20.83%	7	26.92%	2	10.00%	14	20.00%
No, but there are plans to make changes	8	33.33%	6	23.08%	6	30.00%	20	28.57%
Yes, this is partially implemented	7	29.17%	4	15.38%	3	15.00%	14	20.00%
Yes, this is fully implemented	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Don't know	4	16.67%	6	23.08%	8	40.00%	18	25.71%
Missing	0	0.00%	3	11.54%	1	5.00%	4	5.71%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Q19: Please indicate if any of the strategies listed in question 18 are used or are planned to be used in programs for: Elementary and secondary basic skills, Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation, Adults that are primarily related to entry or reentry into the workforce, Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school, Adults with disabilities, Short-term career technical education that have high employment potential, Pre-apprenticeship training activities

"Accelerated" instruction models are used or are planned to be used in programs for								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	20	83.33%	16	61.54%	14	70.00%	50	71.43%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	11	45.83%	7	26.92%	13	65.00%	31	44.29%
Adults that are primarily related to entry or reentry into the workforce	12	50.00%	4	15.38%	12	60.00%	28	40.00%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	4	16.67%	1	3.85%	5	25.00%	10	14.29%
Adults with disabilities	3	12.50%	1	3.85%	4	20.00%	8	11.43%
Short-term career technical education that has high employment potential	15	62.50%	12	46.15%	14	70.00%	41	58.57%
Pre-apprenticeship training activities	5	20.83%	3	11.54%	7	35.00%	15	21.43%
None	0	0.00%	1	3.85%	1	5.00%	2	2.86%
Missing	0	0.00%	7	26.92%	3	15.00%	10	14.29%
Total	24		26		20		70	

CTE informed curriculum is used or planned to be used in programs for								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	12	50.00%	10	38.46%	9	45.00%	31	44.29%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	13	54.17%	7	26.92%	7	35.00%	27	38.57%
Adults that are primarily related to entry or reentry into the workforce	12	50.00%	12	46.15%	10	50.00%	34	48.57%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	5	20.83%	0	0.00%	0	0.00%	5	7.14%
Adults with disabilities	6	25.00%	7	26.92%	3	15.00%	16	22.86%
Short-term career technical education that has high employment potential	18	75.00%	13	50.00%	14	70.00%	45	64.29%
Pre-apprenticeship training activities	7	29.17%	4	15.38%	5	25.00%	66	94.29%
None	1	4.17%	0	0.00%	1	5.00%	2	2.86%
Missing	1	4.17%	8	30.77%	5	25.00%	14	20.00%
Total	24		26		20		70	

Competency based education is used or planned to be used in programs for								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	11	45.83%	16	61.54%	11	55.00%	38	54.29%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	10	41.67%	8	30.77%	9	45.00%	27	38.57%
Adults that are primarily related to entry or reentry into the workforce	11	45.83%	6	23.08%	6	30.00%	23	32.86%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	4	16.67%	3	11.54%	6	30.00%	13	18.57%
Adults with disabilities	5	20.83%	3	11.54%	3	15.00%	11	15.71%
Short-term career technical education that has high employment potential	11	45.83%	11	42.31%	9	45.00%	31	44.29%
Pre-apprenticeship training activities	5	20.83%	4	15.38%	3	15.00%	12	17.14%
None	3	12.50%	2	7.69%	3	15.00%	8	11.43%
Missing	2	8.33%	5	19.23%	5	25.00%	12	17.14%
Total	24		26		20		70	

Contextualized adult education for ELL is used or planned to be used in programs for								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	9	37.50%	8	30.77%	11	55.00%	28	40.00%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	15	62.50%	15	57.69%	14	70.00%	44	62.86%
Adults that are primarily related to entry or reentry into the workforce	6	25.00%	6	23.08%	5	25.00%	17	24.29%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	5	20.83%	4	15.38%	5	25.00%	14	20.00%
Adults with disabilities	1	4.17%	2	7.69%	2	10.00%	5	7.14%
Short-term career technical education that has high employment potential	11	45.83%	7	26.92%	11	55.00%	29	41.43%
Pre-apprenticeship training activities	3	12.50%	0	0.00%	3	15.00%	6	8.57%
None	3	12.50%	0	0.00%	1	5.00%	4	5.71%
Missing	1	4.17%	5	19.23%	2	10.00%	8	11.43%
Total	24		26		20		70	

Integrated education and skills training is used or planned to be used in programs for								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	9	37.50%	8	30.77%	11	55.00%	28	40.00%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	15	62.50%	15	57.69%	14	70.00%	44	62.86%
Adults that are primarily related to entry or reentry into the workforce	6	25.00%	6	23.08%	5	25.00%	17	24.29%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	5	20.83%	4	15.38%	5	25.00%	14	20.00%
Adults with disabilities	1	4.17%	2	7.69%	2	10.00%	5	7.14%
Short-term career technical education that has high employment potential	11	45.83%	7	26.92%	11	55.00%	29	41.43%
Pre-apprenticeship training activities	3	12.50%	0	0.00%	3	15.00%	6	8.57%
None	3	12.50%	0	0.00%	1	5.00%	4	5.71%
Missing	1	4.17%	5	19.23%	2	10.00%	8	11.43%
Total	24		26		20		70	

Articulation agreements to award Credit for Prior Learning are used or are planned to be used in programs for								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	6	25.00%	5	19.23%	6	30.00%	17	24.29%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	5	20.83%	0	0.00%	2	10.00%	7	10.00%
Adults that are primarily related to entry or reentry into the workforce	4	16.67%	0	0.00%	4	20.00%	8	11.43%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	3	12.50%	1	3.85%	0	0.00%	4	5.71%
Adults with disabilities	3	12.50%	0	0.00%	1	5.00%	4	5.71%
Short-term career technical education that has high employment potential	6	25.00%	5	19.23%	5	25.00%	16	22.86%
Pre-apprenticeship training activities	3	12.50%	0	0.00%	1	5.00%	4	5.71%
None	12	50.00%	11	42.31%	4	20.00%	27	38.57%
Missing	1	4.17%	8	30.77%	8	40.00%	17	24.29%
Total	24		26		20		70	

Joint employer engagement is used or is planned to be used in programs for								
	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Elementary and secondary basic skills	5	20.83%	0	0.00%	3	15.00%	8	11.43%
Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation	4	16.67%	2	7.69%	1	5.00%	7	10.00%
Adults that are primarily related to entry or reentry into the workforce	8	33.33%	5	19.23%	5	25.00%	18	25.71%
Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school	2	8.33%	0	0.00%	1	5.00%	3	4.29%
Adults with disabilities	5	20.83%	2	7.69%	3	15.00%	10	14.29%
Short-term career technical education that has high employment potential	10	41.67%	8	30.77%	9	45.00%	27	38.57%
Pre-apprenticeship training activities	7	29.17%	3	11.54%	4	20.00%	14	20.00%
None	7	29.17%	9	34.62%	3	15.00%	19	27.14%
Missing	3	12.50%	7	26.92%	8	40.00%	18	25.71%
Total	24		26		20		70	

Q20: Did AEBG result in any of the following joint ABE/CTE professional development activities? [Check all that apply]

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Joint staff convenings	15	62.50%	12	46.15%	15	75.00%	42	60.00%
Joint instructional Professional Learning Communities	9	37.50%	6	23.08%	7	35.00%	22	31.43%
Joint professional development for support staff	10	41.67%	8	30.77%	7	35.00%	25	35.71%
Team teacher preparation time	4	16.67%	6	23.08%	10	50.00%	20	28.57%
None of these	1	4.17%	7	26.92%	1	5.00%	9	12.86%
Don't know	5	20.83%	1	3.85%	0	0.00%	6	8.57%
Missing	1	4.17%	2	7.69%	3	15.00%	6	8.57%
Total	24		26		20		70	

Q21: Did AEBG result in greater collaboration with any of the following agencies? [Check all that apply]

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Adult Correctional Education	12	50.00%	11	42.31%	7	35.00%	30	42.86%
Business/Employers	17	70.83%	13	50.00%	8	40.00%	38	54.29%
Chambers of Commerce	6	25.00%	7	26.92%	2	10.00%	15	21.43%
Community Based Organizations	22	91.67%	16	61.54%	11	55.00%	49	70.00%
County Social Service Agencies (CalWorks, EOPS, CARE)	12	50.00%	11	42.31%	12	60.00%	35	50.00%
Doing What Matters Sector Navigator/Industry sector partnerships	4	16.67%	8	30.77%	9	45.00%	21	30.00%
Economic Development Agencies	8	33.33%	16	61.54%	9	45.00%	33	47.14%
Initiative-based partnerships (TAACCCT, California Career Pathways Trust, Linked Learning)	4	16.67%	8	30.77%	8	40.00%	20	28.57%
Four year colleges or Universities	3	12.50%	2	7.69%	2	10.00%	7	10.00%
Labor Unions	3	12.50%	4	15.38%	8	40.00%	15	21.43%
Libraries	17	70.83%	12	46.15%	11	55.00%	40	57.14%
Public Benefits (SNAP E&T)	2	8.33%	2	7.69%	1	5.00%	5	7.14%
Regional Occupational Centers/Programs	4	16.67%	12	46.15%	7	35.00%	23	32.86%
Workforce Development Boards	17	70.83%	18	69.23%	16	80.00%	51	72.86%
None of these	0	0.00%	1	3.85%	0	0.00%	1	1.43%
Don't know	0	0.00%	0	0.00%	1	5.00%	1	1.43%
Other [please specify]	2	8.33%	1	3.85%	4	20.00%	7	10.00%
Missing	0	0.00%	2	7.69%	1	5.00%	3	4.29%
Total	24		26		20		70	

Q20: Did AEBG result in any of the following joint ABE/CTE professional development activities? [Check all that apply]

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Co-location of programs or services that weren't co-located before	15	62.50%	13	50.00%	11	55.00%	39	55.71%
Financial or in-kind contributions from new partners	4	16.67%	4	15.38%	3	15.00%	11	15.71%
Additional financial or in-kind contributions from pre-existing partners	3	12.50%	6	23.08%	5	25.00%	14	20.00%
Joint provision of programming or services	16	66.67%	9	34.62%	8	40.00%	33	47.14%
None of these	1	4.17%	4	15.38%	2	10.00%	7	10.00%
Don't know	1	4.17%	3	11.54%	1	5.00%	5	7.14%
Other	4	16.67%	1	3.85%	2	10.00%	7	10.00%
Missing	0	0.00%	2	7.69%	2	10.00%	4	5.71%
Total	24		26		20		70	

Q23: To what extent do you agree with the statement, “My consortium has sufficient engagement from all necessary partners in the region?”

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Strongly Disagree	2	8.33%	0	0.00%	1	5.00%	3	4.29%
Disagree	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Somewhat Disagree	2	8.33%	5	19.23%	1	5.00%	8	11.43%
Somewhat Agree	10	41.67%	9	34.62%	7	35.00%	26	37.14%
Agree	5	20.83%	8	30.77%	7	35.00%	20	28.57%
Strongly Agree	4	16.67%	2	7.69%	3	15.00%	9	12.86%
Missing	1	4.17%	2	7.69%	1	5.00%	4	5.71%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Q24: Would more engagement from any of the following partners improve AEBG in the region?

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Adult Correctional Education	5	20.83%	2	7.69%	4	20.00%	11	15.71%
Adult Schools/K-12 Schools or Districts	7	29.17%	3	11.54%	0	0.00%	10	14.29%
Business/Employers	17	70.83%	19	73.08%	8	40.00%	44	62.86%
Chambers of Commerce	7	29.17%	10	38.46%	4	20.00%	21	30.00%
Community Based Organizations	11	45.83%	7	26.92%	5	25.00%	23	32.86%
Community Colleges/Community College Districts	3	12.50%	6	23.08%	4	20.00%	13	18.57%
County Offices of Education	5	20.83%	4	15.38%	2	10.00%	11	15.71%
County Social Service Agencies (CalWorks, EOPS, CARE)	11	45.83%	8	30.77%	5	25.00%	24	34.29%
Economic Development Agencies	13	54.17%	10	38.46%	5	25.00%	28	40.00%
Four year colleges or Universities	6	25.00%	8	30.77%	1	5.00%	15	21.43%
Labor Unions	10	41.67%	6	23.08%	6	30.00%	22	31.43%
Libraries	7	29.17%	5	19.23%	2	10.00%	14	20.00%
Regional Occupational Centers/Programs	7	29.17%	6	23.08%	1	5.00%	14	20.00%
Workforce Development Boards	8	33.33%	10	38.46%	5	25.00%	23	32.86%
None of these	0	0.00%	1	3.85%	3	15.00%	4	5.71%
Other [please specify]	1	4.17%	2	7.69%	1	5.00%	0	0.00%
Missing	2	8.33%	5	19.23%	2	10.00%	9	12.86%
Total	24		26		20		70	

Q25: Would more engagement from any of the following communities of need improve AEBG in your region?

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Adults without a high school diploma/GED	14	58.33%	16	61.54%	15	75.00%	45	64.29%
Unemployed Adults	19	79.17%	16	61.54%	16	80.00%	51	72.86%
Adults living below the poverty line	16	66.67%	12	46.15%	13	65.00%	41	58.57%
Adults who are illiterate	15	62.50%	12	46.15%	10	50.00%	37	52.86%
English Language Learners	16	66.67%	16	61.54%	11	55.00%	43	61.43%
Students/Adults with disabilities	13	54.17%	17	65.38%	11	55.00%	41	58.57%
None	1	4.17%	2	7.69%	0	0.00%	3	4.29%
Other [please specify]	2	8.33%	1	3.85%	1	5.00%	4	5.71%
Missing	3	12.50%	4	15.38%	3	15.00%	10	14.29%
Total	24		26		20		70	

Q26: To what extent do you agree with the statement, “The community of need is sufficiently engaged with AEBG in my region”

	<\$ 1M		\$1 M- \$2.5 M		>\$2.5 M		Overall	
	N	%	N	%	N	%	N	%
Strongly Disagree	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Disagree	1	4.17%	3	11.54%	1	5.00%	5	7.14%
Somewhat Disagree	6	25.00%	5	19.23%	3	15.00%	14	20.00%
Somewhat Agree	11	45.83%	9	34.62%	9	45.00%	29	41.43%
Agree	6	25.00%	6	23.08%	5	25.00%	17	24.29%
Strongly Agree	0	0.00%	1	3.85%	0	0.00%	1	1.43%
Missing	0	0.00%	2	7.69%	2	10.00%	4	5.71%
Total	24	100.00%	26	100.00%	20	100.00%	70	100.00%

Appendix IX: 2016/2017 Survey comparison

The 2017 AEBG survey went to 71 AEBG consortia primary contacts. CLASP received 54 responses; three of which were duplicates giving us 51 unique consortia. In order to compare these data to the 2016 results, we compared responses from the same consortia that responded to each survey. One consortia responded in 2017 that did not in 2016 leaving 50 consortia that responded to both surveys. The 50 consortia that responded to both surveys are as follows:

- Accel San Mateo County
- Siskiyou Adult Education Consortium (Adult Education Pathways)
- Barstow Area Consortium for Adult Education
- Butte-Glenn Adult Ed Consortium
- Capital Adult Education Regional Consortium
- Coastal North County Adult Education Consortium
- Contra Costa Adult Education Consortium
- Delta Sierra Regional Alliance (San Joaquin Delta)
- Education to Career Network of North San Diego County
- Foothill De Anza / NSCCSTC
- Gateway Adult Education Network
- Gavilan Regional Adult Career and Education Services
- Glendale Community College District Regional Consortium
- Imperial County Adult Education Consortium
- Lake Tahoe Adult Education Consortium
- Lassen County AB86 Consortium
- Long Beach Adult Education
- Los Angeles Regional Adult Education Consortium
- Marin County Adult Education Block Grant Consortium
- Mendocino-Lake CCD
- Mt. San Antonio Community College Consortium
- Napa Valley Adult Education Consortium
- North Central Adult Education Consortium (Yuba)
- North Coast Adult Education Consortium
- North Orange County Regional Consortium for Adult Education (NOCRC)
- Feather River Adult Education Consortium (Plumas County Adult Education)
- South East Los Angeles Adult Education Consortium (Partnership for Adult Academic and Career Education)
- Pasadena Area Consortium
- Rancho Santiago Consortium
- Rio Hondo Region Adult Education Consortium
- San Bernardino Community College District Consortium
- Grossmont-Cuyamaca Consortium (San Diego East Region Adult Education Consortium)
- San Francisco Adult Education Consortium
- Santa Barbara AEBG Consortium
- Santa Clarita Valley Adult Education Consortium
- Santa Cruz County Adult Education Consortium
- Santa Monica Regional Consortium
- Sequoias Adult Education Consortium (SAEC)
- Shasta-Tehama-Trinity Adult Education Consortium
- Solano Adult Education Consortium
- Sonoma County Adult Education Consortium
- South Bay Adult Education Consortium (El Camino)
- South Bay Adult Education Consortium/Southwestern College
- South Bay Consortium for Adult Education
- State Center Adult Education Consortium
- Ventura County Adult Education Consortium (VCAEC)
- Victor Valley Adult Education Regional Consortium
- West End Corridor/Chaffey Regional AE Consortium
- West Kern Consortium
- Yosemite (Stanislaus Mother Lode) Consortium

Q3: What type of agency do you work for?

Type of Agency	2016	2017
Adult School	14	14
Community College	30	30
County Office of Education	3	2
Workforce Development board	0	1
Other	3	3
Total	50	50

Q4: Were you involved with the AB86 planning process in your region?

2016	Number of Response(s)	Response Ratio
Yes	37	74%
No	13	26%
Total	50	

2017	Number of Response(s)	Response Ratio
Yes	32	64%
No	18	36%
Total	50	

Q5: Did AEBG result in changes to assessment alignment in your region's adult education system?

2016	Number of Response(s)	Response Ratio
No	13	26%
Yes, a little change	12	24%
Yes, some change	12	24%
Yes, substantial change	6	12%
Don't know	4	8%
Missing	3	6%
Total	50	

2017	Number of Response(s)	Response Ratio
No	7	14%
Yes, a little change	11	22%
Yes, some change	22	44%
Yes, substantial change	8	16%
Don't know	1	2%
No Responses	1	2%
Total	50	

Q6: Please indicate whether your consortium is implementing the following strategies in your region:

2016	No, there are no plans to make changes	No, but there are plans to make changes	Yes, this is partially implemented	Yes, this is fully implemented	Don't Know
Consortium partners use the same placement exams	11 16%	34 49%	19 27%	4 6%	1 1%
Consortium partners have articulation agreements for direct course placement without retesting	12 17%	30 43%	14 20%	3 4%	10 14%
Consortium partners use the same diagnostic assessments	10 14%	32 46%	18 26%	5 7%	4 6%
Consortium partners use a shared curriculum	10 14%	33 47%	18 26%	3 4%	5 7%
Consortium partners use the same progress indicators	10 14%	29 41%	19 27%	5 7%	7 10%
Consortium partners use the same outcome measures	8 11%	27 39%	24 34%	6 9%	5 7%

2017	No, there are no plans to make changes	No, but there are plans to make changes	Yes, this is partially implemented	Yes, this is fully implemented	Don't Know
Consortium partners use the same placement exams	8	18	23	4	1
	15%	33%	43%	7%	2%
Consortium partners have articulation agreements for direct course placement without retesting	14	25	12	0	2
	26%	47%	23%	0%	4%
Consortium partners use the same diagnostic assessments	7	18	24	3	2
	13%	33%	44%	6%	4%
Consortium partners use a shared curriculum	13	15	21	2	1
	25%	29%	40%	4%	2%
Consortium partners use the same progress indicators	6	18	23	3	3
	11%	34%	43%	6%	6%
Consortium partners use the same outcome measures	1	19	27	4	2
	2%	36%	51%	8%	4%

Q7: Did AEBC result in changes to student pathway programs leading to employment in your region?

2016	Number of Response(s)	Response Ratio
No	5	10%
Yes, a little change	15	30%
Yes, some change	16	32%
Yes, substantial change	7	14%
Don't know	4	8%
Missing	3	6%
Total	50	

2017	Number of Response(s)	Response Ratio
No	5	10%
Yes, a little change	9	18%
Yes, some change	18	36%
Yes, substantial change	14	28%
Don't know	3	6%
No Responses	1	2%
Total	50	

Q8: Please indicate whether your consortium is implementing the following strategies in your region:

2016	No, there are no plans to make changes	No, but there are plans to make changes	Yes, this is partially implemented	Yes, this is fully implemented	Don't Know
Consortium partners offer programs leading to industry-recognized credentials	0	14	39	11	3
	0%	20%	56%	16%	4%
Consortium partners design programs with input from employers	0	17	35	11	4
	0%	24%	50%	16%	6%
Consortium partners design programs with input from CTE advisory committees	1	10	38	15	3
	1%	14%	54%	21%	4%
Consortium partners design programs with input from Doing What Matters Sector Navigators	9	17	18	6	17
	13%	24%	26%	9%	24%

Q9: Did AEBG result in changes to student pathway programs to post-secondary in your region?

2016	Number of Response(s)	Response Ratio
No	5	10%
Yes, a little change	16	32%
Yes, some change	18	36%
Yes, substantial change	6	12%
Don't know	2	4%
Missing	3	6%
Total	50	

2017	Number of Response(s)	Response Ratio
No	5	10%
Yes, a little change	13	26%
Yes, some change	25	50%
Yes, substantial change	5	10%
Don't know	1	2%
No Responses	1	2%
Total	50	1

Q10: Please indicate whether your consortium is implementing the following strategies in your region:

2016	No, there are no plans to make changes	No, but there are plans to make changes	Yes, this is partially implemented	Yes, this is fully implemented	Don't Know
Consortium partners offer adult education courses that result in direct placement into community college courses?	6	26	25	6	2
	9%	37%	36%	9%	3%
Adult education schools, community colleges, and/or four-year colleges have articulation agreements	7	27	20	7	5
	10%	39%	29%	10%	7%
Consortium partners offer pathways programs with integrated education and training	3	29	28	3	3
	4%	41%	40%	4%	4%
Consortium partners offer non-credit programs that are embedded in an academic pathway	7	22	24	6	6
	10%	31%	34%	9%	9%

2017	No, there are no plans to make changes	No, but there are plans to make changes	Yes, this is partially implemented	Yes, this is fully implemented	Don't Know
Consortium partners offer adult education courses that result in direct placement into community college courses?	9	15	24	5	0
	17%	28%	45%	9%	0%
Adult education schools, community colleges, and/or four-year colleges have articulation agreements	9	16	20	7	1
	17%	30%	38%	13%	2%
Consortium partners offer pathways programs with integrated education and training	4	17	26	5	1
	8%	32%	49%	9%	2%
Consortium partners offer non-credit programs that are embedded in an academic pathway	4	17	26	6	0
	8%	32%	49%	11%	0%

Q11: Did AEBG result in changes to student services transition strategies in your region's adult education system?

2016	Number of Response(s)	Response Ratio
No	4	8%
Yes, a little change	12	24%
Yes, some change	15	30%
Yes, substantial change	12	24%
Don't know	3	6%
Missing	4	8%
Total	50	

2017	Number of Response(s)	Response Ratio
No	0	0%
Yes, a little change	9	18%
Yes, some change	21	42%
Yes, substantial change	18	36%
Don't know	1	2%
No Responses	1	2%
Total	50	

Q12: Please indicate whether your consortium is implementing the following strategies in your region:

2016	No, there are no plans to make changes	No, but there are plans to make changes	Yes, this is partially implemented	Yes, this is fully implemented	Don't Know
Consortium partners use intrusive advising	3 4%	19 27%	19 27%	1 1%	23 33%
Consortium partners have counselors on staff	0 0%	13 19%	30 43%	20 29%	3 4%
Consortium partners provide career guidance for all students	2 3%	17 24%	36 51%	9 13%	3 4%
Consortium partners provide transition plans for all students	2 3%	26 37%	30 43%	6 9%	3 4%
Consortium partners connect students to social services	1 1%	10 14%	41 59%	11 16%	4 6%
Consortium partners offer students childcare services	11 16%	15 21%	31 44%	3 4%	7 10%
Consortium partners offer students transportation services	15 21%	18 26%	18 26%	3 4%	13 19%

2017	No, there are no plans to make changes	No, but there are plans to make changes	Yes, this is partially implemented	Yes, this is fully implemented	Don't Know
Consortium partners use intrusive advising	5	14	23	4	5
	10%	27%	45%	8%	10%
Consortium partners have counselors on staff	0	6	25	20	0
	0%	12%	49%	39%	0%
Consortium partners provide career guidance for all students	1	6	33	11	1
	2%	12%	63%	21%	2%
Consortium partners provide transition plans for all students	1	15	27	7	2
	2%	29%	52%	13%	4%
Consortium partners connect students to social services	0	7	28	14	2
	0%	14%	55%	27%	4%
Consortium partners offer students childcare services	9	8	27	7	1
	17%	15%	52%	13%	2%
Consortium partners offer students transportation services	11	9	25	4	3
	21%	17%	48%	8%	6%

Q13: Has AEBG resulted in any of the following changes to data collection methods in your region? [Check all that apply]

2016	Number of Response(s)	Response Ratio
Partners began using data release forms signed by students served in aligned programs	7	14%
Partners began matching administrative data from multiple systems	11	22%
Partners began administering completer surveys	10	20%
Partners began conducting individual follow-up with students	15	30%
No, data collection methods have not changed	14	28%
Don't know	8	16%
Other	15	30%

2017	Number of Response(s)	Response Ratio
Partners began using data release forms signed by students served in aligned programs	14	28%
Partners began matching administrative data from multiple systems	23	46%
Partners began administering completer surveys	15	30%
Partners began conducting individual follow-up with students	21	42%
No, data collection methods have not changed	3	6%
Don't know	3	6%
Other	8	16%

Q14: Has AEBG resulted any of the following changes to data sharing among consortium partners? [Check all that apply]

2016	Number of Response(s)	Response Ratio
Partners share reports or aggregated data on programmatic or student outcomes	15	30%
Partners jointly review data and use it to inform decisions about adult education in the region	18	36%
Partners have access to each other's data	7	14%
Partners link or integrate their data systems	2	4%
Partners have MOUs or data sharing agreements in place	10	20%
Don't know	6	12%
Other	16	32%
Total	50	

2017	Number of Response(s)	Response Ratio
Partners share reports or aggregated data on programmatic or student outcomes	19	38%
Partners jointly review data and use it to inform decisions about adult education in the region	21	42%
Partners have access to each other's data	11	22%
Partners link or integrate their data systems	6	12%
Partners have MOUs or data sharing agreements in place	18	36%
Don't know	5	10%
Other	8	16%
Total	50	1

Q15: Did AEBG result in improved use of student data to support decisions about student transitions in the region?

2016	Number of Response(s)	Response Ratio
No	5	10%
Yes, a little improvement	13	26%
Yes, some improvement	15	30%
Yes, substantial improvement	7	14%
Don't know	3	6%
Missing	7	14%
Total	50	1

2017	Number of Response(s)	Response Ratio
No	6	12%
Yes, a little improvement	13	26%
Yes, some improvement	18	36%
Yes, substantial improvement	7	14%
Don't know	3	6%
No Responses	3	6%
Total	50	1

Q16: What programming decisions were informed by reviewing student data?
[Check all that apply]

2016	Number of Response(s)	Response Ratio
New classes have been offered	36	72%
Some classes have stopped being offered	10	20%
New partners have been added to the consortium	17	34%
Instructional delivery has been modified	22	44%
Class locations have been changed	25	50%
Curriculum has been changed	26	52%
Don't know	1	2%
Other [please specify]	10	20%

2017	Number of Response(s)	Response Ratio
New classes have been offered	41	82%
Some classes have stopped being offered	14	28%
New partners have been added to the consortium	18	36%
Instructional delivery has been modified	27	54%
Class locations have been changed	29	58%
Curriculum has been changed	30	60%
Don't know	2	4%
Other	3	6%

Q17: Have AEBG requirements to assess current service levels and compare them to regional adult education needs resulted in any of the following changes?
[Check all that apply]

2016	Number of Response(s)	Response Ratio
Hiring of new/different staff	41	82%
More distance education offerings	12	24%
Modification of existing classes	27	54%
Addition of new classes	41	82%
Recruitment of new populations	28	56%
Increased recruitment of particular populations (e.g., English Language Learners, low-income adults)	29	58%
New or different services for new populations	22	44%
Changes in class locations	30	60%
Creation of new partnerships	32	64%
Don't know	2	4%
Other	3	6%

2017	Number of Response(s)	Response Ratio
Hiring of new/different staff	39	78%
More distance education offerings	16	32%
Modification of existing classes	32	64%
Addition of new classes	42	84%
Recruitment of new populations	28	56%
Increased recruitment of particular populations (e.g., English Language Learners, low-income adults)	34	68%
New or different services for new populations	30	60%
Changes in class locations	28	56%
Creation of new partnerships	41	82%
Don't know	2	4%
Other	1	2%

Q18: Please indicate whether your consortium is implementing the following strategies in your region:

2016	No Plans	Changes Planned	Partially Implemented	Fully Implemented	Don't Know
Consortium partners use "accelerated" instruction models to transition more adults to community colleges	4	31	21	1	10
	6%	44%	30%	1%	14%
Consortium partners use CTE informed curriculum in adult schools	1	20	26	7	11
	1%	29%	37%	10%	16%
Consortium partners use competency-based education	5	15	28	9	9
	7%	21%	40%	13%	13%
Consortium partners use contextualized adult education for English language learners	1	19	38	6	3
	1%	27%	54%	9%	4%
Consortium partners use integrated education and skills training (e.g., foundational and CTE skills defined on a common course syllabus)	2	27	27	3	8
	3%	39%	39%	4%	11%
Consortium partners have articulation agreements to award Credit for Prior Learning	22	14	8	2	21
	31%	20%	11%	3%	30%
Consortium partners use joint employer engagement strategies	14	20	14	0	18
	20%	29%	20%	0%	26%

2017	No Plans	Changes Planned	Partially Implemented	Fully Implemented	Don't Know
Consortium partners use "accelerated" instruction models to transition more adults to community colleges	3	18	22	4	2
	6%	37%	45%	8%	4%
Consortium partners use CTE informed curriculum in adult schools	3	8	29	5	4
	6%	16%	59%	10%	8%
Consortium partners use competency-based education	4	6	26	9	4
	8%	12%	53%	18%	8%
Consortium partners use contextualized adult education for English language learners	1	11	30	5	2
	2%	22%	61%	10%	4%
Consortium partners use integrated education and skills training (e.g., foundational and CTE skills defined on a common course syllabus)	4	12	24	6	4
	8%	24%	48%	12%	8%
Consortium partners have articulation agreements to award Credit for Prior Learning	18	16	9	2	4
	37%	33%	18%	4%	8%
Consortium partners use joint employer engagement strategies	7	16	17	2	7
	14%	33%	35%	4%	14%

Q19: Please indicate if any of the strategies listed in question 18 are used or are planned to be used in programs for: Elementary and secondary basic skills, Immigrants eligible for educational services in citizenship, English as a second language, and workforce preparation, Adults that are primarily related to entry or reentry into the workforce, Adults that are primarily designed to assist elementary and secondary school children to succeed academically in school, Adults with disabilities, Short-term career technical education that have high employment potential, Pre-apprenticeship training activities

2016	Elementary/ Secondary Basic Skills	Eligible Immigrants	Workforce re-entry	Elementary/ Secondary school children	Adults w/Disabilities	Short- term CTE	Pre Apprentice- ship
"Accelerated" instruction models	50 71%	31 44%	28 40%	10 14%	8 11%	41 59%	15 21%
CTE informed curriculum	31 44%	27 39%	34 49%	5 7%	16 23%	45 64%	66 94%
Competency- based education	38 54%	27 39%	23 33%	13 19%	11 16%	31 44%	12 17%
Contextualized adult education for ELL	28 40%	44 63%	17 24%	14 20%	5 7%	29 41%	6 9%
Integrated education and skills training	28 40%	44 63%	17 24%	14 20%	5 7%	29 41%	6 9%
Articulation agreements to award Credit for Prior Learning	17 24%	7 10%	8 11%	4 6%	4 6%	16 23%	4 6%
Joint employer engagement	8 11%	7 10%	18 26%	3 4%	10 14%	27 39%	14 20%

2017	Elementary/ Secondary Basic Skills	Eligible Immigrants	Workforce re-entry	Elementary/ Secondary school children	Adults w/Disabilities	Short- term CTE	Pre Apprentice- ship
"Accelerated" instruction models	21 49%	6 14%	3 7%	0 0%	0 0%	13 30%	0 0%
CTE informed curriculum	10 22%	5 11%	7 15%	0 0%	2 4%	18 39%	4 9%
Competency- based education	14 39%	1 3%	4 11%	2 6%	2 6%	11 31%	2 6%
Contextualized adult education for ELL	10 24%	26 62%	0 0%	0 0%	0 0%	6 14%	0 0%
Integrated education and skills training	9 23%	7 18%	9 23%	0 0%	1 3%	14 35%	0 0%
Articulation agreements to award Credit for Prior Learning	8 38%	0 0%	2 10%	0 0%	1 5%	9 43%	1 5%
Joint employer engagement	3 9%	1 3%	5 15%	0 0%	1 3%	16 48%	7 21%

Q20: Did AEBG result in any of the following joint ABE/CTE professional development activities? [Check all that apply]

2016	Number of Response(s)	Response Ratio
Joint staff convenings	29	58%
Joint instructional Professional Learning Communities	16	32%
Joint professional development for support staff	17	34%
Team teacher preparation time	11	22%
None of these	7	14%
Don't know	5	10%

2017	Number of Response(s)	Response Ratio
Joint staff convenings	31	62%
Joint instructional Professional Learning Communities	19	38%
Joint professional development for support staff	28	56%
Team teacher preparation time	17	34%
None of these	3	6%
Don't know	5	10%

Q21: Did AEBG result in greater collaboration with any of the following agencies?
[Check all that apply]

2016	Number of Response(s)	Response Ratio
Adult Correctional Education	23	46%
Business/Employers	28	56%
Chambers of Commerce	11	22%
Community Based Organizations	36	72%
County Social Service Agencies (CalWorks, EOPS, CARE)	28	56%
Doing What Matters Sector Navigator/Industry sector partnerships	18	36%
Economic Development Agencies	25	50%
Initiative-based partnerships (TAACCCT, California Career Pathways Trust, Linked Learning)	17	34%
Four year colleges or Universities	5	10%
Labor Unions	13	26%
Libraries	32	64%
Public Benefits (SNAP E&T)	4	8%
Regional Occupational Centers/Programs	15	30%
Workforce Development Boards	38	76%
None of these	1	2%
Don't know	1	2%
Other [please specify]	5	10%

2017	Number of Response(s)	Response Ratio
Adult Correctional Education	22	44%
Businesses/Employers	31	62%
Chamber of Commerce	19	38%
County Social Services Agencies (CalWorks, EOPS, CARE)	37	74%
Doing What Matters Sector Navigator/Industry sector partnerships	24	48%
Economic Development Agencies	29	58%
Initiative-based partnerships (TAACCCT, California Career Pathways Trust, Linked Learning)	24	48%
Labor Unions	8	16%
Libraries	27	54%
Public Benefits (SNAP E&T)	9	18%
Regional Occupational Centers/Programs	25	50%
Workforce Development Boards	42	84%
None of these	0	0%
Don't know	1	2%
Other	4	8%

Q22: Did AEBG result in leveraging of assets or partnerships that exist in the region in any of the following ways? [Check all that apply]

2016	Number of Response(s)	Response Ratio
Co-location of programs or services that weren't co-located before	30	60%
Financial or in-kind contributions from new partners	8	16%
Additional financial or in-kind contributions from pre-existing partners	9	18%
Joint provision of programming or services	24	48%
None of these	4	8%
Don't know	4	8%
Other	5	10%

2017	Number of Response(s)	Response Ratio
Co-location of programs or services that weren't co-located before	24	48%
Financial or in-kind contributions from new partners	18	36%
Additional financial or in-kind contributions from pre-existing partners	10	20%
Joint provision of programming or services	25	50%
None of these	6	12%
Don't know	2	4%
Other	3	6%

Q23: To what extent do you agree with the statement, "My consortium has sufficient engagement from all necessary partners in the region?"

2016	Number of Response(s)	Response Ratio
Strongly disagree	1	2%
Disagree	0	0%
Somewhat disagree	5	10%
Somewhat agree	19	38%
Agree	13	26%
Strongly agree	8	16%

2017	Number of Response(s)	Response Ratio
Strongly disagree	2	4%
Disagree	3	6%
Somewhat disagree	3	6%
Somewhat agree	19	38%
Agree	18	36%
Strongly agree	1	2%

Q24: Would more engagement from any of the following partners improve AEBG in the region? [Check all that apply]

2016	Number of Response(s)	Response Ratio
Adult Correctional Education	7	14%
Adult Schools/K-12 Schools or Districts	7	14%
Business/Employers	29	58%
Chambers of Commerce	15	30%
Community Based Organizations	18	36%
Community Colleges/Community College Districts	9	18%
County Offices of Education	6	12%
County Social Service Agencies (CalWorks, EOPS, CARE)	20	40%
Economic Development Agencies	20	40%
Four year colleges or Universities	11	22%
Labor Unions	13	26%
Libraries	14	28%
Regional Occupational Centers/Programs	12	24%
Workforce Development Boards	15	30%
None of these	3	6%
Other [please specify]	2	4%

2017	Number of Response(s)	Response Ratio
Adult Correctional Education	8	16%
Adult schools/K-12 schools or districts	6	12%
Businesses/Employers	31	62%
Chamber of Commerce	19	38%
Community Based Organizations	24	48%
Community colleges/Community College Districts	12	24%
County Offices of Education	9	18%
County Social Service Agencies	15	30%
Economic Development agencies	17	34%
Four Year College or Universities	14	28%
Human service agency	14	28%
K-12 school/district	8	16%
Labor unions	11	22%
Libraries	5	10%
Regional Occupational Centers/Program	14	28%
Workforce Development Boards	17	34%
None, no additional engagement is needed	1	2%
Other	1	2%

Q25: Would more engagement from any of the following communities of need improve AEBG in your region? [Check all that apply]

2016	Number of Response(s)	Response Ratio
Adults without a high school diploma/GED	31	62%
Unemployed Adults	36	72%
Adults living below the poverty line	29	58%
Adults who are illiterate	28	56%
English Language Learners	31	62%
Students/Adults with disabilities	28	56%
None	2	4%
Other [please specify]	3	6%

2017	Number of Response(s)	Response Ratio
Adults without a high school diploma/GED	33	66%
Unemployed adults	34	68%
Adults living below the poverty line	29	58%
Adults who are illiterate	29	58%
English Language Learners	26	52%
Students/adults with disabilities	30	60%
None, no additional engagement is needed	3	6%
Other	4	8%

Q26: To what extent do you agree with the statement, "The community of need is sufficiently engaged with AEBG in my region"

2016	Number of Response(s)	Response Ratio
Strongly Disagree	0	0%
Disagree	4	8%
Somewhat Disagree	8	16%
Somewhat Agree	22	44%
Agree	13	26%
Strongly Agree	0	0%

2017	Number of Response(s)	Response Ratio
Strongly disagree	0	0%
Disagree	4	8%
Somewhat disagree	4	8%
Somewhat agree	28	56%
Agree	8	16%
Strongly agree	2	4%