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| **AEBG Crosswalk** | | |
|  | How will with NRS/CB21 crosswalk be used to address duplication/overlap of services between agencies? | The NRS/CB21 crosswalk is intended to be used to ensure that students transitioning from K12 adult ed into community college coursework are placed at the appropriate CB21 level and to allow colleges to report CB21 course complete as a measurable skills gain for college noncredit students. It is a tool to support local alignment of course content, transition, and service alignment across systems, but there is no specific guidance on its use to address duplication or overlap of services at this time. |
| **Community College Definitions** | | |
|  | Are credit-non-transfer and non-credit-non-transfer definitions the same in all college and if not will they be aligned? | Course content and definitions for both credit and noncredit are local curriculum decisions except where already prescribed under education code. |
| **Launchboard** | | |
|  | What fields will be used for data matches in LaunchBoard? Will name, DOB, gender etc. be used as keys. | The primary keys for the fuzzy match are name (first name, last name), DOB, and Gender. |
| **Tracking Support & Transitional Services** | | |
|  | How should we track people getting support services; should they be registered in a separate TOPS class? | Providers can track services by creating a course or tracking them in some other way and reporting via TE using Box 8 on the Update Record. In order to analyze what happens to service only students or students with less than 12 contact hours, providers MUST collect at least the core identifier information (first/last name, gender, date of birth; boxes 1-5 on the Entry Record) and as much demographic information as possible (boxes 6-9 on the Entry Record) |
|  | Will service hours still be counted if a student is dropped? | If a student receives one contact hour or more of services or instruction, they are a reportable individual and should be reported in the quarter in which the services were received. |
|  | Does service time impact the calculation of periods of participation? It should as students are participating in the educational process.  . | Periods of participation are not observed in AEBG reporting. |
|  | We must report service from 3rd party providers. Do we need to report only that they were served or their attendance hours too. | If you are funding a third party provider for the provision of supportive or educational services, all the reporting obligations are the same for those students as for students enrolled in your system directly. |
|  | If someone has 11 hours of instruction, and 1 service hour, for a total of 12 hours, do they count as an enrollment? | Yes. |
| **AEBG Program Areas** | | |
|  | How do AWD classes transfer from ASAP to TOPS; do we have to especially tag them in TOPS | Don’t know the protocol in ASAP, but in TE mark Adults with Disabilities |
|  | How would we code students taking Career Ready 101 classes (skills development, career exploration)--ABE/ASE skill building etc. or a CTE class. | All Workforce “readiness” courses count under the AEBG Workforce Preparation Milestone and should be coded for Workforce Readiness in TE. Students enrolled in a CTE class should be coded to the CTE program. |
|  | How should we code program-wise industry skills classes that are embedded/co-taught as part of a CTE class, especially if the CTE class is in another organization. | If an agreement were in place with that other organization, you would code the CTE Class and if they complete an industry certification within that, code that in box 9. |
|  | In a co-taught class, if the ESL and CTE teachers are both K12, what program should they be affiliated with. What happens when the ESL person is K12-credentialed and the CTE person a college person (or visa versa)? | It does not matter if the teacher is CCD or K12. The student should be co-enrolled in both the ESL program and the CTE program. Identify the ESL class as IET in the class lister. |
|  | Are classes such Health career-prep (exploration) classes counted as CTE. What about Quickbook classes. | Health Career Prep and Exploration would be considered a Workforce Preparation course and count towards the Workforce Preparation Milestone. |
|  | Confirm that we have to report ALL programs and students in TOPS--even if they are not WIOA or AEBG. . | Yes, for AEBG this includes all K12 adult and college noncredit students in the 7 program areas. |
| **Transitions** | | |
|  | The new metric, transitions to ASE includes transition from ESL to ASE. Are the ESL to ABE transitions also being tracked? It makes sense to do so as that’s logical transition for many ESL students. | We will track all program changes in order to better understand how student journeys are actually occurring. |
|  | It seems that K12 to college ESL and other basic skills college class do not count as transitions. This doesn’t make sense as that’s crucial to student success, they are moving from institution to institution, and getting them to transition to college is a major challenge. ANY adult-school to college transition should be counted. | AEBG will track student transitions from K12 adult or noncredit into for credit courses as well as what is defined as post-secondary transition in the Measuring our Success paper. This data will be displayed with other data metrics not in the legislative report. Because the legislature is particularly focused on student transitions to college level coursework, that is partially driving the definition of the metric was the desire of the committee to set a high standard for how we want define successful transition. Transition to any CTE program from any basic skills or ESL program also counts as a postsecondary transition. |
|  | How do we code the transition for students who enroll in CBO CTE classes leading to employment rather than college CTE? It seems these transitions are not counted, which does not make sense, especially if the classes are on the ETPL list. | They would be captured as enrolled in a CTE program and then captured in the employment metric just like any other student. They do not have to have been enrolled in your school for the enrollment and outcome to count, as long as they are in a formal agreement with your consortium for the provision of these services. As the consortium member you would need to determine how best to collect that data for reporting through TE. |
|  | Confirm that students in a K12 or non-credit college class only gets awarded a transition if they enroll in for-credit transfer classes at college. That seems to be the bottom line. | We will also track transition from K12 to any college course or transition from any K12 or college noncredit course to credit courses. For the purposes of reporting of the major metrics for the legislature the committee chose the “transition to postsecondary” metric based on the intent and desires of the legislature as demonstrated through the 2012 LAO report, AB86, and AB104 legislation. However, all the transition data between programs, between systems, and from AE or noncredit to credit will be tracked and available for consortia in the launchboard. Additionally, should other significant data emerge regarding those other kinds of transitions, it is likely they also would be noted in statewide reporting. |

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| **AEBG Outcomes Metrics** | | | |
| TE | P | Why do adult schools not need to report individual HSE exam subject scores? Each represents a significant course completion and should earn us a payment point. | The payment point system pertains to only WIOA Title II funded institutions and is administered by CDE independently of AEBG. Currently AEBG does not plan to collect or report on HSE exam scores. |
| WE | P | Are occupational skills metrics and Work Preparation Metrics tracked for students even if they take those classes in non-CTE programs? | Yes |
| TE | P | A new metric has colleges tracking HSD classes completed. Why not have the same metric for HSD for both schools and colleges and award schools payment points for them. CASAS is not aligned with the HSD (or HSE) curriculum so gains and progress are not accurately measured in for these programs. | The payment point system pertains to only WIOA Title II funded institutions and is administered by CDE independently of AEBG. Any questions regarding payment points or recommendations should be directed there. Currently AEBG does not plan to collect or report on HSE exam scores. The HSD progress metric was requested specifically by K12 and college providers to track students who are making progress but who may not have attained a new EFL or have not yet achieved their diploma. |
| TE/WE | I | What does completing the Update Record 9 for CTE actually get us in terms of funding? What does this data point actually mean? | None of the outcomes for AEBG are tied to funding in the way that the WIOA Title II payment point system operates. Update Box 9 does impact the ability of AEBG to track outcomes for students for reporting to the legislature and for sharing back to the field through the LaunchBoard Adult Ed Data Tab. |