AEP Regional Data Training

Fall 2018

Agenda

- AEP Student Data Reporting
- MIS Reporting Changes
- 3 year planning / data tools training
- TOPSPro Reporting Overview
- Short Term Services
- AEP Reports in TE
- Consortium level AEP reporting in TE

AEP Student Data Reporting

- Reporting Instructions Released 10/22/18
- Starting July 1, 2018…..
  - K12 adult schools and County Offices of Education are required to use TOPSpro® Enterprise to collect and report adult learner demographics, barriers, and program outcome information.
  - California Community College Districts (CCDs) are required to use the Chancellor's Office Management Information System (MIS) to enter their adult learner demographics, barriers, and program outcome information

AEP Student Data Reporting for WIOA II

No changes to WIOA II student data reporting…..

- WIOA grantees that are K12 adult schools, community colleges, and county offices of education will continue to report student data and program outcomes in TOPSpro® Enterprise and use the CASAS assessments as directed by the California Department of Education.

- But those California Community College Districts (CCDs) are still required to use the Chancellor's Office Management Information System (MIS) to enter their AEP adult learner demographics, barriers, and program outcome information. Note: The AEP data includes WIOA II student data & outcomes.

Why are the colleges reporting in MIS?

- The new adult education reporting requirements for community colleges is part of the Vision for Success.
- Using MIS will enhance the student data in Launchboard and will allow the state to perform data matching.
- This will also populate new Student Success Metric Dashboards (as part of Simplified Metrics).
- Colleges should collect and maintain complete student records including all data elements required by the Chancellor's Office in their MIS system regardless of what other reporting requirements they may have related to other funding they receive.

AEP Reporting Dates - TOPSPro

- For TOPSPro Reporting – use the same submission dates for quarterly and end-of-year data……
    - October 31 (1st Quarter)
    - January 31 (2nd Quarter)
    - April 30 (3rd Quarter)
    - August 1. (4th Quarter / Final)

- Agencies using Third-Party Attendance Software must export data from their system and import into TOPSpro® Enterprise.

- Agencies are required to submit/e-mail a PDF copy of the AEP Data Integrity Report. Note: Data is submitted electronically, but the Data Integrity Report must be emailed to CASAS.

AEP Reporting Dates - MIS

- There are no separate reporting deadlines for data collected and entered into MIS.
- Colleges will submit their adult education data through their colleges regular data uploads to the Chancellor's Office. There is no separate submission of MIS data to the Chancellor's Office for adult education students
- MIS reporting deadlines for adult education noncredit student data will be part of the enrollment and registration processes for all noncredit students.
- All community colleges upload their MIS records approximately 30 days after the end of the term. Because colleges have different term dates, the actual submissions may vary.

Any tips for colleges regarding the MIS reporting requirement?

- Review and validate your data in MIS just as you would for any other student and work with their research office or IT department for the best way to review that data.
- Work closely with your research or IT departments on any questions about data entry, data validation, or the process for data cleanup for submission to the Chancellor's Office. These should be existing, well established processes at your college.
- Make sure the new data elements are in your local system to ensure that MIS reporting is aligned to the AEP data elements and programs.

Any tips for colleges regarding the MIS reporting requirement? (cont.)

- Every college has its own timeline for when they pull their data from their local system and prepare it for submission to the Chancellor's Office. You should communicate with your research or IT office to find out if your college has internal deadlines for updating data for submission

- Because of the variation in submissions by institutions, we strongly recommend that practitioners review and update their data at the end of every term to ensure that data uploads for your institution are complete.

New MIS Flags

- Student Barriers to Employment data elements
- Student pre-apprenticeship status
- Student Educational Functioning Level
- Student participation in Integrated Education and Training status

Archived MIS webinars (March 22, 2018) and Chancellor's Office memo (dated March 2, 2018) are on the caladulted website.

Reporting MSGs in MIS

- For MSG reporting in MIS - the Chancellor's Office has created new student data element SA07.
- SA07 allows the college to identify the educational functioning level of the student based on the cut scores for that instrument (available from the testing provider).
- SA07 should be entered for the student upon their initial assessment and every time the student is reassessed using the same instrument.
- SA07 creates a new date stamped record every time it is updated for the student. AEP uses the updated records to identify when a student has been assessed at a higher educational functioning level and captures that as a measurable skills gain in the LaunchBoard and for reporting to the legislature.

Reporting MSGs in MIS – in process

- When SA07 was created, the design team was unaware that it included an internal logic check for a value in SA01.

- This is an issue identified by many colleges affecting their data entry.

- Because the assessments for EFL attainment are not being used for placement, we believe this logic check should not be in place and are working within the Chancellor's Office for a fix to this issue.

Reporting Transition Student Supports in MIS

- All colleges have the ability to create student records manually for students who did not enter the colleges through the regular application process.
- There are specific data elements for noncredit student support activities in MIS that can be used to capture the work you are doing with students for transition support.
- Talk to your research, IT, and counseling departments at the college to identify the preferred process for your institution.
- The AEP data and accountability committee is in the process of developing recommendations to the field for what student support activities are important for colleges and adult education practitioners to track and record in TOPSpro® Enterprise and MIS.

3 year planning /data tools training

- Regional Training – October / November.
- Will cover tools related to 3 year planning.
- Community need and customer segmentation data tools.
- Labor market information and supply and demand tools.
- The LaunchBoard Adult Education Data Pipeline.
- Training will help practitioners understand how to use community, economic, and student data to inform consortium planning.

TOPSPro Enterprise Reporting

Literacy Gains

- Pre/Post Level Completion
- Carnegie Units /HS Credits
- CDCP Certificate
- Occupational Skills Gain
- Workforce Preparation

HSE/HS Diploma

- High School Diploma
- Passed GED
- Passed HiSET
- Passed TASC

Post-Secondary

- College Degree – AA, AS, BA, BS
- Graduate Studies
- Training Credential
- Occupational Licensure/Certificate
- Apprenticeship

Enter Employment

- Get a Job
- Retain a Job
- Enter Military

Increase Wages

- Increase Wages
- Get a Better Job

Transition

- Transition to ASE
- Transition to Post-Secondary/CTE
- Transition to Post-Secondary/College

⑨ LEARNER RESULTS AND WIOA MILESTONES (Mark all that app		
WORK	**EDUCATION**	
Got a job	Passed GED	Enrolled in secondary program
Increased wages	Passed HiSET	Entered college
Retained job	Passed TASC	Transitioned to credit (transfer)
Got a better job	Earned High School diploma	Transitioned to credit (non-transfer)
Met work-based project goal	Returned to K-12	
Entered job training	Gained computer/tech skills	Attained credential
Entered training program	Completed course	Attained A.A. or A.S. degree
Training milestone	Mastered course competencies	Attained B.A. or B.S. degree
Entered apprenticeship		Entered graduate studies
Entered military	Earned certificate	Attained post graduate degree
Acquired workforce readiness skills	Educational achievement	Occupational skills licensure
	Skills progression	Occupational skills certificate
Reduced public assistance	Transcript or report card	Occupational certifications
Other work outcome	Secondary	Other recognized diploma, degree, or certificate
	Postsecondary	

Literacy Gains

Secondary

Post-Secondary

Employment

Wages

Transition

L = Literacy Gains

H = HSE/ HSD

P = Post-Secondary

E = Enter Employment

I = Increase Wages

T = Transition Post-Sec

Work Results:

- E Got a job
- I Increased wages
- E Retained job
- I Got a better job
- L Met work-based project goal
- T Entered job training
- T Entered training program
- L Training milestone
- T Entered apprenticeship
- E Entered military
- L Acquired workforce readiness skills
- ☐ Reduced public assistance
- ☐ Other work outcome

L = Literacy Gains

H = HSE/ HSD

P = Post-Secondary

E = Enter Employment

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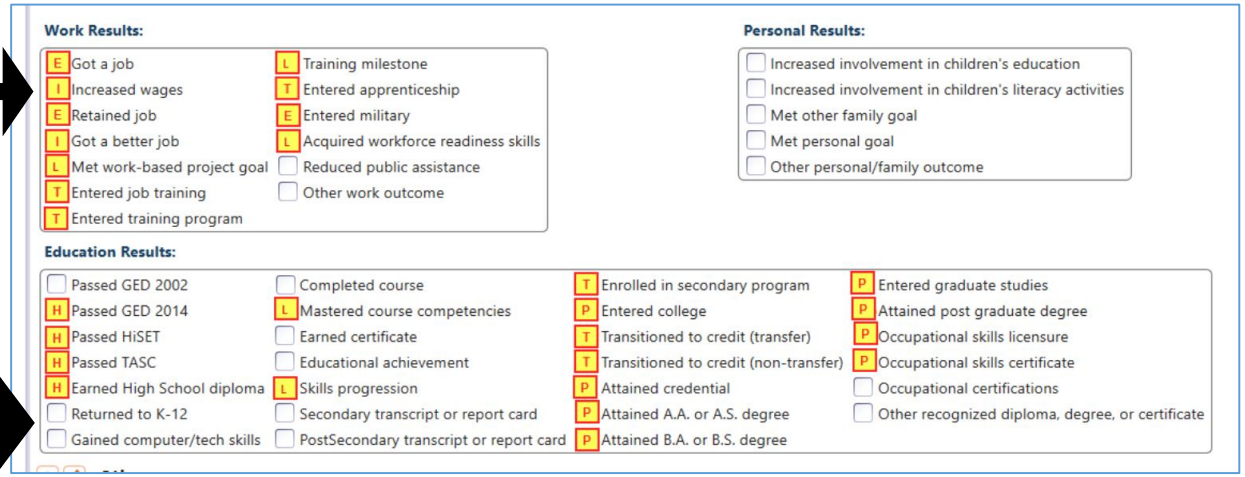
In TE go to Records--Students--Records



Work Results:

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- I Increased wages
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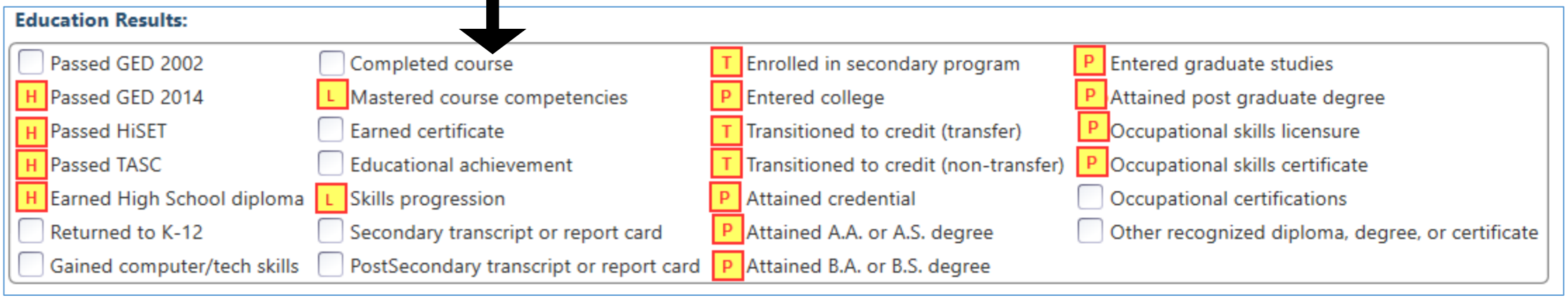
- L Met work-based project goal
- T Entered job training
- T Entered training program
- L Training milestone
- T Entered apprenticeship
- E Entered military
- L Acquired workforce readiness skills
- ☐ Reduced public assistance
- ☐ Other work outcome

Personal Results:

- ☐ Increased involvement in children's education
- ☐ Increased involvement in children's literacy activities
- ☐ Met other family goal
- ☐ Met personal goal
- ☐ Other personal/family outcome

Education Results:

- ☐ Passed GED 2002
- H Passed GED 2014
- H Passed HiSET
- H Passed TASC
- H Earned High School diploma
- ☐ Returned to K-12
- ☐ Gained computer/tech skills
- ☐ Completed course
- L Mastered course competencies
- ☐ Earned certificate
- ☐ Educational achievement
- L Skills progression
- ☐ Secondary transcript or report card
- ☐ PostSecondary transcript or report card
- T Enrolled in secondary program
- P Entered college
- T Transitioned to credit (transfer)
- T Transitioned to credit (non-transfer)
- P Attained credential
- P Attained A.A. or A.S. degree
- P Attained B.A. or B.S. degree
- P Entered graduate studies
- P Attained post graduate degree
- P Occupational skills licensure
- P Occupational skills certificate
- ☐ Occupational certifications
- ☐ Other recognized diploma, degree, or certificate



Education Results:

- ☐ Passed GED 2002
- H Passed GED 2014
- H Passed HiSET
- H Passed TASC
- H Earned High School diploma
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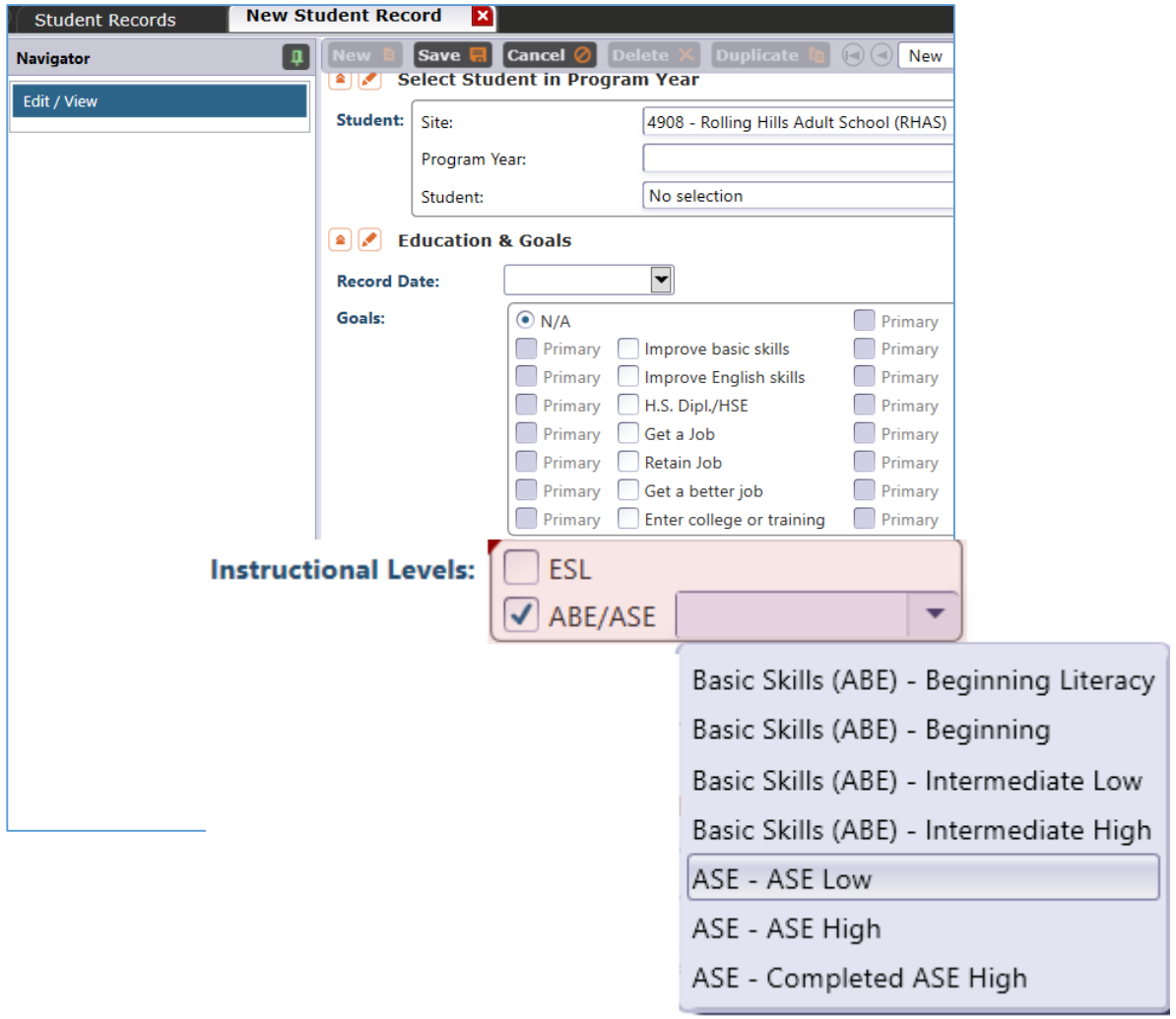
- P Occupational skills licensure
- P Occupational skills certificate
- ☐ Occupational certifications
- ☐ Other recognized diploma, degree, or certificate

TE AEP Outcome Category Name	AEP Item Name	TE Item Name
Other Literacy Gains	Occupational Skills Gain	Met work-based project goal
Other Literacy Gains	Occupational Skills Gain	Training milestone
Other Literacy Gains	Workforce Preparation Milestone	Acquire readiness skills
Other Literacy Gains	CDCP Certificate	Mastered course competencies
Other Literacy Gains	CDCP Certificate	Skills progression
Achieved Secondary	HS Diploma	Earned HS diploma
Achieved Secondary	GED	Passed GED 2014
Achieved Secondary	HiSET	Passed HiSET
Achieved Secondary	TASC	Passed TASC
Achieved Post-Secondary	Education Outcomes	Entered College
Achieved Post-Secondary	Education Outcomes	Attained A.A or A.S degree
Achieved Post-Secondary	Education Outcomes	Attained B.A or B.S degree
Achieved Post-Secondary	Education Outcomes	Entered graduate studies
Achieved Post-Secondary	Education Outcomes	Attained post graduate degree
Achieved Post-Secondary	Occupational Outcomes	Attained credential
Achieved Post-Secondary	Occupational Outcomes	Ocupational skills licensure
Achieved Post-Secondary	Occupational Outcomes	Ocupational skills certificate
Enter Employment	Got a job	Got a job
Enter Employment	Retained job	Retained job
Enter Employment	Entered military	Entered military
Increase Wages	Increased wages	Increased wages
Increase Wages	Got a better job	Got a better job
Transition	Occupational Transition	Entered job training
Transition	Occupational Transition	Entered training program
Transition	Occupational Transition	Entered apprenticeship
Transition	Education Transition	Enrolled in secondary program
Transition	Education Transition	Transition to credit (transfer)
Transition	Education Transition	Transition to credit (non-transfer)

Literacy Gains

AEP Outcome	Recording Method
Pre/Post-Test Gains	Enter pre/post-test results
Carnegie Units	No “bubble” but via self reported level
CDCP Certificate	• Mastered course competencies • Skills Progression
Occupational Skills Gain	• Met Work based Project • Training Milestone
Workforce Preparation	Acquired Workforce Readiness

Literacy Gains – HS Credits



In TE, go to Records – Students – Records and refer to Instructional Levels:

- Select ASE Low upon enrollment
- Select ASE High later in the year once student progresses to the 11th or 12th grade level

Literacy Gains – CTE Related Outcomes

<u>Occupational Skills Gain:</u>

- Usually suggests accomplishment of a portion of a longer term program, ***with passage of an exam that shows progress in attaining technical or occupational skills.***

<u>Workforce Prep Outcome</u>:

- Usually suggests completion of a shorter term program

"Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills…" (34 CFR §463.34).

Literacy Gains – CTE Related Outcomes

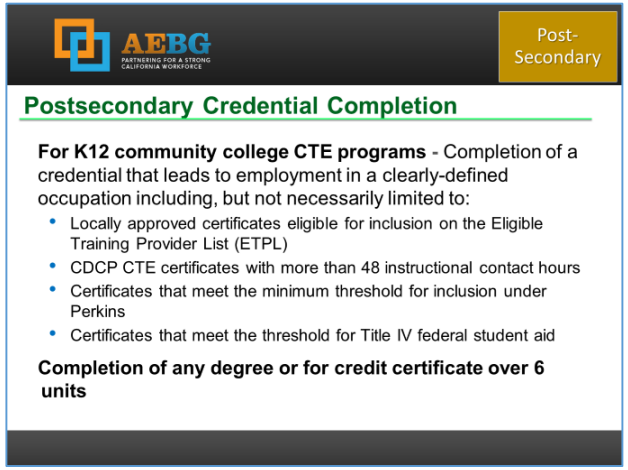
Occupational Skills Gain:

- Usually suggests accomplishment of a portion of a longer term program, ***with passage of an exam that shows progress in attaining technical or occupational skills.***
  - *For example*: a student enrolls in a long term welding program in CTE, which is five semesters/five modules long. The student passes a skills check/written test that indicates the student is ready to finish Module I and enroll in Module II.

Workforce Prep Outcome:

- Usually suggests completion of a shorter term program
  - *For example*: a student completes a 15 hour class on job search strategies, and earns an informal certificate at the end of the class.

Occupational Outcomes: Post-Secondary vs. Literacy Gains



<u>Post-Secondary:</u>

- Attained Credential
- Occupational licensure
- Occupational certificate

<u>Literacy Gains</u>:

- Occupational Skills Gain
- Workforce Prep Milestone

Post-Secondary =

- Completion of a longer term program

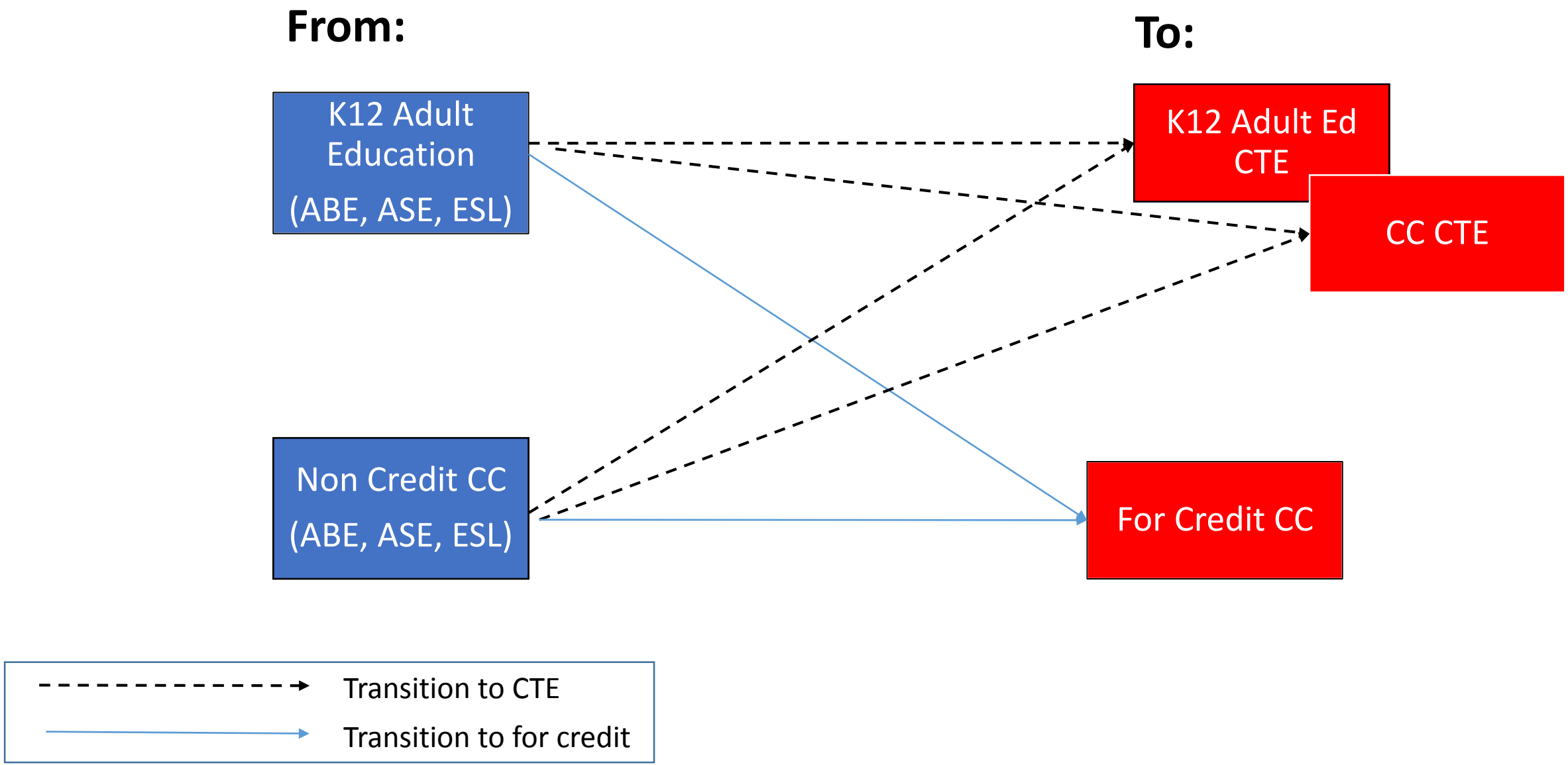
"**Literacy Gains**" =

- Partial completion of a longer term program with passage of exam
- Completion of a shorter term program

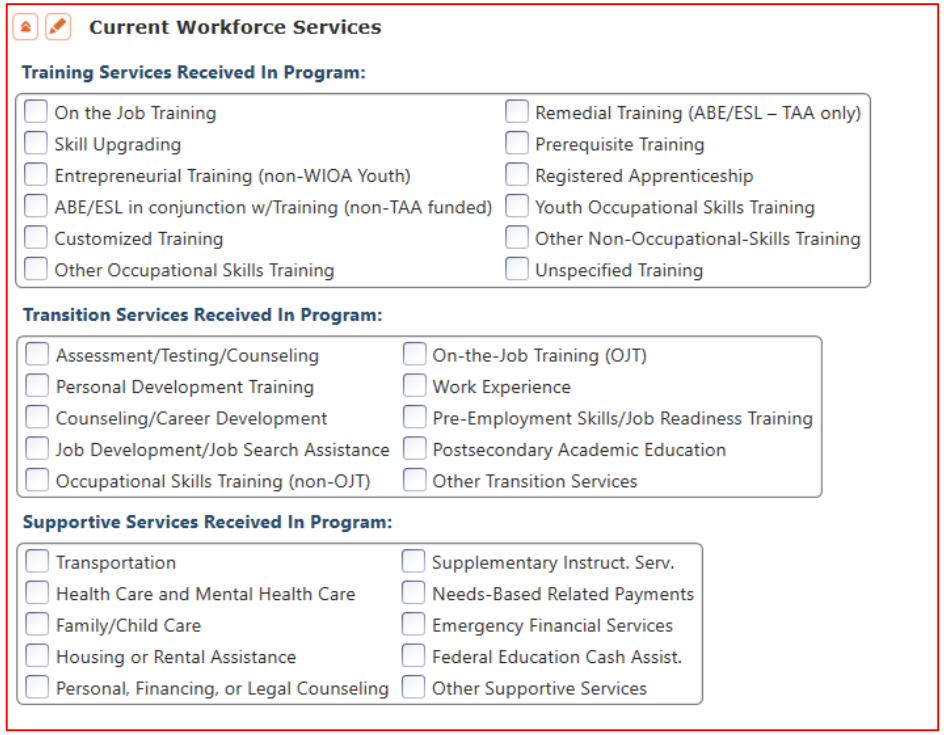
Transition

AEP Title	Update Record
Transition to ASE	No “bubble” but via instructional program
Transition to Post-Secondary/CTE	• Entered job training • Entered training pgm • Entered apprenticeship
Transition to Post-Secondary/College	• Enrolled in secondary • Transition to credit

Transition


From:
To:
K12 Adult Education (ABE, ASE, ESL)
Non Credit CC (ABE, ASE, ESL)
K12 Adult Ed CTE
CC CTE
For Credit CC
Transition to CTE
Transition to for credit

AEP Short Term Services



Record short term services such as counseling or mentorship that may be received outside of the classroom.

- Supportive Services
- Training Services
- Transition Services

Column M denotes total services received across all categories

- Column M "Any Services Received" counts number of students with services
- Columns N-Q provide an item count of total services

***Example**: A student receives short term services in both transportation and child care (both Supportive Services)*

- Column M counts this once, given it is one student receiving Supportive Services
  (*Aligns with WIOA II*)
- Column N counts this twice, given the two different services
  (*Aligns with WIOA I*)

Services					
Enrollees (L)	Enrollees with any Services Received (M)	Supportive Services Received (N)	Training Services Received (O)	Transition Services Received (P)	Career Services Received (Q)
1,132	825	815	8	62	7
53	35	30	0	19	0
1,678	1,071	861	4	883	4
1,258	840	677	11	458	12
396	109	50	70	24	56
95	0	0	0	0	0
0	0	0	0	0	0
219	141	137	7	11	3
0	0	0	0	0	0
78	0	0	0	0	0
4,909	**3,021**	**2,570**	**100**	**1,457**	**82**
767	**575**	**519**	**21**	**162**	**17**
4,103	**2,412**	**2,019**	**71**	**730**	**57**

Current Workforce Services

Training Services Received In Program:

- ☐ On the Job Training
- ☐ Skill Upgrading
- ☐ Entrepreneurial Training (non-WIOA Youth)
- ☐ ABE/ESL in conjunction w/Training (non-TAA funded)
- ☐ Customized Training
- ☐ Other Occupational Skills Training
- ☐ Remedial Training (ABE/ESL – TAA only)
- ☐ Prerequisite Training
- ☐ Registered Apprenticeship
- ☐ Youth Occupational Skills Training
- ☐ Other Non-Occupational-Skills Training
- ☐ Unspecified Training

Transition Services Received In Program:

- ☐ Assessment/Testing/Counseling
- ☐ Personal Development Training
- ☐ Counseling/Career Development
- ☐ Job Development/Job Search Assistance
- ☐ Occupational Skills Training (non-OJT)
- ☐ On-the-Job Training (OJT)
- ☐ Work Experience
- ☐ Pre-Employment Skills/Job Readiness Training
- ☐ Postsecondary Academic Education
- ☐ Other Transition Services

Supportive Services Received In Program:

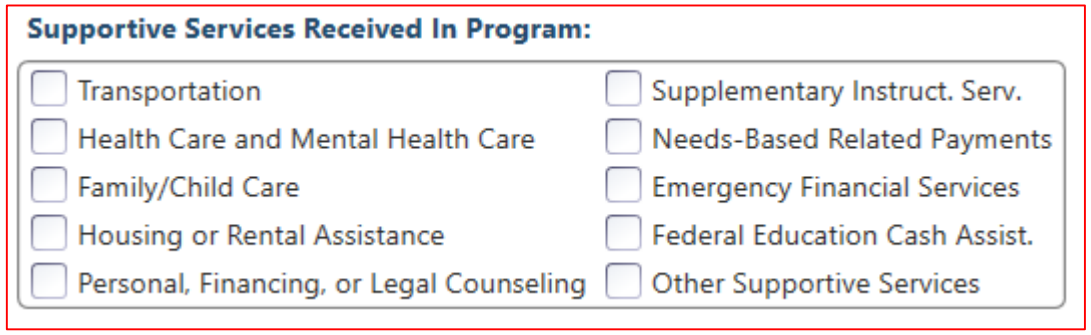
- ☐ Transportation
- ☐ Health Care and Mental Health Care
- ☐ Family/Child Care
- ☐ Housing or Rental Assistance
- ☐ Personal, Financing, or Legal Counseling
- ☐ Supplementary Instruct. Serv.
- ☐ Needs-Based Related Payments
- ☐ Emergency Financial Services
- ☐ Federal Education Cash Assist.
- ☐ Other Supportive Services

Enter in TE in Records – Students – In Program Years

-OR-

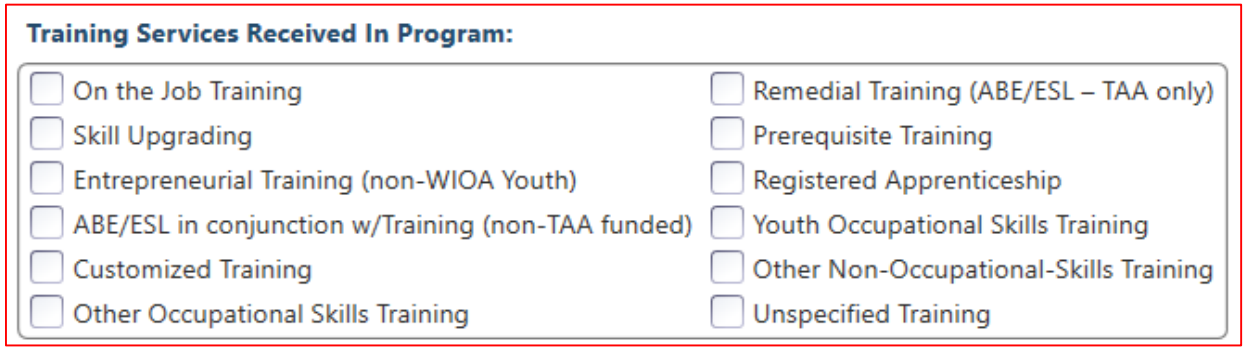
Use Update Record field #8

Supportive Services



Services that better enable an individual to participate in adult education activities, or related activities such as WIOA Title I -- such as transportation, child care, dependent care, housing, and personal needs

Training Services



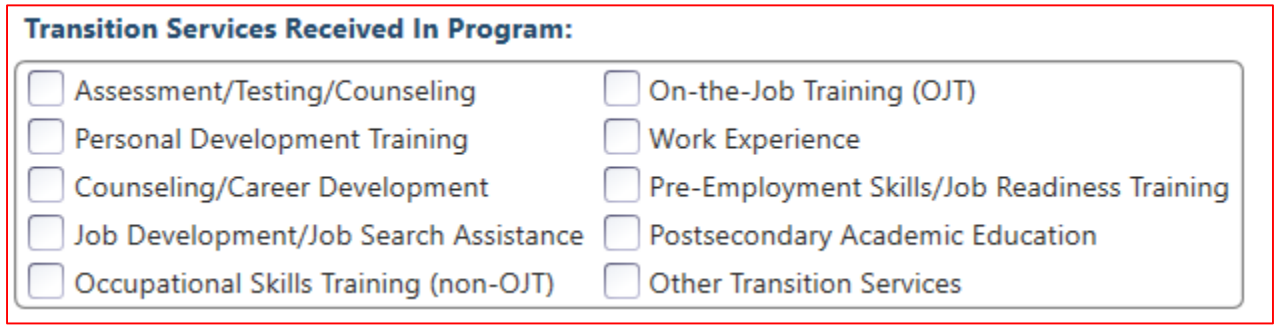
Services that help individuals:

- Select programs that relate to economic priorities in local planning region
- Enroll/meet minimum qualifications for longer term employment and/or employment training programs

Services administered to individuals who have been determined to:

- Be unlikely to obtain/retain employment
- Be in need of additional services in order to attain economic self-sufficiency/permanent employment
- Have skills sufficient to enroll in appropriate training program that provides skills necessary for self-sufficiency

Transition Services



Services that help individuals:

- Facilitate successful transition from school to postsecondary life, such as attaining employment, enrolling in college, or accessing designated pre-employment transition services.

- Provide opportunities to receive training and other services necessary to achieve competitive employment or postsecondary enrollment

AEP Short Term Services

Supportive Services

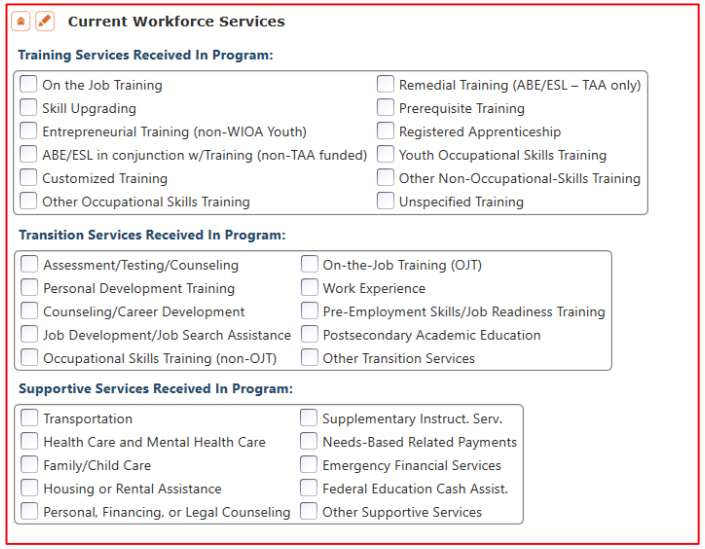
- Transportation
- Child Care
- Personal Counseling
- Financial Assistance

Transition Services

- Assessment (other than required pre/post)
- Academic/Career Counseling
- Job Development

Training Services

- Student Orientation
- Community Support Training (OSHA, CPR, etc.)
- Prerequisite Training



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- ☐ Other Occupational Skills Training
- ☐ Remedial Training (ABE/ESL – TAA only)
- ☐ Prerequisite Training
- ☐ Registered Apprenticeship
- ☐ Youth Occupational Skills Training
- ☐ Other Non-Occupational-Skills Training
- ☐ Unspecified Training

Transition Services Received In Program:

- ☐ Assessment/Testing/Counseling
- ☐ Personal Development Training
- ☐ Counseling/Career Development
- ☐ Job Development/Job Search Assistance
- ☐ Occupational Skills Training (non-OJT)
- ☐ On-the-Job Training (OJT)
- ☐ Work Experience
- ☐ Pre-Employment Skills/Job Readiness Training
- ☐ Postsecondary Academic Education
- ☐ Other Transition Services

Supportive Services Received In Program:

- ☐ Transportation
- ☐ Health Care and Mental Health Care
- ☐ Family/Child Care
- ☐ Housing or Rental Assistance
- ☐ Personal, Financing, or Legal Counseling
- ☐ Supplementary Instruct. Serv.
- ☐ Needs-Based Related Payments
- ☐ Emergency Financial Services
- ☐ Federal Education Cash Assist.
- ☐ Other Supportive Services

CASAS

02/26/2018
20:44:07

AEBG Summary

Agency: 5879 -
Member: 109 -

Program Year: 2017-2018
Consortium:

Program Areas* (A)	Literacy Gains (Pre/Post)			AEBG Outcomes							Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Other Literacy Gains (F)	HSD/HSE Achieved (G)	Post-Secondary Achieved (H)	Enter Employment Achieved (I)	Increase Wages Achieved (J)	Transition Post-Sec Achieved (K)	Enrollees (L)	Enrollees with any Services Received (M)	Supportive Services Received (N)	Training Services Received (O)	Transition Services Received (P)	Career Services Received (Q)
English Language Learner (ESL/ELL)	961	768	468	982	101	0	0	2	0	1	1,281	21	20	0	1	0
Basic Skills (ABE)	112	69	41	112	35	0	0	1	0	12	214	43	29	4	34	0
High School Diploma (HSD)	367	253	122	367	120	0	1	20	3	114	741	100	29	6	85	3
High School Equivalency (HSE)	122	93	44	124	7	0	0	4	0	6	179	23	0	2	21	0
Career and Technical Education (CTE)	3	2	2	18	17	0										
Programs for Adults with Disabilities	0	0	0	0	0	0										
Adults Training for Child School Success	0	0	0	0	0	0										
Workforce (Re)Entry	90	77	39	98	12	0										
Pre-Apprenticeship	0	0	0	0	0	0										
No Designated Program																
Total	1,655	1,262	716	1,701	292	0										
Students in two or more programs	277	205	112	285	51	0										
Total unduplicated students	1,370	1,052	601	1,408	240	0										

*All learners in multiple programs are counted in each program in which they are enrolled.
**Includes learning gains from pre/post testing

Displays outcomes in three separate sections:

1. Literacy Gains (Pre/Post) using NRS Table 4 guidelines
2. Other AB 104 outcomes using WIOA II reporting requirements but not pre/post
3. Services Received that do not impose WIOA II reporting requirements

AEP Data Integrity displays 27 different data elements related to the AEP instructional programs and outcomes.

CASAS

AEBG Data Integrity

02/05/2018
11:11:14

Agency: 4908 - Rolling Hills Adult School (RHAS) **Program Year:** 2017-2018

Summary Information	
Students in the Services Section	239
Students not enrolled in the 7 AEBG programs	2
Marked HSD/HSE Outcome but did not have AEBG Program	0
Marked Post-Secondary Outcome for AEBG but did not have AEBG Program	0
Marked Employment Outcome but did not have AEBG Program	0
Marked Wages Outcome but did not have AEBG Program	0
Marked Transition Outcome but did not have AEBG Program	0
Students enrolled in the 7 AEBG programs	237

Item	Description	Item Count	Item Percent
01	Missing Birthdate or outside 16-110	1	0.42 %
02	Less than 12 Hours of Instruction	54	22.78 %
02a	Zero or Empty Hours of Instruction	51	21.52 %
02b	Total hours between 1-11 hours	3	1.27 %
03	No Highest Year of School/Degree Earned	35	14.77 %
03a	No Highest Year of School	32	13.50 %
03b	No Highest Degree Earned	8	3.38 %
04	No Gender	1	0.42 %
05	No Race/Ethnicity	4	1.69 %
06	Total Reported Labor Force Status	130	54.85 %
06a	Total 'Employed'	55	23.21 %

Summary Information reconciles all of the students included in AEP reporting.

Summary Information	
Students in the Services Section	239
Students not enrolled in the 7 AEBG programs	2
Marked HSD/HSE Outcome but did not have AEBG Program	0
Marked Post-Secondary Outcome for AEBG but did not have AEBG Program	0
Marked Employment Outcome but did not have AEBG Program	0
Marked Wages Outcome but did not have AEBG Program	0
Marked Transition Outcome but did not have AEBG Program	0
Students enrolled in the 7 AEBG programs	237

Students in the Services Section
– Students not enrolled in the 7 AEP programs
Students enrolled in the 7 AEP programs

Students in the Services Section includes everyone reported for AEP -- whether for official enrollment or for services only.

Students not enrolled in the 7 AEP programs subtracts those who received services but are not enrolled in one of the 7 AEP program areas.

The next **5 rows** are subsets of those not enrolled in the 7 AEP programs – showing students not enrolled in program but who earned outcomes and may need enrollment.

Students enrolled in the 7 AEP programs is the total limited to students with official enrollment, and this number serves as the denominator for the 27 DIR items.

AEP Barriers to Employment displays a detailed account of documented barriers by each AEP instructional program.

CASAS

02/02/2018
18:52:50

AEBG Barriers To Employment

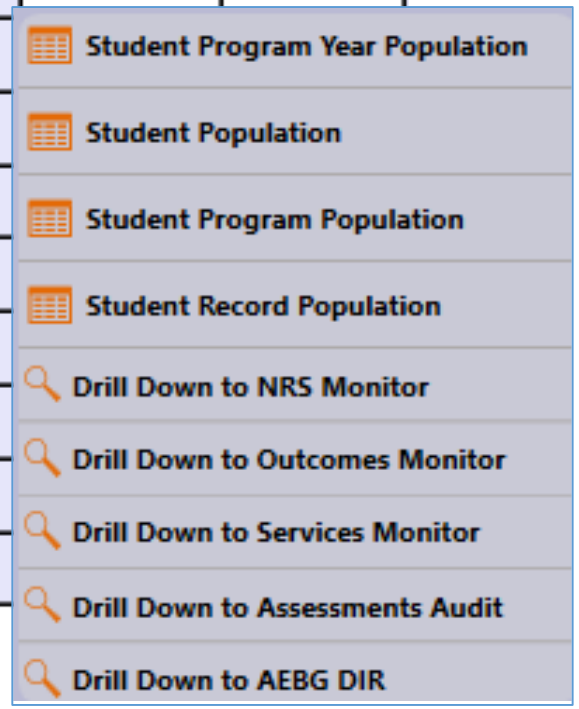
by Agency

AEBG2017BE2

Program Year:	2017-2018	**Consortium:**	46 -
Agency:	1067	**Total Students:**	7006
Member:	173 -		

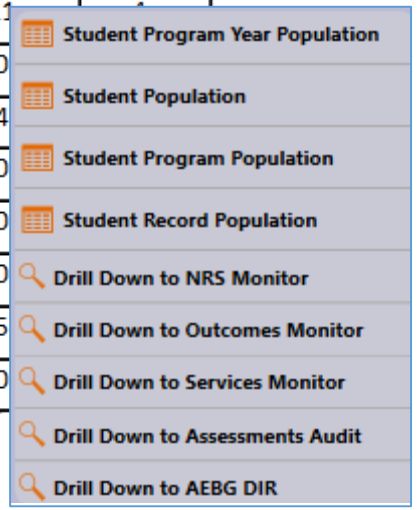
AEBG Program Area	Cultural Barriers	Disabled	Displaced Homemaker	English Language Learner	Ex-offender	Foster Care Youth	Homeless	Long-term Unemployed	Low-income	Low Level of Literacy	Migrant & Seasonal Farmworker	Seasonal Farmworker	Single Parent	No TANF in 2 Years or Less	No Barriers	Total
English Language Learner (ESL/ELL)	65	25	460	1,203	6	2	27	168	901	294	9	0	73	3	20	3,256
Basic Skills (ABE)	7	0	142	189	10	1	3	20	241	48	2	0	40	2	40	745
High School Diploma (HSD)	2	0	82	56	2	0	1	9	125	25	1	0	15	0	84	402
High School Equivalency (HSE)	8	4	104	163	4	0	3	21	186	46	1	0	25	1	37	603
Career and Technical Education (CTE)	14	8	144	303	2	1	8	53	249	76	3	0	23	2	23	909
Programs for Adults with Disabilities	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults Training for Child School Success	0	0	1	1	0	0	0	1	1	2	0	0	0	1	4	11
Workforce (Re)Entry	20	20	154	371	2	0	9	61	275	97	3	0	35	2	31	1,080
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Designated Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	**76**	**30**	**689**	**1,516**	**15**	**3**	**35**	**215**	**1,322**	**386**	**12**	**0**	**124**	**5**	**177**	**7,006**

Program Areas* (A)	Literacy Gains (Pre/Post)		
	Enrollees (B)	Number with pre/post (C)	EFL Gains Achieved (D)
English Language Learner (ESL/ELL)	102	77	54
Basic Skills (ABE)	18		
High School Diploma (HSD)	1		
High School Equivalency (HSE)	10		
Career and Technical Education (CTE)	0		
Programs for Adults with Disabilities	0		
Adults Training for Child School Success	0		
Workforce (Re)Entry	7		
Pre-Apprenticeship	0		



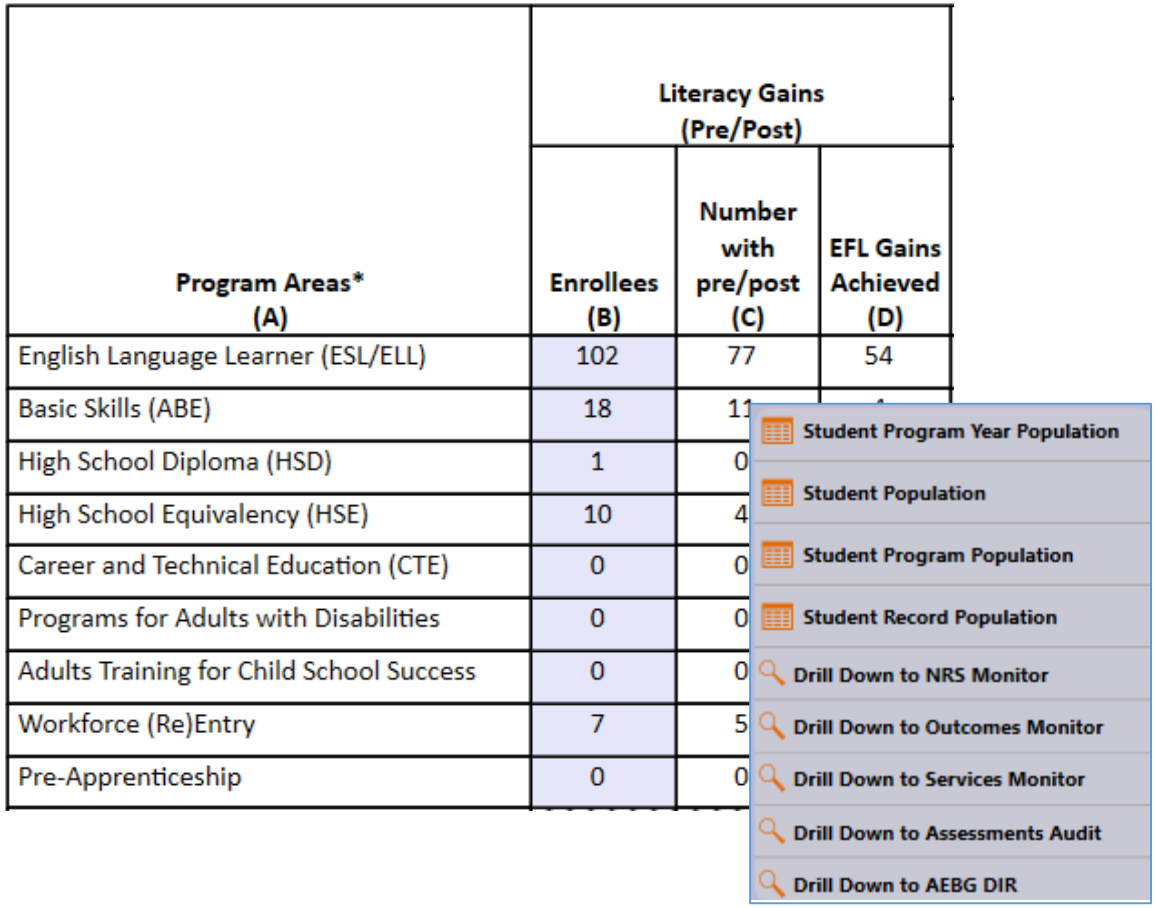
Right click any cell and select from 4 listers and 5 reports:

Program Areas* (A)	Literacy Gains (Pre/Post) Enrollees (B)	Number with pre/post (C)	EFL Gains Achieved (D)
English Language Learner (ESL/ELL)	102	77	54
Basic Skills (ABE)	18	11	
High School Diploma (HSD)	1	0	
High School Equivalency (HSE)	10	4	
Career and Technical Education (CTE)	0	0	
Programs for Adults with Disabilities	0	0	
Adults Training for Child School Success	0	0	
Workforce (Re)Entry	7	5	
Pre-Apprenticeship	0	0	



4 AEP drill down listers:

- **Student Program Year** provides a simple list of students and matches the item count in the data cell
- **Student Population** displays the TE demographics lister
- **Student Program Population** lists student program enrollments
- **Student Record Population** displays the lister that enables editing of specific AEP outcomes

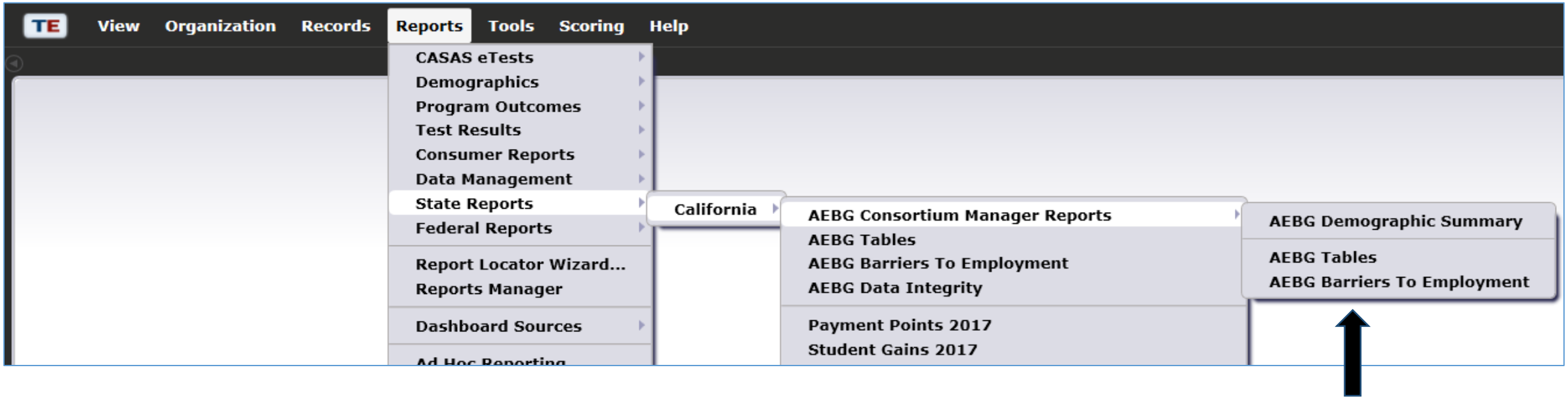


Program Areas* (A)	Literacy Gains (Pre/Post) Enrollees (B)	Number with pre/post (C)	EFL Gains Achieved (D)
English Language Learner (ESL/ELL)	102	77	54
Basic Skills (ABE)	18	11	
High School Diploma (HSD)	1	0	
High School Equivalency (HSE)	10	4	
Career and Technical Education (CTE)	0	0	
Programs for Adults with Disabilities	0	0	
Adults Training for Child School Success	0	0	
Workforce (Re)Entry	7	5	
Pre-Apprenticeship	0	0	

5 AEP drill down reports:

- **NRS Monitor** includes all students represented in the data cell with all AEP related details
- **Outcomes Monitor** displays detailed outcomes from the 6 areas of AB 104 for each student
- **Services Monitor** details specific services achieved by student
- **Assessments Audit** lists pre/post-tests for each student
- **AEP DIR** displays the entire DIR for the specific group of students selected

AEP Consortium Manager Reports allow a consortium level login to compare and contrast outcomes across agencies within one consortium.



Menu currently includes three reports options with this feature

AEBG Demographic Summary

by Agency vs Consortium Agencies

Consortium: 28 - Adult Education Regional Consortium **Consortium Students:** 11,617

Highest Diploma in U.S.	Members																								Consortium	
	1070		1863		1864		1964		3755		5011		5020		9557		9597		9617		9679		9715		9760		28	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
None	351	32	444	34	326	14	400	24	780	36	78	79	610	46	38	13	93	78	157	46	175	35	97	43	54	90	3,603	31
HSE	6	1	6	0	11	0	28	2	16	1	1	1	176	13	0	0	1	1	14	4	7	1	1	0	0	0	267	2
HS Diploma	32	3	25	2	60	3	313	19	79	4	0	0	335	25	15	5	4	3	31	9	48	9	4	2	0	0	946	8
Technical	7	1	3	0	10	0	50	3	11	1	0	0	26	2	5	2	3	3	8	2	11	2	3	1	1	2	138	1
No Degree	4	0	13	1	45	2	90	5	72	3	1	1	32	2	8	3	0	0	22	6	24	5	4	2	3	5	318	3
A.A./A.S.	3	0	2	0	11	0	34	2	12	1	0	0	21	2	2	1	0	0	4	1	9	2	0	0	0	0	98	1
College	10	1	4	0	27	1	21	1	10	0	0	0	15	1	27	9	1	1	15	4	6	1	2	1	0	0	138	1
> B.A./B.S.	3	0	2	0	8	0	6	0	2	0	1	1	8	1	25	8	0	0	4	1	0	0	2	1	0	0	61	1
IEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Diploma	2	0	1	0	2	0	1	0	5	0	0	0	4	0	3	1	4	3	2	1	1	0	0	0	0	0	25	0
N/A	680	62	795	61	1,895	79	743	44	1,182	55	18	18	92	7	175	59	13	11	87	25	226	45	115	50	2	3	6,023	52

Highest Diploma out U.S.	Members																								Consortium	
	1070		1863		1864		1964		3755		5011		5020		9557		9597		9617		9679		9715		9760		28	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
None	91	8	106	8	536	22	129	8	120	6	2	2	164	12	8	3	95	80	166	48	73	14	99	43	54	90	1,643	14
HSE	3	0	4	0	41	2	8	0	15	1	0	0	46	3	0	0	2	2	16	5	9	2	4	2	0	0	148	1
HS Diploma	217	20	438	34	542	23	169	10	637	29	15	15	104	8	33	11	9	8	63	18	93	18	63	28	1	2	2,384	21
Technical	19	2	32	2	46	2	7	0	40	2	0	0	10	1	4	1	5	4	13	4	15	3	19	8	1	2	211	2
No Degree	23	2	37	3	130	5	16	1	76	4	0	0	0	0	10	3	0	0	27	8	11	2	14	6	4	7	348	3
A.A./A.S.	23	2	43	3	37	2	8	0	32	1	0	0	8	1	3	1	1	1	6	2	9	2	1	0	0	0	171	1
College	107	10	98	8	285	12	41	2	135	6	0	0	4	0	57	19	3	3	27	8	24	5	23	10	0	0	804	7
> B.A./B.S.	34	3	22	2	80	3	4	0	22	1	0	0	2	0	48	16	0	0	17	5	6	1	2	1	0	0	237	2
IEP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Diploma	2	0	6	0	6	0	3	0	6	0	0	0	4	0	16	5	4	3	4	1	1	0	0	0	0	0	52	0
N/A	579	53	509	39	692	29	1,301	77	1,086	50	82	83	977	74	119	40	0	0	5	1	266	52	3	1	0	0	5,619	48

Gender	Members																								Consortium	
	1070		1863		1864		1964		3755		5011		5020		9557		9597		9617		9679		9715		9760		28	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	332	30	448	35	693	29	589	35	651	30	44	44	950	72	81	27	48	40	130	38	195	38	88	39	19	32	4,268	37
Female	615	56	842	65	1,692	71	1,073	64	1,433	66	55	56	365	28	205	69	71	60	214	62	304	60	140	61	41	68	7,050	61
N/A	151	14	5	0	10	0	24	1	85	4	0	0	4	0	12	4	0	0	0	0	8	2	0	0	0	0	299	3

Lists item count and percentage by Agency ID

Highest Diploma in U.S.	1070		1863		1864		1964		Consortium 28	
	#	%	#	%	#	%	#	%	#	%
None	351	32	444	34	326	14	400	24	3,603	31
HSE	6	1	6	0	11	0	28	2	267	2
HS Diploma	32	3	25	2	60	3	313	19	946	8
Technical	7	1	3	0	10	0	50	3	138	1
No Degree	4	0	13	1	45	2	90	5	318	3
A.A./A.S.	3	0	2	0	11	0	34	2	98	1
College	10	1	4	0	27	1	21	1	138	1
> B.A./B.S.	3	0	2	0	8	0	6	0	61	1
IEP	0	0	0	0	0	0	0	0	0	0
Other Diploma	2	0	1	0	2	0	1	0	25	0

Aggregates results for the entire consortium on the right hand column