The information below is used to comply with State and Federal funding requirements. All information will remain confidential.

☐ New Student ☐ Returning Student Date:

STUDENT INFORMATION–PRINT CLEARLY

1. Social Security #:	☐ No SS#	2. Date of Birth (mm/dd/year):	3. Gender: ☐ Male ☐ Female

4a. Last Name:	4b. First Name:	4c. Middle Name:

5a. Address:	5b. Apt. #

5c. City:	5d. Zip Code:

6a. Home Phone:	6b. Cell Phone:

7. Email:

8. Ethnicity / Race
(*Mark ALL that Apply*)

☐ Hispanic or Latino
☐ White
☐ Black / African American
☐ Asian
☐ Pacific Islander / Native Hawaiian
☐ Filipino
☐ American Indian
☐ Alaska Native
☐ Other: _____

9. Country of Origin

In which country were you born?

_____

10. Native Language
(*Mark ONE*)

☐ English
☐ Arabic
☐ Cambodian
☐ Chinese (Mandarin / Cantonese)
☐ Farsi
☐ Hmong
☐ Korean
☐ Lao
☐ Punjabi / Panjabi
☐ Russian
☐ Spanish
☐ Tagalog
☐ Vietnamese
☐ Other: _____

11. Barriers to Employment
(*Mark ALL that Apply*)

a. ☐ Cultural Barriers
b. ☐ Disabled
    Type: _____
c. ☐ Displaced Homemaker
d. ☐ English Language Learner
e. ☐ Ex-Offender
f. ☐ Seasonal Farmworker
g. ☐ Migrant Farmworker
h. ☐ Foster Care Youth
i. ☐ Homeless
j. ☐ Low Income
k. ☐ Low Literacy / Math
l. ☐ Refugee
m. ☐ Single Parent
n. ☐ Other: _____
o. ☐ None of the Above

12. Status / Public Assistance
(*Mark ALL that Apply*)

a. ☐ Dislocated Worker
b. ☐ U.S. Veteran
c. ☐ CalWORKs / TANF
    ☐ CalWORKs will end in less
        than 2 years.
d. ☐ Cal Fresh / Food Stamps / SNAP
e. ☐ General Assistance (GA)
f. ☐ Refugee Cash Assistance
g. ☐ SSI
h. ☐ Other Public Assistance:
    _____
i. ☐ None of the Above

13. Labor Force Status
(*Mark ONE*)

☐ Employed
☐ Going to be laid off
☐ Looking for a job:
   Number of months ___
☐ Not employed and not seeking work

14. Education

a. Levels Completed:

  (*Mark ALL that Apply*)

☐ High School Diploma
☐ GED® / HSE Certificate
☐ High School Certificate
  of Completion or Attendance
☐ Technical Certificate
☐ Some College-No Degree
☐ AA / AS Degree
☐ 4 yr. College / University Graduate
☐ Advanced Graduate Studies
  (after college / university)
☐ None

b. Was this level achieved outside
  of the U.S.?
    ☐ Yes ☐ No

c. Total number of years of education: ___

d. Was most of your education outside
  of the U.S.?
    ☐ Yes ☐ No

e. Attending other school now?
    ☐ Yes ☐ No
    School name: _____
    ☐ Job Corps

f. I had an ☐ IEP or ☐ 504
  in High School

CONTINUE ON REVERSE SIDE

InDesign Files and PDFs in 18 languages available for download at https://goo.gl/akdhhK

15. <u>Income Level</u>

(maximum annual household income
including public assistance)

(*Mark ONE*)

✓	Yearly Income
	$0 – $11,880
	$11,881 – $16,953
	$16,954 – $23,276
	$23,277 – $28,734
	$28,735 – $33,906
	$33,907 – $39,658
	$39,659 – $45,410
	$45,411 – $51,162
	More than $51,162

16. <u>Family</u>

a. Family Size: _____

b. Choose one: ☐ Single ☐ Married or Couple

c. Number of K-12 students in the home: _____
Does your child / children attend school in the district?
☐ Yes ☐ No

17. **EMERGENCY CONTACT**

a. First Name:

b. Last Name:

c. Relationship:

d. Emergency phone number: ( ) –

18. <u>Goals</u>

(Program year is July 1 – June 30)

a. Education Goal:

My education goals for this program year are to: (*Mark <u>ALL</u> that Apply*)

☐ Learn English
☐ Improve my academic (reading, writing and math) skills
☐ Earn a high school diploma or equivalent
☐ Enter college or a training program
☐ Other:_____

b. Other Goal:

My goal for this program year is to: (*Mark ONE*)

☐ Get a job
☐ Retain job
☐ Earn more money
☐ Get a better job
☐ Enter the Military
☐ Earn U.S. Citizenship
☐ Personal
☐ Family goal
☐ Other:_____

Barriers to Employment - Something that makes it difficult to have or keep a job.

Use these descriptions to fill out Section 11 on the registration form.	
a. Cultural Barriers	Your attitudes, beliefs, customs or practices are a barrier to employment.
b. Disabled **Type: _____**	You have a physical mental, developmental or other disability. Write the disability on the line.
c. Displaced Homemaker	**ALL** of the following apply to you: • You provided unpaid services to family members in the home and were dependent on the income of another family member (for example, stay-at-home mom or dad); AND • You are no longer supported by this income (due to death, illness or disability, divorce, loss of a job, etc.); AND • You are looking for a job or need a better paying job.
d. English Language Learner	**BOTH** of the following apply to you: • It is hard for you to read, write, speak and understand the English language; AND • Your native language is a language other than English.
e. Ex-Offender	You were convicted of a felony.
f. Migrant Farmworker	You travel to do farm work and are absent from your permanent place of residence for at least a day.
g. Seasonal Farmworker	You are employed in temporary farm work.
h. Foster Care Youth	You are currently in foster care or have aged out of the foster care system.

Barriers to Employment -English

Barriers to Employment (continued)

Use these descriptions to fill out Section 11 on the registration form.	
i. Homeless	A**NY** of the following apply to you: • You do not have a fixed, regular and adequate nighttime residence; • You are sharing the housing of other people due to a loss of housing; • You are living in a motel, hotel, campground, or an emergency or transitional shelter
j. Low Income	You got help from any of these government programs <u>within the past 6 months</u>: • CalWORKS • TANF • CalFresh/SNAP (Food Stamps) • General Assistance (GA) • Refugee Cash Assistance (RCA) / Entrant Cash Assistance (ECA) • SSI Even if you don't get government assistance, you may be low income based on the size of your family and your monthly income. Fill out sections 15 and 16 on the registration form.
k. Low Literacy / Math	You have difficulty reading or writing English or using math.
l. Refugee	You have been forced to leave your country because of persecution, war, or violence.
m. Single Parent	You are single, separated, divorced or widowed and have one or more dependent children under age 18 or you are pregnant.
n. Other: _____	You have another barrier to employment. Write it on the line.
o. None of the Above	You have no barriers to employment.

Barriers to Employment -English

Status/Public Assistance - Cash aid or services from the local, state or federal government.

Use these descriptions to fill out Section 12 on the registration form.	
a. Dislocated Worker	**ANY** of the following apply to you: • You have been laid off or received a lay-off notice from a job; OR • You were self-employed but you are not working now because of the economy (recession) or a natural disaster; OR • You are a displaced homemaker.
b. U.S. Veteran	You had active military, naval or air service in the United States and were honorably discharged or released.
c. CalWORKs/TANF **CalWORKs will end in less than 2 years.**	You or your family gets cash aid and/or services through the CalWORKs (California Work Opportunity and Responsibility to Kids) or TANF (Temporary Assistance for Needy Families) program. Your CalWORKS benefits will end in less than 2 years.
d. Cal Fresh / Food Stamps / SNAP	You or your family gets Cal Fresh / Food Stamps / SNAP benefits.
e. General Assistance (GA)	You get cash aid through General Assistance (GA).
f. Refugee Cash Assistance	You or your family gets cash aid through the Refugee Cash Assistance (RCA) / Entrant Cash Assistance (ECA) program.
g. SSI	You are disabled and you receive Supplemental Security Income (SSI).
h. Other Public Assistance: _____	You or your family gets other public assistance. Put the name on the line.
i. None of the Above	You are not a Dislocated Worker or U.S. Veteran and you do not get any public assistance.

VOLUNTARY AUTHORIZATION
TO SHARE SOCIAL SECURITY NUMBER

PURPOSE OF THIS FORM: This form allows the school to collect your Social Security Number and share it with the California Department of Education who will share your personal information with the Employment Development Department. The Employment Development Department is the state agency responsible for maintaining personally identifiable information, and keeps all information confidential it receives from the California Department of Education for use only to track the labor market outcomes of adult education program participants in compliance with all applicable state and federal laws and mandates.

PLEASE READ THE FOLLOWING CAREFULLY

I understand that I do NOT need to provide a Social Security Number to take classes at this school.

Student Name (print): _____

☐ **YES**. I voluntarily provide my Social Security Number.

My Social Security Number is: ___ ___ ___ -- ___ ___ -- ___ ___ ___ ___
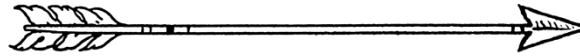
☐ **NO**. I choose not to provide a Social Security Number.

_____   _____
            (Student Signature)   **(Date)**

DIR Action Plan – Quarter 3

DIR Item	Agency Performance	Q3 Target %	Action Plan
1. Missing Birthdate		**2.71**	
2. Less than 12 hours		**42.46**	
3. No Highest Year of School/Degree Earned		**9.89**	
3a. No Highest Year of School		**5.88**	
3b. No Highest Degree Earned		**9.07**	

4. No Gender		**2.43**	
5. No Race/Ethnicity		**5.26**	
6e. Total Missing Labor Force Status		**15.53**	
8. No Pretest		**19.83**	
9. No Post-Test		**55.93**	
17. No Primary Goal		**18.50**	
18. No Secondary Goal		**27.39**	
21. Learners w/ Pretest		**11.32**	
22a. Learners w/Pre and Post, but less than 40 hrs		**11.45**	

DIR Item	Q3 Target	Member #1	Member #2	Member #3	Member #4	Member #5	Member #6	Member #7	Member #8	Member #9	Member #10	Member #11	Member #12	Member #13	Member #14
A	-														
B	-														
C	-														

Demographic & Testing Data by Item Percent (%)

01	3%														
02	42%														
03	10%														
03a	6%														
03b	9%														
04	2%														
05	5%														
06e	16%														
08	20%														
09	56%														
19b	New														
21	11%														
22a	11%														

Members are striving for percentages **smaller than** the Q3 Target percentages identified for all items for **which target data is provided.**

DIR Item Descriptions			
Item	Description	Item	Description
A	Students in the Services Section –Everyone in the database.	04	No Gender
B	Students not enrolled in the 7 AEBG programs	05	No Race/Ethnicity
C	Students enrolled in the 7 AEBG programs	06e	Total missing Labor Force Status
01	Missing Birthday or outside 16-110	08	No Pre-Test
02	Less than 12 Hours of Instruction	09	No Post-Test
03	No Highest Year of School/Degree Earned	19b	Learners with No Barriers to Employment
03a	No Highest Year of School	21	Learners with a pre-test in the conservative estimate range
03b	No Highest Degree Earned	22a	Learners with a pre-/post-test pair but less than 40 hours of instruction

DIR Item	Q3 Target	Member #1	Member #2	Member #3	Member #4	Member #5	Member #6	Member #7	Member #8	Member #9	Member #10	Member #11	Member #12	Member #13	Member #14
A	-														
B	-														
C	-														

Outcomes Data by Item Percent (%)

11a	-														
11b	-														
11c	-														
12a	-														
13a	-														
23a	-														
24a	-														
25a	-														
26a	-														
27a	-														

DIR Item Descriptions			
Item	Description	Item	Description
A	Students in the Services Section –Everyone in the database.	13a	Earned HS diploma
B	Students not enrolled in the 7 AEBG programs	23a	Achieved AEBG Outcome for HSD/HSE
C	Students enrolled in the 7 AEBG programs	24a	Achieved AEBG Outcome for Post-Secondary
11a	Achieved Educational Functional Level Gain with pre- and post-testing	25a	Achieved AEBG Outcome for Employment
11b	Achieved Educational Functional Level Gain with High School credits earned	26a	Achieved AEBG Outcome for Increased Wages
11c	Achieved Educational Functional Level Gain with Post-Secondary Outcome	27a	Achieved AEBG Outcome for Transition to Post-Secondary
12a	Passed HSE		

Program Area Definitions:

Adult Basic Education (ABE): Foundational academic skills, such as reading, writing and basic mathematics, as well as learning skills and study skills. Includes courses below Low Adult Secondary Education/9th grade level.

Adult Secondary Education (ASE): Foundational academic skills and learning/study skills. Includes courses at Low Adult Secondary Education/9th grade level & above, and/or leading to a diploma, GED, or high school equivalency certificate.

English as a Second Language (ESL): Instruction in the English language to adult non-native English speakers with varied academic, vocational, citizenship and personal goals.

Short Term Career Technical Education (CTE): Education and training that prepares adult learners to enter the workforce or improve their occupation or earnings in a year or less.

Adults with Disabilities (AWD): A specialized program designed specifically for adults with intellectual/developmental disabilities.

Workforce Re-Entry: Populations with systemic barriers to economic success who enroll in CTE programs; Participants who are 55 years or older based on date of birth.

Pre-Apprenticeship: Programs that meet DOL Quality Elements criteria, including ensuring that courses are offered in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards through an MOU or formal agreement.

Adults Training to Support Child School Success: Education and training to adults, typically parents and/or community members, to help school-aged children succeed in school.

AB 104 Outcomes:

1. Improved literacy skills
2. Placement into jobs
3. Improved wages
4. Completion of high school diplomas or their recognized equivalents
5. Post-secondary transition
6. Completion of post-secondary

Data Collection Guidelines:

1. Document enrollment for all learners in AEBG programs upon entry into class
2. Provide Update information for all AEBG learners who attend 12 or more hours of instruction
3. Test all AEBG learners in WIOA Title II programs (ABE, ASE, ESL) upon entry to the program. Use Reading or Math for ABE/ASE. Use Reading or Listening for ESL. Post-test at the end of each quarter, semester or term to document continuous learner improvement – after approximately 70-100 hours of instruction (minimum of 40 hours).

This document titled Tab 5c. Reporting AEBG Outcomes CAERC 3.26.18 can be found at https://goo.gl/MZod2r

Reporting AEBG Outcomes by Program Area

Program Area: ABE/ASE

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
ABE/ASE	Attainment of an EFL gain using pre- and post-testing. For HSD only: Mark ASE Low in Entry Record Field 18 for HSD students who enter at the 9-10 grade level (based on credits) and mark High ASE on the Update Record Field 13 when they earn enough credits to move to 11-12 grade.	Update Record Field 9- Work • Got a job • Retained job • Entered Military	Update Record Field 9- Work • Increased wages • Got a better job	Achievement of HSD or HSE: Update Record Field 9- Education • Passed GED • Passed HiSET • Passed TASC • Earned HSD	Enrollment in a CTE program or apprenticeship: Update Record Field 9- Work • Entered job training • Entered training program • Entered apprenticeship Update Record Fields 12 & 14 • Enrolled in training program Enrollment in college: Update Record Field 9- Education • Transitioned to credit (transfer) • Transitioned to credit (non-transfer) Update Record Fields 12 & 14 • Enrolled in education program	N/A

Program Area: ESL

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
ESL	Attainment of an EFL gain using pre- and post-testing.	Update Record Field 9- Work • Got a job • Retained job • Entered Military	Update Record Field 9- Work • Increased wages • Got a better job	N/A	Enrollment in ABE/ASE: • Enrolled in secondary program Enrollment in CTE program or apprenticeship: Update Record Field 9- Work • Entered job training • Entered training program • Entered apprenticeship Update Record Fields 12 & 14 • Enrolled in training program Enrollment in college: Update Record Field 9- Education • Transitioned to credit (transfer) • Transitioned to credit (non-transfer) Update Record Fields 12 & 14 • Enrolled in education program	N/A

Program Area: CTE

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
CTE	Used to demonstrate partial completion of a longer-term program Update Record Field 9- Work: • Met work-based project goal* • Training milestone* • Acquired workforce readiness skills**	Update Record Field 9- Work • Got a job • Retained job • Entered Military	Update Record Field 9- Work • Increased wages • Got a better job	Achievement of HSD or HSE: Update Record Field 9- Education: • Passed GED • Passed HiSET • Passed TASC • Earned HSD	Enrollment in college: Update Record Field 9- Education • Transitioned to credit (transfer) • Transitioned to credit (non-transfer) Update Record Fields 12 & 14 • Enrolled in education program	Completion of a credential that leads to employment *in a clearly-defined occupation**** Occupational Outcomes: Update Record Field 9- Education • Attained credential • Occupational skills licensure • Occupational skills certificate Education Outcomes: • Attained AA/AS • Attained BA/BS • Entered graduate studies • Attained post-grad degree

* AEBG Outcome = Occupational Skills Gain: Usually suggests accomplishment of a portion of a longer-term program. *For example: a student enrolls in a long-term welding program which is five semesters/five modules long. The student passes a skills check/written test that indicates the student is ready to finish module 1 and enroll in module 2.*

** AEBG Outcome = Workforce Preparation: Usually suggests completion of a shorter-term program. *For example: a student enrolls and completes a 15-hour class on job search strategies. The student earns an informal certificate at the end of the class.*

***Including but not necessarily limited to: a) locally approved certificates eligible for inclusion on the Eligible Training Provider List (ETPL); b) CDCP CTE certificates with more than 48 instructional contact hours; c) certificates that meet the minimum threshold for inclusion under Perkins; d) certificates that meet the threshold for Title IV federal student aid; and d) completion of any degree or for-credit certificate over 6 units.

Revised March 26, 2018

Program Area: AWD

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
AWD	Pre/post gains on AA-AAAAA Adult Life Skills series or the POWER performance-based assessment	Update Record Field 9- Work • Got a job • Retained job • Entered Military	Update Record Field 9- Work • Increased wages • Got a better job	Achievement of HSD or HSE: Update Record Field 9- Education: • Passed GED • Passed HiSET • Passed TASC • Earned HSD	Enrollment in ABE/ASE: • Enrolled in secondary program Enrollment in a CTE program or apprenticeship: Update Record Field 9- Work • Entered job training • Entered training program • Entered apprenticeship Update Record Fields 12 & 14 • Enrolled in training program Enrollment in college: Update Record Field 9- Education • Transitioned to credit (transfer) • Transitioned to credit (non-transfer) Update Record Fields 12 & 14 Enrolled in education program	N/A

Program Area: Workforce Re-Entry

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
Workforce Re-Entry	Participants who complete shorter-term workforce preparation courses and may or may not receive an informal certificate (i.e. a 15-hour class on job search strategies) Update Record Field 9- Work: • Acquired workforce readiness skills	Update Record Field 9- Work • Got a job • Retained job • Entered Military	Update Record Field 9- Work • Increased wages • Got a better job	Achievement of HSD or HSE: Update Record Field 9- Education: • Passed GED • Passed HiSET • Passed TASC Earned HSD	Enrollment in ABE/ASE: • Enrolled in secondary program Enrollment in a CTE program or apprenticeship: Update Record Field 9- Work • Entered job training • Entered training program • Entered apprenticeship Update Record Fields 12 & 14 • Enrolled in training program Enrollment in college: Update Record Field 9- Education • Transitioned to credit (transfer) • Transitioned to credit (non-transfer) Update Record Fields 12 & 14 Enrolled in education program	N/A

Program Area: Pre-Apprenticeship

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
Pre-Apprenticeship	Used to demonstrate partial completion of a longer-term program Update Record Field 9- Work: • Met work-based project goal* • Training milestone* • Acquired workforce readiness skills**	Update Record Field 9- Work • Got a job • Retained job • Entered Military	Update Record Field 9- Work • Increased wages • Got a better job	Achievement of HSD or HSE: Update Record Field 9- Education: • Passed GED • Passed HiSET • Passed TASC • Earned HSD	Enrollment in a CTE program or apprenticeship: Update Record Field 9- Work • Entered job training • Entered training program • Entered apprenticeship Update Record Fields 12 & 14 • Enrolled in training program Enrollment in college: Update Record Field 9- Education • Transitioned to credit (transfer) • Transitioned to credit (non-transfer) Update Record Fields 12 & 14 Enrolled in education program	N/A

* AEBG Outcome = Occupational Skills Gain: Usually suggests accomplishment of a portion of a longer-term program. *For example: a student enrolls in a long-term welding program which is five semesters/five modules long. The student passes a skills check/written test that indicates the student is ready to finish module 1 and enroll in module 2.*

** AEBG Outcome = Workforce Preparation: Usually suggests completion of a shorter-term program. *For example: a student enrolls and completes a 15-hour class on job search strategies. The student earns an informal certificate at the end of the class.*

Program Area: Adults Training to Support

Revised March 26, 2018

	Literacy Gains	Employment	Wages	Secondary Completion	Transition	Post-Secondary Completion
Adults Training to Support Child School Success	N/A	Update Record Field 9- Work • Got a job • Retained job • Entered Military	Update Record Field 9- Work • Increased wages • Got a better job	Achievement of HSD or HSE: Update Record Field 9- Education: • Passed GED • Passed HiSET • Passed TASC • Earned HSD	Enrollment in ABE/ASE: • Enrolled in secondary program Enrollment in a CTE program or apprenticeship: Update Record Field 9- Work • Entered job training • Entered training program • Entered apprenticeship Update Record Fields 12 & 14 • Enrolled in training program Enrollment in college: Update Record Field 9- Education • Transitioned to credit (transfer) • Transitioned to credit (non-transfer) Update Record Fields 12 & 14 • Enrolled in education program	N/A

Examining Your Agency's AEBG Outcomes Data

1. Use your AEBG DIR to complete the *Item Count* and *Item Percent* columns.
2. Use the *Reporting AEBG Outcomes by Program Area* document to identify how each outcome is recorded in TE.
3. Identify specific actions to ensure these outcomes are captured.
4. Review this document with your administrator.

Item	Item Count	Item %	How is this outcome recorded in TE?	Action Items
11a. Achieved Educational Functional Level Gain with pre- and post-testing			*A pre-test score at one EFL and a post-test score at a higher EFL*	
11b. Achieved Educational Functional Level Gain with High School credits earned				
12a. Passed HSE				
12b. Passed HSE but instructional program not HSE				
12c. Passed HSE but Highest Degree Earned is HSE or higher				
13a. Earned HS diploma				

Examining Your Agency's AEBG Outcomes Data

Item	Item Count	Item %	How is this outcome recorded in TE?	Action Items
13b. Earned HS diploma but instructional program not HS diploma				
23a. Achieved AEBG Outcome for HSD/HSE				
24a. Achieved AEBG Outcome for Post-Secondary				
25a. Achieved AEBG Outcomes for Employment				
26a. Achieved AEBG Outcome for Increased Wages				
27a. Achieved AEBG Outcome for Transition to Post-Secondary				

This document titled *Tab 8f. Examining Outcomes Data* can be found at https://goo.gl/MZod2r