



Guide to using Adult Education Pipeline (AEP) Data for insights

How can data inform your three-year plan? Use this guide to explore strategies to set your institution up for success and how to use the AEP Dashboard to answer questions, discover gaps, and define goals.

The AEP Dashboard Overview

At the top of the page, use **filters** to focus your data exploration. Each topic tile below provides a summary **data visualization** and **links** to dig deeper into that particular set of metrics.

Filters

Use filters to compare your institution to data from the state and other groupings.

Topic Tiles

TIP

Hover over each chart to see more details.

AEP Score Card

A snapshot of the metrics that are reported to the legislature for Adult Education in California.

Students and Programs

Provides information on CAEP program enrollment, student demographics, barriers to employment, and enrollment by instructional hours and receipt of services. These metrics offer valuable information on who is or is not enrolling in your program, what targeted services they might need, and retention levels according to WIOA Title II.

Progress

Draws attention to skills progression, milestones gained, persistence rates, continuation to transfer-level courses, and time to completion of transfer-level courses. These metrics can provide insights on how well learners are doing in gaining literacy and numeracy skills, workplace skills, and completion of civic engagement goals. The time to completion measures help identify the rate at which learners are successfully completing the next step in their educational journey.

Transition

Focuses on possible next steps on a student's educational journey. These metrics range from transitioning into ASE, CTE, Postsecondary (credit or noncredit) courses, and include success measures, such as unit completion, GPA, and return to Adult Education courses.

Success

Identifies credentials, awards, certificates, and degrees earned. These awards include High School Equivalency, Adult High School Diploma, CTE certificates, Low- and High

Adult Education Pipeline: Overview

Interested in how the data is calculated?
See the Metric Definition Dictionary

Statewide Region Consortia CC District

Institution All

Academic Year 2018-2019

VIEW

Export Data to CSV

DETAILED DATA COMPARISON

863,941

Total Adults Served

AEP Score Card

Consortium, member, and regional performance on the Measuring Our Success metrics.

View AEP Score Card

Students and Programs

Explore program enrollment, student demographics, and barriers to

View Students

Progress

Explore adult skills gains in adult basic education, workforce preparation, and

View Progress

Each tile has a **data visualization** summarizing the data for that topic. Hover or tap over the chart to see more details.

14% to ASE

21% to Postsecondary

Transition

Learn about student transition into postsecondary education and college credit pathways.

View Transition

CTE Certificate

Low-Unit Certificate

Success

Information on completion of diplomas, certificates, and college credit awards.

View Success

+21%

Change in Earnings

Employment and Earnings

Access 2nd and 4th quarter employment, annual earnings, and earnings gains data.

View Earnings

Click the **button** to drill down into the topic.

Export Consortium Data

Download data from the Pipeline interface. Click on this tile to access the download page.

View Export

Credit credentials, and associate degrees.

Employment and Earnings

Provides information on employment, wage gains, as well as a metric that compares earnings to living wages in your region. Metrics include learners' employment status two and four quarters after exiting an adult education program. These metrics include only those learners who have

an SSN and a match in the California EDD Unemployment Insurance wage files.

Export

Export Consortium Data

Consortia can export their data as a .CSV/Excel sheet to explore their data tailored to needs and questions outside the scope of the AEP.

Where to Find the Metrics for Your 3-year Plan

- 1 On the home page, click the appropriate topic [tile](#).
- 2 This will take you to the [Summary](#) page for that topic.
- 3 Click [Detailed Data](#) to access the subcategories.
- 4 Subcategories will appear in the [left-side menu](#).
- 5 Click on the [▼](#) for additional metrics.

Consortium-Level Metrics

METRICS FOR 3-YEAR PLANNING	WHERE ARE THESE METRICS DISPLAYED ON THE AEP?								
Student Barriers / ELL	<table> <tr> <td>TOPIC TILE</td><td>Students & Programs</td></tr> <tr> <td>Click Detailed Data</td><td></td></tr> <tr> <td>LEFT SIDEBAR</td><td>Barriers to Employment (If Ever Flagged)</td></tr> <tr> <td>IN THE CHART</td><td>English</td></tr> </table>	TOPIC TILE	Students & Programs	Click Detailed Data		LEFT SIDEBAR	Barriers to Employment (If Ever Flagged)	IN THE CHART	English
TOPIC TILE	Students & Programs								
Click Detailed Data									
LEFT SIDEBAR	Barriers to Employment (If Ever Flagged)								
IN THE CHART	English								
Student Barriers / Low literacy	<table> <tr> <td>TOPIC TILE</td><td>Students & Programs</td></tr> <tr> <td>Click Detailed Data</td><td></td></tr> <tr> <td>LEFT SIDEBAR</td><td>Barriers to Employment (If Ever Flagged)</td></tr> <tr> <td>IN THE CHART</td><td>Low Literacy</td></tr> </table>	TOPIC TILE	Students & Programs	Click Detailed Data		LEFT SIDEBAR	Barriers to Employment (If Ever Flagged)	IN THE CHART	Low Literacy
TOPIC TILE	Students & Programs								
Click Detailed Data									
LEFT SIDEBAR	Barriers to Employment (If Ever Flagged)								
IN THE CHART	Low Literacy								
Student Barriers / Low income	<table> <tr> <td>TOPIC TILE</td><td>Students & Programs</td></tr> <tr> <td>Click Detailed Data</td><td></td></tr> <tr> <td>LEFT SIDEBAR</td><td>Barriers to Employment (If Ever Flagged)</td></tr> <tr> <td>IN THE CHART</td><td>Low Income</td></tr> </table>	TOPIC TILE	Students & Programs	Click Detailed Data		LEFT SIDEBAR	Barriers to Employment (If Ever Flagged)	IN THE CHART	Low Income
TOPIC TILE	Students & Programs								
Click Detailed Data									
LEFT SIDEBAR	Barriers to Employment (If Ever Flagged)								
IN THE CHART	Low Income								
Student Barriers / Long-term unemployed	<table> <tr> <td>TOPIC TILE</td><td>Students & Programs</td></tr> <tr> <td>Click Detailed Data</td><td></td></tr> <tr> <td>LEFT SIDEBAR</td><td>Barriers to Employment (Flagged in the Selected Year)</td></tr> <tr> <td>IN THE CHART</td><td>Long Term Unemployed</td></tr> </table>	TOPIC TILE	Students & Programs	Click Detailed Data		LEFT SIDEBAR	Barriers to Employment (Flagged in the Selected Year)	IN THE CHART	Long Term Unemployed
TOPIC TILE	Students & Programs								
Click Detailed Data									
LEFT SIDEBAR	Barriers to Employment (Flagged in the Selected Year)								
IN THE CHART	Long Term Unemployed								
Student Barriers / Adults served	<table> <tr> <td>TOPIC TILE</td><td>Students & Programs</td></tr> <tr> <td>Click Detailed Data</td><td></td></tr> <tr> <td>LEFT SIDEBAR</td><td>Enrollment</td></tr> <tr> <td>IN THE CHART</td><td>Total Reportable Individuals</td></tr> </table>	TOPIC TILE	Students & Programs	Click Detailed Data		LEFT SIDEBAR	Enrollment	IN THE CHART	Total Reportable Individuals
TOPIC TILE	Students & Programs								
Click Detailed Data									
LEFT SIDEBAR	Enrollment								
IN THE CHART	Total Reportable Individuals								

Where to Find the Metrics for Your 3-year Plan

Member-Level Metrics

METRICS FOR 3-YEAR PLANNING	WHERE ARE THESE METRICS DISPLAYED ON THE AEP?
Adult Who Became Participants	TOPIC TILE
	Click Detailed Data
	LEFT SIDEBAR
	EXPAND SIDEBAR
% of funds spent	Students & Programs
	Enrollment
	Students with 12+ Instructional Contact Hours (Participants)
	*not on AEP

Optional Member-Level Metrics

METRICS FOR 3-YEAR PLANNING	WHERE ARE THESE METRICS DISPLAYED ON THE AEP?
Participants with EFL gains ABE	TOPIC TILE
	Click Detailed Data
	LEFT SIDEBAR
	FILTER: Program Type
Participants with EFT gains ASE	Progress
	Completed One or More Educational Functioning Levels
	ABE
Participants with EFL Gains ESL	Progress
	Completed One or More Educational Functioning Levels
	ESL
Participants with Transition to Postsecondary (CTE)	Transition
	Transition to CTE

Where to Find the Metrics for Your 3-year Plan

Optional Member-Level Metrics (continued)

METRICS FOR 3-YEAR PLANNING	WHERE ARE THESE METRICS DISPLAYED ON THE AEP?	
Participants with Transition to Postsecondary (credit college)	TOPIC TILE	Transition
	Click Detailed Data	
	LEFT SIDEBAR	Transition to Non-Developmental Credit College Course
Participants who earn a high school diploma or equivalency	TOPIC TILE	Success
	Click Detailed Data	
	LEFT SIDEBAR	Participants Who Earned an Award
	EXPAND SIDEBAR	Participants Who Earned a Diploma, GED, or High School Equivalency
Participants Who Earn a Postsecondary Credential	TOPIC TILE	Success
	Click Detailed Data	
	LEFT SIDEBAR	Participants Who Completed a Postsecondary Credential
Participants Who Became Employed in the 2nd Quarter After Exit	TOPIC TILE	Employment and Earnings
	Click Detailed Data	
	LEFT SIDEBAR	Employment Two Quarters After Exit
Earnings Metrics: Median Change in Earnings	TOPIC TILE	Employment and Earnings
	Click Detailed Data	
	LEFT SIDEBAR	Change in Earnings
Participants Who Complete an EL Civics COAPP or Course (Immigrant Integration Milestone)	TOPIC TILE	Progress
	Click Detailed Data	
	LEFT SIDEBAR	Completed an Immigrant Integration Milestone

Strategies to Make a Good 3-year Plan that Uses Data

Planning requires building a common frame of reference, understanding the data, asking good questions, and using additional resources.

Build a common frame of reference

- Build a common language across different institutions
- Build a shared understanding of the work and your goals
- Conduct an environmental scan
- Explore your consortium's structure
- Design consortia and member-level action steps

Build data literacy

- What are the CAEP Outcomes?
- How are metrics calculated?
- How are we coding?
- How do we code in CASAS TE?
- How do we code in COMIS?
- How are members represented?

Ask good questions

- What does the AEP data indicate about the Student Journey?
- What do our trends indicate?
- Are we meeting the needs of our community?
- Are we meeting the needs of our learners?
- Are we preparing our learners for successful transitions?
- What have we achieved?
- Who or what are we missing?
- Where do we think we can create more of an impact?
- What might be going on & can we address this?
- What else do we need to know?
- What or who can help explore and answer these questions?
- What data sources should we use?
- Are these issues we can address?
- What is possible & realistic?

Engage consortia members

Get on the same page and build consensus among your community to identify what success looks like and to support each other's individual goals as well as the consortium goals?

- Are we serving the appropriate population?
- Are we providing the appropriate services?
- Are our goals and targets tangible?
- Why are we choosing these goals and targets?
- Do they fit our consortium's big picture?
- Where are gaps in service among members?
- What will our intermediary indicators be to ensure that we are on track?
- How can we support one another?

Use other data sources

- Labor Market Information
- 🔗 Census Data
census.gov/data.html
- 🔗 Centers of Excellence
coeccc.net
- 🔗 Casey Community Opportunity Map
<https://caseyfamily.caimaps.info/cailive?state=California&tab=family&searchType=state>
- 🔗 California Poverty by County
<https://www.ppic.org/interactive/california-poverty-by-county-and-legislative-district/>
- 🔗 CAL Fact Sheets
caladulthood.org/2019FactSheets
- 🔗 New American Economy
newamericaneconomy.org
- 🔗 Opportunity Atlas
opportunityatlas.org
- 🔗 Local Workforce Development Plans and Boards
cwdb.ca.gov/local_boards

Using Filters to Improve Equity

People talk about equity, but how do you use data to improve it? Asking good questions can help you identify goals and set targets. For example, data can help you compare who you are serving to your local population or identify how well adult learners are progressing.

TIP

Use **filters** to discover gaps in service and patterns based on **gender, race/ethnicity, or age**.

Each chart has up to three **filters** you can set to focus your inquiry.

DRILL DOWN

Gender ▲

Time Trend

Gender

Race/Ethnicity

Age Group

PROGRAM TYPE

CTE ▲

All

ABE

ASE

CTE

ESL

STUDENT TYPE

All ▲

All

First Time

Returning or Continuing

See it in context

Metrics may have one, two, or three filters.

Filters can be used individually or in combination.

Different metrics have different items in the filters.

Participants Who Earned a Postsecondary CTE Certificate

Among all participants, the number who earned a career technical education (CTE) certificate in a K12 adult school or college noncredit program in the selected year. ?

DRILL DOWN

Race/Ethnicity ▼

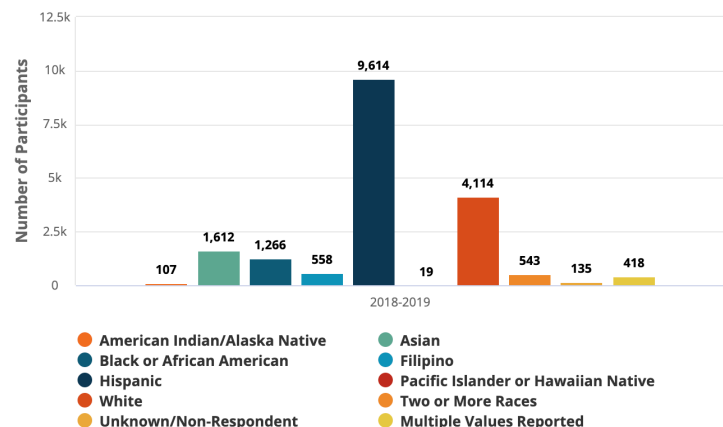
PROGRAM TYPE

CTE ▼

STUDENT TYPE

First Time ▼

● Statewide, 2018-2019

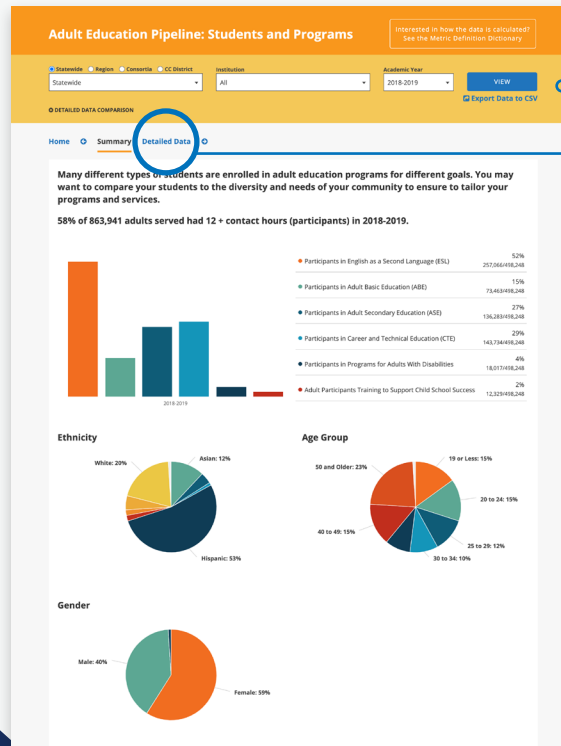
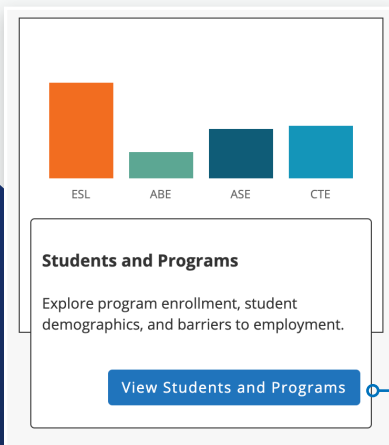


Exploring Equity Gaps — Step-by-Step #1

START WITH A QUESTION

Are all genders equally enrolling in CTE?

- 1 On the home page, click **View Students and Programs**

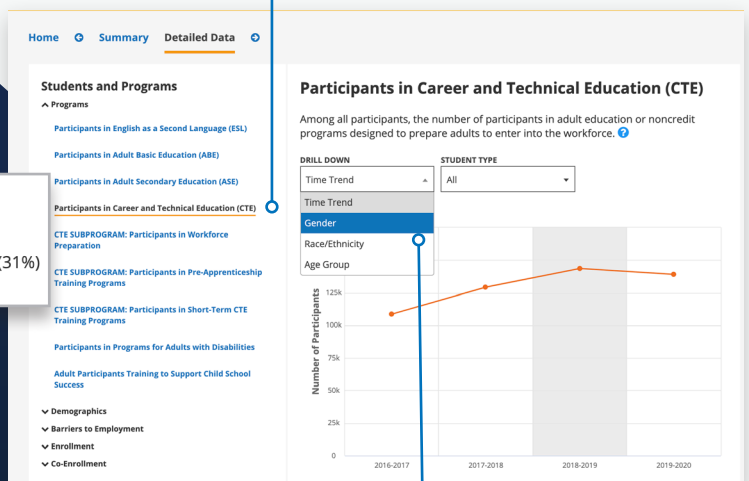
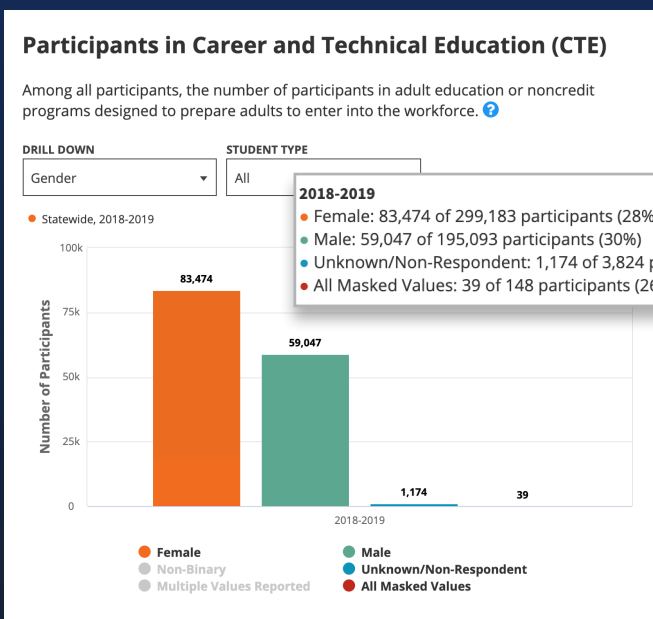


- 2 It will take you to a **summary** page
- View charts of the total population by ethnicity, age, and gender
- NOTE:** In the summary view, you can use the **filters** at the top of the page to refine the population described in the charts.

- 3 Click on **Detailed Data**
- Drill down to specific topics — like CTE

View the results

Hover over the chart to see percentages.
If the results are different from your goals, make a plan to research root causes



Then use the filters to drill down to **Gender**

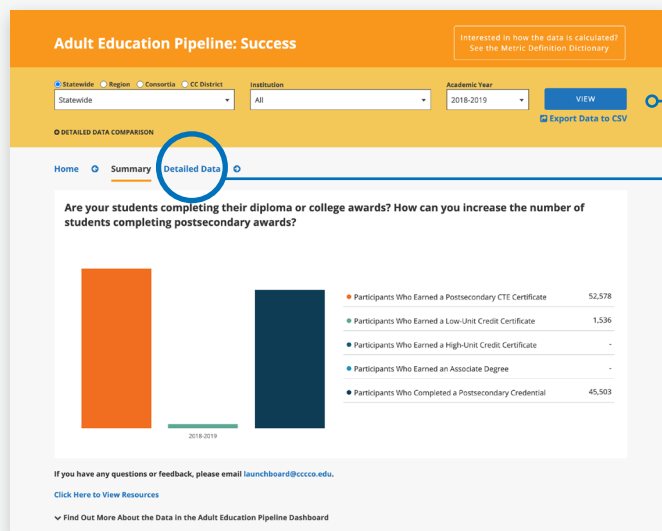
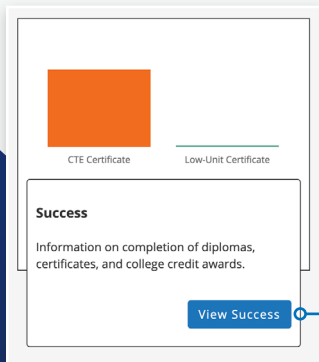
- 5

Exploring Equity Gaps — Step-by-Step #2

START WITH A QUESTION

How well are we doing in helping females earn a postsecondary CTE Certificate?

- 1 On the home page, click **View Success**



- 2 It will land you on a **summary page**

You can still refine the population you want to know about by using **filters** at the top of the page

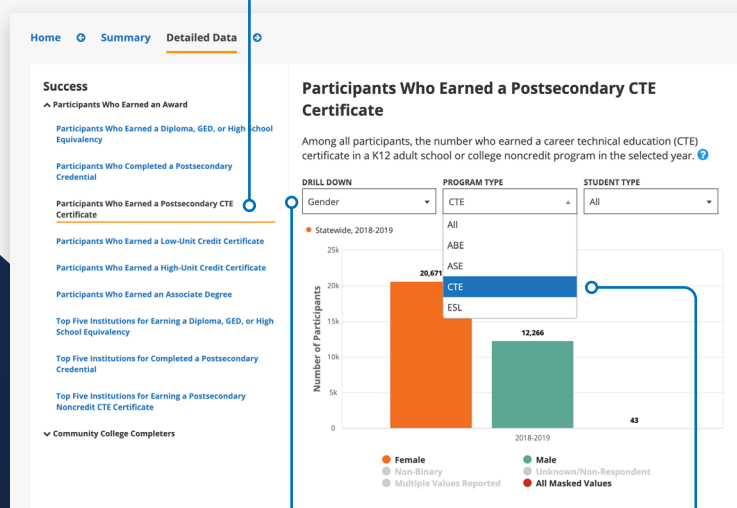
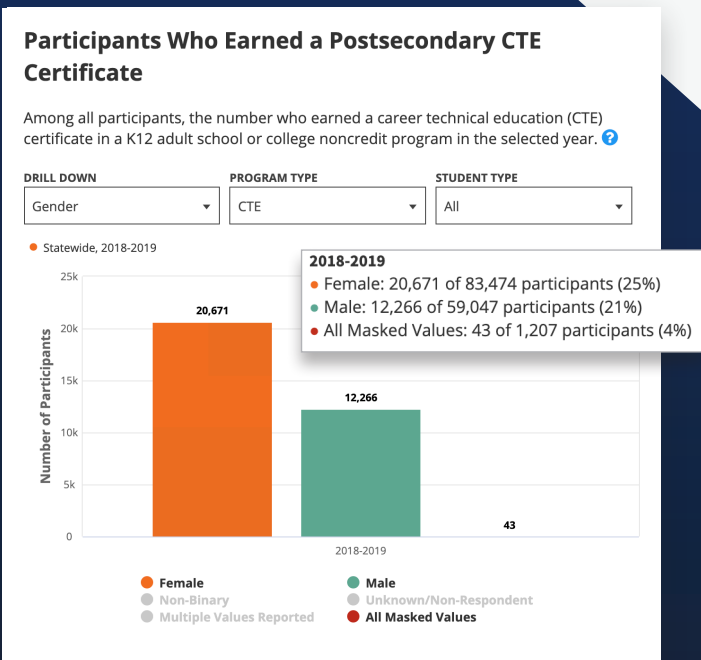
See summary details by ethnicity, age, or gender

- Click on **Detailed Data**

- 3 On the left sidebar, select **Participants Who Earned a Postsecondary CTE Certificate**

6 View the results

Hover over the chart to see percentages. If the results are different from your goals, make a plan to research root causes



- 4 Use the filters to drill down to **Gender**

- 5 Set Program Type to **CTE**

Important AEP COMIS* Coding Elements

TIP

Familiarize yourself with the MIS metrics and codes that are relevant to adult education noncredit outcomes so that your program learners and outcomes are integrated and displayed on the Adult Education Pipeline Dashboard.

NEW

Added a New Award Category to SP02

(Student Program Award) U=Noncredit Adult Education High School Diploma

Elements AA01 & AA02

(Replaces SA07)

- AA01: Documents the date of the assessment used to measure EFL Gains
- AA02: Documents the results of assessment used to measure EFL Gains
- Additional codes to better understand the EFL gains by level and by subject
 - English or Reading — codes E1-E6
 - Math — codes M1-M6
 - ESL — codes S1-S6
 - H1 = Successfully passing High School Equivalency exams (GED and HiSet)

OTHER KEY METRICS

Course Credit Status: CB04 — used to determine whether the participant is enrolled in non credit courses, thereby making the participant eligible to be counted in the AEP dashboard, helps identify transitions to credit bearing courses.

Course TOP Code: CB03 — used to determine whether the participant is enrolled in noncredit courses that count under the CAEP program. Support and Tutoring Codes are excluded from CAEP participant counts.

Course Noncredit Category: CB22 — used to classify noncredit courses in alignment with the CAEP requirements:

- ESL
- Citizenship for Immigrants
- Elementary and Secondary Basic Skills
- Parenting
- Short-Term Vocational
- Workforce Preparation

Course Prior to College Level: CB21 — used to identify CB21 Course Progression and Educational Functioning Level Gains. Courses are identified by the following content areas:

- ESL
- English
- Mathematics

Enrollment Positive Attendance Hours: SX05 — used to identify the number of positive attendance hours a student earns. This data element is extremely important as it allows the learner to be documented as a Participant (12+ attendance hours); a key outcome for CAEP programs.

ADDITIONAL RESOURCES

Adult Education Pipeline Coding Guide: An overview resource to coding for the Adult Education Pipeline. This guide includes introductory information, tips, guidance, an in-depth look at key metrics and coding activities. The guide addresses both those who are new to the Adult Education Pipeline and those who are steeped in the data and data entry. <https://launchboard-resources.wested.org/resources/96>

Adult Education Pipeline Metric Definition Dictionary: The AEP MDD includes relevant definitions, overview of processes and information that informs the development and updates, and all calculations for the data presented on the AEP. Use this resource to identify MIS or CASAS data points that ensure student outcomes are correctly coded. <https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline-MDD>

COMIS Data Element Dictionary: The COMIS DED identifies all the metric definitions and codes to use to document noncredit and credit demographic and outcomes data. <https://webdata.cccco.edu/ded/ded.htm>

Archived Webinars on CAEP website: These webinar recordings and PPT offer introductory and more in-depth information for administrators, practitioners, IT, IR, and anyone else engaged in collecting, entering, and using the data displayed on the AEP. <https://caladulted.org/>

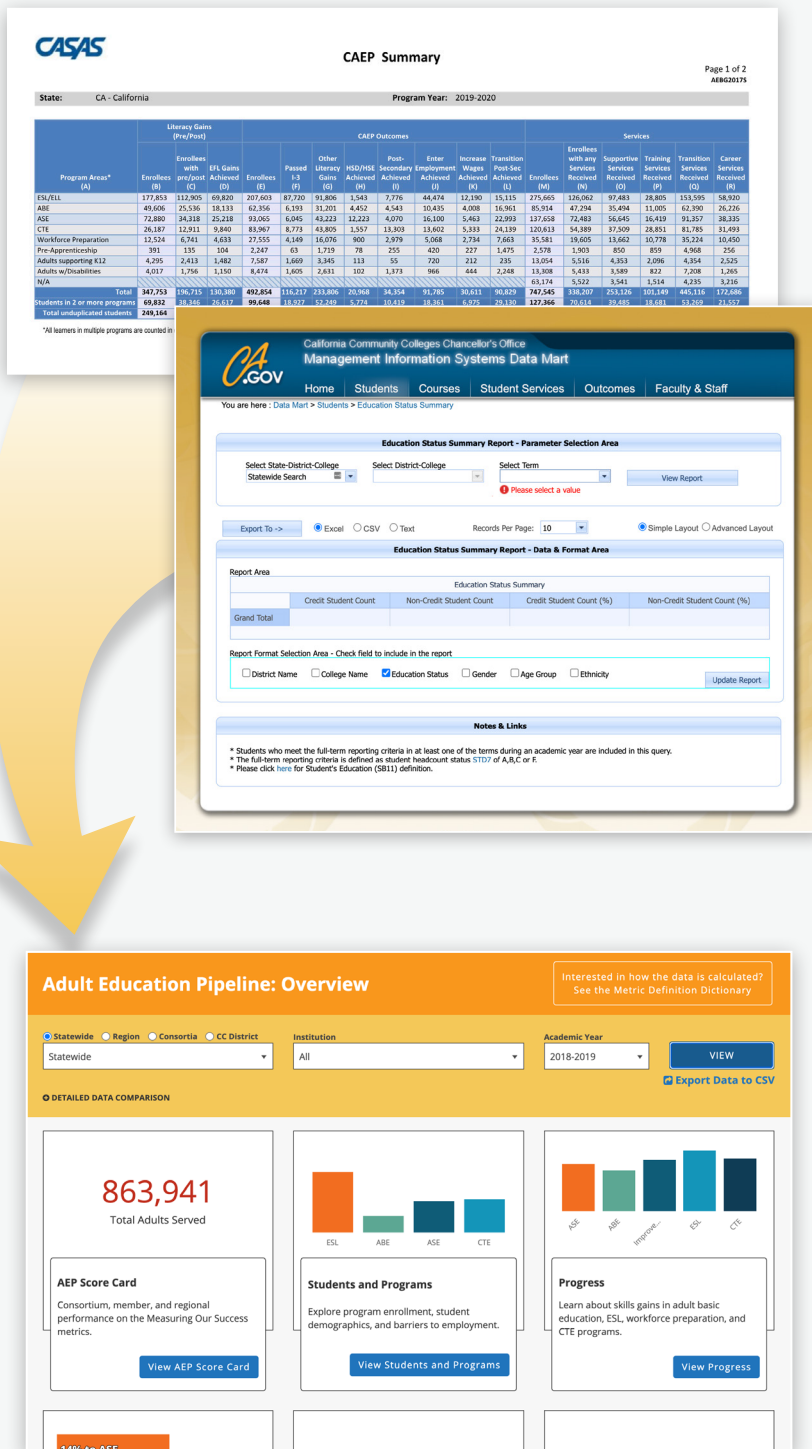
The Adult Education Pipeline (AEP) Dashboard brings together COMIS (Chancellor's Office Management Information System) data with CASAS TOPSpro Enterprise student data using identified calculations. The AEP data is used for legislative reporting and CAEP consortia accountability.

How Do CASAS and COMIS Data Align with the AEP Dashboard?

View a cross-walk of the three data sets and learn more about differences and common myths about data in the AEP.

Why does my data (in the AEP) look different from my CAEP Summary Reports?

- The Adult Education Pipeline combines two data sets (CASAS TOPSpro Enterprise and COMIS) and presents these data as unified outcomes on the dashboard, possibly increasing the counts on the AEP dashboard.
- Numbers in the data reports can differ given that each system collects data using different metrics and processes. The WestEd team in partnership with ERP uses calculations to equitably identify and include similar metrics from the different data systems.
- The data on the AEP dashboard uses validation methods to verify self-reported data. Metrics such as enrollment and employment outcomes are compared to college enrollment systems and the California EDD Unemployment Insurance files. These comparison checks can affect counts on the dashboard, usually reducing the counts in comparison to CAEP summary reports.
- The AEP dashboard data reporting requires student employment verification (Student must have SSN), and the dashboard does not include the CTEOS and CASAS TE survey data, as of yet. This is reflected in lower counts on the dashboard.
- Data files are provided to WestEd by CASAS and COMIS once a year (late winter and early spring, respectively). This makes it difficult for programs to review and correct data once data is ingested and published to the AEP dashboard. The AEP dashboard does not provide quarterly or semester updates.
- The CASAS TE data is provided as a static file so analysis of counts is not available for disaggregation or refinement to align with COMIS data sets.



Comparing the 3 Data Sets

PURPOSES	COMIS	TOPSPRO ENTERPRISE	AEP DASHBOARD
Institutions	Noncredit Community College (WIOA II) Noncredit Community College (non-WIOA II)	Noncredit Community College (WIOA II) Adult Schools	Noncredit Community College (WIOA II) Noncredit Community College (non-WIOA II) Adult Schools
Coding Resource	MIS Metrics Data Dictionary	WIOA II Data Dictionary Participant Individual Record Layout (PIRL)	AEP Metrics Data Dictionary
Updated	Semester & Yearly	Quarterly	Yearly
Track Data	Semester	Ongoing	Yearly
Verify & Review	DataMart Semester & Yearly COMIS Report Yearly & Submit Corrections	CAEP Reports: Quarterly & Yearly	Data on Dashboard Yearly
Adult Learner Population	Non-credit community college participants	WIOA II Noncredit community college participants Adult School participants	All CAEP participants Regions Consortium College Districts
Verification & Validation	Logic checks	Automated validation Data Integrity Reports	Match between institutions Deduplication EDD UI Verification
	Track regularly	Track regularly	Track annually
Data Informs	COMIS	CAEP WIOA NRS	CAEP Yearly Legislative Reports
Data Display	Data charts	Data charts Dashboard Drill downs	Data charts Graphs Drilldowns Comparison levels

How do CASAS and COMIS Data Align with the AEP Dashboard?

MYTH

COMIS does not have to meet the 12+ hour attendance threshold to be counted as a Participant.

Programs have expressed concern that student enrollment is not equitably captured. However, Noncredit Community Colleges and K12 Adult Education Schools must capture participation data that demonstrate learners have met the 12+ hour threshold and have a verified CAEP program enrollment to be counted on the dashboard as a PARTICIPANT, in accordance with state and WIOA policy.

MYTH

AEP only focuses on transitions to college and employment.

The AEP captures a variety of data related to an extended learner journey. The AEP displays relevant demographic, attendance, progression, completion, and transitions data. Importantly, AEP identifies major milestones in a learner's journey. For example, completion of an Immigrant Integration Milestone (I3), persistence both in number of hours and from year to year (within, across, or transition to institution(s)), transitions from ABE or ESL to ASE, as well as transitions to CTE and credit bearing courses. Additionally, the AEP captures student data no matter how long or short the learner journey is. If the learner's data is recorded in either COMIS or CASAS TE and submitted as part of the AEP data files, the student will be included in the AEP dashboard, as a Reportable Individual, and then in any relevant Participant-related metrics. (Participant: A Reportable Individual who has a verified enrollment and received 12+ hours of instructional hours or positive attendance hours across all enrollments.)

MYTH

EFL Gains on the AEP are not equitable because COMIS and CASAS capture the gains differently.

It is true that COMIS and CASAS TE measure this outcome differently; CASAS TE programs report Educational Functioning Level gains using the NRS-approved CASAS test; while non-credit community college programs may use the CASAS test they may also capture gains by the successful completion of a CB21 course. While these are not similar assessments, a task force developed a rubric that establishes alignment between CB21 ESL, Math, and English and the NRS Educational Functioning Levels (EFL). Community colleges are revising curriculum to ensure that it aligns with the NRS level expectations so that course completion and CASAS level achievements are comparable when viewed on the AEP dashboard. There is discussion that in the future, CASAS EFL gains and CB21 completion will be reported out separately under Measurable Skills Gains.