



# AEP 2022 is LIVE: New Features and Updates to the Adult Education Pipeline Dashboard

CAEP WEBINAR

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# Today's Presenters



**Blaire Willson Toso**  
Senior Program Manager  
[btoso@wested.org](mailto:btoso@wested.org)



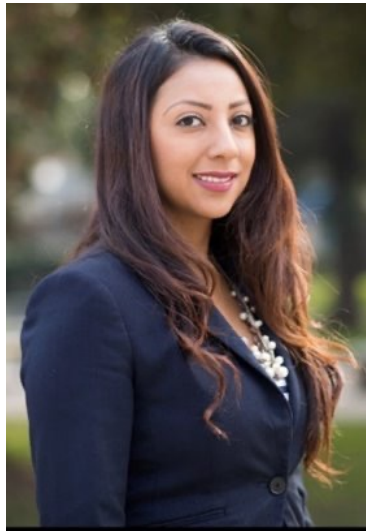
**Jessica Keach**  
Senior Research Associate  
[jkeach@wested.org](mailto:jkeach@wested.org)



**Ayanna Smith**  
Program Coordinator II  
[asmith5@wested.org](mailto:asmith5@wested.org)



# Welcome



**Mayra Diaz**  
CAEP Program Lead  
Chancellor's Office



**Lindsay Williams**  
Program Manager  
Chancellor's Office



# Today's Objectives

Review changes implemented on the Adult Education Pipeline

- New metrics and features
- Key metric changes
- Improved user experience



# Adult Education Pipeline: Purpose

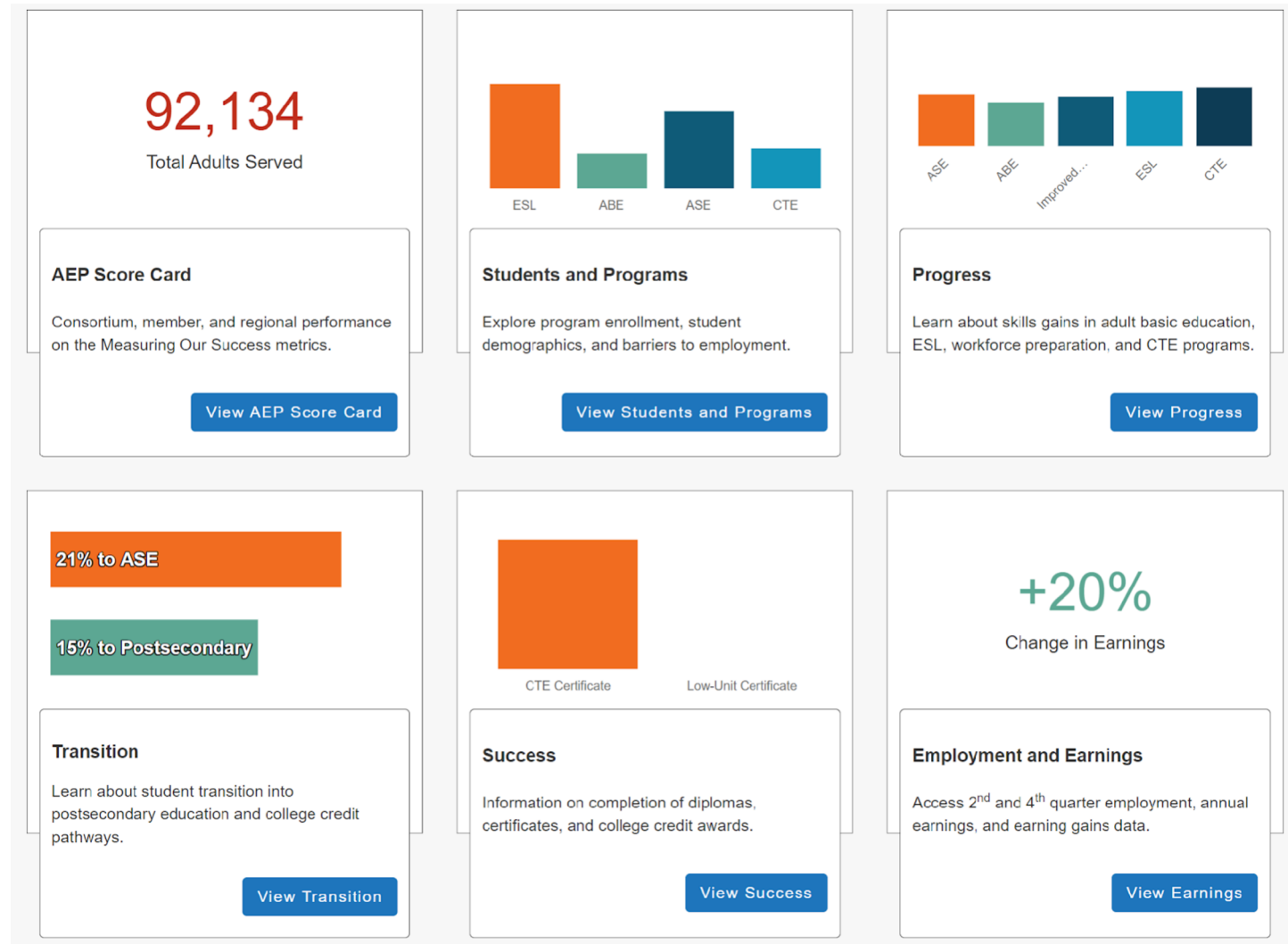
- To improve educational practice and economic mobility for adult learners
- To view learner and program data across multiple years and along the learner journey
- To serve multiple audiences: administrators, instructors, legislators
- To be used by consortia for program planning and track progress on their three-year plans and annual updates submitted to the state
- To prompt and answer key questions
- To identify consortia who are struggling and may need technical assistance from the CAEP Technical Assistance Provider(s)



# Adult Education Pipeline: Highlights

- Metrics aligned to the student journey including entry, progress, transition, completion of credentials, and employment
- Multiple data sets that include college MIS and K12 Adult Ed (TOPSpro) enrollment data and matching to EDD wage data
- Only complete source of college noncredit and K12 AE student data and outcomes
- Data source for consortia and institutions used for the development of three year plans (NOVA)

# Adult Education Pipeline Dashboard



# Why make changes?



ALIGN TO OTHER  
DASHBOARDS



FEEDBACK  
FROM THE FIELD



IDENTIFY A  
CODING ERROR



PRECISION OF  
DEFINITIONS





# New Views and Features

2020-2021

# Top Five Institutions Charts

The top five charts that display the top five performing institutions in the Transition, Completion, and Employment sections have been updated to include the ability to display the top performing institutions based on percent of students or number of students.

- ESL, ABE and ASE Participants Who Transition to Postsecondary(AE 520)
- Participants Earning a Diploma, GED, or High School Equivalency(AE 517)
- Participants Who Completed a Postsecondary Credential(AE 518)
- Participants Earning a Postsecondary Noncredit CTE Certificate(AE 519)
- Employment Two Quarters After Exit(AE 521)
- Employment Four Quarters After Exit(AE 514)
- Annual Earnings Compared to the Living Wage(AE 705)

## Top Five Institutions for ESL, ABE and ASE Participants Who Transition to Postsecondary

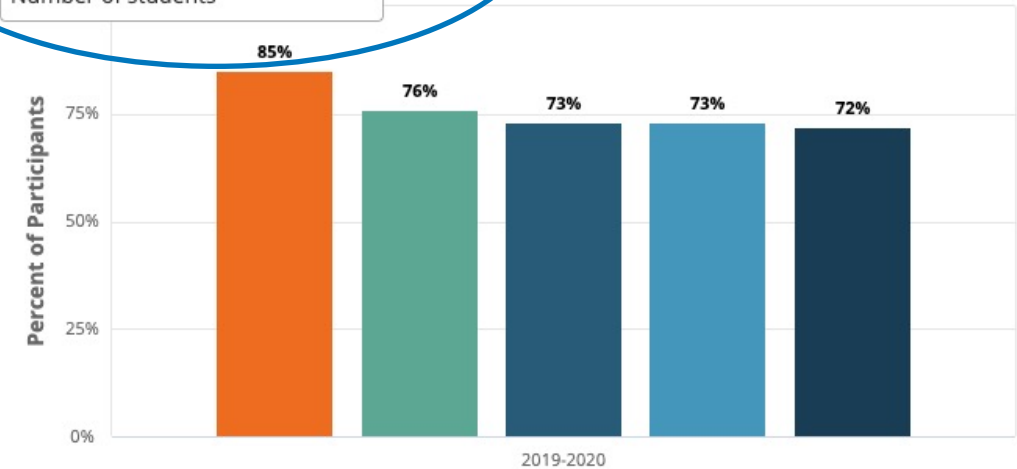
The top five institutions with the highest proportion of participants who transitioned by enrolling in either a K12 adult education or community college noncredit or credit CTE course, or a non-developmental credit college course for the first time at any institution within the selected or subsequent year. ?

### VIEW HIGHEST

Percent of students

Percent of students

Number of students



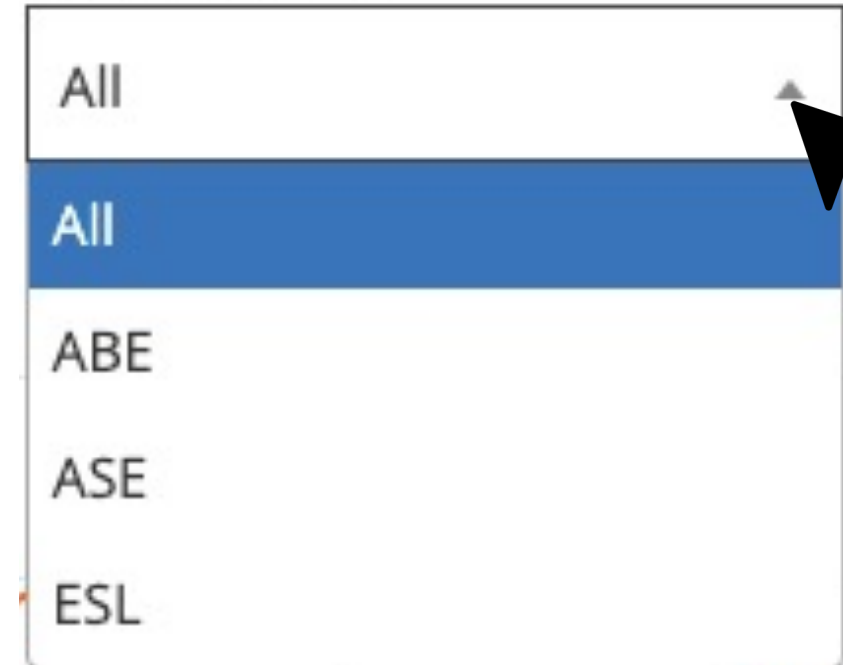


# Program Type Drilldown Added to More Metrics

The program type drilldown feature has been added to the following metrics:

- Students with 12+ Instructional Contact Hours (Participants) (AE 202)
- Participants who Completed an Immigration Integration Milestone (AE 411)
- Employment Two Quarters After Exit (AE 505)
- Employment Four Quarters After Exit (AE 506)
- Participants who Earned a Diploma, GED, or High School Equivalency (AE 633)

## PROGRAM TYPE



All
All
ABE
ASE
ESL



# Key Metric Changes

## 2020-2021



# Reportable Individuals

In order to align Reportable Individuals (or “Adults Served”) (AE 200) with the California Adult Education Program, the 1-hour threshold used in the calculation has been restricted to 1-hour in a **CAEP program area course**.

## Reportable Individuals (AE 200)

The number of learners who had 1 or more hours of instruction or positive attendance hours, across all enrollments, in an **adult education program**, and / or who received services at a K12 adult school or noncredit services\* at a community college.

Previously allowed for credit-only students who received noncredit services

Previously any noncredit enrollment

# Reportable Individuals: Impact

- More accurate reflection of noncredit community college CAEP students
  - Reduction of reportable individuals for noncredit community colleges across years
- Counts all learners who receive some kind of service provided through an adult education program **EXCEPT** students that **only** had credit enrollments
  - Reduction of reportable individuals for specific noncredit community colleges that previously observed inflated counts across years
- Reduction in number of students with barriers to employment across metrics for all years because reportable individuals is the denominator for those metrics

# COVID Impact

- The Chancellor's Office recognizes the continued limitation that the noncredit community has faced in reporting student attendance hours in SX05 for noncredit distance education classes.
- In last year's build of the Adult Education Pipeline (version 4.1), the Chancellor's Office consulted with the noncredit field and determined that the benefit of maintaining the hour-threshold requirement for noncredit students during COVID-impacted terms did not outweigh the cost of excluding students due to their institution's inability to report student attendance hours. Therefore, during Spring 2020 only an enrollment record (versus hours reported) was required for noncredit community college students to be counted in metrics that require an hour threshold.
- Version 5.0 will carry over this decision for the 2020-21 year of data.

## Impacted Metrics

- Reportable Individuals
- Students with 12 or More Instructional Contact Hours (Participants)
- Students with 1 to 11 Instructional Contact Hours
- Students with an Enrollment in Adult Education Program who Received Services

# COVID Impact

## Specific impact to noncredit community college student data

- Consistent approach, as it was used in AEP 4.1 and treats all colleges the same
- Aligns metric definitions between dashboards across the LaunchBoard (ex. SSM)

## Participants metric may include students that did not complete 12+ hours for noncredit community colleges

- Allows a broad universe of students available to obtain outcome metrics during the time period. Therefore, *outcome counts* will be available for all institutions. However, because the universe of students available to obtain outcome metrics during the time period is broad, *lower rates* of outcome attainment may be observed.



# COVID Impact

"Notes" appear on metrics that are not applying the hour threshold in Spring 2020 and 2020-21.

## Reportable Individuals

The number of learners who had one or more hours of instruction or positive attendance hours, across all enrollments, in an adult education program, and / or who received services at a K12 adult school or noncredit services at a community college. This metric is also referred to as "Adults Served."

**Note:** Due to the continued challenges noncredit community college institutions have faced in reporting student attendance hours for noncredit distance education courses, the hour threshold requirement in this metric is not enforced for noncredit community college students during Covid-impacted terms (spring 2020 and all terms in 2020-21). An enrollment record in an adult education program is used as a proxy for the hour threshold component of this metric during the timeframe. ?

### TIME TREND & DEMOGRAPHICS

Time Trend

### STUDENT TYPE

All

Statewide, 2020-2021

800k

## Transitioned to ASE

Among all Participants in ESL or ABE, the number who enrolled in any ASE program within the same or subsequent year for the first time ever at any institution. ?

### TIME TREND & DEMOGRAPHICS

Time Trend

### PRO

All

Statewide, 2020-2021

Number of Participants

50k  
40k  
30k  
20k  
10k

Due to allowing students an additional year to meet this outcome, data will not be available for the most recent year available on the dashboard. This number is unduplicated as it only counts Participants in ESL and ABE who transitioned to an ASE program once, regardless of the number of courses they enrolled in.

**Participants:** Among all Reportable Individuals, the number who had 12 or more hours of instruction or positive attendance hours, across all enrollments, in an adult education program. Note that due to the continued challenges noncredit community college institutions have faced in reporting student attendance hours for noncredit distance education courses, the hour threshold requirement in this metric is not enforced for noncredit community college students during Covid-impacted terms (spring 2020 and all terms in 2020-21). An enrollment record in an adult education program is used as a proxy for the hour threshold component of this metric during the timeframe.



# Additional Changes

- **Age Groups:** Age groupings have been adjusted to align with National Reporting System (NRS) categories. Note that these age bands differ from other dashboards in the LaunchBoard.
- **English Language Learners (AE 305):** The COMIS calculation has been updated to align with “ever enrolled in ESL” using the ESL program area definition in Participants in ESL (AE 100).
- **Long-term Unemployed Reportable Individuals (AE 309):** In AEP 4.1, a match against the Employment Development Department (EDD) Unemployment Insurance (UI) file was conducted to determine employment status and count students as long-term unemployed. This process has been removed from the metric calculation.
- **Low Literacy Reportable Individuals (AE 311):** In AEP 4.1, students ever enrolled in ABE or ASE were included as Low Literacy Reportable Individuals (AE 311). After feedback during our pre-release meeting, consultation with the field, and in alignment with the way CASAS TOPSpro Enterprise reports students for WIOA Title II reporting, ESL has also been added to the calculation in AEP 5.0.



Icon attributed to Flaticon.com





# Calculation Fixes



- **Transitioned to Postsecondary (AE 602):** Previously TOP code 1260.00 Health Professions, Transfer Core Curriculum was being coded as CTE. Additionally, the calculation was previously counting a student's first-time enrollment in CTE based on the first time they were enrolled as a Participant in CTE, versus any enrollment in CTE. This has been corrected in AEP 5.0.
- **Completed a Postsecondary Credential (AE 625):** A coding error has been corrected to align with the definition listed in the MDD. In the prior build, the code did not capture all intended certificates and awards. Additionally, the COMIS calculation has also been updated to correct the outcome attainment timeframe to awards earned in the current or any subsequent year. Previously, awards earned prior to adult education enrollment were also included.
- **Earned a Postsecondary Noncredit CTE Certificate (AE 604):** A coding error has been corrected to align with the definition listed in the MDD. In 4.1, the code did not restrict this metric to noncredit certificates in CTE.

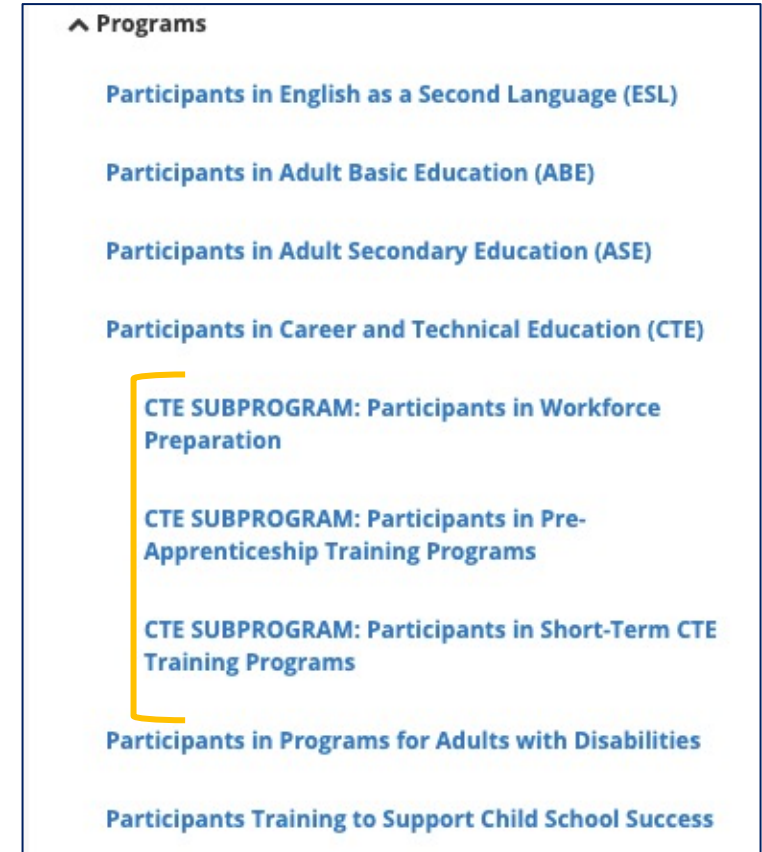


# Improved User Experience

2020-2021

# Improved User Experience

- Comprehensive review and alignment of metric descriptions
  -  Revised Metric Definition Dictionary (MDD)
  -  Improved tool tip descriptions
- Visual improvements – ex. indented submetrics on the left navigation



Icon attributed to Flaticon.com



# Resources

## 2020-2021

# Resources to Support Understanding These Changes

- Changes in definitions document is posted to the Adult Education Pipeline Dashboard
- Metric Definition Dictionary is updated with any new definitions

## [Click Here to View Resources](#)

### ^ To Find Out More About the Data in the Adult Education Pipeline Dashboard

- Interested in how the data is calculated? [See the Metric Definition Dictionary](#)
- [Changes in Definitions for AEP April 2022](#)
- [California Adult Education Program: Frequently Asked Questions](#)



# What do changes look like on the AEP Dashboard



Change is  
implemented for  
all years shown



Updated numbers



New displays



New metrics

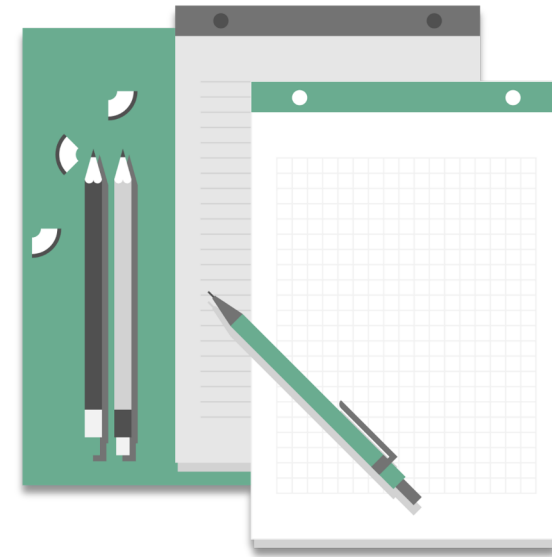


Additional  
information



# Using Data for Planning

- ❓ Ask Questions
- ❓ Identify Trends
- ❓ Identify Gaps
- ❓ Set Goals
- ❓ Identify Thought Partners (e.g., other institutions who can be engaged to discuss solutions, programming, etc.)





# Questions & Discussion

# Upcoming Webinars

## Individual Webinar Opportunities

5/10/2022	Adult Education Pipeline Data for Continuous Improvement and 3 Year Planning
6/9/2022	Adult Education Pathways Through Education to Workforce

## Two Session Professional Development Opportunities

5/5/2022 & 5/17/2022	Part I & 2: Exploring Equity in CAEP Programming using AEP Dashboard Data and other Data Tools
6/14/2022 & 6/28/2022	Part I & 2: Creating Career Pathways Using the Updated Adult Education to Workforce Dashboard Tool



# Thank You



**Blaire Willson Toso**  
Senior Program Manager  
[btoso@wested.org](mailto:btoso@wested.org)



**Jessica Keach**  
Senior Research Associate  
[jkeach@wested.org](mailto:jkeach@wested.org)



**Ayanna Smith**  
Program Coordinator II  
[asmith5@wested.org](mailto:asmith5@wested.org)