



# Exploring Equity in CAEP Programming using AEP Dashboard Data

## *Session 1*

May 5, 2022



# Today's Presenters



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



**Jessica Keach** (she / her)  
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

# Agenda

1. Walkthrough of Adult Education Pipeline and Related Tools
2. Let's Talk about Equity: Discussion
3. Data Equity Walk
4. After the Data Equity Walk: What's next?





# Objectives

- Define and operationalize equity in adult education
- Become familiar with tools and resources to identify equity gaps in your data
- Practice using data to inform and ask questions
- Identify strategies to further explore and address equity gaps



# Adult Education Pipeline and Related Tools

# Adult Education Pipeline Dashboard

- Who are our current customers?
- What characteristics define the populations engaged in the programs we currently offer?
- How many and what type of students are in which programs?
- What outcomes do our current students achieve?
- How do student outcomes compare across different student populations and programs?
- Are particular demographic groups achieving outcomes at higher rates than others
- How do our outcomes compare to state averages?
- Are graduates earning a living wage for the region?

## Students with 12+ Instructional Contact Hours (Participants)

Among all adult education students, the unduplicated count of participants who enrolled in a recognized adult education program and who had 12 or more hours of instruction in the program year except for students enrolled in Spring 2020 where only enrollment in a recognized adult education program is required. ?

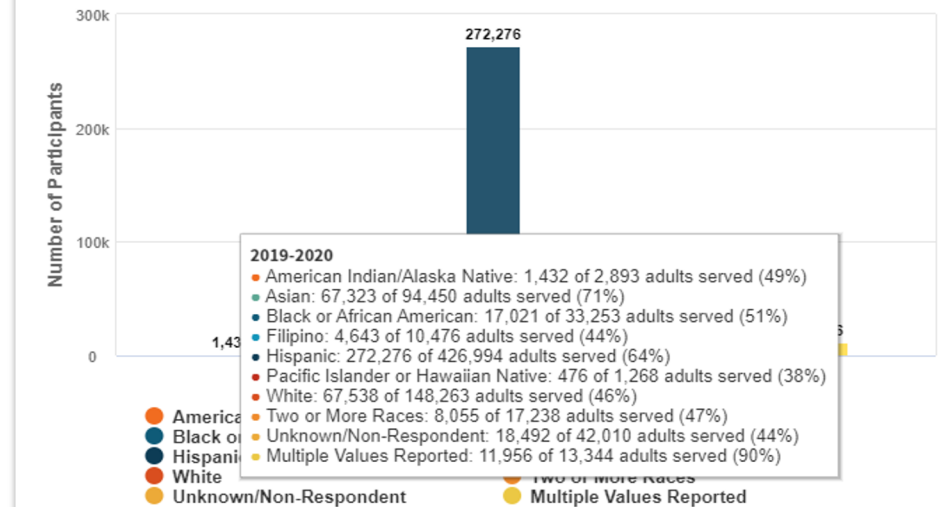
DRILL DOWN

Race/Ethnicity

STUDENT TYPE

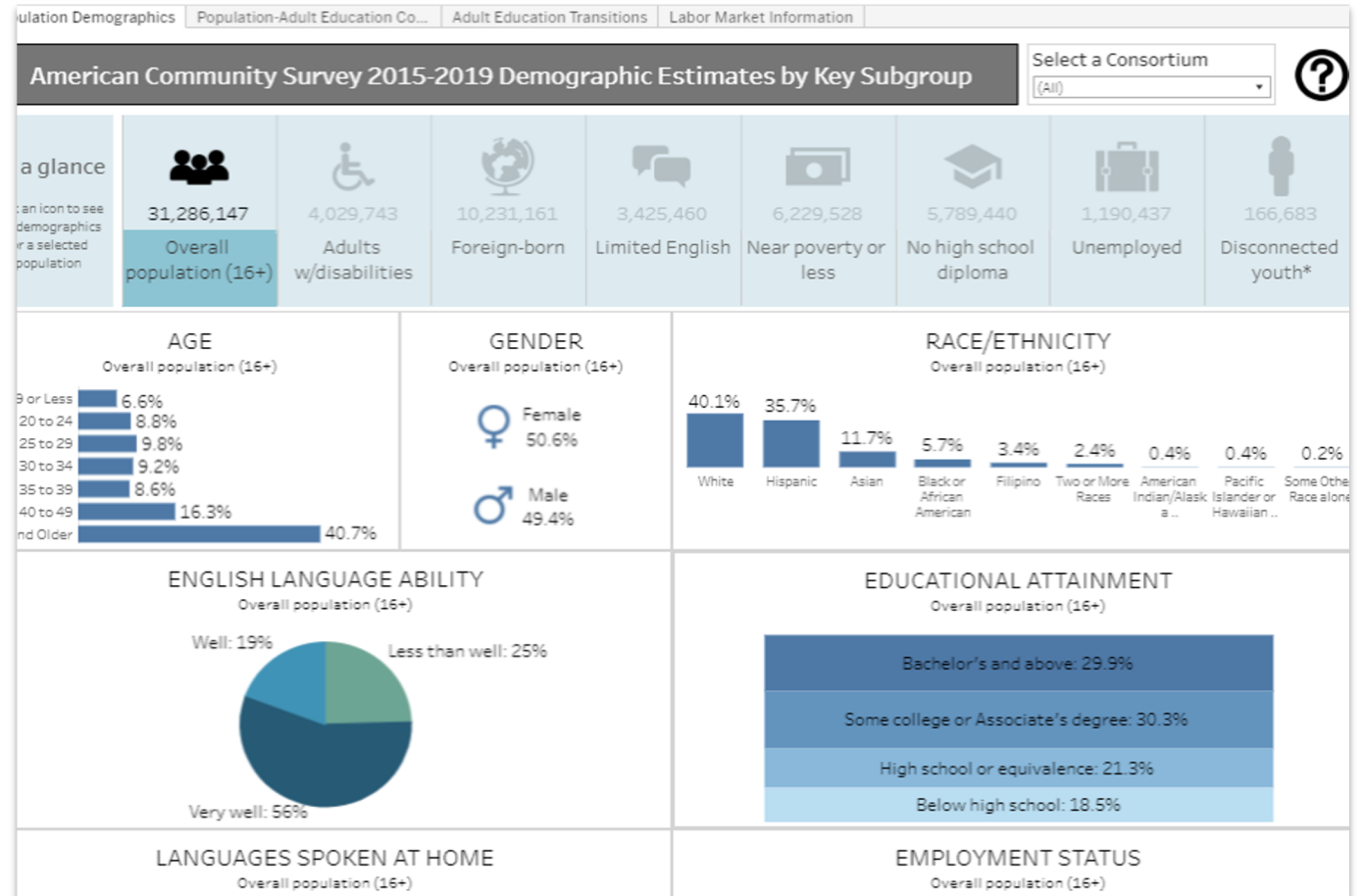
All

Statewide, 2019-2020



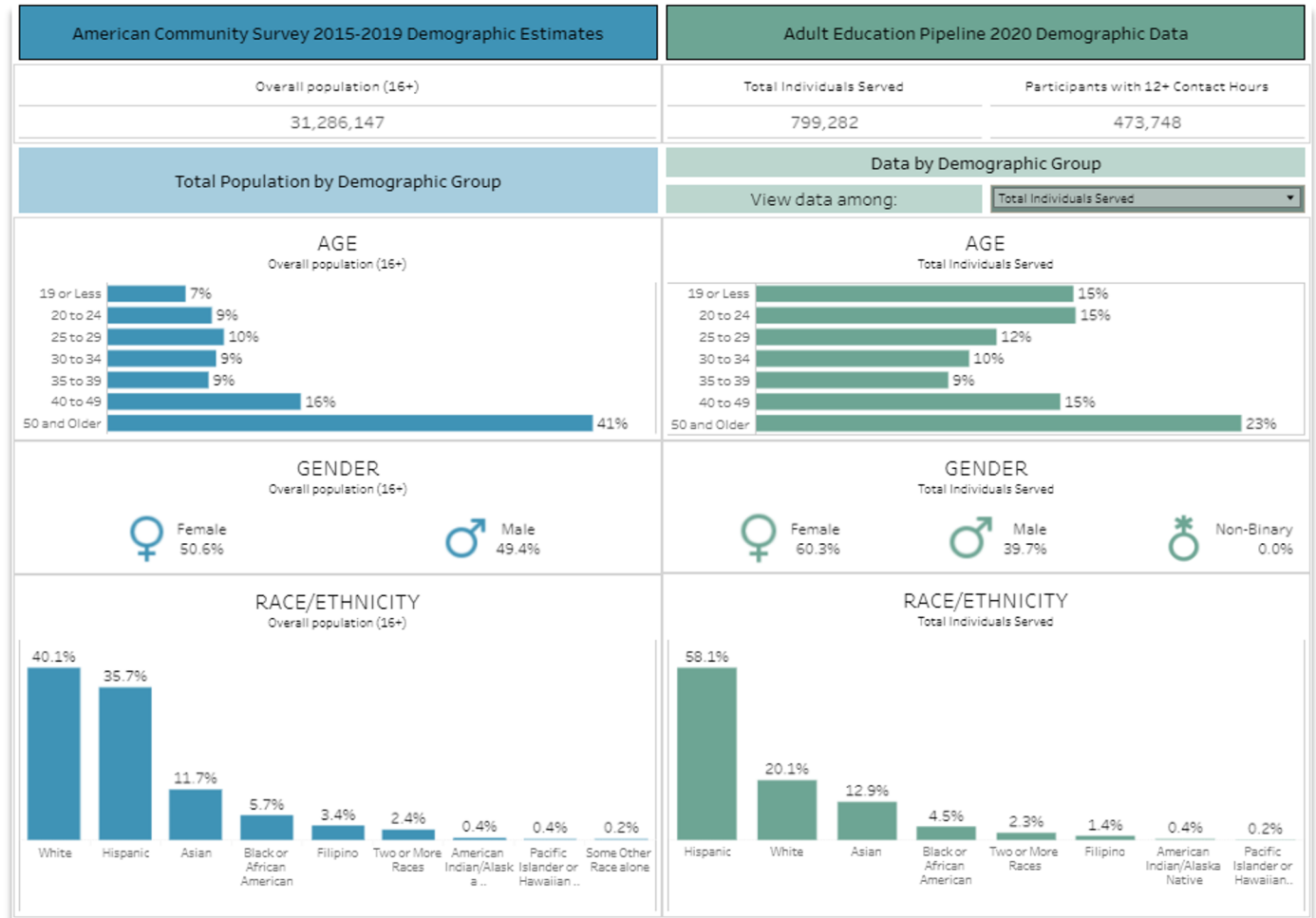
# CAEP Fact Sheet: American Community Survey

- What characteristics define the regional community?
- How do those align with profiles of students currently served by adult education programs?
- Who is not being served by adult education and should be served?
- What characteristics might be barriers to students coming to programs? (i.e. lack of public transportation; times and days of classes, etc.)



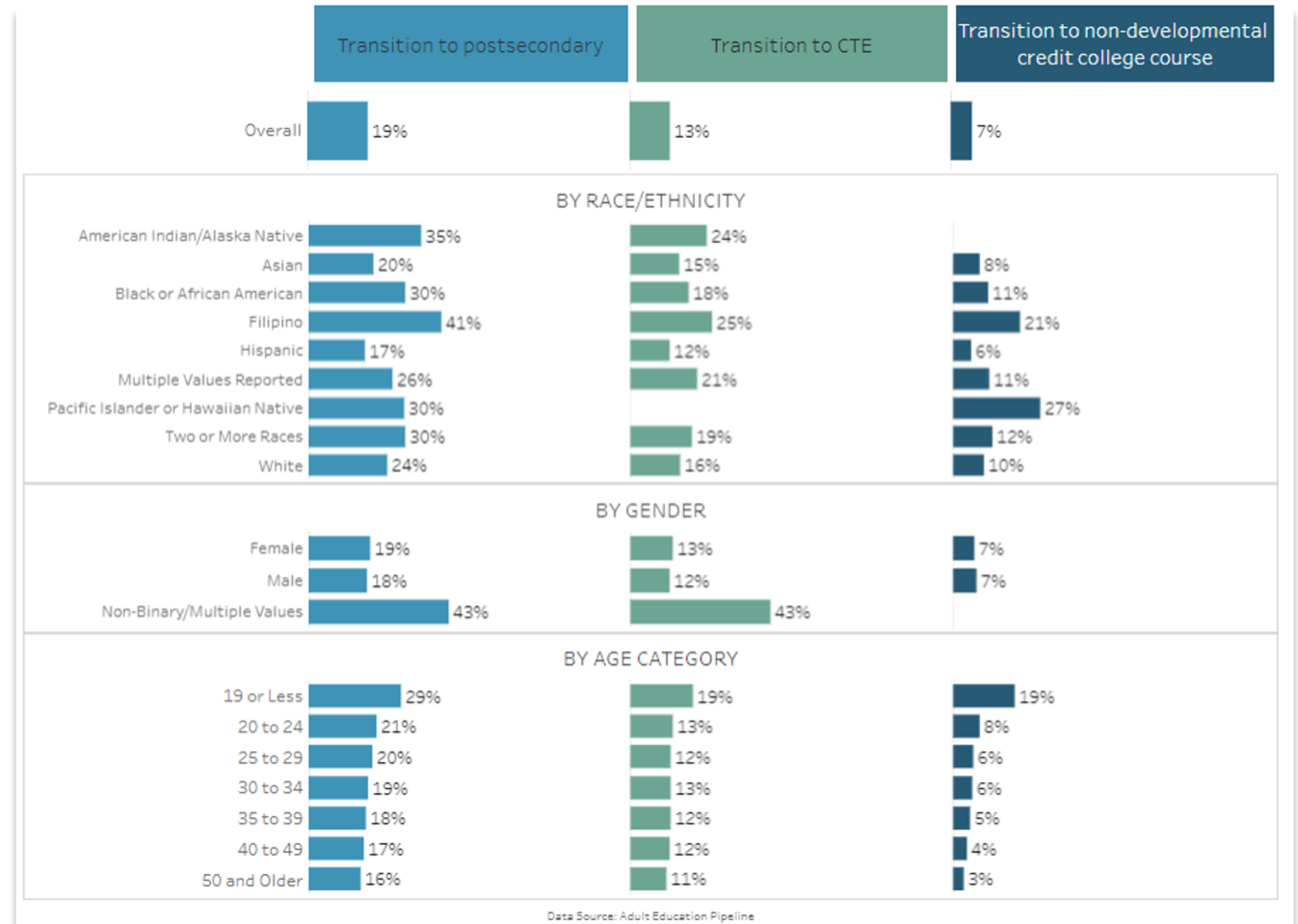
# Demographic & CAEP Learner Comparison

- How do community characteristics align with profiles of students currently served by adult education programs?



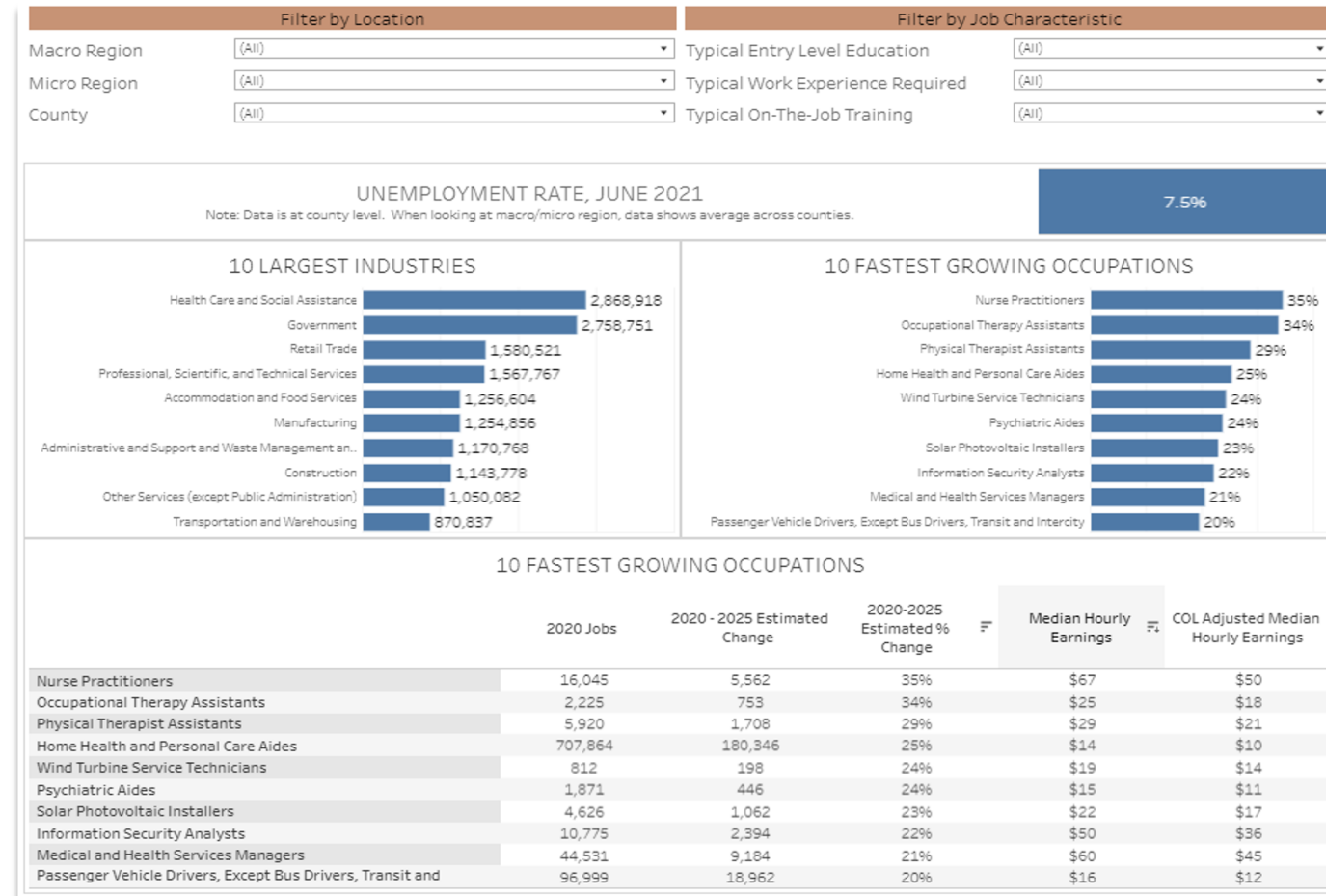
# Transitions

- What outcomes do our current students achieve?
- How do student outcomes compare across different student populations and programs?
- Are particular demographic groups achieving outcomes at higher rates than others?



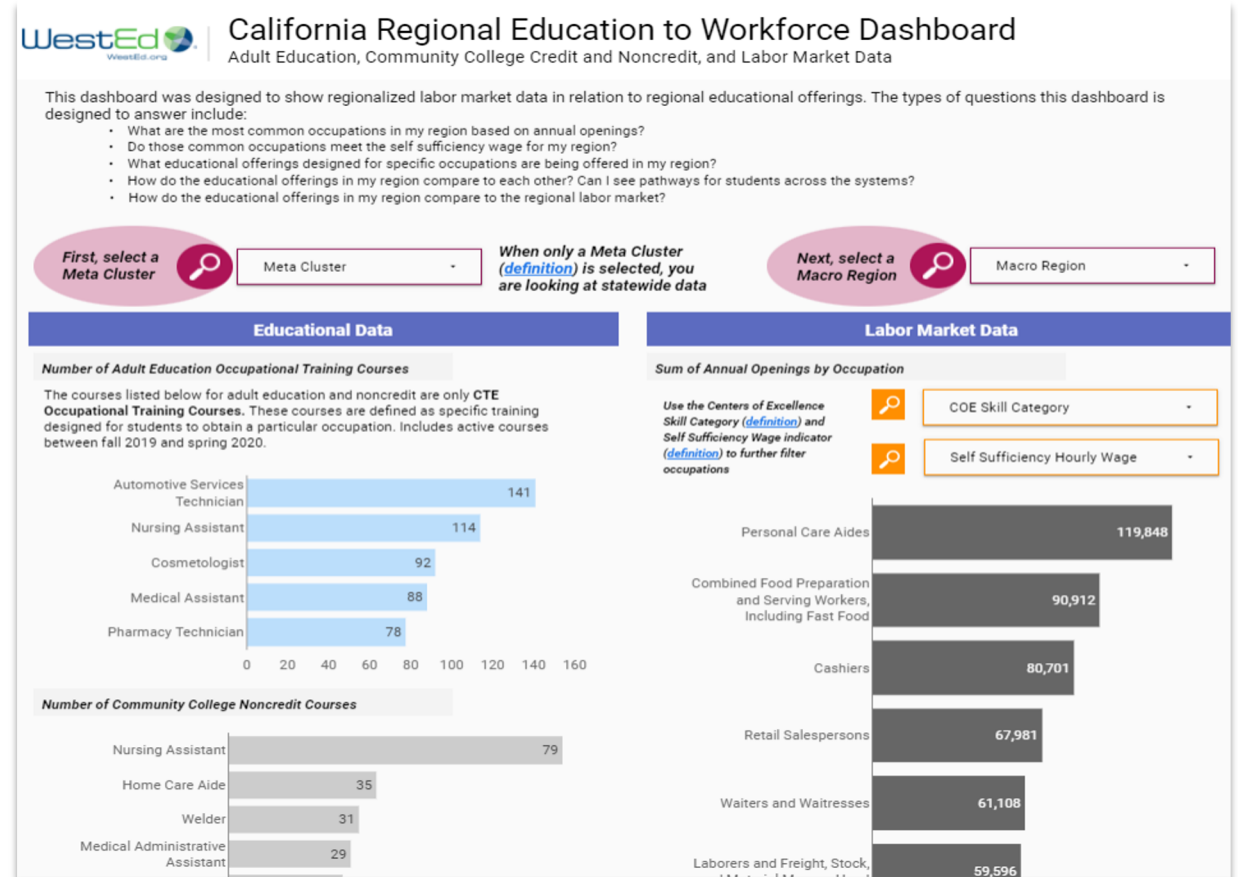
# Labor Market Information Data

- What industries is the region home to?
- What kind of skills are they looking for in their employees?
- What kinds of credentials do they value?
- Are there new industries expected to be moving into the region?
- What needs and goals of students and area employers should be addressed by adult education?
- What needs and goals of students and area employers are currently unmet?



# Educational Offerings & Local Labor Market Information

## California Regional Education to Workforce Dashboard - User Guide







# Let's Talk about Equity



## Our Mindset



*As we reflect, let's remind ourselves to frame our thoughts and inquiry around the systems and programs that exist to serve adult learners. It is important to remind ourselves not to attribute data to the intrinsic qualities of people or groups.*

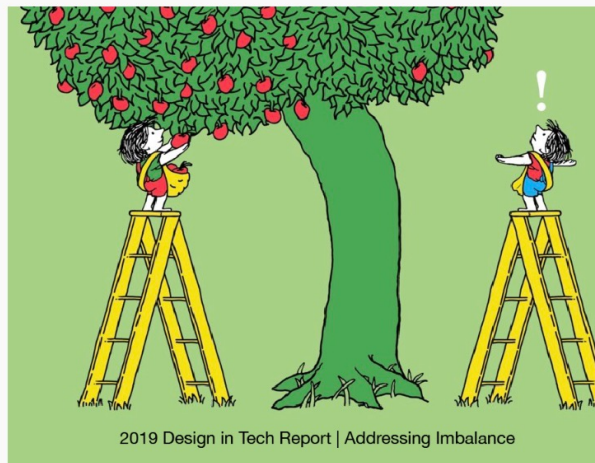
Icon attributed to Flaticon.com



# Have you seen this graphic or something similar?



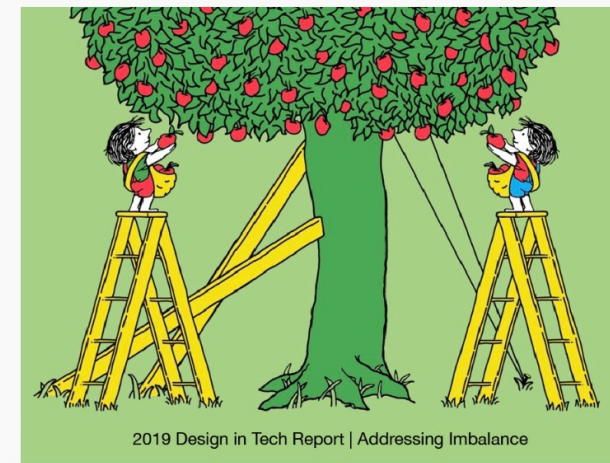
**INEQUALITY**



**EQUALITY**



**EQUITY**



**JUSTICE**

Source: George Washington University, <https://onlinepublichealth.gwu.edu/resources/equity-vs-equality/>; Original Source: “Addressing Imbalance,” by Tony Ruth for the 2019 Design in Tech Report.



## Group Discussion

**Jamboard:** <https://bit.ly/3LBg8UI>



# Why do you work in adult education?



What does equity in adult education mean  
to you?



What are equitable outcomes that you want to see in adult education?

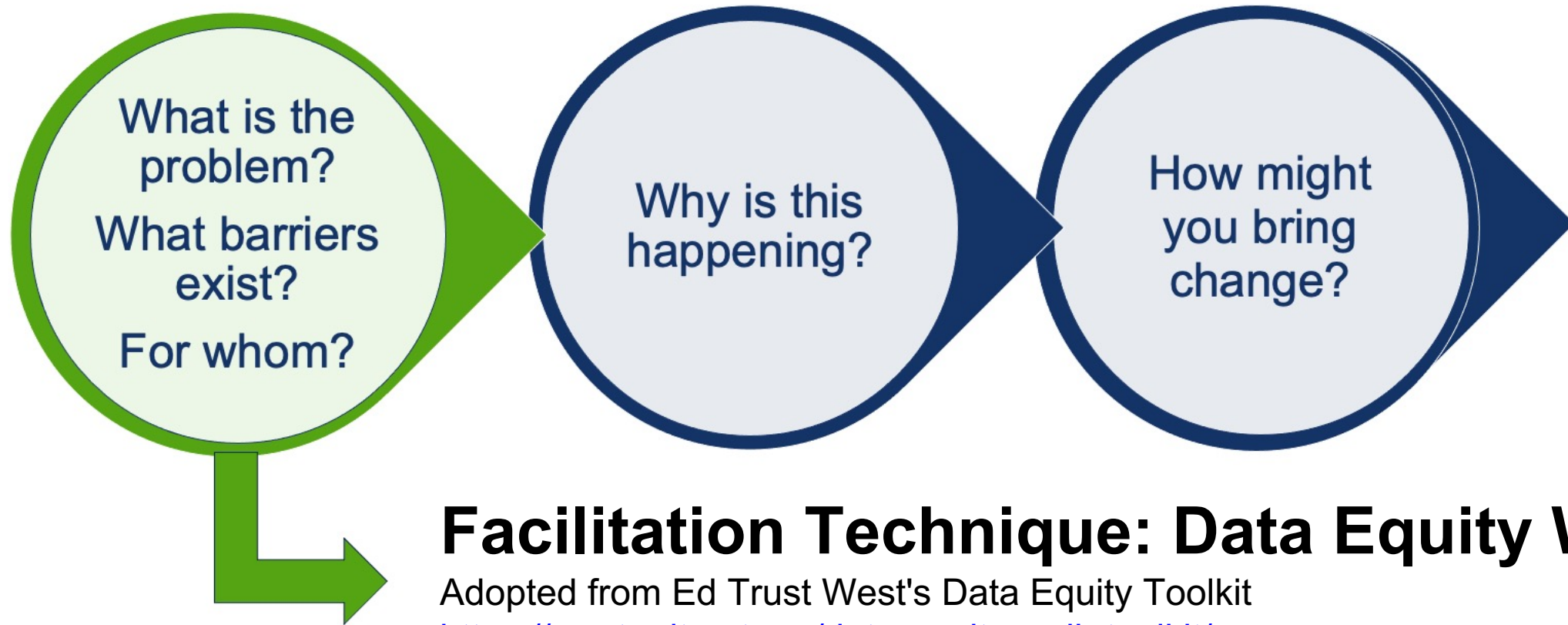


# Data Equity Walk



# Data Informed Practice:

## Guiding Questions to Support Planning



## Facilitation Technique: Data Equity Walk

Adopted from Ed Trust West's Data Equity Toolkit

<https://west.edtrust.org/data-equity-walk-toolkit/>

# About the Data Equity Walk

“A Data Equity Walk is a 45-90 minute activity for any size audience – high school and college students, teachers, district leaders, community members, or others – to engage with education data and discuss equity issues. Participants dive into data that shows education outcomes and exposes gaps between groups of students. The data usually show district or school performance across different measures like student achievement and school climate.

Participants explore the data individually before collectively discussing implications and identifying solutions to address disparities and improve outcomes. Data Equity Walk participation does not require prior experience with data and is geared toward all audiences.” – **Education Trust West**



Photo attributed to The Education Trust West

We are going to walk through four slides on data from the Adult Education Pipeline.

As we look at data to determine inequities, reflect and record.

**Jamboard:** <https://bit.ly/3sayUKr>



*As you reflect, remember to frame your thoughts and inquiry around the systems and programs that exist to serve learners. Remind yourself not to attribute data to the intrinsic qualities of people or groups.*

Icon attributed to Flaticon.com

# What do you notice?

**Reflection 1:**

**Reflection 3:**

**Reflection 2:**

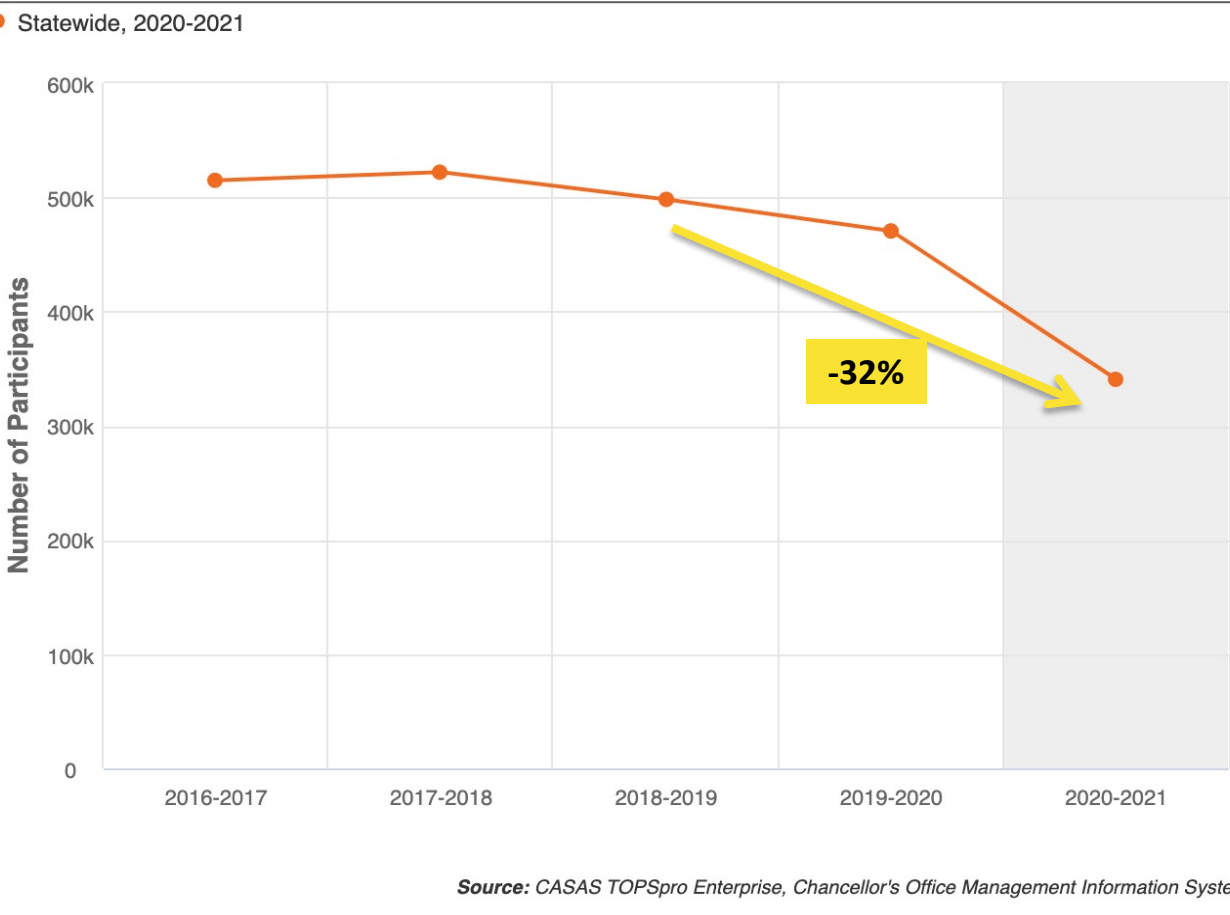
**Reflection 4:**

**What else do you want to know? What additional information do you need as you move forward in the planning process?**

A large, empty rectangular box with a thick yellow border, occupying the lower two-thirds of the page. It is intended for a user to write their response to the question above.

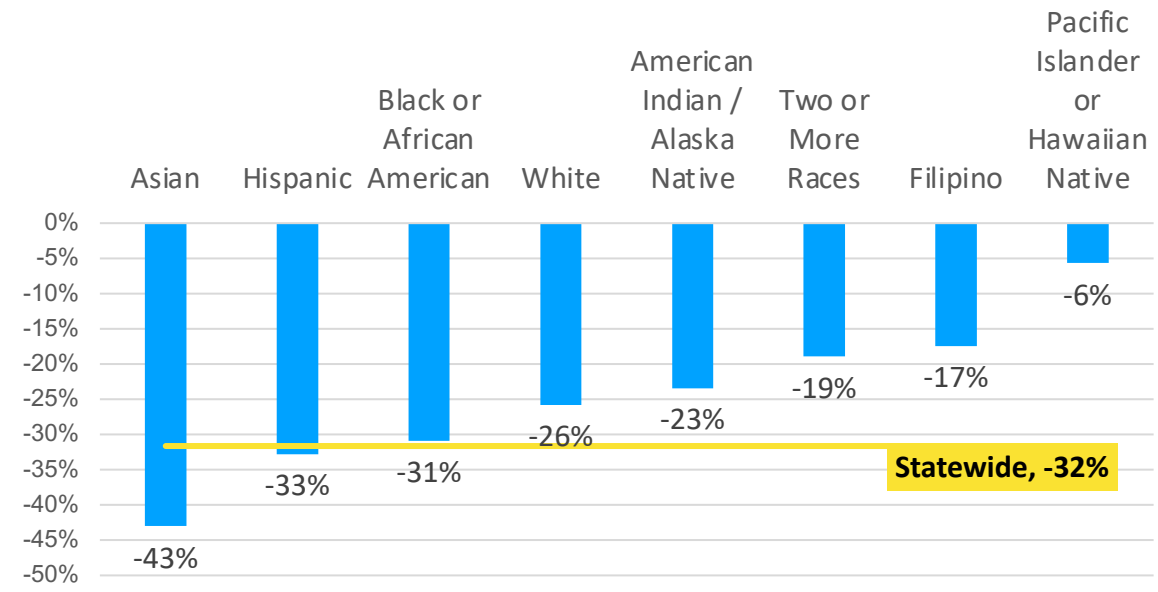
## Students with 12+ Instructional Contact Hours (Participants)

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.



# Reflection 1: Decline in CAEP Students During the Pandemic

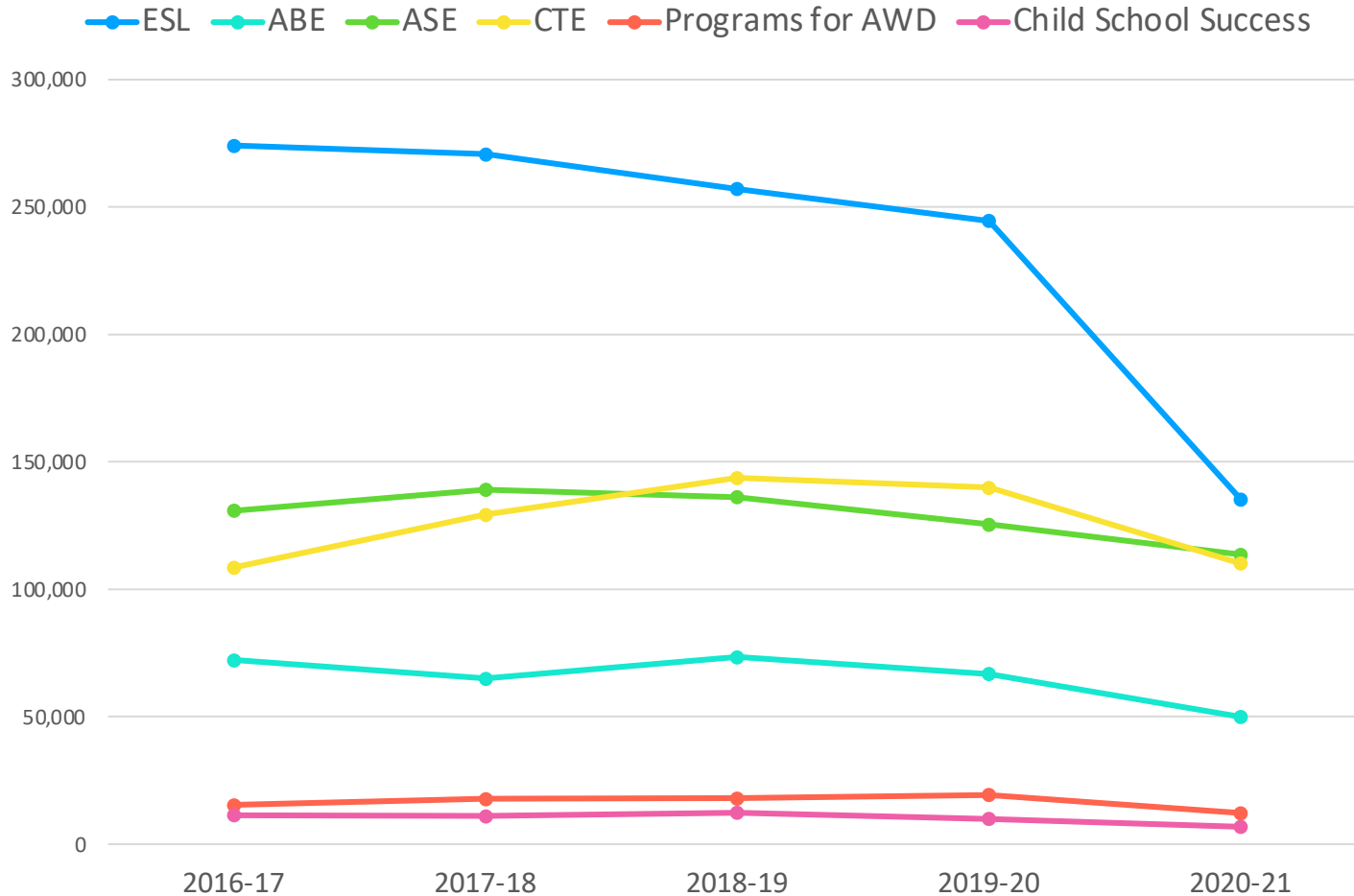
## Change in Participants by Race / Ethnicity 2018-19 to 2020-21



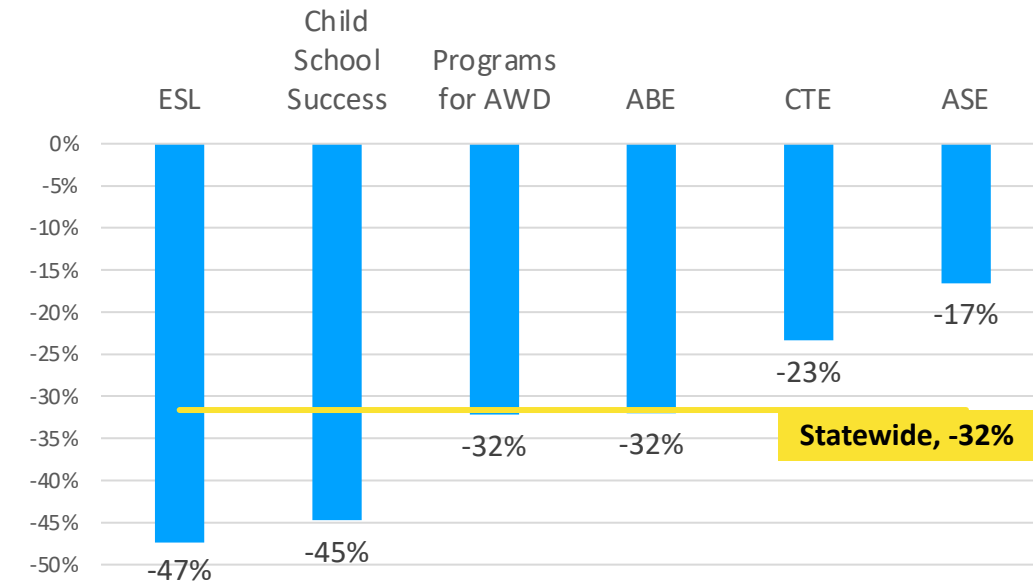
**Note:** Due to the continued challenges noncredit community college institutions have faced in reporting student attendance hours for noncredit distance education courses, the hour threshold requirement in this metric is not enforced for noncredit community college students during Covid-impacted terms (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. ?

# Reflection 2: Decline in CAEP Students During the Pandemic by Program Area

## Number of Participants by Program Area



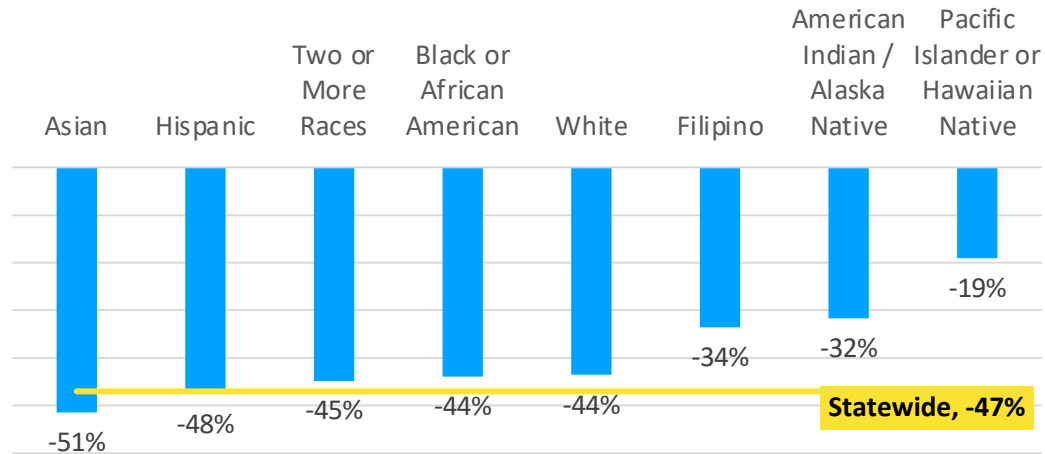
## Change in Participants by Program Area 2018-19 to 2020-21



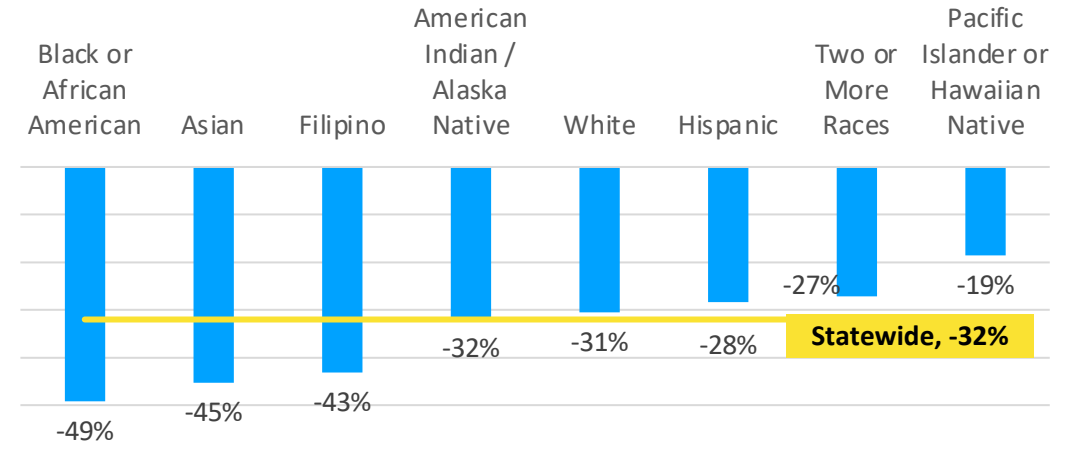
# Reflection 3: Decline in CAEP Students During the Pandemic by Program Area and Race / Ethnicity

(Change in Participants between 2018-19 and 2020-21)

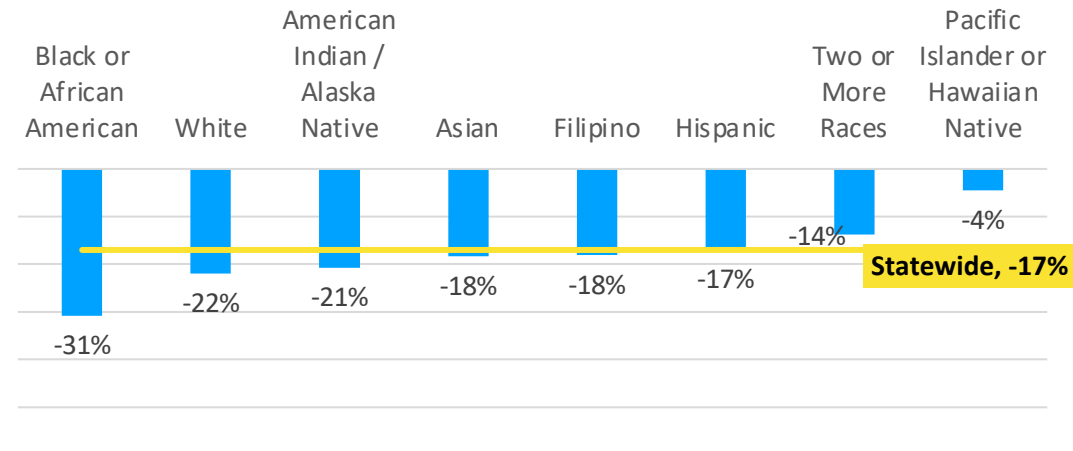
## ESL



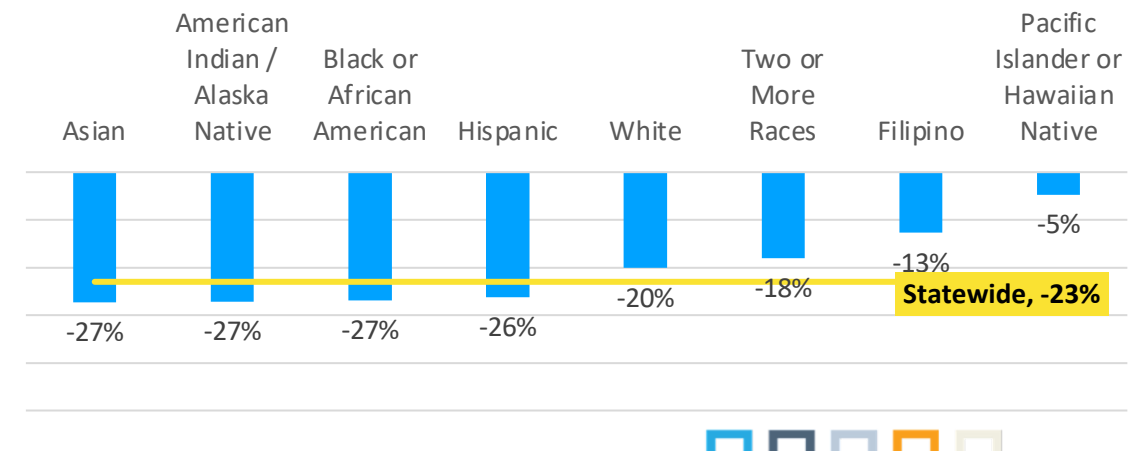
## ABE



## ASE



## CTE



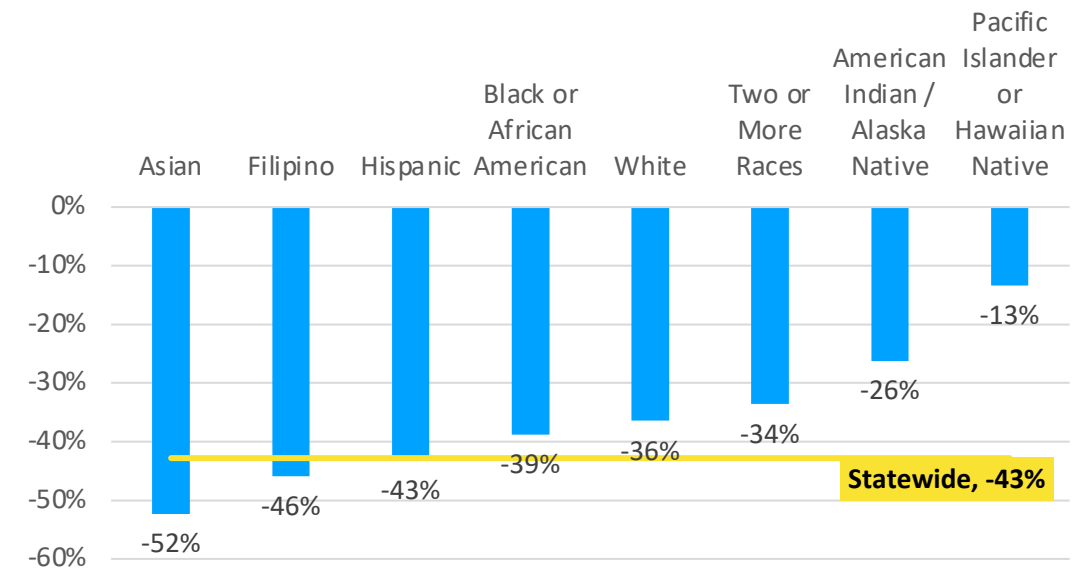


# Reflection 4: Diploma / GED / HSE Completion by Race / Ethnicity

## Number of Participants that Earned a Diploma, GED, or High School Equivalency

Race / Ethnicity	2018-19	2020-21
American Indian / Alaska Native	145	107
Asian	1,118	533
Black or African American	1,163	712
Filipino	259	140
Hispanic	14,380	8,173
Pacific Islander or Hawaiian Native	15	13
White	3,129	1,989
Two or More Races	652	433
Unknown / Non-Respondent	217	52
Multiple Values Reported	525	202
<b>Statewide</b>	<b>21,603</b>	<b>12,354</b>

## Change in Participants that Earned a Diploma, GED, or High School Equivalency 2018-19 to 2020-21



**Reminder:** The number of Participants in ASE declined by 17% during the time period.



# Discussion

What did you notice?

What else do you want to  
know?

<https://bit.ly/3sayUKr>

# Resources for Facilitating Conversations at Your Institution

- Data Equity Walk Toolkit: <https://west.edtrust.org/data-equity-walk-toolkit/>
- Ground rules and tools for facilitating discussions around diversity and equity: <https://www.ucar.edu/who-we-are/diversity-inclusion/community-resources/ground-rules-tools>



# After the Data Equity Walk: What's next?

# Data Informed Practice:

## Guiding Questions to Support Planning

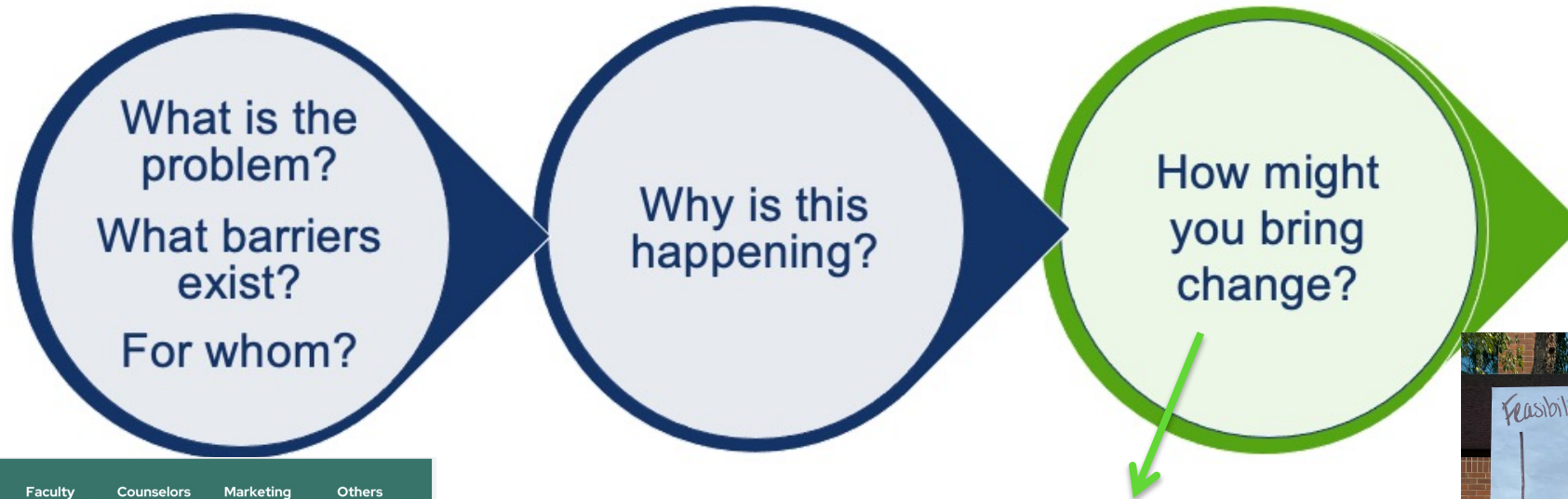


Pull additional data:  
dig deeper!

Collect qualitative data to understand root causes:

- Student interviews
- Focus groups
- Surveys

# Data Informed Practice: Guiding Questions to Support Planning



**Creative Matrix**

	Administrators	Faculty	Counselors	Marketing	Others
Enrollment	Write here Work on recruiting college processes, specifically into adult literacy programs.	Write here	Connect students with resources i.e. student support services.	Targeted marketing to Pell-recipients	Write here Research non-traditional market
Course Success	Write here	Allow class time to show case support services	Write here	Write here	Write here Embedded tutors in all gen ed courses
Persistence	Write here	Include guidance about financial aid in application course syllabi	Write here	Write here	Write here Peer groups to support
Other Ideas	Write here	Write here	Write here	Write here	Write here Intersectional male support group(s)

Group 1

**Collaborative Planning:**  
Partner engagement  
Collective brainstorming  
Resource mapping  
Impact feasibility matrix







# Final Questions & Thoughts

# 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





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



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



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