



Introduction to the Adult Education Pipeline Dashboard

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Today's Presenters



Blaire Willson Toso
Senior Program Manager
btoso@wested.org



Jessica Keach
Senior Research Associate
jkeach@wested.org



Ayanna Smith
Program Coordinator II
asmith5@wested.org



Chancellor's Office Welcome



Mayra Diaz
CAEP Program Lead Chancellor's
Office

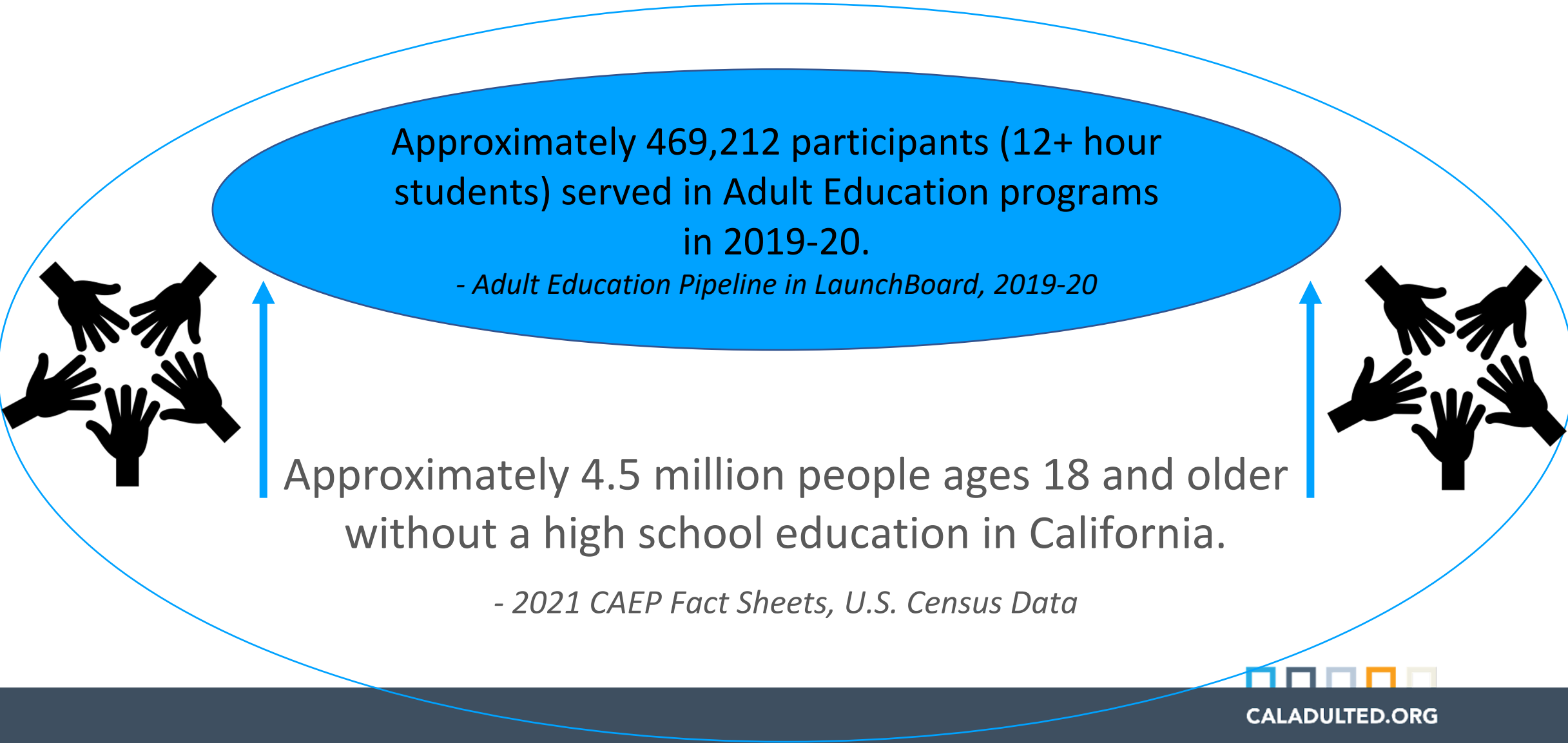


Lindsay Williams
CAEP Program Assistant
Chancellor's Office

Today

- Introductions
- LaunchBoard Overview
- Adult Education Pipeline
- Key Terms
- Highlighted Dashboard Features
- Three-Year Planning Metrics
- What's coding got to do with it?
- Adult Education Pipeline Resources
- Live Demonstration

Data That Inspires Us



Approximately 469,212 participants (12+ hour students) served in Adult Education programs in 2019-20.

- Adult Education Pipeline in LaunchBoard, 2019-20

Approximately 4.5 million people ages 18 and older without a high school education in California.

- 2021 CAEP Fact Sheets, U.S. Census Data

Introductions

Type in the chat:

1. Name & Institution
2. A data point or thought that can inspire us to work together to support adult learners in reaching their goals





Student Success Metrics

Student Success Metrics

View student progression along various educational journeys, from recruitment to completion, transfer, and the workforce.

[Explore](#)



College Pipeline

Community college offerings, student characteristics, milestones, completion, and employment outcomes to support program review and planning.

[Explore](#)



Adult Education Pipeline

Comprehensive, multi-level data on student demographics, enrollment, outcomes, types of services received, and employment using new adult education data and accountability metrics.

[Explore](#)



Strong Workforce

Completion and employment data for examining long-term outcomes.

[Explore](#)



K12 CTE Transition

Examine outcomes for high school CTE students after they enroll in community college.

[Explore](#)



Guided Pathways

First-year momentum points for evaluating college redesign efforts.

[Explore](#)



Resources

Access infographics, short videos, and guides to learn how to use LaunchBoard information to support educational improvement efforts.

[Explore](#)

LaunchBoard

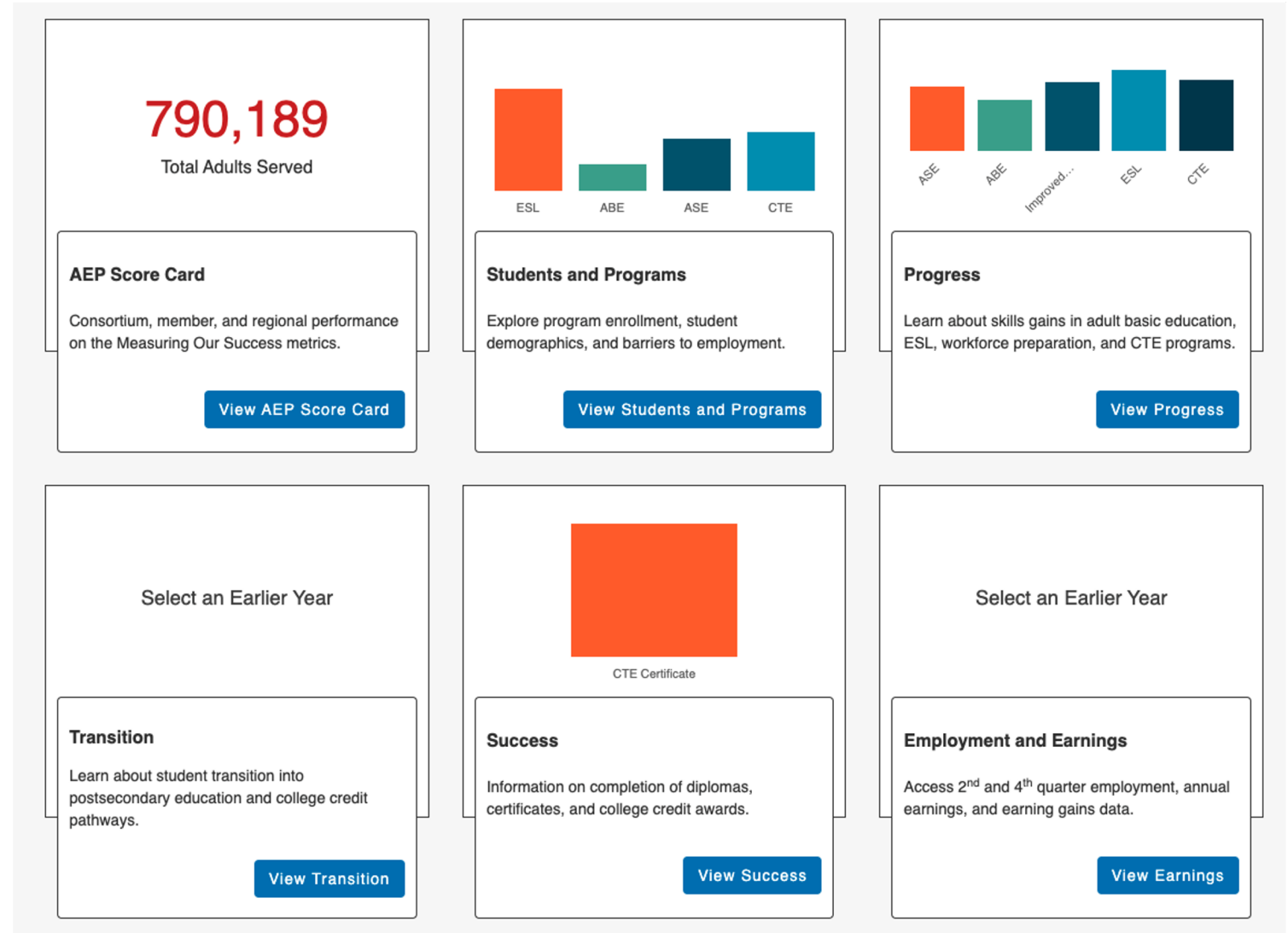
www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx

LaunchBoard Development Team



CALADULTED.ORG

Adult Education Pipeline Dashboard





Adult Education Pipeline: Purpose

- To improve educational practice and economic mobility for adult learners
- Used by consortia to develop and track progress on their three-year plans and annual updates submitted to the state
- To identify consortia who are struggling and may need technical assistance from the CAEP Technical Assistance Provider(s)



Alignment with Vision for Success Goals

- Completion (associate degrees, credentials, certificates, and skill attainment)
- Transfer to UC or CSU
- Average number of units to associate degree completion
- Employment in field of study
- Reduce equity gaps across all of the above
- Reduce regional achievement gaps across all of the above



We compare it to local census data to help increase services and recruitment efforts.

We use the AEP Dashboard data to set a common understanding of our work. It brings all the pieces of the work from different members together. It offers a unified picture of what we are doing and what we should be doing.

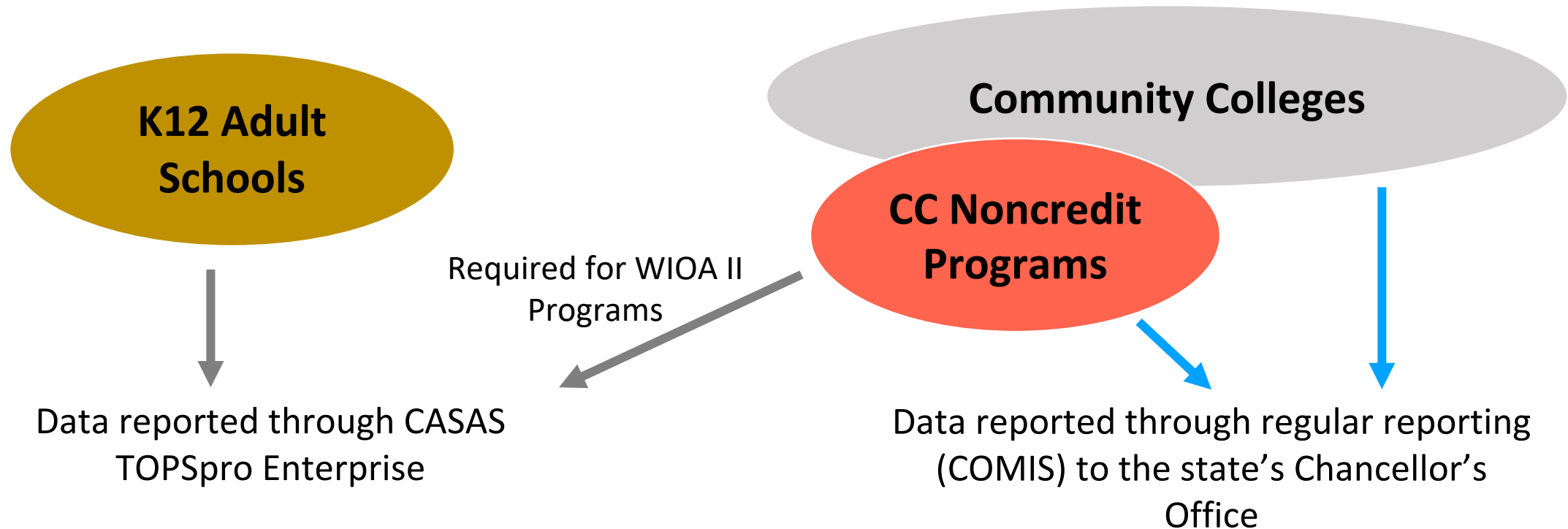
The AEP helps us ask and explore questions.

Helps us identify gaps or areas to target

The drilldowns help us ask questions about who we are serving and who we should be serving.

How Does CAEP Data Reporting Work?

A Tale of Two Data Systems





Updated Yearly: Why make changes?



ALIGN TO OTHER
DASHBOARDS



FEEDBACK FROM
THE FIELD

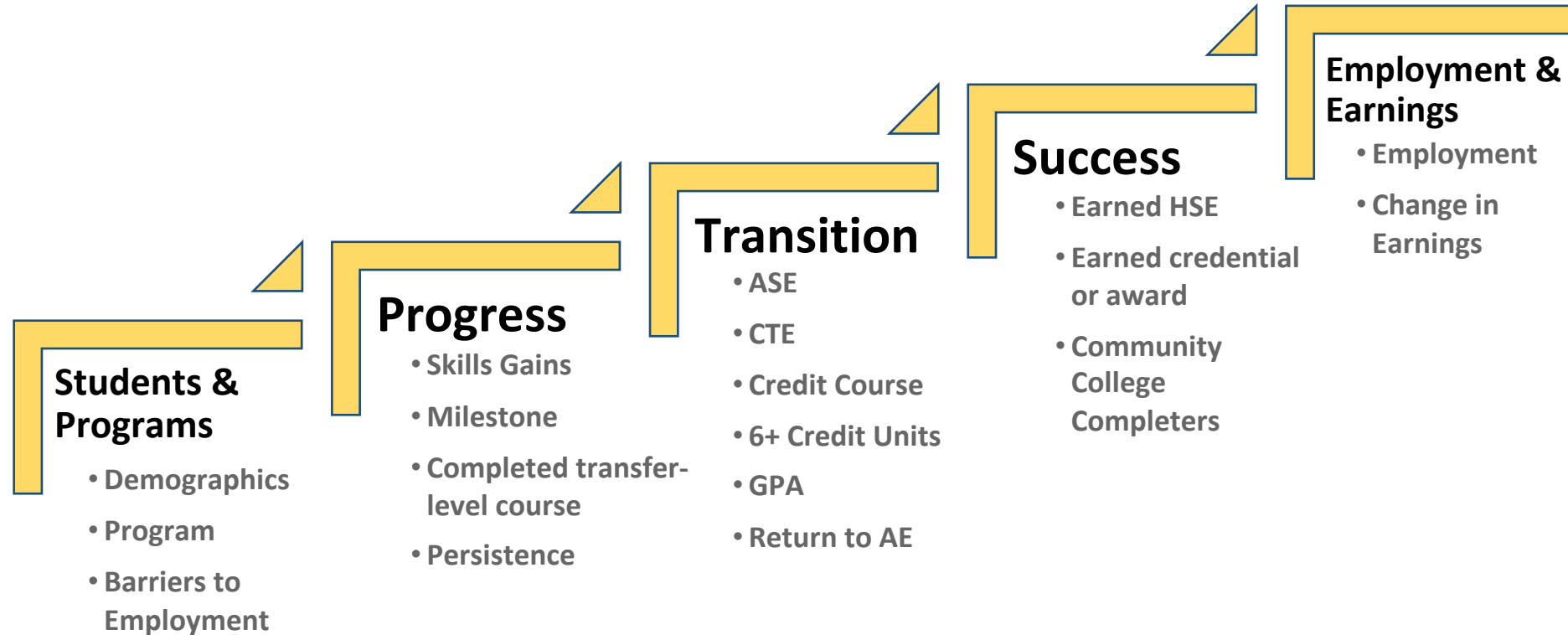


IDENTIFY A
CODING ERROR



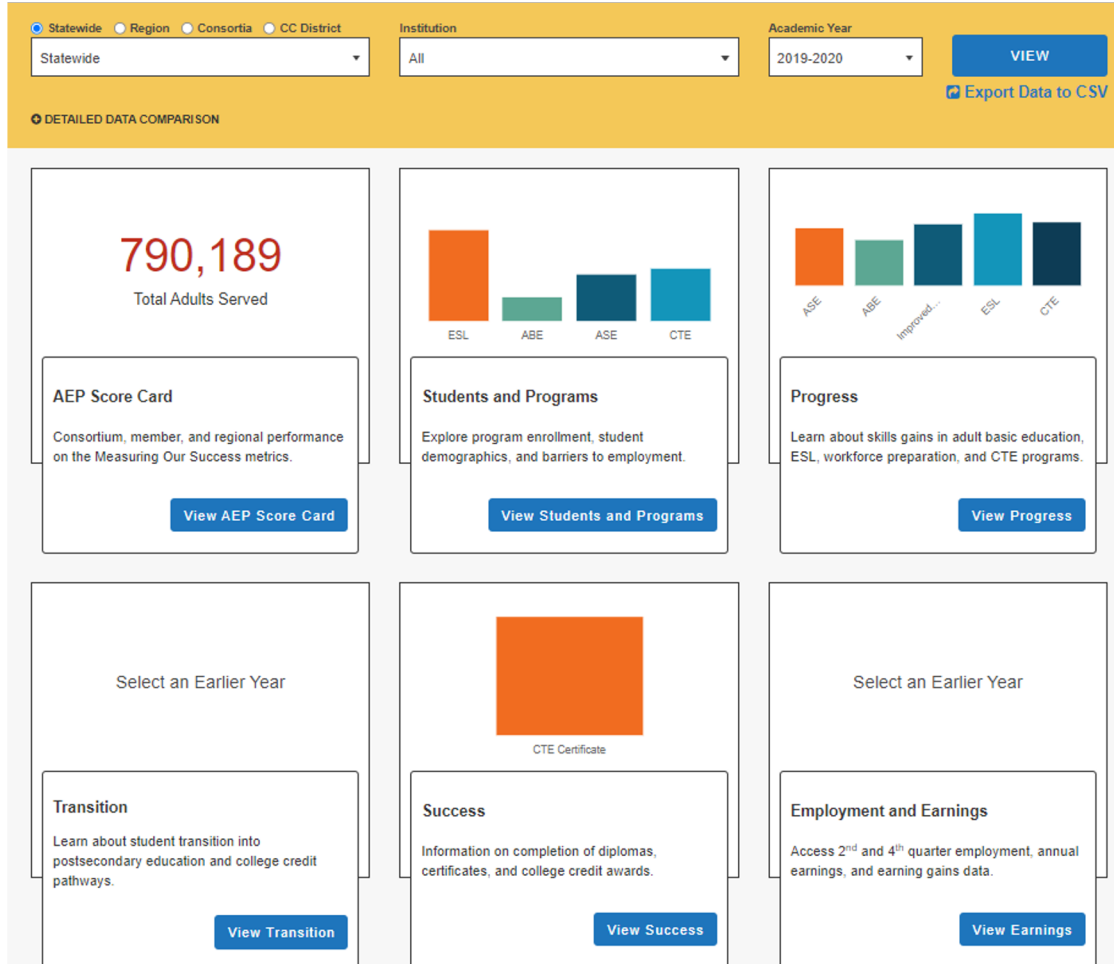
PRECISION OF
DEFINITIONS

Learner Journey



Key student progress metrics captured across Learner Journey
(no matter how long or short)

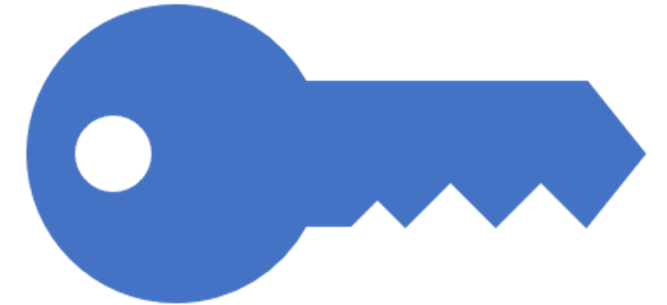
AEP Dashboard Features



1. Visualize by region, consortium institution, and program year
2. Six high level live metrics on (tiles) organized by student momentum points
3. AEP Score Card with Measuring our Success reporting metrics
4. Summary infographic in each page focused on a key data point or question
5. Detailed data charts
6. Disaggregate by race/ethnicity, gender, age, program, and first time/continuing
7. Comparison view



A Few Key Terms





De-Duplication or Student Matching

- LaunchBoard dashboards use a **derived key (last, first, DOB, gender)** to identify unique students across multiple data sources.
- Students appear only once in the dashboard.





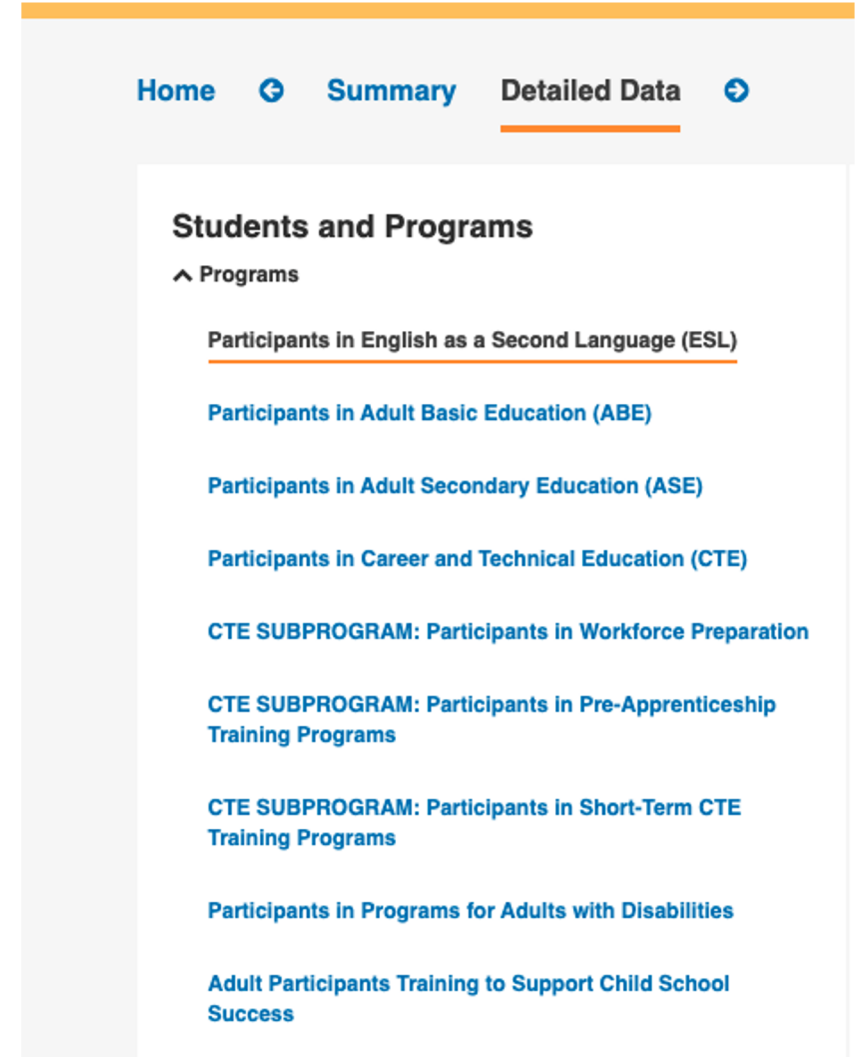
Key Student Type Definitions

- **Reportable Individuals:**
 - 1 or more hours of instruction or positive attendance hours, and / or
 - Received services at a K12 adult school or noncredit services at a community college
- **Participants:**
 - Received 12+ hours of instruction or positive attendance hours in an adult education program area
 - Most used denominator (outcomes are only tracked for participants)
 - Cumulative across CAEP program areas
 - Across institutions

Note: Due to challenges noncredit community college institutions faced in reporting positive attendance hours in MIS for SX05 during Covid-19 impacted terms, the hour thresholds are not required for noncredit community college students to be counted as reportable individuals or participants in Spring 2020. During this timeframe, only an enrollment is required.

CAEP Program Areas

- English as a Second Language (ESL)
- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- Career Technical Education (CTE)
 - Workforce Preparation
 - Pre-Apprenticeship
 - Short-term CTE
- Adults with Disabilities
- Training to Support Child School Success



The screenshot shows the 'Detailed Data' section of the CALADULTED.ORG website. The navigation bar at the top includes 'Home', 'Summary', and 'Detailed Data' (which is underlined). Below the navigation bar, the section is titled 'Students and Programs'. Under this title, there is a sub-section 'Programs' with a list of links: 'Participants in English as a Second Language (ESL)' (underlined), 'Participants in Adult Basic Education (ABE)', 'Participants in Adult Secondary Education (ASE)', 'Participants in Career and Technical Education (CTE)', 'CTE SUBPROGRAM: Participants in Workforce Preparation', 'CTE SUBPROGRAM: Participants in Pre-Apprenticeship Training Programs', 'CTE SUBPROGRAM: Participants in Short-Term CTE Training Programs', 'Participants in Programs for Adults with Disabilities', and 'Adult Participants Training to Support Child School Success'.



Denominator & Numerator

Denominator: The total number of students who can be identified in a metric (e.g., all students who identify as female and enrolled in ESL)

Numerator: The total number of students who MEET the criteria of the metric.

Example: Educational Functioning Level

- **Denominator:** Participants, Enrolled in ESL, ABE, or ASE programs
- **Numerator:** Denominator + Completed an EFL Level by Pre-test vs Post-test OR Course progression in the same program area



Lagging Metric

Example: Employment & Earnings

Data provided for Launchboard	Data published to Launchboard	Student Exits	Data provided for Launchboard	Verification of non-enrollment	If no enrollment; seek data from Y1 UI wage files for employment 2 nd & 4 th Q after exit	Retroactively populate previous year's employment data and published in latest version of dashboard
Spring Y1	Spring Y1	Spring Y1	Spring Y2	Spring Y2	Spring Y2	Spring Y2





Highlighted Dashboard Features

How do I find my CAEP ScoreCard Metrics?

Adult Education Pipeline: Overview

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

Statewide Region Consortium CTE District
Statewide All 2019-2020 VIEW
Export Data to CSV

790,189
Total Adults Served

AEP Score Card
Consortium, member, and regional performance on the Measuring Our Success metrics.
View AEP Score Card

Students and Programs
View Students and Programs

Progress
View Progress

Select an Earlier Year

CTE Certificate

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

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

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

Home Summary Detailed Data

The AEP Score Card provides a snapshot view of the metrics reported annually to the legislature for Adult Education in California.

DRILL DOWN
Time Trend

- ✓ Total Reportable Individuals: 790,189
- ✓ Students with 12+ Instructional Contact Hours (Participants): 469,212
- ✓ Completed One or More Educational Functioning Levels : 114,696
- ✓ Completed a Workforce Preparation Milestone: 45,318
- ✓ Transition to Postsecondary: –
- ✓ Participants Who Earned a Diploma, GED, or High School Equivalency: 14,682
- ✓ Participants Who Completed a Postsecondary Credential: 34,863
- ✓ Employment Two Quarters After Exit: –
- ✓ Employment Four Quarters After Exit: –
- ✓ Change in Earnings: *
- ✓ Median Annual Earnings : *

Setting Filters

The filters allow statewide, regional, consortium and institution level views and different program years.

Adult Education Pipeline: Overview

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

☒ Statewide ☐ Region ☐ Consortia ☐ CC District

Statewide

Institution

All

Academic Year

2019-2020

2019-2020

2018-2019

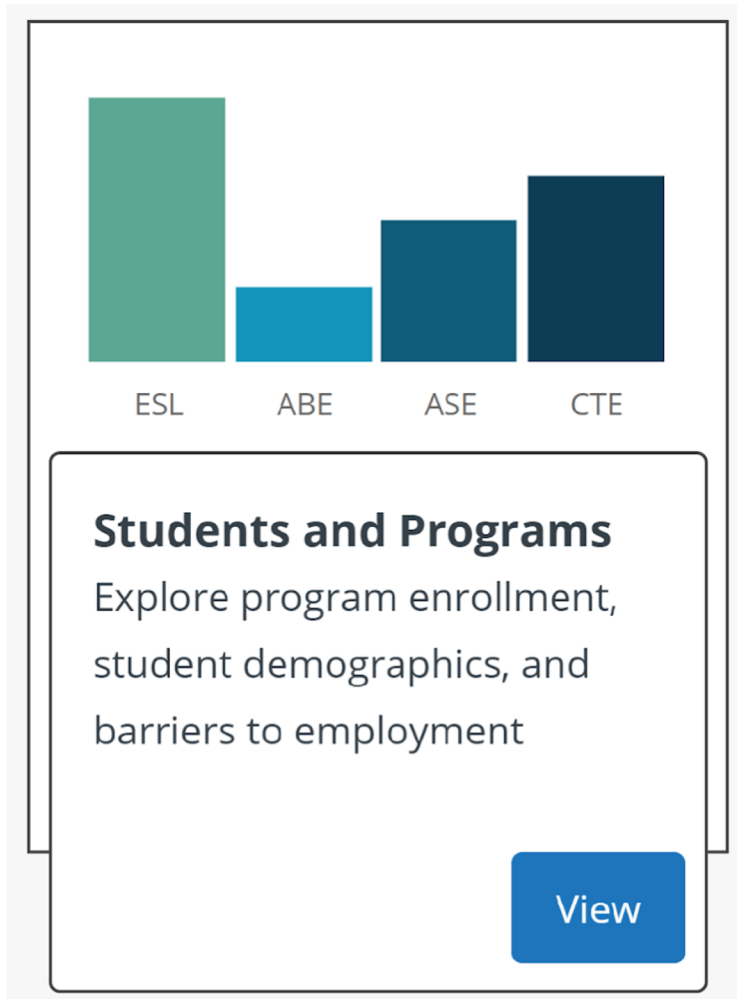
2017-2018

2016-2017

VIEW

Export Data to CSV

DETAILED DATA COMPARISON



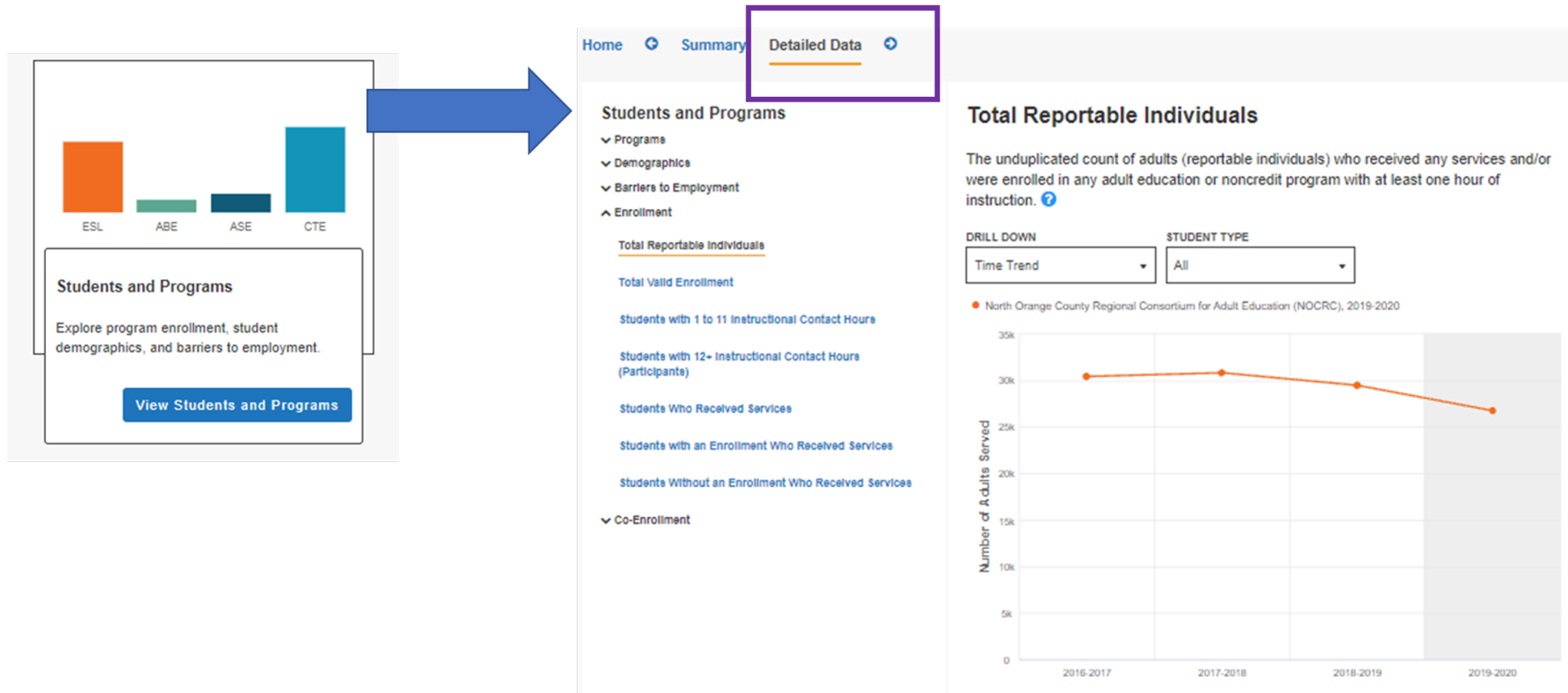
Data Tiles

Each tile has a live graphic and corresponds to a component of student journey.

This tile helps practitioners look at enrollment and the characteristics and enrollment patterns of students.

Detailed Data

How Many Learners Became Participants?



Disaggregation for more detailed information

Most progress, transition, completion, and employment metrics can be disaggregated by population and program

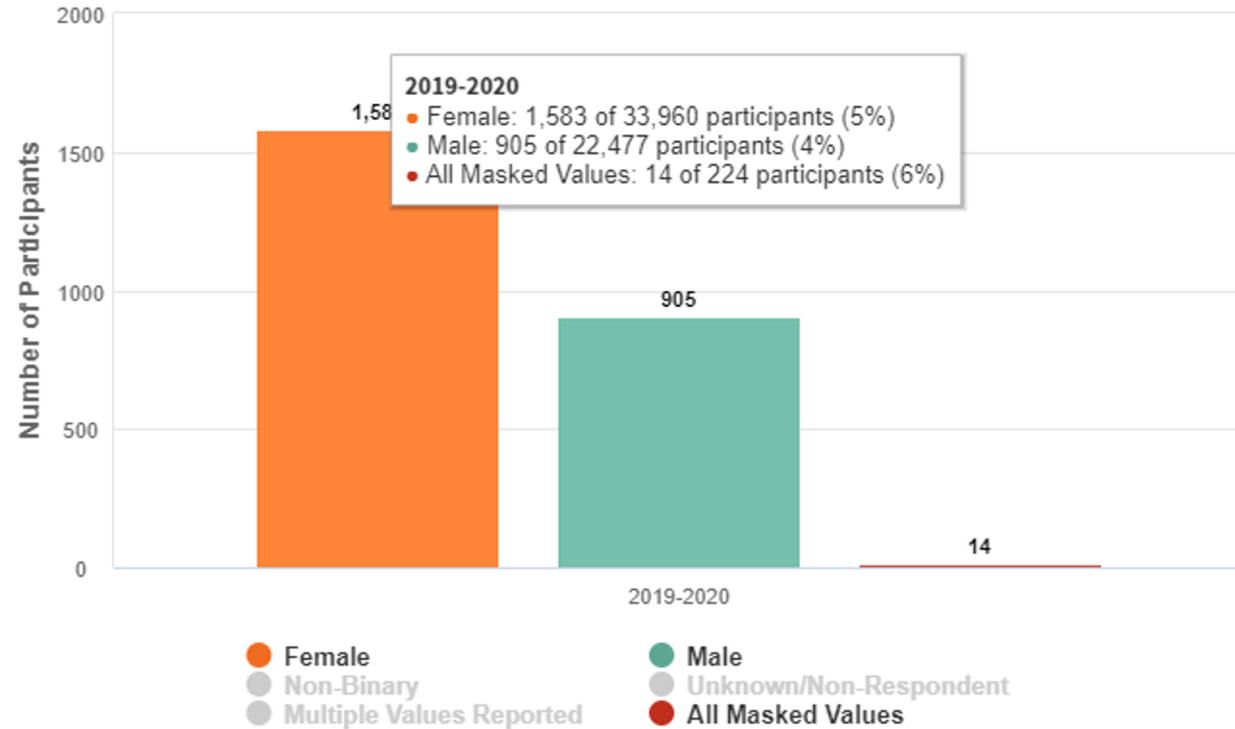
Among all participants, the number who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in a noncredit career education or workforce preparation course in the selected year. [?](#)

DRILL DOWN
Gender

PROGRAM TYPE
ASE

STUDENT TYPE
Returning or Continuing

● Statewide, 2019-2020



Digging Into Equity

*What is the
demographic
makeup of
participants?*

Students and Programs

- ✓ Programs
- ✓ Demographics
- ✓ Barriers to Employment
- ^ Enrollment

Total Reportable Individuals

Total Valid Enrollment

Students with 1 to 11 Instructional Contact Hours

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

Students Who Received Services

Students with an Enrollment Who Received Services

Students Without an Enrollment Who Received Services

- ✓ Co-Enrollment

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

Time Trend

Gender

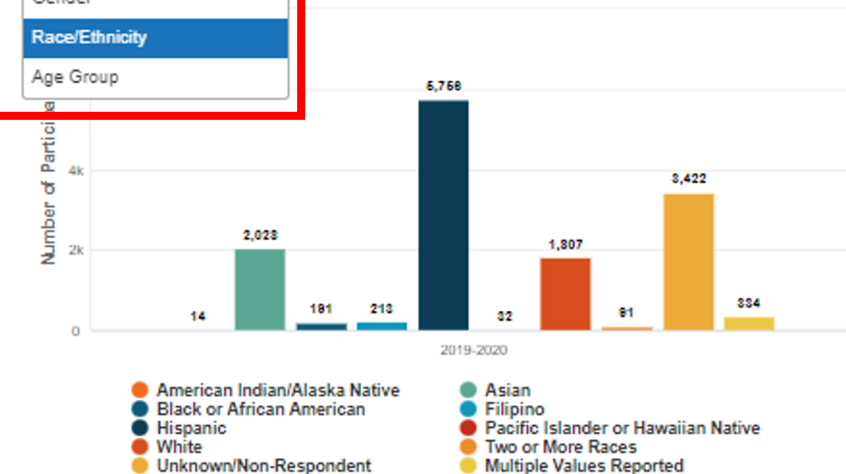
Race/Ethnicity

Age Group

STUDENT TYPE

All

Report for Adult Education (NOCRC), 2019-2020



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

[Technical Definition](#)

You may want to compare to your local demographics to see if there are possible learners you are missing: [CAEP Fact Sheets](#)

Who Is Making Transitions?

☒ Statewide
 ☐ Region
 ☐ Consortia
 ☐ CC District

Institution:
 Academic Year:
[VIEW](#)

[Export Data to CSV](#)

[DETAILED DATA COMPARISON](#)

14% to ASE

21% to Postsecondary

Transition

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

[View Transition](#)



Home [Summary](#) [Detailed Data](#)

Transition

- Transitioned to ASE
- Transition to Postsecondary
- Transition to CTE
- Transition to Non-Developmental Credit College Course
- Completed 6+ College Credit Units
- Community College GPA 2.0 or Higher
- Enrolled in Adult Ed after Taking College Credit Course
- Top Five Institutions for ESL, ABE and ASE Participants Who Transition to Postsecondary

Transition to CTE

Among all ESL, ABE and ASE participants, the number who transition by enrolling in either a K12 adult education or community college noncredit or credit CTE course for the first time at any institution within the selected or subsequent year.

DRILL DOWN: Race/Ethnicity PROGRAM TYPE: ASE STUDENT TYPE: All

Statewide, 2018-2019

Number of Participants

2018-2019

- American Indian/Alaska Native: 98 of 733 participants (13%)
- Asian: 2,274 of 8,927 participants (25%)
- Black or African American: 1,487 of 8,516 participants (17%)
- Filipino: 299 of 1,443 participants (21%)
- Hispanic: 17,517 of 80,473 participants (19%)
- Pacific Islander or Hawaiian Native: 23 of 180 participants (13%)
- White: 2,850 of 15,979 participants (18%)
- Two or More Races: 613 of 3,238 participants (19%)
- Unknown/Non-Respondent: 382 of 3,792 participants (10%)
- Multiple Values Reported: 690 of 3,002 participants (23%)

Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System

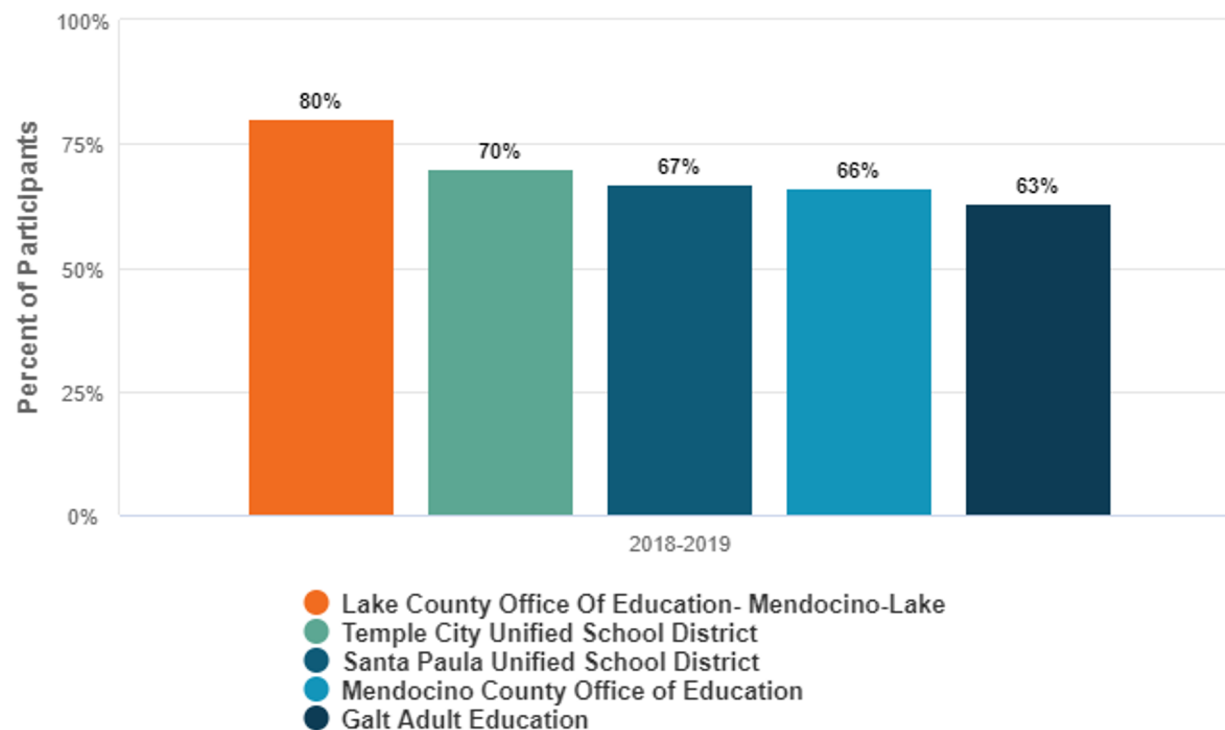
[Technical Definition](#)

Top Five Charts

Top Five Institutions for Employment Four Quarters After Exit


Among all exiting participants, the top five institutions with the highest proportion of participants who were employed four fiscal quarters after exiting adult school. ?

● Statewide, 2018-2019



Tool Tips

Participants in English as a Second Language (ESL)

Among all participants, the number of participants in programs that provide instruction in the English language to adult, non-native English speakers with varied academic, vocational, citizenship, and personal goals. 

DRILL DOWN

Time Trend

● Statewide,

300k


250k

The number of Participants in who enrolled in English language programs that provide instruction to adult, non-native English speakers for the Academic Year selected in the dashboard.

This is the number of Participants who have received 12 or more hours of services, and enrolled in an English as a second language program. These participants may have varied academic, vocational, citizenship, and personal goals, in addition to increasing their English language skill.



Detailed Data Comparison Feature



<input type="radio"/> Statewide <input checked="" type="radio"/> Region <input type="radio"/> Consortia <input type="radio"/> CC District	Institution	Academic Year
East Bay ▼	All ▼	2019-2020 ▼
● DETAILED DATA COMPARISON		
<input type="radio"/> Statewide <input checked="" type="radio"/> Region <input type="radio"/> Consortia <input type="radio"/> CC District	Institution	Academic Year
Greater Sacramento ▼	All ▼	2019-2020 ▼



Export Consortium Data

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

View Export



Export Feature

E	F	G	H	I	J	K	L	M
title	description	source	category	if category	Li program	N student	Ty disag	subgroup
total Rep	The undu	CASAS TOPS	pro Enterprise, Ch	All	All	Overall	Overall	
total Rep	The undu	CASAS TOPS	pro Enterprise, Ch	All	First Time	Overall	Overall	
total Rep	The undu	CASAS TOPS	pro Enterprise, Ch	All	Returning	Overall	Overall	
tudents	Among all	CASAS TOPS	pro Enterprise, Ch	All	All	Overall	Overall	
complete	Among all	CASAS TOPS	pro Enterprise, Ch	All	All	Overall	Overall	
complete	Among all	CASAS TOPS	pro Enterprise, Ch	All	First Time	Overall	Overall	
complete	Among all	CASAS TOPS	pro Enterprise, Ch	All	Returning	Overall	Overall	
complete	Among all	CASAS TOPS	pro Enterprise, Ch	ABE	All	Overall	Overall	
complete	Among all	CASAS TOPS	pro Enterprise, Ch	ABE	First Time	Overall	Overall	
complete	Among all	CASAS TOPS	pro Enterprise, Ch	ABE	Returning	Overall	Overall	
complete	Among all	CASAS TOPS	pro Enterprise, Ch	ASE	All	Overall	Overall	
complete	Among all	CASAS TOPS	pro Enterprise, Ch	ASE	First Time	Overall	Overall	
complete	Among all	CASAS TOPS	pro Enterprise, Ch	ASE	Returning	Overall	Overall	
complete	Among all	CASAS TOPS	pro Enterprise, Ch	ESL	All	Overall	Overall	



What's coding got to do with it?



Accurate Coding Ensures More Reliable Results

Engage with research and / or consortium staff to review definitions in the Metric Definition Dictionary.



CC Noncredit Programs:

- Know how students get counted as reportable individuals (AE 200) and participants (AE 202)
- Review your noncredit course category codes (CB22)
- While CB22 is important, metric definitions are based on *more than* CB22 (hint: TOP Codes matter too!)



Example from COCI

COLLEGE	TITLE (CB02)	STATUS	NONCREDIT CATEGORY (CB22)	TOP CODE (CB03)
College 1	Computers & You Level 3	Active	I	0701.00* Information Technology, General
College 2	COMPUTER BASICS	Active	H	0701.00* Information Technology, General
College 3	Computer Keyboarding	Active	C	4930.62 Secondary Education (Grades 9-12) and G.E.D.

Attend upcoming
webinar on changes
in definitions for the
most up to date
information on AEP
5.0 definitions

Noncredit (CB22)

Basic Skills (CB08)

Transfer Status (CB05)

TOP Code (CB03)



- A - English as a Second Language (ESL)
- B - Citizenship for Immigrants
- C - Elementary and Secondary Basic Skills**
- D - Health & Safety
- E - Courses for Persons with Substantial Disabilities
- F - Parenting
- G - Home Economics
- H - Courses for Older Adults**
- I - Short-term Vocational**
- J - Workforce Preparation
- Y - Credit Course

Adult Education Pipeline Resources

Resources

- CAEP Webinars
- How To Guides, Data Dictionaries, Infographics
- WestEd Staff
 - Email
 - Institution or Regional Training
 - Check ins

The AEP Dashboard Overview

At the top of the page, use **filters** to focus your data exploration. Each topic tile below provides a summary of **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
Hover over each chart to see more details.

EP 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 in 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 CTE, Postsecondary (credit or noncredit) courses, and include success measures, such as unit completion, GPA, and return to Adult Education courses.

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

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

Export
Export Consortium Data
Consortia can export their data as a .CSV/.XLSX sheet to explore their data tailored to need and questions outside the scope of the AEP

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

Click the button to drill down into the topic.

Download Consortium Data
Download data from the Pipeline interface. Click on this link to access the download page.

Export Consortium Data
Consortia can export their data as a .CSV/.XLSX sheet to explore their data tailored to need and questions outside the scope of the AEP

GUIDE TO USING AEP DASHBOARD

Resource Library

- CAEP Adult Education Pipeline Dashboard Coding Guide
- The AEP Dashboard Overview
- Guide to Using the Adult Education Pipeline Data for Insights
- Adult Education Pipeline FAQ



What's in the MDD	
Section	Topics
Data Definitions	<ul style="list-style-type: none"> • Data points • Institutions • Displays (e.g., Disaggregation, Drilldown, Comparisons) • Limitations or Caveats
Key or Source Documents	<ul style="list-style-type: none"> • Agency Crosswalk (Region, District, Consortia, Institution, Agency Code) • Living Wage
All Metrics	<ul style="list-style-type: none"> • Definitions • Related metrics <ul style="list-style-type: none"> • <i>COMIS</i> • <i>CASAS TOPSpro Enterprise</i> • Calculations • Notes

Metrics Definition Dictionary (MDD)



Adult Education Pipeline Dashboard

<https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx>



Questions & Discussion

Upcoming Webinars

Individual Webinar Opportunities

4/1/2022	AEP 5.0: Get Ready for AEP 2021: New Features and Updates to the Adult Education Pipeline Dashboard
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

4/5/2022 & 4/28/2022	Part I & 2: Using Adult Education Pipeline Data, CAEP Fact Sheets, and other Data Resources for Three-Year Planning
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



Jessica Keach
Senior Research Associate
jkeach@wested.org



Ayanna Smith
Program Coordinator II
asmith5@wested.org