CALIFORNIA ADULT EDUCATION PROGRAM

Introduction to the Adult Education Pipeline Dashboard

March 24, 2022

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Today's Presenters

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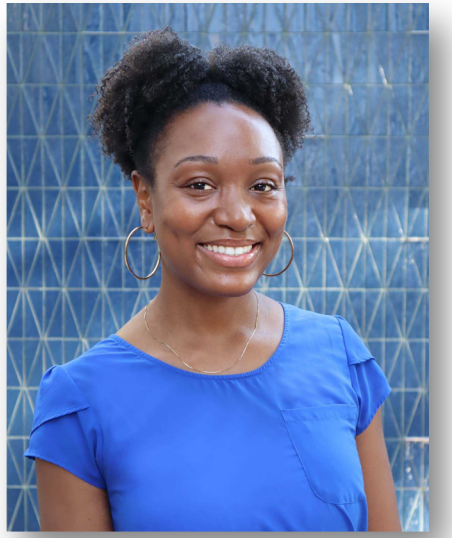

Ayanna Smith
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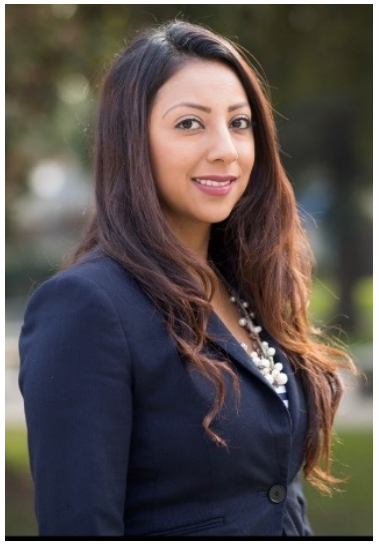
Chancellor’s Office Welcome



Mayra Diaz
CAEP Program Lead Chancellor’s Office

Lindsay Williams
CAEP Program Assistant
Chancellor’s Office

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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

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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

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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

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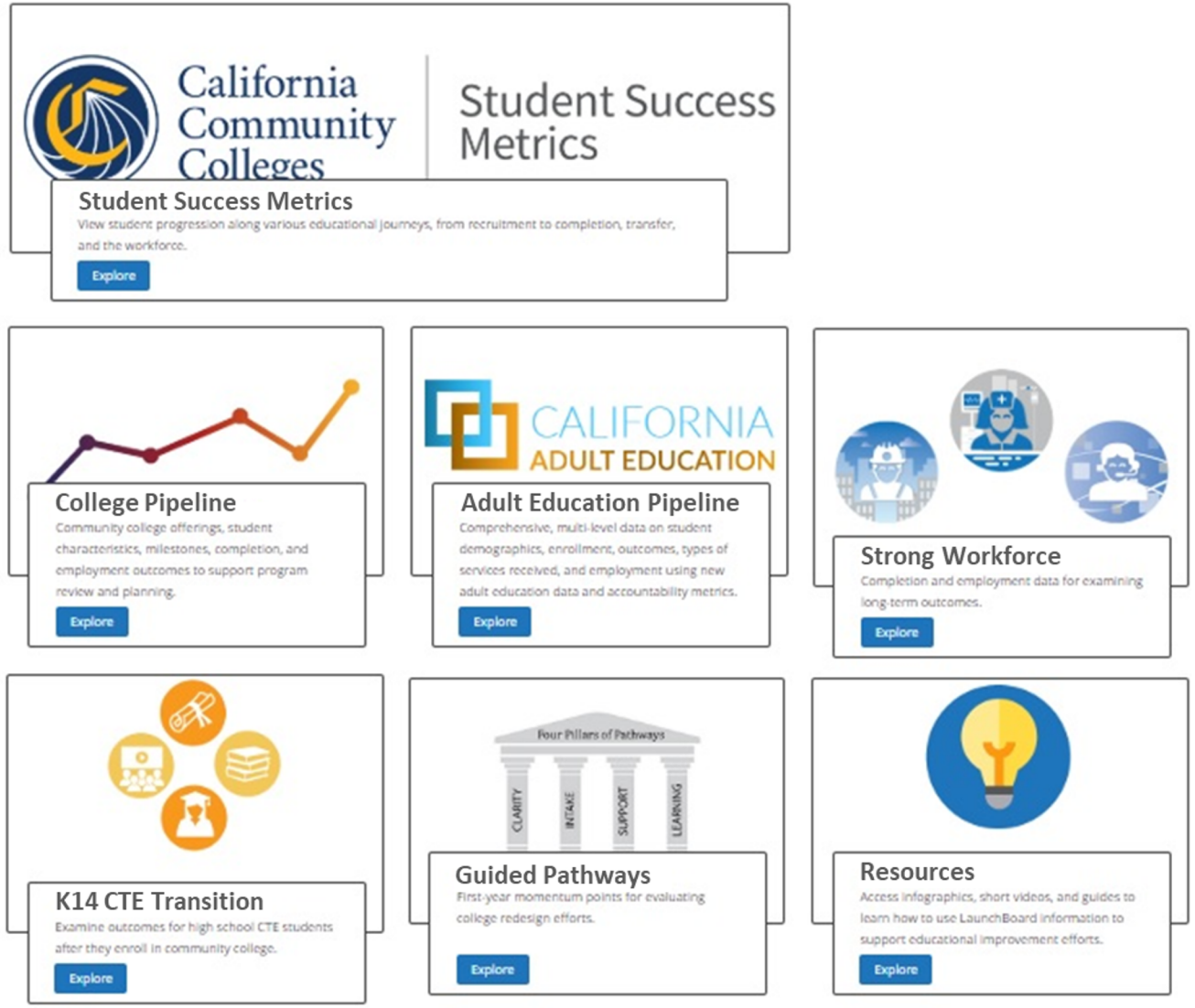

LaunchBoard

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

LaunchBoard Development Team

SAN JOAQUIN DELTA COLLEGE

EDUCATIONAL RESULTS PARTNERSHIP

WestEd

theRPgroup

C·O·E CENTERS OF EXCELLENCE Inform Connect Advance

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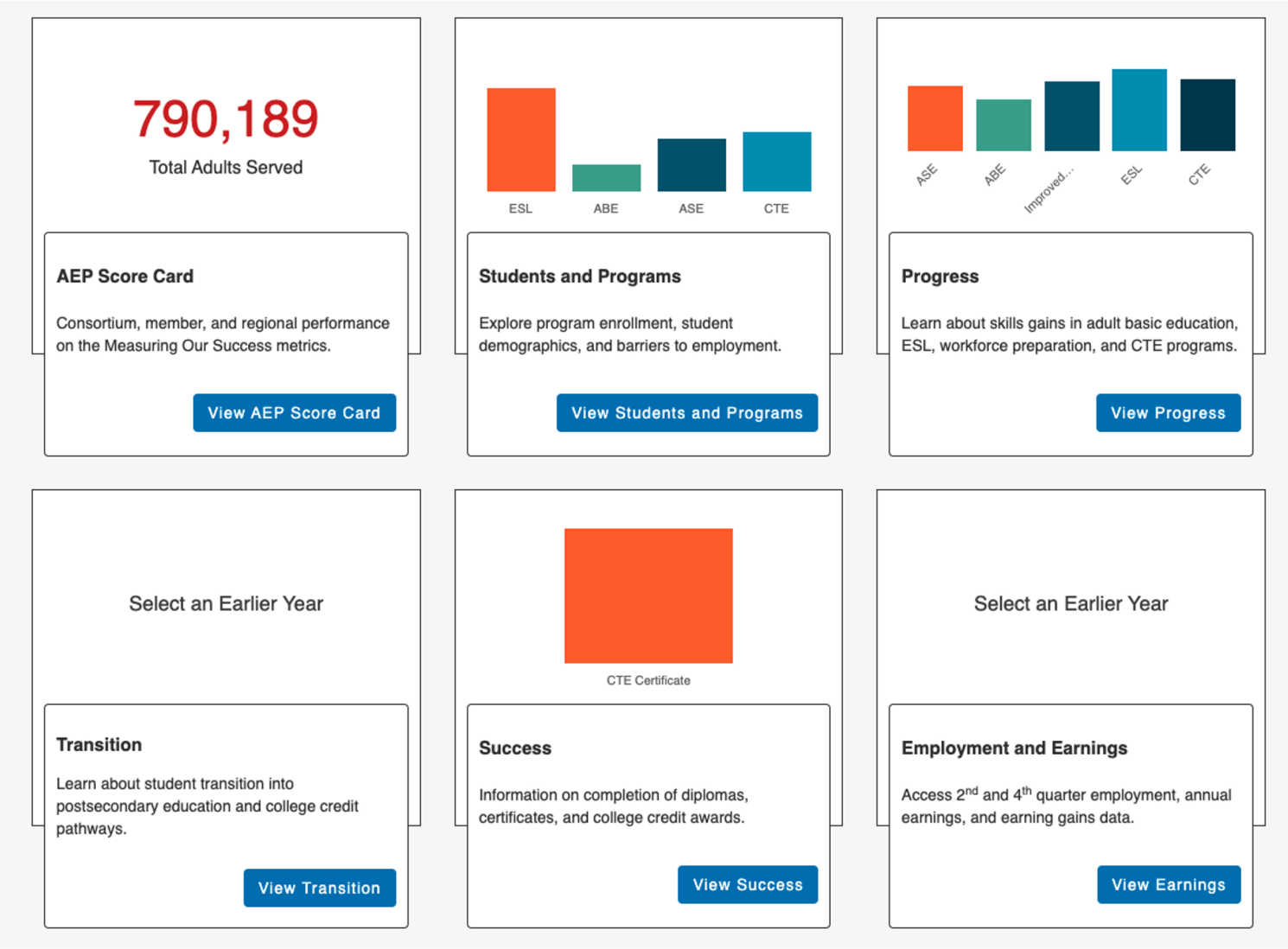
Adult Education Pipeline Dashboard



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

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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.

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Multiple Data Sources

Guided Pathways	Student Success Metrics	Strong Workforce Program	Community College Pipeline	Adult Education Pipeline
Student and course term and annual data cut from the CCCCO MIS (as submitted by colleges)				
		• Employment and earnings data from California Employment Development Department Unemployment Insurance (UI) file • Transfer outcomes from CSU/UC match and National Student Clearinghouse		
	Employment outcomes from the CTE Outcomes Survey administered by SJRC			
	CCCApply file for application data		Labor market information from EMSI)	
				Data from CASAS TOPspro Enterprise

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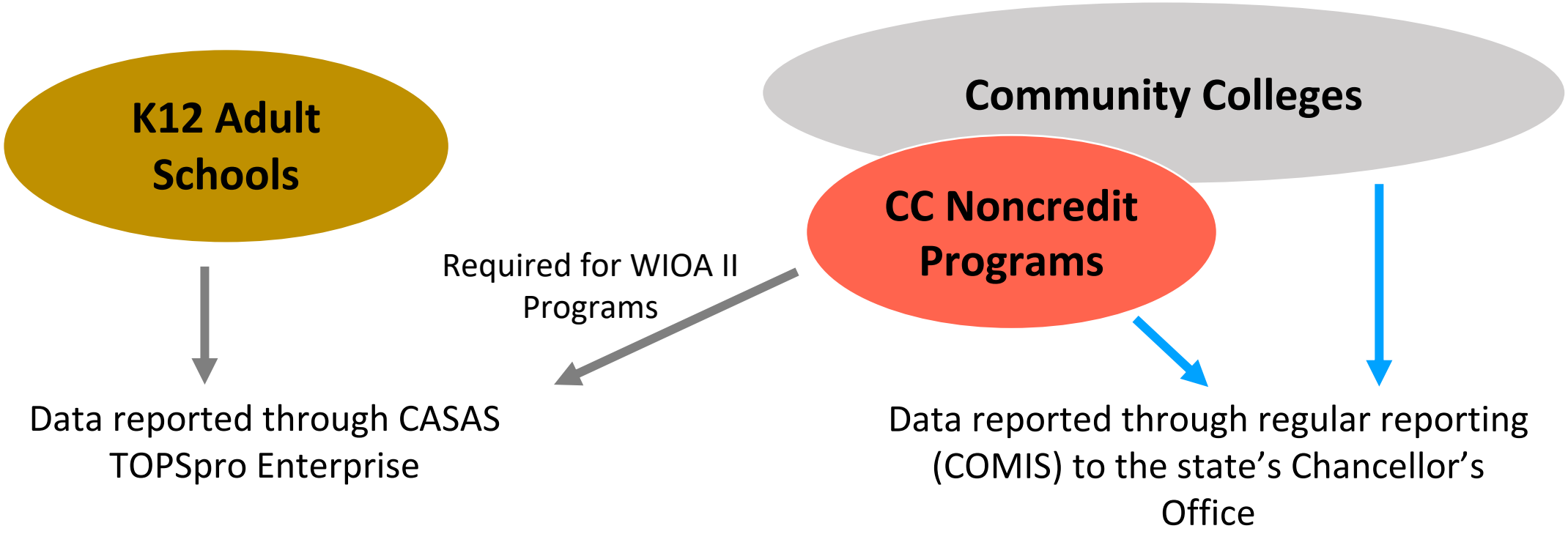
How Does CAEP Data Reporting Work?

A Tale of Two Data Systems



LaunchBoard dashboards use a **derived key (last, first, DOB, gender)** to identify unique students across multiple data sources.

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Updated Yearly: Why make changes?

ALIGN TO OTHER DASHBOARDS

FEEDBACK FROM THE FIELD

IDENTIFY A CODING ERROR

PRECISION OF DEFINITIONS

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Learner Journey

Students & Programs
- Demographics
- Program
- Barriers to Employment

Progress
- Skills Gains
- Milestone
- Completed transfer-level course
- Persistence

Transition
- ASE
- CTE
- Credit Course
- 6+ Credit Units
- GPA
- Return to AE

Success
- Earned HSE
- Earned credential or award
- Community College Completers

Employment & Earnings
- Employment
- Change in Earnings

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

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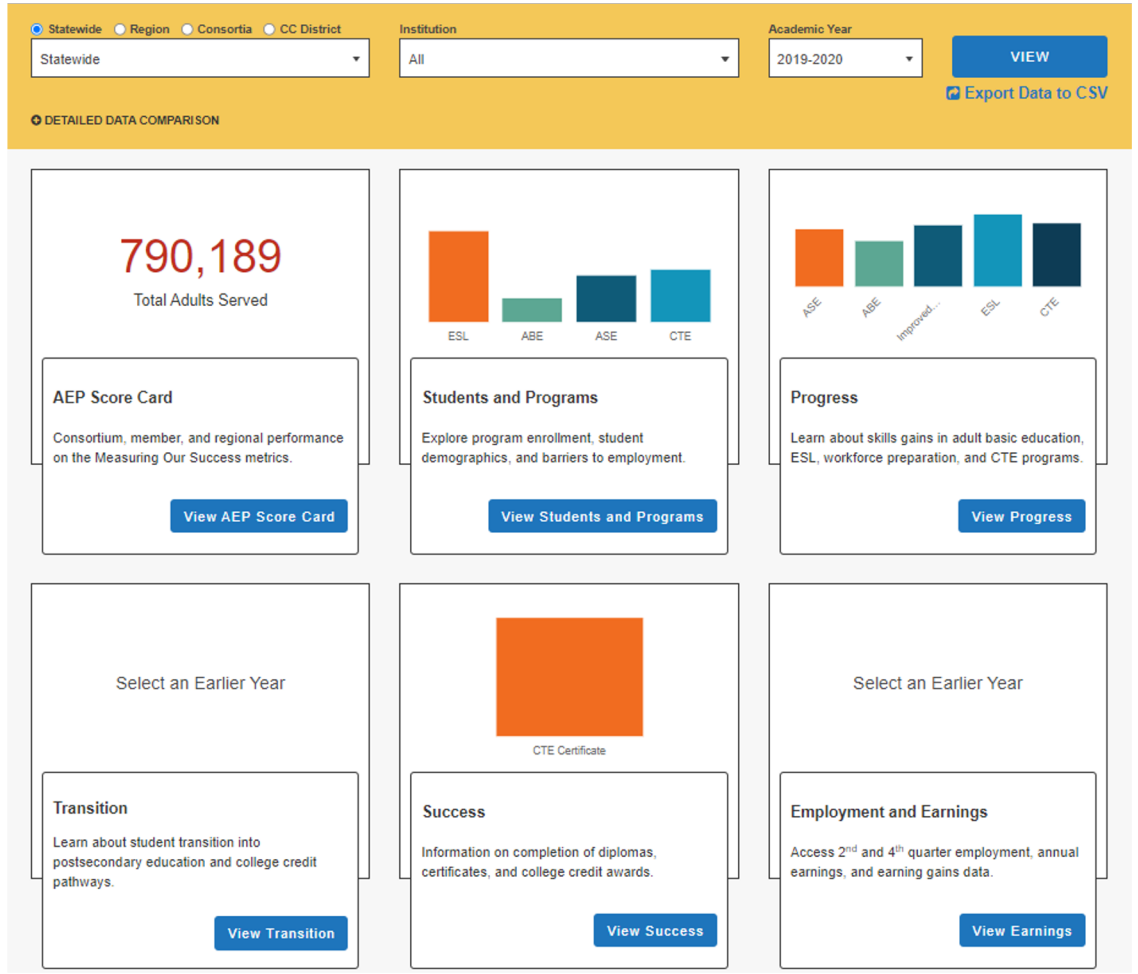
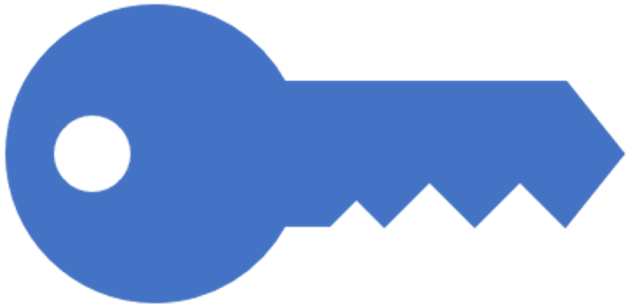
AEP Dashboard Features



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



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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.

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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.

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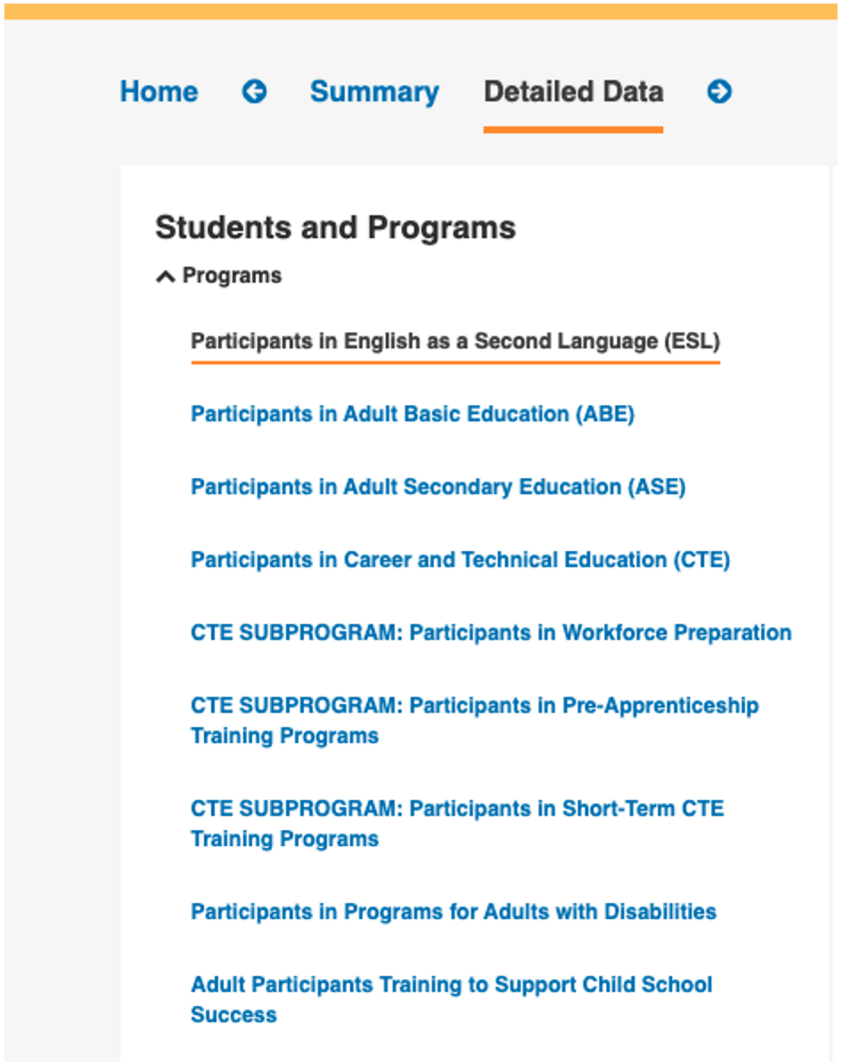
CAEP Program Areas

- 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



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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

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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 2nd & 4th 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

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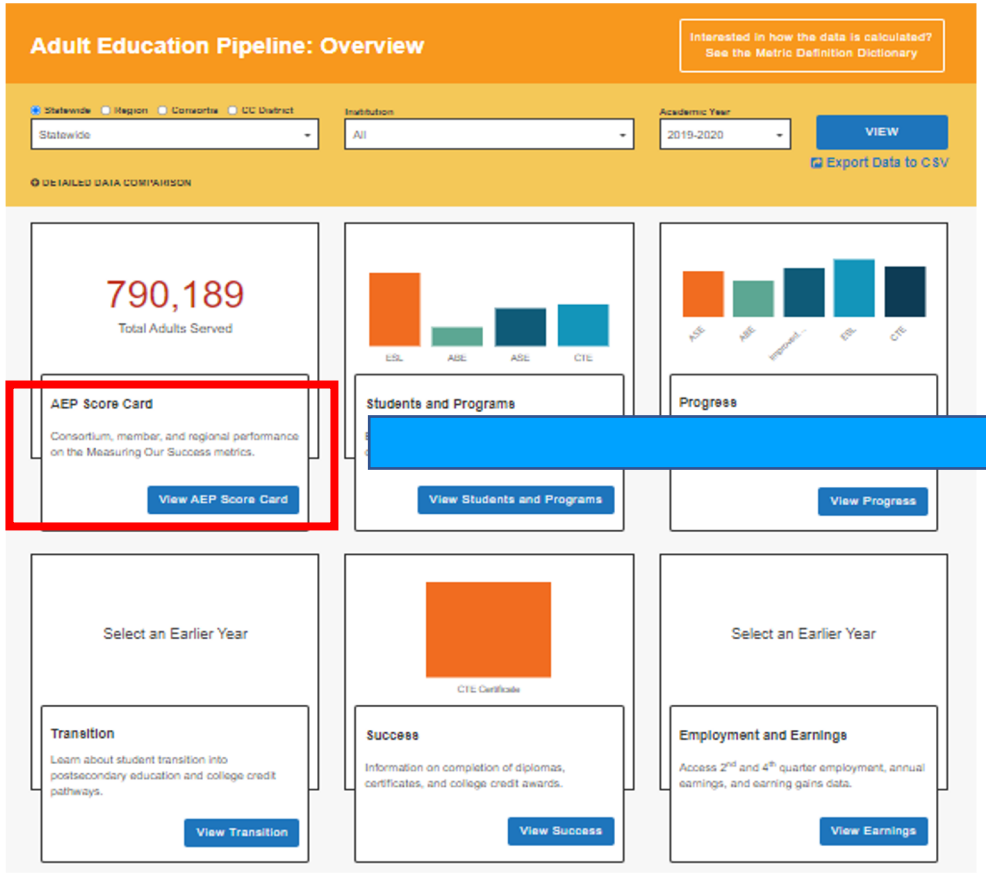
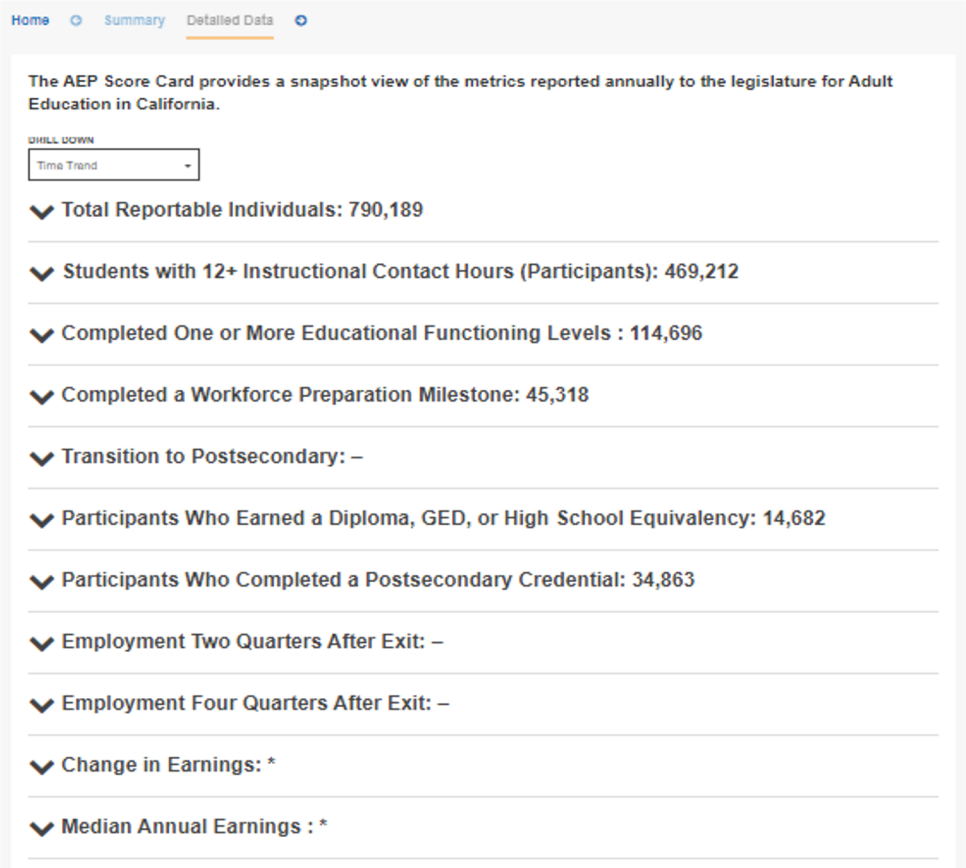
How do I find my CAEP ScoreCard Metrics?





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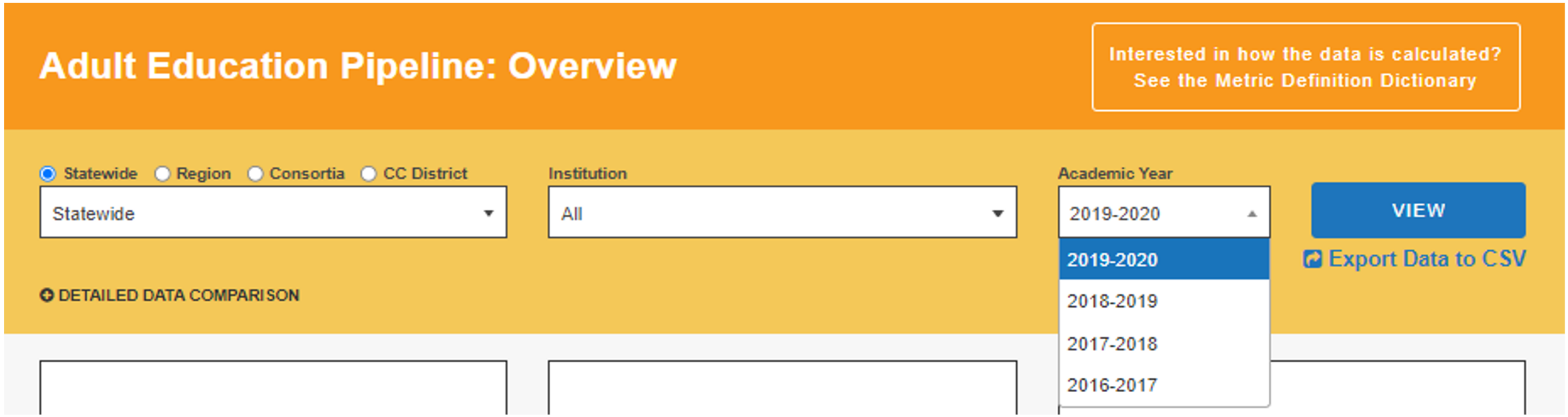
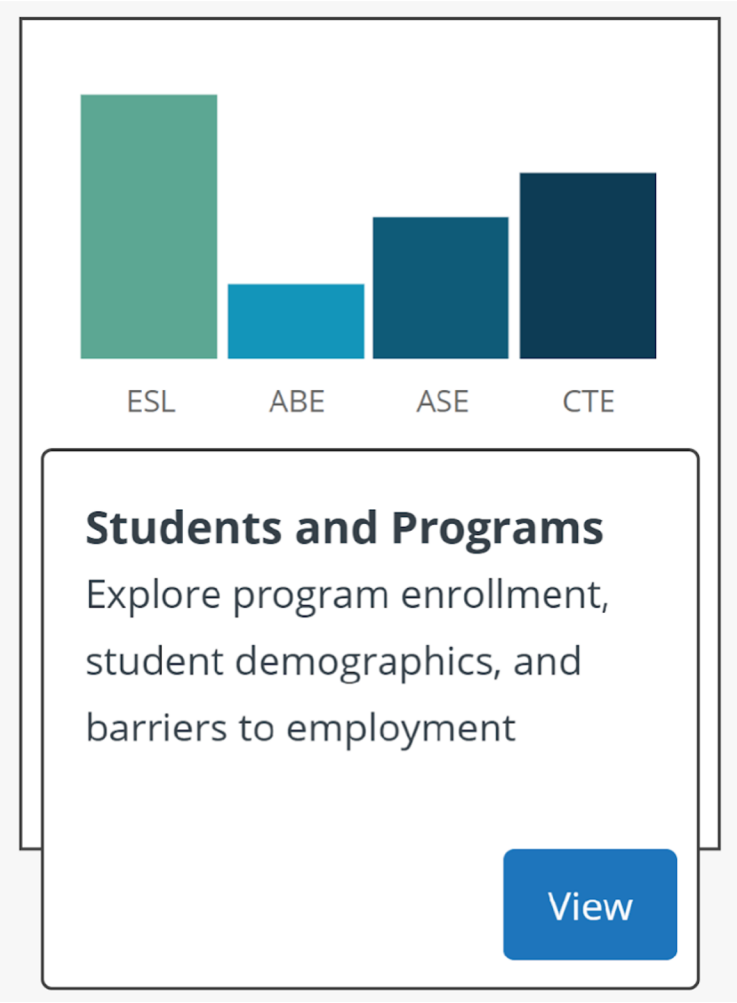
Setting Filters

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





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.

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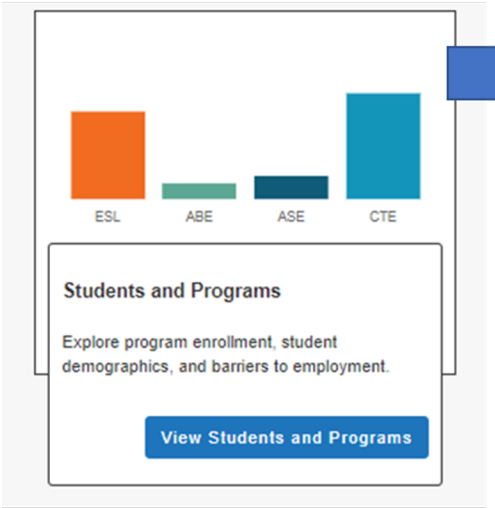
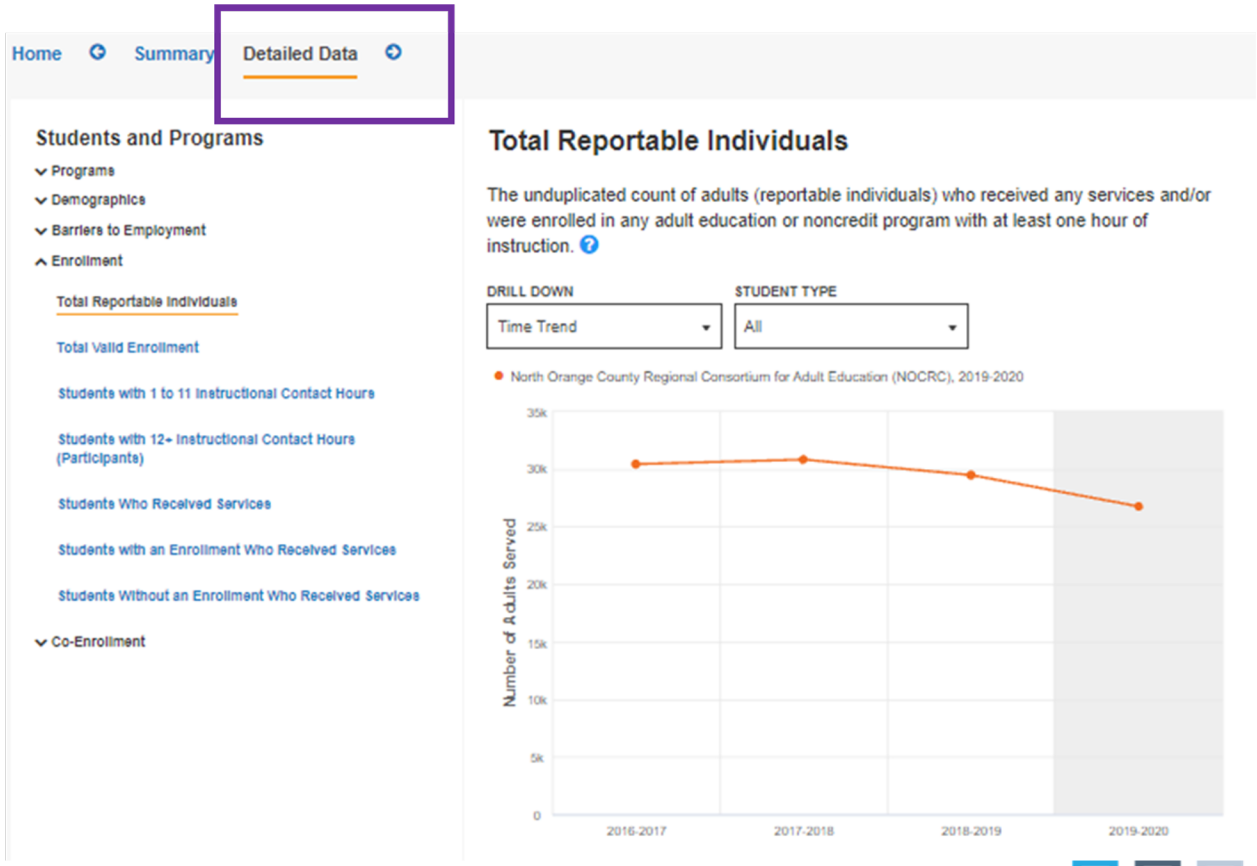
Detailed Data

How Many Learners Became Participants?





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Disaggregation for more detailed information

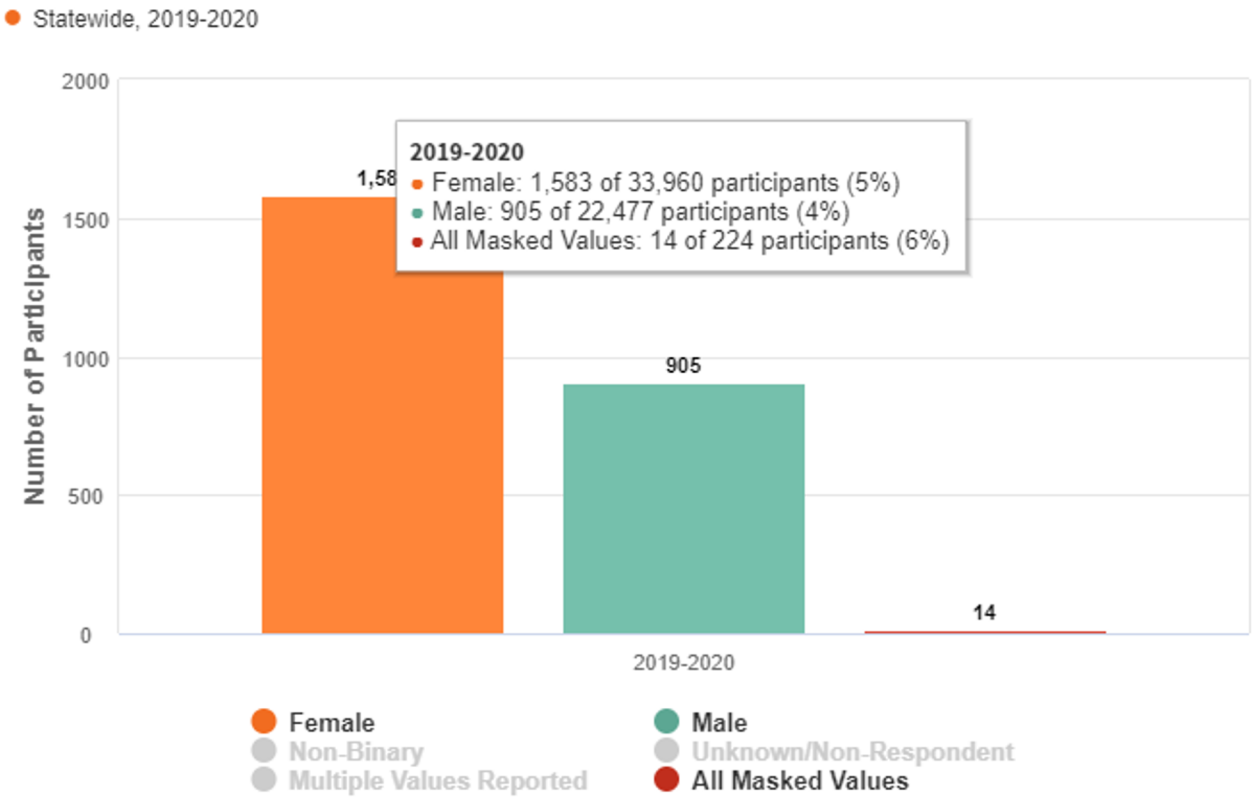
Most progress, transition, completion, and employment metrics can be disaggregated by population and program

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



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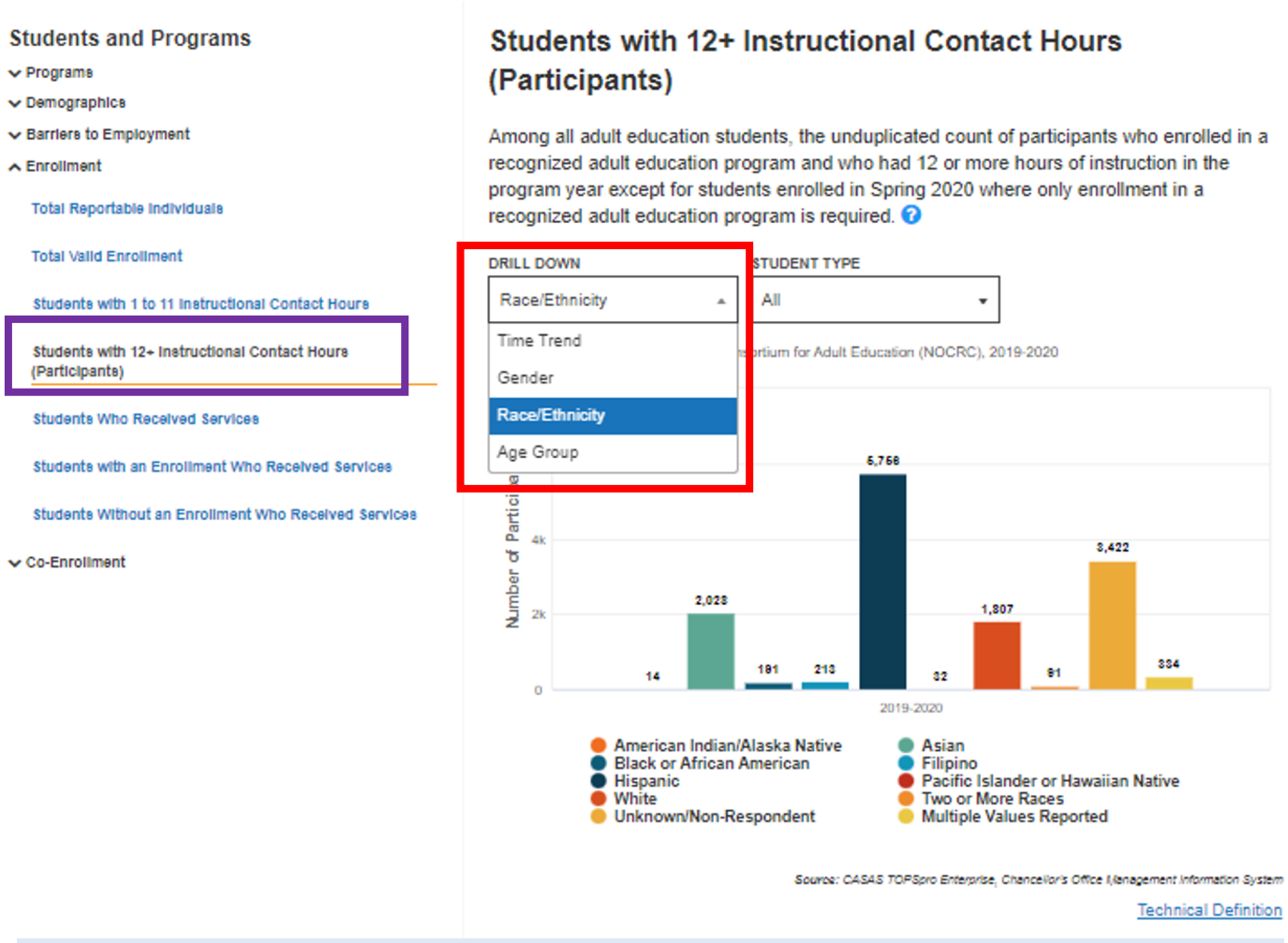
Digging Into Equity

What is the demographic makeup of participants?



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

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Who Is Making Transitions?

Statewide | Region | Consortia | CC District

Statewide

Institution: All

Academic Year: 2018-2019

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

17,517

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 8,518 participants (17%)
- Filipino: 299 of 1,443 participants (21%)
- Hispanic: 17,517 of 90,473 participants (19%)
- Pacific Islander or Hawaiian Native: 23 of 180 participants (13%)
- White: 2,860 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%)

Unknown/Non-Respondent

Multiple Values Reported

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

Technical Definition

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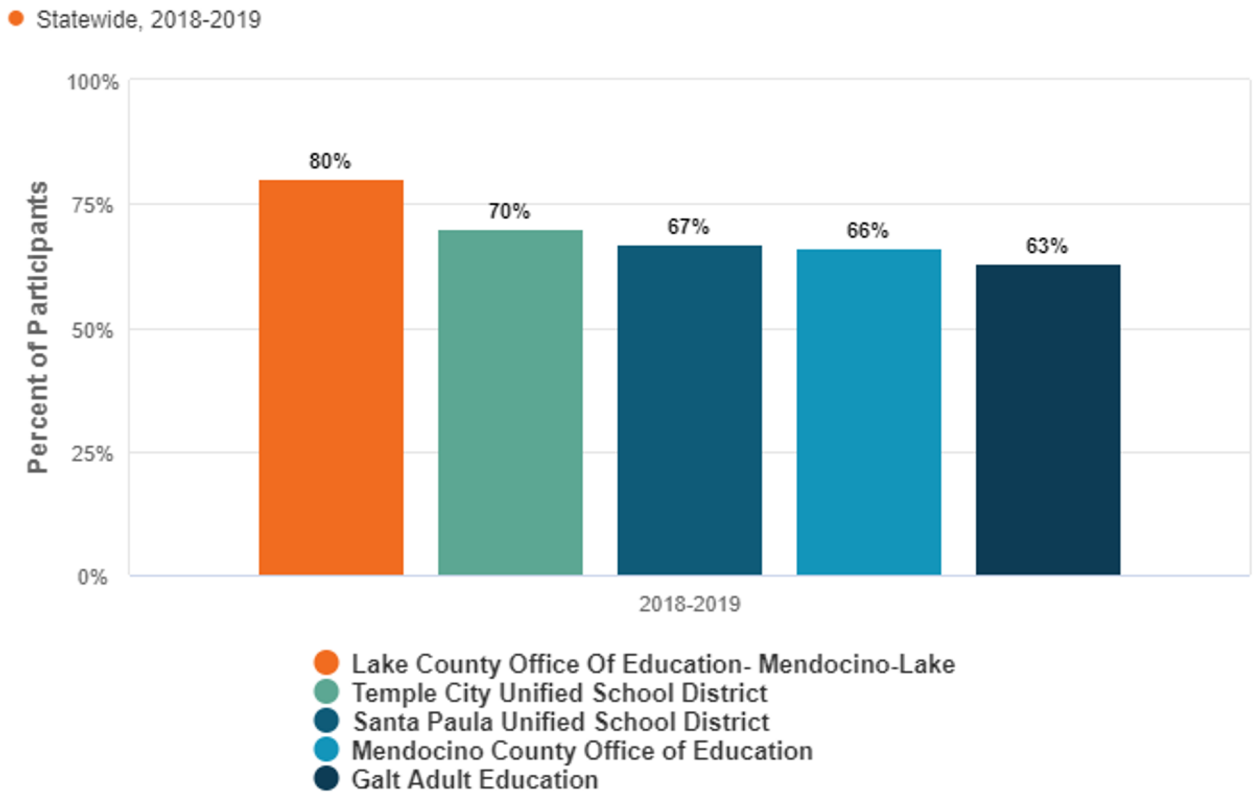
Top Five Charts

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.



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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.

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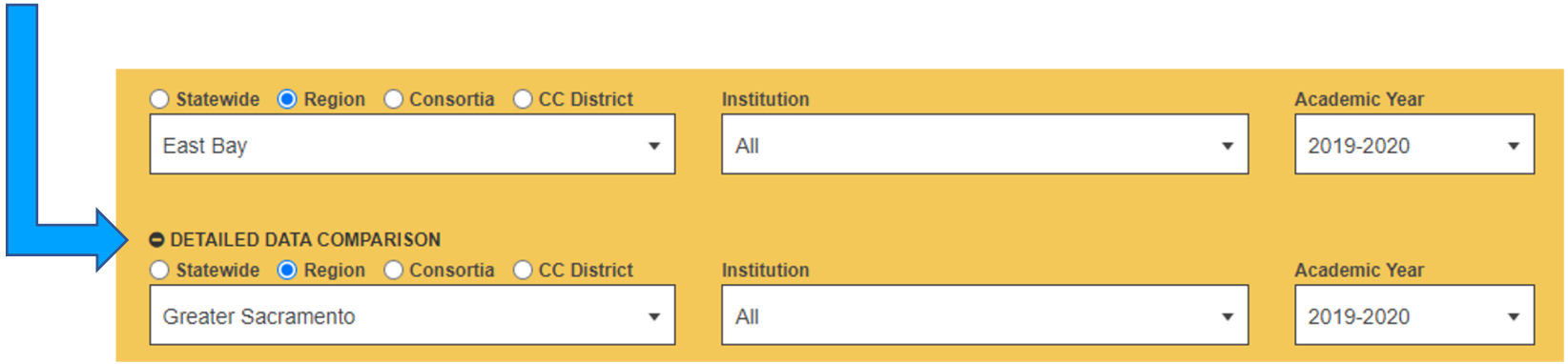
Detailed Data Comparison Feature



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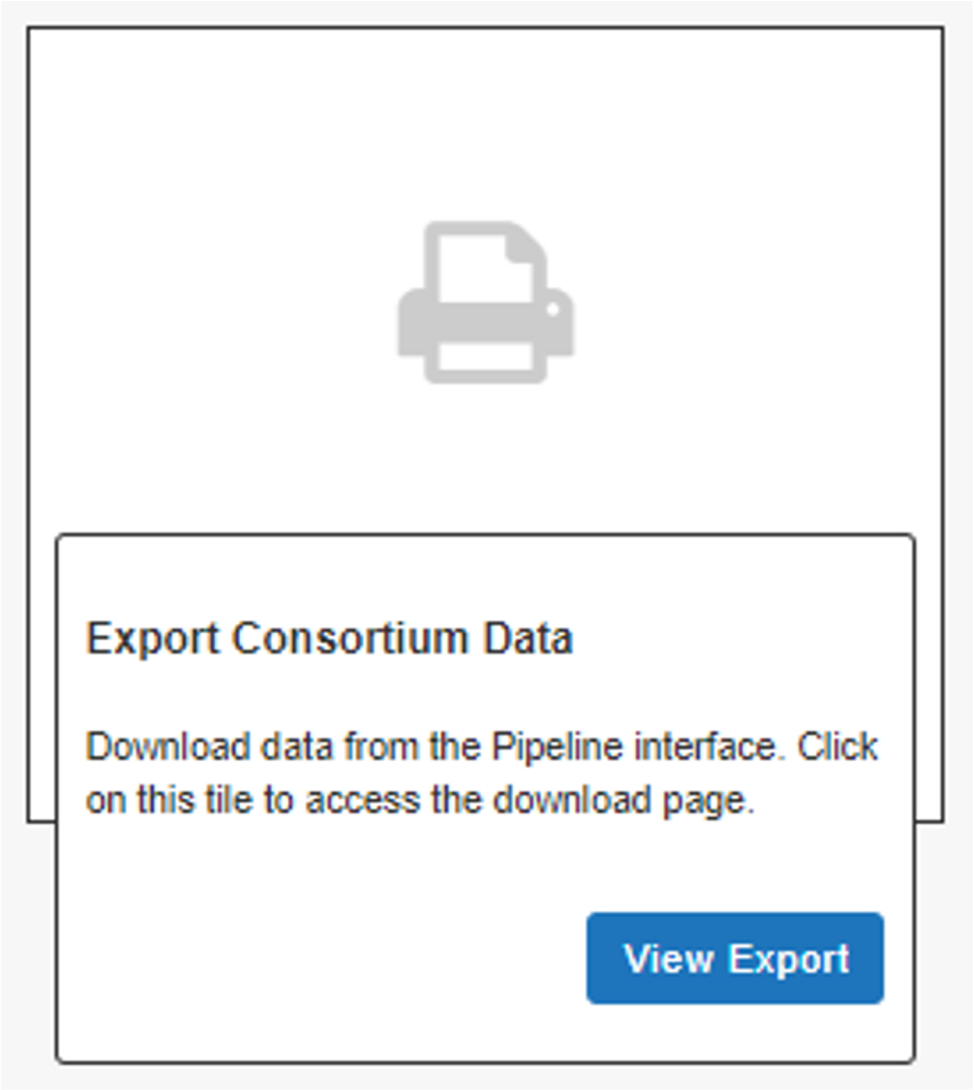
Export Feature



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omplete	Among all	CASAS TOP	Spro Enterprise, Cha		ESL	All	Overall	Overall

What’s coding got to do with it?

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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!)

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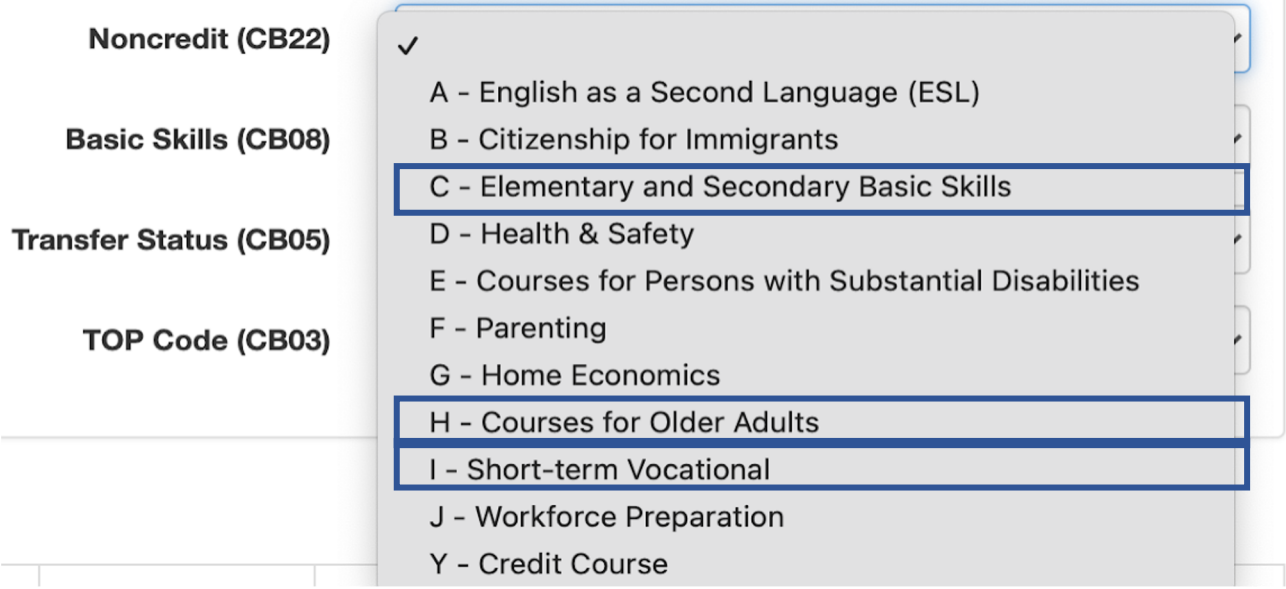
Example from COCI

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



Source: COCI, Accessed February 2022, https://coci2.ccctechcenter.org/courses

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Adult Education Pipeline Resources

Resources

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

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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

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Metrics Definition Dictionary (MDD)

What's in the MDD	
Section	**Topics**
Data Definitions	• Data points • Institutions • Displays (e.g., Disaggregation, Drilldown, Comparisons) • Limitations or Caveats
Key or Source Documents	• Agency Crosswalk (Region, District, Consortia, Institution, Agency Code) • Living Wage

All Metrics	• Definitions
	• Related metrics
	  • *COMIS*
	  • *CASAS TOPSpro Enterprise*
	• Calculations
	• Notes

Adult Education Pipeline Dashboard

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

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Questions & Discussion

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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

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Thank You!

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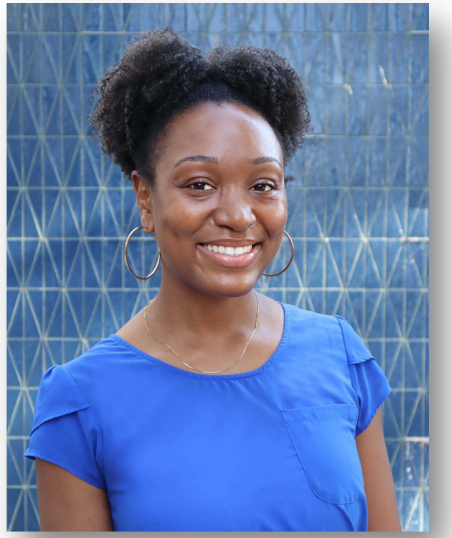

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