Get Ready for AEP 2021:
New Features and Updates to the Adult Education Pipeline Dashboard

CAEP WEBINAR

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Today's Presenters

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Today's Objectives

Review changes implemented on the Adult Education Pipeline

- Updates to calculations

- New metrics

- New features/tools

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)

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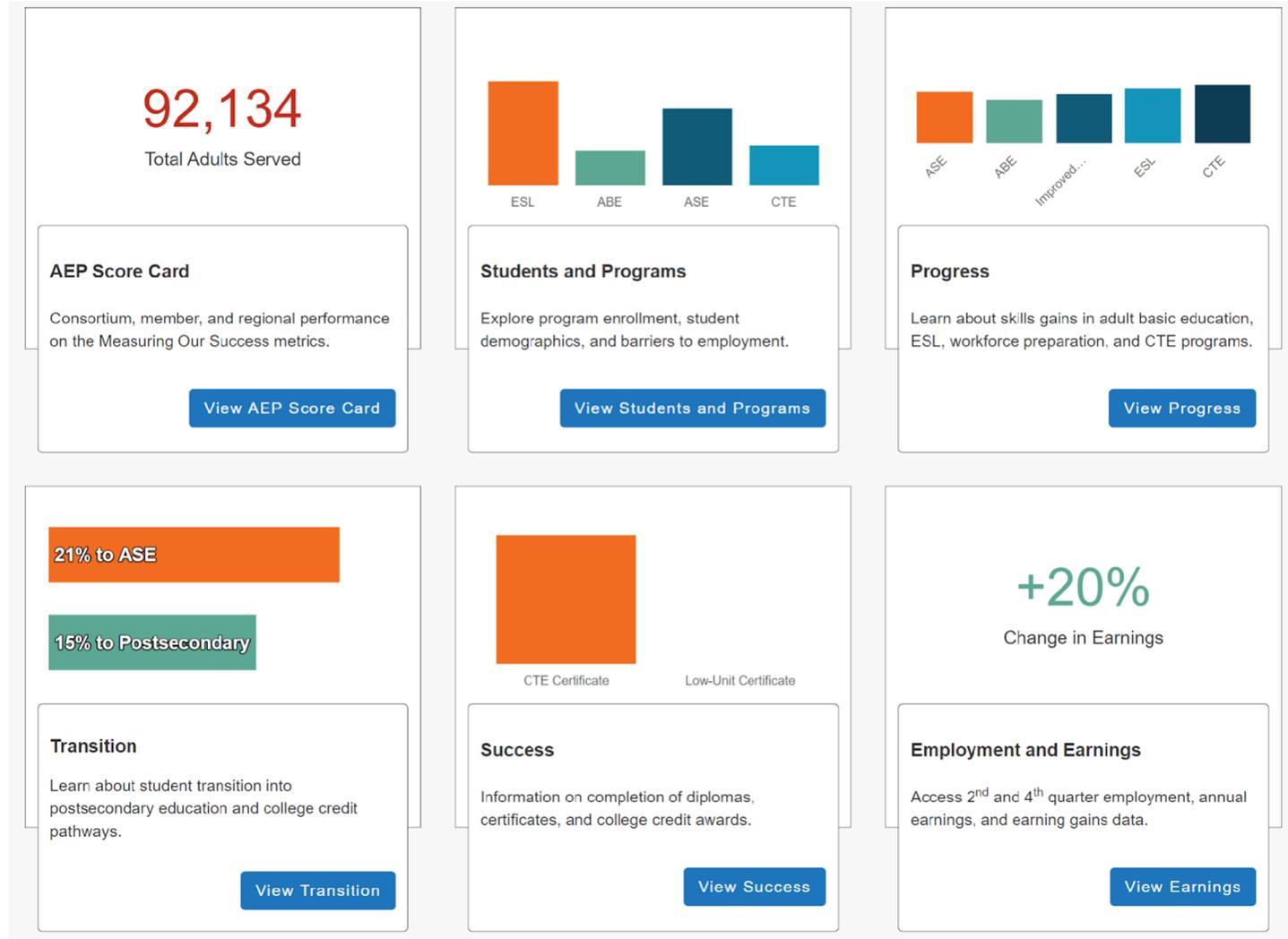
Why make changes?

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
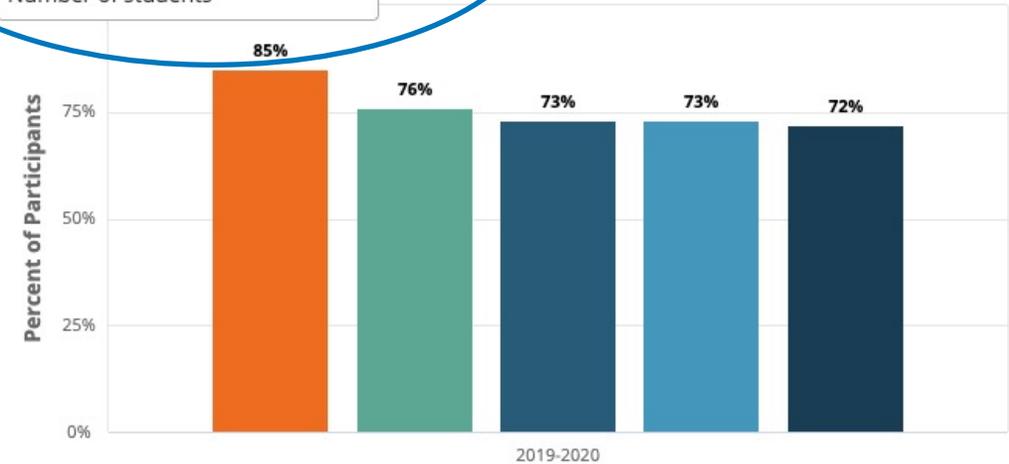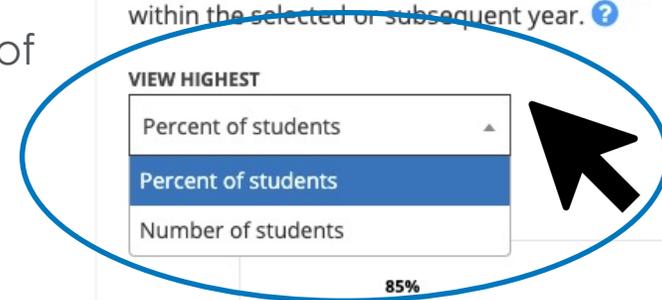
Program Type Drilldown Added to More Metrics

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
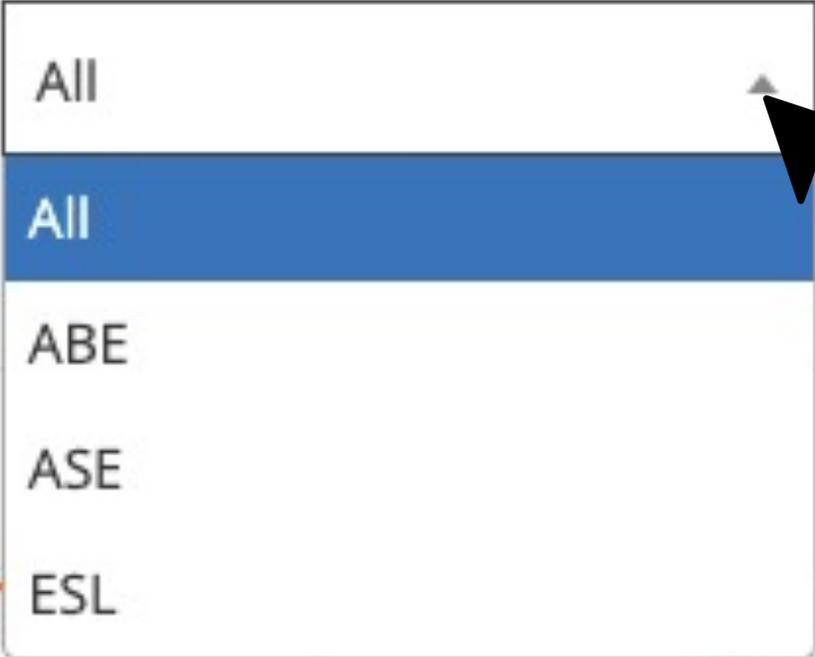
All

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 any noncredit enrollment

Previously allowed for credit-only students who received noncredit services

Reportable Individuals: Impact

- More accurate reflection of noncredit community college CAEP students
  - Reduction of reportable individuals for noncredit community colleges

- 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 noncredit community colleges

- Reduction in number of students with barriers to employment across metrics 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 for Spring 2020 data.

- Treats all colleges the same, avoiding an instance where a college is disproportionately impacted.

- 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.

- Because the universe of students available to obtain outcome metrics during the time period is broad, *lower rates* of outcome attainment may be observed.

Additional Changes

Metric	Change
Barriers to Employment – Long-term unemployed reportable individuals (AE 309)	Removed the UI wage match. Only students reported in TOPS through barriers to employment and students reported in COMIS through SG17 will be counted in this metric.
Barriers to Employment – Low literacy reportable individuals (AE 311)	Students who were ever enrolled in ASE were previously counted as low literacy. This has been removed. Only students who have ever been enrolled in ABE or students who have been reported as a low literacy individuals (through TOPS barriers to employment or COMIS SG20) will be counted in this metric.
Age Groups (AE 105)	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.

Improved User Experience

2020-2021

Improved User Experience

- Comprehensive review and alignment of metric descriptions

  📄 Revised Metric Definition Dictionary (MDD)

  ℹ️ Improved tool tip descriptions

- Visual improvements – ex. indented submetrics on the left navigation

∧ Programs

Participants in English as a Second Language (ESL)

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

Participants Training to Support Child School Success

Resources

2020-2021

Resources to Support Understanding These Changes

- Changes in definitions document will be posted to the Adult Education Pipeline Dashboard upon release.

- Metric Definition Dictionary will be updated to reflect these changes.

Click Here to View Resources

⌃ Click here 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 2021
- 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.*)
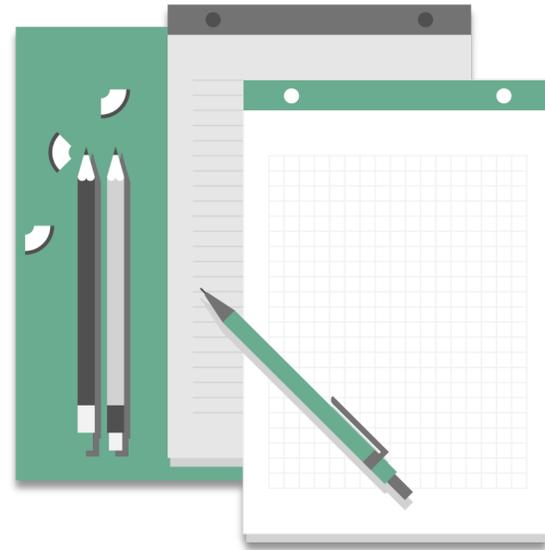
Questions & Discussion

Upcoming Webinars

Individual Webinar Opportunities

4/29/2022	AEP 2022 is LIVE: 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

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