FAQ for Adult Education Pipeline on the LaunchBoard

Table of Contents

Questions on Differences Between CAEP Reports and the AEP Dashboard

Metric Definitions and Calculations

General Questions

How do you access LaunchBoard? Do I need a special permissions or login information?

All dashboards on the LaunchBoard are publicly available and can be accessed at https://www.calpassplus.org/LaunchBoard/Home.aspx. The only exception is the K-14 CTE Transitions tab which is restricted due to specific MOU requirements.

How do I code my data?

There is a comprehensive coding guide that will both answer many of the questions in this FAQ, and help you identify the relevant metrics to ensure that your institutions outcomes and data are counted and displayed on the AEP Dashboard.

Is there a way to obtain a specialized report to get a better sense of student transitions?

Currently the AEP dashboard does not include a mechanism for customized reports. However, you can export data you see on the dashboard through the "export to CSV" feature.

What program categories are considered CTE?

Short-term CTE (1 year or less), Workforce Preparation, and Pre-Apprenticeship are considered CTE.

How is in-kind reported?

In-kind and all financial information is reported into NOVA and maintains the same definition as Workforce Innovation and Opportunity Act (WIOA) Title II.

Why is my data not populating in NOVA?

WestEd is not involved in NOVA processes. For support with NOVA please contact the CAEP TAP Team at tap@caladulted.org.

Are there any plans to integrate local workforce system reporting into the LaunchBoard?

There are no current plans to integrate CalJOBS data into the AEP dashboard. Specific MOUs between the Chancellor's Office and the California Workforce Development Board would be required. In addition, the development of appropriate individual identifiers by institution and educational status may not be supported in CalJOBS at this time and would need to be developed.

Are all CTE instructors required to hold credentials?

Yes. If the course is being counted as instructional hours, the instructor must be credentialed.

Data and Reporting

How are data tracked and reported?

Student data from K12 adult schools are reported through CASAS TOPSpro Enterprise (TE). Non-credit community college programs receiving WIOA Title II also report student data into TE.

Non-credit student data from community colleges are reported through regular updates to COMIS by colleges. The data from both data sets are displayed on the AEP dashboard on the LaunchBoard.

How are students tracked in the data?

A unique identifier or derived key is created by using a student's first name, last name, gender and date of birth in order to track students in both TE and COMIS. The derived key is used to track students enrolled in multiple institutions (e.g., more than one K12 adult school or in a K12 adult school and a noncredit community college program) and deduplicate students within locale views on the AEP dashboard.

What is the process for reporting data?

Data collection occurs through regular agency updates into TE or the college's regular MIS upload process. Accurate input of data into the two systems is critical to ensure data is accurately reflected in the AEP Dashboard.

How often and when is the AEP dashboard updated?

The suite of dashboards on the LaunchBoard is updated once a year. The AEP dashboard is usually updated in the spring of the following academic or program year. You can identify the date of the most recent update by scrolling to the bottom of any page on the dashboard and taking note of the date on the "Changes in Definition" document; this aligns with the dashboard update.

What is the reporting period for CAEP outcomes?

CAEP outcomes and reporting periods are aligned with WIOA II requirements and are based on a program year which begins July 1st and ends June 30th. Students in summer courses that begin before July 1st are reported for the following program year.

Agencies using TE report their data to CASAS quarterly which is then aggregated into an annual data set used for the AEP dashboard. COMIS data reporting follows the regular reporting cycle for the colleges, which follows the academic year and includes the following terms: summer, fall, winter, and spring (e.g., the 2022-23 academic year would include summer 2022, fall 2022, winter 2022 and spring 2023.

Why does some data not populate for the most recent year?

Several metrics in the AEP dashboard are lagging metrics. Lagging metrics are metrics that have future-related criteria that must be met to be calculated. The AEP dashboard uses lagging metrics for various reasons, including allowing students the defined amount of time to complete an outcome (e.g., Earned a High-Unit Credit Certificate) or taking the required amount of time to verify metric attainment (e.g., Employment 2 Quarters after Exit). These metrics are identifiable on the dashboard using the message "Please select an earlier year" or via an explanatory message for the specific data point. To obtain the most updated data for lagging metrics you will need to view outcomes for the prior year.

If a college is creating noncredit English, math or ESL support courses for students enrolled in college level math, English or ESL courses, are those inflating the numbers for CAEP student enrollment?

CB26 Course-Support-Course-Status are excluded from the data and calculations; therefore, numbers should not be inflated based on enrollment in these courses. In some cases, students may be included if these courses are not coded as support courses in COMIS.

Why am I not seeing my student's employment-related outcomes for the current year's data?

Employment outcomes are lagging metric. employment metrics and are not captured until the student exits higher education. In the LaunchBoard, an exit is determined based on the student not enrolling in the subsequent program year. Thus, no employment outcomes are displayed until the subsequent program year has elapsed.

Should colleges re-enter student barriers to employment every term for every student?

TOPSpro Enterprise (TE): The federal National Reporting System (NRS) requires that barriers to employment be reported each year, so in TE, barriers to employment are populated each program year. Agencies need to enter barriers to employment every year.

COMIS: For COMIS data, barriers to employment are handled in two ways:

- **If Ever:** Barriers, such as previous incarceration, are longitudinal and reported for the student 'if ever' indicated in the current program or selected year or in any previous year. Additional 'if ever' barriers include individuals facing substantial cultural barriers, individuals who are English language learners, youth who are in or have aged out of the foster care system, individuals who are low-income, and individuals with low levels of literacy (WIOA sec. 3(24)).

- **Term or Program Year Only:** Some barriers, such as homelessness, are counted only if they show up in the current program or selected year. For the AEP dashboard, these barriers are displayed for that selected year. However, for the purposes of data integrity at the college, those data elements should be populated for every term that they apply. These barriers include displaced homemakers; homeless individuals; long term unemployed; migrant and seasonal farmworkers; individuals within 2 years of exhausting TANF; single parents (including single pregnant women) (WIOA sec. 3(24)).

Will the AEP dashboard auto-populate barriers to employment for some students?

In the AEP dashboard, students will be automatically included in the count for Low Literacy Reportable Individuals if they have ever been enrolled in ABE, ASE or noncredit ESL. Students who have ever been enrolled in noncredit ESL will be automatically included in the count for English Language Learners Reportable Individuals.

How should colleges report students receiving services in MIS?

Students are counted as receiving services if they receive disability services (COMIS data element SB02) or the identified noncredit support services (SG16, SG17, SG18, SG19, SG20). The noncredit services are roughly equivalent to the transition services elements in TE. See the COMIS Data Element Dictionary for more information.

How and when is a student flagged as an adult with a disability (AWD)? Is it tracked in WIOA II programs?

Students are flagged as in the AWD program area based on 1) their response to the disability question at the time of registration, 2) their record of having a disability in COMIS, or 3) their enrollment in a course that is categorized under a program for adults with disabilities. While AWD is part of the WIOA II Barriers to Employment definition, it is tracked as a program rather than a characteristic under CAEP.

Which short-term services are a priority for tracking?

CAEP has requested that all programs track each service provided to students to gain a better sense of impact and outcomes. TE provides 37 fields for services. For TE please refer to the CASAS TE CAEP Data Dictionary: https://www.casas.org/product-overviews/software/topspro-enterprise/topspro-enterprise-help

How do you track specific services on the college side?

The following noncredit data elements are used to report CAEP student services in the Chancellor's Office Management Information System (COMIS):

SD01: Student primary disability
SS16: Participated in a noncredit orientation
SS17: Received noncredit assessment or placement
SS18: Received noncredit counseling
SS19: Developed a noncredit education plan
SS20: Received other noncredit support services

If a college is collecting information about student services in a third-party application, such as SARS, does that data show up in COMIS to populate the student services metrics in the AEP dashboard?

Data collected in third party applications does not show up in COMIS unless it is reported through the college's MIS reporting system. Some third-party applications can be connected to the college's MIS system, or data can often be extracted and uploaded to MIS. Colleges should pay close attention to which MIS elements are used to identify students that receive services to ensure data is reporting through MIS.

What if my college is not collecting the necessary MIS data elements for CAEP?

New data elements for CAEP are created periodically to capture CAEP-relevant data better and more easily. Colleges are required to collect these data based on reporting requirements under CAEP. Consider working with your institutional technology and institutional research office to ensure data is being collected accordingly.

How do CB21 course taking patterns document progress?

CB21 course-taking patterns in the community college document progress based on student progression from an English, math, or ESL course to a higher CB21 level course. The subsequent enrollment must be in the same discipline.

How does a noncredit community college program that does not receive WIOA Title II and does not use an NRS approved testing instrument (e.g., CASAS) document EFL gains?

If you do not use an assessment to document EFL gains, you can document students successfully completing CB21 course progressions as an EFL gain. Using a CB21 course progression or an NRS-approved assessment to document an EFL gain are equally valid ways to capture EFL gains in the AEP.

Does a noncredit community college program that uses an NRS approved testing instrument (e.g., CASAS) and reports into TE have to document EFL gains in COMIS?

Yes, if your program uses an NRS federally approved testing instrument (e.g., CASAS) you will need to report Educational Functioning Level (EFL) gains in COMIS using AA02. If you are a WIOA II funded noncredit community college program, you will need to report EFL gains in TE and COMIS.

Would Integrated Employment and Training (IET) automatically be included (and tracked) as a workforce preparation milestone?

Depending on how a program is structured and coded, IET may or may not be tracked as a workforce preparation milestone. In MIS a student needs to either 1) successfully complete a noncredit CTE course, 2) successfully complete a noncredit workforce preparation course, 3) earn 48 or more contact hours in noncredit CTE courses, or 4) earn 48 or more contact hours in workforce preparation courses. In TE this is handled differently. In TE a student must be coded as IsAEBGProgramNA = 0 and have the following Learner Results: EDU_COMPLETED_COURSE or WORK_EXPERIENCE, WORK_TRGMLST.

If a provider offers a contextualized course how are hours calculated?

The term 'contextualized course' may refer to a course which uses specific content from another area for the purposes of making the course more relevant to student goals or a course which is endorsed for more than one instructional area. For example, a basic skills course contextualized for the construction trades may use example calculations or content from the construction trades to reinforce mastery of competencies related to that course but may not be an 'integrated course' endorsed for more than one program area. Conversely, some courses may be endorsed for more than one program area (similar to IBest) and can be counted for instructional hours in both areas.

For courses endorsed for more than one instructional program in TE, the hours are allocated based on a 50/50 split (or split evenly across all CAEP programs for which the class is endorsed) and calculated based on the total instructional hours entered for the student.

In COMIS, there is no way to split the hours this way. A student's total attendance hours are attributed to the course they are enrolled in on record.

If a training is fee-based should it still be reported in TE and COMIS?

No tuition may be charged or collected in the CAEP program areas by either community colleges or K12 adult schools with the exception of K12 adult school CTE courses. Please see the CAEP Fees Memo for guidance.

How should a college offering a GED preparation course that is not an approved course be coded in MIS?

Colleges should try to convert such offerings into CDCP noncredit courses since it would both allow that student to be counted as an enrollment in the AEP dashboard and would provide noncredit apportionment to the college.

What is the difference between noncredit and not-for-credit courses and why are not-for-credit courses not included as a part of adult education data tracking?

The term 'not-for-credit' primarily refers to fee for service courses offered by colleges in community education programs. Community education courses do not go through course approval processes, and instructors do not need to possess any minimum qualifications. By statute, these courses are not considered adult education courses, and CAEP funding cannot be used to fund them. In contrast, noncredit courses do require curriculum approval by their institution and by the state, and instructors must meet specific minimum qualifications or credentialing requirements.

Questions on Differences Between CAEP Reports and the AEP Dashboard

If my data in TE is different than what is shown on the AEP dashboard, what are some potential factors to consider?

Several factors may result in counts not matching between the AEP dashboard and TE reports, including:

- TE includes students with less than one instructional hour for unduplicated enrollment counts, whereas the AEP dashboard only counts students with one or more hours or those that received a service. Therefore, unduplicated enrollment counts tend to be higher in TE than the Reportable Individuals count on the AEP dashboard.

- TE consortia level data only includes partial data from the community colleges which is primarily collected through COMIS, while the AEP dashboard integrates TE data with additional data.

- Certain metrics are calculated based on verified matches between TE, COMIS, and/or EDD data, such as transition to postsecondary or employment; if a match is not verified then it will not be counted.

- Agencies using TE report data to CAEP quarterly, while college reporting is term based. Thus, the reports may represent different time frames. The data on the dashboard represents a fixed time (i.e., when CASAS submits the data set to ERP) which may not align to the CASAS Quarterly or Yearly Summary reports.

Why do values on the CASAS CAEP annual summary reports for consortia or consortia members not match values displayed on the Adult Education Pipeline for the same program or academic year?

- The AEP dashboard includes data for all CAEP funded programs. TE does not include data from all community colleges. Only those colleges receiving WIOA II funds are required to report data in TE, and more specifically only for WIOA II funded programs (ABE, ASE, ESL). Those colleges may only report WIOA Title II funded students and not all their CAEP students.

- TE includes student outcomes based on agency reporting while many LaunchBoard progress and outcome measures are based on a match between CASAS and COMIS enrollment records. Outcome data based on the student match between COMIS and TE data is only available on the LaunchBoard.

- CASAS and the LaunchBoard use different methodologies for deduplication of students who may have enrolled in more than one institution in the same program year.

- LaunchBoard requires first name, last name, date of birth, and gender to be included.

Metric Definitions and Calculations

How do I know how metrics are calculated?

The Metric Definition Dictionary (MDD) is updated yearly to coincide with the annual AEP dashboard refresh. The MDD offers complete information on how metrics are defined and calculated using TE and MIS data. It also includes other relevant information about the dashboard, an institutional crosswalk, key source documents and an overview of the functionality of the dashboard.

How is Reportable Individuals defined on the Adult Education Pipeline dashboard?

Reportable Individuals, commonly referred to as "adults served," includes the following:

1. Students receiving one or more instructional contact hours in a course that is included in the CAEP allowed program areas.

2. Students receiving services but are not enrolled in any CAEP program.

If a student takes four hours of Workforce Preparation and eight hours of ESL are they considered a participant?

Yes. Hours are accumulated for the entire program year based on the student's total enrollment in any combination of CAEP program areas across all institutions.

What is the definition of a Transition?

In CAEP, transition refers to specific outcomes defined as important indicators of student progress or as elements of a student journey. The most important transition metrics are:

- Transitioned from ESL / ABE to ASE

- ESL, ABE and ASE participants who transition to postsecondary (defined as CTE course or non-developmental credit college course)

The AEP dashboard includes other metrics in the transition and progress tabs relevant to understanding student journeys that involve transitions, such as:

- Enrolled in Adult Ed after Taking College Credit Course

- Completed 6+ College Credit Units

- Community College GPA 2.0 or Higher

- Students taking transfer level credit math or English courses

Where do students get "counted" for transition metrics?

When a student transitions to ASE or to postsecondary, they are counted as meeting that outcome at the institution of origin. When they are co-enrolled and have more than one institution of origin, they are counted as meeting the transition outcome in both places. If those members are in the same consortium, the student counts will be deduplicated in the *consortium view* of the dashboard. In essence, the institution of origin (even if there is more than one) gets "credit" for the transition. Furthermore, that transition can occur to any institution in the system.

How can I identify a pre-apprenticeship student?

In the AEP dashboard pre-apprenticeship students are included using SB23 = 2. Therefore, they are included in the CAEP population (Reportable Individuals, AE 200) based on the student level flag, rather than any course element.