

# LaunchBoard Adult Education Pipeline 3.0

May 27<sup>th</sup>, 2020

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California Community Colleges



# Main Objectives for Today

1. Overview of CAEP data universe, students, programs, and metrics
2. Adult Education Pipeline & what's new in build 3
3. Demonstration of the Pipeline
4. Questions and Answers/Discussion

NOTE: Please type your questions into the chat box. We will be pausing after each section to answer.



## Why CAEP?

- Improve access to postsecondary education
- Increase outcomes for adult learners in adult education and noncredit college programs
- Increase access to employment, higher earnings, and economic mobility for low income adults, immigrants, and families

# CAEP Students

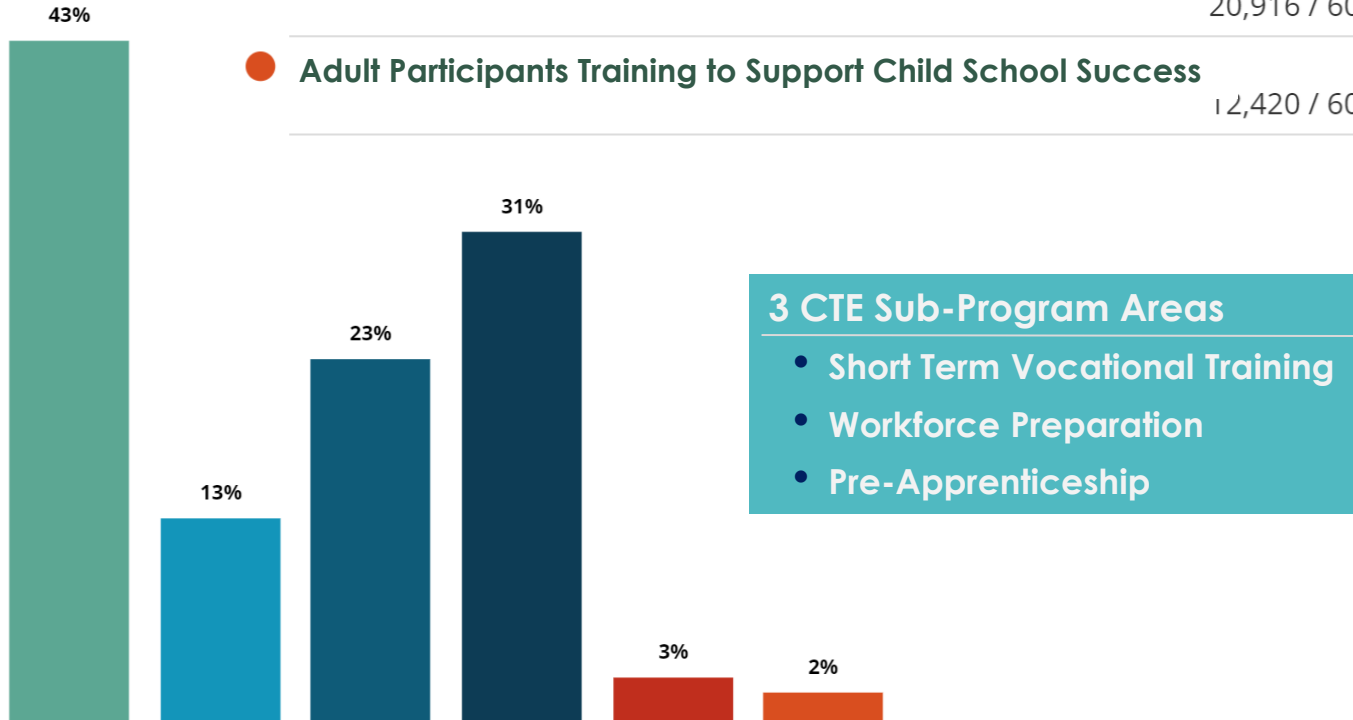
**Adult Education Student (Adults Served):** Any student 16 or over served at a K12 adult school or a community college noncredit program with at least 1 instructional hour in a CAEP program area or who receives services

**Adult Education Participant:** Any K12 adult education or college noncredit student with 12 or more instructional contact hours over the program year (in any combination of programs). Outcomes are only reported for participants.

**College Credit Students:** Students enrolled in credit coursework are not considered adult education students unless they are co-enrolled in a K12 adult school or community college noncredit program.



● Participants in English as a Second Language (ESL)	43%
	258,049 / 603,513
● Participants in Adult Basic Education (ASE)	13%
	75,814 / 603,513
● Participants in Adult Secondary Education (ASE)	23%
	139,445 / 603,513
● Participants in Career Technical Education (CTE)	31%
	184,214 / 603,513
● Participants in Programs for Adults w Disabilities	3%
	20,916 / 603,513
● Adult Participants Training to Support Child School Success	2%
	12,420 / 603,513



# CAEP Programs

## CAEP Student Metric Buckets

### Participation

Adults Served  
Participants  
Programs

### Progress

EFL Attainment  
Workforce Prep  
Occup Skills

### Transition

ABE/ESL to ASE  
Transition to  
Postsecondary

### Completion

Diploma/HSE  
Postsecondary  
Credentials

### Employment

Employment  
Wage Gains  
Living Wage

## CAEP Metric Disaggregation

Race/Ethnicity

Gender

Age

Program Area

First Time/Cont





# The CAEP Metrics as a Student Journey

Completion by  
Design Framework

Connection	Entry	Progress		Completion	
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Metric Buckets

Adults Served	Participants	Student Progress	Transition	Completion	Outcomes After Exit
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Metrics

<b>Reportable Individual:</b> 1+ hour or svsl	<b>Participant:</b> 12+ contact hours	<b>Interim Progress Meas's</b> 1. EFL Level Attainment 2. CB21 Level Progress 3. Occup. Skills Gain 4. Workforce Prep MS	<b>ABE/ESL to ASE Transition to Postsecondary</b>	<b>HS Diploma or Equivalent Postsecondary Credential</b>	<b>Employment Wage Increase College Credit Award</b>
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Activities

<ol style="list-style-type: none"> <li>1. Expand/improve outreach &amp; marketing to target populations</li> <li>2. Improve/redesign student intake processes</li> <li>3. Deeper engagement w students regarding goals and longer term educational opportunity</li> <li>4. Improve initial student data collection</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase number of ABE/ASE/ESL courses based on community need/demand</li> <li>2. Reallocate offerings geographically based on regional demographic shifts</li> <li>3. Increase course articulation agreements or dual/co-enrollment between K12 &amp; CC</li> <li>4. Increase offerings &amp; enrollment in IET &amp; pathway programs</li> <li>5. Implement consortia-wide agreement for placement into college level courses using EFL's and other student persistence measures</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase offering of postsecondary CTE credential programs</li> <li>2. Improve alignment of CTE credential programs with labor mkt demand</li> <li>3. Increase offerings &amp; enrollment in IET &amp; pathway programs</li> <li>4. Improve information about pathways and career opportunities at intake</li> <li>5. Increase articulation &amp; dual/co-enrollment between K12 AE/CC</li> <li>6. Improve collection of emp/wage data</li> <li>7. Increase student participation in WBL activities connect to pathways</li> </ol>
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## TOPSpro Enterprise

- Quarterly and annual data collection from K12 adult schools and WIOA Title II Programs
- Provide quarterly and end of year DIR reports to agencies for comparison with agency data
- 19 Colleges funded under WIOA Title II and a few other colleges report using MIS and CASAS
- Provides validated EFL completion data using pre and post test data using CASAS test instruments

## LaunchBoard

- Uses Noncredit MIS, CASAS, and EDD data
- Provides complete consortium level data combining K12 and CC enrollment records
- Matches K12, College, and EDD data to track postsecondary transitions and employment outcomes
- Updated annually
- Used for AE consortia 3 year and annual plan updates



- Financial Accountability and budget tracking
- Posting of consortia 3 year plans and annual plan updates





California  
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Colleges

## Student Success Metrics

**Student Success Metrics Dashboard**  
View student progression along various educational journeys, from recruitment to completion, transfer, and the workforce.

[Explore](#)



**Community 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 Program**  
Completion and employment data for examining long-term outcomes.

[Explore](#)



**K-14 CTE Transitions**  
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](http://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx)

LaunchBoard  
Development  
Team



## What is the LaunchBoard?

Statewide suite of public dashboards supported by the Community College Chancellor's Office and hosted by Cal-PASS Plus. LaunchBoard provides data on progress, employment, and earnings outcomes for community college pathways, adult education, and K14 career pathways and tracks important accountability measures for key educational reform initiatives

This information is intended to facilitate local, regional, and statewide conversations about how to foster economic mobility.



## Key Characteristics

- **Practitioner Driven** – Designed to improve educational practice
- **Relevant:** Aligned to Legislative and CO Priorities
- **Display Types** – Student Journeys or Education Reform Key Metrics
- **Uses Public Data Sets** – Leverages CC, AE, K12, EDD other data
- **Matches Data to Track Transition** – AE/CC; K12/CC; CC/LMI
- **Compares institutions, regions, state level data**
- **Disaggregated by ethnicity, age, gender, program**



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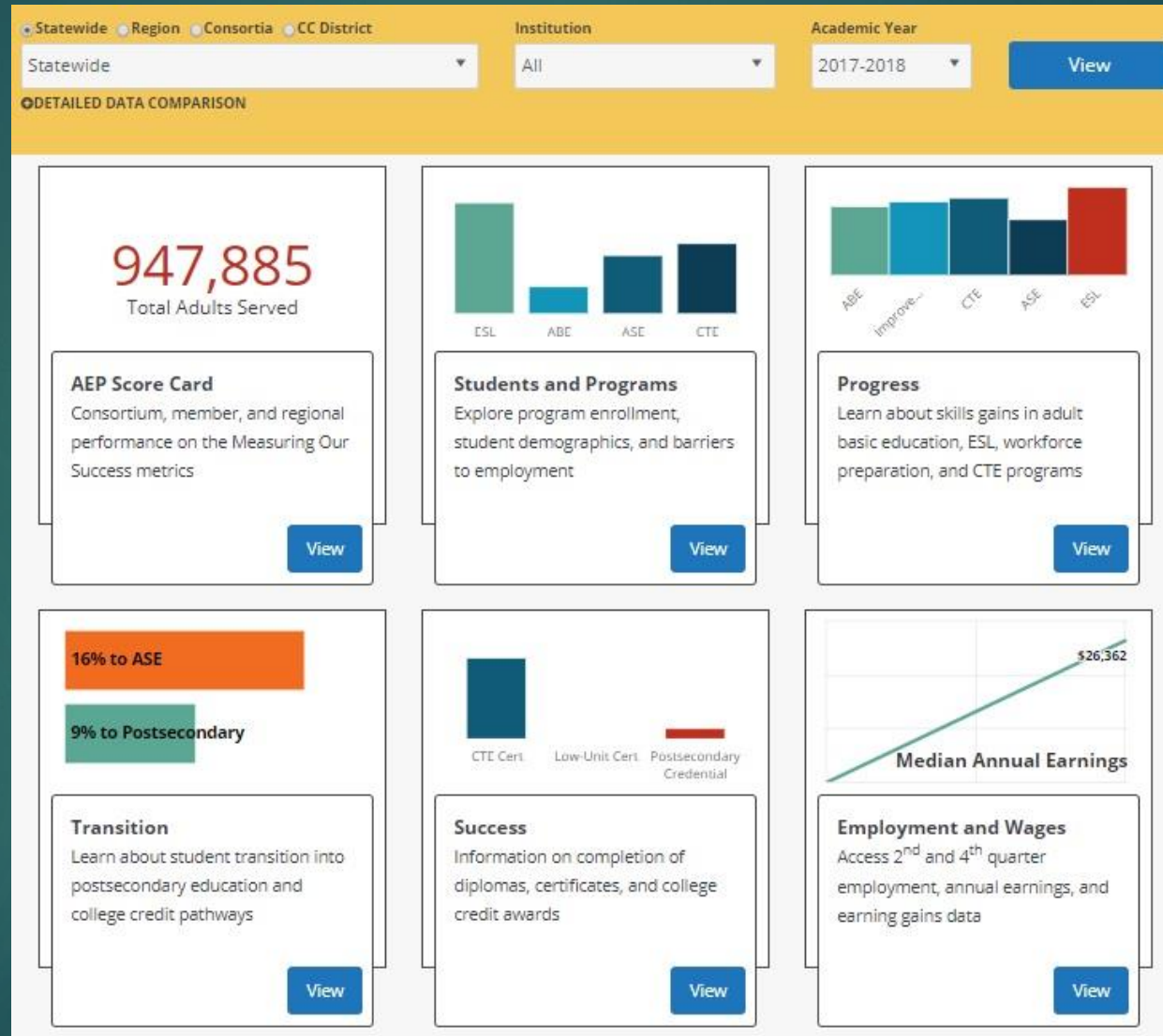
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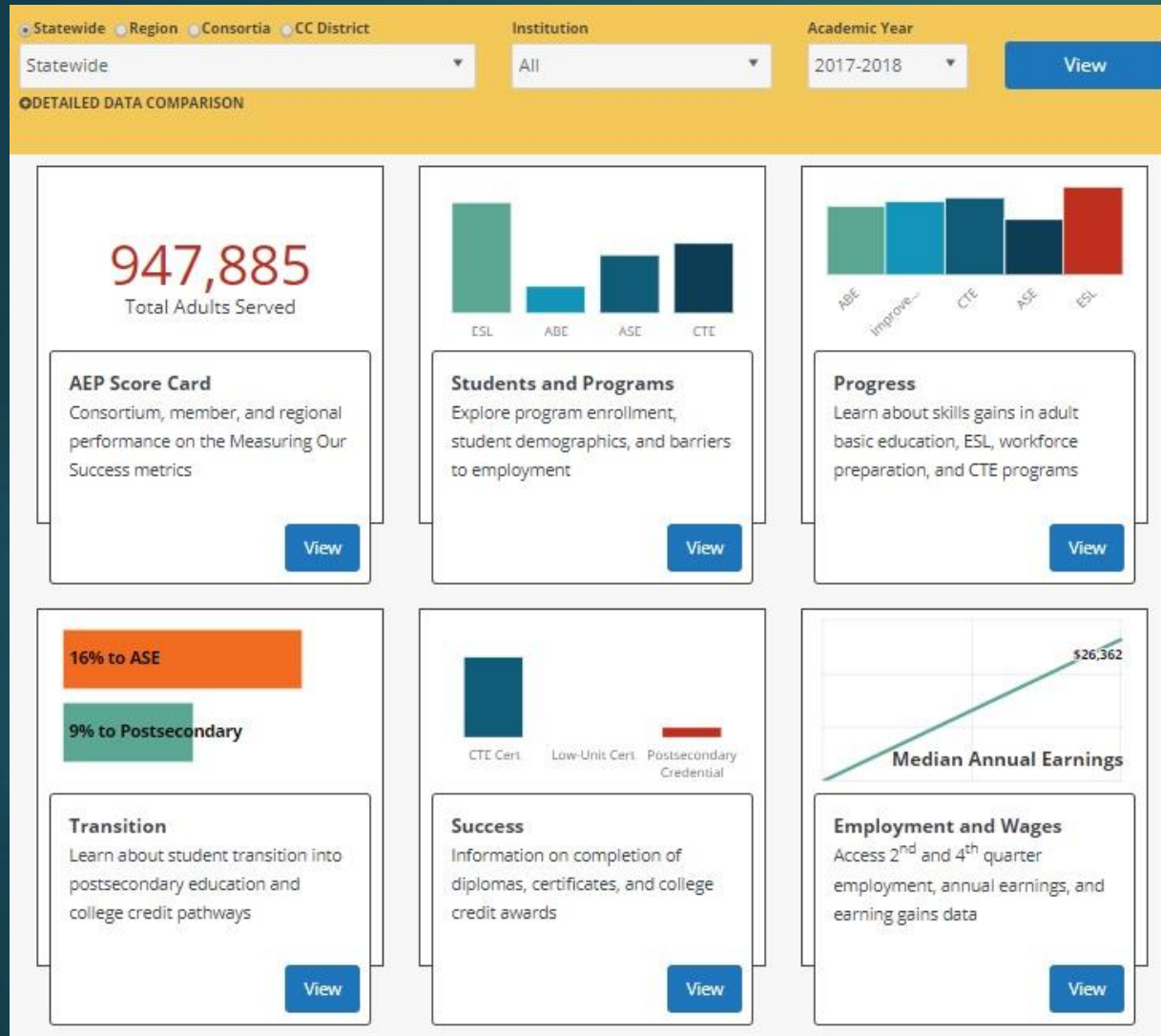
# Accountability, Reform, & Student Journeys

- **Accountability Tools:** Student Success, Strong Workforce Program
- **Reform Tools:** Guided Pathways
- **Student Journeys:** Community College Pipeline; Adult Education Pipeline



# Adult Education Pipeline





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 and tables with:
  - Additional AE Key Metrics
  - Multiple disaggregations
  - Time trends
6. Comparison view in Detailed Data View



# Data and Metric Alignment

## 1. Alignment with CASAS/TE Calculations

- a) Aligned program, population, and outcome definitions
- b) Lowered age to include 16 and over for TE and COMIS data
- c) CASAS/WestEd review of TE calculations to validate AE 3.0 construction
- d) Decision made NOT align to CAEP definition for Reportable Individuals since students with  $0 < 1$  program or contact hours are not included unless the student was flagged as receiving services

## 2. Alignment with Student Success Metrics

- a) Alignment of Adult Ed/ESL and Short Term CTE journey metrics with existing CAEP definitions

## New Metrics and New View in Build 3

- Adults served with 1-11 instructional contact hours
- Service only students
- Participants in Workforce Preparation
- First Time Participants (by program area)
- Returning or Continuing Participants
- Participants taking courses in more than one program area
- Participants taking courses at more than one adult school
- Subsequently took transfer level math or English
- Year to Year Persistence
- Community College District view

# Disaggregations and Drilldowns

- Age Group
  - Race/Ethnicity
  - Gender
- } All Metrics

**Drilldown**

Time Trend ▼

|

Time Trend

Age Group

Race/Ethnicity

Gender

- Program (ABE/ASE/ESL/CTE)
  - First Time/Returning (3.0)
- } Some Metrics

**Program Type**

All Programs ▼

|

All Programs

ABE

ASE

ESL

**Student Type**

All Students ▼

|

All Students

First Time Students

Returning or Continuing Students

Note: Drilldowns work together. Therefore, a user can see how many first time ASE students or returning ABE females students met the metric outcome

# New to Student Barriers to Employment

Reportable Individuals who had >1 instructional contact hour or received support services in the selected year are broken up into two categories:

**1. Ever Flagged** - having barriers to employment at any time up to and including the selected year:

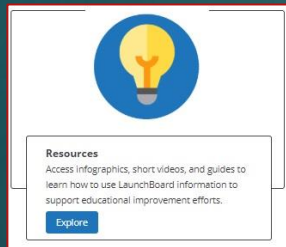
- Cultural Barriers (SG18)
- English Lang. Learner (enrolled in ESL)
- Ex-Offender (SG15)
- Foster Youth (SG03)
- Low Income (SG14)
- Low Literacy (SG20)

**2. Flagged** - having barriers to employment ONLY in the selected year:

- Displaced Homemaker (SV05)
- Homeless (SG16)
- Long Term Unemployed (SG17)
- Migrant Farmworker (SV09)
- Seasonal Farmworker (SG19)
- Exhausting TANF within 2 Years (SC18)
- Single Parent (SV04)

NOTE: Make sure that the flags for the barriers only in the selected year are updated each year since students will need to be flagged in any term of the academic year to be included

# Resources



1. COMIS Data Element Dictionary (back on the CO website) <https://webdata.cccco.edu/ded/ded.htm>
2. California Adult Education <https://caladulthood.org>
3. Chancellor's Office Datamart <https://datamart.cccco.edu/Outcomes/Default.aspx>
4. CASAS <https://casas.org>
5. LaunchBoard Resources [https://launchboard-resources.wested.org/resources?t\\_id=all](https://launchboard-resources.wested.org/resources?t_id=all)
6. LaunchBoard and Noncredit FAQ Available this week on LaunchBoard Resources, [caladulthood.org](https://caladulthood.org), and RP listservs



# Live Demo





## 1. User Interface & Resource Improvements

- User Interface support enhancements to improve understanding of metrics and calculations
- Better dedicated AE resources to improve reporting & understanding of data processes and usage

## 2. Professional Development – 20/21

- Using LB Data for Program Improvement and Planning
- Noncredit Code Alignment: Improving noncredit program and student coding to improve outcomes
- CB21 and AB705: Creating stronger course sequences to college level courses and programs
- CTE Pathways: Using the adult ed CTE mapping data to improve adult education career outcomes

## 3. Metrics

- Cohort based metrics
- Instructional content hours and student services

# AE Pipeline 2020 -2021

If you have any further questions, please contact:

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