# CAEP

# Adult Education Pipeline

# Coding Guide

**June 2022**

# INTRODUCTION

With the user in mind, this guide has been designed to meet the needs of a variety of users, including adult education instructors and program managers/coordinators, college and K-12 administrators, information technologists, and institutional researchers. This is a companion guide to the Adult Education Pipeline Metric Definition Dictionary (MDD). There are additional resources available to the public at: https://adult-education-resources.wested.org/.

The main purpose of this guide is to provide end-users additional support in using and coding for the Adult Education Pipeline (the AEP dashboard) found on the California Community Colleges LaunchBoard. This guide is designed to answer questions on the data used in the AEP dashboard, how to verify these counts at your institution, and how to identify and code your institution's data to ensure your adult learners and outcomes are being accounted for in the AEP dashboard. The guide covers what data are used, how they are collected and calculated, and associated coding and naming protocols. Screen shots and examples are provided for illustration.

**Section One** addresses the fundamentals of the AEP dashboard, including answering some of the fundamental questions.

**Section Two** introduces key terminology that users need to know to understand the data presented on the AEP dashboard, and the implications they have on coding. This section includes a walkthrough of the Metric Definition Dictionary, the key resource to grasping the data, metrics, and calculations.

**Section Three** delves into the key metrics in the AEP dashboard. This section defines the metrics, how they appear on the dashboard, how to code and review the data, and their importance in charting outcomes.

**Section Four** addresses variations one might find between CASAS TOPSpro Enterprise (TE) CAEP Summary reports and the data in the AEP dashboard.

**Sections Five** addresses commonly used acronyms.

The AEP Coding Guide has been developed in response to questions that adult education practitioners, administrators, and institutional researchers have asked the AEP dashboard team. This guide uses embedded hyperlinks [they will appear in this form, for example MDD] to allow users to jump to a related item within the Coding Guide or other resources on the web. Similarly, the Table of Contents has embedded shortcuts for easy navigation to relevant content.

Look for this icon for tips on understanding and entering data or other coding issues.

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# SECTION ONE: THE FUNDAMENTALS

## What is LaunchBoard and the Adult Education Pipeline?

LaunchBoard is an online resource that is free and open to the public. LaunchBoard includes multiple dashboards that are part of a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus.

One of these dashboards is the Adult Education Pipeline (the AEP dashboard). The AEP dashboard opens with a menu of data options, also known as "tiles." These tiles organize the data into steps along the learner journey. The journey from enrollment to employment is considered the pipeline, with various milestones along the way. These milestones are grouped in **five** sequential tiles:

1. Students and Programs
2. Progress
3. Transition
4. Success
5. Employment and Earnings

There is one additional tile, the AEP Score Card, which serves as a page to quickly reference important metrics used for reporting. There are metrics under each tile that allow for a more nuanced exploration of the data. Most metrics can be disaggregated and viewed by student demographics (Age, Gender, Race/Ethnicity), as well as program and student type (CAEP Program, First Time/Returning). Note that disaggregation options vary by metric.

CAEP managers and staff can use the AEP dashboard to view data on adult education student outcomes, including transition into credit-bearing post-secondary programs and employment. It is useful for identifying trends, gaps in services, areas of success, evaluation, communicating outcomes, prompting questions for exploration, and program planning.

## How do I access the Adult Education Pipeline?

The Adult Education Pipeline is open to the public. No login is required, and no email is used. All the dashboards are accessible at https://www.calpassplus.org/LaunchBoard/Home.aspx.

Google "Launchboard" and select the correct link.
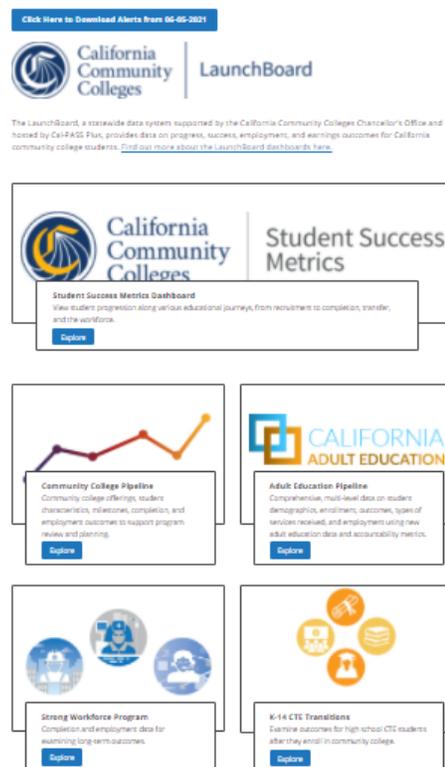
# The Basics

## How do institutions report their data?

There are two primary sources for student level data used for the AEP dashboard: CASAS TOPSpro Enterprise (TE) and the Chancellor's Office Management Information System (also known as COMIS or MIS).

- **TE** is a software designed for use by adult education programs funded by Workforce Innovation and Opportunity Act (WIOA) Title II. K-12 adult schools and community college noncredit program administrators, data entry specialists, or institutional researchers enter data into the data system. For TE users, CASAS submits data to the California Department of Education, Adult Education central office each quarter, and annually as an annual report. These data are summarized by CASAS then sent as a separate file to the state Chancellor's Office at least once a year. TE data is also used for Federal WIOA Title II reporting purposes. Finally, an annual export is provided to the AEP dashboard team for integration into the AEP dashboard each year.

- **COMIS (or MIS)** is the management information system designed for use by the California Community College (CCC) system. The Chancellor's Office uses MIS to collect education and institutional data from California community colleges. Note that "the data collection function of MIS is mandated by legislation"[1] and includes information on credit and noncredit students and programs. Campus staff are required to submit their data each term, as well as specific files annually. For more information on MIS submission and requirements visit: https://webdata.cccco.edu/mis.htm. An annual export of MIS files from all years and terms available is provided to the AEP dashboard team for integration into the AEP dashboard each year.

Many community college noncredit programs report into both systems. Community colleges' primary reporting system is MIS; however, if they provide WIOA II funded adult education programming, they are also required to report data into TE.

Both data systems collect data that is integral to the AEP dashboard, including student identifiers, demographics, services received, assessment tests, pre- and post-test scores, enrollment, and awards earned. There are also specific and secure ways to submit data into these systems. For MIS, there is a data validation process, including syntactical (or field) checks, integrity checks, referential checks, and data quality checks. Each college or district relies on institutional technology and institutional research staff to manage this process. They are essential in checking data quality.

TE and MIS data is integrated into the AEP dashboard to display a comprehensive picture of CAEP learners and outcomes. Because two reporting systems are merged, student records are matched and deduplicated to avoid over counting leaners. In other words, each student is counted only once in each category (program, outcome, etc.) within a selected locale.

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[1] MIS Data Submission User Manual Version 1.1, Updated July 15, 2021

Finally, a third data set is integrated to match adult education students with employment and earnings outcomes: the Employment Development Department Unemployment Insurance (EDDUI) wage file. Student wage data matches require a valid Social Security Number (SSN).

💡 Identify and report all data into the correct data collection source.

- Enter a learner's SSN if possible.
- Regardless of WIOA II status, community colleges must submit their educational and institutional data into MIS.
- K12 adult schools must report CAEP student data into TE.
- All institutions, regardless of type, funded through WIOA II must report data for their WIOA II funded adult education students into TE.

## Why are these data selected?

The data shown in the AEP dashboard align with metrics required by the state legislature for the CAEP program and are aligned with other state or federal accountability measures, including WIOA, wherever possible.

## What students are included in the Adult Education Pipeline?

The AEP dashboard displays information on students who received one or more hours of instruction[2] or who received services at any K-12 adult school or noncredit community college adult education program. This includes students ages 16 and older. Note that students must have a first name, last name, date of birth and gender to be included in the data match process.

**Important:** Individual student records are only used to calculate aggregate counts and percentages, which are then displayed on the dashboard. *No individual student data is displayed on the dashboard*. Due to federal regulations protecting student data, the AEP dashboard does not display information that may inadvertently disclose students' identities. To comply with this regulation, the dashboard suppresses any counts less than 10. The AEP dashboard also uses complementary suppression, which means the two lowest groups are hidden from view to avoid users calculating the missing value(s). When separate subgroups are masked and added together, they are displayed in the subgroup called "All Masked Values." For more information see Suppression and Complementary Suppression in the MDD.

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[2] For noncredit community colleges, instructional hours are tracked using MIS data element SX05 Positive Attendance Hours. During COVID-19 colleges had to pivot instruction methods to online instruction, which affected data collection, specifically SX05. Version 5.0 of the AEP dashboard (published Spring 2022) addresses this challenge by applying a coding exception to noncredit community college students in metrics that require an hour threshold (e.g. Participants). During Spring 2020 and 2020-21, an enrollment in an adult education program is used as a proxy for the hour component of select metrics.

## Which colleges, K-12 adult schools, and programs are included in the Adult Education Pipeline?

Data from all 71 CAEP consortia and their members is available on the AEP dashboard. Exceptions may occur based on reporting relationships between the members – for example, where one agency reports another agency's data through their TE license. Some colleges receive WIOA Title II funding, and therefore report relevant student data in TE, in addition to their MIS reporting. Data reported into TE for these institutions is only available at the district level, while MIS data is available at the college level. Multi-college districts should consider this while looking at their data in the AEP dashboard.

All data in the AEP dashboard can be viewed at the Statewide, Region, Consortium, Community College District, and Institutional level. Note that the AEP dashboard shows summary level data for colleges or adult schools only. Separate centers operating as a part of an adult school or college are not displayed. View the full agency list in the Agency Crosswalk: https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline-MDD#_Toc101080406.

Students participating in "not for credit" community education programs or contract education programs are not reported into MIS or TE and are not included in the AEP dashboard. The one exception is Career and Technical Education (CTE) students participating in fee for service programs at K12 adult schools which should be reported through TE.

## What years of data are available on the Adult Education Pipeline?

AEP dashboard data is displayed based on the academic year which begins July 1st and ends June 30th of the following year. In WIOA this is referred to as the "program year." Program year and academic year are used interchangeably. In college noncredit programs, all students participating in the summer session are counted in the academic year beginning July 1st even if they begin classes in June. This mirrors how data is collected and reported in the community college system for all students.

The earliest year of data displayed is 2016-17, which was the first year in which TE data was merged with MIS. The most recent year of data displayed is the most recent completed academic year. Each year the dashboard is updated in March with the most recently completed academic year. For example, the 2020-21 data was updated in March 2022. The dashboard includes notations about changes in data collection over time.

## How often is data collected, updated, or refreshed?

In general, student data is collected by an institution at the point of service. For example, when a student first registers with an adult education program at a K12 adult school or college noncredit program or if they receive a service. It is important that student identifiers (first and last name, gender, date of birth, and SSN if available) are collected at intake. If these (excluding SSN) are not reported, their data *will not* be displayed in the AEP dashboard. Student data should be updated for every class or service in which they participate to maintain accurate records.

Each institution should maintain a current record for each student through a verification process to eliminate errors. In general, the process of updating student data is the institution's responsibility.

- In MIS, institutional technology and/or institutional research staff can examine prior enrollment and registration data with current records to determine cases where data are misaligned, missing, or inaccurate. Corrections are made and data are "refreshed" through a process of resubmission to the state. Each time a college submits a data file to the state, it can over-write (or correct) prior records. The state has a deadline (due date) for colleges to submit the current academic year data; however, colleges can resubmit data at any time, for as many years back, as they wish.
- In TE, identified program staff review the quarterly reports and identify errors to the CASAS Team for updates. Though reports to the state are submitted quarterly, TE users can examine and correct their data at any time.

The AEP dashboard is based on a data set that is updated on an annual cycle based on when data becomes available from CASAS, the Chancellor's Office, and the Employment Development Department. CASAS provides an annual export of TE data for the most recent program year, which means that data updated by agencies in TE for prior program years will not be reflected in the AEP dashboard. However, changes made through resubmission to the Chancellor's Office are reflected in the AEP dashboard if they were made prior to the most recent upload of MIS files. The dates in which each data source has been incorporated into the AEP dashboard is published in the resources section of the dashboard located at the bottom of every page.

When collecting and entering data:

- Check your institution's procedures and processes for collecting and entering data to ensure all data is being collected and entered.
- Verify the different data collection and entry roles at your institution(s).
- Develop a process to collect data with each student contact.
- Make sure each qualifying learner's name is on the roster. If a student's name is not on the roster, or services are provided without a contact record, these are likely unreported.
- Ensure the student completes basic identifiers (full name, gender, date of birth) and other demographics.
- Gather information about the student, such as socio-economic status, prior education, language, and employment barriers.
- When a service is provided, enter that information into the student record.
- Log course attendance or when a course is completed.
- Verify that each test score gets logged by student name and date taken.

## Highlighted Data Practices in a Local Context

### How is data collected at my institution?

Various parts of the student experience are collected during the application process (such as CCCApply), registration, orientation, assessment, and enrollment. Students can respond to questions about their identity, demographics, prior education, or needs for support. Some institutions record assessment data such as placement, pre-test, and post-test scores. Some faculty or instructors enter student participation

and grades or progress indicators (where offered). At other institutions, administrative professionals enter attendance hours.

Each institution varies in the specific software tools / student information systems used to gather, store, keep current, and report data to the required data systems. Institutions have staff assigned to these tasks, including information technology and institutional research professionals in the community college context. Program managers are encouraged to learn about local practices and develop relationships with those responsible for data management.

Meet and put together a data collection plan with anyone involved in data collection and reporting.

Key Roles:

- Administrative Professionals
- Administrators
- Counselors
- Data Managers or Specialists
- Information Technology Staff
- Instructors / Faculty
- Institutional Researchers
- Transition Specialists

## Data Collection Plan

All institutions should have a data collection and reporting plan in place. A plan ensures that everyone is informed, understands, and adheres to standard data collection practices. This plan will look different for each institution as the size, staffing, and processes vary across institutions, but a typical data collection plan should include:

- A process for documenting, collecting, and entering data.
- A clear staffing plan that includes who is responsible and the role for documenting, collecting, entering, and submitting data. It should address who is responsible for entering course level as opposed to student or program level data.
- A training process for responsible individuals to ensure they understand the who, what, why, when, and how of data collection, entry, and submission.
- A communication plan so that all relevant staff are informed of expectations and purposes of data collection, including the notification process for when new required data elements are introduced.
- A process to review the plan annually to account for staffing transitions or to correct for past errors in data entry and submission.

# SECTION TWO: IMPORTANT DEFINITIONS AND CONSIDERATIONS

## Key Coding and Metric Definitions

This section reviews common terminology that will help staff understand key metrics and concepts in the Adult Education Pipeline (the AEP dashboard). More detailed information on definitions and calculations can be found in the Metric Definition Dictionary (MDD).

- **Metric** refers to a value that captures a student group or outcome. Metrics are made up of one or more data elements, which are data points that are associated with a student, a course, or an institution. Some common data elements are: student ID, college name, academic year, or award type. We label these metrics with a naming convention to help simplify analysis and writing code.

  Metric names have two components: the metric ID and its label.

  Example: AE 200 *[metric ID]* for Reportable Individuals *[label]*

AE 200 Reportable Individuals

| Description | The number of learners who had one 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. This metric is also referred to as "Adults Served."<br><br>Note: Due to the continued challenges noncredit community college institutions have faced in reporting student attendance hours for noncredit distance education courses, the hour threshold requirement in this metric is not enforced for noncredit community college students during Covid-impacted terms (spring 2020 and all terms in 2020-21). An enrollment record in an adult education program is used as a proxy for the hour threshold component of this metric during the timeframe. |
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- **Naming Conventions** have the following qualities:
  - All metrics in the AEP dashboard begin with AE for Adult Education, followed by a three-digit indicator.
  - Metrics in the lower series (100s, 200s, 300s) are typically enrollment and demographic based metrics.
  - Metrics in the higher series measure outcomes (e.g., milestones). Progress metrics tend to be the 400s, transition in the 500s, completion in the 600s, employment in the 700s, and earnings in the 800s.
  - Note that numbering continues to expand and evolve as we include more metrics and align with other dashboards over time.

- The **Metric Definition Dictionary** (MDD) is a resource embedded in the AEP dashboard. The MDD lays out all the metrics in the dashboard, the data elements associated with each metric,

and the calculations. Additionally, the MDD provides explanations of data terms and disaggregation categories and houses all reference tables used for the AEP dashboard.

- **Calculations** are how the metrics are coded. There are two sets of calculations needed for the AEP dashboard: COMIS Calculations and TE Calculations. Calculations lay out the elements and how students qualify for inclusion in the calculation.

**COMIS:** Become familiar with the metrics and naming conventions used to calculate the AEP dashboard metrics to ensure that all data is being collected in the MIS system. These can be found in the MDD's Metric Calculations under COMIS Data Source Elements.

**TE:** Become familiar with the metrics and naming conventions used to calculate the AEP dashboard metrics to ensure that all data is being collected in the CASAS system. These can be found in the MDD's Metric Calculations under TOPSpro Data Source Elements.

- **Denominator** is the category of students used as the base number for the metric. The most common denominators are Reportable Individuals (AE 200) and Participants (AE 202). However, for some metrics a more refined denominator is used so that the calculation only includes those who are relevant to the metric. For example, in determining employment outcomes, only exiting Participants who have a wage record in EDDUI are used to determine the number who achieved the identified outcome.

- **Numerator** is the count of students who meet the criteria for the metric (i.e., have been flagged with a particular demographic or met the outcome).

- **Lagging Metric:** Lagging indicators, such as employment after exit, cannot be calculated until certain criteria are met in a future time. Lagging metrics have the following qualities:

  - The metric allows for additional time so that the student can achieve the outcome which aligns with the adult learner journey.
    - Example: AE 634 Participants who earned a High-Unit Credit Certificate allows for a three-year timeframe for completion.
  - The metric requires passing of time to verify.
    - Example: AE 230 Participants in ESL, ABE, and ASE who Transition to Postsecondary requires a full year beyond the current year to ensure that the student has exited and not reenrolled in adult education. Note that this is different than the WIOA II definition of exit.

| Student Exits | Data provided for AEP | Data published to AEP | Data provided for AEP | Verification of non-enrollment | If no enrollment; seek data from UI wage files for Q2 & Q4 employment | Retroactively populated to previous year's data |
|---|---|---|---|---|---|---|
| Spring Y1 | Spring Y1 | Spring Y1 | Spring Y2 | Spring Y2 | Spring Y2 | Spring Y2 |

- **Wrapper Metric:** These metrics exist to group other metrics together on the AEP dashboard and display them as one chart. For example, each barrier to employment is its own metric, but the

AEP dashboard displays them together in one chart so users can quickly see the distribution across barriers.

- **Selected Year, Subsequent Year:** In the AEP dashboard, users are asked to select the Academic Year to display. That is considered the "Selected Year." Each year, the data is updated to incorporate another year. This allows viewers to identify trends or gaps over time. In several metrics, data are shown for students attaining a milestone within the selected or subsequent years. In those cases, the student could reach the outcome anytime in the year selected or the following year.
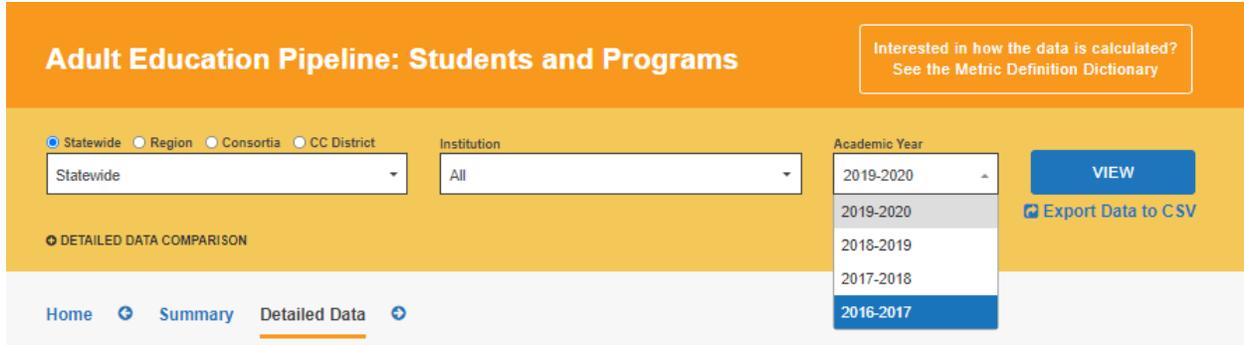


## The Metric Definition Dictionary Walk Through

The Metric Definition Dictionary (MDD), as noted earlier, is the most thorough explanation for coding and calculation protocols. The MDD explains the process and identifies the data elements needed in COMIS or TE to ensure that all procedures are transparent and available to the public. It also includes important information, such as definitions and the Agency Crosswalk. Following is an example of how to interpret the MDD. If you have questions about how a data element is calculated or what data elements are included in a calculation, you can use this guide to understand the layout. Then you can explore the MDD to best answer your questions.

### *Example*

**METRIC:** AE 202 Students with 12+ Instructional Contact Hours (Participants)

| Description | Among all Reportable Individuals (AE 200), the number who received 12 or more hours of instruction or positive attendance hours, across all enrollments, in an adult education program. | This section offers a clear description of the metric, including parameters for the denominator and any other considerations. |
|---|---|---|
| | Note that due to the continued challenges noncredit community college institutions have faced in reporting student attendance hours for noncredit distance education courses, the hour threshold requirement in this metric is not enforced for noncredit community college students during Covid-impacted terms (spring 2020 and all terms in 2020-21). An enrollment record in an adult education program is used as a proxy for the hour threshold component of this metric during the timeframe. | |

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| **Student type** | Adult education/ESL | Indicates which students are included in the calculation and relates to the student journey categories on the Student Success Metrics dashboard. This exists to support alignment efforts across LaunchBoard dashboards. |
| **Display** | Snapshot | This is how the metric tracks learners over time. Here, for example, "Snapshot" indicates that this metric is fixed in time and does not track a group or cohort of learners across time. |
| **Data Sources** | CASAS TOPSpro Enterprise Chancellor's Office Management Information System | Identifies where the data comes from.<br><br>The most likely sources are: CASAS TE, COMIS, and EDD. Following this box will be sections that identify the elements that inform EACH data source. |
| **TOPSpro Data Source Elements** | CurrentAge (Calculated)<br>TotalPYHours (prior to 2020-21)<br>TotalQualifiedHours<br>IsAEBGProgramAreaESL<br>IsAEBGProgramAreaABE<br>IsAEBGProgramAreaHSD<br>IsAEBGProgramAreaHSE<br>IsAEBGProgramAreaCTE<br>IsAEBGProgramAreaAdultswDisabilities<br>IsAEBGProgramAreaAdultsSupportingK12<br>ProgramYear | These are the data elements from the CASAS TE export used in the calculation.<br><br>Here you need:<br>• *Age*<br>• *Instructional Hours*<br>• *CAEP Program Area*<br>• *Program Year*<br><br>**Coding Tip:** Verify that you are filling out the appropriate bubbles on your CASAS reporting forms. |

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| **TOPSpro Calculations** | **AE 200** students who met the following criteria:<br><br>• **An adult education student with sufficient information to be included**<br>Student records must include first and last names, gender and date of birth<br><br>• **An adult education student age 16+**<br>WHERE CurrentAge ≥ 16<br><br>• **With 12 or more hours across all program areas**<br>AND (TotalQualifiedHours OR TotalPYHours) ≥ 12 across program year<br><br>• **In the selected year**<br>AND ProgramYear is within the selected year<br><br>• **Who either enrolled in an ESL program area**<br>WHERE IsAEBGProgramAreaESL = 1<br><br>• **Or enrolled in an ABE program area**<br>OR WHERE IsAEBGProgramAreaABE = 1<br><br>• **Or enrolled in an ASE or High School Diploma or High School Equivalency program area**<br>OR WHERE [IsAEBGProgramAreaHSD = 1 OR IsAEBGProgramAreaHSE = 1]<br><br>• **Or enrolled in a CTE program area**<br>OR WHERE IsAEBGProgramAreaCTE = 1<br><br>• **Or enrolled in an Adults with Disabilities program area**<br>OR WHERE IsAEBGProgramAreaAdultswDisabilities = 1<br><br>• **Or enrolled in an Adults Supporting K12 Success program area**<br>OR WHERE IsAEBGProgramAreaAdultsSupportingK12 = 1<br><br>• **AND in the selected year**<br>AND ProgramYear is within the selected year | This is the calculation that determines whether the student is included in the count.<br><br>Here, the CASAS TOPSpro data must meet all these criteria:<br><br>• Is an AE 200 student in the Selected Year<br>• Has 12 or more documented instructional hours in the current program year<br>• Is enrolled in at least one of the CAEP program areas (note the use of "either" and "or"<br><br>Note: "=1" is the CASAS TOPSpro Enterprise (TE) code that indicates "yes."<br><br>**Coding Tip:** Verify that you are identifying and entering all needed information for individual students on your CASAS reporting forms. |

| COMIS Data Source Elements | CB03 Course-TOP-Code<br>CB04 Course-Credit-Status<br>CB09 Course-SAM-Priority-Code<br>CB21 Course-Prior-to-College-Level<br>CB22 Course-Noncredit-Category<br>GI03 Term-Identifier<br>SB00 Student-Identifier<br>SB23 Student-Apprenticeship-Status<br>STD1 Student-Age-at-Term<br>SX05 Enrollment-Positive-Attendance-Hours | These are the data elements from COMIS used in the calculation.<br><br>For COMIS source elements, you can click on the hotlink which will take you to the COMIS Data Element Dictionary that will give you more information about each of these elements.<br><br>Many COMIS calculations have a variety of ways to meet the criteria for student inclusion. You will want to review the COMIS calculation section below for more details.<br><br>**Coding Tip:** Verify that you are filling out all the appropriate codes to ensure your students are included in metric counts. |
| --- | --- | --- |

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| **COMIS Calculations** | **AE 200** students who met the following criteria:<br><br>• **Has 12 positive attendance hours in the selected year summed across all noncredit courses in a recognized adult education program: ESL, ABE, ASE, CTE, AWD or Parenting Support**<br>WHERE [(SUM (SX05) ≥ 12 across all colleges and across all six AE programs per pseudo code in AE 200<br><br>WHERE CB04 = N<br>AND GI03 is within the selected year)]<br><br>• **AND count students at any college and in any of the AE program areas where they earned one or more hours that contributed towards the 12-hour threshold**<br><br>• **OR enrolled in noncredit courses in an adult education (ESL, ABE, ASE, CTE, AWD or Parenting) program in Spring 2020 or any term in the 2020-21 academic year**<br>Refer to pseudo code in AE 200<br><br>• **AND count students at any college and in any AE program areas where a student has a noncredit enrollment** | This is the calculation that determines whether the student is included in the count.<br><br>Here, the COMIS data must include these elements:<br><br>• Is considered an AE 200 student in the Selected Year<br>• Has 12 or more documented positive attendance hours (SX05) across the CAEP Program Areas (note the use of "either" and "or") in the selected year<br>**OR**<br>• The student has an enrollment in a noncredit course in a CAEP program area in Spring 2020 or any term in 2020-21<br><br>Note: Students are counted at any college where their records contribute to meeting the requirements above.<br><br>**Coding Tip:** Become familiar with the codes associated with the CAEP Program Areas. |
| **Denominator** | AE 200 Reportable Individuals | Identifies whether the calculation is limited to students who meet particular criteria such as Reportable Individuals or Participants. |
| **Value Type** | Percentage and Unduplicated Count | Identifies how the calculation will be reported. In this case it will be reported as a percentage and as a numeral. |

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| **Drilldowns** | Disaggregations: Gender, Race / Ethnicity, Age Group<br><br>AE Program Type: None<br><br>AE Student Type: None | Identifies whether the data will be accessible by different demographic information.<br><br>For example, this metric will be disaggregated by gender, race / ethnicity, age group but NOT by program type nor by student type (e.g., First Year or Returning) |
| **Notes** | • With the switch to online delivery method of instruction in Spring 2020 term, colleges inconsistently coded SX05 Positive Attendance Hours for noncredit courses. Therefore, the threshold of 12 hours (to align to WIOA Title II reporting of Adult Education Participants), has been adjusted for noncredit students enrolled in the Spring 2020 or any term in the 2020-21 academic year allowing inclusion of those students without meeting the threshold of contact or positive attendance hours.<br>• For now, we have left in MIN(STD1) ≥ 16. However, we are under the impression that a student's age is determined once a year on Oct. 15th (alignment with SSM) and not every term. | Includes important notes that will alert you to whether it is a change from a previous year, or any relevant decisions made that may help you understand the metric and coding. |

## Data Matching Explained

Students are identified and matched based on a derived key (DERKEY). This combines the first name, last name, gender, and birthdate for every record by institution and academic year. This filters out any record with blank or missing data in the first name, last name, gender, or date of birth (DOB). Then based on the DERKEY, institution and academic year, the code looks for additional records that match this same student at other agencies and across time (all academic years available). This is done to identify and deduplicate students across institutions so that outcomes are not overreported in the consortium, region, and statewide views in the dashboard.

# SECTION THREE: KEY METRICS IN THE ADULT EDUCATION PIPELINE

The Adult Education Pipeline (the AEP dashboard) is constructed to display key information related to the learner journey. The learner journey is structured using the following categories. This section identifies key metrics and commonly asked questions about metrics related to each of these categories. Please know there are additional metrics displayed under each of these categories in the AEP dashboard. You can review the AEP Metric Definition Dictionary (MDD) to further explore metrics under these categories.



| Students & Programs | Progress | Transition | Success | Employment & Earnings |
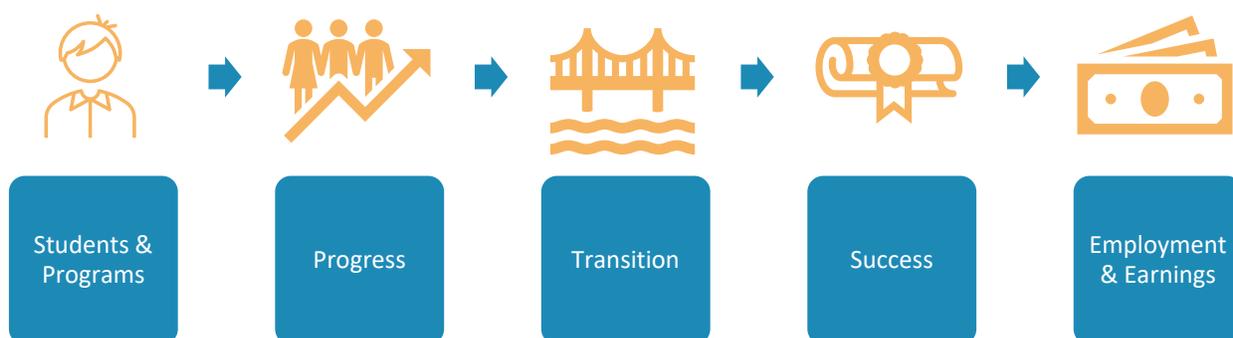
## Students & Programs

### Reportable Individuals and Participants

To be included in the data set each student must have a unique record combined of four keys: **first name**, **last name**, **gender**, **and birthdate**. Importantly, students missing any of these data elements are not included in the AEP dashboard.

The AEP dashboard primarily displays data for two different student groups: Reportable Individuals and Participants. It is essential that accurate institutional records are kept so that learners are included in the correct groups.

- **Reportable Individuals:** Any person 16 years and older* who received one or more hours in a CAEP program area or received a service within the year.

  *Aligns with WIOA II which defines an adult learner as 16 years or older

- **Participants:** Reportable Individuals who received 12 or more instructional contact hours in a CAEP program. Note that outcomes are only tracked for Participants.

To ensure your learners are included in the AEP dashboard:

- Enter intake data
- Enter exit date
- Accurately record enrollment data

- Enter the four key pieces of student information to ensure learner is included in the data set (first name, last name, date of birth, gender). If this information is missing the student will be excluded as we cannot establish a unique record (DERKEY).

**Important:** When trying to compare local student counts with values shown on the dashboard, you will need to know the academic history of each student over time. The adult learner is mobile, meaning they may enroll in multiple institutions in the same academic year or may transition to another institution, which can affect the total number of Participants. Furthermore, a student may identify an employment barrier at one institution, but not at another institution. In some cases, it may be impossible to exactly match your internal counts with the AEP dashboard because you are unaware of which students have enrolled at other institutions either before or after they were in your program.

## Student Demographics

Student demographic information is used to disaggregate data across all dashboard categories. The demographic data is essential for better understanding who programs are serving and levels of learner success.

For all charts, the AEP dashboard disaggregates student data by demographic filters or drill downs. Drill downs can be accessed using the drop-down menu located on the top left corner of each chart. Options include age, gender, and race / ethnicity. Each student's characteristics are based upon the demographics identified in the student's latest (most recent) record within the year. Age is calculated based on date of birth, once per academic year.

Colleges and adult schools use a student numbering system that assigns an internal student identification (ID). These college-assigned student IDs are useful within an institution or district but cannot be used across districts or the state. IDs are unique numbers used at each school but are not unique outside of your institution.

## Barriers to Employment

Students enter adult education with unique backgrounds and histories, including various barriers to employment. This information should be collected during intake or from a student application. The AEP dashboard also uses course taking behavior and / or services received to identify barriers to employment.

The 13 Barriers to Employment are divided into two subcategories "*If Ever Flagged*" and "*Flagged in the Selected Year*." Staff may want to review data collection processes and verify that all barriers are being collected systematically for all adult learners. Some institutions offer customized support for students with in-person interviews by trained staff that can explain terminology and why they collect this information.

- **If Ever Flagged:** In the development of the AEP dashboard, adult education practitioners agreed that certain characteristics remain a barrier for students over time. These are: cultural barriers, English language learner, ex-offenders, foster youth, low income, and low literacy. Once a

student is identified as having one of these barriers, they will be counted and displayed under that barrier throughout their academic journey.

- o **Cultural Barriers** are self-declared by the student and designated as "If Ever Flagged." Generally, this question is asked during the registration process. It may be asked only once when the student applies, or each time the student enrolls.
- o **English as a Second Language (ESL)** status is identified by enrollment in a course coded as ESL instruction or support the learner. Since this is enrollment based, data validation efforts require checking course attributes first, then evaluating instructional hours reported for students enrolled in the identified classes. There may still be some differences between local data and data displayed in the AEP dashboard due to student enrollment patterns in ESL at other institutions.
- o **Ex-offenders** are students that were formerly incarcerated. This question is self-reported and usually asked during registration. Some adult education programs specialize in serving incarcerated students and data collection has improved on this metric over time.
- o **Foster Youth** are students that are in foster care or have transitioned out of foster care. This question is typically asked during registration and often leads to additional support services.
- o **Low Income** students are those who receive financial aid. There are additional ways a student may be counted, such as by a student declaring economic disadvantage on a college questionnaire or institutional registration form. Note that noncredit community college courses don't require tuition and capturing students who receive financial aid may undercount the number of low-income students served by adult education programs.
- o **Low Literacy** is determined through students being flagged as low literacy or based on enrollment in noncredit English as a Second Language (ESL), Adult Basic Education (ABE), and / or Adult Secondary Education (ASE) courses. Students who transition to credit will be identified as low literacy based on prior enrollments because this is an "if ever flagged" barrier.

- **Flagged in the Selected Year:** Practitioners consider other barriers to be less permanent. Students can be in any of these groups from year to year, as circumstances change. The AEP dashboard only counts a student as having these barriers in the year they reported the barrier. These are: displaced homemaker, homeless, long-term unemployed, seasonal worker, migrant worker, exhausting Temporary Assistance for Needy Families (TANF) benefits, and single parents. Colleges and K-12 adult schools must update each status for every student annually to verify whether conditions have changed in all seven areas.

  - o **Additional Barriers:** The remaining barriers to employment metrics are determined each year. This means a student can change status from year to year. Most of these metrics are self-reported by the student via answers to the college's or adult school's questionnaires during the intake process. These questions should be asked routinely, such as annually, upon reenrollment, or once per term.

## Which services are counted?

Data on services are collected, however, the AEP dashboard does not display data on specific services. Service provision is used to identify and count students as Reportable Individuals, as well as students with and without an enrollment who received services. For CASAS TOPSpro Enterprise (TE) reporting, anyone flagged as having received any service will be counted. For COMIS, the services being counted are specifically noncredit services; namely Student Success data records fields SS16-SS20.

> Document and enter services provided into MIS and CASAS to ensure accurate Reportable Individual counts.

## Which courses are counted?

There are six specific program areas (ESL, ABE, ASE, CTE, Programs for Adults with Disabilities, and Training to Support Children's School Success).

In TE, CAEP program areas are identified by looking at a learner's Instructional Program. CAEP program areas are preidentified and flagged in the export provided for integration into the AEP dashboard.

In MIS, course data elements are used to identify CAEP program areas. Course data elements capture course information like course credit status, TOP code, and more. Any course that aligns with one of the CAEP program areas is included in the AEP dashboard. The Chancellor's Office has a Master Course File for each district that maintains a current list of all active and approved courses by institution. This file is available at https://datamart.cccco.edu/courses/College_MCF.aspx or with the assistance of your Academic Affairs office, institutional researchers, etc.

> Enter course enrollments and attendance to make sure students are accurately counted. This is an important data entry practice as this information also informs other outcome metrics, such as Persistence Year to Year.

Leaners can be simultaneously enrolled in CAEP program areas at different institutions. For example, a learner may be enrolled in ESL at a K-12 adult school while also being enrolled in a CTE course at a community college. Each institution is responsible for collecting student data as it pertains to their institution.

To ensure that learners are being attributed to the correct program area, staff should review the data requirements for each of the six major CAEP program areas, using either COMIS or TE information. While all learners must be enrolled in at least one of the six CAEP program areas, the AEP dashboard only provides drilldowns for Participants in ABE, ASE, ESL, and CTE. In addition to achieving 12+ hours across CAEP program areas, Participants must meet the requirements below to be counted in one of the four program type drilldowns (ABE, ASE, ESL, and CTE).

### *To be counted in ESL*

- **TE** students must have the Instructional Program for ESL checked in the same program year.

- **COMIS** students must be enrolled in a course with three data requirements:

- o The course is a noncredit course flagged using CB04 = N (noncredit status),
- o The course is an ESL course flagged using:
  - ▪ CB22 (noncredit category) listed as either A or B,
  - ▪ Or the TOP Code (CB03) must be in this list (4930.84, 4930.85, 4930.86, 4930.87, 4930.90, or 4931.00).

## *To be counted in ABE*

- **TE** students must have the Instructional Program for ABE checked in the same program year.

- **COMIS** students must be enrolled in a course with the following data requirements:
  - o CB04 = N (noncredit status), AND the academic level (CB21) is in (D, E, F, G, or H), AND the Top Code (CB03) is in (1701.00, 1501.00, or 1520.00);
  - o Or any noncredit course (CB04 = N) in TOP Code 4930.60.

## *To be counted in ASE*

- **TE** students must have the Program Area for High School Diploma (HSD) or High School Equivalency (HSE) checked in the same program year.

- **COMIS** students must be enrolled in a course with following data requirements:
  - o CB04 = N (noncredit status), AND the CB21 the academic level (CB21) must be in (A, B, C), AND the Top Code (CB03) is in the list of (1701.00, 1501.00, or 1520.00);
  - o Or any noncredit course (CB04 = N) in Top Code 4930.62.

## *To be counted in CTE*

CTE is one program area; however, there are three subprograms within CTE: workforce preparation, pre-apprenticeship, and short-term CTE courses. Each subprogram is documented distinctly. The definition of a CTE course was brought into alignment with the Student-Centered Funding Formula metric for 9+ CTE units earned in the district by adding SAM codes (CB09) to the definition.

- **TE** CTE students must have the Instructional Program for CTE checked in the same program year to be counted as CTE. CASAS also identifies two subprogram areas separately.
  - o Students with the program area for workforce reentry checked are counted as workforce preparation.
  - o Students with pre-apprenticeship checked in the program area are counted as such.
  - o Students with only the CTE program area checked, but not pre-apprenticeship or workforce reentry, are considered "short term" CTE.

- **COMIS** CTE students can meet the criteria in any one of three ways to qualify as CTE. A student can:
  - o enroll in a noncredit course with the noncredit category (CB22 = J) for workforce preparation courses;
  - o enroll in a noncredit (CB04 = N) course flagged with a vocational TOP code (CB03) or as an occupational course using SAM Codes (CB09=A, B, or C); or
  - o be identified as participating in a pre-apprenticeship program (SB23=2). Note that this is a status reported along with demographic characteristics each term, and therefore is not enrollment based. If an institution offers pre-apprenticeship courses to noncredit

students, end users will want to verify how these data are collected and reported from term to term as students move through the program and change status.

## Progress

To be counted in many of the progress outcomes, student records must meet the following requirements:

- A student must be a Participant (12+ hours of instructional hours across the CAEP program areas). For certain metrics, additional student criteria may be required.
- The student record may cross institutions to achieve an outcome. Therefore, when looking at outcomes, these include students that achieved the goal at the same institution, or another institution within the time frame specified.
- All progress milestones are reported as unduplicated counts.

## Completed an Educational Functioning Level Gain

Educational Functioning Level (EFL) is a term to measure learning progress. In adult education, most measures require a pre-test and a post-test to demonstrate the student has gained a competence. In some noncredit programs, completing a course and enrolling in the next course within a sequence is used to demonstrate learning.

To be captured in this outcome, students must be a Participant in one or more of these CAEP program areas: ABE, ASE, or ESL.

Educational Functional Level (EFL) gains are measured in two ways:

- **TE** records are designed to capture a pre-test score, followed by a post-test score as evidence of learning. These tests are reported in CASAS for each student by date. There are multiple records of testing for each student as providers allow students to test throughout the semester or year. EFLs, align to the Federal WIOA II reporting criteria for a Measurable Skills Gain.

  Like other types of assessment tests, computer software can measure the levels gained through the final scores and specific tests given. Faculty and managers can enter the ranges for each test, then record each individual student's raw score, test name, and date.

- **COMIS** also offers ways to enter assessment levels achieved. The data element for capturing federal assessments was SA07, but has been updated to a different data element, AA02. Data entry should be reviewed for course code, enrollment, and discipline to ensure accurate reporting.

  The second method of measuring EFL gains is through course enrollment. COMIS student records are examined to determine when a student moves from one noncredit course to a subsequent course with a higher academic level (CB21). The gain is counted when the student enrolls in the subsequent course. Note that coding also checks for course alignment within the same program area. CB21 advancement must be in the SAME discipline area as measured by

TOP codes (CB03). There are many noncredit courses coded with CB21 equal to Y (does not apply). These courses are excluded from being counted as the EFL gain coding.

CB21 courses have been aligned (in 2019) to Educational Functioning Levels so that gains are equitable.

For COMIS users, make sure you enter your testing data (pre and post CASAS or other NRS approved test scores) in AA02 Data Element: Assessment – Result.

This element is broken out by Level and Discipline (English or Reading, Math, English as a Second Language). Verify that you are documenting course enrollment and completion using the following COMIS codes: CB03, CB04, CB21, CB22 or AA01.

## Completed Workforce Preparation Milestone

Among all Participants (AE 202), the number who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in a noncredit career education course(s) or workforce preparation course(s).

- **TE:** Staff must record that a course has been completed with Work Experience or Work Training Milestone in the Learner Results field. Final counts are based on unique Participants, regardless of how many milestones are achieved within the academic period, not on the number of milestones achieved.

- **COMIS:** First, the student must be enrolled as a Participant in the current academic year at the institution. Then, a completion is identified based on a passing grade (SX04 A, B, C, P, SP) or a sum of 48 or more contact hours (SX05 positive attendance hours) in specific courses. There are two types of courses that count: courses with the noncredit category CB22 = J (workforce preparation courses) or noncredit courses with a TOP Code (CB03) value on the Chancellor's Office list of vocational programs (CTE courses). See https://coci2.ccctechcenter.org/programs for a searchable tool provided by the Chancellor's Office. This list flags vocational TOP Codes with an asterisk.

## Completed an Immigrant Integration Milestone

Among all Participants (AE 202), the number who completed an EL Civics course or COAPPS milestone.

- **TE:** Staff must record that a student has completed the CASAS approved Civic Objectives and Additional Assessment Plans (COAAP) attainment in the Outcomes section. The AEP dashboard captures this by date for each unique student.

- **COMIS:** Staff must enter a specific grade for the student record with a course attribute or noncredit category CB22 = B for EL Civics courses. The student must attain a passing grade (SX04 is A, B, C, P, or SP) or an incomplete grade marked as passing after the end of the course (SX04 is IA, IB, IC, or IPP).

# Transition

Data displayed on the AEP dashboard considers the entire academic history of each student to determine the **first time** a student transitions to another type of educational program (ASE, postsecondary, CTE, or non-developmental credit college course). Students are counted in these metrics when the transition occurs for the first time within the same or subsequent academic year. Key transition metrics in the AEP dashboard include:

- **Transitioned to ASE:** This metric uses CB03, CB04, and CB21 elements to identify this transition and only captures outcomes for students transitioning from ABE or ESL into ASE.
- **Transition to Postsecondary:** This metric uses CB03, CB04, CB21, and SB23 elements to identify this transition.
- **Transition to CTE:** This metric uses CB03, SB23, and CB04 elements to identify this student transition.
- **Transition to Non-Developmental Credit College Courses:** This metric uses CB04 and CB21 elements to identify this student transition.

# Success

The Success metrics are used to document student completion and degree or credential achievement. The counts displayed in the AEP dashboard identify the number of Participants in the year that earn the specific type of award(s) within the identified timeframe. These counts are unduplicated; therefore, if the student earns more than one award within the specific selection, each student is counted only once.

- **COMIS:** COMIS data is based on **programs approved by the Chancellor's Office**. These include approved certificates, associate degrees, and bachelor's programs offered at the community colleges. Each district has a list of approved programs and awards, usually kept in the Academic Affairs office. The current college catalog should also list them.

- **TE:** CASAS TE reports a wider range of awards, such as bachelor's degrees and graduate degrees.

   Note that the AEP dashboard does not match students with the National Student Clearinghouse (NSC) transfer bucket, nor does it report on those who earn awards at institutions outside of the community college system. Additionally, the AEP dashboard does not conduct a data match to identify credentials with third-party vendors (e.g., Microsoft Teams credential, passing board exams for nursing, etc.).

**COMIS Awards:** Check the list of awards under SP02 Student Program Award Elements to ensure you are capturing the awards outcomes for your learners.

## Participants Who Earned a High School Diploma or High School Equivalency

- **TE** reports students earning a high school diploma or equivalency through their annual report and data submission.

- **COMIS** includes a reporting element, SP02 = U, which flags that a learner has completed an Adult High School Diploma; AA01 and AA02 H should be completed to flag that a learner has passed the complete set of High School Equivalency Exams (GED® or HiSet®).

Use AA02 to capture earning a High School Equivalency. Use SP02 to capture a Community College awarded Adult High School Diploma.

## Completion of Any Postsecondary Credential

- **TE** includes credentials conferred by community colleges and beyond (e.g., Masters).

- **COMIS** is limited to credentials conferred by community colleges.

# Employment and Earnings

Employment and earnings metrics are captured using a student's Social Security Number (SSN). While not all adult education students use or provide an SSN as a form of identification, it is required to conduct a data match with California's Unemployment Insurance wage file from the Employment Development Department. The Chancellor's Office has negotiated a contract to match students with EDDUI wage data to track employment and earnings outcomes. This source captures most jobs, although there is no information on self-employed or federal employment, as well as certain other exclusions listed in the MDD.

This metric does not require additional coding in MIS. If your student has a valid SSN, be sure that it is entered into the record at your school.

One important factor in reviewing data on student employment is that students must exit the educational system before they are considered in employment and earnings outcomes. Therefore, employment and earnings outcomes will only be reported for students when they have **not** been enrolled in an adult education or community college program during the subsequent program year.

Some of the key metrics that track employment and wage outcomes are:

- Employment Two Quarters After Exit
- Employment Four Quarters After Exit
- Median Change in Earnings
- Median Annual Earnings

# SECTION FOUR: DIFFERENCES BETWEEN TE CAEP SUMMARY REPORTS AND ADULT EDUCATION PIPELINE DATA

A separate resource has been developed to help practitioners understand why data may appear differently in the TE CAEP Summary Reports compared to the Adult Education Pipeline (the AEP dashboard). This, along with many other resources, can be found in the Adult Education Resource library at https://adult-education-resources.wested.org/. Highlights from the resource are included below.

## Common Reasons for Data Difference

- Students need a birth date, gender, first and last name to be included in the AEP dashboard.
- In the AEP dashboard, data is suppressed if less than 10 students meet the criteria for the metric.
- Any updates to TE and / or changes to students' records are reflected in TE's CAEP Summary Reports when they are rerun, whereas TE data used in the AEP dashboard reflects a statewide export of CAEP data from a fixed point in time. For example, 2018-19 CASAS data used in the AEP dashboard reflects information provided in January 2020.
- Data reported into MIS, but not captured in TE (and vice versa) may cause data discrepancies between the AEP dashboard and TE CAEP Summary Reports.

## General Outcome Difference

For most outcomes in the AEP Dashboard, students do not have to meet the outcome at the institution they are enrolled in. This means that students who are Participants at your institution and meet an identified outcome somewhere in the system are included in your figures on the AEP dashboard. Visit the MDD for more details.

## Highlighted Metric Difference

- **Column E Enrollees vs. Participants (AE 202):** In the AEP dashboard, students are counted as Participants if they have 12+ hours across all adult education program areas in the system, and then assigned as participants anywhere they had at least one hour.

- **Column M Enrollees vs. Reportable Individuals (AE 200):** In the AEP dashboard, Reportable Individuals are students who have 1+ 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. In the TE CAEP Summary Report, these are all the students in your TE database. There may be additional students in your TE database than those that qualify for inclusion in Reportable Individuals.

- **Column N Enrollees with any Services Received:** There is no single element in the AEP dashboard that provides the number of students that receive services. The following elements can be used as broad comparisons, but data may differ from TE figures due to definitional

differences: Students with an Enrollment in an Adult Education Program who Received Services (AE 201) and Students without an Enrollment who Received Services (AE 205).

# SECTION FIVE: COMMONLY USED ACRONYMNS

ABE – Adult Basic Education (usually defined as grades 1-8)

ASE – Adult Secondary Education (usually defined as grades 9-12)

CASAS TE – CASAS TOPSpro Enterprise is a system for collecting WIOA II funded program data in California

CTE – Career and Technical Education

COMIS – Chancellor's Office Metric Information System used to collect community college credit and noncredit data

EFL – Educational Functioning Levels one of the WIOA II Measurable Skills Gains measures used for federal progress and to document academic progress

ESL – English as a Second Language

GED® Test – High school equivalency test series accepted in California to denote that an adult learners has achieved a high school equivalency certificate

HiSET® Test – High school equivalency test series accepted in California to denote that an adult learners has achieved a high school equivalency certificate

HSE – High School Equivalency indicates that a learner has earned the equivalent education of a student graduating from high school with a high school diploma

MDD – Metric Definition Dictionary that provides in-depth information on Adult Education Pipeline processes, definitions, reference documents and metric calculations

NRS – National Reporting System is the federal reporting system for all WIOA II-funded programs

WIOA II – Workforce Innovation and Opportunity Act, Adult Education and Family Literacy Act is the principal source of federal funding for adult education programming and services