

# Understanding & Using the Adult Education Pipeline

April 30, 2021



## **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](#)

# Today's Presenters



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# AGENDA

Introductions

Setting the Stage: The AEP Dashboard & Data

Getting the Big Picture: Overview of the LaunchBoard

Key Concepts & Terms

Exploring the AEP Dashboard

Exploring the AEP Data

Discussion



# Is this the right webinar for me?

## Goals for Today:


1. Overview the Adult Education Pipeline
  2. Learn how to navigate the Adult Education Pipeline
  3. Explore how to use the Adult Education Pipeline
- Coding Questions: Review April 24 Webinar: What's NonCredit Coding Got to Do with It: Getting the Most Out of Your Data.
  - Changes to the AEP: Review April 27 Webinar: Understanding and Using the Adult Education Pipeline (AEP) Dashboard for Continuous Improvement



Type in the chat:

1. Name & Institution
2. Your favorite data point

# The Adult Education Pipeline Dashboard



**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](#)

## Purpose

- Serve multiple audiences
- Prompt & Answer key questions
- Identify trends
- Identify key aspects of the learner journey
- Program planning

# AE Pipeline

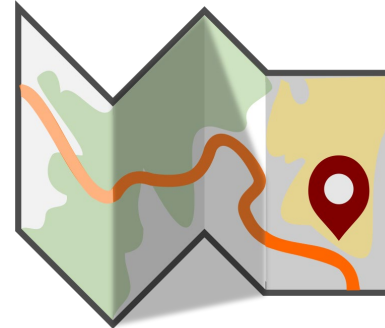
- Resource for adult educators, colleges, and consortia to improve student outcomes
- Metrics are aligned to the student journey including entry, progress, transition, completion of credentials, and employment
- Includes college MIS and K12 Adult Ed (TOPSpro) enrollment data and matching to EDD wage data
- Only complete source of college noncredit and K12 AE student data and outcomes
- Consortia and institutions are expected to use the AE Pipeline as the data source for the development of their three-year plans (NOVA)



# Exploring Data



**Interesting data:** alerts you to an issue or establishes a framework



**Useful data:** provides aggregated information on outcomes that highlights structural issues



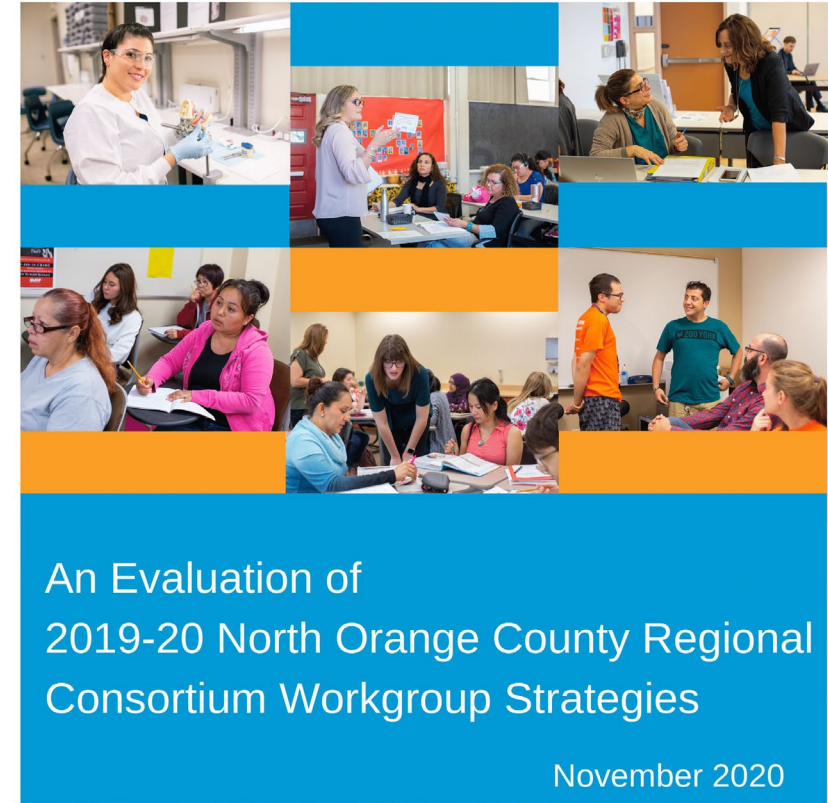
**Actionable data:** provides specific information that can be used to guide service delivery



# AEP Dashboard in Use

## Case Study

- North Orange County Regional Consortium
- [NOCRC 19-20 evaluation report](#)



**NOCRC**  
NORTH ORANGE COUNTY  
REGIONAL CONSORTIUM  
FOR ADULT EDUCATION

**NOCE**  
NORTH ORANGE  
CONTINUING EDUCATION

 **OIRP**  
Office Of Institutional Research and Planning  
North Orange Continuing Education

## NORC Case Study

The purpose of the evaluation is to understand what the implementation of CAEP for NOCRC looks like, what strategies/activities are implemented by NOCRC workgroups in the 2019-20 academic year, what CAEP and internal outcomes they are achieving, and to identify areas for growth. The evaluation will also help identify strategic adjustments that could contribute to increasing statewide outcomes for the consortium. (p. 4)

### CAEP Outcomes



#### Adults Served

Adults served by members of the consortium will be disaggregated into three categories:

- Service only students.
- Students receiving 1-11 instructional contact hours in any combination of the CAEP program areas over a single program year.
- Students receiving 12 or more instruction contact hours (known as participants) in any combination of the CAEP program areas over a single program year.



#### Progress

Participants who have demonstrated the following measures of progress:

- Literacy Gains: gains in Educational Functioning Level (EFL) in Reading, Math, or ESL as measured by federally approved National Reporting System (NRS) instruments among Adult Basic Education (ABE [grades K-8]), Adult Secondary Education (ASE [grades 9-12]), or English as a Second Language (ESL) participants
- Improved Basic Skills: includes completion of a course in ABE, ASE, or ESL for levels below transfer or a CDCP certificate in basic skills or ESL.
- Transition to a New Program: from ABE to ASE or from ESL to ASE or from ABE/ESL/ASE to Career Technical Education (CTE).
- Occupational Skills Gain/Workforce Preparation: includes a successful noncredit CTE or workforce prep course completion



#### Completion

Participants who have demonstrated the following measure of completion:

- Completion of High School Diplomas or Recognized Equivalents (GED, HiSET, TASC)
- Completion of Postsecondary Certificates, Degrees, or Training Programs: CDCP CTE certificates (48+ hours), locally approved certificate eligible for inclusion on the Eligible Training Provider List (ETPL) or certificates that meet the threshold or Title IV Federal Student Aid, any credit college award, certificate, degree that is not developmental.



#### Placement into Jobs

Participants who have demonstrated the following measure:

- Employment (new or continuing) after two or four quarters post exit.
- Entrance into Military Services



#### Improved Wages

Participants who have demonstrated the following measure:

- Wage gain four quarters after exit.
- Median wage attainment two quarters after exit.
- Attainment of a living wage.



#### Transition to Postsecondary

Participants who have demonstrated the following measure:

- Transition to noncredit or credit CTE program.
- Transition to credit courses that are not developmental.

# NORC Case Study

## ***Data Sources included:***

- CAEP data and documentation for NORCC
- Consortium documentation (e.g., proposals, email exchanges, meeting notes, budgets)
- NOCCCD student information system
- Electronic Class Record module of iTendance
- Workgroups data tracking logs (e.g., ESL workgroup, Transition workgroup, K-12 Student Success Workgroup)

## **Key Evaluation Questions**

1. What types of instructional and supportive services are provided to students through the North Orange County Regional Consortium?
2. What data elements is NOCRC capturing through the implementation of the strategies/activities funded by the California Adult Education Program?
3. How are NOCRC workgroup strategies contributing to Adult Education LaunchBoard outcomes?



# What consortium leaders are saying



Helps us identify gaps or areas to target.



We use the AEP Dashboard data to set a common understanding of our work. It brings all the pieces of the work from different members together. It offers a unified picture of what we are doing and what we should be doing.



The drilldowns help us ask questions about who we are serving and who we should be serving.



We compare it to local census data to help increase services and recruitment efforts.



The AEP helps us ask and explore questions.

# LaunchBoard Overview

# The LaunchBoard: A suite of dashboards that help track progress toward economic mobility



The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, success, employment, and earnings outcomes for California community college students. [Find out more about the LaunchBoard dashboards here.](#)

**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](#)

Developed in Partnership With



# The LaunchBoard

**What:** A suite of web-based data dashboards that brings education, employment, and labor market data together to inform decision making and planning

**Purpose:** Help/connect practitioners and decision makers at different levels to answer key questions like:

- *How many and what type of students are in which programs?*
- *Are graduates earning a living wage for the region?*
- *How do transition and completion rates compare across different student populations and programs?*

# LaunchBoard Provides

## Planning Tools

- Instructional program level data for in-depth program review
- Dashboards: Community College Pipeline and Adult Education Pipeline

## Accountability Tools

- Initiative specific metrics to track progress and/or to allocate funding
- Dashboards: Student Success Metrics, Strong Workforce Program, Guided Pathways

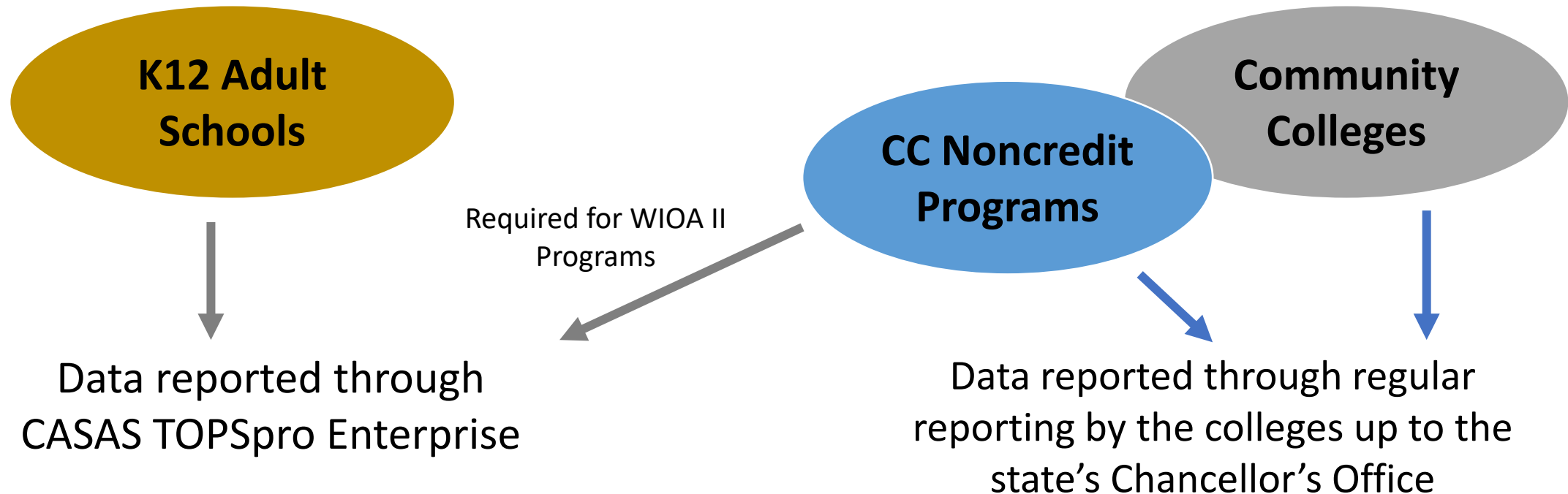


# Multiple Data Sources

Guided Pathways	Student Success Metrics	Strong Workforce Program	Community College Pipeline	Adult Education Pipeline
<p>Student and course term and annual data cut from the CCCCO MIS (as submitted by colleges)</p>				
<ul style="list-style-type: none"> <li>• Employment and earnings data from California Employment Development Department Unemployment Insurance (UI) file</li> <li>• Employment outcomes from the CTE Outcomes Survey administered by SJRC</li> <li>• Transfer outcomes from CSU/UC match and National Student Clearinghouse</li> </ul>				
<p>CCCApply file for application data</p>		<p>Labor market information from California EDD (and EMSI)</p>		<p>K12 adult education data from CASAS TOPspro Enterprise</p>

# How Does CAEP Data Reporting Work?

## A Tale of Two Data Systems



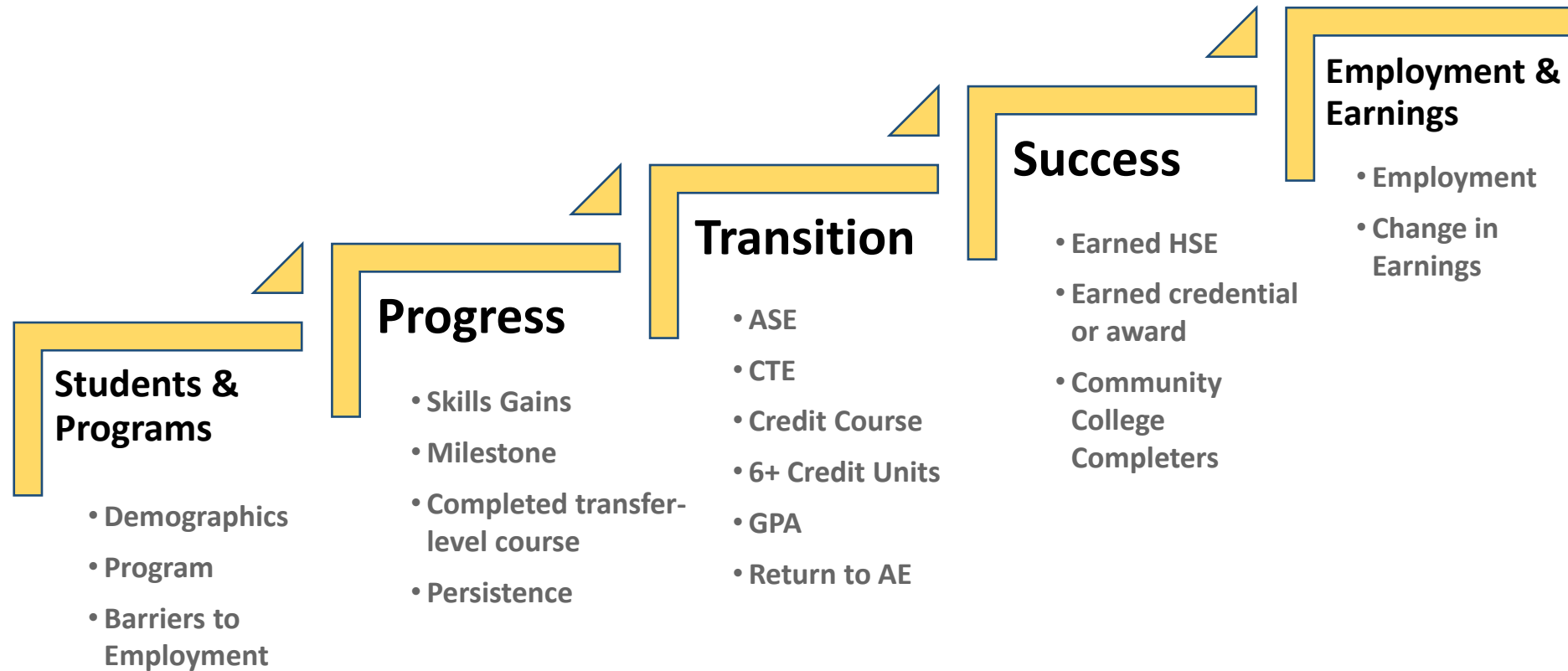
LaunchBoard dashboards use a **derived key (last, first, DOB, gender)** to identify unique students across multiple data sources.

# How CAEP Data Reporting Works

- MIS Data Collection: College Districts required to collect and enter all CAEP adult learner student, enrollment, and other data into MIS
- MIS Data Uploads: Data uploads occur as part of the colleges regular data upload to COMIS. There is no separate reporting process for college noncredit data.
- WIOA Title II Reporting: Colleges receiving WIOA Title II funds must report quarterly through TOPSpro Enterprise as required by CDE
- TE Reporting for Non-WIOA II Colleges: Colleges may *ALSO* use TOPSpro to report students who do not have a record in MIS
- Primary Data Source: For every student with an MIS record, MIS is the PRIMARY VALIDATED source for student, course, enrollment, and outcome data

# Key Concepts & Terms

# Learner Journey



(key student progress metrics)



# Data Captured Across Learner Journey

*(no matter how long or short)*



**Employment & Wages**  
N/A Still enrolled



**Success**  
Earned HSE  
Earned a Low-Unit Certificate



**Transition**  
Transition to Postsecondary



**Learner & Programs**

CTE (initially ASE)  
Male, 23, Hispanic, Employed  
Returning Student  
Barriers: Literacy, Low Income



**Progress**

Completed Workforce Prep Milestone  
Completed EFL (CB21 Math Course)  
Student Persistence



# De-Duplication or Student Matching



- LaunchBoard dashboards use a **derived key (last, first, DOB, gender)** to identify unique students across multiple data sources.
- Students appear only once in the dashboard.



**Denominator:** The total number of students who can be identified in a metric (e.g., all students who identify as female and enrolled in ESL)

**Numerator:** The total number of students who MEET the criteria of the metric.

*Example: Educational Functioning Level*

- **Denominator:** Participants, Enrolled in ESL, ABE, or ASE programs
- **Numerator:** Denominator + Completed an EFL Level by Pre-test vs Post-test OR Course progression in the same program area



# Student Category

## Reportable Individual

- Received 1 hour of instruction or any other service

## Participant

- Received 12+ hours of instructional hours
- Most commonly used denominator
- Cumulative across CAEP Program Areas
- Across institutions (colleges or adult schools)

# Lagging Metric

## *Example: Employment & Earnings*

Data provided for Launchboard	Data published to Launchboard	Student Exits	Data provided for Launchboard	Verification of non-enrollment	If no enrollment; seek data from Y1 UI wage files for employment 2 <sup>nd</sup> & 4 <sup>th</sup> Q after exit	Retroactively populate previous year's employment data and published latest version of dashboard
Spring Y1	Spring Y1	Spring Y1	Spring Y2	Spring Y2	Spring Y2	Spring Y2



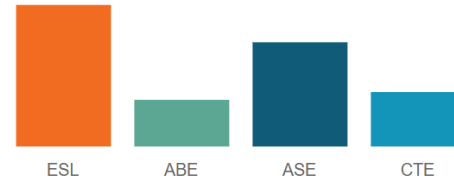
# 92,134

Total Adults Served

### AEP Score Card

Consortium, member, and regional performance on the Measuring Our Success metrics.

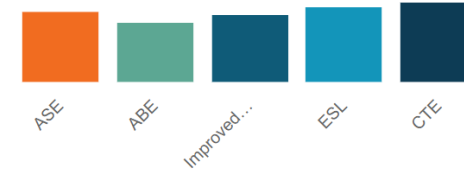
[View AEP Score Card](#)



### Students and Programs

Explore program enrollment, student demographics, and barriers to employment.

[View Students and Programs](#)



### Progress

Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

[View Progress](#)

21% to ASE

15% to Postsecondary

### Transition

Learn about student transition into postsecondary education and college credit pathways.

[View Transition](#)



### Success

Information on completion of diplomas, certificates, and college credit awards.

[View Success](#)

# +20%

Change in Earnings

### Employment and Earnings

Access 2<sup>nd</sup> and 4<sup>th</sup> quarter employment, annual earnings, and earning gains data.

[View Earnings](#)



# Adult Education Pipeline

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

# Exploring the AEP Data...

- Female
- Latina
- 20-24 years old
- Returning Student
- Barriers
- Transitions to CTE
- Employment
- How do our numbers compare?
- Which institution might be a good collaborator?



## Female Latina 20-24 years old Returning Student Barriers

92,134

Total Adults Served

### AEP Score Card

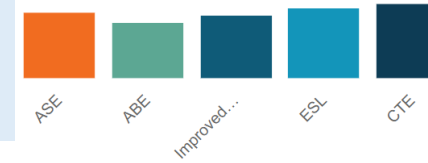
Consortium, member, and regional performance on the Measuring Our Success metrics.

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[View Progress](#)

21% to ASE

15% to Postsecondary

### Transition

Transition into workforce and college credit pathways.

[View Transition](#)



CTE Certificate

Low-Unit Certificate

### Success

Information on completion of diplomas, certificates, and college credit awards.

[View Success](#)

+20%

Change in Earnings

## Employment

### Employment and Earnings

Access 2<sup>nd</sup> and 4<sup>th</sup> quarter employment, annual earnings, and earning gains data.

[View Earnings](#)

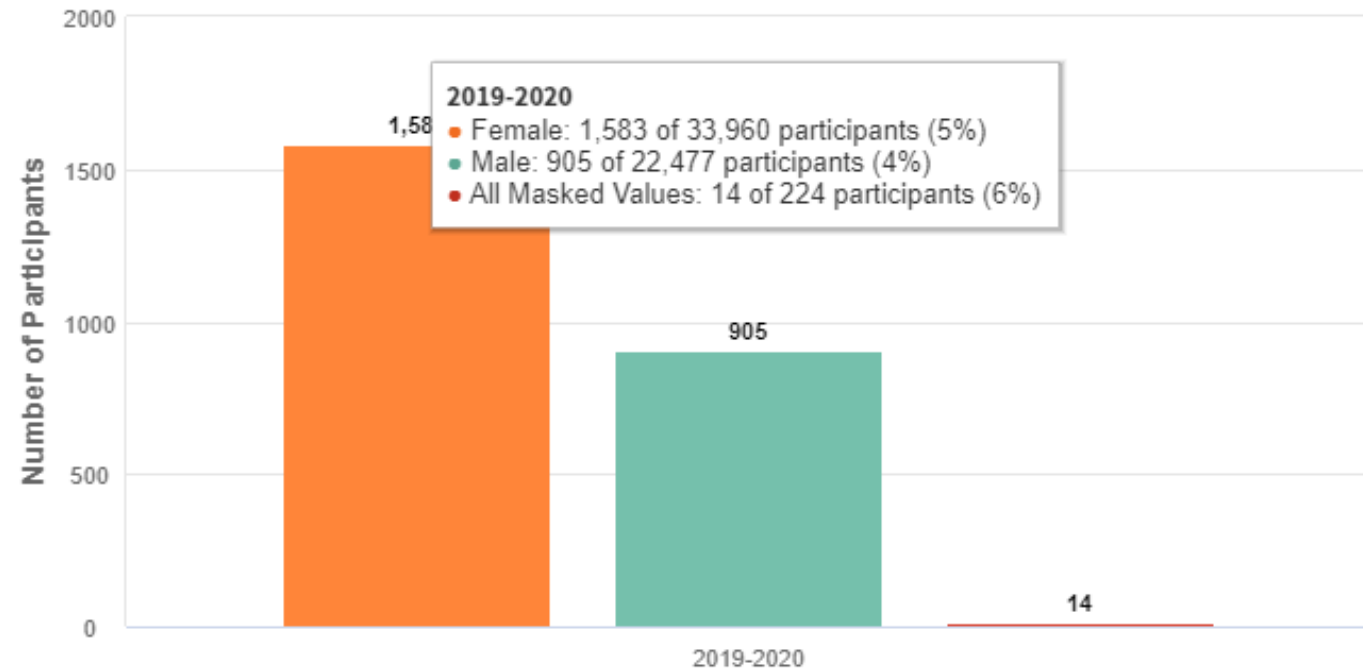
## Transitions to CTE



Among all participants, the number who completed a noncredit career education or workforce preparation course or had 48 or more contact hours in a noncredit career education or workforce preparation course in the selected year. [?](#)

DRILL DOWN PROGRAM TYPE STUDENT TYPE  
Gender ASE Returning or Continuing

● Statewide, 2019-2020

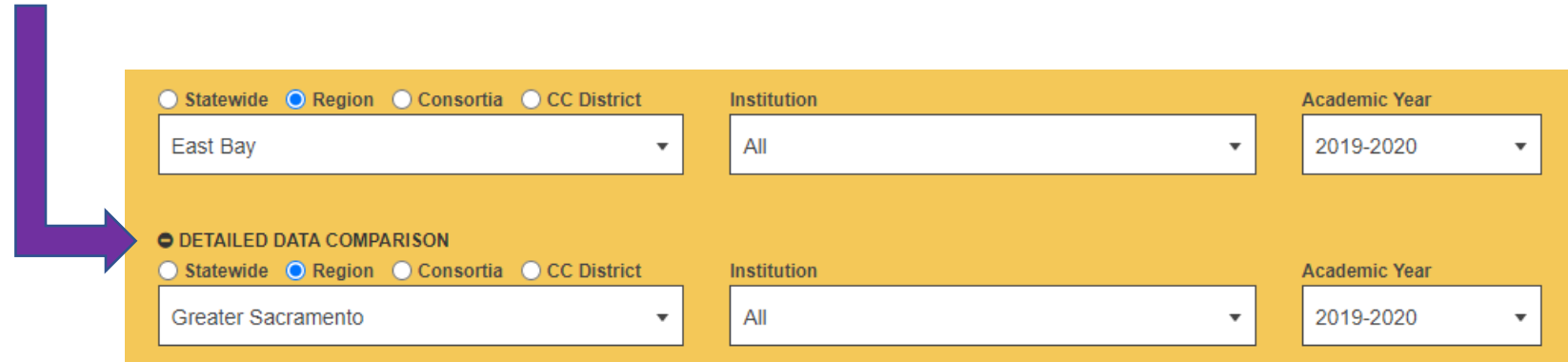


- Female
- Male
- Non-Binary
- Unknown/Non-Respondent
- Multiple Values Reported
- All Masked Values

Drilldown for more detailed information.

How do our numbers compare?

## Dig into the Comparison Feature



A screenshot of a web interface for data comparison. A purple arrow points from the text on the left to the interface. The interface is a yellow box containing two comparison sections. The top section has radio buttons for 'Statewide', 'Region' (selected), 'Consortia', and 'CC District'. Below these are three dropdown menus: 'East Bay' for the region, 'All' for the institution, and '2019-2020' for the academic year. The bottom section is titled 'DETAILED DATA COMPARISON' and has the same radio button options. Below these are three dropdown menus: 'Greater Sacramento' for the region, 'All' for the institution, and '2019-2020' for the academic year.



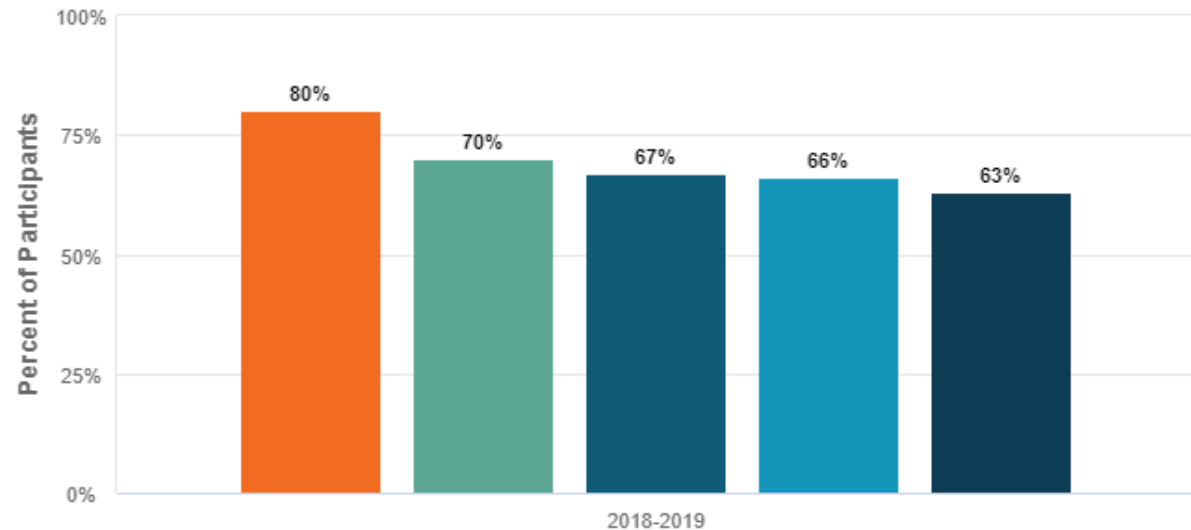
Which institution might be a good collaborator?

# Use the Top Five Institutions Chart

## Top Five Institutions for Employment Four Quarters After Exit

Among all exiting participants, the top five institutions with the highest proportion of participants who were employed four fiscal quarters after exiting adult school. [?](#)

● Statewide, 2018-2019



- Lake County Office Of Education- Mendocino-Lake
- Temple City Unified School District
- Santa Paula Unified School District
- Mendocino County Office of Education
- Galt Adult Education

What might you be  
prompted to ask?



# Exploring Data



## Explore a question

Are we meeting our target goals?  
Are our students accessing jobs?



## Prompt us to ask a question

Why are women doing better in transitioning to postsecondary?  
We have seen an increase in our students completing a workforce development milestone, are all our students performing at the same level?

# Dig into a Question

*How are we doing transitioning students into college credit pathways?*

- Are there particular demographics that are outperforming others?
- How do we compare to other consortia?
  - How do we compare to other consortia in identified demographics?
- Who appears to be performing well in obtaining transition outcomes?
  - Who appears to be doing well in obtaining transition outcomes in identified demographics?



What are follow up questions we can ask or steps we can take?



# Discussion

What questions do you want to explore?

What AEP Dashboard data do you think could help you frame the question and prompt you to dig deeper?

What AEP Dashboard data do you think could help you set target goals?

How might you identify another consortium that might offer you some insights regarding meeting your goal or providing additional information?

What other resources might help you dig into this question and help you identify goals?

# Q & A



# Upcoming Webinars

- May 5, 1:00 PM: Three-year Consortium Planning Using the AEP Dashboard (*NOTE: 90 minutes*)
- May 12, 1:00 PM: Why Do My Data Reports Look Different: AEP Dashboard & CASAS TopsPro Enterprise
- May 19, 1:00 PM: What's it all About: CB 21, NRS Educational Functioning Levels, & Curriculum Alignment

Thank You!



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