Pathway, I Got Your Pathway...

Data Tools for 3 Year Planning and Pathway Development
Data are just signposts to help you
Understand the change you want to be.......
AEP has Many Metrics

The Score Card provides a snapshot view of the metrics reported annually to the legislature for Adult Education in California.

<table>
<thead>
<tr>
<th>Metric Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Adults Served – Instructional Programs and Services</td>
<td>818,968</td>
</tr>
<tr>
<td>Total Participants with 12+ Instructional Contact Hours</td>
<td>548,160</td>
</tr>
<tr>
<td>Improved One or More Educational Functioning Levels</td>
<td>101,458</td>
</tr>
<tr>
<td>Completed a Workforce Preparation Milestone</td>
<td>19,518</td>
</tr>
<tr>
<td>Participants Who Earned a Diploma, GED, or High School Equivalency</td>
<td>13,748</td>
</tr>
<tr>
<td>Transitioned to Postsecondary</td>
<td></td>
</tr>
<tr>
<td>Participants Who Complete a Postsecondary Credential</td>
<td>27,291</td>
</tr>
<tr>
<td>Second Quarter Employment</td>
<td></td>
</tr>
<tr>
<td>Fourth Quarter Employment</td>
<td></td>
</tr>
<tr>
<td>Median Annual Earnings</td>
<td></td>
</tr>
<tr>
<td>Change in Earnings</td>
<td></td>
</tr>
</tbody>
</table>
AEP has Many Customers

Immigrants  Unemployed Adults  Adults wo HS Diploma  Adults with low basic literacy
Previously incarcerated  Homeless or Formerly homeless  Displaced Homemakers
Adults on Public Assistance  Older Adults  Adults with Disabilities  Former Foster Youth
AEP Serves a Diverse Economy
# AEP has to Connect Complex Systems

## Community College

### Degrees

<table>
<thead>
<tr>
<th>Construction/Skilled Trades</th>
<th>Energy/Bldg Control Sys</th>
<th>Manufacturing/Industrial Maintenance</th>
<th>Automotive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constr Building Insp DVC</td>
<td>HVAC DVC</td>
<td>Electronic Technology DVC</td>
<td>Automotive Collision CCC</td>
</tr>
<tr>
<td>Constr Supervision DVC</td>
<td>Energy Systems DVC</td>
<td>Electrical Engineering DVC</td>
<td>Automotive Services CCC</td>
</tr>
<tr>
<td>Constr Management DVC</td>
<td></td>
<td>Appliance Service LMC</td>
<td>Automotive Tech LMC</td>
</tr>
<tr>
<td>Plumbing/Steamfitting DVC</td>
<td></td>
<td>Instrumentation Tech LMC</td>
<td></td>
</tr>
</tbody>
</table>

### Certificates of Achievement

<table>
<thead>
<tr>
<th>Construction &amp; Building Inspect 33/48 units DVC</th>
<th>Energy Systems 26 units DVC</th>
<th>Industrial Maint. Mechanic 37/55.5 units DVC</th>
<th>Appliance Sys Technology I, II 18/27,26/39 units - LMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constr Supervision 30/42 units DVC</td>
<td>HVAC 18 units DVC</td>
<td>Electric/Electronic Technology 26/39 units DVC</td>
<td>Electrical Technology 42/63 units - LMC</td>
</tr>
<tr>
<td>Plumbing 26/42 units DVC</td>
<td></td>
<td>Process Technology 35/53 units - LMC</td>
<td>Welding Technology 33/5/50 units - LMC</td>
</tr>
<tr>
<td>Steamfitting 21/52.5 units DVC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preapprentice 18 units DVC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Low Unit Certificates

<table>
<thead>
<tr>
<th>Plumbing DVC</th>
<th>Energy Systems - 14 DVC</th>
<th>Welding LMC</th>
<th>Appliance Electrical LMC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steamfitting DVC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process Tech LMC</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Common/Hinge Courses

- Intro to Industrial Trades

### K12 Adult Schools

<table>
<thead>
<tr>
<th>Electrical - 302 Ma</th>
<th>BART Elevator - Ma</th>
<th>AC Transit - Ma</th>
<th>NorCal Elevator - Ma</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heat &amp; Frost-Loc 16</td>
<td>CalTrans Paint - Ma</td>
<td>Roofing/Water - Ma</td>
<td></td>
</tr>
</tbody>
</table>

### Apprenticeship

<table>
<thead>
<tr>
<th>Futurebuild Preappr - Pi</th>
<th>SolarTech (OSHA 10) - WC, LI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Custodial - PI</td>
<td>HVAC I, II - WC</td>
</tr>
<tr>
<td>Building Maint Cert - WC</td>
<td>Welding Cert - WC</td>
</tr>
<tr>
<td>Electrical Controls - WC</td>
<td>Facility Maint Oper - WC</td>
</tr>
<tr>
<td>General Auto - Li</td>
<td></td>
</tr>
</tbody>
</table>

### Entry-Level Certificates/Courses

- Engine Perf LMC
- Engine Machine LMC
- Auto Chassis LMC
- Auto Collision CCC
- Refrigeration LMC
- Auto Air Cond LMC
# Metrics are Student Journeys in Action

## AEBG Student Progress Framework

<table>
<thead>
<tr>
<th>Completion by Design Momentum Framework</th>
<th>Connection</th>
<th>Entry</th>
<th>Progress</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AEBG Objectives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults Served</td>
<td>Objectives 1, 2, 4</td>
<td></td>
<td>Objectives 3, 5</td>
<td>Objectives 5, 6, 7</td>
</tr>
<tr>
<td>Participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AEBG Indicator Framework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults Served</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AEBG Metrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reportable Individual: 1+ hour or svs1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant: 12+ contact hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Activities                              | 1. Expand/improve outreach & marketing to target populations  
2. Improve/redesign student intake processes  
3. Deeper engagement w students regarding goals and longer term educational opportunity  
4. Improve initial student data collection | 1. Increase number of ABE/ASE/ESL courses based on community need/demand  
2. Reallocate offerings geographically based on regional demographic shifts  
3. Increase course articulation agreements or dual/co-enrollment between K12 & CC  
4. Increase offerings & enrollment in IET & pathway programs  
5. Implement consortia-wide agreement for placement into college level courses using EFL’s and other student persistence measures | 1. Increase offering of postsecondary CTE credential programs  
2. Improve alignment of CTE credential programs with labor mkt demand  
3. Increase offerings & enrollment in IET & pathway programs  
4. Improve information about pathways and career opportunities at intake  
5. Increase articulation & dual/co-enrollment between K12 AE/CC  
6. Improve collection of emp/wage data  
7. Increase student participation in WBL activities connect to pathways |

**Outcomes After Exit**

- HS Diploma or Equivalent Postsecondary Credential
- Employment Wage Increase College Credit Award
**Data is a Student Journey**

### AEBG Student Progress Framework

<table>
<thead>
<tr>
<th>Completion by Design Momentum Framework</th>
<th>Connection</th>
<th>Entry</th>
<th>Progress</th>
<th>Completion</th>
<th>Outcomes After Exit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AEBG Objectives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives 1, 2, 4</td>
<td></td>
<td></td>
<td></td>
<td>Objectives 3, 5</td>
<td></td>
</tr>
<tr>
<td><strong>AEBG Indicator Framework</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults Served</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AEBG Metrics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual: 1+ hour or svsl</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participant: 12+ contact hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Activities

- **Activities**
  - 1. Expand/improve outreach & marketing to target populations
  - 2. Improve/redesign student intake processes
  - 3. Deeper engagement w students regarding goals and longer term educational opportunity
  - 4. Improve initial student data collection
  - 5. Increase number of ABE/ASE/ESL courses based on community need/demand
  - 6. Reallocate offerings geographically based on regional demographic shifts
  - 7. Increase course articulation agreements or dual/co-enrollment between K12 & CC
  - 8. Increase offerings & enrollment in IET & pathway programs
  - 9. Implement consortia-wide agreement for placement into college level courses using EFL's and other student persistence measures
  - 10. Increase offering of postsecondary CTE credential programs
  - 11. Improve alignment of CTE credential programs with labor mkt demand
  - 12. Increase offerings & enrollment in IET & pathway programs
  - 13. Improve information about pathways and career opportunities at intake
  - 14. Increase articulation & dual/co-enrollment between K12 AE/CC
  - 15. Improve collection of emp/wage data
  - 16. Increase student participation in WBL activities connect to pathways

### Interim Progress Meas's

1. EFL Level Attainment
2. CB21 Level Progress
3. Occup. Skills Gain
4. Workforce Prep MS
5. ABE/ESL to ASE Transition to Postsecondary
6. HS Diploma or Equivalent Postsecondary Credential
7. Employment Wage Increase College Credit Award
Data is a Student Journey

AEBG Student Progress Framework

<table>
<thead>
<tr>
<th>Completion by Design Momentum Framework</th>
<th>Connection</th>
<th>Entry</th>
<th>Progress</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEBG Objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adults Served</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AEBG Indicator Framework</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AEBG Metrics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AEBG Objectives**
- Objectives 1, 2, 4
- Objectives 3, 5
- Objectives 5, 6, 7

**AEBG Indicator Framework**
- Adults Served
- Participants

**AEBG Metrics**
- Reportable Individual: 1+ hour or vsvl
- Participant: 12+ contact hours

**Activities**
1. Expand/improve outreach & marketing to target populations
2. Improve/redesign student intake processes
3. Deeper engagement w students regarding goals and longer term educational opportunity
4. Improve initial student data collection
5. Increase number of ABE/ASE/ESL courses based on community need/demand
6. Reallocate offerings geographically based on regional demographic shifts
7. Increase course articulation agreements or dual/co-enrollment between K12 & CC
8. Increase offerings & enrollment in IET & pathway programs
9. Implement consortia-wide agreement for placement into college level courses using EFL’s and other student persistence measures
10. Increase offering of postsecondary CTE credential programs
11. Improve alignment of CTE credential programs with labor mkt demand
12. Increase offerings & enrollment in IET & pathway programs
13. Improve information about pathways and career opportunities at intake
14. Increase articulation & dual/co-enrollment between K12 AE/CC
15. Improve collection of emp/wage data
16. Increase student participation in WBL activities connect to pathways

**Outcomes After Exit**
- HS Diploma or Equivalent Postsecondary Credential
- Employment Wage Increase College Credit Award

**Interim Progress Meas**
1. EFL Level Attainment
2. CB21 Level Progress
3. Occup. Skills Gain
4. Workforce Prep MS

**ABE/ESL to ASE Transition to Postsecondary**

---

[Diagram showing the above content visually]
**Data is a Student Journey**

### AEBG Student Progress Framework

<table>
<thead>
<tr>
<th>Completion by Design Momentum Framework</th>
<th>Connection</th>
<th>Entry</th>
<th>Progress</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AEBG Objectives</strong></td>
<td>Objectives 1, 2, 4</td>
<td>Objectives 3, 5</td>
<td>Objectives 5, 6, 7</td>
<td></td>
</tr>
<tr>
<td><strong>AEBG Indicator Framework</strong></td>
<td>Adults Served</td>
<td>Participants</td>
<td>Student Progress</td>
<td>Transition</td>
</tr>
<tr>
<td><strong>AEBG Metrics</strong></td>
<td>Reportable Individual: 1+ hour or svsl</td>
<td>Participant: 12+ contact hours</td>
<td>Interim Progress Meas’s</td>
<td>ABE/ESL to ASE Transition to Postsecondary</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td>1. Expand/improve outreach &amp; marketing to target populations 2. Improve/redesign student intake processes 3. Deeper engagement w students regarding goals and longer term educational opportunity 4. Improve initial student data collection</td>
<td>1. Increase number of ABE/ASE/ESL courses based on community need/demand 2. Reallocate offerings geographically based on regional demographic shifts 3. Increase course articulation agreements or dual/co-enrollment between K12 &amp; CC 4. Increase offerings &amp; enrollment in IET &amp; pathway programs 5. Implement consortia-wide agreement for placement into college level courses using EFL’s and other student persistence measures</td>
<td>1. Increase offering of postsecondary CTE credential programs 2. Improve alignment of CTE credential programs with labor mkt demand 3. Increase offerings &amp; enrollment in IET &amp; pathway programs 4. Improve information about pathways and career opportunities at intake 5. Increase articulation &amp; dual/co-enrollment between K12 AE/CC 6. Improve collection of emp/wage data 7. Increase student participation in WBL activities connect to pathways</td>
<td>HS Diploma or Equivalent Postsecondary Credential</td>
</tr>
</tbody>
</table>

**Outcomes After Exit**

- Employment
- Wage Increase
- College Credit Award
Key Questions....

Who are my customers?
What are the most critical unaddressed needs in my community?
What are my missed Opportunities – educationally, economically?
What strategies will best move the needle?
What metrics or data points will I use to validate success?
How can you use multiple sources of information to build a story about your community and how you will help create change?
# Contra Costa AEBG Health Care Pathways

## Community College

### Degrees
- Dental Assisting (DVC)
- Dental Hygiene (DVC)
- RN-Registered Nurse (CCC, LMC)
- Medical Assisting and Office (CCC)

### Certificates of Achievement
- Dental Assisting 45/60 units (DVC)
- LVN-Licensed Vocational Nurse 40 units (LMC)
- Medical Assisting 37 units (CCC)

### Low Unit/Entry Level Certificates
- Certified Nursing Assistant (CNA) (CCC)
- Emergency Medical Technician (CCC, LMC)
- Basic Medical/Clerical/Records Clerk (LMC)

### Common/Hinge Courses
- Medical Terminology
- Intro to Health Care Careers

## K12 Adult Schools

### Mid-Level Certificates
- Medical Front Office
  - An, Ma, Pi, (WC)
- Clinical Medical Assistant
  - An, Li, Mt, Pi
- Medical Billing & Coding
  - Li, Ma, Pi, (WC)
- Surgical Technologist
  - Mt
- Pharmacy Technician
  - Li, Pi
- Dental Assistant
  - Li, Mt

### Entry-Level Certificates
- Nursing Assist. (CNA)
  - Ac, Li, Pi
- Home Health Aide
  - Li, Pi, WC
- Emerg. Medical Tech.
  - Mt
- Plebotomy Tech
  - Li

### Common Courses/Short Certificates
- Medical Terminology
- Intro to Anatomy/Physiology
- CPR
- First Aid
- BLS
- Cont. Ed
# Contra Costa AEBG Information Technology Pathways

## Community College

### Degrees
- **Computer Info Systems**
  - DVC
- **Computer Science**
  - DVC, LMC, CCC
- **Computer Suppt Specialist**
  - DVC
- **Computer Network Tech.**
  - LMC, CCC
- **Computer Operations**
  - CCC
- **Computer Programming**
  - CCC

### Certificates of Achievement
- **Computer Tech Support**
  - 23 units, DVC
- **Database Management**
  - 18 units, DVC
- **Project Management**
  - 18 units, DVC
- **Web Graphics**
  - 18 units, DVC
- **Web Development**
  - 18 units, DVC
- **Computer Suppt Specialist (Basic)**
  - 16.5 units, LMC
- **Computer Applications Spec.**
  - 33 units, LMC
- **Game Design**
  - 15 units, LMC
- **Networking & Security**
  - 16 (Basic), 31 (Adv), LMC
- **Network Technology**
  - 19 units, CCC
- **Computer Support**
  - 21.5 units, CCC
- **Computer Operations**
  - 24 units, CCC

### Low Unit Certificates
- **Computer Tech Support**
  - 14 - DVC
- **Program Design**
  - 12 - DVC
- **Mobile Enterprise**
  - Java 12 - DVC
- **Computer Architecture**
  - 12 - DVC
- **Advanced Java**
  - 12 - DVC
- **Advanced C++**
  - 12 - DVC
- **Computer User Support**
  - 12 - DVC
- **CIS Core**
  - 12 - DVC
- **Web Technology**
  - 6 - DVC
- **Web Graphics**
  - 6 - DVC
- **Project Mgmt**
  - 6 - DVC
- **Database**
  - Mgmt 6 - DVC
- **Comsci Foundation**
  - 11 - LMC
- **Comsci Core Comp**
  - 12 - LMC
- **PC Repair**
  - Tech 7.5 - LMC
- **Web Design**
  - 10 - DVC
- **Wireless Networks**
  - 4 - CCC
- **Security Systems**
  - 4 - CCC
- **Fiber Optic/Copper**
  - 4 - CCC
- **Network Comm**
  - 3 - CCC

## K12 Adult Schools

## Entry-Level Certificates/Courses
- MS Office: Li, Ma, Mt, Wc
- CISCO Cert 1,2,3,4 - Pl
Today Is...

1. Better understanding of what data tools are available to you
2. Ideas about how to use data tools to have planning conversations
3. Identify some key questions that you can take back to your consortium
4. Data as part of a culture of inquiry

Today Is Not...

1. To review reporting processes for TE or MIS reporting or data collection
2. Deep discussions about the AEP metrics framework or all the metric definitions
Community Needs and Customer Segmentation

Adults (18+) with less than High School (or equivalency) in Northern Coastal Micro Region
### Supply and Demand Data Sets

To View your Demand Side Data BELOW make your selections in the boxes on the RIGHT. Refer to the TIP box (top right) for help. Click the "SOC Code Search" box BELOW to navigate away from this page to the Instructions tab for help on choosing SOC codes.

#### SOC Code Search

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11-1011</td>
<td>Chief Executives</td>
<td>Bachelor's degree</td>
<td>41,769</td>
<td>42,444</td>
<td>675</td>
<td>1.6%</td>
<td>3,034</td>
<td>1,011</td>
<td>$39.40</td>
<td>$81.43</td>
</tr>
<tr>
<td>11-1021</td>
<td>General and Operations Managers</td>
<td>Bachelor's degree</td>
<td>277,743</td>
<td>292,361</td>
<td>14,618</td>
<td>5.3%</td>
<td>36,591</td>
<td>12,197</td>
<td>$23.61</td>
<td>$53.80</td>
</tr>
<tr>
<td>11-1031</td>
<td>Legislators</td>
<td>Bachelor's degree</td>
<td>3,521</td>
<td>3,678</td>
<td>157</td>
<td>4.5%</td>
<td>418</td>
<td>139</td>
<td>$16.66</td>
<td>$28.29</td>
</tr>
<tr>
<td>11-2011</td>
<td>Advertising and Promotions Managers</td>
<td>Bachelor's degree</td>
<td>4,187</td>
<td>4,380</td>
<td>193</td>
<td>4.6%</td>
<td>619</td>
<td>206</td>
<td>$23.28</td>
<td>$46.83</td>
</tr>
<tr>
<td>11-2021</td>
<td>Marketing Managers</td>
<td>Bachelor's degree</td>
<td>34,550</td>
<td>36,547</td>
<td>1,997</td>
<td>5.8%</td>
<td>4,557</td>
<td>1,519</td>
<td>$40.75</td>
<td>$74.38</td>
</tr>
<tr>
<td>11-2022</td>
<td>Sales Managers</td>
<td>Bachelor's degree</td>
<td>68,084</td>
<td>70,065</td>
<td>1,981</td>
<td>2.9%</td>
<td>6,999</td>
<td>2,333</td>
<td>$23.72</td>
<td>$54.91</td>
</tr>
<tr>
<td>11-2031</td>
<td>Public Relations and Fundraising Managers</td>
<td>Bachelor's degree</td>
<td>6,912</td>
<td>7,343</td>
<td>431</td>
<td>6.2%</td>
<td>1,172</td>
<td>391</td>
<td>$31.22</td>
<td>$59.52</td>
</tr>
<tr>
<td>11-3011</td>
<td>Administrative Services Managers</td>
<td>Bachelor's degree</td>
<td>42,269</td>
<td>44,347</td>
<td>2,078</td>
<td>4.9%</td>
<td>4,550</td>
<td>1,517</td>
<td>$25.29</td>
<td>$46.81</td>
</tr>
<tr>
<td>11-3021</td>
<td>Computer and Information Systems Managers</td>
<td>Bachelor's degree</td>
<td>51,383</td>
<td>55,976</td>
<td>4,593</td>
<td>8.9%</td>
<td>6,557</td>
<td>2,185</td>
<td>$46.67</td>
<td>$79.21</td>
</tr>
<tr>
<td>11-3031</td>
<td>Financial Managers</td>
<td>Bachelor's degree</td>
<td>77,004</td>
<td>78,922</td>
<td>1,918</td>
<td>2.5%</td>
<td>8,113</td>
<td>2,704</td>
<td>$35.06</td>
<td>$63.90</td>
</tr>
<tr>
<td>11-3051</td>
<td>Industrial Production Managers</td>
<td>Bachelor's degree</td>
<td>20,209</td>
<td>19,918</td>
<td>(291)</td>
<td>(1.4%)</td>
<td>1,961</td>
<td>654</td>
<td>$27.66</td>
<td>$46.54</td>
</tr>
<tr>
<td>11-3061</td>
<td>Purchasing Managers</td>
<td>Bachelor's degree</td>
<td>8,569</td>
<td>8,736</td>
<td>166</td>
<td>1.9%</td>
<td>841</td>
<td>280</td>
<td>$29.25</td>
<td>$54.69</td>
</tr>
</tbody>
</table>

**TIP:** To filter your choices, click on your selection in the boxes below. To select more than one option within a box, hold down the Control Key while making your selections.
LaunchBoard Adult Education Pipeline

- **24,109** Total Adults Served
- **1%** Transitioned to ABE
- **5%** Transitioned to Postsecondary

**AEP Score Card**
Consortium, member, and regional performance on the Measuring Our Success metrics

**Students and Programs**
Explore program enrollment, student demographics, and barriers to employment

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

- **31% Earnings Gain**
- **$18,049**

**Transition**
Learn about student transition into postsecondary education and college credit pathways

**Success**
Information on completion of diplomas, certificates, and college credit awards

**Employment and Wages**
Access 2nd and 4th quarter employment, annual earnings, and earning gains data