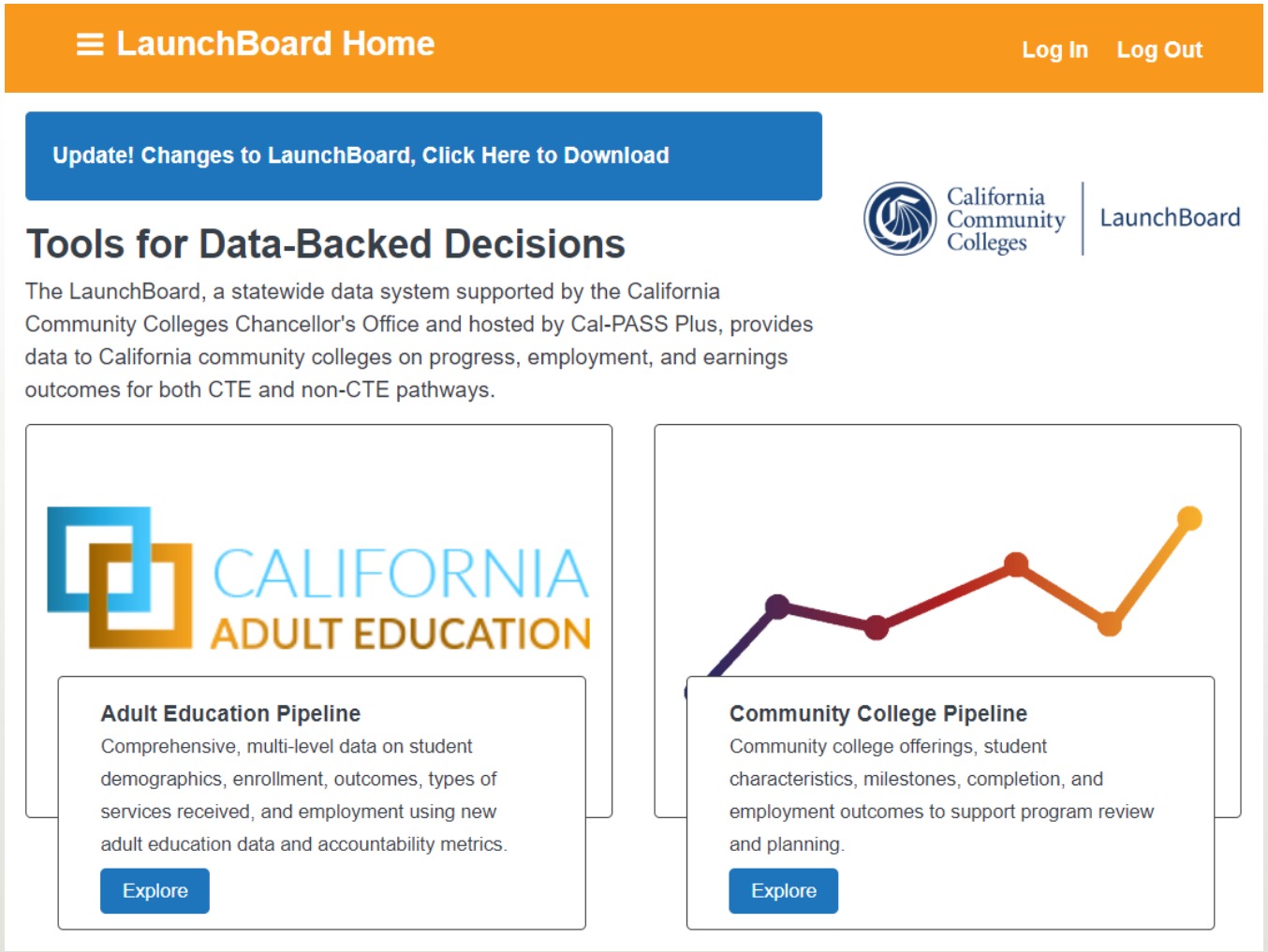


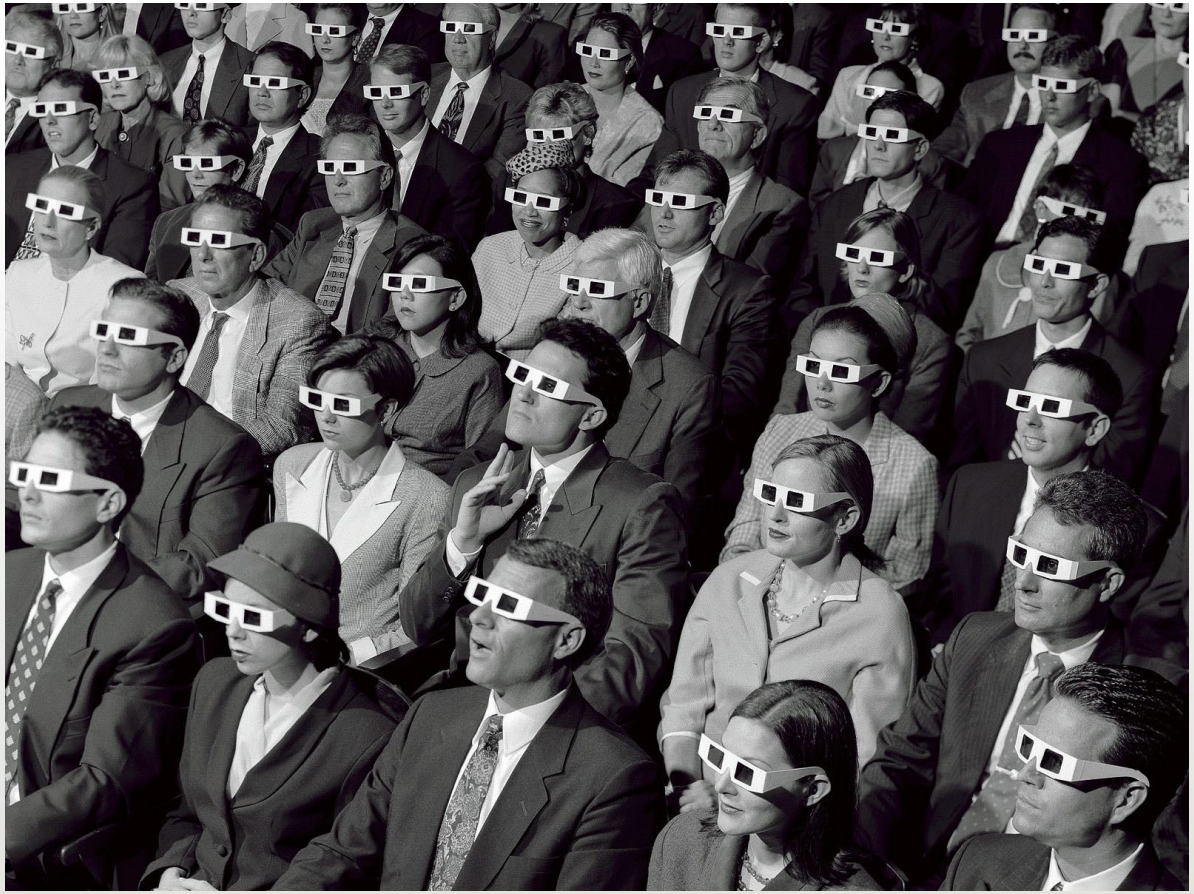
LaunchBoard Adult Education Pipeline

Data and Accountability in the California Adult Education Program

What is the LaunchBoard?

State data visualization system supported by the Community College Chancellor's Office that provides data on progress, employment, and earnings outcomes for community college pathways, adult education, and K14 career pathways.

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



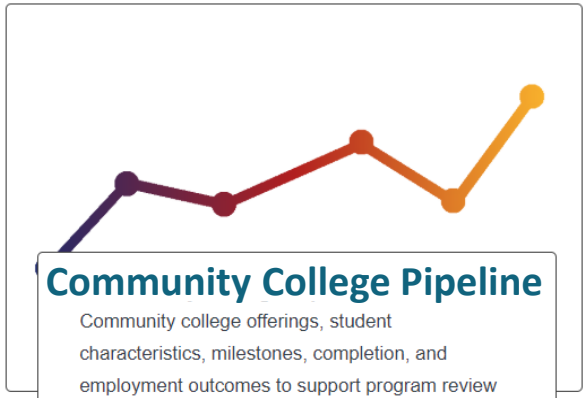
Audience

- Practitioners
- College, K12, Adult Ed
- Faculty, Leadership, State
- Planning
- Program Development

Fast Facts

- **Practitioner Driven** – Asked for by practitioners
- **Practitioner Facing** – Designed for program planning and improvement
- **Free -** To education institutions who are CalPASS Members
- **FERPA Suppressed –** No data for cohorts smaller than 10 students
- **Leverages Existing Public Datasets –** COMIS, EDD, DAS, K12, TOPSpro
- **Development Team** – WestEd, Ed Results, RP Group, Centers of Excellence

LaunchBoard Tabs



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

CALIFORNIA COMMUNITY COLLEGES

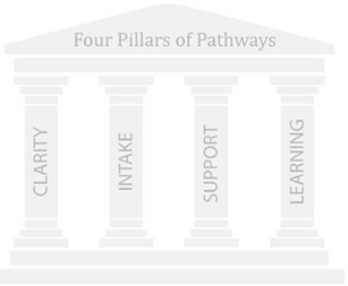
Doing What MATTERS™

FOR JOBS AND THE ECONOMY

Strong Workforce

Completion and employment data for examining long-term outcomes.

Explore



Guided Pathways

First-year momentum points for evaluating college redesign efforts.

Explore

K14 CTE Transitions

Examine outcomes for high school CTE students after they enroll in community college.

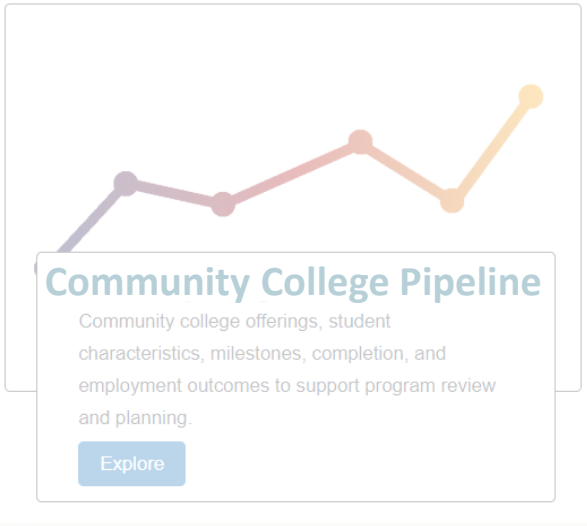
Explore

Guided Pathways

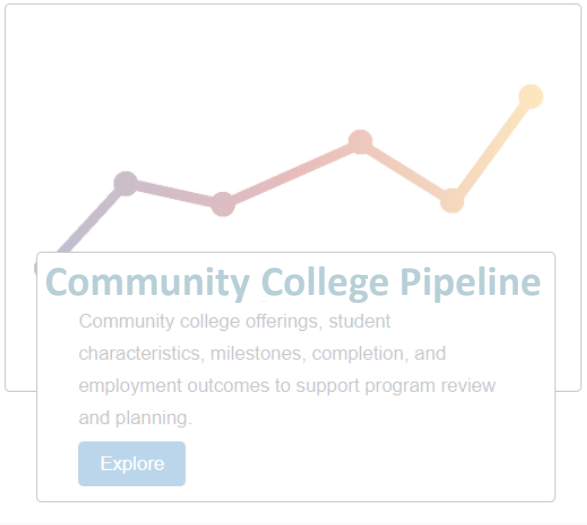
Access infographics, short videos, and guides to learn how to use LaunchBoard information to support educational improvement efforts.

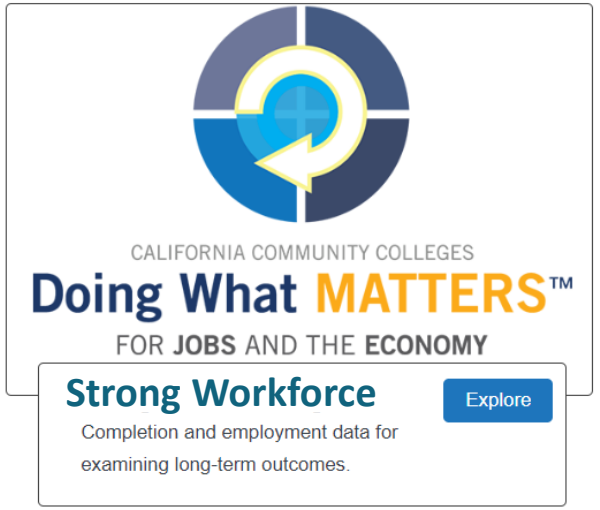
Explore

LaunchBoard Tabs



LaunchBoard Tabs





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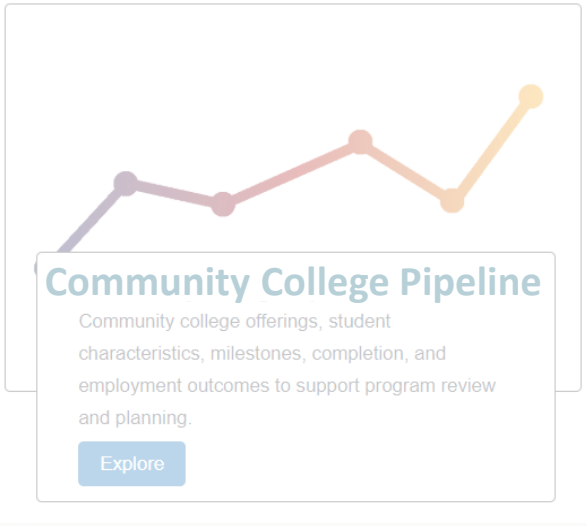
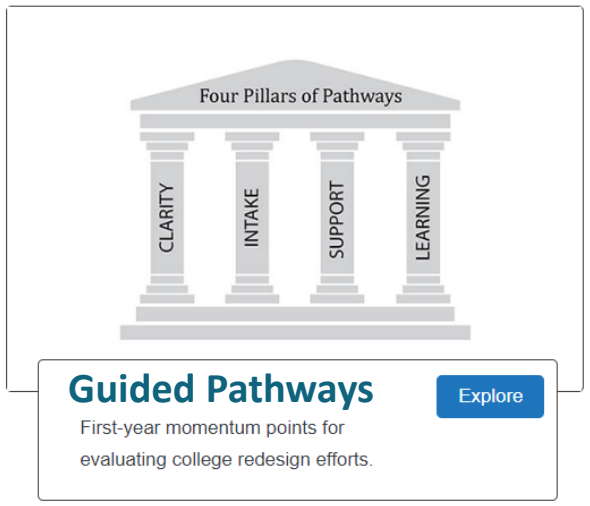
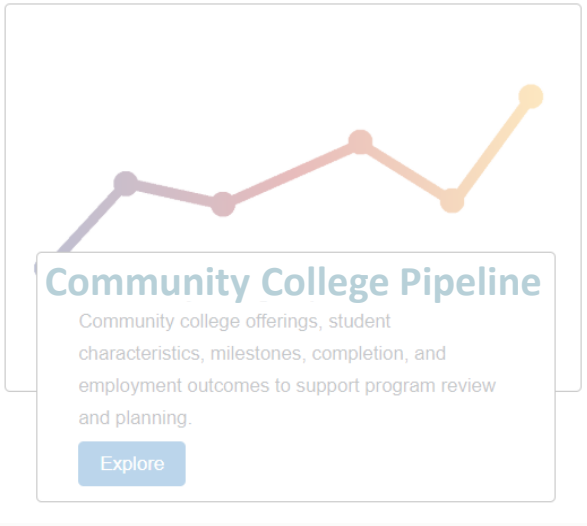
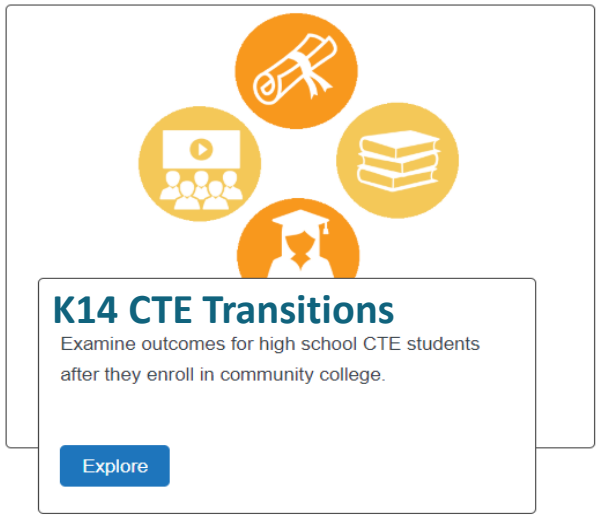


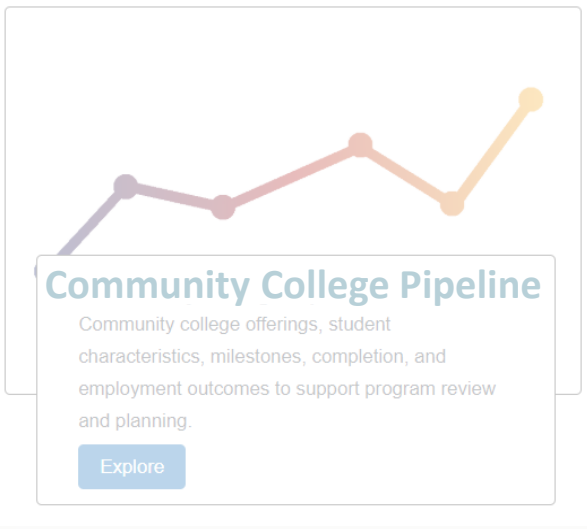


LaunchBoard Tabs





LaunchBoard Tabs



LaunchBoard Data Sets

Primary Student Data

- CCCCO MIS Enrollment Data
- K12 Adult Ed (TOPSpro)
- K12 HS Data (CalPASS)

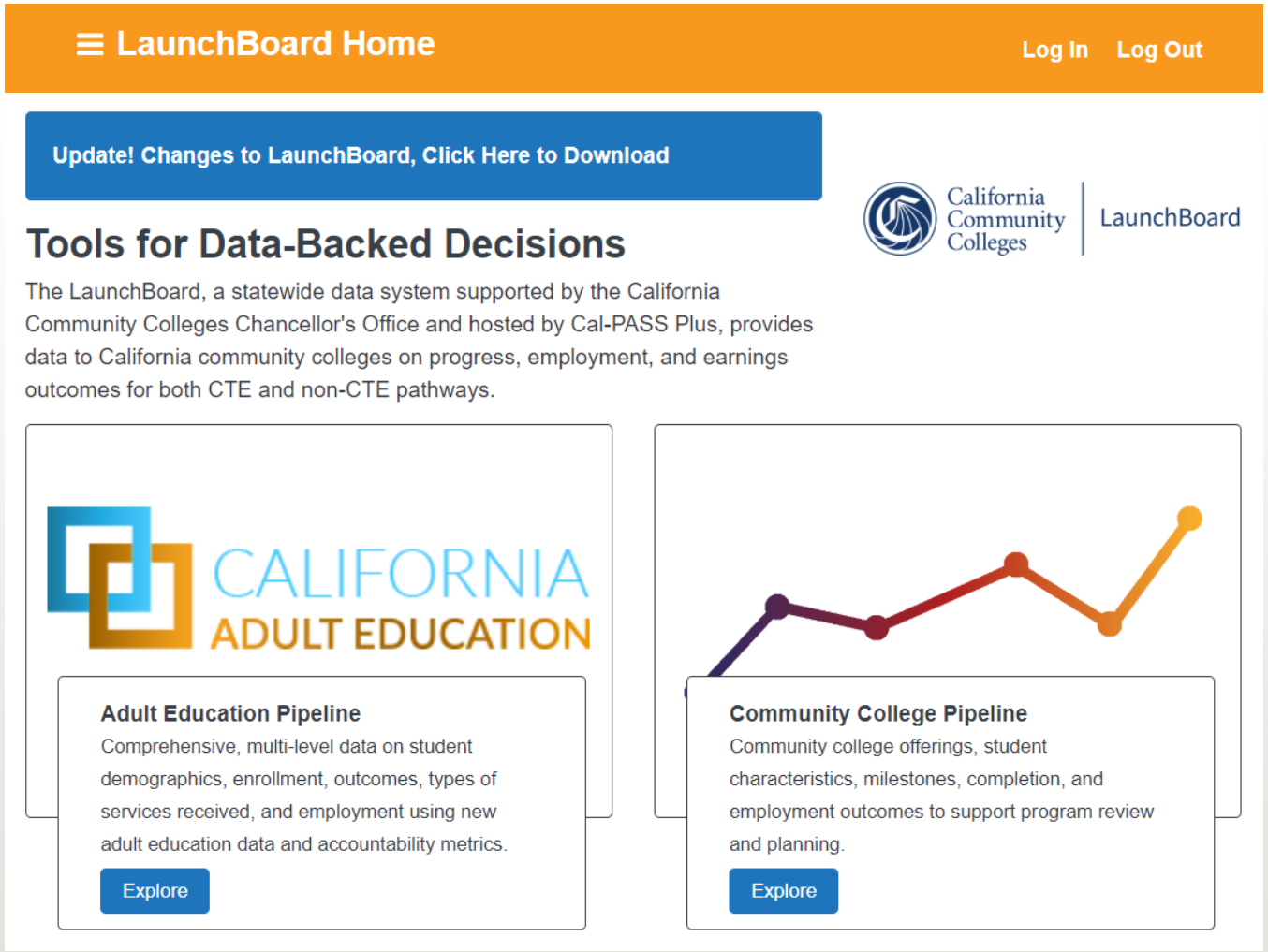
Supplemental Data Matching

- EDD Wage File
- High School Equivalency
- CASAS Testing Data
- DAS Records

Other Data Sources

- CTE Outcome Survey
- Labor Market Info (EMSI)

Why?


LaunchBoard Home
Log In
Log Out
Update! Changes to LaunchBoard, Click Here to Download
California Community Colleges
LaunchBoard
Tools for Data-Backed Decisions
The LaunchBoard, a statewide data system supported by the California Community Colleges Chancellor's Office and hosted by Cal-PASS Plus, provides data to California community colleges on progress, employment, and earnings outcomes for both CTE and non-CTE pathways.
CALIFORNIA ADULT EDUCATION
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
Community College Pipeline
Community college offerings, student characteristics, milestones, completion, and employment outcomes to support program review and planning.
Explore

AB104: Data and Accountability Requirements

Identify common measures for determining effectiveness of members of consortia in meeting educational needs of adults
Align data used for reporting with data reported by local agencies for other purposes such as WIOA (Perkins, Strong Workforce)
Establish common assessments and policies regarding placement of adults into adult education program, measuring needs of adults, and effectiveness of providers
Report twice yearly to the legislature: Preliminary Report October 30th; Final Report March 1st after the end of the previous program year (July 1 to June 30th)

AB104: Data for Measuring the Effectiveness of Consortia:

(1) How many adults are served by the consortium.

(2) How many adults served by the consortium have demonstrated the following:

- (A) Improved literacy skills.
- (B) Completion of high school diplomas or their recognized equivalents.
- (C) Completion of post-secondary certificates, degrees, or training.
- (D) Transition into post-secondary education
- (E) Placement into jobs.
- (F) Improved Wages

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(C) Completion of post-secondary certificates, degrees, or training.

(D) Transition into post-secondary education

(E) Placement into jobs.

(F) Improved Wages

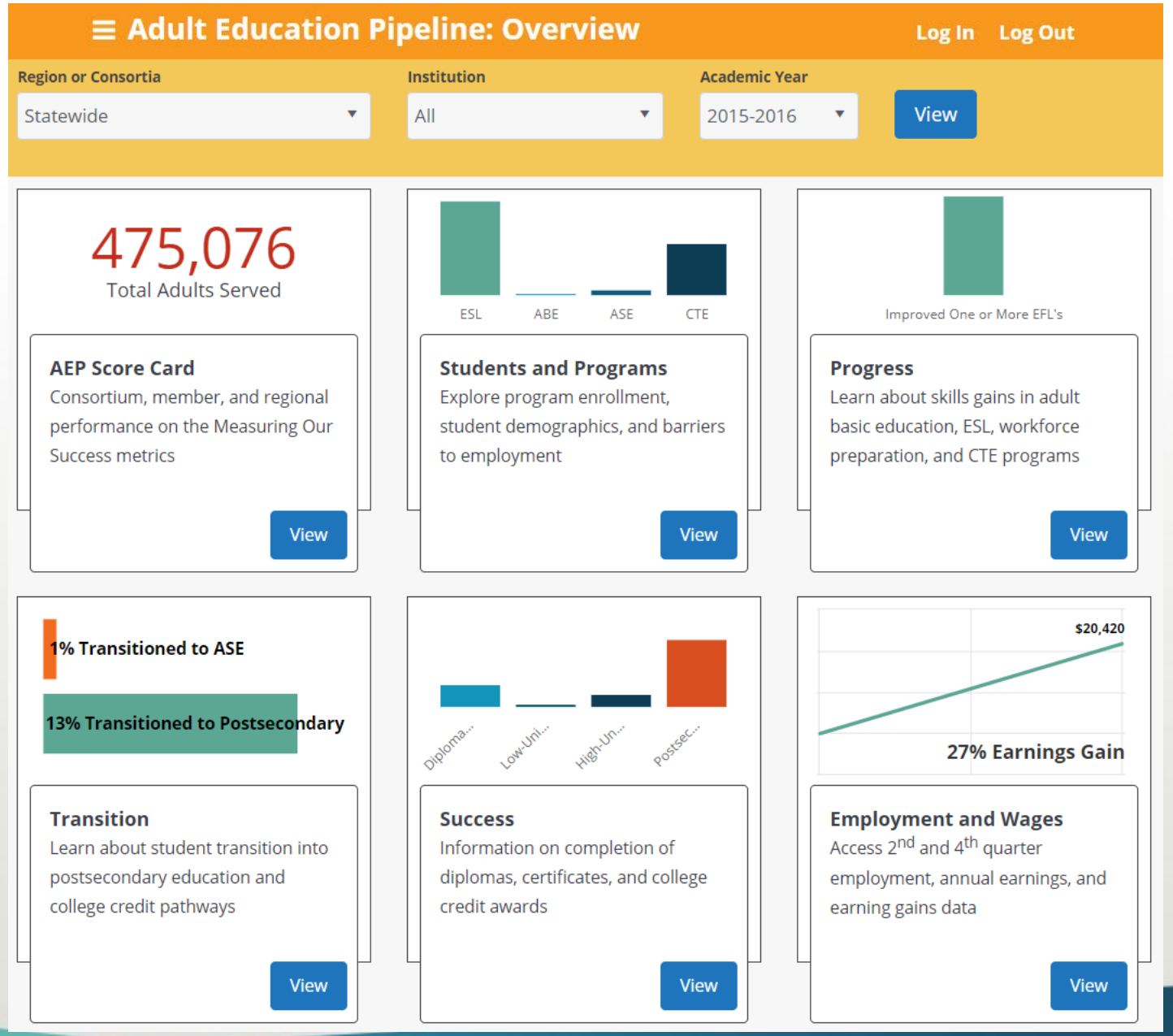
Putting Data into Practice

(1) Development of the AEP Required 3 year plans due in June 2019

(2) Measuring effectiveness of consortia members for allocation of resources

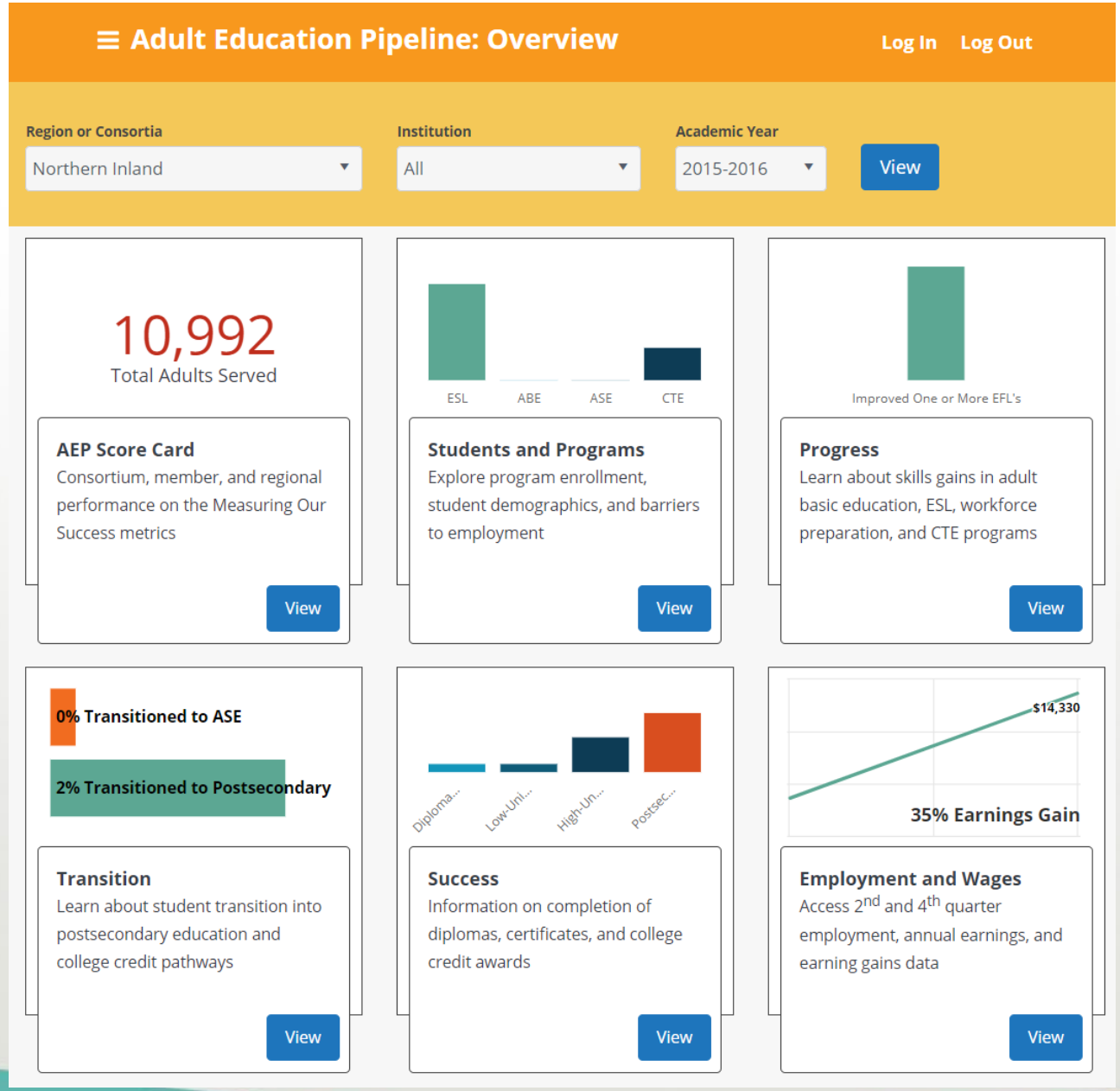
(3) Ongoing program planning and development

(4) AEP Office is offering regional training on the use of the LaunchBoard data as well as labor market information and community/customer data in October

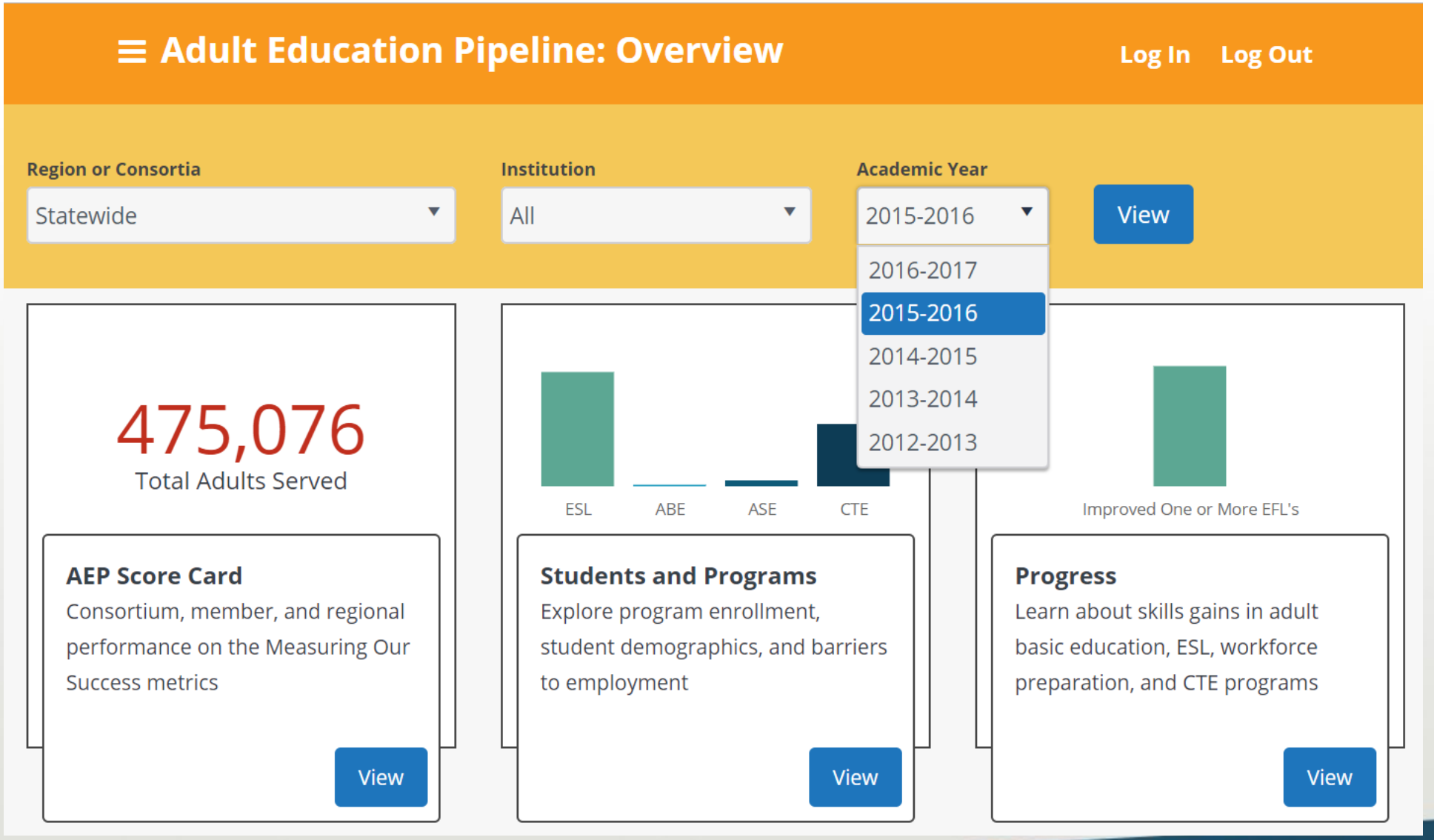

Adult Education Pipeline: Overview
Log In
Log Out
Region or Consortia
Statewide
Institution
All
Academic Year
2015-2016
View
475,076
Total Adults Served
AEP Score Card
Consortium, member, and regional performance on the Measuring Our Success metrics
View
ESL
ABE
ASE
CTE
Students and Programs
Explore program enrollment, student demographics, and barriers to employment
View
Improved One or More EFL's
Progress
Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs
View
1% Transitioned to ASE
13% Transitioned to Postsecondary
Transition
Learn about student transition into postsecondary education and college credit pathways
View
Diploma...
Low-Uni...
High-Un...
Postsec...
Success
Information on completion of diplomas, certificates, and college credit awards
View
$20,420
27% Earnings Gain
Employment and Wages
Access 2nd and 4th quarter employment, annual earnings, and earning gains data
View

AEBG Student Progress Framework

Completion by Design Momentum Framework	Connection	Entry	Progress		Completion	
AEBG Objectives	Objectives 1, 2, 4		Objectives 3, 5		Objectives 5, 6, 7	
AEBG Indicator Framework	Adults Served	Participants	Student Progress	Transition	Completion	Outcomes After Exit
AEBG Metrics	**Reportable Individual:** 1+ hour or svsl	**Participant**: 12+ contact hours	**Interim Progress Meas's** **1.** EFL Level Attainment **2.** CB21 Level Progress **3.** Occup. Skills Gain **4.** Workforce Prep MS	**ABE/ESL to ASE** **Transition to Postsecondary**	**HS Diploma or Equivalent** **Postsecondary Credential**	**Employment** **Wage Increase** **College Credit Award**
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 credent-ial 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	



1. Visualize by region, institution, year
2. Six high level live metrics on (tiles) organized by student momentum points
3. AEP Score Card with MoS reporting metrics
4. Summary infographic in each page focused on a key data point or question
5. Detailed data charts and tables with:
   - Additional AE Key Metrics
   - Disaggregate ethnicity, gender, age
   - Time trends


Adult Education Pipeline: Overview
Log In
Log Out
Region or Consortia
Statewide
Institution
All
Academic Year
2015-2016
View
2016-2017
2015-2016
2014-2015
2013-2014
2012-2013
475,076
Total Adults Served
ESL
ABE
ASE
CTE
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Consortium, member, and regional performance on the Measuring Our Success metrics
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Explore program enrollment, student demographics, and barriers to employment
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Progress
Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs
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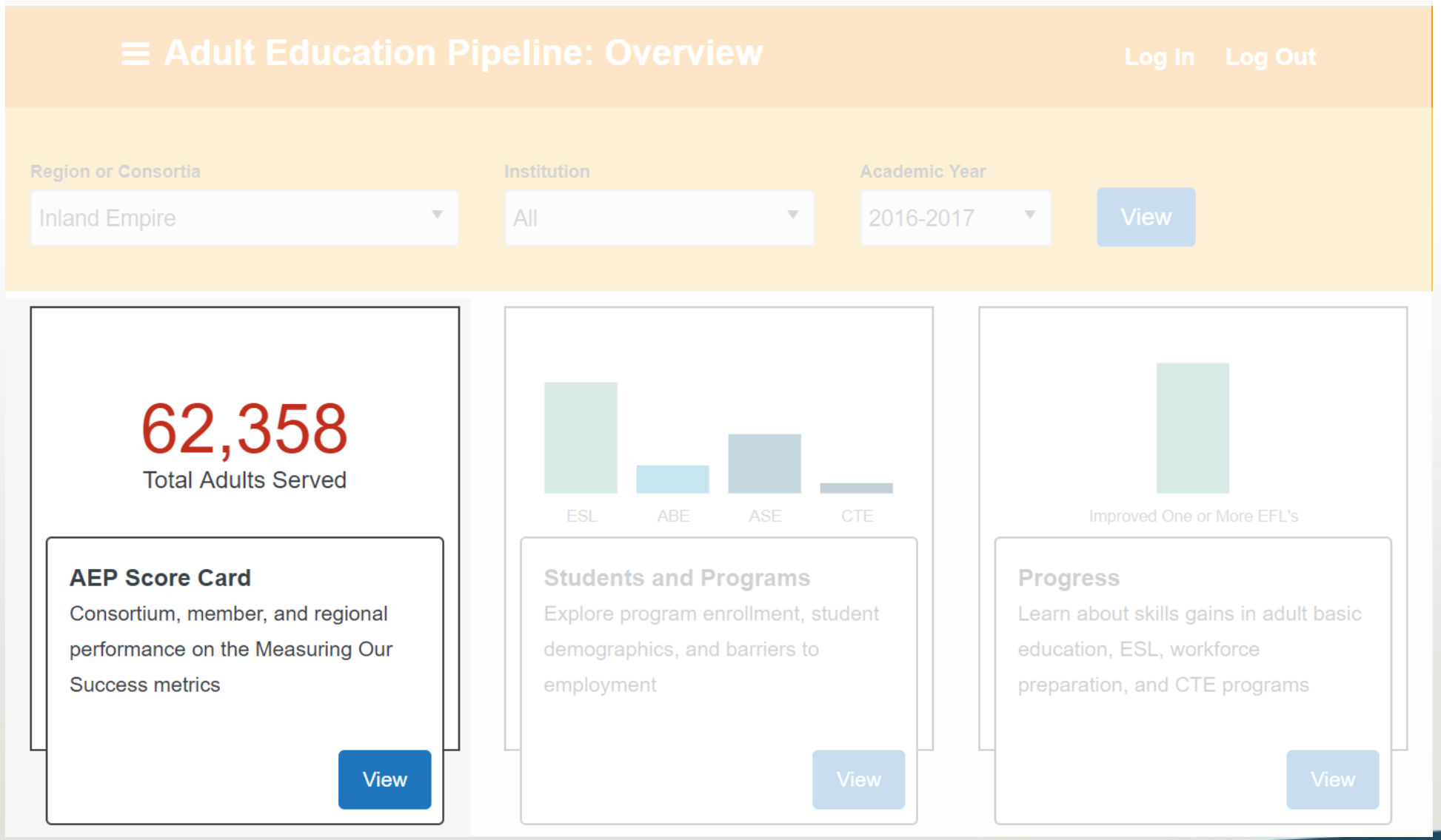
Adult Education Pipeline: Overview
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Log Out
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Inland Empire
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Academic Year
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View
62,358
Total Adults Served
AEP Score Card
Consortium, member, and regional performance on the Measuring Our Success metrics
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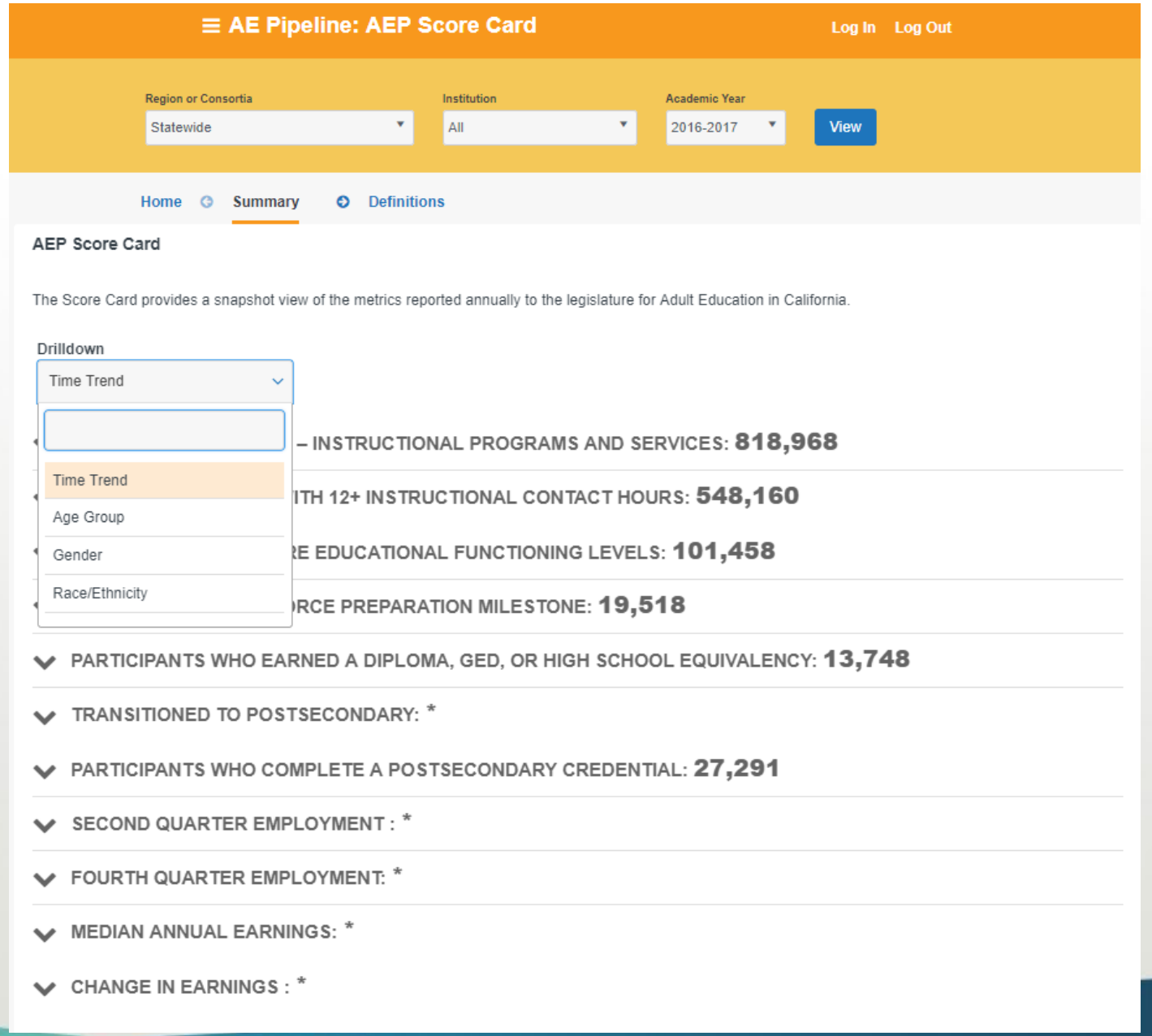
AE Pipeline: AEP Score Card
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Region or Consortia
Statewide
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Summary
Definitions
AEP Score Card
The Score Card provides a snapshot view of the metrics reported annually to the legislature for Adult Education in California.
Drilldown
Time Trend
Time Trend
Age Group
Gender
Race/Ethnicity
– INSTRUCTIONAL PROGRAMS AND SERVICES: 818,968
ITH 12+ INSTRUCTIONAL CONTACT HOURS: 548,160
RE EDUCATIONAL FUNCTIONING LEVELS: 101,458
RCE PREPARATION MILESTONE: 19,518
PARTICIPANTS WHO EARNED A DIPLOMA, GED, OR HIGH SCHOOL EQUIVALENCY: 13,748
TRANSITIONED TO POSTSECONDARY: *
PARTICIPANTS WHO COMPLETE A POSTSECONDARY CREDENTIAL: 27,291
SECOND QUARTER EMPLOYMENT : *
FOURTH QUARTER EMPLOYMENT: *
MEDIAN ANNUAL EARNINGS: *
CHANGE IN EARNINGS : *

AEBG
PARTNERING FOR A STRONG CALIFORNIA WORKFORCE

WestEd
WestEd.org

Region or Consortia: East Bay | Institution: All | Academic Year: 2016-2017 | View

Home | Summary | Definitions

AEP Score Card

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

Drilldown

Race/Ethnicity

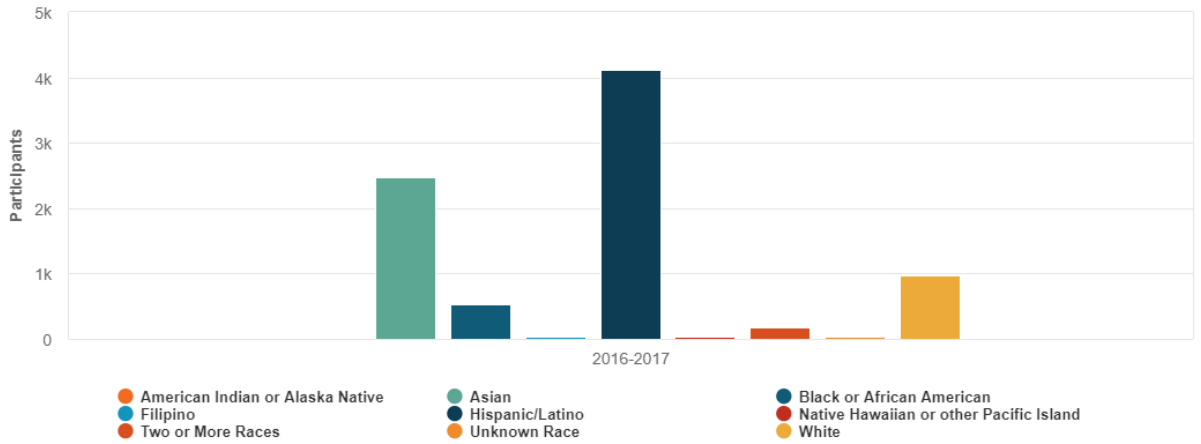
- Time Trend
- Age Group
- Gender
- Race/Ethnicity

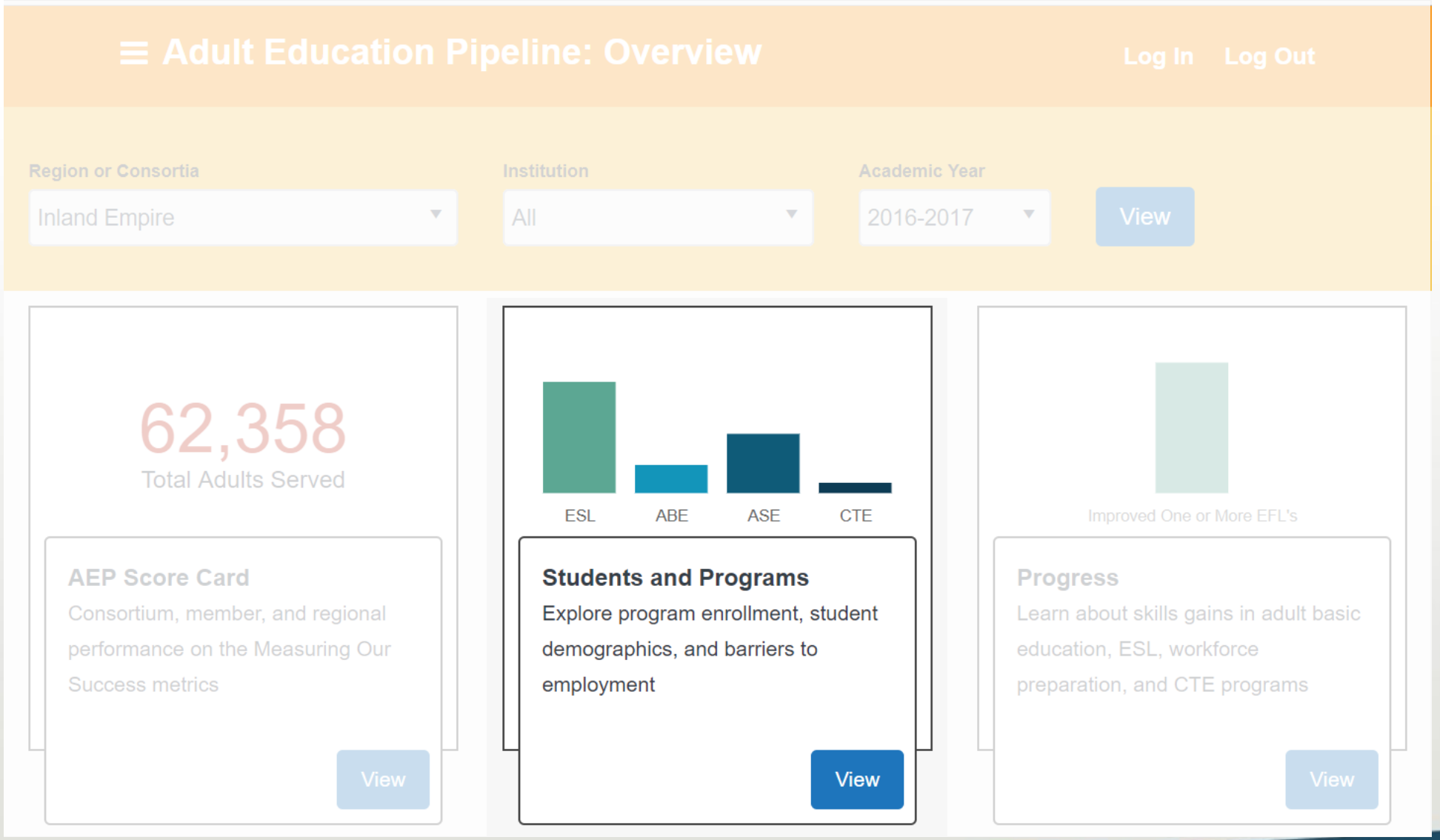
– INSTRUCTIONAL PROGRAMS AND SERVICES: **48,528**

ITH 12+ INSTRUCTIONAL CONTACT HOURS: **30,224**

RE EDUCATIONAL FUNCTIONING LEVELS: **8,399**

s from the same institution and 2016-2017 year, the number who improved skills by one or more Educational Functioning Levels in the selected year

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PARTNERING FOR A STRONG CALIFORNIA WORKFORCE

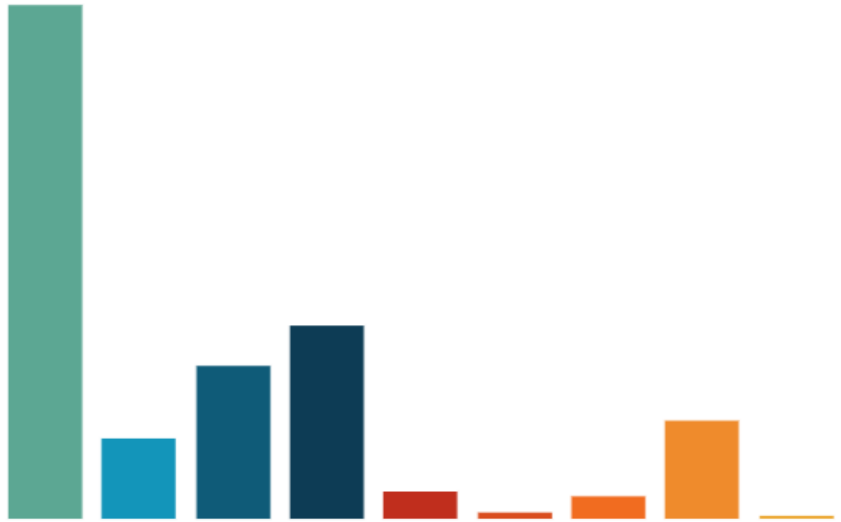
WestEd
WestEd.org

Region or Consortia: Statewide | Institution: All | Academic Year: 2016-2017 | View

Home > Summary > Detailed Data > Definitions

Students and Programs

Many different types of students are enrolled in adult education programs for different goals. You may want to compare your students to the diversity and needs of your community to ensure to tailor your programs and services.



Count of Participants in English as a Second Language	255,964
Count of Participants in Adult Basic Education	40,512
Count of Participants in Adult Secondary Education	76,552
Count of Participants in Career and Technical Education	96,880
Participants in Programs for Adults with Disabilities	14,661
Adults with Disabilities Participating in ESL, ABE, ASE, or CTE	3,991
Adults Training to Support Child School Success	12,091
Workforce Entry and Re-Entry for Specific Populations	49,665
Count of Participants in Pre-Apprenticeship Training Programs	2,252

Students and Programs

- PROGRAMS
- DEMOGRAPHICS
  - Gender
  - Ethnicity
  - Age Group
- BARRIERS TO EMPLOYMENT
- ENROLLMENT

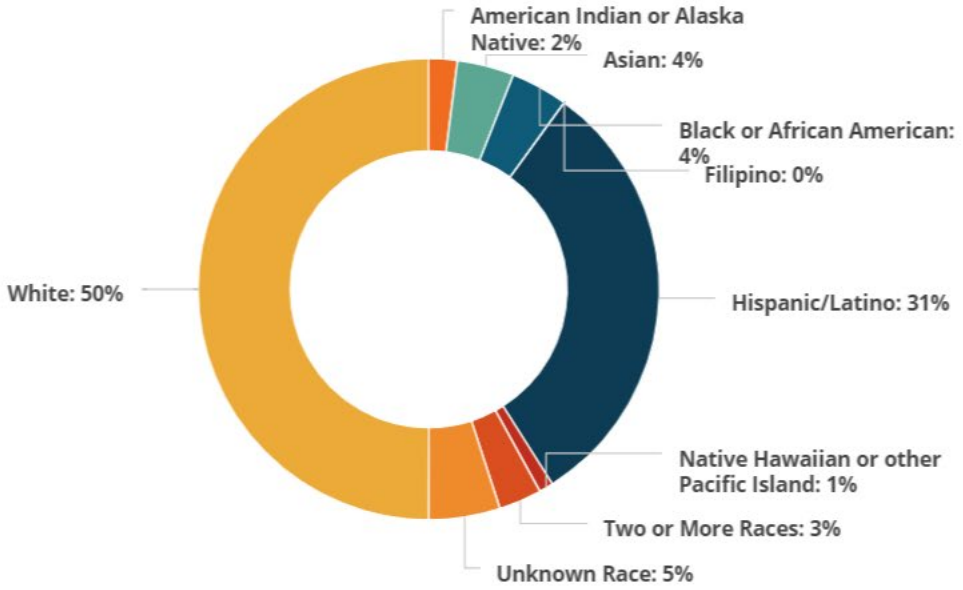
Ethnicity

Among reportable individuals in the selected 2015-2016 year, the number who were in the WIOA ethnicity categories when they enrolled in adult education

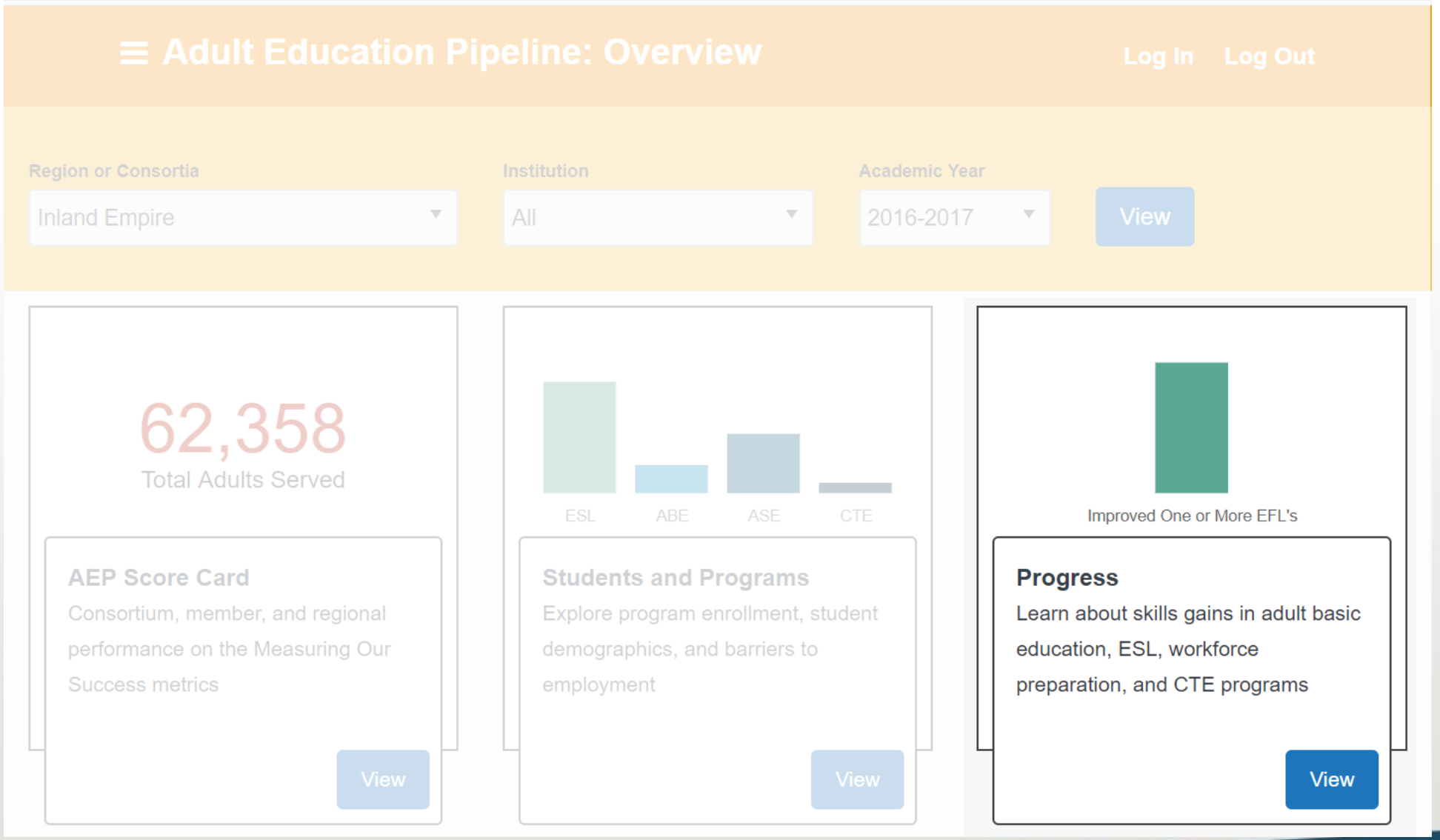
Drilldown

Overall

Northern Inland, All, 2015-2016



Source: CASAS TOPSpro Enterprise Chancellor's Office Management Information System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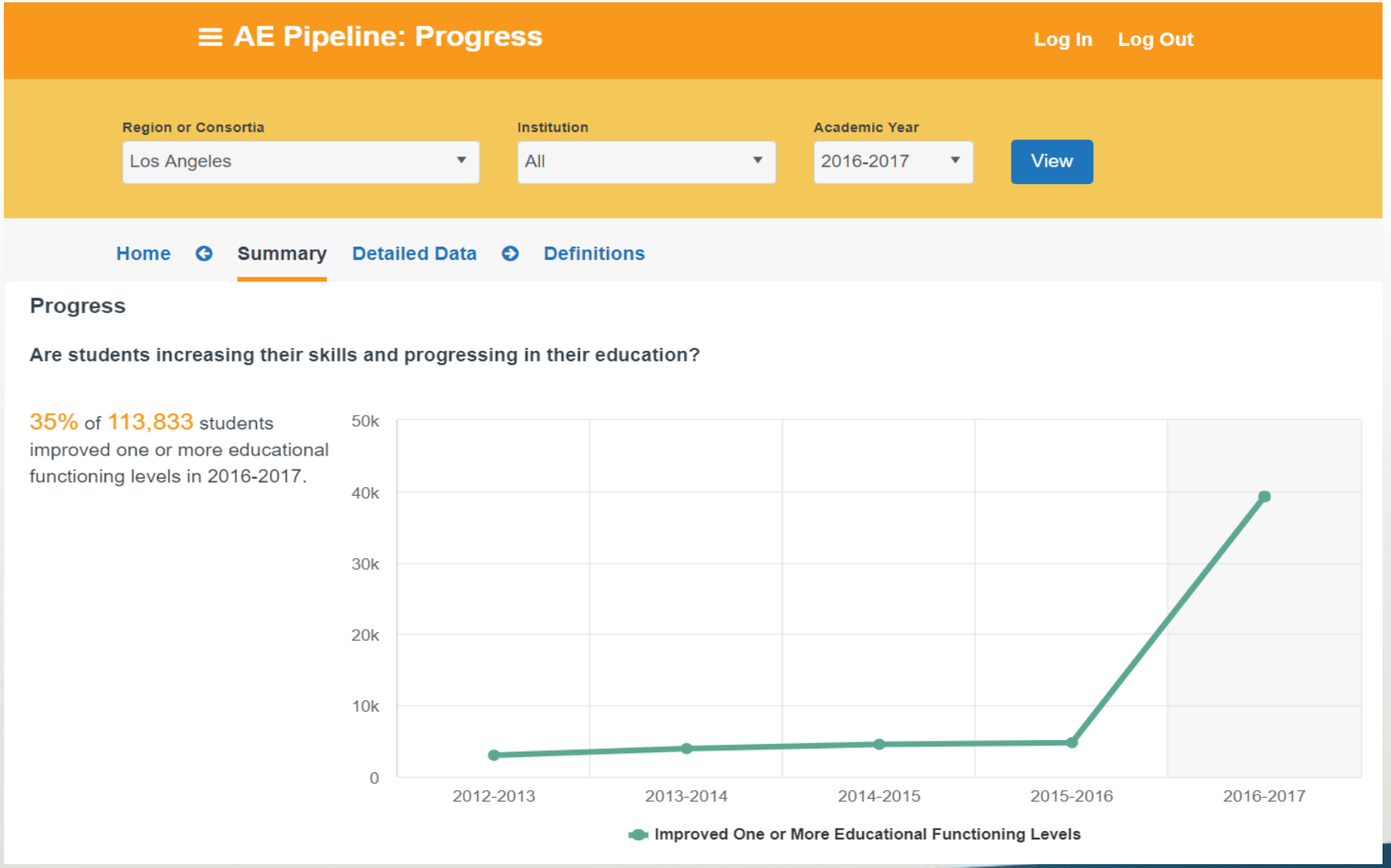
AE Pipeline: Progress
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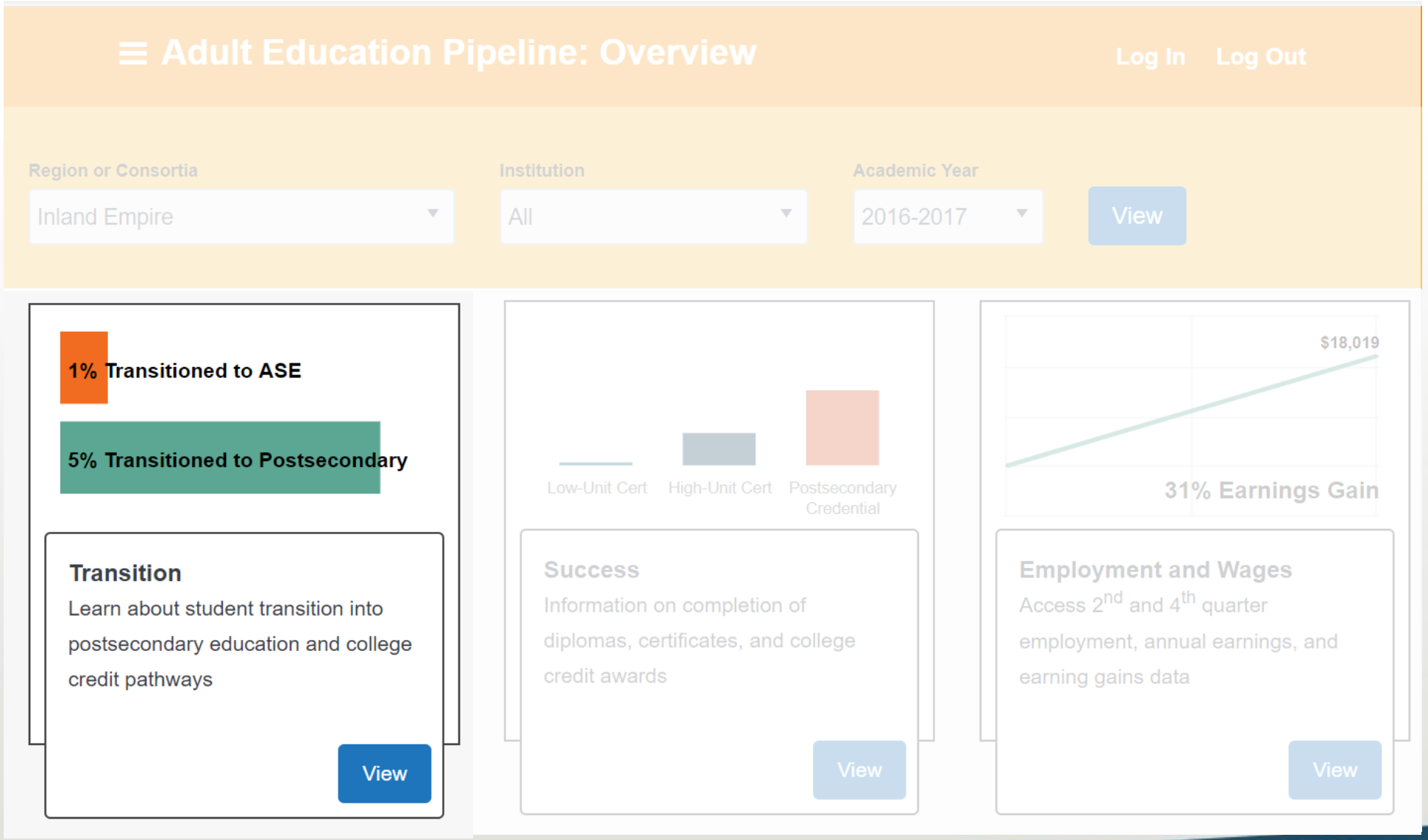
Progress
Are students increasing their skills and progressing in their education?
35% of 113,833 students improved one or more educational functioning levels in 2016-2017.
50k
40k
30k
20k
10k
0
2012-2013
2013-2014
2014-2015
2015-2016
2016-2017
Improved One or More Educational Functioning Levels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2016-2017
View
1% Transitioned to ASE
5% Transitioned to Postsecondary
Transition
Learn about student transition into postsecondary education and college credit pathways
View
Low-Unit Cert
High-Unit Cert
Postsecondary Credential
Success
Information on completion of diplomas, certificates, and college credit awards
View
$18,019
31% Earnings Gain
Employment and Wages
Access 2nd and 4th quarter employment, annual earnings, and earning gains data
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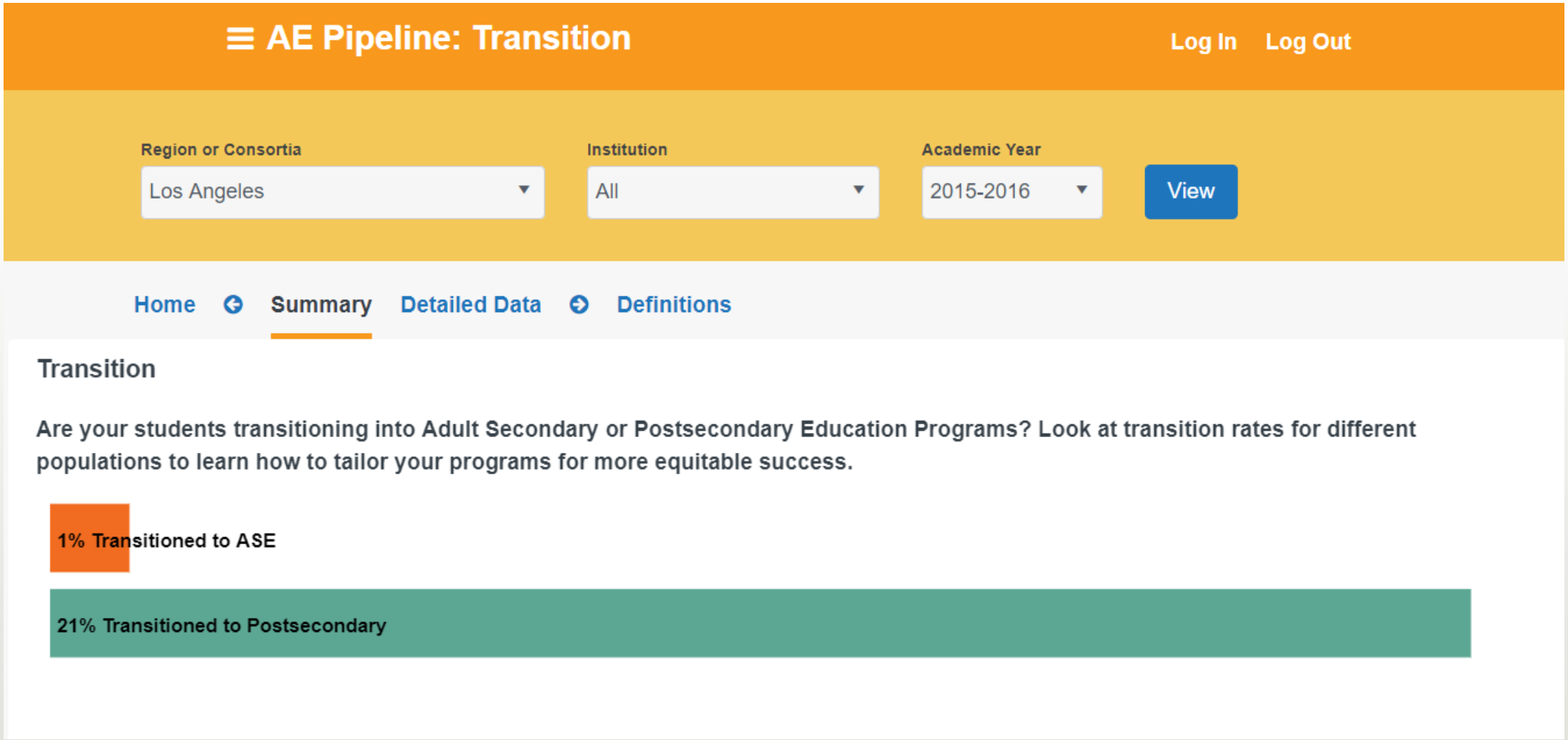
AE Pipeline: Transition
Log In
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Region or Consortia
Los Angeles
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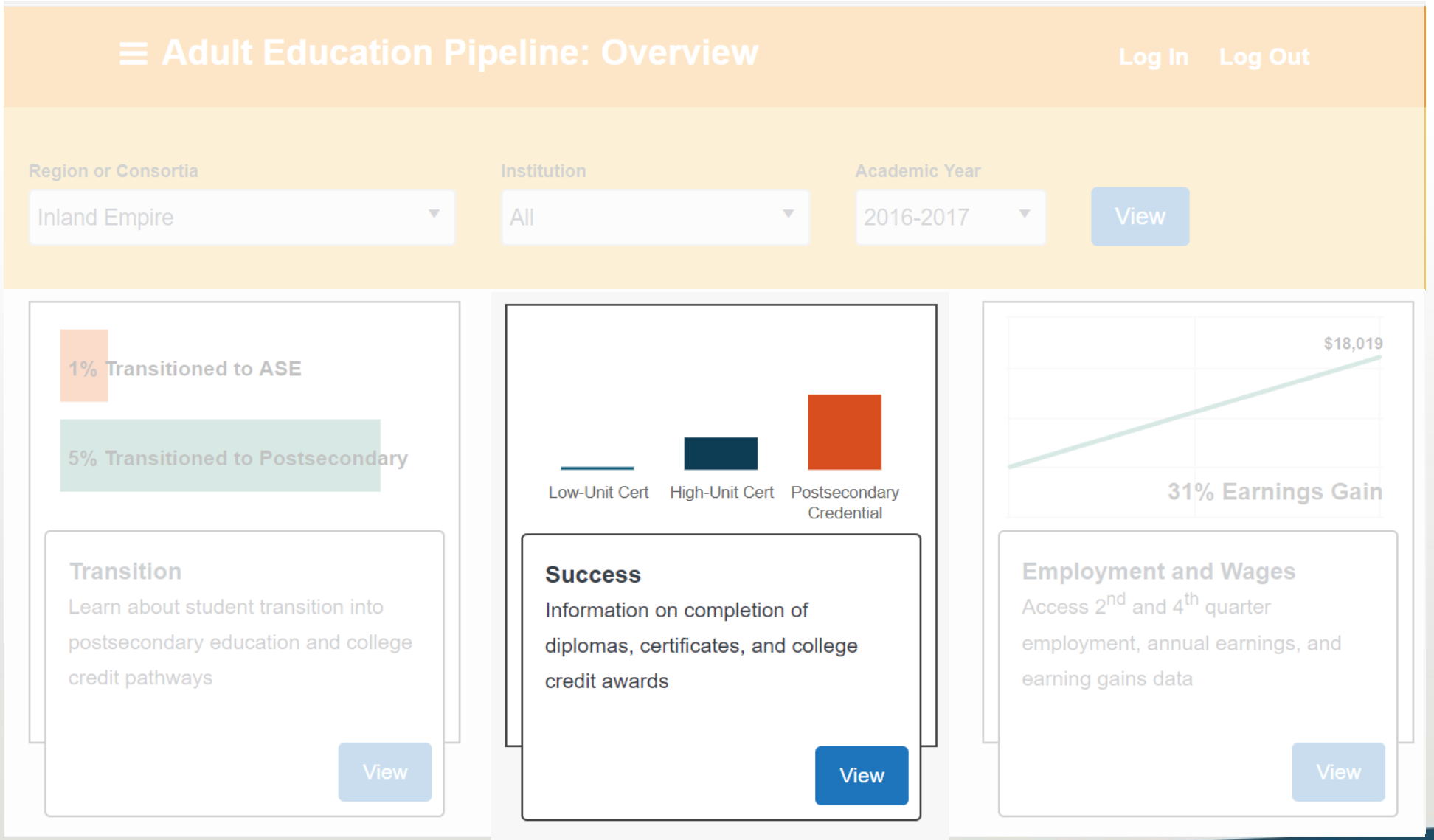
Definitions
Transition
Are your students transitioning into Adult Secondary or Postsecondary Education Programs? Look at transition rates for different populations to learn how to tailor your programs for more equitable success.
1% Transitioned to ASE
21% Transitioned to Postsecondary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Learn about student transition into postsecondary education and college credit pathways
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Low-Unit Cert
High-Unit Cert
Postsecondary Credential
Success
Information on completion of diplomas, certificates, and college credit awards
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$18,019
31% Earnings Gain
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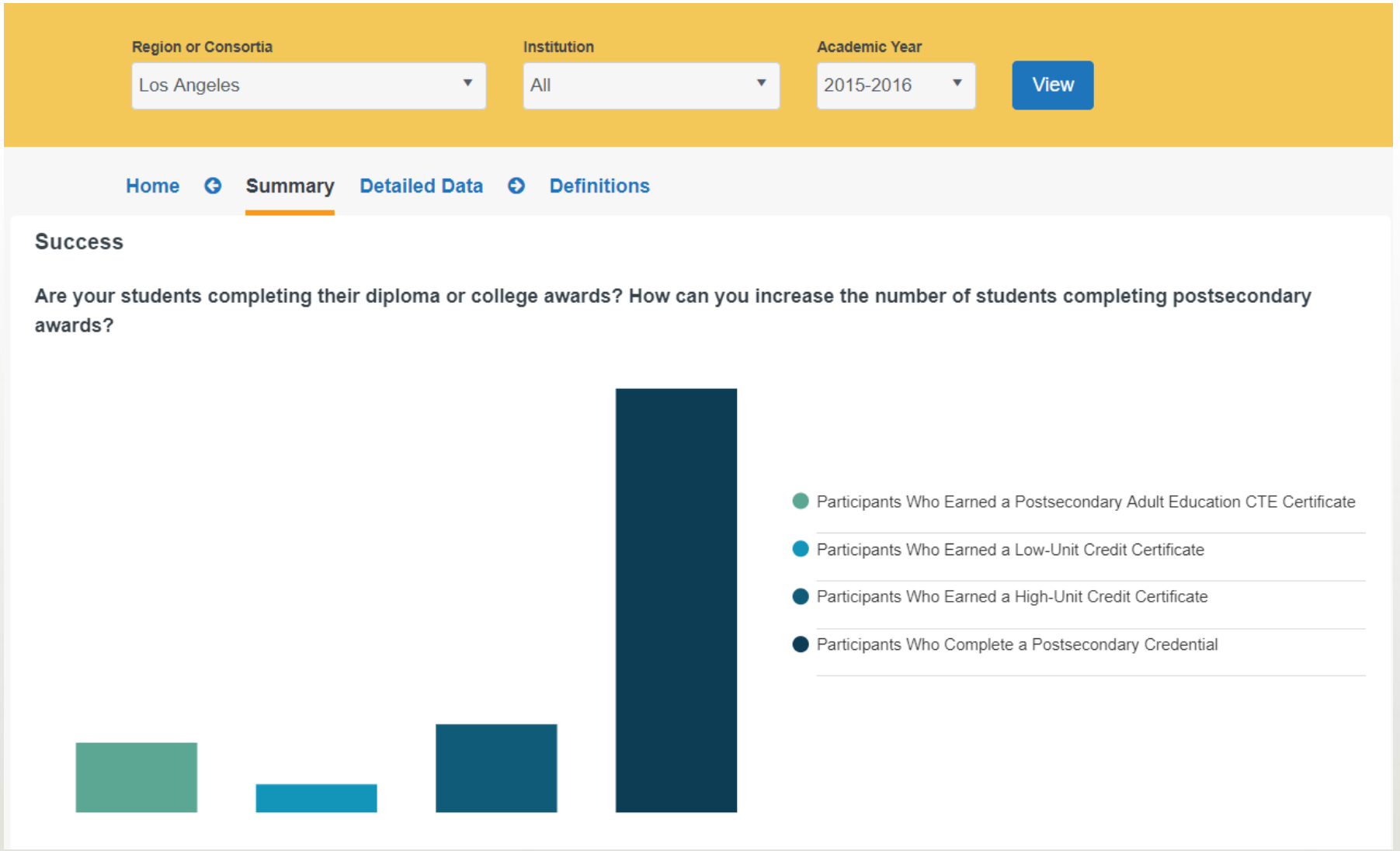
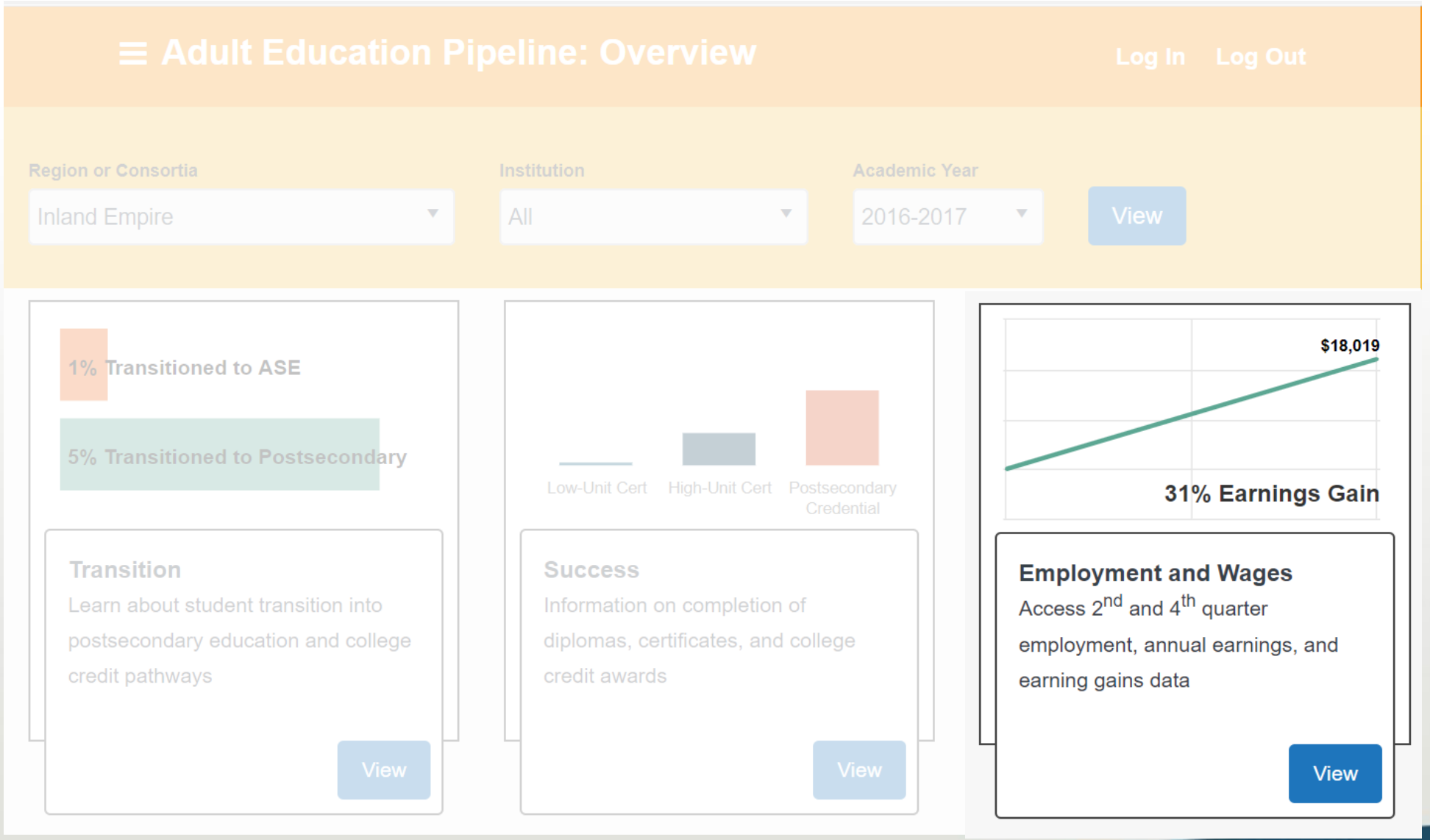
Access 2nd and 4th quarter employment, annual earnings, and earning gains data
View


Region or Consortia
Los Angeles
Institution
All
Academic Year
2015-2016
View
Home
Summary
Detailed Data
Definitions
Success
Are your students completing their diploma or college awards? How can you increase the number of students completing postsecondary awards?
Participants Who Earned a Postsecondary Adult Education CTE Certificate
Participants Who Earned a Low-Unit Credit Certificate
Participants Who Earned a High-Unit Credit Certificate
Participants Who Complete a Postsecondary Credential


Adult Education Pipeline: Overview
Log In
Log Out
Region or Consortia
Inland Empire
Institution
All
Academic Year
2016-2017
View
1% Transitioned to ASE
5% Transitioned to Postsecondary
Transition
Learn about student transition into postsecondary education and college credit pathways
View
Low-Unit Cert
High-Unit Cert
Postsecondary Credential
Success
Information on completion of diplomas, certificates, and college credit awards
View
$18,019
31% Earnings Gain
Employment and Wages
Access 2nd and 4th quarter employment, annual earnings, and earning gains data
View

Earnings

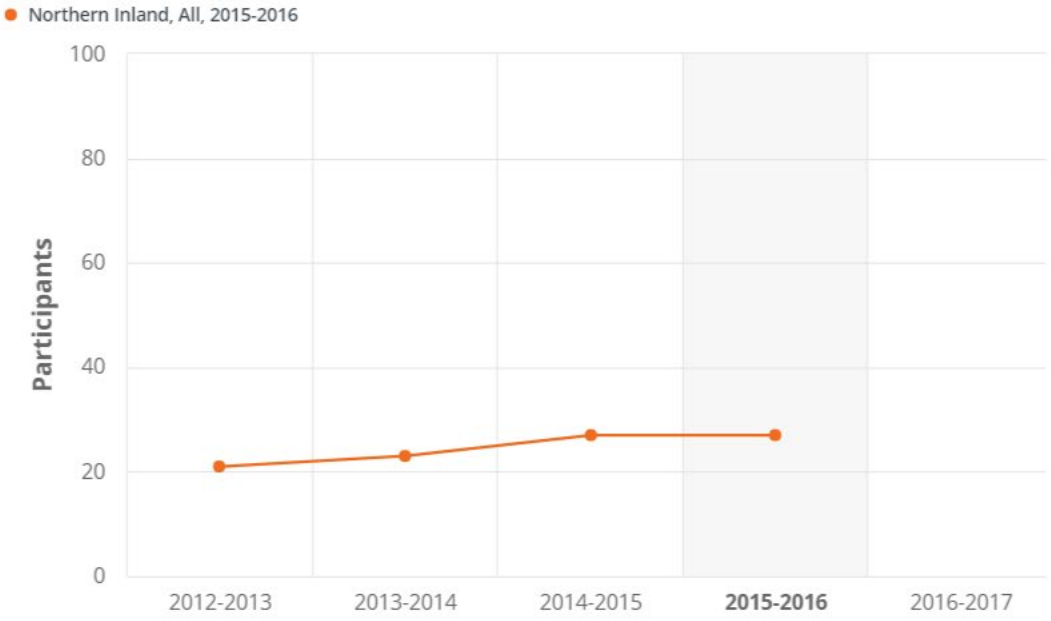
- Second Quarter Employment
- Fourth Quarter Employment
- Change in Earnings
- Median Annual Earnings
- Earnings Compared to Living Wage

Earnings Compared to the Regional Living Wage

Annual earnings among Participants who exited adult school in the selected 2015-2016 year, compared to the regional standard-of-living wage for a single individual

Drilldown

Time Trend



Source: CASAS TOPSpro Enterprise Chancellor's Office Management Information System Employment Development Department Unemployment Insurance Wage File Insight Center for Community Economic Development

**Data is limited by having only noncredit college data available

Small Group Work 1 – Participation and Outcomes

Work with others in your consortium

Follow the instructions on the Worksheet

In about 15 minutes discuss we will share our findings

Small Group Work 1 – Reflections

What did you notice about the data?

What hypotheses did you come to about the data?

What actions did you explore?

Did you identify other information you want to know more about?

Small Group Work 2 – Equity, Transition, and Employment

Work with others in your consortium

Follow the instructions on the Worksheet

In about 15 minutes discuss we will share our findings

Small Group Work 2 – Reflections

What did you notice about the data?

What hypotheses did you come to about the data?

What actions did you explore?

Did you identify other information you want to know more about?

The Hard Truth about Dashboards

Dashboards are stupid (they can't answer the question "why")

Critical things to know about an inquiry process

1. Data points represent student journeys
2. Data is a question, not an answer – it points to things that deserve study and experimentation
3. Data should be augmented with other information – journey maps, focus groups, and process maps
4. Establish local process measures and data points to determine if your planned changes are working

When examining Useful Data for the first time

1. Let people describe what jumps out from a range of perspectives
2. Let people present hypotheses about outcomes and encourage alternative hypotheses
3. Determine what you can agree on based on the data, particularly regarding specific action steps
4. Identify additional information to guide possible action, including how additional information will support action planning
5. Attend to concerns about methodology, but don't let these questions prevent a discussion about students

Wrap Up

Where do we go from here?

Reflections

What venues do you have to continue discussing student outcomes?

What types of information could you bring to those conversations, based on what you learned today?

What are your top take-aways from today?

What supports do you need to integrate inquiry into your standard tasks?