



CAEP Noncredit Data and Accountability Workshop

01.25.2020 • Marc Beam, Karen Beltramo, Aurora King, Ravinder Singh, Randy Tillery

Welcome & Introductions

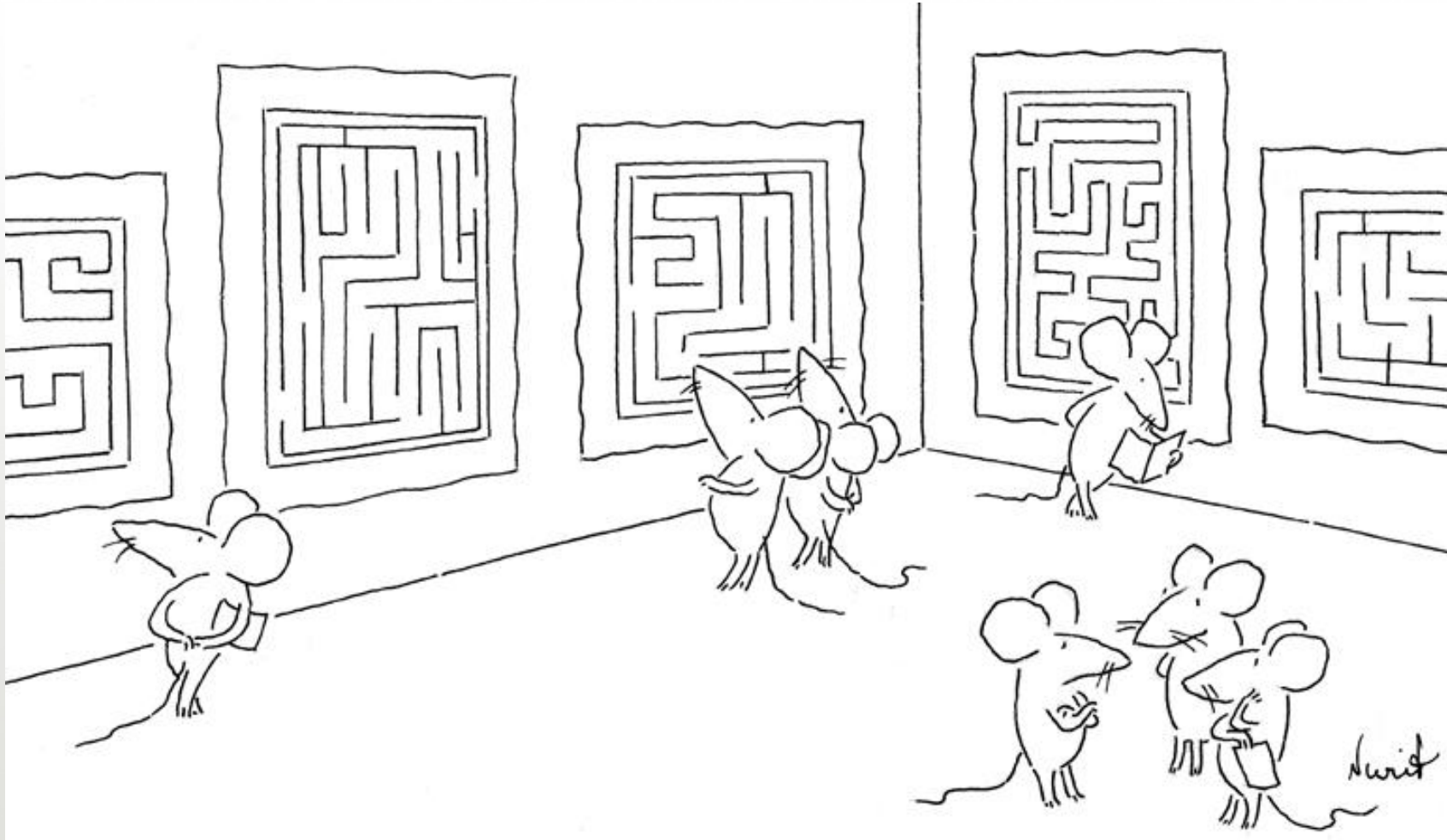


"I take the fun out of everything. What do you do?"


Agenda

- 10:00 Welcome and Introductions
- 10:10 Frameworks, Concepts, Outcomes, Dashboards
- 11:00 Treasure Hunt
- 11:30 Metrics and Data Elements
- 12:30 Lunch
- 1:00 Data Conversations
- 2:00 Next Steps/Activity

Frameworks and Concepts



AUGUST
2017



Measuring Our Success

DATA AND ACCOUNTABILITY SYSTEMS AND
COMMON ASSESSMENT IN THE CALIFORNIA
ADULT EDUCATION BLOCK GRANT PROGRAM

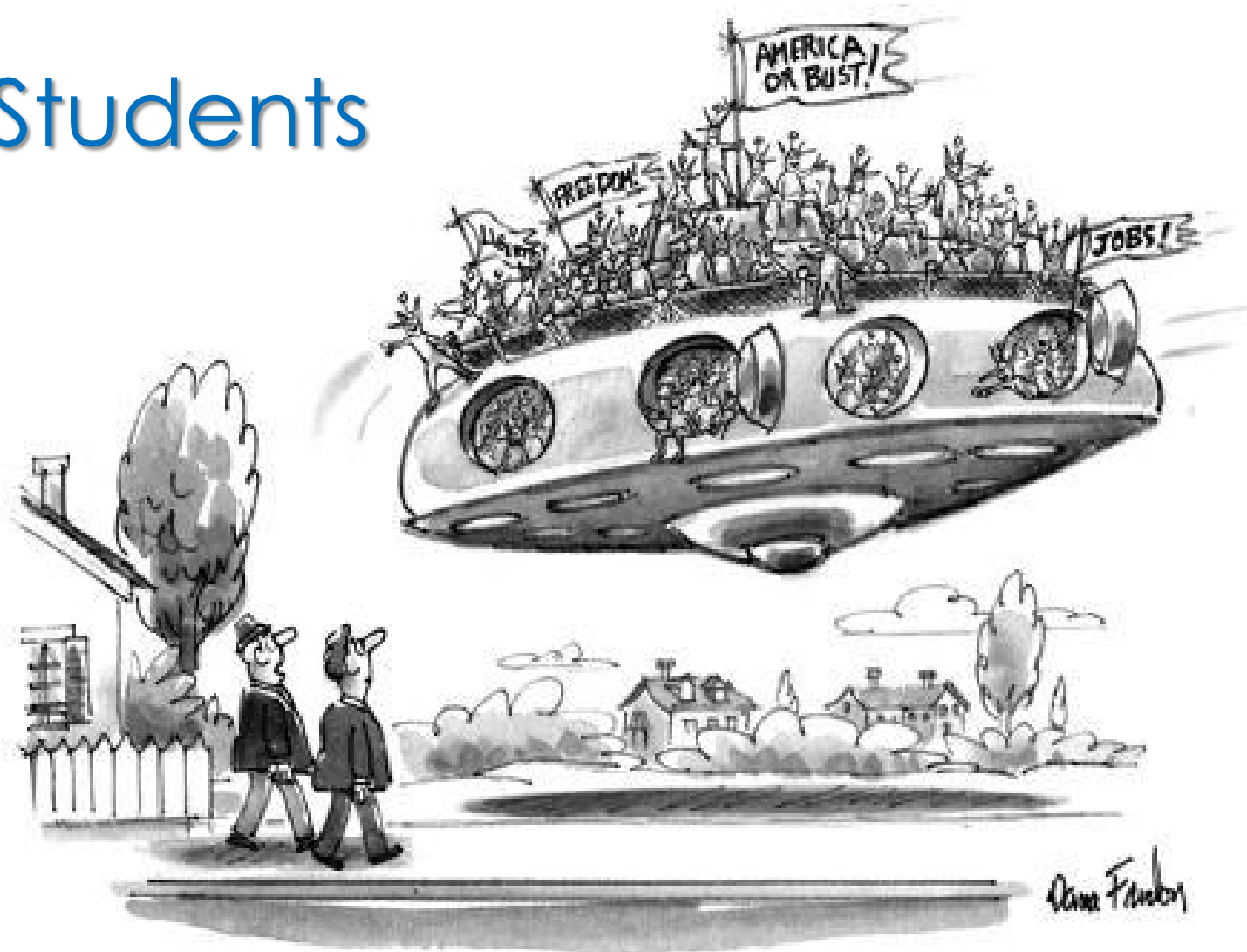
California Department of Education
Tom Torlakson, State Superintendent of Public Instruction

California Community Colleges Chancellor's Office
Eloy Ortiz Oakley, Chancellor

Measuring Our Success

1. Definition of populations, programs, and key metrics
2. Defined by 35 AE and CC practitioners over 8 weeks in 40 hours of meetings in 2017
3. Data collection systems and data flow
4. Processes for aligning assessment systems for placement and student progress

Students



"And yet another headache for the Immigration and Naturalization Service!"

Adult Education Student

Adult Education Student (Adults Served): Any student 16 or over at a K12 adult school or a community college noncredit program enrolled in a CAEP program area or who receives services

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

Credit Students: Students who begin in college credit programs are not considered adult education students. Students who begin in Adult Ed are tracked for postsecondary transition and credential completion through data matching in the LaunchBoard.

Student Types and Characteristics

Adults Served – 1 to 11 Instructional Contact Hours

Adults Served – Services Only Students

Participants – First Time Students

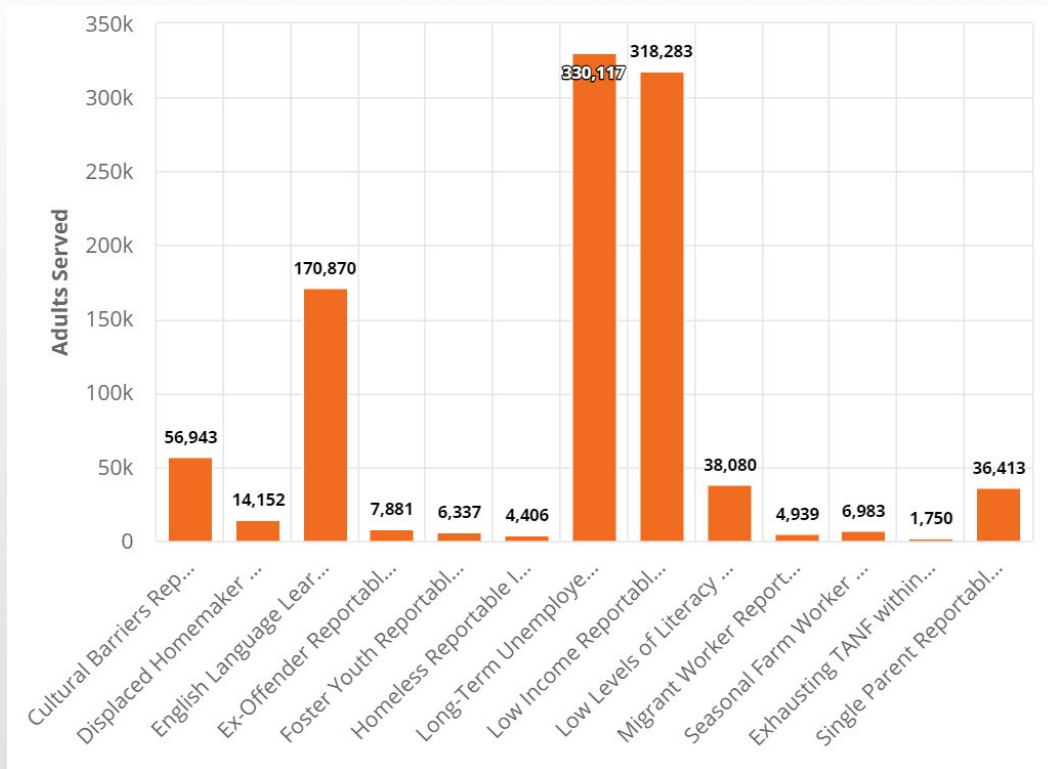
Participants – Continuing Students

Gender, Age, Race and Ethnicity

Barriers to Employment (WIOA)

LaunchBoard AE Pipeline

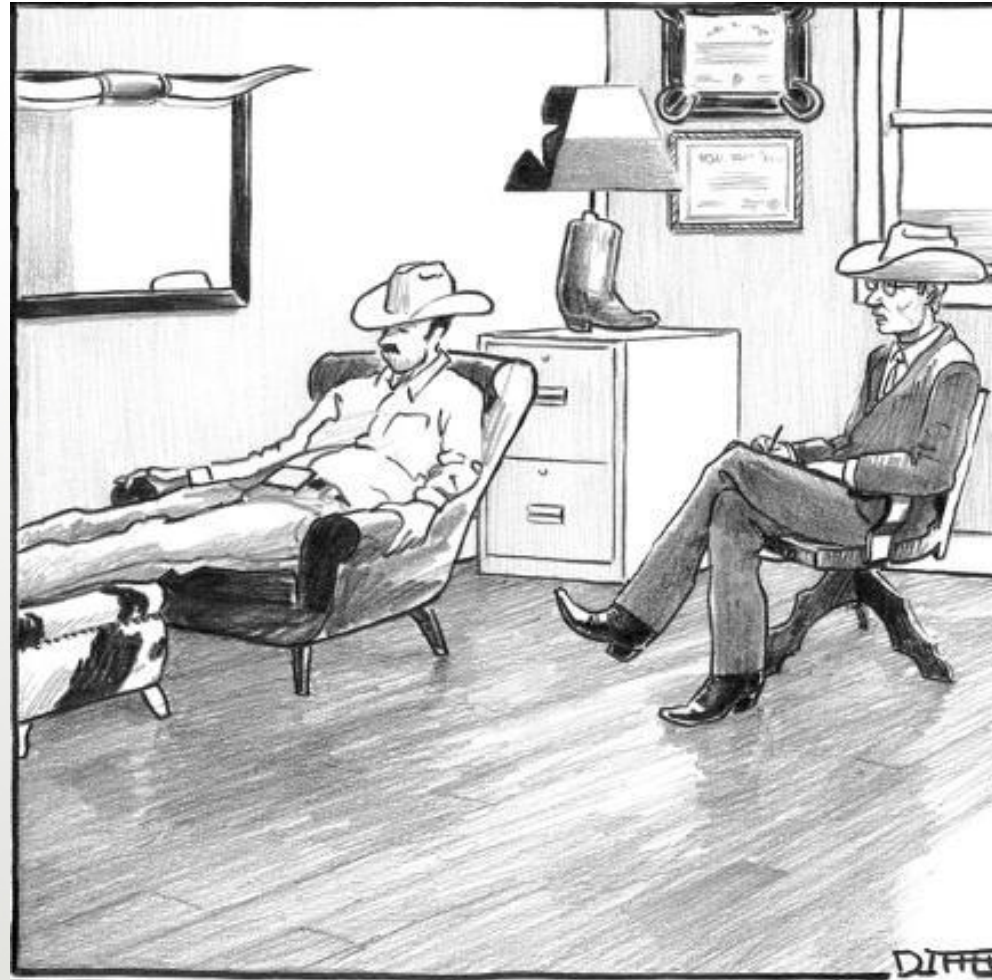
CAEP STUDENTS & PROGRAMS – Barriers to Employment 2017-18



Barriers to Employment

Cultural Barriers Reportable Individuals	56,943
Displaced Homemaker Reportable Individuals	14,152
English Language Learner Reportable Individuals	170,870
Ex-Offender Reportable Individuals	7,881
Foster Youth Reportable Individuals	6,337
Homeless Reportable Individuals	4,406
Long-Term Unemployed Reportable Individuals	330,117
Low Income Reportable Individuals	318,283
Low Levels of Literacy Reportable Individuals	38,080
Migrant Worker Reportable Individuals	4,939
Seasonal Farm Worker Reportable Individuals	6,983
Exhausting TANF within Two Years Reportable Individuals	1,750
Single Parent Reportable Individuals	36,413

Programs



*“I think you need to enroll yourself in
a good two-step program.”*

AB104 (2015) – Adult Education Program

SEC. 39. Article 9 (commencing with Section 84900) is added to Chapter 5 of Part 50 of Division 7 of Title 3 of the Education Code, to read:

Article 9. Adult Education Program


84900. The Adult Education Block Grant Program is hereby established under the administration of the Chancellor of the California Community Colleges and the Superintendent of Public Instruction.

AB104 (2015) – 7 Adult Education Programs



- 1) **Elementary and secondary basic skills**, including programs leading to a high school diploma or high school equivalency.
- 2) **Immigrant programs in citizenship, English as a second language, and workforce preparation.**
- 3) Programs related to **entry or reentry into the workforce.**
- 4) Knowledge and **skills to assist elementary and secondary school children** to succeed academically in school.
- 5) **Adults with disabilities.**
- 6) **Career technical education** that is short term and have high employment potential.
- 7) **Preapprenticeship training** in coordination with apprenticeship programs approved by the Div. of Apprenticeship Standards

Measuring Our Success – 9 Programs

AUGUST
2017



Measuring Our Success
DATA AND ACCOUNTABILITY SYSTEMS AND
COMMON ASSESSMENT IN THE CALIFORNIA
ADULT EDUCATION BLOCK GRANT PROGRAM



California Department of Education
Tom Torlakson, State Superintendent of Public Instruction
California Community Colleges Chancellor's Office
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1) Adult Basic Education

2) **Adult Secondary Education** and workforce preparation.

3) **English as a Second Language/EL Civics** (IELCE – Integrated English Language and Civics Education)

4) Career and Technical Education

5) Programs related to **entry or reentry into the workforce**

6) **Preapprenticeship Training** in coordination with apprenticeship programs approved by the Division of Apprenticeship Standards

7) Knowledge and **skills to assist elementary and secondary school children to succeed academically in school**

8) **Adults with Disabilities** in specialized programs only for adults with disabilities

9) **Adults with Disabilities** in ABE, ASE, ESL, or CTE programs

Program Revisions for 2018/2019

1) Adult Basic Education

2) Adult Secondary Education and workforce preparation.

3) English as a Second Language/EL Civics (IELCE – Integrated English Language and Civics Education)

4) Career and Technical Education

a) Short Term CTE

b) Workforce Preparation Programs

c) Preapprenticeship

5) Knowledge and skills to assist elementary and secondary school children to succeed academically in school

6) Adults with Disabilities

LaunchBoard AE Pipeline

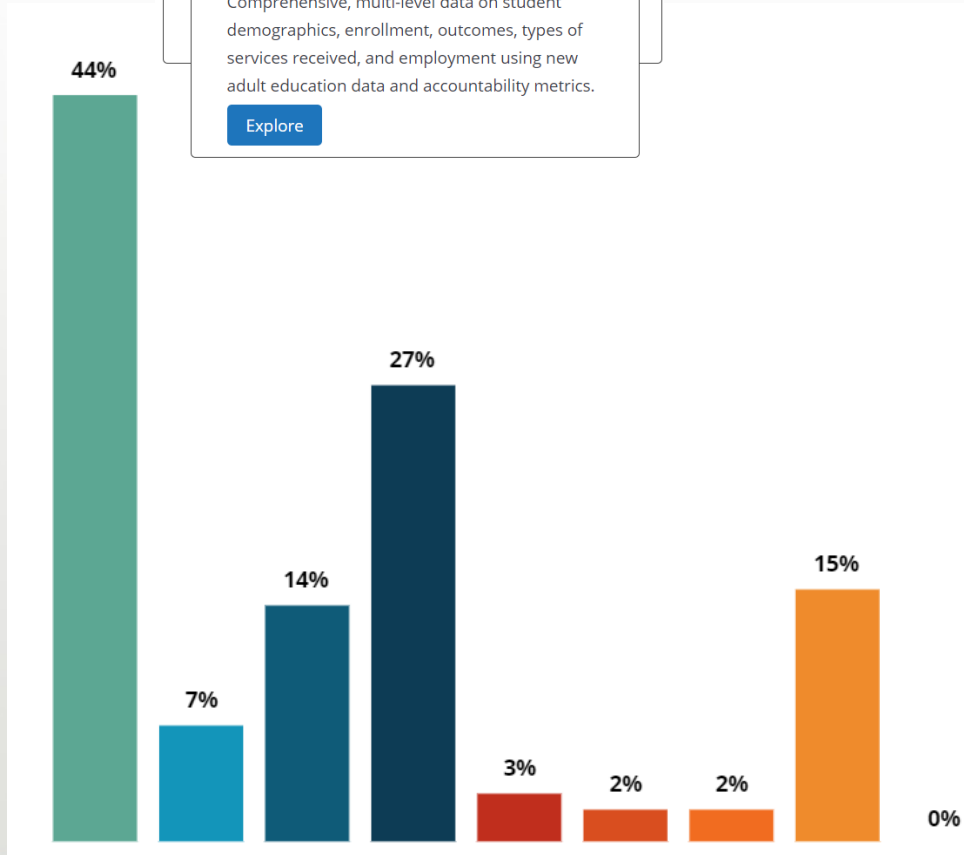
CAEP STUDENTS AND PROGRAMS 2017-18



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](#)



● Participants in English as a Second Language	44%	248,915 / 564,628
● Participants in Adult Basic Education (ABE)	7%	39,667 / 564,628
● Participants in Adult Secondary Education (ASE)	14%	81,431 / 564,628
● Participants in Career and Technical Education	27%	151,849 / 564,628
● SUBCATEGORY: Participants in Programs for Adults with Disabilities	3%	17,078 / 564,628
● SUBCATEGORY: Adults with Disabilities Participating in ESL, ABE, ASE, or CTE	2%	12,359 / 564,628
● SUBCATEGORY: Adults Training to Support Child School Success	2%	11,182 / 564,628
● SUBCATEGORY: Workforce Entry and Re-Entry for Specific Populations	15%	86,904 / 564,628
● SUBCATEGORY: Participants in Pre-Apprenticeship Training Programs	0%	2,122 / 564,628

Outcomes



“Discouraging data on the antidepressant.”

Adult Education Program Student Metric Buckets

Participation

Adults Served
Participants
Programs

Progress

EFL Attainment
Workforce Prep
Occup Skill Gain

Transition

ABE/ESL to ASE
Transition to
Postsecondary

Completion

Diploma or HSE
Postsecondary
Credentials

Employment

Employment
Wage Gains
Living Wage

The AE Metrics as a Student Journey

Completion by Design Momentum Framework

AEBG Objectives

AEBG Indicator Framework

AEBG Metrics

Activities

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

LaunchBoard

CAEP SCORECARD 2017-18

Drilldown

Time Trend

- ✓ ADULTS SERVED – INSTRUCTIONAL PROGRAMS AND SERVICES: 863,185
- ✓ TOTAL PARTICIPANTS WITH 12+ INSTRUCTIONAL CONTACT HOURS: 553,949
- ✓ IMPROVED ONE OR MORE EDUCATIONAL FUNCTIONING LEVELS: 92,652
- ✓ COMPLETED A WORKFORCE PREPARATION MILESTONE: 76,811
- ✓ PARTICIPANTS WHO EARNED A DIPLOMA, GED, OR HIGH SCHOOL EQUIVALENCY: 20,602
- ✓ TRANSITIONED TO POSTSECONDARY: 34,290
- ✓ PARTICIPANTS WHO COMPLETE A POSTSECONDARY CREDENTIAL: 36,129
- ✓ SECOND QUARTER EMPLOYMENT : 83,583
- ✓ FOURTH QUARTER EMPLOYMENT: *
- ✓ MEDIAN ANNUAL EARNINGS: *
- ✓ CHANGE IN EARNINGS : 39%



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Explore

LaunchBoard

WIOA Metrics Alignment 2017-18

Drilldown

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- ✓ **CHANGE IN EARNINGS : 39%**



Adult Education Pipeline

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Explore

Time Frames and Key Concepts

- **Occurring Within a Single Program Year:** Adults Served, Participants, Program Participation, EFL Attainment, Workforce Prep, Occupational Skills Gain
- **Based on Subsequent Enrollment:** Transition to ASE, Transition to Postsecondary
- **Occurring in the Same or Subsequent Years:** Postsecondary Credentials – Low Unit Cert-1 year; High Unit years; AA/AS Degree-4 years
- **Requiring Exit from Adult Education:** Employment and Earnings
- **Cohort Metrics:** Time to Entry into Transfer Level Math or English

Reporting

REPORT CARD

Name: Donald Trump Gr. 1
 Teacher: Miss Dobson

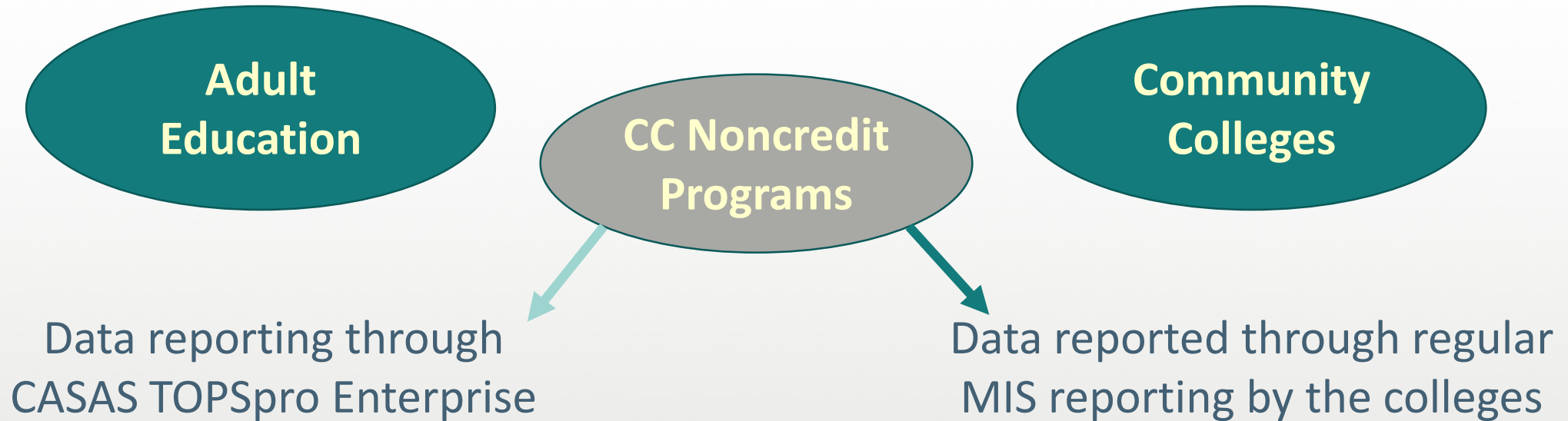
Comments: Donald is very disruptive, but his classmates love his sense of entitlement and incessant bragging about his accomplishments.

Math	B+	P.E.	C
Art	C	Grammar	C-

WARP

More Early Returns

Two Systems – Three Data Scenarios



New MIS Elements align data collected through TOPSpro and MIS for accurate display of data for both systems in the LaunchBoard AE Pipeline –
Exceptions include High School Diploma, Equivalency, Services



California Community Colleges CAEP Reporting Requirements or Colleges(19/20)

- **MIS Data Collection:** College Districts required to collect and enter all required CAEP adult learner student, enrollment, and other data into 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



California Community Colleges

CAEP Reporting Requirements or Colleges (19/20)

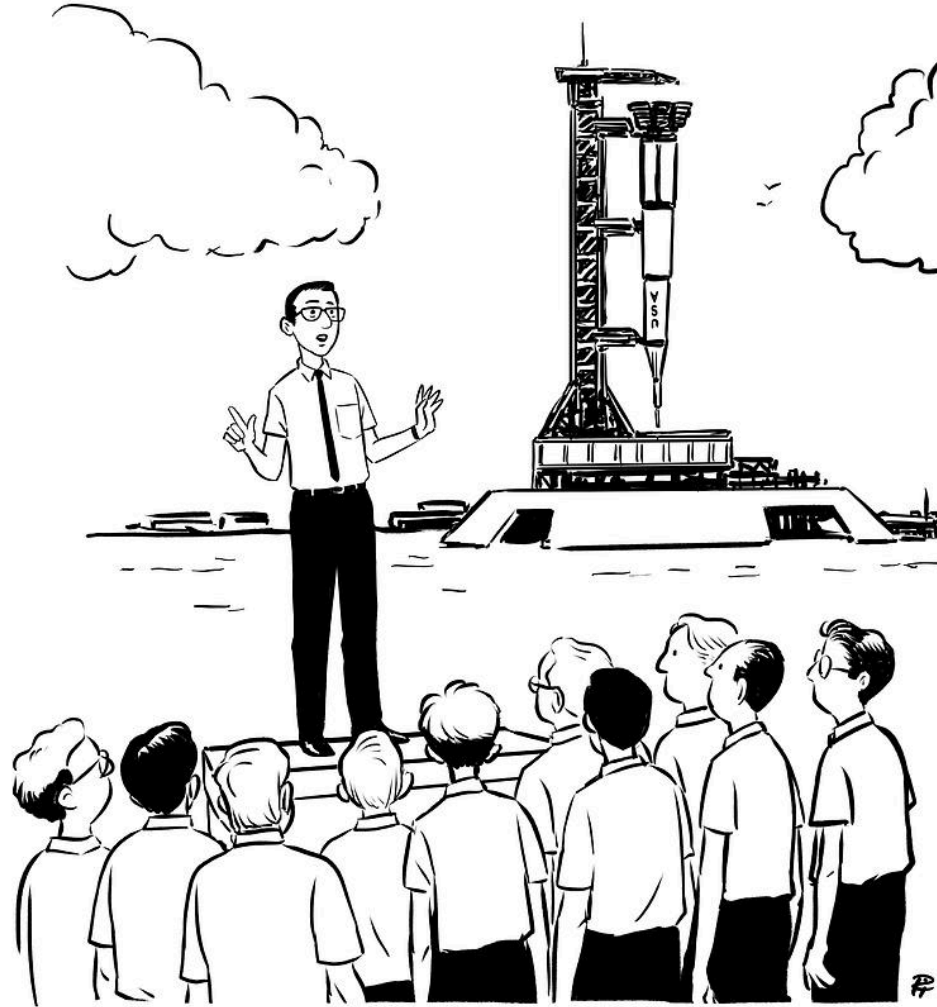
EDGE CASE!

- **Not for Credit Courses or Third-Party Providers:** Colleges using 'not for credit' courses funded by CAEP for adult learners or using third party providers for instruction should have those courses approved as non-credit courses.

Colleges providing services to students not registered for classes or using third party providers for services should enroll those students into the college to create MIS records for them regardless of whether they are taking courses.



LaunchBoard



“Now, we’re not going to use the word ‘blame.’”

LaunchBoard – www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx

- Hosted on Cal-PASS Plus
- Developed in partnership with:

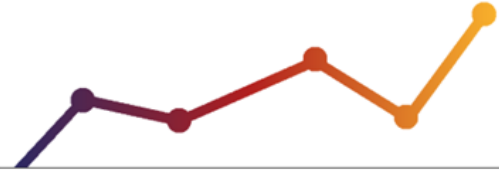



California Community Colleges

Student Success Metrics

Community college offerings, student characteristics, milestones, completion, and employment outcomes to support program review and planning.

[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 ... ing new adult education data and accountability metrics.


[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.

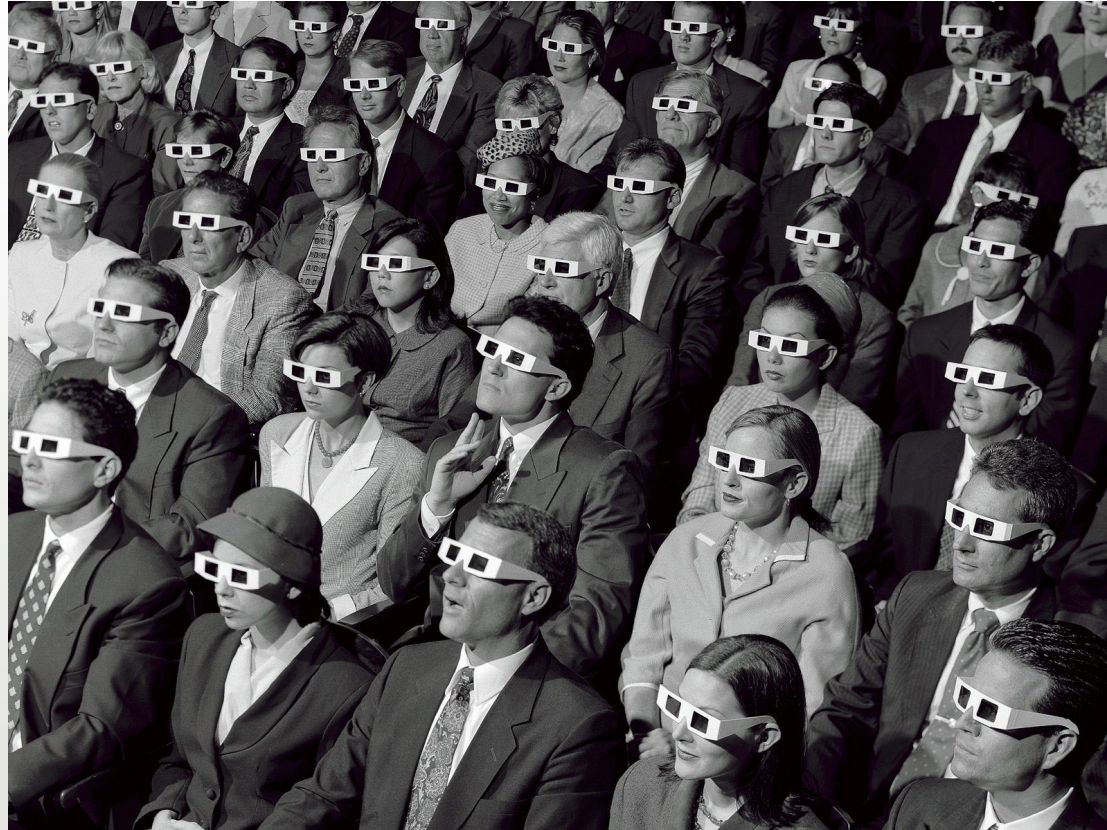
[Explore](#)

What is the LaunchBoard?

Statewide suite of dashboards supported by the Community College Chancellor's Office and hosted by Cal-PASS Plus, provides data on progress, employment, and earnings outcomes for community college pathways, adult education, and K14 career pathways.

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

Audience



- Practitioners
- Leadership
- Public

All LaunchBoard Tabs
Except K14 Transition Tab
Are Now Public

Fast Facts

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


LaunchBoard Data Tools

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



Guided Pathways [Explore](#)

First-year momentum points for evaluating college redesign efforts.



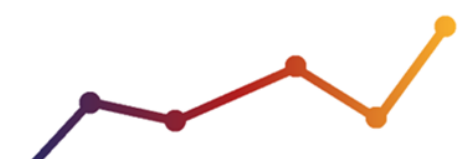
K14 CTE Transitions [Explore](#)

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



Student Success Metrics [Explore](#)

Community college offerings, student characteristics, milestones, completion, and employment outcomes to support program review and planning.




Community College Pipeline [Explore](#)

Community college offerings, student characteristics, milestones, completion, and employment outcomes to support program review and planning.



Adult Education Pipeline [Explore](#)

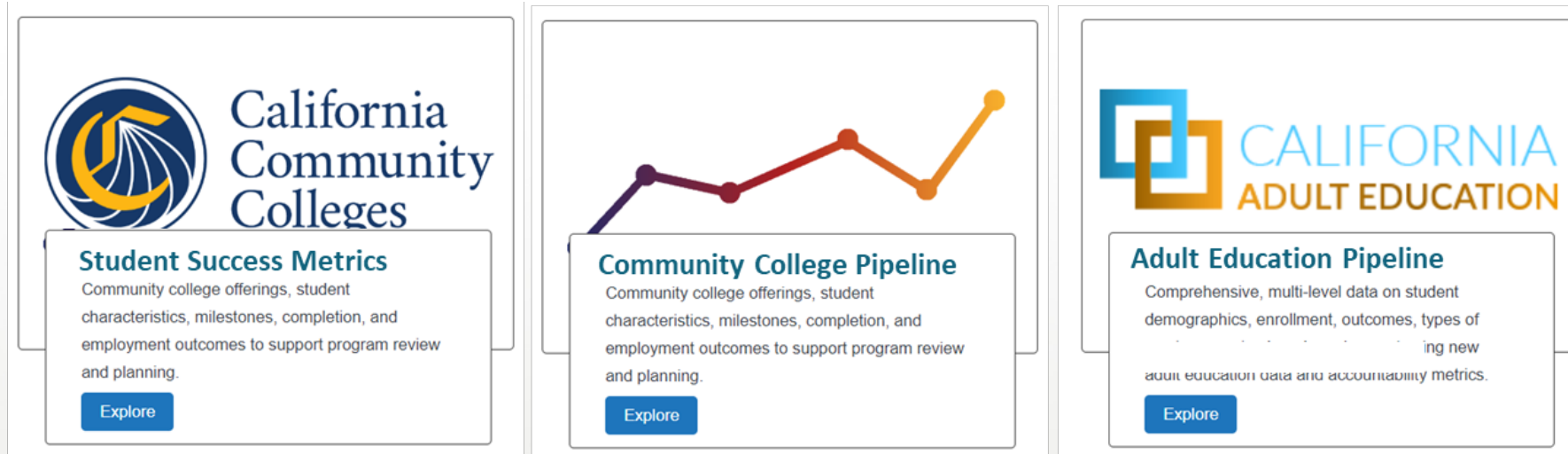
Comprehensive, multi-level data on student demographics, enrollment, outcomes, types of programs, and new adult education data and accountability metrics.



Strong Workforce Program [Explore](#)

Completion and employment data for examining long-term outcomes.

LaunchBoard Tools Relevant for Noncredit Programs



Student Success Metrics

- Build 2.6 March 2020
- Any student w enrollment record (value in SX)
- Organized around student journeys – Adult Ed/ESL; Short Term CTE, Degree Transfer, Undecided, All

College Pipeline

- Build 3.0 April 2020
- Includes noncredit filter to only look at NC programs
- Includes noncredit students with 12+ Instr hours (SX05)

Adult Education Pipeline

- Build 3.0 Feb 2020
- Matches unitary student records from TE/COMIS
- Reports progress & outcomes for students with 12+ Instr hours in TE or MIS

Adult Education Pipeline

Region or Consortia
Inland Empire

Institution
All

Academic Year
2015-2016

[View](#)

DETAILED DATA COMPARISON


26,796

Total Adults Served

AEP Score Card

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


[View](#)



Students and Programs

Explore program enrollment, student demographics, and barriers to employment

[View](#)



Progress

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

[View](#)


1% Transitioned to ASE

2% Transitioned to Postsecondary

Transition

Learn about student transition into postsecondary education and college credit pathways

[View](#)



Success

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

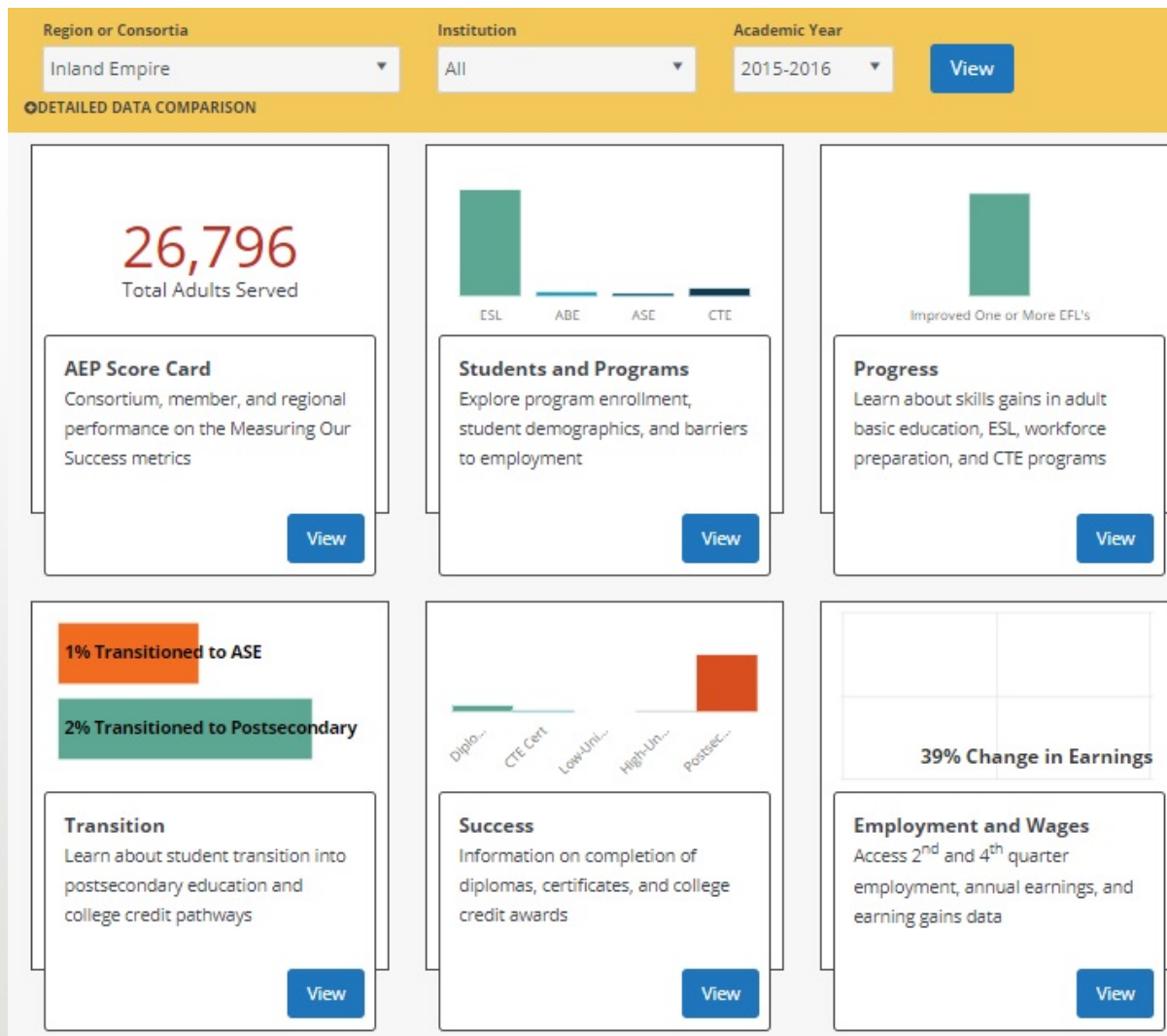
[View](#)

39% Change in Earnings

Employment and Wages

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

[View](#)



1. Visualize by region, institution, year
2. Six high level live metrics on (tiles) organized by student momentum points
3. AEP Score Card with Measuring our Success reporting metrics
4. Summary infographic in each page focused on a key data point or question
5. Detailed data charts and tables with:
 - Additional AE Key Metrics
 - Multiple disaggregations
 - Time trends
6. Comparison view in Detailed Data View

Adult Education Program Student Metric Buckets

Participation

Adults Served
Participants
Programs

Progress

EFL Attainment
Workforce Prep
Occup Skill Gain

Transition

ABE/ESL to ASE
Transition to
Postsecondary

Completion

Diploma or HSE
Postsecondary
Credentials

Employment

Employment
Wage Gains
Living Wage

Disaggregations and Drilldowns

- Age Group
 - Race/Ethnicity
 - Gender
 - Program (ABE/ASE/ESL/CTE)
 - First Time/Returning (3.0)
- All Metrics
- Some Metrics

Drilldown

Time Trend

Time Trend

Age Group

Race/Ethnicity

Gender

ABE

ASE

ESL

Known Data Issues with current dashboard:

1. MIS and TE Data Source Selection
2. Alignment of CASAS and LaunchBoard Calculations
3. MIS Data Flag Issues – Diplomas, EFL's (SA07), Preapprenticeship
4. MIS Coding Practices – CB21, Student Services

New Metrics in Build 3 – Feb 21st

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

Build 3 – Data Alignment

1. Alignment with CASAS/TE Calculations
 - a) Aligning program, population, and outcome definitions
 - b) Lowering age to include 16 and over for TE and COMIS data
 - c) CASAS/WestEd review of TE calculations to validate AE 3.0 construction

2. Alignment with Student Success Metrics
 - a) Alignment of Adult Ed/ESL and Short Term CTE journey metrics with existing CAEP definitions

Where can I go to get more information about MIS data elements?

1. Chancellor's Office Management Information Systems Data Element Dictionary

- a) Only two files are displayed and can contact MIS for others: <https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/Digital-Innovation-and-Infrastructure/Management-Information-Systems/Data-Element-Dictionary>
- b) Full MIS DED will be available in the near future
- c) Link to Google folder with all pdfs (last updated 06/07/19) for training purposes: https://drive.google.com/open?id=1V6eooabaiUJVXaDCGO_vofqDxLtq8Xj0z
 - 1) Submission Data Elements at Student and Course Levels
 - 2) Derived Elements at Student and Section Levels

2. Chancellor's Office Datamart

- a) Link to Datamart: <https://datamart.cccco.edu/Outcomes/Default.aspx>
- b) Information on Students, Courses, Student Services, Outcomes, Faculty & Staff

3. Chancellor's Office Curriculum Inventory System (COCI)

- a) Link to COCI: <https://coci2.ccctechcenter.org/>
- b) Do not need to Login to view information for all colleges on Programs or Courses

4. LaunchBoard Resources

- a) Metric Definition Dictionary
- b) Library of Resources available on Cal-PASS Plus: https://launchboard-resources.wested.org/resources?t_id=all

Treasure Hunt Activity

Bio Break

Definitions, Calculations, & Data Elements



"It all depends on how you define 'chop.'"

Adult Education Program Student Metric Buckets

Participation

Adults Served
Participants
Programs

Progress

EFL Attainment
Workforce Prep
Occup Skill Gain

Transition

ABE/ESL to ASE
Transition to
Postsecondary

Completion

Diploma or HSE
Postsecondary
Credentials

Employment

Employment
Wage Gains
Living Wage

Student Programs

Main Program Areas

- Participants in English as a Second Language (ESL)
- Participants in Adult Basic Education (ABE)
- Participants in Adult Secondary Education (ASE)
- Participants in Career and Technical Education
 - ▶ CTE SUBPROGRAM: Participants in Workforce Preparation
 - ▶ CTE SUBPROGRAM: Participants in Pre-Apprenticeship Training Programs
 - ▶ CTE SUBPROGRAM: Participants in Short-Term CTE Training Programs
- Participants in Programs for Adults with Disabilities
- Adult Participants Training to Support Child School Success

Students Served

Reportable Individuals – Requires Complete Identifiers (Name, DOB, Gender)

1. Adults Served – Instructional Programs and Services

- No Program enrollment required. However, EITHER received services OR had a program enrollment (at least one program hour or positive attendance hour)

2. Adults Served – Services Only

- No program enrollment AND ONLY received services

3. Total Reportable Individuals: Adults Served – Programs *and* Services

- Program enrollment required (at least one positive attendance hour) AND received services

4. Reportable Individuals: Students with 1 to 11 Instructional Contact Hours

Total Participants: Students with 12 or More Instructional Contact Hours

Participants Only Counted for Progress, Transition, Completion and Employment and Earnings Metrics

Adult Education Participants TOPSPro and COMIS Definitions:

1. TOPSPro Definition: 12+ Program Hours AND enrollment in a one of the five major program areas

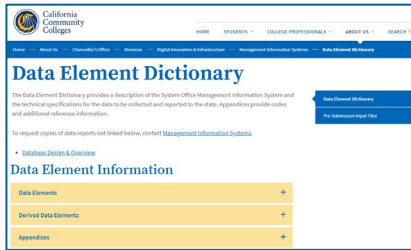
- An adult education student age 16+
WHERE CurrentAge \geq 16
- AND with 12 or more hours across all program areas
AND TotalPYHours \geq 12 across program year
- AND who EITHER enrolled in ESL, ABE, ASE, CTE, Adults with Disabilities, Adults Supporting K12 programs
- In the selected year
AND ProgramYear is within the selected year

2. COMIS Definition: 12+ Positive Attendance Hours in a Course Flagged as Noncredit

- An adult education student age 16+
WHERE SB00 has the following: MIN(STD1) \geq 16
- With a valid noncredit enrollment
AND [CB04 = N AND SX05 \geq 12]
- In the selected year
AND GI03 is within the selected year

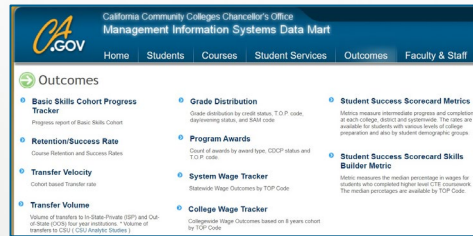
IMPORTANT NOTE: If Last, First, Gender, or DOB is missing for a student in TE, that student is NOT included as a participant in the dashboard since we need to match with a derived key to COMIS student data

Where can I go to get more information about MIS data elements?



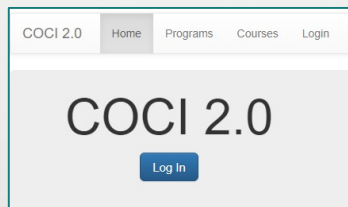
1. Chancellor’s Office Management Information Systems Data Element Dictionary

https://drive.google.com/open?id=1V6eobaiUJVXaDCGO_vofqDxLtq8Xj0z



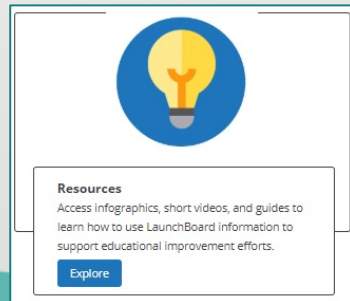
2. Chancellor’s Office Datamart

<https://datamart.cccco.edu/Outcomes/Default.aspx>



3. Chancellor’s Office Curriculum Inventory System (COCI)

<https://coci2.ccctechcenter.org/>



4. LaunchBoard Resources

https://launchboard-resources.wested.org/resources?t_id=all

Important MIS Elements – Students, Programs and Services

Instructional Programs

- Student Identifiers – SB31 (FirstName), SB32 (LastName), SB03 (Birthdate), SB04 (Gender)
- CB03 Course-TOP-Code – Identifies course discipline area and if CTE
- CB04 Course Credit Status
- CB21 Course-Prior-to-College-Level – Req for all math, Eng, ESL courses; Distinguishes ASE/ABE courses
- CB22 Course-Noncredit Category – Identifies CAEP Program Areas (must use CB22 and CB03)
- CB26 Course-Support-Course-Status
- SX04 Enrollment-Grade – Used in calculating certain milestones/progress metrics
- SX05 Enrollment-Positive-Attendance-Hours – Must track even if using census for apportionment

Services

- SS16 Student-Noncredit-Initial-Orientation-Services
- SS17 Student-Noncredit-Initial-Assessment-Services-Placement
- SS18 Student-Noncredit-Counseling/Advisement-Services
- SS19 Student-Noncredit-Education-Plan
- SS20 Student-Noncredit-Success-Other-Services

Student Barriers to Employment

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

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

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

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

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

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

Additional Co-Enrollment Metrics Added in 3.0 Release

Co-Enrollment Metrics:

- Participants Enrolled in Courses at Adult Schools and Community Colleges in the Same Program Year
- Participants Taking Courses in More than One Program Area (ESL, ABE, ASE or CTE)
- Participants Who Took Courses at More than One Adult School

Progress Metrics: Different Participants and Timeframes Depending on the Metric

Adult Education Participants in ESL, ABE or ASE Programs:

- AE 401 Completed One or More Educational Functional Levels - *Within the selected year*

Adult Education Participants in ESL, ABE, ASE, CTE, AWD, K12 Support Programs:

- AE 405 Completed a Workforce Preparation Milestone - *Within the selected year*
- AE 406 Completed an Occupational Skills Gain - *Within the selected year*
- AE 603 Subsequently Took a Transfer-Level English Course - *Within selected or subsequent year*
- AE 605 Subsequently Took a Transfer-Level Math Course - *Within selected or subsequent year*
- AE 408. Student Persistence - Program Year to Program Year - *Persisted in the subsequent year*

Adult Education Participants in ESL Programs:

- AE 402. Completed an ESL Milestone - *Within the selected year*

Three Different Kinds of Transition

- 1) First Time Transition to ASE for all K12 and Community College ABE or ESL Participants
- 2) First Time Transition to Postsecondary K12 or Community College Noncredit or Credit CTE Course
- 3) First Time Transition to Postsecondary Non-Developmental Credit College Course

Transition : Different Participants and Timeframes

Adult Education Participants in ESL or ABE:

- AE 500 Transitioned to ASE for the first time – *Two Timeframes:*
 - ▶ *Within the selected or any prior year for ABE or ESL for first time*
 - ▶ *Within the selected for ASE (transition #1 in prior slide)*

Adult Education Participants in ESL, ABE or ASE:

- AE 502 ESL, ABE and ASE Participants who Transition to Postsecondary for the first time – *Two Timeframes:*
 - ▶ *Within the selected or any prior year for ESL, ABE or ASE for first time*
 - ▶ *Within the selected or subsequent year for postsecondary transition (transitions #2 and #3 in prior slide)*

Transitions 2 & 3: Transition to Postsecondary for the first-time (TOPSPro)

CASAS or TOPSPro Calculation for Participants to be Included in the Outcome:

Who enrolled EITHER in a CTE program area
WHERE IsAEBGProgramAreaCTE = 1

Or enrolled in a community college credit non-basic skills credit course or non-credit CTE course in the selected or subsequent year as shown in COMIS outcome below
OR MIN_CREDIT(ProgramYear) is the first time each student enrolls in credit course work at any community college

Within the selected or subsequent year
AND MIN_CTE(ProgramYear) is the first time each student enrolls in CTE and is within the selected or subsequent year at any institution

Transitions 2 & 3: Transition to Postsecondary for the first-time (COMIS)

COMIS Calculation for Participants to be Included in the Outcome:

Who subsequently enrolled in a non-basic skills credit course

WHERE [**CB04** IN (C, D) AND SX has a value]

AND **CB21** = Y

AND MIN_CREDIT(**GI03**) is the first time each student enrolls in a credit course at any community college

Or subsequently enrolled in noncredit CTE course

OR WHERE [**CB04** = N AND **CB03** = "*" in TOP_VE_STATUS table]

Within the selected or subsequent year

AND MIN_CTE(**GI03**) is the first time each student enrolls in CTE within the selected or subsequent year at any institution

More Transition Metrics: Different Participants and Timeframes

Adult Education Participants in ESL, ABE or ASE Who Transitioned to Postsecondary (or CTE Pathway) for the first time:

- AE 504 Enrolled in Adult Ed after Taking College Credit Course – **Two Timeframes:**
 - ▶ *Within the selected for ESL, ABE or ASE who transitioned to postsecondary for the first time*
 - ▶ *Within the subsequent year for enrollment in any Adult Education program*
- AE 505 Completed 6 or More College Credit Units – **Two Timeframes:**
 - ▶ *Within the selected for ESL, ABE or ASE who transitioned to postsecondary for the first time*
 - ▶ *Within the selected or subsequent year for completing 6+ CTE units*

Adult Education Participants in ESL, ABE or ASE Who Transitioned to Postsecondary (or CTE Pathway) for the first time and Who Completed 6+ College Credit Units –**Three Timeframes:**

- AE 507 Community College GPA 2.0 or Higher - Cumulative GPA
 - ▶ *Within the selected for ESL, ABE or ASE who transitioned to postsecondary for the first time*
 - ▶ *Within the selected or subsequent year for completing 6+ CTE units*
 - ▶ *Within the selected or subsequent year for cumulative GPA*

Success or Completion: Different Participants and Timeframes Depending on Metric

Adult Education Participants in ASE:

- AE 701 Participants who Earned a Diploma, GED, or HSE - ***Within the selected year***
- AE 707 Participants who Completed a Postsecondary Credential - ***Within the selected year or any time after***

Adult Education Participants in ESL, ABE or ASE:

- AE 702 Participants who earned a Postsecondary CTE Certificate - ***Within the selected year***
- AE 708 Participants Who Completed Chancellor's Office Vision for Success Definition - ***Within the selected year***

Adult Education Participants in ESL, ABE or ASE Who Transitioned to Postsecondary (or CTE Pathway) for the first time:

- AE 703 Participants who earned a Low-Unit Credit Certificate - ***Within the selected or subsequent year***
- AE 704 Participants who earned a High-Unit Credit Certificate - ***Within three years***
- AE 705 Participants who earned an Associate Degree - ***Within five years***

Participants who Earned a Diploma, GED, or High School Equivalency (within the selected year)

COMIS Calculation for Participants to be Included in the Outcome uses
SB11 STUDENT-EDUCATION-STATUS

Who earned a HS diploma, GED or equivalency
OR WHERE LEFT(**SB11**,1) IN (3,4,5,6)

In the selected year

AND RIGHT(**SB11**,4) is the year earned and equal to the selected year

Employment & Earnings Metrics: Participants Who Exited Any Postsecondary and Adult Education

Adult Education Participants in ESL, ABE or ASE Who Exited and Who Have a Wage Record in Q4 of the subsequent year (Oct-Dec) in the EDD UI Wage File:

- AE 800 Employment Two Quarters After Exit – *Within the subsequent year for exiting*
- AE 804 Median Annual Earnings – *Within the subsequent year for exiting*
- AE 805 Annual Earnings Compared to the Living Wage – *Within the subsequent year for exiting*

Adult Education Participants in ESL, ABE or ASE Who Exited and Who Have a Wage Record in Q2 of the subsequent year (Apr-June) in the EDD UI Wage File:

- AE 801 Employment Four Quarters After Exit – *Within the subsequent year for exiting*

Adult Education Participants in ESL, ABE or ASE Who Exited and Who Have a Wage Record for BOTH two quarters before entry (Q1 of the prior year or Jan-Mar) and two quarters after exit (Q4 of the subsequent year or Oct-Dec) in the EDD UI Wage File:

- AE 803 Change in Earnings – *Two timeframes:*
 - ▶ *Within the prior year for entry or reentry to determine pre-earnings*
 - ▶ *Within the subsequent year for existing to determine post-earnings*

Who is an Exiter for Employment and Earnings Metrics?

Who have no enrollments in TOPSpro in the subsequent year
WHERE MAX(ProgramYear) is the last year enrolled

AND who have no enrollments in COMIS in the subsequent year
WHERE MAX_ENR(**GI03**) is the last year enrolled

In the subsequent year

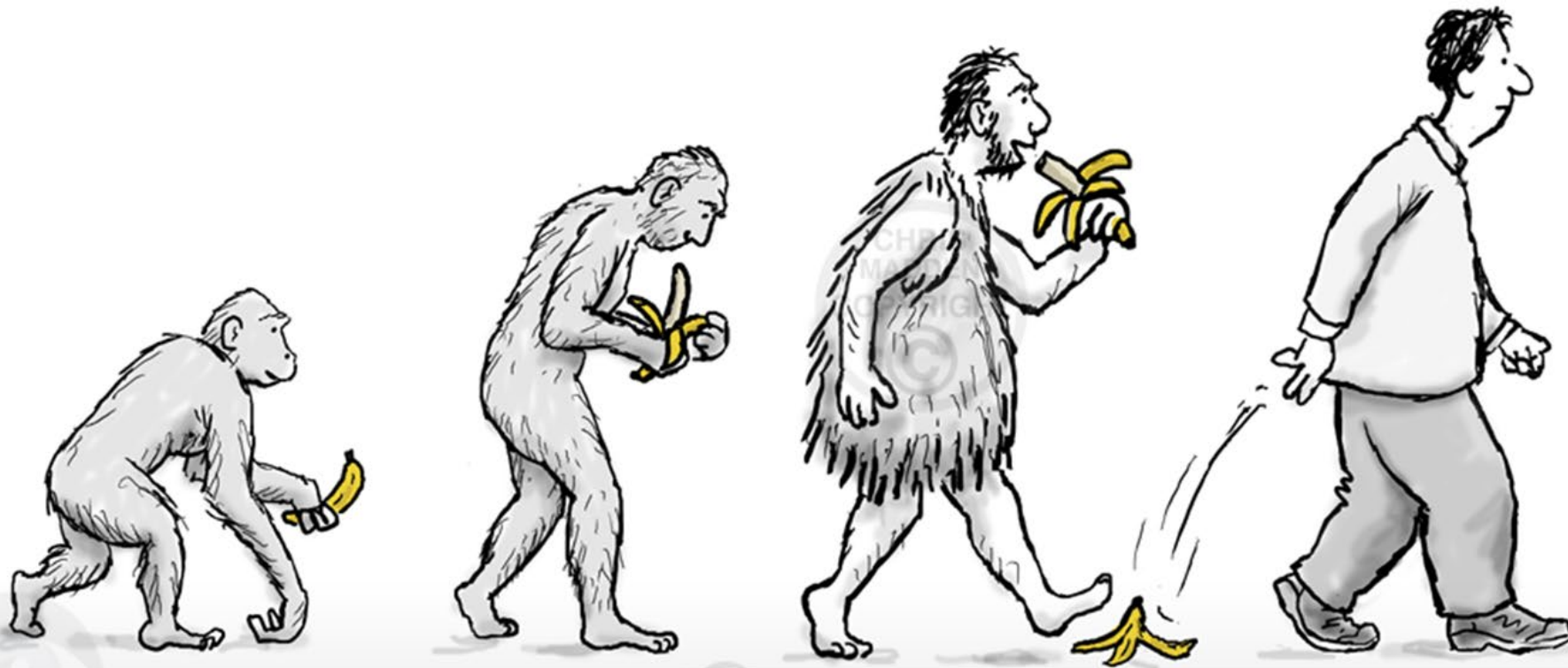
AND ProgramYear is within the subsequent year

AND who did not transfer to any postsecondary institution in the subsequent year

AND no valid course enrollment reported by CSU, UC, and the National Student Clearinghouse in transfer bucket data for any postsecondary institution for the subsequent year from 07/01 of the selected calendar year to 06/30 of the subsequent calendar year

MIS Changes: Past and Future

THE EVOLUTION OF HUMOUR



Requested MIS Data Elements/Variables for 2019-20

- Add new variables to SP02 Student-Program-Award OR create a new SP Student Program data element to record when a student earns a High School Diploma, GED or High School Diploma Equivalency
- Add a new variable to SA01 Student-Assessment-Instrument to record any federally approved assessment that is not currently listed in SA01
- Create a new SA Student Assessment data element to record pre and post student test taking results related to Educational Functioning Levels (EFLs)
- Create a new CB Course Data Element to flag a course or course section that are Pre-Apprenticeship and part of an Apprenticeship program in addition to student level flag on SB Student Data Element (SB23) for Apprenticeship Status

CB21 Revision Project

Course Data Elements

DED#	DATA ELEMENT NAME	FORMAT
CB21	COURSE-PRIOR-TO-COLLEGE-LEVEL	X(01)
This element indicates course level status for English, writing, ESL, reading and mathematics courses.		
Coding	Meaning	
Y	Not applicable	
A	One level below transfer	
B	Two levels below transfer	
C	Three levels below transfer	
D	Four levels below transfer	
E	Five levels below transfer	
F	Six levels below transfer	
G	Seven levels below transfer	
H	Eight levels below transfer	

- Response to CAEP and passage of AB705
- Changed context in which developmental education courses are offered in community colleges
- 2018/2019 ASCCC & WestEd led faculty workgroup process to align rubrics for math, English, & ESL with the Federal Education Functioning Levels
- College faculty should be revising the CB21 coding of their courses to match the new rubrics
- Recoding should be complete by Fall 2020

CB21 Revision Project

	CB21 = F	CB21 = E	CB21 = D	CB21 = C	CB21 = B	CB21 = A
INTERPRETIVE	Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Low Intermediate ESL	High Intermediate ESL	Advanced ESL
In listening and/or in reading, ELLs ready to exit this level can...						
Complexity and Type of Passages	<p>With prompting and strongly supported by visual and contextual clues:</p> <p>Identify high frequency sight words, phrases, and simple sentences about familiar topics in simplified materials with minimal written text and oral communication spoken slowly with rephrasing and repetition, using a very limited set of strategies.</p>	<p>Strongly supported by visual and contextual clues:</p> <p>Identify high frequency words and phrases in simplified written materials with limited written text, sentences, multi-sentence paragraphs, and simple exchanges on familiar topics spoken slowly with rephrasing and repetition using a limited set of strategies.</p>	<p>Supported by visual and contextual clues:</p> <p>Identify the main topic and supporting ideas in simple one-page adapted or authentic written texts and/or short informational listening passages on familiar topics spoken slowly with rephrasing and repetitions and retell a few key details using an emerging set of strategies.</p>	<p>Determine a central idea or theme in a two-page authentic or adapted text and/or in short informational and narrative listening passages on general career and academic topics.</p> <p>Understand passages that consist of mostly simple syntax supported by visuals and spoken at a natural pace.</p>	<p>Determine a central idea or theme in a variety of sections of a multi-page academic fiction or nonfiction written text, and/or oral presentation such as short lectures or speeches on academic topics spoken at a natural pace using authentic syntax.</p> <p>Distinguish stated or implied main ideas from supporting ideas, within a single document, and multi-page academic fiction or nonfiction chapters.</p>	<p>Determine central ideas or themes from different disciplines in multi-page academic fiction and nonfiction chapters and texts and/or extended oral discourse, such as short lectures or speeches on academic topics spoken at a natural pace using authentic syntax.</p> <p>Distinguish stated or implied main ideas from supporting ideas, within a single document, and multi-page academic fiction or nonfiction chapters.</p>

CB26 Support Courses

DED#	DATA ELEMENT NAME	FORMAT
CB26	COURSE-SUPPORT-COURSE-STATUS	X(01)
This element indicates whether a course is associated with another degree-applicable course for the purpose of providing the support necessary to complete the associated course.		
Coding	Meaning	
S	Course is a support course	
N	Course is not a support course	
CB26 COURSE-SUPPORT-COURSE-STATUS		
Processing Edits		
FIELD CHECK	S, N	
CB26 COURSE-SUPPORT-COURSE-STATUS		
Change History		
Implement: Summer 2019 term 195, 196.		

- Implemented in response to AB705
- Identifies support courses associated with another degree applicable course to support student success
- Support courses can be credit or noncredit. Do not have to be co-requisite courses
- Can help identify noncredit courses that could impact the enrollment numbers for college adult education programs.
- Required in 2020/2021

Lunch

Data Conversions: North Orange Example

Jason Makabali
Harpreet Uppal

CAEP Noncredit Data and Accountability Workshop

Generating Conversations

Jason Makabali
Harpreet Uppal

Collaboration?



Does your consortium have any research staff examining your adult ed data and outcomes?



How many of you who are outside of the research dept. collaborate with your researcher?



How many of you who are researchers collaborate with your adult ed staff and administrators?

Background

What did we do?

Mapped out the alignment of the NOCRC Funded Strategies to the CAEP Metrics



Why did we do this?

To better understand how what we were doing as a consortium align with the dashboards that present the data

To help inform our consortium members on how to make data-informed decisions

How did we do it?

Reviewed the Adult Ed Launchboard Data Dictionary and the calculations

Reviewed our own course coding, MIS process and data submission

Examined what is being captured for NOCE, what is missing, and why is it missing



The background features abstract teal and dark blue geometric shapes, including triangles and overlapping polygons, creating a modern, layered effect. A white rectangular box is centered on the page, containing the text.

What does it look like?

NOCRC Strategy

Measure of Change

Basic Skills	Transition to HSDP	Outputs	Number of NOCE Students who used transition services	Use of Services # of NOCE students who received transition services
		Short-term Outcomes	Number of NOCE Students transitioned into HSDP	Transitioned into HSDP # of NOCE students who received transition services who then enrolled into NOCE HSDP
		Intermediate/ Long-Term Outcomes	Increase students transitioning from NOCE programs to NOCE HSDP	Retention Rate within HSDP % of students who received transition services and completed 12+ contact hours in HSDP by the end of academic year that either completed or came back in the following academic year
		State Outcomes	Potential State Outcomes S= Short-term I= Intermediate-term L= Long-term	CAEP Definitions

CAEP Metrics

Adults Served			Progress					Completion		Placement into Jobs	Improved Wages	Transition to Postsecondary	
Services Received	1-11 hours of Instruction	12+ hours of Instruction (participants)	Literacy Gains (Pre/Post)	CDCP Cert (ABE/ESL/ ASE)	Occupational Skills Gain	Workforce Preparation	Transition ABE/ESL --> ASE	HSDP/Hi-SET/GED	CDCP CTE	Placement into Jobs	Improved Wages	Noncredit ABE/ASE/ESL -> Noncredit CTE	Noncredit to Credit

Sample Strategy

✓													
	✓	✓					✓						
✓ (if service is entered in Banner)	✓ S	✓ S	✓ I				✓ S (ESL only)	✓ L		✓ L	✓ L	✓ I/L (exclude students formerly in CTE)	✓ L (exclude students formerly in CTE)

Internal Evaluation Purposes	Data Collection Methods	Data Sources	Frequency of Data Collection	Notes
✓	Participants/Attendance logs	Program Staff	End of Term	
✓	Participants/Attendance logs; NOCE Enrollment and Student Services data	Program Staff Banner	End of Term	
✓	Participants/Attendance logs; NOCE Enrollment data	Program Staff Banner	Annually	
	MIS Data; Pre/Post CASAS	MIS Data; CASAS; EDD wage file (if ssn is available); NSC (if data is available)	Annually	

So What?

How did we use this?

- Meetings with Workgroups

How does this help us?

- Open dialogue

What came about?

- It made us understand the complexity of evaluating these strategies
- It helped the administrators and staff overseeing these programs to assess what they really wanted to get out of these strategies that they are trying to implement
- It helped us better understand how our courses are coded.



Challenges

Starting big is not the way to go

- Too many voices in the room

Lack of streamlined direction

Scheduling conflicts

Buy-in



Key Takeaways and Next Steps

Group Activity

