

# FAQ for Adult Education Pipeline on the LaunchBoard

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## General Questions

### How do you access LaunchBoard? Do I need a special permissions or login information?

All dashboards on the LaunchBoard are publicly available and can be accessed at <https://www.calpassplus.org/LaunchBoard/Home.aspx>. The only exception is the K-14 CTE Transitions tab which is restricted due to specific MOU requirements.

### Are all CTE instructors required to hold credentials?

Yes. If the course is being counted as instructional hours, the instructor must be credentialed.

### Is there some way to obtain a specialized report to get a better sense of student transitions?

Currently the AE Pipeline does not include a mechanism for true cohort tracking for customized reports. In the future we hope to develop mechanisms for cohort-based tracking which will allow analysis of the unique longitudinal journey that a student makes. We are also exploring the creation of data extract reports to facilitate data sharing.

### What type of assessments count as contact hours?

Any assessment used to measure progress in a CAEP class including CASAS, other NRS approved pre- and post-testing instruments, or other formative and summative assessments of student progress or achievement) can be counted as part of a student's instructional hours. Assessments that do not directly relate to progress in that class can be counted as assessment for services but not for instructional contact hours.

### What program categories are considered CTE?

Short-term CTE (1 year or less), Workforce Preparation, and Pre-Apprenticeship are considered CTE.

### How is in-kind reported?

In-kind and all financial information is reported into NOVA and maintains the same definition as Workforce Innovation and Opportunity Act (WIOA) Title II.

### Are there any plans to integrate local workforce system reporting into the LaunchBoard?

There are no current plans to integrate CalJOBS data into the LaunchBoard. Specific MOUs between the Chancellor's Office and the CA Workforce Development Board would be required. In addition, the development of appropriate individual identifiers by institution and educational status may not be supported in CalJOBS at this time and would be developed.

### Can providers use CAEP funds to serve 16-17-year-old students?

CAEP funds can only serve students 18 or older. This is specific to [CAEP education code 84901](#). However, WIOA allows institutions to serve students as young as 16 if they meet program requirements. The LaunchBoard tracks all adult education students (from adult schools & community college noncredit) in the seven program areas regardless of the funding source.

## Questions on Data and Reporting

### How is data tracked and reported?

Student data from K12 adult schools is reported through CASAS TOPSpro Enterprise (TE). Colleges receiving WIOA Title II funding and some colleges reporting students not captured in the Chancellor's Office MIS (COMIS) also report student data into TE.

Student data from community colleges is reported through regular updates to COMIS by colleges. The data from both data sets is displayed on the Adult Education Pipeline (AEP) dashboard on the LaunchBoard. A unique identifier or derived key is created by using a student's first name, last name, gender and date of birth in order to track students in both TE and COMIS. A derived key is also required to track students enrolled at more than one agency in TE and enrolled at more than one college or district in COMIS since the same student would have different unique student identifiers assigned at each agency in TE or at each college district in COMIS.

### What is the process for reporting data? When and how does it occur?

There is not a separate process for reporting data for the LaunchBoard. Data collection occurs through regular agency updates into TOPSpro Enterprise or the college's regular MIS upload process. Accurate collection of data to input into the two systems is vitally important to ensure accurate reporting.

### How often are the dashboards on LaunchBoard updated? When was the last update to the Adult Education Pipeline?

The suite of dashboards on the LaunchBoard are updated once a year usually in late winter or spring of the following academic or program year since there are a number of data sets needed to update all metrics displayed. The Adult Education Pipeline was last updated on May 8, 2020.

### What is the reporting period for CAEP outcomes?

CAEP outcomes and reporting periods are aligned with WIOA requirements and are based on a program year which begins July 1<sup>st</sup> and ends June 30<sup>th</sup>. Students in summer courses that begin before July 1<sup>st</sup> are reported for the following program year. Agencies using TOPSpro Enterprise report their data to CASAS quarterly which is then aggregated into an annual data set used for the Adult Education Pipeline on the LaunchBoard. COMIS data reporting follows the regular reporting cycle for the colleges. The 2018-19 academic year would include the following terms: summer 2018, fall 2018, winter 2019 and spring 2019. A number of metrics in the Adult Education Pipeline dashboard may use multiple years data to calculate the count. Completion of postsecondary credentials, postsecondary transition, and employment are examples of metrics that require data subsequent to the current program year to complete the count for that metric.

### If a college is creating noncredit English, math or ESL support courses for students enrolled in college level math, English or ESL courses, are those inflating the numbers for CAEP student enrollment?

Depending on how the course is coded students in these courses may be included in the counts for the LaunchBoard. However, the creation of CB26 Course-Support-Course-Status to identify support courses

for AB705 students will allow us to exclude those courses for reporting program enrollments in the LaunchBoard in the future.

### Should colleges reenter student barriers to employment every term for every student?

**TOPSpro Enterprise:** The federal National Reporting System (NRS) requires that barriers to employment be reported each year, so in TE, barriers to employment are populated each program year. Therefore, agencies need to enter barriers to employment every year.

**COMIS:** For COMIS data, barriers to employment are handled in two ways:

**IF Ever:** Barriers, such as previous incarceration, are longitudinal and reported for the student 'if ever' indicated in the current program or selected year or in any previous year. Additional 'if ever' barriers include individuals facing substantial cultural barriers, individuals who are English language learners, youth who are in or have aged out of the foster care system, individuals who are low-income, and individuals with low levels of literacy (WIOA sec. 3(24)).

**Term or Program Year:** Some barriers, such as homelessness, are counted only if they show up in the current program or selected year. For the AEP dashboard, these barriers are displayed for that current program or selected year regardless of what term is populated. However, for the purposes of data integrity at the college, those data elements should be populated for every term that they apply. These barriers include displaced homemakers; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; homeless individuals; eligible migrant and seasonal farmworkers; individuals within 2 years of exhausting TANF; single parents (including single pregnant women); and long-term unemployed individuals (WIOA sec. 3(24)).

### Will the AEP dashboard auto-populate barriers to employment for some students?

In LaunchBoard ABE students will be automatically included in the count for low literacy. ESL students will be automatically included in the count for Low English literacy learners. In the quarterly and annual reports by CASAS to agencies and consortia, ASE students are also automatically included in the low literacy count so there may be discrepancies in these counts between TE and LaunchBoard.

### How should colleges be reporting students receiving services in MIS?

Students are counted as receiving services if they receive disability services (COMIS data element SB02) or Noncredit SSSP services (SG16, SG17, SG18, SG19, SG20). The SSSP services are roughly equivalent to the transition services elements in TE. See the [COMIS Data Element Dictionary](#) for more information.

### How and when is a student flagged as an adult with a disability (AWD)? Is it tracked in WIOA programs?

Students are flagged as an AWD based on their response to the disability question at the time of registration and on their enrollment in a program that is categorized as a program for adults with disabilities. Even though AWD is part of the WIOA Barriers to Employment definition, it is tracked as a program rather than a characteristic.

### Which short-term services are a priority for tracking?

CAEP has requested that all programs track each service provided to students in order to gain a better sense of impact and outcomes. TE provides 37 fields for services. For TE please refer to the CASAS TE

CAEP Data Dictionary: <https://www.casas.org/product-overviews/software/topspro-enterprise/topspro-enterprise-help>

### How do you track specific services on the college side?

The following noncredit data elements are used to report CAEP student services in the Chancellor's Office Management Information System (COMIS):

- SD01:** Received disability services
- SS16:** Participated in a noncredit orientation
- SS17:** Received noncredit assessment or placement
- SS18:** Received noncredit counseling
- SS19:** Developed a noncredit education plan
- SS20:** Received other noncredit support services

### If a college is collecting information about student services in a third-party application, such as SARS, does that data show up in COMIS to populate the student services metrics in the LaunchBoard?

Data collected in third party applications does not show up in COMIS unless it is somehow exported to the college's MIS student data platform. Some third-party applications can be connected to the college's MIS system or data can often be extracted and uploaded into the college MIS system. Colleges should pay close attention to which COMIS elements are used to identify if students are receiving services for the Adult Education Pipeline to ensure these elements are being populated through the processes for getting data into COMIS.

### What is your recommendation if my college's ERP/MIS system has not added the new MIS data elements for CAEP?

New data elements for CAEP were created two years ago, and colleges are required to have those added for their reporting requirements under CAEP. However, there are a limited number related to student characteristic, EFL, and other elements. Most of the data elements for CAEP reporting should already be in the college's MIS system even if the college has not updated data collection and tracking to include these new data elements.

### How do CB21 course taking patterns document progress?

CB21 course-taking patterns in the community college document progress based on student progression from their English, math or ESL course to a higher CB21 level course. The subsequent enrollment must be in the same discipline.

### If a college is not a WIOA Title II funded institution and does not pre and post test their noncredit math, English or ESL students using CASAS or another NRS approved testing instrument, are they required to use SA07 to record EFL attainment for their students?

No, non-WIOA II colleges who are not using CASAS or other NRS federally approved testing instrument should NOT code SA07 for their students. Using CASAS and TE to report Educational Functioning Level (EFL) gains using CB21 course progression or using SA07 are all equally valid ways to capture an EFL gains for the LaunchBoard. Because the Student Success Metrics do not include CASAS

data for the adult education student journey, colleges who report into TE should also populate SA07 to be sure their data is registered in SSM.

### **Would Integrated Employment and Training (IET) automatically be included (and tracked) as a workforce preparation milestone?**

Depending on how a program is structured and coded, IET may or may not be tracked as a workforce preparation milestone. In COMIS the student must be enrolled in a course coded as a workforce preparation course. In TE this is handled differently.

### **If a provider offers a contextualized course how are hours calculated?**

The term ‘contextualized course’ may refer to a course which uses specific content from another area for the purposes of making the course more relevant to student goals or a course which is endorsed for more than one instructional area. For example, a basic skills course contextualized for the construction trades may use example calculations or content from the construction trades to reinforce mastery of competencies related to that course but may not be an ‘integrated course’ endorsed for more than one program area. Conversely, some courses may be endorsed for more than one program area (similar to IBest) and can be counted for instructional hours in both areas.

For courses endorsed for more than one instructional program in TE, the hours are allocated based on a 50/50 split (or split evenly across all CAEP programs for which the class is endorsed) and calculated based on the total instructional hours entered for the student.

In COMIS, there is no way to split the hours this way. The course must be coded based on the TOP code(s) corresponding to one of the discipline areas: English, math or ESL.

### **If a training is fee-based should it still be reported in TE and COMIS?**

Please see the CAEP Fees Memo issued in December 2017 for guidance.

<https://caladulthood.org/DownloadFile/178>

No tuition may be charged or collected in the CAEP program areas by either community colleges or K12 adult schools with the exception of K12 adult school CTE courses.

### **How should a college offering a GED preparation course that is not an approved course be coded in MIS?**

Colleges should strongly try to convert such offerings into CDCP noncredit courses since it would both allow us to count that student as an enrollment in LaunchBoard and would provide noncredit apportionment to the college.

### **Until there are distinct MIS elements for high school diploma or high school equivalency, is there any workaround for colleges to report high school diploma or equivalency?**

Yes, the LaunchBoard calculation for high school diploma or equivalency will capture attainment of a diploma using SB11–Student-Education-Status if the students status changes to high school diploma during the program year. Colleges would have to track that students are correctly coded as having no prior awards when they enter the college and then manually make the change to high school diploma during the program year.



### **What is the difference between noncredit and not-for-credit courses and why are not-for-credit courses included as a part of adult education data tracking?**

The term 'not-for-credit' primarily refers to fee for service courses offered by colleges in community education programs. Community education courses do not go through course approval processes, and instructors do not need to possess any minimum qualifications. By statute, these courses are not considered adult education courses, and CAEP funding cannot be used to fund them. In contrast, noncredit courses do require curriculum approval by their institution and by the state, and the instructors must meet specific minimum qualifications or credentialing requirements.



## Questions on Differences Between CAEP Reports and AEP

### If my data in TE is different than what is shown on the Adult Education Pipeline dashboard, what are some potential factors to consider?

Wherever possible, WestEd collaborates closely with CASAS on the alignment of the metrics and definitions. However, there are multiple factors that may result in counts not matching between the LaunchBoard and TE reports. Some of these include:

- TE includes students with less than one instructional hour for unduplicated enrollment counts.
- The Adult Education Pipeline on LaunchBoard only counts students with one or more hours. Therefore, unduplicated enrollment counts will be higher in TE than the adults served count on the Adult Education Pipeline on LaunchBoard.
- TE consortia level data only includes partial data from the community colleges which is primarily collected through COMIS.
- Certain metrics are calculated based on matching TE, COMIS, and/or EDD data, such as transition to postsecondary or employment; so, these counts will not match what is reported by CASAS to your institution or consortium. This is also partially true for postsecondary credentials.
- Agencies using TE report data to CAEP quarterly, while college reporting is term based. Thus, the reports may represent different time frames.

### Why do values on the CASAS CAEP annual summary reports for consortia or consortia members not match values displayed on the Adult Education Pipeline for the same program or academic year?

This depends on the metric type:

1. TE includes students with less than one instructional hour for unduplicated enrollment counts  
This includes approximately 136,000 students statewide that are not included in the adults served count displayed in the LaunchBoard. The LaunchBoard only includes students with one or more instructional contact hours.
2. TE does not include data from all community colleges. Only colleges receiving WIOA II funds are required to report data in TE. The TE data for community colleges will not match the same counts for LaunchBoard, and as a result, the consortia data will also not match. Colleges that do receive WIOA Title II funds are only required to report data for WIOA II funded programs (ABE, ASE, ESL) and may not report all their CAEP students.
3. TE includes student outcomes based on agency reporting while many LaunchBoard progress and outcome measures are based on a match between CASAS and COMIS enrollment records, including transition, postsecondary cTE completion, and employment metrics. Outcome data based on the student match between COMIS and TE data is only available on the LaunchBoard.
4. CASAS and the LaunchBoard use different methodologies for deduplication of students who may have enrolled in more than one institution in the same program year.
5. LaunchBoard requires first name, last name, date of birth, and gender to be included.

## Questions on Metric Definitions and Calculations

### What is the definition of adults served on the Adult Education Pipeline dashboard?

Adults served includes the following:

1. Students receiving one or more instructional contact hours in a course that is included in the CAEP allowed program areas
2. Students receiving services but not required to be enrolled in any CAEP program

### If a student completed training during the 17-18 school year and took the occupational assessment during the 18-19 school year, how is the outcome captured?

There are multiple use cases for this question.

1. For occupational skills gains and workforce preparation milestone outcomes are captured only within the program year.
2. For students completing a postsecondary credential, they have between one and four years to attain an award based on the type of credential. In all cases, the student must have completed 12 instructional hours in one program year to be counted as having achieved an outcome in that year or any subsequent program year.

### If a student takes a two-hour resume class, two hours of Workforce Preparation, and eight hours of ESL are they considered a participant?

Yes. Hours are accumulated for the entire program year based on their total enrollment in any combination of CAEP program areas at any institution.

### How is the passage of an exam metric different from the [occupational] skills progression Measurable Skills Gain (MSG)?

Passage of an exam applies to the Occupational Skills Gain metric in AEP. This metric relies on two of the WIOA Measurable Skills Gain criteria – Passage of an exam or achievement of an occupational milestone.

### What is the definition of transition?

In CAEP transition refers to specific outcomes defined as important indicators of student progress or as elements of a student journey. The most important transition metrics are:

- Transitioned to ASE from ESL/ABE
- ESL, ABE and ASE participants who transition to postsecondary (or CTE Pathway)

The AE Pipeline dashboard includes other metrics in the transition and progress tabs relevant to understanding student journeys that involve transitions. These include:

- Enrolled in Adult Ed after Taking College Credit Course (for those students who transitioned to postsecondary)
- Completed 6+ College Credit Units (for those students who transitioned to postsecondary)
- Community College GPA 2.0 or Higher (for those students who completed 6+ college credit units)
- Students taking transfer level credit math or English courses (in the Progress Tab)

### **Why am I not seeing my student's employment-related outcomes for 2018-19?**

In alignment with WIOA, employment outcomes are not captured until the student exits adult education. In the LaunchBoard, an exit is determined based on the student not enrolling in the subsequent program year. Thus, no employment outcomes are displayed until the subsequent program year. Thus, employment outcomes are currently displayed for the 2017/2018 but not for the 2018/2019 program year.

### **Why is there a sharp increase in First-Time students between 2015-16 and 2016-17 and a sharp decrease displayed the next year on timelines?**

Without data prior to the 2016-17 program year from CASAS, many students in the TE data set are counted as first time in 2016-17 (unless that student was found in the Chancellor's Office MIS data set in 2015-16 with the derived key match). Then in 2017-18, when two years of TE data are included, the number and percentage of first-time students tend to drop sharply. Conversely, returning or continuing students are under counted in 2016-17 without prior year data since many are considered first-time without prior year TE data. Then in 2017-18, there is a sharp rise to a more normalized trend.