

# **Adult Education Data and Accountability**

**Guidance to Reporting Systems, Populations,  
Programs, and Core Metrics**

**Adult Education Block Grant Office  
California Community College Chancellor's Office  
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## Summary

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In 2017/2018, the AEBG office will implement improvements to data and accountability systems that will help consortia measure the effectiveness of their programs and services. These improvements were the result of an exhaustive field committee process in Spring and Summer of 2017 that involved 35 K12 adult education, community college, workforce system, and other stakeholders. These changes include:

- Clearer definitions and criteria defining adult education students,
- Definitions and reporting mechanisms for adult education program participation for programs identified in AB86 and AB104,
- Definition of the major reporting elements and metrics for adult education, including metrics that will be reported to the legislature and metrics that will be released to the field to inform local program improvement,
- Implementation of processes to align basic skills assessment (ABE, ASE, ESL) between K12 adult education and community colleges for both placement into courses and assessment of student progress,
- Development of clearer yearly processes for data collection and reporting that will be fully in place by the 2018/2019 program year.

On August 1st, the AEBG office delivered a report to the state legislature outlining these changes and will release multiple support resources to the field to help consortia with data reporting in 2017/2018 and prepare for 2018/2019. Practitioners should look for these resources on the AEBG web site:

- AEBG data and accountability report to the legislature,
- AEBG data and accountability document for 2017/2018,
- AEBG data element dictionary.

In addition to the above changes and guidance, the AEBG office will initiate changes in reporting and accountability systems to improve reporting systems and simplify reporting for practitioners in 2018/2019. These include:

- Implementation of changes to the CCCC MIS system: In 2017/2018 the Chancellor's Office will begin making changes to MIS to implement data elements aligned to reporting requirements for adult education. These changes will allow colleges to use MIS for adult education reporting in 2018/2019,
- Review of CCC Apply: in 2017/2018 the Chancellor's Office will conduct a review of CCC Apply to identify ways to improve it and make it more useful for enrolling non-credit students,
- NRS/CB21 Crosswalk: In Fall 2017, the AEBG office will convene K12 adult and college practitioners to conduct a crosswalk of the National Reporting System Educational Functioning Levels and the CB21 course flags for levels below transfer. This crosswalk will result in guidance to the field to inform local alignment of assessments, placement of K12 adult education students into college noncredit or credit coursework, and local multiple measures conversations. Once this guidance is released, college noncredit programs who are not using

WIOA Title II funding will be able to use movement along the CB21 course continuum as to report measurable skills gains for adult education students,

- **Adult Education Launchboard Tab:** The AEBG Office will implement the adult education LaunchBoard tab, which will allow matching of K12 AE, community college MIS, the EDD Wage File, and high school equivalency testing data and provide a forum for the field to regularly review their enrollment and outcome data.

Practitioners should look for additional announcements regarding these processes in Fall 2017.

## Overview

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This paper is intended to provide general guidance to consortia on data reporting and accountability for the 2017-2018 program year and beyond. The recommendations and definitions in this document were the result of an extensive field team process convened by the Adult Education Block Grant (AEBG) office in May, June, and July of 2017. These recommendations and definitions mirror the report by the California Department of Education (CDE) and the California Community Colleges Chancellor's Office (CCCCO) to the California legislature on August 1, 2017. In addition to this report, practitioners are urged to review the legislative report and the adult education data element dictionary available on the AEBG website.

This paper includes the following:

- An overview of AEBG reporting systems including data tools, reporting requirements, data matching, supplemental data collection, and compliance
- Description of the adult education reporting universe, including definitions for reportable individuals and participants
- Definitions and additional guidance for adult education programs and populations
- Descriptions of data reporting elements
- A list of the elements included in the adult education data element dictionary, which will inform how data is presented in the LaunchBoard

## Adult Education Reporting Systems

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### Reporting Systems

The AEBG data and accountability system relies on three resources that aggregate and visualize enrollment and outcomes data for adult education participants in California.

- **TOPSpro Enterprise (TE):** TE is a product of CASAS and is the designated data reporting tool for Workforce Innovation and Opportunity Act (WIOA) Title II Adult Education and Family Literacy Act (AEFLA) programs in California. In 2016-17 and 2017-18 TE is the primary data reporting tool for all AEBG-funded institutions in California.

- **CCCCO Management Information System (MIS):** MIS is the unified data reporting system for the California community colleges. All community college participant data, including data exported to TE for AEBG , is also reported to the Chancellor’s Office through MIS.
- **The LaunchBoard Adult Education Tab:** The LaunchBoard is a statewide data dashboard sponsored by the CCCCCO that provides practitioners with user-friendly access to data on enrollments, progress, completion, and employment outcomes. In early 2018, the LaunchBoard will debut an adult education tab that will allow consortia to see comprehensive data on K12 and community college adult education participants, as well as post-transition outcomes.

### Required Data Tools

**2017-2018 Program Year:** In the 2017-18 program year, all adult education participant data, including enrollment information and updates on participant progress and milestones, must be reported using TOPSpro Enterprise. This requirement applies to all K12 adult education, community college, and WIOA Title II funded adult education providers during the 2017-2018 program year.

**2018-2019 Program Year:** In the 2018-2019 program year, community colleges will be allowed to use the MIS system to report on community college adult education participants and their outcomes. The one year delay in the use of MIS for data collection will provide time for the CCCCCO to implement changes to MIS and CCC Apply necessary to align these systems with AEBG data collection requirements. Thus, required reporting tools for 2018-2019 will be:

- **WIOA Title II AEFLA Funded Programs (All):** TOPSpro Enterprise
- **K12 Adult Education Providers and Non-College Partners (All):** TOPSpro Enterprise
- **Community College non-WIOA II AEFLA Funded Programs:** MIS

In 2017/2018, the CCCCCO will announce the new MIS data elements to community colleges to allow time to modify their local data systems and implement data collection processes for any data that is not currently collected by the colleges.

### Reporting Periods:

All K12 adult education and community college providers will report enrollment and participant data quarterly and annually for each program year, within a month of the end of each reporting period.

| AEBG Program Year Reporting |                  |                    |
|-----------------------------|------------------|--------------------|
|                             | Dates            | Reporting Deadline |
| First Quarter               | July 1 – Sept 30 | October 31         |
| Second Quarter              | July 1 – Dec 31  | January 31         |
| Third Quarter               | July 1 – Mar 31  | April 30           |
| Fourth Quarter-EOY Data     | July 1 – June 30 | August 1           |

### Data Matching and Supplemental Data Collection:

**Data Matching:** To capture key data elements including employment and wage data, transition to post-secondary education, high school equivalency attainment, and other measures, AEBG will conduct data matching between K12 adult education, community college, the Employment Development Department (EDD) wage file, and testing service data. These include:

- A quarterly match of K12 adult education data in TE to community college data in MIS
- An annual match of K12 adult education data in TE and community college data in MIS to the EDD wage file
- An annual match of K12 adult education data in TE and community college data in MIS with GED, HiSet, and TASC testing service data

**Supplemental Data Collection:** Because many adult education participants do not have or do not provide social security numbers, AEBG will implement a post-exit participant survey to capture supplemental wage data for adult education participants in K12 and community college noncredit adult education programs. A design process for the content and methodology for this survey is underway and will be share with the field in the 2017-2018 program year.

## Compliance

All consortia and consortia members are expected to comply with their reporting obligations as described above. Failure to report full and timely data could result in a reduction of funding to consortia or consortia members by the AEBG office.

## Adult Education Participants

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### Reporting Universe

For reporting purposes, adult education includes all people receiving support services from AEBG consortium members or enrolled in K12 adult education or noncredit community college coursework in the program areas listed in AB104: elementary and secondary basic skills, English as a second language, short-term career and technical education, entry/re-entry into the workforce, pre-apprenticeship, adults with disabilities, and adults training to support child school success.

**Background and Intent:** Starting in the 2017-2018 program year, adult education consortia are required to report on all K12 adult education and community college noncredit participants regardless of funding source. This includes, at a minimum, participants enrolled in WIOA Title I, WIOA Title II, enhanced noncredit, Carl D. Perkins Career and Technical Education Act (Perkins), or other sources. The intent is to capture data on the adult education population, rather than solely those who are directly impacted by AEBG funding. Participants in community college for-credit programs should not be reported as a part of AEBG, although a supplemental data report will provide information on the outcomes of students who match the adult education profile.

For consortia that are using non-K12 adult education or college partners to provide support or training (such as libraries, ROP programs, or nonprofits), those participants are still considered reportable individuals for AEBG. Third-party providers under contract with consortia should report their data to TE under the umbrella of one of the K12 adult education consortia members.

### Reportable Individual

Reportable individuals include all K12 adult education, community college noncredit, or third-party participants who had one or more hours of instructional contact hours in any of the AB104 program areas and/or received support services, including providing identifying information, participating in self-

service activities, or participating in information-only activities. This definition mirrors the one specified in WIOA for a reportable individual (OCTAE 17-2; p. 25-26).

**Background and Intent:** The federal definition of a reportable individual directly corresponds to the “number of participants served by the consortium” required for AB104 reporting. It provides a denominator of the aggregate number of participants participating in adult education services and activities, whether or not they enroll in a K12 or community college noncredit adult education course.

## Participant

Enrollment and outcomes data should only be reported for individuals who are taking courses in an AB104 program area and meet the WIOA threshold for participation: 12 or more hours of instruction or training (OCTAE 17-2; p. 27).

**Background and Intent:** While WIOA defines multiple ways in which an individual can become a participant, AEBG is adopting the WIOA Title II definition for federal AEFLA- funded programs.

## Adult Education Programs

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### Program Definitions

AB104 defines program areas that are a mix of instructional programs and services to populations. For AEBG, the four primary programs include:

1. **English as a Second Language (ESL):** provides instruction in the English language to adult, non-native English speakers with varied academic, vocational, citizenship, and personal goals.
2. **Adult Basic Education (ABE):** provides instruction in foundational academic skills, such as reading, writing, and basic mathematics, as well as learning skills and study skills. These programs include courses that are below Low Adult Secondary Education/9<sup>th</sup> grade level.
3. **Adult Secondary Education (ASE):** provides instruction in foundational academic skills, such as reading, writing, and basic mathematics, as well as learning skills and study skills. These programs include courses that are at the Low Adult Secondary Education/9<sup>th</sup> grade level and above, and/or leading to a high school diploma, GED, or high school equivalency certificate.
4. **Short Term Career and Technical Education (CTE):** prepares adult learners to enter the workforce in approximately a year or less.

In addition to the four primary programs, AEBG will provide information on enrollments and/or outcomes for several additional program areas.:

- **Adults with Disabilities (AWD):** Because AWD can be flagged as either a population or a program, separate disaggregation will be provided for programs specifically designed to meet the needs of adults with disabilities, and for people with disabilities who are enrolled in other adult education program areas. To ensure that data is reported accurately, adults with disabilities should be identified as follows:
  - **TE:** Use the AWD program flag only if the participant is enrolled in a specialized program designed specifically and exclusively for adults with disabilities. For AWD participants

who are enrolling in other adult education programs, use the “disabled” barriers to employment flag in combination with the appropriate program flag.

- **MIS:** Flag courses in specialized AWD programs using CB22 code E for “courses for persons with substantial disabilities.” Use DSPS enrollment flags to identify AWD participants enrolled in other noncredit community college programs.
- **Workforce Entry/Re-Entry:** AEBG defines this program area as populations with systemic barriers to economic success who enroll in CTE programs. AEBG will extract data using population flags that are aligned with the WIOA “barriers to employment” categories including:
  - Displaced homemaker
  - Ex-offender
  - Foster care youth
  - Homeless
  - Low income-economically disadvantaged
  - Long term unemployed
  - Migrant farmworker
  - Seasonal farmworker
  - Single parent
  - No TANF within 2 years

In addition, this program area will include participants who are 55 years or older, based on their date of birth.

To ensure that this program area can be populated, all adult education providers should pay special attention to capturing barriers to employment status and date of birth at intake or at the time of the participants’ first course enrollment. MIS will be adding population flags for missing characteristics in the 2018-2019 program year, which will also be used to pull data on for-credit adult education students for the supplemental report.

- **Pre-Apprenticeship:** AEBG has aligned this program with definitions used by the Department of Labor and the California Apprenticeship Initiative, which specify that pre-apprenticeship is a “program or set of strategies designed to prepare individuals to enter and succeed in a registered apprenticeship program and has a documented partnership with at least one, if not more, registered apprenticeship programs,” and includes:
  - Approved training and curriculum based on industry standards and approved by a documented registered apprenticeship partner
  - Recruitment, educational, and pre-vocational strategies that prepare under-represented, disadvantaged, or low-income individuals to meet the entry requirements of one or more registered apprenticeship programs
  - Access to appropriate support services
  - Meaningful hands-on training that does not displace existing paid employees

- Formal direct entry or articulation agreements with its registered apprenticeship partners<sup>1</sup>

Adult education providers should only use the pre-apprenticeship program flag in TE if participants are enrolled in programs that meet these criteria, including ensuring that that courses are offered in coordination with one or more apprenticeship programs approved by the Division of Apprenticeship Standards through an MOU or formal agreement. MIS will include a course flag for pre-apprenticeship courses that meet these criteria in 2018-2019.

- **Adults Training to Support Child School Success:** AEBG defines this program as providing education and training to adults, typically parents and-or community members, to help school-aged children succeed in school. Use the “adults supporting K12 student success” program flag in TE or the CB22 “parenting” course flag in MIS to track this program area.

## Adult Education Reporting Metric Definitions

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### Overview

The AEBG field teams conducted an extensive review of the reporting requirements and definitions outlined in AB104, WIOA, the Strong Workforce Program, Title IV federal student aid, and accreditation agencies in the development of the metric definitions and skills gain criteria outlined below. The organization of these metrics closely follows the language and requirements identified in AB104 [ed 84920(c); 2015]. This guidance only covers the broader metrics as reviewed and defined by the AEBG field teams. For more detailed guidance, please refer to the AEBG data element dictionary.

The elements below provide guidance for measurable skills gains, completion, transition, and employment metrics for participants in K12 adult education and community college noncredit programs. The measurable skills gain criteria include an additional option to report **non-WIOA Title II funded adult education programs** for ABE, ASE, or ESL by successfully moving to a higher “level below transfer” as recorded in the MIS CB21 course codes. To fully implement this process, AEBG will convene K12 adult education and community college faculty to create a crosswalk between the CB21 levels below transfer and the National Reporting System (NRS) Educational Functioning Levels (EFLs) in fall 2017. Once that crosswalk is complete and shared with the field, adult education providers should use the resulting guidelines to review their curriculum to ensure that AEBG can reliably use course completion data aligned to CB21 levels as attainment of a measurable skills gain for non-WIOA II funded programs.

All WIOA Title II funded programs, whether K12 adult education or college noncredit programs, should still report measurable skills gains using CDE’s designated NRS approved pre- and post-testing instruments.

### Reporting Metrics

1. **Number of Adults Served by the Consortium:** Reportable individuals include all K12 adult education, third-party provider, or community college noncredit participants with one or more

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<sup>1</sup> Department of Labor Training and Employment Notice 13-12 (2012). *Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources*. [https://wdr.doleta.gov/directives-attach-TEN-TEN\\_13-12.pdf](https://wdr.doleta.gov/directives-attach-TEN-TEN_13-12.pdf)

hours of instructional contact hours in any of the AB104 program areas and/or those who received support services.

2. **Adults Served by Members of the Consortium Who Have Demonstrated the Following Measures of Progress:** Outcomes will only be tracked for K12 adult education, third-party provider, or community college noncredit adult participants who completed 12 hours or more of instruction or training in one of the AB104 program areas. Outcome metrics include:

(A) **Improved Literacy and Basic Skills:** This measure applies to participants in *all* AEBG basic skills programs, which include adult basic education (ABE), adult secondary education (ASE), English as a second language (ESL), and English language civics education (EL Civics).

**ABE and ASE:** Allowable mechanisms for measuring attainment of an educational functioning level include:

- **WIOA Title II funded programs:** National Reporting System-approved instruments
- **Non-WIOA Title II funded programs:** NRS-approved instruments or attainment of a functional level tied to completion of a course or a Career Development and College Preparation (CDCP) certificate using a crosswalk of the National Reporting System EFLs and the community college CB21 course rubric for levels below transfer

**ESL and EL Civics:** Allowable mechanisms for measuring attainment of an educational functioning level include:

- **WIOA Title II funded programs:** For ESL, National Reporting System-approved assessment instruments. For EL Civics, CASAS Civics Objectives and Additional Assessment Plans (COAAPs).
- **Non-WIOA Title II funded programs:** NRS-approved assessment instruments or attainment of a functional level tied to completion of a course or a Career Development and College Preparation (CDCP) certificate using a crosswalk of the National Reporting Service EFL's and the community college CB21 course rubric for levels below transfer. For EL Civics, measurable skills gain through the completion of an EL Civics course based on a crosswalk of EL Civics competencies between K12 adult educations and community colleges. Colleges should use the MIS CB22 course flag for "citizenship for immigrants" to code their courses for this purpose.

**NEW METRIC: High School Diploma Programs:** AEBG will capture data about participants who improved from ASE low to ASE high levels on the NRS-approved assessment. In 2018-19, colleges will also be able to count students who complete one or more courses in a high school diploma program, once an MIS course flag is created for diploma-applicable courses.

**NEW METRIC: Occupational Skills Gain:** The AEBG field teams stressed the value of capturing data on participants who achieve milestones in CTE programs, but who do not complete their credential or certificate because they obtain employment or realize a shorter-term goal related to occupational advancement. In 2017-18, this metric will be captured in TE using Update Record 9 by selecting the options "course completion," "met work based project goal," or "training milestone." Starting in 2018-19, a successful noncredit CTE course

completion denoted as “satisfactory progress,” “pass,” or a letter grade of A, B, or C will also count toward this metric.

During 2017-18, the AEBG leadership will explore ways to expand this metric to include other measurements including:

- Completion of on the job training (OJT) or paid internship
- Completion of one year of an apprenticeship
- Demonstration of skills for a particular occupation, or progress in attaining technical or occupational skills valued and vetted by employers through an advisory committee or other feedback mechanism, documented by a knowledge-based exam, project, or portfolio

For example, the AEBG leadership will explore expansion of the existing data match with the Division of Apprenticeship Standards (DAS), implementation of new MIS elements for work-based learning, and pilots of assessment strategies such as badging or micro-credentials.

**NEW METRIC: Workforce Preparation Milestone:** In 2017-18, AEBG will begin capturing data on participants who complete workforce preparation courses and certificates. This is an exploratory metric that will be collected but may not be reported to the legislature until more is learned about student outcomes. Data on this metric will be collected in two ways:

- Use of the “workforce readiness” entry record program flag and the “training milestone” and “completed course” flags in the update record in TE
- Starting in 2018-19, completion of courses and CDCP certificates coded as workforce preparation in MIS

**(B) Completion of High School Diplomas or Their Recognized Equivalents:** For capturing diploma or high school equivalency completion AEBG will require K12 adult education and community college noncredit programs to report the following:

- K12 programs: Will use data flags in TE for participants who complete their high school diploma or earn their high school equivalency
- College noncredit programs: Starting in 2018-19, will use data flags in MIS for participants who complete their high school diploma or earn their high school equivalency
- AEBG office: Will use a data match of the AEBG participant population with the data sets from the GED, HiSet, and TASC testing services to augment local reporting

**(C) Participant Transition:** AEBG will track transition both between adult education programs and into post-secondary programs.

**NEW METRIC: Transition to ASE:** AEBG will track transitions from ABE to ASE or ESL to ASE, to capture the important progress this represents for adult education participants.

**Transition into Post-secondary:** Because most K12 adult education providers are accredited as post-secondary vocational institutions for federal student aid, this metric applies both to participants transitioning into any K12 adult education or community college CTE program and participants who transition into community college for-credit coursework that is not developmental. Specifically:

- A K12 adult education ABE, ASE or ESL participant who enrolls in a K12 adult education CTE course
- A K12 adult education ABE, ASE or ESL participant who enrolls in a noncredit community college CTE course
- A K12 adult education ABE, ASE or ESL participant who enrolls in a community college credit course that is not developmental (including both CTE and non-CTE courses)
- A community college noncredit ABE, ASE or ESL participant who enrolls in a college credit course that is not developmental (including both CTE and non-CTE courses)

The goal of this metric is to encourage consortia to increase the number of participants transitioning into college-level coursework or jobs. Therefore, K12 adult education and college noncredit participants who enroll in a for-credit basic skills course do not count as having transitioned to post-secondary for AEBG.

Similarly, participants who transition from *any* K12 adult education or college noncredit CTE program (which both count as post-secondary) into a for-credit CTE program do not count as a post-secondary transition.

While these cases may not count as post-secondary transitions, the LaunchBoard will display noncredit to credit transitions, and provide detailed information on enrollment in and progress through college basic skills sequences.

AEBG will use TE program flags, college MIS course enrollment data, and data matching between MIS and TE data sets to capture post-secondary transitions. Adult education providers using TE should ensure they utilize the participant update record to capture any change in program enrollment in their quarterly data reports.

**(D) Completion of Post-secondary Certificates, Degrees, or Training Programs:** Completion of a post-secondary award for AEBG reporting is considered to be any of the following:

- For K12 adult education or community college CTE programs, completion of a credential leading to employment in a clearly-defined occupation including, but not necessarily limited to:
  - i. Locally approved certificates eligible for inclusion on the Eligible Training Provider List (ETPL)
  - ii. CDCP CTE certificates with more than 48 instructional contact hours
  - iii. Certificates that meet the minimum threshold for inclusion under Perkins
  - iv. Certificates that meet the threshold for Title IV federal student aid
  - v. Workforce preparation (work readiness) or occupational safety certificates (e.g. OSHA or Safeserve) **ARE NOT** counted for completion under this metric

- Completion of any degree or for-credit college certificate that is over 6 units

For AEBG, all K12 adult education and community college CTE programs are defined as post-secondary because they are eligible for accreditation as post-secondary vocational programs for federal student aid.

Under WIOA, workforce preparation and occupational safety certifications do not count as occupational post-secondary credentials. Post-secondary credentials that count for the completion metric should be occupational skills certificates leading to gainful employment in a clearly defined occupation. Additionally, they should be industry-recognized through an employer advisory committee or other mechanism in which employers have had direct input on the curriculum and core competencies offered in the training.

Completion of for-credit awards will be extracted from MIS for participants previously enrolled in K12 adult education or community college noncredit programs, by matching K12 adult education enrollment data to community college MIS data.

Adult education providers can report certificate completion in the TE participant update form. Starting in 2018-19, community college completion data will be extracted from MIS. Therefore, colleges should ensure that participants who complete award requirements are given certificates and that these completions are recorded in MIS.

**(E) Employment and Wages:** AEBG will capture and report on the following data elements related to employment and wages after participant exit:

- Entrance into unsubsidized employment two quarters after exit
- Entrance into unsubsidized employment four quarters after exit
- Median earnings two quarters after exit
- Change in earnings from one year before to one year after exit
- Attainment of regional living wage
- Employment in field of study (starting in 2018-19)

AEBG will capture employment and wage data using two primary methodologies:

- A match between K12 adult education and community college noncredit participants with valid social security numbers and the EDD wage file
- A post-exit survey to capture data for AEBG participants who do not provide social security numbers or may be missing from the EDD wage file due to the nature of their employment

The preferred methodology under WIOA for collecting employment and earnings data is a match to the EDD wage file, however, because adult education programs serve large numbers of participants without social security numbers, it is likely that the match rate with the EDD wage file will be very low. Therefore, WIOA allows for other methods of collecting supplemental wage data including self-reported data from participant surveys.

In 2017-2018 AEBG will convene a team to design and to implement a survey methodology for collecting participant employment outcomes after they exit. This team will draw upon past

experiences with survey implementation for adult education participants, including surveys conducted by CASAS and the statewide CTE Outcomes Survey.

## **Adult Education Data Element Dictionary**

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The AEBG Data Element Dictionary provides basic descriptions and identifies data flags for capturing an extended range of enrollment and outcome information for all adult education participants in the LaunchBoard Adult Education Tab. The full dictionary includes:

- Brief descriptions of each element
- Data elements requested by practitioners that represent what they would like to know about their participants
- The specific TOPSpro and MIS data flags that will be used to extract each element for display in the LaunchBoard
- Identification of missing elements in MIS that need to be created
- Identification of elements which will require data matching between TE and MIS or between the AEBG data set and the EDD wage file or other data sources

The list here is only intended to illustrate the range of data elements that will be available to practitioners in the LaunchBoard when it debuts in early 2018. For further exploration, practitioners are encouraged to review the full dictionary which is available on the AEBG website.

### **Data Elements**

#### **ADULT EDUCATION PROGRAMS**

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ENGLISH AS A SECOND LANGUAGE

ADULT BASIC EDUCATION

ADULT SECONDARY EDUCATION

CAREER AND TECHNICAL EDUCATION

SUBCATEGORY: PARTICIPANTS IN PROGRAMS FOR ADULTS WITH DISABILITIES

SUBCATEGORY: ADULTS WITH DISABILITIES PARTICIPATING IN ESL, ABE, ASE, OR CTE

SUBCATEGORY: ADULTS TRAINING TO SUPPORT CHILD SCHOOL SUCCESS

SUBCATEGORY: WORKFORCE ENTRY AND RE-ENTRY FOR SPECIFIC POPULATIONS

SUBCATEGORY: PRE-APPRENTICESHIP TRAINING PROGRAMS

SUBCATEGORY: INTEGRATED EDUCATION AND TRAINING PROGRAMS

#### **PROGRAM SIZE**

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TOTAL ADULTS SERVED - INSTRUCTIONAL PROGRAMS AND SERVICES

TOTAL ADULTS SERVED - REPORTABLE ADULTS FOR SUPPORT AND CAREER SERVICES

TOTAL PARTICIPANTS WITH 12+ INSTRUCTIONAL CONTACT HOURS

## PARTICIPANTS IN THE CONSORTIUM

### **PARTICIPANT CHARACTERISTICS**

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GENDER

ETHNICITY

AGE GROUP

BARRIERS TO EMPLOYMENT

PARTICIPANTS SIMULTANEOUSLY TAKING COURSES IN MORE THAN ONE PROGRAM AREA

PARTICIPANTS SIMULTANEOUSLY TAKING COURSES AT MORE THAN ONE ADULT EDUCATION PROVIDER

PARTICIPANTS SIMULTANEOUSLY TAKING COURSES AT BOTH ADULT EDUCATION PROVIDERS AND  
COMMUNITY COLLEGES

### **MILESTONES**

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ENROLLED IN A SUBSEQUENT COURSE

IMPROVED ONE OR MORE EDUCATIONAL FUNCTIONING LEVELS

COMPLETED AN ESL MILESTONE

COMPLETED A BASIC SKILLS COURSE MILESTONE

COMPLETED A HIGH SCHOOL DIPLOMA MILESTONE  
COMPLETED A WORKFORCE PREPARATION  
MILESTONE

COMPLETED AN OCCUPATIONAL SKILLS GAIN

COMPLETED AN ADULTS WITH DISABILITIES MILESTONE

### **TRANSITIONS**

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TRANSITIONED TO ASE

TIME TO TRANSITION TO ASE

TRANSITIONED TO POST-SECONDARY

TRANSITIONED TO DEVELOPMENTAL CREDIT COLLEGE COURSEWORK

TRANSITIONED TO COLLEGE NONCREDIT WORKFORCE PREPARATION COURSEWORK

ENROLLED IN ADULT EDUCATION AFTER TAKING A COLLEGE COURSE

COMPLETED 6+ COLLEGE FOR-CREDIT UNITS

RECEIVED A PELL GRANT

GPA OF 2.0 OR HIGHER

### **BASIC SKILLS**

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SUBSEQUENTLY TOOK A CREDIT DEVELOPMENTAL ESL COURSE

SUBSEQUENTLY TOOK A CREDIT DEVELOPMENTAL ENGLISH OR READING COURSE

SUBSEQUENTLY TOOK A CREDIT DEVELOPMENTAL MATH COURSE  
SUBSEQUENTLY TOOK A TRANSFER-LEVEL ENGLISH COURSE  
TIME TO COMPLETING A TRANSFER-LEVEL ENGLISH COURSE  
SUBSEQUENTLY TOOK A TRANSFER-LEVEL MATH COURSE  
TIME TO COMPLETING A TRANSFER-LEVEL MATH COURSE

## **COMPLETION**

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PARTICIPANTS WHO COMPLETED AN ADULT EDUCATION BASIC SKILLS PROGRAM  
PARTICIPANTS WHO EARNED A DIPLOMA, GED, OR HIGH SCHOOL EQUIVALENCY  
PARTICIPANTS WHO EARNED A POST-SECONDARY ADULT EDUCATION CTE CERTIFICATE  
PARTICIPANTS WHO EARNED A LOW-UNIT CREDIT CERTIFICATE  
PARTICIPANTS WHO EARNED A HIGH-UNIT CREDIT CERTIFICATE  
PARTICIPANTS WHO EARNED AN ASSOCIATE DEGREE  
TIME TO EARNING A COMMUNITY COLLEGE AWARD

## **EMPLOYMENT**

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SECOND QUARTER EMPLOYMENT  
FOURTH QUARTER EMPLOYMENT  
SECOND QUARTER EARNINGS  
CHANGE IN EARNINGS  
MEDIAN ANNUAL EARNINGS  
EARNINGS COMPARED TO THE REGIONAL LIVING WAGE

## **SUCCESS BASED ON BARRIERS TO EMPLOYMENT**

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FUNCTIONAL SKILL LEVEL INCREASES FOR PARTICIPANTS IN ABE PROGRAMS  
HIGH SCHOOL EQUIVALENCY ATTAINMENT FOR PARTICIPANTS IN ASE PROGRAMS  
FUNCTIONAL SKILL LEVEL INCREASES FOR PARTICIPANTS IN ESL PROGRAMS  
JOB PLACEMENT FOR PARTICIPANTS IN ESL PROGRAMS  
JOB PLACEMENT FOR PARTICIPANTS IN CTE PROGRAMS  
EARNINGS GAINS FOR PARTICIPANTS IN CTE PROGRAMS

## **PATHWAYS**

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TOP FIVE CREDIT PROGRAMS TAKEN BY ADULT EDUCATION ABE PARTICIPANTS  
TOP FIVE CREDIT PROGRAMS TAKEN BY ADULT EDUCATION ASE PARTICIPANTS  
TOP FIVE CREDIT PROGRAMS TAKEN BY ADULT EDUCATION ESL PARTICIPANTS

TOP FIVE CREDIT PROGRAMS TAKEN BY ADULT EDUCATION CTE PARTICIPANTS