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LaunchBoard Adult Education Dashboard

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Project Origins

- **How many students are transitioning to our three community colleges?**
- **From which Adult School programs are they transitioning?**
- **How well are they doing in the community college?**

Project Origins

- 1) **Request** from Coast and Contra Costa AEBG Consortia for the LaunchBoard to be expanded to include adult education
- 2) Meetings with **both K-12 and college partners** to understand the types of data they wanted to see
- 3) Decision by the Chancellor's Office to **underwrite** development costs

Project Goals

- 1) Develop a **dashboard** to aggregate and display information for adult education providers that can support program improvement efforts (not necessarily for AEBG reporting purposes)
- 2) Establish clear **criteria for data collection and alignment** across adult schools and community colleges, in alignment with state and federal requirements

Assumptions: Data Collection

- 1) **Does not attempt to create local data collection mechanisms:** leverages existing large-scale data systems (Chancellor's Office MIS, CASAS, ASAP, CommunityPro, School Guage, Aeries, and potentially Classmate) to make data more available to practitioners
- 2) **Consistent data definitions and robust data collection mechanisms must be established** at adult schools and community colleges, particularly for intake forms, tracking participation in specific programs, and employment data

Assumptions: Data Collection

- 1) Once data are being consistently tracked within institutions, it can be **exported into various clearinghouses and data aggregators** that link participant records, display outcomes, and provide comparison data
- 2) The LaunchBoard Adult Ed tab could be **simultaneously used** with other solutions to support additional functionality, such as real-time data exchanges to support advising or data warehouses for more detailed analytical studies

Phase 1: Model Development

February – December 2016

- Develop a draft data model:
February-May 2016
- Secure partnerships with vendors:
April-October 2016
- Recruit pilot participants:
<http://bit.ly/LaunchBoardAdultEdPilot>
May-October 2016
- Align data definitions with state and federal requirements:
May-October 2016

Phase 2:

Initial Build Out

November – December 2016

- Develop first iteration using data from community college-based adult education programs:
November 2016
- Testing by participating adult ed providers:
November-December 2016

Phase 3:

Second Iteration

January – August 2017

- Incorporate data from additional adult ed providers and update data definitions:
January 2017
- Test second iteration:
February-March 2017
- Publish second iteration:
April 2017
- Trainings & feedback:
April-August 2017

Phase 4:

Third Iteration

August – December 2017

- Implement third iteration:
October 2017
- Test third iteration:
November 2017
- Publish third iteration:
December 2017

Adult Education

Select Your View

What level of information do you want?

Please select one

- Reports summarizing program outcomes
- Detailed data tables with historical, regional, and state comparison data

Adult Education Reports

Which would you like to view?

Institutions

San Diego Adult College

Program Area

Career and Technical Education

Comparison







Historic

Academic Year

2014-2015

View

Export

-  **Where were people served in the consortium?**
-  **What kinds of students are taking courses?**
-  **How many students succeeded?**
-  **Which students are completing?**
-  **Which institutions have the most effective programs in the state??**
-  **How many students transitioned into another program?**
-  **What courses did students take once in college?**
-  **How many students took basic skills courses?**
-  **How long did it take to get to transfer-level coursework?**
-  **How many former adult ed students complete college?**
-  **Which colleges have the most effective programs in the state?**
-  **Are students getting jobs?**
-  **How much money are students making?**
-  **Are students making reasonable wages?**
-  **Which institutions have the most effective programs in the state?**

← What courses did students take once in college?

Adult Basic Education Students

Topcode	Course Title
150100	English
170100	Mathematics, General
152000	Reading

Adult Secondary Education Students

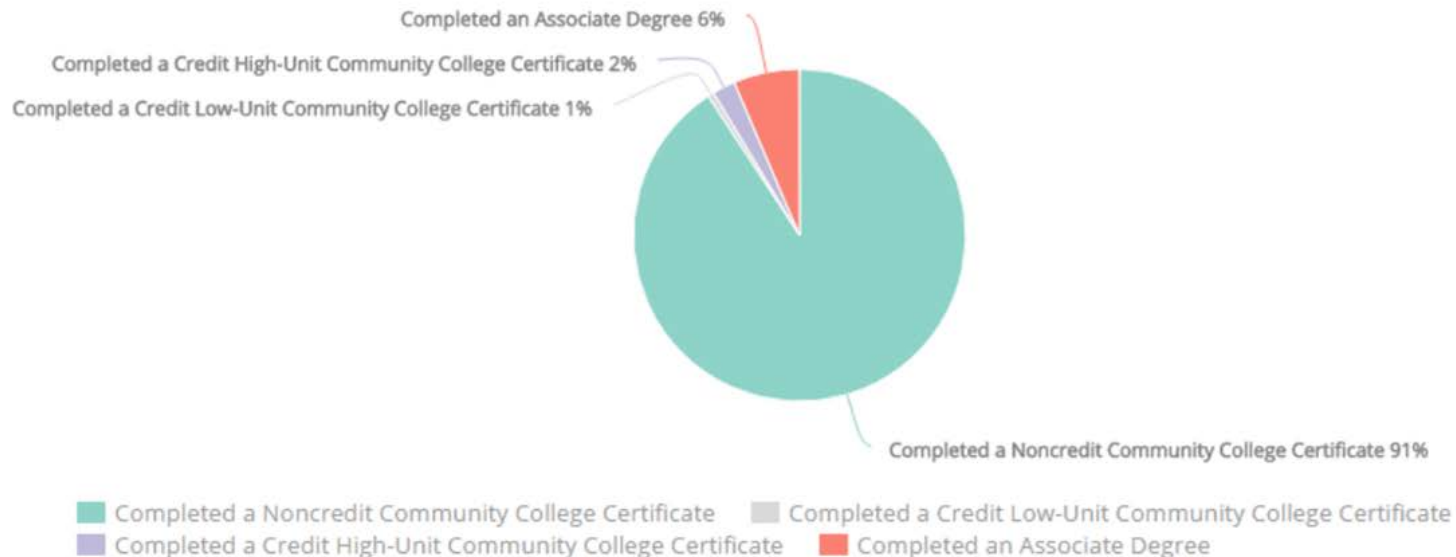
Topcode	Course Title
150100	English
170100	Mathematics, General
152000	Reading

ESL Students

Topcode	Course Title
170100	Mathematics, General
493086	English as a Second Language-Speaking/Li
493084	English as a Second Language-Writing
493085	English as a Second Language-Reading
150100	English

How many former adult ed students complete college?

1,354 former adult ed students completed community college.



Adult Education Tables

Which would you like to view?










Institutions: Program Area: Comparison: Academic Year: [View](#) [Export](#)

- Program Size
- Student Characteristics
- Milestones
- Transitions
- Basic Skills
- Awards
- Employment

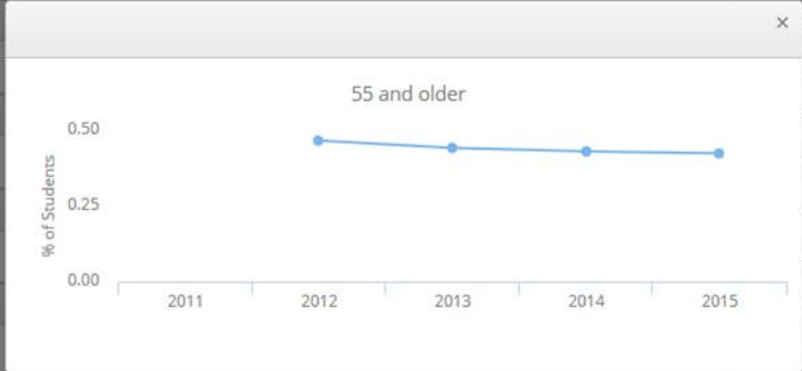
In the selected year

	Selected Year	
Total Adults Served in Both Instructional Programs and Services <i>i</i>		Trend
Selected Year		
Total Adults Served in Student Support and Career Services <i>i</i>		Trend
Selected Year		
Total Adults Served in Instructional Programs <i>i</i>	44,777	Trend
Selected Year		
Total Participants with 12+ Contact Hours <i>i</i>	30,272	Trend










In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.

Selected Year		
30 to 34 	11 %	Trend
Selected Year		
35 to 39 	9 %	Trend
Selected Year		
40 to 54 	22 %	Trend
Selected Year		
55 and older 	32 %	Trend
<i>Barriers to Employment</i>		
Selected Year		
Limited English Proficiency 	28 %	Trend
Selected Year		
Low Income 	12 %	Trend
Selected Year		
Single Parents 	5 %	Trend
Selected Year		
Displaced Homemakers 	6 %	Trend
Selected Year		
Foster Youth 	1 %	Trend

White	19 %	Trend
Age Group		
Selected Year		
18 to 19	3 %	Trend
Selected Year		
20 to 24	10 %	Trend
Selected Year		
25 to 29	9 %	Trend
Selected Year		
30 to 34	9 %	Trend
Selected Year		
35 to 39	9 %	Trend
Selected Year		
40 to 54	9 %	Trend
Selected Year		
55 and older	42 %	Trend
Barriers to Employment		
Selected Year		
Limited English Proficiency	28 %	Trend



Among students with 1+ instructional contact hours in the selected year

Selected Year		
Transitioned to Another Adult Ed Program Area 	1 %	Trend
Selected Year		
Transitioned to Post-Secondary 	4 %	Trend
Selected Year		
Transitioned to Noncredit College Courses 	2 %	Trend
Selected Year		
Transitioned to Credit College Courses 	3 %	Trend
Selected Year		
Enrolled in Adult Education Course After Taking a College Course 	18 %	Trend
Selected Year		
Transitioned from Noncredit to Credit Courses 	64 %	Trend
Selected Year		
Completed 6+ Post-Secondary Units 	87 %	Trend
Selected Year		
Received a Pell Grant 	56 %	Trend
Selected Year		
Attained a 2.0 GPA or Higher in College 	92 %	Trend

Program Size

Student Characteristics

Milestones






Transitions

Basic Skills

Awards

Employment

Among former adult ed students who subsequently enrolled in community college in the selected year

	Selected Year	
Took a Postsecondary Basic Skills ESL Course 	32 %	Trend
	Selected Year	
Took a Postsecondary Basic Skills English or Reading Course 	23 %	Trend
	Selected Year	
Took a Postsecondary Basic Skills Math Course 	28 %	Trend
	Selected Year	
Took a Transfer-Level English Course 	14 %	Trend
	Selected Year	
Took a Transfer-Level Math Course 	13 %	Trend

In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.

Program Size

Student Characteristics

Milestones








Transitions

Basic Skills

Awards

Employment

Among adult education students who exited in the selected year

	Selected Year	
Completed an Adult Education Program 	1,195	Trend
	Selected Year	
Completed a Community College Award 	654	Trend
	Selected Year	
Completed a Noncredit Community College Certificate 	1,229	Trend
	Selected Year	
Completed a Credit Low-Unit Community College Certificate 	8	Trend
	Selected Year	
Completed a Credit High-Unit Community College Certificate 	30	Trend
	Selected Year	
Completed an Associate Degree 	87	Trend
	Selected Year	
Time to Earning a Community College Award 	0.6	Trend

In order to protect the identity of individual students, asterisks are displayed when fewer than ten students are in the data set.

Among adult education students who exited in the selected year

Selected Year		
Employed or Ongoing Training in the Second Quarter After Exit (All Exiters) ⓘ	2,612	Trend
Selected Year		
Employed or Ongoing Training in the Second Quarter After Exit (Attended Adult School Only) ⓘ	1,919	Trend
Selected Year		
Employed or Ongoing Training in the Second Quarter After Exit (Post-Secondary Noncredit Coursework) ⓘ	193	Trend
Selected Year		
Employed or Ongoing Training in the Second Quarter After Exit (Post-Secondary Credit Coursework) ⓘ	680	Trend
Selected Year		
Employed or Ongoing Training in the Fourth Quarter After Exit (All Exiters) ⓘ	2,602	Trend
Selected Year		
Employed or Ongoing Training in the Fourth Quarter After Exit (Attended Adult School Only) ⓘ	1,907	Trend
Selected Year		
Employed or Ongoing Training in the Fourth Quarter After Exit (Post-Secondary Noncredit Coursework) ⓘ	194	Trend
Selected Year		
Employed or Ongoing Training in the Fourth Quarter After Exit (Post-Secondary Credit Coursework) ⓘ	681	Trend
Selected Year		
Median Change in Earnings (All Exiters) ⓘ	\$2,775	Trend

Data Uploads

Adult Schools

- Export data from TopsPro Enterprise/CASAS, ASAP, Community Pro, Aeries, School Gauge, or (possibly) Classmate
- Or populate a file template from local data systems

Colleges

- Most data will be automatically uploaded from the Chancellor's Office (through existing Cal-PASS Plus MOUs)
- Some information will need to be uploaded manually because it is not included in the Chancellor's Office system

Local Data Requirements: Programs

Every instance must be tagged with a code to specify which of the program areas are being served:

- Instructional offerings
- Support services

This data collection should be captured through a local student information system.

Local Data Requirements: Student Information

- Complete first and last names, date of birth, and gender, plus social security number (if collected)
- Highest school grade completed
- Employment status upon entering the adult education program (including whether the participant is employed or long-term unemployed)
- Earnings upon entrance

Consortia may want to consider a common intake form

Local Data Requirements: Student Characteristics

- Gender
- Ethnicity
- Age
- Disabilities
- Limited English proficiency
- Low income
- Single parents
- Displaced homemakers
- Exhausting TANF within two years
- Foster youth
- Ex-offenders
- Homeless
- Migrant and seasonal farm workers

Local Data Requirements: Participation

Whether and when individual participants:

- Participated in instructional offerings, using contact hours
- Received support services
- Improved educational functioning levels
- Completed adult education programs
- Earned a high school diploma or equivalent

This data collection should be captured through a local student information system.

Local Data Requirements: Employment

Whether and when individual students:

- Were placed in a job
- Earnings after exit

If data matches to the state wage file are not conducted, providers will need to collect this directly from students.

Pilot Participation

Requires:

- K-12 providers: signing up and signing an MOU
- CCC providers: signing up
- Providing data (K-12: mandatory, CCC: optional)
- Testing the interface
- No fees

Questions

What would you like to know?

Find Out More

1) Download this presentation:

<http://bit.ly/AdultEdTabAEBG11-1>

2) Sign up for the pilot:

<http://bit.ly/LaunchBoardAdultEdPilot>

3) Comment on the draft data element dictionary:

<http://bit.ly/AdultEdTabDED>

4) Ask questions: launchboard@cccco.edu