CALIFORNIA
ADULT EDUCATION

CAEP FACT SHEET

HOW TO GUIDE

September 2021

CAEP FACT SHEET: HOW TO GUIDE

CONTENTS

The CAEP Fact Sheet: Key Elements 3

Background Information 4

General Information 5

   CAEP Fact Sheet Organizing Structure 5

   General Tips for Using the CAEP Fact Sheet 5

      Additional notes 8

Dig Deeper into the Data 9

   Tab: Demographic Data 9

      Demographic Data Filters 10

      Demographic Data: Use Case Scenario 10

   Tab: Demographic Data Comparisons 13

      AEP Demographic Data Filters 13

      Demographic Data Comparisons: Use Case Scenario 14

   Tab: Adult education pipeline Transitions 17

      Transitions: Use Case Scenario 18

   Tab: Labor Market Information 20

      Labor Market Information Filters 20

      Labor Market Information: Use Case Scenario 22

THE CAEP FACT SHEET: KEY ELEMENTS

ELEMENTS OF THE FACT SHEET	PURPOSE
Ready access to your consortium's demographics	• Identify community characteristics • Identify community need • Identify refined population characteristics (e.g., "No high school diploma" and "Limited English")
Easy comparison between demographic and AEP Dashboard data	• Compare your consortium's general population to your CAEP adult learner population • Identify gaps and successes • Identify target goals
Nuanced focus on CAEP Transitions Outcomes	• Identify learner populations in need of support or targeted outreach • Compare and contrast multiple demographics and outcomes • Identify areas of success to build upon • Identify gaps in service or outcomes • Identify target goals
Key Labor Market Information	• Identify local labor, training and educational needs • Identify target occupations aligned to learner education and training • Identify occupations with living wages (adjusted for cost of living) • Identify industry pathways • Identify programming opportunities to meet language, literacy, and occupational skills needed to enter a career pathway

BACKGROUND INFORMATION

The CAEP Fact Sheet dashboard has been designed to provide the viewer with key data that can inform the CAEP Three Year Plan Needs Assessment. The CAEP Fact Sheet is a useful resource for planning and assessing a consortium's programming and services that will best serve your community. We have culled a variety of data points from multiple sources, such as the American Community Survey database, the Adult Education Pipeline dashboard, and a variety of Labor Market Information sources. We have also included additional information based on analyses of data that cut across a data sources to provide the user with more refined information about their consortium activities or populations served.

The information on the CAEP Fact Sheet is meant to be a starting point for a needs assessment, consortium planning conversations, identifying and exploring possible pathways that lead to economic stability. The data offer insights to key population demographic trends, local labor market information and some of your CAEP adult learner outcome trends. We encourage you to use the data in this factsheet to:

- Identify successes you may want to replicate
- Determine gaps in those being served and services provided
- Discover points of surprises or concerns that prompt further inquiry
- Explore or collect additional data, such as informational interviews with students and employers, other data tools, or conduct an evaluation to generate strategies or solutions

This How-To-Guide will introduce you to the CAEP Fact Sheet, the content, and offer tips on how the data provided on the Fact Sheet can be used to inform your Three Year Plan needs assessment and promote exploratory conversations with consortium members to identify targets and strategies for your plan.

GENERAL INFORMATION
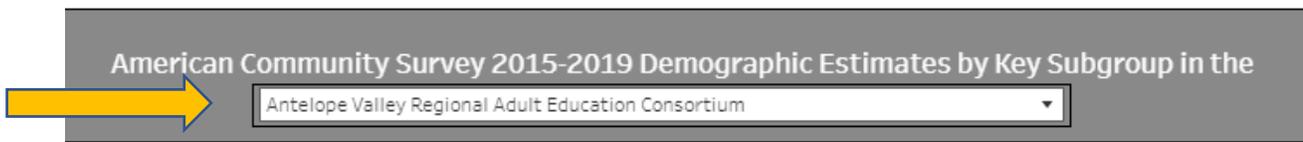
CAEP FACT SHEET ORGANIZING STRUCTURE

The CAEP Fact Sheet are organized by four tabs:

- *Demographic Data:* Local population statistics viewable by consortium
- *Demographic Data Comparisons:* Population statistics that compare local demographic data to your adult learner demographic data (viewable by Individuals Served, Participants, and Participants enrolled in each program area)
- *Adult Education Transitions:* Your consortium's adult learners transition outcomes—overall postsecondary, CTE, and credit—viewable by age, race/ethnicity, and program area
- *Labor Market Information:* Top sector and occupations information (e.g., openings, outlook, median wage) viewable by Macro Region, Micro Region, and County level, as well as, filtered by Educational, Training, and Experience needed

GENERAL TIPS FOR USING THE CAEP FACT SHEET

Here are some general tips for using the CAEP Fact Sheet.

TIP: Each Tab on the CAEP Fact Sheet can be filtered by consortium.

American Community Survey 2015-2019 Demographic Estimates by Key Subgroup in the

Antelope Valley Regional Adult Education Consortium

Select the consortium of interest from the dropdown member. The data on the page will update automatically.

| ACS-AEP Comparisons | LMI Data |

American Community Survey 2015-2019 Demographic Estimates by Key Subgroup in the

Antelope Valley Regional Adult Education Consortium

About Students Regional Consortium- Riverside
Accel San Mateo County
Adult Education Pathways
Allan Hancock Community College Consortium
Antelope Valley Regional Adult Education Consortium
Barstow Area Consortium for Adult Education
Butte-Glenn Adult Ed Consortium
Capital Adult Education Regional Consortium
Chabot-Las Positas/Mid-Alameda County Consortium

2,169,907 — Overall population (age..

303,979 — Adults w/disabilit

499,200 — high school diploma

86, — Unem

Age | Race/Ethnicity

TIP: Each Tab features different optional filters, accompanied by a dropdown menu for easy selection. Filters will allow you to look at a subset of the data, so that you can get details about specific student groups or programs. Some pages may have multiple filter possibilities (see *Example 2*)

Example 1: Adult Education Transitions Tab

Adult Education Pipeline Transitions

OVERALL

Select a Consortium (All) | Transition Type (All)
☑ Transition to postsecondary
☑ Transition to CTE
☑ Transition to non-developmental credit college course

| Transition to postsecondary | Transition to CTE | Transition to non-developmental credit college course |

Overall: 19% | 13% | 7%

Example 2: Labor Market Information Tab

2021 Labor Market Information

Filter by Location
Macro Region (All)
Micro Region (All)
County (All)

Filter by Job Characteristic
Typical Entry Level Education (All)
Typical On-The-Job Training
Typical Work Experience Required

☑ (All)
☑ Associate's degree
☑ Bachelor's degree
☑ Doctoral or professional degree
☑ High school diploma or equivalent
☑ Master's degree
☑ N/A
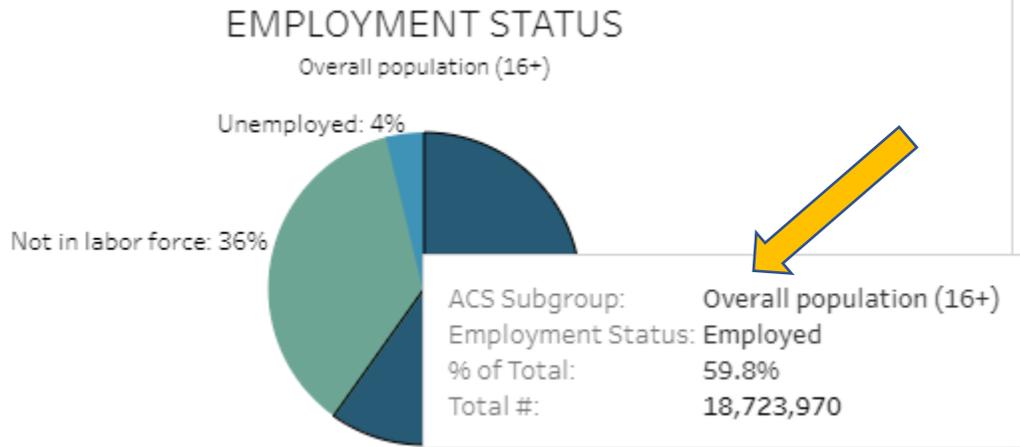☑ No formal educational credential
☑ Postsecondary nondegree award
☑ Some college, no degree

Average Unemployment Rate (as of 06/2021)

10 LARGEST INDUSTRIES
Health Care and Social Assistance 2,868,918

10 FASTEST GROW
Service Unit Operators

6

TIP: Hover over icons, graph bars, or numerals for additional information. This feature is particularly useful to identify numerals and percentages at the same time.

EMPLOYMENT STATUS
Overall population (16+)

Unemployed: 4%

Not in labor force: 36%

ACS Subgroup:	Overall population (16+)
Employment Status:	Employed
% of Total:	59.8%
Total #:	18,723,970

TIP: Print or download your data using the icons in the upper right hand of your screen. Click the icon, then the select your file format for download from the dropdown menu. The download feature allows you to download the full tab; individual charts are not available for download. *Note:* The dropdown menu will appear in the middle of your screen at the bottom.

1

2

Download ✕

Select your file format.

Image
Data
Crosstab
PDF
PowerPoint
Tableau Workbook
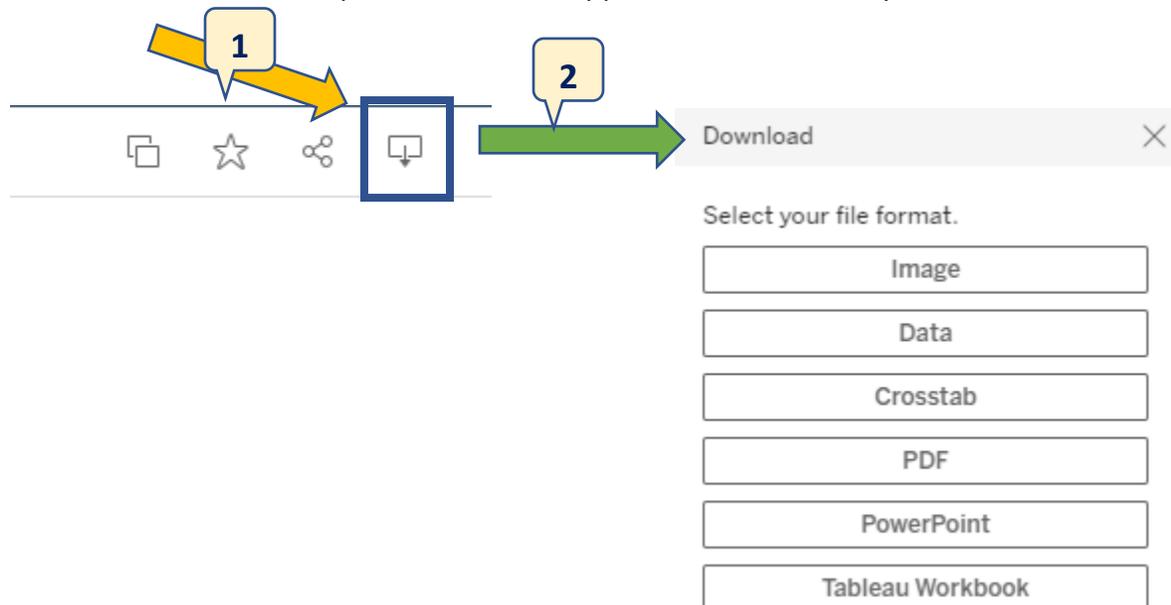
TIP: Click on the "?" icon for links to helpful resources and source documents.

ADDITIONAL NOTES

- *Excluded Data:* Masked values and Unknown values have been excluded from the data displayed on the CAEP Fact Sheets.
- *Data Point is Not Populated:* If data does not appear for a data point, this is most likely due to either not having data available or the data has been masked for that data point (*see example below*). Data is masked in instances where the data count is small; in keeping with FERPA guidance privacy protection, these data can not be shared.

Example: Data Point Populated v. Data Point Not Populated
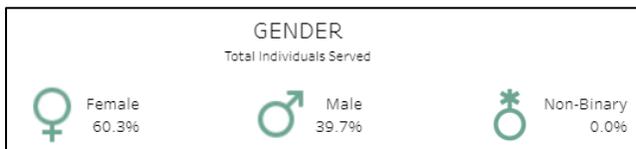
- *Gender:* American Community Survey (ACS) only provides data for "Female" and "Male", whereas the Adult Education Pipeline (AEP) includes "Non-Binary" as a reported category. To note: The AEP reports "Non-Binary", "Multiple Categories Reported", and "Masked Values." For the CAEP Fact Sheet Dashboard, "Non-Binary" and "Multiple Categories Reported" are reported as a single count under "Non-Binary".
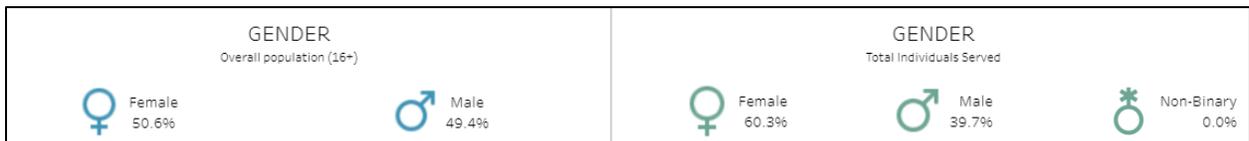
- *Incorrect Data:* If you believe the data on the CAEP Fact Sheets is incorrect, please contact Blaire (btoso@wested.org).

DIG DEEPER INTO THE DATA

TAB: DEMOGRAPHIC DATA
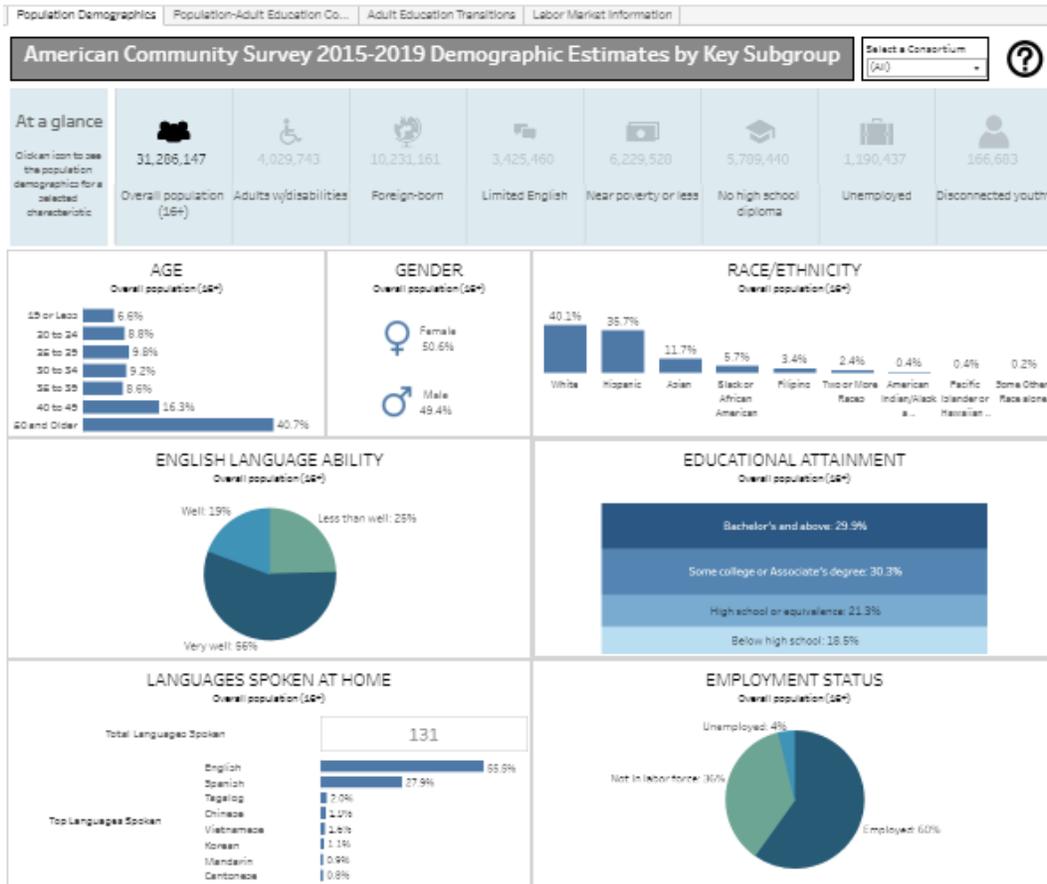
This tab provides information on your consortium's demographics (source: American Community Survey (YEARS? disaggregated by CAEP consortia).

View your consortium's general demographics

- Age
- Gender
- Race/Ethnicity
- English Language Ability
- Educational Attainment

CAEP Fact Sheet: How to Guide (DRAFT 9-8-21)

- Languages Spoken at Home (Note: to the left is the total documented Languages Spoken at Home; the left graph identifies the 10 top languages spoken at home in your consortium)
- Employment Status

DEMOGRAPHIC DATA FILTERS

This tab will initially populate with demographics by **Total Population** which represents all individuals living within the consortia boundaries ages 16 years and older.

Use the other categories on the **At a Glance** row to refine your understanding of local demographics.

At a glance								
Click an icon to see the population demographics for a selected characteristic	31,286,147	4,029,743	10,231,161	3,425,460	6,229,528	5,789,440	1,190,437	166,683
	Overall population (16+)	Adults w/disabilities	Foreign-born	Limited English	Near poverty or less	No high school diploma	Unemployed	Disconnected youth*

Using the At a Glance feature, you can **filter by the following demographic characteristics**:

- Adults with Disabilities
- Foreign-born
- Limited English
- Near Poverty or less (Calculated at 150% of Poverty Level)
- No high school diploma
- Unemployed
- Disconnected Youth (Definition: Individuals aged 16-24 who are not attending school and unemployed)

This information can help you:

- Easily identify information on populations with the greatest barriers to and most in need of pursuing education and training that leads to additional education and employment opportunities. For example, you can filter by "No high school diploma." You can use this information to prompt you to explore who might most need services and identify a targeted outreach strategy for your 3-Year Plan.

DEMOGRAPHIC DATA: USE CASE SCENARIO

10

STEP 1: Identify a Point of Interest or Curiosity

Review your data and ask: "Where do we see gaps, disparities, inequities, successes, or trends in our data?" For example, when looking at your data, you notice two data points: First, your consortium has a high percentage of 16–24-year-olds without a high school diploma. This would prompt the questions:

- Are 16–24-year-olds being served by our consortium?
- What living wage employment opportunities are available for 16-24-year-olds and what kind of education and training opportunities are needed?

STEP 2: Identify Key Questions

Second, you see that your consortium has a high percentage of people who speak English "Less than well" aligned with Spanish as being rated as the primary "Language Spoken at Home." This would prompt you to explore:

- Should we offer an ESL class that builds basic literacy skills (ABE) or higher-level skills (ASE) that supports learners in earning a High School Equivalency (HSE) certificate?
- Are there opportunities to create IELCE programs that incorporate short-term skills training for in-demand jobs with pathways to advancement with English Language Learning?

Consider those data points together, and then refine your questions to those that are most important or salient to your consortium:

- Would 16-24-year-olds in the region benefit from ESL Classes?

STEP 3: Gather Targeted Data

Now that the data have pointed you toward this question, you will want to dig into these questions by gathering additional data.

- You might explore: What are the current ESL offerings in your consortium? Do they address occupational skills or workforce preparation? Are they marketed to 16-24-year-olds?
- You may conduct informational interviews with non-native speakers of English in this target demographic or with current adult learners who are prospective students for more targeted IELCE courses.

Step 4: Analyze and Plan

Depending on the answers to these questions, you may design a plan to reach out to and recruitment more 16-24-year-olds, invest in training opportunities that align to identified interests and labor market needs or determine that this is a need that is already being met or is not a fruitful avenue to explore.

Other Explorations

- Your consortium has identified addressing career pathways and unemployment rates in your county. In reviewing the demographics using the "Unemployed" filter, you notice that there is a fairly even split between those who have a high school diploma or the equivalent and below high school. This could prompt you to explore your consortium's CTE offerings and how they align to local job opportunities (visit the Labor Market Information tab to explore Job Openings and Fastest Growing Occupations).

TAB: DEMOGRAPHIC DATA COMPARISONS
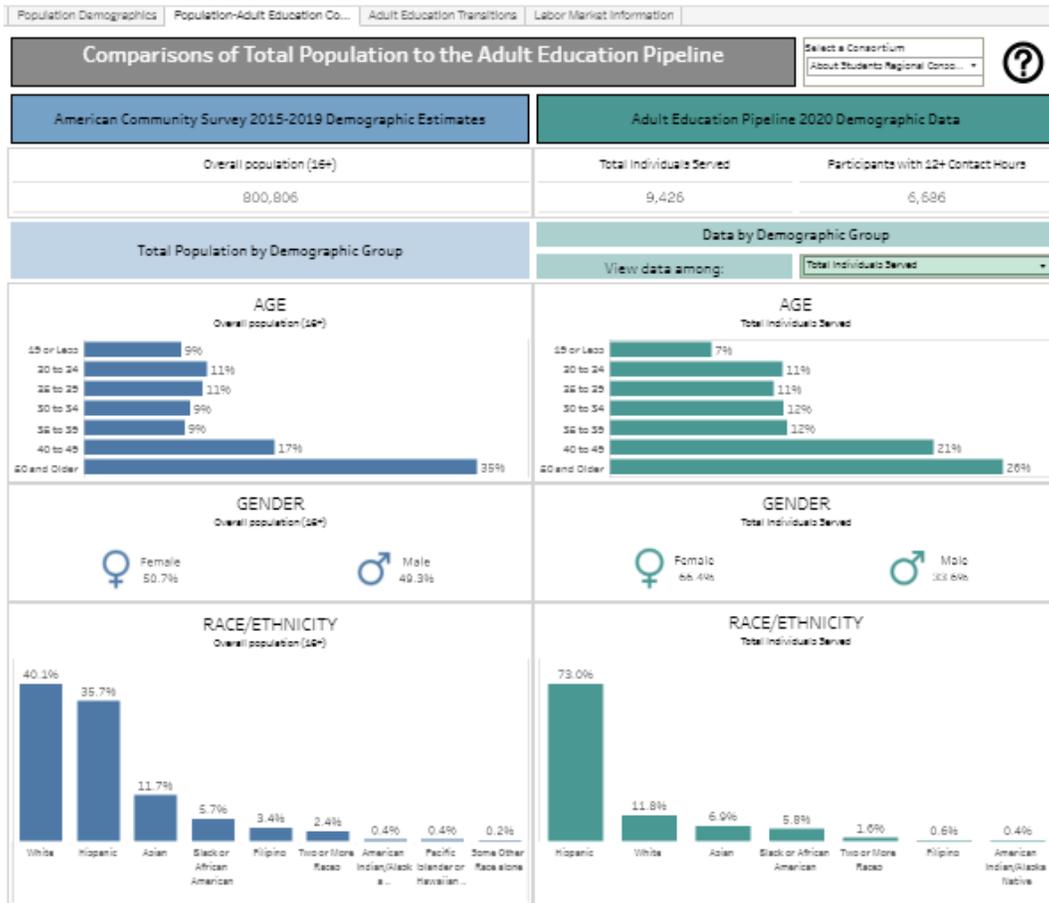
This tab offers a **comparison view between key consortia demographics** and **Adult Education Pipeline demographic** data. This offers a useful and easy way to identify who you are serving in comparison to your consortium's general population.

The key demographics presented are:

- Age Range
- Gender
- Race/Ethnicity

AEP DEMOGRAPHIC DATA FILTERS

For the AEP data you can refine these key demographic points by Total Served, Participants, and five of the CAEP Program Areas:

- Total Individuals Served and Participants
- Participants with 12+ Contact Hours

- Participants in Adult Basic Education (ABE)
- Participants in Adult Secondary Education (ASE)
- Participants in Career and Technical Education (CTE)
- Participants in English as a Second Language (ESL)
- Participants in Programs for Adult with Disabilities
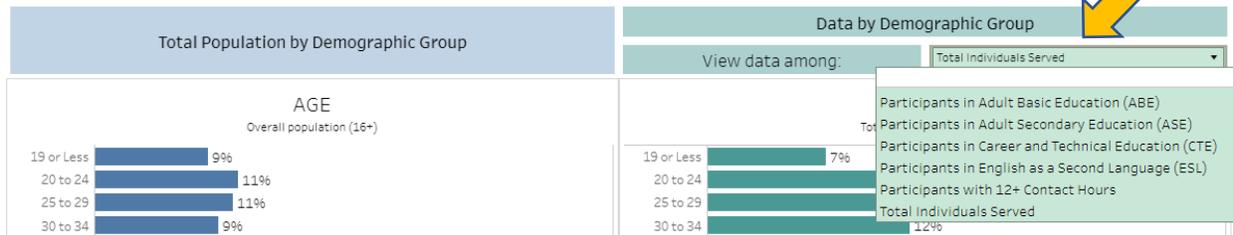
This information can help you:

- Identify areas of success that you may want to continue to build on by intensifying services, identifying new educational offerings, or through targeted outreach.
- Identify gaps, such as under-serving Hispanic or Asian populations, and establish targets and strategies that focus on increasing enrollment and retention for these groups.

Additional Resources to Explore your AEP data

If you would like more information on exploring equity gaps, be sure to check out the Using Filters to Improve Equity Infographic on the Adult Education Pipeline Resource Library.

Explore the AEP Data Story resource. This interactive resource will allow you to explore your consortium's enrollment, outcomes, and barrier trends in greater depth. This resource nuances the Adult Education Pipeline Dashboard allowing for a richer look at your data which identify employment trends, participation rates, and barriers experienced by demographic and subgroup.

DEMOGRAPHIC DATA COMPARISONS: USE CASE SCENARIO

STEP 1: Identify a Point of Interest or Curiosity

When looking at your data, you notice two data points: Your Adult Education Pipeline CTE reports that 75% of enrolled Participants in CTE programs are female, whereas on 25% of enrolled Participants in CTE are male; however, your general

demographic data (ACS) identifies that your consortium has a fairly even split between female and male. This would prompt the questions:

- Are females more in need of training than males (e.g., higher unemployment, lower levels of poverty)?

STEP 2: Identify Key Questions

You examine your consortium's demographic data and find that the gender split on unemployment, poverty, and educational attainment are also fairly even. Which may prompt you to dig a little deeper?

- Why are females enrolling in CTE courses than males?
- What CTE courses are being offered and are there gender patterns between different courses?
- How are CTE courses being marketed? What are current recruitment strategies?

Consider those questions and then boil it down to the primary question(s) you want to explore, and then ask questions such as:

- Are there opportunities to create CTE programs that better engage males?

STEP 3: Gather Targeted Data

Now that the data have pointed you toward this question, you will want to dig into these questions by gathering additional data. Note: You may want to return to some of your earlier questions to help inform the data you need to capture.

- You might map the current CTE offerings in your consortium.
- You could explore the current outreach and recruitment strategies by reviewing collateral and interviewing program staff.
- You may conduct informational interviews with your target demographic to get insights about what might interest or engage them in CTE courses.

Step 4: Analyze and Plan

Depending on the answers to these questions, you may decide to work on a targeted consortium wide member information and outreach campaign to engage males in CTE courses.

Or you may determine that CTE courses need to think about redesigning activities that may better engage males (e.g., are there work-based learning opportunities) or you may identify a new CTE offering.

Other Explorations

- Your consortium identifies that your overall consortium demographics (ACS) skews toward enrolling learners in the age groups 40-49 and 50 and older. This could prompt you to explore how your consortium members might increase enrollment in younger age groups.
- Your consortium compares the number of Individuals Served to the number of people who do not have a high school diploma or the equivalent. You may identify the need to determine whether there is a need to increase the numbers of individuals served.
- Your consortium identifies that your consortium appears to be serving Asian learners when comparing general population demographics to Individuals Served; however, there is a large gap in retention when comparing general population demographics, Individuals Served and Participants, as well as to other Race/Ethnicity categories. You may decide to delve into this issue.

TAB: ADULT EDUCATION PIPELINE TRANSITIONS
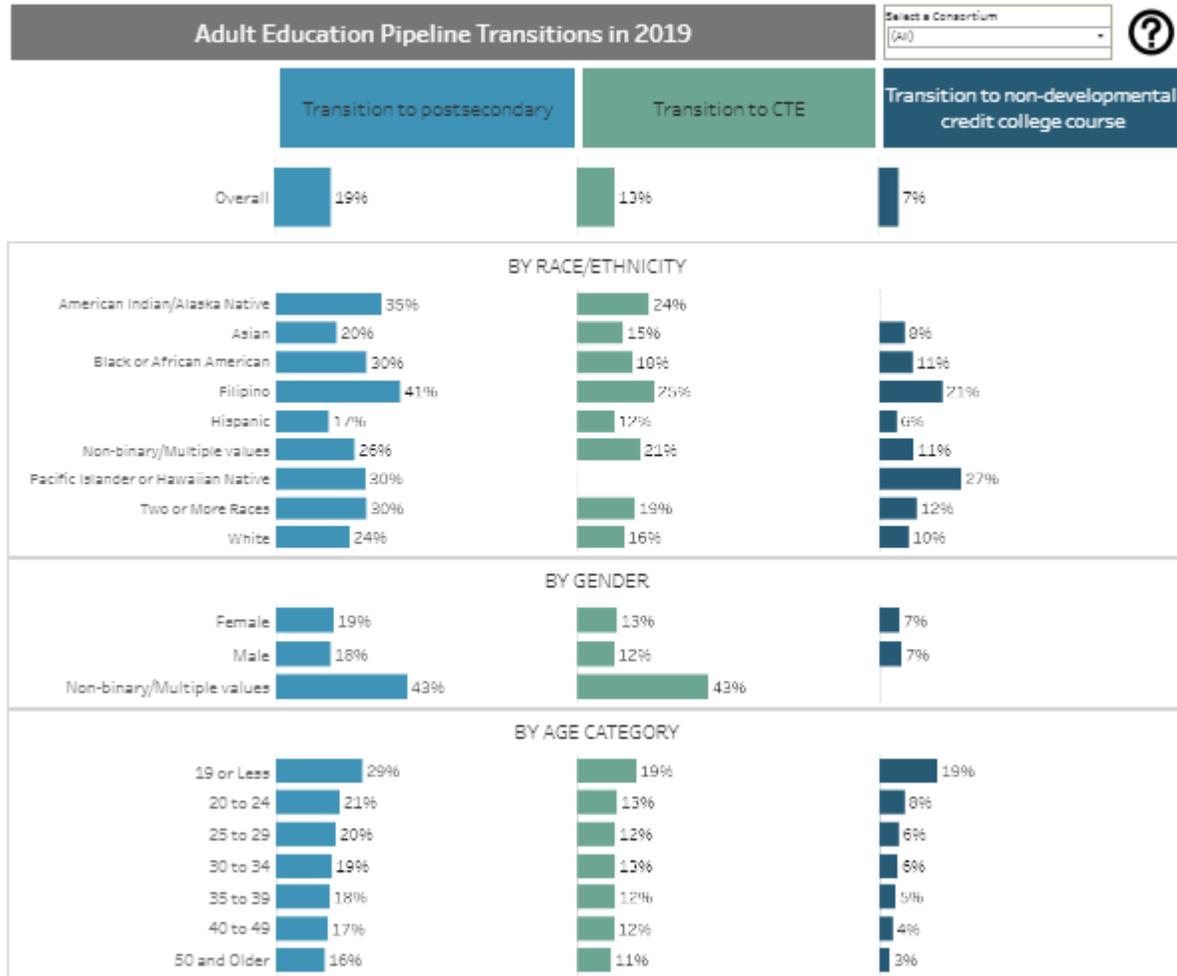
This tab provides data for the AEP Dashboard Transition outcomes. They are easily viewable by three primary transitions:

- Transitions to Postsecondary
- Transitions to CTE
- Transitions to Non-Development Credit College Course.

Additionally, they are viewable in a comparison format by:

- Race/Ethnicity
- Gender
- Age.

This information can help you:

- Identify general and refined transition trends across population sub-groups in one view.
- Identify success and gaps in transition rates, prompting you to identify a focus for further research and strategy exploration or goal setting.

TRANSITIONS: USE CASE SCENARIO

STEP 1: Identify a Point of Interest or Curiosity

When looking at your Overall Transition rates, you notice that the rate is below 10% indicating an outcome that has potential for growth. As you look further, you notice that your consortium enrolls high numbers of learners in the 16+ to 29 age categories, yet your transitions to postsecondary are higher in the 30-39 age range. This might prompt the question:

- Are there opportunities for our consortium to better support adult learner transitions to postsecondary training and education?

STEP 2: Identify Key Questions

In response to this question, you explore your data further you identify several areas to question, for example 1) a high number of Reportable Individuals do not become Participants (viewable on tab 2); 2) key race/ethnicity groups, Hispanic and Asian, are not completing a transition; 3) transitions to non-developmental college courses are minimal at best. This might prompt you to ask a variety of questions to identify targets and strategies for increasing learner transitions to postsecondary.

- What are learners' educational and employment goals, specifically for learners in the 16+ to 29 age categories upon enrolling in classes?
- Do our program offerings align to the goals of these learners?
- How are we engaging and supporting Latino and Asian students?
- What transition supports or information do we provide that meet identified learner needs? How are they embedded throughout the learner journey?
- What is the identified learner pathway into adult education through postsecondary for adult learners?

STEP 3: Gather Targeted Data

Now that you have identified these questions, you will want to dig into these questions by gathering additional data and evaluating your services and programming to inform your Three Year Plan.

- You may conduct informational interviews with current adult learners who have made a successful transition and what has most supported their transitions. You focus on those learners who can speak to the student demographic you have identified as possibly experiencing an equity gap in outcomes.
- You may conduct informational interviews with your target demographic (age and ethnicity) to get insights about their education and career goals and what might interest and support them in transitioning and persisting to postsecondary CTE and credit courses.
- Your consortium members might conduct a gap analysis and evaluate support services, especially transition services. You could do this by conducting a leaner walk.
- Using the AEP dashboard data, you could identify similar consortia that have higher transition rates and conduct informational interviews.
- You could explore occupational outlook data to identify a clear occupation that would encourage transitions or co-enrollment into CTE courses that have a concrete career pathway or outcome upon finishing the course.

Step 4: Analyze and Plan

Once you have collected the information you will need to analyze it and decide to increase transition or navigation services for learners, accompanied by a formative evaluation plan to gauge the effectiveness of these targeted services.

Or you may create a targeted enrollment and retention strategy for younger Latino and/or Asian adults.

TAB: LABOR MARKET INFORMATION
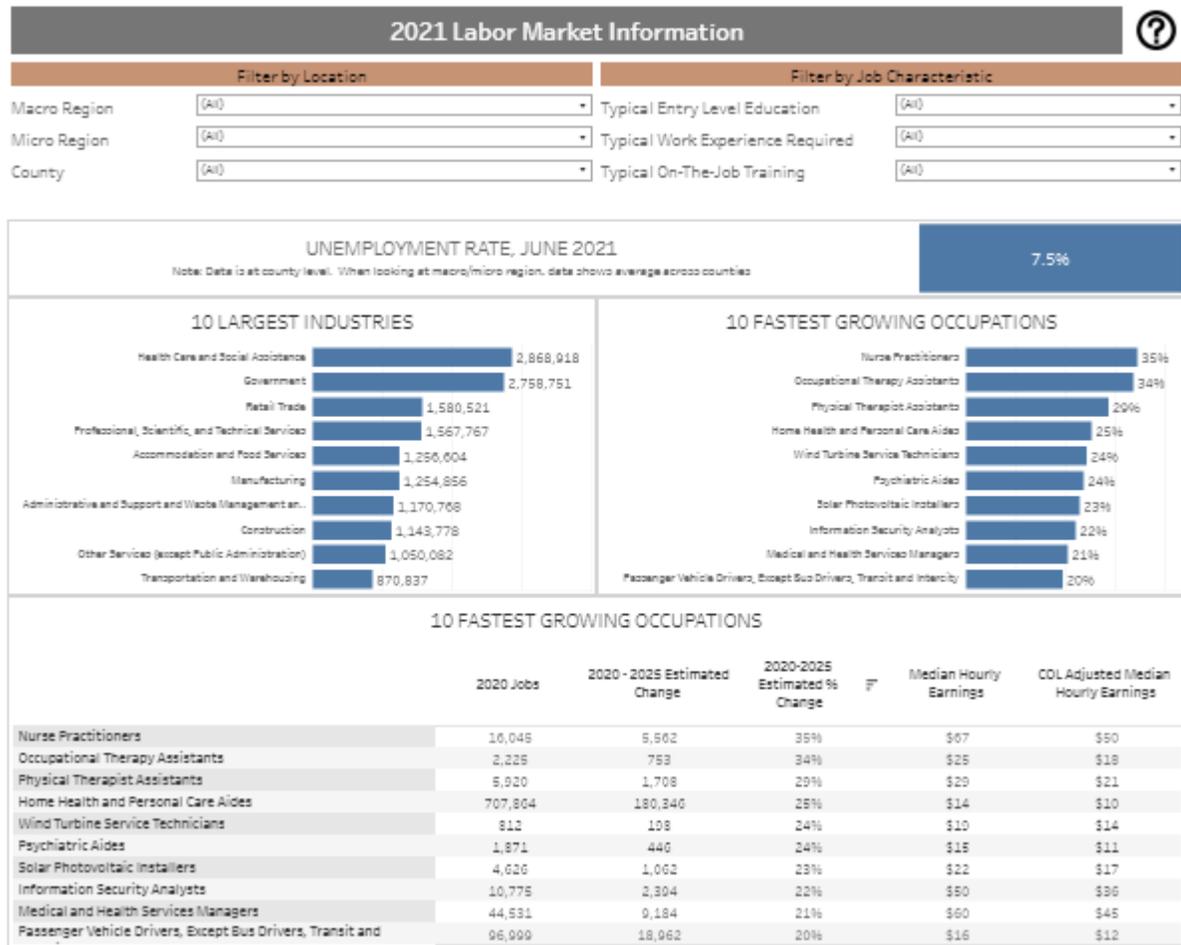
This tab provides Labor Market Information on the following Data Points:

- Unemployment Rate (upper right-hand corner of the page)
- 10 Top Industry Sectors
- 10 Highest Projected Job Growth Rate for 2020-2025
- 10 Fastest Growing Occupations with associated Median Hourly Wage and Cost of Living Adjusted Wage

LABOR MARKET INFORMATION FILTERS

You can filter these data points by two primary Filters and then by sub filters. Once you set your filters, the page will populate so that you can see occupations and openings that meet your criteria. *NOTE: You can use multiple filters at the same time.*

- **Filter by Location**

These location filters allow you to explore your LMI based on region or at the county-level. Having these options offers consortia that cross counties the ability to explore job demand at the Macro or Microregion level, or for consortia who may have high levels of out-bound commuting they can observe specific LMI for neighboring counties, or consortia can explore local employment opportunities at the county level.

- o Macro Region
- o Micro Region
- o County

- **Filter by Job Characteristic**

These filters enable you to explore possible employment opportunities based on education and levels of work experience needed. All three of the sub filters are important for exploring the job outlook and occupations that your adult learners might want to target.

Typical Entry Level Education

- ▪ No formal educational credential
- ▪ High school diploma or equivalent
- ▪ Some college, no degree
- ▪ Postsecondary nondegree award
- ▪ Associate Degree
- ▪ Bachelor's degree
- ▪ Master's degree
- ▪ Doctoral of professional degree

Typical On-the-Job Training

- Apprenticeship
- Internship/residency
- Long-term on-the-job training
- Short-term on-the-job training
- None

Typical Work Experience Required

- 5 years or more
- Less than 5 years
- None

This information can help you:

- Identify occupations that require some postsecondary education/training and possess opportunities for career advancement.
- Identify long-term career trajectories leading to living wage, in-demand jobs
- Identify high priority sectors and associated skills to inform educational content
- Assess educational programming alignment with local labor market needs
- Identify education and training needed for emerging occupations
- Classify in-demand target jobs and career pathways for adult learners

LABOR MARKET INFORMATION: USE CASE SCENARIO

STEP 1: Identify a Point of Interest or Curiosity

Identify a high priority sector by reviewing the "10 Largest Industries" chart which could offer employment opportunities that scaffold from entry level jobs to a variety of other jobs that lead to living wage jobs.

10 LARGEST INDUSTRIES

Industry	Value
Professional, Scientific, and Technical Services	181,432
Government	118,354
Health Care and Social Assistance	90,655
Information	66,676
Other Services (except Public Administration)	61,546
Finance and Insurance	51,420
Accommodation and Food Services	39,354
Retail Trade	37,359
Administrative and Support and Waste Management an..	32,882
Construction	30,385

STEP 2: Identify Key Questions

Once you have identified the industry you would like to focus on you may ask:

Does our county or Micro Region offer scaffolded employment opportunities and are they living wage jobs? For example, exploring the Professional, Scientific, and Technical Services, you notice that with a high school diploma or the equivalent, one can become a semi-conductor process technician, which with increasing education move to additional energy occupations, such as wind and nuclear technician and engineer. (*For help see* **TIP:** *Explore scaffolded employment opportunities & jobs using the "Typical Entry Level Education" filter on page 25.*)

Once you have established that there is a viable pathway, you may want to ask:

- Is this a viable pathway for our consortium?
- What do we need to do to build out this pathway?
- Do we have an interested adult learner population?

STEP 3: Gather Targeted Data

Now that the data have pointed you toward this question, you will want to dig into these questions by gathering additional data.

- You may want to identify the knowledge, credentials, and training that adult learners need to obtain jobs on this pathway and then determine what educational offerings and services already exist that support learners in gaining the occupational, adult basic literacy skills, and workforce preparation skills for the identified jobs on this pathway.
- Or you could: Identify any gaps in services or educational offerings that offer a complete pathway.
- You might conduct meetings with industry employers to determine if one might partner to build curriculum or offer training or employment.
- You may conduct informational interviews with potential or current adult learners who might help determine if this is a pathway of interest for your target population.

Step 4: Analyze and Plan

Based on the information you gather in Step 3 you may want to work with consortium members to identify strategies to build a stronger pathway, such as developing a bridge program, engaging employer partners, building out cohesive services that create a seamless pathway between institutions or programs.

Keep in mind that a pathway should offer learners a realistic educational and occupational pathway. Remember that a pathway can branch into a variety of jobs within an industry sector as long as the progression is logical and builds transferable academic and occupational skills. Additionally, identifying these pathways for educational opportunities allows your consortium members to build a strategic plan for meeting adult learner needs in a coherent manner that bridges gaps in services for learners.

Other Explorations

- Your consortium spans multiple counties, you can explore your data by Macro and Micro region to include all zip codes and counties in the consortia region.
- Your consortium may be in a dense urban area that offers job opportunities in neighboring counties with accessible commuting routes, explore your occupational outlook by county first to identify the nearest in-demand, livable wage occupations, then by Macro and Micro region to account for adult learners' commuting patterns.

TIP: *Explore scaffolded employment opportunities & jobs using the "Typical Entry Level Education" filter.*

1. Select the level of education learners might attain as an entry level step (e.g., High School Equivalency)
2. View Highest Projected Job Openings and select a job that might be the foundation to a sector pathway.
3. Add an additional filter for a higher level of educational attainment that logically follows a learner's educational journey (e.g., Postsecondary nondegree award).
4. Identify jobs that would be available based on the previous jobs so that relevant field experience could support competitiveness for employment attainment in tandem with the additional education.
5. Continue this process to delineate a pathway that your consortium could develop.
6. As you conduct this process, identify the Median Hourly Wage and Cost of Living Adjusted Wage to better understand the income that an Occupation might.

Filter according to Educational Level

High School Diploma or Equivalent → Postsecondary nondegree award → Associate's Degree → Bachelor's degree
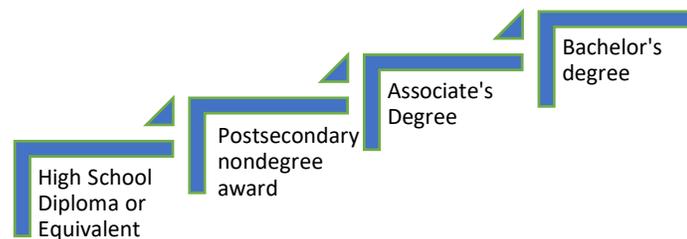
View Highest Projected Job Openings results and identify job openings related to the increased educational attainment

Home Health and Personal Care Aides → Phlebotomist → Occupational Therapist Assistant → Medical and Health Services Managers