

How Do CASAS and COMIS Data Align with the AEP Dashboard?

View a cross-walk of the three data sets and learn more about differences and common myths about data in the AEP.

The image shows two screenshots. The top one is a CASAS CAEP Summary report for California, 2019-2020. It features a large table with columns for 'Literacy Gains (Pre/Post)', 'CAEP Outcomes', and 'Services'. The bottom screenshot shows the AEP dashboard interface, including a navigation menu, a search filter for 'Education Status Summary Report', and a table with columns for 'Credit Student Count', 'Non-Credit Student Count', and their respective percentages.

Why does my data (in the AEP) look different from my CAEP Summary Reports?

- The Adult Education Pipeline combines two data sets (CASAS TOPSpro Enterprise and COMIS) and presents these data as unified outcomes on the dashboard, possibly increasing the counts on the AEP dashboard.
- Numbers in the data reports can differ given that each system collects data using different metrics and processes. The WestEd team in partnership with ERP uses calculations to equitably identify and include similar metrics from the different data systems.
- The data on the AEP dashboard uses validation methods to verify self-reported data. Metrics such as enrollment and employment outcomes are compared to college enrollment systems and the California EDD Unemployment Insurance files. These comparison checks can affect counts on the dashboard, usually reducing the counts in comparison to CAEP summary reports.
- The AEP dashboard data reporting requires student employment verification (Student must have SSN), and the dashboard does not include the CTEOS and CASAS TE survey data, as of yet. This is reflected in lower counts on the dashboard.
- Data files are provided to WestEd by CASAS and COMIS once a year (late winter and early spring, respectively). This makes it difficult for programs to review and correct data once data is ingested and published to the AEP dashboard. The AEP dashboard does not provide quarterly or semester updates.
- The CASAS TE data is provided as a static file so analysis of counts is not available for disaggregation or refinement to align with COMIS data sets.

Comparing the 3 Data Sets

PURPOSES	COMIS	TOPSPRO ENTERPRISE	AEP DASHBOARD
Institutions	Noncredit Community College (WIOA II) Noncredit Community College (non-WIOA II)	Noncredit Community College (WIOA II) Adult Schools	Noncredit Community College (WIOA II) Noncredit Community College (non-WIOA II) Adult Schools
Coding Resource	MIS Metrics Data Dictionary	WIOA II Data Dictionary Participant Individual Record Layout (PIRL)	AEP Metrics Data Dictionary
Updated	Semester & Yearly	Quarterly	Yearly
Track Data	Semester	Ongoing	Yearly
Verify & Review	DataMart Semester & Yearly COMIS Report Yearly & Submit Corrections	CAEP Reports: Quarterly & Yearly	Data on Dashboard Yearly
Adult Learner Population	Non-credit community college participants	WIOA II Noncredit community college participants Adult School participants	All CAEP participants Regions Consortium College Districts
Verification & Validation	Logic checks	Automated validation Data Integrity Reports	Match between institutions Deduplication EDD UI Verification
	Track regularly	Track regularly	Track annually
Data Informs	COMIS	CAEP WIOA NRS	CAEP Yearly Legislative Reports
Data Display	Data charts	Data charts Dashboard Drill downs	Data charts Graphs Drilldowns Comparison levels

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MYTH

COMIS does not have to meet the 12+ hour attendance threshold to be counted as a Participant.

Programs have expressed concern that student enrollment is not equitably captured. However, Noncredit Community Colleges and K12 Adult Education Schools must capture participation data that demonstrate learners have met the 12+ hour threshold and have a verified CAEP program enrollment to be counted on the dashboard as a PARTICIPANT, in accordance with state and WIOA policy.

MYTH

AEP only focuses on transitions to college and employment.

The AEP captures a variety of data related to an extended learner journey. The AEP displays relevant demographic, attendance, progression, completion, and transitions data. Importantly, AEP identifies major milestones in a learner's journey. For example, completion of an Immigrant Integration Milestone (I3), persistence both in number of hours and from year to year (within, across, or transition to institution(s)), transitions from ABE or ESL to ASE, as well as transitions to CTE and credit bearing courses. Additionally, the AEP captures student data no matter how long or short the learner journey is. If the learner's data is recorded in either COMIS or CASAS TE and submitted as part of the AEP data files, the student will be included in the AEP dashboard, as a Reportable Individual, and then in any relevant Participant-related metrics. (Participant: A Reportable Individual who has a verified enrollment and received 12+ hours of instructional hours or positive attendance hours across all enrollments.)

MYTH

EFL Gains on the AEP are not equitable because COMIS and CASAS capture the gains differently.

It is true that COMIS and CASAS TE measure this outcome differently; CASAS TE programs report Educational Functioning Level gains using the NRS-approved CASAS test; while non-credit community college programs may use the CASAS test they may also capture gains by the successful completion of a CB21 course. While these are not similar assessments, a task force developed a rubric that establishes alignment between CB21 ESL, Math, and English and the NRS Educational Functioning Levels (EFL). Community colleges are revising curriculum to ensure that it aligns with the NRS level expectations so that course completion and CASAS level achievements are comparable when viewed on the AEP dashboard. There is discussion that in the future, CASAS EFL gains and CB21 completion will be reported out separately under Measurable Skills Gains.