AEL Enrollments Statewide Report

Tableau Report User Documentation

## Screen Reader Users

* Some dashboards will have areas that read as graphics when they are just titles.
* The operator for “Performance Status” (-, +) may not read correctly for P performance status.
* For the download, which requires user credentials, follow the screen reader instructions to download row level data.
* For the Overview, the best options to download are by PDF for a formatted document and CSV for summary data (where the option exists.

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# Methodology

## Data Source

The data used to create this report is generated in TEAMS. Each night, the data stored in the TEAMS database is extracted and loaded into the Information Innovation & Insight (I|3) Enterprise Data Warehouse (EDW).

## Data Processing

Once the data has been loaded into the EDW, it is processed using the standard AEL methodology. This process includes merging tables, formatting data types, and creating calculated fields. Calculations for enrollments and performance are calculated in Tableau.

## Calculations and Definitions

* Participant: An individual with 12 or more direct contact hours within a period of participation (POP).
* Reportable Individual: An individual with less than 12 hours of direct contact hours during a POP.
* Distance Learner: An individual with more proxy hours than direct hours for the program year.
* Enrollments: Calculated by counting each distinct participant for each Grantee.
* Performance Percentage: Calculated by dividing the number of enrollments by the Grantee's program year target.
* Proportional Performance Percentage: Calculated by dividing the number of enrollments by the Grantee's proportional monthly target.
* Performance Status: Performance percentage is categorized using a calculated field in Tableau based on the following criteria: if the performance percentage < 95% then the performance level is "-P", if the performance percentage >= 95% and < 105% then the performance level is "MP", and if the performance percentage >= 105% the performance level is "+P".

## Grantee Names and IDs

Grantee names and IDs are updated each program year to accurately reflect the current program year's student distribution. When a Grantee changes, the name and ID are updated based on the old Grantee ID and county. This dashboard uses Grantee names and IDs for program year (PY) 2022.

## Performance Targets

This dashboard uses performance targets for program years 2019, 2020, 2021, and 2022. These targets are applied to performance calculations based on the program year. Monthly targets are calculated by dividing the program year target by 12.

## Enrollment Measures Funding Source Codes

Below are the fund codes used for each program year available in the Enrollments dashboard.

Only fund codes with active students will be shown in visualizations. For example, if Site A for Grantee 999 had 0 students enrolled using fund code 19, that fund code would not be displayed in the “Fund Code” filter on the Enrollments tab.

#### PY19

* Total Enrollments: 1, 5, 8, 17, 19, 21, 23, 33, 34, 36, 37, 40, 43, 50, 54, 55, & 56
* EL Civics: 50
* Integrated EL Civics: 40
* Intensive: 19, 23, 34, 37, & 56
* IET: 17, 33, & 54

#### PY20

* Total Enrollments: 1, 3, 5, 8, 17, 19, 21, 23, 27, 29, 30, 31, 33, 34, 36, 37, 40, 43, 50, 54, 55, 56, & 57
* EL Civics: 50
* Integrated EL Civics: 40
* Intensive: 19, 23, 26, 28, 34, 37, & 56
* IET: 17, 27, 33, 49, & 54

#### PY21

* Total Enrollments: 1, 5, 8, 17, 19, 21, 23, 33, 34, 36, 37, 40, 43, 47, 50, 54, 55, 56, 57, 58, and 59
* Intensive: 19, 23, 34, 37, 56, 58, and 59
* IET: 17, 33, 40, and 54

#### PY22

* Total Enrollments: 1, 5, 8, 17, 19, 21, 23, 33, 34, 36, 37, 40, 43, 47, 50, 54, 55, 56, 57, 58, and 59
* Intensive: 19, 23, 34, 37, 56, 58, and 59
* IET: 17, 33, 40, and 54

#### PY23

* Total Enrollments: 1, 5, 8, 17, 19, 21, 23, 33, 34, 36, 37, 40, 43, 50, 54, 55, 56, and 57
* EL Civics: 50
* EL Civics IET: 40
* IET: 17, 33, and 54
* Intensive: 19, 23, 34, 37, and 56

## Full List of Fund Codes

| **FUND CODE NUMBER** | **FUND CODE NAME** |
| --- | --- |
| 1 | Basic AEL (AEFLA) |
| 2 | Even Start  |
| 3 | Basic AEL (TANF) |
| 4 | English Literacy Civics Education |
| 5 | Basic AEL (Corrections) |
| 6 | Family Literacy Challenge grant (ended 6.30.05) |
| 7 | JTPA (ended 6.30.05)  |
| 8 | Local  |
| 9 | Other  |
| 10 | Windham ISD Funding  |
| 11 | Higher Ed IPAES - HB 2237 GR Funds |
| 12 | State & Federal C4 (ended 6.30.13) |
| 13 | TANF C4 (ended 6.30.13) |
| 14 | WIA Incentive Grant I (ended 6.30.13) |
| 15 | WIA Incentive Grant II (ended 6.30.13) |
| 16 | Other State Funds |
| 17 | IET (AEFLA) |
| 18 | IET (Incentive) |
| 19 | Work Based (AEFLA) |
| 20 | Work Based (Incentive) |
| 21 | Transitions Classes (AELFA) |
| 22 | Distance Learning (AEFLA) |
| 23 | ESL for Professionals (AEFLA)  |
| 24 | TACSI (State Leadership) |
| 25 | Accelerate Texas |
| 26 | Work Based 30hrs (AEFLA) |
| 27 | IET (TANF) |
| 28 | Work Based 30hrs (TANF) |
| 29 | Transitions Classes (TANF) |
| 30 | ESL for Professionals (TANF) |
| 31 | Work Based (TANF) |
| 32 | Distance Learning (TANF) |
| 33 | IET (Local) |
| 34 | Work Based (Local) |
| 35 | Work Based 30hrs (Local) |
| 36 | Transitions Classes (Local) |
| 37 | ESL for Professionals (Local) |
| 38 | Distance Learning (Local) |
| 39 | Distance Learning (EL Civics) |
| 40 | IET (EL Civics) |
| 41 | Work-based (EL Civics) |
| 42 | Work-based 30 hours (EL Civics) |
| 43 | EL Civics (AEFLA) |
| 44 | Site-Based (AEFLA) |
| 45 | Site-Based (State Leadership) |
| 46 | TACSI (AEFLA) |
| 47 | TWC Accelerate Texas (AEFLA) |
| 48 | TWC Accelerate Texas (State Leaders) |
| 49 | THECB Integrated Career Pathway |
| 50 | EL Civics (EL Civics) |
| 51 | Distance Learning (Site-Based) |
| 52 | ATB (State Leadership) |
| 53 | ATB (AEFLA) |
| 54 | IET (Corrections) |
| 55 | Transitions (Corrections) |
| 56 | Re-Entry (Corrections) |
| 57 | MACC (State Leadership) |
| 58 | Work Based (EL Civics) |
| 59 | ESL Professional (EL Civics) |

## Demographic Fields

Demographic fields are calculated for participants each program year and can be applied to visualizations that count participants using filters. Applying demographic filters to performance visualizations will have no effect.

Status demographic fields, such as "Cultural Barriers" and "English Language Learner," on the Participant View tab provide additional demographic information for participants. These fields are based on [WIOA additional reportable characteristics](https://tcall.tamu.edu/docs/TEAMSResources/InstructionsForAELEnrollmentForm-TEAMSRelease5-4-1.pdf).[[1]](#footnote-1)

## Limitations

Unlike the Excel version of the Enrollments report which used aggregated data, this Tableau version uses student level data. One limitation associated with using student level data is that values, such as targets or fund codes, will only display if there is a row in the data associated with those values. For example, if Grantee 5XX did not have any students enrolled in an Intensive program for the PY, no PY target would be displayed in the dashboard for that grantee. The statewide target would also be lower because those targets would not be available to add to the state total.

To protect student’s personal identifiable information, this dashboard includes row level security. This security may cause some filters to default to a selection with no associated values. If the filter text is in parentheses, then a new, applicable value must be selected. The exception to this is the “All” option, which will always be in parentheses.

# Overview

The AEL Enrollments Statewide report includes two dashboard tabs:

**Getting Started:** This dashboard includes welcome message, general information about the AEL Enrollments Statewide report, a link to the Grantee version of the AEL Enrollments report, and links to documentation, including the Tableau User documentation and this document.

**Statewide Overview:** This dashboard includes six visualizations that provide an overview of statewide AEL enrollments.

1. The top left visualization is a big number with the title of selected Enrollment Measure. This visualization provides a count of the number of participants for the selected enrollment measure.
2. The second-from-the-left, top visualization, titled Statewide PY Target, is a big number that shows the program year’s target for the selected Enrollment Measure.
3. The third-from-the-right, top visualization, title Statewide Percent of Target, is a big number that shows the percent of the program year’s target that has been reached for the selected Enrollment Measure.
4. The far-right, top visualization, titled Statewide Performance Status, provides the performance status for the selected Enrollment Measure for the Program Year. See the Performance Status bullet in the Methodology section for more information on how this is calculated.
5. The bottom, left visualization, titled Statewide Student Status, is a bar chart showing a count of Active Participants (blue bar), Distance Learners (yellow bar), and Reportable Individuals (red bar).
6. The bottom, right visualization, titled Statewide Proportional Performance for PY Year, shows the number of active participants (blue bars) compared to the monthly performance target (red line).

Users can filter by Enrollment Measure, Fund Code, Program Year, Month, Age, Gender, Race, and Education Level. Statewide Percent of Target and Statewide Performance Status will now display correct values when filtering by Age, Gender, Race, and Education level because performance is only calculated at the Grantee level.

# Fields Used

| **TABLEAU COLUMN NAME** | **ORIGINAL SOURCE** | **EDW TABLE NAME** | **EDW COLUMN NAME** | **DESCRIPTION** |
| --- | --- | --- | --- | --- |
| Age Range | Calculated in the EDW | REPORTING\_TEC | AGE\_RANGE | Creates age range category based on participant's age at participation\_start\_date. Categories include:* 16-18
* 19-24
* 25-44
* 45-54
* 55-59
* 60+
 |
| Board Name | AEL Enrollments Target table in EDW | REPORTING\_TEC | BOARD\_NAME | LWDA Board Name |
| Board Num | AEL Enrollments Target table in EDW | REPORTING\_TEC | BOARD\_NUM | LWDA Board Number |
| Class Date | TEAMS | REPORTING\_TEC | CLASS\_DATE | Date student/participant attended class |
| Class Direct Rtotal | Calculated in the EDW | REPORTING\_TEC | CLASS\_DIRECT\_RTOTAL | Running total of direct contact hours by class for each period of participation (POP) |
| Class ID | TEAMS | REPORTING\_TEC | CLASS\_ID | Unique ID designation for class |
| Class Month | TEAMS | REPORTING\_TEC | CLASS\_MONTH | Numerical Month class date took place |
| Class Name | TEAMS | REPORTING\_TEC | CLASS\_NAME | Name of class |
| Class Proxy Rtotal | Calculated in the EDW | REPORTING\_TEC | CLASS\_PROXY\_RTOTAL | Running total of proxy contact hour by class for each POP |
| Class Training Rtotal | Calculated in the EDW | REPORTING\_TEC | CLASS\_TRAINING\_RTOTAL | Running total of training hours by class for each POP |
| County | Texas Counties .shp file | Texas\_Counties\_g.shp | Cityname2 | County name |
| Cultural Barriers Status | TEAMS | REPORTING\_TEC | CULTURAL\_BARRIERS\_STATUS | Cultural barriers at program entry0=No1=Yes9=Did not disclose |
| Disability Status | TEAMS | REPORTING\_TEC | DISABILITY\_STATUS | Individual with a disability0=No1=Yes9=Did not disclose |
| Distance Learner Flag | TEAMS | REPORTING\_TEC | DISTANCE\_LEARNER\_FLAG | If the student has more proxy hours than direct contact hours in the PY, then 1, else 0 |
| Education Level | Calculated in the EDW | REPORTING\_TEC | EDUCATION\_LEVEL | Text value of education level:* None completed
* High school diploma
* High school equivalency
* Some postsecondary education
* Postsecondary, technical, or vocational certificate
* Associate's degree
* Bachelor's degree
* Beyond bachelor's degree
 |
| ELL Status | TEAMS | REPORTING\_TEC | ELL\_STATUS | English language learner status at program entry0=No1=Yes9=Did not disclose |
| Enrollment Measure | TEAMS | REPORTING\_TEC | ENROLLMENT\_MEASURE | Enrollment measure values include:* Total (Total Enrollments)
* EL Civics
* IET
* Integrated EL Civics
* • Intensive
 |
| Exoffender Status | TEAMS | REPORTING\_TEC | EXOFFENDER\_STATUS | Ex-Offender Status at Program Entry0=No1=Yes9=Did not disclose |
| Foster Youth Status | TEAMS | REPORTING\_TEC | FOSTER\_YOUTH\_STATUS | Foster Care Youth Status at Program Entry0=No1=Yes9=Did not disclose |
| Fund Code Name | TEAMS | REPORTING\_TEC | FUND\_CODE\_NAME | Funding source name |
| Gender Desc | Calculated in the EDW | REPORTING\_TEC | GENDER\_DESC | Participant’s gender: Female, Male, or Missing |
| Grantee ID | TEAMS | REPORTING\_TEC | GRANTEE\_ID | Unique code assigned to each Grantee |
| Grantee Name | TEAMS | REPORTING\_TEC | GRANTEE\_NAME | Grantee’s name |
| Incarceration Status | Calculated in the EDW | REPORTING\_TEC | INCARCERATION STATUS | Combines 'In correctional facility,' 'other institutionalized setting,' 'on parole,' 'on probation,' and 'community corrections' fields from TEAMS |
| Low Income Status | TEAMS | REPORTING\_TEC | LOW\_INCOME\_STATUS | Low income status at program entry0=No1=Yes9=Did not disclose |
| New POP Flag | Calculated in the EDW | REPORTING\_TEC | NEW\_POP\_FLAG | Calculated flag field to indicate the start of a new POP or the first month of a new PY0=No1=Yes |
| Participant Flag | TEAMS | REPORTING\_TEC | PARTICIPANT\_FLAG | Determines whether or not a student is counted as a participant.If class\_date >= participation\_start\_date then 1, else 0.1=Participant0=Not Participant |
| Participant ID | TEAMS | REPORTING\_TEC | PARTICIPANT\_ID | Unique identifier assigned to each AEL program participant |
| Participation ID | TEAMS | REPORTING\_TEC | PARTICIPATION\_ID | Unique identifier assigned to each period of participation (POP) |
| Program Year | TEAMS | REPORTING\_TEC | PROGRAM\_YEAR | Program year (PY) running July 1–June 30 |
| Provider ID | TEAMS | REPORTING\_TEC | PROVIDER\_ID | Unique identifier for program provider |
| Provider Name | TEAMS | REPORTING\_TEC | PROVIDER\_NAME | Name of program provider |
| PY Proportional Targer | AEL Enrollments Target table in EDW | REPORTING\_TEC | MONTHLY\_PROPORTIONAL\_TARGET | Program year target divided by 12 to give a monthly target value |
| PY Target | AEL Enrollments Target table in EDW | REPORTING\_TEC | PY\_TARGET | Enrollment measure target for the PY |
| Race Category Desc | Calculated in the EDW | REPORTING\_TEC | RACE\_CATEGORY\_DESC | Recode eth\_race\_cd from TEAMS into race category descriptions.1=American Indian or Alaskan Native2=Asian3=Black/African American4=Hawaiian/Pacific Islander5=White6=Hispanic/Latino7=Two or more races0=Missing |
| Reportable Individual Flag | TEAMS | REPORTING\_TEC | REPORTABLE\_INDIVIDUAL\_FLAG | A flag field identifying reportable individuals (less than 12 direct contact hours)0=Not a reportable individual1=A reportable individual |
| Site ID | TEAMS | REPORTING\_TEC | SITE\_ID | Unique identifier for class site |
| Site Name | TEAMS | REPORTING\_TEC | SITE\_NAME | Name of class site |
| Veteran Status | TEAMS | REPORTING\_TEC | VETERAN\_STATUS | Veteran status at program entry0=No1=Yes9=Did not disclose |

# Download Instructions

To protect student/participant PII, row level data downloads are disabled for this dashboard. However, a PDF copy of the dashboard can be downloaded.

## Dashboard PDF Download

For PDF download of the dashboard without filters applied, click the red PDF icon in the dashboard header.



For a PDF download of the dashboard with filters applied, follow the steps below.

### Step 1

Set the filters.



### Step 2

Click the download symbol in Tableau controls bar.

### The download symbol, a square with an downward pointing arrow in the bottom, is highlighted.Step 3

Select “PDF” from the pop-up menu.



### Step 4

In the Download PDF pop-up, you can leave all settings at default except for “Orientation,” which should be set to “Landscape.”



### Step 5

The PDF will be downloaded and can now be opened from your Downloads folder.

1. Additional information can be found beginning page 19 at the following link: <https://tcall.tamu.edu/docs/TEAMSResources/InstructionsForAELEnrollmentForm-TEAMSRelease5-4-1.pdf> [↑](#footnote-ref-1)