

March AS Data Meeting

3/25/25

11:30am-1p

Attendees: Jon, Julie, Connor, Jim, Florence, Jenée

Annual Plan Activities:

- **#1.2A:** Adult School & College Data Input Alignment
- **#1.2B:** Policies, Practices, and Procedures for Using the PC Tool
- **#1.2C:** Track Transition Data with PC & Support Seamless Student Transition

Commonly Used Resources:

Data Vision Actuals Spreadsheet

LB: NSCCC Data Vision: What, Why, Who, How, When, Where of Data

DataVista website

Main Goals/Outcomes

- Review info from last meeting
- Review 2023-24 NRS ESL Level Data Against the State

Data Team Meeting Agenda (11:30am–1:00pm)

General Information (11:30 – 11:50)

- Hellos and check ins

Review Info From Feb Meeting:

- post secondary vs college institution
 - *If an ESL or ASE student transitioned to one of our internal CTE programs, could we count that as "entered college"?*
 - *Jay: It wouldn't be "Entered College" but there are a few other TE options (one is "Entered Job Training" + I think 1-2 other options) that you can use specifically for the transition to CTE... which is under the same "Post Secondary" category as Enter College.*
 - *How do these student numbers show up in DataVista?*
 1. 636A & AE637A
- *Student A: finished CNA courses in Spring 2023-24, but takes Exam in 2024-25. They earn the credential in 2024-25 but are NOT attending adult school at this time. Although it's still in the POP 90 days, does the adult school NOT get credit for this credential?*
 - *Yes, because it is captured in EES*

- Review ESL & ASE TE Updates for 2024-25 AY (any new)
 - ASE: GED Subtest count for MSGs
 - Julie connects with Cindy Loo (ASAP) to see if there are any progress on updating GED subject test scores ASAP? Or can this still only be done in TE?
 1. Cindy: I found out about the HSE test score requirement at the CASAS Summer Institute. I've submitted a request to our team, however, the timeline for requests is lengthy. For now, it's best to enter the scores directly in TE.
- According to CDE, classes such as individual computer software courses ie: MS Word, are now considered workforce prep, and should no longer be classified as a CTE instructional program. FUHSD & MVLA have shifted their previous IET computer application classes to be CTE classes (ie: General Office Clerk for MVLA, Office Assistant Certificate for FUHSD).
 - Just clarification: All workforce prep classes (classes that were not updated) would fall under WIOA workforce prep (configuration tab)
 - CDE requires that all classes (i.e. Word applications or Google apps, BLS CPR, career workshops, etc.) that no longer qualify as CTE be reclassified as Workforce Prep in and TE (use WIOA Workforce Prep tag to configure in ASAP)
- Discuss option to focus on TE updates for Services; leaving until colleges and adult school meet again
 - Data Vista tracks Services; however, non show up for the 3 ASs
- Discuss the benefits of Creating a table to show where the TE Updates outcomes show up in CAEP Summary / launchboard. This will not be for the teachers, but for data managers / data team / LB / Director
 - Jenée will start this- already doing this with transitions data.

Items for Discussion/Work Session #1 (11:50–1:00pm)

- Restart the waitlist shared document for the adult schools
 - Will this be on individual agency spreadsheets shared out at meetings?
 - Placement is based on multiple measures (reading/writing/verbal)
 - For the rest of this AY-keep this an informal process- just reach out when opportunities / needs occur
 - Lynn/Sripriya @ PAAS
 - Jon @ MVLA
 - Connor @ FUHSD
- Focus for AS data team: overall enrollment / Persistence (12+hrs) / EFL gain vs State
 - As a consortium, Look at ESL levels against State to see if any ones are struggling. This could be a place for a consortium to look at and share best practices. This could be an

area for the ESL workgroup to work on.

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- 2023-24 (jon has this)
 - <https://drive.google.com/drive/u/0/folders/1w21X3h4FIGOtSt6Ccc3Hpy4hISSSHZVU>
- Each agency runs their TE report EFL gain for each level of ESL
 - 2023-24
 - Email to Jenée by 3/18

Table 4

Educational Functioning Level Completion Rates

			ABE				ASE		ESL						Remove all
Type	Name	Program Year	Beginning Literacy	Beginning Basic	Intermediate Low	Intermediate High	Low	High	Beginning Literacy	Beginning Low	Beginning High	Intermediate Low	Intermediate High	Advanced	
CA State Goal		2023-2024	44.0%	44.0%	43.0%	43.0%	42.0%	43.5%	34.0%	40.0%	37.0%	34.5%	34.5%	25.0%	
CA State Average		2023-2024	39.8%	45.8%	45.9%	50.1%	45.5%	42.1%	46.7%	52.0%	48.8%	42.8%	42.1%	28.1%	
Agency	Fremont Union High School District	2023-2024	0.0%	64.3%	43.2%	58.2%	61.4%	65.0%	78.3%	48.8%	46.5%	31.1%	48.1%	44.4%	Remove
			(2)	(14)	(44)	(55)	(44)	(20)	(60)	(164)	(230)	(167)	(158)	(90)	
Agency	Mountain View-Los Altos Union High School District	2023-2024	0.0%	0.0%	64.7%	81.0%	42.9%	71.4%	58.2%	62.8%	57.7%	45.0%	43.2%	34.6%	Remove
			(0)	(2)	(17)	(21)	(14)	(21)	(55)	(137)	(196)	(202)	(95)	(52)	
Agency	Palo Alto Unified School District	2023-2024	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	48.0%	76.0%	59.5%	50.0%	51.9%	39.6%	Remove
			(0)	(0)	(0)	(0)	(0)	(0)	(25)	(25)	(79)	(158)	(135)	(182)	

Next Steps:

Look at DIR quarterly- the new columns

2 & 2b: looking at what programs have the most drop off? (participants)

Drill down into programs- to identify potential factors that are affecting this drop off?

16:IET enrolled

16A: IET/VESL Enrolled

16 & 16a:

PAAS: IET coding for 16- not be IET. 16a: workforce VESL

Are PAAS VELS students being counted in 27a

MVLA: looking are the students the same in 16 & 16a

27a vs 24a: Jené will look into this- can it help identify AS to AS post secondary and AS-CC post Sec

Look at our ELL HC Pathways data at a future meeting.

Notes from DataVista Trainings:

- Hello DataVista, In the Metric Themes drop down section: will CAEP have reports that disaggregate special admit and non-special admit students in the Snapshot View and Cohort View? This distinction is important, so we are able to understand how many students enter college via special admit/dual enrollment and how many students enter college without the special admit opportunity. Thank you
 - Answer from DataVista Webinar: " CAEP Adult Learners combine TOPSPro Enterprise and COMIS data. We do not further disaggregate at this time by special admit and non-special admit students."Karen Beltramo
 - Karen said she would advocate for this
- We have employment & earnings outcomes based on the EDD UI wage data by TOP code for Non-Special Admit students. If you want a request a full export by TOP code for you college, please fill out a contact form: <https://datavista.cccco.edu/contact>
- Student Barriers:
 - We never had Student Barriers in the AEP Scorecard; so, we didn't add them to the CAEP Report. However, we do have those available in Metric Themes and the Single Metric view under Drilldowns. You'll see the Barriers to Employment in the left navigation when you expand drilldowns for Reportable Individuals.
- DataVista Update Schedule:
 - The data behind the scenes is generally updated once per year. Primarily that's due to limitations on a handful of really critical data elements on the CCC side. Consequently, we only get TE data from CASAS once per year.
- Difference between snapshot and s
 - You can think about the "snapshot" as a snapshot in time for all non special admit students - things happening for those students in the year you have visualized.
 - The "cohort" outcomes are beginning with students in the first year in which they are non special admit students with a credit enrollment, and their outcomes are measured over time - 2, 3, 4, or 6 year outcomes.
- Why do the colleges have GED/SHD students:
 - They think it's SB111. Potentially if a student enters a diploma/Ged in CCCapply- it could end up in the MIS system??
 - <https://webdata.cccco.edu/ded/sb/sb11.pdf>
- If data looks incorrect: Please reach out via the contact form: <https://datavista.cccco.edu/contact>