Data Team
April Meeting
4/15/24, 3:00– 4:30pm

Attendees: Jon, Valerie, Julie, Connor, Lori, Randy,Thomas, 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: T**rack Transition Data with PC & Support Seamless Student Transition
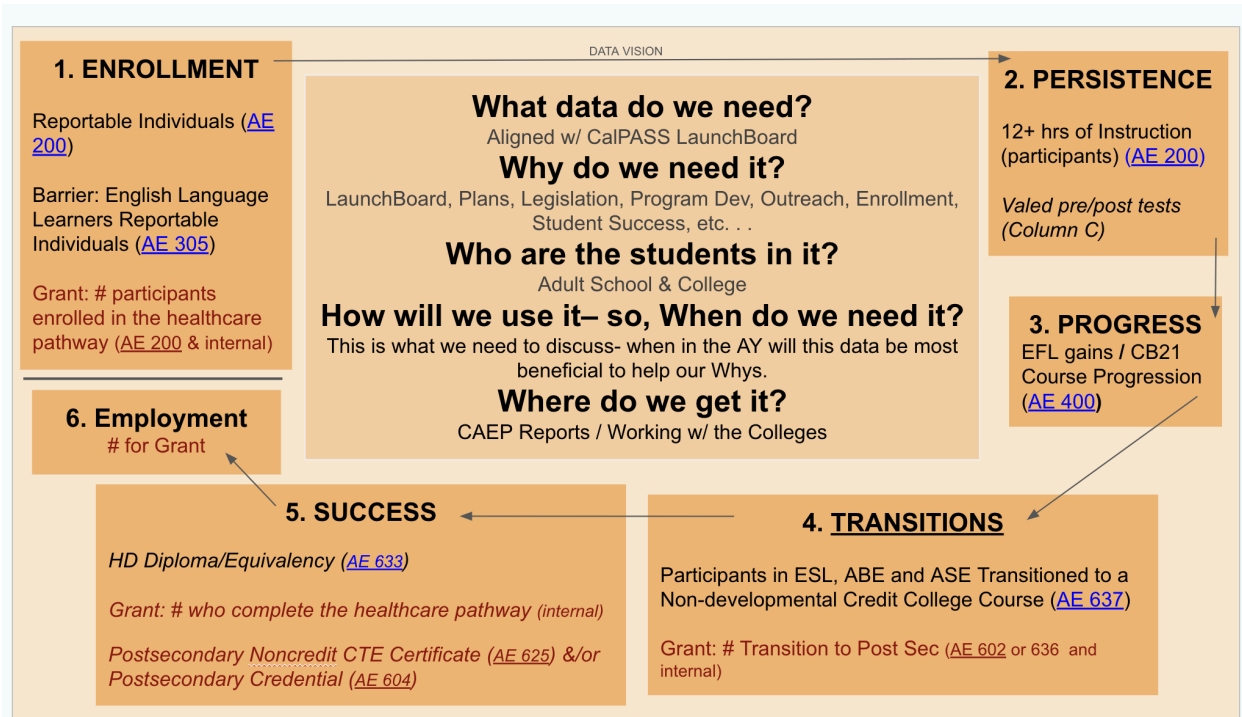

Agenda 3:00–4:30pm

- Go over January Meeting Minutes & Annual Plan Activities (3:00-3:05pm)
- Continue Discuss Data Vision: Tracking, Analyzing, & Utilizing (3:05-4:15:pm)
  - Persistence, Progress & potentially start Transitions
- Set Dates for May & June Meetings (4:15-4:25)
- Adult Ed Data Collection @ Colleges Update: PC & alternative methods (4:25- 4:40pm)
  - Discuss further at Monday's LB meeting

Outcomes

1. Finish Persistence & Progress of the Data Vision: Tracking, Analyzing, & Utilizing Data. Potentially start Transitions

2. Set dates for May & June meetings to finish the Data Vision (Transitions, Success, & Employment)

Items for Discussion/Work: 3:10-4:20pm

Data Vision: Tracking, Analyzing, & Utilizing:
➔ Persistence, Progress & potentially start Transitions
➔
Resources:

NSCCC Data Vision: What, Why, How, When, Where of Data (Spreadsheet)
NSCCC Data Vision Presentation (for reference)

NSCCC Data Metrics (organized by CALPassLaunchboard sections/buckets)

DATA VISION

1. ENROLLMENT

Reportable Individuals (AE 200)

Barrier: English Language Learners Reportable Individuals (AE 305)

Grant: # participants enrolled in the healthcare pathway (AE 200 & internal)

What data do we need?
Aligned w/ CalPASS LaunchBoard
Why do we need it?
LaunchBoard, Plans, Legislation, Program Dev, Outreach, Enrollment, Student Success, etc. . .
Who are the students in it?
Adult School & College
How will we use it– so, When do we need it?
This is what we need to discuss- when in the AY will this data be most beneficial to help our Whys.
Where do we get it?
CAEP Reports / Working w/ the Colleges

2. PERSISTENCE

12+ hrs of Instruction (participants) (AE 200)

Valed pre/post tests (Column C)

3. PROGRESS
EFL gains **/** CB21 Course Progression (AE 400)

6. Employment
for Grant

5. SUCCESS

HD Diploma/Equivalency (AE 633)

Grant: # who complete the healthcare pathway (internal)

Postsecondary Noncredit CTE Certificate (AE 625) &/or Postsecondary Credential (AE 604)

4. TRANSITIONS

Participants in ESL, ABE and ASE Transitioned to a Non-developmental Credit College Course (AE 637)

Grant: # Transition to Post Sec (AE 602 or 636 and internal)

Potential Extra Data Points

➔ **Enrollees**
   ◆ Broken down by CAEP program?
      ● By Adult School CAEP Programs
      ● College CAEP noncredit programs (in hours of instruction report)
   ◆ Any Additional Barriers

➔ **Persistence**
   ◆ Transition Support Data
      ● How many students met with a transition counselor/advisor
         ○ Change to Focus on just consortium wide events
         ○ How are/will these be recorded- spreadsheet, in ASAP/TE. What counts as "met" with an advisor?
      ● How many student received college transition information
➔ **Progress**

➔ **Transitions**

➔ **Success**
  ◆ Graduated HSD/GED
  ◆ CIP Plan tracking for performance rates (Julie can you speak to this?)
    ● Adopt these same targets for CAEP

Remember: Transitions only counts for non-credit to credit (adult school to college or college caep noncredit to credit), inconsistent with different grant requirements

Future Steps:
➔ Align TE Updates
  ◆ Confirmation from CASAS on POP (follow up convo between Jon & Connor on this to norm it- regardless if we get an answer from CASAS)
  ◆ Workforce Services Received in
➔ Consortium wide waitlist document?
➔ Create 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