

Data Work Group

Agenda

October 15, 2020

Peggy, Karen (note taker), Julie, Florence, Brenda, Anthony, Dave, Lori

Topic	Notes
Distance Learning attendance in ASAP	<p>FUHSD: both synchronous and asynchronous MVLA: combo of both types. Attendance reporting plan by department. ASE/GED: software records time/credits. GED live zoom meetings plus asynchronous work that equals same number of direct attendance as before. ESL: combo. Standardized by program CTE: also a combo, agreed upon by department on how to record that</p> <p>PALO ALTO: 2 hour zoom/one hour of asynchronous. Tracked in ASAP.</p>
Pre/Post Testing. Collecting CASAS data	<p>PALO ALTO: through a google form, teachers collect the data on barriers. Will do the updates via google form during class time as well MVLA: google form in ASE. Palo Alto/MVLA not collecting SSN. FUHSD will not collect this year in contrast to year's past because of not being able to get signed consent. MVLA: two testing sessions have been a success. Students watch video in advance. Using classified staff [childcare aides] to help with testing. Minimal contact with students. Paper testing. Most are familiar with the test. VERY organized. Separate clean and dirty bins. Everything sterilized. Scored later. Scan the results after a few days. Have 90 slots/ 20-30 students per session. ASE: remote testing pilot. Have remote tested all GED students. 4 people began. Cumbersome. Hard to test five at a time. Students all have different devices. Lots of one-one test sessions. Looking into tech advocates to be supports for students. 15</p>

	<p>students/week. Test through orientation if possible. Certificated staff do the remote testing. Slowly training teachers in ASE to all be testers. Teachers are all full time employees. Not able to do 1-5 because almost all students do NOT have a Windows PC. Proxied over scores for selected ESL students. Proxied over returning GED students. Well done team test at MVLA!! PALO ALTO: Proxied ESL tests. New students/no test students needed test. Have permission to test 6 students/room so one proctor can monitor over two rooms. Have tested almost all students missing a pre-test. Post-testing is looming. Will be doing parking lot testing for post-testing. Need students to feel comfortable in coming on to campus. Will prepare students in advance. It's too dark at night. At MVLA they have a late afternoon slot for night time students. Palo Alto will be using paper tests not chromebooks. MVLA exploring having chromebook testing in the parking lot. Will need to improve the wi-fi outside beforehand. May/may not work.</p> <p>FUHSD: Remote testing ASE. Proxied over all ASE/ESL returning ESL students' tests. Plans for onsite testing for ESL are still pending. COAAP testing for 13.6 remote teaching and testing.</p> <p>MVLA: will do two EL Civics instead of three. Still deciding. Assessment tasks will be related accessing distance learning.</p> <p>Palo Alto: teachers will need extra help. Anthony will do some remote testing. Plan on fewer COAAPs this year. Starting with 13. Make sure to re-test students who don't pass the COAAP!</p>
<p>Best Practices for capturing CAEP outcomes for the Launchboard</p>	<p>Julie: most important outcome is persistence. MVLA had about 75% of instructional hours compared to the prior year. Enrollments are down but more students seem to be attending. ASE attendance is similarly strong. Have been consistently strong at collecting data on their CTE jobs information. Manually add the information into TE. Students who contact the teacher have their info tracked especially for Perkins. Perkins seems to be merging into TE database. Should we edit</p>

	<p>data from prior year in terms of these update fields? How does the information in the employment survey impact the data used to populate launchboard? If SSN is used by launchboard to make the match, not everyone collects SSN! Peggy to investigate. Data pulled from unemployment insurance via EDD and does not tie to WIOA follow-up employment survey. See analysis listed at the bottom of these minutes.</p>
<p>Next steps with our Data Dashboard</p>	<p>Has not been distributed yet. Will go to the leadership board and the workgroup chairs. Peggy will follow up to distribute.</p> <p>Need to come up with a question for people to investigate in the data so that the tool is useful to our work not just a fun tool to explore.</p> <p>Steps: let's start with the leadership team members who are data work group members. then discussed all in the group today could be in the sub group. Explore the tool in the data work group, then bring back to the leadership board THEN go to the workgroups. The three broad topic areas for the data in the dashboard are: transitions, persistence, and success once at the CC.</p> <p>Questions to explore:</p> <p>How do we see the TOTAL number of students who are in the pool of students imported vs. the total number who are matches?</p> <p>Need to set up time for David to work with the data team members for an initial training.</p> <p>Peggy will send out a doodle poll (update: done--in progress and email sent to David/Team) to set up a meeting by the end of the month and before the next leadership board meeting.</p>
<p>Other items:</p>	<p>WIOA survey: great opportunity to ask if they want to come back! TE results are in the range of 15-25%. With phone calls get up to about 50%.</p>

**Adult Education Pipeline (Launchboard)  
Analysis of Wage and Employment Data**

**Bottom line:** Nowhere in the metric definition dictionary is the Adult Education WIOA follow-up employment survey included in the parameters that determine employment and wage data.

**Details of Launchboard Wage Data Capturing:**

Wage data in Launchboard includes tracking students 2 and 4 fiscal quarters after exit from ANY adult education program (i.e. adult school, community college, CSU, UC, or data clearinghouse). Wage data also includes drill down information regarding change in earnings, median annual earnings, annual earnings compared to living wage.

Launchboard utilizes data from TOPSpro (adult ed) and COMIS (Chancellor’s Office Management Information System). This data is strictly if they are enrolled currently in either adult ed or community college. If they are NOT enrolled per the parameters (below) then they qualify to have their wage data tracked.

TOPSpro	COMIS
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TOPSpro Calculations	<p>Students who met all of the following criteria:</p> <ul style="list-style-type: none"> <li>• <b>An adult education student age 16+</b></li> </ul> <p>WHERE CurrentAge ≥ 16</p> <ul style="list-style-type: none"> <li>• <b>With 12 or more hours across all program areas</b></li> </ul> <p>AND TotalPYHours ≥ 12 across program year</p> <ul style="list-style-type: none"> <li>• <b>In the selected year</b></li> </ul> <p>AND ProgramYear is within the selected year</p> <ul style="list-style-type: none"> <li>• <b>Who have no enrollments in TOPSpro in the subsequent year</b></li> </ul> <p>WHERE MAX(ProgramYear) is the last year enrolled</p> <ul style="list-style-type: none"> <li>• <b>AND who have no enrollments in COMIS in the subsequent year</b></li> </ul> <p>WHERE MAX_ENR(GI03) is the last year enrolled</p> <ul style="list-style-type: none"> <li>• <b>In the subsequent year</b></li> </ul> <p>AND ProgramYear is within the subsequent year</p> <ul style="list-style-type: none"> <li>• <b>AND who did not transfer to any postsecondary institution in the subsequent year</b></li> </ul> <p>AND no valid course enrollment reported by CSU, UC, and the National Student Clearinghouse in transfer bucket data for any postsecondary institution for the subsequent year from 07/01 of the selected calendar year to 06/30 of the subsequent calendar year</p> <p>Record is found in EDDUI wage file two fiscal quarters after exit</p> <p>Students who met all of the following criteria:</p> <ul style="list-style-type: none"> <li>• <b>Employed in the second fiscal quarter after exit</b></li> </ul> <p>Student matched in UI wage file in the fourth fiscal quarter of the calendar year of exit (Oct-Dec)</p>
COMIS Calculations	<p>Students who met all of the following criteria:</p> <ul style="list-style-type: none"> <li>• <b>An adult education student age 16+</b></li> </ul> <p>WHERE SB00 has the following: MIN(STD1) ≥ 16</p> <ul style="list-style-type: none"> <li>• <b>With a valid noncredit enrollment</b></li> </ul> <p>AND [CB04 = N AND SUM (SX05) ≥ 12 across all colleges]</p> <ul style="list-style-type: none"> <li>• <b>In the selected year</b></li> </ul> <p>AND GI03 is within the selected year</p> <ul style="list-style-type: none"> <li>• <b>Who have no enrollments in TOPSpro in the subsequent year</b></li> </ul> <p>WHERE MAX(ProgramYear) is the last year enrolled</p> <ul style="list-style-type: none"> <li>• <b>AND who have no enrollments in COMIS in the subsequent year</b></li> </ul> <p>WHERE MAX_ENR(GI03) is the last year enrolled</p> <ul style="list-style-type: none"> <li>• <b>In the subsequent year</b></li> </ul> <p>AND ProgramYear is within the subsequent year</p> <ul style="list-style-type: none"> <li>• <b>AND who did not transfer to any postsecondary institution in the subsequent year</b></li> </ul> <p>AND no valid course enrollment reported by CSU, UC, and the National Student Clearinghouse in transfer bucket data for any postsecondary institution for the subsequent year from 07/01 of the selected calendar year to 06/30 of the subsequent calendar year</p> <p>Record is found in EDDUI wage file two fiscal quarters after exit</p> <p>Students who met all of the following criteria:</p> <ul style="list-style-type: none"> <li>• <b>Employed in the second fiscal quarter after exit</b></li> </ul> <p>Student matched in UI wage file in the fourth fiscal quarter of the calendar year of exit (Oct-Dec)</p>
Denominator	<p><b>AE 210</b> Exiting Participants who have a wage record in EDDUI in Q4 in the selected year</p>

The actual WAGE data comes from EDDUI (Employment Development Department Unemployment Insurance). So it appears that employment data is strictly based whether someone is working and thus qualifying for unemployment insurance.

Thus the attached data is what was collected for the 2017-2018 school year:

# Adult Education Pipeline: Employment and Wages

Interested in how  
See the Metric

Statewide
  Region
  Consortium
  CC District
 Institution: 
 Academic Year:

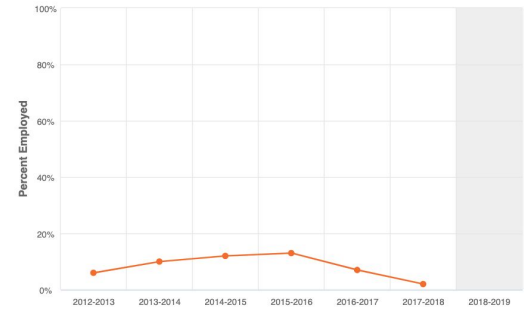
DETAILED DATA COMPARISON

Home **Summary** Detailed Data

## Are students getting jobs and increasing their earnings?



## Foothill De Anza / NSCCSTC, 2018-2019

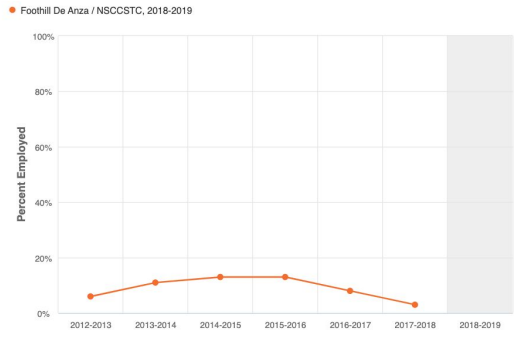


Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

[Technical Definition](#)

## Overall

2012-2013	6%	92 / 1,439
2013-2014	10%	191 / 1,822
2014-2015	12%	257 / 2,078
2015-2016	13%	244 / 1,875
2016-2017	7%	262 / 3,497
2017-2018	2%	61 / 2,445
2018-2019	-	-



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File  
[Technical Definition](#)

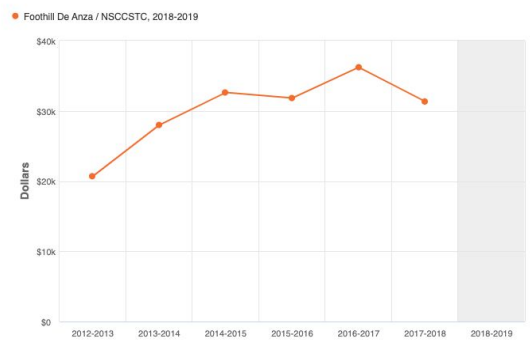
**Overall**

Year	Percent Employed
2012-2013	6% 90 / 1,439
2013-2014	11% 192 / 1,822
2014-2015	13% 266 / 2,078
2015-2016	13% 243 / 1,875
2016-2017	8% 266 / 3,497
2017-2018	3% 65 / 2,445
2018-2019	-

### Median Annual Earnings

The median annual earnings of exiting participants following their academic year of exit

DRILL DOWN  
 Time Trend



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File  
[Technical Definition](#)

**Overall**

Year	Median Annual Earnings (Dollars)
2012-2013	\$20,693 92
2013-2014	\$27,990 191
2014-2015	\$32,616 262
2015-2016	\$31,824 245
2016-2017	\$36,211 265
2017-2018	\$31,333 60
2018-2019	-

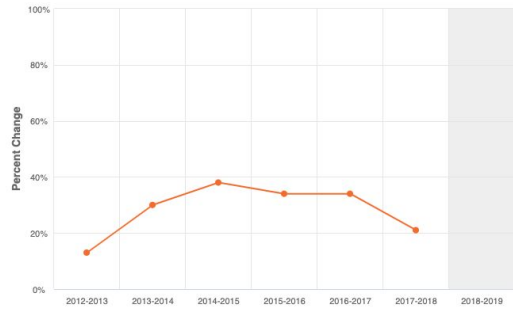
## Change in Earnings

The median change in earnings of exiting participants between the second quarter prior to the academic year of entry at any institution and the second quarter after the academic year of exit from the last institution attended.

### DRILL DOWN

Time Trend

Foothill De Anza / NSCCSTC, 2018-2019



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

[Technical Definition](#)

### Overall

Year	Percent Change	Count
2012-2013	13%	41
2013-2014	30%	89
2014-2015	38%	109
2015-2016	34%	107
2016-2017	34%	113
2017-2018	21%	14
2018-2019	-	-

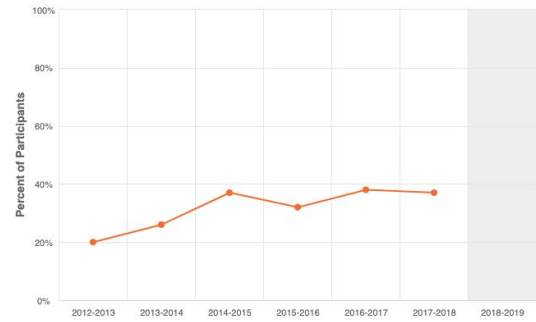
## Annual Earnings Compared to the Living Wage

Number and percentage of exiting participants in the selected year who earned a living wage, based on annual earnings, compared to the standard-of-living wage for a single individual for each county by consortium.

### DRILL DOWN

Time Trend

Foothill De Anza / NSCCSTC, 2018-2019



Source: CASAS TOPSpro Enterprise, Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File, Insight Center for Community Economic Development, Living Wage table

[Technical Definition](#)

### Overall

Year	Percent of Participants	Count
2012-2013	20%	18 / 92
2013-2014	26%	49 / 191
2014-2015	37%	96 / 262
2015-2016	32%	78 / 245
2016-2017	38%	100 / 265
2017-2018	37%	22 / 60
2018-2019	-	-