

October Data WG Meeting 10/18/22, 1:30-3pm

Zoom

Attendance: Karen (Chair), Cindy, Florence, Julie, Jenée

Working Agenda / Minutes

1. Record meeting after any beginning updates that people don't wish to be recorded.
2. I think we have a cohort to track for persistence in PC: Spring 2022 COUN5. 70% (of 19 original students) have self-reported to Desirie that they are still taking college classes.
 - a. Clarification on calling it dual enrollment: with State definition of dual enrollment (where two different schools split enrollment hours).
 - b. Can a student fill out the dual enrollment form and qualify for DE for an upcoming semester if they are not planning on attending the adult school that same next quarter?
EX: fill out a form in November for CC winter quarter. Will no longer be an AS student winter quarter. Can they still submit the Special Admit/DE form?
3. Prepare for Quarterly Data Meeting (Nov, Feb, May, August): Jenée will bring in a spreadsheet for tracking metrics that we can fine tune it.
 - a. After AS quarterly data is submitted run reports immediately:
 - i. Adult Schools:
 1. NRS table 4
 2. CAEP Summary
 3. CAEP DIR (run for Nov meeting and see if we want/need it going forward)
 4. CAEP Barriers to Employment (only after Q4 is submitted)
 5. Transfers (use PC data. See above for scheduling the data)
 - ii. Colleges:(*see bottom of agenda for additional info)
 1. Persistence (referring to enrollment in next course of quarter to quarter, Completion, and certificate attainment)
 2. Positive attendance classes don't have census data (Valerei will ask Anthony is we can get this info)
 3. census data- not useful for us
 4. R&V, what do you think of this? Will Q1 for this academic year be available or will it be Q4 of the last AY? **(Jenée sent email to V& R after meeting)**
 5. Track Coun5 Cohort
 - b. Precision Campus submission:
 - i. finalize the workflow for data submission. **(Jenée sent David email after meeting)**
 - ii. If we want the data for the November & April or August & February data meetings, when does the data need to get to David's team- how long does the fuzzy match take??
 - iii. July to December: send data over in January
 - iv. January to June: send data over in July

- c. Get David Q4 2021-22 asap. We will look at this in Feb.(We are late this year, should ideally occur in November)
4. Spreadsheet for tracking waitlist/interest lists (did not get to this)
 5. #1.2A(B): Bring together and discuss AS' instruction sheet/guidance doc that is given to new faculty/staff for how student data is entered into ASAP (GFolder): sent to Jenée ASAP or by end of September
 - a. Discuss how to align Immigrant Integration inputting into TE (came from teaching credential/ALLIES meeting)
 - b. How are adult schools entering / tracking transitions in ASAP/TE? (came from transition team meeting)
 - i. ASAP: can they hide some of the options for teachers
 1. ASAP takes the info in– does TE recognize all fields that are submitted? Or does it have the capability to only allow the appropriate data into the right sections?
 2. Cindy will run this question by Janice
 3. Can Adult schools be able to make their own templates?
 4. Can the field on ASAP automatically export into TE in the correct place?
 - a. Cindy: Part of the data exchange. This could be a CASAS ask because ASAP is following the data exchange manual set by CASAS?
 - ii. Transition & Service Alignment in ASAP that end up on CAEP Summary:
 1. FUHSD: (Karen will update this info to share with other AS)
 - a. Transition Services
 - i. Assessment test and counseling (teacher) (WIOA programs)
 - b. Career:
 - i. Basic (WIOA)
 - c. CTE:
 - d. Supportive
 - i. FUHSD (teachers nothing)
 - ii. Transition Advisor (Desirie) puts in supportive services that anyone she has offered
 - e. CALWORKS
 - i. Other Supportive Services- good catch all.
 - ii. Read data dictionary to make sure the right support serves calworks marks
 2. MVLA: (Looking to align with FUHSD)
 - a. Transition services
 - b. Supportive
 - c. CALWORKS
 3. PAAS: (Looking to align with FUHSD)
6. (Did not get to this) #1.2A(B) Work on defining "outcomes": Are there CASAS "outcomes" that AS would like to have more clarity on for implementation across the consortium? send list of desired definitions to Jenée ASAP by end of September
 - a. PAAS: Mastered course competencies, Completed course, Earned certificate, Educational achievement, Skills progression
 - b. FUHSD:

c. MVLA:

7. (Did not get to this) Set timeline for when we will be able to work on SS Wg data need: Activity #2.1B (A): At the college level, track and measure persistence.

*Additional College Data Info:

- i. "I noticed Foothill was called out by the legislature for offering credit remedial courses - which has built up their ASE numbers. A bill might be signed that won't allow that." Neil Kelly
 1. Article: <https://edsourcesource.org/2022/dozens-of-community-colleges-offer-remedial-cl asses-bill-to-ban-them-awaits-newsoms-signature/677640>
- ii. "It's not clear if Foothill's credit remedial students are also being picked up in the LaunchBoard data. Since some of the remedial coursework is considered ASE." Neil Kelly
 1. Data: <https://edsourcesource.org/wp-content/uploads/2022/09/MathEnglishImprovementPlans-Sheet1-1.pdf>
- b. Metric Definition Dictionary is included in the CAEP Adult Education Pipeline Coding Guide: <https://adult-education-resources.wested.org/resources/73>
- c. MDD: <https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline-MDD>
- d. Coding Guide: <https://adult-education-resources.wested.org/resources/73>