

Three-year Consortium Planning Using the AEP Dashboard.

May 5, 2021

1:00pm - 2:30pm

Today's Presenters



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Webinar Agenda

1. Welcome
 - A. Dr. Carolyn Zachry
 - B. Neil Kelly
2. 3-Year Planning Overview
 - A. Metrics
 - B. Resources
3. AEP Dashboard
 - A. Relationship to NOVA
 - B. Finding Metrics on the AEP
 - C. Identifying Trends, Asking Good Questions & Planning
 - D. Additional Resources
4. Data Collection & Validation
5. Panel Presentation
 - A. Dulce Delgado, North Orange Regional: Planning for Planning
 - B. Ute Maschke, East Region: Data to Support Dialogue
 - C. MaryAnn Pranke, Glendale: Cross Referencing Data Sources
6. Discussion & Questions

Welcome

Dr. Carolyn Zachry

Adult Education Administrator
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Neil Kelly

Specialist, Workforce & Economic
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Chancellor's Office, CAEP Office

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Three-Year Planning Process ~ Purpose

The three-year planning process is designed to provide consortia and consortium members a chance to collectively assess the impact of services provided over the previous period and to identify new approaches to meeting the educational and workforce needs of adult learners in a diverse and ever-changing economic landscape. In this way, it also provides an opportunity to reexamine commonly held assumptions about the beneficiaries and providers, which taken together, can promote stronger collaboration among agencies and deeper connections to the students and the communities they serve.



3-Year Planning



- Guidance on 3-Year Planning will roll out later this Summer.
- New plans will be due June 2022.
- 3-year plans will be entered into NOVA – aligns to the consortium annual plan, and member work plans & budgets.
- 3-year plans will also include member level goal setting and targets.

3-Year Planning: Fresh Look



Executive Summary



Needs Assessment



An evaluation of current levels and types of education and workforce services for adults in the region



An evaluation of the funds available to the members of the consortium and the entities

Activity Name
Talent Workshop

Objective that Applies to this A
Address Educational Needs

Brief Description of Activity and Significance of Activity to Outcome
Key deliverables and how this activity contributes to a successful project outcome in the current grant per

Description text

Short-Term Outcomes (12 Months)
If accomplished, these activities will lead to the following outcomes in the next year.

Description text 90/500

Intermediate Outcomes (1-3 Years)
If accomplished, these activities will lead to the following outcomes in 1-3 years.

Description text 90/500

Long-Term Outcomes (4-6 Years)
If accomplished, these activities will lead to the following outcomes in 4-6 years.

Description text

Adult Ed Metrics and Student Barriers
Select the Adult Ed Metrics that align with the projected activity.

Select Adult Ed Metrics/Student Barriers

Progress: Participants Who Earn a High School Diploma or Equivalency X

Responsible person(s)

Name
Leonard Stinson

3-Year Planning: Fresh Look

Goals & Strategies (three main areas)

1. Actions that the members of the consortium will take to address learners educational needs.
2. Actions to improve integration of services and to improve transitions into postsecondary education and the workforce.
3. Actions that the members of the consortium will take to improve the effectiveness of their services.

3-Year Planning

- Plans can be downloaded in html to customize for local presentations.
- Plans & targets will be updated annually (part of the annual plan process).
- 2021-22 will also include a Governance Certification Process due with the CFAD in May 2022.

The screenshot shows a web interface for 'Objectives'. On the left is a vertical sidebar with a navigation menu. The main content area is titled 'Objectives' and contains two sections for defining objectives.

flow

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Objectives

Guidance
Example guidance text

Address Educational Needs

Objective: Actions that the members of the consortium will take to address the educational nee

Description of Objective
Describe how your plan will support this objective

Improve Integration of Services & Transitions

Objective: Actions to improve integration of services and to improve transitions into postsecond workforce.

Description of Objective
Describe how your plan will support this objective



Data
Imported
from AEP
into NOVA

Consortium Level Metric Targets

* Mandatory for all consortia

Metric Set	Barrier/Metric	2017-18 Actuals	2018-19 Actuals	2019-20 Actuals
All	*Number of Adults Served	90%	88%	89%
Student Barriers	English Language Barrier	23%	23%	22%
Student Barriers	Low Literacy	52%	50%	48%
Student Barriers	Low Income	35%	36%	35%
Student Barriers	Long Term Unemployed	63%	59%	60%

Goal Setting & Targets

1. Consortium Level Metrics

- Student Barriers
 - *ELL*
 - *Low Literacy*
 - *Low Income*
 - *Long Term Unemployed*
- Adults Served

2. Member Level Metrics

- % of funds spent
- # of participants

3. Optional Member Level Metrics

- 10 to choose from

Optional Metrics (Participants)

Number that earn High School Diplomas/HSE

Number that that earn a post-secondary credential

EFLs attained for ESL, ABE, or ASE

Transition to CTE

Transition to post-secondary (credit coursework)

Employed 2nd quarter after exit

Median change in earnings

Immigrant Integration Milestone – completion of COAPP or course

SCOE TAP 3-Year Planning: Guidance & Resources



Planning guidance – will be updated from the last 3 year plan to reflect the changes.



Planning template – updated from last 3 year plan.



Several webinars to introduce the guidance & template, and on planning, evaluation, and more.



Resources – like fact sheets – will be updated.



Regional network meetings for collaboration and intermittent check-ins.



Presentations at CASAS Summer Institute, and CAEP Directors' Event and Summit.



TTA offered to rural remote consortia on the 3 year plan.



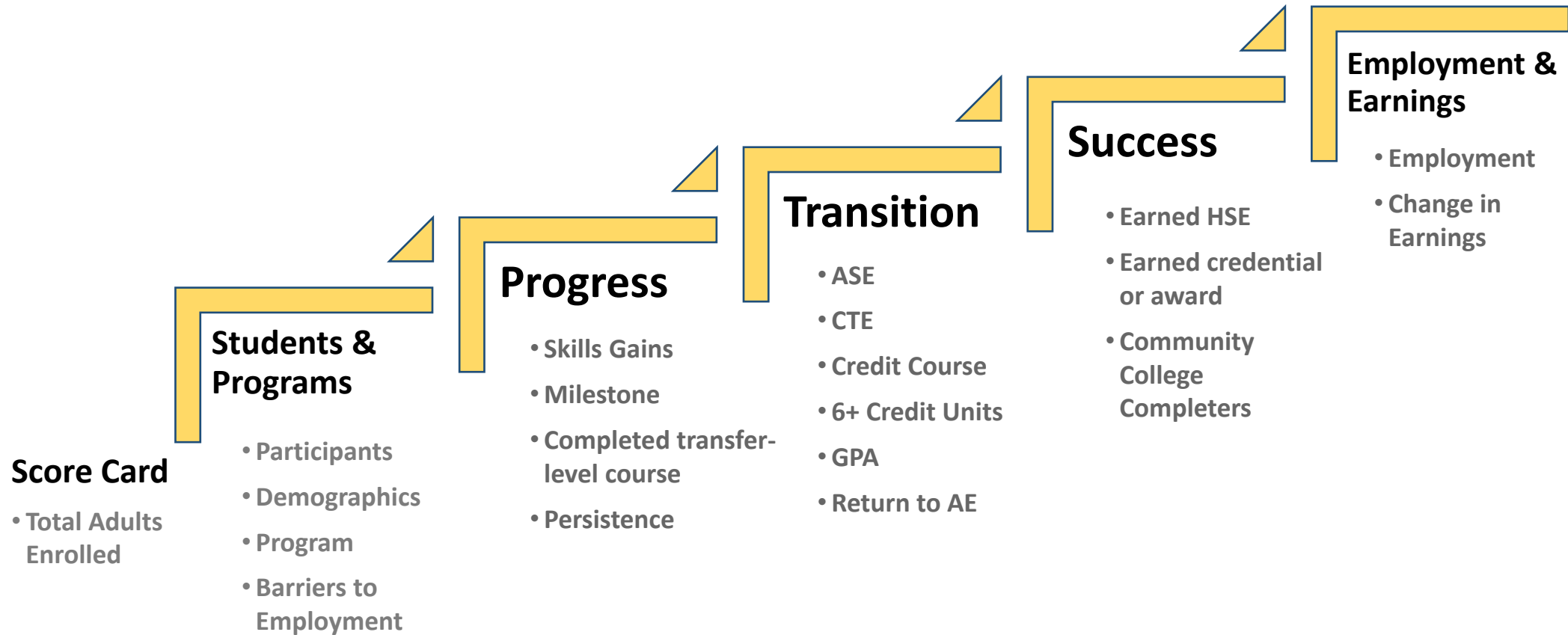
SCOE will also facilitate a connection on planning with experts.

WestEd Technical Assistance

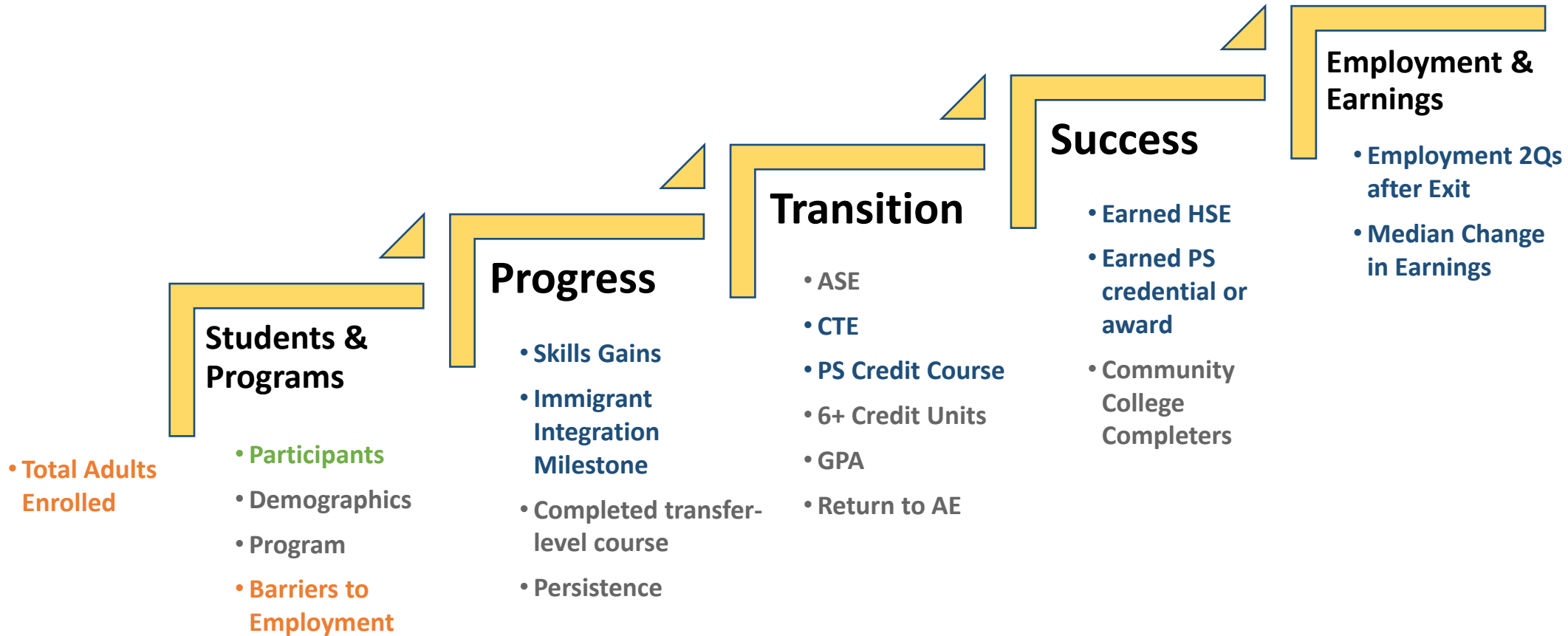
- Using the AEP 4.0
- Regional 3-Year Planning Webinars
- Consortium Presentations
- Technical Assistance
- Updated Fact Sheets



Learner Journey: Key Metrics



Learner Journey

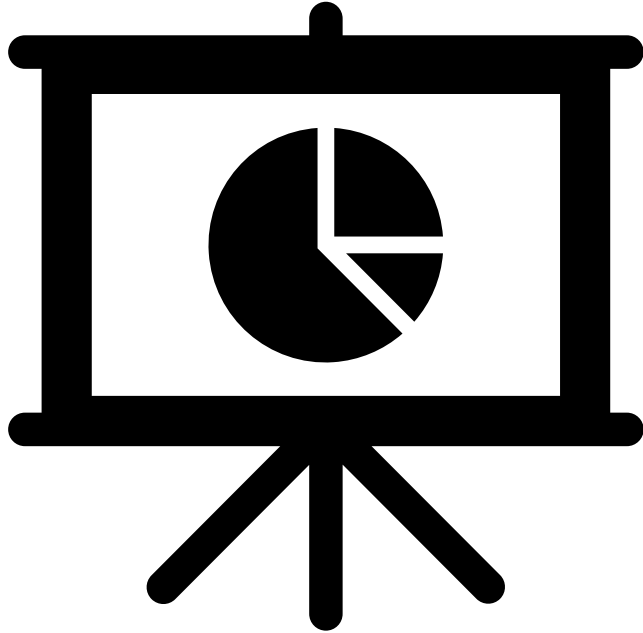


Consortium Metrics

Member Metrics (& funds spent)

Optional Metrics

Reading Your Numbers



Denominator: The total number of students who can be identified in a metric (e.g., all students who identify as female and enrolled in ESL)

Numerator: The total number of students who MEET the criteria of the metric.

Example: Educational Functioning Level

- **Denominator:** Participants, Enrolled in ESL, ABE, or ASE programs
- **Numerator:** Denominator + Completed an EFL Level by Pre-test vs Post-test OR Course progression in the same program area

Metrics on the Dashboard

AEP 4.0 LIVE WALKTHROUGH

- The metrics
- Trends & Outcomes
- Drilldowns

<https://www.calpassplus.org/Launchboard/Adult-Education-Pipeline.aspx>

Setting Goals and Targets

Ask Good Questions

- What does the AEP data indicate about the Student Journey?
 - What do our trends indicate?
 - What have we achieved?
 - Who or What are we missing?
 - Where do we think we can create more of an impact?
- What else do we need to know?
 - What data sources should we use?
- What might be going on & can we address this?
 - Are these issues we can address?
 - What is possible & realistic?





Setting Goals and Targets

Talk as a consortium

- ✓ Are we serving the appropriate population?
- ✓ Are we providing the appropriate services?
- ✓ Are our goals and targets tangible?
- ✓ Why are we choosing these goals and targets?
- ✓ Do they fit our consortium's big picture?
- ✓ Where are gaps in service among members?
- ✓ What will our intermediary indicators be to ensure that we are on track?
- ✓ How can we support one another?

Additional Data Sources



- Census Data
- Labor Market Information
- Centers of Excellence
- Healthy Living Index
- Poverty Index

Chat your answer!

What other resources have you used to inform consortium planning?

Panel Presentation



Dulce Delgadillo

Director of Institutional Research
& Planning

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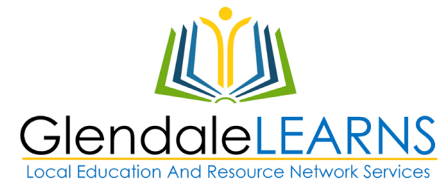
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NOCRC

NORTH ORANGE COUNTY
REGIONAL CONSORTIUM

FOR ADULT EDUCATION

**DATA
INFORMED
CONSORTIUM
PLANNING**

What does NOCRC data look like?

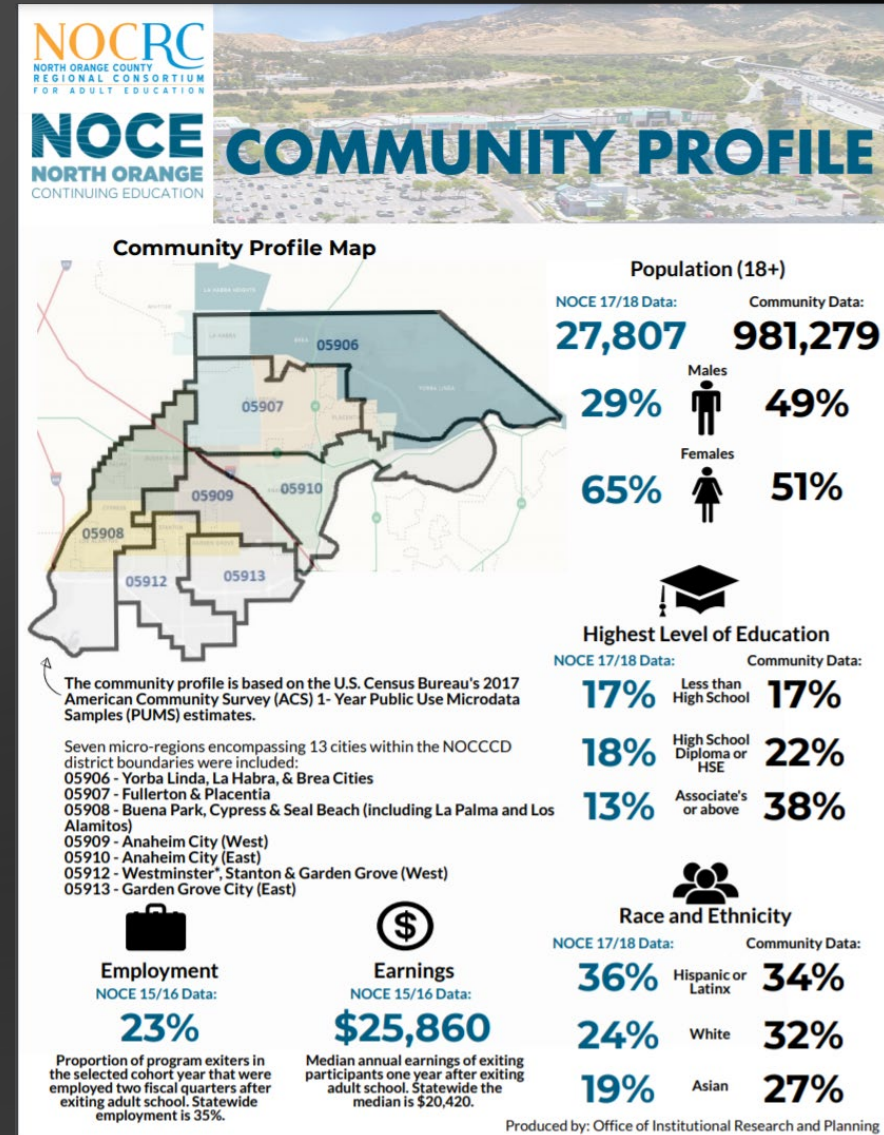
Understanding CAEP outcomes

CAEP Evaluation Report

Building capacity around data literacy

WHAT DOES NOCRC DATA LOOK LIKE?

- Community Data
- Understanding Local Data
- Data Flow



COMMUNITY DATA & CAEP STRATEGIES

CTE/Combined

Community Data:



3% Unemployment rate in the community (n=29,091)

NOCE 17/18 Data:

3,275

NOCE students served by CTE

451

CTE certificates awarded

DSS

Community Data:



11% Community residents who reported having a disability (n=112,183)

NOCE 17/18 Data:

1,383

Students with disability served at NOCE

ESL

Community Data:

15%

Community residents who reported speaking English less than "well" (n=148,907)



54%

Community residents who speak language other than English at home (n=525,802)

NOCE 17/18 Data:

8,341

NOCE students served by ESL

Basic Skills/HSDP

Community Data:



17%

Community residents who reported having less than a HS diploma (n=166,290)

NOCE 17/18 Data:

4,273

NOCE students served by HSDP

266

HS Diplomas awarded

SASS

Community Data:

5%

Children ages 0-4 in the community (n=67,558)



15%

School-aged children in the community (ages 5-17) (n=191,094)

NOCE 17/18 Data:

192

NOCE students served by SASS



Some Notes About the Data

- The community profile is based on only the adult sample (18 years and older) within the community.
- The PUMS micro-regions created by the Census Bureau do not match one-to-one with NOCCCD district boundaries. The community profile is a close approximation of the community NOCRC serves.
- Not all data related to CAEP strategies' outcomes is reflected through NOCE data since not everything is captured within NOCE's student information system.

Produced by: Office of Institutional Research and Planning

MIS Report

The California Community Colleges Chancellor's Office Management Information System (MIS) unit collects data from all of the California community colleges and districts.

What to know...

1 Collecting

The data gathered to submit to the Chancellor's Office includes:

- Course catalog information
- Student general information
- Student enrollments
- Student financial aid status
- Student services rendered
- Student special populations indicators

2 Submitting

Each California community college and college district is required to collect and submit this data to the Chancellor's Office at regular intervals, usually on a termly basis.

3 Tools

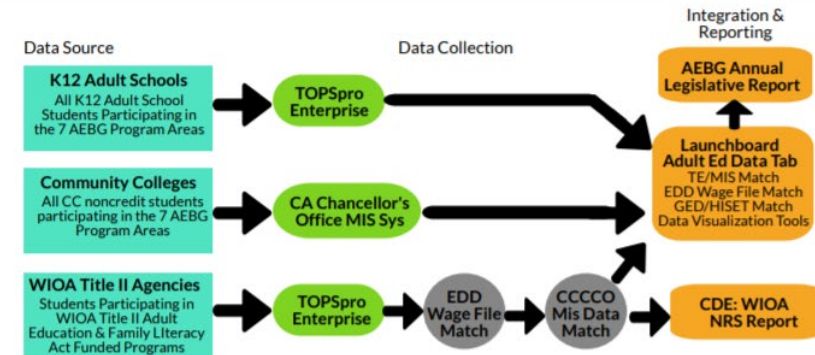
State data tools such as the Student Success Metrics dashboard, the Student Success Scorecard, Data Mart, Data on Demand, and the Cal-PASS Plus launchboard are based on MIS Data.

Important Message!

It is imperative that colleges collect complete and accurate information for their MIS submissions as these data elements play a role in the allocation of funding to colleges and districts.

California Adult Education Program Data and Reporting System

Data Flow Beginning in 2018/2019



Next Steps for NOCRC

01 Build Internal Capacity through Data Trainings

- Develop a CAEP data collection manual for reference.
- Hold internal data trainings for NOCRC.
- Develop a platform to share lessons learned around data collection efforts and processes.

02 Assure Data Captured Aligns with CAEP Goals

- Develop collection tools that capture needed data.
- Ensure data collected is as complete as possible.
- Streamline NOCRC data collection processes.

03 Utilize Data to Inform Decision Making

- Confirm Chancellor's Office Tools (Launchboard & Student Success Metrics) reflect local data.
- Disseminate findings across consortium partners.

Produced by: Office of Institutional Research and Planning

UNDERSTANDING CAEP OUTCOMES

CAEP Outcomes



Adults Served

Adults served by members of the consortium will be disaggregated into three categories:

- Service only students.
- Students receiving 1-11 instructional contact hours in any combination of the CAEP program areas over a single program year.
- Students receiving 12 or more instruction contact hours (known as participants) in any combination of the CAEP program areas over a single program year.

Progress

Participants who have demonstrated the following measures of progress:

- Literacy Gains: gains in Educational Functioning Level (EFL) in Reading, Math, or ESL as measured by federally approved National Reporting System (NRS) instruments among Adult Basic Education (ABE [grades K-8]), Adult Secondary Education (ASE [grades 9-12]), or English as a Second Language (ESL) participants
- Improved Basic Skills: includes completion of a course in ABE, ASE, or ESL for levels below transfer or a CDCP certificate in basic skills or ESL.
- Transition to a New Program: from ABE to ASE or from ESL to ASE or from ABE/ESL/ASE to Career Technical Education (CTE).
- Occupational Skills Gain/Workforce Preparation: includes a successful noncredit CTE or workforce prep course completion



Completion

Participants who have demonstrated the following measure of completion:

- Completion of High School Diplomas or Recognized Equivalents (GED, HISET, TASC)
- Completion of Postsecondary Certificates, Degrees, or Training Programs: CDCP CTE certificates (48+ hours), locally approved certificate eligible for inclusion on the Eligible Training Provider List (ETPL) or certificates that meet the threshold or Title IV Federal Student Aid, any credit college award, certificate, degree that is not developmental.



Placement into Jobs

Participants who have demonstrated the following measure:

- Employment (new or continuing) after two or four quarters post exit.
- Entrance into Military Services



Improved Wages

Participants who have demonstrated the following measure:

- Wage gain four quarters after exit.
- Median wage attainment two quarters after exit.
- Attainment of a living wage.

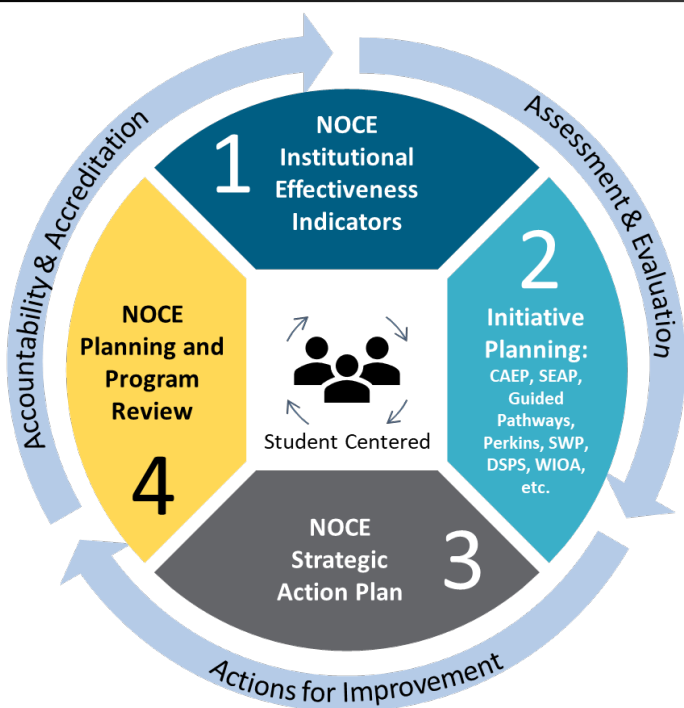


Transition to Postsecondary

Participants who have demonstrated the following measure:

- Transition to noncredit or credit CTE program.
- Transition to credit courses that are not developmental.

NOCE Institutional Effectiveness Process



Metric	IER	State-wide Initiatives		
		SWP	Adult Ed	SSM
Students Served (Headcount/Enrollments)	Student registered for and attended any class session in a given term. Registration codes included in the enrollment definition are CA, DC, DN, DO, DT, RE, RW, WA, and WW. However, students with any of these registration codes and neither attendance hours nor grades are not considered enrolled.	All students enrolled in the selected year who took at least 0.5 units in any single credit course or who had at least 12 positive attendance hours in any single noncredit course on a TOP code (see pg. 93 footer for description of TOP code) that is assigned to a vocational industry sector.	<p>Adults Served are those with 1 to 11 instructional contact hours and/or received services.</p> <p>Adult Participants are those with 12+ instructional hours within the adult ed program areas—ABE, ASE, ESL/EL Civics, CTE, AWD, & Adults training to support child school success.</p>	<p>Adult Ed/ESL: Students who enrolled in the selected year with a goal of building foundational literacy, quantitative, and English-language skills.</p> <p>Short-Term Career: Students who enrolled in the selected year with a goal of building skills to enter or advance in their careers.</p>
Metric	IER	State-wide Initiatives		
		SWP	Adult Ed	SSM
Completions	The number of certificates and diplomas awarded to students each year. A student's completion term might differ from the term the student applies for a certificate or diploma.	Number of unduplicated SWP students who earned a noncredit certificate, Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree on a TOP code assigned to a vocational sector and who were enrolled in the district on any TOP code in the selected year or who attained apprenticeship journey status on a vocationally flagged TOP code in the selected year and who were enrolled at any community college at the start of the apprenticeship program.	<p>Participants who earned a Diploma, GED, or HSE within the selected year.</p> <p>Participants who earned a postsecondary CTE cert within the selected year.</p> <p>Participants who earned a low-unit credit certificate within the selected or subsequent year.</p> <p>Participants who earned a high unit credit certificate within 3 years.</p> <p>Participants who earned an Associate Degree within 5 years.</p>	Note for SSM: Completions and Transitions are captured under the Success metric.
Transition	ESL/HSDP to CTE (CTE Pathway): Among all ESL and HSDP/GED students who enrolled at NOCE in the selected year (2015-16, 2016-17, 2017-18) and who completed 12 or more instructional contact hours in ESL and HSDP/GED combined in that year, whether students enrolled in CTE courses for the first time in the same or subsequent year, excluding students with prior CTE enrollments.		Transition to Postsecondary: Among all Participants in the selected year, the number who enroll in either K12 adult education or college CTE course, or a non-developmental credit college course within one year from the selected year.	Among adult education/ESL students, the number of students who earned various types of awards within a year of last enrolling and the number of adult basic education, adult secondary education, and English as a Second Language students who enrolled in either a noncredit career education course or any college level credit course in the selected or subsequent year.

ANNUAL CAEP EVALUATION REPORT



An Evaluation of
2019-20 North Orange County Regional
Consortium Workgroup Strategies

October 2020

NOCRC
NORTH ORANGE COUNTY
REGIONAL CONSORTIUM
FOR ADULT EDUCATION

NOCE
NORTH ORANGE
CONTINUING EDUCATION

OIRP
Office Of Institutional Research and Planning
North Orange Continuing Education

Key Evaluation Questions

1. What types of instructional and supportive services are provided to students through the North Orange County Regional Consortium?
2. What data elements is NOCRC capturing through the implementation of the strategies/activities funded by the California Adult Education Program?
3. How are NOCRC workgroup strategies contributing to Adult Education LaunchBoard outcomes?

USING DATA TO INFORM PLANNING CONVERSATION

Student Outcomes in 2019-20	NOCRC Workgroup/Program Areas*						
	Students Served by NOCRC Overall (N=1,709)	Students Served by Basic Skills (N=218)	Students Served by CTE (N=302)	Students Served by DSS (N=381)	Students Served by ESL (N=617)	Students Served by K-12 SS (N=232)	Students Served by Transition (N=31)
Overall NOCE Noncredit Enrollments							
Headcount of Students Enrolled in NOCE Courses	91%	100%	88%	85%	92%	99%	71%
Total Number of NOCE Course Enrollments	8,742	1,054	2,118	2,255	2,961	875	120
Headcount of Participants	80%	75%	76%	82%	85%	80%	58%
Headcount of New Students at NOCE	30%	39%	19%	16%	27%	64%	19%
NOCE Noncredit Enrollments Across Programs							
Headcount of Students Enrolled in NOCE Basic Skills Classes	18%	100%	9%	6%	7%	3%	42%
Headcount of Students Enrolled in NOCE CTE Classes	21%	13%	72%	20%	11%	3%	23%
Headcount of Students Enrolled in NOCE DSS Classes	15%	1%	3%	68%	0%	0%	0%
Headcount of Students Enrolled in NOCE ESL Classes	37%	11%	25%	3%	88%	4%	23%
Headcount of Students Enrolled in NOCE Parenting** Classes	9%	0%	2%	0%	3%	59%	0%

Note. * Students were grouped in NOCRC workgroup/program areas based on the strategies in which they were served. For example, CTE workgroup/program areas includes the counts and outcomes of those students served by the Career Resource Center, which was a CAEP funded CTE strategy.

**Parenting includes courses under the PARN subject code. This is different from K-12 SS courses, which also include the Love and Logic pilot courses.

BUILDING CONSORTIUM CAPACITY



Data & Donuts: CAEP Metrics Edition!

When: Thursday, November 19, 2019
10:00 am- 11:30 am

Where: NOCRC- Diversity Room

What: OIRP is hosting their second Data and Donuts event of the year and we will be focusing on :

- What are CAEP metrics?
- How do they relate to NOCRC strategies?
- How can I make sure my data is included ?
- What's the Adult Ed Launchboard?

NOCE
NORTH ORANGE
CONTINUING EDUCATION

NOCRC
NORTH ORANGE COUNTY
REGIONAL CONSORTIUM
FOR ADULT EDUCATION

OIRP
Office Of Institutional Research and Planning
North Orange Continuing Education

CLASS CODING



DATA AND DONUTS: CLASS CODING EDITION

NOVEMBER 17, 2020
Time: 1:30 p.m - 3:00 p.m

REGISTRATION LINK:
[HTTP://BIT.LY/DATANDONUT](http://bit.ly/datandonut)

CHANCELLOR'S OFFICE CURRICULUM INVENTORY (COCI)

COCI

Home Programs Courses Login

The Chancellor's Office Curriculum Inventory System (COCI)

Login to COCI

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Need Support? Contact us at coclappsupport@openccc.zendesk.com

WHAT'S CODING GOT TO DO WITH IT?

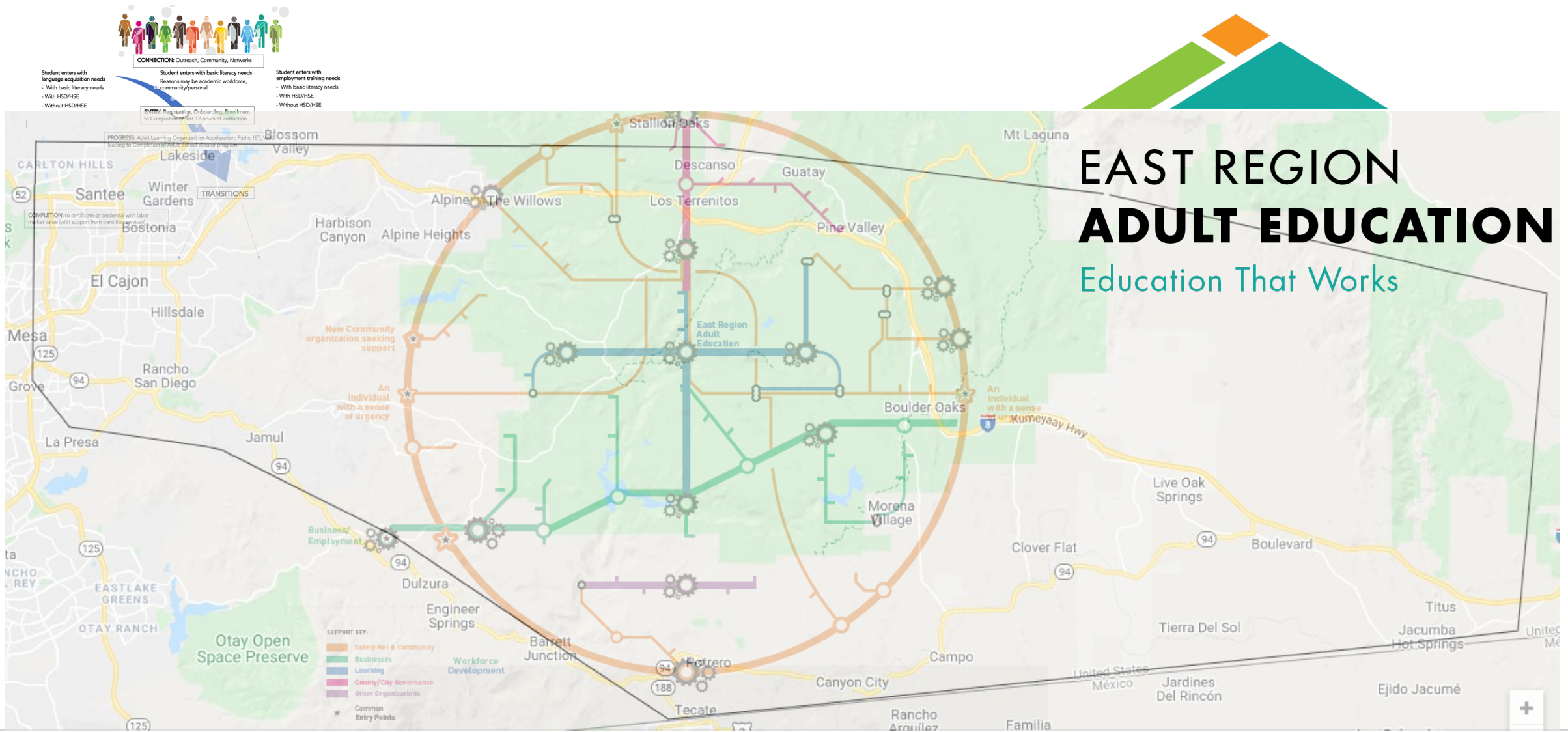
- What is it?
- Why is it important?
- Implications

C	H	AO	AP
COURSE ▾	BANNER_CB01_COURSE_DEF ▾	BANNER_CB21_COURSE ▾	PRIOR_TO_COLLEGE_LEVEL_DESCRIPTOR ▾
ABE 105	ABE105	F	6 levls below transferable lvl
ABED 110	ABED110	C	3 levls below transferable lvl
DSPS 135	DSPS135	C	3 levls below transferable lvl
DSPS 390	DSPS390	G	7 levls below transferable lvl
DSPS 394	DSPS394	F	6 levls below transferable lvl
DSPS 396	DSPS396	F	6 levls below transferable lvl
ESLA 100	ESLA100	G	7 levls below transferable lvl
ESLA 1035	ESLA1035	D	4 levls below transferable lvl
ESLA 1040	ESLA1040	B	2 levls below transferable lvl
ESLA 1045	ESLA1045	B	2 levls below transferable lvl
ESLA 1050	ESLA1050	E	5 levls below transferable lvl
ESLA 1052	ESLA1052	E	5 levls below transferable lvl
ESLA 1054	ESLA1054	C	3 levls below transferable lvl
ESLA 1056	ESLA1056	C	3 levls below transferable lvl
ESLA 1060	ESLA1060	B	2 levls below transferable lvl



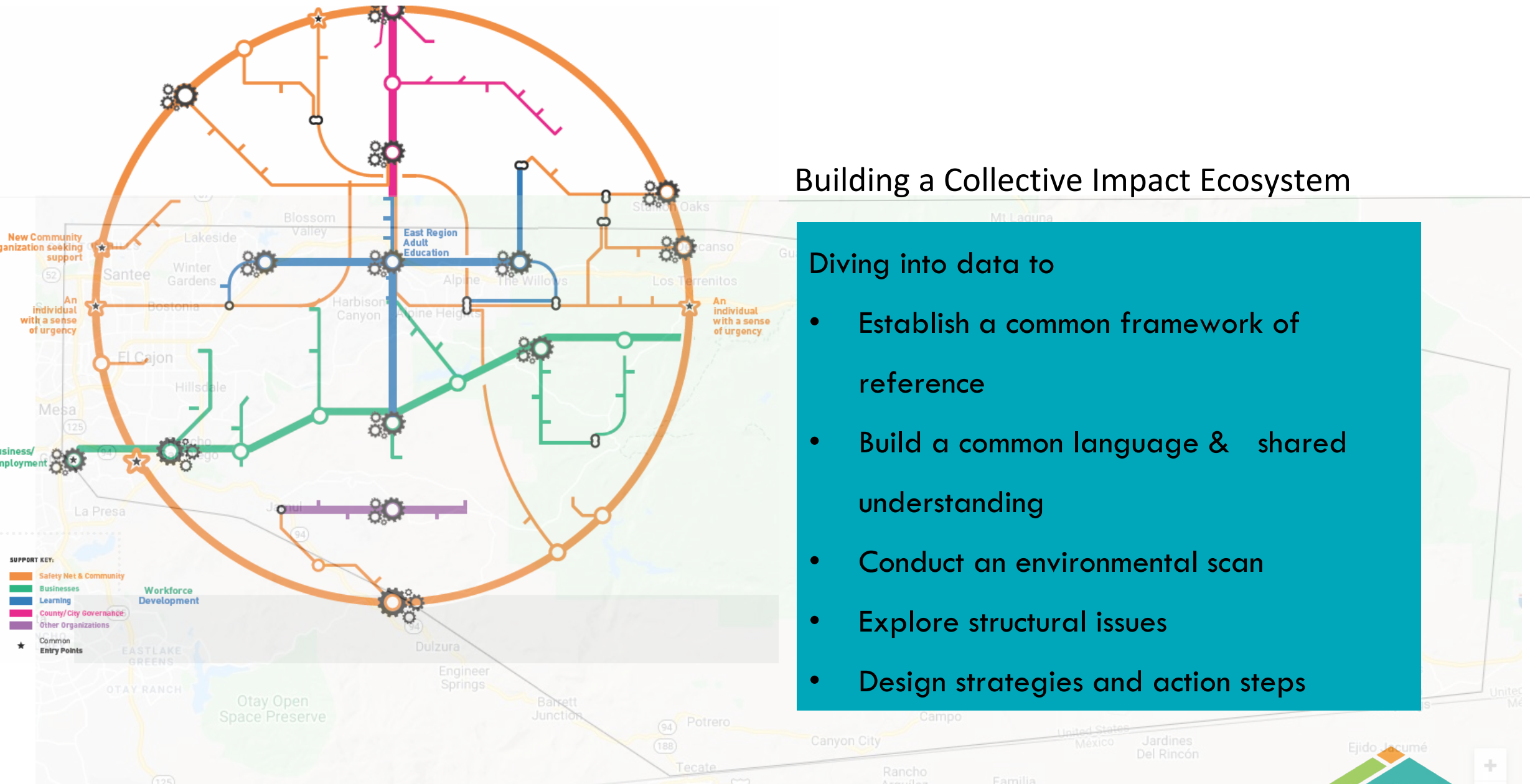
EAST REGION ADULT EDUCATION

Education That Works



CAEP Three-Year Planning

Building a Collective Impact Ecosystem



Diving into data to

- Establish a common framework of reference
- Build a common language & shared understanding
- Conduct an environmental scan
- Explore structural issues
- Design strategies and action steps

Student Success Metrics

- Connection
- Entry
- Progress
- Transitions



CONNECTION: Outreach, Community, Networks

Student enters with language acquisition needs

- With basic literacy needs
- With HSD/HSE
- Without HSD/HSE

Student enters with basic literacy needs

Reasons may be academic workforce, community/personal

Student enters with employment training needs

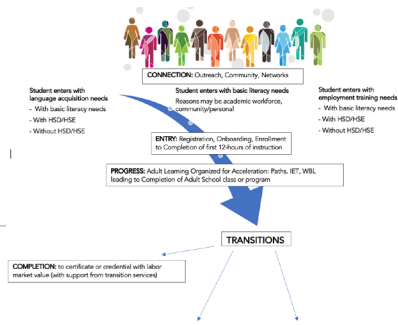
- With basic literacy needs
- With HSD/HSE
- Without HSD/HSE

ENTRY: Registration, Onboarding, Enrollment to Completion of first 12-hours of instruction

PROGRESS: Adult Learning Organized for Acceleration: Paths, IET, WBL leading to Completion of Adult School class or program

TRANSITIONS

COMPLETION: to certificate or credential with labor market value (with support from transition services)



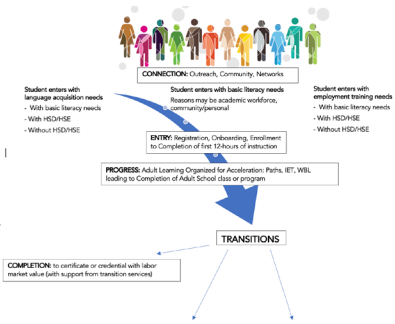
ENTRY: Registration, Onboarding, Enrollment to Completion of first 12-hours of instruction

Guiding Questions:

- Are our programs designed with the adult student's success in mind?
- Are we visible for all members of our communities?
- Are we leveraging community resources and supporting our partners?
- Are we providing the "right" support services upfront to support entry, progress, and transitions.

Guiding Questions:

- Are our programs tailored to the diversity and needs of our community?
- Are our programs responding to the changing labor market?
- How do we ensure support and retention?



- Connection
- Entry
- Progress
- Transitions

PROGRESS: Adult Learning Organized for Acceleration: Paths, IET, WBL leading to Completion of Adult School class or program

COMPLETION: to certificate or credential with labor market value (with support from transition services)

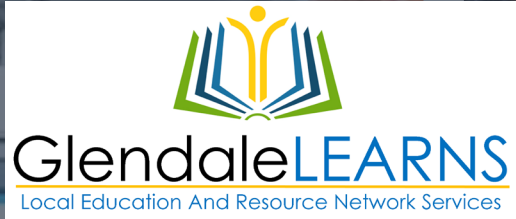
TRANSITIONS

Guiding Questions:

- Are we preparing students for successful transitions through high challenge, high support accelerated classes?
- Are we utilizing dual enrollment as a means for more students to complete and transition?

Guiding Questions:

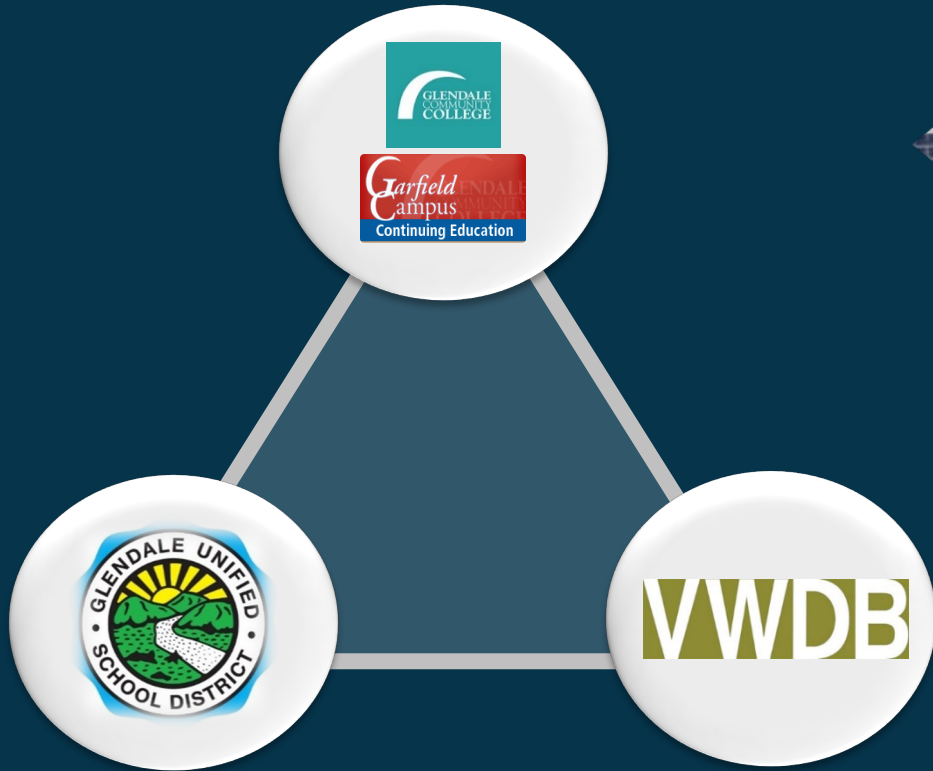
- Are we preparing students for successful transition to college?
- Are we preparing students for successful transition to employment and careers?



CAEP Three-Year Planning

MaryAnn Pranke
GlendaleLEARNS Coordinator

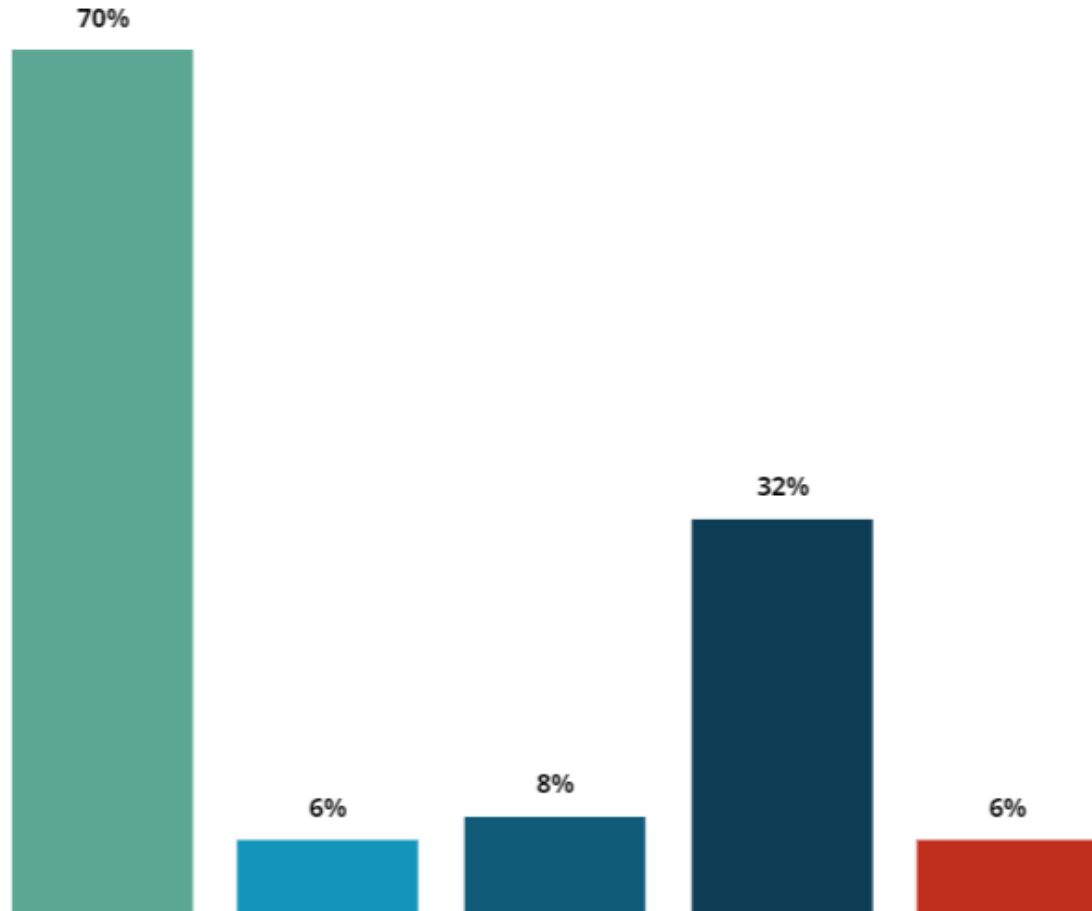
Board Members



Students and Programs

41

79% of 8,505 adults served had 12 + contact hours (participants) in 2018-2019

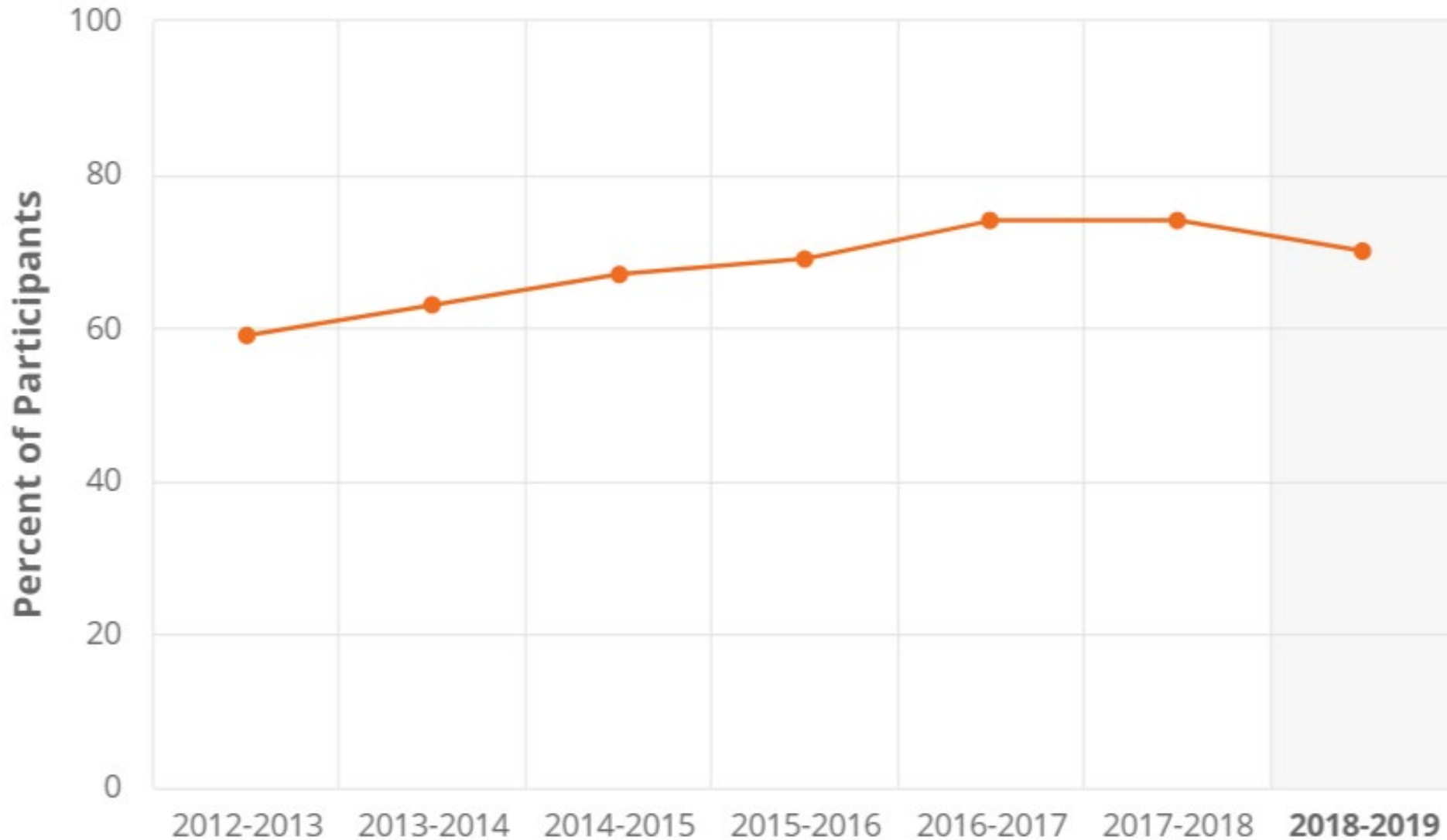


● Participants in English as a Second Language (ESL)	70%
	4,672 / 6,708
● Participants in Adult Basic Education (ABE)	6%
	436 / 6,708
● Participants in Adult Secondary Education (ASE)	8%
	560 / 6,708
● Participants in Career and Technical Education (CTE)	32%
	2,130 / 6,708
● Adult Participants Training to Support Child School Success	6%
	407 / 6,708

Source: Launchboard

English as a Second Language

● Glendale Community College District Regional Consortium, All, 2018-2019



Time Trend

2012-2013	59%
	4,169 / 7,112
2013-2014	63%
	4,437 / 7,075
2014-2015	67%
	4,664 / 6,930
2015-2016	69%
	4,688 / 6,814
2016-2017	74%
	5,652 / 7,616
2017-2018	74%
	5,348 / 7,275
2018-2019	70%
	4,672 / 6,708

Data from Verdugo Workforce Development Board's Local Workforce Plan

Verdugo Consortium Foreign Born Population

Demographic	Total	Burbank	Glendale	LCF
Foreign-born population	155,371	46,278	102,525	6,568
Speak English "less than very well"	83,301	15,924	65,066	1,890

Characteristics of People Who Speak a Language Other than English at Home

Poverty Levels			
Characteristics	Burbank	Glendale	LCF
Below poverty level	6,439	21,939	208
At or below poverty level	39,681	107,500	6,354

Translating Data to Activities in GlendaleLEARNS Logic Model

Activities	Outputs
1.1 Identify demand career pathways for priority populations	1.1.1 # ID/DD and ELL co-enrolled in career pathways
1.2 Develop plan for implementation of new career pathways using CNC Model	1.2.1 Develop or a new or expand a career pathway annually
1.3 Integrate OJT, WEX into current career pathways	1.3.1 # ID/DD and ELL co-enrolled in WEX and/or OJT
2.6 Integrate ESL/ABE/ASE classes in career pathways	2.6.1 # enrolled in ABE/ASE/ESL who enter career pathways



**BECOME A
MEDICAL ASSISTANT
IN 9 MONTHS!**

**AND THE CLASSES
ARE FREE!**

Interested in learning more about our program? Come to our Informational meeting on Wednesday, January 15, 2020 from 12-1PM at our Garfield Campus, Mariposa Building, Room 304. Hope to see you there!

Glendale Community College just started a brand new program at its Garfield Campus (1122 E Garfield Ave. Glendale) as part of its Short Term Vocation classes offered. *The class and textbooks are offered at no cost.* In the Spring and Summer sessions, students will study administrative medical assisting, and in the fall, students will learn clinical medical assisting by practicing skills needed for the job.

Classes will be held 8:30am-12:30pm Monday-Thursday. All students must begin the first day of the spring semester, Tuesday February 18, 2020. Students must be able to read, write, and speak in English.

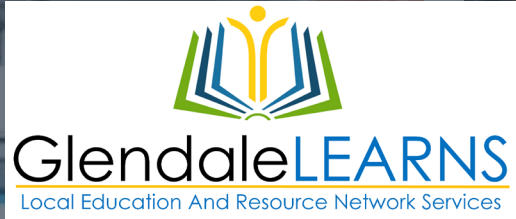
Interested? Contact Yazz at 818-240-1000 Ext. 5690 to find out how to register starting January 27.

Our classes are limited to 25 students only, so register starting January 27, 2020 to ensure your space.

Customized Career Pathway

- Administrative Medical Assistant
- Clinical Medical Assistant
- Incorporates VESL
- Adds Work Based Learning Earn/Learn
- Adds Case Management & Job Development
- Provides supportive services





CAEP Three-Year Planning

MaryAnn Pranke
GlendaleLEARNS Coordinator


3-Year Planning Process



John Werner

Executive Director

sequoiasadulthooddirector@gmail.com



SEQUOIAS
ADULT EDUCATION CONSORTIUM

The Sequoias Adult Education Consortium is a regional organization covering parts of Tulare and Kings County in California whose mission is to facilitate the alignment and collaboration of adult education.

Discussion

Questions & Answers

Review and Evaluate Your Data



Ensure you have a data collection, entry, and review plan

Engage all members involved in data collection, entry, and reporting



Ongoing Continuous Improvement

Identify Your goals and Target Outcomes

Review quarterly or by semester using

- Community Colleges reporting into COMIS: Datamart
- Institutions reporting into CASAS TOPSPro Enterprise: CAEP Quarterly Reports



Check your assumptions, records, and reports to verify outcomes

Identify any data gaps or issues

- Create a plan to rectify issues
- Revise and resubmit data

Discuss, research and identify strategies to strengthen any gaps in target outcomes

Tips for Good Data Collection

Enter the four key pieces of student information

- First name
- Last name
- Date of birth
- Gender

Ensure your learners are included in the datasets

- ALL fields are entered
- Confirm name have used at other schools
- Avoid nicknames or shortened names
- If a returning student verify information is correct in student record
 - f the student requests corrections, ensure that the record is updated across enrollments.

Data Tips

- ✓ **COMIS Users:** Become familiar with the metrics and naming conventions used to calculate AEP metrics to ensure that all data is being collected in the MIS system. These can be found in the AEP MDD Metric Calculations under COMIS Data Source Elements.

- ✓ **CASAS TE Users:** Become familiar with the metrics and naming conventions used to calculate AEP metrics to ensure that all data is being collected in the CASAS system. These can be found in the AEP MDD Metric Calculations under TOPSpro Data Source Elements.



Data Tips



- ✓ Review the metrics and ensure that your institution is collecting the data that will inform chosen metrics.
- ✓ Enter course enrollments and attendance to make sure students are accurately counted. Note: also informs other metrics such as Success: Certificate Completion, and Progress: Student Persistence Year to Year.
- ✓ Request a list of currently enrolled noncredit students that are eligible for an award, then work with students and the school to be certain each award is captured (on file). This could be done for past years, as well as present.

Discussion

Questions & Answers

Thank You!



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