



http://www.mtsac-rc.org

DATA Workgroup Meeting Minutes

Wednesday, January 18, 2023

2:30-4:00 pm

Baldwin Park Adult & Community Education,
4640 N. Maine Ave.
Baldwin Park, CA 91706 –Room 16.

[Make sure to Check-In with the front office. Please bring a laptop and photo ID for check-in purposes](#)

Meeting Folder: <https://drive.google.com/drive/folders/1mPsD7SmkaSI11QNIOoqbNYGHrg4ByRjl?usp=sharing>

Don't forget to complete your homework of adding a topic to the data Smartsheet.

<https://app.smartsheet.com/b/form/bbc7ee646d94440b9523aed445555e36>

Agenda

ITEM	NOTES
1. Welcome	<p>Please sign in on the sign in sheet</p> <ul style="list-style-type: none"> • Elba Sarabia (HLP) • Danny Hong (HLP) • Maria Tellez (HLP) • Laura Fonseca (BPACE) • Shannon Rider (Mt. SAC) • Veronica Valenzuela (BPACE) • Diana Casas (BPACE) • Araceli Renteria (PUSD) • Lena Delvaux (HLP) • Madelaine Hetrick (BUSD) • Amy Valencia (COUSD) • Michelle Lee (COUSD) • Jovanna Martinez (HLP) • Gale Lee (BPACE) • Tischel Diaz (Consortium)
2. Upcoming Events	<p>Please share any upcoming events you have:</p> <p>https://www.caadulthoodtraining.org/</p> <p>1) CALPRO –Designing Programs for Adults with Learning Disabilities Session I: January 28, 2023 -12 PM ongoing Online https://www.caadulthoodtraining.org/CALPRO/24922?Type=14</p> <p>2) CAEP Accountability for 2022-23 –San Bernardino Valley College - Wednesday, February 15, 2023- 9 am https://register.caladulthood.org/Home/EventDetail/585</p> <p>Adult Ed Day 2023! March 10th. Flyer coming soon!</p>
3. WestEd Training Review <i>Adult Education: A Gateway to College and Living Wage Employment</i>	<p>Tischel presented a short review of the West Ed training on a Gateway to College and living wage employment including how to navigate the 2021 Factsheets Dashboard and the Adult Education Career Pathways dashboard in order to assist workgroup members with navigating these dashboards for the conversations on career pathways at their individual agencies.</p> <p>http://Bit.ly/Gateway_LosAngeles</p> <p>https://caladulthood.org/2021FactSheets</p> <p>http://bit.ly/CAEP_CTE_Courses</p>

4. Anonymous Questions Form

- Interested in QR codes for updates
 - a. **Would require a data-safe online form**
- What is the best way to import data from ASAP to TE?
 - a. **Monthly at max is best. Set a calendar with deadlines for the import of what data is being imported. Share with stake holders (faculty, administration, office staff, etc.) Create a calendar and share.**
- How often should importing be done for each category presented in the import wizard?
 - a. **Depends on your agencies school schedule (semester? Trimester? Quarter?)**
 - b.
- For Employment and Earnings Survey, can they change the question where they asked how much do they earn?
 - a. **Question regarding how much they earn cannot be changed, but students who are uncomfortable sharing this specific number can input \$1. It is helpful to share this information when student is originally contacted if possible.**
- How do you use the data from TE or from LaunchBoard or from the Fact Sheets to make improvements to your programs and services?
 - a. **Firstly, remember that the dashboards are only as helpful as the accuracy of the data that is being reported.**
 - b. **The dashboard facilitates the discussion on where we are doing well, what we need improvement on, and what areas we could potentially grow.**
- How are other schools, especially schools who have a high post-testing rate, post-testing their students? What's their process for checking who needs to Post-Test and what happens when a student refuses to Post-Test?
 - a. **Create a schedule that fits the needs of your programs/classes.**
 - b. **If you have a class that is high intensity over a short amount of time (ex: meets five hours a day, four days a week over 5-6 weeks. High retention, then scheduling at the beginning and end of class makes sense).**
 - c. **If you have a lower intensity course over a longer period of time with open entry/open exit enrollment (ex: class meets twice a week for 3 hours a day over 18 weeks, has trouble with retention, a 60%/90% testing schedule works well). In this scenario, if you have a 100 hour class, you would schedule testing at the time the class would reach 60% (approximately 60 hours) of the class. This with forty, or near that, would test. This would capture those who have been actively attending since the beginning of the course. Once the class hits 90% (approximately 90 hours), you test ALL the remaining students in the class. This will include late enrollees and those that attend infrequently. In addition, you can also retest any of those from the first round who have accrued an additional 40 hours since their first test who did not "benchmark" on the first round.**
 - d. **In both the above scenarios, keep in mind, the recommendation is:**
 - i. **test before 12 hours instruction**
 - ii. **shoot for 70-100 in between tests.**
 - iii. **minimum of 40 hours between tests for payment points to count.**

	<p>iv. Best practice is to have everyone enrolled test at the end of the class even if enough hours have not been reached (in case they do not return)</p>																								
<p>5. Around the room ASAP</p>	<p><i>Tabled until next meeting. Review everyone's ASAP registration setup</i></p>																								
<p>6. Around the room general questions</p>	<p>How do you mark everyone's barriers to employment when they don't have any (this was requested by former consortium manager)</p> <ul style="list-style-type: none"> This item is NOT required. It is optional. There was a large push after it was first introduced as MANY agencies were reporting extremely low numbers (likely due to staffing not knowing how to mark it or it not being explained to the student accurately). When first introduced the average per agency was about 20% of students have at least one barrier to employment. We KNOW this isn't accurate. So the guidance was that everyone should have a barrier to employment, but what was meant everyone should have this question asked and explained so that we are able to accurately collect that data. On average, depending on your population, you should be looking at closer to 70-80% of your students should be reporting at least one or more barriers. Keep in mind, as staff/faculty, we can mark barriers to whole groups of students. (ex: if enrolling in an ESL programmed class, mark them all by default as English Language Learner, etc.) <p>How do you count testing hours prior to student enrollment.</p> <ul style="list-style-type: none"> Create a class specifically for testing and record hours there. 																								
<p>7. Future Topics</p>	<p><i>What would your DREAM CASAS training entail?</i></p> <p><i>Please add these to the anonymous topics smartsheet:</i></p> <p>https://app.smartsheet.com/b/form/bbc7ee646d94440b9523aed445555e36</p>																								
<p>8. Meeting Details for the Future</p>	<p style="text-align: center;">Data Workgroup Meetings</p> <table border="1" style="width: 100%;"> <tr> <td colspan="3">Baldwin Park Adult & Community Education</td> </tr> <tr> <td colspan="3">4640 N. Maine Ave. Baldwin Park, CA 91706 - Room 16 - Bring your laptop. Check-in with front office. Bring your picture ID for check in</td> </tr> <tr> <th>Month</th> <th>Dates</th> <th></th> </tr> <tr> <td>February</td> <td>2/15/2023</td> <td>In person/BP</td> </tr> <tr> <td>March</td> <td>3/15/2023</td> <td>In person/BP</td> </tr> <tr> <td>April</td> <td>4/19/2023</td> <td>In person/BP</td> </tr> <tr> <td>May</td> <td>5/17/2023</td> <td>In person/BP</td> </tr> <tr> <td>June</td> <td>6/21/2023</td> <td>In person/BP</td> </tr> </table>	Baldwin Park Adult & Community Education			4640 N. Maine Ave. Baldwin Park, CA 91706 - Room 16 - Bring your laptop. Check-in with front office. Bring your picture ID for check in			Month	Dates		February	2/15/2023	In person/BP	March	3/15/2023	In person/BP	April	4/19/2023	In person/BP	May	5/17/2023	In person/BP	June	6/21/2023	In person/BP
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<p>9. Meeting Adjourn 4:10pm</p>	<p>Next Meeting: February 15, 202 2 :30 – 4:00 PM</p>																								