Barstow Area Consortium for Adult Education
Board **MINUTES**
Barstow Community College, Administration Conference Room
Tuesday, April 20, 2021 (2:00 p.m. – 4:00 p.m.)
(¤Materials in Board Packet)
DUE TO COVID-19, THIS MEETING WILL BE HELD ON ZOOM; THE PUBLIC IS INVITED TO PARTICIPATE
ZOOM URL: https://barstow-edu.zoom.us/j/94538921984

PLEASE NOTE: Agenda related documents distributed to the BACAE Board for the Board Meeting may be viewed in the President's Office at Barstow Community College, 2700 Barstow Rd, Barstow, CA 92311. Individuals who require special accommodation, including but not limited to an American sign language interpreter, accessible seating, or documentation in accessible formats, should contact the BACAE Coordinator at erivera@barstow.edu at least two days before the meeting date.

Call to Order: 2:06p.m.

Attending:	Voting Member	Voting Member	Attendee
Baker Valley	☐ Cecil Edwards	☐	☐
Barstow CC	☒ Eva Bagg	☐	☐ Herbert English
			☒ Pattie Alaimalo
			☒ Terri Walker
Barstow AS	☒ Scott Godfrey	☐ Jeff Malan	☐ Michelle Colleoc
Silver Valley	☐ Jeff Youskievicz	☒ Brice Scott	☐
Consortium Staff	☐ Elena Rivera	☒ Mitch Rosin	☒ Jackie Diaz

¤Approval of Minutes – March 16, 2021
Motion to approve by Scott Godfrey; 2nd by Eva Bagg

1. Public Comment – Public comment will be allowed on any topic relevant to the BACAE. Pursuant to BACAE Policy, comments are limited to 3 minutes per person. Please begin your comment by stating your name.

2. Closed Session – None Requested

3. Consortium Director's Report
   - 3.1. ¤ California Adult Education Program: Notice of Selection of Targeted Technical Assistance (TTA) for Consortia Effectiveness
     - A. Analysis of CAEP data (student outcomes, persistence, enrollment etc. in CASAS TE, local MIS, LaunchBoard, etc.)
     - B. CAEP Consortium Self-Assessment (update to the CAEP Consortium Self-Assessment document from the 2019 Three-Year Plan)
     - C. Program Improvement Plan (July 2021 – December 2022)

     Due Date: Jun 30, 2021

CAEP has offered technical assistance to our Consortium, welcoming Ryan De La Vega who observed the meeting today, will be the coach for the TTA. P. Alaimalo will not be the primary of contact for the TTA. Three things will be covered by Ryan in the next couple of weeks due in June. 1st an analysis of the CAEP Data, 2nd updating the consortium self-assessment, 3rd program improvement plan. R.De La Vega assigned to Barstow is here to learn about us to better understand how to coach us through the tasks assigned for June.

4.2 CAEP Deadlines – Upcoming

April 2021

- Apr 30: Student Data due in TOPSPro (Q3)

May 2021

- May 2: CFAD for 2021-22 due in NOVA

June 2021

- Jun 1: 19/20 & 20/21 Member Expense Report due in NOVA (Q3)
- Jun 30: 19/20 & 20/21 Member Expense Report certified by Consortia in NOVA (Q3)
- Jun 30: End of Q4
- Jun 30: Targeted Technical Assistance (TTA) Documents Due:

4.3 CAEP Updates

- Introduction to CAEP State Priorities (PPT and Handout)
- Student Funding in Adult Education Programs (CDE Memo)
- AB1491: Proposed State Legislation on Unspent Carryover Funds

4.4 Member Program Update: BAS

S. Godfrey- happy to report 12 graduates from their program, graduation is being planned for May 22nd and are hoping for a live in person format, however they have planned an alternative virtual graduation if a live face to face is not possible. 6 more students who will hopefully meet the requirements to be able to graduate on May 22nd. The district is looking at the possibility to extend the next school year (2021-2022) for the K-12 which will be applied to the Adult school.

4.5 Member Program Update: BCC

E. Bagg- As part of the three year plan it will talk about an entrepreneurship program, partnering with Barstow Unified, who is the only high school in our region who we can identify such a large number of students who we can consider including in our future entrepreneurship program. The Adult ed. plan had included recommendation was to establish an entrepreneurship pathway. BCC Board will meet tomorrow and they will receive an update on the Entrepreneur Center to be established on the main campus in an existing facility. Elena has been working with Dr. Helga Wild and she is asking to update the Community Needs assessment, to get a fresh look and the affects on Covid-19 to get our students back on campus.

J. Diaz- working closely with Amy McLaren our Adult Ed./ESL counselor, and she has assisted 12-14 students enroll in our program> ESL CASAS testing is ongoing and April 23rd and 24th is the next scheduled date for testing via Zoom. We continue to work around our ESL students schedule.

4.6 Member Program Update: BVUSD

No report

4.7 Member Program Update: SVUSD

B. Scott- 10 graduates we are projecting 16 graduates in total if they continue to work hard. Continuing CASAS testing through Zoom virtual testing, focusing on testing on many students as they can. Our enrollment is up to 130 students, the highest it has ever been in our district.

4.8 BCC Fiscal Agent Report

T. Walker- Submitted invoices for May to Elena for approval accounting will process those and receive payment before May 1st and everyone has cashed their checks.

4.9 Marketing & Social Media Update: Phoenix Design

M. Rosin- In the last 30 days we have had just about 2500 post reaches which is down in 55% their will be a discussion about this in the next committee meeting. We have however, maintained a balance between male and female who are tapping into our network, the website traffic is significantly lower than usual.

4. Discussion Items – NONE

5. Action Items

6.1 Approve Barstow Community College as consortium Fiscal Agent for the 2021-22 Fiscal Year

Motion to approve by Scott Godfrey; 2nd by Brice Scott Motion passes unanimously

6.2 Approve 2021-22 CFAD Allocation & COLA

Motion to approve by Scott Godfrey; 2nd by Brice Scott Motion passes unanimously

BARSTOW AREA CONSORTIUM FOR ADULT EDUCATION

2020-21 BACAE Allocation	**$926,679**
2021-22 Proposed BACAE COLA	**$13,899**
2021-22 Proposed BACAE Allocation	**$940,578**

Agency	2020-21 CFAD	% of Allocation	Portion of COLA based on % of Allocation	Tentative 2021-22 CFAD
Baker Valley Adult School				
TOTAL	$64,348	**7%**	**$965**	**$65,313**
Barstow Community College				
TOTAL	$308,455	**33%**	**$4,626**	**$313,081**
Barstow Adult School				
TOTAL	$345,507	**37%**	**$5,182**	**$350,689**
Silver Valley Adult School				
TOTAL	$208,369	**22%**	**$3,125**	**$211,494**
TOTAL	**$926,679**			**$940,578**

6. Announcements

7.1 Conferences

- April 21 – 23, 2021: CCAE – Virtual
- April 30 – May 1, 2021: Career Non-Credit Education Institute – Virtual
- June 17 – 18; 22 – 23, 2021: CASAS – Virtual

7.2 2020-2021 Board Meeting Dates (2:00 pm – 4:00 pm via Zoom / 3rd Tuesday of the Month)

2021
May 18, 2021
June 15, 2021 – Annual Plan Retreat

7.3 BACAE Working Group Meetings (Zoom)

2021
May 13, 2021

7. Adjournment: **2:27 p.m.**

Motion to adjourn by S. Godfrey; 2nd by B. Scott

CAEP Data Integrity

Program Year: 2020-2021
Agency: 1040 - Baker Valley Unified School District (BVUSD)

Member: 134 - Baker Valley Unified School District
Consortium: 03 - Barstow Area Consortium for Adult Education

Summary Information	
Students in the Services Section	27
Students not enrolled in the 7 CAEP programs	0
Marked Literacy Gains Outcome but did not have CAEP program	0
Marked HSD/HSE Outcome but did not have CAEP Program	0
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	0
Marked Employment Outcome but did not have CAEP Program	0
Marked Wages Outcome but did not have CAEP Program	0
Marked Transition Outcome but did not have CAEP Program	0
Students enrolled in the 7 CAEP programs	27
Students Concurrently Enrolled in High School/K12	3
Students eligible for Data Integrity	**24**

Item	Description	Item Count	Item Percent
01	Missing Birthdate or outside 16-110	4	16.67 %
02	Less than 12 Hours of Instruction	14	58.33 %
02a	Zero or Empty Hours of Instruction	5	20.83 %
02b	Total hours between 1-11 hours	9	37.50 %
03	No Highest Year of School/Degree Earned	12	50.00 %
03a	No Highest Year of School	11	45.83 %
03b	No Highest Degree Earned	6	25.00 %
04	No Gender	0	0.00 %
05	No Race/Ethnicity	4	16.67 %
06	Total Reported Labor Force Status	17	70.83 %
06a	Total 'Employed'	17	70.83 %
06b	Total 'Employed with notice'	0	0.00 %
06c	Total 'Unemployed'	0	0.00 %
06d	Total 'Not in Labor Force'	0	0.00 %
06e	Total missing Labor Force Status	7	29.17 %
08	No valid pretest	7	29.17 %
09	Valid pretest with no post-test	17	70.83 %
09a	Valid pretest with no post-test or HSE/HSD	17	70.83 %
09b	No post-test and pretest below ASE High	15	62.50 %
09c	Valid pretest with no post-test or MSG	17	70.83 %
10a	Learners with a pre-/post-test pair	0	0.00 %
10b	Learners with a pre-/post-test pair, but have not completed a level	0	0.00 %
11a	Achieved Educational Functional Level Gain with pre- and post-testing	0	0.00 %
11b	Achieved Educational Functional Level Gain with High School credits earned	0	0.00 %
11c	Achieved Educational Functional Level Gain with Post-Secondary Outcome	0	0.00 %
12a	Passed HSE	0	0.00 %
12b	Passed HSE but instructional program not HSE	0	0.00 %
12c	Passed HSE but Highest Degree Earned is HSE or higher	0	0.00 %
13a	Earned HS diploma	0	0.00 %
13b	Earned HS diploma but instructional program not HS diploma	0	0.00 %
15a	Learners with 90-97 days between Dates of Service	0	0.00 %
15b	Learners with 83-89 days between Dates of Service	2	8.33 %
16	Learners enrolled in Integrated Education and Training (IET)	0	0.00 %
17	No Primary Goal	7	29.17 %
18	No Secondary Goal	13	54.17 %
19	Learners with at least one Barrier to Employment	14	58.33 %
19a	Learners with Multiple Barriers to Employment	14	58.33 %
19b	Learners with No Barriers to Employment	10	41.67 %
20	Learners Co-enrolled in WIOA Titles I, III, or IV	0	0.00 %
21	Learners with a pretest in the conservative estimate range	0	0.00 %

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CAEP Data Integrity

Program Year: 2020-2021
Agency: 1040 - Baker Valley Unified School District (BVUSD)
Member: 134 - Baker Valley Unified School District
Consortium: 03 - Barstow Area Consortium for Adult Education

Item Description	Item Count	Item Percent
22a Learners with a pre-/post-test pair but less than 40 hours of instruction	0	0.00 %
22b Learners without a pre-/post-test pair but more than 40 hours of instruction	0	0.00 %
22c Learners without a pre-/post-test pair but more than 70 hours of instruction	0	0.00 %
23a Achieved CAEP Outcome for HSD/HSE	0	0.00 %
23b Marked HSD/HSE outcome but did not qualify for CAEP	0	0.00 %
24a Achieved CAEP Outcome for Post-Secondary	0	0.00 %
24b Marked Post-Secondary Outcome for CAEP but did not qualify for CAEP	0	0.00 %
25a Achieved CAEP Outcomes for Employment	0	0.00 %
25b Marked Employment Outcome but did not qualify for CAEP	0	0.00 %
26a Achieved CAEP Outcome for Increase Wages	0	0.00 %
26b Marked Wages Outcome but did not qualify for CAEP	0	0.00 %
27a Achieved CAEP Outcome for Transition to Post-Secondary	0	0.00 %
27b Marked Transition Outcome but did not qualify for CAEP	0	0.00 %

Criteria

Report data generated at 4/13/2021 3:03:32 PM
Base container is: Agency 1040 - Baker Valley Unified School District (BVUSD)
Interrogation mode is: 'Local data'
Instructional Program: Basic Skills (ABE), ESL/ELL, High School Diploma, HSE, Career and Technical Education (CTE), Workforce Preparation, Adults w/Disabilities, Pre-Apprenticeship, Adults supporting K12 student success
Program year: 07/01/2020 - 06/30/2021
Include Prepared By: Yes
Include Print Time: Yes
Include Criteria Info: Yes
Report Sort Order: Consortium, Agency
Include Address: No
Report Style Option: Blue
Agency Print Option: ID Name
Student Print Option: NameID
Student Name Format: Last, First Middle
Warn if too many pages: Yes
Show Test Pairs: Completed Level
CAEP Program Areas: ASE = HSD/HSE

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CAEP Data Integrity

Program Year: 2020-2021
Agency: 9511 - Barstow Unified School District (BUSD)
Member: 146 - Barstow Unified School District
Consortium: 03 - Barstow Area Consortium for Adult Education

Summary Information	
Students in the Services Section	286
Students not enrolled in the 7 CAEP programs	0
Marked Literacy Gains Outcome but did not have CAEP program	0
Marked HSD/HSE Outcome but did not have CAEP Program	0
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	0
Marked Employment Outcome but did not have CAEP Program	0
Marked Wages Outcome but did not have CAEP Program	0
Marked Transition Outcome but did not have CAEP Program	0
Students enrolled in the 7 CAEP programs	286
Students Concurrently Enrolled in High School/K12	0
Students eligible for Data Integrity	**286**

Item	Description	Item Count	Item Percent
01	Missing Birthdate or outside 16-110	0	0.00 %
02	Less than 12 Hours of Instruction	177	61.89 %
02a	Zero or Empty Hours of Instruction	0	0.00 %
02b	Total hours between 1-11 hours	177	61.89 %
03	No Highest Year of School/Degree Earned	0	0.00 %
03a	No Highest Year of School	0	0.00 %
03b	No Highest Degree Earned	0	0.00 %
04	No Gender	0	0.00 %
05	No Race/Ethnicity	6	2.10 %
06	Total Reported Labor Force Status	285	99.65 %
06a	Total 'Employed'	46	16.08 %
06b	Total 'Employed with notice'	0	0.00 %
06c	Total 'Unemployed'	239	83.57 %
06d	Total 'Not in Labor Force'	0	0.00 %
06e	Total missing Labor Force Status	1	0.35 %
08	No valid pretest	286	100.00 %
09	Valid pretest with no post-test	0	0.00 %
09a	Valid pretest with no post-test or HSE/HSD	0	0.00 %
09b	No post-test and pretest below ASE High	0	0.00 %
09c	Valid pretest with no post-test or MSG	0	0.00 %
10a	Learners with a pre-/post-test pair	0	0.00 %
10b	Learners with a pre-/post-test pair, but have not completed a level	0	0.00 %
11a	Achieved Educational Functional Level Gain with pre- and post-testing	0	0.00 %
11b	Achieved Educational Functional Level Gain with High School credits earned	0	0.00 %
11c	Achieved Educational Functional Level Gain with Post-Secondary Outcome	0	0.00 %
12a	Passed HSE	0	0.00 %
12b	Passed HSE but instructional program not HSE	0	0.00 %
12c	Passed HSE but Highest Degree Earned is HSE or higher	0	0.00 %
13a	Earned HS diploma	13	4.55 %
13b	Earned HS diploma but instructional program not HS diploma	0	0.00 %
15a	Learners with 90-97 days between Dates of Service	0	0.00 %
15b	Learners with 83-89 days between Dates of Service	1	0.35 %
16	Learners enrolled in Integrated Education and Training (IET)	0	0.00 %
17	No Primary Goal	0	0.00 %
18	No Secondary Goal	0	0.00 %
19	Learners with at least one Barrier to Employment	286	100.00 %
19a	Learners with Multiple Barriers to Employment	0	0.00 %
19b	Learners with No Barriers to Employment	0	0.00 %
20	Learners Co-enrolled in WIOA Titles I, III, or IV	0	0.00 %
21	Learners with a pretest in the conservative estimate range	0	0.00 %

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CAEP Data Integrity

Program Year: 2020-2021
Agency: 9511 - Barstow Unified School District (BUSD)
Member: 146 - Barstow Unified School District
Consortium: 03 - Barstow Area Consortium for Adult Education

Item	Description	Item Count	Item Percent
22a	Learners with a pre-/post-test pair but less than 40 hours of instruction	0	0.00 %
22b	Learners without a pre-/post-test pair but more than 40 hours of instruction	49	17.13 %
22c	Learners without a pre-/post-test pair but more than 70 hours of instruction	30	10.49 %
23a	Achieved CAEP Outcome for HSD/HSE	12	4.20 %
23b	Marked HSD/HSE outcome but did not qualify for CAEP	1	0.35 %
24a	Achieved CAEP Outcome for Post-Secondary	0	0.00 %
24b	Marked Post-Secondary Outcome for CAEP but did not qualify for CAEP	0	0.00 %
25a	Achieved CAEP Outcomes for Employment	0	0.00 %
25b	Marked Employment Outcome but did not qualify for CAEP	0	0.00 %
26a	Achieved CAEP Outcome for Increase Wages	0	0.00 %
26b	Marked Wages Outcome but did not qualify for CAEP	0	0.00 %
27a	Achieved CAEP Outcome for Transition to Post-Secondary	5	1.75 %
27b	Marked Transition Outcome but did not qualify for CAEP	0	0.00 %

Criteria

Report data generated at 4/23/2021 2:52:44 PM
Base container is: Agency 9511 - Barstow Unified School District (BUSD)
Interrogation mode is: 'Data from sub-sites'
Instructional Program: Basic Skills (ABE), ESL/ELL, High School Diploma, HSE, Career and Technical Education (CTE), Workforce Preparation, Adults w/Disabilities, Pre-Apprenticeship, Adults supporting K12 student success
Program year: Current program year
Include Prepared By: Yes
Include Print Time: Yes
Include Criteria Info: Yes
Report Sort Order: Consortium, Agency
Include Address: No
Report Style Option: Blue
Agency Print Option: ID Name
Student Print Option: NameID
Student Name Format: Last, First Middle
Warn if too many pages: Yes
Show Test Pairs: Completed Level
CAEP Program Areas: ASE = HSD/HSE

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CAEP Data Integrity

Program Year: 2020-2021
Agency: 12168 - Barstow Community College District (BCCD)
Member: 446 - Barstow Community College District
Consortium: 03 - Barstow Area Consortium for Adult Education

Summary Information	
Students in the Services Section	56
Students not enrolled in the 7 CAEP programs	10
Marked Literacy Gains Outcome but did not have CAEP program	0
Marked HSD/HSE Outcome but did not have CAEP Program	0
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	0
Marked Employment Outcome but did not have CAEP Program	0
Marked Wages Outcome but did not have CAEP Program	0
Marked Transition Outcome but did not have CAEP Program	0
Students enrolled in the 7 CAEP programs	46
Students Concurrently Enrolled in High School/K12	0
Students eligible for Data Integrity	**46**

Item	Description	Item Count	Item Percent
01	Missing Birthdate or outside 16-110	0	0.00 %
02	Less than 12 Hours of Instruction	2	4.35 %
02a	Zero or Empty Hours of Instruction	2	4.35 %
02b	Total hours between 1-11 hours	0	0.00 %
03	No Highest Year of School/Degree Earned	1	2.17 %
03a	No Highest Year of School	1	2.17 %
03b	No Highest Degree Earned	0	0.00 %
04	No Gender	0	0.00 %
05	No Race/Ethnicity	0	0.00 %
06	Total Reported Labor Force Status	2	4.35 %
06a	Total 'Employed'	0	0.00 %
06b	Total 'Employed with notice'	0	0.00 %
06c	Total 'Unemployed'	2	4.35 %
06d	Total 'Not in Labor Force'	0	0.00 %
06e	Total missing Labor Force Status	44	95.65 %
08	No valid pretest	46	100.00 %
09	Valid pretest with no post-test	0	0.00 %
09a	Valid pretest with no post-test or HSE/HSD	0	0.00 %
09b	No post-test and pretest below ASE High	0	0.00 %
09c	Valid pretest with no post-test or MSG	0	0.00 %
10a	Learners with a pre-/post-test pair	0	0.00 %
10b	Learners with a pre-/post-test pair, but have not completed a level	0	0.00 %
11a	Achieved Educational Functional Level Gain with pre- and post-testing	0	0.00 %
11b	Achieved Educational Functional Level Gain with High School credits earned	0	0.00 %
11c	Achieved Educational Functional Level Gain with Post-Secondary Outcome	0	0.00 %
12a	Passed HSE	0	0.00 %
12b	Passed HSE but instructional program not HSE	0	0.00 %
12c	Passed HSE but Highest Degree Earned is HSE or higher	0	0.00 %
13a	Earned HS diploma	0	0.00 %
13b	Earned HS diploma but instructional program not HS diploma	0	0.00 %
15a	Learners with 90-97 days between Dates of Service	0	0.00 %
15b	Learners with 83-89 days between Dates of Service	0	0.00 %
16	Learners enrolled in Integrated Education and Training (IET)	0	0.00 %
17	No Primary Goal	0	0.00 %
18	No Secondary Goal	0	0.00 %
19	Learners with at least one Barrier to Employment	46	100.00 %
19a	Learners with Multiple Barriers to Employment	46	100.00 %
19b	Learners with No Barriers to Employment	0	0.00 %
20	Learners Co-enrolled in WIOA Titles I, III, or IV	0	0.00 %
21	Learners with a pretest in the conservative estimate range	0	0.00 %

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CAEP Data Integrity

Program Year: 2020-2021
Agency: 12168 - Barstow Community College District (BCCD)
Member: 446 - Barstow Community College District
Consortium: 03 - Barstow Area Consortium for Adult Education

Item Description	Item Count	Item Percent
22a Learners with a pre-/post-test pair but less than 40 hours of instruction	0	0.00 %
22b Learners without a pre-/post-test pair but more than 40 hours of instruction	15	32.61 %
22c Learners without a pre-/post-test pair but more than 70 hours of instruction	13	28.26 %
23a Achieved CAEP Outcome for HSD/HSE	0	0.00 %
23b Marked HSD/HSE outcome but did not qualify for CAEP	0	0.00 %
24a Achieved CAEP Outcome for Post-Secondary	0	0.00 %
24b Marked Post-Secondary Outcome for CAEP but did not qualify for CAEP	0	0.00 %
25a Achieved CAEP Outcomes for Employment	0	0.00 %
25b Marked Employment Outcome but did not qualify for CAEP	0	0.00 %
26a Achieved CAEP Outcome for Increase Wages	0	0.00 %
26b Marked Wages Outcome but did not qualify for CAEP	0	0.00 %
27a Achieved CAEP Outcome for Transition to Post-Secondary	0	0.00 %
27b Marked Transition Outcome but did not qualify for CAEP	0	0.00 %

Criteria

Report data generated at 4/27/2021 3:31:40 PM
Base container is: Agency 12168 - Barstow Community College District (BCCD)
Interrogation mode is: 'Data from sub-sites'
Instructional Program: Basic Skills (ABE), ESL/ELL, High School Diploma, HSE, Career and Technical Education (CTE), Workforce Preparation, Adults w/Disabilities, Pre-Apprenticeship, Adults supporting K12 student success
Program year: Current program year
Include Prepared By: Yes
Include Print Time: Yes
Include Criteria Info: Yes
Report Sort Order: Consortium, Agency
Include Address: No
Report Style Option: Blue
Agency Print Option: ID Name
Student Print Option: NameID
Student Name Format: Last, First Middle
Warn if too many pages: Yes
Show Test Pairs: Completed Level
CAEP Program Areas: ASE = HSD/HSE

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CAEP Data Integrity

Program Year: 2020-2021
Agency: 1012 - Silver Valley Unified School District (SVUSD)
Member: 133 - Silver Valley Unified School District
Consortium: 03 - Barstow Area Consortium for Adult Education

Summary Information	
Students in the Services Section	132
Students not enrolled in the 7 CAEP programs	0
Marked Literacy Gains Outcome but did not have CAEP program	0
Marked HSD/HSE Outcome but did not have CAEP Program	0
Marked Post-Secondary Outcome for CAEP but did not have CAEP Program	0
Marked Employment Outcome but did not have CAEP Program	0
Marked Wages Outcome but did not have CAEP Program	0
Marked Transition Outcome but did not have CAEP Program	0
Students enrolled in the 7 CAEP programs	132
Students Concurrently Enrolled in High School/K12	0
Students eligible for Data Integrity	**132**

Item	Description	Item Count	Item Percent
01	Missing Birthdate or outside 16-110	0	0.00 %
02	Less than 12 Hours of Instruction	63	47.73 %
02a	Zero or Empty Hours of Instruction	6	4.55 %
02b	Total hours between 1-11 hours	57	43.18 %
03	No Highest Year of School/Degree Earned	0	0.00 %
03a	No Highest Year of School	0	0.00 %
03b	No Highest Degree Earned	0	0.00 %
04	No Gender	0	0.00 %
05	No Race/Ethnicity	0	0.00 %
06	Total Reported Labor Force Status	132	100.00 %
06a	Total 'Employed'	84	63.64 %
06b	Total 'Employed with notice'	0	0.00 %
06c	Total 'Unemployed'	48	36.36 %
06d	Total 'Not in Labor Force'	0	0.00 %
06e	Total missing Labor Force Status	0	0.00 %
08	No valid pretest	116	87.88 %
09	Valid pretest with no post-test	16	12.12 %
09a	Valid pretest with no post-test or HSE/HSD	16	12.12 %
09b	No post-test and pretest below ASE High	16	12.12 %
09c	Valid pretest with no post-test or MSG	16	12.12 %
10a	Learners with a pre-/post-test pair	0	0.00 %
10b	Learners with a pre-/post-test pair, but have not completed a level	0	0.00 %
11a	Achieved Educational Functional Level Gain with pre- and post-testing	0	0.00 %
11b	Achieved Educational Functional Level Gain with High School credits earned	0	0.00 %
11c	Achieved Educational Functional Level Gain with Post-Secondary Outcome	0	0.00 %
12a	Passed HSE	0	0.00 %
12b	Passed HSE but instructional program not HSE	0	0.00 %
12c	Passed HSE but Highest Degree Earned is HSE or higher	0	0.00 %
13a	Earned HS diploma	9	6.82 %
13b	Earned HS diploma but instructional program not HS diploma	0	0.00 %
15a	Learners with 90-97 days between Dates of Service	0	0.00 %
15b	Learners with 83-89 days between Dates of Service	13	9.85 %
16	Learners enrolled in Integrated Education and Training (IET)	0	0.00 %
17	No Primary Goal	0	0.00 %
18	No Secondary Goal	0	0.00 %
19	Learners with at least one Barrier to Employment	12	9.09 %
19a	Learners with Multiple Barriers to Employment	5	3.79 %
19b	Learners with No Barriers to Employment	120	90.91 %
20	Learners Co-enrolled in WIOA Titles I, III, or IV	0	0.00 %
21	Learners with a pretest in the conservative estimate range	1	0.76 %

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CAEP Data Integrity

Program Year: 2020-2021
Agency: 1012 - Silver Valley Unified School District (SVUSD)
Member: 133 - Silver Valley Unified School District
Consortium: 03 - Barstow Area Consortium for Adult Education

Item Description	Item Count	Item Percent
22a Learners with a pre-/post-test pair but less than 40 hours of instruction	0	0.00 %
22b Learners without a pre-/post-test pair but more than 40 hours of instruction	17	12.88 %
22c Learners without a pre-/post-test pair but more than 70 hours of instruction	6	4.55 %
23a Achieved CAEP Outcome for HSD/HSE	9	6.82 %
23b Marked HSD/HSE outcome but did not qualify for CAEP	0	0.00 %
24a Achieved CAEP Outcome for Post-Secondary	0	0.00 %
24b Marked Post-Secondary Outcome for CAEP but did not qualify for CAEP	0	0.00 %
25a Achieved CAEP Outcomes for Employment	0	0.00 %
25b Marked Employment Outcome but did not qualify for CAEP	0	0.00 %
26a Achieved CAEP Outcome for Increase Wages	0	0.00 %
26b Marked Wages Outcome but did not qualify for CAEP	0	0.00 %
27a Achieved CAEP Outcome for Transition to Post-Secondary	0	0.00 %
27b Marked Transition Outcome but did not qualify for CAEP	0	0.00 %

Criteria

Report data generated at 4/30/2021 10:25:27 AM
Base container is: Agency 1012 - Silver Valley Unified School District (SVUSD)
Interrogation mode is: 'Data from sub-sites'
Instructional Program: Basic Skills (ABE), ESL/ELL, High School Diploma, HSE, Career and Technical Education (CTE), Workforce Preparation, Adults w/Disabilities, Pre-Apprenticeship, Adults supporting K12 student success
Program year: Current program year
Include Prepared By: Yes
Include Print Time: Yes
Include Criteria Info: Yes
Report Sort Order: Consortium, Agency
Include Address: No
Report Style Option: Blue
Agency Print Option: ID Name
Student Print Option: NameID
Student Name Format: Last, First Middle
Warn if too many pages: Yes
Show Test Pairs: Completed Level
CAEP Program Areas: ASE = HSD/HSE

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CALIFORNIA ADULT EDUCATION PROGRAM

CAEP State Priorities Defined

Equity - Equity is about being fair and impartial with learners, partners, and the communities we serve. Programs aligned to this area may focus on methods for building cultural awareness and responsiveness, addressing equity in the classroom, addressing the achievement gap, or creating access, success, and transfer opportunities for historically disadvantage populations.

Leadership – Leadership deals with important things leaders need to know about successfully managing a consortium or managing an adult education K-12 Adult or noncredit agency. Programs aligned to this area might focus on regional and local policies, developing systems, supervision and management of staff, organizational change, leveraging resources, or capacity building.

Learner Transition – Moving learners along in educational, career, or other paths is one measure of how we determine success. Programs aligned to this area may focus on college and career pathways, transition supports, or counseling and support services. Some examples include short-term CTE, integrated education and training, pre-apprenticeship, bridges and boot camps, and mirrored courses.

Marketing - Marketing programs and learner recruitment are ongoing responsibilities for consortium members. It is also vital that local communities understand and support regional consortia. Programs aligned to this area should share successful marketing strategies and practices, such as employing social media in marketing, budgeting for marketing, using data to target marking efforts, or strategies for keeping marketing current and effective.

Program Development/Curriculum/Classroom - Constant program improvement is at the core of building stronger and relevant consortia and agencies. Programs in this area could focus on any of the approved CAEP program areas, annual and 3-year planning, building partnerships, leveraging funding, or implementing specialized programs, such as programs built around the immigrant integration framework.

Program Evaluation – Ongoing assessment of programs is at the core of building stronger and relevant consortia and agencies. Programs aligned to this area could focus on using data to inform consortia annual and 3-year planning, programming, and instruction, evaluation design, or engaging stakeholders in the evaluation process.

Technology and Distance Learning – This state priority focuses on the integration of technology into the educational and work environments as well as the implementation of blended or distance learning programs. Programs aligned to this area might include anything relating to reaching and serving adult learners at a distance, whether synchronously or asynchronously. Programs might also relate to a technology goal(s) that agencies or consortium have identified and implemented.

CALIFORNIA ADULT EDUCATION

WestEd

Get Ready for AEP 2021: New Features and Updates to the Adult Education Pipeline Dashboard

CAEP WEBINAR

APRIL 27, 2021

Today's Presenters

Randy Tillery

Director: Workforce & Postsecondary Ed

rtiller@wested.org

Jessica Chittaphong

Product Manager, Data Systems and Tools

jchitta@wested.org

Postsecondary Education & Workforce Group

The Postsecondary Education and Workforce Development Group at WestEd strengthens the role of higher education, workforce, and economic development programs to improve student access and outcomes in higher education and increase economic mobility for low income families and communities.

Today's Objectives

Review changes implemented on the Adult Education Pipeline

- Updates to calculations
- New metrics
- New features/tools

If You are in the Wrong Place:

April 30, 12 Noon: Understanding and Using the Adult Education Pipeline (AEP) Dashboard for Continuous Improvement

AE Pipeline

- Resource for adult educators, colleges, and consortia to improve student outcomes
- Metrics are aligned to the student journey including entry, progress, transition, completion of credentials, and employment
- Includes college MIS and K12 Adult Ed (TOPSpro) enrollment data and matching to EDD wage data
- Only complete source of college noncredit and K12 AE student data and outcomes
- Consortia and institutions are expected to use the AE Pipeline as the data source for the development of their three year plans (NOVA)

CALIFORNIA ADULT EDUCATION

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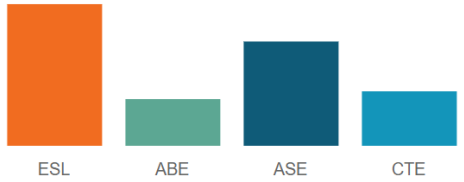
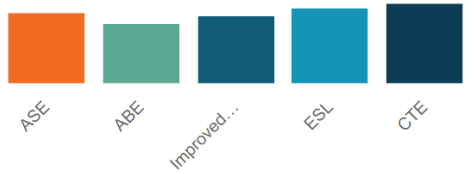
92,134

Total Adults Served





AEP Score Card

Consortium, member, and regional performance on the Measuring Our Success metrics.

View AEP Score Card

Students and Programs

Explore program enrollment, student demographics, and barriers to employment.

View Students and Programs

Progress

Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

View Progress

+20%

Change in Earnings

Transition

Learn about student transition into postsecondary education and college credit pathways.

View Transition

Success

Information on completion of diplomas, certificates, and college credit awards.

View Success

Employment and Earnings

Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

View Earnings

Why make changes?

ALIGN TO OTHER DASHBOARDS

FEEDBACK FROM THE FIELD

IDENTIFY A CODING ERROR

PRECISION OF DEFINITIONS

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Review of Changes & Updates

2019-2020

REPORTABLE INDIVIDUAL SERVED

Changes

- Excluded Supervised Tutoring (493009) & Study Skills (493014) COMIS TOP codes
- All students who receive services included (regardless of enrollment)

What Does This Mean

- Corrects for overreporting of noncredit students
- Counts for all learners who receive some kind of service provided through an adult education program

PARTICIPANTS W/ 12+ INSTRUCTIONAL CONTACT HRS

Changes

- Only enrollment or positive attendance hours in courses in any of the six major CAEP program areas are included in this build.

What Does This Mean

- Aligns with CAEP priorities
- Influences any metric where Participant is the Denominator (e.g., Transitions)

Demographic Changes

Changes

- Gender: Added Non-Binary option
- Age: updated categories to align with WIOA reporting
- Adults with Disabilities: Additional criterion CASAS TE "Vocational Rehabilitation Services" and COMIS "SD01"
- Social Security Number additional matching efforts

COMPLETED AN IMMIGRATION INTEGRATION MILESTONE

Changes

- Previous Label: Participants Who Completed an ESL Milestone
- Includes completed a COMIS EL Civics course
- Includes Immigrant Integration Indicators (I3) outcomes relating to EL Civics COAAPs
- Denominator changed to All Participants

What Does This Mean

- More closely aligns with Immigrant Integration initiative and CAEP priority
- Expands the student universe to include any learner, rather than those just identified as ESL

Additional Changes

Metrics

- Completed a Postsecondary Credential
- Earned a Low-Unit Credit Certificate
  Earned a HIGH-UNIT Credit Certificate
- Earned a Postsecondary Noncredit CTE Certificate

What Does This Mean

- Expanded student universe to all participants
- Outcomes counted where students were a participant
- Added or refined courses
- Added or refined Awards

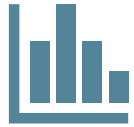
*For additional information see Changes in Definitions document:
https://www.calpassplus.org/CalPassPlus2.0/Media/Launchboard/ae/Changes%20in%20Definitions_AEP%204.0_April%202021.pdf

What do changes look like on the AEP Dashboard

Change is implemented for all years shown

Updated numbers

New displays



New metrics

Additional information

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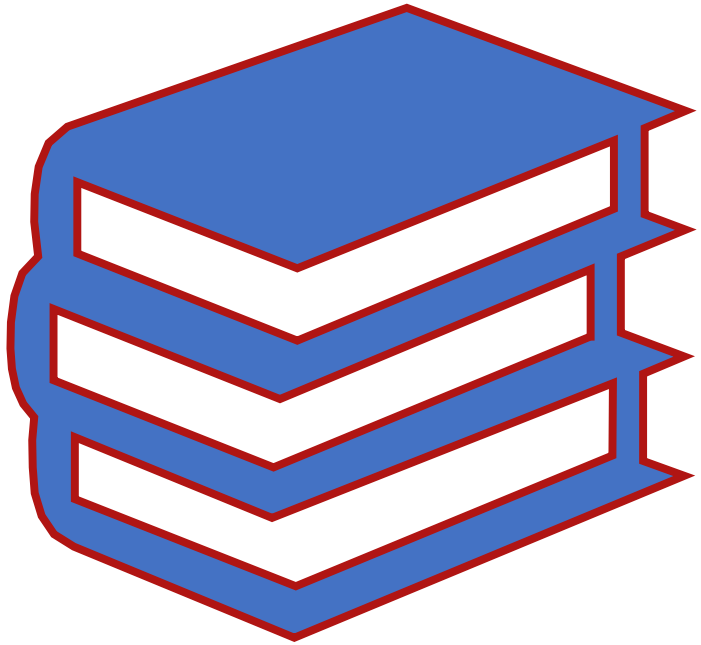
New Metrics

THE FUN STUFF

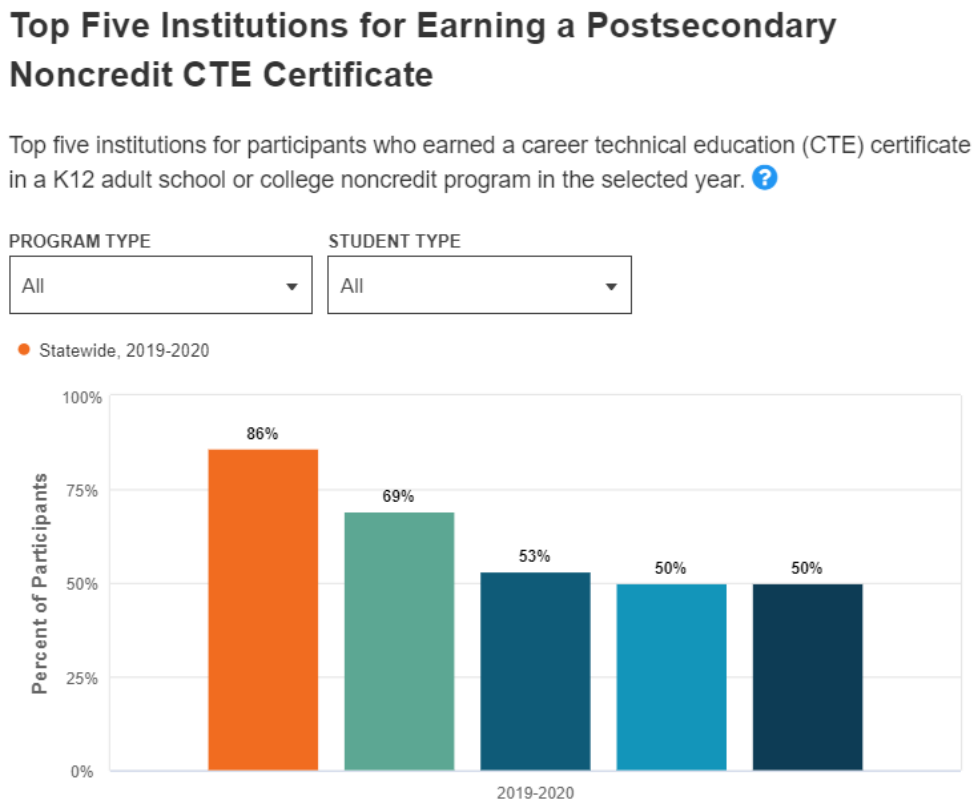
Transitions to Postsecondary

- Transition to Career Technical Education (CTE)
- Transition to Credit College Courses



Top Five Institutions

- ESL, ABE and ASE Participants Who Transition to Postsecondary
- Participants Earning a Diploma, GED, or High School Equivalency
- Participants Who Completed a Postsecondary Credential
- Participants Earning a Postsecondary Noncredit CTE Certificate
- Employment Four Quarters After Exit
- Change in Earnings
- Annual Earnings Compared to the Living Wage



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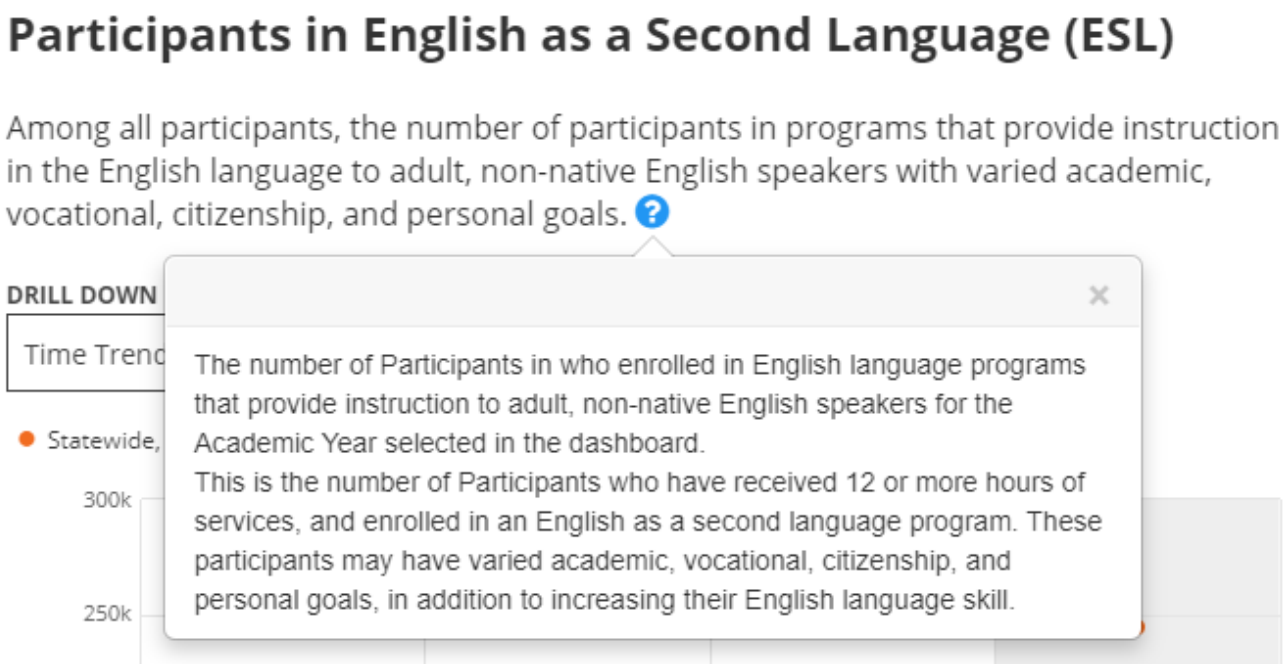


Tool Tips

Drilldowns

DEMOGRAPHICS

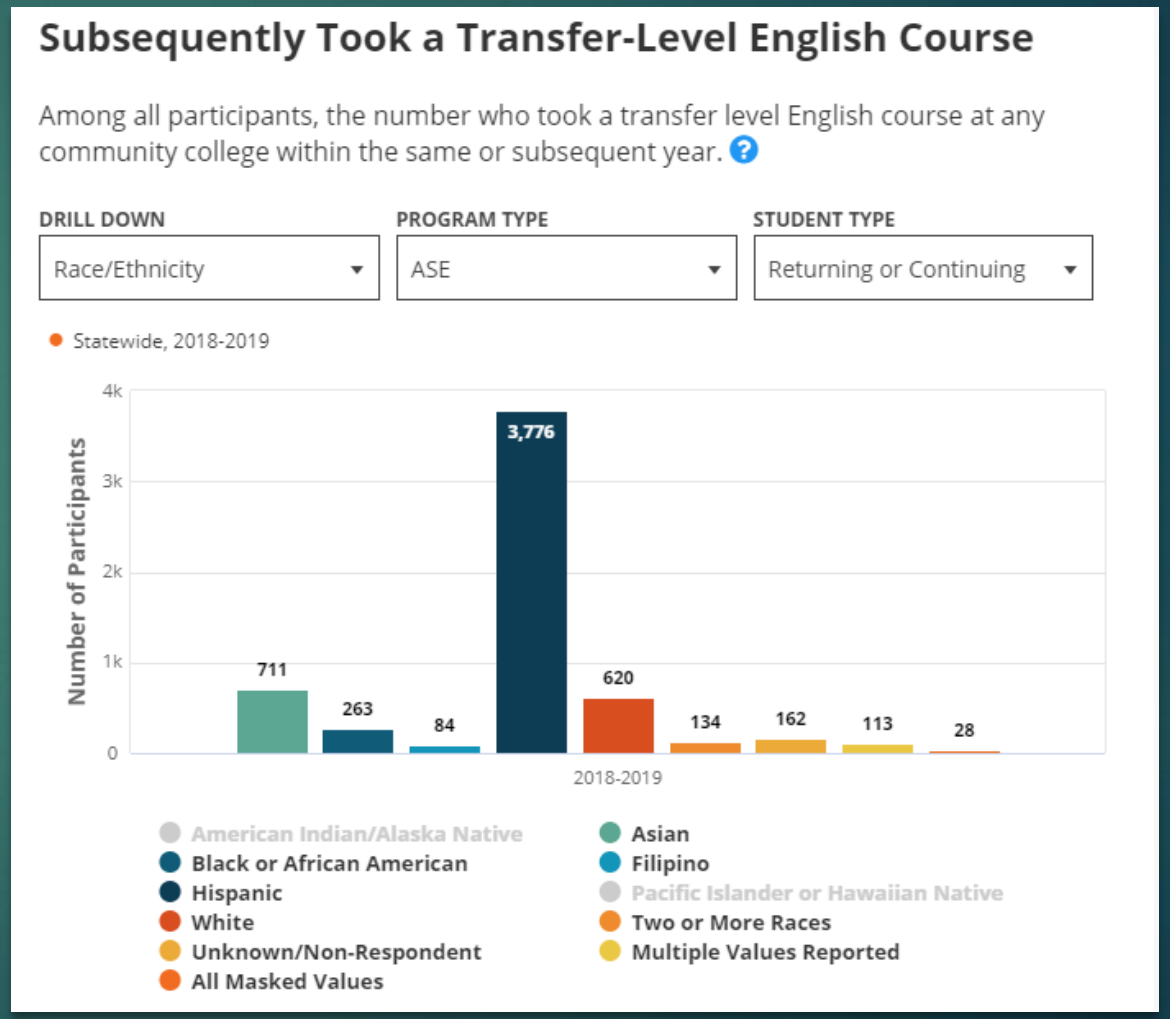
- Race/Ethnicity
- Age
- Gender

PROGRAM TYPE

- ABE
- ASE
- CTE
- ESL

STUDENT TYPE

- First Time
- Returning or Continuing



Explore These on the AEP

AEP LIVE DEMO

HTTPS://WWW.CALPASSPLUS.ORG/LAUNCHBOARD/ADULT-EDUCATION-PIPELINE.ASPX

Using Data for Planning

- Ask Questions
- Identify Trends
- Identify Gaps
- Set Goals
- Identify Thought Partners (*e.g., other institutions who can be engaged to discuss solutions, programming, etc.)*

Questions & Discussion

Upcoming Webinars

CAEP Webinars

- April 30, 12:00 PM: Understanding & Using the Adult Education Pipeline (AEP) Dashboard for Continuous Improvement
- May 5, 1:00 PM: Three-year Consortium Planning Using the AEP Dashboard *(NOTE: 90 minutes)*
- May 12, 1:00 PM: Why Do My Data Reports Look Different: AEP Dashboard & CASAS TopsPro Enterprise
- May 19, 1:00 PM: What's it all About: CB 21, NRS Educational Functioning Levels, & Curriculum Alignment

- REGISTER: https://register.aebg.org/index.cfm?fuseaction=eventList

Thank You!

Randy Tillery

Director: Workforce & Postsecondary Ed

rtiller@wested.org

Jessica Chittaphong

AEP Dashboard Manager & Program Coordinator

jchitta@wested.org

Understanding & Using the Adult Education Pipeline

April 30, 2021

CALIFORNIA ADULT EDUCATION

Today's Presenters

Blaire Willson Toso

Sr. Program Manager
Adult Ed & Workforce Dev
btoso@wested.org

Jessica Chittaphong

AEP Dashboard Manager &
Program Coordinator
jchitta@wested.org

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AGENDA

Introductions

Setting the Stage: The AEP Dashboard & Data

Getting the Big Picture: Overview of the LaunchBoard

Key Concepts & Terms

Exploring the AEP Dashboard

Exploring the AEP Data

Discussion

Is this the right webinar for me?

Goals for Today:

1. Overview the Adult Education Pipeline
2. Learn how to navigate the Adult Education Pipeline
3. Explore how to use the Adult Education Pipeline

- Coding Questions: Review April 24 Webinar: What's NonCredit Coding Got to Do with It: Getting the Most Out of Your Data.
- Changes to the AEP: Review April 27 Webinar: Understanding and Using the Adult Education Pipeline (AEP) Dashboard for Continuous Improvement

Type in the chat:

1. Name & Institution
2. Your favorite data point

The Adult Education Pipeline Dashboard

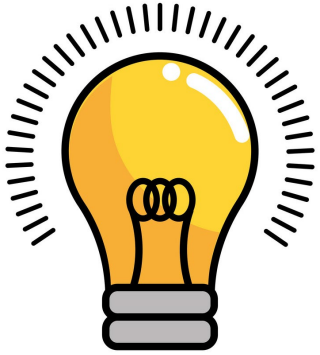
Purpose

- Serve multiple audiences
- Prompt & Answer key questions
- Identify trends
- Identify key aspects of the learner journey
- Program planning

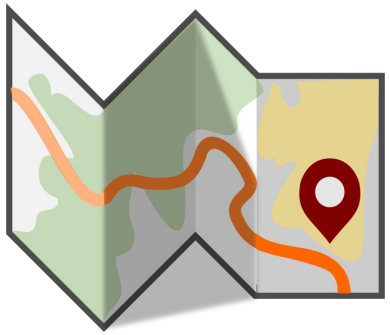
AE Pipeline

- Resource for adult educators, colleges, and consortia to improve student outcomes
- Metrics are aligned to the student journey including entry, progress, transition, completion of credentials, and employment
- Includes college MIS and K12 Adult Ed (TOPSpro) enrollment data and matching to EDD wage data
- Only complete source of college noncredit and K12 AE student data and outcomes
- Consortia and institutions are expected to use the AE Pipeline as the data source for the development of their three-year plans (NOVA)

Exploring Data



Interesting data: alerts you to an issue or establishes a framework



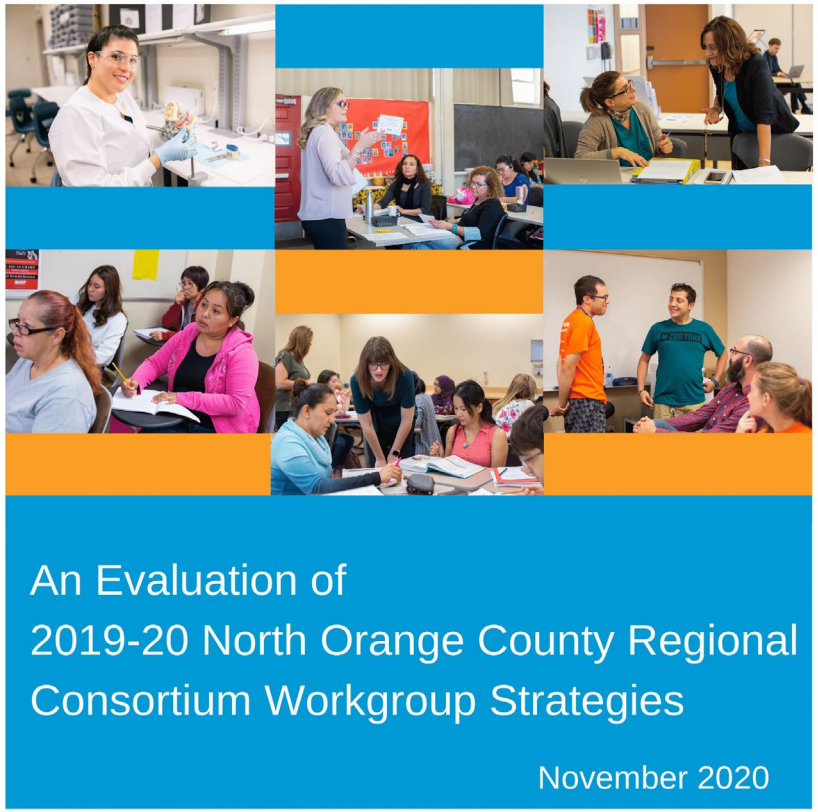
Useful data: provides aggregated information on outcomes that highlights structural issues

Actionable data: provides specific information that can be used to guide service delivery

AEP Dashboard in Use

Case Study

- North Orange County Regional Consortium
- NOCRC 19-20 evaluation report



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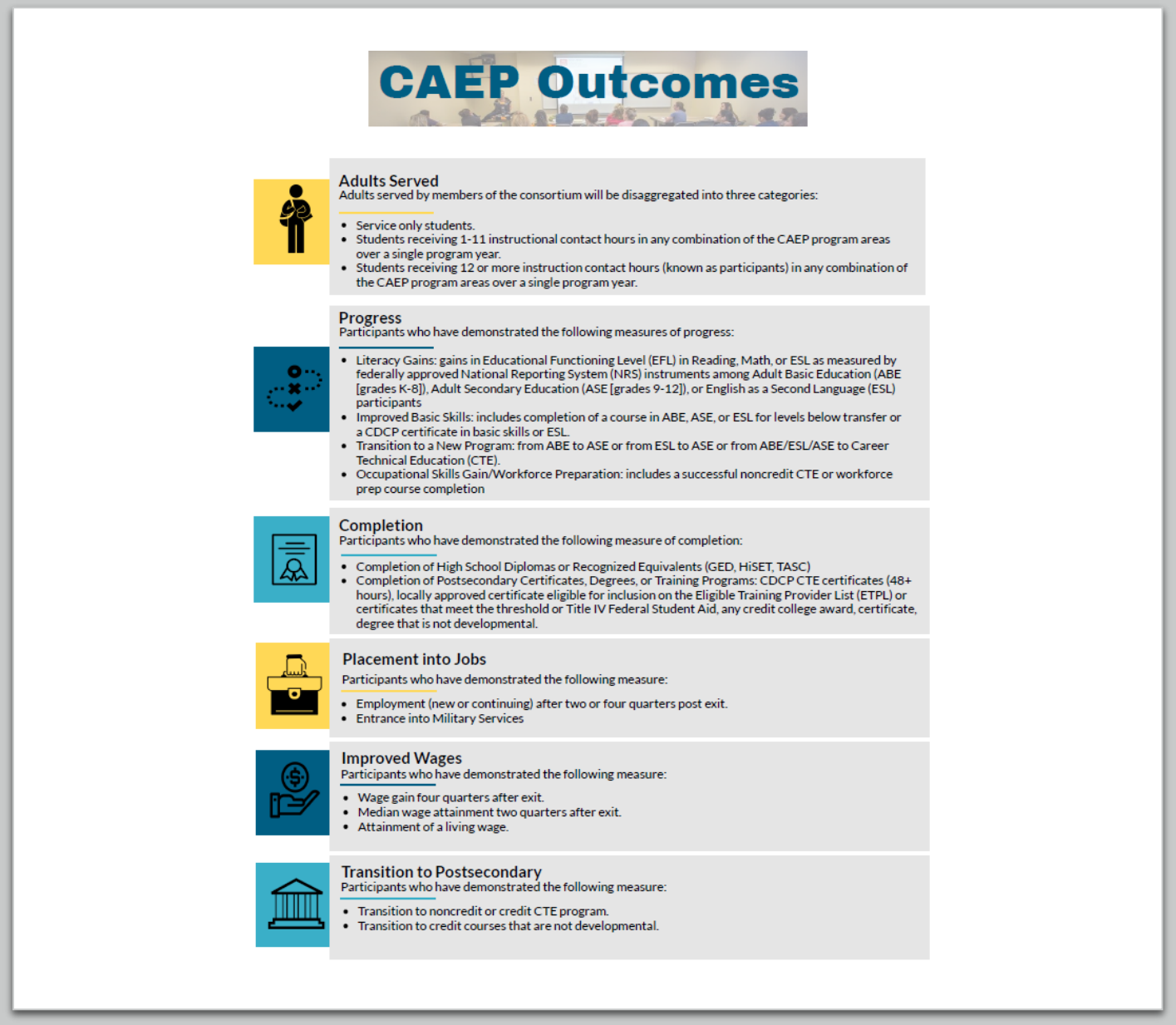
NORC Case Study

The purpose of the evaluation is to understand what the implementation of CAEP for NOCRC looks like, what strategies/activities are implemented by NOCRC workgroups in the 2019-20 academic year, what CAEP and internal outcomes they are achieving, and to identify areas for growth. The evaluation will also help identify strategic adjustments that could contribute to increasing statewide outcomes for the consortium. (p. 4)



NORC Case Study

Data Sources included:

- CAEP data and documentation for NORCC
- Consortium documentation (e.g., proposals, email exchanges, meeting notes, budgets)
- NOCCCD student information system
- Electronic Class Record module of iTendance
- Workgroups data tracking logs (e.g., ESL workgroup, Transition workgroup, K-12 Student Success Workgroup)

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?

What consortium leaders are saying

Helps us identify gaps or areas to target.

We use the AEP Dashboard data to set a common understanding of our work. It brings all the pieces of the work from different members together. It offers a unified picture of what we are doing and what we should be doing.

The drilldowns help us ask questions about who we are serving and who we should be serving.

We compare it to local census data to help increase services and recruitment efforts.

The AEP helps us ask and explore questions.

CALIFORNIA ADULT EDUCATION

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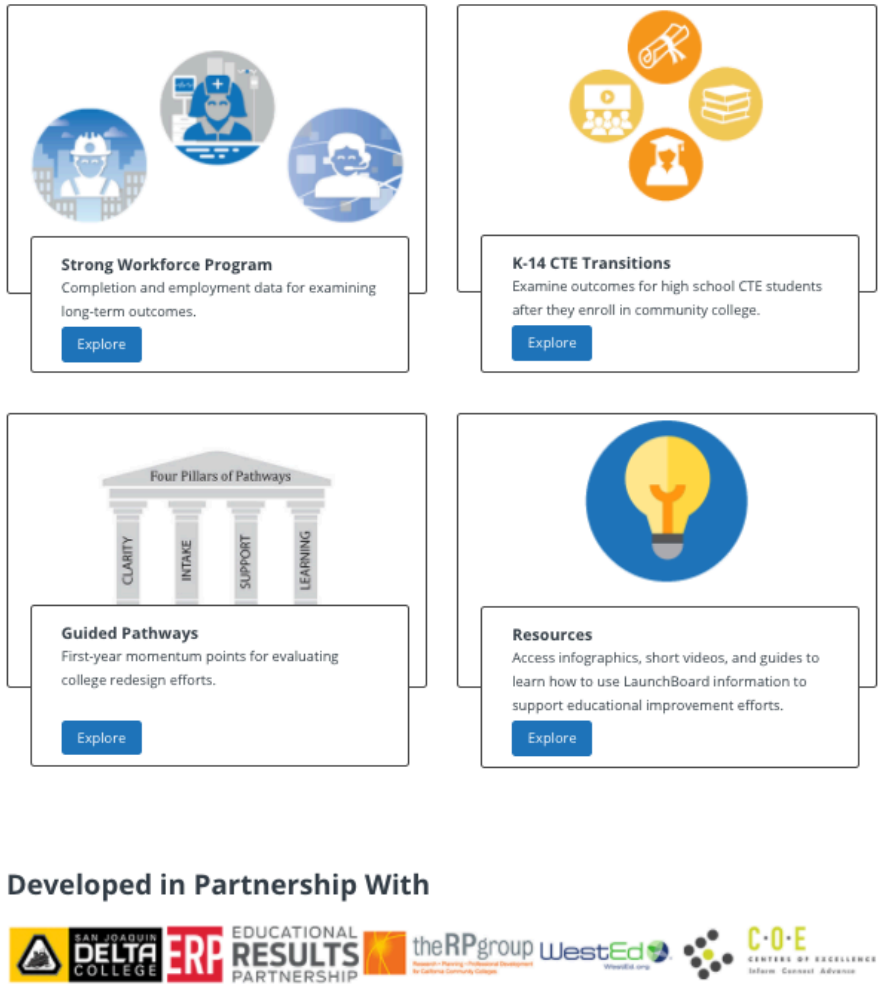
LaunchBoard Overview

The LaunchBoard: A suite of dashboards that help track progress toward economic mobility



Developed in Partnership With

San Joaquin Delta College · ERP Educational Results Partnership · theRPgroup · WestEd · C·O·E Centers of Excellence

CALIFORNIA ADULT EDUCATION

The LaunchBoard

What: A suite of web-based data dashboards that brings education, employment, and labor market data together to inform decision making and planning

Purpose: Help/connect practitioners and decision makers at different levels to answer key questions like:

- *How many and what type of students are in which programs?*
- *Are graduates earning a living wage for the region?*
- *How do transition and completion rates compare across different student populations and programs?*

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LaunchBoard Provides

Planning Tools

- Instructional program level data for in-depth program review
- Dashboards: Community College Pipeline and Adult Education Pipeline

Accountability Tools

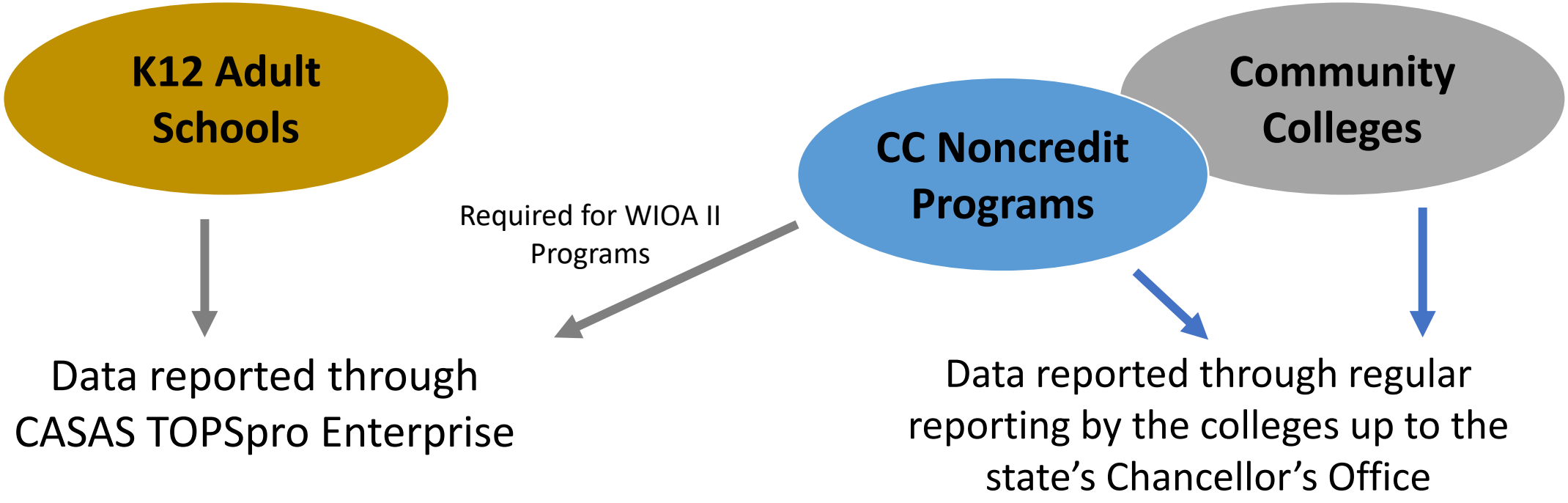
- Initiative specific metrics to track progress and/or to allocate funding
- Dashboards: Student Success Metrics, Strong Workforce Program, Guided Pathways

Multiple Data Sources

Guided Pathways	Student Success Metrics	Strong Workforce Program	Community College Pipeline	Adult Education Pipeline
Student and course term and annual data cut from the CCCCO MIS (as submitted by colleges)				
	• Employment and earnings data from California Employment Development Department Unemployment Insurance (UI) file • Employment outcomes from the CTE Outcomes Survey administered by SJRC • Transfer outcomes from CSU/UC match and National Student Clearinghouse			
	CCCApply file for application data		Labor market information from California EDD (and EMSI)	K12 adult education data from CASAS TOPspro Enterprise

How Does CAEP Data Reporting Work?

A Tale of Two Data Systems



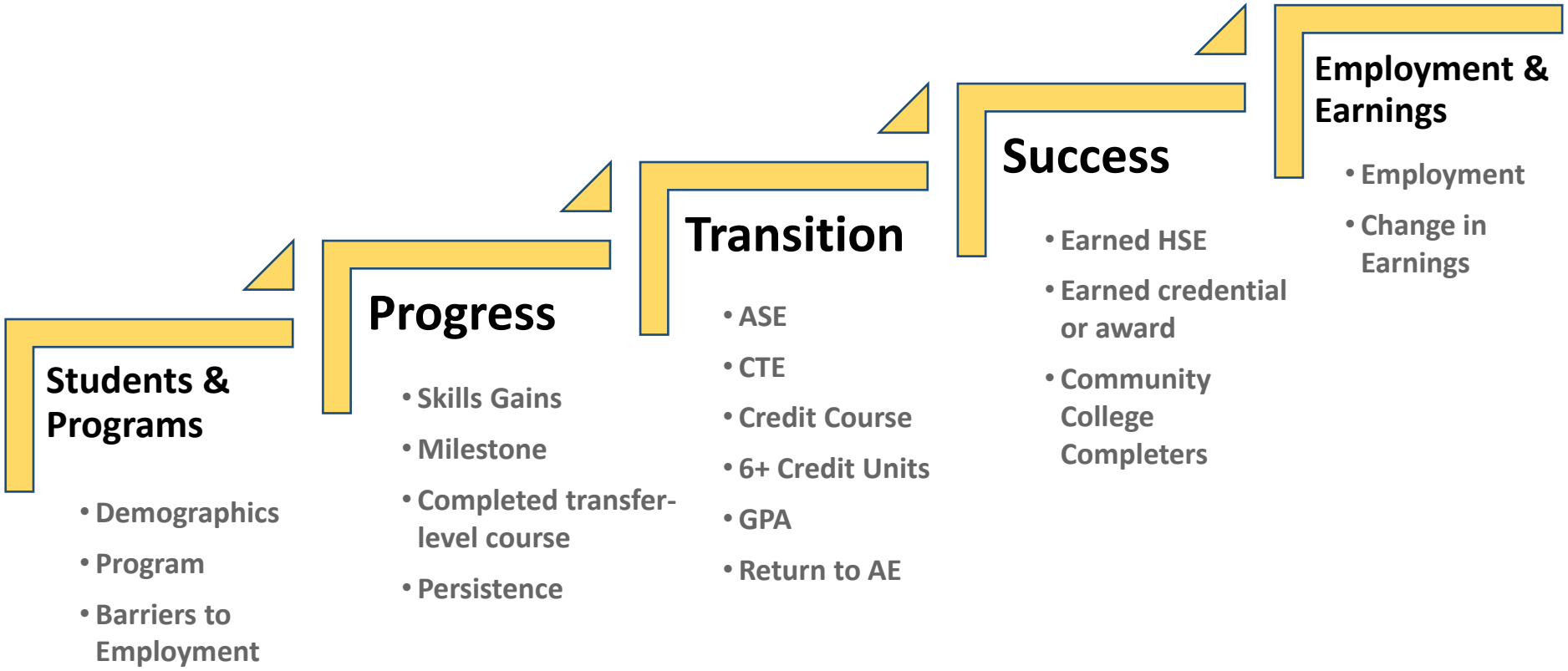
LaunchBoard dashboards use a **derived key (last, first, DOB, gender)** to identify unique students across multiple data sources.

How CAEP Data Reporting Works

- MIS Data Collection: College Districts required to collect and enter all CAEP adult learner student, enrollment, and other data into MIS
- MIS Data Uploads: Data uploads occur as part of the colleges regular data upload to COMIS. There is no separate reporting process for college noncredit data.
- WIOA Title II Reporting: Colleges receiving WIOA Title II funds must report quarterly through TOPSpro Enterprise as required by CDE
- TE Reporting for Non-WIOA II Colleges: Colleges may *ALSO* use TOPSpro to report students who do not have a record in MIS
- Primary Data Source: For every student with an MIS record, MIS is the PRIMARY VALIDATED source for student, course, enrollment, and outcome data

Key Concepts & Terms

Learner Journey



(key student progress metrics)

Data Captured Across Learner Journey

(*no matter how long or short*)

Employment & Wages
N/A Still enrolled

Success
Earned HSE
Earned a Low-Unit Certificate

Transition
Transition to Postsecondary

Learner & Programs
CTE (initially ASE)
Male, 23, Hispanic, Employed
Returning Student
Barriers: Literacy, Low Income

Progress
Completed Workforce Prep Milestone
Completed EFL (CB21 Math Course)
Student Persistence

De-Duplication or Student Matching

- LaunchBoard dashboards use a **derived key (last, first, DOB, gender)** to identify unique students across multiple data sources.
- Students appear only once in the dashboard.

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

Student Category

Reportable Individual

- Received 1 hour of instruction or any other service

Participant

- Received 12+ hours of instructional hours
- Most commonly used denominator
- Cumulative across CAEP Program Areas
- Across institutions (colleges or adult schools)

Lagging Metric

Example: Employment & Earnings

Data provided for Launchboard	Data published to Launchboard	Student Exits	Data provided for Launchboard	Verification of non-enrollment	If no enrollment; seek data from Y1 UI wage files for employment 2nd & 4th Q after exit	Retroactively populate previous year's employment data and published latest version of dashboard
Spring Y1	Spring Y1	Spring Y1	Spring Y2	Spring Y2	Spring Y2	Spring Y2

CALIFORNIA ADULT EDUCATION

WestEd WestEd.org

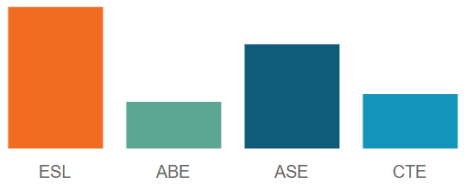
92,134

Total Adults Served

AEP Score Card

Consortium, member, and regional performance on the Measuring Our Success metrics.

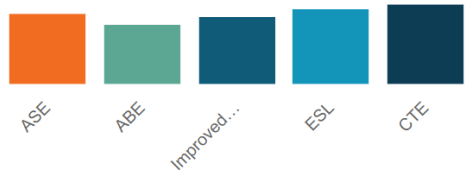
View AEP Score Card



Students and Programs

Explore program enrollment, student demographics, and barriers to employment.

View Students and Programs



Progress

Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

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Transition

Learn about student transition into postsecondary education and college credit pathways.

View Transition

Success

Information on completion of diplomas, certificates, and college credit awards.

View Success

+20%

Change in Earnings

Employment and Earnings

Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

View Earnings

Adult Education Pipeline

https://www.calpassplus.org/LaunchBoard/Adult-Education-Pipeline.aspx

CALIFORNIA ADULT EDUCATION

Exploring the AEP Data…

- Female
- Latina
- 20-24 years old
- Returning Student
- Barriers
- Transitions to CTE
- Employment
- How do our numbers compare?
- Which institution might be a good collaborator?

CALIFORNIA ADULT EDUCATION

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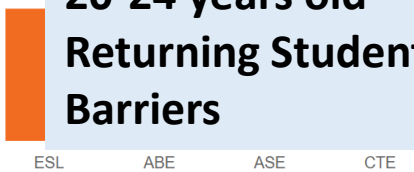
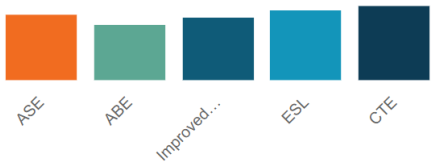
Female
Latina
20-24 years old
Returning Student
Barriers

92,134

Total Adults Served





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Consortium, member, and regional performance on the Measuring Our Success metrics.

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View Students and Programs

Progress

Learn about skills gains in adult basic education, ESL, workforce preparation, and CTE programs.

View Progress

+20%

Change in Earnings

Employment

Transition

nsition into
n and college credit
pathways.

Transitions to CTE

View Transition

Success

Information on completion of diplomas, certificates, and college credit awards.

View Success

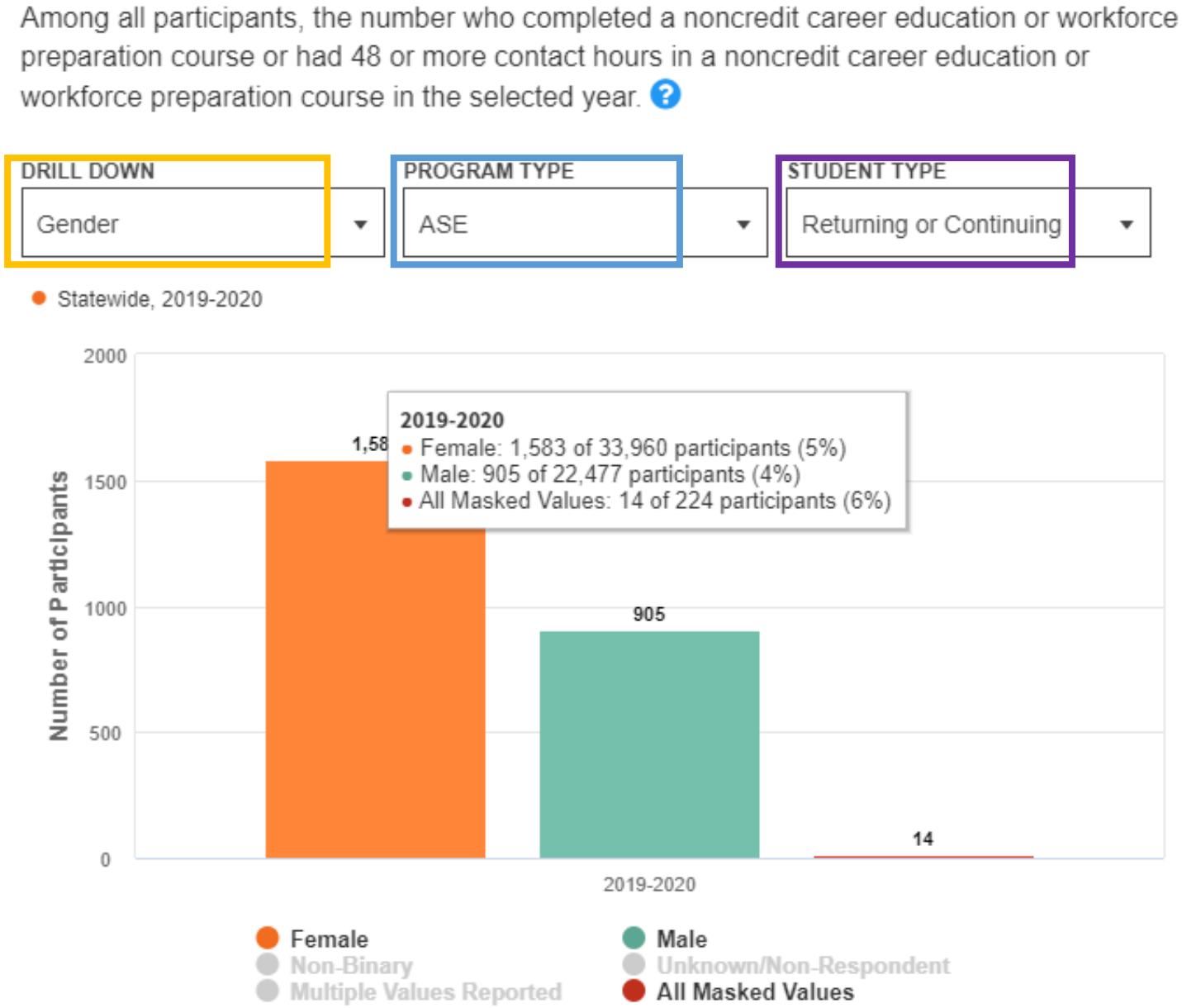
Employment and Earnings

Access 2nd and 4th quarter employment, annual earnings, and earning gains data.

View Earnings

CALIFORNIA ADULT EDUCATION

Drilldown for more detailed information.

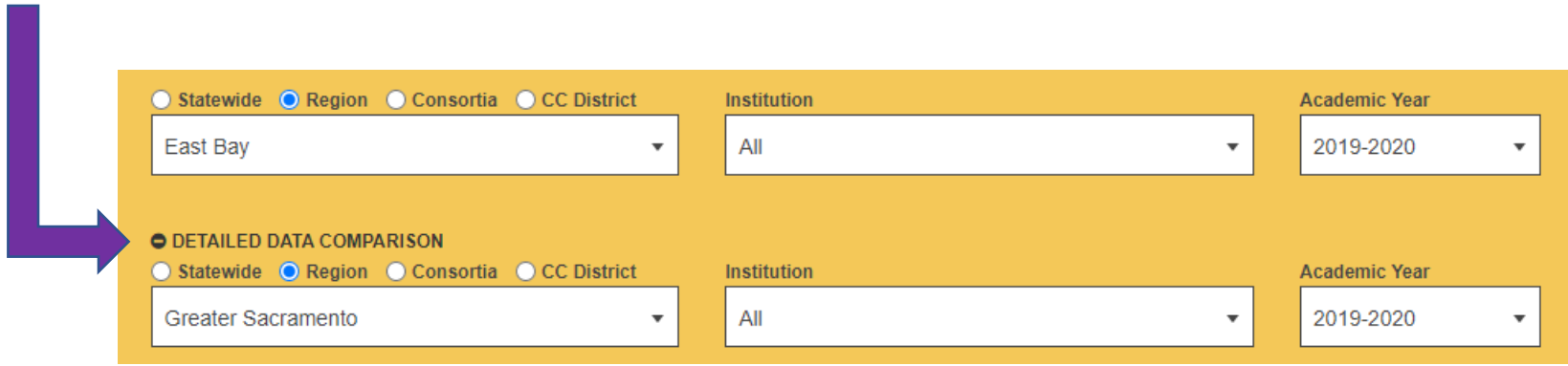


WestEd

CALIFORNIA ADULT EDUCATION

How do our numbers compare?

Dig into the Comparison Feature

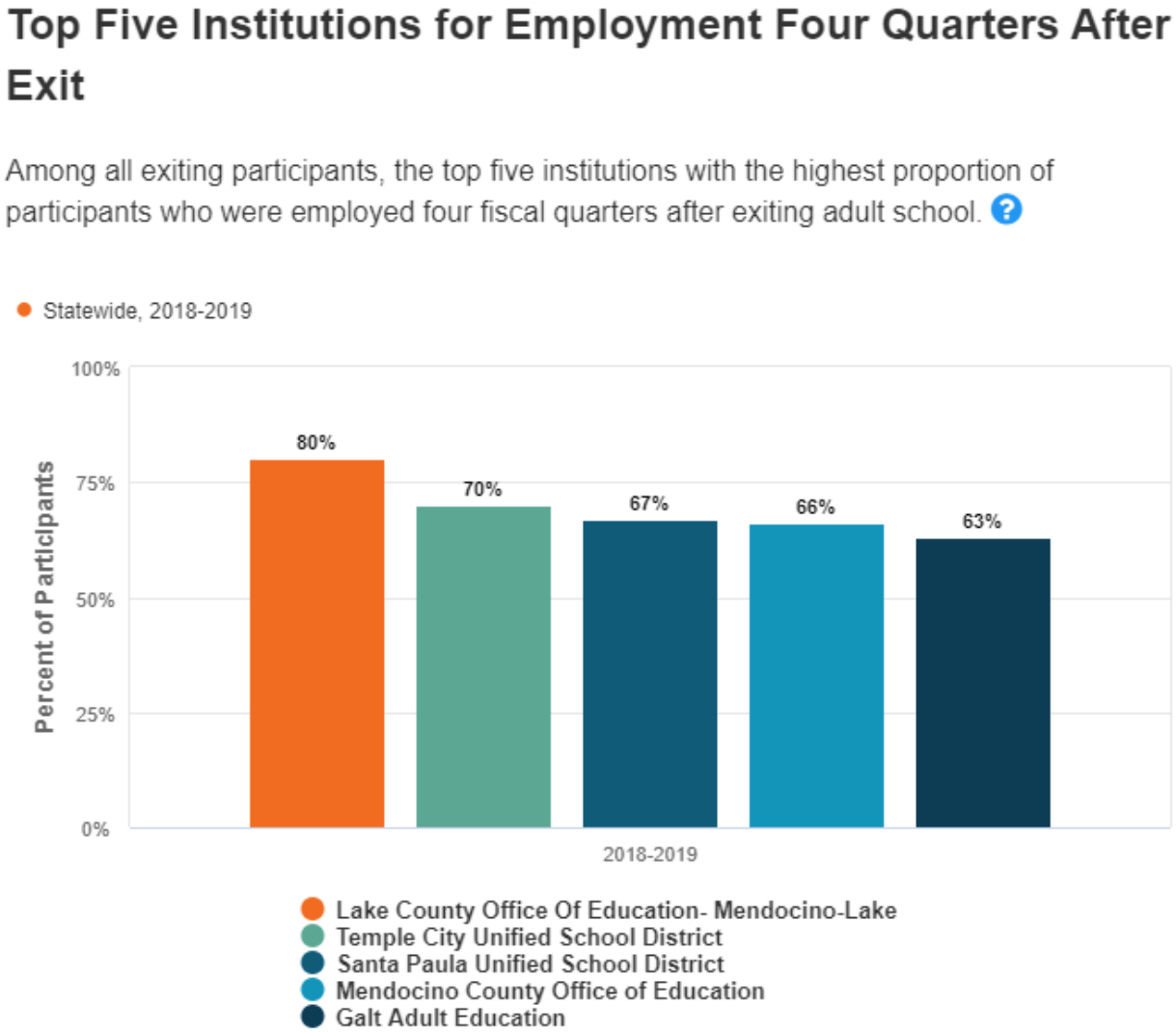


WestEd

CALIFORNIA ADULT EDUCATION

Use the Top Five Institutions Chart

Which institution might be a good collaborator?



WestEd

CALIFORNIA ADULT EDUCATION

What might you be prompted to ask?

WestEd WestEd.org

Exploring Data

Explore a question

Are we meeting our target goals?

Are our students accessing jobs?

Prompt us to ask a question

Why are women doing better in transitioning to postsecondary?

We have seen an increase in our students completing a workforce development milestone, are all our students performing at the same level?

Dig into a Question

How are we doing transitioning students into college credit pathways?

- Are there particular demographics that are outperforming others?
- How do we compare to other consortia?
    - How do we compare to other consortia in identified demographics?
- Who appears to be performing well in obtaining transition outcomes?
    - Who appears to be doing well in obtaining transition outcomes in identified demographics?

What are follow up questions we can ask or steps we can take?

Discussion

What questions do you want to explore?

What AEP Dashboard data do you think could help you frame the question and prompt you to dig deeper?

What AEP Dashboard data do you think could help you set target goals?

How might you identify another consortium that might offer you some insights regarding meeting your goal or providing additional information?

What other resources might help you dig into this question and help you identify goals?

CALIFORNIA ADULT EDUCATION

Q & A

WestEd

Upcoming Webinars

- May 5, 1:00 PM: Three-year Consortium Planning Using the AEP Dashboard *(NOTE: 90 minutes)*
- May 12, 1:00 PM: Why Do My Data Reports Look Different: AEP Dashboard & CASAS TopsPro Enterprise
- May 19, 1:00 PM: What's it all About: CB 21, NRS Educational Functioning Levels, & Curriculum Alignment

CALIFORNIA ADULT EDUCATION

Thank You!

Blaire Willson Toso
btoso@wested.org

Jessica Chittaphong
jchitta@wested.org

WestEd

Chaffey College

2021

TRANSITION

UTILIZING SB 554 TO ENROLL NONRESIDENT AND RESIDENT HSE AND HSD STUDENTS IN CREDIT COLLEGE COURSES

WELCOME TO TODAY'S PRESENTATION!

TODAY'S SPEAKERS →

NORA HOURANI-FARRAJ - ASSISTANT PRINCIPAL, CHAFFEY ADULT SCHOOL

TODD HAAG- PRINCPAL, CHAFFEY ADULT SCHOOL

LAURA ALVARADO - ASSISTANT DIRECTOR, ADULT ED PATHWAYS

MATTHEW MORIN - DIRECTOR OF INTERSEGMENTAL PARTNERSHIPS

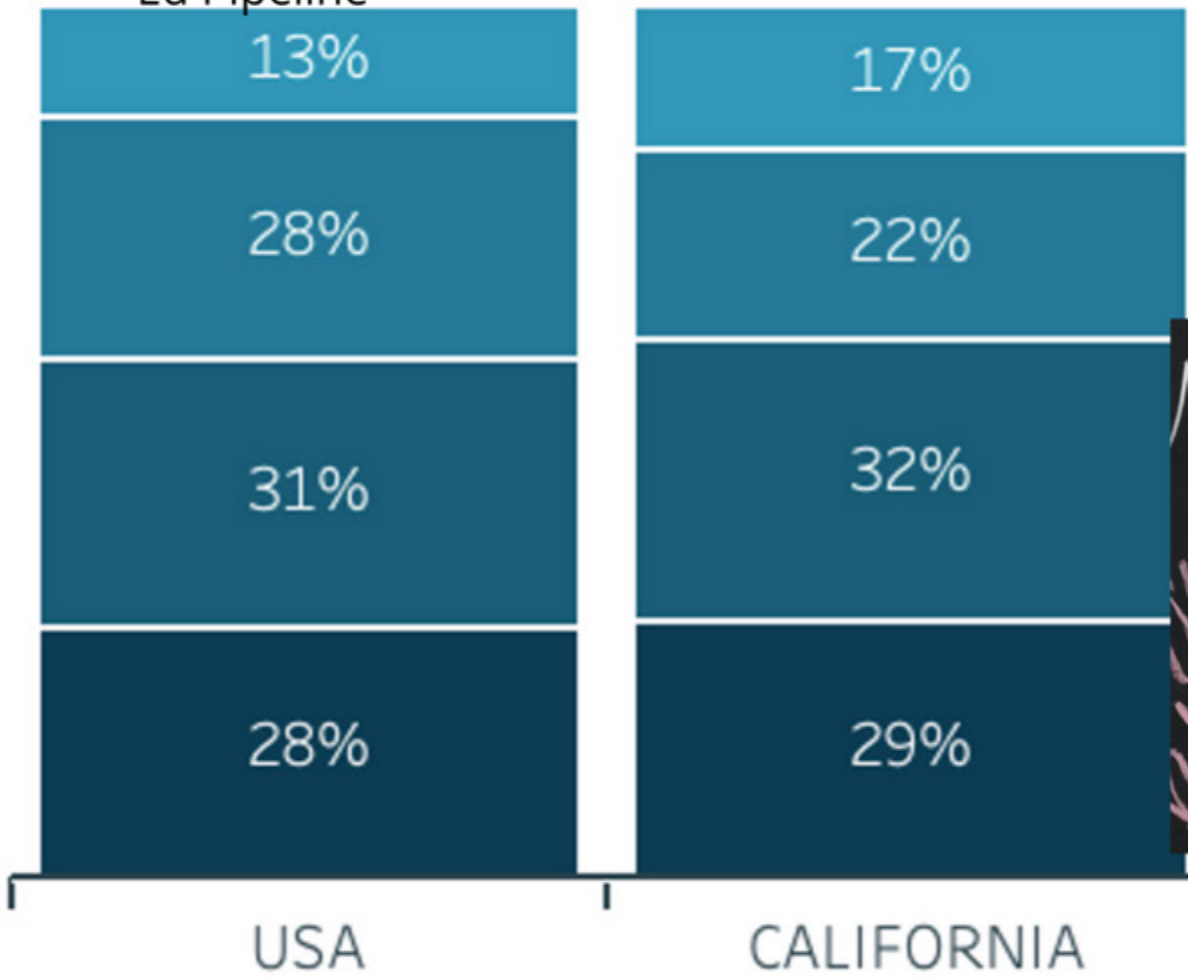
OBJECTIVES

* WHY SB 554 AND SPECIAL ADMIT
* DUAL ENROLLMENT PROCESS WORKFLOW
* TRANSITION COUNSELING SUPPORTS
* THE ADULT SCHOOL PARTNER PERSPECTIVE

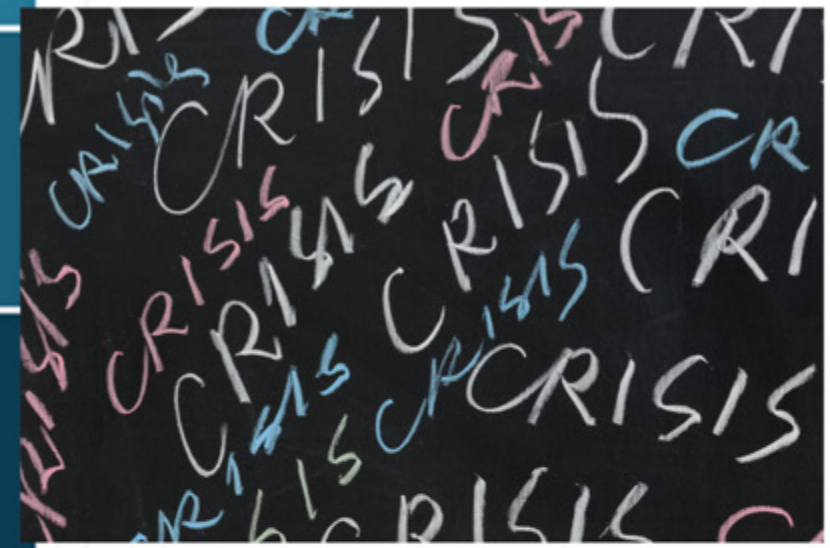
Source: California State Fact Sheet; Launchboard Adult Ed Pipeline

EDUCATIONAL ATTAINMENT

n = 29,870,856



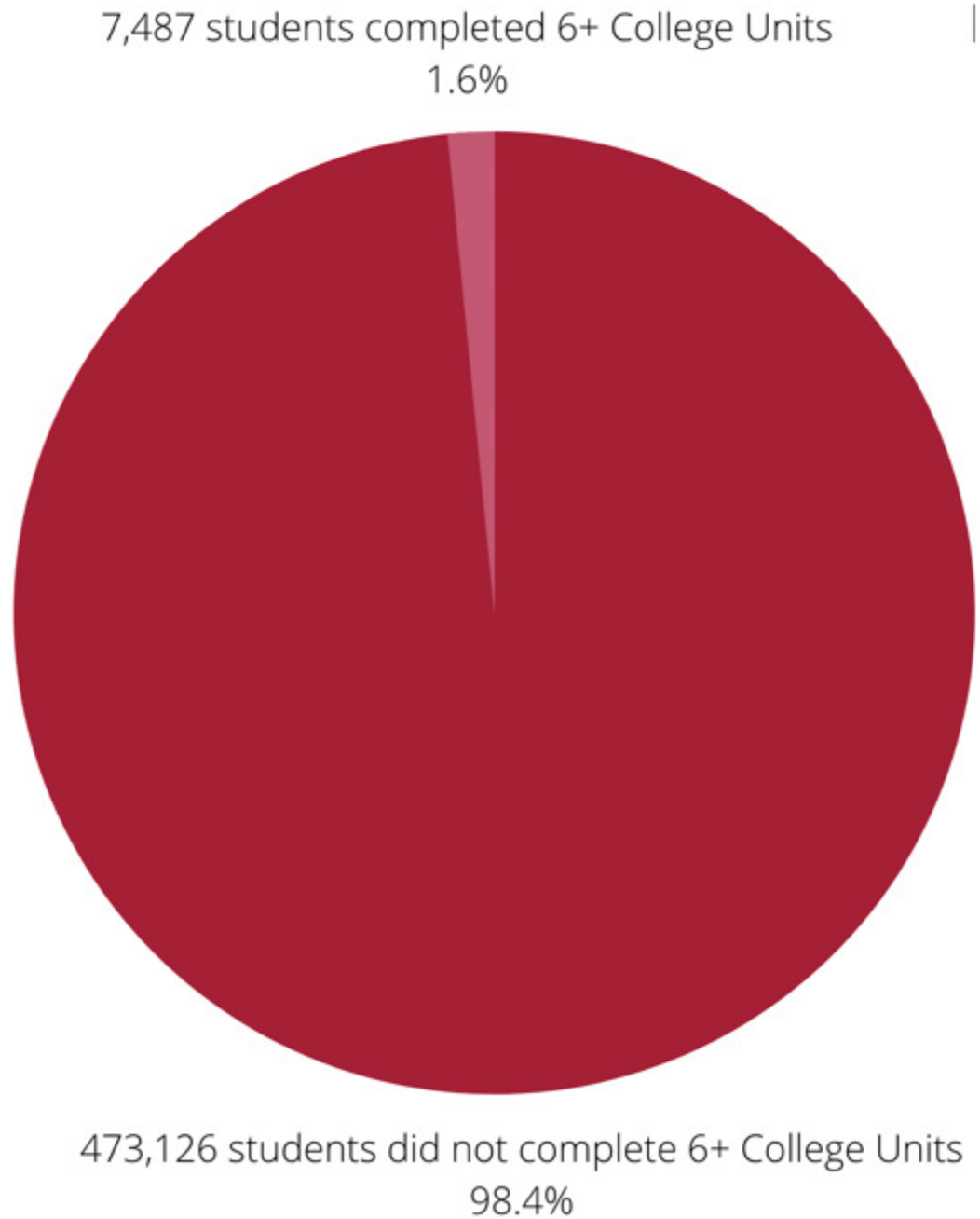
17% or **5,035,041** adults have **less than a high school diploma**



No Diploma HSD or HSE Some College Bachelors+

CA ADULT ED TRANSITION CRISIS

Of 480,613 adult ed students in the California adult ed Launchboard Pipline with 12+ hours in adult ed for the 17/18 year, only 1.6% went on to completed 6+ College Units



ies INSTITUTE OF EDUCATION SCIENCES

CCRC Community College Research Center
TEACHERS COLLEGE, COLUMBIA UNIVERSITY

Dual Enrollment students are more likely to...

DUAL ENROLLMENT OUTCOMES

01 → graduate high school

02 → enroll in college full time

03 → maintain higher GPAs in college

04 → persist and complete baccalaureate degrees in 4-6 years

Positive effects are proportionately greater for students who were 1st generation and low SES

DEMOGRAPHIC TRENDS

DUAL ENROLLMENT STUDENTS TEND TO BE...

WHITE

HIGH SES

NON-FIRST GEN

HIGH GPA & IN AP/IB PROGRAMS

NCES
National Center for Education Statistics

SB 554: DUAL ENROLLMENT LEGISLATION THAT IS EXPLICITLY EQUITY-FOCUSED

Senate Bill No. 554

CHAPTER 528

An act to amend Sections 76001 and 76002 of, and to add Article 7 (commencing with Section 52620) to Chapter 10 of Part 28 of Division 4 of Title 2 of, the Education Code, relating to public schools.

[Approved by Governor October 04, 2019. Filed with Secretary of State October 04, 2019.]

LEGISLATIVE COUNSEL'S DIGEST

SB 554, Roth. Public schools: adult school students: Advanced Scholastic and Vocational Training Program.

Existing law authorizes the governing board of a school district to allow pupils whom the district has determined would benefit from advanced scholastic o vocational work to attend community college as special part-time or full-time students, subject to parental permission.

This bill would authorize the governing board of a school district overseeing an adult education program or the governing board of a community colleg district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate to enroll as a specia part-time student at a community college, as provided. The bill would credit or reimburse the community college through the apportionment process for th student's attendance at the college, as specified.

SB 554 authorizes "a student pursuing a high school diploma or a high school equivalency certificate to enroll as a special part-time student at a community college..."

SPECIAL PART-TIME ADMIT IS THE CA DUAL ENROLLMENT MECHANISM

ELEMENTS OF SPECIAL PART TIME ADMIT

And key differences from California Promise

STUDENTS MAY TAKE UP TO 11 UNITS IF CONCURRENTLY ENROLLED IN A HIGH SCHOOL (AND **NOW** ADULT ED PROGRAM)

COLLEGES RECEIVE ***ENHANCED*** APPORTIONMENT THAT IS APPROXIMATELY 1/3 HIGHER/FTES

COLLEGES MAY WAIVE FEES AND TUITION FOR NONRESIDENT STUDENTS

SCFF COMPLETION METRICS STILL COUNTED WHEN A STUDENT TRANSITIONS TO 1ST TIME COLLEGE STUDENT

STUDENTS DO NOT BEGIN THE CLOCK ON CAL PROMISE UNTIL THEY TRANSITION TO 1ST TIME COLLEGE STUDENT

REQUIRES THE AUTHORIZATION OF THE ADULT SECONDARY ED PROVIDER

COLLECTING APPORTIONMENT FOR NONRESIDENT FTES

AB 2364 (2016) clarified that colleges can waive nonresident fees for special part-time admits and collect FTES apportionment on those enrollments.

Assembly Bill No. 2364

CHAPTER 299

An act to amend Sections 76004 and 76140 of the Education Code, relating to public postsecondary education.

[Approved by Governor September 12, 2016. Filed with Secretary of State September 12, 2016.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2364, Holden. Public postsecondary education: community colleges: exemption from nonresident tuition.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law establishes community college districts throughout the state, and authorizes them to operate campuses and provide instruction to students. Existing law authorizes community college districts to admit nonresident students, and requires that nonresident students be charged a nonresident tuition fee unless an exemption is applicable. Existing law authorizes a community college district to exempt from all or parts of the fee a special part-time student admitted pursuant to a specified concurrent or dual enrollment program.

This bill instead would require a community college district to exempt a special part-time student, other than a nonimmigrant alien, as defined, from paying all or parts of the fee if that student is admitted pursuant to one of additionally specified concurrent or dual enrollment programs. Because the bill would require community college districts to determine whether students qualify for exemption from nonresident tuition, it would constitute a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

ABILITY-TO-BENEFIT (ATB)

EQUITABLE? ALMOST
-FEDERAL AID REQUIRES
CITIZENSHIP OR ELIGIBLE
NON-CITIZENSHIP

Ability-to-Benefit (ATB) students are those who do not possess a high school diploma, GED, or recognized equivalent and are beyond the California State age of compulsory school attendance. If eligibility is established, these students may apply for Title IV Financial Aid (AKA Pell Grant).

The *WHY?* Over 5 million adults in CA don't have a high school diploma. Over 30% of adults 25-60 are in poverty.

How? Three ways to meet ATB eligibilty.

- Accuplacer ATB test (Not widely available at CCs)
- State defined plan (CA plan not yet approved)
- Six completed units - **SB 554!**

SB 554 braids college transition, financial aid, and economic mobility

CORRECTING COMMON MISCONCEPTIONS

HIGH SCHOOL TRANSCRIPTS FROM DUAL ENROLLMENT STUDENTS ARE NOT REQUIRED BY AUDITORS. (SEE SB 1456,CONTRACT DISTRICT AUDIT MANUAL)

GPA IS NOT A REQUIREMENT FOR ADMISSION. (SEE TITLE 3 76000-76004,,LEGAL OPINION 16-02,TITLE 3 78210-78219,,SB 1456)

THE FINANCIAL AID PATH FROM SB 554 DUAL ENROLLMENT TO 1ST TIME COLLEGE STUDENT

Promotes ASE completion

Pell eligible with ASE completion

Cal Promise eligible (HS credential not required)

Resident/ AB540 eligible

SB 554 - tuition and fees waived

Non AB540 eligible

Promotes ASE completion

Applicable toward SB 68

Only legislation that allows non AB540 student to attend college for free

Ability-to-Benefit

Required six units towards Pell eligibility for Resident/Eligible non-resident students

THE OPPRESSIVE REIGN OF THE CARNEGIE UNIT

BREAKING THROUGH THE CREDIT BARRIER

Collaborators

Consortia Director

Adult School Instructors

Principals

College Admissions and Records Dept.

Adult School Career Techs

College Administrative Staff

College Success Coaches

College Administrators

College Counselors

College Success Center (tutors)

Assistant Principals

College Deans/Dept. Coordinators

College Instructors

Bookstore

Adult School Counselors

College Marketing Dept.

Adult School Administrative Staff

CHINO VALLEY UNIFIED SCHOOL DISTRICT
Student Achievement * Safe Schools * Positive School Climat

Chaffey College
Adult Education Pathways

Fontana Adult School

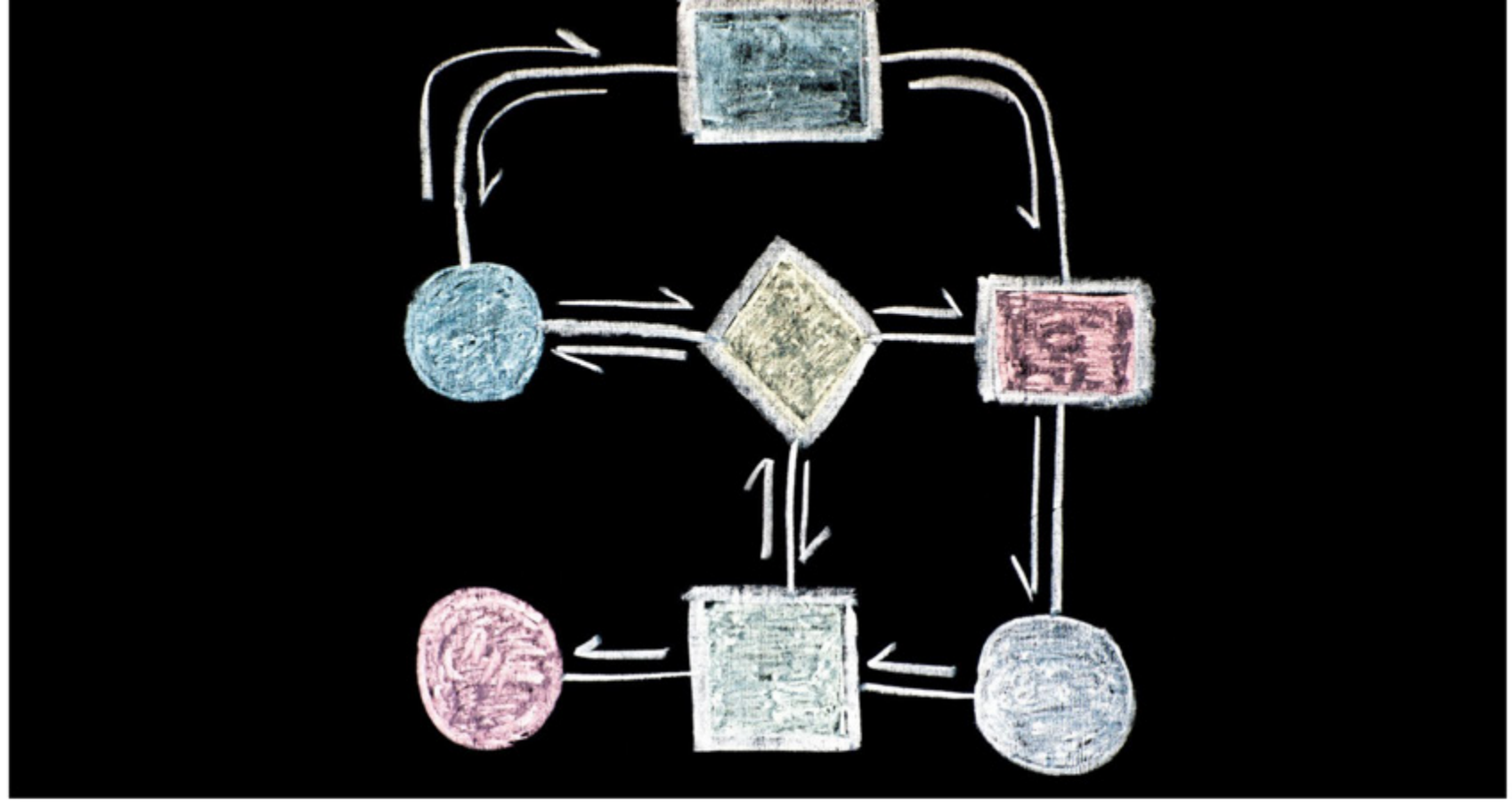
Chaffey Adult School

Upland Unified School District

WEC

MARKET PLACE

ADULT EDUCATION PARTNERSHIP PROGRAM- FALL 2021 COURSE OFFERINGS				
Course Number	**Online Course**	**Brief Description (See College Catalog for full**	**Number of Units:**	**Degree Applicability:**
ACCTGFS 30	Personal Finance	Fundamentals of personal finance including financial planning, money management, income and asset protection, and investments.	3	Degree Applicable/CSU/UC
ASL 1	Elementary American Sign language I	Study of American Sign Language (ASL), including an introduction to current and historical aspects of deaf culture. Skills focus on the basic principles of phrasing, vocabulary, sentence patterns, manual counting and	4	Degree Applicable/CSU/UC
HS 30	Beginning Medical Terminology	Applied medical etymology including the origin, correct spelling, pronunciation, meaning, and current usage of common medical terms,	3	Degree Applicable/CSU
BUS 10	Introduction to Business	A survey in business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business	3	Degree Applicable/CSU/UC
CDE 1	iples and Practices in Early Childhood Educ	Developmentally appropriate practices applied to programs and environments, emphasizing the	3	Degree Applicable/CSU



DIGITAL WORKFLOW

Chaffey College
Adult Education Pathways

Thank you Laura

Welcome to Chaffey College!

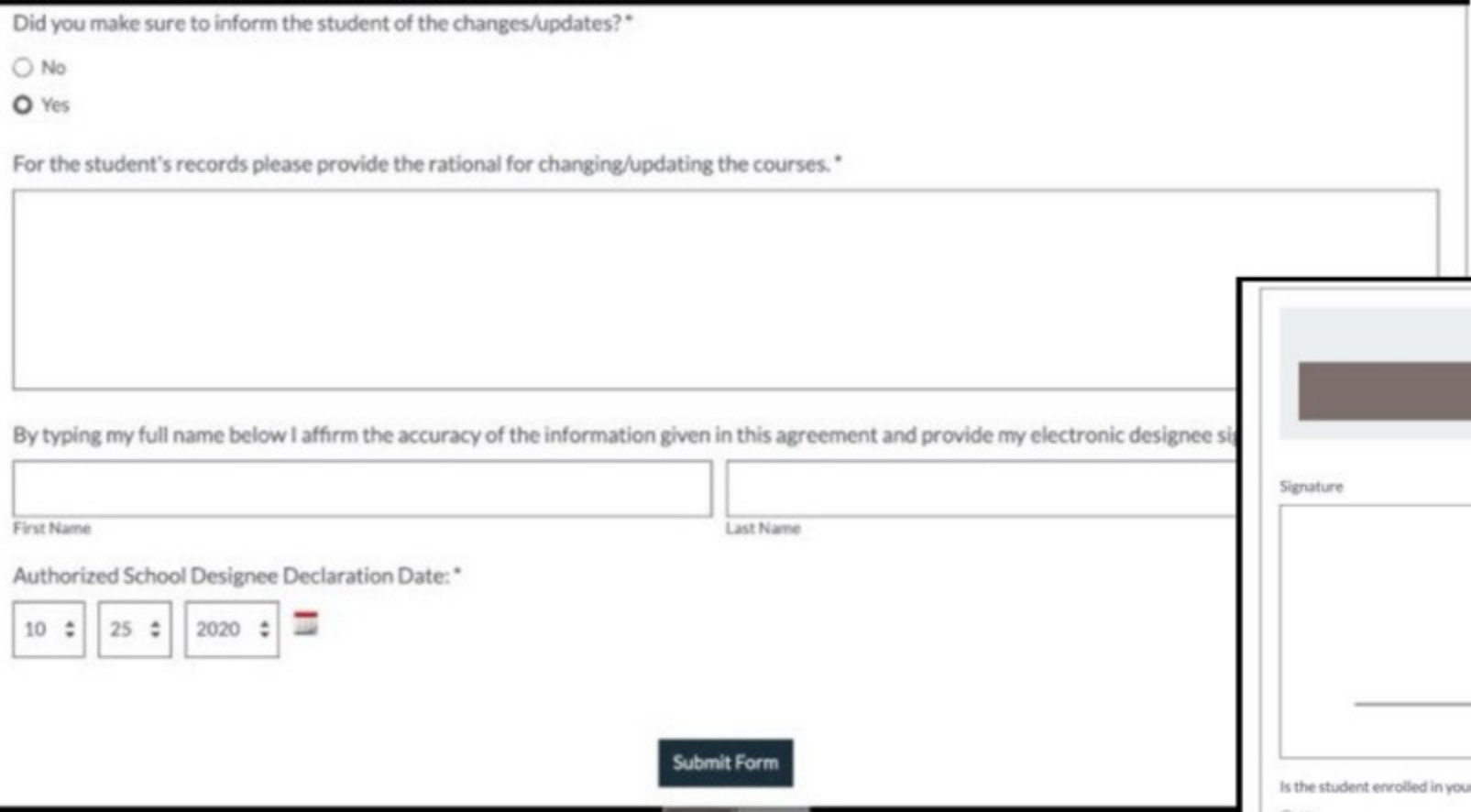
You have successfully submitted this form. Your adult school or the ATP program coordinator will receive this form in their email. Once they confirm your eligibility and approve your classes, the form will be forwarded to the Adult Education Pathways team.

You will be notified via e-mail when the form has been approved and you will be enrolled in the approved course. There is nothing further you will need to do. You will also receive emails on how to access your class(es) online.

If you need to submit the Spanish 3SS pre-requisite survey, please click HERE.

If you have any additional questions please contact the Adult Education Dual Enrollment program at adult.education@chaffey.edu

STUDENT COMMUNICATIONS



DESIGNEE VERIFICATION

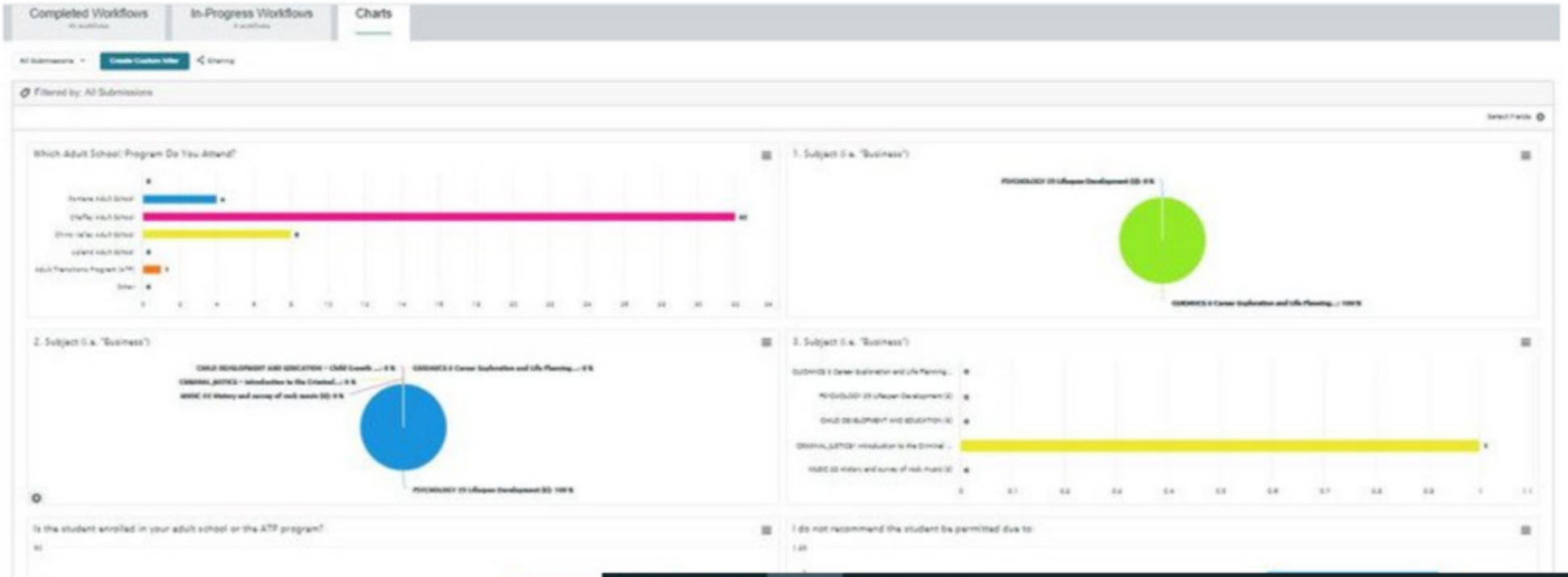
Hi Laura ,
Thank you for your interest in taking a college course with Chaffey College during the Spring 2021 semester. Your authorized adult school or ATP designee has approved you for the following course/s:

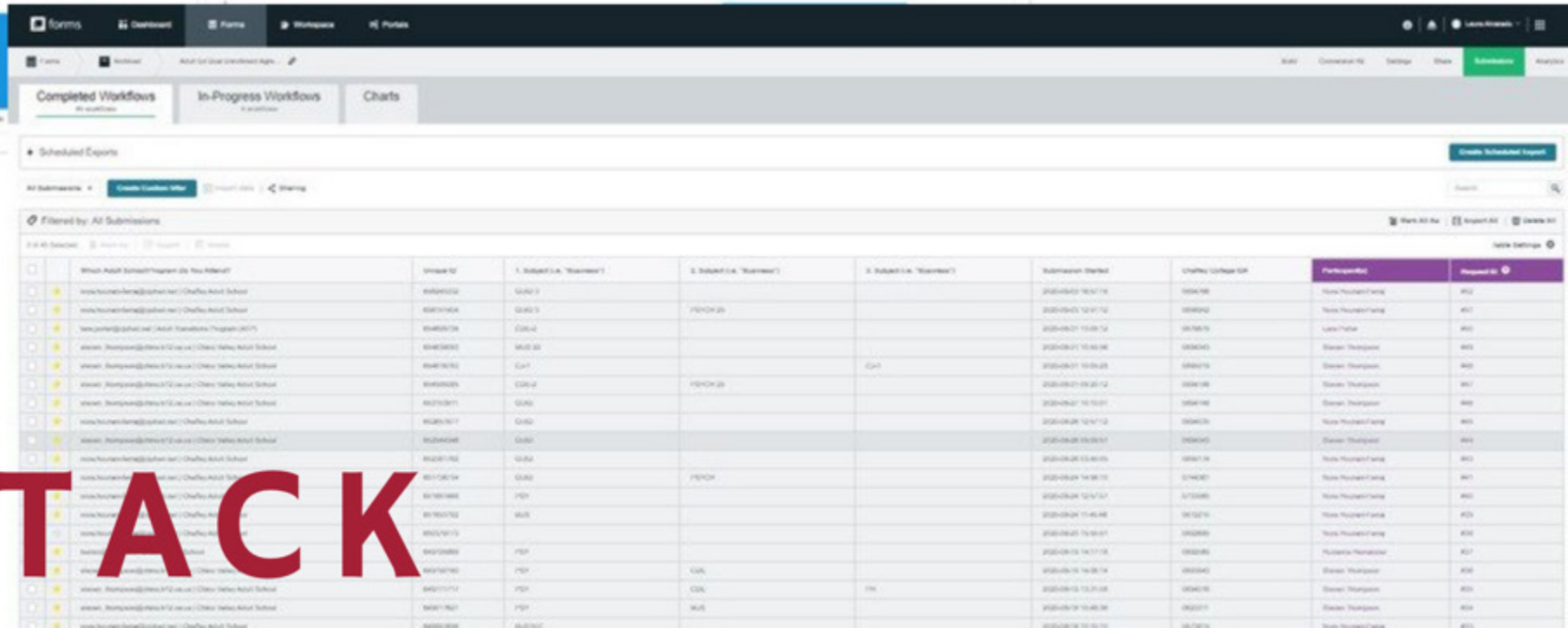
Criminal Justice 1
English 77

IMPORTANT: PLEASE READ
Congratulations! You will be automatically enrolled in the above-listed classes. There is nothing further you need to do for enrollment. This email is your official notification that you are enrolled in these classes.
Your Chaffey College portal is where you will be able to view your schedule and access your online class(es). Below are links to begin exploring your student portal. You will receive another email with these same links closer to the start of the semester along with dates for workshops on how to use Canvas. Canvas is the app we use for your online class(es). Please note, classes begin February 1, 2021, however, you will not see your class(es) listed in your student portal until the end of January.

Chaffey College Student Portal
How to Log Into Your Student Portal for the First-Time
How to use Access my Online Class Using Canvas
If you would like information about the optional Chaffey College's OmniTrans GoSmart Bus Pass program ($8), click HERE.
Congratulations again!
The Adult Education Pathways Team!

STUDENT COMMUNICATIONS


Completed Workflows
In-Progress Workflows
Charts
Filtered by: All Submissions
Which Adult School Program Do You Attend?
1. Subject (i.e. "Business")
2. Subject (i.e. "Business")
3. Subject (i.e. "Business")
Is the student enrolled in your adult school or the ATP program?
I do not recommend the student be permitted due to:


forms
Completed Workflows
In-Progress Workflows
Charts
Scheduled Exports
Filtered by: All Submissions

FORMSTACK

INTERNAL PROCESSES

Chaffey College IT department rocks!

CCCApply

ADMIT STATUS CODE ASSIGNED TO STUDENTS WHO SELECT "ADULT SCHOOL STUDENT ELIGIBLE TO ENROLL IN COLLEGE"

ADMIT STATUS CODE TRIGGERS FEE REMOVAL IN BILLING TABLES; CODE LINKED TO MIS ELEMENT

STUDENTS BLOCKED FROM SELF-REGISTRATION PENDING "PETITION"

Enrollment

STUDENTS COMPLETES FORMSTACK ENROLLMENT WITH ADULT SCHOOL OR COLLEGE GUIDANCE

BATCH ENROLLMENT BY A&R OVERRIDES PETITION BLOCK

STUDENT VIEW COURSE(S) IN PORTAL

CCCCO Aug. 19, 2020 memorandum highlights:

1. MIS Element SB 11 update- code 21,000 for SB 554 students
2. CCCApply added the following enrollment status: "Adult school student authorized to enroll in college"

California Community Colleges

MEMORANDUM
August 19, 2020

ESS 20-300-004 | Via Email

TO: Chief Executive Officers
Chief Student Services Officers

FROM: Raul Arambula,
Dean, Educational Services & Support

RE: Senate Bill 554 Public Schools: Adult School Students - Advanced Scholastic and Vocational Training Program

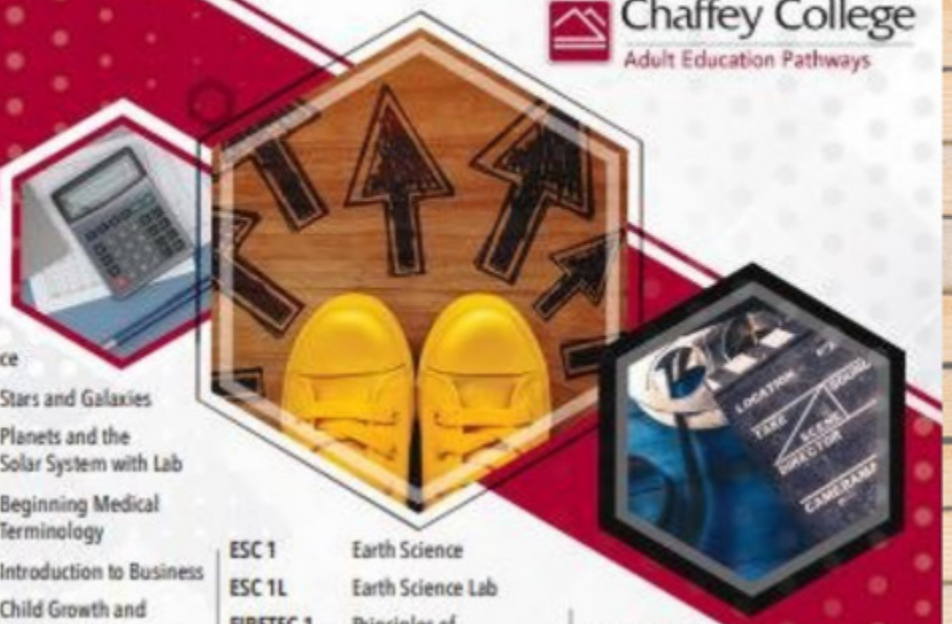
---

Senate Bill 554 by Senator Richard D. Roth was signed by the Governor on October 4, 2019 and became effective on January 1, 2020. The legislation expands dual enrollment to include students attending a noncredit or adult education high school diploma or equivalency program.

The bill authorizes the governing board of a school district overseeing an adult education program or the governing board of a community college district overseeing a noncredit program to authorize a student pursuing a high school diploma or a high school equivalency certificate to enroll as a special part-time student at a community college. This change allows adult students to participate in dual enrollment under Education Code section 76001. In order to receive apportionment for this new category of dual enrollment student, a community college district must add reference to students enrolled under Education Codes §52620 in the district's report of FTES.

Earn College Credit NOW!

Chaffey College
Adult Education Pathways



ACCTGFS 30	Personal Finance
ASTRON 26	Stars and Galaxies
ASTRON 35	Planets and the Solar System with Lab
BIOL 30	Beginning Medical Terminology
BUS 10	Introduction to Business
CDE 2	Child Growth and Development
CINEMA 26	Survey of American Cinema
CIS 1	Introduction to Computer Information Systems
CJ 1	Introduction to the Criminal Justice System
COMSTD 2	Fundamentals of Public Speaking
COMSTD 4	Fundamentals of Interpersonal Communication
ENGL 1A	Composition
ENGL 77	Latino Literature
ESC 1	Earth Science
ESC 1L	Earth Science Lab
FIRETEC 1	Principles of Emergency Services
GERO 18	Aging and the Life Course
GERO 22	Dying and Death
GERO 400	Principles of Caregiving
GUID 3	Career Exploration and Life Planning
HIST 12	Asian American History
HIST 17	United States History through 1877
HIST 18	United States History from 1865
KINLEC 15	Diet and Fitness
MATH 25	College Algebra
MUSIC 22	History and Survey of Rock Music
NURADN 428	Basic Pharmacology
PSYCH 25	Developmental Psychology: Lifespan Development
SOC 10	Introduction to Sociology
*SPAN 3SS	Spanish for Heritage Speakers

*pre-requisite

CLASSES BEGIN FEBRUARY 1, 2021

FREE Tuition and Books! • Open to high school diploma and GED students

Please contact adult.education@chaffey.edu for registration information. The last day to submit an enrollment form is January 17, 2021. All classes will be offered online and begin on February 1, 2021

Visit www.chaffey.edu/catalog/current/2020-2021-full.pdf for full course description(s).

FREE Online Chaffey College COURSES

for HSD/GED (HSE) students
Feb 1 to May 12 - LATE START!

Books are loaned to adult school students

BUS 10 Introduction to Business
A survey in business providing a multidisciplinary examination of how culture, society, economic systems, legal, international, political, financial institutions, and human behavior interact to affect a business organization's policy and practices.

GUID 3 Career Exploration and Life Planning
Career and life planning for students seeking direction in setting life, academic and career goals.

CDE 2 Child Growth and Development
This introductory course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence.

PSYCH 25 Developmental Psychology
An overview of human development from conception through aging with particular emphasis on biological and environmental influences.

NEXT STEPS TO APPLY AND ENROLL:

1) Apply to Chaffey College
Click here to apply

Click here for Assistance
You will receive your Chaffey ID within 72 hours

2) Click here to Complete the Enrollment Form
(Chaffey ID required)

Chaffey College

WHAT'S YOUR PLAN?

Meet with a counselor!

Meet with a counselor to:

- Create a plan
- Get a list of course options
- Explore career and educational goals

Save time and money by taking college classes **NOW** that may apply to your future goals!

If you are currently working on your high school diploma or GED, you can take the classes for FREE!

Click here **http://bit.ly/ChaffeyCounselor** to make an appointment with a counselor and create YOUR plan!

Chaffey College

Virtual Summer Workshop Series

Presented by the Adult Education Pathways Office

6/1	Don't know much about Chaffey College? Let us introduce ourselves!
6/3	So many choices, so little time! How to find what classes to take in our Academic and Career Communities.
6/8	Beyond the classroom - food pantry, loaner chrome books, the Dreamer's Club and more. Learn about the Chaffey Community
6/10	How to pay (or not!) for college
6/15	Chaffey College application workshop (English and Spanish)
6/17	We're just a click away – Navigating Chaffey College online
6/22	Yay! I'm officially a Chaffey Student! Now what? Next Steps for new students
6/24	Counselor chat. You have questions? We have answers!

June 1-June 24 • 5:00pm to 6:30pm
Every Tuesday and Thursday

ps://cccconfer.zoom.us/meeting/register/tJcude-pqTMpEtB6yV1c8DCOk_FwqNSLL

Chaffey College

FREE COLLEGE

Are you working on your high school diploma or GED?

U.S. Citizenship NOT Required

Join the Adult Education Partnership Program and attend Chaffey College for free (books included!)

- Students who take college and high school courses at the same time are more likely to reach their high school and college goals
- College courses may be used to meet your high school diploma requirements*
- College courses can be used toward a certificate, degree, or for transfer to a university

REQUIREMENTS

- Desire to learn
- Current enrollment in a high school diploma or GED program
- Complete Chaffey College application

For more information, contact:
Laura Alvarado at Adult.Education@Chaffey.edu

*With adult school approval

Support Services

Adult School

- Help choosing partnership classes
- Counseling Support
- Educational planning to earn high school diploma or GED
- Career planning
- Help linking to resources and services

Chaffey College

- Counseling support
- Educational planning for long-term goal
- Major and career exploration
- Access to technology
- Tutoring Support
- and much more...

OUR PARTNERSHIP ENABLES THE ADULT SCHOOLS AND THE COLLEGE TO PROVIDE STUDENTS WITH WRAP AROUND SUPPORT SERVICES!

Chaffey Adult School & Chaffey College:

How SB 554 has helped transition adult students to college

Vision:

After completing an informed and goal driven program of study, Chaffey Adult School students will successfully transition to continuing education, additional training or advancement in the workforce.

What constitutes success?

- Reducing or removing barriers
- Providing easy access to the curriculum
- Modeling clear instructions and offering "how-to" guides
- Implementing tutoring/extra intervention supports
- Having counselors for guidance/support

GUID 2
College Transition Class :

PRE- SB 554

Incentives

1

Receive both high school elective credit & college credits

2

Class was offered on one of our campuses

3

Application process would be easy to follow

4

Connection with the college

5

Easy transition to college

Stumbling Block 01

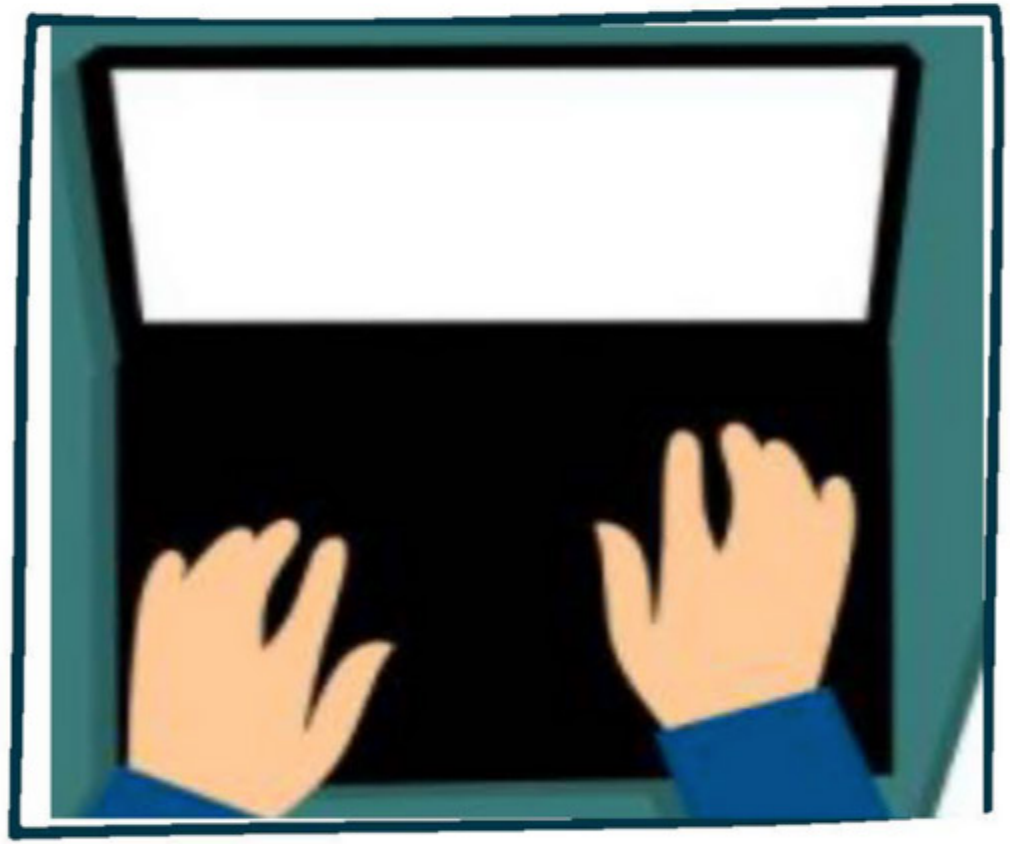
The Application

Application Process

- Student completes application without tutorial provided
- Assumption is placed that student knows how to indicate correct semester start date
- Student is ineligible to register if one part of application is incomplete
- Student is dropped from course if the application is completely incorrectly
- Student must be added manually by completing an add/drop slip
- No guidance how to interpret questions
- Disconnect between college and adult school practices

RESULTS

9 students **registered**
3 students indicated incorrect semester date and are **ineligible**
1 student had an inactive CC ID and was **ineligible**
14 students incorrectly completed the form and missed the deadline --> **ineligible**
27 did not want the hassle of registering



Stumbling Block 02

Course enrollment

Enrolling in Chaffey College courses

POST- SB 554

Issues Resolved

1. Tutorial/step-by-step guide: how to enroll in the college

2. Easier application to follow

3. Connection with CAS counselors & Adult Education Pathways Team

4. Providing supports/tutoring opportunities

REGISTRATION
information

More class offerings

Late start dates

Steps for the future

01

Provide professors that understand our LEP student population

- A More tutoring
- B Clearer messaging

02

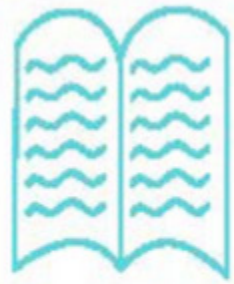
Provide access to unofficial transcripts/grades to our counselors

- A Removes burden off students
- B Easier to update transcripts

03

Keep online options for course offerings

- A Transportation
- B Childcare/work



Tell me
and I will forget
Teach Me
and I will remember,
Involve Me
and I will learn.

-Ben Franklin

Chaffey College

Adult Education Pathways

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ADULT EDUCATION

Why Do My Data Reports Look Different: AEP Dashboard and TOPSpro Enterprise

(and a little bit of COMIS too)

May 12, 2021
1:00pm – 2:00pm

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CALIFORNIA ADULT EDUCATION

Today's Presenters

Jessica Chittaphong

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Is this the right webinar for me?

Goals for Today

Learn about:

1. Key features of the AEP Dashboard, COMIS Data Sets, & CASAS TOPSpro Enterprise.
2. Uses of the AEP Dashboard, & CASAS TOPSpro Enterprise reports.
3. How CASAS TOPSpro Enterprise metrics map to the AEP metrics.

- Introduction to AEP Dashboard: Review April 30 Webinar: Understanding & Using the Adult Education Pipeline
- Changes to the AEP: Review April 27 Webinar: Understanding and Using the Adult Education Pipeline (AEP) Dashboard for Continuous Improvement

Key Features

	COMIS	TOPSpro Enterprise	AEP Dashboard
Institutions	Noncredit Community College (WIOA II) Noncredit Community College (non-WIOA II)	Noncredit Community College (WIOA II) Adult Schools	Noncredit Community College (WIOA II) Noncredit Community College (non-WIOA II) Adult Schools
Coding Resource	MIS Metrics Data Dictionary	WIOA II Data Dictionary Participant Individual Record Layout (PIRL)	AEP Metrics Data Dictionary
Updated	Semester & Yearly	Quarterly	Yearly
Track Data	Semester	Ongoing	Yearly
Verify & Review	DataMart Semester & Yearly COMIS Report Yearly & Submit Corrections	CAEP Reports: Quarterly & Yearly	Data on Dashboard Yearly

Key Features

Purposes	COMIS	TOPSpro Enterprise	AEP Dashboard
Adult Learner Population	Non-credit community college participants	WIOA II Noncredit community college participants Adult School participants	All CAEP participants Regions Consortium College Districts
Verification & Validation	Logic checks	Automated validation Data Integrity Reports	Match between institutions Deduplication EDD UI Verification
	track regularly	track regularly	Track annually
Uses	Ongoing Continuous Improvement Tracking Outcomes Planning	Ongoing Continuous Improvement Tracking Outcomes Planning	Planning Evaluation Trends Outcomes Equity
Data informs	COMIS	CAEP WIOA NRS	CAEP Yearly Legislative Reports
Data display	Data charts	Data charts Dashboards Drill downs	Data charts Graphs Drilldowns Comparison levels

More About AEP Verification & Validation

Transitions

Enrollments

Earnings

Time Lags

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Inquiring Minds Want to Know…

On the Adult Education Pipeline:

- How are metrics identified?
- How are metrics calculated?
- Why are metrics added?
- Why are metrics changed?

So then… How do TOPSpro Enterprise metrics translate to the AEP Dashboard metrics?

TOPSpro Data Source Elements	CurrentAge (Calculated) TotalPYHours IsAEBGProgramAreaESL ProgramYear
TOPSpro Calculations	AE 202 Students who met all of the following criteria: • **An adult education student age 16+** WHERE CurrentAge ≥ 16 • **AND with 12 or more hours across all program areas** AND TotalPYHours ≥ 12 across program year • **In the selected year** AND ProgramYear is within the selected year • **Who Enrolled in an ESL (or ELL) program area** WHERE IsAEBGProgramAreaESL = 1 • **In the selected year** AND ProgramYear is within the selected year

So then… How do you make them match

TOPSpro Data Source Elements	CurrentAge (Calculated) TotalPYHours IsAEBGProgramAreaESL ProgramYear
TOPSpro Calculations	AE 202 Students who met all of the following criteria: • **An adult education student age 16+** WHERE CurrentAge ≥ 16 • **AND with 12 or more hours across all program areas** AND TotalPYHours ≥ 12 across program year • **In the selected year** AND ProgramYear is within the selected year • **Who Enrolled in an ESL (or ELL) program area** WHERE IsAEBGProgramAreaESL = 1 • **In the selected year** AND ProgramYear is within the selected year

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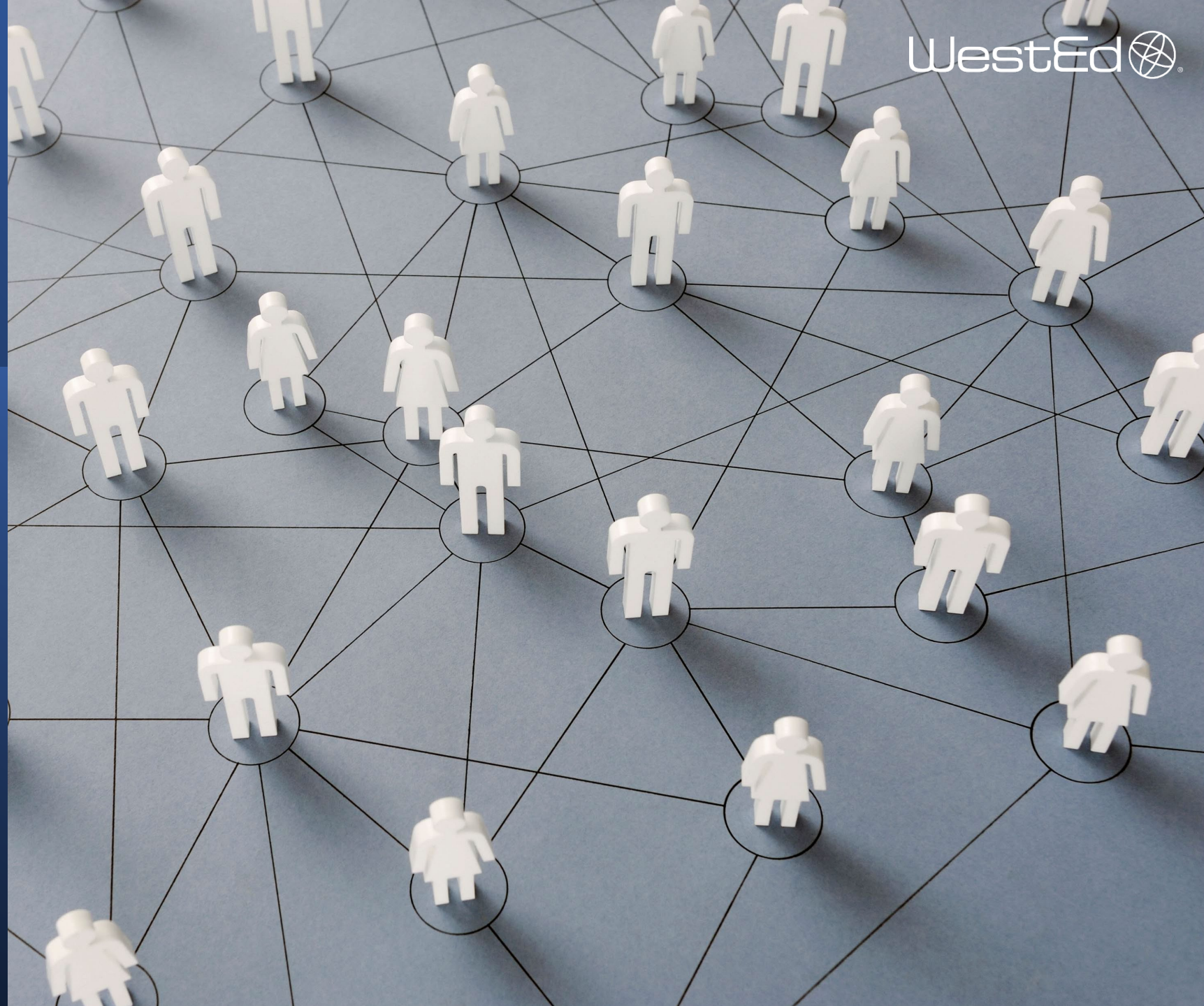
Connecting The Dots (or Bubbles)



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Identifying Students and Programs from CASAS

INSTRUCTIONAL PROGRAM

Entry Record Field 11/Update Record Field 5

- Basic Skills (ABE)
- ESL/ELL
- High School Diploma (HSD)
- High School Equivalency (HSE)
- Career and Technical Education (CTE)
- Adults w/ Disabilities
- Adults Supporting K12 Student Success

Adult Secondary Education (ASE)

+

HOURS OF INSTRUCTION

Update Record Field 11

Exported to AEP as total number of hours for the program year

1+ HOURS

OR

SERVICES RECEIVED

Update Record Field 8

Any service

12+ HOURS

=

Reportable Individual or Adults Served

=

Participant

Used as denominator for most outcomes

Identifying Progress from CASAS

Completed One or More Educational Functional Levels

- Participants (with 12+ instruction hours) from ABE, ESL, or ASE program areas

- Qualifying pre-test and other requirements for NRS Table 4

Flagged as 'CompletedLevel'
Special field for AEP export – calculated from pretest and posttest

Completed a Workforce Preparation Milestone

- Participants (with 12+ instruction hours)

LEARNER RESULTS
Update Record Field 9: WORK

- Acquired workforce readiness skills
- Training milestone

Completed an Occupational Skills Gain

- Participants (with 12+ instruction hours)

LEARNER RESULTS
Update Record Field 9: WORK

- Met work-based project goal
- Training milestone

Identifying Transition from CASAS

Transition to ASE

- Participants (with 12+ instruction hours) from ABE and ESL program areas

INSTRUCTIONAL PROGRAM

Entry Record Field 11/Update Record Field 5

- High School Diploma (HSD)
- High School Equivalency (HSE)

- For the 1st time in the same or following year

Transition to Postsecondary

- Participants (with 12+ instruction hours) from ABE, ESL, or ASE program areas

Flagged as 'HasTransitionToPostSecondary'
Special field for AEP export – Mix of Learner Results from Work and Education

OR

Enrolled in a CTE Program

- For the 1st time in the same or following year

Identifying Transition from CASAS

Transition to CTE

- Participants (with 12+ instruction hours) from ABE, ESL, or ASE program areas

Enrolled in a CTE Program

OR

LEARNER RESULTS

Update Record Field 9: WORK

- Entered job training
- Entered training program
- Entered apprenticeship

- For the 1st time in the same or following year

Transition to Credit College

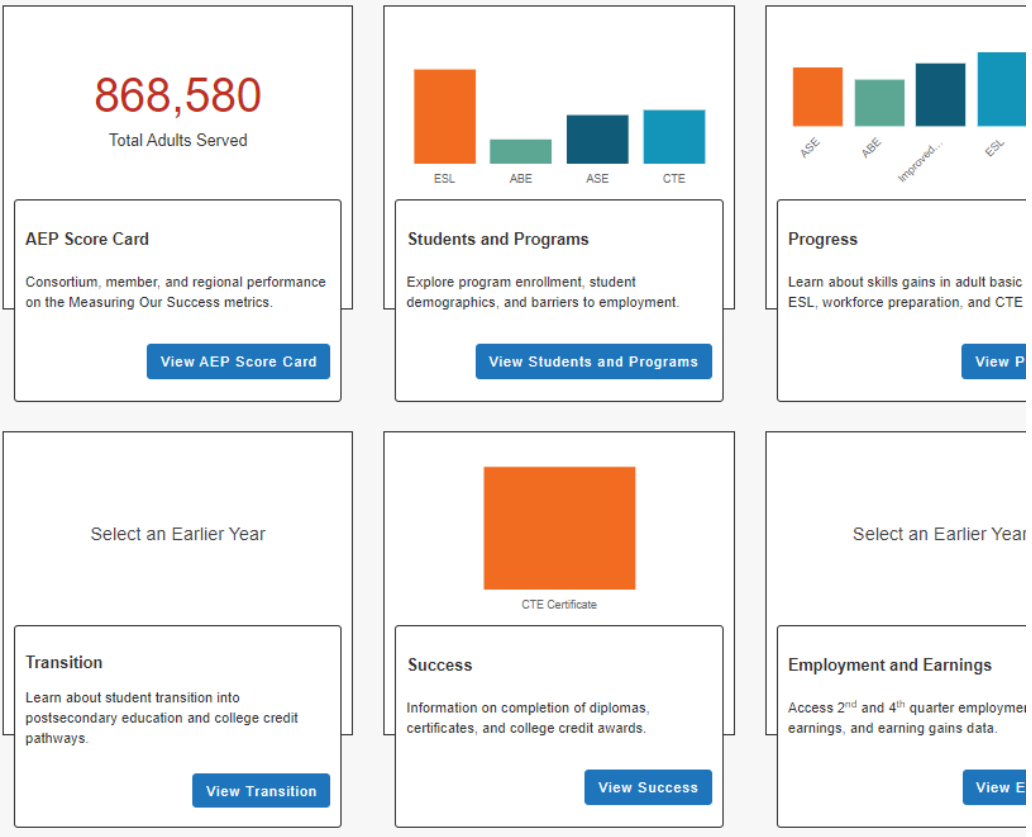
- Participants (with 12+ instruction hours) from ABE, ESL, or ASE program areas

LEARNER RESULTS

Update Record Field 9: EDUCATION

- Transition to credit (transfer)
- Transition to credit (non-transfer)

- For the 1st time in the same or following year



CAEP Outcomes										
	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post-Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Support Service Receive (O)
0	622	776	8	35	315	86	5	1,534	126	68
	48	249	58	9	56	14	6	447	261	9
	103	372	17	167	114	49	41	491	148	19
	103	293	17	100	102	49	24	405	109	19
	0	0	0	0	0	0	0	0	0	0
	1	1	0	0	1	0	0	200	0	0
	0	1	0	0	0	0	0	1	1	0
								18	1	1
8	877	1,692	100	311	588	198	76	3,096	646	116
	138	332	22	100	110	50	24	476	145	23
2	622	776	58	172	371	106	45	2,321	409	74

hich they are enrolled.

Adult Education Pipeline

CAEP Summary Report

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Why do CAEP reports and the AEP Dashboard charts not always match?

CAEP Summary Data & AEP Data

CAEP Program Enrollment							
Enrolled in ESL	Enrolled in ABE	Enrolled in ASE	Enrolled in CTE	Enrolled in AWD	Enrolled in Adults Training to Support Child School Success	Enrolled in Workforce (re) Entry	Enrolled in Preapprenticeship
1534	184	636	491	1	200	405	0
Enrolled in ESL	Enrolled in ABE	Enrolled in ASE	Enrolled in CTE	Enrolled in AWD	Enrolled in Adults Training to Support Child School Success	Enrolled in Workforce (re) Entry	Enrolled in Preapprenticeship
1194	119	285	421	*	189	340	*
NOTE: Must be a Participant (enrolled in a CAEP Program with 12+ instructional hours) to be included in these metrics						Subset of Participants Enrolled in CTE	

CAEP Summary Data & AEP Data

	Literacy Gains (Pre/Post)		
CAEP Summary Report	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)
Member Total Unduplicated Count	1314	913	528
AEP Dashboard	Participants in ESL, ABE, ASE (Denominator - does not display)		Completed One or More EFL
Member Total Unduplicated Count	1417	n/a	532
NOTES on LaunchBoard AEP Values *Participants are enrolled in one of the CAEP program areas and have 12+ instructional hours in the Program Year	Special denominator for EFL Gains and Transition to Postsecondary metric.	Not reported on the dashboard	Includes participants who achieved COMIS outcome - student assessment or course progression

CAEP Summary Data & AEP Data

	CAEP Outcomes							
CAEP Summary Report	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post Secondary Achieved (I)	Entered Employment Achieved (J)	Increased Wages Achieved (K)	Transition to Post Secondary Achieved (L)
Member Total Unduplicated Count	1802	622	776	58	172	371	106	45
AEP Dashboard	Participants	Completed an Immigrant Integration Milestone		Participants Who Earned a Diploma, GED or High School Equivalency	Participants Who Completed a Postsecondary Credential	Employment 2 Quarters After Exit	Change in Earnings	Transition to Postsecondary
Member Total Unduplicated Count	1787	none listed for 18-19 377 for 19-20	n/a	57	190	203	42% among 30 people	278
NOTES on LaunchBoard AEP Values	Participants are enrolled in one of the CAEP program areas and have 12+ instructional hours in the Program Year	New data element, I3, introduced for 2019-2020	Not reported on the dashboard	Includes participants who achieved COMIS outcome	Includes participants who achieved COMIS outcome	Based on match with EDD wage file for students with SSNs an no enrollment anywhere in the following year	Different measure used. Values based on match with EDD wage file for students with SSNs an no enrollment anywhere in the following year	Includes participants who achieved COMIS outcome and gives students an additional year to achieve transition - data will lag by 1 year

CAEP Summary Data & AEP Data

	Services					
CAEP Summary Report	Enrollees (M)	Enrollees Who Received Any Services (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
Member Total Unduplicated Count	2321	409	74	42	266	175
AEP Dashboard	Reportable Individuals	Students With an Enrollment Who Received Services				
Member Total Unduplicated Count	2310	404	n/a	n/a	n/a	n/a
NOTES on LaunchBoard AEP Values	Reportable Individuals are either enrolled with 1+ instructional hours OR received any services	Subset of Reportable Individuals	Not reported on the dashboard			

In summary, differences occur based on:

- Who is included (COMIS & TE)
- Data sources
- Definitions
- Reporting structure
- Validation & Deduplication
- No survey data included

AEP Purposes*

**Not a singular all-purpose tool*

- Does not provide real time data
- Identifying Trends, Patterns, Gaps, Achievements
- Asking good questions
- Planning
- Evaluation
- Explore
  - Equity
  - Demographics
  - Student Status
  - Outcomes
- Identify Collaborators

Discussion

Questions & Answers

CALIFORNIA ADULT EDUCATION

Thank You!

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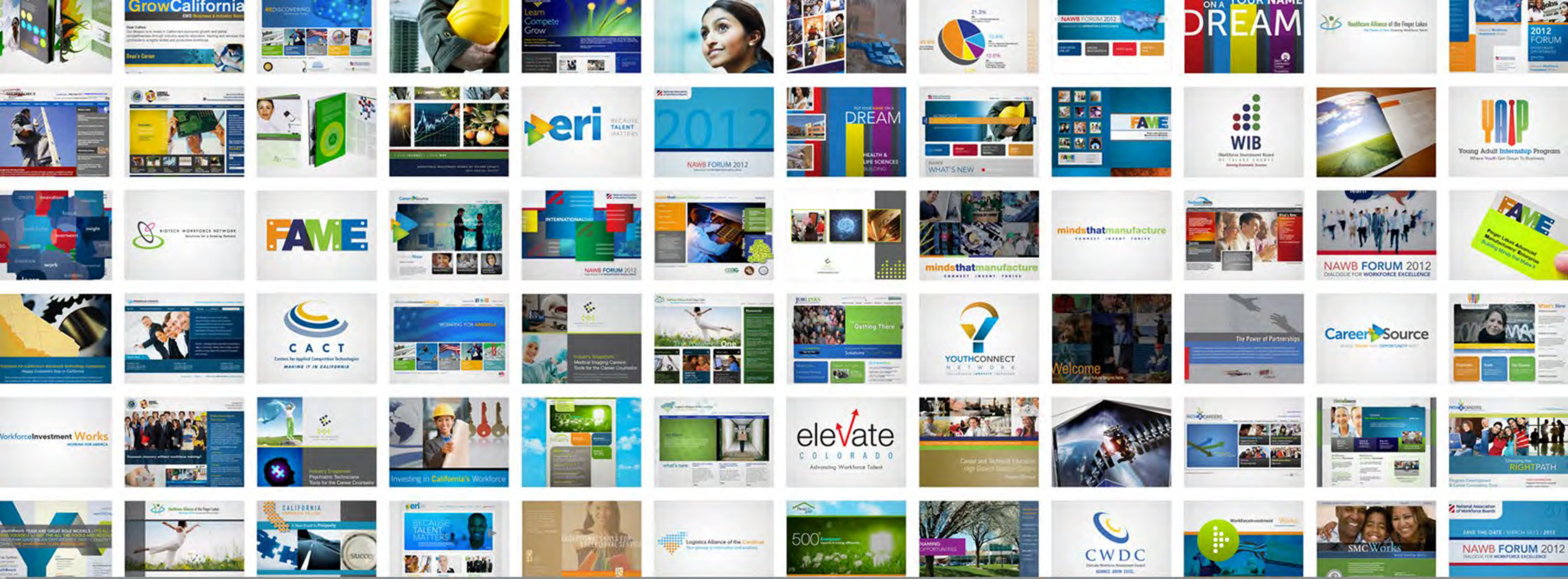

BRANDINGMARKETINGCOMMUNICATIONS

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Recruitment of Adult Learners during COVID-19
Deep Dive Webinar: May 2021

19 Years: 500+ Organizations
eri
BECAUSE TALENT MATTERS
NAWB FORUM 2012
PUT YOUR NAME ON A DREAM
HEALTH & LIFE SCIENCES BUILDING
FAME
WIB
Workforce Investment Board
OF TULARE COUNTY
Driving Economic Success
INTERNATIONAL DAY
NAWB FORUM 2012
mindsthatmanufacture
CONNECT INVENT THRIVE
Industry Snapshots
Psychiatric Technicians
Tools for the Career Counselor
Investing in California's Workforce
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COLORADO
Advancing Workforce Talent
Career and Technical Education
High Growth Industry Clusters
CALIFORNIA
A New Road to Prosperity
BECAUSE TALENT MATTERS
EXCEPTIONAL SKILLS FOR EXCEPTIONAL SERVICE
Logistics Alliance of the Carolinas
Your gateway to information and solutions
500 Evergreen
NAMING OPPORTUNITIES
CWDC
Colorado Workforce Development Council
ADVANCE. GROW. EXCEL.
WorkforceInvestment Works
PUT YOUR NAME ON A DREAM
NAMING OPPORTUNITIES
PENINSULA COUNCIL
INNOVATE
Tulare County
Project 500
Energy Experts in

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Celina Shands, M.S.
CEO/Founder
Full Capacity Marketing, Inc.

- 2017 Marketing CEO of the Year, Pacific NW USA
- 65+ Global Awards: Education & Workforce Campaigns
- 20+ Years in Workforce & Education

Maryanne Conlin, MBA
Marketing & Communications Director
Full Capacity Marketing, Inc.

- Shorty Award: Twitter Content
- Former MarComm Instructor: UC Berkeley & University of Hong Kong
- Published: Huffington Post & Newsweek

What will you learn today?

#MoveAhead with #ADULTED

- Why a new recruitment lens is needed for our **“interim”** pandemic recovery.
- A deep dive look into **using personas** to develop effective recruitment **messages** for adult learners.
- Tailor the national adult education campaign toolkit to deploy a localized campaign called **#MoveAheadWithAdultEd**.

  - Overview of all tools
  - eMarketing (DRIP) campaigns
  - PR strategies to engage reporters using social media

Why a new recruitment lens is needed…

Challenges during COVID

- Device & Internet Access
- Health Concerns
- Childcare Issues
- Lack of trust in the value of education
- Challenges with “in-person outreach”
- Changing Media Patterns

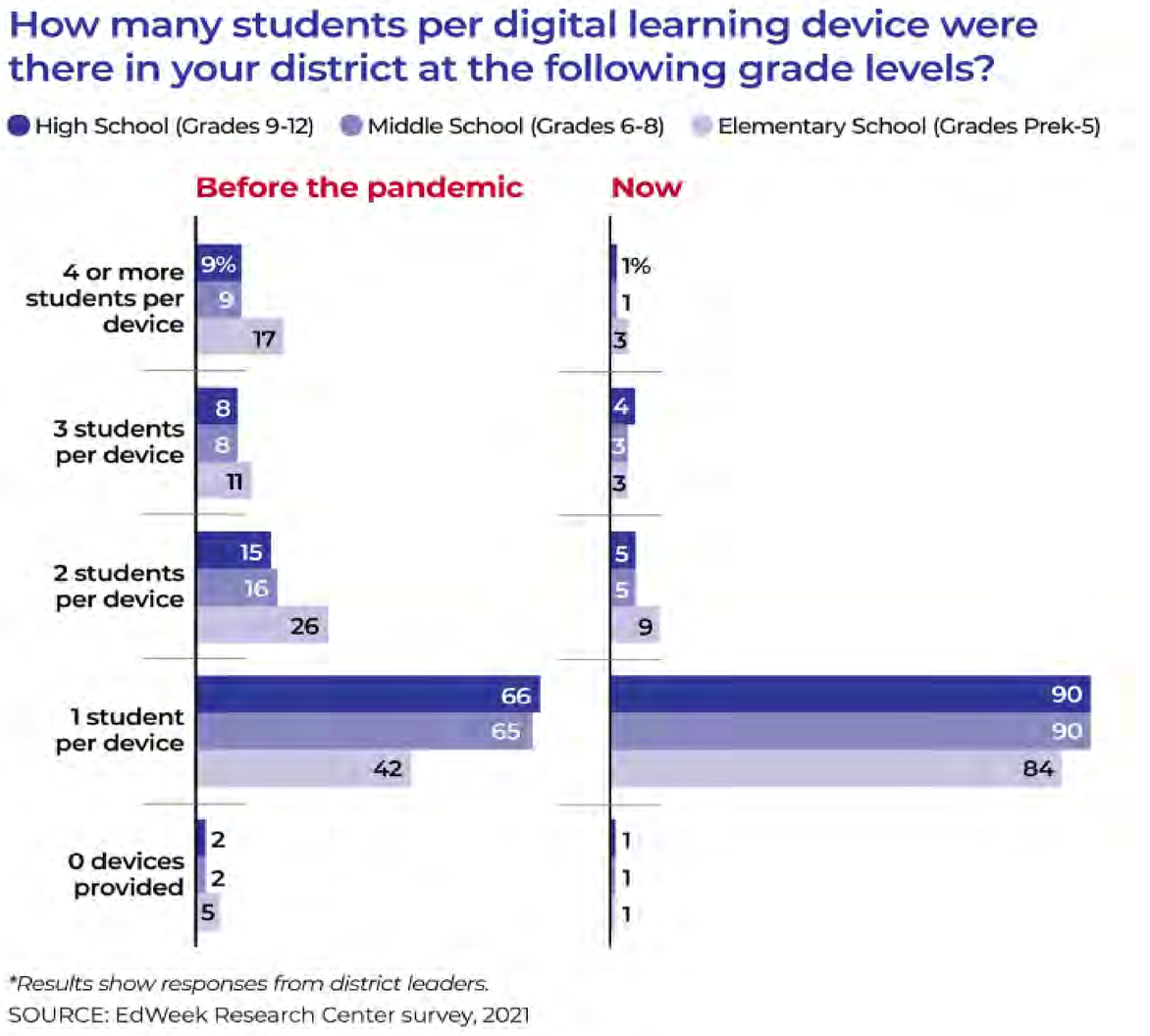
Why a new recruitment lens is needed…

Times Have Changed

- Device & Internet Access **Declining**
- Health Concerns **Declining**
- Childcare Issues **Declining**
- Lack of trust in the value of education **Increasing**
- Challenges with “in-person outreach” **Declining**
- Changing Media Patterns ?????
- **Self-Reflection** **Increasing**

Closing The Digital Divide

- Millions of Chromebooks distributed
- Globally PC purchases increased by 55%
- California putting $$ behind universal broadband
- 82% of adult school students in one survey indicated that their digital literacy and technology skills had improved since the pandemic!



Childcare Issues Remain

Community Care Licensing - Child Care Licenses and Closures

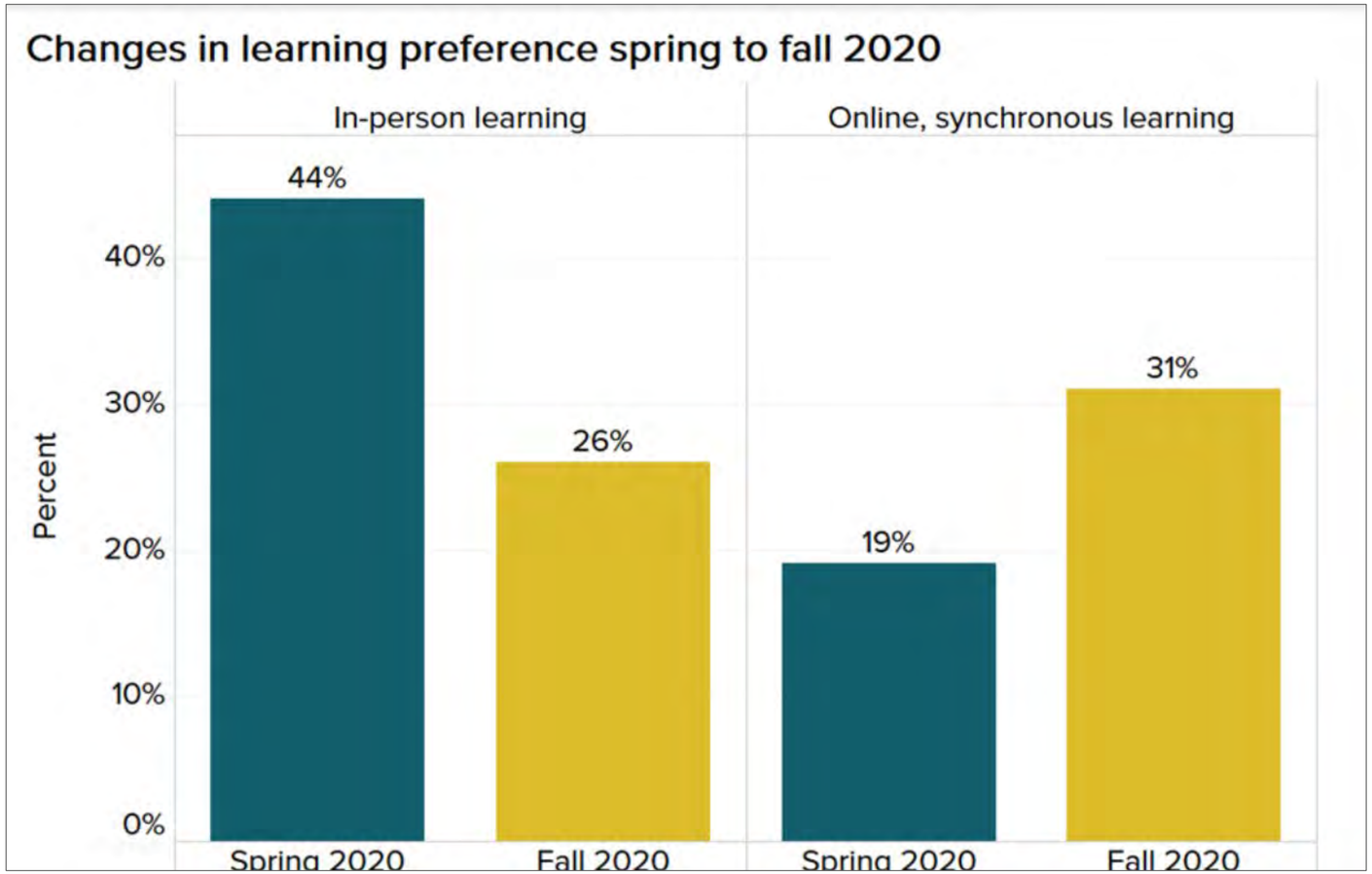
As of March 31, 2021

	Small Family Homes	Large Family Homes	Child Care Centers	Total
Open and Operating[a]				
Facilities	12,875	11,263	10,525	34,663
Slots	102,536	156,748	575,117	834,401
Temporarily Closed				
Facilities	1,352	960	4,267	6,579
Slots	10,736	13,342	224,016	248,094
Permanently Closed Since March 2020				
Facilities	2,194	902	605	3,701
Slots	17,438	12,528	27,428	57,394

a) Represents licenses that are not inactive or temporarily closed.

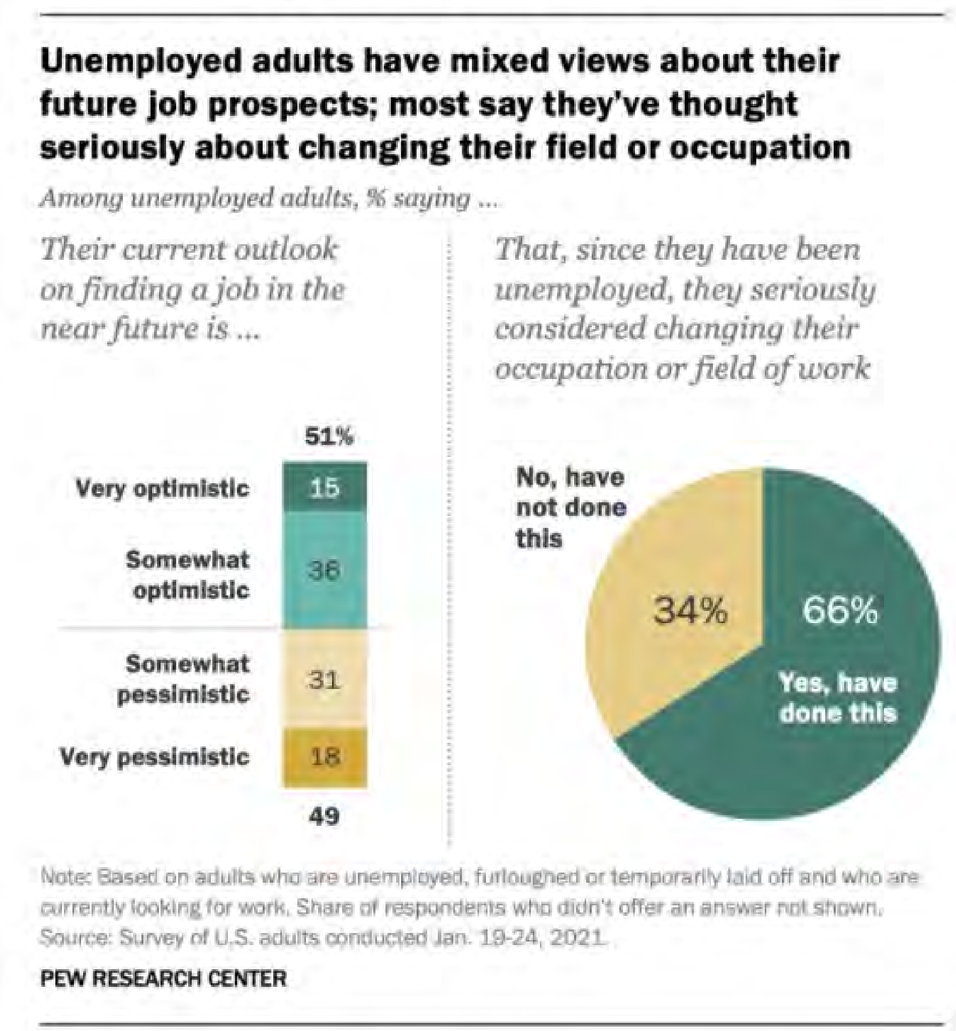
- 20% of working parents had to leave work or reduce their work hours solely due to a lack of childcare
- California has lost 57,394 child care slots to permanent closures since the start of the pandemic

Changes in Learning Preferences

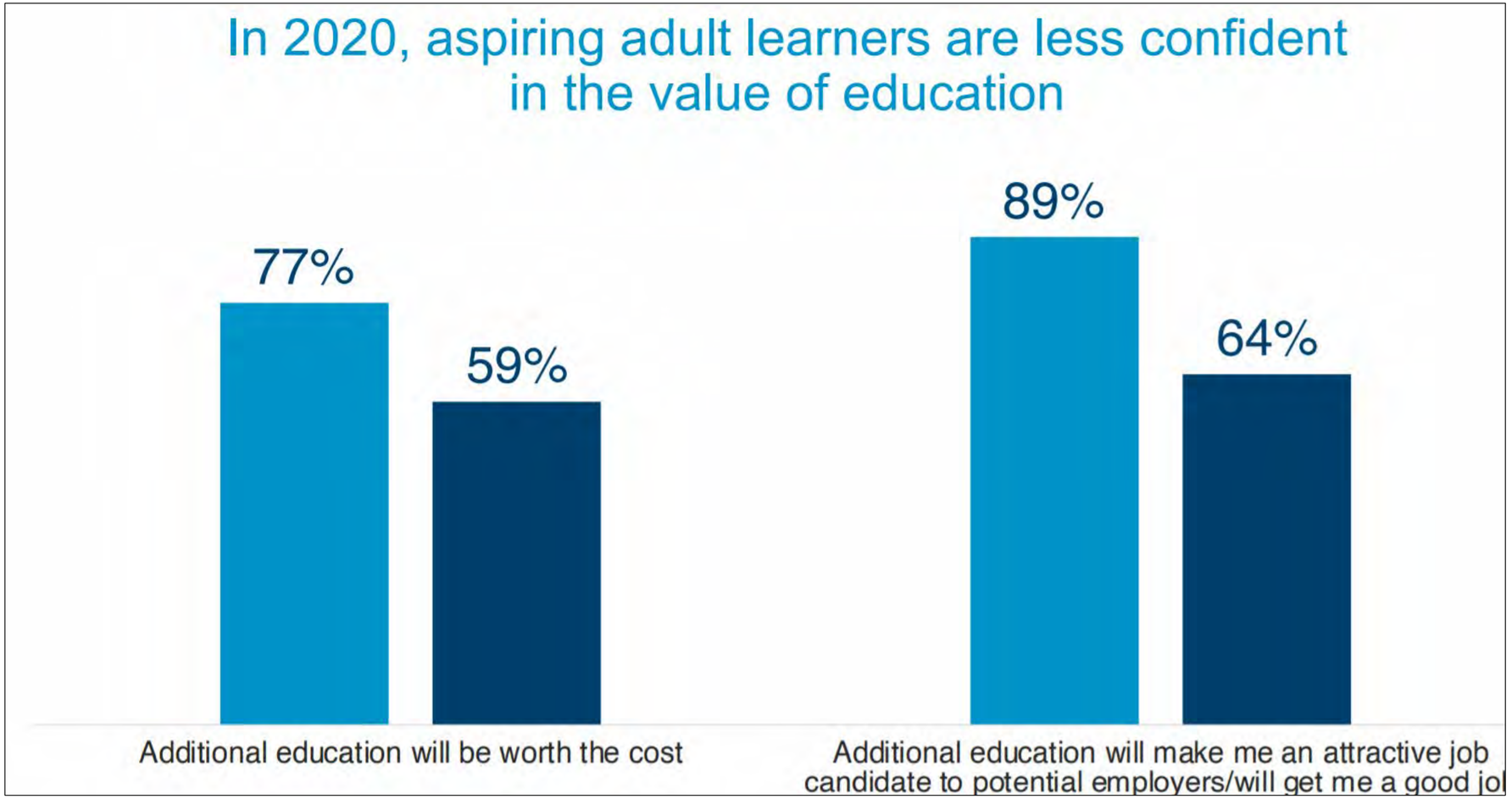


Reevaluating Work

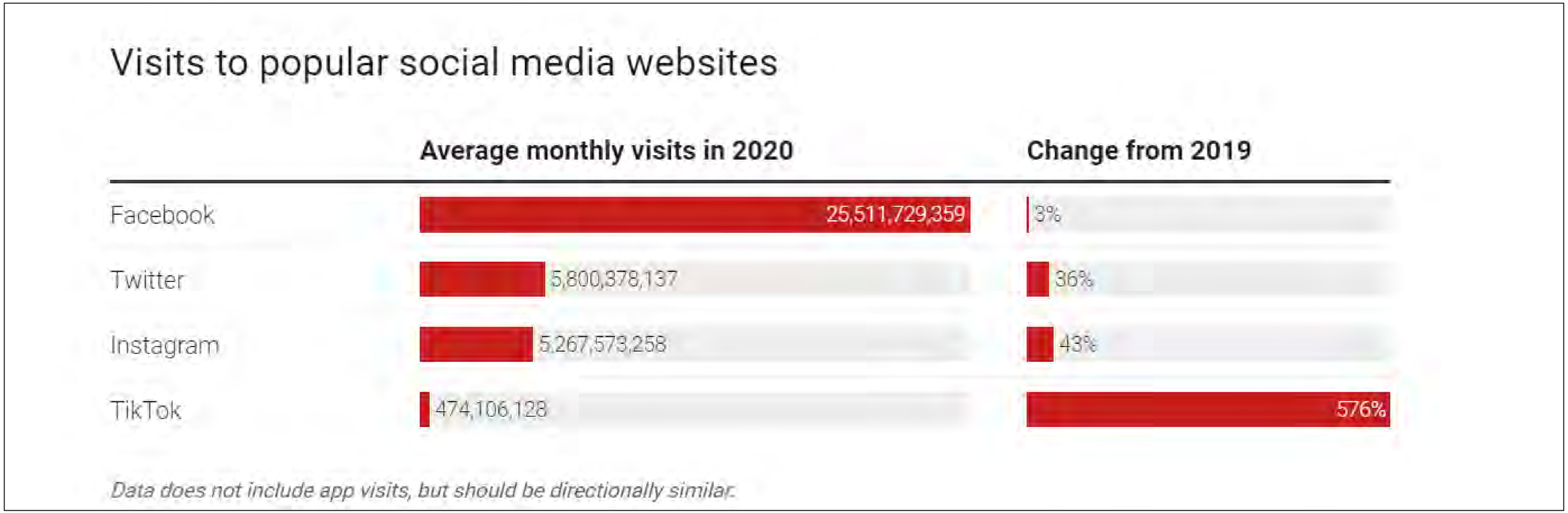
- Although a lot of workers are interested in reskilling and transitioning to a new field, they often aren't interested in moving into where the jobs are
- So part of what's going on here is what I would call an **"interest gap"** in where workers want to work and the kind of work that's actually available



Reevaluating School



Changing Media Habits



How many ads did we see daily in 2020?

ANSWER:

Too many!

6K – 10K ads daily

How Many Ads Do We See A Day In 2020?

https://bit.ly/3kYN6jg

Breaking Through the Noise: COVID-19 Context

The Importance of Emotional Messaging

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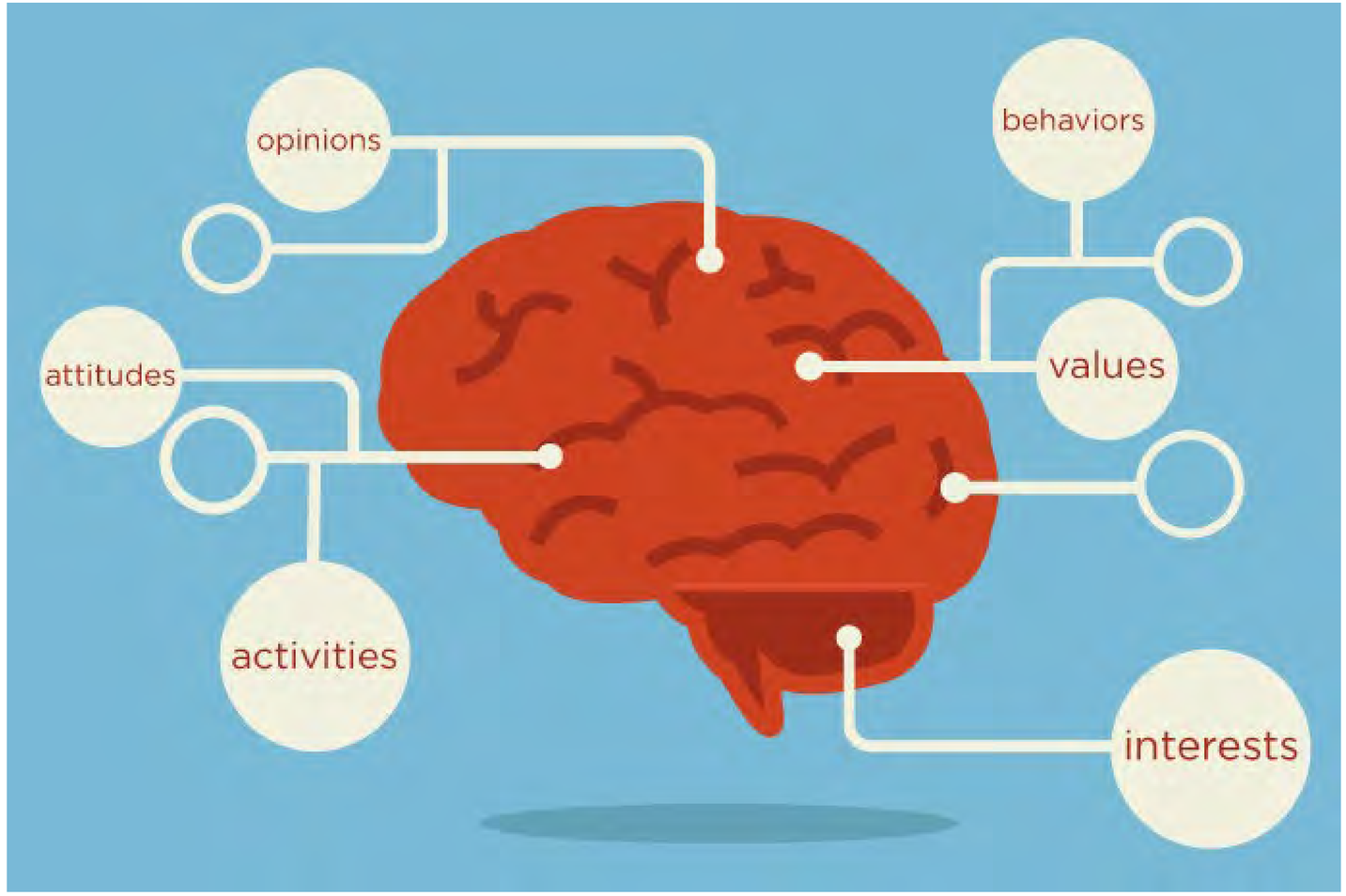
How Do We Get To Emotional Messaging

Psychographics



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Psychographic Analysis: Our “Interim” Recovery

- The **key motivators**: goals, belief in success and pathway to better job/life have been tested during this past year.
- It’s **unclear how much hope** will be restored as vaccine distribution increases and people get back to work.
- **Workers’ confidence** in the availability of jobs of any type will continue to be a hurdle.
- As students return to the classroom, for many **belief in their ability to succeed will increase.**
- On the other hand: A new cohort of people **see online learning as a new pathway to meet their goals.**

Steps: How to Create Emotional Messages

1. Understand what's in your population's head.
2. Create fictional characters called personas to represent different user types of your workforce services.
3. From the persona create the message strategy for the population you want to target.
4. Now develop the message using the 3 parts to the Communication Platform!

Students are most likely to enroll when they have

GOALS

I know I will get frustrated trying to learn online!

When would I be able to study? The kids aren't in school, I'm working. I don't know how long I'll have a job!

A BELIEF IN SUCCESS

SEE CLEAR PATHWAYS TO JOBS

I can't think about going to school now, I'm worried about my job, my health and my family!

What difference will going back to school make? I see people with really good jobs getting laid off!

What's in your population's head?

The Importance of Emotional Messaging

Step 1
Psychographics

I'd like to go to school, but I'd need to go online. I can use a computer now, but I don't think there are classes I need online.

What difference will it make? I see people with jobs but the pay isn't good!

When would I do this? My kids STILL aren't in school.. We're just trying to keep it together…

I can't think about training now, I have to get back to work!

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Student Personas

Student personas are fictional, generalized representations of the ideal student, those members of the target population most likely to enroll and succeed in adult education.

Step 2

Develop Your Own Personas

To create the right message to get populations to engage

Consider your target populations and write a description of them. Answer these questions in your description

- Think about a “typical” person that has interacted with your program.
- Give that person a fictious name.
- Describe the persona’s life details such as lifestyle, interests, values, goals, needs, limitations, desires, attitudes, and patterns of behaviors.
- Describe what this persona fears and what he/she is worried about. Unemployment? Health concerns? Bills? Childcare?
- How much has the current crisis impacted their day-to-day lives? Do they have stable housing? A job? A health crisis in their family? Kids home from school/daycare without childcare?
- How do they see online learning? Foreign and beyond them? Not like YouTube, but maybe they could try? Helping their kids has been so frustrating they can't see doing it themselves?
- Now develop the message using the 3 parts to the Communication Platform!

The Tight-Rope Walker: Encarnacion

Encarnacion has always been able to work since she arrived in the U.S. five years ago, first in the fields, then at a local tienda. Encarnacion is smart, though she has limited schooling. She is quick at managing the register drawer but doesn't read well and speaks very little English – she has rarely had to.

Things were going well, until the pandemic hit. She was saving money and thought she could soon get her own apartment. Then the store where she worked closed and when she had her son last April, she wasn't sure what she was going to do. Her daughter's school closed and she's struggling to help her do classes on the Chromebook the school gave her.

She lives with her prima and abuelita and another family, but the hotspot is shared with 4 kids and often goes out. With the cheapest cell plan, she often runs out of minutes but usually someone in line at the church pantry lets her use their phone for calls.

Everywhere she looks, people are out of work. She doesn't know anyone who feels secure.

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Identifying Message Strategies Using a Persona

Encarnacion has always been able to work since she arrived in the U.S. five years ago, first in the fields, then at a local tienda. Encarnacion is smart, though she has limited schooling. She is quick at managing the register drawer but doesn't read well and speaks very little English – she has rarely had to.

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She lives with her prima and abuelita and another family, but the hotspot is shared with 4 kids and often goes out. With the cheapest cell plan, she often runs out of minutes but usually someone in line at the church pantry lets her use their phone for calls.

Everywhere she looks, people are out of work. She doesn't know anyone who feels secure.

We Know The Success Factors For ABE/ELLs:

***Strong* efficacy beliefs** (motivators to exert control over one's motivation, behavior, social environment)

***Robust* motivation** to build a better life

A *clear* understanding of an institutional pathway and portability (how do I get there?)

The message strategy must address Encarnacion's belief in her intelligence (efficacy beliefs) and goals (motivation) and show her a clear pathway to success

Step 3

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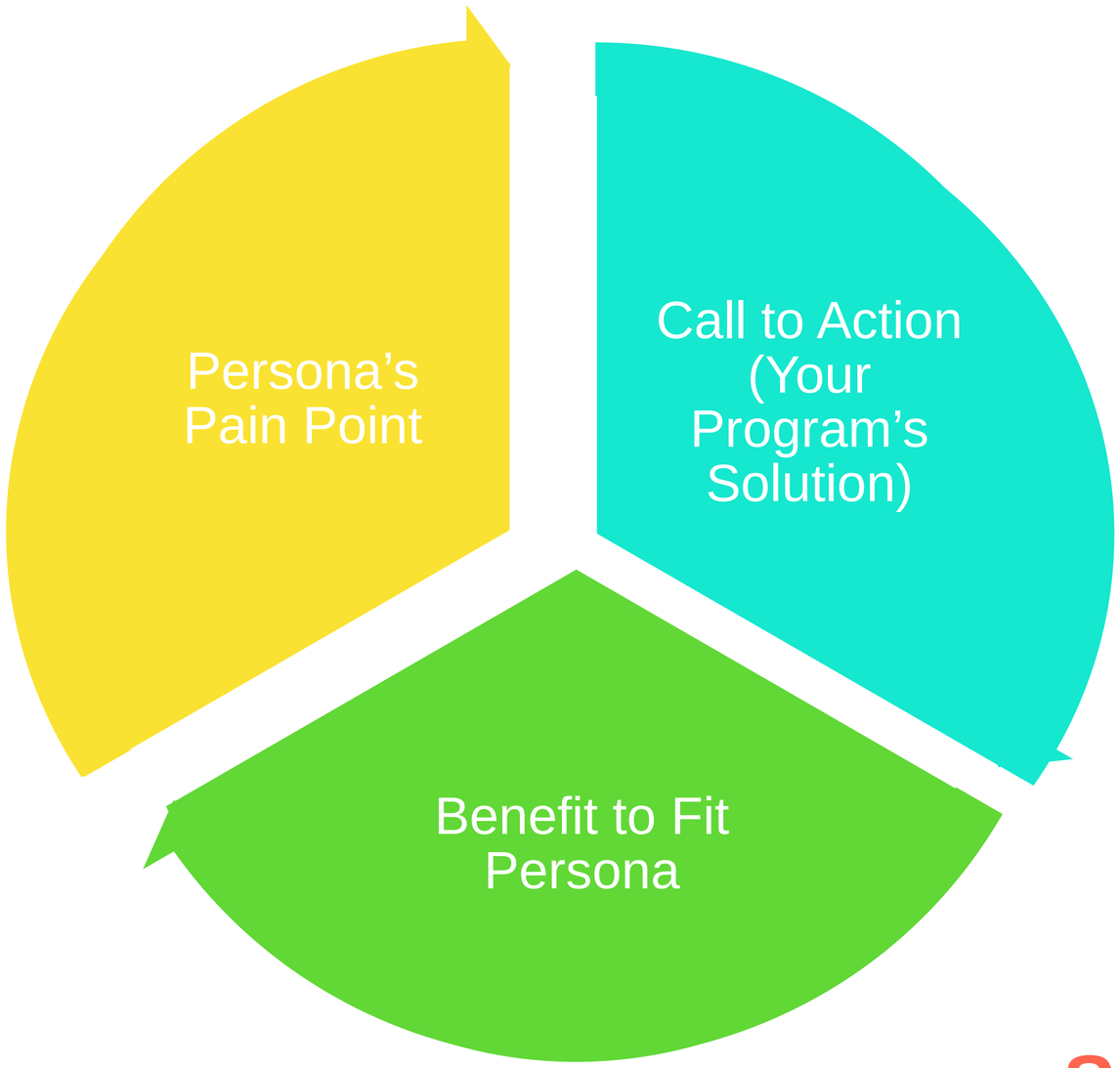
Now that you have a persona & message strategy… The Communication Platform



The message must address Encarnacion's belief in her intelligence (efficacy beliefs) and goals (motivation) and show her a clear pathway to success

Step 4

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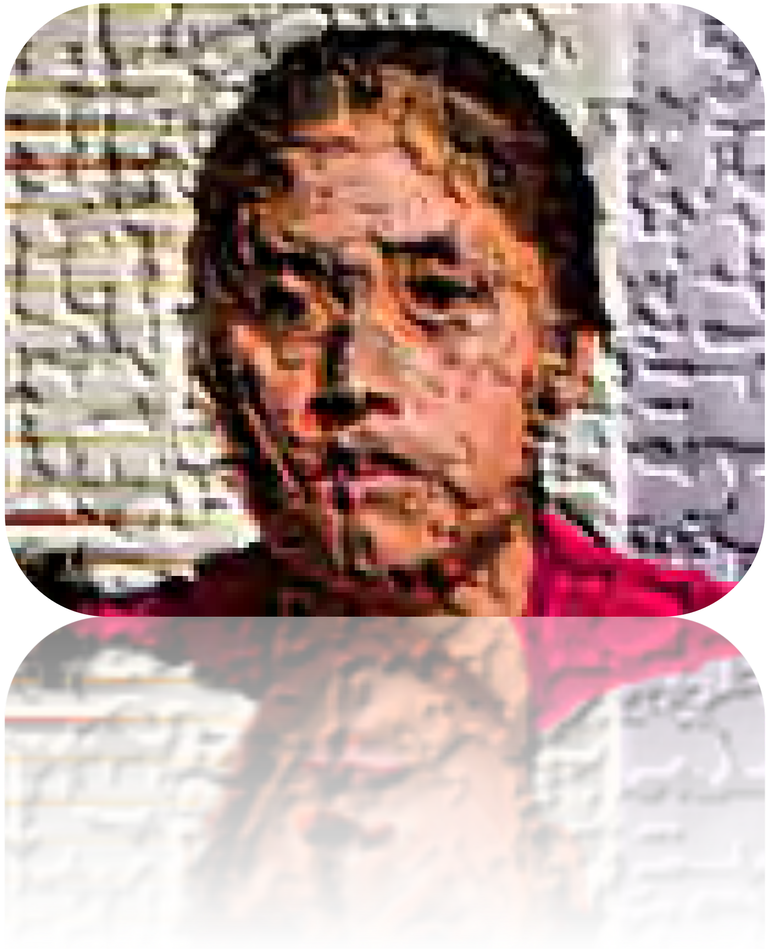
Applying the Communication Platform to Encourage & Engage Encarnacion



Do you feel like life just keeps getting harder? Do you feel like you don't know where to turn to make things better or if you should even try?
(Pain Point)

Our program is for hard-working people who speak little English. We can provide a pathway to a better job and life – improving your English and helping you gain new skills for the post COVID-19 world.
(Benefit to Fit Persona)

There is a new way forward for you!
(Addresses Encarnacion efficacy beliefs)

(Your Organization Name) - A New Way Forward
(Directs Encarnacion to a clear pathway to success)

Go to www.ANewWayForward.com or Text HELP to (number)
(Calls to Action & Directs to Collaborative Microsite or Landing Page)

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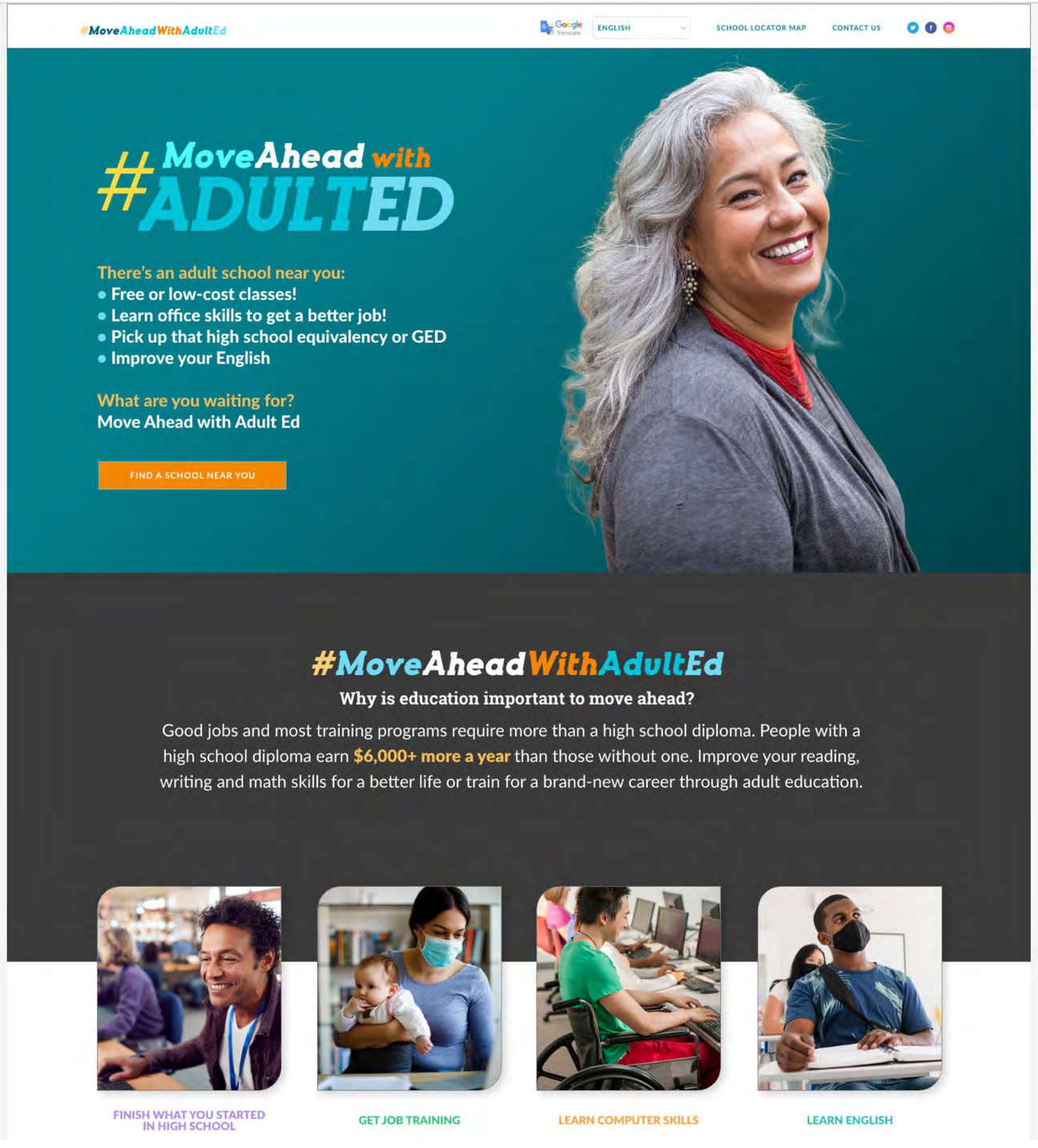
Your Turn

In the chat box:

1. Think about your enrollment numbers and what area you need to increase.
2. What market segment do you need to attract to increase enrollments (e.g. those that need to improve English; those who need to increase skills with CTE, etc)
3. Think about their biggest barriers and challenges during this “interim” recovery?
4. We will brainstorm messages once we see your info!

#MoveAhead with #ADULTED
National Adult Education Student Recruitment Campaign
Powered by these organizations:
COABE
Coalition on Adult Basic Education
full capacity marketing, inc.
NASDAE
National Association of State Directors of Adult Education
Join the National Movement!
Campaign Toolkit

www.MoveAheadWithAdultEd.org



Get your school on the locator map!

https://coabe.org/moveahead-with-adult-ed/

GUDELIA CONTRERAS

Gudelia came to the United States almost 25 years ago. Earning her GED in Spanish at Oregon Adult Basic Skills and improving her English reading and writing skills propelled her from the brutal work on the processing floor of a fish cannery to a job in human resources. Five years ago, she was hired by a nonprofit to provide health outreach to low-income clients. Her good work earned her a spot on the boards of Seaside Providence Foundation and the Clatsop Community College Foundation. In 2018, she earned an associate degree from Clatsop Community College and is now enrolled full-time at Portland State University with a goal to become a professor.

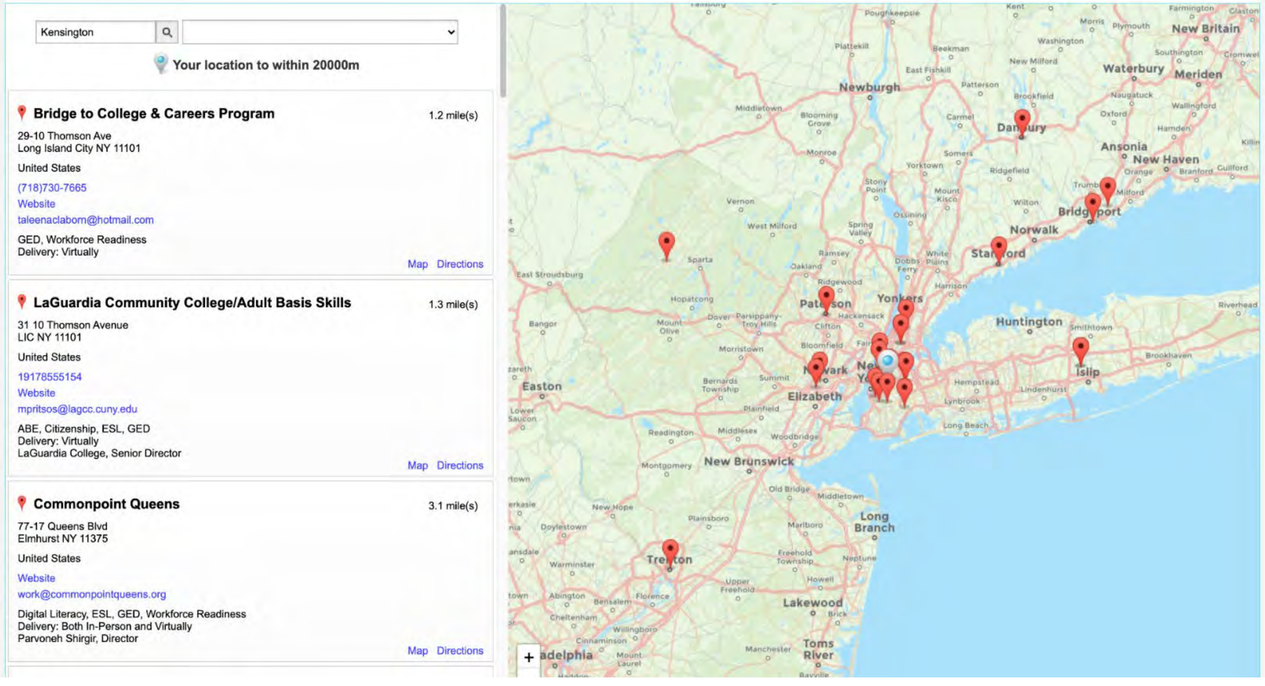
GUDELIA #MOVEDAHEADWITHADULTED

YOU CAN TOO. WE CAN HELP!

BACK TO TOP

#MoveAheadWithAdultEd School Locator Map

Find an adult program near you and visit their website, or call or email the school for program information. Use the pulldown menu below to search programs by skills.



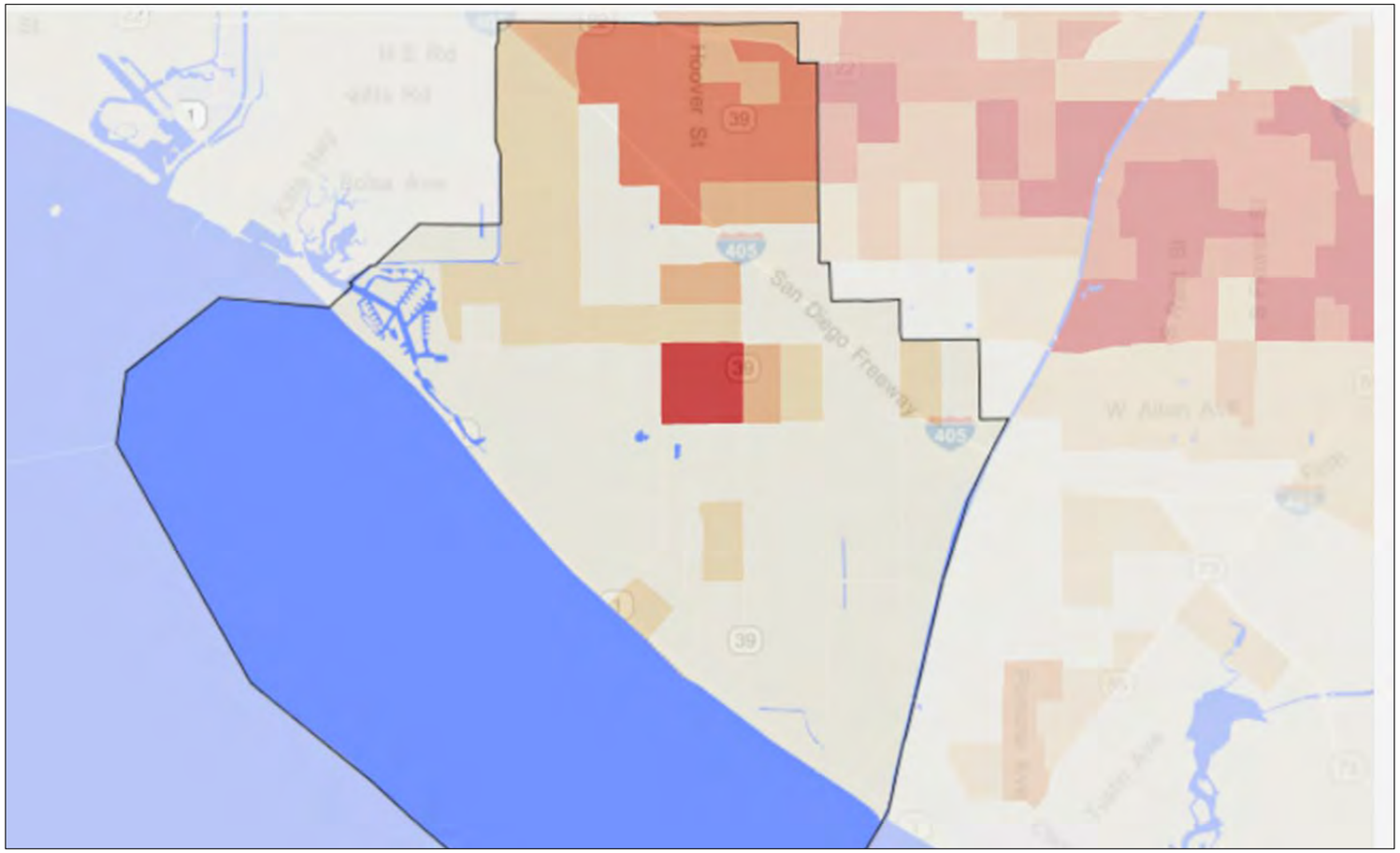
Case Study

HUNTINGTON BEACH
ADULT SCHOOL

Localized Campaign:

Leveraging #MoveAheadWithAdultEd

HUNTINGTON BEACH ADULT SCHOOL



Wealth & Poverty in a Diverse Region

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Self-Directed Senior - Luz

Huntington Beach Adult School

Personas

Impulsive Underachiever - Fleur

New Beginnings Striver - Jake

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New Beginnings Striver

Jake left high school five years ago.

He doesn’t remember going to class much, but he remembers it being easy – he just wasn’t interested in finishing when he could get a good job at his uncle’s auto shop.

The past year has been tough. He sees some of his friends from his math class who went to college with good jobs working from home. He KNOWS he is smarter than them and wonders if he could still go to college.

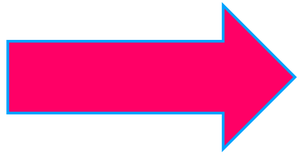
He knows he has to get his high school diploma, but figures it will be easy. He’s not sure how long it will take to get a degree though.

Identifying Message Strategies Using a Persona

Jake left high school five years ago.
He doesn't remember going to class much, but he remembers it being easy – he just wasn't interested in finishing when he could get a good job at his uncle's auto shop.

The past year has been tough. He sees some of his friends from his math class who went to college with good jobs working from home. He KNOWS he is smarter than them and wonders if he could still go to college.

He knows he has to get his high school diploma, but figures it will be easy. He's not sure how long it will take to get a degree though.



We Know The Success Factors For ABE/ELLs:

***Strong* efficacy beliefs** (motivators to exert control over one's motivation, behavior, social environment)

***Robust* motivation** to build a better life

A *clear* understanding of an institutional pathway and portability (how do I get there?)

The message strategy must address Jake's belief in his intelligence (efficacy beliefs) and goals (motivation) and show him a clear pathway to success

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Applying the Communication Platform to Encourage & Engage Jake, Fleur and Luz

Are you feeling turned around by this last year? Are taking a second look at your job, your opportunities, your life? Do you feel like you don't know where to turn to make things better?
(Pain Point)

Our program is for people who are open to making a change. We can provide a pathway to a better job and life by helping you gain new skills for the post COVID-19 world.
(Benefit to Fit Persona)

Your Chance is Now!
(Addresses Jake's goals)

(Your Organization Name) – Move Ahead With Adult Ed – Your Chance is Now!
(Directs Jake to a clear pathway to success)

Go to YourChanceIsNow.com or Text HELP to (number)
(Calls to Action & Directs to Collaborative Microsite or Landing Page)

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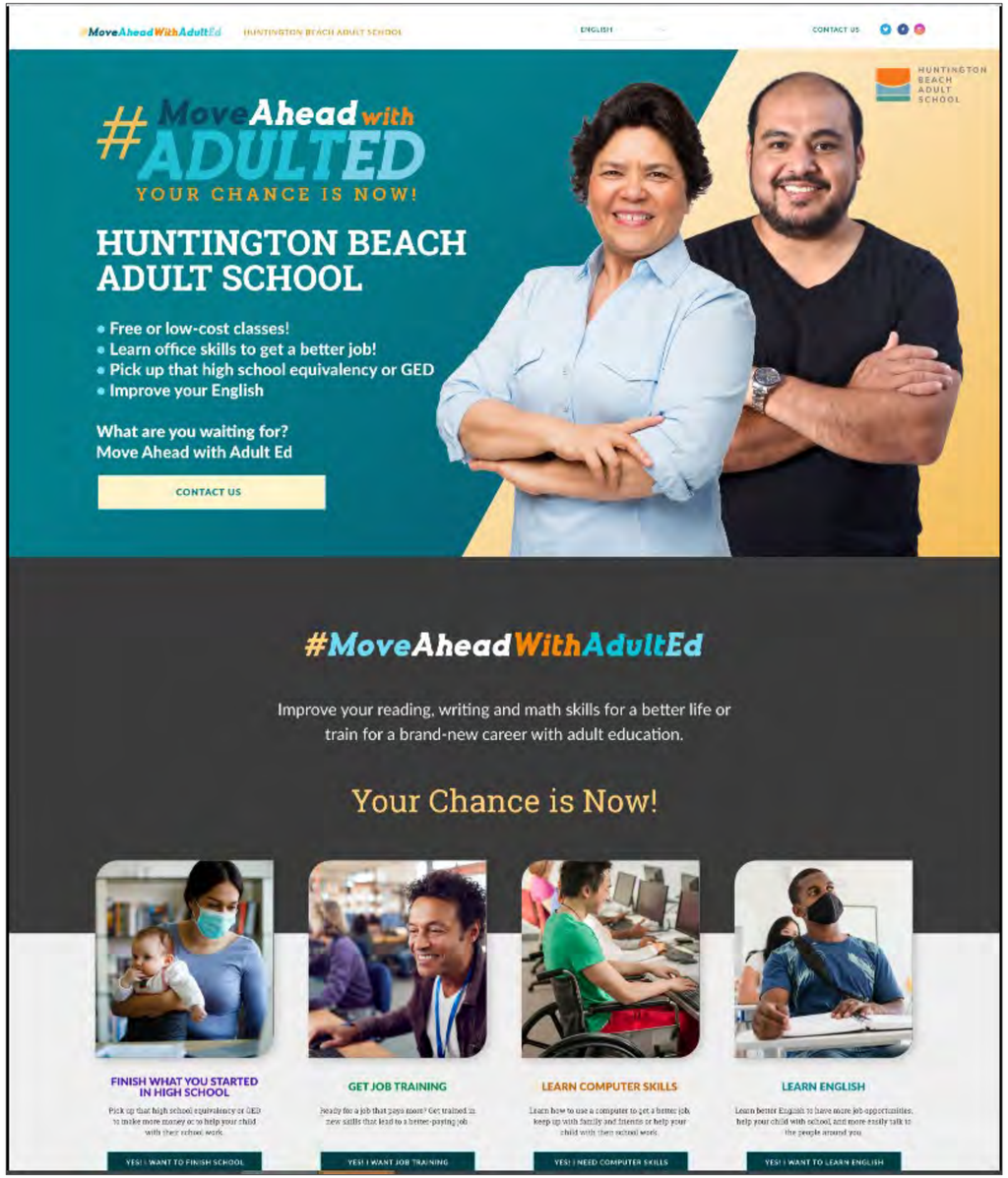
Huntington Beach Landing Page

- Images reflecting population of service area
- Added school name and logo
- Modified copy to reflect unique messaging



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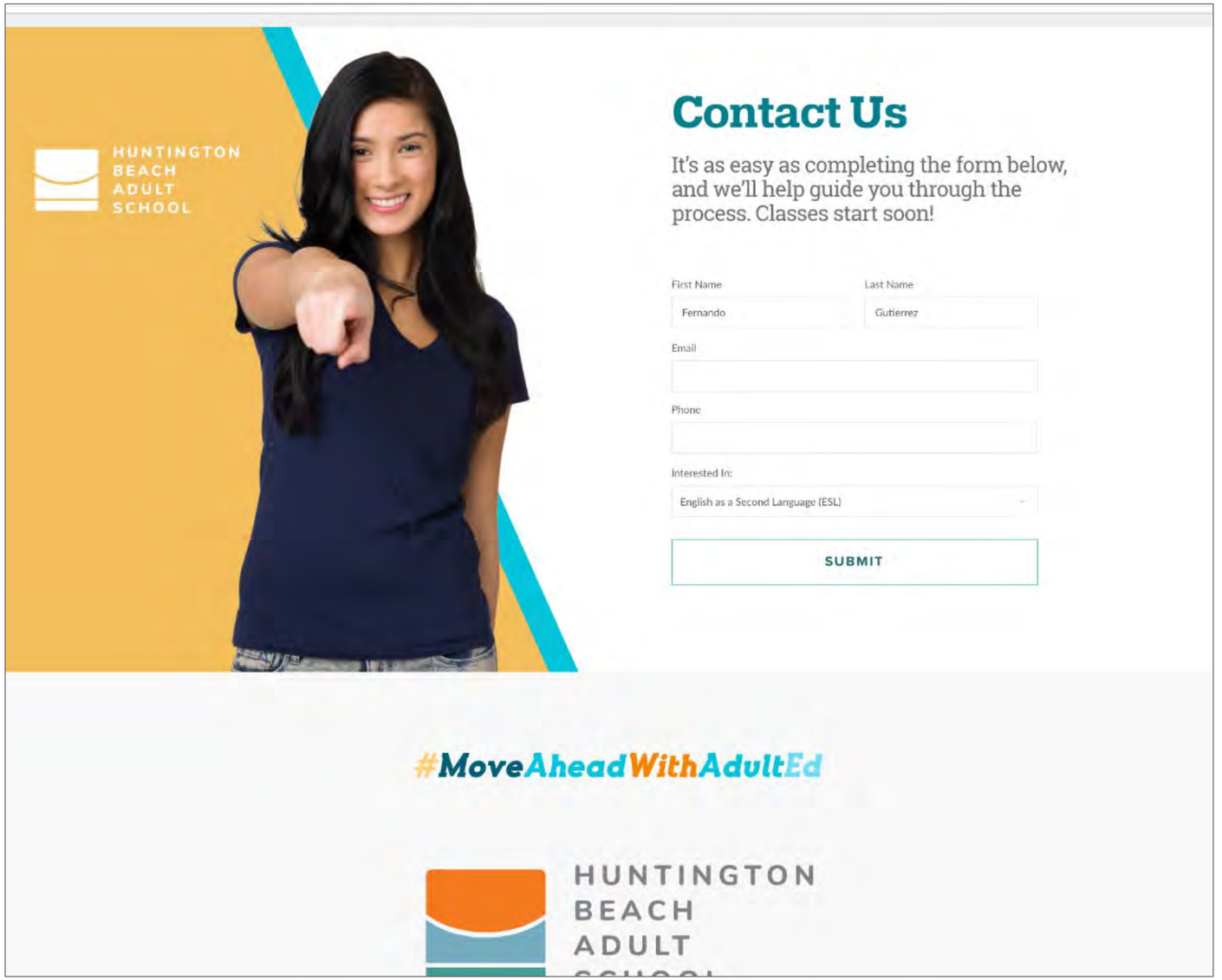
Lead Collection Form

- Embedded in Landing Page
- Collects email and text
- Real-Time transfer of names to follow-up team



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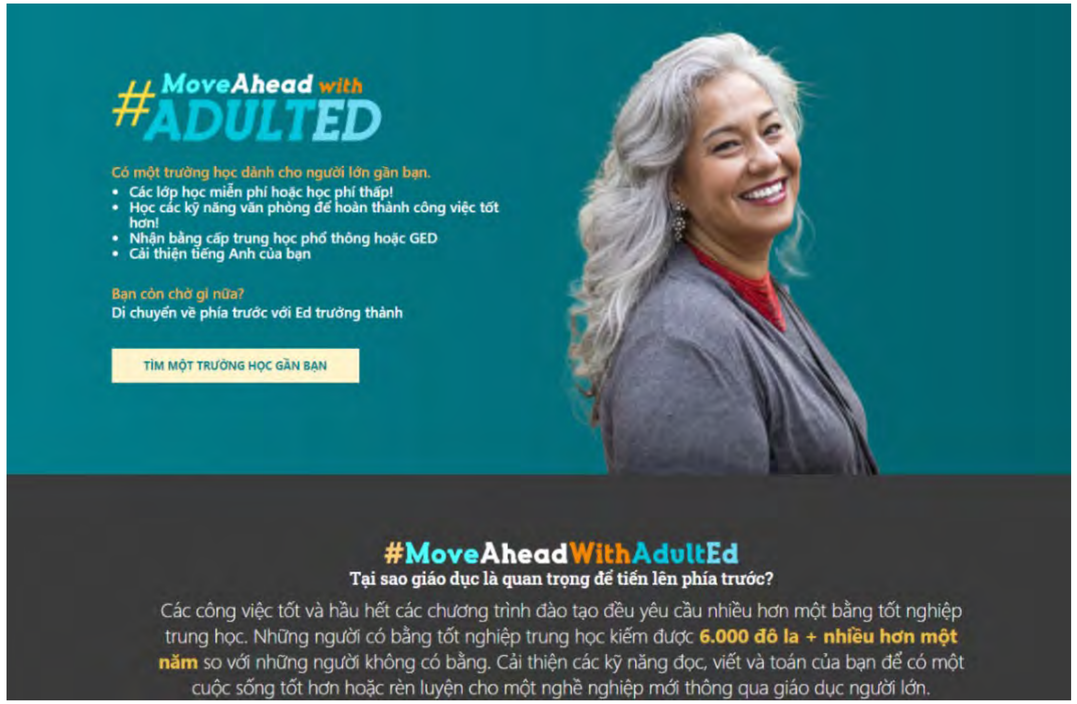
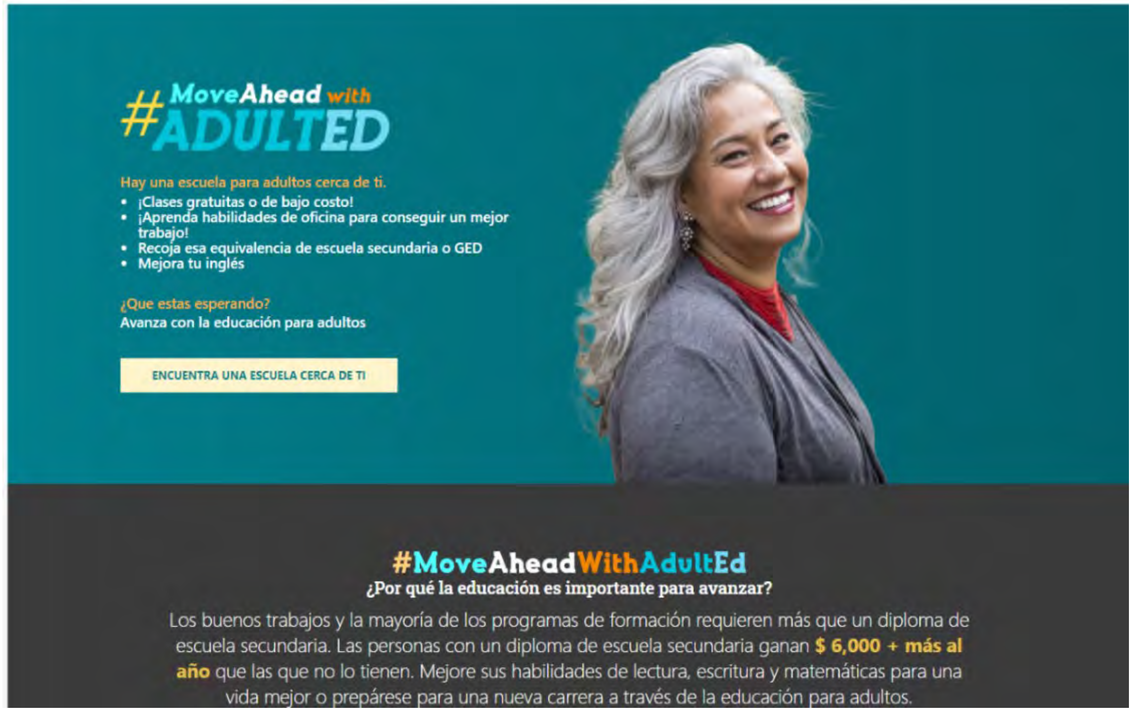
Language-specific Landing Pages

https://moveaheadwithadulted.org/#googtrans(en%7Cvi)



https://moveaheadwithadulted.org/#googtrans(en%7Ces)



Ads planned in English, Spanish and Vietnamese with specific landing pages

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Custom Ads

- Images will change for each target
- Ad copy will be A/B tested to maximize number of leads
- Names from lists provided uploaded to the ad platforms to reach them with ads

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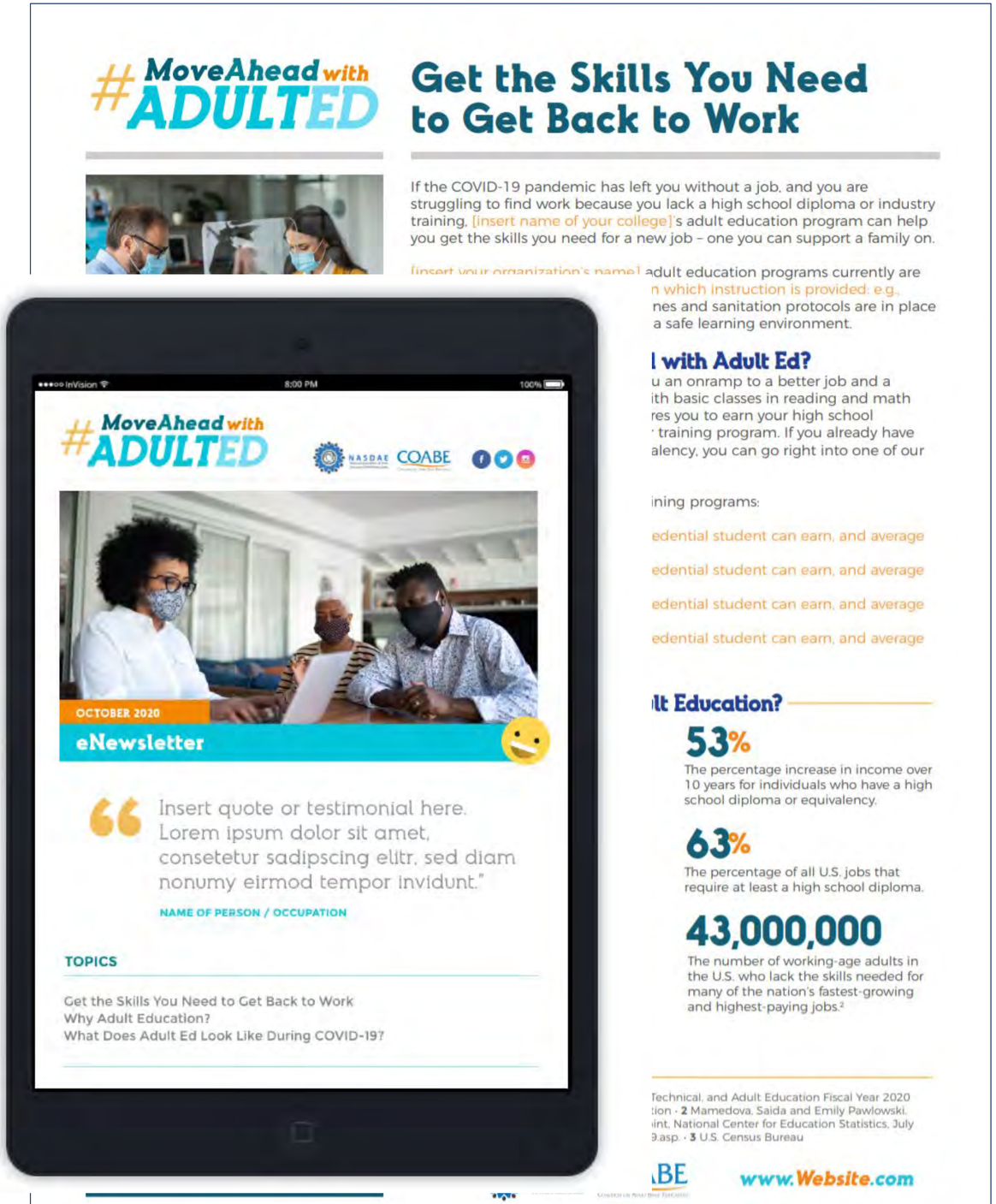
Toolkit Elements

Digital Campaign Toolkit

- Fact Sheet
- News Release Template
- Web Copy
- Campaign Graphic
- Bank of Social Media Posts
- eNewsletter Template & Copy

#MoveAhead with #ADULTED

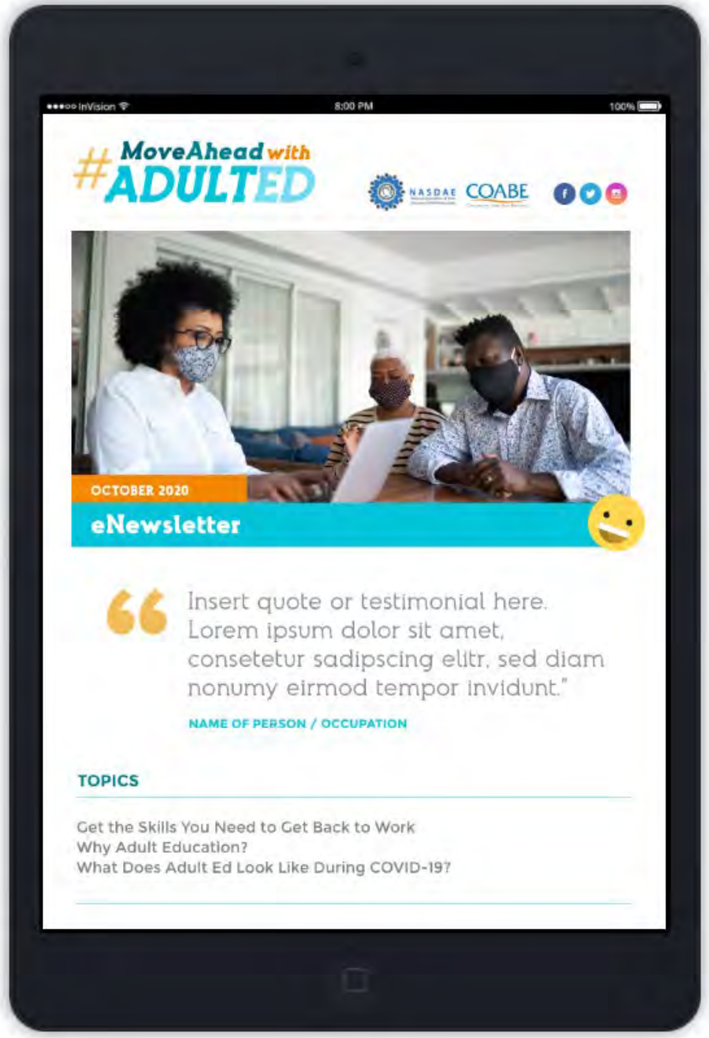
DOWNLOAD HERE:
https://coabe.org/move-ahead-with-adult-ed-toolkit-and-resources/

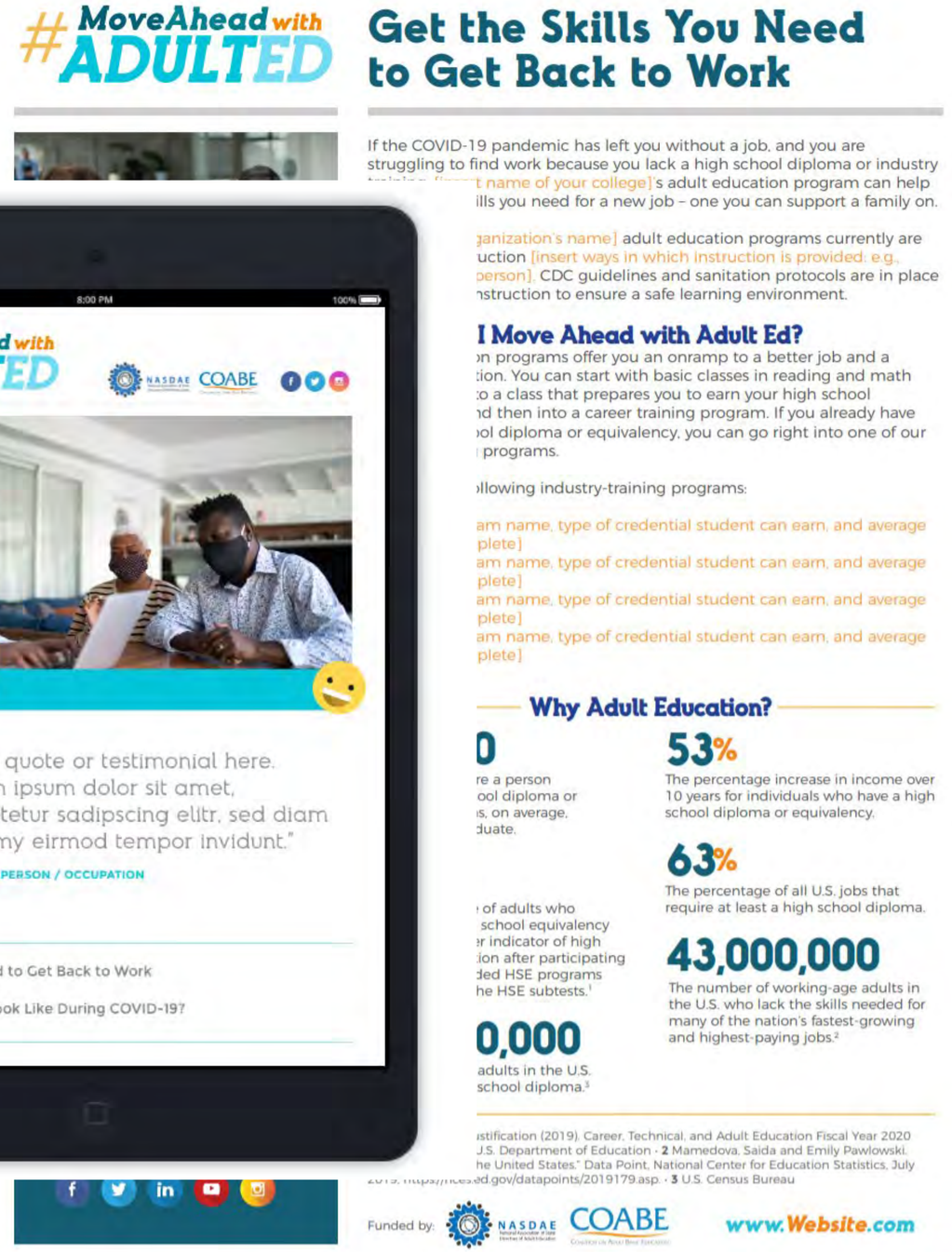


As a result of the toolkit items, we have ***increased our media exposure****, as one of our local newspapers picked up the story and is going to run with it. Also, we have seen* ***only a 15% decrease in enrollments over this time last year, as compared to the 42% statewide decrease.*** *We had* ***a local company*** ***c****ontact us to begin a new workforce education initiative.*

So, I encourage all of our programs to join me in the #MoveAheadwithAdultEd campaign, and let's move our state ahead….together!

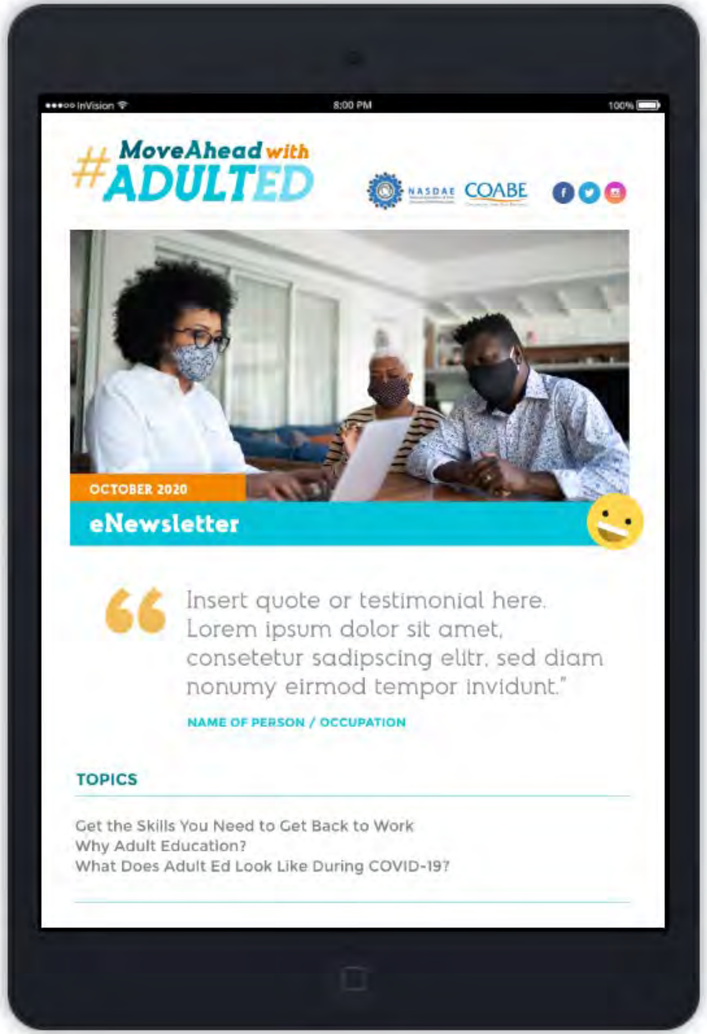
Robert D. Moore Director of Adult Education
Broadview Learning Center
705 W. Coolidge Dr.
Bloomington, IN 47403





DRIP Campaign

- Email or Text Follow-up Campaign
- Multiple touchpoints = greater enrollment
- For new students and inactive students!
- Uses names collected on landing page lead form
- Uses your lists of inactive students and inquiries



#MoveAhead with #ADULTED

News Release Template

[Insert your logo here] #MoveAhead with #ADULTED

FOR IMMEDIATE RELEASE
[insert date here]
[insert contact information here]

[YOUR ORGANIZATION NAME] JOINS 'MOVING AHEAD WITH ADULT ED' CAMPAIGN TO GET ADULTS BACK TO SCHOOL AND WORK

Reskilling, Upskilling Will Help Move Adults Into Family-Sustaining Jobs for Economic Recovery from Pandemic

[Insert city, state] – With reskilling and upskilling programs in place, adult education is an economic catalyst to help low-skilled adults and their communities recover from the financial impacts of the COVID-19 pandemic. Our programs provide numerous options for participation, including working from home or receiving in-person instruction.

[Insert your organization's name] joins more than 65,000 adult educators in "Moving Ahead with Adult Ed," a new national campaign to enroll adult learners into programs that equip them with skills that lead to high school equivalency and jobs that pay a family-sustaining wage. Millions of Americans are out of work or underemployed and need to reskill or upskill to re-enter the workforce or pursue their education. The pandemic has exacerbated the need for services.

[insert your organization's name] adult education programs currently are providing instruction *[insert ways in which instruction is provided: e.g., online and in-person]*. CDC guidelines and sanitation protocols are in place for in-person instruction to ensure a safe learning environment.

An international study indicated approximately 43 million working-age Americans lack the skills needed for many of the nation's fastest-growing and highest-paying jobs. According to the U.S. Census, there are over 22 million adults in the U.S. without a high school diploma.

"Adult education provides on-ramps to better jobs and to community college," said *[insert name and title of local leader]*. "With adult education, the infrastructure is in place to reskill and upskill Americans and not only get them back into the workforce but get them into better jobs than they had before the pandemic."

Campaign partners Coalition on Adult Basic Education and the National Association of State Directors of Adult Education also estimate that for every dollar invested in adult education, a community receives $60 back in increased income, property taxes and savings on public assistance and legal-system expenses.

The #MovingAheadWithAdultEd campaign focuses on re-engaging the millions of Americans who are in need of additional skills to compete in the workforce to recover financially from the pandemic. In addition to providing industry skills training, adult education programs teach literacy, numeracy and digital literacy, as well as offer high school equivalency classes.

In *[insert your state/region]*, *[insert # for your region]* people are enrolled in adult education programs, among them is *[insert name of a learner who enrolled in adult education after losing their job due to the pandemic]*

[Add copy to expand on the student's situation, including information about their previous situation, how they found out about adult education, what their goal is now that they are enrolled and how they feel it is changing their life.]

###

[Insert organization's About information]

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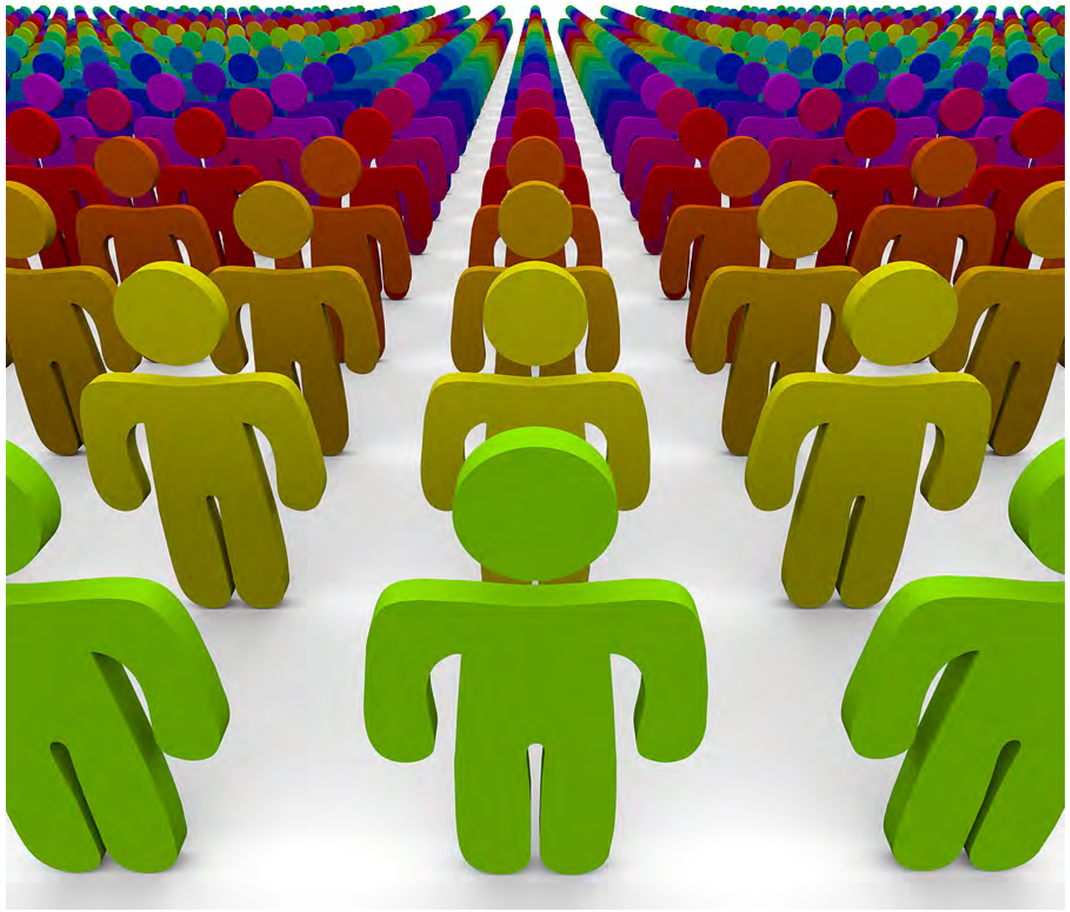


Local Media Outlets: Create your Database

Newspaper Search – USNLP: http://www.usnpl.com/

Radio – Radio Locator: https://radio-locator.com/cgi-bin/page?page=states

TV – TV Listings: http://www.tvguide.com/listings/

Online News Websites – Patch: https://patch.com/

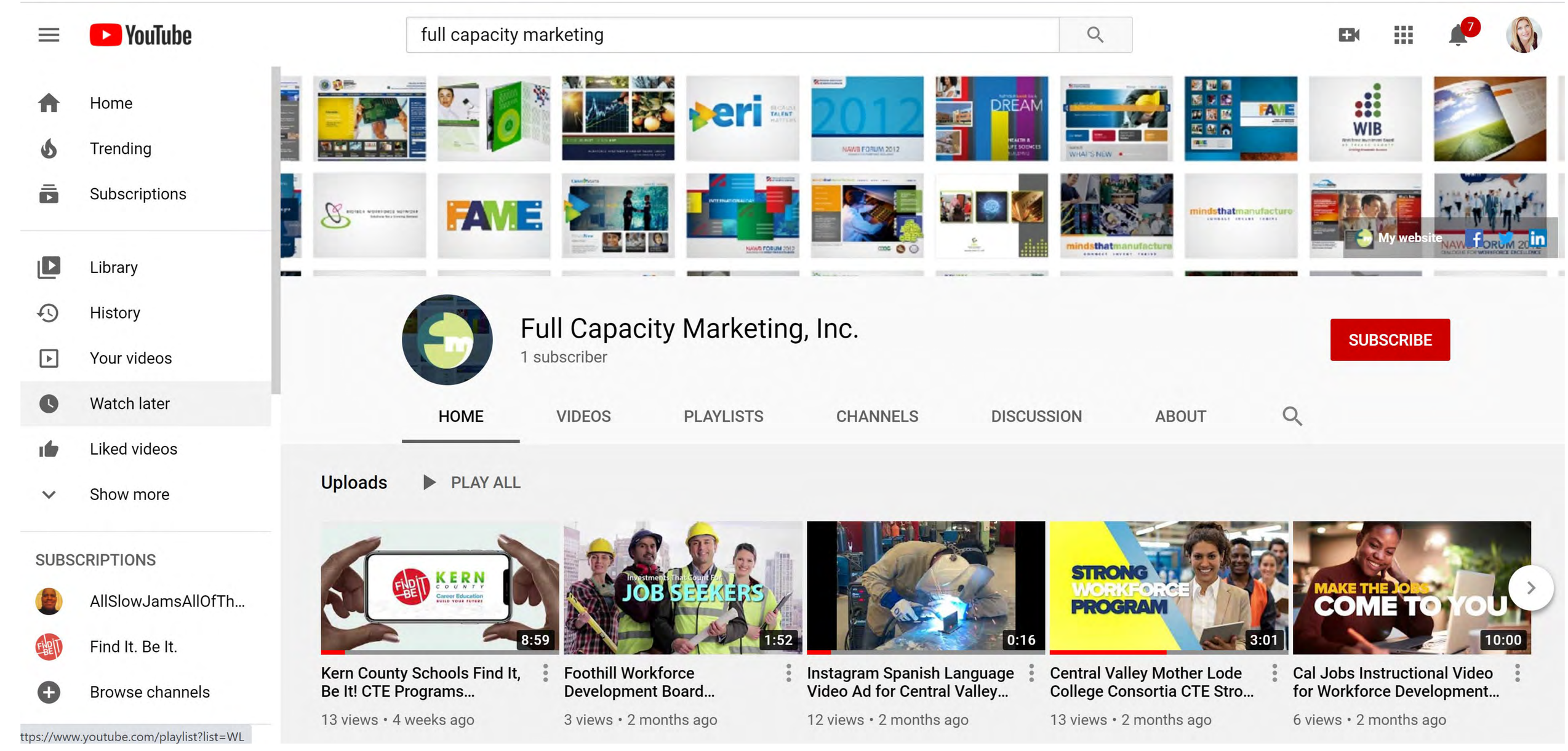
Option: Buy Media Services (e.g. PR Newswire)

Locate the Right Person for the Pitch

- Target Approach on Key Topics
- Education, Jobs, Workforce, Economy, Business
- Acquire Phone/Email – Contact/About Us
- Social Media
  - Follow on Twitter
  - Connect with Journalist on LinkedIn

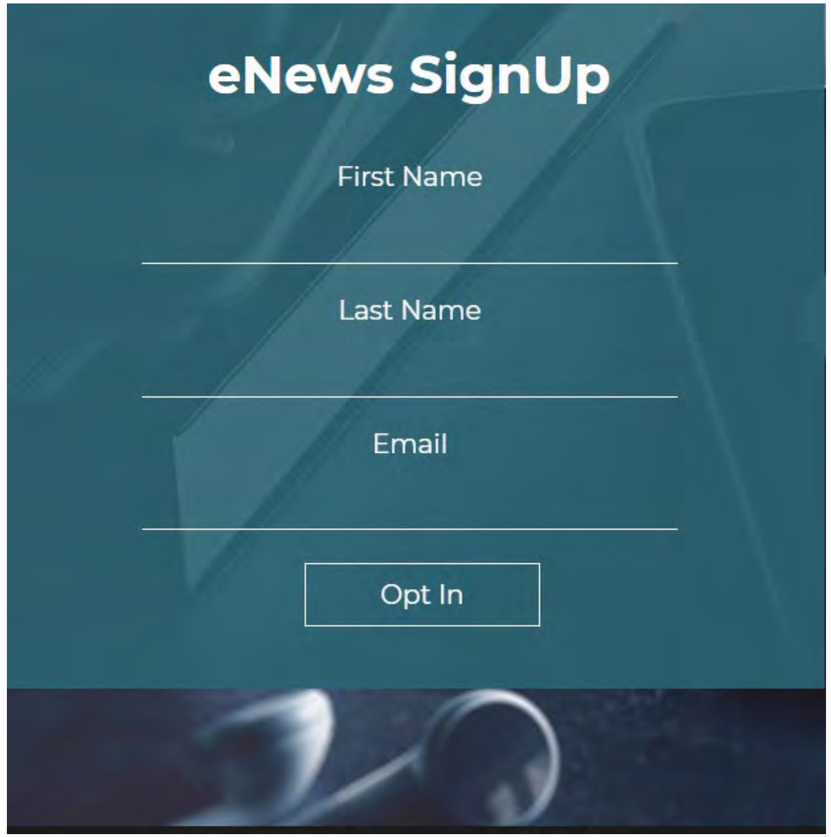
Resource Section

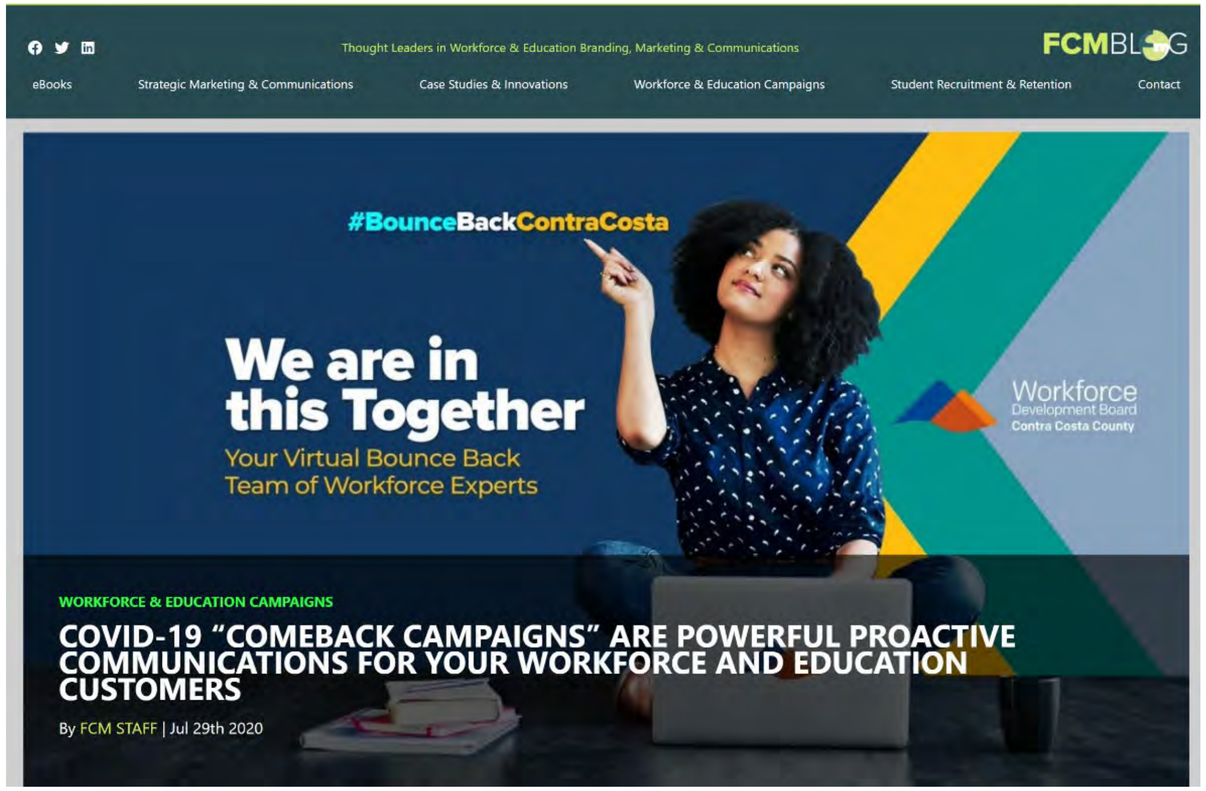
Examples: Campaign Videos
https://bit.ly/31JHpz1

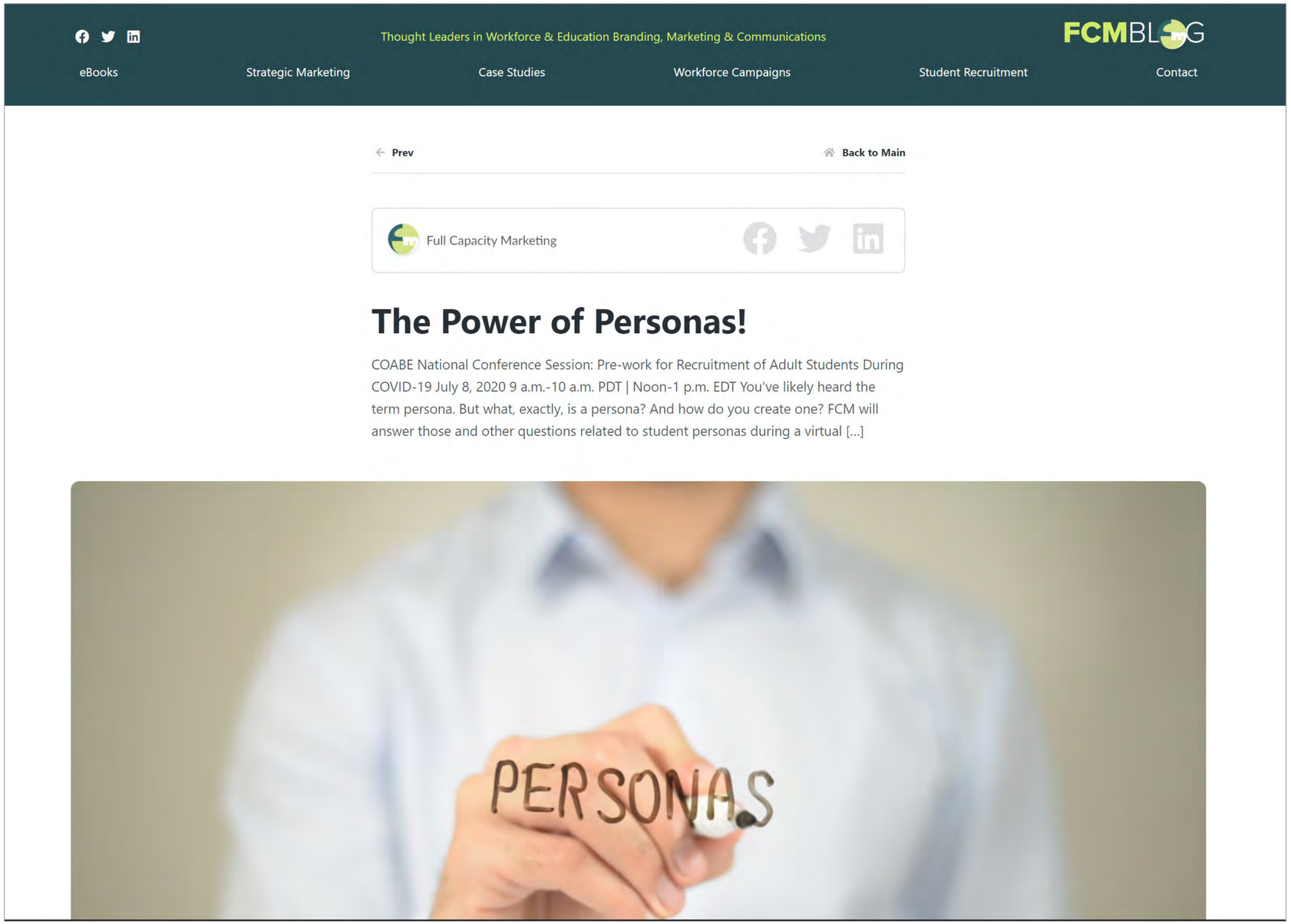


Continue Learning!
Publications

blog.fullcapacitymarketing.com







PERSONAS: fictional characters that represent students you serve.

https://blog.fullcapacitymarketing.com/the-power-of-personas/

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Full Capacity Marketing, Inc

FullCapacityMarketing.com

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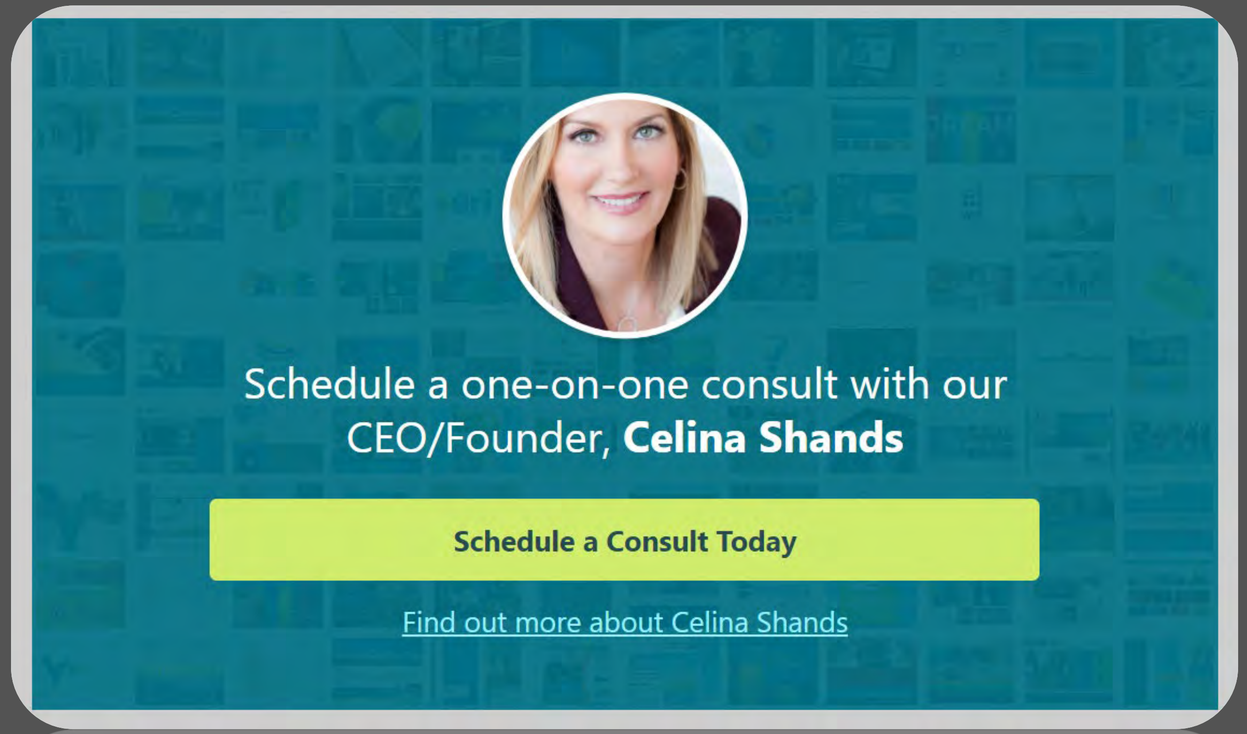

Questions? Contact Us!

info@fullcapacitymarketing.com

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BARSTOW AREA CONSORTIUM FOR ADULT EDUCATION

SOCIAL MEDIA REPORT

May 2021

FACEBOOK PAGE SUMMARY

Page Views
April 16 - May 13

77
Total Page Views ▲5%

Post Reach
April 16 - May 13

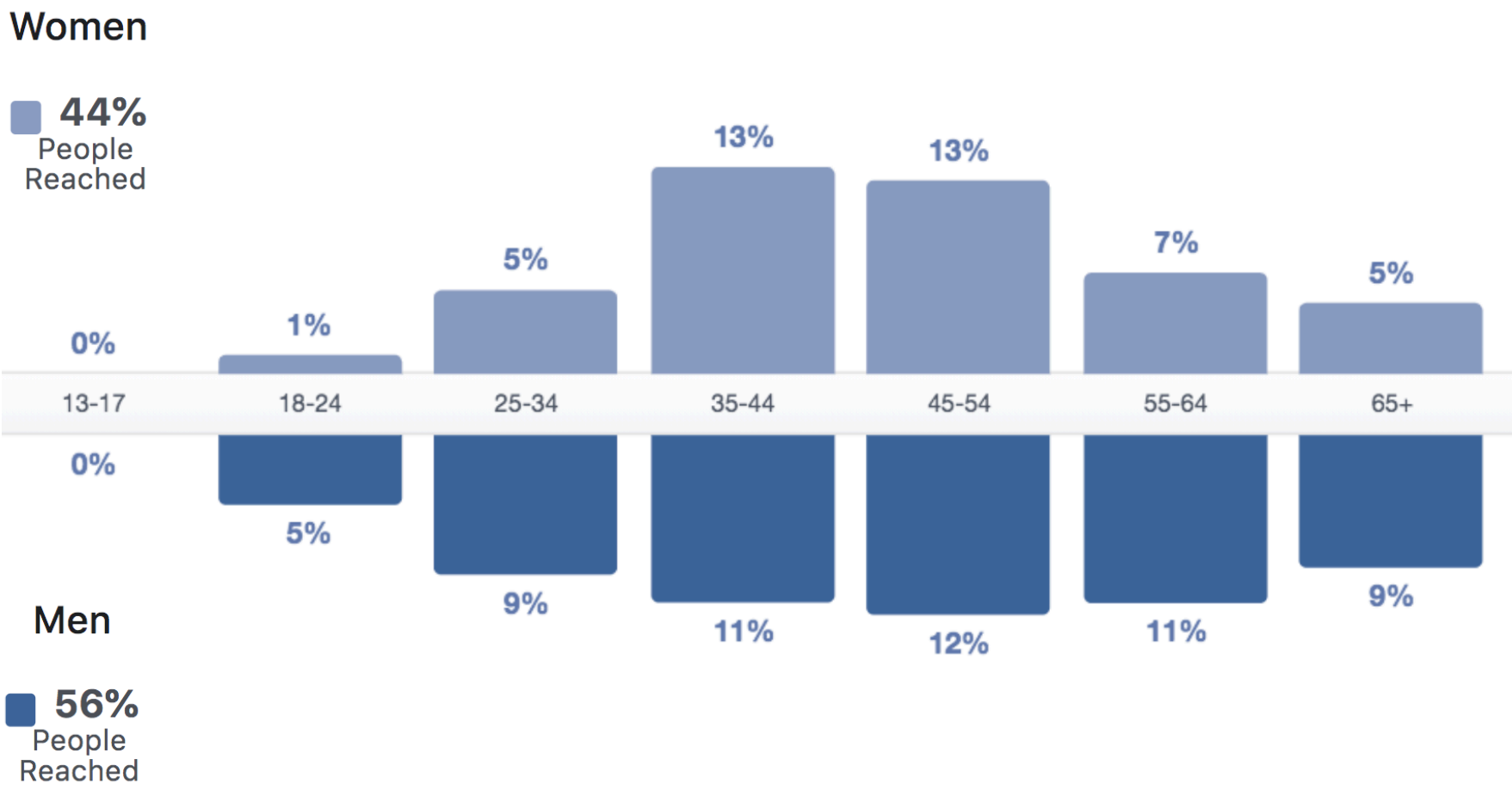
2,784
People Reached ▲13%

Post Engagement
April 16 - May 13

127
Post Engagement ▲72%

Social Media Audience

– Gender and Age –



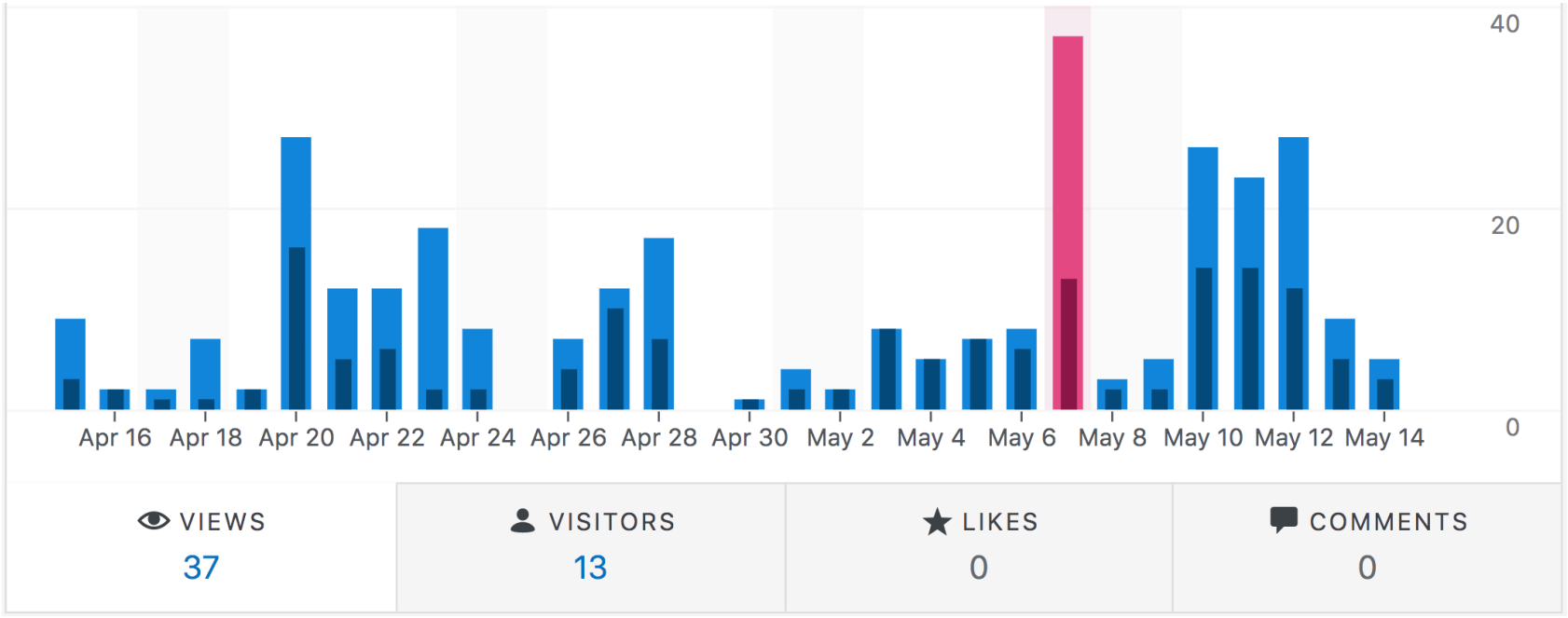
Social Media Audience

– Language Group –

Language	People Reac…
English (US)	1,588
Spanish	920
Spanish (Spain)	70
English (UK)	20
French (France)	11
Arabic	10
Portuguese (Brazil)	5
Filipino	2
Vietnamese	2
Thai	2
Hebrew	2

German	2
Korean	2
Simplified Chinese (Chi…	2
Punjabi	1
Indonesian	1
Hindi	1
Malay	1
Traditional Chinese (Ta…	1
Lithuanian	1
Italian	1

BARSTOW WEBSITE TRAFFIC



VIEWS	VISITORS	LIKES	COMMENTS
37	13	0	0

MAY 7, 2021

VIEWS	37
VISITORS	13
VIEWS PER VISITOR	2.85

BARSTOW WEBSITE TRAFFIC AND PAGE PER VIEW

Stats for 30 days ending May 14, 2021 (Summarized)

Title	Views
Home	128
Contact Us	35
High School Equivalency – GED	35
Consortium Meetings	31
Programs & Classes	26
Career Technical Education (CTE)	9
Technology Courses	8
Preparación para la ciudadanía	7
Equivalencia de educación secundaria – GED	5
Member Schools	4
High School Diploma	4
English as a Second Language	3
Consortium Documents	3
Inglés como segundo idioma	2
Consortium Newsletters	2
Diploma de secundaria	1
Escuelas miembros	1
Citizenship Preparation	1

BARSTOW WEBSITE LINKS CLICKS

Stats for 30 days ending May 14, 2021 (Summarized)

Referrer	Views
Facebook	74
Search Engines	43
barstowaebg-org.cdn.ampproject.org	10
barstow.edu	4
WordPress Android App	4
barstow.k12.ca.us	2
app.zoominfo.com	1
lvgy.apttrace.com	1
wyb.blogint.top	1
pnxf.aucoinhomes.com	1
ekoru.org	1
nova.cccco.edu	1