



SOUTH BAY
ADULT EDUCATION

AEBG Advisory Committee Meeting Minutes

DATE: NOVEMBER 15, 2017

TIME 2:30 – 4:00 PM

LOCATION: SUHSD PARENT CENTER

NOTE TAKER	Melissa Torres		
CO-CHAIRS	Dr. Ryan Burke	Sara Garcia-Salgado	Jessica Noel
	Wes Braddock	Jennifer Lewis	Dan Perusich
	Michelle Dullea	Osvaldo Mendoza	Crystal Robinson
	Diane Edwards	Mary Murphy	Carol Stuardo
HANDOUT(S)	October 4, 2017 Meeting Minutes CUSD AEBG Data Integrity Report SUHSD AEBG Data Integrity Report SWC AEBG Data Integrity Report		
DISCUSSION / INFORMATION	<ul style="list-style-type: none"> • Welcome and Introductions • Public Comment – None. • Approval of Minutes – Crystal called for the review of minutes. Adoption of Minutes: October 4, 2017 – APPROVED with no corrections. • Agenda Item 1 – Activity 17-18 Q1 Data: Played YouTube video on Data Dialogue from Poway Adult School. Crystal provided AEBG Data Integrity Report from each district – this report is submitted to the state. Attached is the complete Data Dialogue Activity with participant responses. • Agenda Item 2 – Other: None 		
Meeting adjourned at 3:52 p.m.			



What is a Data Integrity Report??

- Tells us how accurate, reliable, and valuable the data is
- Tells us the gaps in the integrity of the data

Data Dialogue

Advisory Committee 11/15/17

DIR Organization

1. Entry/intake: Items 01-06e; 17-20
2. CASAS: Items 08-11a; 21-22b
3. Adult Secondary Education (ASE): Items 11b-13b; 23a-23b
4. Attendance: Items 14a-15b
5. Integrated Education and Training (IET): Item 16
6. Post-Secondary Completion: Items 24a-24b
7. Employment: Items 25a-26b
8. Transition to Post-Secondary: Items 27a-27b

Predictions

- I predict.....
- Accuracy, missing data, differences between partners
 - We will see gaps in the data, we will learn where our needs are, gaps in our thinking, we will learn something
 - There are a lot of gaps
- My predictions are influenced by.....
- Hope, back end work, prior knowledge, amount of information that we already have
 - Lack of understanding in our processes, our knowledge, and lack of experience with looking at the data integrity report
 - The current state of affairs, experience of trying to gather data for past reports
- Some possibilities for learning that this data may present are....
- Improvement in specific areas, opportunities to track things we haven't tracked, improving alignment with our partners
 - The next step, how to collect data, and how can we get better at it
 - We may get a different picture, more accurate of the student population we serve

Inferences

- I believe the data suggests.....
- We need to go back and check that our courses are identified as AEBG
- Additional data that would help me verify/confirm my explanation is...
- To run a report that shows how courses are identified

Observations

- I observe that.....
- The difference in the size of the programs, more complete info in Colorado, a few indicators are not there but could easily be there with changed language on the SWC application
- SWC and CUSD are missing data, some of us are confused with this information
- I'm surprised that I see....
- SUHSD - 102 HSD earned already in Q1- seems high
- SUHSD has 8114 students served, but only 3055 are enrolled in AEBG program areas
- SUHSD - Item 22b - seems low

Solutions/Responses

I think the following are appropriate solutions/responses that address the needs implied in the data....

- SUHSD - teachers will guide students on filling out forms, all teachers will enter data into TE on December 7
 - Use the same tool (intake) to gather our data
 - Student Support Services Workgroup Recommendation: Release of information form - counselor to counselor data sharing agreement with cohort of students
 - Investigate student access to TE
 - Each member identify top changes for data improvement and report at next meeting what their top changes are
 - Celebrate improvements in data
- Additional data that would help guide implementation of the solutions/responses and determine if they are working....
- Of the students that transition from SUHSD/CUSD to SWC, how do they perform? The reverse as well, students transitioning from SWC to SUHSD/CUSD, how do they perform?
 - SUHSD - How many students in 22b are CTE students?
 - Breaking down the data by program
 - Bring in intake forms from CUSD, SUHSD, SWC for next meeting
 - Crystal - Check with other consortia for data sharing practices, FERPA issues
 - How are our students finding out about us? Return on investment in marketing
 - Breaking down data integrity by teacher
 - Compare Q1 data and Q2 data - should improve after clean up efforts