Developing Tools to Help Your Consortium Fund Data-driven Strategies

CAEP Summit

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NOCE NORTH ORANGE CONTINUING EDUCATION

NOCRC NORTH ORANGE COUNTY REGIONAL CONSORTIUM FOR ADULT EDUCATION

Agenda

01. Introduction/ NOCRC

02. NOCRC Resource Allocation Process for CAEP Program Areas

03. Proposal Templates/Rubric

04. Evaluation Plan

05. Closing

North Orange County Regional Consortium

- How does NOCRC function?

- Who are our adult education providers?

- Role of Regional Partners

- Workgroups

NOCRC
NORTH ORANGE COUNTY
REGIONAL CONSORTIUM
FOR ADULT EDUCATION

Anaheim Union High School District | Cypress College | Fullerton College
Fullerton Joint Union High School District | Garden Grove Unified School District
Los Alamitos Unified School District | North Orange Continuing Education
North Orange County ROP | Orange County Department of Education
Placentia-Yorba Linda Unified School District

NOCRC Resource Allocation Process for CAEP Program Areas

- Current tools used to determine resource allocation for CAEP strategies/activities

- Connecting CAEP outcomes to existing decision-making processes for CAEP strategies/activities

- Decision to revamp CAEP strategies/activities proposal templates and scoring rubric
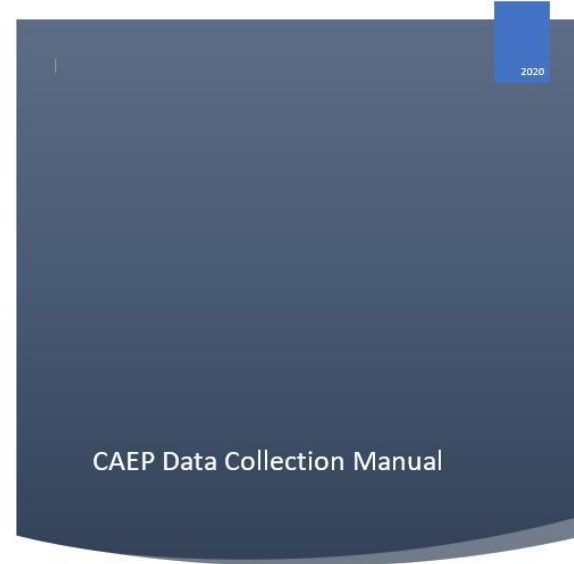
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Goals

Inclusion of data collection efforts

CAEP Data Collection Manual

NORTH ORANGE COUNTY REGIONAL CONSORTIUM FOR ADULT EDUCATION (NOCRC)
CALIFORNIA ADULT EDUCATION PROGRAM (CAEP)

NOCE OFFICE OF INSTITUTIONAL RESEARCH & PLANNING

Alignment to CAEP metrics

Proposal Criterion: Background and Significance

Identify the problem to be addressed and the needs to be met by the strategy/program. Describe the proposed project and how it will enhance the community. Include any relevant research and/or data that is relevant to support the proposed strategy/program.

Questions to consider: Who is the target population? What gaps are you trying to address/close through the implementation of your proposed strategy/program?

Why We Asked?

- Community Needs

Proposal Criterion: Regionally Inclusive

Describe how your proposal incorporates consortium members/partners throughout the region. Describe any existing regional partnerships, ongoing relationship building and/or communication efforts involved.

Questions to consider: How will the project include partnership and visibility with community partners? What partnerships are being built and/or strengthened through the implementation of the proposed strategy/program?

Why We Asked?

- Leveraging Partnerships

Proposal Criterion: Goals, Objectives, and Milestones

Describe the desired goals and the overall impact of the program. Describe the strategy objectives in measurable terms that address the needs discussed above.

Questions to consider: What are the goals of the proposed strategy/program? How do you intend to achieve those goals?

Why We Asked?

- Know your goals

- Need to know what to measure

Proposal Criterion: Implementation Plan

Describe in bullet form the specific <u>implementation</u> plan for the proposed strategy the Workgroup will employ to improve services in the program area(s) beginning the 2020-21 school year. Describe your program activities, staffing, partners, timelines and explain how the program will enable you to address the problem or need.

Questions to consider: What is the timeline for implementation and impact? Are there any possible barriers and challenges that may impact this timeline and implementation?

Why We Asked?

- What are you doing?

- How are you doing it?

Proposal Criterion: Data Collection Plan

Describe who will collect the data, where/how it will be stored, and how it will be reported and utilized for your proposed strategy/program. Describe any methodologies for self-improvement through the support of data.

Questions to consider: How will you measure expected outcomes and the effectiveness of your program? What tools will you use to evaluate your program (student records, surveys, interviews, pre- and post-test, etc.)? How will evaluation help your program?

Why We Asked?

- Data shouldn't be an afterthought.

Proposal Criterion: Alignment with CAEP Metrics

Provide an explanation of which CAEP outcomes this strategy will help achieve.

Questions to consider: Which CAEP outcome metrics will your proposed strategy/program help the consortium meet?

Why We Asked?

- State Requirement

Proposal Criterion: Scalable

Specify your plans for institutionalizing the proposed strategy/program.

Questions to consider: How do you plan to institutionalize the proposed strategy/program? What possible barriers and challenges do you foresee in the effort to institutionalize?

Why We Asked?

- If it is working, expand on it.

Logic Model

CALIFORNIA ADULT EDUCATION PROGRAM

NOCRC — NORTH ORANGE COUNTY REGIONAL CONSORTIUM FOR ADULT EDUCATION

CAEP Workplan:
STRATEGY:

Inputs	Activities	Outputs	Immediate Outcomes	Intermediate Outcomes	CAEP Outcomes
					Participation: • *Reportable individuals, which includes all k-12 adult education or community college noncredit students, who have one or more hours of instructional contact hours in any of the seven program areas and/or received support services*
					Progress: • *Improved literacy and basic skills: includes completion of a course in ABE, ASE, or ESL for levels below transfer or CDCP certificate in basic skills or ESL* • *Transition to a new program: From ABE to ASE or from ESL to ASE or from ABE/ESL/ASE to CTE*
					Completion: • *Completion of high school diplomas or recognized equivalents* • *Completion of postsecondary certificates, degrees, or training programs; CDCP CTE certificates (48+ hrs.), locally approved certificates, any credit college award, certificate, degree that is not developmental*
					Placement into Jobs • *Employment after two or four quarters post exit*
					Improved Wages: • *Wage gain four quarters after exit* • *Median wage attainment two quarters after exit* • *Attainment of a living wage*
					Transition to Postsecondary: • *Transition to noncredit or credit CTE program* • *Transition to credit courses that are not developmental*

Assumptions	External Factors

Proposal Scoring Rubric

NOCRC Strategy Proposal Scoring Rubric

NOCRC
NORTH ORANGE COUNTY
REGIONAL CONSORTIUM
FOR ADULT EDUCATION

Proposal Title: _____   Proposal Contact Person: _____

This rubric is designed for the evaluation of the NOCRC Strategy Proposals by the NOCRC Executive Committee Voting Members. The rubric should also be utilized by the workgroup members as a guideline to outline their planned strategy.

Introduction: Rate the proposal for each item based on the specified criteria. Then sum all the points and give the proposal a final score.

Criterion	Not at all (0 points)	Needs Improvement (1 point)	Adequate (2 Points)	Exemplary (3 points)
Background and Significance The proposal clearly identifies the problem. Regional need is well researched and at the center of the proposed strategy. The proposal aims to close regional adult education service gaps in one or more of the CAEP instructional programs.	●	○	○	○
Regionally Inclusive The proposal incorporates Consortium Members/Partners throughout the region.	●	○	○	○
Goals, Objectives, and Milestones The proposal clearly defines the goals, objectives, and milestones of the proposed strategy. The objectives align with the goals, and measurable milestones represent meaningful efforts to reach the objectives.	●	○	○	○
Implementation Plan The Implementation Plan details the strategies/activities, staff roles and responsibilities, and resources needed to achieve the goals(s), objectives and milestones. It contains all components, represents a detailed realistic timeline, and identifies possible barriers and challenges.	●	○	○	○
Data Collection Plan The proposal clearly outlines all elements of data collection, including how data will be collected, who will collect it, where it will be stored, and how data will be reported (MIS, TopsPro, Local Databases). The proposal clearly identifies methodology for self-improvement through the support of data.	●	○	○	○
Alignment with CAEP Metrics The proposal clearly states the ways in which the proposed data collection for the strategy aligns with one or more of the CAEP Outcome metrics as described by the Adult Education LaunchBoard.	●	○	○	○
Scalable Proposed strategy can be scaled and institutionalized.	●	○	○	○
Budget The proposed budget is appropriate for the proposed strategy, cost effective, well justified, and linked to strategies and outcomes.	●	○	○	○
			Total Score	0

Reviewer Comments:

Reviewer Name: _____ Date: _____

Reviewer Signature: _____

Evaluation Plan

Evaluation Plan

Program Area				CAEP Metrics														Internal Evaluation Purposes	Data Collection Methods	Data Sources	Frequency of Data Collection	Notes
				Adults Served			Progress					Completion		Placement into Jobs	Improved Wages	Transition to Postsecondary						
		NOCRC Strategy	Measure of Change	Services Received	1-11 hours of Instruction	12+ hours of Instruction (participants)	Literacy Gains (Pre/Post)	CDCP Cert (ABE/ESL/ASE)	Occupational Skills Gain	Workforce Preparation	Transition ABE/ESL -->ASE	HSDP/Hi-SET/GED	CDCP CTE Cert	Placement into Jobs	Improved Wages	Noncredit ABE/ASE/ESL -> Noncredit CTE	Noncredit to Credit					
Sample Strategy																						
Basic Skills	Transition to HSDP	Outputs	**Use of Services** # of NOCE students who received transition services	✔														✔	Participants/Attendance logs	Program Staff	End of Term	
		Number of NOCE Students who used transition services																				
		Short-term Outcomes	**Transitioned into HSDP** # of NOCE students who received transition services who then enrolled into NOCE HSDP		✔	✔					✔							✔	Participants/Attendance logs; NOCE Enrollment and Student Services data	Program Staff Banner	End of Term	
		Number of NOCE Students transitioned into HSDP																				
		Intermediate/Long-Term Outcomes	**Retention Rate within HSDP** % of students who received transition services and completed 12+ contact hours in HSDP by the end of academic year that either completed or came back in the following academic year																✔	Participants/Attendance logs; NOCE Enrollment data	Program Staff Banner	Annually	
		Retaining students who transitioned into HSDP program																				
		State Outcomes S = Short-term I = Intermediate-term L = Long-term	Potential State Outcomes / **CAEP Definitions**	✔ (if service is entered in Banner)	✔ S	✔ S	✔ I				✔ S (ESL only)	✔ L		✔ L	✔ L	✔ I/L (exclude students formerly in CTE)	✔ L (exclude students formerly in CTE)		MIS Data; Pre/Post CASAS	MIS Data; CASAS; EDD wage file (if SSN is available); NSC (if data is available)	Annually	

				Program Area	
				NOCRC Strategy	**Measure of Change**
Basic Skills	**Transition to HSDP**	Outputs	Number of NOCE Students who used transition services	**Use of Services** # of NOCE students who received transition services	
		Short-term Outcomes	Number of NOCE Students transitioned into HSDP	**Transitioned into HSDP** # of NOCE students who received transition services who then enrolled into NOCE HSDP	
		Intermediate/ Long-Term Outcomes	Increase students transitioning from NOCE programs to NOCE HSDP	**Retention Rate within HSDP** % of students who received transition services and completed 12+ contact hours in HSDP by the end of academic year that either completed or came back in the following academic year	
		State Outcomes	**Potential State Outcomes** S = Short-term I = Intermediate-term L= Long-term	**CAEP Definitions**	

CAEP Metrics

Adults Served			Progress					Completion		Placement into Jobs	Improved Wages	Transition to Postsecondary	
Services Received	1-11 hours of Instruction	12+ hours of Instruction (participants)	Literacy Gains (Pre/Post)	CDCP Cert (ABE/ESL/ASE)	Occupational Skills Gain	Workforce Preparation	Transition ABE/ESL -->ASE	HSDP/Hi-SET/GED	CDCP CTE	Placement into Jobs	Improved Wages	Noncredit ABE/ASE/ESL -> Noncredit CTE	Noncredit to Credit
Sample Strategy													
✔													
	✔	✔					✔						
✔ (if service is entered in Banner)	✔ S	✔ S	✔ I				✔ S (ESL only)	✔ L		✔ L	✔ L	✔ I/L (exclude students formerly in CTE)	✔ L (exclude students formerly in CTE)

Internal Evaluation Purposes	Data Collection Methods	Data Sources	Frequency of Data Collection	Notes
✔	Participants/Attendance logs	Program Staff	End of Term	
✔	Participants/Attendance logs; NOCE Enrollment and Student Services data	Program Staff Banner	End of Term	
✔	Participants/Attendance logs; NOCE Enrollment data	Program Staff Banner	Annually	
	MIS Data; Pre/Post CASAS	MIS Data; CASAS; EDD wage file (if ssn is available); NSC (if data is available)	Annually	

Evaluation Report

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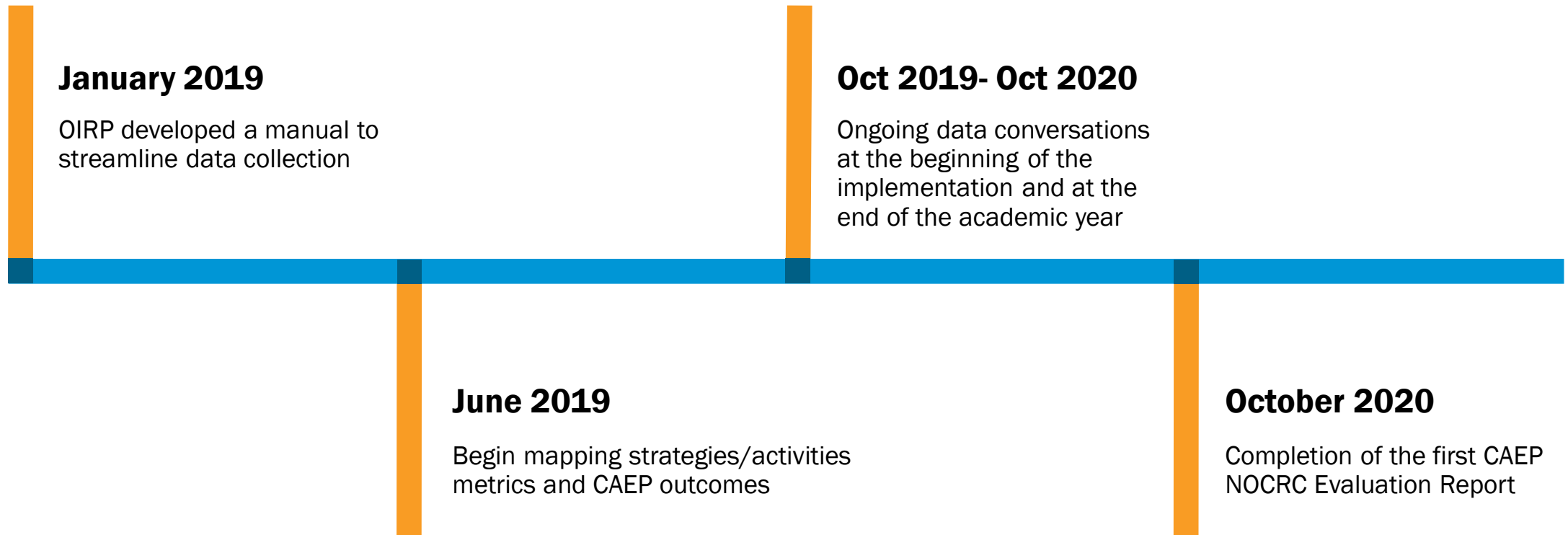Consortium Workgroup Strategies

October 2020

Timeline

January 2019

OIRP developed a manual to streamline data collection

June 2019

Begin mapping strategies/activities metrics and CAEP outcomes

Oct 2019- Oct 2020

Ongoing data conversations at the beginning of the implementation and at the end of the academic year

October 2020

Completion of the first CAEP NOCRC Evaluation Report

Additional Tools

Data Collection Manual

Service Data Collection Template

CAEP Outcomes Presentation

MIS Data Submission Presentation

Evaluation Plan Presentation

Lessons Learned

Identification of Strategy Objective(s)

Knowing what you want to do is essential to knowing what you want to evaluate

Data Shouldn't be an Afterthought

Talk about Data at the Development Phase

Technical Assistance

Data familiarity

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