Adult Education
State and Federal Update
Getting to know you…

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General Updates

- Where are we with the Request for Applications for the next three year cycle for Workforce Innovation and Opportunity Act (WIOA) funding?
- California will receive additional funding for WIOA.
- The governors January budget included an increase for the California Adult Education Program.
Barriers

• All of our students have the barriers of either English Language Learner or Low Levels of Literacy.

• Marking barriers will help in our combined data with our Workforce Innovation and Opportunity Act (WIOA) partners.
Wage Data
## Employment and Earnings Survey Update

<table>
<thead>
<tr>
<th>Survey Quarter</th>
<th>2018-19 Q3</th>
<th>2018-19 Q4</th>
<th>2019-20 Q1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exit Quarter</td>
<td>18-19 Q1</td>
<td>18-19 Q2</td>
<td>18-19 Q1</td>
</tr>
<tr>
<td>Exit Quarter Timeline</td>
<td>2nd Quarter after Exit</td>
<td>2nd Quarter after Exit</td>
<td>4th Quarter after Exit</td>
</tr>
<tr>
<td>Exited Students</td>
<td>20,348</td>
<td>42,637</td>
<td>20,347</td>
</tr>
<tr>
<td>Exited Students without SSN</td>
<td>16,557</td>
<td>34,374</td>
<td>16,513</td>
</tr>
<tr>
<td>Invitations generated in TE (Text via Phone &amp; Emails)</td>
<td>35,852</td>
<td>62,342</td>
<td>45,777</td>
</tr>
<tr>
<td>Surveys responded</td>
<td>7,078</td>
<td>11,415</td>
<td>3,769</td>
</tr>
<tr>
<td>Surveys responded %</td>
<td>43%</td>
<td>33%</td>
<td>23%</td>
</tr>
<tr>
<td>Surveys responded by staff</td>
<td>4,267</td>
<td>6,313</td>
<td>1,861</td>
</tr>
<tr>
<td>Surveys responded by students</td>
<td>2,811</td>
<td>5,102</td>
<td>1,908</td>
</tr>
<tr>
<td>Students with job</td>
<td>3,675</td>
<td>6,083</td>
<td>2,044</td>
</tr>
</tbody>
</table>
Student Wage Survey

• The survey consists of four questions.
  – Do you have a job now?
  – How much do you earn a month?
  – Are you attending school in a different area?
  – What school do you attend now?

• It is personalized for the agency.

• Most importantly…it is on going.
How can you help?

• You can help by making students aware of the survey and the questions.
  – Orientation
  – In each class
  – When a student is ready to finish a program
Census 2020

What is your school doing?
High School Equivalency Data Match

• California has two tests that are offered for high school equivalency; GED and HiSET.
• We want to increase the reliability of the data match.
• How can you help increase reliable data match?
Section 243

Integrated English Literacy and Civics Education Program
Activity vs. Program

• **EL Civics** as an activity under Section 231 may include workforce training.

• Integrated English Literacy and Civics Education (IELCE) implemented as a program as described under Section 243 must include workforce training.
The IELCE program must be designed to:

1. Prepare English Language Learners for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and

2. Integrate with the local workforce development system and its functions to carry out the activities of the program.

The IELCE program must be provided in combination with IET activities.
Integrated Education and Training (1)

- IET is a service delivery model that provides adult education activities concurrently and contextually with workforce preparation activities and workforce training.
Integrated Education and Training (2)
Integrated Education and Training (3)

- “Concurrently and contextually” means that, within the overall scope of the IELCE program, adult education, workforce preparation, and workforce training activities must:
  - Be of sufficient intensity and quality, and based on the most rigorous research available,
  - Occur simultaneously, and
  - Use occupationally relevant instructional materials.
Integrated Education and Training (4)

• To meet the IET requirements, an IELCE program must:
  • Have a single set of learning objectives and activities organized to function cooperatively,
  • Be aligned with the state’s content standards for adult education, and
  • Be part of a career pathway.
Industry-Recognized Credentials

Industry-recognized training credentials include, but are not limited to:

- State licensure administered by the California Department of Consumer Affairs
- Locally approved certificates awarded by an entity on the EDD's Employment Training Provider List
- Career Development and College Preparation (CDCP) Short-Term Vocational certificates with more than 48 contact hours
- Completion of a short-term vocational credit certificate over 6 units
- Certificates recognized by the Carl D. Perkins Career and Technical Education Improvement Act
- Certificates earned through a CTE program at a Local Education Agency that meet CDE Standards
- Certificates that meet the threshold for Title IV Federal Student Aid
- Certificates earned through Pre-Apprenticeship or Apprenticeship Programs
Co-Enrollment (1)

- English language learners in an IELCE Program must have the opportunity to be co-enrolled in a class or program that offers workforce training within their career pathway.
Co-Enrollment (2)

- Co-enrollment may include one or more of the following options:
  - ELLs are co-enrolled in a workforce training Title I America’s Job Center of California program.
  - ELLs are co-enrolled in the provider’s workforce training program, such as career technical education.
  - ELLs are co-enrolled in a series of workforce training courses within a career pathway offered by multiple providers designed to lead to employment.
  - ELLs are working directly with an employer through apprenticeship, pre-apprenticeship, or on the job training.
Payment Points for 2019–20 (1)

- Students in an IELCE program can earn up to 3 payment points for completing 243 designated COAAPs.
- Students in an IELCE program and co-enrolled in workforce training within that career pathway will earn higher valued payment points for completing 243 designated COAAPs.
## Payment Points for 2019–20 (2)

<table>
<thead>
<tr>
<th>COAAP Type</th>
<th>COAAP Description</th>
<th>Relative Payment Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>243 COAAP with co-enrollment</td>
<td>An IELCE student passes a 243 COAAP and is co-enrolled in workforce training within that career pathway</td>
<td>$$$</td>
</tr>
<tr>
<td>243 COAAP without co-enrollment</td>
<td>An IELCE student passes a 243 COAAP and has access to, but is not co-enrolled in, workforce training within that career pathway</td>
<td>$$</td>
</tr>
<tr>
<td>231 COAAP</td>
<td>An EL Civics student passes a 231 COAAP; Access to workforce training within a career pathway is not required</td>
<td>$</td>
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</tbody>
</table>
Integrated English Literacy and Civics Education Plan

- Section 243-funded agencies are required to complete and submit an IELCE Plan by **Thursday, April 30, 2020, at 5:00 p.m.**

- The IELCE Plan template will be made available to program administrators.
Resources


• OCTAE Serving English Language Learners under AEFLA webinar held March 24, 2016: Slides with notes [PDF 252KB]. Retrieved from https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/english-language-learners-under-aefla.pdf


The Most Important Letter in the Alphabet...
Questions

Thank you

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