

California Consortium Discussion Questions

Three Threads:

1. *New MSG's*
2. *Transition Outcomes*
3. *Pay for Performance*

Measurable Skills Gains

Workforce Prep/CTE Outcomes

What CTE programs do you offer at your agency? Which licenses or certificates are associated with them?

- What do you record when a student earns the certificate?

How do you monitor student progress while enrolled in CTE (and Workforce Preparation) programs?

- Are there specific student work activities, assessments, skills checks?
How do you record this progress?

Are there different ways of monitoring this progress at your agency? Do you differentiate between earning CTE certificates and Workforce Prep activities and services that contribute to this final outcome, for example?

Are there any services that contribute to these CTE outcomes? Have you identified which specific services contribute? How do you record this?

Occupational Skills Gain vs. Workforce Prep Milestone

Occupational Skills Gain. What specific tasks or activities do students and staff complete in order to achieve it? How do you record this at your agency?

Workforce Preparation Milestone. What specific tasks or activities do students and staff complete for this outcome? How is it recorded?

Do you collect both of these CTE related outcomes or just one or the other? If both, how do you distinguish between the two?

Do you have any criteria that differentiates these gains from the CTE "final" certificates that students receive upon completion?

Are there any short-term services that apply to students in these programs?

Are there specific CTE occupations (welding, nursing, etc.) that apply very well to this process of evaluating and recording CTE related outcomes?? Or occupations that are especially difficult?

Transitions

Which student transitions are reported at your agency? Do you identify transition to college, to CTE, or both? How do you record these transitions in your data?

What specific steps does a student complete in order to transition to college at your agency?

- How do you record?
- Are there specifically defined parameters for College Transitions, such as stipulating "credit vs non credit" instruction?

What steps does a student complete specifically in order to transition to CTE at your agency?

- How do you record?
- Are there defined parameters for different transitions, such as transition to Wf Prep vs transition to CTE?

Transitions Timeline. What timeline does your agency use to measure student transitions? Does the transition need to occur within the PY or is there some other timeline you use to determine this?

Short Term Services

Does your agency offer any short term services that specifically align to these transitions outcomes?

- Which services do you offer at your agency that contribute to student transition to CTE?
- Which services contribute to transition to college?
- Is there any way – either in TE or some other system – that indicates how the services relate to the transition?

Outside of Transitions -- does your agency provide counseling and training services to students? Do you record them in your data?

Overall, how important is it to include Services in CAEP reporting? Which are most important to Adult Ed learners?

Whether to record Services hours. Are there any reasons to collect Service hours if not included in the count for instructional hours?

If you are a college – do you provide services outlined in SSSP that contribute to student transitions? If so how do you record?

Are there any other transitions worth considering that have not been included in CAEP reporting?

Pay for Performance

How important is it overall for CAEP to adopt a pay for performance system, like California already has for WIOA Title II?

- I agree with aligning CAEP funding to criteria similar to what we already have for WIOA Title II.
- I agree with doing pay for performance, but would prefer something different for CAEP than using metrics for WIOA II reporting.
- I disagree with having pay for performance funding for CAEP

70%/30% Split. The LAO Report suggests that 30% of agency funding be aligned to performance and the other 70% relate to other criteria. Do you agree with this proposed split? More for performance? Less?

What specific CAEP outcomes or reporting areas might be considered for pay for performance? Any areas that need to be avoided?

What basic criteria would need to be met for any potential CAEP pay for performance outcome? Should it match the student demographics and 12+ hours required for federal reporting?

- *That is... "If you ruled the world," how would you set up this system?*

If CAEP uses WIOA II metrics - how might this affect non WIOA II programs such as CTE? Is it important for CAEP to include CTE in pay for performance?

- How might CAEP use "CTE certificates" as a pay for performance outcome? Are there specific areas of CTE that would work very well (or not well)?
- What specific CAEP outcomes or areas might be considered for pay for performance? Any that need to be avoided?

If CAEP uses WIOA II metrics - to what degree does CAEP need to integrate program features important to Title II federal reporting, such as collaboration with WIOA partners, HSE data matching, and EL Civics?