

WIOA II Network Meeting – December 2021



CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Agenda

- CDE Update
 - Grant Award Notice
 - Continuous Improvement Plan (CIP)
 - AB 486 – “Ed Code Cleanup”
- Promising Practices/MAD
- Goal Setting
- Reporting Updates for PY 2021-22
- Training and Networking
- Resources

CDE Update (6)

Grant Award Notice (GAN)

- Memo dated December 3 (and due December 17) is just to fix a non-fiscal error.
- The Grant Award Notice now includes payment points for positive responses on the Employment & Earnings Survey, as well as positive results from the EDD data match.
- We will cover E & E Survey and Table 5 results in a monthly presentation in early 2022.

CDE Update

CIP

- Working on updates to the CIP Website
- Will include review of progress on goals established last year

CDE Update (6)

AB 486

- “Ed Code Cleanup”

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB486

CDE Update (8)

Employment Development Department (EDD) Updates

- Search Statewide through all Employment and Training Provider Lists (ETPLs) for certified training providers

https://edd.ca.gov/Jobs_and_Training/Eligible_Training_Provider_List.htm

- EDD Accelerator Grant (WSIN 21-21) – due by December 20th

https://edd.ca.gov/Jobs_and_Training/notices/wsin21-21.htm

2020-21 Promising Practices and Making a Difference Awards (1)

- Congratulations to the following Making a Difference (MAD) and Promising Practices Awardees.
- The CDE will highlight award winning agencies each month during this meeting.

- Tamalpais Adult School
- Torrance Adult School
- Victor Valley Consortium

2020-21 Promising Practices and Making a Difference Awards (2)

- Tamalpais Adult School
 - Joan Prigian
- Torrance Adult School
 - Ryan de la Vega
- Victor Valley Consortium
 - Adele McClain

December 2021 Topics



Goal Setting (1)

CAEP Goal Setting

- Consortium Level Metrics (mandatory)
 - *Student Barriers & Enrolled Adults*
- Member Level Metrics (mandatory)
 - *% of funds spent; # of participants*
- Optional Member Level Metrics
 - *List of ten choices*

Goal Setting (2)

CAEP Consortium Level Metrics

- Student Barriers
- Enrolled Adults (Reportable Individuals)

Goal Setting (3)

CAEP Member Level Mandatory Metrics

- Percentage of funds expended (by year)
- Number of Enrolled Adults that become participants

Goal Setting (4)

CAEP Member Level Optional Metrics

- Number that earn High School Diplomas/HSE
- Number that that earn a post-secondary credential
- EFLs attained for ESL, ABE, or ASE
- Transition to CTE
- Transition to post-secondary (credit coursework)
- Employed 2nd quarter after exit
- Median change in earnings
- Immigrant Integration Milestone – completion of COAPP

Goal Setting (5)

Planning alignment with the Continuous Improvement Plan

- NRS Performance Goals
- WIOA Regional Collaboration/Alignment to Regional Priorities
- Follow up to FPM/WASC visits
- Special Programs such as EL COE, IET
- Leadership Project Resources

CAEP Goal Setting Examples (1)

- Use the Outcomes section of the new TE Enrollees by Hours Report to monitor enrolled adults that become participants.

Program Areas* (A)	Literacy Gains (Pre/Post)	CAEP Outcomes		
	Enrollees w/12 hours (B)	Enrollees w/12 hours (C)	Enrollees w/1-11 hours (D)	Enrollees w/0 hours (E)
ESL/ELL	394	580	49	0
ABE/ASE	355	638	50	0
CTE	0	73	0	0
Workforce Preparation	134	287	14	0
Pre-Apprenticeship	0	0	0	0
Adults supporting K12	34	44	8	0
Adults w/Disabilities	0	0	0	0
N/A				
Total	917	1622	121	0
Students in 2 or more programs	293	483	26	0
Total unduplicated students	522	1004	86	0

Of those who enroll in an CAEP program, how many stay long enough to accrue at least 12 hours of instruction?

CAEP Goal Setting Examples(2)

Services			
Enrollees (F)	Enrollees w/12 hours (G)	Enrollees w/1-11 hours (H)	Enrollees w/0 hours (I)
855	609	98	148
993	653	96	244
79	75	0	4
363	290	20	53
0	0	0	0
62	44	12	6
0	0	0	0
660	0	0	660
3012	1671	226	1115
588	487	43	58
2264	1049	172	1043

How many reported CAEP students actually make it into a CAEP instructional program?

$$(609 + 98) \div 855 = 82.7\%$$

CAEP Goal Setting Examples(3)

Program Areas* (A)	CAEP Outcomes							
	Enrollees (E)	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)
ESL/ELL	2,272	1,051	92	23	19	353	125	22
ABE/ASE	2,128	168	307	123	60	443	238	100
CTE	799	226	75	13	26	75	25	3
Workforce Preparation	486	104	31	9	5	69	34	13
Pre-Apprenticeship	0	0	0	0	0	0	0	0
Adults supporting K12	32	22	1	0	0	5	1	0
Adults w/Disabilities	18	0	0	0	0	0	0	0
N/A								
Total	5,735	1,571	506	168	110	945	423	138
Students in 2 or more programs	1,081	384	99	34	16	231	112	23
Total unduplicated students	4,372	1,051	375	125	91	654	282	110

CAEP Summary - Outcomes

- Includes results from CAEP outcomes outside of pre/post
- **Column F** for Passed COAAP/I-3

CAEP Goal Setting Examples (4)

Program Areas ⁺ (A)	Enrollees (E)	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)
ESL/ELL	2,272	1,051	92	23	19	353	125	22
ABE/ASE	2,128	168	307	123	60	443	238	100
CTE	799	226	75	13	26	75	25	3

For example: ESL learners who “Passed I-3”
Column F ÷ Column E = I-3 Attainment Rate

$$1051 \div 2272 = 46.3\%$$

PY 2021-22 What's New (1)

- **IET Workforce Training Data in TE.**
- **Reporting for Perkins and CTE.** The new requirements announced in March/April 2021 will continue for PY 2021-22. *More to follow soon.*
- **NRS Tables Updates for IET.**

PY 2021-22 What's New (2)

Three new EL Civics COAAPs will be posted on the EL Civics Website soon.

- 40.4
 - Respond to questions about the history and government of the United States in order to be successful in the naturalization process.
 - MiraCosta
- 33.7
 - Identify and access employment and training resources needed to obtain and keep a job.
 - Mt. Sac
- 70.2
 - Demonstrate the language and literacy skills necessary to effectively participate in workforce training in early childhood education.
 - Mt. Diablo

PY 2021-22 What's New (3)

CIP

- CDE is working on updates for 2021-22
- The CIP will remain on the OTAN Website.
- The IELCE plan will now be a separate deliverable completed on the CASAS Website, with the same due date as April 30.

Trainings & Conferences (1)

Upcoming Statewide WIOA II Meeting dates (at 1pm):

- *Jan 4*

Statewide Regional Meeting

- *Dec 15*

Upcoming TE dates (9am):

- *Jan 14 (all states)*

Online WIOA II Implementation & Accountability

- *Continuing through Jan 2022*

Trainings & Conferences (2)

Statewide Regional Meeting -- *Dec 15 at 1pm*

For all regions statewide

- Diana Batista – Field Testing
- Barbara Boggio – Student Success
- Ryan Whetstone – Student Transitions
- Regional breakout rooms

Network Discussion Topics (1): Collaboration with WIOA Title I

- How successful has your agency (or region) been with WIOA Title I/Title II collaboration? If successful, what steps has your region taken to ensure this?
- Have there been in areas of success (or struggle) that have come up since COVID-19?
- Have you worked with your local workforce board to get any workforce training programs on your Employment Training Provider List (ETPL)? If so, has this been a smooth process in your local region? If not, what have been the barriers?

Network Discussion Topics (2): Marketing & Outreach

- What efforts have you initiated locally to address enrollment—such as marketing, outreach, recruitment?
- What types of approaches to outreach to students have been successful in your region? Are there any strategies that have been tried unsuccessfully?
- Have you developed any student handbooks or other materials that help students through your enrollment process?
- Have you any indication about specific student groups – specific demographics, programs, or levels - that have (or have not) “returned” to adult education?

Network Discussion Topics (3): Enrollment & Persistence

- What benchmarks, in terms of both pre/post-testing and instructional hours, do you use locally to evaluate persistence?
- Have you thought about any efforts to focus on newly enrolled students – that is, ensure students attain 12 or more hours of instruction?
- Have you looked at your data to see what portion of exited students leave in the first 12 hours of enrollment?
- Has COVID changed the way you evaluate student enrollment and persistence? Have you “mixed up” your testing lab schedule to accommodate all students, knowing you can only test a small number at one time?

Network Discussion Topics (4): Supporting Student Transitions

- Does your agency (or consortium) have any staff designated to specifically help facilitate student transitions? If so, does this role focus on any specific transitions (to employment , to college, to WIOA I programs, etc.?)
- What are your agency/regional areas of success in this area? Are there any areas that you have prioritized, but still not really seen much progress in the area of transitions?
- What types of outcomes or services have you designated in your data to record this extra effort locally?

Network Discussion Topics (5): Goal Setting

- Have you discussed the new CAEP goal setting requirements with your team at your agency or consortium?
- What are your local priorities for improvement? What struggles have you encountered locally in deciding on specific goals to address?
- What about the Continuous Improvement Plan (CIP) for WIOA II reporting? Have you been monitoring your progress on the goals you set for that activity last April?
- Do you plan to “leverage” any goals from the CIP or other areas in establishing goals for CAEP?

Resources



Resources

Using Consent Forms & SSN

- CDE Memorandum 17-2 provides state guidance on this issue, and includes a template consent form.
<https://www.cde.ca.gov/sp/ae/ga/mb17-01.asp>
- The CDE recommends that agencies have students sign a consent form whenever they provide their SSN or other sensitive personal information.

Resources

WIOA II agencies will use the **TE Quarterly Data Submission Wizard** to submit quarterly data, including the Data Integrity Report (DIR).

Step-by-Step Quarterly Data Submission Wizard Instructions:

https://www.casas.org/docs/default-source/caacct/quarterly-data-submission-wizard-instructions_sept2020.pdf?sfvrsn=885325a_2?Status=Master

Resources

- Access detailed quarterly step by step help documents, and many other survey related resources:

<https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/ca-follow-up-survey>

Dates	Task	Reference/Notes
October	Save Exit Population for PY 19-20 Qtr. 4	See "Step 2" below
October - November	Send a Survey Invite to all PY 19-20 Qtr. 4 Exiters	See "Step 3A" below.
October - November	Send a Survey Invite to all PY 19-20 Qtr. 2 Exiters	See "Step 3B" below.
November - December	Send Follow-Up Survey Invites to all non-responders	See "Step 5" below.
December	After three attempts, contact non-responders via phone, postcard, etc.	See "Step 5" below.
January	Grace period for sending invites and receiving responses.	You can continue entering survey responses after the grace period, but you cannot send survey invitations

Resources

- Mark A22 and/or CIP Code for **all CTE** Class Definitions in TE
- Mark Special Programs = Perkins at either the Class Instance or Student level for ***all students eligible for federal Perkins reporting***
- All CTE and Perkins students will be part of the EDD data match for employment; so provide SSN if possible
- Access a short ppt with more directions here:
https://www.casas.org/docs/default-source/networking/reporting-in-te-for-perkins-and-cte-programs---april-9-2021.pdf?sfvrsn=ca47315a_2?Status=Master

Resources

Link for CDE A-22 codes:

- <https://caadulthoodreporting.org/Info/CourseListAll>

Link for federal CIP codes:

- <https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55>

Resources

EL Civics Exchange

- Search for instructional materials in different ways, such as competency area, EL Civics COAAP, or instructional level

The screenshot displays the EL Civics Exchange search interface. On the left, there is a sidebar with the following sections:

- Workforce Training** (selected)
- Search Instructional Materials**
 - Civic Objective or COAAP Number: [input field]
 - Instructional Material Keyword: [input field]
- Levels:**
 - Beginning Low
 - Beginning High
 - Intermediate Low
 - Intermediate High
 - Advanced
- Search** (blue button)
- Clear All** (red button)

The main content area is titled **Instructional Materials** and displays a grid of seven categories, each with an icon, a title, and the number of active materials:

- Consumer Economics**: 0 active materials (Icon: bar chart, tablet, coins)
- Community Resources**: 1 active materials (Icon: globe with arrows)
- Health**: 0 active materials (Icon: red heart with ECG)
- Employment**: 0 active materials (Icon: group of diverse people)
- Government and Law**: 0 active materials (Icon: gavel)
- Transition**: 0 active materials (Icon: three blue and green arrows pointing right)
- Workforce Training**: 0 active materials (Icon: people in a meeting)

A blue upward arrow button is located in the bottom right corner of the interface.

Resources

OCTAE Updates:

- <https://www2.ed.gov/policy/adulted/guid/memoranda.html>

EDD Updates:

- https://www.edd.ca.gov/Jobs_and_Training/Information_Notices.htm

