California Statewide WIOA II Network Meeting - January 2021

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

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State Superintendent
of Public Instruction

Agenda

- CDE Update
  - Continuous Improvement Plan
  - CDE Communication Plan
- Data Integrity Report
- Employment & Earnings Survey
- Goal Setting
- EL Civics
- Networking
  - Statewide Network Meeting Dates
  - Discussion Topics for Regional Meetings
- Resources

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CDE Updates

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CDE Update (1)

New Deliverable

The **Continuous Improvement Plan (CIP)**

- Combines the previous Professional Development Plan, Technology Plan, and IELCE Plan.
- Due on April 30, 2021

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CDE Update (2)

Continuous Improvement Plan cont.

Offers agencies consolidated guidance and resources to ensure successful implementation of performance goals.

- Improves student outcomes by setting SMART goals, linking them to targeted professional development for staff, and then monitoring how it positively affects student performance.

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CDE Update (3)

Continuous Improvement Plan cont.

1. Collect relevant data
2. Review it to determine areas of improvement
3. Match the targeted areas to the appropriate resources.

- The CDE will provide detailed training on the CIP in January 2021.

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CDE Update (4)

CDE Mini Grants to Address Equity and Opportunity Gaps
Intended only for K-12 students

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CDE Update (5)

Digital Literacy Hours

For students enrolled in additional instruction that focuses on improving digital literacy skills.

- Create a Family Literacy class for ABE or ESL as appropriate.
  - Special Programs = Family Literacy
- Record the “tech support hours” as instructional hours in the designated class for digital literacy.

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CDE Update (5)

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.

CDE Update (6)

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Improving Follow Up Outcomes

- Includes outreach campaign that engages students and maintain communication during enrollment and after exit.
- Convenes focus groups gathering information on topics such as providing SSNs, completing the survey, and on-going communication with students.
- Identifies teachers and students who can help develop PSAs, that will be available on agencies websites and in social media

CDE Update (7)

Second Quarter Deliverables due January 31, 2021

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By January 31, 2021

Required Data and Documents	Action
Second Quarter Data, TOPSpro® Enterprise	Enter all information into TOPSpro® Enterprise for this quarter on or before this date
Second Quarter Data Integrity Report	Generate the NRS Data Integrity Report and submit a copy of the report to capm@casas.org
California Accountability Training	Complete California Accountability Training in person or online. Register online at California Adult Ed Training
CASAS Implementation Training	Complete CASAS Implementation Training in person or online. Register online at California Adult Ed Training
Second Quarter Expenditure Claim Report	Complete and submit the claim on the California Adult Ed Reporting website (login required, electronic approval required)
Employment and Earnings Follow-up Survey	Complete sending Employment and Earnings Survey to exit populations. The following tasks should be completed during Quarter 2 (October through December): ▪ Run the "NRS Core Performance Wizard" under Tools in TOPSpro® Enterprise ▪ Send Employment and Earnings Survey to exit population for second and fourth quarter after exit

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CDE Update (8)

- WIOA II agencies will use the **TE Quarterly Data Submission Wizard** to submit quarterly data, including the Data Integrity Report (DIR).
- Agencies will no longer send/email pdf copies of the DIR when completing quarterly data requirements.

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

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Data Integrity Report

Data Integrity Report (1)

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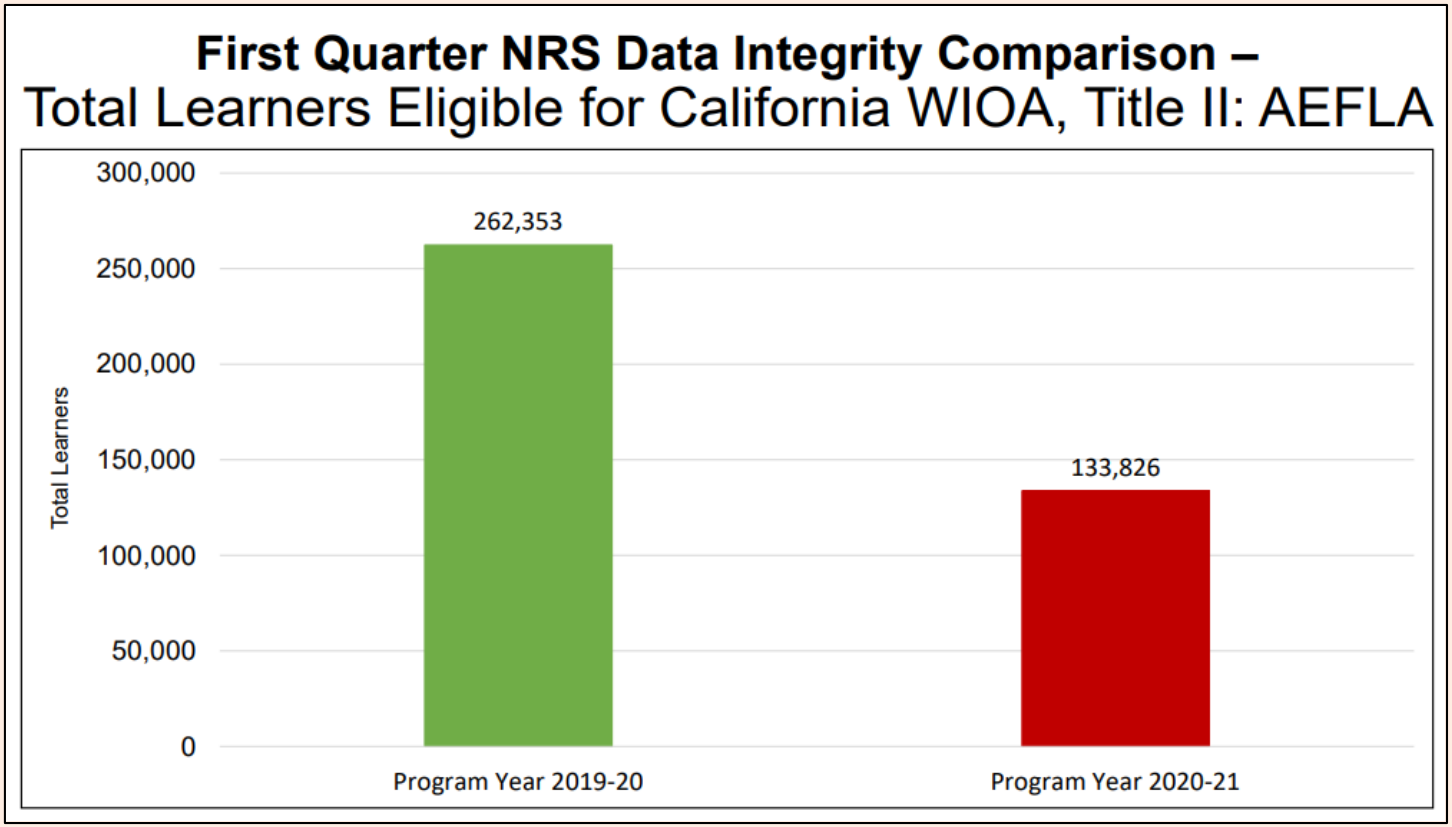

Of the 199 agencies that were funded in both PY 2019-20 and 2020-21, the ***Total Learners Eligible*** for CA WIOA, Title II decreased from 262,353 to 133,826, **a 48.9% decrease.**

Data Integrity Report (2)

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Of the 199 agencies that were funded in both Program Year 2019-20 and Program Year 2020-21, the Total Learners ***Eligible*** for California WIOA, Title II: AEFLA decreased from 262,353 to 133,826, **a 48.9% decrease.**

Do these totals include all WIOA II learners, or just those who meet basic requirements for 12 or more hours and demographics?

- **Qualified** learners must meet these basic federal requirements. The DIR reports eligible learners, however, not qualified students.
- **Eligible** learners include all WIOA II learners, including those missing demographics or hours of instruction.

Data Integrity Report (3)

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Summary Information	
Total WIOA II Learners	• The DIR selects all students who qualify for NRS– specifically anyone who has any recorded data in ABE, ASE, or ESL.
Learners Eligible for WIOA Title II	• This result serves as the denominator when TE calculates the percentages for each of the 22 DIR items. • TE calculates all 22 percentages the same – so it necessarily includes all learners with WIOA II activity in this denominator – including those with drop reasons (such as demographics, 12+ hours.) • The fact that the DIR includes all learners in its totals differentiates it from NRS reports and PP reports.

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Data Integrity Report (4)

Column Definitions	
Without PoP	• A student qualifies for the DIR without having a PoP if there **is** enrollment in a WIOA II program, but **not** at least one test and/or at least one hour of instruction.
PY 20xx-xx **PoP1, 2, 3, 4**	• This lists the reporting Program Year, and displays qualified enrollment for that program year (such as PY 2020-21.) • This section also lists totals by Period of Participation (PoP).

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Data Integrity Report (5)

Conditions to Qualify for Reporting	
Eligible for WIOA II / Qualifies for DIR	• Has any recorded data in ABE, ASE, or ESL.
Creates a New Period of Participation	• Completes at least one test and/or at least one hour of instruction.
Qualifies for NRS/Federal Tables/CA Payment Pts	• Has recorded data in ABE, ASE, or ESL, that meets basic requirements such as 12+ hours and date of birth.

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Data Integrity Report (5)

Conditions to Qualify for Reporting	
Eligible for WIOA II / Qualifies for DIR	• Has any recorded data in ABE, ASE, or ESL.
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Data Integrity Report (6)

In Summary:

- The Data Integrity Report includes ALL learners when reporting on each item on the report.
- NRS and CA Payment Points reports only include those learners who meet state and federal requirements.

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Employment & Earnings Survey

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Employment & Earnings Survey (1)

The New CDE Communication Plan emphasizes overall statewide improvement on the Employment & Earnings Survey.

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Employment & Earnings Survey (2)

In the PY 2020 California state report to OCTAE, the state reported approximately 315,000 exited students (2Q and 4Q combined.)

- Approximately 18% of students provided SSN
- Survey response rate was about 20% (23% for 2Q after exit, 16% for 4Q.)
- For both those with SSN and those who responded to survey, the job attainment rate was about 50%.

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Employment & Earnings Survey: Tips (3)

- Keep detailed logs of exact reasons for success and for non-response.
- Develop a script for phone calls.
- Identify specific days of week and specific times of day for survey.

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Employment & Earnings Survey: Tips (4)

- Align survey completion to school $$$ as much as possible – when students know agency $$$ is on the line, they are more likely to respond.
- Provide simple incentives for students that complete surveys.
- Assign speakers of native languages to follow up with phone calls.

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Employment & Earnings Survey: Tips (5)

- Inform students at orientation and at exit to that they will receive this survey about jobs and wages
- Prepare students for the survey by sending monthly emails that include routine survey questions about school business.

Employment & Earnings Survey (6)

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- 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

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Goal Setting

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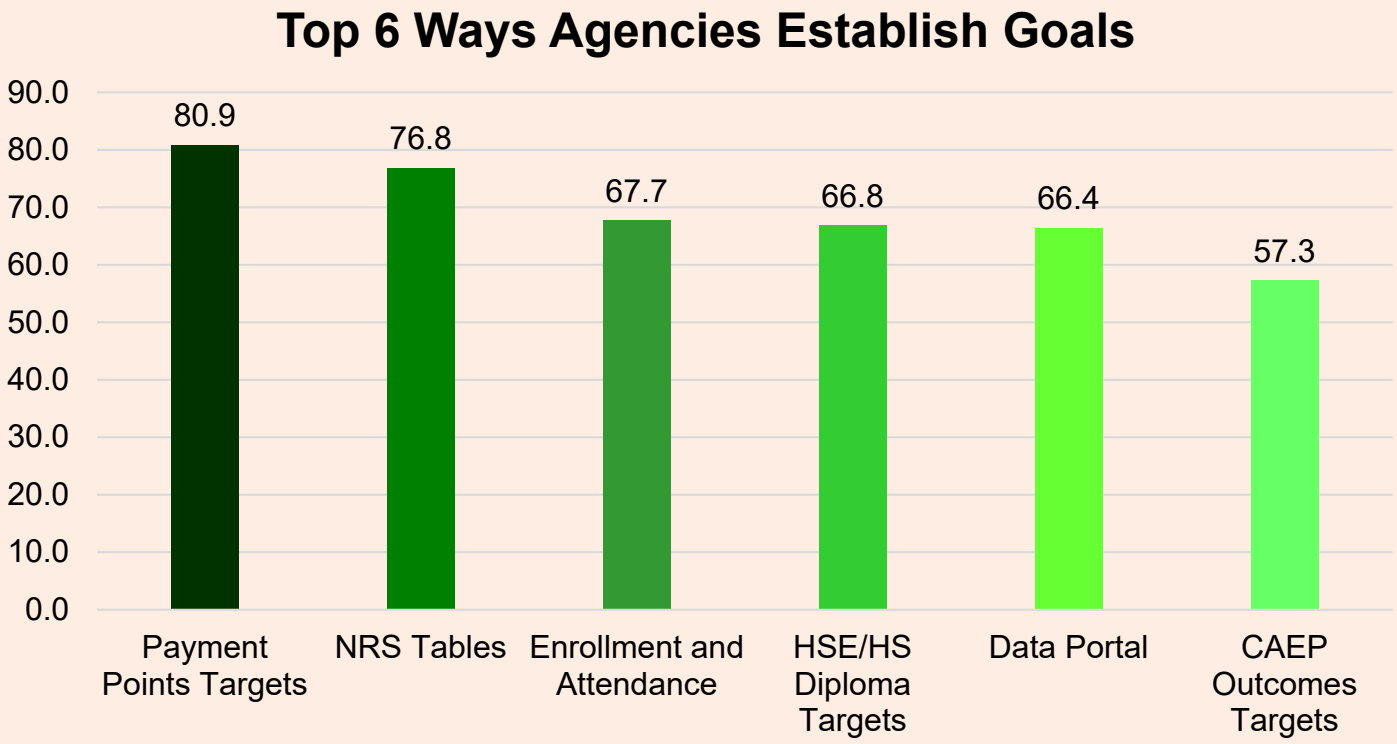
Goal Setting (1)

- **96.8%** of agencies have established local level performance goals for federal funded programs



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Goal Setting (2)

The following strategies have seen an increase in agency's goal−setting activities from year to year:

- Assessing students' language and basic skills needs
- Monitoring and tracking progress toward class and student goal attainment
- Setting class goal(s) and learning objective(s)
- Comparing students' persistence rates and learning gains prior to and after goal setting processes
- Student evaluations

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Goal Setting (3)

WIOA II Program Survey

- The WIOA II Program Survey will be available on the CASAS Website approximately April 1 and due on or before April 30, 2021.
- CDE uses this information in its annual report to OCTAE.
- What ways can you use this survey for program planning and improvement?

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Goal Setting (4)

The **CASAS Data Portal** will have agency level data from PY 2019-20 by the end of January.

More will be covered on using the data portal, goal setting and NRS performance goals in February.

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EL Civics

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EL Civics (1)

EL Civics Conference Forums

- Occurring virtually on Fridays
- Resuming on ***January 15, 2021***, and continuing every other Friday through late March/early April.

1. Watch a video on the CASAS YouTube Playlist:

https://bit.ly/casaselcivics

2. Submit questions to lrobinson@casas.org
3. Attend the Friday Forums

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EL Civics (2)

The USCIS recently introduced the revised citizenship test portion of the oral interview

- The new test expands from 100 questions to 128 questions.
- CASAS includes that content through the Government and History for Citizenship (G & H) listening test.
- The CASAS Citizenship Interview Test (CIT) will be unchanged.

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EL Civics (3)

- **Annual CIT Recertification** available early January and closes 4/30/2021. All CIT Certified Examiners whose certifications expire 6/30/2021 must participate in recertification training.
- Eligible Examiners will receive an email in early January with more details. You will need to place an order for the training. There is no charge for California WIOA, Title II: AEFLA Funded Agencies.

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Training and Conferences

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Training and Conferences

Wed March 3 – Fri March 5

- https://tdls.otan.us/ for more information. Registration opens 1/15/2021.
- The call for proposals closes 1/15/2021.

  https://tdls.otan.us/Proposal/

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Training and Conferences (2)

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

- *Jan 5*
- *Feb 2*
- *Mar 2*

Upcoming Statewide TE dates (9am):

- *Jan 8*
- *Feb 5*

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Training and Conferences (3)

EL Civics Highlights

Friday, January 15

- EL Civics in a COVID-19 world

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Networking

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Networking (1): Sustaining Programs During COVID-19

- What are some key student constituencies that have been affected?
- Have there been any “territorial issues” where different levels of regional or county restrictions related to COVID-19 affects student retention?
- How has COVID-19 affected implementation of the GED and HiSET?
- Do you have a plan to phase in in-person instruction this year?

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Networking (2): Digital Literacy

- What kinds of digital literacy challenges have come up with your students since most programs have been closed?
  - Distance Learning Instruction?
  - Remote Testing?
  - Using Educational Software?
  - Completing HiSET or GED?
- Have there been challenges with using staff time to “provide students tech support,” and/or recording student instructional hours for all the time allotted?

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Networking (3): Employment & Earnings Survey

- Has your agency changed how it administers the Employment & Earnings Survey this year?
- Have there been any successes in improving the student response rate?
- Any ways you engage students in this process *before* exit?
- Are there any specific ideas that would increase responses on the Survey statewide? Or that would increase overall use of SSN?

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Networking (4): NRS Table 7

- How does your agency collect demographics data related to race and ethnicity?

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Resources

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Resources

Watch a video on the CASAS YouTube Playlist:

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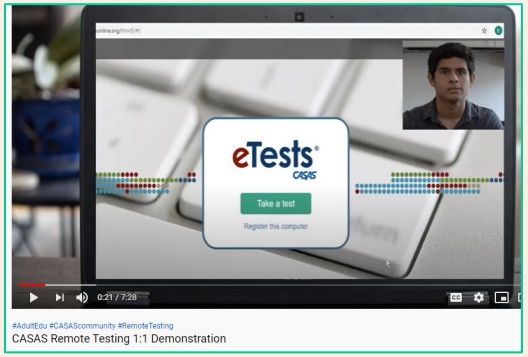
Resources

Remote Proctored Testing 1:1
Demo on video
https://youtu.be/uLoaw-BHo-s



Register Testing Stations for **Remote Testing**
https://youtu.be/1ipRe4-8Tiw

Remote Testing for CASAS Tests Overview
https://www.casas.org/product-overviews/remote-testing

Agency Remote Testing Agreement for California
Must be completed annually and a copy sent to CDE consultant and CASAS Program Specialist

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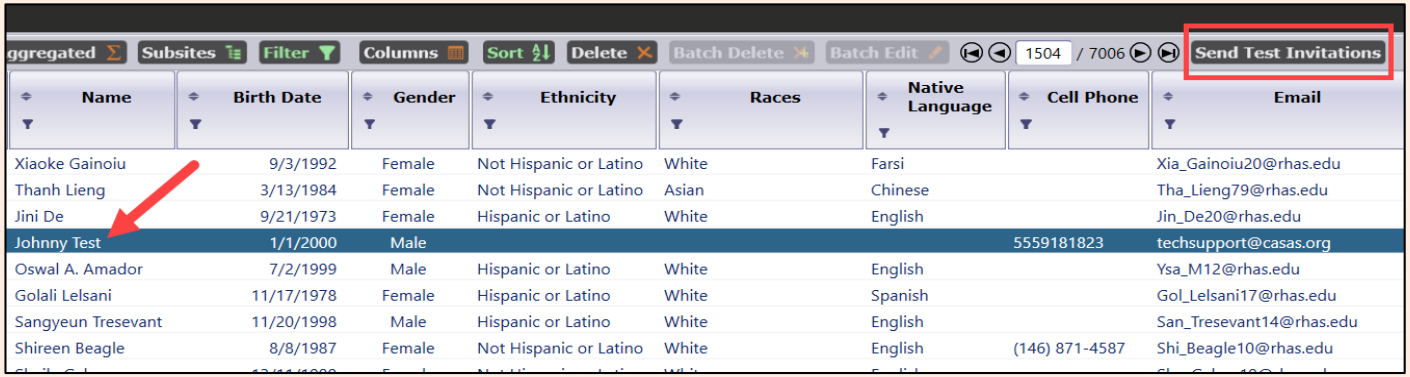
Resources

CASAS Reading Level Indicator

- Provides informal class, program, and level placement for students.
- **Accessible to student via cell phone**
- **Does not require a Proctor**
- The *Reading Level Indicator* is **Form 601R**.
- View results in the TE Test Lister.



Name	Birth Date	Gender	Ethnicity	Races	Native Language	Cell Phone	Email
Xiaoke Gainoiu	9/3/1992	Female	Not Hispanic or Latino	White	Farsi		Xia_Gainoiu20@rhas.edu
Thanh Lieng	3/13/1984	Female	Not Hispanic or Latino	Asian	Chinese		Tha_Lieng79@rhas.edu
Jini De	9/21/1973	Female	Hispanic or Latino	White	English		Jin_De20@rhas.edu
Johnny Test	1/1/2000	Male				5559181823	techsupport@casas.org
Oswal A. Amador	7/2/1999	Male	Hispanic or Latino	White	English		Ysa_M12@rhas.edu
Golali Lelsani	11/17/1978	Female	Hispanic or Latino	White	Spanish		Gol_Lelsani17@rhas.edu
Sangyeun Tresevant	11/20/1998	Male	Hispanic or Latino	White	English		San_Tresevant14@rhas.edu
Shireen Beagle	8/8/1987	Female	Not Hispanic or Latino	White	English	(146) 871-4587	Shi_Beagle10@rhas.edu

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Resources

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