Agenda

– CDE Update
  • CDE RFA Update on Critical Dates
– Monthly Topics
  • Employment and Earnings Survey
  • NRS Performance Goals
  • IET/IELCE Plan
– Resources
– Report of the Month: Student Gains
– March “To Do” List and Activity
# CDE Update

## RFA Critical Dates

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electronic Application opens for eligible providers.</td>
<td>January 21, 2020</td>
</tr>
<tr>
<td>Final Application submission date. (Must be submitted electronically.)</td>
<td>February 28, 2020</td>
</tr>
<tr>
<td>The CDE reviews and scores grant applications.</td>
<td>March 16-27, 2020</td>
</tr>
<tr>
<td>The LWDB reviews and scores Title II applications for alignment with Title I programs. (The CDE will consider the LWDB’s recommendations for grant award approval.)</td>
<td>March 16-27, 2020</td>
</tr>
<tr>
<td>Preliminary Notice of Intent to Award posted. (Appeals must be submitted within ten calendar days.)</td>
<td>TBD</td>
</tr>
<tr>
<td>Final Notice of Intent to Award</td>
<td>April 30, 2020</td>
</tr>
<tr>
<td>Grant Award Notifications</td>
<td>July 2020</td>
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CDE Update

• CDE Website page with application information: http://www.cde.ca.gov/fg/fo/r8/wioa20rfa.asp
Monthly Topics – March 2020

• Employment & Earnings Survey
• NRS Performance Goals
• IELCE Updates
## Employment & Earnings Survey

<table>
<thead>
<tr>
<th>Current Date</th>
<th>2nd Qtr After Exit to this Group</th>
<th>4th Qtr After Exit to this Group</th>
<th>Final Date to Send Invitation via Student Portal*</th>
<th>(3) Complete Follow ups</th>
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<tr>
<td>Q1 = Jul-Sep 2019</td>
<td>PY 18-19 Q3</td>
<td>PY 18-19 Q1</td>
<td>9/30/2019</td>
<td>10/31/2019</td>
</tr>
<tr>
<td>Q2 = Oct-Dec 2019</td>
<td>PY 18-19 Q4</td>
<td>PY 18-19 Q2</td>
<td>12/31/2019</td>
<td>1/31/2020</td>
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<td>Q3 = Jan-Mar 2020</td>
<td>PY 19-20 Q1</td>
<td>PY 18-19 Q3</td>
<td>3/31/2020</td>
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<td>Q4 = Apr-Jun 2020</td>
<td>PY 19-20 Q2</td>
<td>PY 18-19 Q4</td>
<td>6/30/2020</td>
<td>7/31/2020</td>
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**The Student Portal in TE will be operational until each official quarterly due date, but to be in NRS compliance the surveys should be sent to students during the official reporting quarter**
Example of Survey Timeline

- **July 1**  
  First day of quarter

- **July 1-Sep 15**  
  Save exit population and distribute Follow Up Survey via TE and Student Portal to eligible students

- **Sep 30**  
  Final day of quarter

- **Oct 1**  
  Begin direct contact to non-respondents to improve student response rate

- **Oct 31**  
  Due date for 1Q Employment & Earnings survey/final day to run Student Portal
Exit Q3 = Follow up Q3
Employment 4Q after exit

Exit Q1 = Follow up Q3
Employment 2Q after exit
Wages

PY 2018-19

PY 2019-20
Q4 PY 2019-20
August 1, 2020

PY 2018-19

Q1 → Q2 → Q3 → Q4

PY 2019-20

Q1 → Q2 → Q3 → Q4

Exit Q2 = Follow up Q4
Employment 2Q after exit
Wages
NRS Local Performance Goals

- Use TE reports & CASAS data portal to determine performance goals for your local agency
NRS Local Performance Goals

- Review your agencies NRS performance across all 12 Educational Functioning Levels
NRS Local Performance Goals

• Compare your agencies performance to the recent statewide averages and current NRS state goals.

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<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Program Year</th>
<th>ABE</th>
<th>AG</th>
<th>EFL</th>
<th>ESL</th>
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<td>50.0%</td>
<td>37.0%</td>
<td>37.0%</td>
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<tr>
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<td>40.0%</td>
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(147) (270) (446) (704) (124) (71) (265) (642) (206) (3577) (2583) (2088) N/A
NRS Local Performance Goals

- Compare your agency’s performance with past year’s data.

### Educational Functioning Level Completion Rates

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<th>Type</th>
<th>Name</th>
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<th>ABE Beg.</th>
<th>ABE Beg. Basic</th>
<th>ABE Int. Low</th>
<th>ABE Int. High</th>
<th>ABE Low</th>
<th>ABE High</th>
<th>ESL Beg.</th>
<th>ESL Beg. Low/High</th>
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<th>ESL Int. High</th>
<th>ESL Low Adv</th>
<th>ESL High Adv</th>
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<td>59.0%</td>
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<tr>
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<td>2018-2019</td>
<td>55.0%</td>
<td>56.0%</td>
<td>50.0%</td>
<td>37.0%</td>
<td>37.0%</td>
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<tr>
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<td>50.8%</td>
<td>40.7%</td>
<td>40.8%</td>
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NRS Local Performance Goals

- Identify EFL’s that represent areas of strength versus others that may need improvement.

<table>
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<tr>
<th>Type</th>
<th>Name</th>
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<th>ASE Low</th>
<th>ASE High</th>
<th>Beg. Lit.</th>
<th>Beg. Low/High</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA State Goal</td>
<td>2019-2020</td>
<td>39.0%</td>
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<tr>
<td>Agency</td>
<td>2018-2019</td>
<td>22.6%</td>
<td>12.7%</td>
<td>63.0%</td>
<td>59.3%</td>
<td>56.2%</td>
</tr>
</tbody>
</table>

NRS Local Performance Goals

- Focus on and identify EFL’s that may need improvement.

<table>
<thead>
<tr>
<th>Type</th>
<th>Program Year</th>
<th>ASE Low</th>
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<tr>
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<td>63.0%</td>
<td>59.3%</td>
</tr>
</tbody>
</table>

 ASE Low is an area where this agency may need improvement
 ESL Beginning Lit is an area where this agency is performing well.
IELCE Plan

- The plan for Integrated Education and Training (IET) and Integrated EL Civics (IELCE) is due April 30, 2020.
- The plan will be posted on the CASAS Website in mid March.
IELCE Plan Components

2019-2020 IET Programs

Program Type

- Industry Sector
- Career Pathway
- Training Program
- Credential Type
- Specific Certification
- Teaching Model

IET Components

- Workforce Training Courses
- Workforce Preparation Activities
- Literacy Courses

Click the Add button above to add a Workforce Training Course to this program.
Click the Add button above to add a Workforce Preparation Activity to this program.
Click the Add button above to add a Literacy Course to this program.

Single Set of Learning Objectives (Contextualization)
IELCE Plan for 2019-20

• The plan includes:
  – Assurances
  – IET Components
    • Adult education and literacy
    • Workforce preparation activities
      – Section 243 designated EL Civics Objectives were offered in Program Year 2019-20
    • Workforce training
      – industry, state, or nationally recognized postsecondary credentials that were offered in Program Year 2019-20
  – A single set of learning objectives
Three components of IET

• English as a Second Language (ESL)
• Workforce Preparation (EL Civics)
• Workforce Training (“hands on” such as CTE, One Stop)
IET Co-Enrollment

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.
Post-Secondary Credential Completion

- The EDD has a document that lists and describes workforce training certificates that should be eligible for inclusion as workforce training, as well as programs that should not qualify.

- WSD 019-03: [https://www.edd.ca.gov/Jobs_and_Training/pubs/wsd19-03.pdf](https://www.edd.ca.gov/Jobs_and_Training/pubs/wsd19-03.pdf)
Examples of training opportunities that qualify as a post-secondary credential:

- Associate degree/Bachelor’s degree
- Occupational licensure (e.g. Certified Nursing Assistant license)
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education (CTE) educational certificates.
- Occupational certification (e.g. Automotive Service Excellence certification).
- Other recognized certificates of industry/occupational skills completion sufficient to qualify for entry-level or advancement in employment.
Post-Secondary Credential Completion

WSD 019-03

Examples of training opportunities that do NOT qualify as a post-secondary credential:

- Occupational Safety and Health Administration 10-hour course on job-related common safety and health hazards (OSHA 10).
- Microsoft Office, Customer Service, and/or General Office.
- National Career Readiness Certification.
- National Retail Federation Credentials.
- ServSafe Food Handler’s Certification.
- Cardio Pulmonary Resuscitation (CPR) Certification.
Attributes of a quality post-secondary credential:

- **Accessible** — Affordable and readily available at places and times convenient for working adults
- **Transparent** — Clearly articulated costs and prerequisites; accurate picture of what skills, knowledge and abilities are benchmarked by a given credential, and the value it carries in the labor market
- **Stackable** — One of multiple manageable chunks that add up to a more substantial credential and do not require starting over at each new step
- **Portable** — Transferable between firms, regions and educational institutions
- **Meaningful** — Has value in the labor market
- **Connected** — Links to a job or an educational pathway
CASAS Testing Update

• Listening and Reading for ESL to be submitted October 1, 2020 for NRS review
  – Timeline for approval from OCTAE is uncertain; earliest is February 2021.
  – Expect OCTAE to extend approval period for current ESL tests from February 2021 to June 2021.
  – Reading for ESL will be similar to but not exactly the same as Reading GOALS for ABE/ASE.

• Revised Math GOALS to be submitted in 2021 to extend the approval period.
  – Plan to have more test levels
CASAS Field Testing

- CASAS has begun field testing for the new Listening and Reading series for ESL.
  - The field test is February – June 30, 2020 and may be extended through August if needed.
  - Programs can field test using CASAS eTests or paper pencil
  - This is for all levels of ESL learners and ABE learners whose first language is not English.
Resources

• April 30 Deliverables
• Census 2020
• CASAS Data Portal
• Upcoming Conferences
• 2020 CASAS Summer Institute
• TE “Report of the Month”
• March “To Do” List/Activity
Grant Deliverables

DUE: April 30, 2020

- Third Quarter Data
- Third Quarter Data Integrity Report
- Third Quarter Expenditure Claim Report
- WIOA II Program Implementation Survey
- Integrated EL Civics (IELCE) Program Plan
- Employment and Earnings Follow-up Survey
  - For Q3 of last year and Q1 of this year

Note: Agencies can check if deliverables have been received by going to https://caadultedreporting.org/adulted/
Census 2020 Highlights

- The California Adult Education Program has created a Census 2020 folder on www.caladulted.org
- CASAS has developed COAAP 54.1 that helps students prepare for the 2020 Census and to become Census numerators:
  - https://www2.casas.org/elc/index.cfm?fuseaction=COAAPSList.details&ELCAssessStatusID=18067
Census 2020

- CASAS has received Census Assessment materials from LAUSD and Campbell Adult.
- EL Civics coordinators can request these materials from Nicole Jordan at CASAS: njordan@casas.org
Census 2020 Resources

• Agencies wishing to create a Census Enumerator Training Program for English language learners are required to:
  – Include all the requirements and components set out in the IELCE Plan including:
    • CASAS Pre and Post Testing
    • 243 COAAP(s)
    • Name of Training Partner & contact information
  – Include the Census Enumerator Training Program in their 2019-20 plan due April 30, 2020 (electronic form available spring 2020)
    • Go to this link to access the previous summary of the plan components IELCE Plan Information
  – Email your CDE Regional Consultant and CASAS Program Specialist to receive assistance in developing your IELCE Plan for Census Enumerator Training

Note: No payment points will be awarded unless the Census Enumerator Training Program meets the requirements of the IELCE Plan.
CASAS Data Portal

2018–19 data now available

http://www2.casas.org/dataportal/

- Display NRS performance data from Federal Table 4 (all qualified WIOA II learners) or Federal Table 4B (only those with a pre- and post-test).
- Display persistence data (that is the % at each level with a pre/post) from the TE Persister report.
CASAS Web Trainings

- **NRS DIR & Periods of Participation:** March 10, March 30
- **NRS Local Performance Goals:** March 3, March 24, April 1
- **Employment & Earnings Survey:** March 2, March 10
- **Completing the IELCE Plan for 2019-2020:** March 25
- **Developing a Single Set of Learning Objectives:** March 25
Upcoming Statewide Conferences

- OTAN’s Technology and Distance Learning Symposium (TDLS) 2020
  - Sacramento, March 6-7, 2020

- CCAE Bay Section Conference
  - Pacific Grove Adult School, March 21, 2020

- CCAE Legislative Day
  - Sacramento April 23

- CCAE State Conference
  - Sacramento, April 23-25

- CWA State Conference
  - Palm Springs, May 18-20, 2020
National Conferences

- **TESOL International Convention**
  - Denver, CO, March 31-April 3, 2020

- **COABE National Conference**
  - Baltimore, MD, April 5-8, 2020

- **CASAS Summer Institute**
  - Garden Grove, CA, June 23-25, 2020
2020 CASAS Summer Institute

- June 23-25, Garden Grove, CA
- Hyatt Regency Orange County
- Online Registration now available!

https://www.casas.org/training-and-support/SI
### Report(s) of the Month

**Student Gains**

![Image of report](image-url)

<table>
<thead>
<tr>
<th>Student</th>
<th>Class Status</th>
<th>Hours of Instruction</th>
<th>Test/Obs. Date</th>
<th>Site - Class</th>
<th>Form</th>
<th>Score</th>
<th>Level</th>
<th>Gain</th>
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*Note: Preliminary* and *Completed Level* as indicated.
Student Gains – Your Checklist

• Is the data complete?
  – Have all test forms been scanned/entered?
  – Are there students who need to take post-tests?
  – Are there students who have no gain who may need extra help?
March “To Do” List

– Review Third Quarter Data to fix missing information
– Submit Integrated EL Civics (IELCE) Program Plan (look at the CASAS website for the link and instructions)
– Employment and Earnings Follow-up Survey- run Q3 (2018-19) and Q1 (2019-20); follow up with students in early April via phone call/text and submit end of April
Activity

• Discussion about IELCE Plans
  – What IET programs do you have? Are they based on student surveys?
  – How do you promote them?
  – How do you track attendance in the workforce training program?
  – How do you work with your LWDB?
  – What agency/agencies provide the workforce training?
  – Do you understand what single set of learning objectives are?