WIOA II Network Meeting March 2024

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

Agenda

- CDE Update

- Promising Practices

- Statewide Priorities for 2024
  - Mind the Gaps
  - Collaboration with WIOA Partners

- Spring Deliverables

- CASAS Data Portal

- TE Teacher Portal
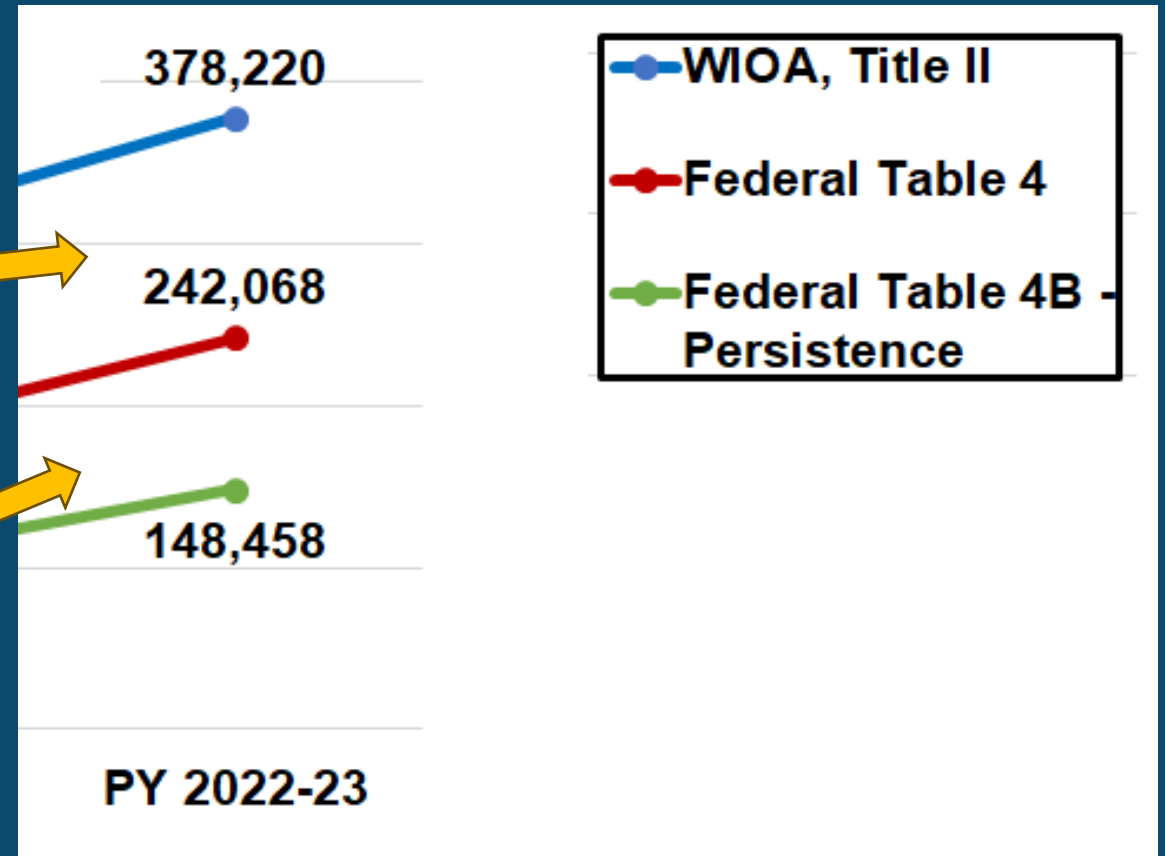
- Trainings & Conferences

CDE Update (1)

CDE Statewide Priorities for 2024

1. "Mind the Gaps"
2. Collaboration with WIOA Partners

CDE Update (2)

Mind the Gaps

- **130,000+** WIOA II students enroll but do not qualify for NRS
- **90,000+** learners don't persist long enough to obtain a pre-/ post-test pair

378,220

242,068

148,458

PY 2022-23

WIOA, Title II
Federal Table 4
Federal Table 4B - Persistence

CDE Update (3)

Mind the Gaps

- The same "Gaps" have existed in CA WIOA II Table 4 performance data for the last 10-12 years
- Even during COVID, the totals for Enrollment, Table 4, and Table 4B changed – but in exact proportion to each other, as the totals decreased, and then again as the numbers returned.

CDE Update (4)

Collaboration with WIOA Partners

Over the next year, the CDE plans to **increase, and acknowledge collaboration with WIOA regional partners**.

- *New Promising Practice Category for Collaboration in 2024*
- Reward agencies that send and receive referrals to WIOA partners
- Identify Training and Support Services
- Establish collaborative programs such as IET
- Inform about partnership opportunities for increased revenue

TITLE I
Helps jobseekers with career counseling, job search assistance, and job training.

TITLE II
Helps adults who lack basic skills. Services assist with improving reading, writing, math, and English proficiency; attaining a high school diploma or equivalent; and transition to employment or postsecondary education/training.

TITLE III
Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.

TITLE IV
Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies.

CDE Update (5)

Continuous Improvement Plan

This year's CIP requires agencies to develop three Specific, Measurable, Attainable, Relevant, and Time-based (SMART) goals and action plans for implementation in the 2024–25 Program Year. One of the goals must be technology related. The deadline for submitting the CIP is Tuesday, April 30, 2024.

If you have any questions, please contact the Adult Education Office at 916-322-2175, or by email at <u>adulteducation@cde.ca.gov</u>.

CDE Update (6)

"*How to Complete the IELCE Report and Plan 2023-24*"

Webinar and slides are on the EL Civics Webpage

- Added new section to emphasize IELCE/IET Planning for PY 2024-25
- Correlated Part A of *Program Support and Coordination* to AIR's IET Quality Indicators

The Plan will be posted on the CASAS Website in mid March.

CDE Update (7)

CDE New Admin Orientation

September 10-11-12

CDE Update (8)

Reporting CAEP Noncredit Attendance Hours in COMIS

Memorandum on Reporting of Noncredit Attendance Hours for CAEP Community College Members -- through SX05 Enrollment-Attendance-Hour.

If you have any questions regarding this Memorandum, please contact the CCC Chancellors Office inbox at caep@cccco.edu or the CC TAP team at ccctap@noce.edu.

CDE Update (8)

Congratulations to the 2023
Promising Practices
award winners!

March 2024:

Elk Grove

Five Keys

- **Elk Grove Adult and Community Education**

- **Five Keys Charter School**

- **Fontana Adult School**

- **Merced Adult School**

- **MiraCosta College**

- **Mt. San Jacinto College**

- **Redondo Beach – South Bay Adult School**

- **West Los Angeles College – LACCD**

- **Whittier Union Adult School**

March 2024 Topics

Spring Deliverables (1)

The WIOA II Program Survey for PY 2023-24 is available on the CASAS Website, and is due on or before **March 31, 2024.**

Some key issues for input**:**

• WIOA Collaboration

• Student Enrollment Trends/Waiting List Issues

• Budget Implementation Decisions

• Priorities for CDE Leadership Projects

WIOA Collaboration (1)

Common Local Agency Collaboration Activities

- Memorandums of Understanding (MOU)
- Employment Training Provider List (ETPL)
- Include regional WIOA partners, employers, or unions in IET/IELCE or other programs
- Co-location: such as sponsored assessment centers, or scheduled courses and services provided to Adult Education students by AJCC or Title I

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WIOA Collaboration (2)

Reward Agencies for Collaboration

- Agencies (and Regions) with collaborative data collection
- Regions with protocol and agreements in place that facilitate student transition
- Adult Ed agencies that collaborate with WIOA Title IV (Dept. of Rehabilitation)
- Adult Ed agencies that see increased revenue – by sending or receiving more referrals to WIOA partners

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WIOA Collaboration (3)

Local Agency Activities for More Collaboration

- Short term services that facilitate more referrals or help students meet pre-requisites
- ABE/ESL for students that do not meet basic requirements
- Assessment to determine qualifications and eligibility for training programs
- Agreements to facilitate programs such as Workforce Preparation or Adults with Disabilities

WIOA Collaboration (4)

Good initial question for each WIOA II agency to improve WIOA Collaboration:

- *"Do we need better data collection that reflects our activities -- or just better regional collaboration?"*

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WIOA Collaboration (5)

Basic Data Collection for Collaboration

- WIOA Co-Enrollment – WIOA Title I/Title III/Title IV – Entry Record *Field 16 Personal Status*
- Special Programs- *Entry Record Field 13 -* such as IET, ELCOE, VABE/VESL
- Barriers to Employment - Entry Record *Field 14*
- Targeted Short-term Services
- COAAPs/IET outcomes
- Workforce Certifications and Licensure
- Employment & Earnings

WIOA Collaboration (6)

Local Agency Collaborative Data Collection Activities

- Designate classes in TE for transition, workforce training, special programs
- Document courses and services provided to Adult Education students while co-enrolled
- Placement/appraisal scores to show suitability for workforce training
- Adult Education courses in programs such as IET with regional WIOA partners, employers, or unions

Mind the Gaps (1)

- What are the gaps that exist when 130,000+ WIOA II students enroll, but do not qualify for NRS Table 4?
- What are the gaps that exist when 90,000+ WIOA II students qualify for NRS, but do not complete a pre/post-test pair?
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PY 2022-23

- WIOA, Title II
- Federal Table 4
- Federal Table 4B - Persistence
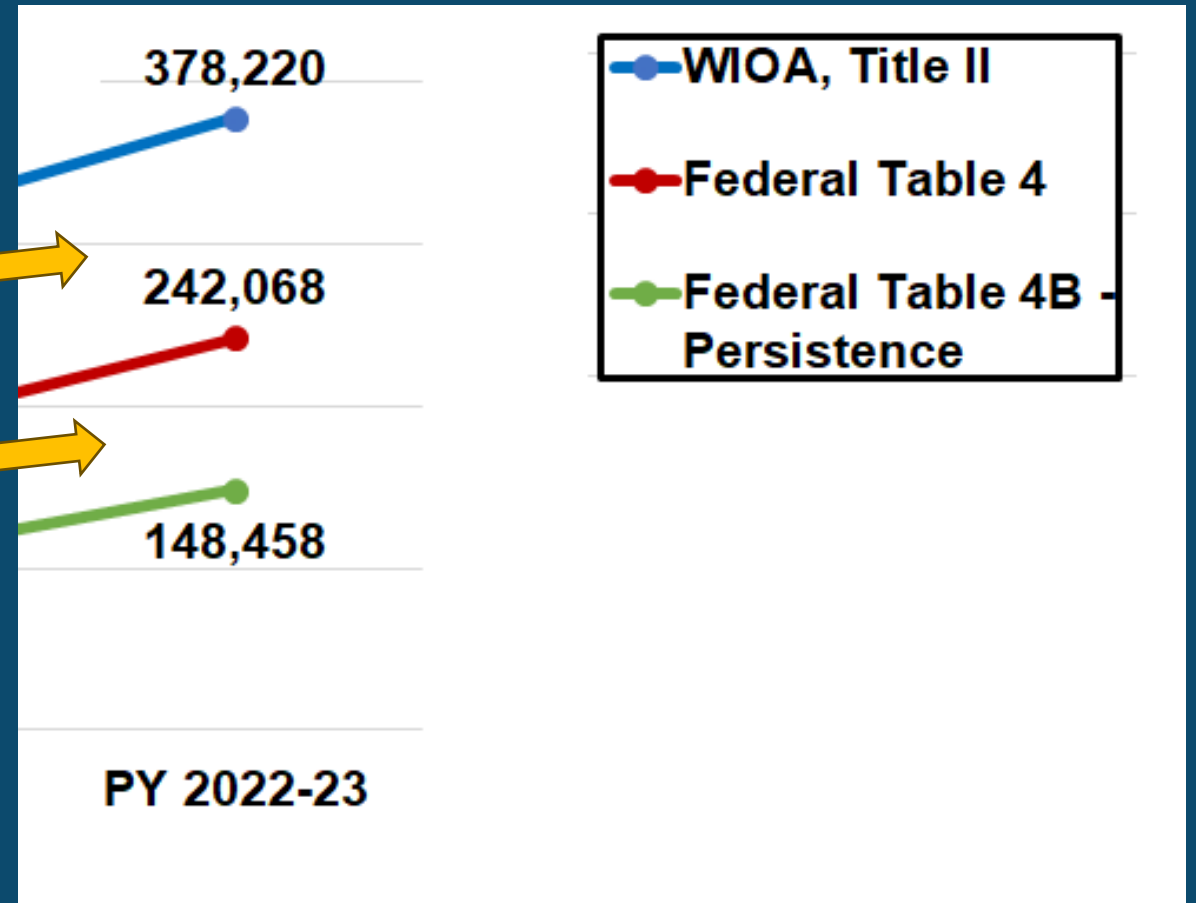
Mind the Gaps (2)

- What are the gaps that exist when 90,000+ WIOA II students qualify for NRS, but do not complete a pre/post-test pair?
- NRS Performance Goals, Performance and Persistence
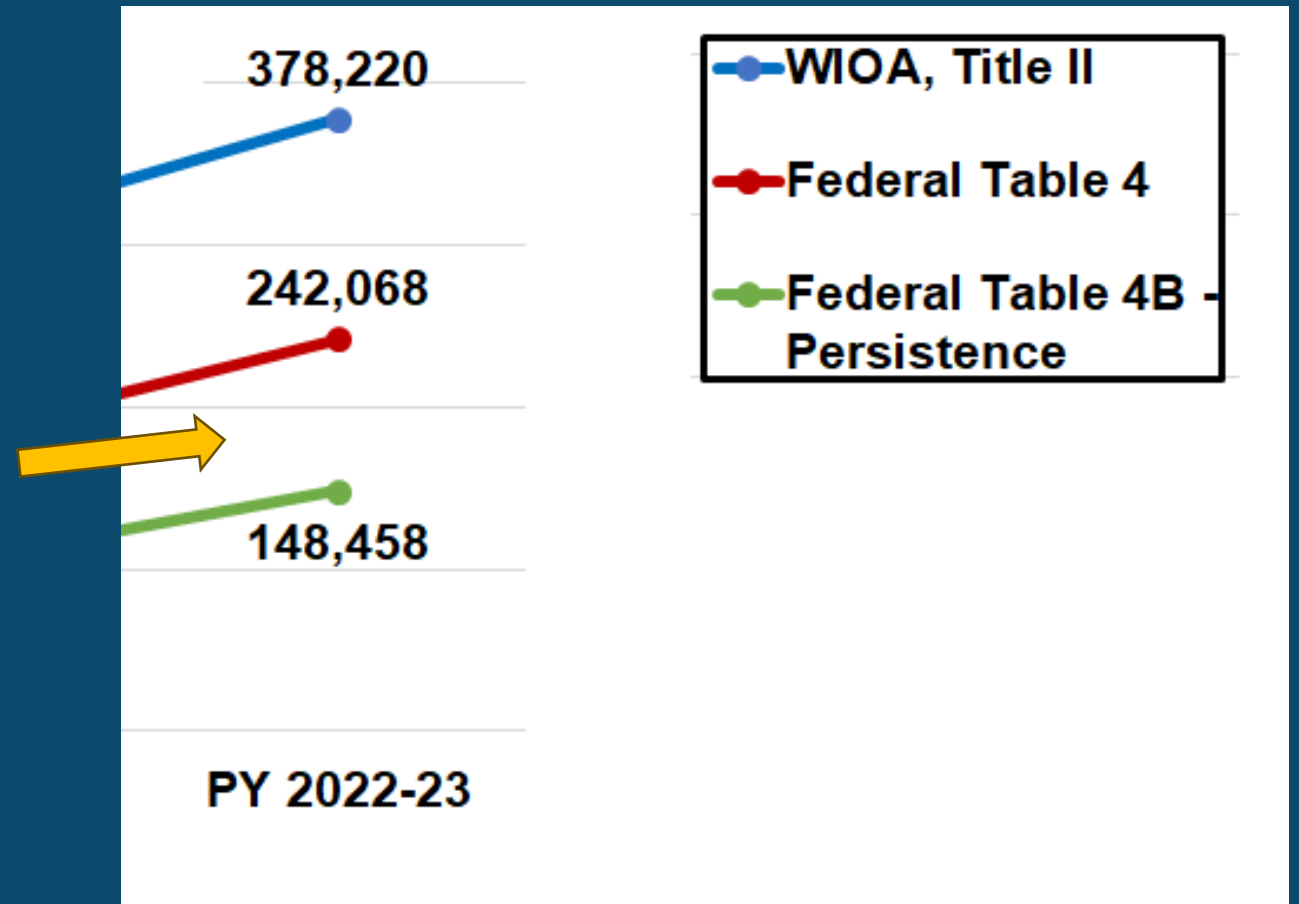
Mind the Gaps (3)

- What gaps exist when 130,000+ WIOA II students enroll, but do not qualify for NRS Table 4?
- The most common reason is students with less than 12 hours of instruction.

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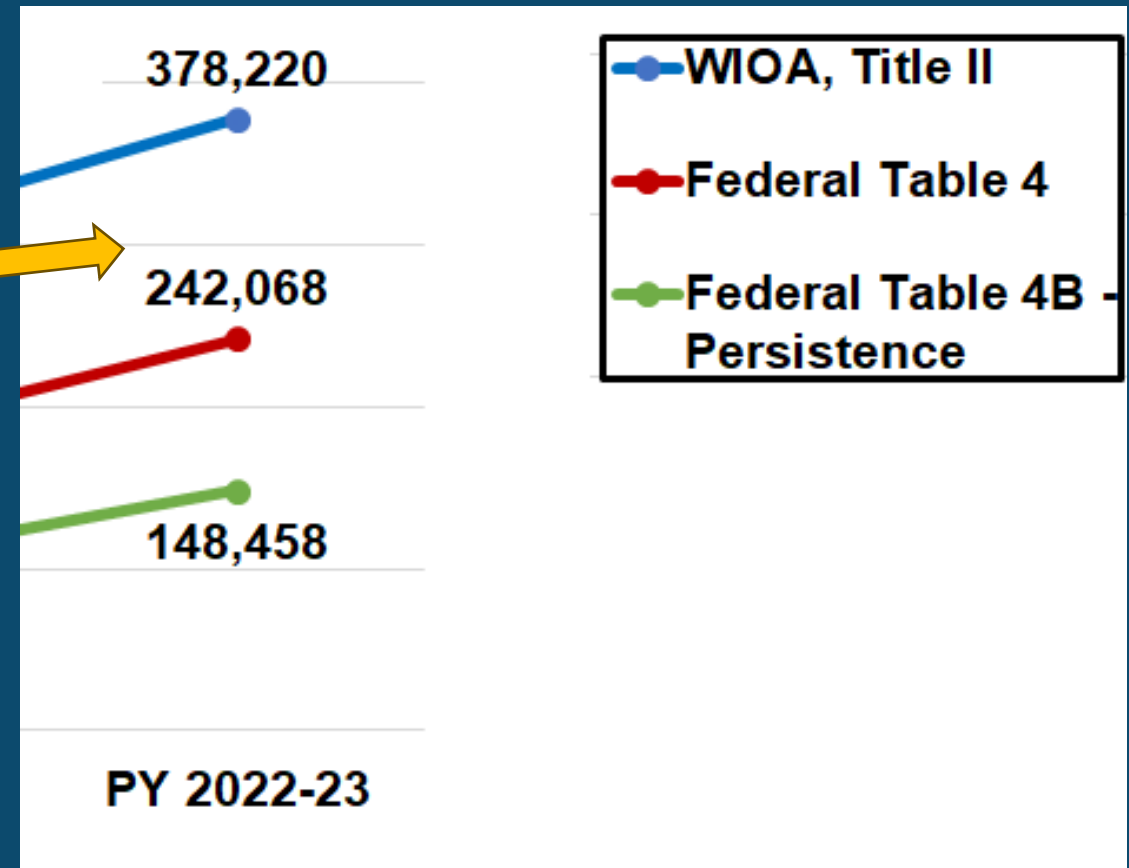
Mind the Gaps (4)

Causes of Enrollment but did not Qualify

- Students with less than 12 hours of instruction.
- Missing Demographics
- Program Enrollment but no Class Enrollment
- "Waiting List Strategies"
- "Diminishing N"

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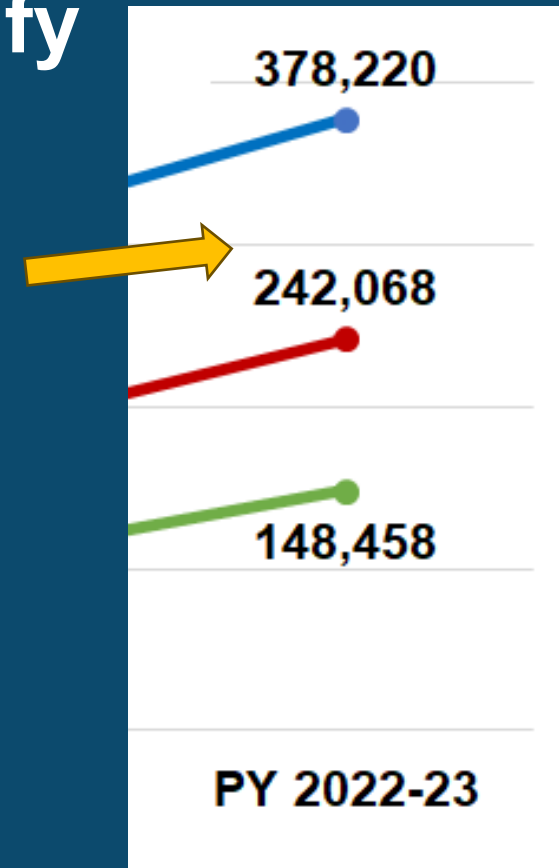
Mind the Gaps (5)

"Waiting List Issues"
- Many students are returning to Adult Education in 2023-24
- Program Enrollment (and pretest) but no Class Enrollment
- What are some ways to keep this situation from adding to "the Gap?"
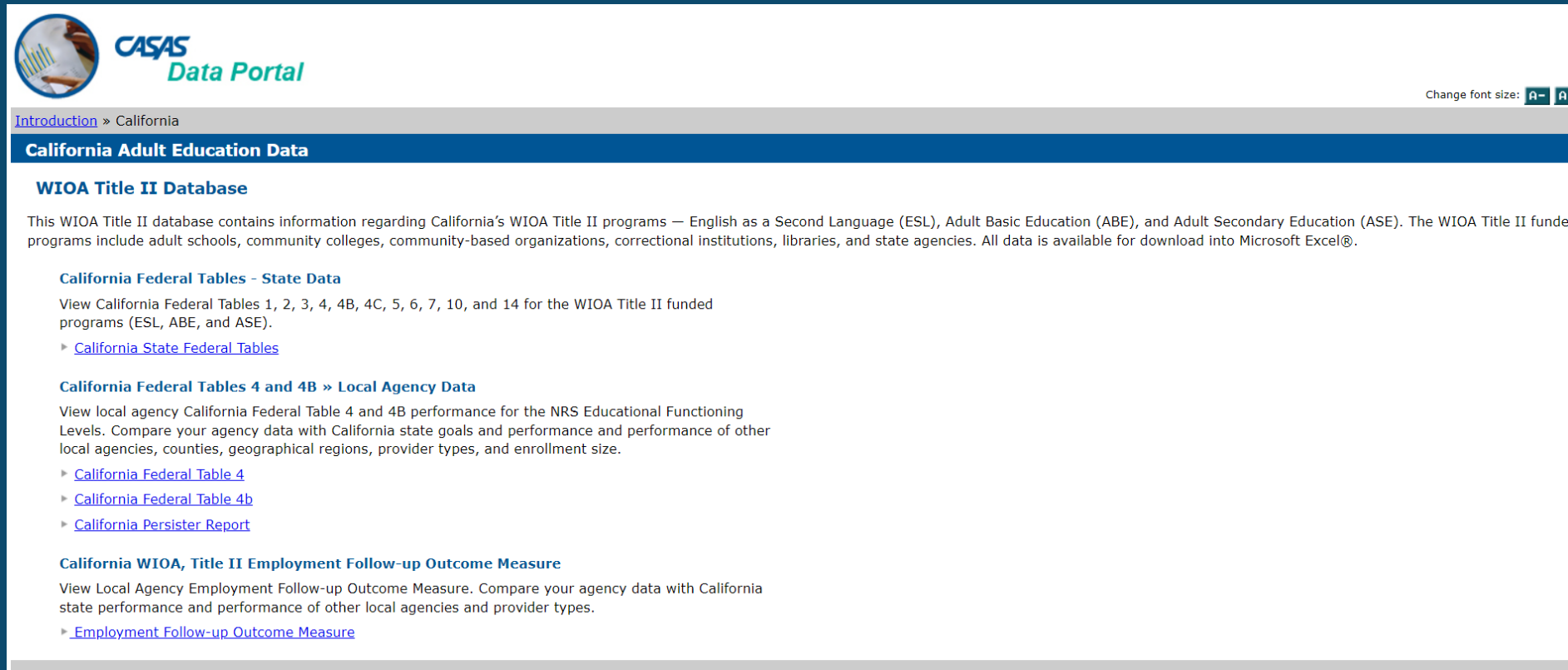
Mind the Gaps (6)

- Good initial question for each WIOA II agency to better "Mind the Gaps":

- "*How much of the gap at my agency can be fixed by cleaner data*?"
- "*How much just needs better results*?"

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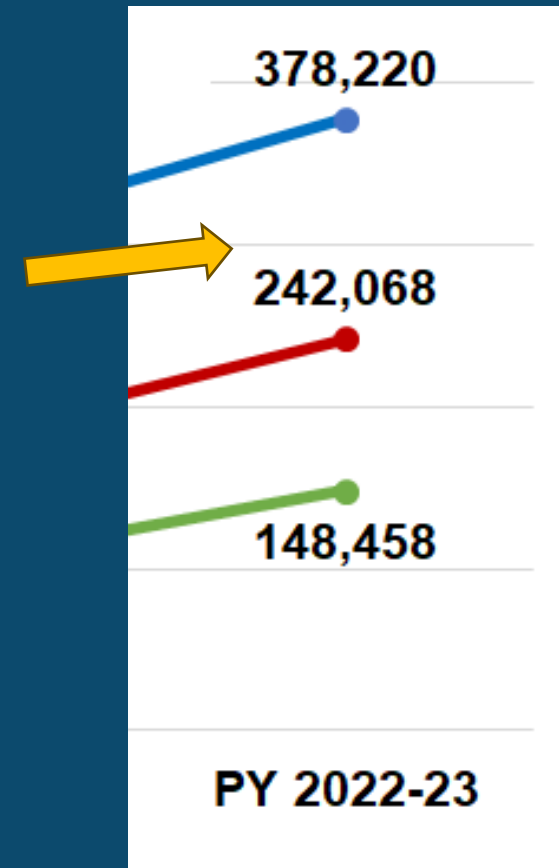
PY 2022-23

CASAS Data Portal (1)

- **Data for PY 2022-23** is now available on the CASAS Data Portal:

https://www2.casas.org/dataPortal/index.cfm?fuseaction=dataPortal.wia

CASAS Data Portal (2)

Data for PY 2022-23 is now available on the CASAS Data Portal:

Start here:	Agency
Refine your search:	ABC Unified School District
Program year:	2022-2023

submit reset

Educational Functioning Level Completion Rates

Type	Name	Program Year	ABE Beg. Lit.	ABE Beg. Basic	ABE Int. Low	ABE Int. High	ASE Low	ASE High	ESL Beg. Lit.	ESL Beg. Low/High		ESL Int. Low	ESL Int. High	ESL Low Adv	ESL High Adv
CA State Goal		2022-2023	40.0%	42.0%	39.0%	41.0%	40.0%	40.0%	32.0%	39.0%	37.0%	34.0%	32.0%	23.0%	N/A
CA State Goal		2021-2022	53.0%	54.0%	49.0%	40.0%	42.0%	40.0%	61.0%	62.0%	60.0%	49.0%	49.0%	28.0%	N/A
CA State Average		2021-2022	41.1%	43.0%	42.0%	45.2%	41.8%	37.5%	46.1%	50.0%	48.6%	41.0%	39.6%	24.8%	N/A
Agency	ABC Unified School District	2022-2023	22.2%	18.4%	25.8%	40.2%	43.0%	32.5%	47.4%	57.1%	58.4%	49.0%	41.5%	28.7%	N/A
			(9)	(38)	(31)	(82)	(93)	(80)	(19)	(28)	(89)	(102)	(142)	(164)	N/A

https://www2.casas.org/dataPortal/index.cfm?fuseaction=dataPortal.wia

CASAS Training

- TE Overview (CAEP TAP): *Thursday 3/7*
- CASAS Data Portal: *Monday 3/11*
- Mind the Gaps: *Tuesday 3/12*
- NRS Data Integrity Report: *Tuesday 3/12*
- Mind the Gaps: *Tuesday 3/26*
- WIOA Collaboration: *Tuesday 3/26*
- WIOA Collaboration Data Collection*: Wednesday 3/27*
- TE Teacher Portal: *Thursday 3/28*
- Statewide WIOA II: *April 2*
- Statewide TE Network Meeting: *April 5*

Register at https://caadultedtraining.org/

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CASAS National Summer Institute **2024**

Registration is open

Join us at the 2024 CASAS National Summer Institute at the Hyatt Regency Orange County, California. With more than 150 training sessions, workshops, hands-on labs, and panels, the Summer Institute is an exceptional adult education professional development event you won't want to miss.

https://www.casas.org/training-and-support/SI

2024 Promising Practices

12 Promising Practices nomination categories
- **NEW** – Collaboration with Workforce Development Board and Vocational Rehabilitation
- Making a Difference in the Community Award – Civic Participation and IELCE

- **Nomination and Application due April 15.**

https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/pp

2024 Promising Practices

Promising Practices Exchange

Promising Practices Exchange represents many of the most effective and creative agency-developed materials and resources used in adult education classrooms. Sharing practices for goal setting, persistence, learner outcomes, and now includes the new category for WIOA collaboration.

Information posted soon with application and due date.

CASAS National Summer Institute 2024

Network Discussion Topics (1): Collaboration with WIOA Partners

- What is the current state of your WIOA partnership in your region? Do you communicate regularly with your Title I partner? Any contact with Title III or Title IV?
- What are your regional priorities? Any specific examples where you work with your partners to achieve a mutual goal?
- Do you share students/clients with partners? Do you refer or receive students? Do any of the co-enrollment activities provide more revenue for your Adult Ed agency? Does it provide for the partner agency in Title I/III/IV?

Network Discussion Topics (2): Collaboration with WIOA Partners

- Do you have any results from your agency's data that shows collaboration with your partners?
  - If so, what data elements do you use to document this?
  - If not, what are some things you could start to do locally to better document regional collaboration?
  - If you are unsure – what data reports might help you determine whether you are recording co-enrollment?

Network Discussion Topics (3): "Mind the Gaps"

- How do you define Student Persistence at your agency? Do you put more focus on student attendance, completing pre/post-testing, or both?
  - Whether measuring yourself by attendance or pre/post… how well do you do?
- What strategies do you already have in place to ensure students complete pre/post-test pairs? What do you have in place to ensure positive student performance?
- Can you think of any state level solutions that might help all agencies better mind this gap?

Network Discussion Topics (4): "Mind the Gaps"

- What strategies does your agency have in place for managing student enrollment and attendance hours?
- What are some reasons at your agency (outside of 12+ hours) that might create student enrollment that does not qualify for federal reporting?
- Can you think of any solutions at the state level that would help agencies retain students that attain 12 or more hours of instruction, and a pre/post-test pair?

Network Discussion Topics (5): "Waiting List Issues"

- How has your agency managed the return of students who might have left during the COVID years? Have they returned or not?
- What issues prompted these students to return (or not?)
- If so, has this caused "Waiting List Issues" at your agency?
- If so, what strategies do you have in place to manage this enrollment? How do you manage these situations in your agency's data?