AEFLA Regional Network Meeting May 2017
Agenda

- CDE Update
  - IELCE
- Data Integrity Review
- Grant Deliverables and Submission Deadlines
- Announcements
- Conferences
- Networking
CDE Update
IELCE
The goal of the Federal Government in offering the WIOA II 243 IELCE funds is to encourage Adult Education Agencies to:

- prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency
- integrate with the local workforce development system and its functions to carry out the activities of the program.
CDE Update: IELCE 2017-18 continued

• Services provided through Section 243 must include:

  – education services that enable adult English language learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States

  – instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.
CDE Update: IELCE 2017-18 continued

- Additionally, the Section 243 IELCE program must be provided in combination with integrated education and training (IET). The required components of an IET program are:
  - Adult Education and literacy activities
  - Workforce preparation activities, and
  - Workforce training for a specific occupation or occupational cluster
CDE Update: IELCE 2017-18 continued

• To qualify for IELCE EL Civics 243 funds in 2017-18:
  – COAAPS must be selected from the 243 Designated COAAP List
  – EL Civics classes must be designated as 243 IELCE
  – Learners who pass assessments for 243 designated COAAPS will earn up to three 243 designated payment points if they also have a pre/post-test pair.
  – Learners must have the opportunity to be co-enrolled in a class or program that offers workforce training.
Examples of IET models for EL Civics classes teaching 243 designated COAAPs include:

- **Co–Teaching**: involves skills instruction in a particular Career Technical Education (CTE) program along with VESL--basic language instruction related to the skill instruction, delivered in an integrated fashion in which the VESL and CTE teachers work together on the instruction and usually use the same textbook (sometimes called I-BEST- Integrated Basic Education and Skills Training)

- **Alternating Teaching**: students enroll in two different, but coordinated courses, one in CTE and the other in VESL--basic language instruction related to the skill instruction and/or workplace preparation.
CDE Update: IELCE 2017-18 continued

- In 2017-18, 243 IELCE funded agencies will be required to develop an IELCE/IET Plan much like the Technology Plan currently required by WIOA II.
  - In this plan, agencies will, among other things, describe the opportunities for training that the agency is providing for learners.
Data Integrity Report Review
Data Integrity Report Review: Quarter 3, Item 1

• What should your data look like?
  – Based on CA state average for 3rd Quarter 14-15
  – Items 1 – 10* (required)

1. Missing Birthdate - 2.71%
  – This item is required.
  – It should always be low, even if it is early in the year

*For the rest of the DIR items, refer to DIR Analysis by Quarter document.
2. Less than 12 Hours of Instruction - 42.46%

This, along with pre/post-test pairs, is the most common issue that agencies need to address. The quarterly data must accurately reflect the hours of instruction that the student has attended to date.

- Do not wait until the end of the year to import hours of instruction.
- For agencies using CASAS eTests, where a student completes a pretest at orientation but never returns…

You can create a “class” in your TE database to house students who have tested during orientation but have never attended classes. Create a class under Program area of “Other” and place their data there.
Data Integrity Report Review: Quarter 3, Items 2a and 2b

2a. Zero or Empty Hours of Instruction 34.74%
2b. Total hours between 1-11 hours 7.72%

- For agencies with “highly transient” students, e.g. migrant workers, item #2 may always be high.
- If #2a is higher than #2b, then there is a good chance data is missing. For example, hours haven’t been imported or eTests have been imported but no other data has been added.
  - Make sure to outline your data entry process in your Local Assessment Policy Guidelines.
- If #2b is higher, then it may reflect a large number of “transient students.”
Data Integrity Report Review: Quarter 3, Items 3, 4 and 5

3. No Highest Year of School/Degree Earned 9.89%
   a. No Highest Year of School 5.88
   b. No Highest Degree Earned 9.07
   c. Learners marked Degree or Diploma Earned but no Years of Schooling 0.27
   d. Degree earned marked as outside U.S., but not Highest Year of School 5.32

4. No Gender 2.43%

5. No Race/Ethnicity 5.26%
6. Total Reported Labor Force Status  84.47%
   a. Total ‘Employed’  30.62
   b. Total ‘Unemployed’  34.74
   c. Total ‘Not employed not seeking work’  11.91
   d. Total ‘Retired’  2.20
   e. Total missing Labor Force Status  15.53

Basic demographics field. Like item #1, this one is a critical field and should always have a very low “missing” number.
• Please note that 6e is the item that actually indicates “what’s missing.”
• Unless it is a jail/225 funded agency, ‘Employed’ and ‘Unemployed’ should be much higher than ‘Retired’ or ‘Not seeking work.’
• ‘Retired’ is a subset of ‘Not seeking work,’ so ‘Not seeking work’ should always have a higher item count than ‘Retired.’
Data Integrity Report Review: Quarter 3, Item 7a

7a. No Entry Record
(Missing Program Enrollment) 9.26%

Based on TE data structure, this item should always be low as it’s the parent record.

• Make sure
  • each Entry Record shows a class enrollment and a program enrollment
  • every class instance in TE is assigned an Instructional Program area of either ESL, ABE or ASE/HSE.
Data Integrity Report Review: Quarter 3, Item 7b

7b. No Update 45.67%  
(Missing Follow-up Outcomes)

The NRS requirement for “update” is to indicate whether student is exit/retained, so this item count should relate closely with item 19d. Missing Update Status.

• Make sure the Update Record is marked “Left Program” or “Retained in Program.”
8. No Pretest 19.83 %

Agencies should pretest all students upon enrollment, so this item should always be very low.

- This is another item like “hours of attendance” where it is possible high numbers may be due to transient population rather than missing tests.
Data Integrity Report Review: Quarter 3, Item 9

9. No Post-Test 55.93%

***Without question, the #1 most common problem for WIOA agencies.

- This number will always be higher on the DIR than the Persister, because the DIR includes learners with drop reasons and missing fields.

- Use this item in conjunction with the Persister report to pinpoint programs/levels that are of the highest concern.

- If there is a large difference between the two reports, then general data clean up may be the issue rather than testing.
The Persister Report compares the overall percentage of learners completing a level (including students who have just a pre-test) versus the percentage of learners completing a level who completed a pre- and post test. In 2013-14 the state average on the Persister Report was 71%.

What does that mean?
If your agency is below 71%, your performance is low: you are not post-testing enough students. Please review your Local Assessment Policy Guidelines to see how you can make improvements in your post-testing.
10. No Valid Paired Tests
(Federal Table 4 and 4B only)

Usually this item is very closely related to item #9 No Post Test
• Key difference between #9 and #10 is that item #10 is only pertinent to the Federal Tables:
  • some learners at ASE levels with pre/post-test pairs show as “missing” because they did not earn HS diploma or HSE
  • others may be assigned with “valid pairs” by completing a pretest and earning the diploma or HSE.
DIR Review: Planning for Post-Testing

- Plan now for end-of-the-year post testing

“A test taken between May 12 and June 30 of a program year may be recorded as a proxy test and is considered current through September 30 of the next program year.”

CDE CA Adult Education Data Administration Manual 2015-16 which can be accessed at the following URL:
DIR Review: Planning for Post-Testing (cont.)

• Programs offering high intensity courses (e.g., class meets more than 15 hours per week) may choose to test at the end of a semester, term, quarter, or other substantial block of instruction, even though the instructional intervention is more than 100 hours of instruction.

• Programs offering low intensity courses with less than 70 hours in a semester, quarter, term, or other substantial block of instruction, may choose to post-test at the end of the instructional period.

• Programs may choose to assess students who indicate they are leaving the program before the scheduled post-test time, to maximize collection of paired test data.
DIR Review: Next Assigned Test Report

Review your Next Assigned Test report.

- Verify with teachers that students are still attending.
- Plan for a make-up testing date(s)
  - Who will contact the students?
  - Who will test students who were absent?
  - Who will follow-up to make sure all students were tested?
Grant Deliverables & Submission Deadlines
Grant Deliverables & Submission Deadlines:

- **New EOY Deadline**  July 15, 2017

<table>
<thead>
<tr>
<th>Required Data and Documents</th>
<th>Submit Electronically</th>
<th>Submit by Physical Mail</th>
</tr>
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<tbody>
<tr>
<td>End-of-Year Data, TOPSpro® Enterprise and Adult Education Personnel Wizard (for Federal Table 7)</td>
<td>Via TOPSpro® Enterprise (or mail disk to CASAS)</td>
<td>CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339</td>
</tr>
<tr>
<td>Fourth Quarter Data Integrity Report (e-mail, fax, or mail hard copy to CASAS)</td>
<td>E-mail to <a href="mailto:capm@casas.org">capm@casas.org</a> (or fax to 858-292-2910)</td>
<td>CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339</td>
</tr>
<tr>
<td>Payment Points Summary Report</td>
<td>E-mail to <a href="mailto:capm@casas.org">capm@casas.org</a> (or fax to 858-292-2910)</td>
<td>CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339</td>
</tr>
<tr>
<td>End-of-Year Certification Letter (signature required)</td>
<td>E-mail to <a href="mailto:capm@casas.org">capm@casas.org</a> (or fax to 858-292-2910)</td>
<td>CASAS 5151 Murphy Canyon Road, Suite 220 San Diego, CA 92123-4339</td>
</tr>
<tr>
<td>Final Expenditure Claim Report (signature required)</td>
<td>California Adult Education Online Application and Reporting (login required)</td>
<td>AEFLA Adult Education Office California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901</td>
</tr>
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</table>
Grant Deliverables & Submission Deadlines: Agencies Closing Early

If your agency is:

• Ending the program year early
• Not open this summer
• Not open for all or part of the 2016–17 year

  – Notify your CDE Consultant and Program Specialist immediately.

  – Agencies are required to submit all 2016–17 WIOA II End-of-Year Data and Deliverables, even if programs are not running through 6/30/17.

  – Always report final data at least 2 weeks before program closes for the year.

  – Give your Program Specialist and CDE Consultant a phone number for a staff member who can be contacted regarding data as needed.
Announcements
Announcements: Proxying CASAS Tests

Question: May I use CASAS post-tests administered in 2016–17 as pretests for summer school 2017–18?

• CASAS standardized post-tests administered between May 12 and June 30, 2017, may be rolled over into the 2017–18 program year to be used as pre-tests.

• Please consult the Help Menu for Proxy Wizard in your TOPSpro Enterprise software for more information.
Announcements: COAAPs for Summer School

Question: How do I select COAAPs for summer school?

Option 1: Pre-approved COAAPs

- For summer school programs which will complete 30 hours of instruction and post-test on or before June 30, 2017:
  - use the 2016–17 pre-approved COAAPs and select them before the April 30, 2017 deadline

- For summer school programs which will begin instruction before or after July 1, 2017 and will complete 30 hours of instruction and post-test in July or August of 2017:
  - use new 2017–18 pre-approved COAAPs and select them on or after July 1, 2017.
Question: How do I select COAAPs for summer school?

- Option 2 and Option 3 COAAPs
  - Agencies may use any 2016–17 Approved COAAP (Option 2 and Option 3) they selected in 2016–17 for summer school 2017–18.
Announcements: Training

Training Opportunities:

- CASAS
- OTAN
- CALPRO

Register at www.CAAEdTraining.org
Conferences
Conferences

- CCAE State Conference
  - Long Beach, May 4–6, 2017

- CASAS National Summer Institute
  - Orange County, June 13–15, 2017

- CATESOL State Conference
  - Santa Clara, October 19-22, 2017
  - Deadline for proposals: 7/23/17

- TESOL International Convention
  - Chicago, March 27-30, 2018
  - Deadline for proposals: 6/1/17
Networking
Networking: IELCE/IET

How is your agency planning to connect EL Civics to workplace preparation or training in 2017-18:

– Workplace Preparation?
– Training?
– Will your agency use Transition/Navigation Specialists to assist students?
Reflection
Reflection

• What will you do with the information from this meeting?
• What are you going to share with…
  – Administrators?
  – Teachers?
  – TOPSpro Enterprise staff?
  – Others?