AEFLA Regional Network Meeting
May 2020
Agenda

– CDE Update
  • RFA Update
  • General Guidance on deliverables
  • AEO COVID – 19 updates
– Distance Learning Update
– Networking
– Local Assessment Policy
– NRS Performance Goals
– Resources
– TE Report of the Month: NRS DIR
CDE Update (1)

The CDE-AEO will be announcing Preliminary Notice of Intent to Award and Appeals process before April 30, 2020

RFA Critical Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<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>
</tr>
</tbody>
</table>
CDE Update (2)

All CDE-AEO COVID-19 Guidance and FAQ Webpage is available at the following URL

https://otan.us/resources/covid-19-field-support/
CDE Update (3)

• *The date to submit year end TE data by July 15 remains firm.*

• *Submit what you have.*
CDE Update (4)

• Distance Learning Hours
  – FAQ’s re: Pre/post-testing
  – FAQ’s re: Instructional Hours
  – Remote pre/post-testing
  – Remote EL Civics assessment
  – Using DL features in TE

• Local Assessment Policy

• NRS Performance Goals
Distance Learning Update (1)

– With many agencies working online for COVID-19, many agencies are quickly adapting to implementing distance learning options.

– The CDE has a FAQ page that addresses issues for distance learning such as instructional hours and pre/post-testing

– [https://otan.us/resources/covid-19-field-support/](https://otan.us/resources/covid-19-field-support/)
Distance Learning Update (2)

– The FAQ’s address several issues related to **pre-post-testing remotely**.

– CASAS is piloting remote pre/post-testing as well as remote EL Civics assessments (COAAPs, CIT)
Distance Learning Update (3)

– The FAQ’s address several issues related to **recording hours of instruction**.

– Facilitated online instruction can be recorded the same as “regular” instruction.

– For educational software applications, the recommendation is to use “proxy” hours – that is assign a number of hours to each lesson or module.
Distance Learning Update (4)

Distance Learning Hours

― TE now has the capability to record exactly which hours are received via distance learning versus which hours are received in a “regular classroom.”

― Instructions for recording distance learning hours in TE are posted on the COVID-19 Support Webpage
Networking

COVID –19 Distance Learning and Testing

– ABE
– ASE
– ESL/ELA
– EL CIVICS
– IELCE-COAAPs
Local Assessment Policy (1)

Many of the agency level solutions for distance learning implementation include the same repeated recommendation – “Document the process in your agency’s Local Assessment Policy.”

Local Assessment Policy (2)

- Establish procedure for appropriate placement, and pre- and post-testing
- Maintain a calendar of the year’s test dates, with specific dates as “testing dates” and make up days for those who are absent
- Specify test security and uniform administration procedures
- Identify appropriate test series and modalities, and effective strategies for ensuring learner progress
- Define procedures for hours and assessment for special programs such as distance learning
Local Assessment Policy (3)

Appendix C in the statewide assessment policy addresses issues for distance learning. Appendix C includes:

- Definition of Distance Learners
- Testing
- Curricula
- Instructional hours
NRS Local Performance Goals

- Use TE reports & CASAS data portal to determine performance goals for your local agency
NRS Local Performance Goals (1)

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Program Year</th>
<th>ABE</th>
<th>AGE</th>
<th>ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA State Goal</td>
<td>2019-2020</td>
<td>55.0%</td>
<td>57.0%</td>
<td>50.0%</td>
<td>39.0%</td>
</tr>
<tr>
<td>CA State Goal</td>
<td>2018-2019</td>
<td>55.0%</td>
<td>56.0%</td>
<td>50.0%</td>
<td>37.0%</td>
</tr>
<tr>
<td>CA State Average</td>
<td>2018-2019</td>
<td>54.1%</td>
<td>54.7%</td>
<td>50.8%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Agency</td>
<td>2016-2019</td>
<td>24.0%</td>
<td>40.0%</td>
<td>37.7%</td>
<td>26.0%</td>
</tr>
</tbody>
</table>

(147) (270) (446) (704) (124) (71) (265) (642) (2006) (3577) (2582) (2088) N/A
**NRS Local Performance Goals (2)**

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Program Year</th>
<th>Low</th>
<th>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% 23.0%</td>
<td>60.0%</td>
<td>59.0%</td>
<td>56.0%</td>
<td></td>
</tr>
<tr>
<td>CA State Goal</td>
<td>2018-2019</td>
<td>37.0% 23.0%</td>
<td>59.0%</td>
<td>57.0%</td>
<td>56.0%</td>
<td></td>
</tr>
<tr>
<td>CA State Average</td>
<td>2018-2019</td>
<td>45.5% 43.2%</td>
<td>60.7%</td>
<td>62.5%</td>
<td>59.8%</td>
<td></td>
</tr>
<tr>
<td>Agency</td>
<td>2018-2019</td>
<td>22.6% 12.7%</td>
<td>63.0%</td>
<td>59.3%</td>
<td>56.2%</td>
<td></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.
NRS Local Performance Goals (3)

Can you identify any EFL’s besides ASE Low that may serve well as targets for NRS Local Performance goals?

- ABE Intermediate High may be a good target given that it performs well below the state goals and average.

- ESL Intermediate Low performs closer to the goals and average statewide, but a good target given it is the largest group at this agency.
NRS Local Performance Goals (4)

Verify whether persistence in the low performing areas you targeted is “above average” or “below average.”

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Program Year</th>
<th>Beg. Lit.</th>
<th>Beg. Basic</th>
<th>Int. Low</th>
<th>Int. High</th>
<th>Low</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA State Average</td>
<td>2018-2019</td>
<td></td>
<td>71.5%</td>
<td>65.6%</td>
<td>63.9%</td>
<td>61.5%</td>
<td>57.9%</td>
<td>N/A</td>
</tr>
<tr>
<td>Agency</td>
<td>2018-2019</td>
<td></td>
<td>51.7%</td>
<td>57.4%</td>
<td>54.9%</td>
<td>52.0%</td>
<td>70.0%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**ABE Intermediate High** is an example where low persistence may be a primary factor in low performance.

**ASE Low** shows persistence well above average – so most likely there are other reasons for low performance.
NRS Local Performance Goals (5)
NRS Local Performance Goals (6)

Focus on the EFL’s that may need improvement.

- Focus your selected strategies on the EFL’s you identified.
- Obtain feedback from affected staff and students.
- Review targeted data reports.

<table>
<thead>
<tr>
<th>Type</th>
<th>Program Year</th>
<th>ASE Low</th>
<th>ASE High</th>
<th>ESL Beg. Lit.</th>
<th>ESL Beg. Low/High</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA State Goal</td>
<td>2019-2020</td>
<td>39.0%</td>
<td>23.0%</td>
<td>60.0%</td>
<td>59.0%</td>
</tr>
<tr>
<td>CA State Goal</td>
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<td>23.0%</td>
<td>59.0%</td>
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</tr>
<tr>
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</tr>
<tr>
<td>Agency</td>
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<td>12.7%</td>
<td>63.0%</td>
<td>59.3%</td>
</tr>
</tbody>
</table>
NRS Local Performance Goals (7)

Focus on the EFL’s that may need improvement.

- When establishing local goals, consider a target number that is realistic, based on degree of need and number enrolled in EFL.
- Apply agency and student level strategies as appropriate.
- Use TE accountability reports such as the DIR, to address persistence, and instructional reports to improve learning
- Employ drill down features to better identify specific reasons or causes.
Resources

- Upcoming Web trainings
- TE “Report of the Month”
CASAS Web Trainings

- **NRS Local Performance Goals:**
  April 27, May 5, May 7, May 12,

- **Distance Learning Considerations:**
  May 5, May 14

- **Remote EL Civics Assessment**
  April 30

- **Remote pre/post-testing**
  May 4

- **Dates TBD:** workshops on remote testing implementation, and on Local Assessment Policy
## NRS Data Integrity

**Agency:** 4908 - Rolling Hills Adult School (RHAS)  
**Program Year:** 2019-2020

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Last Pop or Current Enrollment</th>
<th>PoP 1</th>
<th>PoP 2</th>
<th>PoP 3</th>
<th>PoP 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>01</td>
<td>Missing Birthdate or outside 16-110</td>
<td>15</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>Less than 12 Hours of Instruction</td>
<td>4,948</td>
<td>87%</td>
<td>1,643</td>
<td>31%</td>
<td>3,800</td>
</tr>
<tr>
<td>02a</td>
<td>Zero or Empty Hours of Instruction</td>
<td>4,721</td>
<td>83%</td>
<td>508</td>
<td>9%</td>
<td>3,755</td>
</tr>
<tr>
<td>02b</td>
<td>Total hours between 1-11 hours</td>
<td>227</td>
<td>4%</td>
<td>1,135</td>
<td>21%</td>
<td>45</td>
</tr>
<tr>
<td>03</td>
<td>No Highest Year of School/Degree Earned</td>
<td>1,151</td>
<td>21%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>No Instruction Goal Set</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Item 2a/2b. Differentiates those dropped with less than 12 hours. Usually “Zero or empty” suggests a data issue, while “1-11” simply suggests the student attended but not for 12 hours.

Item 09a/09b/09c.
- 09a – HSE/HSD is now an item on Table 4 and is considered as a MSG.
- 09b – ASE high is specified as those who score high and place in ASE high cannot attain level completion through pre/post-test.
- 09c – MSG = Measurable Skills Gain. The WIOA Table 4 factors multiple outcomes to calculate performance, where as in WIA it mostly just focused on pre/post-test results.

Item 10a/10b. The DIR now specifies those who completed pre/post but did not achieve level completion.
Item 11a/11b/11c. The WIOA Table 4 factors multiple outcomes to calculate performance, where as in WIA it mostly just focused on pre/post-test results. y specific MSG.

Items 12a-13bThese DIR items breakdown level completion outcomes b. HSE and HS diploma.

- 12b & 13b – alignment between HS diploma and HSE and program enrollment is not required to achieve the outcome, but it is recommended and expected – so reported on the DIR as a “FYI “ item .
- 12c – another FYI item. Previously students who enrolled with higher education levels were excluded from earning the HSE outcome. That is no longer true but still reported on the DIR FYI.
Item 14a/14b/14c. Periods of Participation. Breaks down enrollment count by PoP.
- 14c focuses on Pops that are (usually unwittingly) extended by marking “Retained in Program.”

Item 15a/15b. Identifies learners who have an absence close to 90 days.

Items 17-18. Goals are no longer required for WIOA II reporting but still included in the DIR as a “FYI” item.

Items 19-20. Important in WIOA to track barriers and learners co-enrolled with WIOA partners.

Item 22a/22b/22c. Hours between Tests. Provides three different ways of evaluating pre/post results.
- 22a identifies those that may have post-tested “too early.”
- 22b-c identify students who may need to complete a post-test.