

WIOA II Network Meeting November 2022



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

Agenda

- CDE Update
 - RFA for 2023-27
 - OCTAE Action Plan
 - Primary and Secondary Goals
- Promising Practices
- NRS Training Debrief
- OCTAE Follow up
- Training and Networking
- EL Civics and Immigrant Immigration Indicators (I-3)
- NRS Approved Assessments

CDE Update (1)

New RFA for 2023-27

- The RFA was released August 1, and the portal made available September 1 for Part I (Demonstrated Effectiveness).
- Notifications were sent out on November 4, 2022
- Electronic portal available: November 10, 2022
- Due date: December 15, 2022
- Grant will cover a four-year grant cycle instead three years.

<https://www.cde.ca.gov/fg/fo/r8/wioa23rfa.asp>

CDE Update (2)

NRS Training Debrief – Nov 1, 2022

California is seeking agencies that have experience with Student Ambassador programs – or new agencies that are willing to be pilot agencies.

CDE Update (3)

OCTAE Action Plan for California

- OCTAE has established performance goals for CA for follow up outcomes reporting.
- CA statewide goals of *–either–*
45% use of Student SSN
–or–
60% Student survey response rate.

CDE Update (4)

OCTAE Action Plan for California

- Local providers must collect and report quarterly participant data to CDE on performance outcomes for the exit-based indicators.
- Local providers must submit quarterly reports to CDE on local efforts to prepare participants to respond to post-exit program surveys and evidence of the impact of local efforts on survey response rates.

CDE Update (5)

Primary and Secondary Goals for Exited Students

Students Exited in PY 2020-21	120,844	%
Federal Table 5 Employment Outcome second quarter after exit	28,014	23%
Primary or Secondary Goal = Any Job related (Get a Job or Retain Job or Get a Better Job)	22,683	19%
Employment Outcome second quarter after exit (EDD Data Match with SSN)	3,932	
Employment Outcome second quarter after exit (Received Survey and Employed)	2,995	
Employment Outcome second quarter after exit (3,932+2,995)	6,927	31%
Primary or Secondary Goal =Get a Job	11,725	10%
Employment Outcome second quarter after exit (EDD Data Match with SSN)	1,700	
Employment Outcome second quarter after exit (Received Survey and Employed)	1,203	
Employment Outcome second quarter after exit (1,700+1,203)	2,903	25%

CDE Update (6)

2021-22 Promising Practices

- Adele McClain, Apple Valley Adult School
- M'Liss Patterson, Garden Grove Adult School

November 2022 Topics



Student Enrollment (1)

Strategies for California

- Rebuild “Community Word of Mouth” and refocus on community strengths
- Increase student access to technology
- Improve retention for students in their first 12 hours of instruction
- Identify solutions that increase staff retention

Student Enrollment (2)

Improve retention for students in their first 12 hours of instruction

- Implement student support initiatives such as Student Ambassador Program
- Develop systems to provide more consistent communication to students
- Provide more counseling and Supportive Services
- Ensure student goals are addressed

Student Enrollment (3)

“Student Pain Points”

Which touchpoints may cause challenges for students during the first 12 hours of instruction?

- Enrollment Process/Orientation
- Class and Program Placement
- Acclimatization to teacher, peers, school culture
- Relating Student Goals and Assessment to Instruction
- Short term Supportive Services

Student Enrollment (4)

12 Hours of Instruction

From a student point of view, the “pain points” are more likely to relate to their own issues, not the agency’s

- Family issues
- Work schedule
- Transportation

12 Hours of Instruction (1)

NRS Data Integrity Report Item	PY 2018-19 Statewide NRS DIR Percentages			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Missing Birthdate or outside 16-110	1.42	1.24	1.02	0.49
Less than 12 Hours of Instruction	29.04	29.05	26.26	24.10

NRS Data Integrity Report Item	PY 2019-20 Statewide NRS DIR Percentages			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Missing Birthdate or outside 16-110	1.22	0.84	0.73	0.55
Less than 12 Hours of Instruction	32.18	31.63	25.10	23.84

NRS Data Integrity Report Item	PY 2020-21 Statewide NRS DIR Percentages			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Missing Birthdate or outside 16-110	1.11	1.53	1.14	0.87
Less than 12 Hours of Instruction	40.14	38.56	34.70	31.30

NRS Data Integrity Report Item	PY 2021-22 Statewide NRS DIR Percentages			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Missing Birthdate or outside 16-110	1.29	1.33	0.75	0.56
Less than 12 Hours of Instruction	35.94	36.14	31.39	28.24

12 Hours of Instruction (2)

In PY 2021-22 **28.2%** of reported students had less than 12 hours of instruction.

Less than 12 hours = **28.24%**

Zero/empty hours = 16.06%

1-11 hours = 12.18%

Less than 12 Hours of Instruction	
<u>N</u>	%
86,862 ▼	28.24 ▼

In PY 2020-21:

Less than 12 hours = **31.30%**

Zero/empty hours = 18.21%

1-11 hours = 13.08%

12 Hours of Instruction (3)

- Zero hours is more dominant than 1-11 hours in Less than 12 hours of instruction.
- Most of the fluctuation in less than 12 hours is due to the number of enrollees with Zero hours.
- COVID appears to have had a greater impact on Zero hours than 1-11 hours
- Zero hours is more affected by “data reporting & clean up” efforts
- 1-11 hours has fluctuated less and is less related to data collection and clean up.

Follow up Reporting (1)

Primary and Secondary Goals for Exited Students

Students Exited in PY 2020-21	120,844	%
Federal Table 5 Employment Outcome second quarter after exit	28,014	23%
Primary or Secondary Goal = Any Job related (Get a Job or Retain Job or Get a Better Job)	22,683	19%
Employment Outcome second quarter after exit (EDD Data Match with SSN)	3,932	
Employment Outcome second quarter after exit (Received Survey and Employed)	2,995	
Employment Outcome second quarter after exit (3,932+2,995)	6,927	31%
Primary or Secondary Goal =Get a Job	11,725	10%
Employment Outcome second quarter after exit (EDD Data Match with SSN)	1,700	
Employment Outcome second quarter after exit (Received Survey and Employed)	1,203	
Employment Outcome second quarter after exit (1,700+1,203)	2,903	25%

Follow up Reporting (2)

OCTAE Meeting

Collecting Primary and Secondary Goals, and all applicable Barriers to Employment, is critical.

Follow up Reporting (3)

Table 5
Core Follow-up Outcome Achievement

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *						
Employment Fourth Quarter after exit *						
Median Earnings Second Quarter after exit **			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ****						
Attained a Postsecondary Credential while enrolled or within one year of exit *****						

- Employment after 2Q
- Employment after 4Q
- TE Employment & Earnings Survey + EDD data match*
- Median Earnings
- EDD data match*
- HSE/HSD then Employment 4Q
- HSE/HSD Enter Post-Secondary 4Q
- Complete Post-Secondary
- CCCCO data match*

Follow up Reporting (4)

Starting 2Q – the order of survey questions in the TE Wizard will change.

Trainings & Conferences (1)

CASAS Summer Institute 2023

January 6 – Registration opens!!!

June 13-16 - Summer Institute - Garden Grove Hyatt



Trainings & Conferences (2)

OTAN TDLS 2023 – March 3-4



Trainings & Conferences (3)

Next Virtual Meetings

- Tuesday November 8, 1pm – Statewide WIOA II
- Tuesday December 6, 1pm – Statewide WIOA II
- Tuesday January 10, 2023 1pm – Statewide WIOA II
- Friday January 13, 2023 9am – Statewide TE

Trainings & Conferences (4)

CAEP Accountability Training

- Wednesday November 9, Mt. Diablo Adult Education
- Thursday November 10, Sacramento COE
- Thursday November 17, LAUSD Slawson Center
- Friday November 18, CCAE Palm Springs

EL Civics and Immigrant Integration Indicators (I-3) (1)

Using ELC COAAPs for CAEP I-3 Reporting

- For CAEP reporting, agencies can use EL Civics COAAPs assessments to report I-3 outcomes (*Immigrant Integration Indicators*)
- COAAPs are related to the 8 I-3 areas
- For CAEP and I-3, these results can be used for all CAEP programs – it is not restricted to ESL.

EL Civics and I-3 (2)

Using ELC COAAPs for CAEP I-3 Reporting

- To better facilitate using COAAPs for programs outside of ESL – especially ABE/ASE – CASAS plans to develop some support materials and post on the CASAS EL Civics Website soon.

EL Civics and I-3 (3)

IET Needs Assessment

- Reminder: 243 IELCE funded agencies should be sure to include IET students when implementing the IELCE Needs Assessment.
- Include student needs for workforce training issues that arise in CTE and related programs.
- Ensure that students have the opportunity to identify specific career pathways for workforce training.

NRS Approved Assessments (1)

OCTAE Memo – Federal Register

OCTAE announces that ESL test forms previously approved for an extended period through February 2, 2023, are now approved for an additional extended period through **February 2, 2024**.

ABE test forms previously approved for an extended period through March 7, 2023, are now approved for an additional extended period through **March 7, 2024**.

<https://www.federalregister.gov/documents/2022/09/23/2022-20684/tests-determined-to-be-suitable-for-use-in-the-national-reporting-system-for-adult-education>

NRS Approved Assessments (2)

Assessment Submission to OCTAE

CASAS submitted three 300-page Technical Manuals for NRS approval ahead of their October 1, 2022 submission deadline:

- Reading STEPS
- Listening STEPS
- Math GOALS 2

GOALS = *Greater Opportunities for Adult Learning Success*

STEPS = *Student Test of English Progress and Success*

NRS Approved Assessments (3)

CASAS Technical Manual data for all three new assessment submissions to NRS was outstanding.

Thank you to *all outstanding agencies participating in CASAS Field Testing* that made this possible!!!



Network Discussion Topics (1): Student Enrollment Data

The Preliminary statewide data from PY 2021-22 shows student enrollment totals that are well above PY 2020-21 but still well below the totals for the years before that.

- Do you think the “glass is half empty or half full?” That is, should we be happy, because enrollment is increasing... or concerned that these totals are still lower than previous reporting years?
- If we “stay the course” and continue current practices, do you think student enrollment totals will return to the levels of 4-5 years ago? Or are there other things that need to be done?

Network Discussion Topics (1): Student Enrollment Data

The Preliminary statewide data from PY 2021-22 shows student enrollment totals that are well above PY 2020-21 but still below the totals for the years before that.

- If we are on track, what will be the key to our success?
- If other things need to be done... what specifically is not being done at the state or local level that should be happening?
- Are there any differences between how you see this issue playing out locally versus statewide? If so, what are some of these differences?

Network Discussion Topics (2): Student Enrollment Pain Points

- What do you think are the student “pain points” when enrolling in a class or program at your agency?
- What specific issues or processes at your agency might cause the “pain points” for students?
- Are there any support systems at your agency that focus on new students? If so how is it working? If not, are there any initiatives like this that you might consider?

Network Discussion Topics (2): Student Enrollment Pain Points

- What do you think are the student “pain points” when enrolling in a class or program at your agency?
- Do perceived “pain points” differ between students and staff?
- Do staff and students think the same issues cause pain points?
- Are there student related issues that seem to get in the way and discourage students? What are they?
- Are there any programs or initiatives at your agency that try to help students manage their personal issues