

WIOA II Network Meeting November 2024



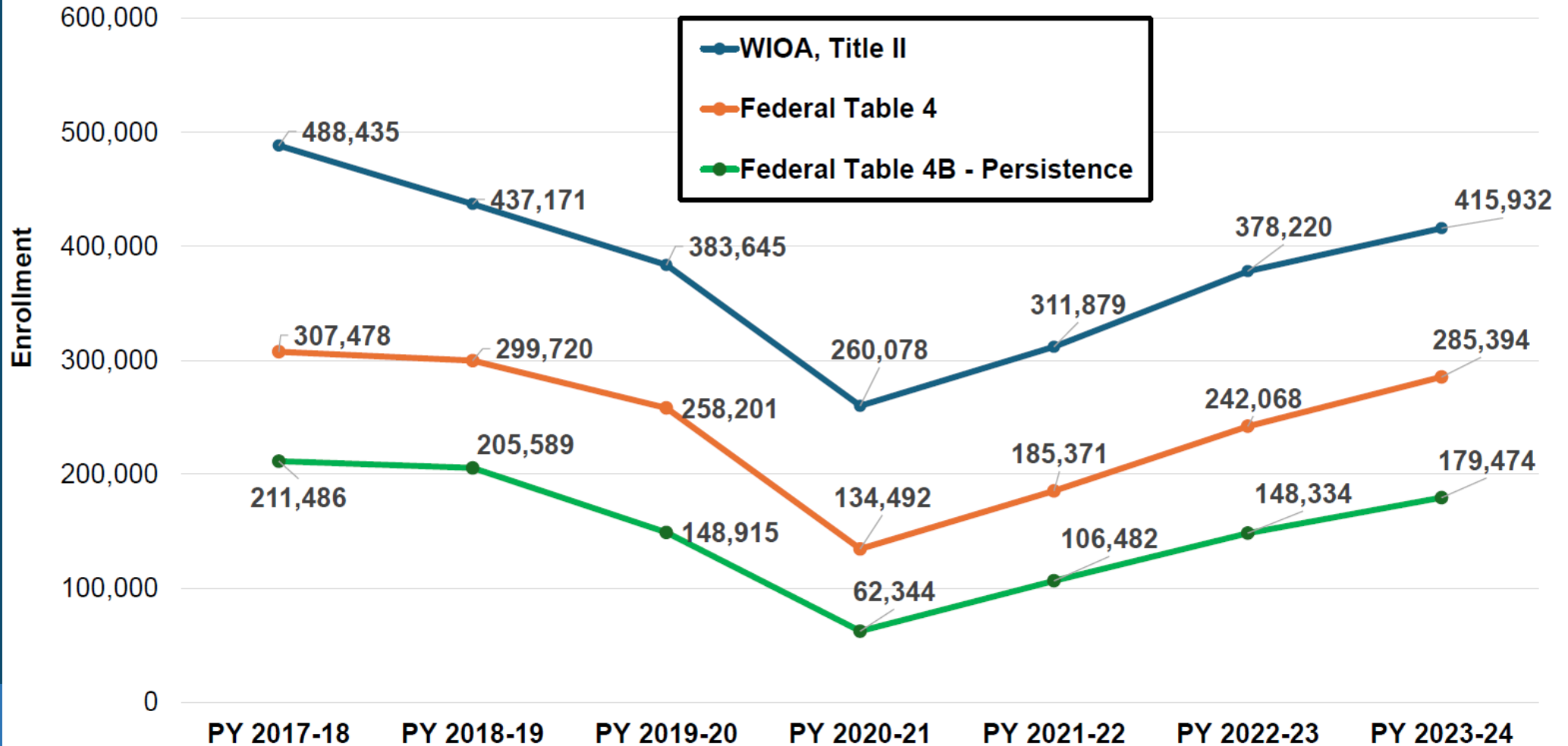
CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Agenda

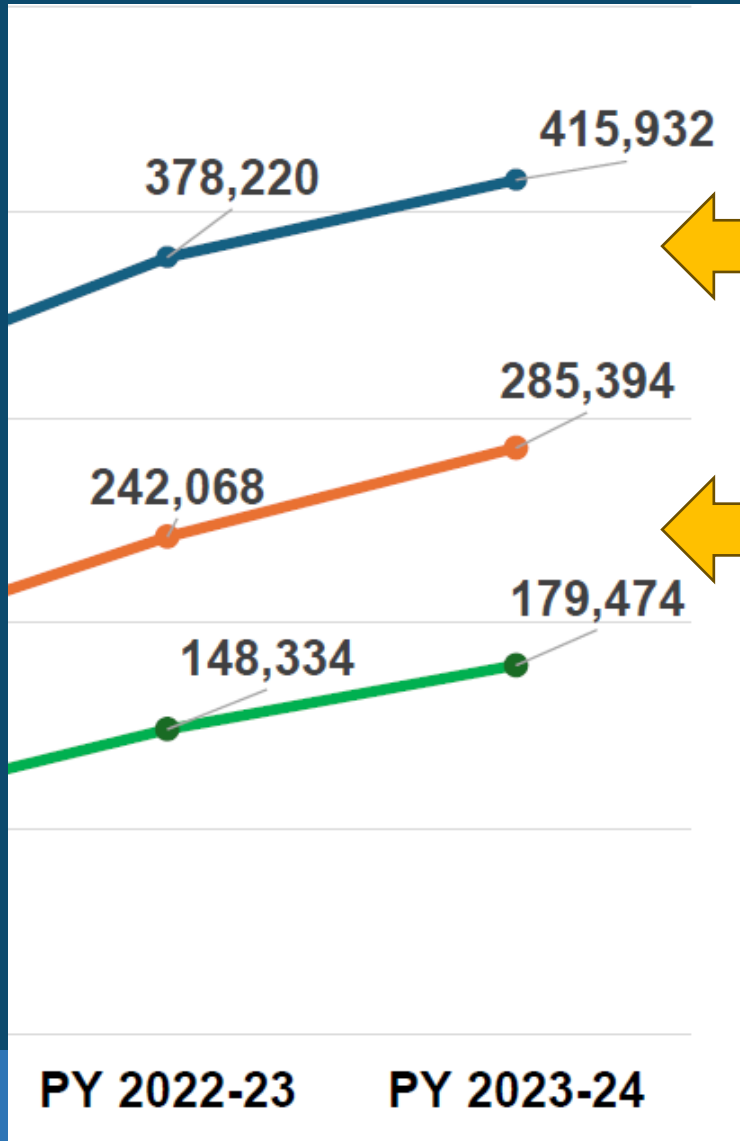
- CDE Update
- 2024 Promising Practices
- NRS Data Results from 2023-24
- Statewide NRS Data Integrity Report
- WIOA II Program Survey
- Upcoming Training
- Issues for 20024-25

CDE Update (1)

CA WIOA, Title II: AEFLA NRS Table Enrollment



CDE Update (2)



Gap I

Gap II

CDE Update (3)

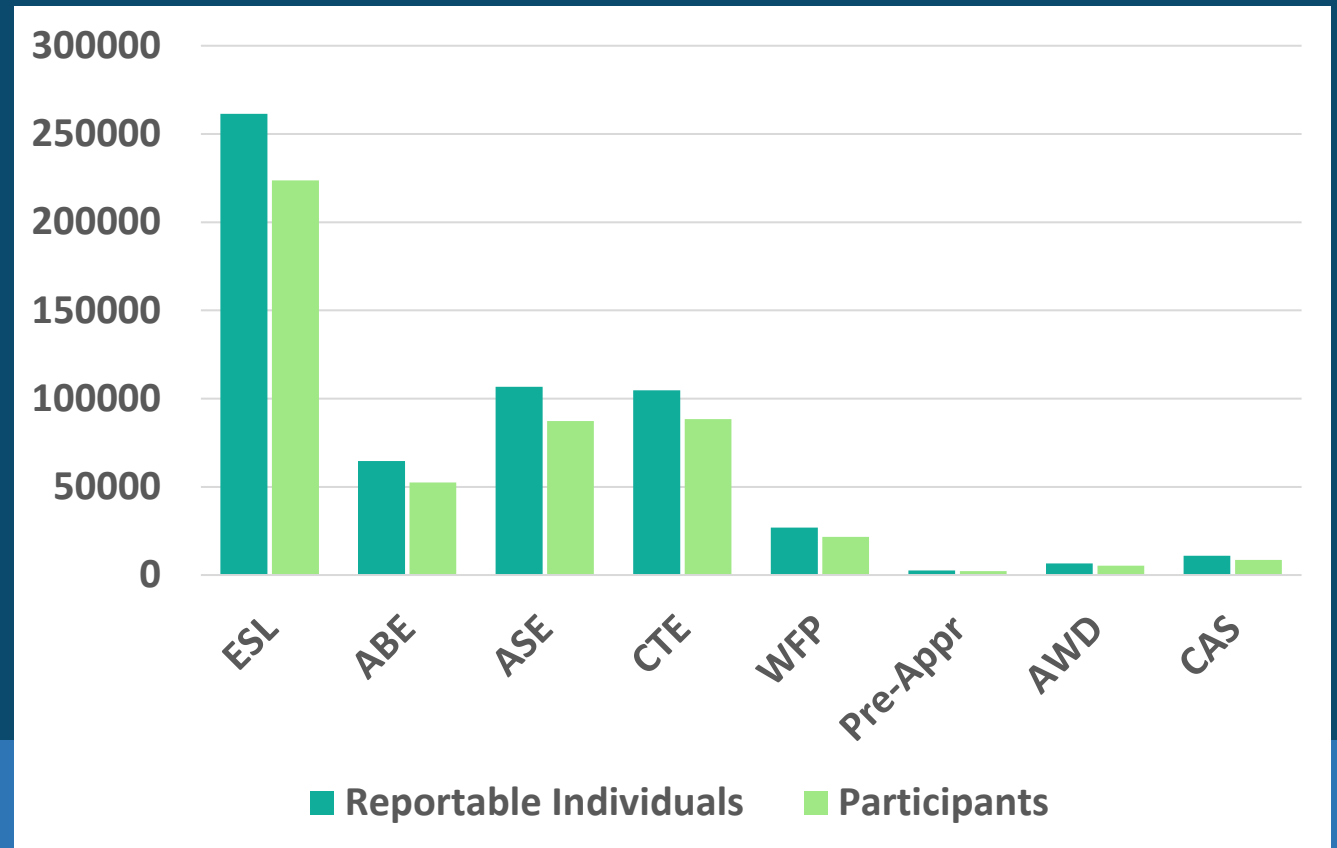
PY 2023-24 CAEP Enrollment Trend

CAEP Enrollment	2019-20	2020-21	2021-22	2022-23	2023-24
Enrollees	577,076	395,976	440,122	526,519	595,972
Reportable Individuals	435,970	267,631	314,328	377,778	443,524
	76%	68%	71%	72%	74%
Participants (12+ Hours)	356,428	220,369	254,348	313,606	366,696
	62%	56%	58%	60%	62%

CDE Update (4)

PY 2023-24 CAEP Enrollment by Program

- 443,524 Reportable Individuals
- 366,696 Participants



CDE Update (5)

Workforce Training Courses



Integrated Education Training
(IET)

'At-A-Glance Guide'

CA Department Of Education

Adult Education Office (9/20/2024)

Workforce Preparation Courses

(irrespective of where they fall in the pathway
and/or IRTC categories)



Industry-recognized training credentials (IRTC):

- State licensure administered by the California Department of Consumer Affairs
- Locally approved certificates awarded by an entity on the EDD's Employment Training Provider (ETPL) List
- Career Development and College Preparation (CDCP) Short-Term Vocational certificates with more than 48 contact hours
- Completion of a short-term vocational credit certificate over 6 units
- Certificates that meet the minimum threshold for inclusion under the Strengthening Career and Technical Education for the 21st Century Act
- Certificates earned through an existing CTE program at a Local Education Agency that meets CDE Standards
- Certificates that meet the threshold for Title IV Federal Student Aid
- Certificates earned through Pre-Apprenticeship or Apprenticeship Programs
- Other: (note – agencies selecting this category must demonstrate that proposed IET program meets regional labor market needs, courses are sufficient in intensity and that certificates awarded are **state recognized** and meet the other conditions indicated below).

(Note: this is a non-exhaustive list)

- Computer Basics or Computers for ESL
- Vocational ESL (Digital Literacy)
- Financial Literacy
- Bridge Courses
- Google Suites
- Microsoft Office
- Keyboarding
- First Aid/CPR
- OSHA 10
- Career Readiness: soft skills, e.g.: Job preparation
Job seeking skills

CDE Update (6)

Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE) Guidance and Support

Wednesday, November 6, 2024, 9 to 10:30 a.m.

This 90-minute webinar will provide guidance and support on IET and IELCE policy, planning, and practice.

Dr. Carolyn Zachry and Dr. Cory Rayala from the CDE with an overview, guidance, and additional information on IET/IELCE policy.

Lori Howard from CASAS to present IELCE planning process and updates.

CALPRO IET subject matter experts, Amy Dalsimer and Sudie Whalen, discuss high-quality IET program design, CALPRO resources, Professional Development.

[Register here](#) for this webinar.

CDE Update (7)

CAEP Webinar: Program Area Reporting

The CAEP State Office will be hosting a Zoom session on ***Wednesday, November 13, 2024 from 12:00-1:00 pm*** to respond to questions and provide technical support related to CAEP Program Area Reporting in NOVA.

CDE Update (8)

2023-24 WIOA II Program Survey

Other funding sources agencies used to support adult education programs	2022-23 N=209	2023-24 N=225
In-kind	40.2%	36.0%
Student Equity and Achievement Program (SEAP)	4.8%	5.3%
Local Control Funding Formula (LCFF) State Apportionment	18.7%	16.0%
California Adult Education Program (CAEP) Apportionment	87.1%	87.6%
California Work Opportunity and Responsibility to Kids (CalWORKs)	50.7%	48.9%
WIOA: Title I	24.4%	21.3%
Pell Grant	4.3%	5.3%
Carl Perkins	15.3%	12.9%
Community College Apportionment	8.1%	8.9%
Other Funding Sources	26.8%	31.1%

CDE Update (9)

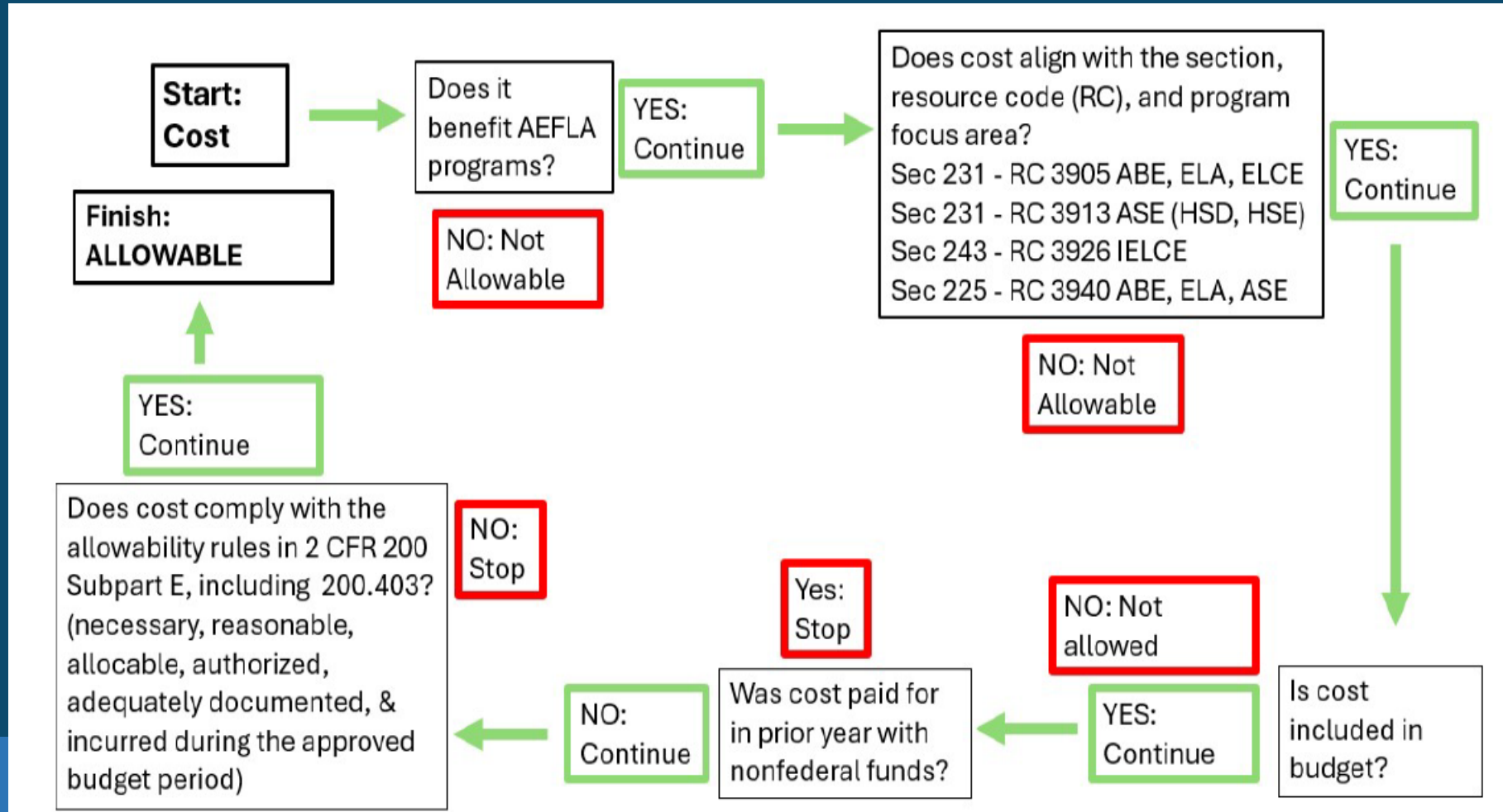
Factors Affecting Allowability of Costs

Per 2 CFR 200.403, to be **allowable** under Federal awards, costs must be:

- **Necessary** – Can the agency demonstrate that the cost addresses or improves an existing need for the performance of the program?
- **Reasonable** – Is the price what a “prudent person” would pay under the circumstances at the time the decision was made to incur the cost?
- **Allocable** – Is the cost incurred for the award, is in the budget, and charged to the program in accordance with benefits received; proportional?
- **Authorized** – AEFLA, EDGAR, UGG, state or local laws and regulations
- **Adequately documented**
- **Incurred during the approved budget period** (AEFLA July 1 – June 30)

CDE Update (10)

AEFLA Allowability Flow Chart



CDE Update (11)

CDE Adult Education Handbook

- Coming Soon in 2024

CDE Update (12)

2024 Promising Practices

Sweetwater Adult Education

November 2024 Topics



NRS Data Submission (1)

- Improvement Across the Board on NRS MSG's
- ABE 1 is the one area that declined
- Impact of new NRS MSG's
- Statewide Data Integrity Report
- Update on the Gaps
- Update on WIOA Collaboration

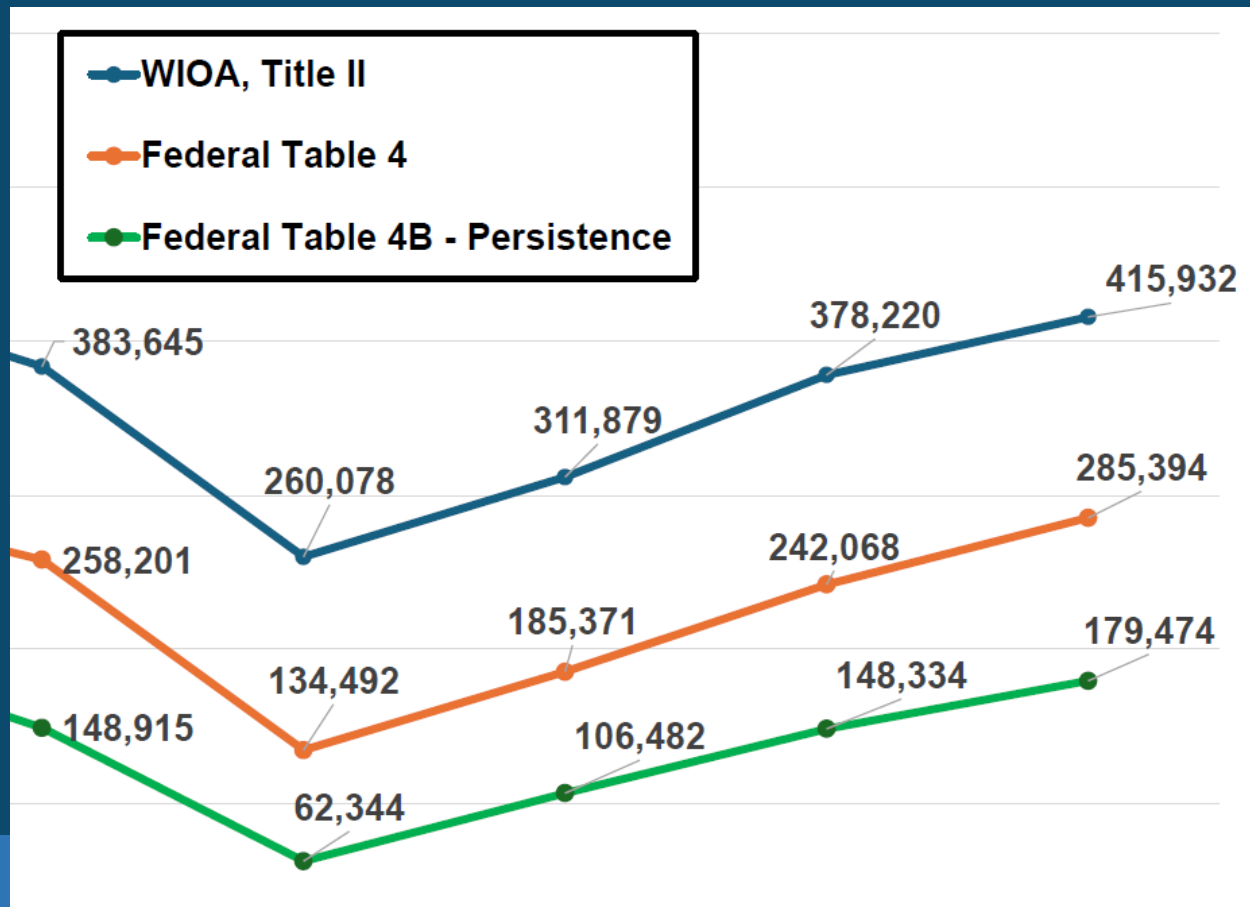
NRS Data Submission (2)

Entering Educational Functioning Level	PY 2022-23					PY 2023-24				
	Total Number Enrolled	Total number of Periods of Participation	Total number of Periods of Participation with MSGs	Percentage of Periods of Participation with MSGs	CA Goals PY 2021-22	Total Number Enrolled	Total number of Periods of Participation	Total number of Periods of Participation with MSGs	Percentage of Periods of Participation with MSGs	CA Goals PY 2023-24
ABE 1	5,211	5,344	2,465	46.1%	44.0%	5,350	5,440	2,164	39.78%	43.1%
ABE 2	11,145	11,575	5,252	45.4%	44.0%	12,768	13,051	5,983	45.84%	
ABE 3	19,157	19,974	8,561	42.9%	43.0%	21,792	22,352	10,269	45.94%	
ABE 4	28,525	29,880	13,511	45.2%	43.0%	29,869	30,773	15,403	50.05%	
ABE 5	14,048	14,751	6,177	41.9%	42.0%	15,189	15,803	7,183	45.45%	
ABE 6	8,542	8,979	3,162	35.2%	43.5%	8,841	9,185	3,865	42.08%	
ESL 1	7,160	7,558	3,453	45.7%	34.0%	10,379	10,602	4,947	46.66%	32.8%
ESL 2	12,629	13,494	6,799	50.4%	40.0%	23,801	24,392	12,692	52.03%	
ESL 3	33,781	35,964	17,408	48.4%	37.0%	46,523	48,052	23,426	48.75%	
ESL 4	40,413	42,994	17,150	39.9%	34.5%	49,721	51,632	22,076	42.76%	
ESL 5	32,499	34,286	13,517	39.4%	34.5%	34,127	35,699	15,029	42.10%	
ESL 6	28,958	30,442	7,418	24.4%	25.0%	27,034	28,253	7,937	28.09%	
Total	242,068	255,241	104,873	41.1%	34.0%	285,394	295,234	130,974	44.36%	38%



NRS Data Submission (3)

Update on the Gaps: Gap I Qualification

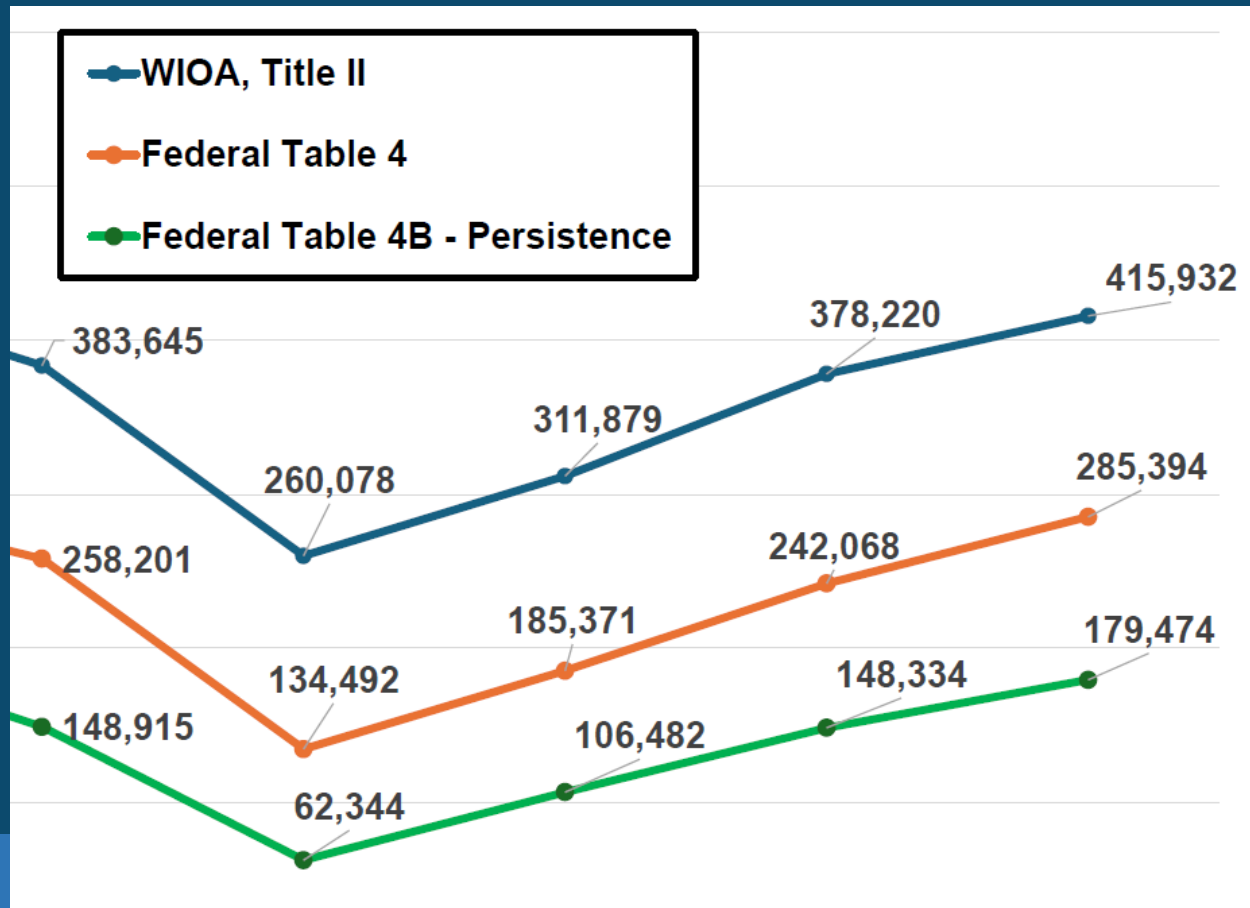


Gap I: 64.0% - 68.6%

Gap II: 61.2% - 62.8%

NRS Data Submission (4)

Update on the Gaps: Gap I Qualification



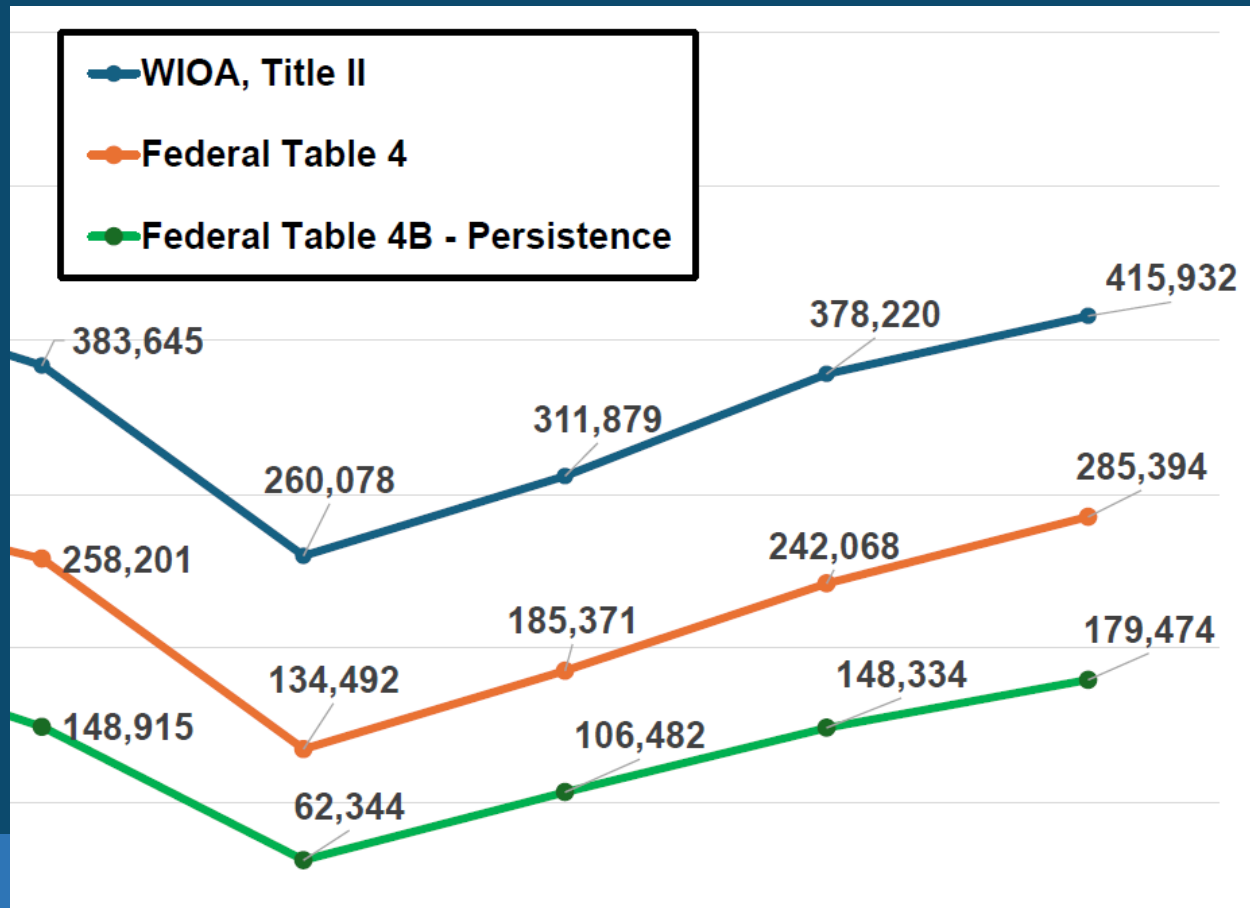
Gap I: 64.0% - 68.6%

2022-23: $242,068 \div 378,220$

2023-24: $285,394 \div 415,932$

NRS Data Submission (5)

Update on the Gaps: Gap II Persistence



Gap II: 61.2% - 62.8%

2022-23: $148,334 \div 242,068$

2023-24: $179,474 \div 285,394$

NRS Data Integrity (1)

NRS Data Integrity Report Item	PY 2021-22	PY 2022-23	PY 2023-24 Statewide NRS DIR Percentages			
	Quarter 4	Quarter 4	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Less than 12 Hours of Instruction	28.24	27.14	30.55	30.75	27.72	24.79
Zero or Empty Hours of Instruction	16.06	15.09	19.49	18.48	14.97	12.44
Total hours between 1-11 hours	12.18	12.03	11.06	12.26	12.74	12.34
No Highest Year of School/Degree Earned	12.35	10.53	8.80	9.25	8.78	8.85
No Highest Year of School	9.72	8.70	7.47	7.90	7.38	7.45
No Highest Degree Earned	11.29	9.00	7.73	8.20	7.62	7.71
No Gender	0.13	0.17	0.68	0.77	0.24	0.15
No Race/Ethnicity	0.54	0.48	1.42	1.55	0.82	0.36
Total Missing Labor Force Status	17.44	12.40	13.59	12.59	11.25	10.66
No Valid Pretest	28.27	21.35	18.60	17.22	16.54	16.89
Valid Pretest with No Post-Test	36.32	38.22	48.53	44.33	42.81	39.12
No Primary Goal	27.84	12.06	18.48	14.60	12.64	10.03
Pretest in the conservative estimate range	9.31	10.12	6.37	7.09	7.58	9.57
Pre-/post-test pair less than 40 hours	2.91	3.63	3.36	3.41	3.85	3.71

NRS Data Integrity (2)

NRS Data Integrity Report Item	PY 2021-22	PY 2022-23	PY 2023-24
	Quarter 4	Quarter 4	Quarter 4
Less than 12 Hours of Instruction	28.24	27.14	24.79
Zero or Empty Hours of Instruction	16.06	15.09	12.44
Total hours between 1-11 hours	12.18	12.03	12.34

NRS Data Integrity (3)

Considerations for 12 Hours of Instruction

- “Data vs. Program”
- Identify Programs, Classes, Teachers, Groups of Students with unusually high (or low) numbers
- Zero Hours vs. 1-11 Hours
- Evaluate Agency Process for Inputting Hours (manual, third party, scanning)

NRS Data Integrity (4)

Considerations for 12 Hours of Instruction

- “Data vs. Program”
- Intervene Early
- Waiting List Issues
- Cost of retention verses recruitment
- Familiarity with Student Concerns and Priorities
- Outreach to Former Students

NRS Data Integrity (5)

NRS Data Integrity Report Item	PY 2021-22	PY 2022-23	PY 2023-24
	Quarter 4	Quarter 4	Quarter 4
No Valid Pretest	28.27	21.35	16.89
Valid Pretest with No Post-Test	36.32	38.22	39.12
No Primary Goal	27.84	12.06	10.03

WIOA II Program Survey

WIOA Collaboration

- Increase in participation but decrease in revenue
- Increased engagement – equally positive and negative
- More collaboration with AJCC 's
- Training Needs/Learning Disabilities
- Transition to College and Work Training

**PY 2023-24 California WIOA, Title II:
AEFLA Program Implementation
Survey**

Training Update

The ***CALPRO Leadership Institute*** provides in-depth opportunities to explore, practice and reflect on developing your leadership skills. The Institute provides intimate access to expert field presenters and the opportunity to network with new and seasoned administrators. For the 2025 Institute, we will accept up to 24 participants. The Institute will be held in-person AND virtually over a total of six days:

January 23-24, 2025 (In-person in Sacramento)
March 27-28, 2025 (Virtually); and
May 29-30, 2025 (In-person in Sacramento)



The Institute is open to all California funded adult education programs. Completed applications must be received by **Monday, November 18, 2024**. CALPRO will notify selected participants by December 4, 2024.

[2025 CALPRO Leadership Institute Application](#)

Training Update

Statewide WIOA II	Nov 5
IET Training	Nov 6
CAEP Accountability	Nov 6
National TE	Nov 7
CASAS eWORKS	Nov 12
CAEP Program Reports	Nov 13
TE Teacher Portal	Nov 14
Statewide WIOA II	Dec 3
CAEP Accountability	Dec 4
Statewide TE	Dec 6
CASAS Nat'l Webinar	Dec 11

Training Update

- **November 6 & December 4 - CAEP Accountability Online Update**

- Identify Outcomes related to CAEP Enrollment, Instruction, Persistence and Postsecondary, and monitor Progress. Evaluate local CAEP performance goals. Analyze TE CAEP reports to monitor agency and consortium level goals for different student subgroups.
- <https://www.caadultedtraining.org/CAEP/717?Type=10>

- **November 12 – CASAS eWORKS**

- <https://www.casas.org/training-and-support/casas-live-facilitated-training>

- **November 14 - Teacher Portal for Teachers**

- Teacher Portal activation, features, reports, and best practices for Teachers
- <https://www.caadultedtraining.org/CAEP/714?Type=10>

Training Update

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Network Discussion Topics (1): Trends in Fall 2024

Waiting List Issues Continue

- Continue to return post-COVID
- Some regions with exceptionally high growth
- Influx of Low Literacy Students
- Increase in Students with Disabilities
- “COVID Babies” returning to finish HS/HSE

Network Discussion Topics (2): Trends in Fall 2024

Low Literacy Students

- Continued return of low-level ESL
- Refugees
- Increase in Students with Disabilities
- Stay on list longer/Difficult to place

Network Discussion Topics (3): Trends in Fall 2024

Students with Disabilities

- Serving Individuals with Disabilities = *#1 cited issue on WIOA II Program Survey*
- Adults with Disabilities Specialist
- What do you think is the reason for the increase in enrollees with disabilities? Is it more to do with more individuals reporting it – or an increase overall?

Network Discussion Topics (4): WIOA Collaboration

- How would you rate collaboration with your WIOA partners in your region?
 - What are some examples of success?
 - What are some things you could do locally to improve regional collaboration?
 - Are there any differences between your engagement with AJCC's, vs. collaboration with Local Workforce Boards?
 - If you are unsure – what data reports might help you determine whether you are recording co-enrollment?

Network Discussion Topics (5): WIOA Collaboration

- 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?