AEFLA Regional Network
November 2020
Agenda

• CDE Updates
  – Deliverables
  – New Statewide Communication Plan
• CASAS Updates
• TE Updates
• Remote Testing
• Upcoming Trainings and Conferences
  – EL Civics Conference Sessions
  – TE Training Opportunities
• Networking
  – Topics for Regional Meetings
CDE Update (1)

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 (2)

**OCTAE Memorandum 20-5:**

- Allows for self-reported placement into one of the 12 federal EFLs without a pre test.
- To get a MSG, however, the participant still needs to complete a pretest and a post-test, like usual.
- For PY 2020-21 only -- Agencies may proxy forward tests dating back to January 1, 2020.
CDE Update (3)

- For PY 2020-21 the NRS has made updates to Table 4 that includes new columns to collect outcomes for learners in Integrated Education and Training (IET).

![Table 4 Measurable Skill Gains (MSG) by Entry Level]

Enter the number of participants for each category listed. Total attendance hours, number achieving at least one educational functioning level gain, number who attained a secondary school diploma or its recognized equivalent, and periods of participation outcomes.
CDE Update (4)

New Deliverable

The **Continuous Improvement Plan (CIP)**

- Combines the previous Professional Development Plan, Technology Plan, and IELCE Plan.
- Due on April 30, 2021
CDE Update (5)

Reminder: students must be 18 to be reported in TE
Update: For students enrolled in additional instruction that focuses on improving digital literacy skills.

- Create a Family Literacy class for ABE or ESL as appropriate.
  - Special Programs = Family Literacy
- Record the “tech support hours” as instructional hours in the designated class for digital literacy.
CDE Update (7)

Co-enrollment

Working with Title partners to help students receive all of the services for which they are eligible.
CDE initiative to improve Employment & Earnings Survey responses.
CDE Update (9)

- Includes outreach campaign that engages students and maintain communication during enrollment and after exit.
- Convenes focus groups gathering information on topics such as providing SSNs, completing the survey, and on-going communication with students.
- Identifies teachers and students who can help develop PSAs, that will be available on agencies’ websites and in social media.
CDE Update (10)

• What additional topics might be effective for creating PSA’s and engaging students both while enrolled and after exit?
CASAS Updates (1)

EL Civics Conference Sessions

- Occurring virtually on Fridays – first sessions on November 20th.
- More ELC events coming up each Friday, continuing through March/April.
- A CASAS YouTube Playlist will store presentations meant to help the field implement EL Civics and will be available for agencies anytime.
Office Hours with CASAS Staff

- Every Friday at 11 am Pacific
- Join us to get one-on-one support, help, suggestions and just plain old encouragement in using CASAS.
- Attending participants will drive the session with their questions and needs.

Register for these Office Hours at: https://zoom.us/meeting/register/tJ0ofu-tqTljGtXPjrxX_Irvpn8P5uewTjjE
CASAS Updates (3)

The NRS has extended approval for CASAS Assessments

- Life and Work was extended from Feb. 2021 to Feb. 2023
- Math GOALS was extended from 2022 to 2023
CASAS Updates (4)

CASAS conducted cooperative studies with **GED Testing Service** and **ETS** HiSET

• An adult learner’s performance on CASAS reading and math assessments predicts readiness to pass the GED or the HiSET
• Results appear on the Individual Skills Profile report in TE.
TOPSpro Enterprise (TE) Update (1)

- TOPSpro Enterprise (TE) will be offline for Thanksgiving Break – from Thursday November 26 to Sunday November 29.
- All TE online logins will be disabled during this time.
TOPSpro Enterprise (TE) Update (2)

• Beginning first quarter of PY 20-21, WIOA II agencies will use the TE Quarterly Data Submission Wizard to submit quarterly data, including the Data Integrity Report (DIR).

• Agencies will no longer send separate pdf copies of the DIR when completing quarterly data requirements.

Step-by-Step Quarterly Data Submission Wizard Instructions:

For PY 2020-21 only –

The TE Proxy Wizard has been updated to reach as far back as **January 1st** to copy tests from the previous PY to the current PY 2020-21.
TE Updates (4)

- TE has new I³ reports that relate results from EL Civics COAAPs to AB 2098 Immigrant Integration Indicators (I³).
- There will also be a new column on the TE CAEP Summary that displays these new outcomes.
Items 1-10 include most of the key requirements for federal reporting and drop reasons that prevent students from qualifying.
TE Updates: Data Integrity Report (8)

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11a</td>
<td>Achieved Educational Functional Level Gain with pre- and post-testing</td>
</tr>
<tr>
<td>11b</td>
<td>Achieved Educational Functional Level Gain with High School credits earned</td>
</tr>
<tr>
<td>11c</td>
<td>Achieved Educational Functional Level Gain with Post-Secondary Outcome</td>
</tr>
<tr>
<td>12a</td>
<td>Passed HSE</td>
</tr>
<tr>
<td>12b</td>
<td>Passed HSE but instructional program not HSE</td>
</tr>
<tr>
<td>12c</td>
<td>Passed HSE but Highest Degree Earned is HSE or higher</td>
</tr>
<tr>
<td>13a</td>
<td>Earned HS diploma</td>
</tr>
<tr>
<td>13b</td>
<td>Earned HS diploma but instructional program not HS diploma</td>
</tr>
<tr>
<td>14a</td>
<td>Learners with only One Period of Participation</td>
</tr>
<tr>
<td>14b</td>
<td>Learners with More than One Period of Participation</td>
</tr>
<tr>
<td>14c</td>
<td>Learners with continuous Period of Participation due to Retained in School</td>
</tr>
<tr>
<td>15a</td>
<td>Learners with 90-97 days between Dates of Service</td>
</tr>
<tr>
<td>15b</td>
<td>Learners with 83-89 days between Dates of Service</td>
</tr>
<tr>
<td>16</td>
<td>Learners enrolled in Integrated Education and Training (IET)</td>
</tr>
<tr>
<td>17</td>
<td>No Primary Goal</td>
</tr>
<tr>
<td>18</td>
<td>No Secondary Goal</td>
</tr>
<tr>
<td>19</td>
<td>Learners with at least one Barrier to Employment</td>
</tr>
<tr>
<td>19a</td>
<td>Learners with Multiple Barriers to Employment</td>
</tr>
<tr>
<td>19b</td>
<td>Learners with No Barriers to Employment</td>
</tr>
<tr>
<td>20</td>
<td>Learners Co-enrolled in WIOA Titles I, III, or IV</td>
</tr>
<tr>
<td>21</td>
<td>Learners with a pretest in the conservative estimate range</td>
</tr>
<tr>
<td>22a</td>
<td>Learners with a pre-/post-test pair but less than 40 hours of instruction</td>
</tr>
<tr>
<td>22b</td>
<td>Learners without a pre-/post-test pair but more than 40 hours of instruction</td>
</tr>
<tr>
<td>22c</td>
<td>Learners without a pre-/post-test pair but more than 70 hours of instruction</td>
</tr>
</tbody>
</table>

Items 11-16 detail NRS specific conditions such as criteria for exit and periods of participation.
TE Updates: Data Integrity Report (9)

Items 17-22 include items that don’t directly contribute to results on NRS tables but represent key state and federal priorities.
Three different versions in TE of the Data Integrity Report (DIR):

- **NRS DIR** uses Periods of Participation (Pops) and focuses on federal reporting.
- **Payment Points DIR** uses program year format for CA PP attainment.
- **CAEP DIR** uses program year format and includes 7 program areas.
Remote Testing (1)

• All agencies that initiate remote testing must complete the CASAS Remote Testing Agreement, and update this agreement each Program Year.
  – Specify which assessments are being administered remotely and the approaches employed for remote testing.
  – Send the completed pdf to your CDE Regional Consultant and CASAS Program Specialist.
  – Retain a copy with your agency’s Local Assessment Policy documentation.

http://training.casas.org/mod/questionnaire/view.php?id=2910
Remote Testing Information (2)

Remote Proctored Testing 1:1 Demo on video
https://youtu.be/uLoaw-BHo-s

Register Testing Stations for Remote Testing
https://youtu.be/1ipRe4-8Tiw

Remote Testing for CASAS Tests Overview
https://www.casas.org/product-overviews/remote-testing

Agency Remote Testing Agreement for California
Must be completed annually and a copy sent to CDE consultant and CASAS Program Specialist
Remote Testing: Preparation (3)

- **Take time up front** to make sure students are aware of what will happen and what to expect BEFORE the remote testing session.
- Offer a “**digital boot camp**” for students (and staff) to bring them up to speed for distance learning and remote testing.
- Designate “**technology navigators**” to work with students before testing.
Remote Testing: Preparation (4)

- Involve a variety of staff—not only certified eTests proctors.
- Use native language before testing begins to support lower level ESL learners.
- Use the CASAS eTests Sampler to take practice items before taking the test.
Remote Testing: RLI (5)

- Provides informal class, program, and level placement for students.
- Accessible to student via cell phone
- Does not require a Proctor
- The Reading Level Indicator is Form 601R.
- View results in the TE Test Lister.
Remote Testing: Local Assessment Policy (6)

The Statewide Assessment Policy and Guidelines for Local Assessment for PY 2020-21 appear on the California Accountability page of the CASAS Website:

Upcoming Training (1)

Upcoming Statewide WIOA II Meeting dates (at 1pm):

• Dec 1
• Jan 5

Upcoming Statewide TE dates (9am):

• Nov 12
• Dec 4
Upcoming Training (2)

EL Civics Highlights

Thursday November 19:
• Training for Agencies new to IELCE

Friday November 20:
• First EL Civics sessions, such as
  – EL Civics Basics
  – Citizenship Basics
  – Remote Testing with COAAPs
Upcoming Training (3)

TE & Data Reporting Highlights

Tuesday November 10:
• Collecting Instructional Hours for DL/Community Colleges

Tuesday November 17:
• TE Futures

November 16-18:
• NRS Performance Goals

Friday November 20:
• TE Basics
Upcoming Training (4)

Upcoming Virtual Conferences:

Virtual ACSA:
• Nov 4-7

CCAE South:
• Nov 13

CCAE Central:
• Nov 20
Networking (1): Enrollment and Retention

• Has student retention been an issue because of COVID-19? What are some key constituencies that have been affected the most?

• Have there been any “territorial issues” where different levels of regional or county restrictions related to COVID-19 affects student enrollment and retention?

• Do you have a plan to phase in in-person instruction this year?
Networking (2): Digital Literacy

• What kinds of digital literacy challenges have come up with your students since most programs have been closed?
  – Distance Learning Instruction?
  – Remote Testing?
  – Using Educational Software?

• Have there been challenges with using staff time to “provide students tech support,” and/or recording student instructional hours for all the time allotted?

• Have you developed any specific training videos or other ways to inform students?
Networking (3): Developing PSA’s

- Has your agency developed any announcements (or other communication with students) that inform them of agency developments?
- Are there any specific ideas you can identify that would help with collecting SSN or improving responses on the Employment & Earnings Survey?
- What new topics might be effective for creating PSA’s and engaging students both while enrolled and after exit?