WIOA II Network Meeting – February 2021
Agenda

- CDE Update
  - Continuous Improvement Plan
  - Grant Award Notice (GAN)
  - Equity Survey
- Employment & Earnings Survey
- CASAS Data Portal
- Goal Setting
- Networking
- Resources
CDE Updates
CDE Update (1)

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 (2)

Continuous Improvement Plan cont.

Offers agencies consolidated guidance and resources to ensure successful implementation of performance goals.

- Improves student outcomes by setting SMART goals, linking them to targeted professional development for staff, and then monitoring how it positively affects student performance.
CDE Update (3)

Continuous Improvement Plan cont.

• The CDE provided detailed training on the CIP on January 26 and 28.

• Access more information about the CIP: https://caadultedreporting.org/
CDE Update (4)

Revised Grant Award Notice (GAN’s)

• Revised GANs are in progress.
CDE Update (5)

Using SSN from CCC Apply
Racial Equity Questionnaire

• Thanks to everyone who completed the questionnaire in December. Inquire with an administrator if you have not received any communication.

• The deadline to complete the questionnaire is February 12.

• We strongly urge anyone who has not completed the questionnaire to do so.

https://caladulted.org/AdminRacialEquitySurvey
Employment & Earnings Survey
The New CDE Communication Plan emphasizes overall statewide improvement on the Employment & Earnings Survey.
<table>
<thead>
<tr>
<th>Employment Data for Second Quarter Exit Follow-up</th>
<th>PY 2018-19</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 Student Exited</td>
<td>247,334</td>
<td></td>
</tr>
<tr>
<td>Student Exited SSN missing</td>
<td>202,698</td>
<td>82%</td>
</tr>
<tr>
<td>Survey Responded</td>
<td>47,440</td>
<td>23%</td>
</tr>
<tr>
<td>Survey Responded &amp; Employed (percentage calculated on student responded)</td>
<td>24,615</td>
<td>52%</td>
</tr>
<tr>
<td>Student Exited SSN in File</td>
<td>44,636</td>
<td>18%</td>
</tr>
<tr>
<td>SSN Data Match Employed (percentage calculated on student exited with SSN)</td>
<td>23,394</td>
<td>52%</td>
</tr>
<tr>
<td>Total Number of Students who exited in POPs</td>
<td>261,878</td>
<td></td>
</tr>
<tr>
<td><strong>Total Employed</strong> (percentage calculated of total number of Students Exited in POP)</td>
<td>48,009</td>
<td>18.4%</td>
</tr>
<tr>
<td>Median Earnings</td>
<td>$4,800</td>
<td></td>
</tr>
</tbody>
</table>
Employment & Earnings Survey (3)

Report to OCTAE October 1, 2020: Fourth Quarter Follow-up after Exit

<table>
<thead>
<tr>
<th>Employment Data for Fourth Quarter Exit Follow-up</th>
<th>PY 2017-18</th>
<th>PY 2018-19</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 Q1 and Q2 Student Exited</td>
<td>68,747</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Exited SSN missing</td>
<td>55,589</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>Survey Responded</td>
<td>11,293</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Survey Responded &amp; Employed (percentage calculated on student responded)</td>
<td>5,898</td>
<td>52%</td>
<td></td>
</tr>
<tr>
<td>Student Exited SSN in File 2018-19 Q1 and Q2</td>
<td>13,153</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>SSN Data Match Employed 2018-19 Q1 and Q2 (percentage calculated on student exited with SSN)</td>
<td>6,572</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Student Exited SSN in File 2017-18 Q3 and Q4</td>
<td>23,551</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SSN Data Match Employed 2017-18 Q3 and Q4 (percentage calculated on student exited with SSN)</td>
<td>11,167</td>
<td>47%</td>
<td></td>
</tr>
</tbody>
</table>
Employment & Earnings Survey (4)

- Access detailed quarterly step by step help documents, and many other survey related resources:
  

<table>
<thead>
<tr>
<th>Dates</th>
<th>Task</th>
<th>Reference/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Save Exit Population for PY 19-20 Qtr. 4</td>
<td>See “Step 2” below</td>
</tr>
<tr>
<td>October - November</td>
<td>Send a Survey Invite to all PY 19-20 Qtr. 4 Exitters</td>
<td>See “Step 3A” below.</td>
</tr>
<tr>
<td>October - November</td>
<td>Send a Survey Invite to all PY 19-20 Qtr. 2 Exitters</td>
<td>See “Step 3B” below.</td>
</tr>
<tr>
<td>November - December</td>
<td>Send Follow-Up Survey Invites to all non-responders</td>
<td>See “Step 5” below.</td>
</tr>
<tr>
<td>December</td>
<td>After three attempts, contact non-responders via phone, postcard, etc.</td>
<td>See “Step 5” below.</td>
</tr>
<tr>
<td>January</td>
<td>Grace period for sending invites and receiving responses.</td>
<td>You can continue entering survey responses after the grace period, but you cannot send survey invitations</td>
</tr>
</tbody>
</table>
Employment & Earnings Survey (5)

- A training with an interactive panel will be held on **Tuesday March 16th** at 1pm.

- This will include training directly related to the TE Survey Wizard, as well as a panel discussion about promising practices.
Employment & Earnings Survey (6)

• **Coming soon**: the CASAS Data Portal will include agency level results from the Employment & Earnings Survey.
CASAS Data Portal
CASAS Data Portal (1)

http: www2.casas.org/dataportal/

Introduction → California

California Adult Education Data

WIOA Title II Database

This WIOA Title II database contains information regarding California’s WIOA Title II programs — English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE). The WIOA Title II funded programs include adult schools, community colleges, community-based organizations, correctional institutions, libraries, and state agencies. All data is available for download into Microsoft Excel.

California Federal Tables - State Data

View California Federal Tables 1, 2, 3, 4, 4B, 4C, 5, 6, 7, 10, and 14 for the WIOA Title II funded programs (ESL, ABE, and ASE).

→ California State Federal Tables

California Federal Tables 4 and 4B - Local Agency Data

View local agency California Federal Table 4 and 4B performance for the NRS Educational Functioning Levels. Compare your agency data with California state goals and performance and performance of other local agencies, counties, geographical regions, provider types, and enrollment size.

→ California Federal Table 4
→ California Federal Table 4b
→ California Persister Report

California Core Performance Measures

View local agency Core Performance Follow-up Measures outcome for employment, secondary, and postsecondary education and training. Compare your agency data with California state performance and performance of other local agencies, counties, geographical regions, provider types, and enrollment size.

→ California Core Performance Follow-up Measures
CASAS Data Portal (2)
2019-20 data now available

http://www2.casas.org/dataportal/
Go to [http: www2.casas.org/dataportal/](http: www2.casas.org/dataportal/)

Find the drop box labelled **Start here**

- **County.** Select one of the 58 counties in California
- **Provider Type.** Such as CBO, K12, or community college
- **Geographical Region.** Select from one of 11 regions statewide, or pick multiple regions
- **Enrollment Size.** Groups into small, medium, large
- **Agency.** Specify one WIA/WIOA II agency. Includes all CA funded agencies from 2004-05 to present.
- **State of California.** Select to display all statewide data
- **CDE Area.** Select one of the 14 CDE assigned areas.
CASAS Data Portal (4)

Go to [http: www2.casas.org/dataportal/](http: www2.casas.org/dataportal/)

- **Refine your search** based on the category selected in the first drop box.
- **Program year**. Includes all reporting years from PY 2004-05 to PY 2019-20.
- **Click submit** once you select criteria in all three drop boxes.
Display NRS performance data from Federal Table 4 (all qualified WIOA II learners) or Table 4B (only those with a pre- and post-test).

The Table 4 section includes statewide goals for the current year (PY 2020-21) as well as goals and averages for the most recently displayed year (PY 2019-20) for comparison.
• Display persistence data from the TE Persister report.
• This section enables comparison to just the averages from the recent reporting year – the state does not have official goals for persistence.
• Reminder: the performance and persistence rates statewide were both low in PY 2019-20.
• Performance goals for both PY 2019-20 AND PY 2020-21 were established before COVID-19.
NRS Table 4 displays Measurable Skills Gains by Educational Functioning Level (EFL). Reports learners who entered program at one Instructional Level and finished the program year (June 30) at a higher level.
**Table 4B** = Same level advancement information as Table 4 (but without PoPs)
Only includes learners who completed a valid pre- and post-test.
Persister Table = the percentage of qualified enrollees who have a pre/post-test pair. Calculates the percentage of Table 4 students who also qualify for Table 4B:

\[ \text{Column C ÷ Column B = Column D (% of Persisters)} \]
Goal Setting
Goal Setting (1)

WIOA II Program Implementation Survey

- The 2020-21 WIOA II Program Survey will be available on the CASAS Website April 1 and due on or before April 30, 2021.
- CDE uses this information in its annual report to OCTAE.
- What ways can you use this survey for program planning and improvement?
Goal Setting (2)

2019-20 WIOA II Program Implementation Survey

Does your agency offer any distance/blended learning options for students?

<table>
<thead>
<tr>
<th></th>
<th>2018–19</th>
<th></th>
<th>2019-20</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N = 221</td>
<td>%</td>
<td>N = 220</td>
<td>%</td>
</tr>
<tr>
<td>Yes</td>
<td>160</td>
<td>72.4</td>
<td>189</td>
<td>85.9</td>
</tr>
<tr>
<td>No</td>
<td>61</td>
<td>27.6</td>
<td>28</td>
<td>12.7</td>
</tr>
</tbody>
</table>
Goal Setting (3)

2019-20 WIOA II Program Implementation Survey

Please indicate any barriers to your agency in offering distance/blended learning.

<table>
<thead>
<tr>
<th>Barrier</th>
<th>PY 2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of technology to student at home</td>
<td>31.2%</td>
<td>42.3%</td>
</tr>
<tr>
<td>Lack of student demand</td>
<td>20.4%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Staffing</td>
<td>18.6%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Difficulty in implementing</td>
<td>18.6%</td>
<td>21.4%</td>
</tr>
<tr>
<td>Cost</td>
<td>15.4%</td>
<td>10.9%</td>
</tr>
</tbody>
</table>
Goal Setting (4)

The following strategies have seen an increase in agency’s goal-setting activities from year to year:

- Assessing students’ language and basic skills needs
- Monitoring and tracking progress toward class and student goal attainment
- Setting class goal(s) and learning objective(s)
- Comparing students’ persistence rates and learning gains prior to and after goal setting processes
- Student evaluations
Goal Setting (5)

- Use TE reports & CASAS data portal to determine performance goals for your local agency
- Trainings available in mid to late February.
Training and Conferences
Training and Conferences

Wed March 3 – Fri March 5
• [https://tdls.otan.us/](https://tdls.otan.us/) for more information. Registration opens 1/15/2021.
• The call for proposals closes 1/15/2021.
  [https://tdls.otan.us/Proposal/](https://tdls.otan.us/Proposal/)
Training and Conferences (2)

Upcoming Statewide WIOA II Meeting dates (at 1pm):
• Feb 2
• Mar 2

Upcoming Statewide TE dates (9am):
• Feb 5
• Mar 12

TE Basics Training
• Feb 19
Training and Conferences (3)

EL Civics Highlights

Friday, February 26 – two separate sessions

• Licensing Creations, Copyright, and Creative Commons
• Digital Resources for EL Civics Assessments
Networking
Networking (1): Sustaining Programs During COVID-19

• How have you responded to the “up and down” nature (and inconsistency) of COVID-19 restrictions?
• How has COVID-19 affected implementation of the GED and HiSET?
• Do you have a plan to phase in in-person instruction this year?
• Have you started planning these issues for PY 2021-22?
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?
  – Completing HiSET or GED?

• Have there been challenges with using staff time to “provide students tech support,” and/or recording student instructional hours for all the time allotted?
Networking (3): Employment & Earnings Survey

• Has your agency changed how it administers the Employment & Earnings Survey this year?

• Have there been any successes in improving the student response rate?

• Any ways you engage students in this process before exit?

• Are there any specific ideas that would increase responses on the Survey statewide? Or that would increase overall use of SSN?
Networking (4): Equity & Barriers

• How does your agency report demographics such as race and ethnicity?
• Does your agency use this information to compare and contrast data outcomes and results?
• Does your agency compare and contrast data results by the different Barriers to Employment?
• Are there any TE reports (or others) that you use to monitor outcomes by barrier?
Resources
Resources

Using Consent Forms & SSN

- **CDE Memorandum 17-2** provides state guidance on this issue, and includes a template consent form.  
  https://www.cde.ca.gov/sp/ae/ga/mb17-01.asp

- The CDE recommends that agencies have students sign a consent form whenever they provide their SSN or other sensitive personal information.
Resources

• 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/email pdf copies of the DIR when completing quarterly data requirements.

Step-by-Step Quarterly Data Submission Wizard Instructions:

Resources

• **Annual CIT Recertification** available early January and closes 4/30/2021. All CIT Certified Examiners whose certifications expire 6/30/2021 must participate in recertification training.

• Eligible Examiners will receive an email in early January with more details. You will need to place an order for the training. There is no charge for California WIOA, Title II: AEFLA Funded Agencies.
Resources

EL Civics Videos
Watch a video on the CASAS YouTube Playlist:

Submit questions to
lrobinson@casas.org
Resources

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
Resources

CASAS Reading Level Indicator

• 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.