WIOA II Network Meeting – July 2021
Agenda

• CDE Update
  • IELCE Funding
  • July 15 EOY Data Deliverables/End of Year Letter
  • Promising Practices/MAD

• End of Year Data Submission and Deliverables

• TOPSpro Enterprise Updates
  • NRS Table 4
  • CAEP Reports

• Reporting for Perkins and CTE

• Networking

• Resources
243 Funding

• Providers that spent Section 243 IELCE funds, but were unable to implement the training component of the program, will not be required to pay back funds received in Fiscal Year 2020–21.

• Section 243 Civic Objective and Additional Assessment Plan (COAAP) payment points reported from Integrated Education and Training (IET) programs unable to implement the training component, will be awarded as Section 231 EL Civics COAAP payment points.
CDE Update (1)

243 Funding

• Section 243 COAAPP payment points will be awarded only for IET programs that implemented all three IET components: Adult Literacy, Workforce Preparation, and Workforce Training.

• Providers unable to implement IET in FY 2020–21 will not receive Section 243 payment point funds in FY 2022–23.
CDE Update (1)

• End-of-Year Data due **July 15, 2021**

• Submit the following items:

  1. Adult Education Personnel Information
  2. End-of-Year Data Integrity Report
  3. Payment Points Summary Report
  4. Employment and Earnings Follow-up Survey

• Click here [WIOA, Title II: AEFLA Grant Information 2020–21 web page](#) for detailed information
CDE Update (1)

Deliverables due **August 1, 2021**

- Final Expenditure Claim Report (ECR)
- Official Payment Points Certification Letter

- Click the following link for more details: [https://www.cde.ca.gov/sp/ae/fg/wioa20.asp](https://www.cde.ca.gov/sp/ae/fg/wioa20.asp)
CDE Update (2)

High School Diploma Payment Points

• The TE Payment Points Summary includes all students who a) meet basic requirements such as DOB, and 12+ hours; b) marked “Earned HS Diploma” on the Update Record.

• Anyone who “Earned HS Diploma” in TE should also appear on that local district’s certified list of high school diploma awardees.

• HS diploma payment points will ultimately only be paid out for students that appear on the agency’s certified list.
Perkins Reporting

• Before June 30, 2021, K-12 and COE CTE programs should have completed Perkins requirements using TOPSpro Enterprise.

• If you haven’t completed this, please add this data before submitting the EOY data on or before July 15.

• K-12 and COE CTE programs will continue to report CTE and Perkins data in TE in PY 2021-22.
Congratulations to the following agencies which serve as models for other programs seeking to implement successful EL Civics/IELCE training programs that reach beyond their own students to affect the community in a positive manner.

- Huntington Beach Adult School
- Mt. Diablo Adult School
- Mt. San Jacinto Community College
2020-21 Promising Practices Awards

- Castro Valley Adult & Career Education
- Corona Norco Adult School
- Elk Grove Adult & Community Education
- Fontana Adult School
- Hayward Adult School
- Livermore Adult School

- Moreno Valley Community Adult School
- Redondo Beach – South Bay Adult School
- San Mateo Adult School
- Tamalpais Adult School
- Torrance Adult School
- Victor Valley Adult Education Regional Consortium
TOPSpro Enterprise Update (1)

New Build 11 dated May 31, 2021

• Updates to NRS Tables
• CAEP Enrollees by Hours
Updates to NRS Tables

- New Columns G and N on NRS Table 4
- New logic for selecting qualifying pretest
- Overall the number of gains will be the same, but may be attributed to different placement EFL’s than before
### NRS Table 4
Measurable Skill Gains by Entry Level
All Student Activity Dates

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

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level</th>
<th>Number of Participants (A)</th>
<th>Total Number of Participants Excluded from MSG Performance (B)</th>
<th>Total Attendance Hours for all participants (C)</th>
<th>Number who achieved at least one educational functioning level gain (D)</th>
<th>Number who attained a secondary school diploma or its equivalent (E)</th>
<th>Number Separated Before Achieving Measurable Skill Gains (F)</th>
<th>Number Remaining in Program without Measurable Skill Gains (G)</th>
<th>Percentage Achieving Measurable Skill Gains (H)</th>
<th>Total number of Periods of Participation in which Participants achieved at least one EFL gain (I)</th>
<th>Total number of Periods of Participation in which a HSD or HSE was attained (J)</th>
<th>Percentage of Periods of Participation with Measurable Skill Gains (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE Level 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>ABE Level 2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
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<tr>
<td>ABE Level 3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
<td>0</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>ABE Level 4</td>
<td>1</td>
<td>323</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
<td>1</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td>ABE Level 5</td>
<td>14</td>
<td>2,143</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>71.43</td>
<td>14</td>
<td>8</td>
<td>2</td>
<td>71.43</td>
</tr>
<tr>
<td>ABE Level 6</td>
<td>1</td>
<td>151</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
<td>1</td>
<td>0</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>ABE Total</strong></td>
<td><strong>16</strong></td>
<td><strong>2,617</strong></td>
<td><strong>8</strong></td>
<td><strong>4</strong></td>
<td><strong>2</strong></td>
<td><strong>2</strong></td>
<td><strong>75.00</strong></td>
<td><strong>16</strong></td>
<td><strong>8</strong></td>
<td><strong>4</strong></td>
<td><strong>75.00</strong></td>
</tr>
<tr>
<td>ESL Level 1</td>
<td>6</td>
<td>771</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100.00</td>
<td>8</td>
<td>6</td>
<td>0.00</td>
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<tr>
<td>ESL Level 2</td>
<td>15</td>
<td>1,721</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>86.67</td>
<td>21</td>
<td>13</td>
<td>61.00</td>
</tr>
<tr>
<td>ESL Level 3</td>
<td>32</td>
<td>4,398</td>
<td>29</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>90.63</td>
<td>41</td>
<td>29</td>
<td>70.73</td>
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<tr>
<td>ESL Level 4</td>
<td>68</td>
<td>9,855</td>
<td>51</td>
<td>1</td>
<td>7</td>
<td>9</td>
<td>76.47</td>
<td>92</td>
<td>51</td>
<td>1</td>
<td>56.52</td>
</tr>
<tr>
<td>ESL Level 5</td>
<td>84</td>
<td>12,149</td>
<td>64</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>76.19</td>
<td>98</td>
<td>64</td>
<td>0</td>
<td>65.31</td>
</tr>
<tr>
<td>ESL Level 6</td>
<td>85</td>
<td>12,422</td>
<td>43</td>
<td>3</td>
<td>19</td>
<td>20</td>
<td>54.12</td>
<td>103</td>
<td>43</td>
<td>3</td>
<td>44.66</td>
</tr>
<tr>
<td><strong>ESL Total</strong></td>
<td><strong>290</strong></td>
<td><strong>41,116</strong></td>
<td><strong>206</strong></td>
<td><strong>4</strong></td>
<td><strong>38</strong></td>
<td><strong>42</strong></td>
<td><strong>72.41</strong></td>
<td><strong>363</strong></td>
<td><strong>206</strong></td>
<td><strong>4</strong></td>
<td><strong>57.85</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>306</strong></td>
<td><strong>43,733</strong></td>
<td><strong>214</strong></td>
<td><strong>8</strong></td>
<td><strong>40</strong></td>
<td><strong>44</strong></td>
<td><strong>72.55</strong></td>
<td><strong>379</strong></td>
<td><strong>214</strong></td>
<td><strong>8</strong></td>
<td><strong>58.58</strong></td>
</tr>
</tbody>
</table>
CAEP Enrollees by Hours

- CAEP Enrollees by Hours and CAEP Services by Hours
- Identifies “Participants” vs “Adults Served”
- Reports available at the agency and consortium levels

### CAEP Enrollees by Hours

<table>
<thead>
<tr>
<th>Agency</th>
<th>Program Area</th>
<th>Literacy Gains (Pre/Post)</th>
<th>CAEP Outcomes</th>
<th>Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Enrollees w/12 hours (i)</td>
<td>Enrollees w/11-12 hours (j)</td>
<td>Enrollees w/ hours (k)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(a)</td>
<td>(j)</td>
<td>(k)</td>
</tr>
<tr>
<td>ES/ELL</td>
<td>181</td>
<td>406</td>
<td>187</td>
<td>0</td>
</tr>
<tr>
<td>ABE/ASE</td>
<td>44</td>
<td>134</td>
<td>156</td>
<td>0</td>
</tr>
<tr>
<td>GED</td>
<td>12</td>
<td>14</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Workforce Preparation</td>
<td>0</td>
<td>2</td>
<td>54</td>
<td>0</td>
</tr>
<tr>
<td>Pre-Apprenticeship</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Adults supporting K-12</td>
<td>0</td>
<td>7</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Adults w/Disabilities</td>
<td>0</td>
<td>34</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>237</td>
<td>597</td>
<td>423</td>
<td>0</td>
</tr>
<tr>
<td>Students in 2 or more programs</td>
<td>18</td>
<td>44</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>Total unduplicated students</td>
<td>218</td>
<td>552</td>
<td>397</td>
<td>0</td>
</tr>
</tbody>
</table>
For this year, the proxy retrieves tests administered as far back as January 1, 2020.

CDE will continue the date range of Jan 1-June 30 for PY 2021-22.

The normal date range is May 12 – June 30.
Reporting for Perkins and CTE (1)

- Mark A22 and/or CIP Code for **all CTE** Class Definitions in TE
- Mark Special Programs = Perkins at either the Class Instance or Student level for **all students eligible for federal Perkins reporting**
- All CTE and Perkins students will be part of the EDD data match for employment; so provide SSN if possible
Reporting for Perkins and CTE (2)

Record the federal CIP code and the CDE A22 Course Code in the TE Class Definition Record.
Reporting for Perkins and CTE (3)

Link for CDE A-22 codes:
• https://caadultedreporting.org/Info/CourseListAll

Link for federal CIP codes:
Reporting for Perkins and CTE (4)

Designate Perkins eligible students at either the individual student or class instance level by selecting **Special Programs – Carl Perkins**.
By July 15, 2021

<table>
<thead>
<tr>
<th>Required Data and Documents</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-Year Data, TOPSpro® Enterprise</td>
<td>Two steps:</td>
</tr>
<tr>
<td></td>
<td>• All year end data must be entered into TOPSpro® Enterprise and completed for this quarter on or before this date</td>
</tr>
<tr>
<td></td>
<td>• Submit End-of-Year Certification Letter by email to: <a href="mailto:caspm@casas.org">caspm@casas.org</a> (signature required)</td>
</tr>
<tr>
<td>Adult Education Personnel Information</td>
<td>Enter personnel information for Federal Table 7 into TOPSpro® Enterprise</td>
</tr>
<tr>
<td>End-of-Year Data Integrity Report</td>
<td>Generate the NRS Data Integrity Report and submit a copy of the report to <a href="mailto:caspm@casas.org">caspm@casas.org</a></td>
</tr>
<tr>
<td>Payment Points Summary Report</td>
<td>Generate the Payment Points Summary and email a PDF copy of the report to <a href="mailto:caspm@casas.org">caspm@casas.org</a></td>
</tr>
<tr>
<td>Employment and Earnings Follow-up Survey</td>
<td>Complete sending Employment and Earnings Survey to exit populations. The following tasks should be completed during Quarter 4 (April through June):</td>
</tr>
<tr>
<td></td>
<td>• Run the “NRS Core Performance Wizard” under Tools in TOPSpro® Enterprise</td>
</tr>
<tr>
<td></td>
<td>• Send Employment and Earnings Survey to exit population for second and fourth quarter after exit</td>
</tr>
</tbody>
</table>
EOY Data Deliverables (2)

WIOA II agencies will use the **TE Quarterly Data Submission Wizard** to submit quarterly data, including the Data Integrity Report (DIR).

**Step-by-Step Quarterly Data Submission Wizard Instructions:**

EOY Data Deliverables (3)

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

• Go to the In Program Years section of the TE Agency Record
Data Integrity Report

- The following chart shows 4Q Data Integrity Report performance from PY 18-19 and PY 19-20, as well as 3Q data from PY 2020-21.

<table>
<thead>
<tr>
<th>NRS Data Integrity Report Item</th>
<th>PY 2018 19</th>
<th>PY 2019 20</th>
<th>PY 2020 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Birthdate or outside 16-110</td>
<td>0.49</td>
<td>0.55</td>
<td>1.14</td>
</tr>
<tr>
<td>Less than 12 Hours of Instruction</td>
<td>24.10</td>
<td>23.84</td>
<td>34.70</td>
</tr>
<tr>
<td>No Highest Year of School</td>
<td>10.00</td>
<td>9.26</td>
<td>11.93</td>
</tr>
<tr>
<td>No Highest Degree Earned</td>
<td>9.22</td>
<td>9.45</td>
<td>12.87</td>
</tr>
<tr>
<td>No Gender</td>
<td>0.16</td>
<td>0.20</td>
<td>0.49</td>
</tr>
<tr>
<td>No Race/Ethnicity</td>
<td>0.72</td>
<td>0.58</td>
<td>2.10</td>
</tr>
<tr>
<td>Total Missing Labor Force Status</td>
<td>11.59</td>
<td>13.88</td>
<td>24.76</td>
</tr>
<tr>
<td>No Valid Pretest</td>
<td>16.08</td>
<td>19.88</td>
<td>43.34</td>
</tr>
<tr>
<td>Valid Pretest with No Post-Test</td>
<td>46.32</td>
<td>40.14</td>
<td>34.70</td>
</tr>
<tr>
<td>No Primary Goal</td>
<td>24.14</td>
<td>22.92</td>
<td>37.37</td>
</tr>
<tr>
<td>No Secondary Goal</td>
<td>24.27</td>
<td>29.42</td>
<td>44.46</td>
</tr>
<tr>
<td>Learners with a pretest in the conservative estimate range</td>
<td>10.44</td>
<td>9.92</td>
<td>5.40</td>
</tr>
<tr>
<td>Learners with a pre-/post-test pair but less than 40 hours of instruction</td>
<td>4.55</td>
<td>2.87</td>
<td>1.94</td>
</tr>
</tbody>
</table>
EOY Data Deliverables (6)

Data Integrity Report

- Download a spreadsheet with more comprehensive DIR results:


<table>
<thead>
<tr>
<th>NRS Data Integrity Report Item</th>
<th>PY 2018-19</th>
<th>PY 2019-20</th>
<th>PY 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing Birthdate or outside 16-110</td>
<td>0.49</td>
<td>0.55</td>
<td>1.14</td>
</tr>
<tr>
<td>Less than 12 Hours of Instruction</td>
<td>24.10</td>
<td>23.84</td>
<td>34.70</td>
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<td>0.58</td>
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<td>4.55</td>
<td>2.87</td>
<td>1.94</td>
</tr>
</tbody>
</table>
Some DIR items that may potentially change due to COVID-19 issues:

- < 12 Hours of Instruction - Item 02
- No Post-Test/Pre-Post-Test pair - Items 09, 10
- Earned HSE/HS Diploma - Items 12, 13
- Hours between tests – Item 22
EOY Data Deliverables (8)

Some DIR items that should NOT change due to COVID-19 issues:

- Demographics - Items 01, 03, 04, 05,
- Labor Force Status – Item 06
- Primary/Secondary Goal - Items 17, 18
- Missing Barriers of Employment - Item 19
Trainings & Conferences (1)

Upcoming Statewide WIOA II Meeting dates (at 1pm):
• Aug 3
• Sep 7

Upcoming Statewide TE dates (9am):
• Jul 9
• Aug 6

TE Basics Training
• Jul 22
Trainings & Conferences (2)

- For PY 2021-22, CDE and CASAS will continue monthly statewide WIOA II and TE network meetings.
- WIOA II will continue (generally) on the **first Tuesday at 1pm**.
- TE meetings will usually be the **first Friday at 9am**.
- Most regions will resume some form of both virtual meetings and f2f… specific schedule for virtual and f2f regional meetings will vary region to region.
- CA WIOA II accountability training and CASAS assessment implementation (that is the sessions that meet the CDE training requirement) will be facilitated via Zoom beginning in August.
Trainings & Conferences (3)

- Go to the Training & Networking page to access recordings and documentation related to the statewide and regional network meetings.

Network Discussion Topics (1): Moving Forward from COVID-19

• How has your agency moved forward from COVID-19?
• Has your school/college district been “aggressive” in moving forward, more “cautious” – or somewhere in between?
• Has your agency required vaccination for students and/or staff? Either way, are there any other COVID related health and safety requirements your agency has implemented or considered moving forward?
Network Discussion Topics (2): Planning for PY 21-22

• How will you implement “beginning of year” issues such as student enrollment, orientation, placement, and pretesting?

• Have you implemented “hybrid” options that combine f2f and virtual instruction for students? How do you plan to implement this? How will you include pre- and post-testing?

• What options are your students choosing? What factors seem to govern which option your students select? Does this planning vary by instructional program?

• Have you any indication about which method is best in terms of student outcomes and results?
Network Discussion Topics (3): EOY Data Submission / DIR

• How have all of the past year’s restrictions and limited service affected your EOY data?

• Which specific data points – whether on the Data Integrity Report, NRS reports, or Payment Points – have caused the greatest level of concern?

• How does your Data Integrity Report for PY 2020-21 compare with an “average” year? How does it compare to PY 2019-20?

• Are there any data changes from your DIR/other reports that will affect how you implement programs in PY 2021-22?
Network Discussion Topics (4): Serving HS Students

• Have you had to accommodate additional HS students who were unable to finish due to COVID-19? Will this continue as an issue in PY 2021-22?

• HS Diploma payment points. How does your district account for reporting students who earned the HS diploma each year?

• Do you cross check your HS diploma total in TE with the number reported by your local district on your local district’s Certified List of HS Diploma Awardees?
Resources
Student Funding in Adult Education Programs

• The CDE disseminated a statewide memorandum on March 29, 2021, to reinforce California state law of compulsory education for students through age of 18 years.

• Access the letter here: https://caadultedreporting.org/
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

New CDE Table 7A for CDE Reporting

• Includes aggregate demographics data for teachers, administrators, and other staff
• Focus is on race and ethnicity of staff
Resources

CASAS Ordering

• With agencies “re-opening” – everyone is encouraged to order CASAS testing and assessment materials (and eTests Test Units) as early as possible
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

2019-20 data now available on the CASAS Data Portal:
http://www2.casas.org/dataportal/
Resources

The CASAS Data Portal now includes a section that enables review of agency level and statewide performance on the Employment & Earnings Survey.
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
Citizenship Interview Test (CIT) Remote Testing

- CIT can be tested remotely (1:1 only, no group testing)
- At least one person from the agency completes the *CIT Remote Test Training Webinar*
- Email CIT@casas.org to request the fillable PDF test booklets
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.
Resources

OCTAE Updates:
• https://www2.ed.gov/policy/adulted/guid/memoranda.html

EDD Updates:
• https://www.edd.ca.gov/Jobs_and_Training/Information_Notices.htm
Resources

CCAE Advocacy Kit:
https://www.ccaestate.org/advocacy-resources

CAEAA – “Revisit the Conference” held on February 4, 2021
https://www.caeaa.org/revisit-the-2021-conference.html