WIOA II Network Meeting – September 2021
Agenda

• CDE Update
  • Preliminary PY 2020-21 EOY Data
  • Welcome Back Video

• Promising Practices/MAD

• NRS Reporting for 2021-22

• PY 2021-22 What’s New
  • Data Dictionary Summary of Changes
  • Local Assessment Policy

• EL Civics Exchange

• Training and Networking

• Resources
California WIOA, Title II Enrollment by Program Type

Enrollment

<table>
<thead>
<tr>
<th>Program Type</th>
<th>PY 2017-18</th>
<th>PY 2018-19</th>
<th>PY 2019-20</th>
<th>PY 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE</td>
<td>85,145</td>
<td>77,468</td>
<td>69,190</td>
<td>54,444</td>
</tr>
<tr>
<td>ASE</td>
<td>110,091</td>
<td>92,458</td>
<td>71,814</td>
<td>74,144</td>
</tr>
<tr>
<td>ESL</td>
<td>293,199</td>
<td>267,245</td>
<td>242,641</td>
<td>260,078</td>
</tr>
<tr>
<td>Total</td>
<td>488,435</td>
<td>437,171</td>
<td>383,645</td>
<td>311,490</td>
</tr>
</tbody>
</table>

PY 2017-18 | PY 2018-19 | PY 2019-20 | PY 2020-21
CDE Update (3)

NRS Table 4 vs. NRS Table 4C – Distance Learning

<table>
<thead>
<tr>
<th>Year</th>
<th>Federal Table 4</th>
<th>Distance Learning (Table 4C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>307,478</td>
<td>11,468</td>
</tr>
<tr>
<td>2018-19</td>
<td>299,720</td>
<td>107,540</td>
</tr>
<tr>
<td>2019-20</td>
<td>258,201</td>
<td>70,483</td>
</tr>
<tr>
<td>2020-21</td>
<td>134,490</td>
<td>88,711</td>
</tr>
</tbody>
</table>
### WIOA II Program Survey

On average, agencies reported that **83.3%** of students have access to the Remote Learning Format.

<table>
<thead>
<tr>
<th>Program Areas</th>
<th>Percentage of agencies able to provide classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABE</td>
<td>79.6%</td>
</tr>
<tr>
<td>ASE</td>
<td>84.4%</td>
</tr>
<tr>
<td>ESL</td>
<td>89.8%</td>
</tr>
<tr>
<td>IELCE/IET</td>
<td>40.4%</td>
</tr>
<tr>
<td>CTE</td>
<td>60.9%</td>
</tr>
<tr>
<td>Other Classes</td>
<td>11.1%</td>
</tr>
</tbody>
</table>
AB 130 Memorandum
AB 130: Education Finance: Changes to Independent Study programs

On August 25, 2021 the CDE sent out a memorandum to agencies, notifying agencies that this legislation does NOT affect Independent Study programs in Adult Education.
CDE Update (6)

CDE Welcome Back Video
CDE New Administrator Orientation

- Daily sessions will be 90-120 minutes
- Schedule of sessions:
  - 9/08 9-10:30 AM Introductions, Adult Education in California, CALPRO
  - 9/10 1-2:30 PM 231, AJCC/MOUss, OTAN
  - 9/13 1-2:30 PM Fiscal & FPM
  - 9/13 3-4 PM 225 (optional)
  - 9/14 9-11:15 AM Data/Accountability, CASAS
  - 9/14 1-2 PM IELCE (optional)
  - 9/17 9AM-noon Wrap up and Meetings with Regions –
CDE Update (8)

EL Civics Exchange
CDE Legal Update
Creative Commons Licensing
2020-21 Promising Practices and Making a Difference Awards (1)

• Congratulations to the following three agencies – one Making a Difference Award winner, Mt San Jacinto CCD, and two Promising Practices Awardees.

• The CDE will highlight three award winning agencies each month during this meeting.

- Mt. San Jacinto Community College
- Elk Grove Adult and Community Education
- Hacienda la Puente Adult Education
2020-21 Promising Practices and Making a Difference Awards (2)

- Mt. San Jacinto Community College (MAD)
  - Amy Campbell, Jasmine Port
- Elk Grove Adult and Community Education
  - Angela Rodriguez
- Hacienda la Puente Adult Education
  - Maria Tellez
September 2021 Topics
NRS Data Reporting (1)  
2020-21 Statewide Data-Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>WIOA, Title II</th>
<th>Federal Table 4</th>
<th>Federal Table 4B-Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>469,148</td>
<td>305,728</td>
<td>197,818</td>
</tr>
<tr>
<td>2017-18</td>
<td>488,435</td>
<td>307,478</td>
<td>211,486</td>
</tr>
<tr>
<td>2018-19</td>
<td>437,171</td>
<td>299,720</td>
<td>205,589</td>
</tr>
<tr>
<td>2019-20</td>
<td>383,645</td>
<td>258,201</td>
<td>148,915</td>
</tr>
<tr>
<td>2020-21</td>
<td>260,078</td>
<td>134,490</td>
<td>62,344</td>
</tr>
</tbody>
</table>
## NRS Data Reporting (2)
### 2020-21 Statewide Data-NRS EFLs

<table>
<thead>
<tr>
<th>Entering Educational Functioning Level</th>
<th>PY 2019-20</th>
<th></th>
<th></th>
<th>PY 2020-21</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Number Enrolled</td>
<td>Percentage of PoPs with MSGs</td>
<td>CA Goals PY 2019-20</td>
<td>Total Number Enrolled</td>
<td>Percentage of PoPs with MSGs</td>
<td>CA Goals PY 2020-21</td>
<td>CA Goals PY 2021-22</td>
</tr>
<tr>
<td>ABE 1</td>
<td>4,977</td>
<td>33.4%</td>
<td>55%</td>
<td>4,015</td>
<td>40.2%</td>
<td>53%</td>
<td>53%</td>
</tr>
<tr>
<td>ABE 2</td>
<td>10,985</td>
<td>35.6%</td>
<td>57%</td>
<td>8,025</td>
<td>41.6%</td>
<td>54%</td>
<td>54%</td>
</tr>
<tr>
<td>ABE 3</td>
<td>18,166</td>
<td>35.2%</td>
<td>50%</td>
<td>13,388</td>
<td>37.5%</td>
<td>49%</td>
<td>49%</td>
</tr>
<tr>
<td>ABE 4</td>
<td>29,753</td>
<td>37.3%</td>
<td>38%</td>
<td>21,201</td>
<td>40.3%</td>
<td>39%</td>
<td>40%</td>
</tr>
<tr>
<td>ABE 5</td>
<td>14,589</td>
<td>36.2%</td>
<td>39%</td>
<td>11,835</td>
<td>34.6%</td>
<td>41%</td>
<td>42%</td>
</tr>
<tr>
<td>ABE 6</td>
<td>11,198</td>
<td>40.6%</td>
<td>23%</td>
<td>9,827</td>
<td>36.0%</td>
<td>39%</td>
<td>40%</td>
</tr>
<tr>
<td>ESL 1</td>
<td>6,080</td>
<td>46.7%</td>
<td>60%</td>
<td>2,052</td>
<td>29.7%</td>
<td>61%</td>
<td>61%</td>
</tr>
<tr>
<td>ESL 2</td>
<td>11,122</td>
<td>50.9%</td>
<td>59%</td>
<td>3,821</td>
<td>29.9%</td>
<td>62%</td>
<td>62%</td>
</tr>
<tr>
<td>ESL 3</td>
<td>31,019</td>
<td>49.9%</td>
<td>56%</td>
<td>10,290</td>
<td>34.2%</td>
<td>60%</td>
<td>60%</td>
</tr>
<tr>
<td>ESL 4</td>
<td>47,637</td>
<td>40.9%</td>
<td>49%</td>
<td>16,617</td>
<td>30.3%</td>
<td>49%</td>
<td>49%</td>
</tr>
<tr>
<td>ESL 5</td>
<td>38,709</td>
<td>41.9%</td>
<td>45%</td>
<td>16,791</td>
<td>30.6%</td>
<td>49%</td>
<td>49%</td>
</tr>
<tr>
<td>ESL 6</td>
<td>33,966</td>
<td>21.9%</td>
<td>27%</td>
<td>16,628</td>
<td>21.4%</td>
<td>27%</td>
<td>28%</td>
</tr>
<tr>
<td>Total</td>
<td>258,201</td>
<td>38.7%</td>
<td>44%</td>
<td>134,490</td>
<td>33.6%</td>
<td>46%</td>
<td>46%</td>
</tr>
</tbody>
</table>
In April 2021, the NRS announced new outcomes on Table 4 for participants in IET programs.
NRS Data Reporting

NRS MSG’s
1. EFL Gain
2. Secondary (HSE/HSD)
3. Post-Secondary
4. Training Milestone
5. Passing an Exam

“WIOA II in Blue!!!”

https://nrsweb.org/training-ta/f2f-training/accessible/2-defining-key-elements-nrs-reporting
For adult education programs, participants can demonstrate MSG in two ways: educational functioning level gain and receipt of a secondary credential (as seen in Figure 1, below).

1. **Educational functioning level gain** can be demonstrated in one of three ways:
   - Comparing a participant’s pretest with the participant’s posttest, using an NRS-approved test
   - Awarding Carnegie Units or credits in an adult high school program (enough to move to 11th- or 12th-grade status according to state rule)
   - Enrollment in postsecondary education and training after exit

2. Receipt of a secondary credential, which can be demonstrated by obtaining passing scores on state-approved high school equivalency tests or obtaining a secondary diploma or state-recognized equivalent.

“WIOA II in *Blue!!!*”
<table>
<thead>
<tr>
<th>MSG Type</th>
<th>Definition (from OCTAE Program Memorandum (PM) 17-2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type 3:</strong> Postsecondary Report Card or Transcript</td>
<td>Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the State unit’s academic standards</td>
</tr>
<tr>
<td><strong>Type 4:</strong> Progress Toward Milestones</td>
<td>Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training</td>
</tr>
<tr>
<td><strong>Type 5:</strong> Passage of Occupational Exam or Demonstration of Progress</td>
<td>Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.</td>
</tr>
</tbody>
</table>

https://nrsweb.org/training-ta/f2f-training/accessibile/2-defining-key-elements-nrs-reporting
PY 2021-22 What’s New (1)

2021-22 Data Dictionary

- PY 2021-22 Data Dictionary for both WIOA II and CAEP is available on the CASAS CA Accountability page.

- Includes a Summary of Changes to highlight differences between PY 2021-22 and 2020-21.
The statewide assessment policy requires all WIOA II agencies to develop their own local assessment policy, and revise their local policy at the beginning of the Program Year.

- Establish procedure for appropriate placement, and pre- and post-testing
- Maintain a calendar of the year’s test dates, with specific dates as “testing dates” and make up days for those who are absent
- Specify test security and uniform administration procedures
- Define procedures for hours and assessment for special programs such as distance learning
Appendix C in the statewide assessment policy addresses issues for distance learning. Appendix C includes:

• Definition of Distance Learners
• Remote Testing
• Virtual Learning Curricula
• Instructional hours
• Agencies doing remote testing should include their online Remote Testing Agreement in this section.
PY 2021-22 What’s New (4)

• All agencies that *initiate* remote testing in PY 2021-22, or that make changes to their remote testing strategy, must complete the CASAS Agency Remote Testing Agreement for California (ARTA/CA).


• In the agreement, specify which assessments are being administered remotely and the virtual approaches employed for remote testing.

• Send the completed pdf to your CDE Regional Consultant and CASAS Program Specialist, and retain a copy with your agency’s Local Assessment Policy documentation.

http://training.casas.org/mod/questionnaire/view.php?id=2910
New in PY 2021-22: For CTE classes that include Integrated Education and Training, mark “Integrated Education & Training” under Special Programs, just as you do for ESL classes in IET.
Reporting for Perkins and CTE. The new requirements announced in March/April 2021 will continue for PY 2021-22.

• 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

• Access a short ppt with more directions here:
EL Civics Exchange (1)

• Announcing the EL Civics Exchange, a joint project of OTAN and CASAS, funded by the California Department of Education, Adult Education Office.

• Access, Submit, and Share Instructional Materials that relate to EL Civics content for English Language Learners:

elcivics.otan.us
EL Civics Exchange

• Search for instructional materials in different ways, such as competency area, EL Civics COAAP, or instructional level

elcivics.otan.us
Trainings & Conferences (1)

- For PY 2021-22, CDE and CASAS will continue monthly statewide WIOA II and TE network meetings
  - WIOA II statewide meeting on the **first Tuesday at 1pm**
  - TE statewide meetings will usually be the **first Friday at 9am**
  - 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.
Trainings & Conferences (2)

Upcoming Statewide WIOA II Meeting dates (at 1pm):
• *Oct 5*
• *Nov 2*

Upcoming TE date (9am):
• *Sep 10*

Online WIOA II Accountability
• *Completed several trainings in Aug, continuing through Oct*
• *CASAS Basic Assessment available online:*
  [https://www.casas.org/training-and-support/casas-live-facilitated-training](https://www.casas.org/training-and-support/casas-live-facilitated-training)
<table>
<thead>
<tr>
<th></th>
<th>TRAINING ROLES</th>
<th>TOPSpro Enterprise Data Managers</th>
<th>eTests Coordinators and Proctors</th>
<th>Instructors, Counselors, Career Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CASAS Implementation Basics (Module 1)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>CASAS eTests Implementation (Module 2)</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Paper Test implementation (Module 3)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Test Results and Reports (Module 4)</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Introduction to TOPSpro Enterprise</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Administering eTests</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Managing Test Interruptions</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Remote Testing Certification</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>
Network Discussion Topics (2): Planning for PY 21-22

• Have you implemented “hybrid” options that combine f2f and virtual instruction for students? What specifically remains virtual vs. what do you hope to implement f2f? How will you incorporate pre- and post-testing?

• From your DIR/other reports you completed for 2020-21 EOY data submission – are there any specific data points that affect how you implement programs in PY 2021-22/and which ones?

• Have you any indication about specific student groups – such as demographics, instructional program, or level - that have sustained success? Or specific groups that have struggled?

• Enrollment issues – marketing, outreach, recruitment
Network Discussion Topics (2): Enrollment

• Has your agency mirrored the statewide data totals with the same declining student enrollment? What has contributed to the decline in your local region? If your enrollment has held steady or gained – why did you “bucked the trend?”

• Have you any indication about specific student groups – such as demographics, instructional program, or level - that have sustained their enrollment? Or specific groups that left?

• What efforts have you initiated locally to address enrollment – such as marketing, outreach, recruitment?
Network Discussion Topics (3): Credentialing

• Have you ever had to respond to an audit where your COE (or other entity) checked to ensure your teachers were fully credentialed?

• If so, which specific local entity was responsible for the audit?

• Either way – has the issue of credentialing been a challenge for your district, given the difficulties many agencies have had finding qualified teachers?

• Given the inconsistencies in what the different systems (K12 vs CCD) require for credentialing, does that ever create conflicts with agencies in your region?
Network Discussion Topics (4): “Remote Teaching”

• Are teachers at your school teaching remotely, f2f, or both? Are individual teachers doing both, or are some 100% remote and others 100% f2f?

• Either way – how has this issue affected students?

• Has it been a challenge to adapt from f2f to virtual instruction, and then back to f2f again?
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](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.
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:

Resources

• 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 Exitmers</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 Exiters</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>
Resources

• 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
Resources

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

Link for federal CIP codes:
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

The CASAS Data Portal now includes a section that enables review of agency level and statewide performance on the Employment & Earnings Survey.
Resources

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
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

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
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](https://www2.ed.gov/policy/adulted/guid/memoranda.html)

EDD Updates:

  • [https://www.edd.ca.gov/Jobs_and_Training/Information_Notices.htm](https://www.edd.ca.gov/Jobs_and_Training/Information_Notices.htm)
Resources

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