WIOA II Network Meeting – October 2021
Agenda

• CDE Update
  • PY 2020-21 EOY Data
  • National Presentations
• Promising Practices/MAD
• Data Outcomes and Goal Setting
  • Statewide Results from 2020-21
  • WIOA II Survey Results
• Using Assessment to Inform Instruction
• WIOA II Reporting Updates for PY 2021-22
• Training and Networking
• Resources
CDE Update (1)

Enrollment

- WIOA, Title II
- Federal Table 4
- Federal Table 4B-Persistence

<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>
<tr>
<td>Entering Educational Functioning Level</td>
<td>Total Number Enrolled</td>
<td>Percentage of PoPs with MSGs</td>
<td>CA Goals PY 2019-20</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------</td>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>ABE 1</td>
<td>4,977</td>
<td>33.4%</td>
<td>55%</td>
</tr>
<tr>
<td>ABE 2</td>
<td>10,985</td>
<td>35.6%</td>
<td>57%</td>
</tr>
<tr>
<td>ABE 3</td>
<td>18,166</td>
<td>35.2%</td>
<td>50%</td>
</tr>
<tr>
<td>ABE 4</td>
<td>29,753</td>
<td>37.3%</td>
<td>38%</td>
</tr>
<tr>
<td>ABE 5</td>
<td>14,589</td>
<td>36.2%</td>
<td>39%</td>
</tr>
<tr>
<td>ABE 6</td>
<td>11,198</td>
<td>40.6%</td>
<td>23%</td>
</tr>
<tr>
<td>ESL 1</td>
<td>6,080</td>
<td>46.7%</td>
<td>60%</td>
</tr>
<tr>
<td>ESL 2</td>
<td>11,122</td>
<td>50.9%</td>
<td>59%</td>
</tr>
<tr>
<td>ESL 3</td>
<td>31,019</td>
<td>49.9%</td>
<td>56%</td>
</tr>
<tr>
<td>ESL 4</td>
<td>47,637</td>
<td>40.9%</td>
<td>49%</td>
</tr>
<tr>
<td>ESL 5</td>
<td>38,709</td>
<td>41.9%</td>
<td>45%</td>
</tr>
<tr>
<td>ESL 6</td>
<td>33,966</td>
<td>21.9%</td>
<td>27%</td>
</tr>
<tr>
<td>Total</td>
<td>258,201</td>
<td>38.7%</td>
<td>44%</td>
</tr>
</tbody>
</table>
CDE Update (3)
WIOA II Survey: Funding Sources

<table>
<thead>
<tr>
<th>Responses</th>
<th>2019–20 N=220</th>
<th>2020–21 N=225</th>
</tr>
</thead>
<tbody>
<tr>
<td>In–kind</td>
<td>50.9%</td>
<td>41.8%</td>
</tr>
<tr>
<td>Local Control Funding Formula (LCFF) State Apportionment</td>
<td>20.9%</td>
<td>20.4%</td>
</tr>
<tr>
<td>California Adult Education Program (CAEP) Apportionment</td>
<td>82.3%</td>
<td>85.3%</td>
</tr>
<tr>
<td>California Work Opportunity and Responsibility to Kids (CalWORKs)</td>
<td>51.4%</td>
<td>47.6%</td>
</tr>
<tr>
<td>WIOA: Title I</td>
<td>19.1%</td>
<td>23.6%</td>
</tr>
<tr>
<td>Carl Perkins</td>
<td>18.2%</td>
<td>18.7%</td>
</tr>
<tr>
<td>Community College Apportionment</td>
<td>12.7%</td>
<td>9.8%</td>
</tr>
<tr>
<td>Other Funding Sources</td>
<td>32.7%</td>
<td>22.7%</td>
</tr>
</tbody>
</table>
CDE Update (4)
WIOA II Survey

Top ways an agency interacts with the local America’s Job Center of California.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Receive/provide student referrals</td>
<td>77.4%</td>
<td>84.1%</td>
<td>70.6%</td>
</tr>
<tr>
<td>#2 Conduct workshops, conferences, or informational meetings</td>
<td>44.8%</td>
<td>50.0%</td>
<td>34.7%</td>
</tr>
<tr>
<td>#3 Assign staff liaison to the local America's Job Center of California</td>
<td>36.2%</td>
<td>44.5%</td>
<td>30.2%</td>
</tr>
<tr>
<td>#4 Track referrals to or from the local America's Job Center of California</td>
<td>33.9%</td>
<td>42.7%</td>
<td>29.8%</td>
</tr>
</tbody>
</table>
Effectiveness of an agency's interaction with a local America's Job Center of California.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Effective</td>
<td>23.6%</td>
<td>25.9%</td>
<td>29.3%</td>
<td>26.2%</td>
</tr>
<tr>
<td>Somewhat Effective</td>
<td>34.9%</td>
<td>35.3%</td>
<td>30.2%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Neutral</td>
<td>35.5%</td>
<td>35.5%</td>
<td>25.9%</td>
<td>25.9%</td>
</tr>
<tr>
<td>Somewhat Ineffective</td>
<td>6.8%</td>
<td>10.7%</td>
<td>7.1%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Very Ineffective</td>
<td>5.0%</td>
<td>5.1%</td>
<td>1.4%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>
59.1% of agencies reported they are able to work or communicate with their local workforce development board under the regional economic impacts of COVID-19 and the changes that may come to their regional plan.

<table>
<thead>
<tr>
<th>Year</th>
<th>Very Effective</th>
<th>Somewhat Effective</th>
<th>Neutral</th>
<th>Somewhat Ineffective</th>
<th>Very Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017−18</td>
<td>21.2%</td>
<td>24.0%</td>
<td>37.3%</td>
<td>17.8%</td>
<td>5.0%</td>
</tr>
<tr>
<td>2018−19</td>
<td>26.6%</td>
<td>30.8%</td>
<td>40.9%</td>
<td>8.1%</td>
<td>5.5%</td>
</tr>
<tr>
<td>2019−20</td>
<td>32.7%</td>
<td>30.8%</td>
<td>32.1%</td>
<td>8.4%</td>
<td>2.3%</td>
</tr>
<tr>
<td>2020−21</td>
<td>25.3%</td>
<td>28.2%</td>
<td>30.8%</td>
<td>1.9%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>
CDE Update (7)

HSE Data Match

CDE completed the HSE data match for the PY 2020-21 data. Some reasons noted for “non-matched” files:

• Passed in a previous year other than the year data was reported.
• Some mismatches between GED ID#s and HiSET ID #s.
• Included names in the ID # fields.
• Submitted ID #s with no hyphens or not enough digits.
• Used a different last name in TE than for the HSE exam (an issue for the “fuzzy” match using demographics.)
National Presentations

COABE Presentation on Distance Learning
• https://coabe.org/webinar-archives/

CALPRO Distance Learning Research Brief
CDE Update (9)

National Presentations
Student Recruitment and Outreach
September 29, 2021

Social Media Guidance
• https://edu.gcfglobal.org/en/topics/socialmedia/

Blended Learning Handbook
• https://lincs.ed.gov/professional-development/resource-collections/profile-8819
2020-21 Promising Practices and Making a Difference Awards (1)

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

• The CDE will highlight award winning agencies each month during this meeting.
2020-21 Promising Practices and Making a Difference Awards (2)

- Mt. Diablo Adult Education (MAD)
  - Maren Anton
- Fontana Adult School
  - Cindy Gleason
- Hayward Adult School
  - Elaine Kanakis
- Livermore Adult School
  - Sara Walke
Data Review

- Enrollment:
  - WIOA, Title II
  - Federal Table 4
  - Federal Table 4B-Persistence

- Persistence:
  - 2016−17: 67.3%
  - 2017−18: 57.7%
  - 2018−19: 68.5%
  - 2019−20: 67.3%
  - 2020−21: 51.7%
Data Review

- Percentage of WIOA II students with the “qualifying pretest” **decreased from 68% - 52%**

- Statewide persistence declined from 69% - 46%
87.6% of agencies have established local level performance goals for these AEFLA funded programs.

<table>
<thead>
<tr>
<th>Top 6 Ways Agencies Establish Goals</th>
<th>PY 2019-20</th>
<th>PY 2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRS Tables in TE</td>
<td>76.80%</td>
<td>70.70%</td>
</tr>
<tr>
<td>CASAS Data Portal</td>
<td>66.40%</td>
<td>63.10%</td>
</tr>
<tr>
<td>Enrollment and Attendance Figures</td>
<td>67.70%</td>
<td>62.30%</td>
</tr>
<tr>
<td>Payment Points Targets</td>
<td>80.90%</td>
<td>61.80%</td>
</tr>
<tr>
<td>HSE/HS Diploma Targets</td>
<td>66.80%</td>
<td>61.30%</td>
</tr>
<tr>
<td>CAEP Outcomes Targets</td>
<td>57.30%</td>
<td>57.30%</td>
</tr>
</tbody>
</table>
The following strategies have seen an increase in agency’s goal-setting activities from year to year:

- Assess student and community needs in order to improve program
- Prioritize and plan offered classes

The following strategies have seen an increase in promoting and sustaining student persistence activities from year to year:

- Distance Learning and blended learning
- Student support services, such as, counseling services, transition specialist, child care, bus passes
- Monitoring Attendance
What strategies has your agency found successful during this last program year to effectively deliver remote learning? (210 Responses)

Resources for Instruction and/or Testing
- Zoom (81)
- Google Classroom/Meet/Docs/Chat (52)
- CANVAS (19)
- CASAS eTests/Remote Testing (12)

- Resources Provided for Students by Districts/Agencies
  - Loaner laptops/Chromebooks (41)
  - Hot spots and Wifi (16)
  - On-campus computer repair service and technology help (16)
WIOA II Survey (4)

Agency and Program Successes

• Staff gaining technology skills (25)
• Students gaining technology/computer skills (24)
• Greater persistence with students learning at home and scheduling off hours instruction times (13)
• Staff working together more frequently and multi-tasking (11)

Agency and Program Difficulties

• Staff technology training. (13)
• Fluctuating student enrollment (12)
• Extra time assisting students with technology/limited staff to help (11)
• Correctional institutions issues. (9)
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
PY 2021-22 What’s New (3)

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
Competency Performance Summary

- Provides views of assessment and instructional progress at the agency, site, and class levels
- Relates student performance to CASAS competencies associated with each CASAS test item.
- Summarizes results in four different ways
Assessment to Instruction (2)

Competency Performance – Test Item & Competency

- Use this version to generate unique summaries for each individual CASAS test item.
- Use if you think test performance may vary a lot even if the items address the same competency.
Assessment to Instruction (3)

Competency Performance – Test & Competency

• Use this version to generate item level data that is aggregated when multiple items address the same CASAS competency.

• Use if you think student test performance is consistent when test items address the same competency.

---

### Agency Performance

**by Test & Competency**

<table>
<thead>
<tr>
<th>Agency: 4908 - Rolling Hills Adult School (RHAS) 081R - Life and Work Reading Level A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Tests:</strong></td>
</tr>
<tr>
<td>38</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comp No.</th>
<th>Task</th>
<th>No. of Items</th>
<th>Correct</th>
<th>Competency Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5.5</td>
<td>1</td>
<td>75</td>
<td>39 %</td>
<td>Locate, use educational services in the community</td>
</tr>
<tr>
<td>4.1.3</td>
<td>4</td>
<td>38</td>
<td>44 %</td>
<td>Identify, use information in job descriptions, ads</td>
</tr>
<tr>
<td>2.5.4</td>
<td>4</td>
<td>75</td>
<td>52 %</td>
<td>Read, interpret, follow public signs, building directories</td>
</tr>
<tr>
<td>4.4.3</td>
<td>2</td>
<td>38</td>
<td>52 %</td>
<td>Interpret job-related signs, charts, diagrams, forms, etc.</td>
</tr>
<tr>
<td>4.2.1</td>
<td>2</td>
<td>38</td>
<td>55 %</td>
<td>Interpret wages, deductions, benefits, timekeeping forms</td>
</tr>
<tr>
<td>0.2.4</td>
<td>3</td>
<td>75</td>
<td>59 %</td>
<td>Converse about activities and personal Interests</td>
</tr>
</tbody>
</table>

---
Assessment to Instruction (4)

Competency Performance –Competency Category

• Use this version to generate data by CASAS competency category rather than competency.

• Use if you think student test performance is consistent when test items address similar types of competencies (for example: all competencies in 2.2, Transportation)
Assessment to Instruction (5)

Competency Performance – Task

- Use this version to generate data by task area instead of CASAS competency.
- Use if you think student test performance relates more consistently to the format of each test item than the test content area.

<table>
<thead>
<tr>
<th>Task</th>
<th>Correct</th>
<th>Task Description</th>
<th>No. of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>47 %</td>
<td>Answering questions based on information in signs, price tags, advertisements or product labels</td>
<td>2883</td>
</tr>
<tr>
<td>3</td>
<td>49 %</td>
<td>Answering questions based on information contained in stories, articles, paragraphs, sentences, directions, or pictures</td>
<td>4794</td>
</tr>
<tr>
<td>2</td>
<td>54 %</td>
<td>Answering questions based on information contained in consumer billings, maps, charts, matrices, graphs or tables</td>
<td>2825</td>
</tr>
<tr>
<td>1</td>
<td>56 %</td>
<td>Completing fill-in-the-blank forms</td>
<td>820</td>
</tr>
</tbody>
</table>
Trainings & Conferences (1)

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

Upcoming TE dates (9am):
• Oct 8
• Nov 12

Online WIOA II Accountability & Implementation
• Continuing through Oct-Nov
Trainings & Conferences (2)

<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>
Trainings & Conferences (3)

Need your CASAS Training History?
• Go to: www.casas.org.
• Click: Login and enter your User credentials.
• Click: Your Name to access your Training History.
• Click: Print at the bottom of the web page.
• From the print Setup window:
  • Select PDF.
  • Click Settings, and then check Headers and Footers, and Background Graphics.
  • Click Print.
• If you have any questions, please contact the Training Desk at training@casas.org.
Network Discussion Topics (1): 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?

• Have you any indication about specific student groups – specific demographics, instructional programs, or levels - that have sustained success? Or specific groups that have struggled?

• How have student enrollment issues and staffing affected your ability to implement your plan?
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?

• Have staffing issues (especially with teachers) complicated these efforts at your agency?
Network Discussion Topics (3): Credentialing

• Have staffing shortages at your agency been an issue? Has this issue occurred with other staff in addition to teachers?

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

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

• 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
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).

**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 &quot;Step 2&quot; below</td>
</tr>
<tr>
<td>October - November</td>
<td>Send a Survey Invite to all PY 19-20 Qtr. 4 Exiters</td>
<td>See &quot;Step 3A&quot; below.</td>
</tr>
<tr>
<td>October - November</td>
<td>Send a Survey Invite to all PY 19-20 Qtr. 2 Exiters</td>
<td>See &quot;Step 3B&quot; 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:
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 Exchange

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

elcivics.otan.us
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
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