WIOA II Network Meeting – November 2021
Agenda

• CDE Update
  • PY 2020-21 EOY Data – Core Performance Follow up
  • AB 486 – “Ed Code Cleanup”

• Promising Practices/MAD

• Data Outcomes and Goal Setting

• Reporting Updates for PY 2021-22
  • WIOA II
  • CAEP

• Using Assessment to Inform Instruction

• Training and Networking

• Resources
# CDE Update (1)

Report to OCTAE October 1, 2021: Second Quarter Follow-up after Exit

<table>
<thead>
<tr>
<th>Program Year Exit Quarters</th>
<th>Follow-up Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Second Quarter Follow-up after Exit</strong></td>
<td></td>
</tr>
<tr>
<td>2019-20 Q1</td>
<td>2019-20 Q3</td>
</tr>
<tr>
<td>2019-20 Q2</td>
<td>2019-20 Q4</td>
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<tr>
<td>2019-20 Q3</td>
<td>2020-21 Q1</td>
</tr>
<tr>
<td>2019-20 Q4</td>
<td>2020-21 Q2</td>
</tr>
</tbody>
</table>

## Employment Data for Second Quarter Exit Follow-up

<table>
<thead>
<tr>
<th></th>
<th>PY 2019-20</th>
<th>Percent</th>
<th>PY 2018-19</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20 Student Exited</td>
<td>222,285</td>
<td></td>
<td>247,334</td>
<td></td>
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<tr>
<td>Student Exited SSN missing</td>
<td>175,771</td>
<td>79%</td>
<td>202,698</td>
<td>82%</td>
</tr>
<tr>
<td>Survey Responded</td>
<td>49,603</td>
<td>28%</td>
<td>47,440</td>
<td>23%</td>
</tr>
<tr>
<td>Survey Responded &amp; Employed (percentage calculated on student responded)</td>
<td>20,489</td>
<td>41%</td>
<td>24,615</td>
<td>52%</td>
</tr>
<tr>
<td>Student Exited SSN in File</td>
<td>46,514</td>
<td>21%</td>
<td>44,636</td>
<td>18%</td>
</tr>
<tr>
<td>SSN Data Match Employed (percentage calculated on student exited with SSN)</td>
<td>20,752</td>
<td>45%</td>
<td>23,394</td>
<td>52%</td>
</tr>
<tr>
<td>Total Number of Students who exited in POPs</td>
<td>234,269</td>
<td></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><strong>43,318</strong></td>
<td><strong>18.5%</strong></td>
<td><strong>48,009</strong></td>
<td><strong>18.4%</strong></td>
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<tr>
<td>Median Earnings</td>
<td>$5,375</td>
<td></td>
<td>$4,800</td>
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</table>
# CDE Update (2)

## Report to OCTAE October 1, 2021: Fourth Quarter Follow-up after Exit

<table>
<thead>
<tr>
<th>Program Year Exit Quarters</th>
<th>Follow-up Quarter</th>
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</thead>
<tbody>
<tr>
<td>2018-19 Q3</td>
<td>2019-20 Q3</td>
</tr>
<tr>
<td>2018-19 Q4</td>
<td>2019-20 Q4</td>
</tr>
<tr>
<td>2019-20 Q1</td>
<td>2020-21 Q1</td>
</tr>
<tr>
<td>2019-20 Q2</td>
<td>2020-21 Q2</td>
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</table>

### Employment Data for Fourth Quarter Exit Follow-up

<table>
<thead>
<tr>
<th></th>
<th>PY 2018-19</th>
<th>Percent</th>
<th>PY 2017-18</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Exited</strong></td>
<td>237,866</td>
<td></td>
<td>68,747</td>
<td></td>
</tr>
<tr>
<td><strong>Student Exited SSN missing</strong></td>
<td>193,388</td>
<td>81%</td>
<td>55,589</td>
<td>81%</td>
</tr>
<tr>
<td><strong>Survey Responded</strong></td>
<td>42,041</td>
<td></td>
<td>11,293</td>
<td></td>
</tr>
<tr>
<td><strong>Survey Responded &amp; Employed (percentage calculated on student responded)</strong></td>
<td>17,749</td>
<td>42%</td>
<td>5,898</td>
<td>52%</td>
</tr>
<tr>
<td><strong>Student Exited SSN in File</strong></td>
<td>44,478</td>
<td>19%</td>
<td>13,153</td>
<td>19%</td>
</tr>
<tr>
<td><strong>SSN Data Match Employed</strong> (percentage calculated on student exited with SSN)</td>
<td>20,578</td>
<td>46%</td>
<td>6,572</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total Number of Students who exited in POPs</strong></td>
<td>247,142</td>
<td></td>
<td>23,551</td>
<td></td>
</tr>
<tr>
<td><strong>Total Employed</strong> (percentage calculated of total number of Students Exited in POP)</td>
<td>40,007</td>
<td>16.2%</td>
<td>11,167</td>
<td>47%</td>
</tr>
</tbody>
</table>
## California Adult Education Program Areas

<table>
<thead>
<tr>
<th>Program Area</th>
<th>2020–21 Enrollees</th>
<th>2020–21 Reportable Individuals</th>
<th>2020–21 Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learner (ESL/ELL)</td>
<td>151,361</td>
<td>118,431</td>
<td>101,829</td>
</tr>
<tr>
<td>Adult Basic Education (ABE)</td>
<td>61,829</td>
<td>50,714</td>
<td>41,974</td>
</tr>
<tr>
<td>Adult Secondary Education (ASE)</td>
<td>124,275</td>
<td>99,680</td>
<td>80,030</td>
</tr>
<tr>
<td>Career and Technical Education (CTE)</td>
<td>85,681</td>
<td>66,908</td>
<td>58,104</td>
</tr>
<tr>
<td>Workforce Preparation</td>
<td>17,880</td>
<td>14,843</td>
<td>12,317</td>
</tr>
<tr>
<td>Pre-Apprenticeship Training Programs</td>
<td>1,961</td>
<td>1,713</td>
<td>1,536</td>
</tr>
<tr>
<td>Programs for Adults with Disabilities</td>
<td>8,699</td>
<td>5,907</td>
<td>5,412</td>
</tr>
<tr>
<td>Adults Training for Child School Success</td>
<td>8,149</td>
<td>6,533</td>
<td>4,978</td>
</tr>
<tr>
<td>Adults who registered but did not enroll in a CAEP program</td>
<td>41,244</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Total Enrollees</td>
<td>501,079</td>
<td>364,729</td>
<td>306,180</td>
</tr>
<tr>
<td>Total Unduplicated Enrollees (see Data Notes below)</td>
<td>395,976</td>
<td>272,198</td>
<td>225,340</td>
</tr>
</tbody>
</table>
### CDE Update (4)

<table>
<thead>
<tr>
<th>Preliminary CAEP Statewide Data</th>
<th>2020–21 Preliminary Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants (Individuals completed 12+ hours of instruction)</td>
<td>225,340</td>
</tr>
<tr>
<td>Participants with at least one test</td>
<td>120,391</td>
</tr>
<tr>
<td>Participants with a pre- and post-test</td>
<td>51,342</td>
</tr>
<tr>
<td>Educational Functioning Level Gain</td>
<td>33,733</td>
</tr>
<tr>
<td>Other Literacy Gains</td>
<td>71,645</td>
</tr>
</tbody>
</table>
## PY 2020–21 Preliminary CAEP Statewide Data

<table>
<thead>
<tr>
<th></th>
<th>ESL</th>
<th>ABE</th>
<th>ASE</th>
<th>CTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants with at least one test</td>
<td>69,533</td>
<td>29,066</td>
<td>53,843</td>
<td>11,519</td>
</tr>
<tr>
<td>Participants with a pre- and post-test</td>
<td>34,375</td>
<td>12,659</td>
<td>20,570</td>
<td>4,624</td>
</tr>
<tr>
<td>Educational Functioning Level Gain</td>
<td>18,768</td>
<td>9,293</td>
<td>17,093</td>
<td>3,228</td>
</tr>
</tbody>
</table>
CDE Update (6)

AB 486

• “Ed Code Cleanup”

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=202120220AB486
CDE Update (7)

National WIOA Performance Updates

• WIOA updates from the U.S. Dept. of Labor, including the updated PIRL (Participant Individual Record Layout)

https://www.dol.gov/agencies/eta/performance/reporting
Statewide ETPL Search

• Search Statewide through all Employment and Training Provider Lists (ETPLs) for certified training providers

https://edd.ca.gov/Jobs_and_Training/Eligible_Training_Provider_List.htm
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.)
CDE Update (10)

CAEP Summit

• Recap: Oct 26-28, 2021
2020-21 Promising Practices and Making a Difference Awards (1)

• Congratulations to the following two Promising Practices Awardees.
• The CDE will highlight award winning agencies each month during this meeting.

  • Moreno Valley Community Adult School
  • South Bay Adult School
2020-21 Promising Practices and Making a Difference Awards (2)

• Moreno Valley Community Adult School
  • Patricia Bezanos
• South Bay Adult School
  • Andrew Gamet
November 2021 Topics
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.
PY 2021-22 What’s New (2)

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/accessibility/2-defining-key-elements-nrs-reporting
CAEP Goal Setting

- Consortium Level Metrics (mandatory)
  - Student Barriers & Enrolled Adults
- Member Level Metrics (mandatory)
  - % of funds spent; # of participants
- Optional Member Level Metrics
  - List of ten choices
PY 2021-22 What’s New (5)

CAEP Consortium Level Metrics

• Student Barriers
• Enrolled Adults (Reportable Individuals)
CAEP Member Level Mandatory Metrics

• Percentage of funds expended (by year)
• Number of Enrolled Adults that become participants
PY 2021-22 What’s New (7)

CAEP Member Level Optional Metrics

- Number that earn High School Diplomas/HSE
- Number that earn a post-secondary credential
- EFLs attained for ESL, ABE, or ASE
- Transition to CTE
- Transition to post-secondary (credit coursework)
- Employed 2nd quarter after exit
- Median change in earnings
- Immigrant Integration Milestone – completion of COAPP or course
Planning alignment with the Continuous Improvement Plan

- NRS Performance Goals
- WIOA Regional Collaboration/Alignment to Regional Priorities
- Follow up to FPM/WASC visits
- Special Programs such as EL COE, IET
- Leadership Project Resources
## CAEP Summary

### State: CA - California

**Program Year:** 2020-2021

<table>
<thead>
<tr>
<th>Program Areas</th>
<th>Enrollees</th>
<th>Enrollees with pre/post (C)</th>
<th>EFL Gains Achieved (D)</th>
<th>Passed I-3 (E)</th>
<th>Other Literacy Gains (F)</th>
<th>HSD/HSE Achieved (G)</th>
<th>Post-Secondary Achieved (H)</th>
<th>Enter Employment Achieved (I)</th>
<th>Increase Wages Achieved (J)</th>
<th>Transition Post-Secondary Achieved (K)</th>
<th>Enrollees (M)</th>
<th>Enrollees with any Services Received (N)</th>
<th>Supportive Services Received (P)</th>
<th>Training Services Received (Q)</th>
<th>Transitions Services Received (R)</th>
<th>Career Services Received (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL/ELL</td>
<td>69,533</td>
<td>34,375</td>
<td>18,766</td>
<td>101,000</td>
<td>31,858</td>
<td>31,448</td>
<td>880</td>
<td>1,401</td>
<td>56,090</td>
<td>3,915</td>
<td>4,605</td>
<td>151,940</td>
<td>45,152</td>
<td>43,686</td>
<td>11,741</td>
<td>36,780</td>
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<tr>
<td>ABE</td>
<td>29,066</td>
<td>12,659</td>
<td>9,269</td>
<td>41,243</td>
<td>2,472</td>
<td>14,094</td>
<td>3,743</td>
<td>1,401</td>
<td>5,546</td>
<td>1,500</td>
<td>3,311</td>
<td>61,829</td>
<td>22,405</td>
<td>21,934</td>
<td>6,049</td>
<td>18,773</td>
</tr>
<tr>
<td>ASE</td>
<td>53,843</td>
<td>20,570</td>
<td>17,093</td>
<td>77,481</td>
<td>2,333</td>
<td>25,046</td>
<td>11,746</td>
<td>1,799</td>
<td>11,070</td>
<td>3,077</td>
<td>5,555</td>
<td>124,275</td>
<td>43,487</td>
<td>42,844</td>
<td>12,901</td>
<td>31,204</td>
</tr>
<tr>
<td>CTE</td>
<td>11,519</td>
<td>4,624</td>
<td>3,228</td>
<td>57,352</td>
<td>3,481</td>
<td>22,130</td>
<td>3,877</td>
<td>7,221</td>
<td>6,730</td>
<td>2,938</td>
<td>7,701</td>
<td>85,681</td>
<td>24,046</td>
<td>21,138</td>
<td>14,730</td>
<td>20,595</td>
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<tr>
<td>Workforce Preparation</td>
<td>4,848</td>
<td>2,137</td>
<td>1,398</td>
<td>11,980</td>
<td>1,529</td>
<td>5,464</td>
<td>447</td>
<td>1,253</td>
<td>1,792</td>
<td>634</td>
<td>1,479</td>
<td>17,880</td>
<td>6,748</td>
<td>4,642</td>
<td>4,366</td>
<td>5,759</td>
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<tr>
<td>Pre-Apprenticeship</td>
<td>236</td>
<td>42</td>
<td>36</td>
<td>1,532</td>
<td>21</td>
<td>598</td>
<td>37</td>
<td>246</td>
<td>365</td>
<td>214</td>
<td>284</td>
<td>1,961</td>
<td>547</td>
<td>415</td>
<td>327</td>
<td>380</td>
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<tr>
<td>Adults supporting K12</td>
<td>3,618</td>
<td>714</td>
<td>436</td>
<td>4,892</td>
<td>619</td>
<td>2,040</td>
<td>80</td>
<td>68</td>
<td>362</td>
<td>142</td>
<td>123</td>
<td>8,149</td>
<td>3,017</td>
<td>2,670</td>
<td>1,456</td>
<td>1,622</td>
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<tr>
<td>Adults w/Disabillities</td>
<td>1,296</td>
<td>516</td>
<td>320</td>
<td>4,999</td>
<td>340</td>
<td>940</td>
<td>37</td>
<td>99</td>
<td>250</td>
<td>84</td>
<td>276</td>
<td>8,099</td>
<td>2,461</td>
<td>2,764</td>
<td>731</td>
<td>686</td>
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<tr>
<td>N/A</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>41,244</td>
<td>10,232</td>
<td>9,213</td>
<td>2,764</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>171,959</td>
<td>79,657</td>
<td>50,972</td>
<td>300,248</td>
<td>49,233</td>
<td>101,990</td>
<td>17,857</td>
<td>18,697</td>
<td>42,024</td>
<td>12,588</td>
<td>23,934</td>
<td>501,079</td>
<td>156,099</td>
<td>149,270</td>
<td>59,095</td>
<td>120,977</td>
</tr>
<tr>
<td><strong>Students in 2 or more programs</strong></td>
<td>58,545</td>
<td>17,694</td>
<td>12,391</td>
<td>61,403</td>
<td>7,197</td>
<td>22,140</td>
<td>4,654</td>
<td>2,111</td>
<td>8,951</td>
<td>2,852</td>
<td>5,806</td>
<td>82,889</td>
<td>29,489</td>
<td>21,312</td>
<td>9,603</td>
<td>15,012</td>
</tr>
<tr>
<td><strong>Total unduplicated students</strong></td>
<td>120,331</td>
<td>51,342</td>
<td>33,583</td>
<td>220,369</td>
<td>31,924</td>
<td>71,645</td>
<td>11,906</td>
<td>9,332</td>
<td>30,875</td>
<td>8,561</td>
<td>15,674</td>
<td>395,976</td>
<td>121,133</td>
<td>85,320</td>
<td>99,200</td>
<td>50,008</td>
</tr>
</tbody>
</table>

*All learners in multiple programs are counted in each program in which they are enrolled.*
Trainings & Conferences (1)

Upcoming Statewide WIOA II Meeting dates (at 1pm):
• Nov 2
• Dec 7

Statewide Regional Meeting
• Dec 14 (details TBA)

Upcoming TE dates (9am):
• Nov 12
• Dec 3

Online WIOA II Implementation & Accountability
• Continuing through Nov-Dec
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?

• How have student enrollment issues and staffing affected your ability to implement your plan?
Network Discussion Topics (2): Enrollment

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

• What efforts have you initiated locally to address enrollment – such as marketing, outreach, recruitment?

• Have you thought about any efforts to focus on newly enrolled students – that is, ensure students attain 12 or more hours of instruction?

• Have you looked at your data to see what portion of exited students leave in the first 12 hours of enrollment?
Network Discussion Topics (3): Persistence

• Have you been monitoring student persistence, as measured by the NRS and on the TE NRS Persister report?

• Do you monitor any other areas, such as student attendance hours, to measure “persistence?”

• What benchmarks, in terms of both pre/post-testing and instructional hours, do you use locally to evaluate success?

• Has COVID changed the way you evaluate student enrollment and persistence? Have you “mixed up” your testing lab schedule to accommodate all students, knowing you can only test a small number at one time?
Network Discussion Topics (4): 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?
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


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

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

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