Agenda

• CDE Update
  • RFA for 2023-27
  • OCTAE Action Plan
  • Deliverables Update

• Promising Practices

• OCTAE Action Plan Follow up
  • OCTAE goals and CDE response
  • Statewide and Local Solutions for Improvement

• Training and Networking

• NRS Approved Assessments
CDE Update (1)

RFA for 2023-27

• Agencies are encouraged to login and start this process as soon as possible.
• Notifications were sent out on November 4, 2022
• Electronic portal available: November 10, 2022
• Due date: December 15, 2022
• Grant will cover a four-year grant cycle instead three years.

https://www.cde.ca.gov/fg/fo/r8/wioa23rfa.asp
CDE Update (2)

OCTAE Action Plan for California

- OCTAE has established performance goals for CA for follow up outcomes reporting.
- California statewide goals:
  - CA **must** increase performance, and achieve
    - *either*
      - 45% use of Student SSN
    - *or*
      - 60% Student survey response rate.
CDE Update (3)

OCTAE Action Plan for California

• Local providers must collect and report quarterly participant data to CDE on performance outcomes for the exit-based indicators.
• Local providers must submit quarterly reports to CDE on local efforts to prepare participants to respond to post-exit program surveys and evidence of the impact of local efforts on survey response rates.
CDE Update (4)

OCTAE Action Plan for California

- Local providers must collect and report quarterly participant data to CDE on performance outcomes for the exit-based indicators.
  - *This will be done each quarter by CDE and CASAS after each quarterly data submission.*
  - *CASAS is compiling a list of agencies currently performing well in the areas of survey response rate and providing SSN.*
CDE Update (5)

OCTAE Action Plan for California

• Local providers must submit quarterly reports to CDE on local efforts to prepare participants to respond to post-exit program surveys and evidence of the impact of local efforts on survey response rates.
  • *This action item is for local agencies. CDE and CASAS will develop a template for agencies to complete with each quarterly submission.*
  • *A field-based focus group meeting was held on Friday December 2, 2022, to initiate this process and identify best practices.*
Payment Points Attestation Letter
• Due January 31, 2023
• CASAS will send this letter to all WIOA II agencies in early January. The letter will include updated agency payment points totals after the CDE HSE data match.
• This deliverable provides agencies an opportunity to review and confirm their results from the CDE HSE data match and verify high school diploma outcomes from their district’s Certified List.
Continuous Improvement Plan – Not Due in 2023!

• The CIP will be a deliverable again next year once the new grant cycle begins.

• The OTAN Teacher Technology Survey be due as usual on or before April 30.

• The IELCE Report will also remain – as a separate deliverable, completed on the CASAS Website on or before April 30th.
CDE Update (8)

2021-22 Promising Practices

• Lesley Johnson, Mt San Antonio College
• Ryan Burke, Sweetwater Adult and Community Education
• John Parker, Val Verde Adult School
December 2022 Topics
OCTAE Action Plan for California

• OCTAE has established performance goals for CA for follow up outcomes reporting.

• CA statewide goals of

  –*either*–
  45% use of Student SSN

  –*or*–
  60% Student survey response rate.
Follow up Reporting (2)

OCTAE Action Plan for California

• Local providers must collect and report quarterly participant data to CDE on performance outcomes for the exit-based indicators.
• Local providers must submit quarterly reports to CDE on local efforts to prepare participants to respond to post-exit program surveys and evidence of the impact of local efforts on survey response rates.
Follow up Data Reporting (3)

- Recent statewide data shows consistent improvement with completing the wizard in TE, but not with the additional follow up such as phone calls and postcards.
- Statewide survey response data decreased during COVID, but has inched upward in the last 2-3 quarters.
- Use of SSN improved slightly during the same timeframe.
- CASAS and CDE will be doing more targeted technical assistance to work on strategies for more follow up, and training for agencies with low student survey response rates and follow up outcomes.
Follow up Reporting (4)

Statewide Solutions

“Boots on the Ground”

Local Solutions

“Flying at 40,000 Feet”
Follow up Reporting (5)

Local “Boots on the Ground” Strategies

• Intake Procedures
  • Provide ‘seamless’ and ‘student friendly’ procedure
  • Emphasize importance of survey and correspondence up front
  • Ensure it is easy and comfortable for students to provide SSN and other important personal contact information

• Exit Procedures
  • If you don’t have one already – develop a formal process for student exit like you already have for students at intake
  • Identify exiters and provide “warning” in advance about follow up communication
Follow up Reporting (6)

Local “Boots on the Ground” Strategies

• Collect accurate Student Contact Information – and review, correct, and update it frequently

• Consider additional E-mails (and other communication) to provide “reach out” and “warning” to students about follow up

• Identify optimal days and times to contact students

• Track “at risk” students with multiple barriers such as “economic migrants”
Follow up Reporting (7)

Local “40,000 Feet” Strategies

• Communicate with current students about follow up, not just exited students
• Provide more student level incentives for Survey and SSN
• Carefully consider which staff are responsible for follow up and document your plan in your local policy
• Develop an “Alumni Program” for previous students
Follow up Reporting (8)

Local “40,000 Feet” Strategies

• Increase students’ digital literacy skills

• Appeal to your local district, school board, or college board and develop policy to allow local collection of student SSN that follows guidelines such as HIPAA and FERPA

• “Leadership and Management – a solution unto itself”
Follow up Reporting (9)

Statewide “Boots on the Ground” Strategies

• CASAS Webpage dedicated to all things E & E and SSN, with more resources and videos
• Additional e-mail customization for both current and exited students, and for occasions outside of 2Q/4Q after exit
• More data flags for missing/invalid contact information
• More accessible information and reports to track student survey receipts, responses, and number of times contacted
• Relate survey information to Class ID
• TE Student Portal
Follow up Reporting (10)

Statewide “40,000 Feet” Strategies

• Identify top (and bottom) performing agencies in student survey response rates and providing SSN
• Evaluate and identify data points about the students that do (and don’t) participate in the process
• More analysis on student goals, students with barriers and special populations
• State level support for agencies lobbying local board/district
• State level awards and prizes for students
Follow up Reporting (11)

- Provide more incentives for students at the state and local levels
- Award payment points for survey responses and SSN -- not just “Get a Job”
- More TE reports to monitor progress
- Use survey as an opportunity to better engage students and improve retention
- Simplify/reverse order of survey questions
Follow up Reporting (12)

Starting 2Q – the order of survey questions in the TE Wizard will change.
Follow up Data Reporting (13)

Data Integrity Report

• In January 2022, new items were added to the DIR in TE that address issues related to data match and follow up survey.

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Follow up Data Reporting (14)

Using Consent Forms & SSN

• A couple of the new items report data on SSN and obtaining student consent.

• 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.
Strategies for California

- Rebuild “Community Word of Mouth” and refocus on community strengths
- Increase student access to technology
- Improve retention for students in their first 12 hours of instruction
- Identify solutions that increase staff retention
Student Enrollment (2)

- **Rebuild “Community Word of Mouth” and refocus on community strengths**
  - Develop systems to provide more consistent communication to students
  - Develop formal and informal community partnerships that strengthen the value of adult education
  - Determine community needs and implement instruction and services that focus on them
  - Market the instruction and services to the community members in need
Improve retention for students in their first 12 hours of instruction

- Implement student support initiatives such as Student Ambassador Program
- Provide a seamless transition to appropriate instruction
- Provide more counseling and Supportive Services
- Ensure student goals are promoted and addressed
In PY 2021-22 28.2% of reported students had less than 12 hours of instruction.
Less than 12 hours = 28.24%
Zero/empty hours = 16.06%
1-11 hours = 12.18%

In PY 2020-21:
Less than 12 hours = 31.30%
Zero/empty hours = 18.21%
1-11 hours = 13.08%
Student Enrollment (5)

- Zero hours is more dominant than 1-11 hours in Less than 12 hours of instruction.
- Most of the fluctuation in less than 12 hours is due to the number of enrollees with Zero hours.
- COVID appears to have had a greater impact on Zero hours than 1-11 hours.
- Zero hours is more affected by “data reporting & clean up” efforts.
- 1-11 hours has fluctuated less and is less related to data collection and clean up.
Data Integrity Report

• Access four years of statewide quarterly DIR results for both the NRS DIR and CAEP DIR here:

Trainings & Conferences (1)

CASAS Summer Institute 2023

January 6 – Registration opens!!!

June 13-16 - Summer Institute - Garden Grove Hyatt
Trainings & Conferences (2)

OTAN TDLS 2023 – March 3-4
Trainings & Conferences (3)

Next Virtual Meetings

• December 6, 1pm – Statewide WIOA II
• Monday January 9, 2023 2pm – Community Colleges
• Tuesday January 10, 2023 1pm – Statewide WIOA II
• Friday January 13, 2023 9am – Statewide TE
OCTAE Memo – Federal Register

OCTAE announces that ESL test forms previously approved for an extended period through February 2, 2023, are now approved for an additional extended period through February 2, 2024.

ABE test forms previously approved for an extended period through March 7, 2023, are now approved for an additional extended period through March 7, 2024.

NRS Approved Assessments (2)

Assessment Submission to OCTAE
CASAS submitted three 300-page Technical Manuals for NRS approval ahead of their October 1, 2022 submission deadline:

• Reading STEPS
• Listening STEPS
• Math GOALS 2

GOALS = Greater Opportunities for Adult Learning Success
STEPS = Student Test of English Progress and Success
NRS Approved Assessments (3)

CASAS Technical Manual data for all three new assessment submissions to NRS was outstanding. Thank you to all outstanding agencies participating in CASAS Field Testing that made this possible!!!
Network Discussion Topics (1): Follow up Reporting

- What are some positive practices already in place at your agency for increasing the number of student responses to the Employment and Earnings Survey? Any practices at your agency not already in place, but under consideration?

- What are some local “Boots on the Ground” suggestions – that is related to direct interactions with students and staff -- that may improve this process?

- What are some local leadership and management initiatives – “40,000 feet above ground” – that may improve this process?
Network Discussion Topics (2): Follow up Reporting

• What are some positive practices statewide that help your agency meet follow up requirements? Statewide practices not in place that you think the state needs to strongly consider?

• Any specific state level improvements that might help your agency’s “boots on the ground” activities that directly involve students and staff? State level administrative efforts “40,000 feet up” that would provide you with more information and support?
Network Discussion Topics (3): Follow up Reporting

- *If you ruled the world* – what would you do, locally or statewide – to fix this problem and ensure California met its goals with OCTAE?

- Do you think the make or break factors for California’s meeting these goals hinges on “boots on the ground” solutions – or do we need to look “40,000 feet above?”

- *Overall* – given that OCTAE provides CA a “choice” between *either* 45% student SSN *or* 60% student response rate – which one do you think has a better chance of being met?
The Preliminary statewide data from PY 2021-22 shows student enrollment totals that are well above PY 2020-21 but still below the totals for the years before that.

• Do you think the “glass is half empty or half full?”

• If we are on track, what will be the key to our success?

• If other things need to be done... what specifically at the state or local level needs to happen? Do you prefer “boots on the ground” solutions or looking “40,000 feet above?”

• Are there differences between how you see this playing out locally versus statewide? If so, what are these differences?