WIOA II Network Meeting
February 2023
Agenda

• CDE Update
  • OCTAE Action Plan
  • RFA for 2023-27
  • ELL IET Funding Proposal
• OCTAE Action Plan Follow up
• CASAS Data Portal
• CASAS STEPS for Reading and Listening
• Training and Networking
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 (2)

OCTAE Action Plan for California

Most popular initiatives selected in the TE Quarter Data Submission Wizard for the 2Q deadline:

1. Collected accurate Student Contact Information – and review, correct, and update it frequently
2. Provided “seamless” and “student friendly” intake procedure
3. Communicated with current students about follow up, not just exited students
CDE Update (3)

HS Equivalency and Proficiency Webinar

• The CDE HSE Office is doing a Statewide Webinar to update developments related to HSE and HS Proficiency.

• The Webinar will follow up on key issues from the HSE Convenings in August.

• Date: *February 15, 2023*
CDE Update (4)

WIOA II RFA for 2023-27

• Readings completed January 24, 2023.
• Announcement scheduled for February 15, 2023.
• Grant will cover a four-year grant cycle instead three years.

https://www.cde.ca.gov/fg/fo/r8/wioa23rfa.asp
CDE Update (5)

English Language Learner Integrated Education and Training Funding

• The Employment Development Department (EDD), in coordination with the California Labor and Workforce Development Agency (LWDA), announces the availability of up to $18 million for the English Language Learner Integrated Education and Training (IET) Fund PY 2022-23 Solicitation for Proposal.

ELL IET Fund SFP – PY 22-23 (ca.gov)
CDE Update (6)

Payment Points Attestation Letter

• CASAS is processing the submissions from all WIOA II agencies and will submit a list to CDE with all agencies that indicated disagreement or ‘not adequate.’

• CDE will be following up on areas where agencies expressed disagreement.

PAYMENT POINTS ATTESTATION LETTER
FOR FY 2021-22
CALIFORNIA WIOA, TITLE II: AEFLA DATA SUBMISSION
(Agency Name) – 8 (CASAS Agency ID)

CASAS along with the CDE has reviewed my agency’s official FY 2021-22 High School Equivalency (HSE) Payment Points, High School Diploma Payment Points, and Section 243 Integrated English Literacy and Civics Education (IELCE) Payment Points and FY 2021-22 Integrated English Literacy and Civics Education (IELCE) Report.

Based on the HSE data we submitted in TOPSgeo Enterprise (TE) and the CDE data match, the results of the October 2022 match are as follows:

- HSE Payment Points Reported in the official Payment Points Summary Report: XX
- HSE Payment Points from the CDE Data Match: XX

The FY 2021-22 HSD data our agency submitted in TOPSgeo Enterprise (TE) are as follows:

- HSD Payment Points Reported in the official Payment Points Summary Report: XX
CDE Update (7)

Deliverables Updates

• **WIOA II Program Survey** -- Posted on CASAS Website in early March, and due on or before March 31, 2023

• **IELCE Report** – due on or before April 30, 2023

  [IELCE Report Summary of Content]
CDE Update (8)

“Golden State Education and Training Grant Program”

• Presentation in March WIOA II meeting
February 2023 Topics
Follow up Reporting (1)

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)

Statewide Solutions

- Data Analysis
- State Incentives

Local Solutions

- Intake
- Exit
- Follow up

“Boots on the Ground”

- TE
- Qtrly Sub.
- Training

“Flying at 40,000 Feet”

- LAP
- Incentives
- SSN
Follow up Reporting (3)

• Statewide and Local Solutions mostly address initiatives that increase student responses and outcomes – that is solutions that “increase the numerator.”

• Goal attainment and progress can also be achieved by “decreasing the denominator.”
Follow up Reporting (4)

Decreasing the denominator

• Student survey response =
  \[ \frac{\text{Number of responding students}}{\text{number eligible}} \]

• Student SSN =
  \[ \frac{\text{Number providing SSN}}{\text{number eligible}} \]

The lower the number of eligible students, the higher the %
Decreasing the denominator

• The lower the number of eligible students, the higher the %

• \textit{Reducing the number of eligible students} helps meets the goal(s) the same as improving student outcomes.
Follow up Reporting (5)

Reducing the number of eligible students

• Communicate with current students about follow up, not just exited students
• Track “at risk” students with multiple barriers such as “economic migrants”
• 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)

Reducing the number of eligible students

• Carefully consider which staff are responsible for follow up and document your plan in your local policy

• *Develop agency level strategies for managing student exit, both before and after the exit date*

• 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

• *Work with your local district to ensure all holidays and break periods are less than 90 days*
Reducing the number of eligible students

• Manage at risk students such as “economic migrants,” that move from one agency to another

• *TE Agency Transfer Wizard enables this tracking*
Follow up Reporting (9)

Data Analysis

• Identify top (and bottom) performing agencies in student survey response rates and providing SSN

• *Identify top (and bottom) performing agencies in managing 90 days and Periods of Participation*

• Evaluate and identify data points about the students that do (and don’t) participate in the process

• *Compare student level data points at the higher performing agencies to lower performing agencies*
<table>
<thead>
<tr>
<th>Category</th>
<th>Item</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intake</td>
<td>Collected accurate Student Contact Information – and review, correct, and update it frequently</td>
<td>379</td>
</tr>
<tr>
<td>Intake</td>
<td>Provided “seamless” and “student friendly” intake procedure</td>
<td>367</td>
</tr>
<tr>
<td>Exit</td>
<td>Communicated with current students about follow up, not just exited students</td>
<td>355</td>
</tr>
<tr>
<td>Administration</td>
<td>Carefully considered which staff are responsible for follow up and documented plan in local policy</td>
<td>336</td>
</tr>
<tr>
<td>Follow-up</td>
<td>Considered additional emails (and other communication) to provide “reach out” and “warning” to students about follow up</td>
<td>328</td>
</tr>
<tr>
<td>Intake</td>
<td>Emphasized importance of survey and correspondence upon intake</td>
<td>321</td>
</tr>
<tr>
<td>Intake</td>
<td>Ensured it is easy and comfortable for students to provide SSN and other important personal contact information</td>
<td>304</td>
</tr>
<tr>
<td>Administration</td>
<td>Increased students’ digital literacy skills</td>
<td>290</td>
</tr>
<tr>
<td>Follow-up</td>
<td>Identified optimal days and times to contact students</td>
<td>247</td>
</tr>
<tr>
<td>Exit</td>
<td>Developed a formal process for student exit similar to intake process</td>
<td>210</td>
</tr>
<tr>
<td>Exit</td>
<td>Identified exeters and provide “warning” in advance about follow-up communication</td>
<td>195</td>
</tr>
<tr>
<td>Intake</td>
<td>Tracked “at-risk” students with multiple barriers such as “economic migrants”</td>
<td>132</td>
</tr>
<tr>
<td>Administration</td>
<td>Provided more student level incentives for survey responses and SSN</td>
<td>92</td>
</tr>
<tr>
<td>Administration</td>
<td>Other Initiatives</td>
<td>66</td>
</tr>
<tr>
<td>Administration</td>
<td>Appealed to the local district, to allow local collection of students’ SSN that follows guidelines such as HIPAA and FERPA</td>
<td>59</td>
</tr>
<tr>
<td>Follow-up</td>
<td>Developed an “Alumni Program” for previous students</td>
<td>30</td>
</tr>
</tbody>
</table>
Data From PY 2021-22 Now Posted:

![CASAS Data Portal](image)

### California WIOA Title II Learners Persister Report

#### Educational Functioning Level Persistence Rates

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Program Year</th>
<th>Beg. Lit.</th>
<th>Beg. Basic</th>
<th>Int. Low</th>
<th>Int. High</th>
<th>Low</th>
<th>High</th>
<th>Beg. Lit.</th>
<th>Beg. Low/High</th>
<th>Int. Low</th>
<th>Int. High</th>
<th>Low Adv</th>
<th>High Adv</th>
<th>All</th>
<th>Remove all</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA State Average</td>
<td>2021-2022</td>
<td>63.0%</td>
<td>57.0%</td>
<td>53.7%</td>
<td>51.5%</td>
<td>45.6%</td>
<td>0.0%</td>
<td>59.5%</td>
<td>60.5%</td>
<td>63.5%</td>
<td>64.6%</td>
<td>64.9%</td>
<td>62.2%</td>
<td>N/A</td>
<td>56.1%</td>
<td>Remove</td>
</tr>
<tr>
<td>Agency</td>
<td>ABC USD</td>
<td>2021-2022</td>
<td>37.5%</td>
<td>26.5%</td>
<td>52.0%</td>
<td>44.4%</td>
<td>50.0%</td>
<td>0.0%</td>
<td>33.3%</td>
<td>57.1%</td>
<td>70.1%</td>
<td>70.1%</td>
<td>75.0%</td>
<td>N/A</td>
<td>59.8%</td>
<td>Remove</td>
</tr>
</tbody>
</table>
Employment & Earnings Data Also Posted

### Employment Follow-up Outcome Measure

**Type** | **Name** | **Program Year** | **Employment Outcome** | **Program Year Data** | **Number of Students Exit** | **Students Providing SSN** | **SSN Data Match Reporting Got a Job** | **Students Eligible for Survey**
--- | --- | --- | --- | --- | --- | --- | --- | ---
CA Statewide | 2021-22 | 2nd Quarter after exit | 2020-21 Q1-Q4 | 127,338 | 97,149 | 22.67% | 13,299 | 45.92% | 98,189 | 77.13%
CA Statewide | 2021-22 | 4th Quarter after exit | 2019-20 Q3-4, 2020-21 Q1-Q2 | 209,435 | 43,999 | 21.01% | 17,808 | 46.47% | 100,056 | 79.20%
Agency | Antelope Valley Unified School District | 2021-22 | 2nd Quarter after exit | 2020-21 Q1-Q4 | 1,252 | 0 | 0.00% | 0 | 0.00% | 1,252 | 100.00%
## CASAS Data Portal (3)

### Employment & Earnings Data Also Posted

<table>
<thead>
<tr>
<th>Type</th>
<th>Name</th>
<th>Program Year</th>
<th>Employment Outcome</th>
<th>Program Year Data</th>
<th>Number of Students Exitd</th>
<th>Students Providing SSN</th>
<th>SSN Data Match Reporting</th>
<th>Students Eligible for Survey</th>
<th>Students Responding to Survey</th>
<th>Students Surveyed Reporting Got a Job</th>
<th>Total Reporting Got a Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA Statewide</td>
<td>2021-22 2nd Quarter after exit</td>
<td>2020-21 Q1-Q4</td>
<td>127,338</td>
<td>29,149</td>
<td>22.89%</td>
<td>13,299</td>
<td>45.62%</td>
<td>98,189</td>
<td>77.11%</td>
<td>32,740</td>
<td>16,157</td>
</tr>
<tr>
<td>CA Statewide</td>
<td>2021-22 4th Quarter after exit</td>
<td>2019-20 Q3-4, 2020-21 Q1-Q2</td>
<td>209,455</td>
<td>43,009</td>
<td>21.01%</td>
<td>17,808</td>
<td>40.47%</td>
<td>166,056</td>
<td>79.28%</td>
<td>46,091</td>
<td>22,131</td>
</tr>
<tr>
<td>Agency</td>
<td>Antelope Valley UHSD</td>
<td>2021-22 2nd Quarter after exit</td>
<td>2020-21 Q1-Q4</td>
<td>1,252</td>
<td>0.09%</td>
<td>0</td>
<td>0.00%</td>
<td>1,252</td>
<td>100.00%</td>
<td>125</td>
<td>41</td>
</tr>
</tbody>
</table>
Employment & Earnings Data Also Posted

• The Employment & Earnings data has different components from different sources.

<table>
<thead>
<tr>
<th>Number of Students Exited</th>
<th>Students Providing SSN</th>
<th>SSN Data Match Reporting Got a Job</th>
<th>Students Eligible for Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>403</td>
<td>7</td>
<td>1.74%</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>42.86%</td>
<td>396</td>
</tr>
<tr>
<td></td>
<td></td>
<td>%</td>
<td>98.26%</td>
</tr>
</tbody>
</table>
Employment & Earnings Data Also Posted

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<tr>
<th>Students Eligible for Survey</th>
<th>Students Responding to Survey</th>
<th>Students Surveyed Reporting Got a Job</th>
<th>Total Reporting Got a Job</th>
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</thead>
<tbody>
<tr>
<td>#</td>
<td>%</td>
<td>#</td>
<td>%</td>
</tr>
<tr>
<td>396</td>
<td>98.26%</td>
<td>42</td>
<td>10.61%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>5.56%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>25</td>
<td>6.20%</td>
</tr>
</tbody>
</table>
CASAS STEPS (1)

Strengths of the New System

1. Fewer test questions
   - 33 to 39 items

2. Higher accuracy
   - Tests cover fewer performance levels (NRS Levels)

3. Less inaccurate scoring
   - Less retesting

4. Locator and Appraisal
   - Computer and Paper
CASAS STEPS (2)

Listening STEPS


Reading STEPS

Trainings & Conferences (1)

CASAS Summer Institute 2023

Registration is open!!!

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

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

Virtual ACCE Conference – March 2-3
http://www.acceonline.org/events.html

CCAE Statewide Conference – April 13-15 Oakland
https://www.ccaestate.org/registration.html
Trainings & Conferences (5)

• CDE HSE Office Webinar: February 15, 2023
• Performance Goals/Data Portal: February 28, 2023
• Data Integrity Report: March 6, 2023
• E & E Survey (CAEP TAP) March 8, 2023
• Payment Points Data Flags: February 13, 2023
  March 13, 2023
Trainings & Conferences (6)

Next Virtual Meetings

• Tuesday February 7 – Statewide WIOA II
• Friday February 10 – National TE
• Tuesday March 7 – Statewide WIOA II
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 suggestions – at Intake, Exit, or Post-Exit-- that may improve this process?
- What are some local leadership and management initiatives – “40,000 feet above ground” – that may help?
Network Discussion Topics (2): Follow up Reporting

• Any specific state level administrative efforts that are in place or available now that help you already?
• Any specific training areas or resources that are not available that would help? State level incentives? Specific statewide data points or analysis 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?
Network Discussion Topics (4):
Student Enrollment Data

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?