Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act

New Administrator Orientation

October 2023

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Welcome!

Jim Shields
Education Programs Consultant
Adult Education Office

Purpose

The purpose of this orientation is to provide an overview of the Workforce Innovation Opportunity Act (WIOA), Title II: Adult Education Family and Literacy Act (AEFLA), grant implementation requirements, and available resources.

Agenda Day (1)

October 3, 2023, 9:00 a.m. – 2:30 p.m.

9:00 a.m.	Overview of the New Administrator Orientation
9:15 a.m.	Adult Education in California
9:30 a.m.	State Leadership Partner: CALPRO
10:00 a.m.	Break
10:15 a.m.	WIOA Section 231: Adult Education
11:15 a.m.	Federal Program Monitoring
12:00 p.m.	Lunch
1:00 p.m.	America's Job Centers California MOU
2:00 p.m.	WIOA Section 225: Correctional Ed/Other (For agencies receiving Section 225 funding)

Agenda Day (2)

October 4, 2023, 9:00 a.m. – 3:30 p.m.

9:00 a.m.	State Leadership Partner: CASAS
10:15 a.m.	Break
10:30 a.m.	WIOA Fiscal Compliance
12:00 p.m.	Lunch
1:00 p.m.	WIOA Data and Accountability Requirements
2:15 p.m.	Break
2:30 p.m.	WIOA Section 243 (IELCE) (For agencies receiving Section 243 funding)

Agenda Day (3)

October 5, 2023, 9:00 a.m.– 12:00 p.m.

9:00 a.m.	State Leadership Partner: OTAN
9:30 a.m.	Orientation Wrap Up
9:45 a.m.	Meeting with Regional Consultants

Overview of California Adult Education

Carolyn Zachry, Ed.D.
Education Administrator and State Director
Adult Education Office

Mission

The mission of the California Department of Education (CDE), Adult Education Office (AEO) is to advance California's economic, workforce development and societal gains by preparing adult learners for college, career, and civic responsibility.

Areas we will cover in Orientation

- Overview of CDE
- State and Federal Funding
- California Adult Education Program (CAEP)
- Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA)

Orientation Topics

- Data and Accountability
- Memorandum of Understanding
- Fiscal Overview
- Payment Points
- Federal Program Monitoring

Adult Education Office

- Administrator
- Education Programs Consultants
- Staff Services Manager
- Analysts
- Office Technician

Career and College Transition Division

- Adult Education Office (AEO)
- Agriculture Education and Family Consumer Sciences Office
- Career Technical Education Leadership and Instructional Support Office
- High School Innovation and Initiatives Office
- Office of the Director
- Program and Administrative Support Office

Adult Education: Focus on Equity

- Poll question time!

Adult education services have been delivered to adult learners in California for over 160 years.

Initial AEO Racial Equity Goals

- Develop racial equity policy guidance to increase the number of educators of color in adult education, including administrators, teachers, and counselors.
- Promote pipeline programs to recruit and train educators of color aspiring to become administrators, teachers, and counselors.

State Funding

- California Adult Education Program (CAEP)
- Funds adult education providers participating in 71 regional consortia
- Total for 2023–24: $646,222,000

Federal Funding (1)

- WIOA, Title II: AEFLA
- Total for 2023–24: Just over $97,000,000
- Funding awarded through a competitive application process

Federal Funding (2)

- Local Assistance Funding Allocations for 2023–24 (total set aside for agencies directly):
  - Section 225: $9,425,970 (8.07% of grant)
  - Section 231:
    - ABE/ELA/EL Civics $49,326,884 (42.24% of grant)
    - ASE/HSE/HSD $23,913,780 (20.48% of grant)
  - Section 243: IELCE $14,429,341 (12.36% of grant)

WIOA Programs

- WIOA has a strong focus on adult literacy in combination with occupational training programs.*
- AEFLA providers must engage Local Workforce Development Boards (LWDB) in development of an MOU.*

*Both topics will be presented in more detail during this orientation.

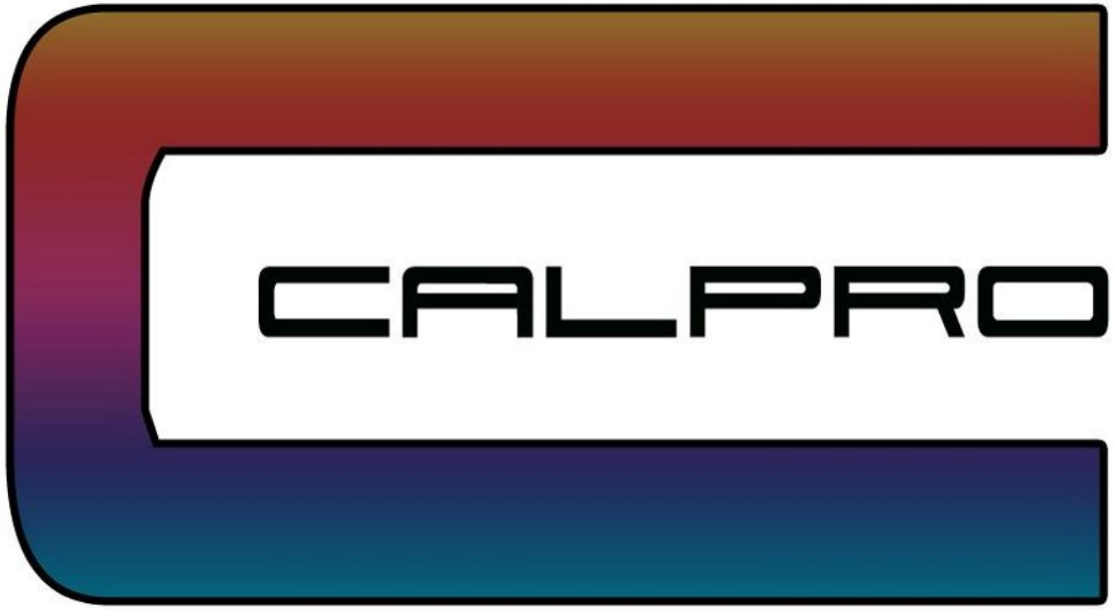
Initiatives

- Student Technology Intake Survey (mandatory for all students)
- Digital Learning Guidance
- EL Civics Exchange

Thank You

State Leadership Project:

CALPRO



California Adult Literacy Professional Development Project

A State Leadership Project of the California Department of Education, Adult Education Office

Providing Professional Learning to Improve Student Learning

MISSION

The mission of CALPRO is to foster continuous program improvement through a comprehensive, statewide approach to high-quality professional development for the full range of adult education and literacy providers working in agencies funded by the adult education system in California. CALPRO is conducted by the American Institutes for Research under contract with CDE.

GOAL

The ultimate goal of CALPRO in providing professional development opportunities for adult educators is to enhance student learning gains and to help adult learners meet their goals as productive workers, family and community members, and lifelong learners.

CALPRO 2023-24 Highlights

Professional Development Highlights for 2023-24

Please consider these for yourself and your staff!

Please visit us at: www.calpro-online.org

American Institutes for Research
2150 River Plaza Drive, Suite 185
Sacramento, CA 95833
Telephone: 916-286-8803
E-mail: calpro@air.org

Adult Ed Administrators Leadership Institute 1

We are seeking aspiring and new administrators for the Institute who have been adult education administrators for three or fewer years. Join the more than 600 California adult education administrators who have participated in this program since its inception in 1985.

Adult Ed Administrators Leadership Institute 2

The Institute covers topics and skills that new adult education administrators need to perform their jobs effectively including Fiscal and Personnel Management, Program Marketing, WIOA Implementation, Equity, Collaboration and Partnership Building and Instructional Leadership.

CALPRO Leadership Institute

2023-24 Leadership Institute

The draft application is attached and the link for the online application here: https://forms.gle/PWcbzwe7jyNk4NdLA

- Proposed dates are:

. Session 1 – January 25-26, 2024

. Session 2 – March 21-22, 2024

. Session 3 – May 30-31, 2024

Integrated Education and Training (IET) Implementation Clinic

There are 4 principal features of this unique 5-month online professional learning opportunity which begins in October 2023. The innovative format of the Implementation Clinic features two day-long virtual training sessions; three live, interactive online sessions; ongoing online discussions, and completion of a capstone project and presentation of the project at the second day-long session.

Apply: https://docs.google.com/forms/d/e/1FAIpQLSdtUKH4l1ybb9a44Wd9CX50zyW7O9IVMrPh4p-7ql92FzixpA/viewform?fbzx=4638193680551020205

IET Implementation Clinic Topics

Topics will be tailored to the needs of the participating practitioners and identified through the application process. Sample topics may include: Starting Strong: Developing the Team Teaching Partnership; Co-Teaching & Alternating Teaching: Which model, Why, and How?; Integrating Learning Outcomes & Lesson Plans; Building an Integrated Syllabus; Promising Intake & Onboarding Strategies for IET; and Action Planning: Process Considerations, Potential Challenges and Solutions to Address Challenges.

IET Implementation Clinic Teams

Agency teams, to include an IET program administrator, an English as a Second Language instructor and a Career and Technical Education (CTE) instructor, are encouraged to apply. Membership and participation are free of charge and open to all California adult education funded programs. Preference will be given to IET program team staff working in an Integrated EL Civics IET program that is funded through Section 243 of the Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act (WIOA, Title II: AEFLA) grant.

IET Implementation Clinic Dates

CALPRO IET Implementation Clinic Fall 2023

- Kickoff & Orientation - October 31, 2023
- Virtual Session 1 November 17
- Webinar 2 December 5
- Webinar 3 December 19
- Virtual Session 2 January 5, 2024

Topic covered include:

- Setting the Stage for Success: Comprehensive IET Program Design and Planning
- Co-Teaching & Alternating Teaching: Which Model, Why, And How?
- Developing the Team-Teaching Partnership
- Scaffolded Teaching Strategies for the IET Classroom
- Mapping a Single Set of Learning Objectives & Creating Integrated Lesson Plans
- Building an Integrated Syllabus
- Promising Intake, Onboarding and Retention Strategies for IET
- Action Planning: Process considerations, potential challenges and solutions to address challenges.
- Additional topics based on participant applications

Adult Ed Administrators Leadership Institute 3

Professional Learning Communities Institute

Professional Learning Communities

The Institute will consist of two, multi-day sessions, three webinars, a moderate amount of online work, site-based implementation of plans crafted by participating agency teams, and implementation coaching during and after the Institute. The two-day December session will focus on the framework and the training needed to craft plans and start a PLC process of school improvement focusing on student learning through ongoing professional development embedded in the agency's school calendar.

Professional Learning Communities (cont'd)

Participating schools are expected to use the intervening time between the December and May sessions to take action on plans to lay the groundwork for PLC implementation for the 2023-2024 school year and complete online assignments. The two days in May will focus on continuing training, feedback, evaluation, and problem-solving in support of implementation.be devoted to continuing training, feedback, evaluation and problem-solving in support of implementation.

PLC Institute 2023-2024

PLC Institute Dates 2023-24

- **October 12, 2023, 12:30-2:00** - Kick-off and orientation webinar (90 min) **Recorded**
- **November 6-7, 2023** 2-day in-person session (HyFlex if needed)
- **January 18, 2024 12:30-3:30** - virtual session (3 hours) **Recorded**
- **March 7, 2024 12:30-3:30** - Virtual session (3 hours) **Recorded**
- **May 2-3, 2024** - 2-day in-person session (HyFlex if needed)

Apply here
https://docs.google.com/forms/d/e/1FAIpQLSehvVjGTUFI5XFL2zhBQzlwxILS7TPhSQp62hI36GL1hbDGvQ/viewform

Adult Ed Administrators Leadership Institute 4

Professional Development at

Your Consortium or Program

Hosting a CALPRO Training at Your Program

For more than a decade, CALPRO has trained California adult educators to deliver professional development on various topics. CALPRO will:

- Identify and pay for the workshop facilitator's travel and honorarium when your agency hosts a regional community of practice
- List the workshop on the CALPRO Event Calendar (https://eventcalendar-user.calproonline.org/#/Dashboard/EventCalendar)
- Advertise the workshop
- Manage registration
- Provide copies of the participant handout packet for the number of registered participants
- Provide blank sign-in sheets and evaluation forms for facilitators to distribute and collect
- E-mail certificates of attendance to participants

New PD Opportunity

Supporting Student Transitions to Postsecondary Ed and the Workforce

Workshop Description :
Successful postsecondary and workforce transition can change the life trajectories of adult learners. In addition, research shows that adult learners' educational attainment benefits their families, children, and the local economy. However, recent statewide data indicate we have a tremendous opportunity for improvement. By strengthening support services, program structures, and local partnerships, adult education agencies can facilitate adult learners’ journey through the transition and support persistence through their pathway. This module will examine examples of effective partnerships and new initiatives and best practices for impactful services for adult learners’ post-secondary and workforce transitions. A strong emphasis is placed on practical implementation tools and processes for and within consortia.

CALPRO Training Topics

New! Supporting Student Transitions to Postsecondary Ed and the Workforce

- Supporting Immigrant Integration through Civics Education

Curriculum Alignment

- Collaborative Curriculum Alignment

Equity

- Success for All Learners Through Equity

General Instructional Strategies

- Effective Teaching for Adult Educators
- Motivation and Persistence for Adult Learners
- Using Questioning Strategies to Improve Instruction

Adult Basic Education/Adult Secondary Education

- College and Career Readiness Standards: English Language Arts (ELA) Implementation and Application
- Evidence-Based Writing Instruction in the ABE Classroom

English as a Second Language

- Evidence-Based Writing Instruction in the ESL Classroom
- Managing the ESL Multilevel Class
- Mastering the English Language Proficiency Standards
- Optimizing ESL Instructional Planning: Management, Monitoring, and Reflection

Workforce Skills and Career Pathways

- Accelerated Learning to Facilitate Career Pathways
- Integrated and Contextualized Workforce Skills in the ABE/ASE Classroom
- Integrated and Contextualized Workforce Skills in the ESL Classroom
- Integrated Education and Training (IET)

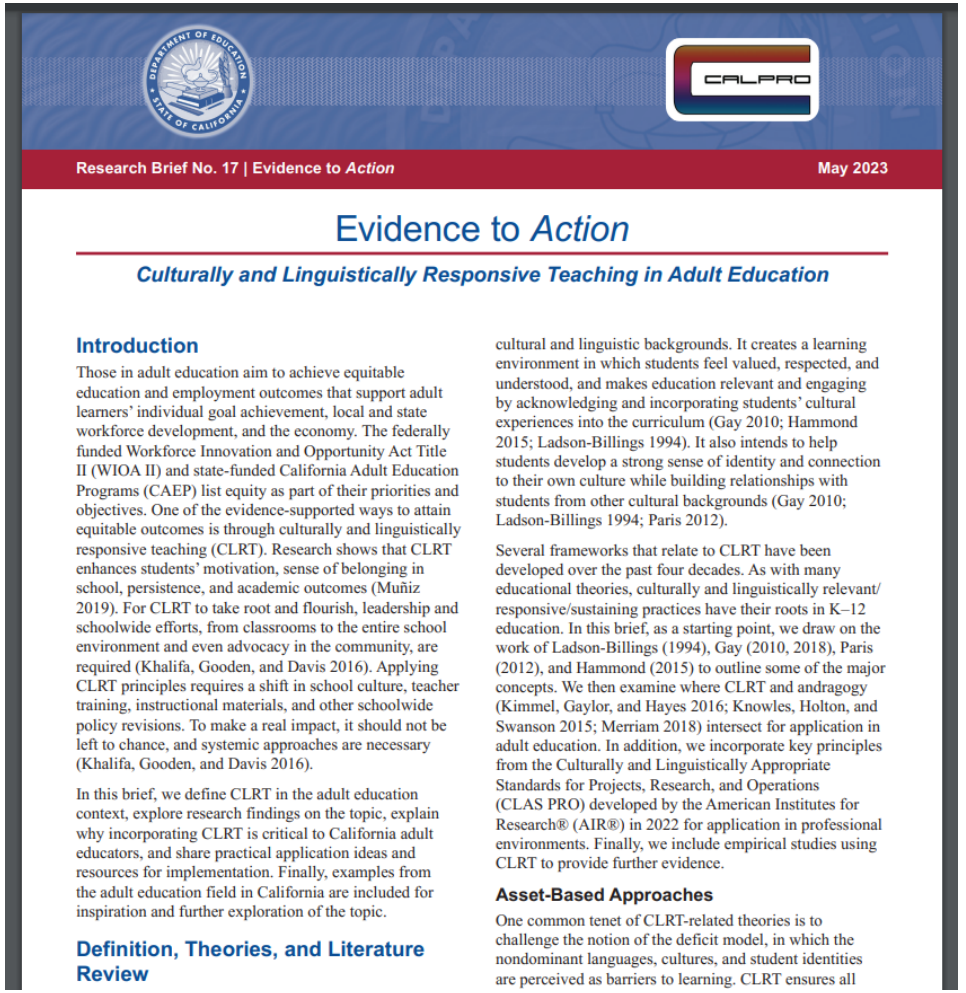
Adult Ed Administrators Leadership Institute 5

PD and Resources Available at

CALPRO-Online.ORG

New Publications

New publication focus: culturally and linguistically responsive andragogy



Research Brief No. 17 | Evidence to *Action* May 2023

Evidence to *Action*

Culturally and Linguistically Responsive Teaching in Adult Education

Introduction

Those in adult education aim to achieve equitable education and employment outcomes that support adult learners' individual goal achievement, local and state workforce development, and the economy. The federally funded Workforce Innovation and Opportunity Act Title II (WIOA II) and state-funded California Adult Education Programs (CAEP) list equity as part of their priorities and objectives. One of the evidence-supported ways to attain equitable outcomes is through culturally and linguistically responsive teaching (CLRT). Research shows that CLRT enhances students' motivation, sense of belonging in school, persistence, and academic outcomes (Muñiz 2019). For CLRT to take root and flourish, leadership and schoolwide efforts, from classrooms to the entire school environment and even advocacy in the community, are required (Khalifa, Gooden, and Davis 2016). Applying CLRT principles requires a shift in school culture, teacher training, instructional materials, and other schoolwide policy revisions. To make a real impact, it should not be left to chance, and systemic approaches are necessary (Khalifa, Gooden, and Davis 2016).

In this brief, we define CLRT in the adult education context, explore research findings on the topic, explain why incorporating CLRT is critical to California adult educators, and share practical application ideas and resources for implementation. Finally, examples from the adult education field in California are included for inspiration and further exploration of the topic.

Definition, Theories, and Literature Review

cultural and linguistic backgrounds. It creates a learning environment in which students feel valued, respected, and understood, and makes education relevant and engaging by acknowledging and incorporating students' cultural experiences into the curriculum (Gay 2010; Hammond 2015; Ladson-Billings 1994). It also intends to help students develop a strong sense of identity and connection to their own culture while building relationships with students from other cultural backgrounds (Gay 2010; Ladson-Billings 1994; Paris 2012).

Several frameworks that relate to CLRT have been developed over the past four decades. As with many educational theories, culturally and linguistically relevant/responsive/sustaining practices have their roots in K–12 education. In this brief, as a starting point, we draw on the work of Ladson-Billings (1994), Gay (2010, 2018), Paris (2012), and Hammond (2015) to outline some of the major concepts. We then examine where CLRT and andragogy (Kimmel, Gaylor, and Hayes 2016; Knowles, Holton, and Swanson 2015; Merriam 2018) intersect for application in adult education. In addition, we incorporate key principles from the Culturally and Linguistically Appropriate Standards for Projects, Research, and Operations (CLAS PRO) developed by the American Institutes for Research® (AIR®) in 2022 for application in professional environments. Finally, we include empirical studies using CLRT to provide further evidence.

Asset-Based Approaches

One common tenet of CLRT-related theories is to challenge the notion of the deficit model, in which the nondominant languages, cultures, and student identities are perceived as barriers to learning. CLRT ensures all

Virtual Workrooms

On the CALPRO Web site, the Virtual Workrooms provide adult educators with instant access to research-based professional development resources on a particular topic.

Racial Equity

This workroom examines equity and cultural competence in the context of adult education to support the creation of a fair and equitable educational environment for learners.

Workforce Readiness

This Virtual Workroom on Workforce Readiness supports the professional development of adult educators, particularly instructors of Adult Basic Education, Adult Secondary Education, and English as a Second Language.

Best Practices in ABE Reading Instruction

This workroom supports the professional development of adult education instructors who teach reading to adult basic education (ABE) students and has application for ABE teachers of other subjects, such as math and writing.

Math Videos on Depth of Knowledge: 3 Problems

These videos feature a variety of excerpts from lessons that address DOK level 3 problems.

Multilevel ESL Instructors

This workroom supports the professional development of adult education instructors who teach classes of English language learners of varying proficiency levels.

New Self-Directed Courses

New Self-Directed Courses Available through CALPRO!

CALPRO has many self-directed courses for you to choose from, including two just released courses! These courses include the brand-new *Teaching Adult English Learners: Principles and Practices* course and the newly updated *Effective Strategies for Writing Instruction* course. Each CALPRO self-directed course provides self–study materials and instruction using a wide variety of media. These courses are organized into units. Although participants may choose to do as few or as many units as they wish, participants are eligible to receive a certificate of completion upon completing all units of the course. To receive a certificate for a completed self-directed course, please email calprohelp@air.org.

Brand-new! Teaching Adult English Learners: Principles and Practices

This new course is designed to support teachers new to working with adult English learners, or ELs. After completing the course, participants will be able to identify and apply appropriate instructional strategies for teaching adult ELs. They will also have strengthened their skills as an instructor and be able to implement classroom management practices to optimize learning in both in-person and virtual learning environments.

Click https://bit.ly/3Xe5BVP to register.

Newly Updated! Effective Strategies for Writing Instruction

This newly updated course examines the vital role writing plays in ABE, ASE, and ESL instruction, especially in helping learners become college- and career-ready. Participants begin by identifying possible challenges in teaching writing and strategies for overcoming them. Through interactive, multimedia presentations, participants identify the key components of the writing process and discover research-based instructional strategies for supporting their students' writing development. Finally, participants learn how to apply a rubric to evaluate student work and prepare a lesson plan with instruction designed to address students' areas of need.

Click https://bit.ly/42SJDIS to register.

Self-Directed Online Courses

Course	Intended Audience
Adult Learning and Development	All Instructors, Admins
Advising the Adult Learner: The Teacher's Role	All Instructors
Designing Programs for Adults with Learning Disabilities, Session 1. Awareness for Adult Educators	All Instructors, Admins
Effective Strategies for Writing Instruction	ESL, ABE, ASE Instructors, Admins
Introduction to College and Career Readiness Standards	ESL, ABE, ASE Instructors, Admins
Learner Goal Setting in Adult Education Programs	All Instructors, Admins
Learner Persistence	All Instructors, Admins
Math Instructional Strategies	ABE, ASE Instructors, Administrators
Middle-Skills Job Preparation for Adult Education	All Instructors, Admins
Orientation for New ABE Teachers	New ABE Teachers
Orientation for New ESL Teachers	New ESL Teachers
Teaching Critical Thinking Skills	All Instructors, Admins

2023 Winter/Spring Facilitated Online Courses

Summer 2023

Course	Prospective Facilitator	Projected Dates
Using Questioning Strategies to Improve Instruction	Deanne Berryhill	7/10/2023 – 8/6/2023
Understanding the Adult Learner	Steven Casperite	7/17/2023 – 8/13/2023
Motivation and Persistence for Adult Learners	Dave Coleman	7/24/2023 – 8/20/2023

Fall 2023

Course	Prospective Facilitator	Projected Dates
Managing the Multilevel ESL Classroom	Estella Banks	9/25/2023 – 10/22/2023
Accelerated Learning to Facilitate Career Pathways	Kathleen Porter	10/2/2023 – 10/29/2023
Teaching Adults to Read	Kristi Reyes	10/9/2023 – 11/5/2023
College and Career Readiness Standards for English Language Arts Implementation and Application	Deanne Berryhill	10/16/2023 – 11/12/2023
Mastering the English Language Proficiency Standards	Martha Clayton	10/23/2023 – 11/19/2023

Questions

In the chat…

1. What are some of the main challenges and opportunities your program faces in the coming year and beyond?
2. What PD topics would help you most in meeting your goals?

Plan Your Program PD with CALPRO

Professional Development Highlights for 2023-24

Please consider these for yourself and your staff!

Please visit us at: www.calpro-online.org

American Institutes for Research
2151 River Plaza Drive, Suite 320
Sacramento, CA 95833
Telephone: 916-286-8803
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WIOA Section 231: Adult Education

Carolyn Zachry, Ed.D.
Education Administrator/State Director
Adult Education Office

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Interactive Quiz Question (1)

Question – How many program areas does Workforce Innovation Opportunity Act (WIOA), Section 231 cover?

Multiple choice answers –

A) Three

B) Four

C) Five

D) I forgot my coffee?

WIOA Section 231 Program Areas

- English Language Acquisition (ELA)
- English Literacy and Civics Education (ELCE)
  - Citizenship Preparation
  - Civic Participation
- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
  - High School Diploma (HSD)
  - High School Equivalency (HSE)

I. English Language Acquisition (1)

WIOA defines ELA as:

> *A program of instruction designed for eligible individuals, who are English language learners, to achieve competency in reading, writing, speaking, and comprehension of the English language; and that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training, or employment.*

English Language Acquisition (2)

Key objectives:

- Provide students with the ability to use English that is accurate and appropriate in a variety of academic and social settings
- Integrate language acquisition with relevant life experiences, stressing the importance of critical thinking, problem solving, and self-sufficiency
- Develop students' receptive English language skills of listening and reading comprehension

English Language Acquisition (3)

- Develop students' productive English language skills of speaking and writing
- Provide students with English language and citizenship instruction necessary to successfully complete the citizenship application and interview process

II. English Literacy and Civics Education (1)

- As outlined in WIOA Section 231(b), ELA programs may include English Literacy and Civics Education as an “activity.”
- The California “EL Civics” program is made up of 59 adult education field-developed Civic Objective and Additional Assessment Plans (COAAPs).

Interactive Quiz Question (2)

Question – From the following list, which one of these is not an ELCE activity?

Multiple Choice Answers –

A) Civic Participation

B) Workforce Preparation

C) Citizenship Preparation

English Literacy and Civics Education (3)

WIOA Section 231 EL Civics is made up of two program areas:

- **Civic Participation** contextualized programs that support the design, creation, implementation, and delivery of instructional activities that integrate civics education content with existing ESL courses.
- **Citizenship Preparation** courses that use ESL methodologies and citizenship preparation material to prepare learners to take and pass the U.S. Citizenship and Immigration Services oral and written citizenship tests.

III. Adult Basic Education (1)

- The goal of the Adult Basic Education (ABE) program is to improve students' basic skills in Language Arts and Mathematics.
- A model ABE program provides comprehensive services to meet the diverse educational needs of students and prepares them to transition to secondary education and job preparation classes.
- ABE programs include reading, writing, and computational skills necessary for functioning at levels comparable to students in the first through eighth grades.

Adult Basic Education (2)

- Courses may be remedial for students, or they may provide educational opportunities for students who speak, but do not read English.
- These programs may also be designed to help students develop job readiness skills leading to employment, advance on the job, or enter adult secondary education classes.

IV. Adult Secondary Education

- The goal of the Adult Secondary Education (ASE) program is to provide a curriculum that enables adults to attain a high school diploma (HSD) or a high school equivalency (HSE) certificate.
- Subjects include Mathematics, English Language Arts, Social Studies, Science, and other courses required to complete the credits or gain the knowledge necessary to attain an HSD or pass an HSE test.
- The ASE program is conducted within flexible time frames and provides knowledge and skills necessary for adults to gain self-sufficiency, employment, and to be able to transition into advanced postsecondary and career programs.

Questions

Federal Program Monitoring Overview

David Stang
Education Programs Consultant
Adult Education Office

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Agenda

Federal Program Monitoring (FPM)

- Purpose
- FPM Office
- FPM Program Instrument
- Adult Education Instrument Items/Evidence Requests
- AEFLA Administrators

Federal Program Monitoring (FPM) (1)

- The Adult Education and Family Literacy Act (AEFLA) grant requires the California Department of Education (CDE) to conduct on-site and on-line monitoring of all adult education grant recipients. This type of monitoring or review is called an FPM Review.
- All adult education grant recipients of AEFLA funding will be selected for review at some point.
- The purpose of the review is to ensure agencies are in compliance with federal, and where applicable, state law.
- The current monitoring cycle is for program year 2023−24.

Federal Program Monitoring (FPM) (2)

The CDE is required to monitor the implementation of federal and state funding (including adult education programs) administered by:

- Local Educational Agencies
- Community Colleges
- Coalitions
- Community-Based Organizations
- Libraries
- State Agencies

Tip for Success (1)

Do not wait until your agency is scheduled for a review to familiarize yourself with the Adult Education Instrument!

Purpose

- Ensure agencies are in compliance with federal, and where applicable, state law.
- Agencies that receive program funding are responsible for creating and maintaining programs which meet minimum fiscal and programmatic requirements, also referred to as minimum compliance.
- Opportunity for the Adult Education Office (AEO) to learn more about programs/services provided and to identify highly functioning agencies.

CDE’s FPM Office (1)

- The FPM Office schedules and coordinates most federal reviews.
- Agencies may be selected for review every two years.
  - Onsite
  - Online
- Regional Team Leaders (RTL) work with CDE program reviewers and agency coordinators to conduct onsite and online reviews.

CDE's FPM Office (2)

- CDE's Compliance Monitoring web page:
- http://www.cde.ca.gov/ta/cr/
  - Frequently asked questions
  - Monitoring cycles
  - Monitoring selection criteria
  - Additional training

Tip for Success (2)

- Familiarize yourself with the Adult Education Instrument:
  - https://www.cde.ca.gov/ta/cr/progrinst202324.asp

FPM Program Instrument

- All programs, e.g., Adult Education; English Learners; Before and After School; and Fiscal Monitoring, use program instruments to guide monitoring reviews.
- Program instruments have instrument items – essentially categories – that the reviewer refers to during a review.
- The Adult Education instrument has 10 instrument items.
- https://www.cde.ca.gov/ta/cr/progrinst202324.asp

Adult Education Instrument Items (1)

- AE 01: Collaboration, Alignment, and Support Services
- AE 02: Financial Accountability
- AE 03: Data Collection and Program Effectiveness
- AE 04: Staff Qualifications and Professional Development
- AE 05: Needs Assessment

Adult Education Instrument Items (2)

- AE 06: Serving Individuals with Disabilities
- AE 07: Intensity, Duration, and Flexible Scheduling
- AE 08: Evidence-Based Instructional Practices and Reading Instruction
- AE 09: Effective Use of Technology and Distance Learning
- AE 10: Integrated Education and Training

Tip for Success (3)

Make sure your agency has the correct documentation and/or an example for each evidence request on the Adult Education Instrument.

Evidence Requests

Evidence requests are examples of documents agencies provide to demonstrate compliance:

- AE 01: Umbrella MOU with Local Workforce Development Board
- AE 02: Time and Effort Policies and Procedures
- AE 03: Local Assessment Policy
- AE 04: Duty Statements
- AE 06: ADA and IDEA Policy
- AE 10: Evidence of Co-Enrollment

Role of AEFLA Administrators

- Ensure you and all additional users of the CDE Monitoring Tool (CMT) have registered in Centralized Authentication System.
- Assign additional users as appropriate.
- Communicate with district personnel assigned to coordinate the review.
- Coordinate onsite scheduling and work with program reviewer during course of review.

Review (1)

- Which AEFLA agencies get selected for program reviews?
- Which office at CDE coordinates most federal program reviews?
- How often may agencies be selected for a review?
- What is the name of the document adult education reviewers refer to during the course of an FPM review?
- What is another name for the documents agencies provide during a program review?

Review (2)

- Which AEFLA agencies get selected for program reviews?
  - ✓All AEFLA agencies get be selected for review.
- Which office at CDE coordinates most federal program reviews?
  - ✓The FPM Office coordinates all program reviews.
- How often may agencies be selected for a review?
  - ✓Agencies may be selected for review every two years.

Review (3)

- What is the name of the document adult education reviewers refer to during the course of an FPM review?
  - ✓The Adult Education Instrument
- What is another name for the documents agencies provide during a program review?
  - ✓Evidence Requests

Developing the Memorandum of Understanding for Operation of the America's Job Centers of California Delivery System

Neil Kelly
Catherine Peacock
Education Programs Consultants
Adult Education Office

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

AJCC

- What does AJCC stand for?
- What is an AJCC?
- Can your students access services from the AJCC?

Types of AJCC (1)

- **Comprehensive** – provides access to all required America's Job Centers of California (AJCC) partner programs, services, and activities with at least one Title I staff physically present

Types of AJCC (2)

- **Affiliate** – provides access to one or more AJCC partner programs, services, and activities
- **Specialized** – associated with either a Comprehensive or Affiliate AJCC, and addresses specific needs of dislocated workers, youth, or key industry sectors, or clusters

AJCC Core Partners

- Title I Adult, Dislocated Worker, and Youth
- Title II Adult Education and Family Literacy Act
- Title III Wagner-Peyser Act Employment Service
- Title IV Vocational Rehabilitation

Requirements of AJCC Partners

- Provide access to its programs or activities
- Use a portion of its funds to support infrastructure and to provide career services
- Enter into a Memorandum of Understanding (MOU) with the Local Workforce Development Board (LWDB)
- Participate in the operation of the AJCC delivery system consistent with the terms of the MOU
- Provide representation on the State and LWDBs as required and participate in Board committees as needed

Purpose of the MOU

To establish the roles and responsibilities of the LWDB, the Chief Elected Official (CEO), and the AJCC Partners, in relation to the operation of the AJCC delivery system.

- Product of local discussion and negotiation to ensure successful integration and implementation of partner programs
- **All** required partners must be included in the MOU

Types of MOU

- **Separate Partner Agreements**
  - Local WDB (with the agreement of the CEO) may enter into agreements between each partner or groups of partners
- **“Umbrella” MOUs**
  - Address issues related to the AJCC system, its CEO, and all partners
  - Allow partner programs to focus on service delivery
  - Facilitate transparent and flexible agreements

Major Components of the MOU

- **Shared Customers**
- **Shared Services**
- **Shared Costs**

Local boards must work with all the required partners in their local area to develop an agreement regarding the operations of the local system.

Quiz #1

How does your agency partner with the local AJCC?

1) Student referrals
2) Training/workshops
3) Registration/intake
4) Sharing administrative cost
5) Other

Shared Customers and Services

The MOU should clearly delineate the responsibilities of each MOU partner when it comes to helping plan, develop, and implement the local AJCC system.

- What services are to be provided and by whom?
- What is the best way to serve the local area's population through effective partnerships, referrals, and cross-training?

Shared Costs

Each AJCC partner that carries out a program or activities WITHIN an AJCC must use a portion of funds available for their program and activities to help maintain the AJCC delivery system, including proportionate payment of the infrastructure costs of the AJCC.

(Workforce Innovation and Opportunity Act (WIOA), Joint Final Rule Section 678.700)

Service Costs (1)

Applicable Career Services

- Services identified in WIOA Section 134(c)(2), as applicable to each program, consisting of basic career services, individualized career services, and follow-up services

Quiz #2

What services do AJCC partners provide?

1) Healthcare information/referrals
2) Job Training
3) Career guidance
4) Childcare information/resources
5) Services for veterans
6) Services for disabled persons
7) Other

Service Costs (2)

Other Shared Services

Services that are authorized for and may be commonly provided through AJCC partner programs, such as:

- Initial intake
- Identification of appropriate services
- Assessment of needs
- Referrals to other AJCC partners
- Appraisal of basic skills
- Business services

Infrastructure Costs

All non-personnel costs necessary for the physical operation of the AJCC:

- Rent
- Utilities and Maintenance
- Equipment
- Technology

Access and Accommodation (must be included in budget ensuring physical and programmatic access to the AJCC by individuals with disabilities)

Review and Updates to MOU

- MOU must be reviewed and updated at least every three years.
- The Infrastructure Costs Agreement (IFA) must be reviewed annually.

Funding Cost Sharing

WIOA, Title II: Adult Education Family Literacy Act Infrastructure costs can only be paid from funds available for local administrative expenses or from non-federal resources that are cash, in-kind, or third-party contributions.

Strategic Co-Enrollment (1)

The US Department of Labor commenced a national workgroup in order to collaborate on getting a better understanding of co-enrollment strategies. California participated in the workgroup and committed to creating co-enrollment guidance in order to align service delivery with the concepts and visions found in the WIOA.

Strategic Co-Enrollment (2)

- The WIOA places a strong emphasis on planning and implementation across multiple partner programs to ensure alignment in service delivery.
- Strategic co-enrollment can increase program and participant success, maximize resources, enable greater efficiencies in service delivery, and align services with regional sector pathways.

AJCC Role in Strategic Co-Enrollment

This system must serve as an all-inclusive access point to education and employment programs that provide demand-driven skills attainment, especially for those with barriers to employment.

Co-Enrollment Key Concepts (1)

Integrated Service Delivery – establish and participate as an integrated system of partners that share common goals with services offered by multiple organizations for a seamless participant experience. The focus is on clients or target groups who have complex needs that require services from multiple partners.

Co-Enrollment Key Concepts (2)

Increased Access – ensures any participant, especially individuals with barriers to employment, who enter an AJCC, have access to partner programs, services, and activities where they're eligible, including physical and programmatic access, as described in WIOA Section 134(d).

Co-Enrollment Key Concepts (3)

- Continuous improvement – create a delivery system that is focused on process improvement and challenges the status quo.
- Partnership – align goals, outcomes, and resources with all local partners in the AJCC system to leverage resources to provide a higher quality and level of services.

Intake/Referral

Goal: common intake

- Reduces the paperwork required for an individual to provide and complete during intake.
- May include authorization to release information that allows partners to share and enter information in their respective case management system.
- Streamlines data sharing and supports the tracking of referrals, co-enrollments, and outcomes.
- Helps people with multiple barriers access coordinated services.

Panel Discussion

Hear from field practitioners regarding their experience working with AJCCs and local workforce development boards.

Adele McClain, Apple Valley Adult Education

MaryAnn Pranke, Glendale Community College

Small Group Discussion

- In your groups, choose a recorder and a presenter.
- Topic: What are some ideas and methods to ensure that your students will be connected to all AJCC services they are eligible for?

Corrections Education and Other Institutionalized Individuals

Carmen Martínez-Calderón, Ph.D.
Abby Medina Lewis
Education Programs Consultants
Adult Education Office

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

What is a Correctional Institution?

Authorized under Workforce Innovation and Opportunity Act (WIOA) Section 225 of the Adult Education and Family Literacy Act (AEFLA):

- Jail
- Work farm
- Detention center
- Halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders

Adults with Disabilities

- Department of Developmental Services (DDS)
  - Two Developmental Centers (Porterville, Canyon Springs)
- Department of State Hospitals (DSH)
  - Four State hospitals (Atascadero, Metropolitan, Napa, and Patton)

State Leadership Project:

Comprehensive Adult Student Assessment Network (CASAS)

California

WIOA, Title II

2023–24

California Accountability

At the end of this session, participants will be able to:

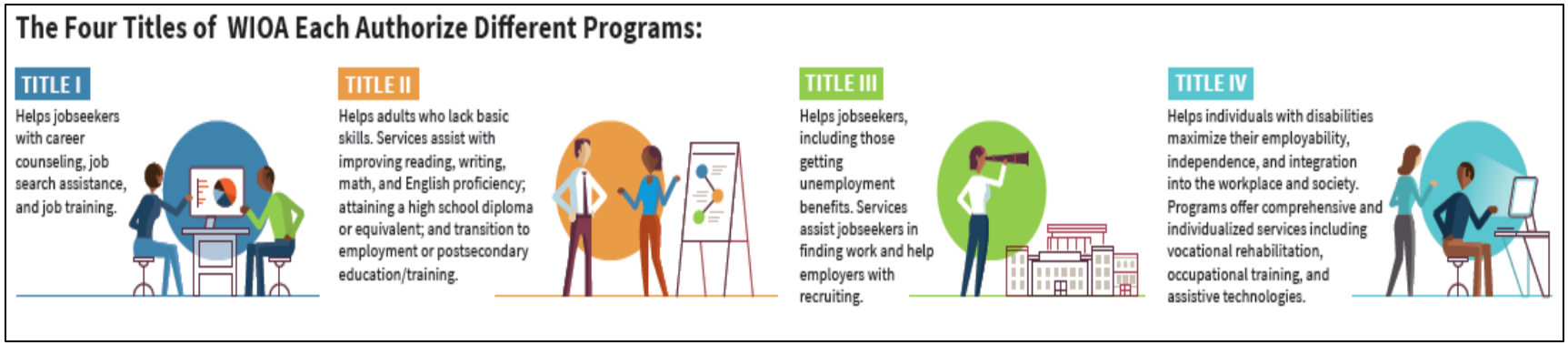
- Describe NRS requirements
- Identify the CA funding sources, data submission timeline and deliverables
- Implement basic data collection requirements
- Implement appropriate pre- and post-testing
- Identify payment points outcomes
- Designate special programs and focus areas
- Locate resources and technical assistance

National Reporting System

- The National Reporting System (NRS) is the accountability system that provides a means of regular evaluation for federally funded WIOA, Title II adult education programs.
- In June 2014, Congress passed the Workforce Innovation and Opportunity Act (WIOA), and President Obama signed it into law in July 2014.
- June 2016 the U.S. DOL and U.S. DOE released final WIOA guidelines, and the NRS released the new updated Federal Tables
- Federal Tables display data in format required by U.S. Department of Education.

WIOA Core Program Partners

- WIOA Title I: Adult, Dislocated Worker, and Youth
- WIOA Title II: Adult Education and Literacy (AEFLA)
- WIOA Title III: Wagner-Peyser/One-stops
- WIOA Title IV: Vocational Rehabilitation



NRS Table 4

First Period of Participation									
Entering Educational Functioning Level (A)	Number of Participants (B)	Total Number of Participants Excluded from MSG Performance (C)	Total Attendance Hours for all participants (D)	Number who achieved at least one educational functioning level gain (E)	Number who attained a secondary school diploma or its equivalent (F)	Number of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma (G)	Number Separated Before Achieving Measurable Skill Gains (H)	Number Remaining in Program without Measurable Skill Gains (I)	Percentage Achieving Measurable Skill Gains (J)
ABE Level 1	3	0	468	0	0	0	1	2	0.00
ABE Level 2	6	0	655	0	0	0	2	4	0.00
ABE Level 3	7	0	557	0	0	0	2	5	0.00
ABE Level 4	26	0	2,822	8	4	0	4	10	46.15
ABE Level 5	420	0	25,414	76	42	0	78	224	28.10
ABE Level 6	40	0	3,238	2	9	0	13	16	27.50
ABE Total	**502**	**0**	**33,154**	**86**	**55**	**0**	**100**	**261**	**28.09**
ESL Level 1	49	0	3,605	35	0	0	10	4	71.43
ESL Level 2	114	0	8,296	76	0	0	21	17	66.67
ESL Level 3	278	0	20,312	170	1	0	47	60	61.51
ESL Level 4	559	0	44,774	305	3	0	96	155	55.10
ESL Level 5	542	0	52,302	302	4	0	89	147	56.46
ESL Level 6	576	0	55,088	190	9	1	147	229	34.72
ESL Total	**2,118**	**0**	**184,377**	**1,078**	**17**	**1**	**410**	**612**	**51.75**
Grand Total	**2,620**	**0**	**217,531**	**1,164**	**72**	**1**	**510**	**873**	**47.21**

Table 4 reports Measurable Skills Gains (MSGs) =

MSG's Columns E F G

Percentage = *E + F + G / B*

NRS Table 5

Table 5
Core Follow-up Outcome Achievement

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit *						
Employment Fourth Quarter after exit *						
Median Earnings Second Quarter after exit **			N/A			N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***						
Attained a Postsecondary Credential while enrolled or within one year of exit ****						

Outcomes on Table 5:

- Employment after 2Q
- Employment after 4Q

TE Employment & Earnings Survey + EDD data match

- Median Earnings

EDD data match

- HSE/HSD then Employment 4Q
- HSE/HSD Enter Post-Secondary 4Q
- Complete Post-Secondary

CCCCO data match

CASAS Information

Office of Career, Technical, and Adult Education

- Provides funds to states for adult education and literacy programs.
- Administers and coordinates programs related to adult education, literacy, and career and technical education.

National Reporting System

- A reporting system for federally funded adult education programs developed by the US Department of Education

California Department of Education Adult Education Division

- Monitors WIOA, Title II funded agencies
- Provides information and resources to agencies to maintain quality programs

CASAS

- Helps agencies meet state and federal requirements
- Provides training to funded agencies related to assessment and accountability standards

WIOA, Title II Data Deliverables

- Quarterly TOPSpro Enterprise (TE) data submission
  - **Updated** TOPSpro Enterprise data and Data Integrity Report ***via Quarterly Data Submission Wizard***
- End of Year Data Submission
  - **Updated** TOPSpro Enterprise backup and Data Integrity Report ***via Quarterly Data Submission Wizard***
  - Include Certification Letter + Payment Points Summary
  - AE Personnel Wizard/Personnel Data
- Employment and Earnings Follow up Survey Requirements
  - Survey for follow-up on employment and wage outcomes each quarter using NRS Core Performance Wizard in TE

WIOA, Title II Data Collection Timeline

Deliverable Submission	Date Due
1st Quarter Data Submission • Employment/Earnings Follow-up • EL Civics COAAPs	**October 31, 2023**
2nd Qtr Data Submission • Employment/Earnings Follow-up • CDE Training Deadline	**January 31, 2024**
3rd Quarter Data Submission • Employment/Earnings Follow-up • Cont. Improvement Plan (CIP)	**April 30, 2024**
Year End Data Submission • Employment/Earnings Follow-up • AE Personnel Tables	**July 15, 2024**

Quarterly Data Submission

- WIOA, Title II agencies will use the **TE Quarterly Data Submission Wizard** to submit quarterly data, including the Data Integrity Report (DIR).
- Agencies will no longer send/email pdf copies of the DIR when completing quarterly data requirements.

Step-by-Step Quarterly Data Submission Wizard Instructions:

https://www.casas.org/docs/default-source/caacct/quarterly-data-submission-wizard-instructions_sept2020.pdf?sfvrsn=885325a_2?Status=Master

Employment & Earnings Survey

- Access detailed quarterly step by step help documents, and many other survey related resources:

https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/ca-follow-up-survey

Dates	Task	Reference/Notes
October	Save Exit Population for PY 19-20 Qtr. 4	See "Step 2" below
October - November	Send a Survey Invite to all PY 19-20 Qtr. 4 Exiters	See "Step 3A" below.
October - November	Send a Survey Invite to all PY 19-20 Qtr. 2 Exiters	See "Step 3B" below.
November - December	Send Follow-Up Survey Invites to all non-responders	See "Step 5" below.
December	After three attempts, contact non-responders via phone, postcard, etc.	See "Step 5" below.
January	Grace period for sending invites and receiving responses.	You can continue entering survey responses after the grace period, but you cannot send survey invitations

OCTAE Goals for California

- OCTAE has established follow up performance goals for WIOA II agencies in California:
  - 45% Social Security Number
    - Or
  - 60% Student Response Rate on Employment & Earnings Survey

Employment & Earnings Survey (2)

New in PY 2023-24 for California Agencies

- Taxpayer ID (ITIN) may be used for data matching for students that may not be able to provide Social Security number.
- ITIN is a nine digit number that uses that same format as SSN xxx-xx-xxxx and begins with the number 9

End of Year Data Submission

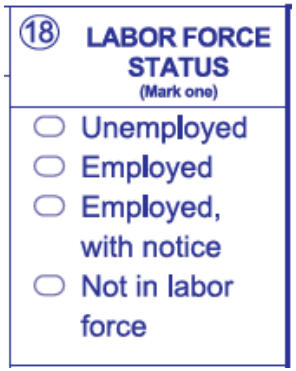
- End of Year submission deadline continues to be **July 15th.**
- The End of Year deadline for CAEP reporting will also be **July 15, 2024.**
- Statewide aggregation of data will begin on **August 1st**. After that time no revised data submissions will be accepted.

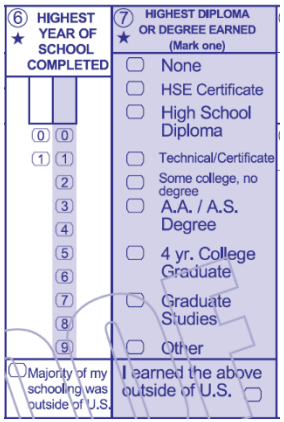
Entry Records

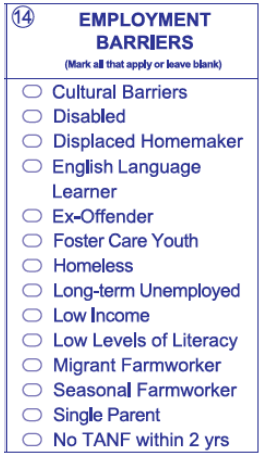
TOPS
Tracking Of Programs and Students
Entry Record

For Each WIOA, Title II Learner:

- Record enrollment in an WIOA, Title II funded program
- Collect Date of Birth, Gender, Race, and Ethnicity
- Assist the learner in selecting highest year of school, highest degree, barriers to employment, and labor force status







Data Collection Requirements (1)

TOPS
Tracking Of Programs and Students
Entry Record

Entry Records

For Each WIOA, Title II Learner:

- Documenting primary and secondary goals is required for all CA WIOA, Title II learners.

⑫ Attainable Goal Within Program Year (Mark one in each column)		
1	2	(1=Primary, 2=Secondary)
○	○	Improve basic skills
○	○	Improve English skills
○	○	H.S. Diploma / HSE
○	○	Get a job
○	○	Retain job
○	○	Get a better job
○	○	Enter college or training
○	○	Work-based project
○	○	Family goal
○	○	U.S. Citizenship
○	○	Military
○	○	Personal goal
	○	None
○	○	Other

Data Collection Requirements (2)

Update Records

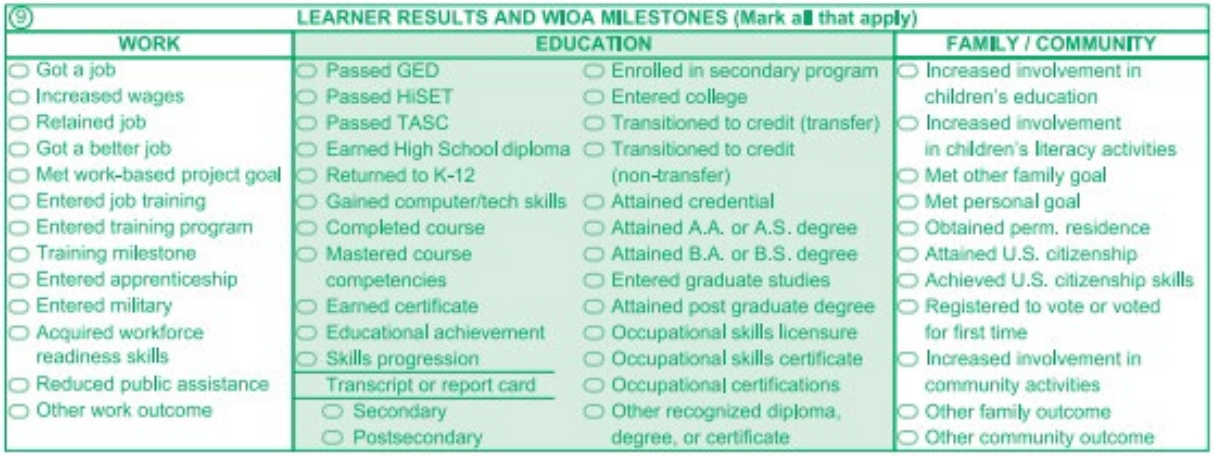
- Outcomes must be completed after a substantial block of instruction or at the end of the instructional period (semester, trimester, quarter, term)
- For attendance hours:
  - Complete Update Record at least once a month
  - Record all learner attendance hours in TE Attendance module (in TE Class Instance Record)
  - Import attendance hours from third party system at least once per month.

Data Collection Requirements (3)

TOPS
Tracking Of Programs and Students
Update Record

Update Records

- Outcomes must be completed after a substantial block of instruction or at the end of the instructional period (semester, trimester, quarter, term)
- Outcomes (field 9) now more important than ever!



⑨ LEARNER RESULTS AND WIOA MILESTONES (Mark all that apply)

WORK	EDUCATION		FAMILY / COMMUNITY
○ Got a job	○ Passed GED	○ Enrolled in secondary program	○ Increased involvement in children's education
○ Increased wages	○ Passed HiSET	○ Entered college	○ Increased involvement in children's literacy activities
○ Retained job	○ Passed TASC	○ Transitioned to credit (transfer)	○ Met other family goal
○ Got a better job	○ Earned High School diploma	○ Transitioned to credit (non-transfer)	○ Met personal goal
○ Met work-based project goal	○ Returned to K-12	○ Attained credential	○ Obtained perm. residence
○ Entered job training	○ Gained computer/tech skills	○ Attained A.A. or A.S. degree	○ Attained U.S. citizenship
○ Entered training program	○ Completed course	○ Attained B.A. or B.S. degree	○ Achieved U.S. citizenship skills
○ Training milestone	○ Mastered course competencies	○ Entered graduate studies	○ Registered to vote or voted for first time
○ Entered apprenticeship	○ Earned certificate	○ Attained post graduate degree	○ Increased involvement in community activities
○ Entered military	○ Educational achievement	○ Occupational skills licensure	○ Other family outcome
○ Acquired workforce readiness skills	○ Skills progression	○ Occupational skills certificate	○ Other community outcome
○ Reduced public assistance	Transcript or report card	○ Occupational certifications	
○ Other work outcome	○ Secondary	○ Other recognized diploma, degree, or certificate	
	○ Postsecondary		

California Assessment Policy

Highlights of 2023–24 CDE Assessment Policy

- Lists appropriate CASAS assessment instruments authorized for use for WIOA II accountability reporting
- Details policies for appropriate test administration, scoring, and use of test results
- Includes instructions for appraisal use, hours between pre-/post-testing, and distance learning
- Includes Guidelines for Local Assessment
- Authorizes new CASAS GOALS, GOALS 2, and STEPS series for state and federal reporting

Guidelines for Local Assessment

- WIOA, Title II agencies must develop and implement a Local Agency Assessment Policy, and update it annually.
- Local agencies may develop their own assessment policy guidelines, and are encouraged to develop policies that emphasize local priorities
- At a minimum, the local policy must include all CDE assessment policy guidelines and those included in the Local Assessment template.
- CDE will review local policy and implementation during program monitoring.

CASAS Reading STEPS – Test Specifics

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619R	28	30 minutes	
Locator	620R	14	15 minutes	
A	Forms 621R - 622R	33	30 minutes	160 - 196
B	Forms 623R - 624R	36	50 minutes	184 - 206
C	Forms 625R - 626R	36	75 minutes	197 - 216
D	Forms 627R - 628R	36	75 minutes	207 - 227
E	Forms 629R - 630R	36	75 minutes	217 - 251

STEPS = Student Test of English Progress and Success

https://www.casas.org/product-overviews/assessments/reading-steps

CASAS Listening STEPS – Test Specifics

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	619L	28	30 minutes	
Locator	620L	14	15 minutes	
A	Forms 621L - 622L	33	28 minutes	158 - 191
B	Forms 623L - 624L	36	45 minutes	182 - 201
C	Forms 625L - 626L	39	52 minutes	192 - 211
D	Forms 627L - 628L	39	56 minutes	202 - 221
E	Forms 629L - 630L	39	38 minutes	212 - 235

STEPS = Student Test of English Progress and Success

https://www.casas.org/product-overviews/assessments/listening-steps

CASAS Math GOALS 2 – Test Specifics

CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	919M	28	30 minutes	
Locator	920M	14	15 minutes	
A	Forms 921M - 922M	33	50 minutes	171 - 203
B	Forms 923M - 924M	36	65 minutes	193 - 213
C	Forms 925M - 926M	36	75 minutes	204 - 224
D	Forms 927M - 928M	36	75 minutes	214 - 235
E	Forms 929M - 930M	36	90 minutes	225 - 255

GOALS = Greater Opportunities for Adult Learning Success

https://www.casas.org/product-overviews/assessments/math-goals-2

FAQ: CASAS Assessments Authorized for NRS for 2023–24

Authorized for NRS

ABE and ASE only:

- CASAS GOALS Reading and Math GOALS2

ESL only:

- STEPS Listening and Reading
- Life and Work Listening and Reading
- Secondary Level Assessment (SLA):
  - Language Arts 513-14

POWER, AA-AAAAA not authorized for NRS, but are authorized for CA payment points
Life and Work & SLA are authorized for 23–24 but not 24–25

Benchmarks

- NRS Federal Table 4 – Complete a Level (Column E)
- NRS Federal Table 4 – **HSE/HS Diploma (Column F)**

EL Civics Outcomes

SODs

- **Civic Participation**: Pass up to three EL Civics Additional Assessments (COAAPs).
- **Citizenship Preparation**: Pass the CASAS Citizenship Interview Test, and/or Government & History for Citizenship Test.
- **243 Integrated EL Civics**: Pass up to three EL Civics Additional Assessments (COAAPs)

IET Outcomes

- **243 Integrated EL Civics**: Pass up to three EL Civics Additional Assessments (COAAPs) for learners co-enrolled in Integrated Education and Training (IET).

2nd Payment Points Attestation Letter

- **December 15, 2023**
- Allows WIOA, Title II agencies to once again verify their payment points totals, with particular emphasis on HSE and HS diploma.
- Verify students that did/did not make it through the CDE HSE data match.
- Compare HS diploma earners in districts that have not completed their list by August 1.

EL Civics Guidelines

- Entry Record for each EL Civics focus area a student attends — must be for an EL Civics designated class
- Update Record— follow the same guidelines as ESL
- CASAS pre- and post-tests—use reading or listening tests
- EL Civics students must have instructional program of ESL.

EL Civics Student Outcome Dataset (SODS)

Civic Participation

- Pass one or more CDE-approved Additional Assessments (COAAPs)
- One learner may earn payment points for passing up to three COAAPs in a program year
- Completion of Entry, Update, Pretest, and Post-test

EL Civics Student Outcome Dataset (SODS) - 1

Citizenship Preparation

- Pass Citizenship Interview Test (Score = 206 or above
- Pass Government and History for Citizenship Test (Score = 206 or above)
- Also requires presence of Entry, Update, Pretest, Post-test

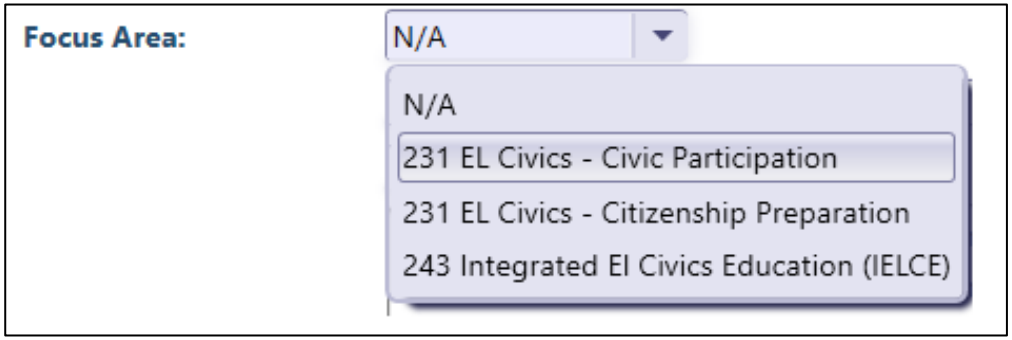
EL Civics Student Outcome Dataset (SODS) - 2

243 Integrated EL Civics (IELCE)

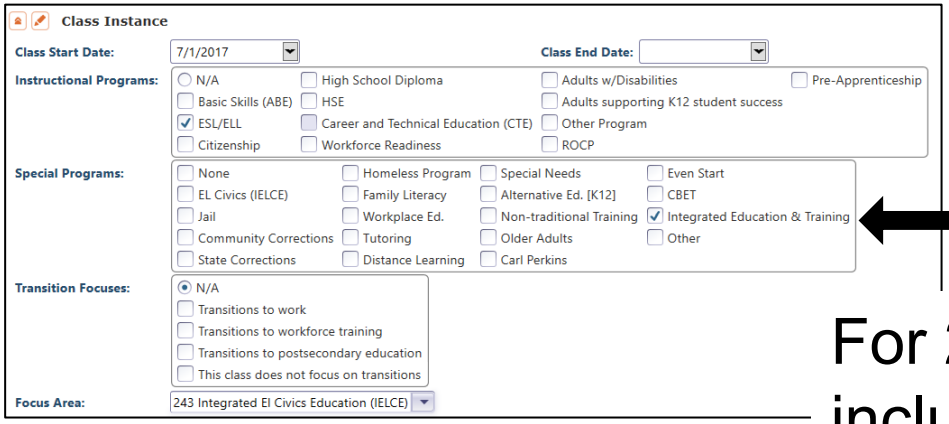
- Pass one or more CDE-approved Additional Assessments (COAAPs) specified for IELCE
- Learner may earn payment points for passing up to three COAAPs in a program year
- Completion of Entry, Update, Pretest, and Post-test

TE Class Designation

- Designate the correct WIOA, Title II instructional program(s) for each assigned class.
- Designate the appropriate focus area for each EL Civics class in the TE Class Instance Record.

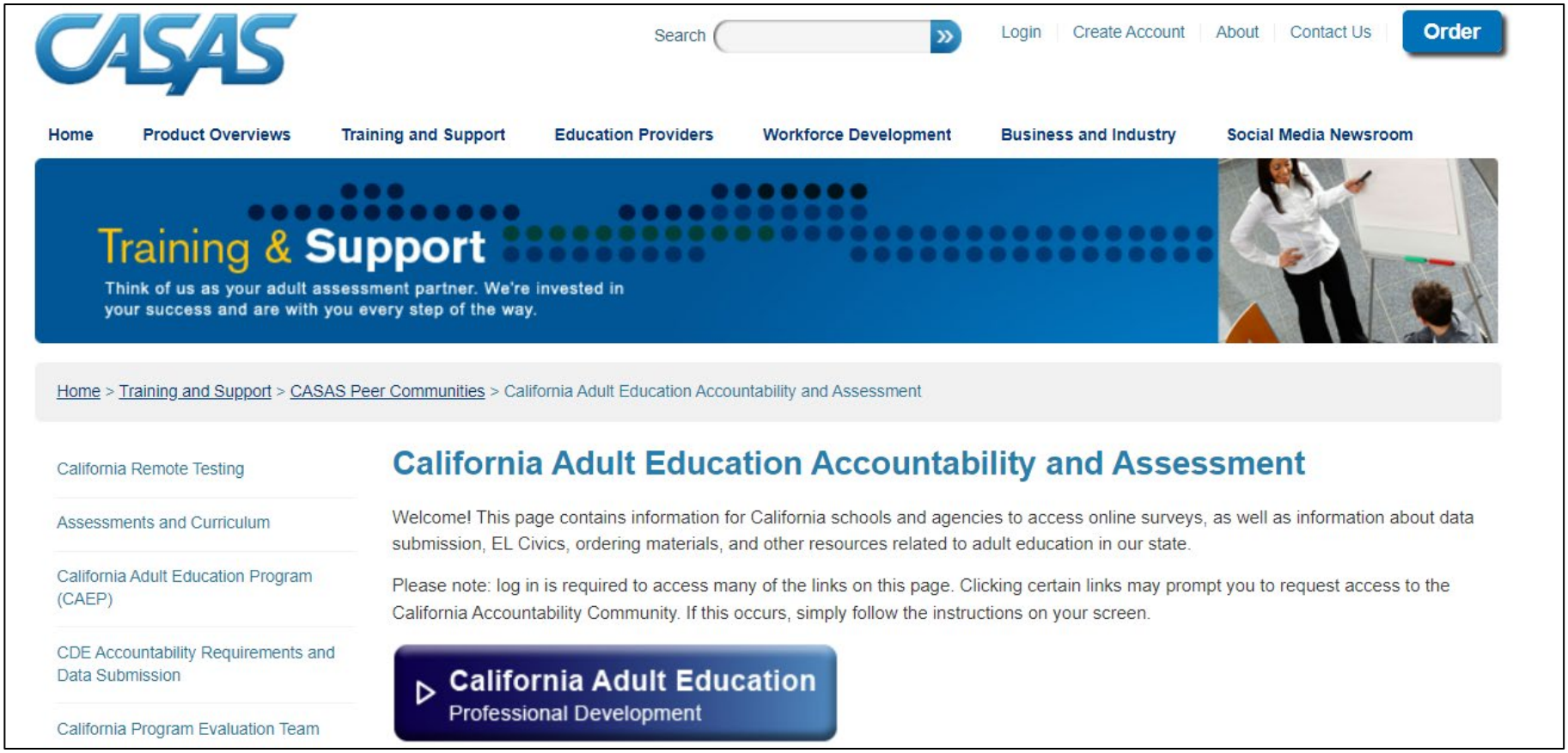


Integrated Education & Training (IET)



For **243 IELCE classes** that include Integrated Education and Training, mark “Integrated Education & Training” under Special Programs.

CASAS CA Accountability Page (1)



CASAS CA Accountability Page (2)

- Go to the Training & Networking page to access recordings and documentation related to the statewide and regional network meetings.

- https://www.casas.org/trai
support/casas-peer-
communities/california-ad
accountability-and-assess
and-networking/networkin

2023–24 Data Dictionary

Home > Training and Support > CASAS Peer Communities > California Accountability >

- 2023–24 Data Dictionary for WIOA, Title II and CAEP
- Summary of Changes
- Updated Attachment A CA Assessment Policy

DATA DICTIONARY

TOPSPRO ENTERPRISE RECORD INSTRUCTIONS

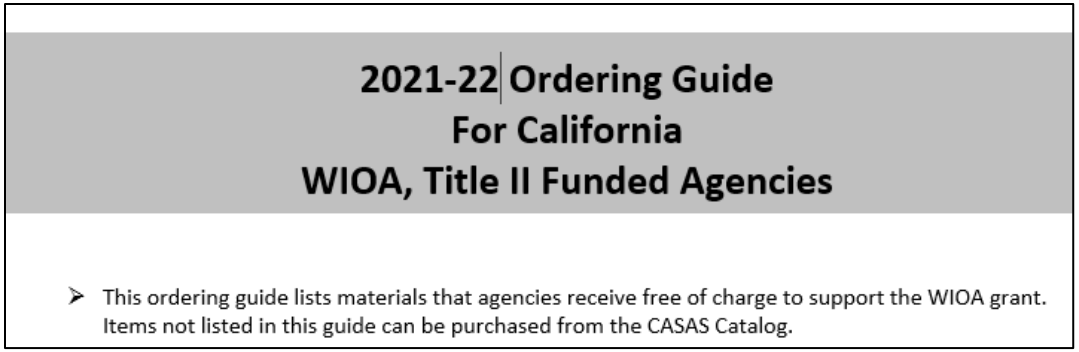
The following table indicates the specific data elements required. A check mark (√) indicates the data element must be entered. The letters IR (if required) indicate that a local agency chooses to collect information on a particular data element.

Record Type / Field		WIA 225/231	WIA EL Civics
1a	Student Name / Phone	√	√
1b	Student Address/Email	√	√

2023–24 Ordering Guide for CA WIOA, Title II Agencies

Home > Training and Support > CASAS Peer Communities > California Accountability > Ordering Guides

WIOA, Title II agencies can order select CASAS materials free of charge using the 2023–24 Ordering Guide.



2021-22 Ordering Guide
For California
WIOA, Title II Funded Agencies

- This ordering guide lists materials that agencies receive free of charge to support the WIOA grant. Items not listed in this guide can be purchased from the CASAS Catalog.

Regional and Statewide Network Meetings

- Virtual Statewide Meetings monthly (usually first Tuesday of the month).
- Virtual Statewide TE Meetings monthly (usually on Friday mornings).
- Regional California network meetings where participants can address more specific concerns and strategies with peers.
- Meetings held face to face and online.
- Register for network meetings at www.casas.org.

Resources (2)

CASAS Technical Support:

- 1-800-255-1036

CASAS Fax #:

- 1-858-292-2910

E-mail:

- capm@casas.org
- techsupport@casas.org

Thanks for your participation!

Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act

Fiscal Compliance Overview

Arturo Ambriz, CPA
Education Programs Consultant
Adult Education Office

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Overview Topics

- Statute and Regulations
- Timely Spending Funds and Carryover
- Supplement, Not Supplant (SNS) Provisions
- Cost Allowability and Allocation Requirements
- Standards for Documentation of Personnel Expenses (Time and Effort Reporting Requirements)
- Matching Requirements

Statute and Regulations for Reference

- **Statute –** Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (**AEFLA**)
- **Regulations –** Education Department General Administrative Regulations (**EDGAR)** and
  - The Uniform Grant Guidance (**UGG**), Title 2, Code of Federal Regulations (CFR), Part 200 – Cost/Administrative/Audit Rules.
    This is a key part in EDGAR also known as **2 CFR 200**.

Summary of AEFLA Funds for Reference

- **Section 225 — Institutionalized Adults/Corrections Education**
  Resource Code 3940 (Program Focus Areas: ABE, ELA and ASE)
- **Section 231— Adult Education**
  Resource Code 3905 (Program Focus Areas: ABE, ELA, and ELCE)
  Resource Code 3913 (Program Focus Areas: ASE (HSE, HSD))
- **Section 243 — Integrated Literacy and Civics Education (IELCE)**
  Resource Code 3926 (Program Focus Areas: IELCE with & without IET)

Timely Spending Funds and Carryover

AEFLA funds **cannot be carried over from one fiscal year to the next**. They must be **expended** or financially **obligated** by June 30.

Funds are considered **expended** as of the **date of the obligation**, consistent with Title 34 CFR 76.707. Agencies have **90 days** to liquidate their financial obligations after the end of performance period (June 30).

Examples:

- Funds for the adult school (agency) employees' salaries and benefits are **obligated when the services are performed.**
- Funds for computer devices are **obligated on the date the agency makes a binding written commitment** to obtain the devices.

Supplement, Not Supplant

Supplement, Not Supplant – Provision's Requirement

What is required?

Per AEFLA Section 241(a), funds made available for adult education and literacy activities under this title **shall supplement** [***increase the level of services***] and **not supplant** [***replace***] other State or local funds expended for adult education and literacy activities.

In other words, AEFLA funds should not be used to pay for services, staff, programs, or materials that would otherwise be paid with state or local funds.

Note: What would have happened in the absence of AEFLA funds?

Supplement, Not Supplant – Presumptions

The OMB Compliance Supplement **presumes supplanting** if:

- The agency used AEFLA funds to provide services that the agency provided with nonfederal (state or local) funds in the prior year.

  Note: Were state or other nonfederal funds used in the prior year to pay for services, staff, program, or materials? If yes, the agency should continue using those sources. If AEFLA funds are used to pay for these costs in the present year, a presumption of supplanting would have occurred.

- The agency used AEFLA funds to provide services the agency was required to make available under other federal, state, or local laws.

(more information on SNS can be found at WIOA Supplement Not Supplant FAQ's)

(Office of Management and Budget (OMB) Compliance Supplement 2023)

Supplement or Supplant? (1)

An agency used state funds to pay for an adult basic education teaching position last year, but decided to use federal AEFLA funds in the current year to pay for the same teaching position because it has received additional funding.

a. Is this supplemental because the agency has received additional AEFLA funds? No, see b. below

b. Is this supplanting because the agency is replacing state funds with AEFLA to pay for the same teaching position? Yes, presumption of supplanting has occurred.

Supplement or Supplant? (2)

- An agency rents a copier that is used 50% on AEFLA programs and 50% on non-AEFLA programs. The agency paid 50% of the rent cost with AEFLA and 50% with state and local funds in the prior year, but fully paid with AEFLA funds in the current year because the state and local resources were needed for other expenditures.

a. Is this supplanting? Yes, presumed supplanting has occurred, that the agency redirected state and local resources while using AEFLA funds to fully pay for the costs. In this scenario, the agency can only pay up to 50% of the copier rent costs with AEFLA funds.

b. Is this supplemental? No, see a. above

Cost Allowability and Allocation

Factors Affecting Allowability of Costs

What is required?

Per 2 CFR 200.403, to be **allowable** under Federal awards, costs must be:

- **Necessary** – Can the agency demonstrate that the cost addresses or improves an existing need for the performance of the program?
- **Reasonable** – Is the price what a "prudent person" would pay under the circumstances at the time the decision was made to incur the cost?
- **Allocable** to the federal award– Is the cost charged to the program in accordance with benefits received; proportional?
- **Authorized** – AEFLA, EDGAR, UGG, state or local laws and regulations
- **Adequately documented**
- **Incurred during the approved budget period** (July 1 – June 30)

Allowable and Unallowable Items of Costs

Under 2 CFR 200.420 to 476, there are general provisions and allowability rules for selected items of costs, which include: advertising; alcoholic beverages, compensation–personal services; materials and supplies, including costs of computer devices; travel, and so on.

Example 1: Costs of advertising for programmatic purposes such as program outreach and recruitment are allowable.

Example 2: Costs of alcoholic beverages are unallowable.

Note: The costs are listed in alphabetical order and this is not a complete list of allowable and unallowable costs, as it relates to the AEFLA grant.

Allowable Costs? (1)

May AEFLA funds be used to pay the salary and related costs of an adult education teacher?

a. Yes
b. No
c. It depends

c. It depends. AEFLA funds may be used, considering that the teacher provides services to students who are eligible for AEFLA programs and the services are allowable under the grant (i.e., necessary and reasonable for the performance of the AEFLA programs, are allocable, authorized, documented, and incurred during the approved budget).

Allowable Costs? (2)

May AEFLA funds be used to purchase office furniture, such as desks, chairs, and cabinets?

a. Yes
b. No
c. It depends

b. No, AEFLA funds cannot be used for office furniture. In general, capital expenditures and equipment with per-unit acquisition cost equals or exceeding the lesser of the agency's capitalization threshold or $5,000 are not reimbursable with AEFLA funds. (State-imposed requirement)

Allocable Proportion?

An agency rents a copier that is used 50% on AEFLA programs and 50% on non-AEFLA programs, can the agency charge:

a. 50% of the cost to AEFLA and 50% to non-AEFLA programs? Yes, the agency can charge up to 50% of the cost to AEFLA – in accordance with the 50% benefits received.

b. 75% of the cost to AEFLA and 25% to non-AEFLA? No, 75% of the cost is more than the 50% benefits received. The agency can charge up to 50% to AEFLA.

c. 0% of the cost to AEFLA and 100% to non-AEFLA? Yes, charging 0% of the cost to AEFLA and receiving 50% of the benefits is acceptable.

Time & Effort Reporting

Time and Effort Reporting Requirements

What is required?

Any employee (full-time, part-time, substitute, hourly) paid with federal funds must maintain **documentation** showing that their time is **allocable** to a federal program. (2 CFR 200.403(a)).

In other words, a cost must be allocated or charged to a federal program "in accordance with relative benefits received." (2CFR 200.405(a))

Example: If a teacher is paid 50% with AEFLA funds, resource code 3905 and 50% with California Adult Education Program (CAEP), resource code 6391, the time and effort **documentation** must demonstrate that at least 50% of the teacher's time was providing AEFLA grant related activities, under resource 3905 programs focus areas.

Time & Effort - Standards for Documentation (1)

Per 2 CFR 200.430(i)(1), the **documentation** must be **based on records** that **accurately reflect the work performed**.

- Be supported by a **system of internal controls** which provides **reasonable assurance** that the charges are **accurate, allowable**, and properly **allocated.**

  Note: Does the agency has established policies and procedures to ensure that the employees' salaries and wages charged to federal programs, including AEFLA, are substantiated?

- Be incorporated into the official records of the agency.

  Note: Has the agency incorporated Time and Effort (T&E) records into its official payroll and accounting records?

Time & Effort - Standards for Documentation (1.1)

Per 2 CFR 200.430(i)(1), the **documentation** must be **based on records** that **accurately reflect the work performed**. (continued)

- Reasonably reflect the **total activity** for which the employee is compensated.

  Note: Do the T&E records reflect the entire time (100% of the position), whether the employee works on a full, part-time, substitute, or hourly basis?

- Encompass **all activities** (federal and non-federal).

  Note: Do the T&E records include all activities (federal and non-federal) reflecting 100% of the position?

Time & Effort - Standards for Documentation (1.2)

Per 2 CFR 200.430(i)(1), the **documentation** must be **based on records** that **accurately reflect the work performed**. (continued)

- Comply with established accounting **policies and practices.**

  Note: Do the policies and practices include fiscal and program staff, responsible positions, and align to T&E records?

- Support distribution among specific **activities or cost objectives*.**

  Note: Do the T&E records identify the specific activities or costs objectives the employee performed, and demonstrate that these benefited the programs, including AEFLA, from which the employee was paid?

  * **Cost objectives** - more details on the next slides

Time & Effort - Standards for Documentation (2)

Under 2 CFR 200.430(i)(1)(viii),

- **Budget estimates (**i.e., estimates determined before the services are performed) alone do not qualify as support for charges to federal awards.

  Note: This is one of the most common reasons of non-compliance and may require the agency to reimburse or repay the federal program(s) with non-federal funds.

Time & Effort - Standards for Documentation (3)

What is a c**ost objective?**

Per 2 CFR 200.1, a cost objective is a function, activities, mandated set-asides, mandatory minimums, and anything that requires separate cost accounting.

In practical terms, a cost objective is a set of work activities allowable under the terms and conditions of a particular funding source. (2019 California School Accounting Manual (CSAM) Page 905-1).

Time & Effort - Standards for Documentation (4)

Type of documentation?

The type of documentation would depend on whether the employee works on a Single Cost Objective (**SCO)** (or activity) or multiple cost objectives (or activities).

- **SCO**: A function, activity, … (2 CFR 200.1) **OR** when both the services(s) being performed and the population being served are allowable and eligible under any of the programs supporting the cost objective.

  SCO Example 1: An employee solely providing **ESL instruction** and paid 100% with AEFLA funds, resource code 3905 **OR**

  SCO Example 2: An employee solely providing **ESL instruction** and paid 50% with CAEP, resource 6391 and 50% AEFLA funds, resource 3905. The employee is funded with more than one source; however, still works on a SCO because the services being performed and the population being served are allowable and eligible under CAEP and AEFLA, supporting the ESL instruction cost objective or activity.

Time & Effort - Standards for Documentation (4.1)

Semiannual Certification (or periodic certification)

Agencies often use this form for employees working on a **SCO**

- After the fact record, covering the entire period of the certification.
- Identifies the **cost objective or activity**, resource code(s), and percentage or hours of **actual** effort expended for the period of the certification.
- Accounts for the **total activity** (100%) for which the employee is compensated (federal and non-federal activities).
- Signed and dated by the employee or supervisory official. **Agencies may require both signatures**.

A sample certification is on page 905-19 of the 2019 CSAM.

Time & Effort – Sample Periodic Certification (4.2)

Periodic (Semiannual) Certification
for Employee Working on a Single Cost Objective

Period Covered: _____ to _____ Fiscal Year: _____

Employee Name: _____

Employee Title/Position: _____

Program and Cost Objective or Activities	**Resource Code**	**Percentage of Effort**
_____	_____	_____%
Total		100%

By signing below, I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent of these activities.

Employee: _____ Date: _____

Supervisor: _____ Date: _____

Time & Effort – Sample Periodic Certification (4.3)

Periodic (Semiannual) Certification
for Employee Working on a Single Costs Objective

Period Covered: _____ to _____ Fiscal Year: _____

Employee Name: _____

Employee Title/Position: _____

Program and Cost Objective or Activities	Resource Code	Percentage of Effort
_____	_____	_____%
_____	_____	_____%
Total		100%

By signing below, I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent of these activities.

Employee: _____ Date: _____

Supervisor: _____ Date: _____

Time & Effort - Standards for Documentation (5)

Type of documentation? (continued**)**

The type of documentation would depend on whether the employee works on a single cost objective (or activity) or **Multiple Cost Objectives** (**MCOs)** (or activities).

- **MCOs**: When an employee works on more than one federal award; a federal and nonfederal award, a function; and the activities performed are not considered a SCO.

  MCO Example 1: An employee who is funded 25% AEFLA, resource code 3926, 25% Perkins V or another Federal grant, and 50% CAEP.

  MCO Example 2: If an employee provides AEFLA instruction and administration services (e.g. professional development) and is paid 100% with AEFLA funds, the employee is considered to work on MCOs, as **instruction and administrative activities are two separate functions** or **cost objectives** within the AEFLA grant.

Time & Effort - Standards for Documentation (5.1)

Personal Activity Report (PAR) or Equivalent

Agencies typically use this certification form for employees working on **MCOs**

- **After the fact record**, reflecting the **actual time worked, not budget estimates,** on each **cost objective or activity**, under each resource code.
- Prepared at least monthly (unless substitute system).
- Includes **all** activities (100%) for which the employee is compensated (federal and non-federal activities).
- Signed and dated by employee or supervisor. **Agencies may require both**.
- A sample PAR is on page 905-18 of the 2019 CSAM.

Time & Effort – Sample PAR (5.2)

[XYZ Adult Education]

Personnel Activity Report (PAR)

Period Covered: _____ to _____ Fiscal Year: _____

Employee Name: _____

Employee Title/Department: _____

Program and Cost Objective or Activities	Resource Code	Hrs. Worked	Percentage of Hours Worked
_____	_____	_____	_____%
_____	_____	_____	_____%
_____	_____	_____	_____%
Total Hours Worked			100%
Compensated Time Off			n/a
Total Compensated Time			n/a

By signing below, I hereby certify that this report is an after-the-fact determination of actual effort expended for the period indicated and that I have full knowledge of 100 percent of these activities.

Employee: _____ Date: _____

Supervisor: _____ Date: _____

Time & Effort – Sample PAR (5.3)

[Agency]

TIME ACCOUNTING RECORD

Name:			Title:													School/Department:											Pay Period:					
Resource	Program	Activity or Cost Objective	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Total Hours
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		Holiday																																0
		Sick leave																																0
		Vacation																																0
		PAY PERIOD TOTALS																																0

I hereby certify that the above information reflects the total activity for which the employee is compensated and the actual time worked by the employee on each activity or cost objective.

EMPLOYEE SIGNATURE	DATE	SUPERVISOR SIGNATURE	DATE

Directions:

To be completed each pay period
Enter time in half hour increments
Enter funding source in program column
Enter one activity or cost objective per row under the Activity column

Time and Effort Reporting
Written Policies and Procedures (1)

Written Policies and Procedures are essential to implement an effective time reporting system. (ED Cost Allocation Guide, Section VI, Time and effort Requirements, Policies and Procedures & CSAM Procedure 905-1)

The process should be in sufficient detail to understand how the system will operate from when the time is worked to when the time is recorded in the accounting records and charged to the federal award.

Time and Effort Reporting
Written Policies and Procedures (2)

An agency's **written policies and procedures** are **established** and **implemented** for documenting time and effort (T&E) of employees that work on federal programs.

Elements may include: Outlining how the agency documents T&E and if it differs based on single or multiple cost objectives, or other circumstances; time certification forms used; who must complete/sign the forms; due dates for when and where the forms are distributed, collected, and reviewed; approval and reconciliation process; employee training; and sample forms.

Ensure that the agency's T&E policies and procedures include the **elements to meet federal compliance**. And, ensure what is reflected in the policies and procedures is **actually taking place**.

Time & Effort Reporting – Single or Multiple Cost Objectives? (1)

A Director of Adult Education provides administrative services for the AEFLA, WIOA Title I, Perkins V, and CAEP programs?

a. Single cost objective
b. Multiple cost objectives
c. Not a cost objective

b. The Director works on multiple cost objectives (more than one federal award and a non-federal award) and would complete T&E documentation the agency uses for employees who work on multiple cost objectives or activities.

Time & Effort Reporting – Single or Multiple Cost Objectives? (2)

An Instructional Aide provides instruction support to ABE students allowable under CAEP and AEFLA. In addition, the Aide provides the CASAS pre-test and post-test to these students. The Aide's salary and benefits are paid 60% CAEP and 40% AEFLA, resource code 3905.

a. Single cost objective
b. Multiple cost objectives
c. Not a cost objective

a. The Instructional Aide works on a single cost objective (SCO) based on that the services being performed (ABE instruction and CASAS pre-test and post-test) and the population being served (ABE students) are allowable and eligible under CAEP and AEFLA. The employee would complete T&E documentation the agency uses for employees who work on a SCO or activity.

Time & Effort Reporting – Single or Multiple Cost Objectives? (3)

A School Principal provides support to all Adult Education Programs?

a. Single cost objective
b. Multiple cost objectives
c. Not a cost objective

c. Not a cost objective – not sufficient information. For example, does the School Principal provide support (admin., instruction, professional development, etc.) to AEFLA, Perkins V, CAEP programs? Does the Principal provide administrative and instruction support solely to AEFLA and/or CAEP programs?

Matching

Matching Requirements (1)

- All grantees must provide at least a **25 percent** match in non-federal funds of the total amount expended for adult education and literacy activities consistent with AEFLA award. (AEFLA, Section 222, State-imposed)

- Match contributions must meet the criteria listed in 2 CFR 200.306(b):

  Be allowable under 2 CFR 200.403 and AEFLA.

  Be documented and verifiable.

  Be necessary and reasonable for accomplishing program objectives.

  Be supported by documentation of fair market value.

  Not be included as contribution for any other Federal award.

  Not be met by another Federal grant.

Matching Requirements (2)

- The State allocation can be in any form of state funding provided to the grantee.
- The other non-federal contribution can be cash or in-kind, at the fair market value.

California Department of Education
Workforce Innovation and Opportunity Act, Title II: AEFLA
Sections 201–243 of Public Law 113–128
(Rev. 8/21)

Claim Period	01/01/2022 to 03/31/2022
Date Submitted	[redacted]

[redacted]

Fiscal Year 2021–22, Third Quarter Expenditure Claim Report
Total Grant Award: [redacted]

Non-federal Sources of Funds Expended for WIOA, Title II: AEFLA Grant-Related Activities

	State General Funding		Other Non-Federal Funding		In-Kind Funding		Total Matching Expenditures	
	Current quarter 01/01/2022 - 03/31/2022	Cumulative To-Date	Current quarter 01/01/2022 - 03/31/2022	Cumulative To-Date	Current quarter 01/01/2022 - 03/31/2022	Cumulative To-Date	Current quarter 01/01/2022 - 03/31/2022	Cumulative To-Date
Section 225: Institutional - ABE, ELA, EL Civics, and ASE	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Section 231: ABE, ELA, and EL Civics	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Section 231: ASE (HSE, HSD)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Section 243: IELCE	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Totals	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Percent Matching Expenditures to Total Grant Award								[redacted]

*** State General Funding:** Funds from the state budget used for AEFLA programs including funds from LCFF, CAEP, Charter School funds, Prop 98 money, and state set aside funds for AEFLA programs.

Reporting expenditures of WIOA, Title II: AEFLA programs is a grant requirement under Sections 222 and 241 of Public Law 113-128. Report quarterly the total fiscal funds received from the state and local governments used to support these programs. Under "Other Non-Federal and/or In-kind," report contributions such as:

- Contributions such as cash and designated foundation grants or other non-federal awards used for AEFLA programs.
- Buildings, land, and donated property; classroom space must be valued at the fair rental rate of the space
- Volunteer services valued at rates paid for similar work in the local agency
- Donated books and supplies valued at the market rate
- Utilities and property maintenance valued at the market rate
- Cost sharing of equipment valued at the fair rental rate

All resources must be verifiable from the local agency records. Additional details are provided in The Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards. (2 CFR 300.306)

Comments (if any): [redacted]

Questions and Contact Information

Additional Questions?

Arturo Ambriz – aambriz@cde.ca.gov

CDE, Adult Education Office – adulteducation@cde.ca.gov

Adult Education and Family Literacy Act: Data and Accountability Requirements for Program Year 2023–24

Amukela Gwebu, Ph.D.
Education Programs Consultant
Adult Education Office

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Objectives

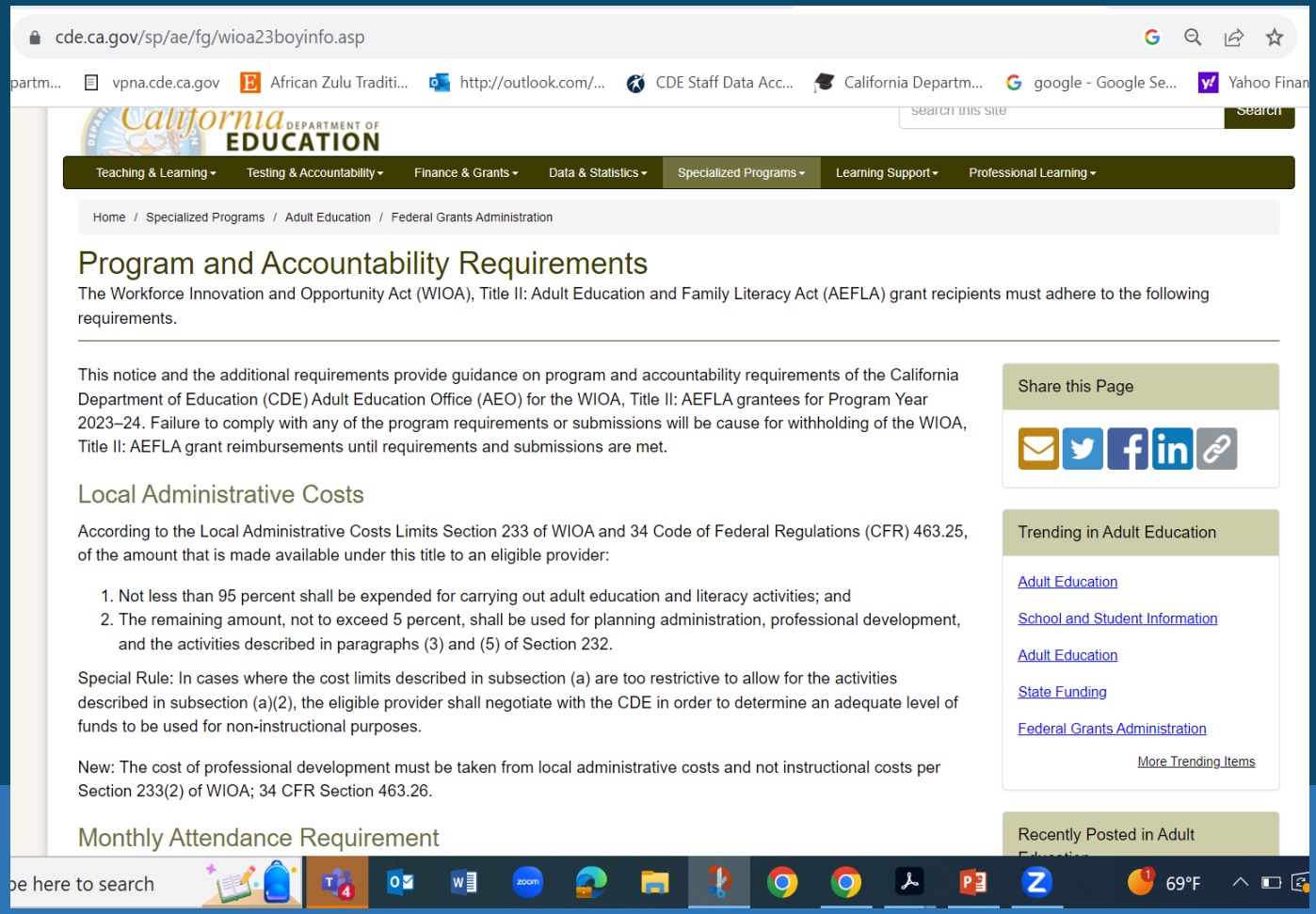
At the end of this presentation, you should have a clear understanding of:

1. Data and Accountability
    - Beginning-of-the-Year Letter
    - Due Dates for Deliverables
    - Guidelines for Coalitions Deliverables
    - Data Collection, Training, and Reporting
    - Local Assessment Policy
    - End-of-Year Data Submission
2. Data Privacy-Security Personally Identifiable Information
    - Social Security Numbers
    - Individual Tax Identification Number
    - Consent Forms (Paper Based or Electronic)
3. Data Monitoring, Reporting, and Training (Guest Speaker)

Data and Accountability (1)

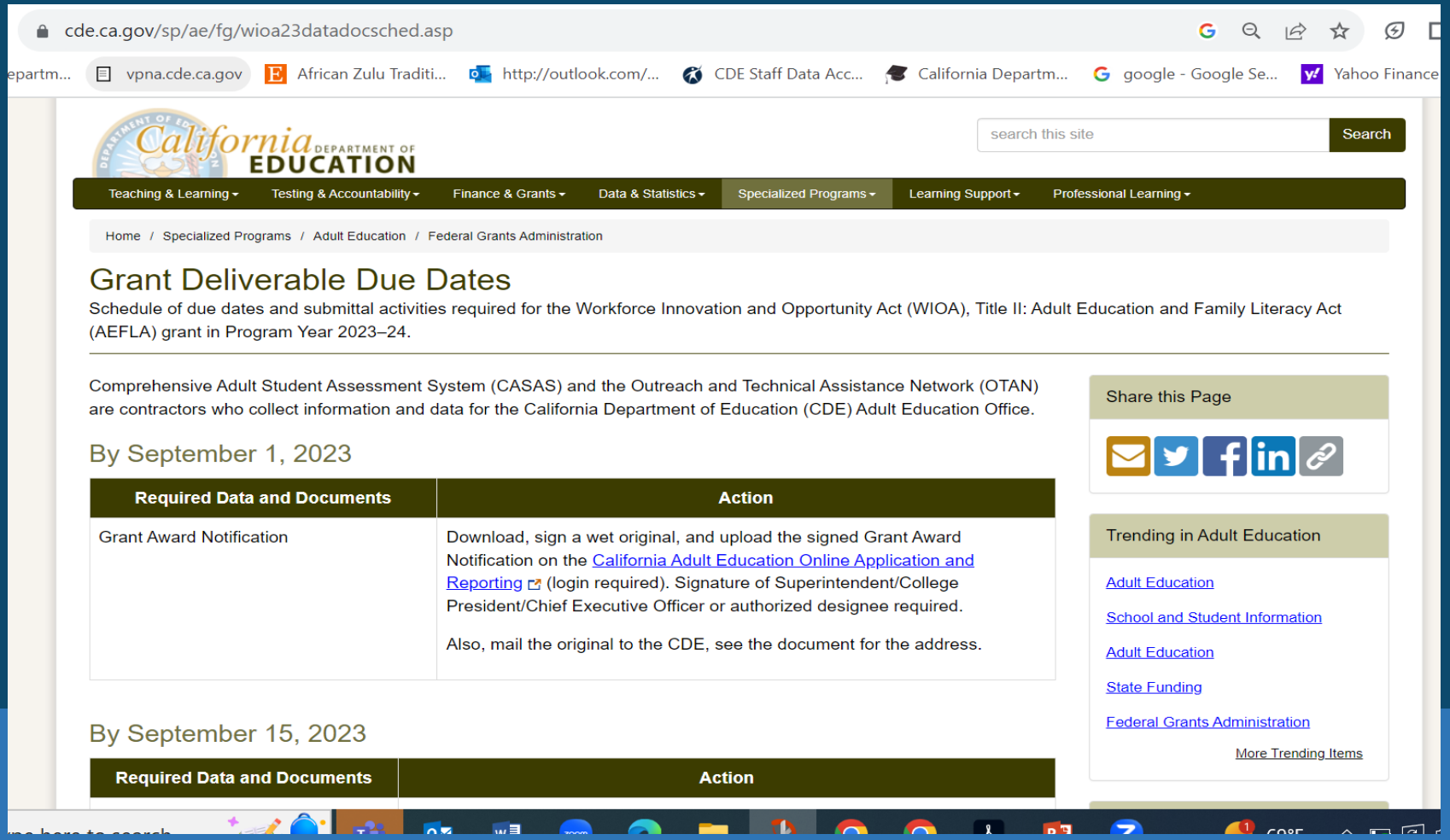
Mandatory Requirements

Beginning-of-the-Year Letter for Program Year (PY) 2023–24



Data and Accountability (2)

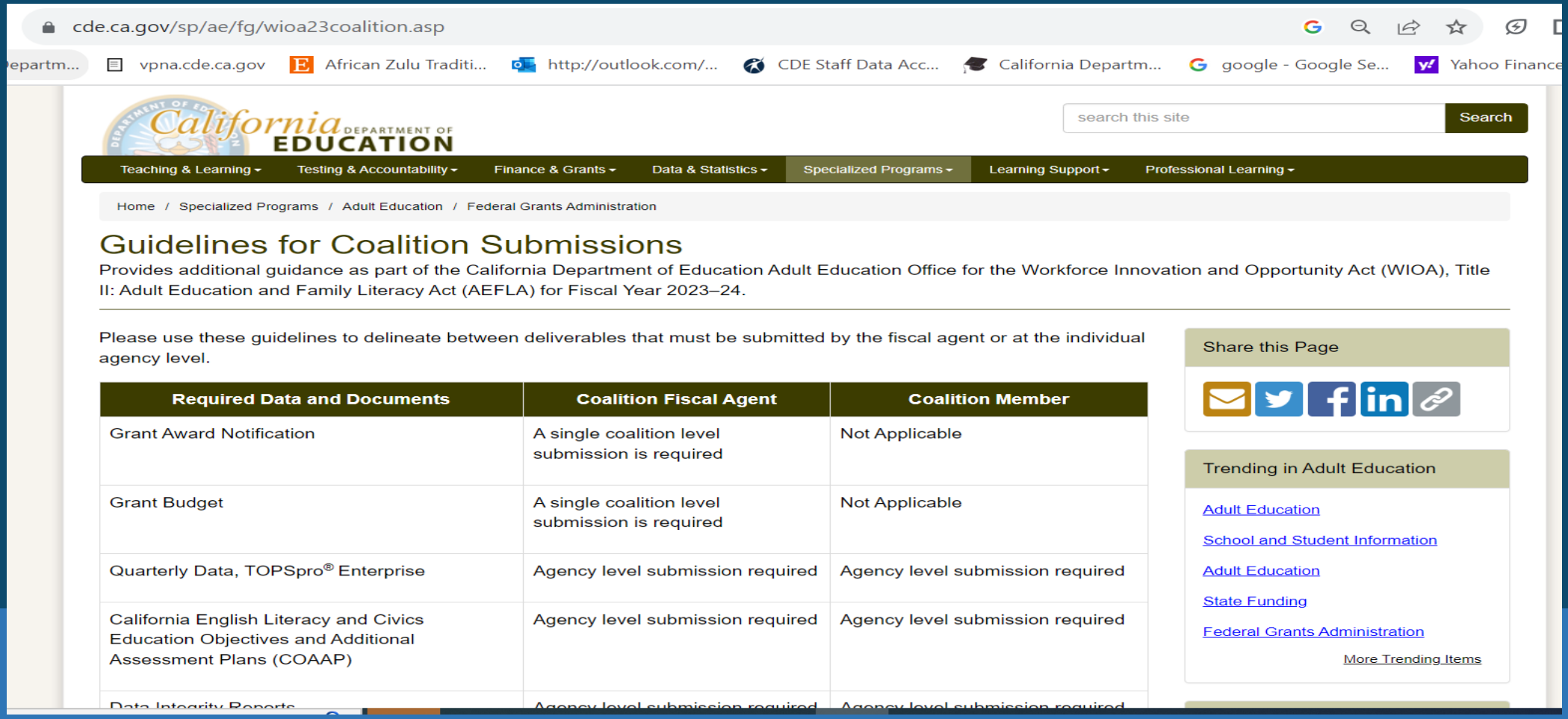
Important Grant Deliverables Due Dates for (PY) 2023–24



Data and Accountability (3)

Coalitions

Deliverables that must be submitted at Individual-Agency-Level versus, those that, are the responsibility of the Fiscal Agent.



cde.ca.gov/sp/ae/fg/wioa23coalition.asp

vpna.cde.ca.gov | African Zulu Traditi... | http://outlook.com/... | CDE Staff Data Acc... | California Departm... | google - Google Se... | Yahoo Finance

California DEPARTMENT OF EDUCATION

search this site | Search

Teaching & Learning | Testing & Accountability | Finance & Grants | Data & Statistics | Specialized Programs | Learning Support | Professional Learning

Home / Specialized Programs / Adult Education / Federal Grants Administration

Guidelines for Coalition Submissions

Provides additional guidance as part of the California Department of Education Adult Education Office for the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) for Fiscal Year 2023–24.

Please use these guidelines to delineate between deliverables that must be submitted by the fiscal agent or at the individual agency level.

Required Data and Documents	Coalition Fiscal Agent	Coalition Member
Grant Award Notification	A single coalition level submission is required	Not Applicable
Grant Budget	A single coalition level submission is required	Not Applicable
Quarterly Data, TOPSpro® Enterprise	Agency level submission required	Agency level submission required
California English Literacy and Civics Education Objectives and Additional Assessment Plans (COAAP)	Agency level submission required	Agency level submission required
Data Integrity Reports	Agency level submission required	Agency level submission required

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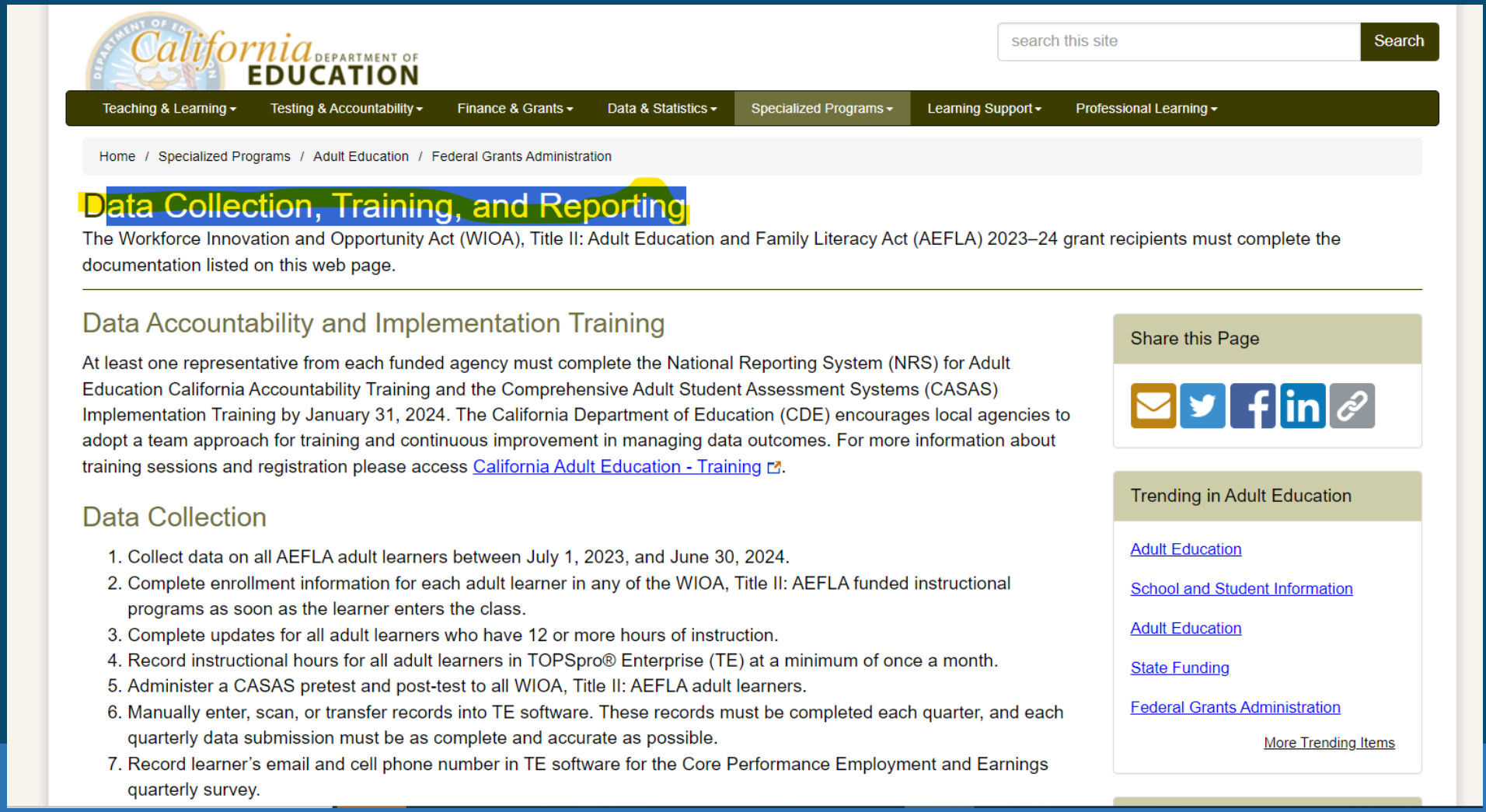
Trending in Adult Education

Adult Education
School and Student Information
Adult Education
State Funding
Federal Grants Administration
More Trending Items

Data and Accountability (4)

Data Collection, Training, and Reporting



California Department of Education

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Data Collection, Training, and Reporting

The Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) 2023–24 grant recipients must complete the documentation listed on this web page.

Data Accountability and Implementation Training

At least one representative from each funded agency must complete the National Reporting System (NRS) for Adult Education California Accountability Training and the Comprehensive Adult Student Assessment Systems (CASAS) Implementation Training by January 31, 2024. The California Department of Education (CDE) encourages local agencies to adopt a team approach for training and continuous improvement in managing data outcomes. For more information about training sessions and registration please access California Adult Education - Training.

Data Collection

1. Collect data on all AEFLA adult learners between July 1, 2023, and June 30, 2024.
2. Complete enrollment information for each adult learner in any of the WIOA, Title II: AEFLA funded instructional programs as soon as the learner enters the class.
3. Complete updates for all adult learners who have 12 or more hours of instruction.
4. Record instructional hours for all adult learners in TOPSpro® Enterprise (TE) at a minimum of once a month.
5. Administer a CASAS pretest and post-test to all WIOA, Title II: AEFLA adult learners.
6. Manually enter, scan, or transfer records into TE software. These records must be completed each quarter, and each quarterly data submission must be as complete and accurate as possible.
7. Record learner's email and cell phone number in TE software for the Core Performance Employment and Earnings quarterly survey.

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Trending in Adult Education

Adult Education
School and Student Information
Adult Education
State Funding
Federal Grants Administration
More Trending Items

Data and Accountability (5)

Statewide: California Assessment Policy Guidelines

- Click on the URL below to access the document
- https://www.casas.org/docs/default-source/caacct/attachment-a-california-assessment-policy-guidelines.pdf?sfvrsn=2e4a11c3_32?Status=Master

Data and Accountability (6)

Local Assessment Policy Guidelines

- Local Assessment Policy Template (PDF)
- Update this document on an annual basis
- Remote Testing (if applicable)
- A Signature and Date Reviewed with your staff is required on a annual basis

End of Year Data Submission (1)

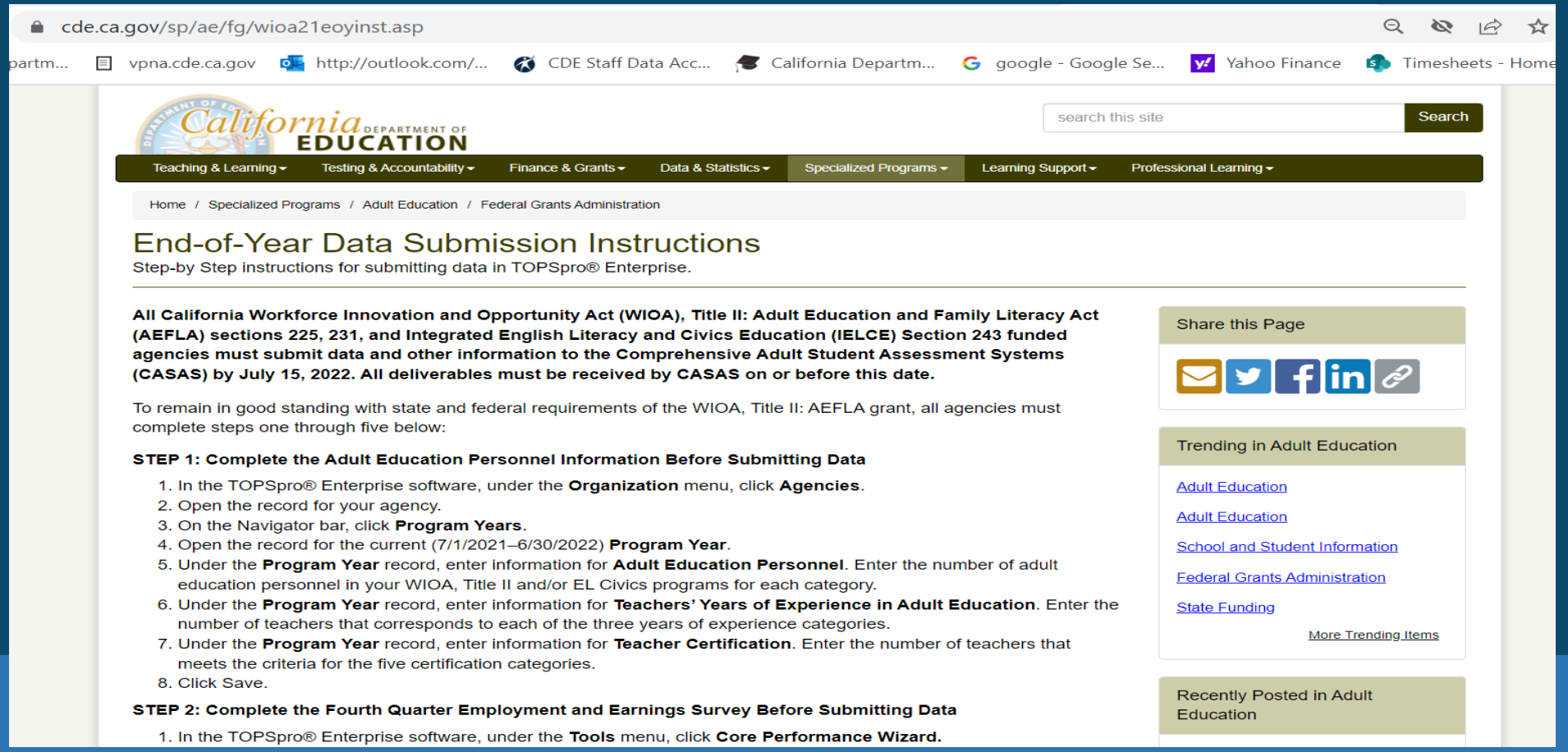
End-of-Year Data Submission Notification

- Guidelines for submitting end-of-year Workforce Innovation and Opportunity Act, Title II (WIOA, Title II) data
- https://www.cde.ca.gov/sp/ae/fg/wioa21eoyinfo.asp
- All data must be submitted **on or before July 15**, each year

End of Year Data Submission (2)

Step by Step Instructions for TOPSpro® Enterprise (TE)

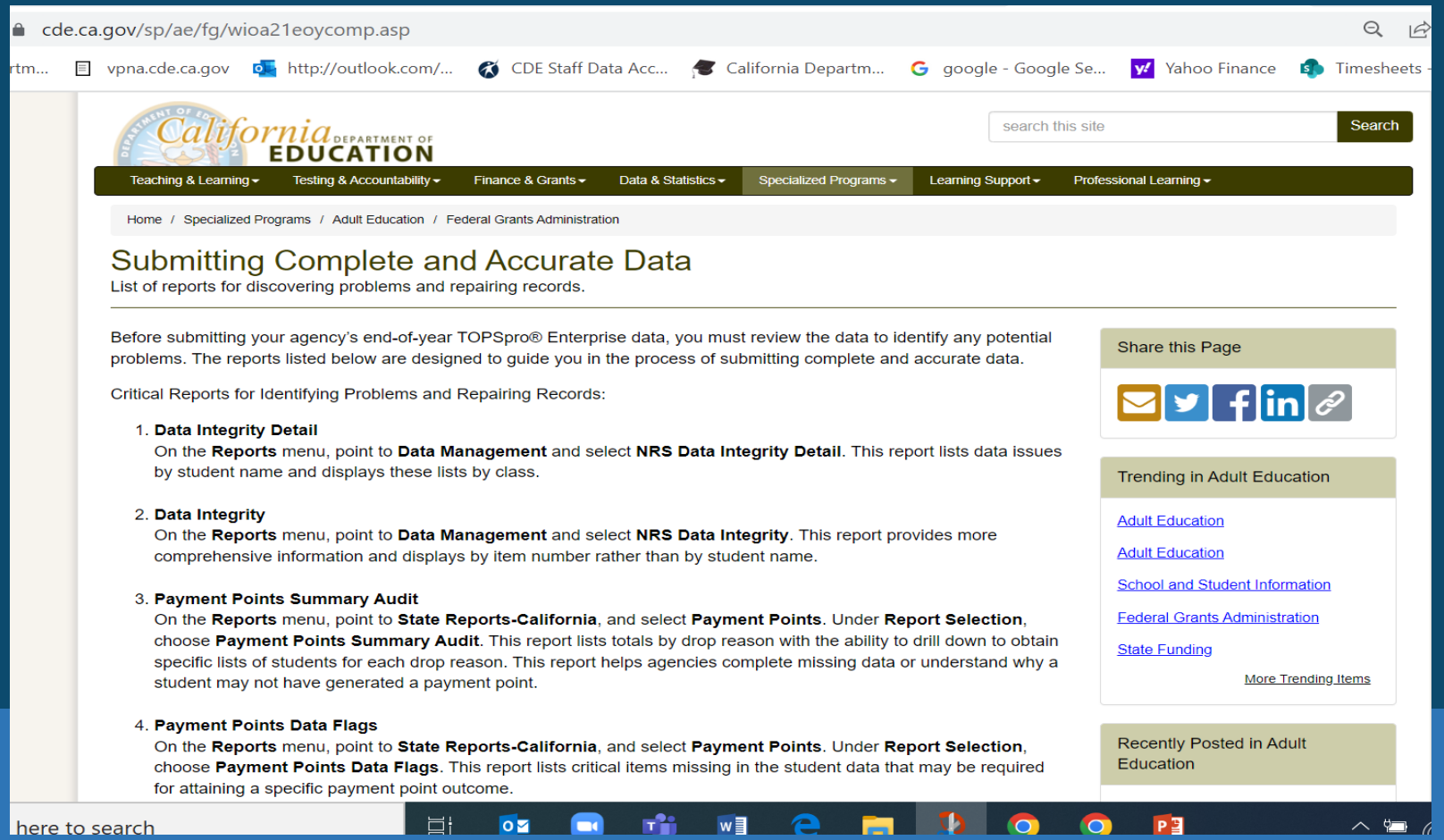
Submission Instructions



End of Year Data Submission (3)

Trouble Shooting

Submitting Complete and Accurate Data

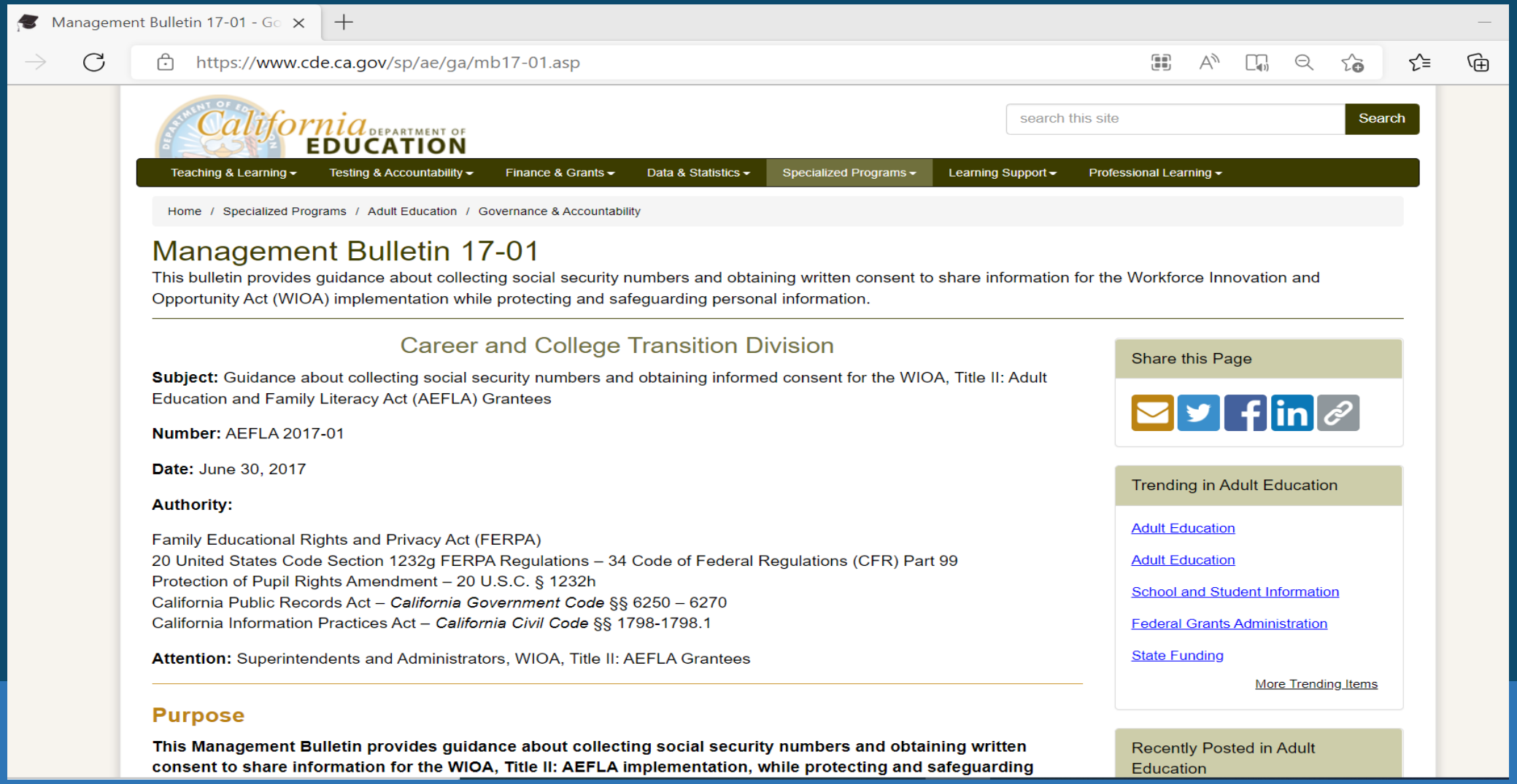


Data Privacy: Securing Personally Identifiable Information and Records

1. Bulletin AEFLA 17-01 Data Privacy Guidelines and Procedures
2. Voluntary Authorization to Share Personally Identifiable Information and Records Form
3. Voluntary Authorization to Share Personally Identifiable Information and Records Form – Translations
4. Data Privacy Frequently Asked Questions (FAQs)

Securing Personally Identifiable Information and Records (1)

Bulletin AEFLA 17-01 Data Privacy Guidelines and Procedures



Securing Personally Identifiable Information and Records (2)

Voluntary Authorization to Share Personally Identifiable Information and Records Form

Voluntary Authorization to Share Personally Identifiable Information and Records Form

PURPOSE OF THIS FORM

The purpose of this form is to facilitate compliance with the Workforce Innovation and Opportunity Act (WIOA) (Public Law No. 113–128) signed by President Obama in 2014, the Family Educational Rights and Privacy Act (FERPA) (20 *United States Code* § 1232g; 34 *Code of Federal Regulations* Part 99) and California *Unemployment Insurance Code* Section 14013. This form: (i) allows the California Department of Education (CDE) to collect your social security number (SSN) so that accurate participation in adult education programs can be represented in reports; and (ii) provides your written consent for the CDE to share your personal information with the Employment Development Department (EDD). EDD is the state agency responsible for maintaining personally identifiable information, and shall keep all information confidential it receives from the CDE for use only to track the labor market outcomes of adult education program participants in compliance with all applicable state and federal laws and mandates, including all performance reporting requirements under the WIOA, Title II: Adult Education and Family Literacy Act (AEFLA).

Securing Personally Identifiable Information and Records (3)

Templates: Voluntary Authorization to Share Personally Identifiable Information and Records Form – Translations

Securing Personally Identifiable Information and Records (4)

Frequently Asked Questions (FAQs)

ov/sp/ae/ga/documents/dataprivfaqs2017.asp

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Data Privacy FAQs

Responses to questions regarding data privacy and the Student Consent Form.

Frequently Asked Questions

The Frequently Asked Questions (FAQs) below are based on inquiries to the Adult Education Office regarding student records and data privacy related to the Family Educational Rights and Privacy Act (FERPA) and the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) Program.

1. **Is it now a requirement for agencies to ask students for their social security numbers (SSNs)? Could we proceed without collecting SSNs?**

   Agencies are required to provide each student an opportunity to voluntarily disclose SSNs. This is achieved by providing students with the Voluntary Authorization to Share Personally Identifiable Information and Records Form (Consent Form).

2. **Are students required to complete the Voluntary Authorization to Share Personally Identifiable Information and Records Form (Consent Form)?**

   - Students can choose to provide their SSNs by checking the "I consent" box and signing the form.
   - Students can also choose not to provide their SSNs by checking the "I do not consent" box and signing the form.

   Note: Grantees must document all responses in the Entry Record

3. **Can a student decline to provide a SSN and also decline to fill out the Consent Form?**

   Yes; however, grantees are still required to document the student's response in the Entry Record.

4. **Will the Voluntary Authorization to Share Personally Identifiable Information and Records Form be available in other languages?**

   Yes, the form will be available in eight other languages: Spanish, Mandarin, Cantonese, Vietnamese, Arabic, East Armenian, Hmong, and Russian.

5. **How should grantees proceed in the event that they are directed by local policy to not collect SSNs?**

   Grantees are advised to record "no" in the Entry Record.

6. **Does it impact our payment points if a student elects not to provide a SSN?**

   No; however, it can affect the grantee's ability to demonstrate that program offerings result in successful employment outcomes, which could also impact California's ability to meet federal goals.

7. **What are the procedures for storing and retaining Consent Forms?**

   As with other student-sensitive information, Consent Forms should be stored in a secured area and retained for a period of three years from the date of submission of the final expenditure claim report (2 CFR §200.333).

   See additional information regarding Student Privacy Frequently Asked Questions

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Trending in Adult Education

Adult Education
Adult Education
School and Student Information
Federal Grants Administration
State Funding
More Trending Items

Recently Posted in Adult Education

WIOA, Title II: AEFLA Grant Information 2023-24 (added 01-Aug-2022)
The 2023–24 application and funding information for the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant.

Data Monitoring, Reporting and Training (1)

Data Integrity Report (DIR)

Data Monitoring - Action Items

- Program Entry and Update Record
  - Attendance must be updated monthly (Mandatory Requirement)
  - Core Employment and Earnings Follow-up Survey every quarter (Mandatory Requirement)
  - Send emails and Text Survey

Data Monitoring, Reporting and Training (2)

Data Monitoring - Action Items

- Continuous Improvement Plan must be completed on or before April 30 of each year.
- Must select at least one on or before October 1: Civic Objective and Additional Assessments (COAAPs).
  - Applies to agencies funded for English Literacy and Civics Education (ELCE) and Integrated ELCE .

Data Monitoring, Reporting and Training (3)

Two Trainings Required: Action Items

- Ensure each year that one or more employees have completed these training items on or before January 31 of each year:
    1. Complete one California Accountability Training course
    2. Complete one Comprehensive Adult Student Assessment System Implementation Training course
- Register here: https://www.caadultedtraining.org/

Questions ?

Segway to CASAS and Technical Assistance Resources

1. CASAS trainings training@casas.org
2. California Accountability capm@casas.org
3. Shipping and payment questions: orders@casas.org
4. Technical Support techsupport@casas.org
   or 1-800-255-1036

DEPARTMENT OF EDUCATION
STATE OF CALIFORNIA

WIOA Section 243
Integrated English Literacy and Civics Education Program

Cory Rayala, EdD
Education Programs Consultant
Adult Education Office

CALIFORNIA DEPARTMENT OF EDUCATION
Tony Thurmond, State Superintendent of Public Instruction

Familiarity Poll

How familiar are you with the IELCE Program?

Definition of Integrated English Literacy and Civics Education

“Education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enable such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training.”

Activity vs. Program

- **English Literacy and Civics Education (ELCE)** as an activity under WIOA Section 231 **may** include workforce training.
- **Integrated English Literacy and Civics Education (IELCE)** implemented as a program as described under WIOA Section 243 **must** include workforce training.

Integrated English Literacy and Civics Education Program

The IELCE program must be designed to:

1. Prepare ELLs for, and place in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency

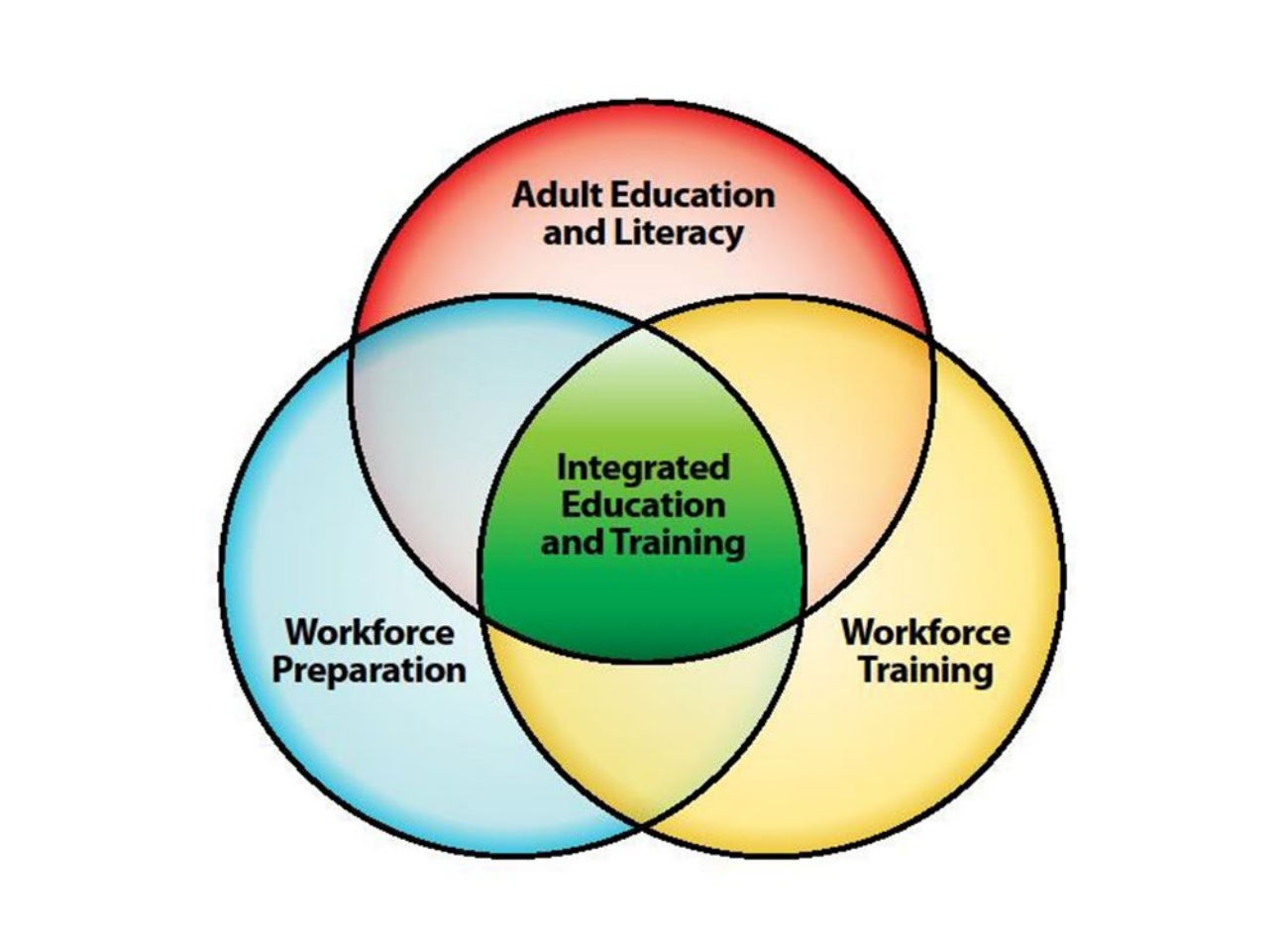
2. Integrate with the local workforce development system and its functions to carry out the activities of the program

The IELCE program must be provided in combination with IET activities.

Integrated Education and Training (1)

IET is a service delivery model that provides **adult education** activities concurrently and contextually with **workforce preparation** activities and **workforce training**.

Integrated Education and Training (2)



Integrated Education and Training (3)

“Concurrently and contextually” means that, within the overall scope of the IELCE program, adult education, workforce preparation, and workforce training activities must:

- Be of sufficient intensity and quality, and based on the most rigorous research available
- Use occupationally relevant instructional materials
- Occur simultaneously

Integrated Education and Training (4)

To meet the IET requirements, an IELCE program must:

- Have a single set of learning objectives and activities organized to function cooperatively
- Be aligned with the state's content standards for adult education
- Be part of a career pathway

Training Services (1)

Training services may include:

1. occupational skills training, including training for nontraditional employment
2. on-the-job training
3. incumbent worker training
4. programs that combine workplace training with related instruction, which may include cooperative education programs
5. training programs operated by the private sector
6. skill upgrading and retraining

Training Services (2)

7. entrepreneurial training
8. transitional jobs
9. job readiness training provided in combination with the services above
10. adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with the services above
11. customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

Industry-Recognized Credentials

Industry-recognized training credentials include, but are not limited to:

- State licensure administered by the California Department of Consumer Affairs
- Locally approved certificates awarded by an entity on the EDD's Employment Training Provider List
- Career Development and College Preparation (CDCP) Short-Term Vocational certificates with more than 48 contact hours
- Completion of a short-term vocational credit certificate over 6 units
- Certificates recognized by the Carl D. Perkins Career and Technical Education Improvement Act
- Certificates earned through a CTE program at a Local Education Agency that meet CDE Standards
- Certificates that meet the threshold for Title IV Federal Student Aid
- Certificates earned through Pre-Apprenticeship or Apprenticeship Programs

Co-Enrollment (1)

- Remember, IELCE implemented as a program as described under WIOA Section 243 **must** include workforce training.
- English language learners in an IELCE Program must have the **opportunity** to be co-enrolled in a class or program that offers workforce training within their career pathway.

Co-Enrollment (2)

Co-enrollment may include one or more of the following options:

- ELLs are co-enrolled in a workforce training Title I America's Job Center of California program.
- ELLs are co-enrolled in the provider's workforce training program, such as career technical education.
- ELLs are co-enrolled in a series of workforce training courses within a career pathway offered by multiple providers designed to lead to employment.
- ELLs are working directly with an employer through apprenticeship, pre-apprenticeship, or on the job training.

Team Teaching Strategies

The IET service delivery may incorporate one or both of the following models:

- **Co-Teaching**
  - An ESL teacher and a workforce training teacher in the same classroom at the same time
- **Alternating Teaching**
  - Learners co-enrolled in two different but coordinated and concurrent courses

Civic Objective and Additional Assessment Plans (1)

What is a COAAP?

- A Civic Objective and Additional Assessment Plan (COAAP) is a general description of the performance-based assessment the agency will give learners after 30 hours of instruction based on the selected Civic Objective.
- WIOA Section 243-designated COAAPs meet the **workforce preparation** requirement of IET.

Civic Objective and Additional Assessment Plans (2)

- Providers may adopt any of the existing WIOA Section 243 COAAPs or propose new ones.
- WIOA Section 243 COAAPs should be part of a workforce preparation curriculum targeting an in-demand occupation or cluster of occupations.

Program Requirements

I. Administer a Student Needs Assessment
   - Complete a summary form

II. Select Civic Objectives and Additional Assessment Plans

III. Create (or borrow) Additional Assessments

IV. Plan and offer instruction

V. Administer Additional Assessments

VI. Administer Pre and Post CASAS Testing

VII. Complete the IELCE Report (243 only)

Payment Points (2)

COAAP Type	COAAP Description	Relative Payment Point Value
243 COAAP **with co-enrollment**	An IELCE student passes a 243 COAAP and is co-enrolled in workforce training within that career pathway	$$$
243 COAAP **without co-enrollment**	An IELCE student passes a 243 COAAP and has access to, but is not co-enrolled in, workforce training within that career pathway	$
231 COAAP	An EL Civics student passes a 231 COAAP; Access to workforce training within a career pathway is not required	$

IELCE Report

- WIOA Section 243-funded agencies are required to complete and submit an IELCE Report along with their Continuous Improvement Plan (CIP).
- The IELCE Report is due April 30, 2024. An outline of the required information will be available to program administrators.

Questions and Answers

Please type your questions into the chat.

IELCE Implementation 2023–27 (1)

Opportunity to begin this cycle

- Review and evaluate what has been done
- Plan for changes in current or future programs
- Implement
- Complete the IELCE Report
- Get feedback

IELCE Implementation 2023–27 (2)

Step 1 – Identify Needs and Opportunities

- What priority jobs and training needs exist in your area?
  - How do you interact with your Workforce Development Board, AJCC, WIOA, Title I partners, CTE advisory groups, etc.?
- What training opportunities exist at your agency or with your partners?
- What training programs do your English learners want to participate in?

IELCE Implementation 2023–27 (3)

Step 2 – Provide Support Services

- What kind of support services do your English learners need so they can access and succeed in training?
  - Orientation to available training?
  - Counseling/Navigation?
  - Elimination of barriers to training and employment?
    - Childcare
    - Transportation
    - Time constraints
  - Other?
- How will you learn this information?

IELCE Implementation 2023–27 (4)

Step 3 – Facilitate Program Coordination

How will you continue to involve your CTE and ESL staff, Counselors, Navigators, and support staff to work together to improve your IELCE Program?

- Single Set of Learning Objectives?
- Curriculum including COAAPs and Additional Assessments?
- Instruction?
- Support Services?
  - Schedules of classes?
  - Recruitment practices?
- Other?

IELCE Planning - Activity 1

Activity 1

- Identify Training and Employment Opportunities
- Provide Support Services
- Facilitate Program Coordination
  - Break-out group: (10 minutes)
    - Briefly introduce yourselves
    - Identify a Facilitator and a Reporter
    - Discuss the three questions (Steps 1-3)
    - View the list of questions in the chat
    - Report back briefly, orally or in the chat

Activity 1 Questions

1. What opportunities for training and employment exist in your area/agency?
    - How do those match the needs of your students?
2. What kinds of support do your English learners need to succeed in training?
3. How will you continue to involve your CTE and ESL staff, Counselors, Navigators, and support staff to work together to improve your IELCE Program?

IELCE Implementation 2024–27 (5)

Step 4 – Evaluate the Program

- How will you get feedback about the success of your program?
  - IELCE Report Review? Other?
- How will you define success?
  - What went well?
  - What would you change?
- How will you plan for continuous improvement?
  - Document progress?
  - Plan next steps?
- How and to whom will you share success and future plans?

IELCE Planning - Activity 2

Activity 2

Evaluate the program

- Type on the slide an answer to one or more of these questions
- OR Type in the chat and include the number of the question

1. How will you get feedback about the IELCE program?
2. How will you document progress?
3. How will you define success?
4. How will you share the story?

IELCE Implementation 2024–27 (6)

Opportunity to begin this cycle

- Review and evaluate what has been done
- Plan for changes in current or future programs
- Implement
- Complete the IELCE Report
- Get feedback

Exit Poll

How ready do you feel to work on this IELCE cycle?

For Further Information

- Contact your CDE Consultant or CASAS Program Specialist
- CASAS
  - EL Civics Civic Participation and IELCE Webpage
  - EL Civics Network Meetings
  - EL Civics Conferences
  - EL Civics Training
- CALPRO Training
- OTAN Training
- *See the Resource document for links*

Contact Information

- Cory Rayala – crayala@cde.ca.gov
- Lori Howard – lbhoward@casas.org

State Leadership Project:

Outreach and Technical Assistance Network (OTAN)

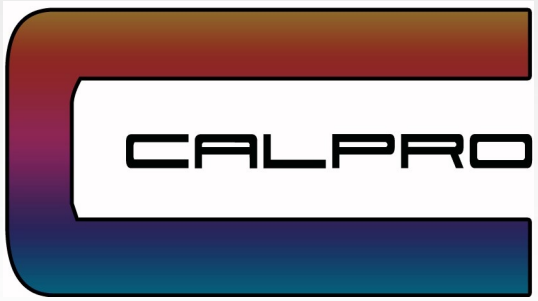
OTAN
Outreach and Technical Assistance Network

OTAN CELEBRATES 34 YEARS!

OTAN
Outreach and Technical Assistance Network

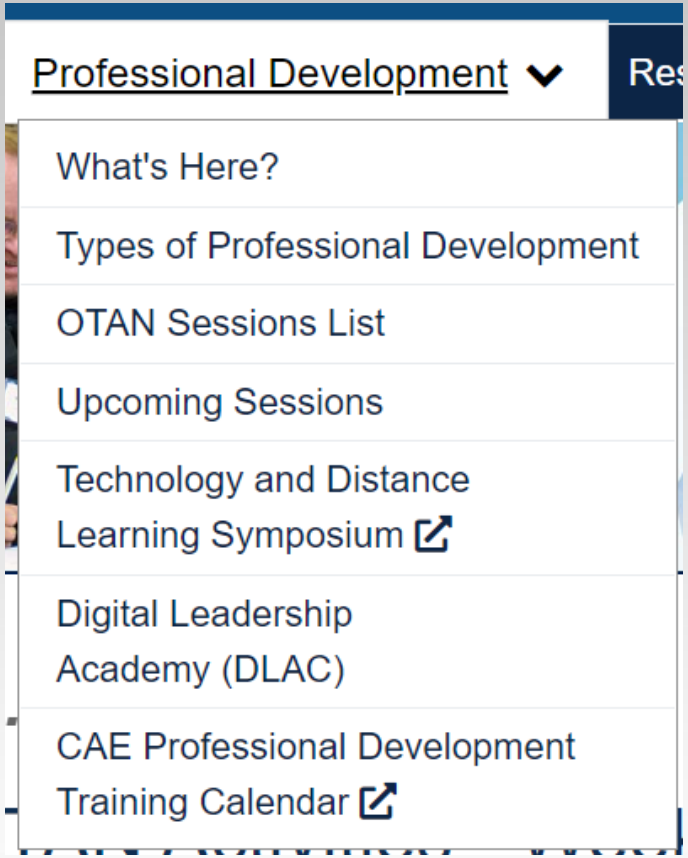
WHAT IS OTAN?

- OTAN is one of three state adult ed leadership projects in California.
- Vision: ***Leading Adult Education through support for and the effective application of technology.***
- Please **share** what you learn today with your colleagues!



AGENDA

- What is OTAN? … Our OTAN website (www.otan.us) and Membership
- OTAN's Teams – Development & Training
- Explore Teaching Tools and Resources
- Learn about training opportunities (F2F, online, DLAC, Tech Talks)
- Stay connected with OTAN after today's presentation



MEMBERSHIP

BECOME A MEMBER TO STAY IN TOUCH AND ACCESS RESOURCES

Stay Connected with OTAN by becoming a member.

Access monthly OTAN Digests.

Access quarterly OTAN Newsletters.

Join us on Social Media!

OTAN HOMEPAGE

www.otan.us

ONLINE APPLICATION & REPORTING

- Online Application & Reporting website
  - WIOA yearly activities: applications, grant award notifications (GANs), budgets, expenditure claim reports (ECRs)
  - Course approvals (K-12 Districts and COEs)
  - Communication and resources

OTAN DEVELOPMENT

WEBSITES FOR THE FIELD

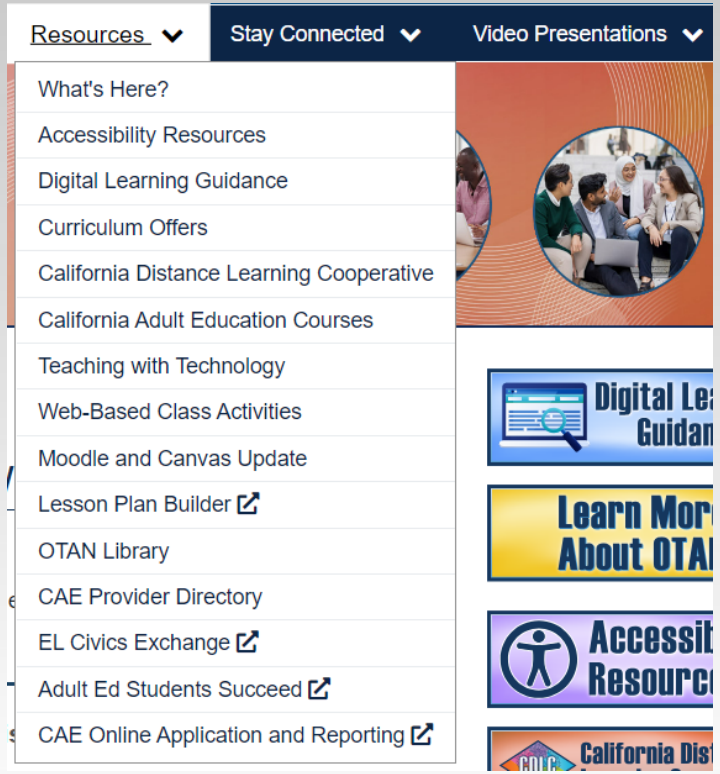
- OTAN - communication, resources, and news
  - AE Provider Directory – find a school tool
- EL Civics Exchange – allow educators to share resources
- California Adult Education Professional Development Calendar - training calendar
- Lesson Plan Builder - create lesson plan outlines
- Adult Ed Students Succeed – annual recognition of students

TOOLS AND RESOURCES

THERE ARE MANY TOOLS AND RESOURCES UNDER THIS TAB

On the OTAN homepage, click on the Resources tab:

- Digital Learning Guidance
- California DL Cooperative: Canvas
- Accessibility Resources
- Teaching with Technology
- Web-based Class Activities
- Curriculum Offers
- Adult Ed Students Succeed
- CAE Online Application & Reporting



TEACHING WITH TECHNOLOGY

- Teaching with Technology is a tool to help adult ed teachers locate and learn about websites and other technology related to lesson topics.
- Search criteria are Program area, then Level, Subjects, and Standards

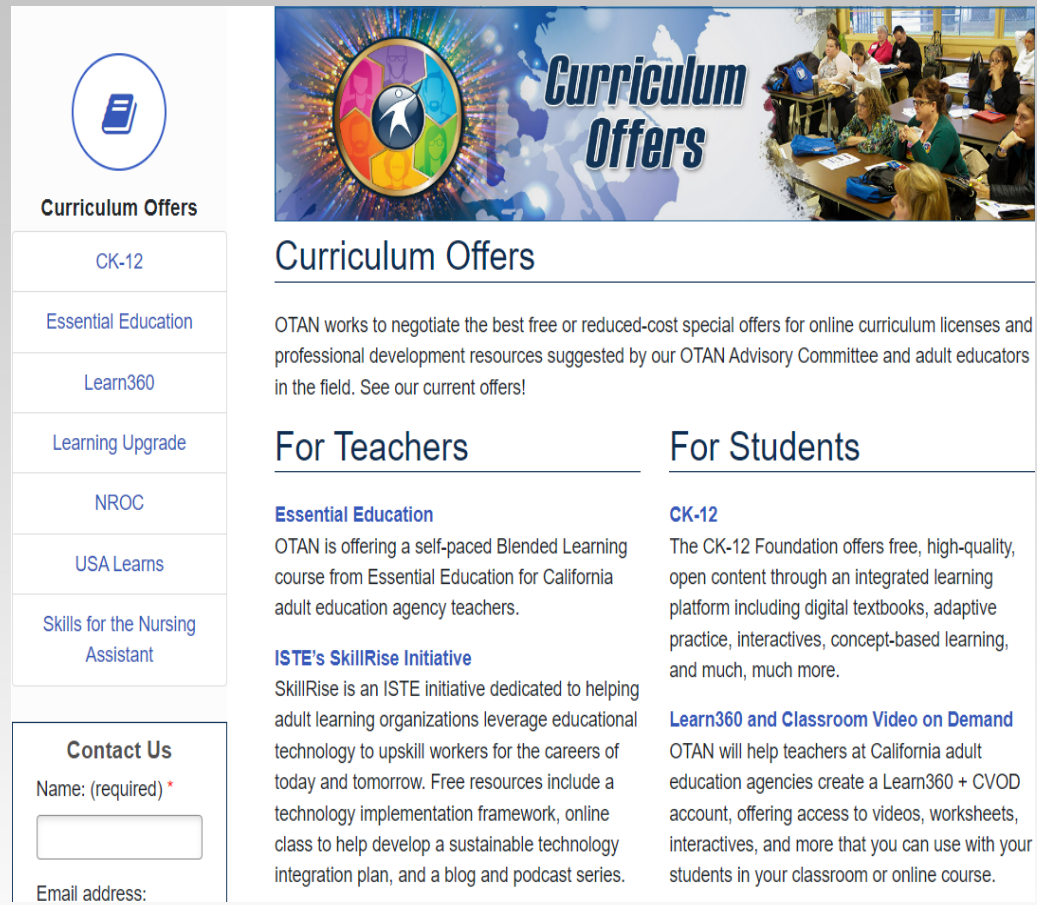
WEB-BASED CLASS ACTIVITIES

- Articles written by teachers on how they **use online resources in their teaching**.
- New activities are posted **monthly** and may include resources, instructions, and/or links to other sites.
- All activities are archived **by subject areas**. (Scroll down to the bottom of the page for the list of subject areas.)

CURRICULUM OFFERS

SPECIAL OFFERS

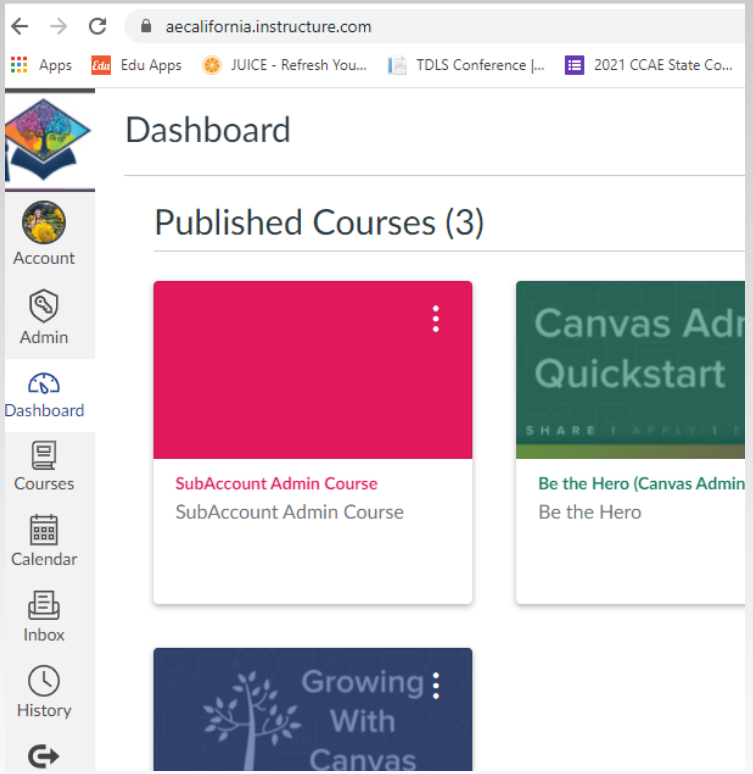
- OTAN works to negotiate free or reduced-cost special offers for online curriculum licenses and PD resources.
  - Essential Education – for blended learning teaching
  - Northstar Digital Literacy
  - Learn360 – online resources for all programs
  - And more!



ACCESS TO CANVAS LMS

CALIFORNIA DISTANCE LEARNING COOPERATIVE: A CANVAS PROJECT

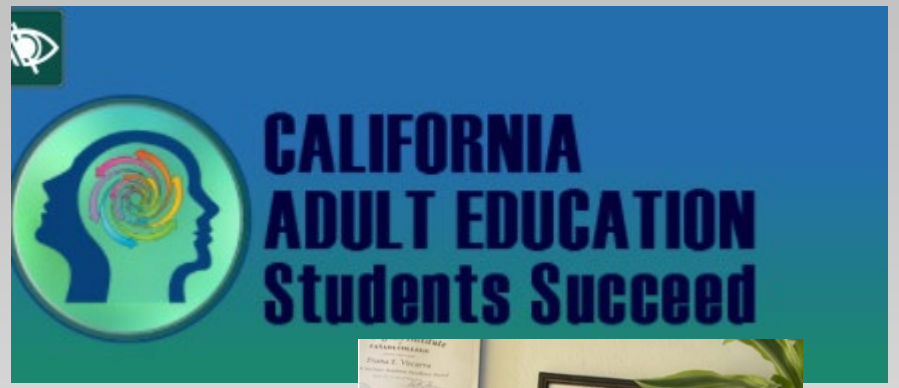
- No-cost instance (URL) for each WIOA II agency
- Initial 50 Canvas licenses free on an annual basis
- Statewide-leveraged pricing for licenses above 50
- Statewide-leveraged services and support for all agencies



ADULT EDUCATION STUDENTS SUCCEED

STUDENT SHOWCASE

- Celebrate what adult education learners have achieved
- Nominate a student via the website adultedlearners.org
- Application process is open from January 1 through April 1 – recipients are notified in May



2022 Award Recipient

OTAN TRAINING

FACE-TO-FACE AND ONLINE

Face-to-face workshops are 3 to 4 hours in length.

Online workshops are 1 to 1.5 hours in length.

All workshops have “hands on” activities and modeling.

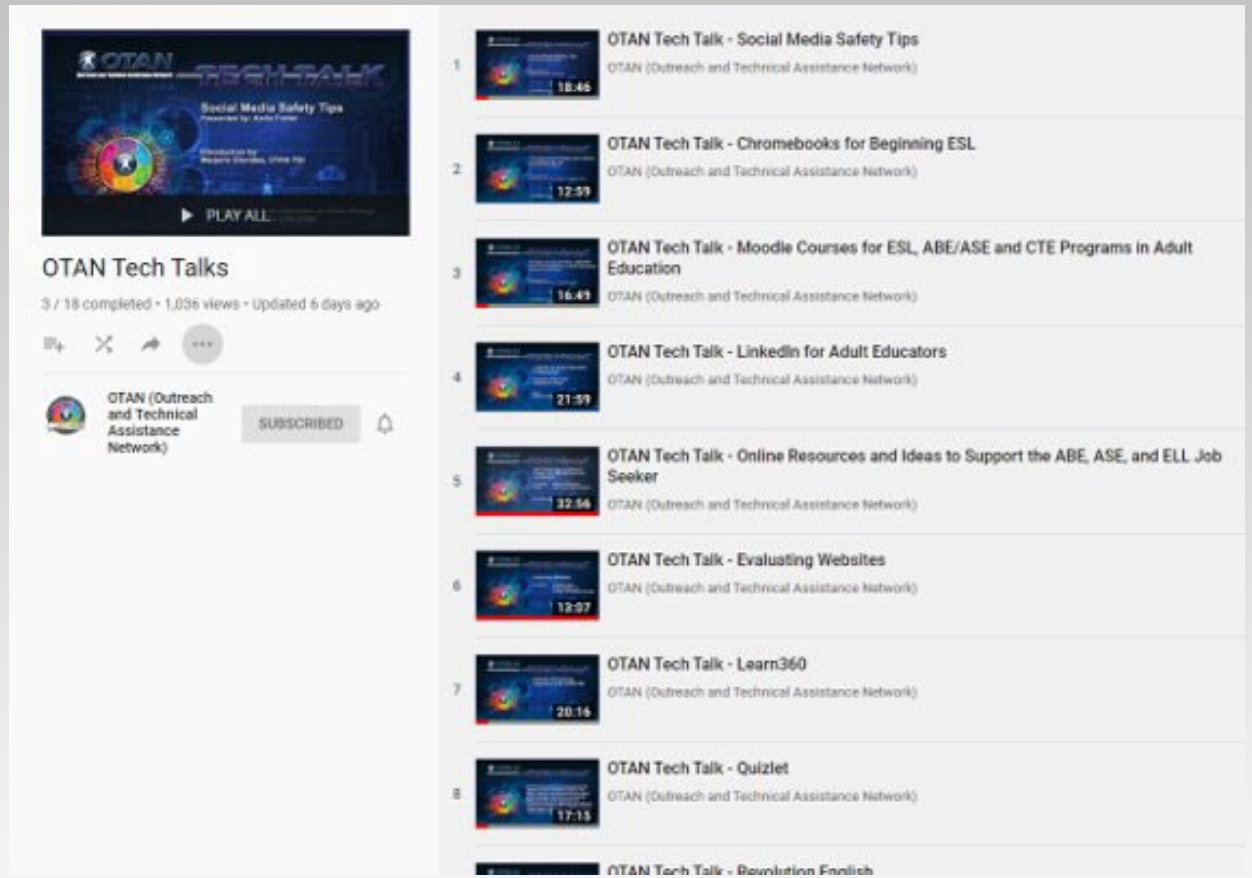
OTAN workshops can be customized to meet the needs of a requesting agency.

OTAN workshops are free!

OTAN TECH TALKS

OTTs are scheduled monthly as webinar presentations

- OTTs address how to implement technology in the classroom or program wide
- OTTs are archived on the [OTT Video Presentations page](#).



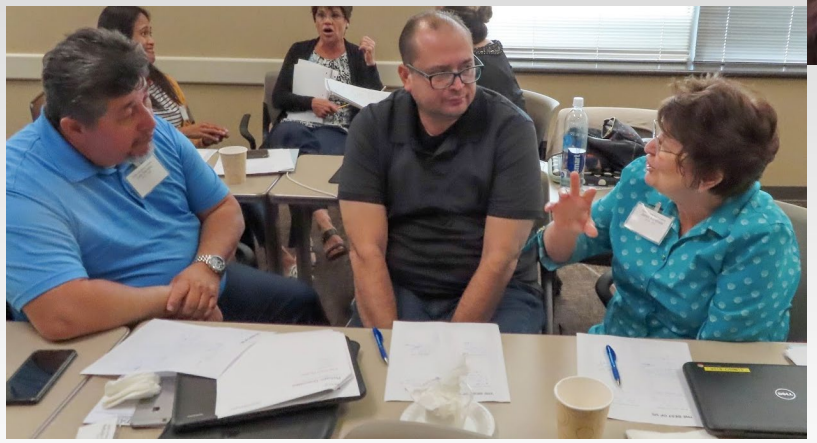
OTHER TRAINING OPPORTUNITIES

FIND OTAN AT OTHER CONFERENCES…

TDLS

THE TECHNOLOGY AND DISTANCE LEARNING SYMPOSIUM (TDLS)

DLAC (DIGITAL LEADERSHIP ACADEMY)



STAYING CONNECTED – SOCIAL MEDIA

OTAN ON SOCIAL MEDIA

Twitter twitter.com/otan or @otan

Facebook facebook.com/otanservesadulteducation

LinkedIn linkedin.com/company/otan_2

YouTube channel – youtube.com/otanservesadulteducation

OTAN

Outreach and Technical Assistance Network

Face-to-Face and Online Training

News Articles

Teaching with Technology

Teachers' and Administrators' Digests

Annual Technology and Distance Learning Symposium

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