



English Language Learner Co-Enrollment Pilot Training

Data Collection as a Partnership

OVERVIEW

SEPTEMBER 16, 2019

Housekeeping



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WSIN 19-03



English Language Learner Co-Enrollment Pilot Training

Data Collection as a Partnership

OVERVIEW

SEPTEMBER 16, 2019

AGENDA

Overview:

- WIOA adult education and workforce outcomes in a Co-Enrollment program model
- Data collection as a partnership
 - Using CalJOBS and TE to record Demographics, Barriers to Employment, Career and Training Services
 - Strategies that support the partnership
 - Data required for pilot evaluation

Breakouts: TOPSpro and CalJOBS data entry practices

Policy Goal: Increase Collaboration among WIOA Core and Unified Plan Partners

State Collaboration on Strategic Co-Enrollment

- Draft Directive written in coordination with and approved by California State Departments Department of Rehabilitation, Department of Education, Department of Social Services, and the California Community College's Chancellor Office.
- Assessing alignment between WIOA data systems to support coenrollment practices and inform policy.
- Joint leadership on grant-funded pilots to serve immigrant and refugee English learners, people with criminal histories, etc.

Overview

State Collaboration to Build Co-Enrollment Data

- Assessing alignment between Title I and Title II data systems to support coenrollment practices and inform policy.
- Joint training on cross-system data entry.
- Program evaluation.

Co-Enrollment Data-related Intersections

- Explore ways terminology, data entry and data use practices at intake and case management touchpoints can:
 - Lay a foundation to streamline co-enrollment;
 - Improve ability to track customer progress; and,
 - Accelerate strategies leading to systemic change.

WIOA Core Programs

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

The Four Titles of WIOA Each Authorize Different Programs:

TITLE I

Helps jobseekers with career counseling, job search assistance, and job training.



TITLE II

Helps adults who lack basic skills. Services assist with improving reading, writing, math, and English proficiency; attaining a high school diploma or equivalent; and transition to employment or postsecondary education/training.



TITLE III

Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.



TITLE IV

Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies.



Collaboration among WIOA Core Programs

- WIOA removes barriers to collaboration across Titles by creating common definitions
- Most definitions are the same in Title I and II – laying the foundation for a common intake procedure and shared learning objectives
- Barriers to employment may be new to Title II, but are key to Title I
- Title I and Title II programs now support participants ***concurrently***
 - Access to career and support services is more integral to Title II programs
 - Attendance, retention and educational gains in Title II are critical to success in Title I

Common Intake

Record individual enrollment data in CalJOBS and/or TOPSpro Enterprise.

- Complete demographics fields, including ELL status, native language, race, ethnicity, educational level, labor force status
 - Complete all fields that describe your population, e.g., migrant/seasonal farmworker
- Input SSN for individuals who have one and are willing to provide it.
 - For WIOA I, participants can use a “pseudo SSN” per [WSIN12-37](#).
 - If referring to WIOA II, provide CalJOBS State ID.
 - For WIOA II, when person referred to WIOA I, enter CalJOBS State ID.
- Identify and select learner goals and any initial services received.
- Record barriers/specific individual attributes that may affect program status and employment, including cultural barriers.

Additional Information at Intake



Enrollment Information

Grant:

WIOA or Non-WIOA Partner Program: ☒ Yes, service is a WIOA or Non-WIOA Partner Program.

* Select Partner:

* Activity Code:

Projected Begin Date:

Actual Begin Date:

* Projected End Date:

Any classes attended through Distance Learning:

- Record ELL Co-Enrollment grant status and other co-enrollment identifiers, such as Integrated Education and Training.
- Flag Title II learners co-enrolled in Title I in TE. In CalJOBS, identify Title I clients who are also enrolled in Title II.
- Use Tip Sheets provided in breakouts to correctly input data in CalJOBS or TE.

Special Program Entries:

<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Community Corrections	<input type="checkbox"/> Tutoring	<input type="checkbox"/> Older Adults	<input type="checkbox"/> Other
<input type="checkbox"/> EL Navigator	<input type="checkbox"/> State Corrections	<input type="checkbox"/> Distance Learning	<input type="checkbox"/> Carl Perkins	
<input type="checkbox"/> None	<input type="checkbox"/> Homeless Program	<input type="checkbox"/> Special Needs	<input type="checkbox"/> Even Start	
<input type="checkbox"/> EL Civics (IELCE)	<input type="checkbox"/> Family Literacy	<input type="checkbox"/> Alternative Ed. [K12]	<input type="checkbox"/> CBET	
<input type="checkbox"/> Jail	<input type="checkbox"/> Workplace Ed.	<input type="checkbox"/> Non-traditional Training	<input type="checkbox"/> Integrated Education & Training	



Assessment

At intake, administer a CASAS appraisal or locator to accurately determine student placement.

- **For both WIOA I and II** – the appraisal identifies the individual's current skill level so the provider can determine the individual's priorities for both instruction and employment.
- **For WIOA I**, this determines individual program eligibility (is the person “basic skills deficient”) and informs the WIOA provider about which specific services the individual requires.
- **For WIOA II**, this provides necessary information for program and classroom placement, and determines the correct pre-test form.

Assessment

- Once the individual completes the appraisal, administer CASAS pre-test and determine the scale score.
- Use the scale score to identify the person's federal Educational Functioning Level (EFL).
 - This establishes the baseline against which skill gains will be measured.
- Title I should enter assessment type, pre- and post-test results.

Case Management Touchpoints

- Once the individual completes the assessment process, record referral and service data.
- CalJOBS activity codes are used to capture referral data.
 - It is important that this group of pilots use the same activity codes consistently – training will be provided.
- TE codes should be used to record information on services and persistence (e.g., attendance).
 - CASAS has aligned TE to CalJOBS codes to ensure consistency across systems.

Re-cap: Co-Enrollment Partnerships for Success

Both Title I and II determine barriers to success during intake and can develop a plan to address barriers with co-enrolled participants.

Both Title I and II need to determine educational skill levels.

- Title I can provide initial appraisal and Title II can administer pre- and post-tests to document Measurable Skills Gain.
- Both WIOA I and II can report the Measurable Skills Gain (MSG).

Title I can provide case management and support services to co-enrolled participants.

Title II needs these support services to help participants persist in their adult education and training programs, make MSGs, complete programs, and transition to employment.

Using WIOA Co-Enrollment Data to Meet Local Priorities

- Operationalize local WIOA I/WIOA II MOUs
- Access wraparound support and other services from Title I to ensure success in Title II program
- Initiate Regional WIOA Planning discussions
- Inform co-enrollment policy
- Use assessment results to identify skills and competencies employers need -- not just grade level or credential

Use Data Collaboratively and Concurrently to Plan Services Across Programs

CASAS ESL Reading and Listening Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I

NRS Levels	Reading and Listening ESL EFLs		Reading or Listening Life and Work Score Ranges	Grade Level
7	Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
8	Low Beginning ESL		181 - 190	1
9	High Beginning ESL		191 – 200	1
10	Low Intermediate ESL		201 – 205	2
11	High Intermediate ESL		206 – 210	3
			211 – 215	4
			216 – 220	5
12	Advanced ESL		221 – 225	6
			226 – 230	7
			231 – 235	8

Learners can receive Title I services and Title II instruction at all levels

Participant Demographics	Enrollment and Service Receipt	Emerging Participant Outcomes
<ul style="list-style-type: none"> • Age • Gender • Native language • Disability status • Highest level of education • Employment status • Hispanic/Latino • Race/ethnicity • Barriers 	<ul style="list-style-type: none"> • Number served • Number co-enrolled • Number who received assessments • Number who participated in English language classes • Number who received training • Number who received supportive services 	<ul style="list-style-type: none"> • Employment at case closure • Wages at case closure • Entered Employment (*) • Transition from English language acquisition to other content • Measurable skill gains (including increases in educational functioning levels) • Early credential attainment

Key Title II and Title I Co-Enrollment Emerging Pilot Outcomes

Evaluation Objectives

- Describe pilot **implementation**
 - How pilots design programs, develop partnerships and provide services
 - Barriers they experience
 - Promising strategies developed to overcome barriers
- Describe **emerging outcomes** that pilots and the ELLs they serve achieve
- Promote **continuous shared learning** across stakeholders (pilot teams, the TA and evaluation teams, state partners) through sharing data and evaluation findings

Selected Research Questions

Implementation Study	Emerging Participant Outcomes Study
<ul style="list-style-type: none">• How do the pilots design and implement co-enrollment practices to expand access to services and improve outcomes of ELL participants?• What are the characteristics of strong pilot partnerships that provide effective and efficient services to ELLs?• What lasting or systemic changes to partner program practices result from pilot program activities?• What lessons can be learned from the implementation of the pilots that can help to increase ELL co-enrollment across California?	<ul style="list-style-type: none">• Who are the ELLs that participate in each of the pilots? What types of individual-level barriers do they face?• What services do ELLs enrolled in the pilots receive? How do these differ across pilots?• How many pilot participants are co-enrolled in WIOA Title I, II, III, and other WIOA Unified Plan partner programs?• What measurable skill gains—including advancement in educational functioning levels—do pilot participants achieve?

Overview Q & A

Please type your questions in the chat box. If it's necessary to clarify or elaborate, we'll unmute the line.

Transition to Breakout Sessions

Adult Education partners attending the TOPSpro Enterprise session will stay on this webinar/conference line. We'll begin shortly.

Workforce Development partners attending the CalJOBS session, please utilize the links and conference line for the breakout room.

The link for breakout room:

<https://edd.connectsolutions.com/r9f9htqzcw9/>

Breakout conference line:

USA Toll Free: 888-398-2342

Participant Code: 4518585



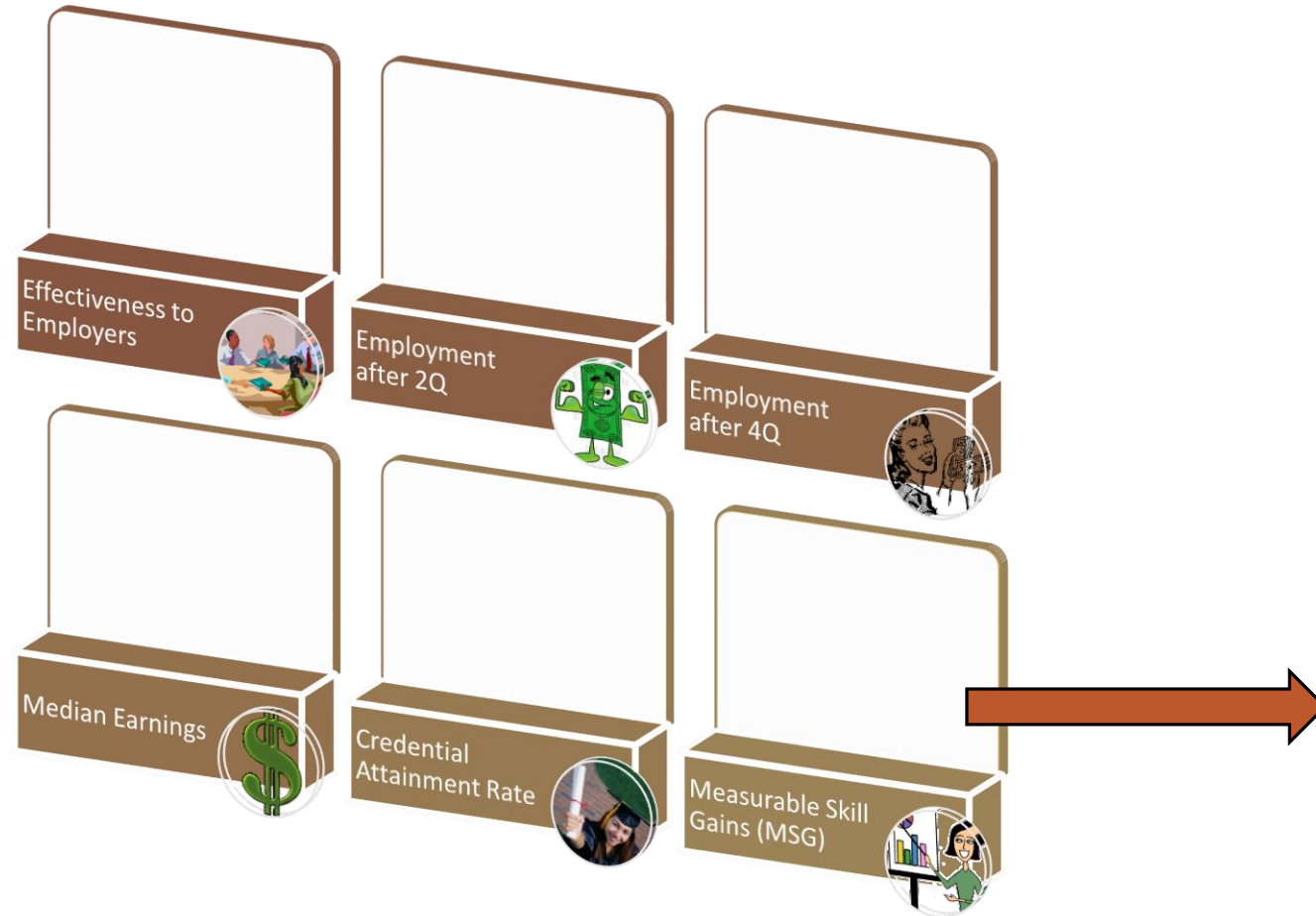
English Language Learner Co-Enrollment Pilot Training

Data Collection as a Partnership

TOPSPRO ENTERPRISE BREAKOUT SESSION

SEPTEMBER 16, 2019

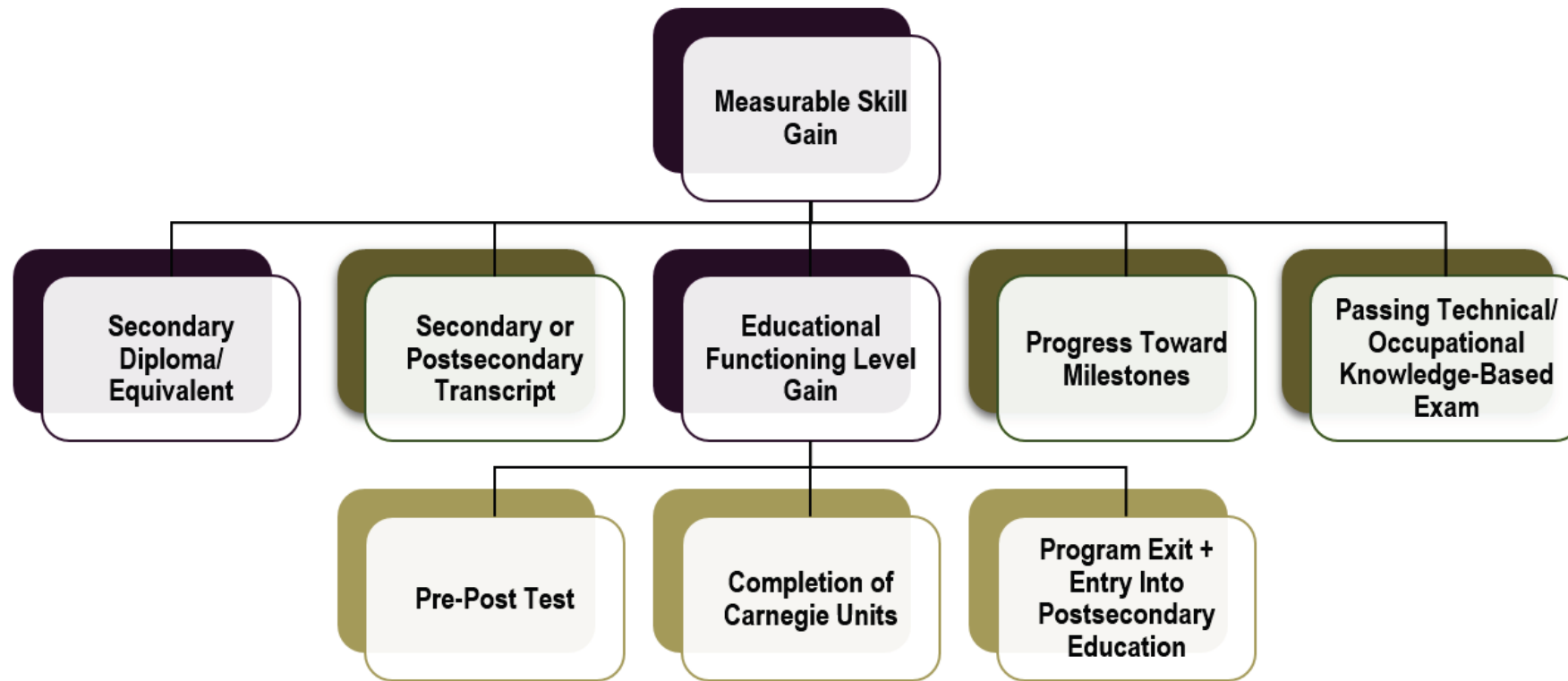
WIOA Performance Indicators



WIOA uses Performance Indicators to evaluate program and student/participant performance.

One of these Performance Indicators is Measurable Skill Gains (MSG). WIOA defines five different MSGs to monitor progress and results.

WIOA Measurable Skills Gains (MSGs)



Educational Functioning Level (EFL)

Learner is enrolled in education/training below the post-secondary level, and demonstrates learning gain of one EFL. An EFL can be achieved in three ways:

1. Pre/post-test gains
2. HS Credits (Carnegie Units)
3. Enrolls in Post-Secondary after program exit

NRS Educational Functioning Levels (EFLs) for ESL

CASAS ESL Reading and Listening Scores by EFLs and Grade Level Equivalents (GLEs) for WIOA Title I

NRS Levels	Reading and Listening ESL EFLs		Reading or Listening Life and Work Score Ranges	Grade Level
7	Beginning ESL Literacy	Basic Skills Deficient	180 and below	1
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			211 – 215	4
			216 – 220	5
12	Advanced ESL		221 – 225	6
		226 – 230	7	
		231 – 235	8	

EFL: Pre/Post Test in CalJOBS

☐ Literacy & Numeracy

[Create Literacy & Numeracy Records](#)

Assessment Information

* Test Type:	Pre-Test
* Assessment Category:	None Selected ▾
* Type of Assessment:	None Selected
Assessment Type Other:	
Assessment Form/Version info:	
* Functional Area:	None Selected ▾
Other Functional Area:	

Under Title I Application, expand the “Literacy & Numeracy” section:

- Select [Create Literacy & Numeracy Records]
- Enter pre-test information

Once post-test is administered, the same steps should be followed to add the post-test data

EFL: High School Credits

Through high school credits, the learner progresses from the 9th/10th grade level at enrollment, and progresses to the 11th/12th grade level sometime during the program year.

EFL: High School Credits in TE

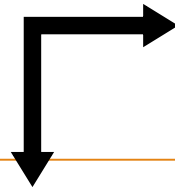
The screenshot shows the 'New Student Record' form in the TE system. The form includes fields for 'Site' (4908 - Rolling Hills Adult School (RHAS)), 'Program Year', and 'Student' (No selection). Below these is the 'Education & Goals' section, which includes a 'Record Date' dropdown and a 'Goals' section with various checkboxes. The 'Instructional Levels' section is highlighted, showing a dropdown menu with the following options: 'ESL', 'ABE/ASE' (selected), 'Basic Skills (ABE) - Beginning Literacy', 'Basic Skills (ABE) - Beginning', 'Basic Skills (ABE) - Intermediate Low', 'Basic Skills (ABE) - Intermediate High', 'ASE - ASE Low', 'ASE - ASE High', and 'ASE - Completed ASE High'.

In TE, go to Records – Students – Records and refer to Instructional Levels:

- Select ASE Low upon enrollment
- Select ASE High later in the year once student progresses to the 11th or 12th grade level

EFL: Enrollment in Post-secondary Outcomes in TE

In TE go to Records--
Students--Records



Work Results:

<input checked="" type="checkbox"/> Got a job	<input checked="" type="checkbox"/> Training milestone
<input checked="" type="checkbox"/> Increased wages	<input checked="" type="checkbox"/> Entered apprenticeship
<input checked="" type="checkbox"/> Retained job	<input checked="" type="checkbox"/> Entered military
<input checked="" type="checkbox"/> Got a better job	<input checked="" type="checkbox"/> Acquired workforce readiness skills
<input checked="" type="checkbox"/> Met work-based project goal	<input type="checkbox"/> Reduced public assistance
<input checked="" type="checkbox"/> Entered job training	<input type="checkbox"/> Other work outcome
<input checked="" type="checkbox"/> Entered training program	

Education Results:

<input type="checkbox"/> Passed GED 2002	<input type="checkbox"/> Completed course	<input checked="" type="checkbox"/> Enrolled in secondary program	<input checked="" type="checkbox"/> Entered graduate studies
<input checked="" type="checkbox"/> Passed GED 2014	<input checked="" type="checkbox"/> Mastered course competencies	<input checked="" type="checkbox"/> Entered college	<input checked="" type="checkbox"/> Attained post graduate degree
<input checked="" type="checkbox"/> Passed HiSET	<input type="checkbox"/> Earned certificate	<input checked="" type="checkbox"/> Transitioned to credit (transfer)	<input checked="" type="checkbox"/> Occupational skills licensure
<input checked="" type="checkbox"/> Passed TASC	<input type="checkbox"/> Educational achievement	<input checked="" type="checkbox"/> Transitioned to credit (non-transfer)	<input checked="" type="checkbox"/> Occupational skills certificate
<input checked="" type="checkbox"/> Earned High School diploma	<input checked="" type="checkbox"/> Skills progression	<input checked="" type="checkbox"/> Attained credential	<input type="checkbox"/> Occupational certifications
<input type="checkbox"/> Returned to K-12	<input type="checkbox"/> Secondary transcript or report card	<input checked="" type="checkbox"/> Attained A.A. or A.S. degree	<input type="checkbox"/> Other recognized diploma, degree, or certificate
<input type="checkbox"/> Gained computer/tech skills	<input type="checkbox"/> PostSecondary transcript or report card	<input checked="" type="checkbox"/> Attained B.A. or B.S. degree	

Personal Results:

- ☐ Increased involvement in children's education
- ☐ Increased involvement in children's literacy activities
- ☐ Met other family goal
- ☐ Met personal goal
- ☐ Other personal/family outcome

Education Results:

<input type="checkbox"/> Passed GED 2002	<input type="checkbox"/> Completed course	<input checked="" type="checkbox"/> Enrolled in secondary program	<input checked="" type="checkbox"/> Entered graduate studies
<input type="checkbox"/> Passed GED 2014	<input checked="" type="checkbox"/> Mastered course competencies	<input checked="" type="checkbox"/> Entered college	<input checked="" type="checkbox"/> Attained post graduate degree
<input type="checkbox"/> Passed HiSET	<input type="checkbox"/> Earned certificate	<input checked="" type="checkbox"/> Transitioned to credit (transfer)	<input checked="" type="checkbox"/> Occupational skills licensure
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<input checked="" type="checkbox"/> Earned High School diploma	<input checked="" type="checkbox"/> Skills progression	<input checked="" type="checkbox"/> Attained credential	<input type="checkbox"/> Occupational certifications
<input type="checkbox"/> Returned to K-12	<input type="checkbox"/> Secondary transcript or report card	<input checked="" type="checkbox"/> Attained A.A. or A.S. degree	<input type="checkbox"/> Other recognized diploma, degree, or certificate
<input type="checkbox"/> Gained computer/tech skills	<input type="checkbox"/> PostSecondary transcript or report card	<input checked="" type="checkbox"/> Attained B.A. or B.S. degree	

EFL: Enrollment in Postsecondary Post-Exit in CalJOBS

Follow-ups

[Create Local Follow Up](#)

Search:

Required By	Date Complete	Status	Follow Up Type
09/30/2018		Required	1st Quarter After Exit
12/31/2018		Required	2nd Quarter After Exit
03/31/2019		Required	3rd Quarter After Exit
06/30/2019			

Post-Exit Placement Information

Previous Follow-up Placement and Date Information:

Not Applicable

*** Placement in Quarter 7/1/2018 - 9/30/2018:**

Post-secondary Education

▼

Secondary Diploma

- Learner participates or enrolls without a HS diploma and receives a HS diploma or HS equivalency during the program year.
- For HSE in California, the learner can pass the GED, HiSET, or TASC.

Secondary School Diploma in CalJOBS

☐ Credentials

[Create Credential](#)

Credential Information

* Credential Received:

Other Credential:

Credential Verification:

* Date Credential Received:

Associate to Training/Activity record:

Agency Code:

None Selected

High School Diploma

Secondary / High School Equivalency

AA/AS Degree

BA/BS Degree

Occupational Skills License

Occupational Skills Certificate or Credential

Other Recognized Diploma, Degree, or Certificate (specify)

Graduate/Post Graduate Degree

Occupational Certification

Under Title I Application, expand the “Credential” section:

- Select [Create Credential]
- Select [High School Diploma] or [Secondary/High School Equivalency]

Secondary School Transcript/Report Card

- Receipt of a secondary transcript or report card for one semester showing that the participant is achieving the State unit's policies for academic standards.

Secondary School Transcript in CalJOBS

Under Title I Application, expand the “Measurable Skill Gains” section:

- Select [Create Measurable Skill Gain]
- Select [Secondary Transcript/Report Card] and [Report card/transcript...]

☐ Measurable Skills Gain

[Create Measurable Skills Gain](#)

Skill Attainment Information

Fill in the following information for the skill achievement.

Program:

Title I - Workf

* **Skill Type:**

Secondary Transcript/Report Card ▼

* **Date Skill Attained:**

 [Today](#)

* **Type of Achievement:**

Report card/transcript for one semester and meets academic standar ▼

Postsecondary Transcript

- Learner enrolls in a post-secondary institution during the program year, and completes at least 12 credit hours.
- Measures “enrollment” by the presence of a transcript or report card documenting the hours of enrollment.

Post-secondary School Transcript in CalJOBS

Under Title I Application, expand the “Measurable Skill Gains” section:

- Select [Create Measurable Skill Gain]
- Select [Post-Secondary Transcript/Report Card] and appropriate option from dropdown

☐ Measurable Skills Gain

[Create Measurable Skills Gain](#)

Skill Attainment Information

Fill in the following information for the skill achievement.

Program:

Title I - Workforce Development (WIOA)

* **Skill Type:**

Post-Secondary Transcript/Report Card ▾

* **Date Skill Attained:**

 [Today](#)

* **Type of Achievement:**

None Selected

Completed minimum of 12 credit hours in semester and meets academic standards

Part-time student and completed at least 12 credit hours over the course of two completed consecutive semesters and meets ac

Training Milestone

- Participant is in an education or training program and accomplishes one or more of the following:
 - Masters specific job skills or steps required for that job
 - Receives pay increase
 - Attains performance increase on the job
 - Completes one apprenticeship program
 - Completes other locally defined work outcome

Training Milestone in CalJOBS

Under Title I Application, expand the “Measurable Skill Gains” section:

- Select [Create Measurable Skill Gain]
- Select [Training Milestone] and appropriate option from dropdown

☐ Measurable Skills Gain

[Create Measurable Skills Gain](#)

Skill Attainment Information

Fill in the following information for the skill achievement.

Program:

Title I - Workforce Development (WIOA)

* **Skill Type:**

Training Milestone

* **Date Skill Attained:**

 [Today](#)

* **Type of Achievement:**

None Selected

Achieved satisfactory or better progress report towards an established OJT training milestone - not previously recorded
Completed 1 year of Registered Apprenticeship program and achieved satisfactory or better progress report
Other training milestone

Passing Knowledge-Based Exam

- Learner *passes an exam* during the year that is required for a job, or that demonstrates progress in attaining technical or occupational skills.
- Exam can be a hands on occupational skills demonstration, written test, standardized pre/post-test, or other method of assessment that clearly demonstrates skill progression or attainment.

Passage of an Exam in CalJOBS

Under Title I Application, expand the “Measurable Skill Gains” section:

- Select [Create Measurable Skill Gain]
- Select [Skills Progression] and appropriate option from dropdown

☐ Measurable Skills Gain

[Create Measurable Skills Gain](#)

Skill Attainment Information

Fill in the following information for the skill achievement.

Program:

Title I - Workforce Development (WIOA)

* **Skill Type:**

Skills Progression ▼

* **Date Skill Attained:**

 [Today](#)

* **Type of Achievement:**

None Selected

Successfully completed a required exam for a particular occupation

Satisfactory progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams

Other skills progression achievement

Big Picture: WIOA MSGs for Title I and II

With the issuance of joint performance guidance from the U.S. Dept of Labor and Education, the MSGs are applicable to all titles; however, some are more appropriate for WIOA Title I while others for WIOA Title II.

WIOA MSGs for Title I and II

The following MSGs apply to both WIOA Title I and II:

- EFL
 - ✓ Pre/Post Tests
 - ✓ HS credits/Carnegie Units
 - ✓ Enrollment in Postsecondary Education
- Secondary School Diploma or equivalent

WIOA MSGs for Title I

The following MSGs apply to Title I, but are not used by Title II:

- Secondary and Postsecondary School Report Card/Transcript
- Training Milestones
- Passage of an Exam

WIOA Title II PY 2018-19 NRS Table 4 (MSGs) Results

Entering Educational Functioning Level	Total Number Enrolled	Total number of Periods of Participation	Total number of Periods of Participation with MSGs	Percentage of Periods of Participation with MSGs
ABE Beginning Literacy	5,505	5,619	2,887	51.4%
ABE Beginning Basic Education	,861	10,126	5,318	52.5%
ABE Intermediate Low	17,952	18,514	9,117	49.2%
ABE Intermediate High	44,047	45,615	16,751	36.7%
ASE Low	21,015	21,910	9,600	43.8%
ASE High*	11,863	12,380	4,761	38.5%
ESL Beginning Literacy	7,088	7,315	4,290	58.6%
ESL Beginning Low	12,111	12,504	7,554	60.4%
ESL Beginning High	33,375	34,520	20,210	58.5%
ESL Intermediate Low	58,022	60,170	29,351	48.8%
ESL Intermediate High	46,002	47,733	23,294	48.8%
ESL Advanced	40,637	42,388	11,216	26.5%
Total	307,478	318,794	144,349	45.3%

WIOA Title I PY 2018-19 (MSGs) Results

Demographics at Program Entry	Total Number in Measure	Received EFL Gain	Received HS Diploma/ Equivalent	Received Transcript/ Report Card	Received Training Milestone	Received Skills Progression	MSG Percentage
No School Level	8,148	2,020	1,262	1,348	441	1,094	44.5%
Secondary School Graduate	18,848	1,497	0	647	2,260	4,336	39.6%
1+ Years of Post-Secondary Education	4,032	10	0	234	449	720	32.7%
Post-Secondary Certificate	1,553	4	0	104	169	344	36.7%
AS/AA Degree	2,292	2	0	219	250	413	35.7%
BS/BS Degree	4,052	2	0	201	469	644	30.4%
Beyond BA/BS Degree	1,455	0	0	84	133	203	27.4%
BSD/English Learner	12,890	3,278	1,012	1,327	844	2,957	48.4%
Co-Enrolled	10,209	221	29	939	1,126	2,115	36.7%
Total (Deduplicated)	39,938	3,539	1,262	2,838	4,175	7,784	38.2%

Data Collection as a Partnership

Record individual enrollment information into CalJOBS or TOPSpro Enterprise (TE).

- Include demographics fields, as well as highest degree earned, highest diploma, barriers to employment, and labor force status.
- Input SSN for individuals who have one and are willing to provide it.
 - For WIOA I, participants can use a “pseudo SSN” per [WSIN12-37](#).
 - If referring to WIOA II, provide CalJOBS State ID.
 - For WIOA II, when person referred to WIOA I, enter CalJOBS State ID.
- Identify and select learner goals and any initial services received.



Data Collection as a Partnership



Record individual enrollment information into CalJOBS or TOPSpro Enterprise (TE).

- Select Barriers to Employment
- Identify learners who are co-enrolled with WIOA partner programs
- Mark EL Co-Enrollment for ELL learners receiving services under the EL Co-Enrollment program
- Designate primary and secondary learner goals if applicable
- Record initial services received

Record Learner Demographics



Record individual enrollment information into CalJOBS or TOPSpro Enterprise (TE).

- Include demographics fields, as well as highest degree earned, highest diploma, labor force status.

 **Status**

Labor Force Status:

☒ N/A
☐ Unemployed
☐ Employed
☐ Employed, with notice
☐ Not in labor force

 **Education**

Highest Year of School: **Highest Degree or Diploma:**

School Outside US: ☐

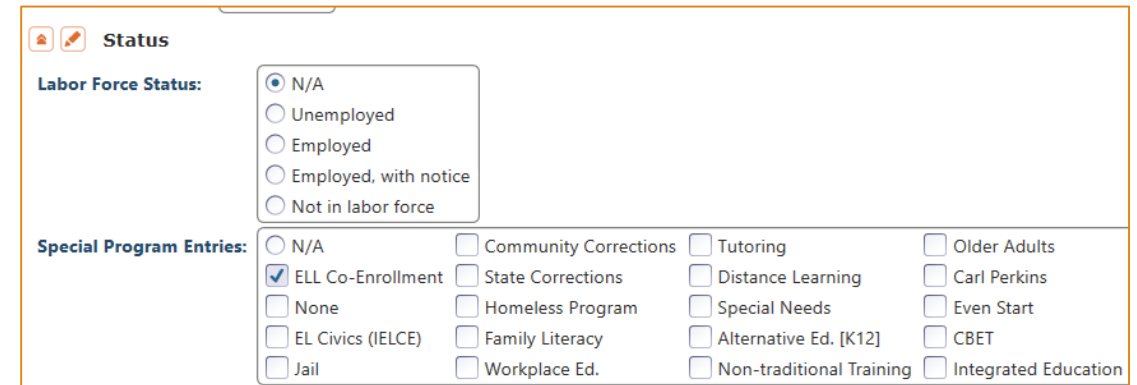
☐ None
☐ HSE Certificate
☐ High School Diploma
☐ Technical/Certificate
☐ Some college, no degree
☐ A. A./A.S. Degree
☐ 4 yr. College Graduate
☐ Higher than B.A./B.S.
☐ Individual Education Plan
☐ Other Diploma/Degree

Highest Degree or Diploma Earned Outside US: ☐

Identify Goals and Special Programs

Record individual enrollment information into CalJOBS or TOPSpro Enterprise (TE).

- Identify learners who are co-enrolled with WIOA partner programs
- Mark EL Co-Enrollment for ELL learners receiving services under the EL Co-Enrollment program
- Designate primary and secondary learner goals if applicable



The screenshot shows a form titled "Status" with two main sections: "Labor Force Status" and "Special Program Entries".

Labor Force Status:

- ☒ N/A
- ☐ Unemployed
- ☐ Employed
- ☐ Employed, with notice
- ☐ Not in labor force

Special Program Entries:

<input type="radio"/> N/A	<input type="checkbox"/> Community Corrections	<input type="checkbox"/> Tutoring	<input type="checkbox"/> Older Adults
<input checked="" type="checkbox"/> ELL Co-Enrollment	<input type="checkbox"/> State Corrections	<input type="checkbox"/> Distance Learning	<input type="checkbox"/> Carl Perkins
<input type="checkbox"/> None	<input type="checkbox"/> Homeless Program	<input type="checkbox"/> Special Needs	<input type="checkbox"/> Even Start
<input type="checkbox"/> EL Civics (IELCE)	<input type="checkbox"/> Family Literacy	<input type="checkbox"/> Alternative Ed. [K12]	<input type="checkbox"/> CBET
<input type="checkbox"/> Jail	<input type="checkbox"/> Workplace Ed.	<input type="checkbox"/> Non-traditional Training	<input type="checkbox"/> Integrated Education

Barriers to Employment

Record individual enrollment information into CalJOBS or TOPSpro Enterprise (TE).

- Select Barriers to Employment

  **Barriers to Employment**

Employment Barriers:

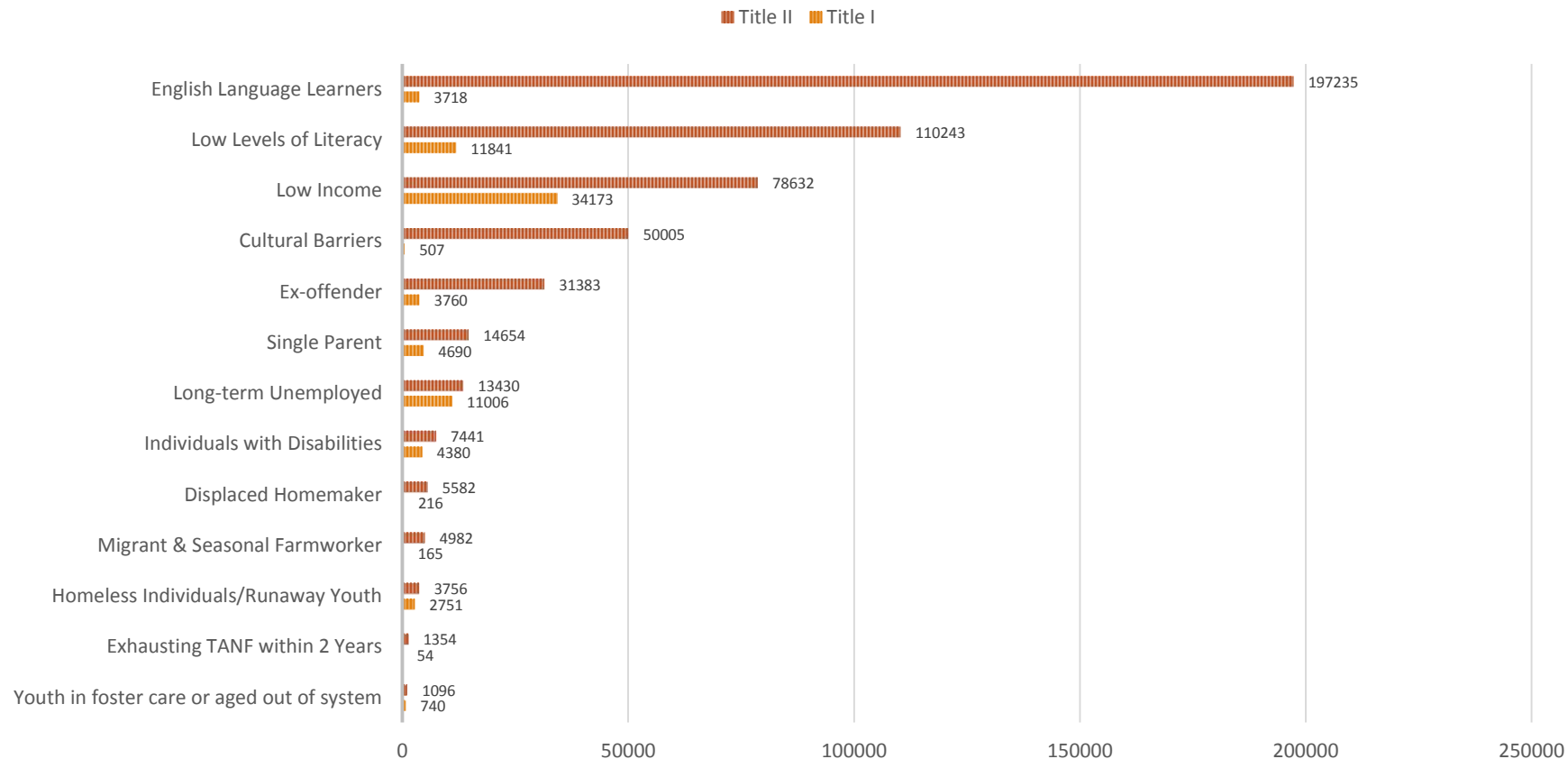
<input type="checkbox"/> Cultural Barriers	<input type="checkbox"/> Long-term Unemployed
<input type="checkbox"/> Disabled	<input type="checkbox"/> Low income
<input type="checkbox"/> Displaced Homemaker	<input type="checkbox"/> Low Levels of Literacy
<input type="checkbox"/> English Language Learner	<input type="checkbox"/> Migrant & Seasonal Farmworker
<input type="checkbox"/> Ex-Offender	<input type="checkbox"/> Seasonal Farmworker
<input type="checkbox"/> Foster Care Youth	<input type="checkbox"/> Single Parent
<input type="checkbox"/> Homeless	<input type="checkbox"/> No TANF in 2 Years or Less

Barriers to Employment

- Learners for whom barriers include Cultural Barriers, Low Level Literacy, and Low English Literacy are all grouped into the same category for state reporting to the federal government.
- The total number of individuals in Cultural Barriers, Low Level Literacy, and Low English Literacy should exactly equal the total number of WIOA Title II learners reported statewide.

Barriers to Employment – WIOA Title I & II

CALIFORNIA WIOA PY 2018-19



Career and Training Services

Record individual enrollment information into CalJOBS or TOPSpro Enterprise (TE).

- Record initial services provided at intake and any subsequent services over the course of enrollment.

 **Current Workforce Services**

Training Services Received In Program:

<input type="checkbox"/> On the Job Training	<input type="checkbox"/> Remedial Training (ABE/ESL – TAA only)
<input type="checkbox"/> Skill Upgrading	<input type="checkbox"/> Prerequisite Training
<input type="checkbox"/> Entrepreneurial Training (non-WIOA Youth)	<input type="checkbox"/> Registered Apprenticeship
<input type="checkbox"/> ABE/ESL in conjunction w/Training (non-TAA funded)	<input type="checkbox"/> Youth Occupational Skills Training
<input type="checkbox"/> Customized Training	<input type="checkbox"/> Other Non-Occupational-Skills Training
<input type="checkbox"/> Other Occupational Skills Training	<input type="checkbox"/> Unspecified Training

Transition Services Received In Program:

<input type="checkbox"/> Assessment/Testing/Counseling	<input type="checkbox"/> On-the-Job Training (OJT)
<input type="checkbox"/> Personal Development Training	<input type="checkbox"/> Work Experience
<input type="checkbox"/> Counseling/Career Development	<input type="checkbox"/> Pre-Employment Skills/Job Readiness Training
<input type="checkbox"/> Job Development/Job Search Assistance	<input type="checkbox"/> Postsecondary Academic Education
<input type="checkbox"/> Occupational Skills Training (non-OJT)	<input type="checkbox"/> Other Transition Services

Supportive Services Received In Program:

<input type="checkbox"/> Transportation	<input type="checkbox"/> Supplementary Instruct. Serv.
<input type="checkbox"/> Health Care and Mental Health Care	<input type="checkbox"/> Needs-Based Related Payments
<input type="checkbox"/> Family/Child Care	<input type="checkbox"/> Emergency Financial Services
<input type="checkbox"/> Housing or Rental Assistance	<input type="checkbox"/> Federal Education Cash Assist.
<input type="checkbox"/> Personal, Financing, or Legal Counseling	<input type="checkbox"/> Other Supportive Services

Career and Training Services

Based on guidance from the U.S. Departments of Labor and Education...

- By definition, any student enrolled in WIOA Title II should be included in the statewide total for Career Services.
- Any student enrolled in Integrated Education and Training (IET) should be included in Training Services.

Data Collection as a Partnership

More and more, effective data collection depends on an effective, efficient partnership between Title I and II providers in each region.

- The federal monitoring visits now always include DOL and DOE representatives working as a team
- Much of the feedback applied to both Title I and II programs, and requires a partnership approach to respond effectively
- Increased emphasis at the state and federal level on Integrated Education and Training (IET) which includes participation in both partner programs
- AB 2098 passed last year, and a committee has convened and identified priorities statewide *“developing a comprehensive statewide report on programs and services that ... support California immigrants.”*
- Professional conferences now target Title I and II collaboration and joint participation

Questions?



English Language Learner Co-Enrollment Pilot Training

Data Collection as a Partnership

CALJOBS BREAKOUT SESSION

SEPTEMBER 16, 2019

Data Collection as a Partnership

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Data Collection

Without data, we cannot show the success of the grant!

Topics for Today's Discussion:

1. Data Collection in Program Application
2. Data Collection of Program Services
3. Data Collection of Performance Data

Program Application

DATA COLLECTION

Data Collection

Record individual enrollment information into CalJOBS.

- Input SSN for individuals that have one and are willing to provide it.
 - WIOA I participants can use a “pseudo SSN” per [WSIN12-37](#).
- Complete Title I application.
 - All Title I application questions should be reviewed and completed as accurately as possible.

Title I - Workforce Development (WIOA)

Apps: 1

[Create Title I - Workforce Development \(WIOA\) Application](#)

Data Collection: Title I Application

- Select **ALL** applicable barriers to employment.
 - This includes, but is not limited to: English Language Learner, Basic Skills Deficient/Low Levels of Literacy, and Cultural Barriers.

Title I - Workforce Development (WIOA)

8 / 11

Public Assistance

Barriers

Household and Income

✓ [Intro](#)

✓ [Veteran](#)

✓ [Public Assistance](#)

✓ [Miscellaneous](#)

✓ [Contact](#)

✓ [Employment](#)

✓ **Barriers**

✓ [Eligibility Summary](#)

✓ [Demographic](#)

✓ [Education](#)

✓ [Household and Income](#)

Data Collection: Partner Programs

- Identify if individual is receiving services from WIOA partner programs.
 - WIOA Title I Application
 - Partner Programs
- Partner Programs include:
 - Adult Education
 - SNAP E&T
 - Vocational Rehabilitations
 - And more!

+ Eligibility Summary
+ Participation
+ Activities / Enrollments / Services
+ Measurable Skills Gain
+ Educational Functioning Level for Measurable Skills Gain
+ Credentials
+ Youth Goals
+ Partner Programs
+ Closure
+ Exit / Outcome
+ Follow-ups

Program Services

DATA COLLECTION

Overview of WIOA Activity Code Types

- Basic Career Services
 - Self-service
 - Workforce Information-Only Services
 - Staff-Assisted
- Individualized Services
- Training Services
- Supportive Services

Supportive Services

- Supportive Services are designed to provide a participant with resources necessary to enable participation in career and training services.
- Adult and Dislocated Worker participants identified as needing ongoing supportive services must still be participating in career services (other than follow-up), training activities, or both to continue to receive supportive services.
- Supportive services may not be used to extend the date of exit for performance accountability purposes.
 - Examples include: 181 – Supportive Service: Transportation, 189 – Supportive Service: Housing Assistance, 191 – Supportive Service: Educational Testing, and 192 – Supportive Service: Post-Secondary Academic Materials

Data Collection: Services

Record services provided to program participant into CalJOBS.

- Record initial services provided at intake and any subsequent services over the course of enrollment.
- Full list of CalJOBS Activity Codes can be found in [WSIN17-09](#).

+ Eligibility Summary

+ Participation

+ Activities / Enrollments / Services

+ Measurable Skills Gain

+ Educational Functioning Level for Measurable Skills Gain

+ Credentials

+ Youth Goals

+ Partner Programs

+ Closure

+ Exit / Outcome

+ Follow-ups

Key Co-enrollment Pilot Codes

- CalJOBS Activity Codes
 - Code 108 – Referred to WIOA Services (not training)
 - Can be used for referrals to WIOA services outside of Title I (e.g. referral to Wagner-Peyser)
 - Code 140 – Referred to Other Federal/State Assistance
 - Code 214 – Adult Literacy, Basic Skills, or GED Preparation
 - Code can be used for referrals to programs under Health and Human Services Umbrella (e.g. CalWORKS, CalFRESH, refugee programs, etc.)
 - Code 222 – English as Second Language (ESL) Services
- Monthly reconciliation of services with Services Provided Individuals reports.

Performance

DATA COLLECTION

WIOA Performance Indicators



Effectiveness to
Employers



Employment after 2Q



Employment after 4Q



Median Earnings



Credential Attainment
Rate



Measurable Skill Gains
(MSG)

WIOA uses Performance Indicators to evaluate program and student/participant performance.

One of these Performance Indicators is Measurable Skill Gains (MSG). WIOA defines five different MSGs to monitor progress and results.

WIOA Performance: Measurable Skill Gains (MSG)

1. Educational Functioning Level (EFL)
2. Secondary Diploma
3. Secondary/Postsecondary Transcripts
4. Training Milestones
5. Skills Progression

Big Picture: WIOA MSGs for Title I and II

With the issuance of joint performance guidance from the U.S. Dept of Labor and Education, the MSGs are applicable to all titles; however, some are more appropriate for WIOA Title I while others for WIOA Title II.

WIOA MSGs for Title I and II

The following MSGs apply to both WIOA Title I and II:

- EFL
 - ✓ Pre/Post Tests
 - ✓ HS credits/Carnegie Units
 - ✓ Enrollment in Postsecondary Education
- Secondary School Diploma or equivalent

WIOA MSGs for Title I

The following MSGs apply to Title I, but are not used by Title II:

- Secondary and Postsecondary School Report Card/Transcript
- Training Milestones
- Passage of an Exam

Educational Functioning Level (EFL)

Learner is enrolled in education/training below the post-secondary level, and demonstrates learning gain of one EFL. An EFL can be achieved in three ways:

1. Pre/post-test gains
2. HS Credits (Carnegie Units)
3. Enrolls in Post-Secondary after program exit

EFL: Pre/Post Test in CalJOBS

☐ Literacy & Numeracy

[Create Literacy & Numeracy Records](#)

Assessment Information

* Test Type:	Pre-Test
* Assessment Category:	None Selected ▾
* Type of Assessment:	None Selected
Assessment Type Other:	
Assessment Form/Version info:	
* Functional Area:	None Selected ▾
Other Functional Area:	

Under Title I Application, expand the “Literacy & Numeracy” section:

- Select [Create Literacy & Numeracy Records]
- Enter pre-test information

Once post-test is administered, the same steps should be followed to add the post-test data

EFL: High School Credits

Through high school credits, the learner progresses from the 9th/10th grade level at enrollment, and progresses to the 11th/12th grade level sometime during the program year.

Currently, no place to capture in CalJOBS.

EFL: Enrollment in Postsecondary Post-Exit in CalJOBS

Follow-ups

[Create Local Follow Up](#)

Search:

Required By	Date Complete	Status	Follow Up Type
09/30/2018		Required	1st Quarter After Exit
12/31/2018		Required	2nd Quarter After Exit
03/31/2019		Required	3rd Quarter After Exit
06/30/2019			

Post-Exit Placement Information

Previous Follow-up Placement and Date Information:

Not Applicable

* Placement in Quarter 7/1/2018 - 9/30/2018:

Post-secondary Education

Secondary Diploma

- Learner participates or enrolls into program without a HS diploma and receives a HS diploma or HS equivalency during the program year.
- For HSE in California, the learner can pass the GED, HiSET, or TASC.

Secondary School Diploma in CalJOBS

☐ Credentials

[Create Credential](#)

Credential Information

* Credential Received:

Other Credential:

Credential Verification:

* Date Credential Received:

Associate to Training/Activity record:

Agency Code:

None Selected

High School Diploma

Secondary / High School Equivalency

AA/AS Degree

BA/BS Degree

Occupational Skills License

Occupational Skills Certificate or Credential

Other Recognized Diploma, Degree, or Certificate (specify)

Graduate/Post Graduate Degree

Occupational Certification

Under Title I Application, expand the “Credential” section:

- Select [Create Credential]
- Select [High School Diploma] or [Secondary/High School Equivalency]

Secondary School Transcript/Report Card

- Receipt of a secondary transcript or report card for one semester showing that the participant is achieving the State unit's policies for academic standards.

Secondary School Transcript in CalJOBS

Under Title I Application, expand the “Measurable Skill Gains” section:

- Select [Create Measurable Skill Gain]
- Select [Secondary Transcript/Report Card] and [Report card/transcript...]

☐ Measurable Skills Gain

[Create Measurable Skills Gain](#)

Skill Attainment Information

Fill in the following information for the skill achievement.

Program:

Title I - Workf

* **Skill Type:**

Secondary Transcript/Report Card ▼

* **Date Skill Attained:**

 [Today](#)

* **Type of Achievement:**

Report card/transcript for one semester and meets academic standar ▼

Postsecondary Transcript

- Learner enrolls in a post-secondary institution during the program year, and completes at least 12 credit hours.
- Measures “enrollment” by the presence of a transcript or report card documenting the hours of enrollment.

Post-secondary School Transcript in CalJOBS

Under Title I Application, expand the “Measurable Skill Gains” section:

- Select [Create Measurable Skill Gain]
- Select [Post-Secondary Transcript/Report Card] and appropriate option from dropdown

☐ Measurable Skills Gain

[Create Measurable Skills Gain](#)

Skill Attainment Information

Fill in the following information for the skill achievement.

Program:

Title I - Workforce Development (WIOA)

* **Skill Type:**

Post-Secondary Transcript/Report Card ▾

* **Date Skill Attained:**

 [Today](#)

* **Type of Achievement:**

None Selected

Completed minimum of 12 credit hours in semester and meets academic standards

*

Part-time student and completed at least 12 credit hours over the course of two completed consecutive semesters and meets ac

Training Milestone

- Participant is in an education or training program and accomplishes one or more of the following:
 - Masters specific job skills or steps required for that job
 - Receives pay increase
 - Attains performance increase on the job
 - Completes one apprenticeship program
 - Completes other locally defined work outcome

Training Milestone in CalJOBS

Under Title I Application, expand the “Measurable Skill Gains” section:

- Select [Create Measurable Skill Gain]
- Select [Training Milestone] and appropriate option from dropdown

☐ Measurable Skills Gain

[Create Measurable Skills Gain](#)

Skill Attainment Information

Fill in the following information for the skill achievement.

Program:

Title I - Workforce Development (WIOA)

* **Skill Type:**

Training Milestone

* **Date Skill Attained:**

 [Today](#)

* **Type of Achievement:**

None Selected

Achieved satisfactory or better progress report towards an established OJT training milestone - not previously recorded
Completed 1 year of Registered Apprenticeship program and achieved satisfactory or better progress report
Other training milestone

Skills Progression

- Learner *passes an exam* during the year that is required for a job, or that demonstrates progress in attaining technical or occupational skills.
- Exam can be a hands on occupational skills demonstration, written test, standardized pre/post-test, or other method of assessment that clearly demonstrates skill progression or attainment.

Skills Progression

Under Title I Application, expand the “Measurable Skill Gains” section:

- Select [Create Measurable Skill Gain]
- Select [Skills Progression] and appropriate option from dropdown

☐ Measurable Skills Gain

[Create Measurable Skills Gain](#)

Skill Attainment Information

Fill in the following information for the skill achievement.

Program:

Title I - Workforce Development (WIOA)

* **Skill Type:**

Skills Progression ▼

* **Date Skill Attained:**

 [Today](#)

* **Type of Achievement:**

None Selected

Successfully completed a required exam for a particular occupation

Satisfactory progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams

Other skills progression achievement

Performance Guidance

[WSD19-03](#): Performance Guidance

- Explanation on each WIOA performance indicator.
- **Attachment 4 – Guide Card: Entering a Credential and MSG**

Questions?
