

CAEP DAC Committee Agenda

10:00 am to 1 pm; Zoom Call

Zoom Information: <https://wested.zoom.us/j/182575853>;

Call in Information: +1 669 900 6833; +1 877 853 5247 ; Meeting ID: 182 575 853

1. Agenda Review and Roll Call
2. Review of Previous Discussion Items and Agreements
 - a. Definition of CTE Certificate/Postsecondary Credential: See appendix A
 - b. CTE Short Term Performance Measure – Occupational Skills Gain: See appendix B
 - c. Workforce Entry/Reentry Program Definition: See appendix C
 - d. Workforce Preparation Milestone: See appendix D
3. Supportive Services Program Area Restriction: Feedback from CAEP Office
4. Updates on LaunchBoard Build 2, 2.5, and 3
 - a. Build 2: January 18th
 - b. Build 2.5: February (New UI Elements)
 - c. Build 3: May
5. Other Business

Appendix A: Postsecondary Credential Completion (From MOS Report)

(A) **Completion of Post-secondary Certificates, Degrees, or Training Programs:** Completion of a post-secondary award for AEP reporting is considered to be any of the following:

- For K12 adult education or community college CTE programs, completion of a credential leading to employment in a clearly-defined occupation including, but not necessarily limited to:
 - i. Locally approved certificates eligible for inclusion on the Eligible Training Provider List (ETPL)
 - ii. CDCP CTE certificates with more than 48 instructional contact hours
 - iii. Certificates that meet the minimum threshold for inclusion under Perkins
 - iv. Certificates that meet the threshold for Title IV federal student aid
 - v. Workforce preparation (work readiness) or occupational safety certificates (e.g. OSHA or Safeserve) **ARE NOT** counted for completion under this metric
- Completion of any degree or for-credit college certificate that is over 6 units

For CAEP, all K12 adult education and community college CTE programs are defined as post-secondary because they are eligible for accreditation as post-secondary vocational programs for federal student aid.

Under WIOA, workforce preparation and occupational safety certifications do not count as occupational post-secondary credentials. Post-secondary credentials that count for the completion metric should be occupational skills certificates leading to gainful employment in a clearly defined occupation. Additionally, they should be industry-recognized through an employer advisory committee or other mechanism in which employers have had direct input on the curriculum and core competencies offered in the training.

Appendix B: Occupational Skills Gain

Occupational Skills Gain (OSG)

Definition (from Measuring Our Success Report): An occupational skills gain is a measurable skills gain used by the California Adult Education program to measure progress for students in workforce preparation or CTE programs. The occupational skills gain aligns to two of the WIOA measurable skills gains: activities.

- **Training Milestone (MSG 4):** Satisfactory or better progress report, towards established milestones, such as completion of OJT or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training.
- **Passage of an Exam (MSG 5):** Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks, such as knowledge-based exams. Competencies which meet the criteria for MSG 5 must be occupational skills clearly recognized by employers as a requirement for a credential leading to employment *or* that are identified as part of the core competencies identified in the definition of Workforce Preparation.

Examples: Examples of an OSG include, but are not limited to:

- **Training Milestone (MSG 4):** Completion of an on the job training program or other paid or unpaid work experience such as a paid internship, 1 year of apprenticeship, transition from a pre-apprenticeship into apprenticeship, or unpaid work experience or internship with an employer.
- **Passage of an Exam (MSG 5):** Passage of an exam demonstrating a knowledge of medical terminology, demonstration of ability to perform a specific type of weld that is assessed by an instructor, or workforce preparation competencies through an exam or demonstration of skills observed and assessed by an instructor. Workforce preparation certifications such as OSHA, SafeServe also count under MSG 5.

Appendix C: Workforce Entry/Reentry Program Area

AEP Program Definition: Adults, including but not limited to older adults, participating in training programs to enter or reenter the workforce (Workforce Entry/Reentry)

Definition: Workforce Entry/Reentry includes adults enrolled in CTE or Workforce Preparation programs who meet the criteria for one of the WIOA *individuals with barriers to employment* populations. These include:

- Adults 55 and older
- Displaced homemakers
- Ex-offenders
- Individuals with disabilities
- Long-term unemployed
- Low levels of literacy
- Seasonal farmworkers
- Single parents
- Participants with cultural barriers
- English language learners
- Foster care youth
- Homeless
- Low-income
- Migrant farmworkers
- Exhausting TANF within two years

Workforce Entry/Reentry includes *both 1)* specialized programs for populations, such as programs for incarcerated adults reentering the workforce; or *2) any* adult who meets the criteria for at least one of the WIOA barriers to employment who is enrolled in an adult education (K12 adult education or community college noncredit) CTE or Workforce Preparation program or course. Under the reauthorization of Perkins V, the Perkins *special populations* are much more closely aligned to the WIOA *individuals with barriers populations* which should support the alignment of reporting for WIOA and Perkins in the future.

Appendix D: Workforce Preparation

WORKFORCE PREPARATION

Definition (34 CFR 463.34): Include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

- (A) Utilizing resources;
- (B) Using information;
- (C) Working with others;
- (D) Understanding systems;
- (E) Skills necessary for successful transition into and completion of postsecondary education or training, or employment; and
- (F) Other employability skills that increase an individual's preparation for the workforce.

Multiple frameworks have been developed for workforce preparation including the California Community College's [New World of Work](#) initiative, the Department of Education [Employability Skills Framework](#), or the [Partnership for 21st Century Skills Framework](#). Different frameworks may stress emphasis on competencies relevant for distinct populations including areas such as life skills or digital literacy.

Workforce preparation competencies may be taught in multiple formats such as an independent course, CDCP certificate, as a set of embedded learning outcomes across a larger program of study, or activities outside of the classroom including work-based learning. Students achieving the milestone for workforce preparation should have mastered the continuum of competencies for successful participation in employment which have been assessed by an instructor.