

February AS Data Team Meeting

2/23/2026

2:30-4pm

Attendees: Jon, Julie, Annie, Jim, Conner, Lori, and Jenée

1. Schedule Meetings: March, April, May, and June
2. WIOA II Meeting Updates:

2026 Discussion Topics

1. PoPs and 90 days – how do you manage the 90 day rule?
2. E & E “Got a Job” or “Go to a New School” – do you note these students?
3. Short Term Services – do you record these?
4. Student Networking Opportunities – do you offer any?
5. CTE Appraisal – do you do this? If so how?
6. Entrepreneurship – do you offer?
7. Pre Apprenticeship – do you offer?
8. Occupational Skills Gain – do you report progress?

#1. POPs:

- For CNAs- they might not take the exam within the 90 days. Have a summer workshop
- ESL: if these students don't attend in the summer
- GED: these student may take the exam in the previous AY, but might not have attendance hours, so exam outcomes are not earned

2. E & E

3. Student Networking Opportunities:

FUHSD Inclusive Voices project for Digital Lit

MVLA has a student council

MVLA Student Buddy program

Targeting focus group: answer specific questions

- CTE
- ESL
- HSD/GED

4. CTE Appraisal through CASAS

- a. Look into this and have an awareness of it
- b. Jenée ask Jay
- c. Internal Appraisals for the ELL Grant- how are we determining that students will be successful in the CTE pathways. **CTE Project team investigation.**

5. Entrepreneurship
 - a. MVLA small business administration class

6. Pre-Apprenticeship: continued conversation with advanced manufacturing.

Question for Jay: What is Enrolled in Secondary Program (as a Tops Update)? - not really related to above question

7. Follow Up Items from Last meeting:
 - a. #8. Occupational Skills Gain
 - i. Question: For skills progression, CAEP Outcomes Report counts as Literacy Gain- but according to CAEP data dictionary, it counts as an occupational skills gain. Is it both of these? And which reports show it as an Occupational Skills Gain?
 1. I think the best answer for this is Skills Progression = the term inside TE, which is the federal level term for when workforce students make progress within their program – that is, progress while still enrolled in CTE before earning the licensure/etc.
 2. Occupational Skills Gain is the CAEP term for this same outcome...not really that different but this way detached from the various extra requirements related to federal reporting.
 3. On the TE CAEP Summary, this outcome is included in the “Other Literacy Gains” column.
 - ii. Jay Questions:
 1. Why is skills progression counted as a literacy gain if it is related to technical or occupational skills as evidenced by trade-related benchmarks?
 2. Would it be appropriate to mark Skills Progression for Concentrator courses? (vs capstone courses).
 3. Should we mark Skills Progression for all CTE completers?
 4. Should we mark skills progression for Workforce Prep courses?
 - iii. Alignment discussion in the March meeting
 - b. Connor will give a demo on NRS Benchmarks in Admin Portal: March meeting

8. ELL Healthcare Pathways in TE. Jay’s guidance:
 - a. What reports will these students show in & how should we be using them?
 - i. Short answer is there are specific TE reports designated for EL HCP, but if you need to run a report for these learners you can filter it for Special Programs = EL Healthcare Pathways to get results for just the learners in that Special Program.
 - ii. Longer = we had some discussions about this when EL HCP started but at that time it was agreed that it was a good idea to add that check box, but not to add any specific TE outcomes or reports.
 - iii. A little more = we have had some recent discussions with the CAEP office on this, and I think they will want more details in Phase III than they did in Phase I or II – so we are expecting there may be more for us to do this next time around, At a minimum it does seem like they are more interested in this sort of tracking than when EL HCP first started.
 - b. How will the State use this/these report/s?
 - i. For your Q #3 I would suggest you ask the folks at the State CAEP Office.
 - c. Alignment:

- i. ASAP: all students who have a language barrier and participating in HC Grant courses- these all end up being marked in TE as Special Programs
- ii. TE: Mark all EL HC Grant Students as Special Programs

9. Check in with ELL Grant Data

a. Round 1 & 2 : Indirect cost

- i. Round 1 ELL Healthcare in response to a question about the variance between allocation and partner invoices. The approved NOVA budget includes 5% indirect within each partner's section. However, partner invoices reflect direct program costs only and do not appear to include indirect. Before I respond, I want to confirm whether the consortium's intent was for partners to invoice their full allocation including indirect, or whether indirect was intended to remain at the fiscal level as part of overall grant administration. I want to ensure we're aligned on the original structure.

1. March Leadership Board Meeting

- b. Share summary form slide presentation and new direction for round 3 that fills in the transition gap

10. Annual Plan Metrics for 2026-27

- a. metrics set in the last 3 yr plan (If DV not updated yet- add TE data for AS)