

WIOA II Network Meeting

April 2024



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

Agenda

- CDE Update
 - OCTAE Memoranda
 - E & E Data Review
 - Spring Deliverables
- 2024 Promising Practices
- Statewide Priorities for 2024
 - Mind the Gaps
 - Collaboration with WIOA Partners
- Students with Significant Barriers
- Trainings & Conferences

CDE Update (1)

OCTAE Memo dated 03-18-24

- A notice announcing an extension for ESL tests for adult education was published on March 18, 2024.
- This Federal Register notice extends the sunset period for ESL tests **from June 30, 2024 to June 30, 2025.**

- For reference, here is a preview of the OCTAE notice:
<https://www.federalregister.gov/d/2024-05679>

CDE Update (2)

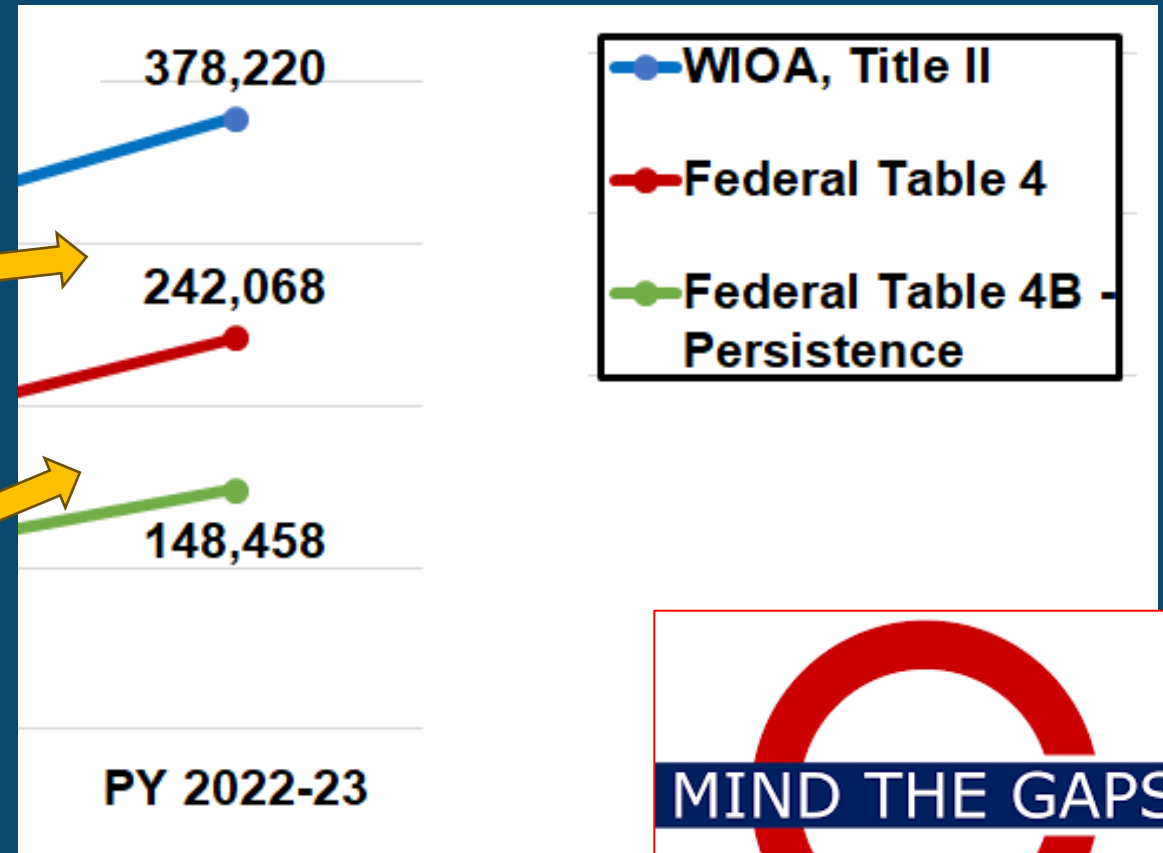
CDE Statewide Priorities for 2024

1. “Mind the Gaps”
2. Collaboration with WIOA Partners

CDE Update (3)

Mind the Gaps

- 130,000+ WIOA II students enroll but do not qualify for NRS
- 90,000+ learners don't persist long enough to obtain a pre-/ post-test pair



CDE Update (4)

Collaboration with WIOA Partners

Over the next year, the CDE plans to increase, and acknowledge collaboration with WIOA regional partners.

New Promising Practice Category for Collaboration in 2024

<p>TITLE I</p> <p>Helps jobseekers with career counseling, job search assistance, and job training.</p> 	<p>TITLE II</p> <p>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.</p> 	<p>TITLE III</p> <p>Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.</p> 	<p>TITLE IV</p> <p>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.</p> 
--	---	--	--

CDE Update (5)

April 30 Deliverables

By April 30, 2024	
Required Data and Documents	Action
Third Quarter Data, TOPSpro® Enterprise	Enter all information into TOPSpro® Enterprise for this quarter on or before this date.
Third Quarter Data Integrity Report	Complete the Quarterly Data Submission Wizard in TOPSpro Enterprise.
Third Quarter Expenditure Claim Report	Complete and submit the claim on the California Adult Education Online Application and Reporting (login required, electronic approval required).
Employment and Earnings Follow-up Survey	Send Employment and Earnings Survey to exit populations. The following tasks should be completed during Quarter 3 (January through March): <ul style="list-style-type: none">run the “Core Performance Wizard” under Tools in TOPSpro® Enterprise;send Employment and Earnings Survey to exit population for second and fourth quarter after exit; andfollow-up with exiters that have not responded.
Continuous Improvement Plan (CIP)	Complete and submit the CIP on California Adult Education Online Application and Reporting (login required).
Integrated English Literacy and Civics Education Report	Agencies with Section 243 funding must also complete the IELCE Report available on Integrated English Literacy and Civics Education (IELCE) Report Summary of Content .
Recertification for Citizenship Interview Test	If applicable, complete the Recertification for the Citizenship Interview Test .
Final COAAP Selections	Final COAAP selections must be made at California Civic Participation and IELCE .

<https://www.cde.ca.gov/sp/ae/fg/wioa23.asp>

CDE Update (6)

Continuous Improvement Plan

This year's CIP requires agencies to develop three Specific, Measurable, Attainable, Relevant, and Time-based (SMART) goals and action plans for implementation in the 2024–25 Program Year. One of the goals must be technology related. The deadline for submitting the CIP is Tuesday, April 30, 2024.

If you have any questions, please contact the Adult Education Office at 916-322-2175, or by email at adulthoodeducation@cde.ca.gov.

CDE Update (7)

“How to Complete the IELCE Report and Plan 2023-24”

Webinar and slides are on the [EL Civics Webpage](#)

- Added new section to emphasize IELCE/IET Planning for PY 2024-25
- Correlated Part A of *Program Support and Coordination* to AIR's IET Quality Indicators

The Plan will be posted on the CASAS Website.

CDE Update (8)

CDE New Admin Orientation

September 10-11-12

CDE Update (9)

2024 Promising Practices

12 Promising Practices nomination categories

- **NEW** – Collaboration with Workforce Development Board and Vocational Rehabilitation
- Making a Difference in the Community Award – Civic Participation and IELCE

- **Applications Due April 15**

Congratulations to the 2023
Promising Practices
award winners!



April 2024 Topics



WIOA Collaboration (1)

Common Local Agency Collaboration Activities

- Memorandums of Understanding (MOU)
- Employment Training Provider List (ETPL)
- Include regional WIOA partners, employers, or unions in IET/IELCE or other programs
- Co-location: such as sponsored assessment centers, or scheduled courses and services provided to Adult Education students by AJCC or Title I



WIOA Collaboration (2)

Reward Agencies for Collaboration

- Agencies (and Regions) with collaborative data collection
- Regions with protocol and agreements in place that facilitate student transition
- Adult Ed agencies that collaborate with WIOA Title IV (Dept. of Rehabilitation)
- Adult Ed agencies that see increased revenue – by sending or receiving more referrals to WIOA partners

WIOA Collaboration (3)

Local Agency Activities for More Collaboration

- Short term services that facilitate more referrals or help students meet pre-requisites
- ABE/ESL for students that do not meet basic requirements
- Assessment to determine qualifications and eligibility for training programs
- Agreements to facilitate programs such as Workforce Preparation or Adults with Disabilities

WIOA Collaboration (4)

Good initial question for each WIOA II agency to improve WIOA Collaboration:

- *“Do we need better data collection that reflects our activities -- or just better regional collaboration?”*

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.



WIOA Collaboration (5)

Basic Data Collection Issues for Collaboration

- WIOA Co-Enrollment – WIOA Title I/Title III/Title IV – *Entry Record Field 16 Personal Status*
- Special Programs- *Entry Record Field 13* - such as IET, ELCOE, VABE/VESL
- Barriers to Employment - *Entry Record Field 14*
- Targeted Short-term Services
- TE Class Instance Designation
 - IET/IELCE
 - Setting/Transitions

WIOA Collaboration (6)

Data Collection that may Document Collaboration

- Targeted Short-term Services
- COAAPs/IET outcomes
- Special Programs Enrollment
- Workforce Certifications and Licensure
- CTE Literacy Gains
- Appraisal/Placement Testing
- Employment & Earnings

WIOA Collaboration (7)

CALIFORNIA'S PY 2022 FINAL PERFORMANCE SCORE BY PROGRAM

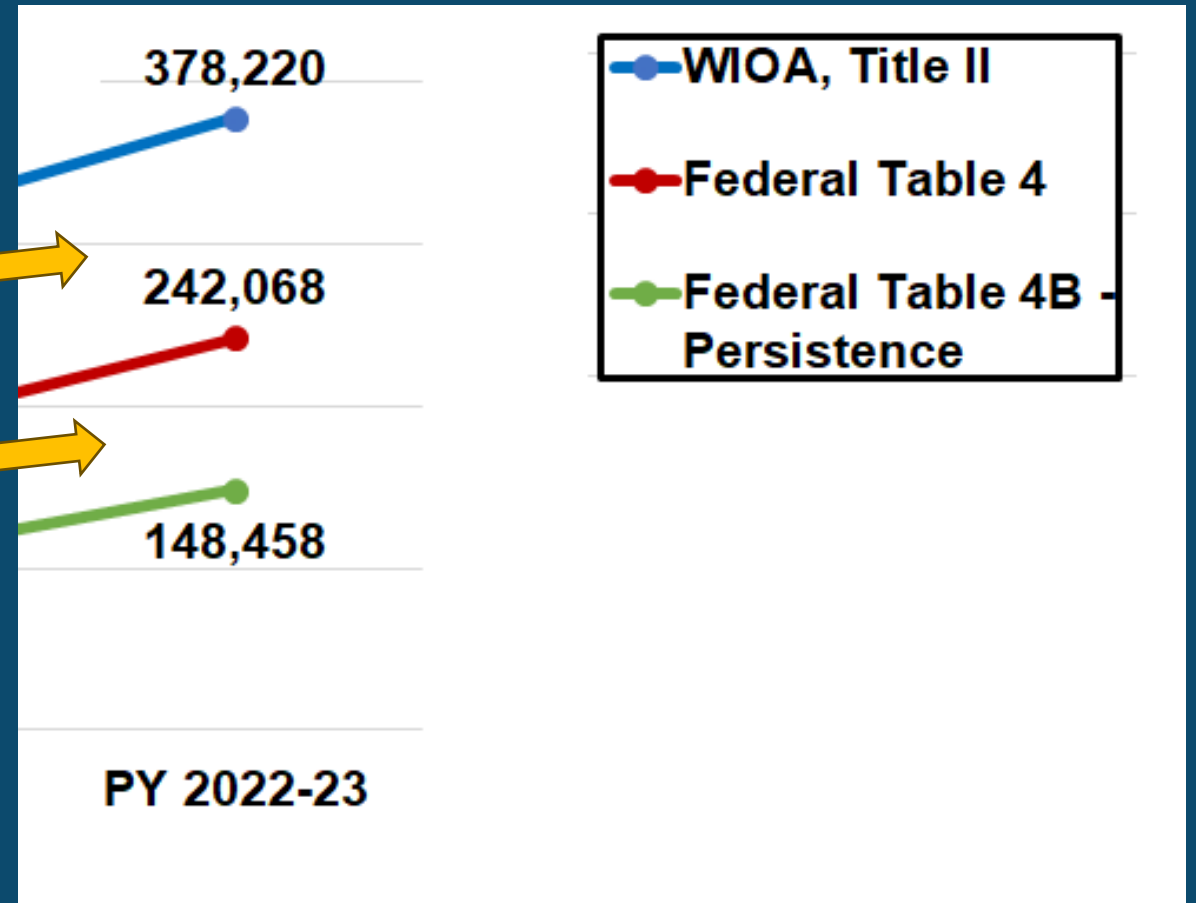
	Adult	Dislocated Workers	Youth	Wagner-Peyser
Employment Rate 2 nd Quarter After Exit Performance Score	104.0%	107.1%	101.4%	99.9%
Employment Rate 4 th Quarter After Exit Performance Score	106.8%	110.9%	107.7%	98.8%
Median Earnings Performance Score	114.3%	95.9%	112.3%	100.1%
Credential Attainment Performance Score	111.6%	103.8%	109.2%	N/A

https://edd.ca.gov/en/Jobs_and_Training/Information_Notices

https://edd.ca.gov/en/jobs_and_training/Information_Notices/py-2022-performance-scores/

Mind the Gaps (1)

- What are the gaps that exist when 130,000+ WIOA II students enroll, but do not qualify for NRS Table 4?
- What are the gaps that exist when 90,000+ WIOA II students qualify for NRS, but do not complete a pre/post-test pair?



Mind the Gaps (2)

Gap I:

- Students enroll in a WIOA II program, but do not qualify for NRS Table 4

Gap II:

- Students qualify for NRS Table 4, but do not complete a pre-/post-test pair



Mind the Gaps (3)

Good initial question for each WIOA II agency to better “Mind the Gaps”:

“How much of the gap at my agency can be fixed by cleaner data?”

“How much just needs better results?”

Gap I



Gather all data that might relate to WIOA Title II



Filter data that does not meet WIOA Title II requirements

Gap II



Matriculate enrollee on individual pathway



Complete data requirements needed for reporting



03/11/2024
18:57:52

Agency: 4908 - Rolling Hills Adult School (RHAS)

NRS Summary Audit

- The **NRS Summary Audit** tracks Enrollees for NRS
- TE selects NRS Enrollees based on Program Enrollment – ABE, ASE, ESL



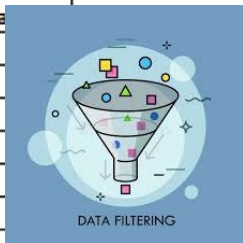
Tables 1-4 Summary

	Program Year 2023-2024	Period of Participation 1	Period of Participation 2
Selected Students:	1,860	29	29
Dropped Students:	739	20	20
Qualified Students:	1,121	1,114	9

Follow-Up Summary

Period of Participation 2	Period of Participation 3	Period of Participation 4
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0
0	0	0

- WIOA II Enrollees qualify for NRS Table 4 by meeting NRS basic requirements

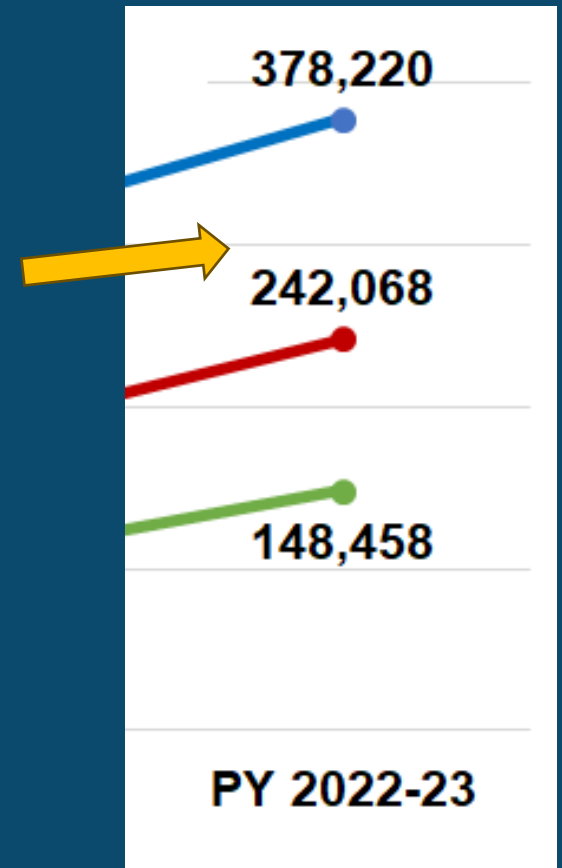


Drop Reason	2023-2024	Period of Participation 1		Period of Participation 2		Period of Participation 3		Period of Participation 4	
	Number of Cases	Number of Cases		Number of Cases		Number of Cases		Number of Cases	
	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated
01 Missing birthdate or age outside of 16-110	88	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
02 Less than 12 hours of instruction	534	548	548	18	18	0	0	0	0
03 Concurrently enrolled in High School/K12	30	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
04 No Gender	50	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
05 No Ethnicity/race	11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
06 No accurate placement test or self-reported ASE High level	21	91	43	0	0	0	0	0	0
09 ESL Learner pretest score at ASE educational functioning level	5	9	5	0	0	0	0	0	0

Mind the Gaps (6)

Gap I

- Students with less than 12 hours of instruction.
- Missing Demographics
- Program Enrollment but no Class Enrollment
- “Waiting List Strategies”
- “Diminishing N”



Entering Educational Functioning Level (A)	Total Number Enrolled NRS Table 4 (B)	Total Number Enrolled NRS Table 4B (C)	Percentage of Persister (D)
ABE Level 1	3	1	33.33
ABE Level 2	6	1	16.67
ABE Level 3	7	1	14.29
ABE Level 4	26	10	38.46
ABE Level 5	420	17	4.05
ABE Level 6	40	9	22.50
ABE Total	502	39	7.77
ESL Level 1	49	37	75.51
ESL Level 2	114	82	71.93
ESL Level 3	278	193	69.42
ESL Level 4	559	427	76.39
ESL Level 5	542	425	78.41
ESL Level 6	576	450	78.13
ESL Total	2,118	1,614	76.20
Grand Total	2,620	1,653	63.09

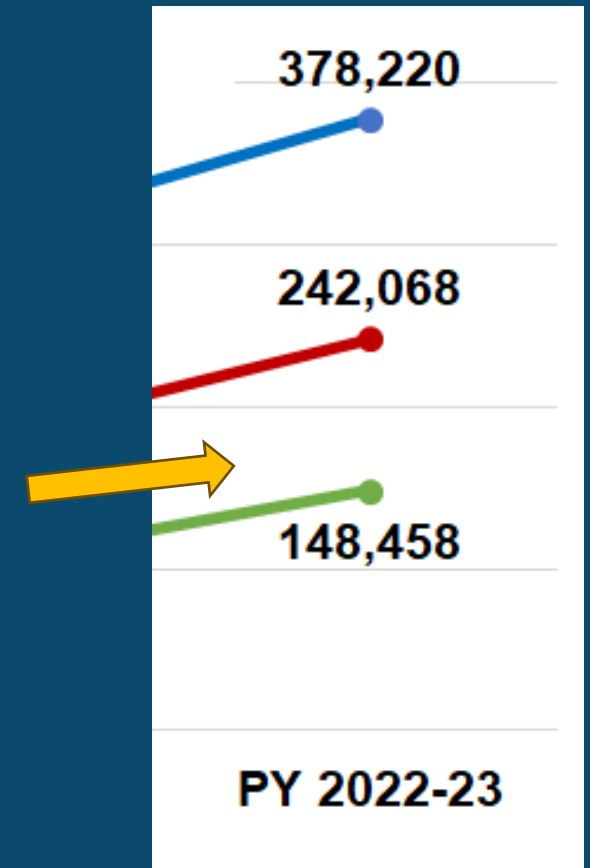


The **NRS Persister** looks at the percentage of qualified enrollees who have a pre/post-test pair **Column C ÷ Column B = Column D (% of Persister)**

Mind the Gaps (8)

Gap II

- Local Assessment Policy
- Calendar for Testing
- Track Learner Attendance
- Reward and relieve student anxiety surrounding testing
- Short term services such as Student Ambassador



Mind the Gaps (9)

Data for PY 2022-23 is now available on the CASAS Data Portal:

Start here: ▼

Refine your search: ▼

Program year: ▼

Educational Functioning Level Completion Rates

			ABE				ASE		ESL						
Type	Name	Program Year	Beg. Lit.	Beg. Basic	Int. Low	Int. High	Low	High	Beg. Lit.	Beg. Low/High	Int. Low	Int. High	Low Adv	High Adv	
CA State Goal		2022-2023	40.0%	42.0%	39.0%	41.0%	40.0%	40.0%	32.0%	39.0%	37.0%	34.0%	32.0%	23.0%	N/A
CA State Goal		2021-2022	53.0%	54.0%	49.0%	40.0%	42.0%	40.0%	61.0%	62.0%	60.0%	49.0%	49.0%	28.0%	N/A
CA State Average		2021-2022	41.1%	43.0%	42.0%	45.2%	41.8%	37.5%	46.1%	50.0%	48.6%	41.0%	39.6%	24.8%	N/A
Agency	ABC Unified School District	2022-2023	22.2%	18.4%	25.8%	40.2%	43.0%	32.5%	47.4%	57.1%	58.4%	49.0%	41.5%	28.7%	N/A
			(9)	(38)	(31)	(82)	(93)	(80)	(19)	(28)	(89)	(102)	(142)	(164)	N/A

<https://www2.casas.org/dataPortal/index.cfm?fuseaction=dataPortal.wia>

Students with Barriers (1)

- Low level literacy learners
- Refugees
- Cultural Issues
- Intellectual/Developmental Disabilities
- Learning Disabilities
- Visual/Hearing Impairment

Students with Barriers (2)

CASAS Resources

- CASAS Test Accommodations
- Resources for Blindness/Visual Impairments
- Low Level Literacy Modules
- CASAS Test Administration Manual – Intake/Locator
- Special Needs Web pages
- Sample Test Items
- Reading Level Indicator (RLI)

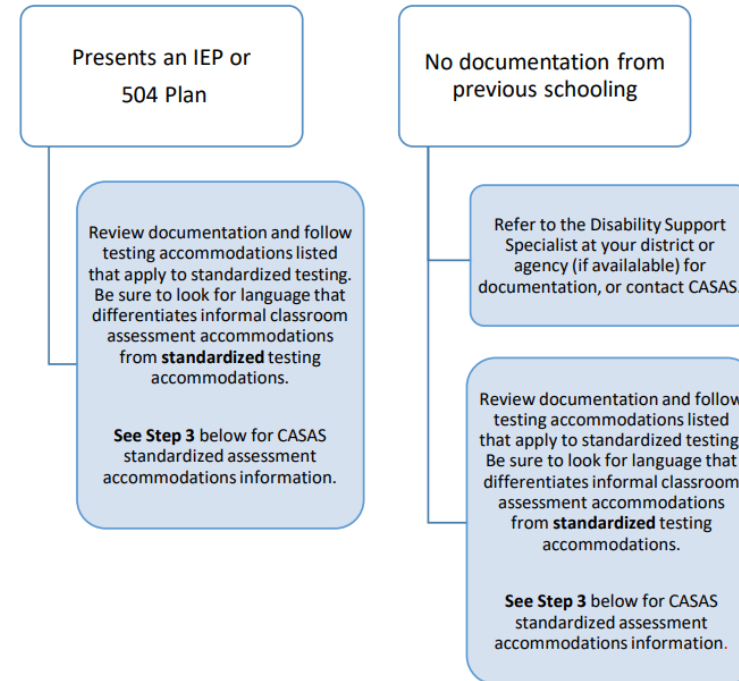
Students with Barriers (3)

CASAS Accommodations

If you have a student who may need testing accommodations

Step 1 - Contact the Disability Support Services office at your agency or district, if available, for more information on local procedures for standardized testing accommodations.

Step 2 - Acquire documentation that supports the accommodations requested.



Students with Barriers (4)

CASAS Resources for Blindness/Visual Impairment

Accommodations Materials for Test Takers with Visual Impairment/Blindness

For Reading STEPS, Listening STEPS and Math GOALS 2

The Accommodations Materials for Visual Impairment/Blindness are supplements to the regular test administration materials for these three test series: **Reading STEPS, Listening STEPS and Math GOALS 2.**

CASAS eTests are compatible with screen reader software.

Test takers with visual impairment/blindness can use CASAS eTests with a screen reader and listen to the test directions, the prompts, test questions, and the answer options for Reading STEPS and Math GOALS 2. For questions about how screen reader software works with online testing, contact the Disability Support Services office at your agency or district, if available, for more information.

These materials can also be used to provide accommodations for test takers with other documented disabilities who require the use of a screen reader during assessments.

Students with Barriers (5)

CASAS Low level Literacy Modules

Adult Low-Level Literacy Curriculum Modules

Use these curriculum modules with your low-level literacy students, including those with intellectual disabilities, in Adult Basic Education, Special Education and Rehabilitation, and Workforce Learning!

Are you searching for curriculum for Beginning ABE readers:

Who are at different ability levels?

- *Start with CASAS Beginning Literacy and dig deeper for pre-reading lessons at even lower skill levels!*

Who seem to understand but are non-verbal?

- *Find alternate formats for each lesson!*

Who are not motivated to learn?

- *Find activities to build self-determination!*

Who appear disorganized and can't connect the parts?

- *Use metacognitive strategies to improve ability to learn!*



Students with Barriers (6)

Data Elements

- Barriers to Employment
- Personal Status
- Special Programs
 - EL COE/Navigator
 - Special Needs
 - Family Literacy
- Supportive Services
- Employment Record

CASAS Training

- Statewide TE Meeting: *April 5*
- Data Submission Guidelines: *April 9*
- Employment & Earnings Survey: *April 10*
- TE Teacher Portal: *April 11*
- Mind the Gaps: *April 23*
- WIOA Collaboration Data Collection: *April 23*
- TE Overview: *April 25*
- TE Payment Points: *May 2*
- PP Data Flags: *May 6*
- Statewide WIOA II: *May 7*

Register at <https://caadultedtraining.org/>



Registration is open

Join us at the 2024 CASAS National Summer Institute at the Hyatt Regency Orange County, California. With more than 150 training sessions, workshops, hands-on labs, and panels, the Summer Institute is an exceptional adult education professional development event you won't want to miss.

<https://www.casas.org/training-and-support/SI>

2024 Summer Institute

12 Promising Practices nomination categories

- **NEW** – Collaboration with Workforce Development Board and Vocational Rehabilitation
 - Making a Difference in the Community Award – Civic Participation and IELCE
-
- **Nomination and Application due April 15.**

<https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/pp>



2024 Summer Institute

Promising Practices Exchange

Promising Practices Exchange represents many of the most effective and creative agency-developed materials and resources used in adult education classrooms. Sharing practices for goal setting, persistence, learner outcomes, and now includes the new category for WIOA collaboration.

Information posted soon with application and due date.



Network Discussion Topics (1): Collaboration with WIOA Partners

- What is the current state of your WIOA partnership in your region? Do you communicate regularly with your Title I partner? Any contact with Title III or Title IV?
- What are your regional priorities? Any specific examples where you work with your partners to achieve a mutual goal?
- Do you share students/clients with partners? Do you refer or receive students? Do any of the co-enrollment activities provide more revenue for your Adult Ed agency? Does it provide for the partner agency in Title I/III/IV?

Network Discussion Topics (2): Collaboration with WIOA Partners

- Do you have any results from your agency's data that shows collaboration with your partners?
 - If so, what data elements do you use to document this?
 - If not, what are some things you could start to do locally to better document regional collaboration?
 - If you are unsure – what data reports might help you determine whether you are recording co-enrollment?

Network Discussion Topics (3): “Mind the Gaps”

- How do you define Student Persistence at your agency? Do you put more focus on student attendance, completing pre/post-testing, or both?
 - Whether measuring yourself by attendance or pre/post... how well do you do?
- What strategies do you already have in place to ensure students complete pre/post-test pairs? What do you have in place to ensure positive student performance?
- Can you think of any state level solutions that might help all agencies better mind this gap?

Network Discussion Topics (4): “Mind the Gaps”

- What strategies does your agency have in place for managing student enrollment and attendance hours?
- What are some reasons at your agency (outside of 12+ hours) that might create student enrollment that does not qualify for federal reporting?
- Can you think of any solutions at the state level that would help agencies retain students that attain 12 or more hours of instruction, and a pre/post-test pair?

Network Discussion Topics (5): “Waiting List Issues”

- How has your agency managed the return of students who might have left during the COVID years? Have they returned or not?
- What issues prompted these students to return (or not?)
- If so, has this caused “Waiting List Issues” at your agency?
- If so, what strategies do you have in place to manage this enrollment? How do you manage these situations in your agency’s data?