

# WIOA II Network Meeting

## April 2025



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

# Agenda

- CDE Update
  - Federal Updates
  - Upcoming Deliverables
- Accountability FAQ's: Spring 2025
- Goal Setting Examples
  - NRS Performance Goals
  - Other Performance Metrics
- Training News and Updates
- Discussion Topics

# CDE Update (1)

## Federal Updates

**Date:** March 27, 2025. **TEGL 10-23**, Change 1 - **Rescission** of Training and Employment Guidance Letter (TEGL) No. 10-23: *Reducing Administrative Barriers to Improve Customer Experience in Grant Programs*, Administered by the Employment and Training Administration (ETA) is now available:

<https://www.dol.gov/agencies/eta/advisories/tegl-10-23-change-1>

Original TEGL No. 10-23:

<https://www.dol.gov/agencies/eta/advisories/tegl-10-23>

# CDE Update (2)

## Federal Updates

The Division of Adult Education and Literacy has been reduced to a team of 8 (down from 23):

### Office of the Director

Grace Air (Acting Director)

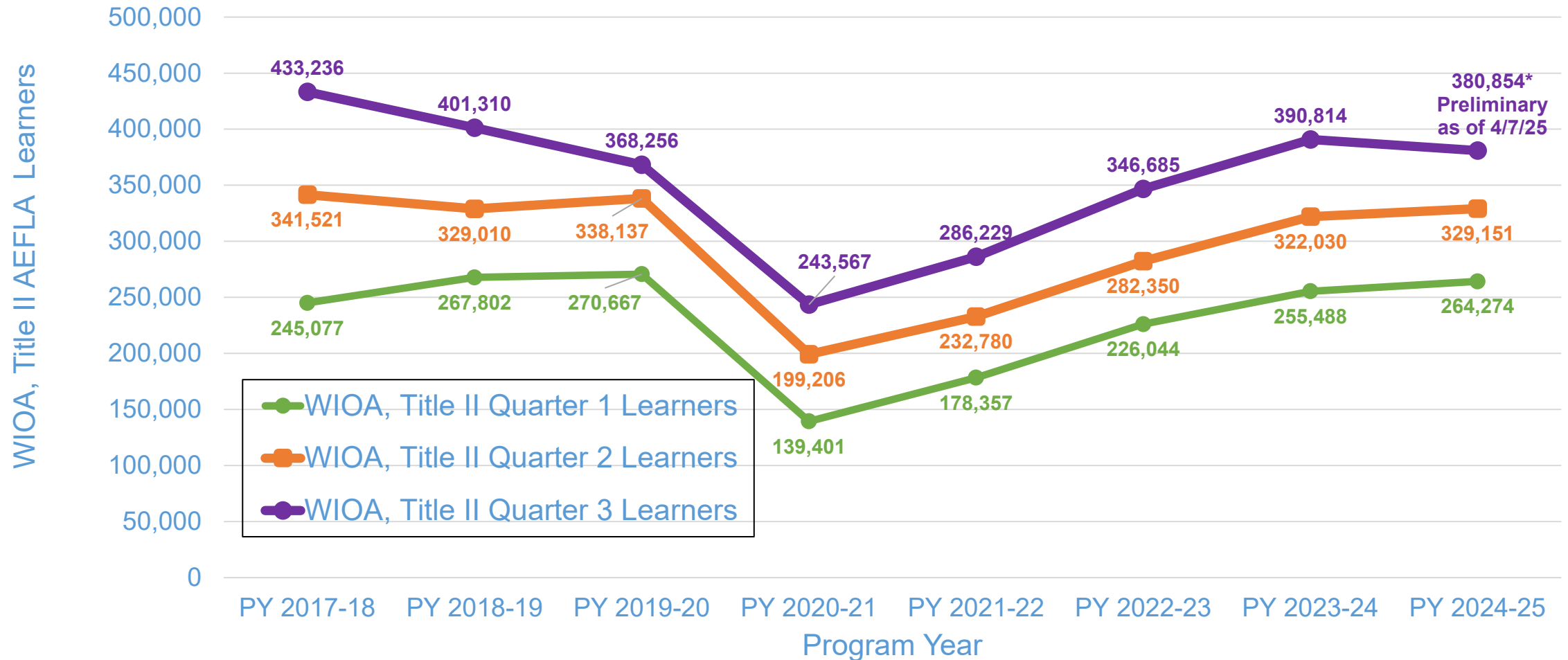
+ 2 Others

### Accountability Branch

Jay LeMaster (Branch Chief)

+ 4 Others

# Preliminary California WIOA, Title II: AEFLA Enrollment Update **\*\*as of April 7, 2025\*\***



# CDE Update (4)

## CA OAG Resources for Student Rights & Advocacy

[\*Click here to view message from CA Attorney General\*](#)

[\*Publications | State of California - Department of Justice - Office of the Attorney General\*](#)



# CDE Update (5)

## 2024–25 Course Approvals

2024–25 Course Approvals were due March 31, 2025, and are now considered overdue if incomplete. Agencies should reach out to their CDE Regional Consultant if they are still obtaining internal approval.

A webinar detailing the requirements and a walkthrough the reporting site is available from the [Resources page](#) of the reporting site or through [this YouTube Course Approval Webinar link](#).

If you need assistance finding your CDE Regional Consultant or have questions about Course Approval requirements, please contact the AEO at [adulthoodeducation@cde.ca.gov](mailto:adulthoodeducation@cde.ca.gov) or 916-322-2175.

# CDE Update (6)

## **3Q Deliverables: Due April 30, 2025**

- . Third Quarter Expenditure Claims Report
- . Third Quarter Data, TOPSpro® Enterprise
- . Third Quarter Data Integrity Report
- . Employment and Earnings Follow-up Survey
- . Continuous Improvement Plan (CIP)
- . Finalize COAAPs Selection



# CDE Update (7)

## Preparing for the Final Expenditure Claim Report

- Though not due until August, the Final ECR will ask for details on Workforce Training and One-Stop Infrastructure expenditures.
- Agencies are encouraged to start gathering this now in preparation for the final claim.
- For further information, please contact your CDE Regional Consultant.



# CDE Update (8)

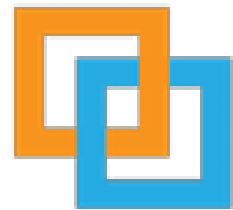
## CAEP CFAD for 2025-26

The 2025-26 CFAD, including the Consortia Report on *Governance Compliance Rules and Procedures* is due in NOVA by **May 2, 2025**.

# CDE Update (9)

## CAEP Three Year Plan

### Three-Year Plan Template



CALIFORNIA  
ADULT EDUCATION  
PROGRAM

THREE-YEAR PLAN TEMPLATE  
2025-2028

# CDE Update (10)

## CAEP Statewide Data Committee

# April 2025 Topics



# Accountability FAQs

## FAQ #1: Hours Between Tests

- NRS policy is for at least 40 hours of instruction between pretest and post-test. CASAS long time recommendation has been for at least 70 hours between tests.
- It is okay to administer a post-test to a student with less than 40 hours, but agencies should monitor this closely, and the Local Administrator must approve all instances.
- There is no required process, but the CDE recommends using the list of students from Item #22 on the TE NRS Data Integrity Report for Administrator signature.

# Accountability FAQs

## FAQ #2: CA NRS Performance Goals

- As an alternative to the Data Portal, agencies can access information about statewide goals in TE by going to *Reports – Federal Reports – NRS Performance*.
- Starting in PY 2024-25, the NRS assigns goals for the two instructional programs rather than by level.

# Accountability FAQs

## FAQ #3: Employment & Earnings Wage Question

- The policy is now that we must ask the student this question, but the student is not required to respond.
- When the student receives the E & E Survey, s/he will be presented the question as usual via email or text – but the functionality has changed so now the student can proceed and finish the survey without responding to this question,



# Accountability FAQs

## FAQ #4: TE Proxy Wizard

- The TE Proxy Wizard enables agencies to copy selected tests administered late in the program year, and assign a new test date of July 1 -- so agencies can use that test as the pretest for the new PY
- The date range for the TE Proxy Wizard is **May 1 – June 30**.
- Student must have enrollment on or before **September 30** in order to proxy a test into the new PY.

# Accountability FAQs

## FAQ #5: EL Civics Payment Points

- Students can earn payment points by passing COAAP's when enrolled in both 231 Civic Participation *and* 243 IELCE.
- If students pass COAAP's when enrolled in both Focus Areas, TE follows a hierarchy to assign the Payment Point: 1) Has Enrollment in both IELCE and Special Programs = IET; 2) Enrollment in 243 IELCE (but not in IET); 3) Enrollment in 231 Civic Participation.
- The IELCE Plan does not affect any results displayed on TE Payment Points reports.

# Accountability FAQs

## Update #6: Attachment B: Local Assessment Policy

Access a Word version of the [Local Assessment Policy template](#) here:

*Appendix B: Local Guidelines for Implementing State Assessment Policy*

***[Local Agency Name]***

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

**Local Guidelines for Implementing State Assessment Policy  
Program Year [2024-25]**

*[Local agency name] developed and implemented the following local procedures for assessment and data collection consistent with the CDE Workforce Innovation and Opportunity Act, Title II: Adult Education and Family Literacy Act, Assessment Policy Guidelines.*

[https://www.casas.org/docs/default-source/caacct/b-cde-local-guidelines-for-implementing-state-assessment-policy.docx?sfvrsn=be218638\\_32?Status=Master](https://www.casas.org/docs/default-source/caacct/b-cde-local-guidelines-for-implementing-state-assessment-policy.docx?sfvrsn=be218638_32?Status=Master)

# Accountability FAQs

## Update #7: Citizenship Interview Test

- Training Due April 30, 2025
- Applies only to EL Civics Citizenship Preparation Agencies
- Citizenship Interview Test (CIT) Certification available July through April 30
- Recertification available January through April 30
- [Click here for more information](#) or Contact [cit@casas.org](mailto:cit@casas.org)



# Goal Setting

## Measuring Student Progress - NRS Metrics

- CASAS Data Portal
- NRS Performance Report
- Gap I: NRS Summary Audit
- Gap II: NRS Persister

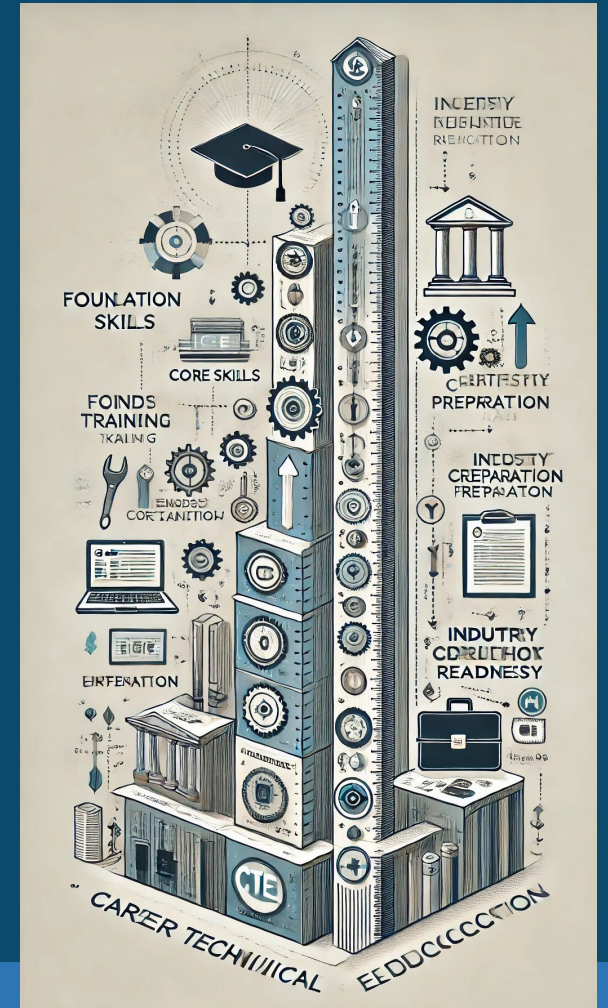


NATIONAL  
REPORTING SYSTEM  
for Adult Education

# Goal Setting (2)

## Additional Areas of Student Progress

- Workforce Collaboration
- Aligning to Regional Priorities
- Steps to Transitions
- Immigrant Integration
- Student Focus & Advocacy
- Digital Literacy
- Adults with Disabilities



# Goal Setting (3)

## Workforce Preparation & Collaboration

**Example:** “Appraisal Score to Qualify for CTE Program”

- Such as Reading = 236 Math = 230
- *X number of students/Y % of students* qualify with the minimum score for Reading or Math

## Student Focus & Advocacy

**Example:** “Involvement Comm. Activities” (Community Outcomes)

- Designate and define a local priority
- Measure progress by *item count/percentage* that mark field

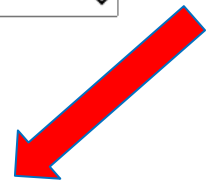


# Goal Setting (4)

California WIOA Title II Learners  
Federal Table 4  
National Reporting System

Program Year:  ▾  
 Report Type:  ▾  
 Report Value:  ▾

Compare your agency's data to the Average and Goal Statewide – or to another agency or region.



Educational Functioning Level Completion Rates

Type	Name	Program Year	ABE				ASE		ESL					
			Beginning Literacy	Beginning Basic	Intermediate Low	Intermediate High	Low	High	Beginning Literacy	Beginning Low	Beginning High	Intermediate Low	Intermediate High	Advanced
CA State Goal		2023-2024	44.0%	44.0%	43.0%	43.0%	42.0%	43.5%	34.0%	40.0%	37.0%	34.5%	34.5%	25.0%
CA State Goal		2022-2023	40.0%	42.5%	38.0%	40.5%	35.5%	36.5%	30.5%	30.5%	34.5%	30.5%	31.5%	21.5%
CA State Average		2022-2023	46.1%	45.4%	42.9%	45.3%	41.9%	35.3%	45.6%	50.5%	48.5%	39.9%	39.4%	24.4%
Agency	ABC Unified School District	2023-2024	20.0%	14.3%	36.1%	31.3%	48.3%	23.4%	42.9%	50.0%	52.7%	45.9%	41.1%	30.7%
			(5)	(28)	(36)	(99)	(89)	(77)	(21)	(28)	(112)	(157)	(158)	(192)

Note: The number in parentheses represents enrollment in Federal Table 4 Educational Functioning Level.



# NRS Summary Audit Report

Use the *Drop Reason* section of this report to focus on specific issues that affect Gap I.  
The *Duplicated* column provides correct item count.

Drop Reason	Duplicated
01 Missing birthdate or age outside of 16-110	88
02 Less than 12 hours of instruction	620
03 Concurrently enrolled in High School/K12	37
04 No Gender	165
05 No Ethnicity/race	187
06 No accurate placement test or self-reported ASE High level	166
09 ESL Learner pretest score at ASE educational functioning level	9



# NRS Persister

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
<b>ABE Total</b>	<b>502</b>	<b>39</b>	<b>7.77</b>
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
<b>ESL Total</b>	<b>2,118</b>	<b>1,614</b>	<b>76.20</b>
<b>Grand Total</b>	<b>2,620</b>	<b>1,653</b>	<b>63.09</b>



The Persister looks at the percentage of Table 4 students who also qualify for Table 4B – (the percentage of qualified enrollees who have a pre/post-test pair).  
 **$Column C \div Column B = Column D$  (% of Persister)**

# CAEP Reports in TE



## CAEP Summary

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Page 1 of 2  
AEBG2017S

**Agency:** 4908 - Rolling Hills Adult School (RHAS)

**Program Year:** 2021-2022

**Member:** N/A

**Consortium:** 28 - Capital Adult Education Regional Consortium

Program Areas* (A)	Literacy Gains (Pre/Post)			CAEP Outcomes								Services					
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)	Passed I-3 (F)	Other Literacy Gains (G)	HSD/HSE Achieved (H)	Post- Secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
ESL/ELL	206	124	85	220	81	4	3	1	33	2	0	338	4	2	0	1	2
ABE/ASE	209	132	96	215	7	50	35	17	52	1	6	398	23	9	0	18	15
CTE	29	28	17	108	1	74	0	48	25	4	19	159	16	0	0	9	16
Workforce Preparation	28	27	16	28	0	28	0	18	12	0	6	32	16	0	0	9	16
Pre-Apprenticeship	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults supporting K12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Adults w/Disabilities	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
N/A												0	0	0	0	0	0
<b>Total</b>	<b>472</b>	<b>311</b>	<b>214</b>	<b>571</b>	<b>89</b>	<b>156</b>	<b>38</b>	<b>84</b>	<b>122</b>	<b>7</b>	<b>31</b>	<b>928</b>	<b>59</b>	<b>11</b>	<b>0</b>	<b>37</b>	<b>49</b>
Students in 2 or more programs	76	60	41	76	8	29	3	18	21	0	6	92	17	1	0	10	16
<b>Total unduplicated students</b>	<b>367</b>	<b>223</b>	<b>156</b>	<b>466</b>	<b>81</b>	<b>98</b>	<b>35</b>	<b>48</b>	<b>88</b>	<b>7</b>	<b>19</b>	<b>803</b>	<b>25</b>	<b>4</b>	<b>0</b>	<b>16</b>	<b>16</b>

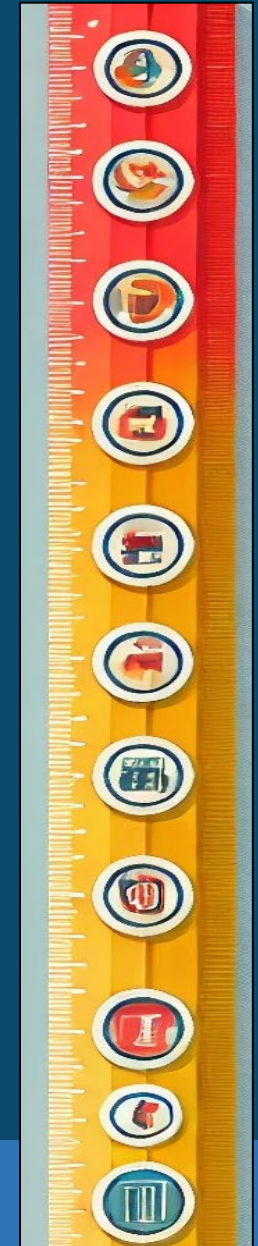
\*All learners in multiple programs are counted in each program in which they are enrolled.

Use the CAEP reports in TE if you wish to set “traditional” goals but to include students outside of WIOA II AEprograms (ABE, ASE, ESL).

# Goal Setting (8)

## TE Reports that Measure Progress

- NRS Ad Hoc Cross Tab
- Program Outcomes – Enrollment Summary/Update Summary
- CAEP Outcomes/CAEP Services
- CAEP Enrollees by Hours
- Barriers to Employment
- Test Results and I-3 Reports



# Goal Setting - Troubleshooting (9)

- Compare **longitudinal data** for the areas you targeted, and identify trends for specific data points that change
- **“Infiltrate your hotspots”** - maximize your positive areas and improve negative ones
- Compare performance with similar students/classes/teachers in the same area (**“Neighbors”**)
- Run **“What ifs”** – highlight specific students who may be retested, “almost” made a gain, or who accrue >12 hours
- Run **“alternative”** persistence and performance metrics – such as hours, participation, and enrollment – especially for non-WIOA programs and students



# Goal Setting - Troubleshooting (10)

## Suggestions for Targeting Performance Areas

- Solicit perspectives on “persistence issues” such as agency pre/post-test schedule, placement, and attendance policy
- Get views on “performance issues” such as lesson planning/curriculum, goal setting, and overall class experience
- Compare and contrast experiences across different groups, and feedback between students and staff.





# CCAIE Statewide Conference

**May 1-3, 2025, Fresno**

The CCAIE State “Adult Ed Rocks!” Conference will be held on May 1-3, 2025 at the Fresno DoubleTree Hotel. The Breakout Sessions will be held at the Convention Center on Friday, with all sessions and events to be held at the DoubleTree on Thursday and Saturday. More information will continue to be shared. <https://www.ccaestate.org/conference-2025.html>

[Click here for CCAIE Registration](#)



# CASAS Summer Institute 2025



**Registration Opens January 14, 2025**

**June 9-12, 2025 | Hyatt Regency Orange County, California**

We invite you to attend the 2025 CASAS National Summer Institute at the Hyatt Regency Orange County, California. The Institute offers adult educators and workforce development professionals a choice of more than 150 sessions, including training workshops, hands-on labs, panel discussions, and more. This is an adult education conference that is a can't-miss event!

**In-person Registration – \$695**

**Optional add-on: Lab Pass – \$150**

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

# CASAS Summer Institute 2025

## CA Consortium Meeting

Wednesday June 11<sup>th</sup>, 3:30pm



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

 **CASAS** National  
Summer Institute **2025**

# 2025 Promising Practice and Making a Difference in the Community Awards

Promising Practices Award: Open to WIOA, Title II ABE, ESL/ELL, IELCE, ASE, and GED Programs in CA

Making a Difference in the Community Awards: Open to EL Civics 231 Civic Participation and 243 IELCE Programs

Applications due to [sfitzpatrick@casas.org](mailto:sfitzpatrick@casas.org) by **April 15, 2025**

**CASAS**



California WIOA, Title II: AEFLA  
PROMISING PRACTICES AWARD

# Training List

Statewide WIOA II Meeting	Apr 8
EL Civics Network Meeting	Apr 9
CAEP Data Integrity Report	Apr 9
TE Basics Overview	Apr 10
CIP Office Hours	Apr 10
Statewide TE Meeting	Apr 11
CASAS National Webinar	Apr 16
CAEP Online Accountability	Apr 30
Statewide WIOA II Meeting	May 6

# Network Discussion Topics (1): Rights and Advocacy

Which rights and protections potentially won't be available to our students?

- Review personal rights with service provider
- Identify and verify personal documentation
- Family and childcare preparedness
- Document and record interactions with public officials

# Network Discussion Topics (2): Rights and Advocacy

What are some strategies for adult education providers?

- Review personal rights and documentation with students
- Distance learning
- Pre/post-test implementation
- Constant communication with students and staff

# Network Discussion Topics (3): WIOA Collaboration

- What is the current state of WIOA wide collaboration in your local region? What positive (or negative) factors contribute to this?
- What positive (or negative) viewpoints exist in your region about WIOA partners? Are there any views your WIOA partners have about you?
- What are some new strategies and initiatives for collaboration that you plan to implement at your agency in 2025?

# Network Discussion Topics (4): WIOA Collaboration

- 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?