

# WIOA II Network Meeting August 2023



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

# Agenda

- CDE Update
  - 2023-24 Beginning of Year Letter
  - NRS Training Debrief
  - California Student Aid Commission
- New Program Year 2023-24
- New CASAS Assessments
  - Math GOALS 2
  - CASAS STEPS for Reading and Listening
- 2023 California Consortium Recap
- Training and Networking

# CDE Update (1)

## 2023-24 Beginning of Year Letter

- Available on the CDE Website

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



The screenshot shows the California Department of Education website. The header includes the state seal and the text "California DEPARTMENT OF EDUCATION". A navigation menu contains links for Teaching & Learning, Testing & Accountability, Finance & Grants, Data & Statistics, Specialized Programs, and Learning Support. A search box is located in the top right corner. The breadcrumb trail reads: Home / Specialized Programs / Adult Education / Federal Grants Administration. The main heading is "WIOA, Title II: AEFLA Grant Information 2023-24". Below the heading is a sub-heading: "The 2023–24 application and funding information for the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education grant." There are three links: "WIOA, Title II: AEFLA Request for Applications 2023–27", "WIOA, Title II: AEFLA Funding Results 2023–24", and "Program and Accountability Requirements". Below the "Program and Accountability Requirements" link is a paragraph: "The Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant recipients must adhere to the following requirements for program year 2023–24." This is followed by a bulleted list of three requirements: "Data Collection, Training, and Reporting", "Grant Deliverable Due Dates", and "Guidelines for Coalition Submissions".

California DEPARTMENT OF EDUCATION

Teaching & Learning ▾ Testing & Accountability ▾ Finance & Grants ▾ Data & Statistics ▾ Specialized Programs ▾ Learning Support ▾

Home / Specialized Programs / Adult Education / Federal Grants Administration

## WIOA, Title II: AEFLA Grant Information 2023-24

The 2023–24 application and funding information for the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education grant.

[WIOA, Title II: AEFLA Request for Applications 2023–27](#)

[WIOA, Title II: AEFLA Funding Results 2023–24](#)

[Program and Accountability Requirements](#)

The Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant recipients must adhere to the following requirements for program year 2023–24.

- [Data Collection, Training, and Reporting](#)
- [Grant Deliverable Due Dates](#)
- [Guidelines for Coalition Submissions](#)

# CDE Update (2)

## 2023-24 Beginning of Year Letter

- **Individualized Taxpayer ID Numbers (ITINs)** are now authorized for the California EDD data match.
- Includes assurances that all agency break times will be 89 days or less.
- Resumes implementation of the CDE Continuous Improvement Plan (CIP)
- Addresses the updated CDE Course Approval System (formerly known as A-22.)

# CDE Update (3)

## ITIN Numbers

- **Individualized Taxpayer ID Numbers (ITINs)** are now authorized for the California EDD data match, effective July 1, 2023.
- There is a new separate field in TE to input this data.
- Students that provide ITIN in TE are exempt from the Employment & Earnings Survey, just like the ones that provide SSN.

# CDE Update (4)

## CDE Course Approval System

- The updated CDE Course Approval System (A-22) is now available on the OTAN Website.
- The new system aligns to the CDE CTE Industry Sector Pathways
- There is a CDE/OTAN Course Code Approval Training on Wednesday August 10, at 12 noon.
- The CDE recommends agencies learn about these updates at the Aug 10 training before making final selections online.

# CDE Update (5)

## HSE Convenings

- CDE will hold a round of HSE convenings this summer at locations statewide, similar to last year.
- Details coming soon

# CDE Update (6)

Congratulations to the 2023  
**Promising Practices**  
award winners!



We will begin featuring presentations from the award-winning agencies again starting with the October Statewide meeting.

- **Elk Grove Adult and Community Education**
- **Five Keys Charter School**
- **Fontana Adult School**
- **Merced Adult School**
- **MiraCosta College**
- **Mt. San Jacinto College**
- **Redondo Beach – South Bay Adult School**
- **West Los Angeles College – LACCD**
- **Whittier Union Adult School**

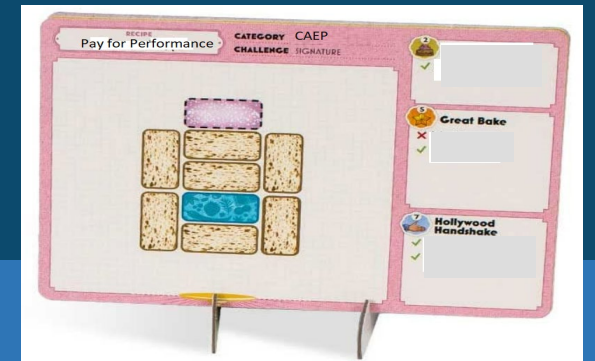


# CDE Update (7)

## 2023 California Consortium



- Group Activities that addressed:
  1. Pay for Performance
  2. Transitions
  3. Measurable Skills Gains (MSG's)



# CDE Update (8)

## NRS Training, San Diego, July 25-27

- Continued focus on Student and Teacher Retention
- California and participants from other states developed state level action plans and shared ideas
- Many other states face similar challenges



# **CDE Update (9)**

## **CDE New Administrator Orientation**

Coming Oct 3-4-5

# CDE Update (10)

## California Student Aid Commission

Kimberly Liaz, M.S.  
Cash for College Coordinator



# August 2023 Topics



# 2023-24 Program Year (1)

## 2022-23 End of Year Submission

*August 1, 2023*

- WIOA II agencies and CAEP agencies have completed EOY data submission requirements.
- Today is the Deadline for finalizing Payment Points Certification for EOY 22-23.
- 4<sup>th</sup> Quarter Expenditure Claim Report

# 2023-24 Program Year (2)

## 2023-24 Data Dictionary Documents

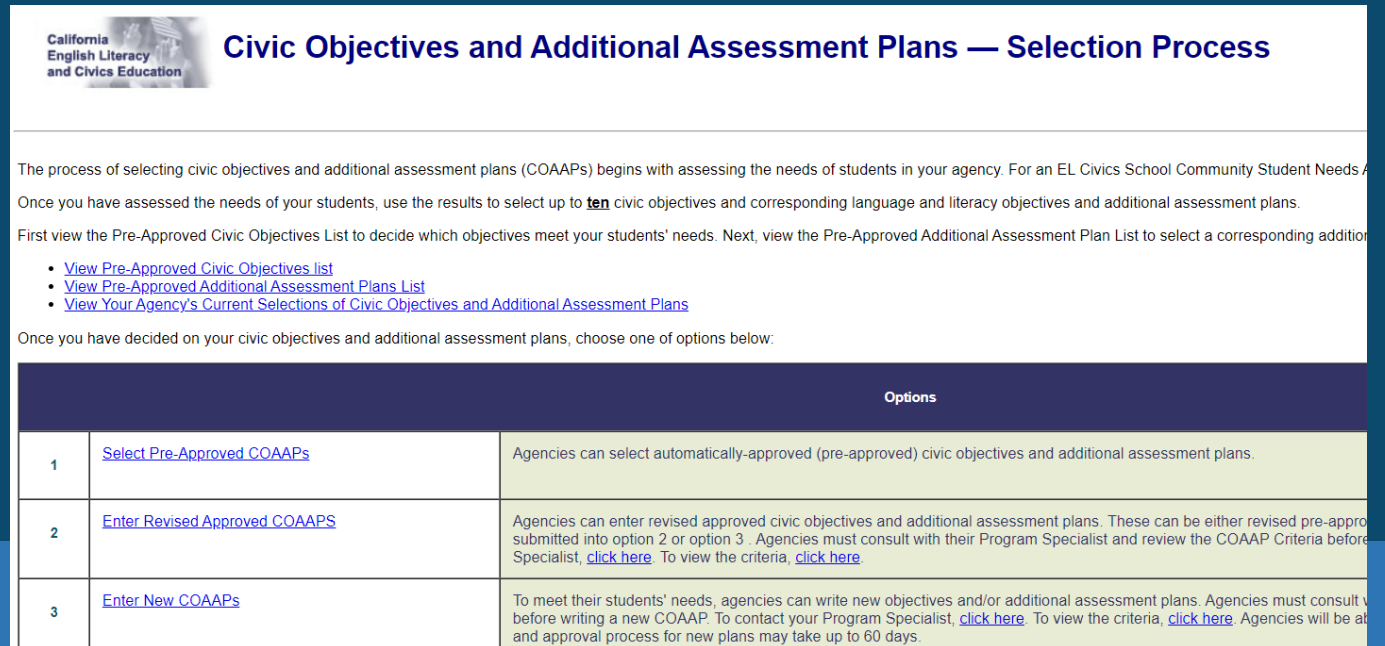
- Data Dictionary for CAEP and WIOA II posted by mid August.
- Updated CA Assessment Policy that includes CASAS STEPS and Math GOALS 2.
- 2023-24 WIOA II Order Guide

# 2023-24 Program Year (3)

## EL Civics COAAPs

EL Civics COAAPs selection for PY 2023-24 is available on the CASAS Website:

<https://www2.casas.org/elc/index.cfm?fuseaction=elc.welcome>



The screenshot shows the 'Civic Objectives and Additional Assessment Plans — Selection Process' page. It includes a header with the California English Literacy and Civics Education logo, a main title, and introductory text explaining the selection process. A list of three options is provided, each with a brief description of the process and a link to view criteria.

Options		
1	<a href="#">Select Pre-Approved COAAPs</a>	Agencies can select automatically-approved (pre-approved) civic objectives and additional assessment plans.
2	<a href="#">Enter Revised Approved COAAPs</a>	Agencies can enter revised approved civic objectives and additional assessment plans. These can be either revised pre-approved submitted into option 2 or option 3. Agencies must consult with their Program Specialist and review the COAAP Criteria before Specialist, <a href="#">click here</a> . To view the criteria, <a href="#">click here</a> .
3	<a href="#">Enter New COAAPs</a>	To meet their students' needs, agencies can write new objectives and/or additional assessment plans. Agencies must consult with their Program Specialist before writing a new COAAP. To contact your Program Specialist, <a href="#">click here</a> . To view the criteria, <a href="#">click here</a> . Agencies will be at and approval process for new plans may take up to 60 days.



# 2023-24 Program Year (4)

## ITIN Numbers

- Individualized Taxpayer ID Numbers (ITIN) are now authorized for the California EDD data match.
- ITIN numbers have the same 9 digit format as SSN, and begin with the number 9. *9xx-xx-xxxx*
- TE will add a new field for this ID number, and will exclude students that provide ITIN from the follow up process, just as it does with SSN.

# 2023-24 Program Year (5)

## CASAS STEPS and Math GOALS2

- CASAS STEPS and Math GOALS2 are both approved by OCTAE and posted on the Federal Register.
- 2023-24 is a “Transition Year.” Agencies can use the new STEPS series for ESL or use Life & Work like before.
- Life and Work Reading and Listening are authorized for state and federal reporting through June 30, 2024.
- Ensure all students pre- and post-test with the same test series and modality.

# New CASAS Assessments (1)

## CASAS STEPS and Math GOALS2

- CASAS STEPS and Math GOALS2 are both now approved by OCTAE and posted on the Federal Register.
- The new test series were made available in TE and CASAS eTests effective 7-17-23.

*New Test Coming soon!*

**STEPS**  
CASAS  
Reading STEPS  
Listening STEPS

**GOALS 2**  
CASAS  
Math GOALS 2

**UPDATED**  
culturally relevant and engaging content

**ONLINE**  
available online, paper, or remote eTesting

**FAST**  
immediate results

**EFFICIENT**  
5 levels = less re-testing

**SUCCESS**  
Better performance outcomes  
New reports

**ALIGNED**  
National Standards (CCRS and ELPS)

The infographic features a bar chart with five bars of increasing height from left to right, each representing a benefit of the new tests. The bars are colored in shades of red, grey, and blue.

# New CASAS Assessments (2)

## Strengths of the New System

1

**Fewer test questions**

33 to 39 items

2

**Higher accuracy**

Tests cover fewer performance levels (NRS Levels)

3

**Less inaccurate scoring**

Less retesting

4

**Locator and Appraisal**

Computer and Paper

# New CASAS Assessments (3)

## Strengths of the New System

- STEPS will feature more simplified reporting in TE.
- TE menu will organize by test series
- Fewer, more directed suggestions related to CASAS competencies, CCRS, ELPS

1

**Individual Skills Profile**

Student  
Class

2

**Content Standard**

Student  
Class

3

**Competency Report**

Student  
Class

4

**Task Area**

Student  
Class

5

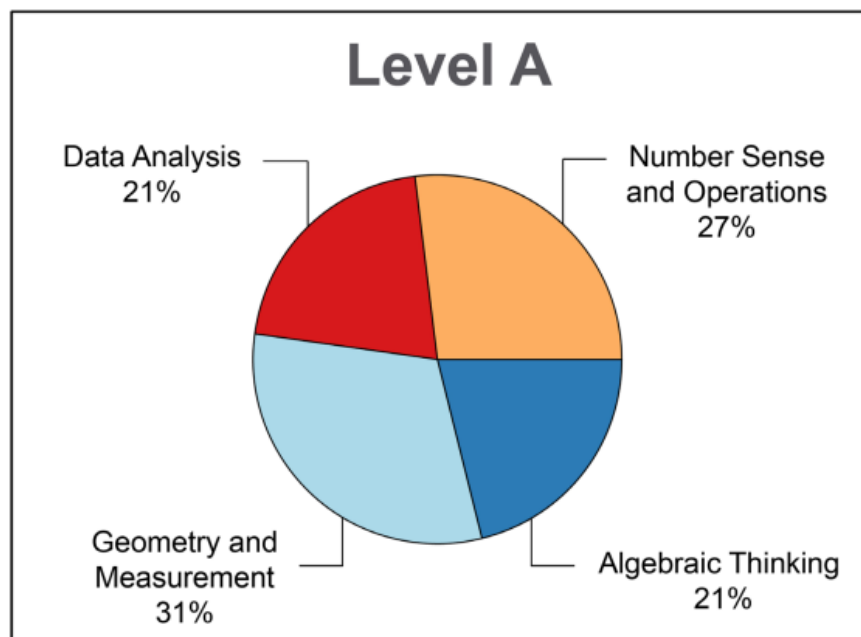
**Test Score Overview**

Student  
Class

# New CASAS Assessments (4)



## Math GOALS 2 Content Standard Blueprint



## Math GOALS 2

- Test Content Blueprints
- Sample Test Items
- FAQs

# New CASAS Assessments (5)

*New Test Coming soon!*

**STEPS**  
CASAS<sup>™</sup>

Reading STEPS  
Listening STEPS

**GOALS 2**  
CASAS<sup>™</sup>

Math GOALS 2

- UPDATED**  
culturally relevant and engaging content
- ONLINE**  
available online, paper, or remote eTesting
- FAST**  
immediate results
- EFFICIENT**  
5 levels = less re-testing
- SUCCESS**  
Better performance outcomes  
New reports
- ALIGNED**  
National Standards (CCRS and ELPS)

## Reading STEPS Listening STEPS

- Test Content Blueprints
- Sample Test Items
- FAQs

# New CASAS Assessments (6)

## New Test Accessibility Features

- Available with Take a Test
- Seven color combinations for background and text
- Default Text size options with a Preview Area that models each selection
- Available for directions and answer options but not test display

The screenshot shows a configuration window titled "Accessibility Features". On the left, under "Default Text Size:", there are three radio buttons labeled "Text Size". Below this is a "Preview Color Combination" section with a dropdown arrow. The preview area contains a "Test Question" field and four "Answer Option" fields. On the right, under "Color Combinations:", there are seven radio buttons labeled "Option 1" through "Option 7". Each option is associated with a colored background and the word "Example" in a different color. Option 1 is white, Option 2 is yellow, Option 3 is light red, Option 4 is white, Option 5 is yellow, Option 6 is black, and Option 7 is blue. At the bottom right, there is a checkbox labeled "Disable default keyboard shortcuts (using screen reader for this session)". At the bottom center, there are "Cancel" and "Save" buttons.



# CASAS Summer Institute (1)



1. Measurable Skills Gains
2. Student Transitions
3. Pay for Performance



# CASAS Summer Institute (2)

## Measurable Skills Gains

- Lots of variation with what is available at agency CTE and Workforce Preparation programs.
- Most agencies track student CTE certifications but not short-term progress.
- Many identified support services and regional partnerships as key to success and ideas for potential milestones.

# CASAS Summer Institute (3)

## Transitions

- Identify each Transition, whether to college or to CTE, as a series of steps
- Provide and document short term Support Services that contribute to the transition
- Include additional student transitions, such as pre-apprenticeship, or “reverse” transitions from CTE or college back to HS diploma or HSE

# CASAS Summer Institute (4)

## Pay for Performance

- Concerns about using student attendance to determine agency funding
- Many suggest that any emphasis on Transitions include all student transitions, not just college.
- Overall support for basing some funding on performance data, but uncertainty about exact percentages.

# Trainings & Conferences (1)

## Next Statewide Meetings

- Tuesday August 1 – Statewide WIOA II
- Tuesday August 8 – New WIOA II Agencies, 10 am
- Tuesday September 5 – Statewide WIOA II, 1pm
- Friday September 8 – Statewide TE, 9am

# Trainings & Conferences (2)

## Next Statewide Trainings

- **Tuesday August 8 10 am** – Statewide Meeting for Agencies new to WIOA II in PY 2023-24.
- **Wednesday Aug 9 1pm** – first online WIOA II accountability
- **Thursday Aug 10 12 noon** – CDE/OTAN Course Approval Training

# Trainings & Conferences (3)

## Upcoming Statewide Conferences and Events

- CWA Meeting of the Minds, Monterey, Sept 5-7
- CAEP Director's Convening, Sacramento, Sept 14-15
- CAEP Summit, Los Angeles, Oct 24-26
- Statewide ACSA Conference, Sacramento, Nov 2-4

# Trainings & Conferences (5)

## NRS Training, San Diego, July 25-27

- Teacher Retention. *“Issues within our Control.”*
  - Obtain more data about Teacher Satisfaction.
  - Review student level data and identify “Star Teachers”
- Student Retention
  - Support Services. Identify services that improve student retention, especially in the first 12 hours.
  - Student Autonomy. Investigate how students can assume more control over their schedule, work assignments, and learning plan.





# Network Discussion Topics (1): CA Consortium Follow up

- How do you monitor progress for students enrolled in CTE and Workforce Preparation programs?
  - Are there specific student work activities, assessments, skills checks? How do you record this progress?
- Which student transitions are reported at your agency? Do you identify transition to college, to CTE, or both?
  - What specific steps does a student complete in order to transition to college at your agency?
- How important is it for CAEP to adopt a pay for performance system, like California already has for WIOA Title II?
  - What specific CAEP reporting areas might be considered for pay for performance? Any areas that need to be avoided?

# Network Discussion Topics (2): Short Term Services

- Does your agency offer short-term services to students? If so, what types of services do you provide?
- Which staff at your agency typically provide these services?
- Do your students receive services from any other agencies, such as your WIOA partners or CAEP consortium members?
- How do you record these services in your agency's data? Are there any challenges with recording services accurately?
- Do you track any of these services as a way to show progress toward student outcomes such as employment or transitions?
- What kinds of assistance at the state or local level might help this effort to record these services correctly?

# Network Discussion Topics (3): Student Participation and Flexibility

Has your agency implemented anything intended to improve student participation and flexibility? If so, what areas of the student's learning experience have you addressed?

- “*Participation*” issues such as providing additional short term services or giving more time to focus on student goal setting?
- “*Flexibility*” issues related to scheduling, such as more distance learning options or scheduling classes at times more convenient to students?
- “*Flexibility*” issues related to instruction, such as giving students more input in curriculum, lesson planning, and work assignment selection?

# Network Discussion Topics (4): Teacher Retention

- What are some issues within our control that affect teacher motivation and retention? Are there any factors outside of the obvious ones like pay, benefits, and contract conditions, that if addressed, might improve retention?
- Which reporting areas in your student performance data might serve as effective indicators for “star” teachers? Have you ever looked at your agency data in the past to evaluate specific teachers and classes?

# Network Discussion Topics (5): Implementing New CASAS Test Series

- *For PY 2023-24*: do you plan to start administering the new CASAS STEPS for ESL – or will you be continuing with Life and Work tests for one more year?
- What are the advantages of “out with the old/in with the new” – that is, moving forward with STEPS right away? What new features of STEPS may be most beneficial at your agency? Are there any advantages with continuing with the old Life and Work series?