WIOA II Network Meeting August 2024

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

Agenda

- CDE Update
  - Deliverables Updates
  - Grant Award Notice (GAN)
- NRS Federal Reporting Measurable Skills Gains (MSG's)
- Beginning of Year PY 2024-25
  - Assessment Implementation & Local Assessment Policy
  - Data Dictionary for WIOA II and CAEP
  - EL Civics and CA Accountability Websites
- TE Secure Browser
- Upcoming Training

CDE Update (1)

Deliverables Updates

Aug 1/Aug 15

- The Official Payment Point Certification Letter due date for FY 23-24 has been changed from Thursday, August 1 to Thursday, **August 15, 2024.** This will provide an additional two weeks for agencies to review and submit this deliverable.

IET/IELCE

- For 2024-25, the IELCE Plan due date has changed, and will be due on **March 31, 2025.**
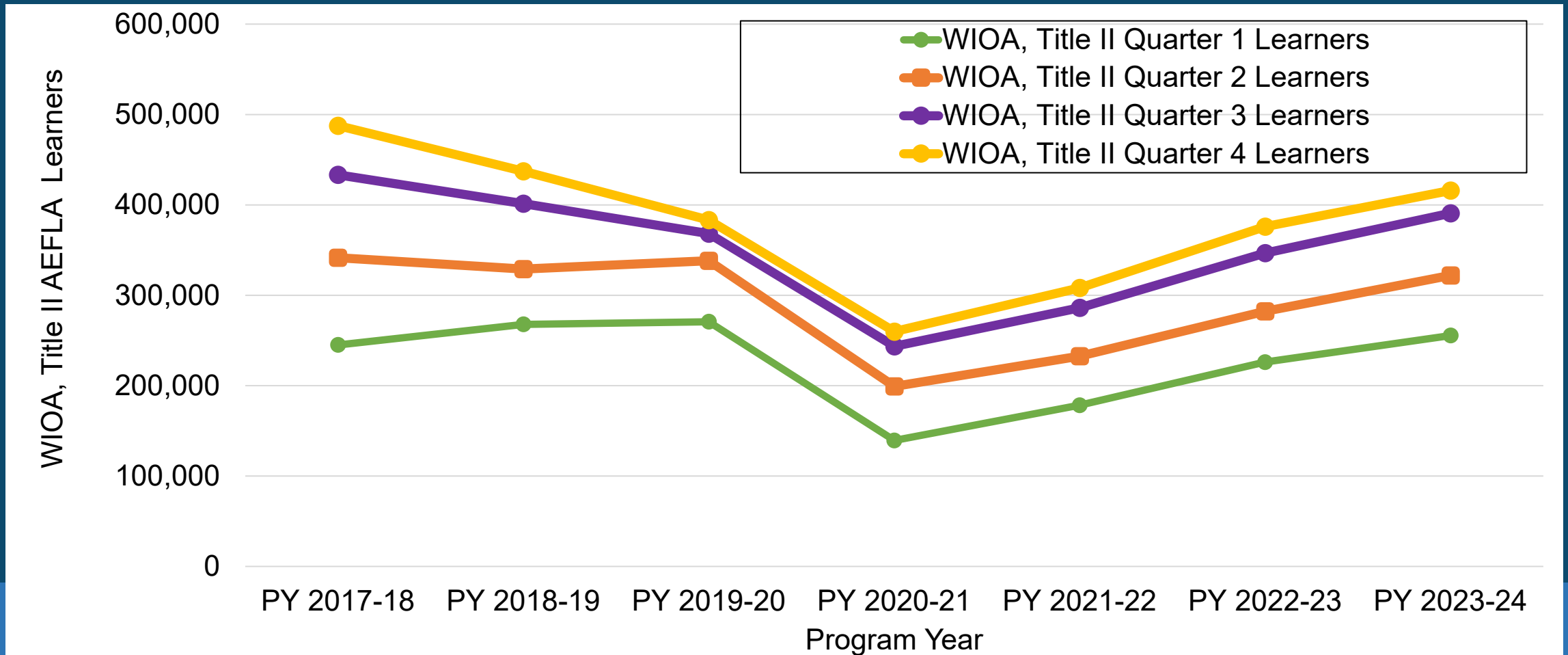
CDE Update (2)

Grant Award Notice (GAN)

Grant Award Notifications (GAN) are now posted and available through the California Adult Education Online Application and Reporting Site

CDE Update (3)

CA WIOA II Enrollment

CDE Update (4)

Employment & Earnings Survey – Quarter 4

Follow-up Second Quarter After Exit

Survey Quarter Exit Quarter	PY 2023-24 Quarter 4 PY 2023-24 Quarter 2	
	#	**%**
Students Exited	50,347	
Students with SSN	13,495	26.8%
Participants who were surveyed	34,911	69.3%
Surveys Responded	14,977	42.9%
Has Job	7,966	22.8%

Follow-up Fourth Quarter After Exit

Survey Quarter Exit Quarter	PY 2023-24 Quarter 4 PY 2022-23 Quarter 4	
	#	**%**
Students Exited	92,589	
Students with SSN	22,159	23.9%
Participants who were surveyed	64,130	69.3%
Surveys Responded	25,027	39.0%
Has Job	13,298	20.7%

42.9%   **39.0%**

CDE Update (5)

Agency Performance by Quartile

- Ranks agency performance on Table 4, Persistence, Survey Response/SSN

- During PY 24-25: will address agencies in the high and low performing quartiles, solicit suggestions, and relate to agency CIP goals

CASAS Agency ID	2nd Quarter Employment
12031	75.00%
5917	72.37%
4091	72.22%
9676	62.20%
5892	62.07%
1811	58.74%
1023	58.65%
9504	58.28%
1024	57.14%
1817	56.62%
1859	54.66%
9587	54.62%
1450	54.49%
667	54.35%
9542	54.21%
9502	54.03%
1895	53.38%

CDE Update (6)

WIOA Reauthorization

https://www.congress.gov/bill/118th-congress/house-bill/6655/text

118TH CONGRESS
2D SESSION

H. R. 6655

IN THE SENATE OF THE UNITED STATES

APRIL 10, 2024

Received; read twice and referred to the Committee on Health, Education, Labor, and Pensions

AN ACT

To amend and reauthorize the Workforce Innovation and Opportunity Act.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) SHORT TITLE.—This Act may be cited as the "A Stronger Workforce for America Act".

CDE Update (7)

2024 August Summer Convenings

Registration is Open for High School Equivalency and Proficiency Summer Convenings!

Summer Convenings will include updates from GED® Testing Service, HiSET Equivalency, HiSET Proficiency, and the CDE.

- 2024 Summer Convenings Informational Flyer (PDF)
- Link to registration

CDE Update (8)

Welcome Back - 2024 Video

Dr. Carolyn Zachry has recorded a welcome back message appropriate for sharing with all staff providing support to WIOA, Title II activities. Access this short video here:

Welcome Video

CDE Update (9)

CDE AEO Open Office Hours

August 13, 20, 27 1pm

CDE Update (10)

CDE New Admin Orientation

September 10-11-12

CDE Update (11)

2024 Promising Practices Winners – Congratulations to these Agencies!

- Elk Grove Adult and Community Education

- Garden Grove Adult Education – GGUSD

- Lake Elsinore Valley Adult School

- Porterville Adult School

- Sweetwater Adult Education

- Whittier Union Adult School

- Fairfield-Suisun Adult School

August 2024 Topics

NRS Federal Reporting (1)

	MSG types	Pretest required (Yes/No)
Allowable for all participants	**Type 1.a.** Achievement as measured by a pre- and posttest	Yes
	Type 1.b. Awarding of credits or Carnegie units	No
	Type 1.c. Enrolled in postsecondary education and training	No
	Type 1.d. Pass a subtest on a State-recognized high school equivalency examination	No
	Type 2. Documented attainment of a secondary school diploma or its recognized equivalent	No
Allowable for participants receiving IET through postsecondary institutions	**Type 3.** Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the state unit's academic standards	No
Allowable only for participants in IET or WPL programs	**Type 4.** Satisfactory or better progress report, toward established milestones, from an employer or training provider who is providing training	No
	Type 5. Successfully passing an exam that is required for a particular occupation or progress in attaining technical or occupational skills, as evidenced by trade-related benchmarks	No

NRS Federal Reporting (2)

Definitions of MSG: Types 3, 4 and 5

MSG Type	Definition (from OCTAE Program Memorandum (PM) 17-2)
Type 3: Postsecondary Report Card or Transcript	Secondary or postsecondary transcript or report card for sufficient credit hours that shows a participant is meeting the State unit's academic standards
Type 4: Progress Toward Milestones	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
Type 5: Passage of Occupational Exam or Demonstration of Progress Attaining Technical/Occupational Skills	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.

NRS Federal Reporting (3)

- The 2024-25 WIOA II and CAEP Data Dictionaries include some preliminary information about how TE outcomes align with the new federal measures

Assessment for PY 2024-25 (1)

CDE sent out a memo to all California agencies on **April 28, 2024** defining the statewide policy for pre/post-testing effective July 1, 2024.
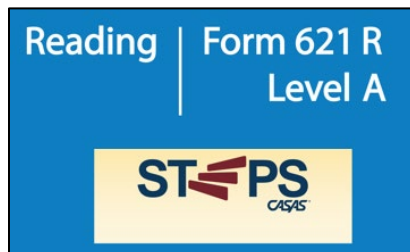
- Here is a link to the April CDE memo: https://caadultedreporting.org/EmailArchive/Index?EmailID=196

Assessment for PY 2024-25 (2)

ABE/ASE: Use Reading GOALS or Math GOALS 2 series

ESL: Use STEPS Reading or Listening

Reading | Form 621 R
Level A
STEPS CASAS

Listening | Form 622 L
Level A
STEPS CASAS

California Assessment Policy

- *Lists appropriate CASAS assessment instruments authorized for use for WIOA II accountability reporting*

- Includes instructions for appraisal use, hours between pre-/post-testing, and distance learning

- Includes Guidelines for Local Assessment

- Authorizes new CASAS GOALS, GOALS 2, and STEPS series for state and federal reporting

- *Attachment A – California Assessment Policy*

Assessment for PY 2024-25 (5)

Guidelines for Local Assessment

- WIOA Title II agencies must develop and implement a Local Agency Assessment Policy, and update it at the start of each Program Year.

- The Local Assessment Policy shows how agencies are in alignment with statewide guidelines.

- Local agencies may develop their own assessment guidelines, and encouraged to develop policies that emphasize local priorities.

- *Attachment B – Guidelines for Local Assessment*

Assessment for PY 2024-25 (6)

Developing a Local Assessment Policy

III. Progress Testing: Pre-test and Post-Test

Adult education local agency staff must administer pre-tests for learners as soon as feasible after enrollment but no later than two weeks after enrollment into the program: either during the intake process after an appraisal is given or after placing the learner into the appropriate instructional level.

- *Instructions for local agencies: Provide a description of the following: (1) how the local agency administers a pretest as soon as feasible after enrollment into the program, and (2) the local agency testing schedule for pretesting and post-testing, including the number of hours between pretesting and post-testing.*

Developing a Local Assessment Policy

Quality Control Procedures

The CDE uses the TOPSpro® Enterprise to ensure that quality control checks are in place for all assessment data collection and reporting.

- Local TOPSpro® Enterprise Data Integrity Reports assist adult literacy providers to conduct data integrity checks to ensure the accuracy and completeness of the data submitted. TOPSpro® Enterprise logic prevents inappropriate assessments from being scored and reported (i.e. administering the same form for pre-testing and post-testing).

- Statewide quarterly reporting of data assists CDE in monitoring the data collecting and reporting process and in identifying data collection and assessment issues that may need to be addressed through targeted training and technical assistance. Monitoring of funded agencies also include onsite verification that local providers have policies and procedures in place to ensure accurate and complete data collection and to ensure the appropriate administration, scoring and reporting of assessment results.

Assessment for PY 2024-25 (6)

Developing a Local Assessment Policy

Improper use of CASAS Tests include activities such as:

- Teaching to the actual CASAS test item

- Copying and distributing a CASAS test item or CASAS test booklet to unauthorized personnel or learners prior to or after test administration as a study guide

- Administering a lower-level test to artificially increase the learning gain between pre- and post-tests

- Reducing the amount of time given on a pre-test (e.g., less than 20 minutes) while increasing the amount of time on a post-test (e.g., 40-60 minutes)

- Deleting test answers on the pre-test to lower the test score

- Deleting accurate tests to manipulate the learning gains

- Duplicating or copying the test of one learner and replacing the identification number of another learner

- Altering test items or test score information

- Providing the answers to test questions

- Translating test items and answers into another language

- Administering tests in quick succession without sufficient time for instructional intervention to maximize gains

- Failing to administer tests at specific agency sites or in certain program areas

- Excluding certain individuals or groups who have attended 12 hours or more from pre-post testing.

2024-25 WIOA II Data Dictionary

The new Data Dictionary for WIOA II agencies is now available on the CASAS Web site:

2024-25 WIOA II DATA DICTIONARY

TOPSPRO ENTERPRISE RECORD INSTRUCTIONS

Entry Record—Form EUUS-019

The following table indicates the specific data elements required. A c
indicates the data element must be entered. The letters IR (if require
local agency chooses to collect information on a particular data elem

	Record Type / Field	WIOA 225/231	WIOA EL Civics
1a	Student Name / Phone	√	√
1b	Student Address/Email	√	√
2	Instructor Name	IR	IR

https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/ordering-guide

2024-25 WIOA II Data Dictionary

Attachments A – X

- CA Assessment Policy
- Data Integrity Report
- Summary of Changes
- WIOA II Order Guide
- CAEP Dictionary coming soon

Administrative Resources

The data dictionary for 2023-24, with new WIOA compliant data definitions, is now available.

- WIOA Data Dictionary 2023–24
  PDF, 1008.52 KB
- M - WIOA Data Dictionary 2023-24 Summary of Changes
  PDF, 494.58 KB
- WIOA II / CAEP Dictionary
  PDF, 1.08 MB

2024–25 Ordering Guide

The California WIOA, Title II: AEFLA Ordering Guide is now available for download.

If you are non-WIOA funded, please go to the California Adult Education Program (CAEP) page.

Attachments

File	Type
A - California Assessment Policy Guidelines 2024-25	PDF
B - CDE Local Guidelines for Implementing State Assessment Policy 2023-24	PDF
C - Core Performance Follow-Up Survey Instructions	PDF
D - Entering Adult Education Personnel Information	PDF
E - TOPSpro Enterprise Entry-Update Record	PDF

https://www.casas.org/training-and-support/casas-peer-communities/california-adult-education-accountability-and-assessment/ordering-guide

2024-25 EL Civics Web Site

EL Civics COAAPs are now available for selection on the CASAS Web site.

		Options
1	Select Pre-Approved COAAPs	Agencies can select automatically-approved (pre-approved) civic objectives and additional assessment plans.
2	Enter Revised Approved COAAPS	Agencies can enter revised approved civic objectives and additional assessment plans. These can be either revis... approved COAAPs submitted into option 2 or option 3 . Agencies must consult with their Program Specialist and r... COAAP. To contact your Program Specialist, click here. To view the criteria, click here.
3	Enter New COAAPs	To meet their students' needs, agencies can write new objectives and/or additional assessment plans. Agencies n... the COAAP Criteria before writing a new COAAP. To contact your Program Specialist, click here. To view the crite... plans until January 31, 2025. The review and approval process for new plans may take up to 60 days.

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

CASAS Training Modules

CASAS has updated and improved the online training modules for the new year:

Not sure which training you need? **CLICK HERE**

ADMINISTRATORS, COORDINATORS, DATA MANAGERS

Module 1: Exploring CASAS**

Introduction to TOPSpro Enterprise

eTESTING?

CASAS eTests Agency Agreement**

Module 2: Exploring CASAS eTests**

CASAS eTests Coordinator Certification*

PAPER TESTING?

Module 3: CASAS Paper Tests Implementation*

CITIZENSHIP

CASAS Citizenship Interview Test Certification*

CASAS Citizenship Interview Test Recertification*

Citizenship Program Resources

PROCTORS

eTESTING?

CASAS eTests Proctor Certification*

PAPER TESTING?

CASAS Paper Test Proctor Certification*

REMOTE TESTING?

Agency Remote Testing Agreement (Non-CA)*

CA Agency Remote Testing Agreement*

Proctor Remote Testing Agreement*

Proctor Remote Testing Certification

Remote Testing Resources (Non-CA)

CA Remote Testing Resources

EDUCATORS

Module 4a: Interpreting Test Results

Module 4b: Instructional Reports

WORKFORCE PARTNERS

Module 5: Exploring CASAS Appraisals

BUSINESS AND INDUSTRY

CASAS eWORKS Implementation

IN-PERSON TRAINING PORTAL

Training Completion Portal (by State)

Training Completion Portal Request

CLICK HERE TO NAVIGATE THE CASAS STEPS AND GOALS 2 TEST SERIES

* REQUIRED   **** REQUIRED BY AT LEAST ONE STAFF MEMBER PER NEW AGENCY**

https://training.casas.org/

TE Secure Browser

Migration and Comparison:
"Take a Test" and "Safe Exam Browser"

To migrate from eTests1 to the new eTests2 the only step necessary is to adopt either Take a Test (TaT) or Safe Exam Broswer (SEB) for your secure exam environment.

Microsoft Windows Take a Test (TaT)

"Take a Test" is a secure testing environment built into Windows 10 SP2 and later versions. It locks down the device, providing a secure environment for students to take assessments. When enabled, it prevents access to other applications, websites, and files.
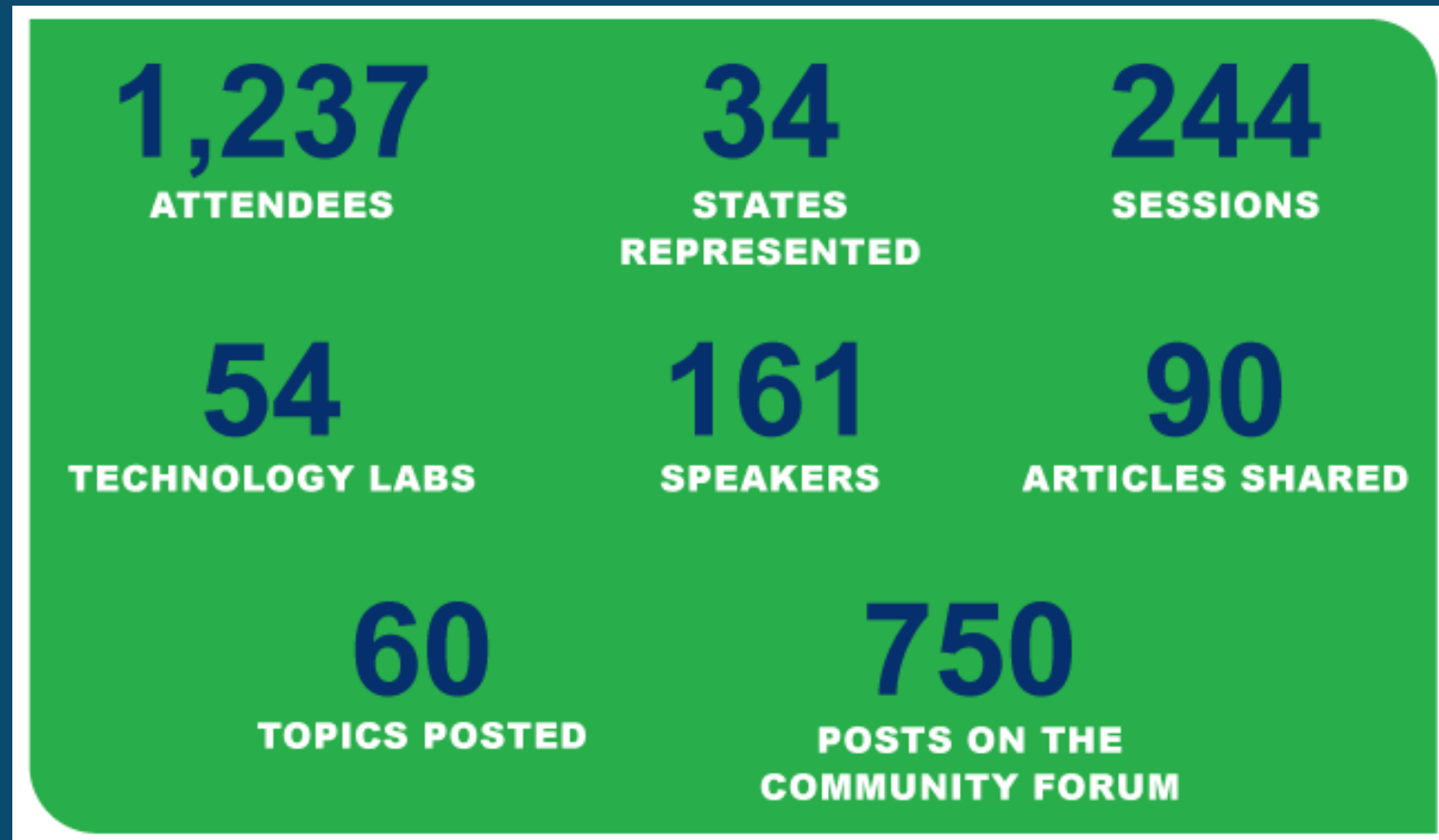
Safe Exam Browser (SEB)

SEB is a widely used secure testing application that transforms a Windows or Mac computer into a secure workstation for online exams. It locks down the system to prevent access to unauthorized resources and provides various configurations to suit different exam requirements.

https://www.casas.org/product-overviews/software/casas-etests/CASAS-eTests-Help

Upcoming Dates

- CDE Office Hours   August 13, 20, 27
- Statewide WIOA II   August 7
- Statewide TE   August 9
- WIOA II Acct Exp   August 12
- WIOA II Acct New   August 15
- CASAS eWORKS   August 20
- CASAS Nat'l Webinar   August 21
- TE Teacher Portal   August 29
- Statewide WIOA II   Sept 3
- TE Overview   Sept 12
- National TE   Sept 13

CASAS National Summer Institute Recap

1,237 ATTENDEES

34 STATES REPRESENTED

244 SESSIONS

54 TECHNOLOGY LABS

161 SPEAKERS

90 ARTICLES SHARED

60 TOPICS POSTED

750 POSTS ON THE COMMUNITY FORUM

Be sure to join us **June 9–12, 2025**
at the Hyatt Regency in Orange County, California**.**

Network Discussion Topics (1): Workforce MSG's

- Do you currently record outcomes for students in programs such as Workforce Prep and CTE?
  - If so, what outcomes do you use to document this?
  - Which specific students or programs do you target to accumulate and record the data?
  - If not, what are some things you could start observing and recording in your data to better document this?

Network Discussion Topics (2): Secondary and Post-Secondary

- Do you have any results from your agency's data that tracks learner transitions?
  - If so, do you track progress to CTE/Job Training, College, Employment – or all of the above?
  - What data elements do you use to document this?
  - Any specific tracking for CTE or for College specifically?
- Have you been tracking student progress for HS credits or HSE Subsections?

Network Discussion Topics (3): 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?