WIOA, Title II Network Meeting December 2023

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

Agenda

- CDE Update
  - Statewide Priorities for 2024
- Promising Practices
- New CASAS Assessments
- Collaboration with WIOA Partners
- WIOA II Deliverables
  - Payment Points Attestation
  - Items for January 31 Deadline
- Take a Test/Secure Browser
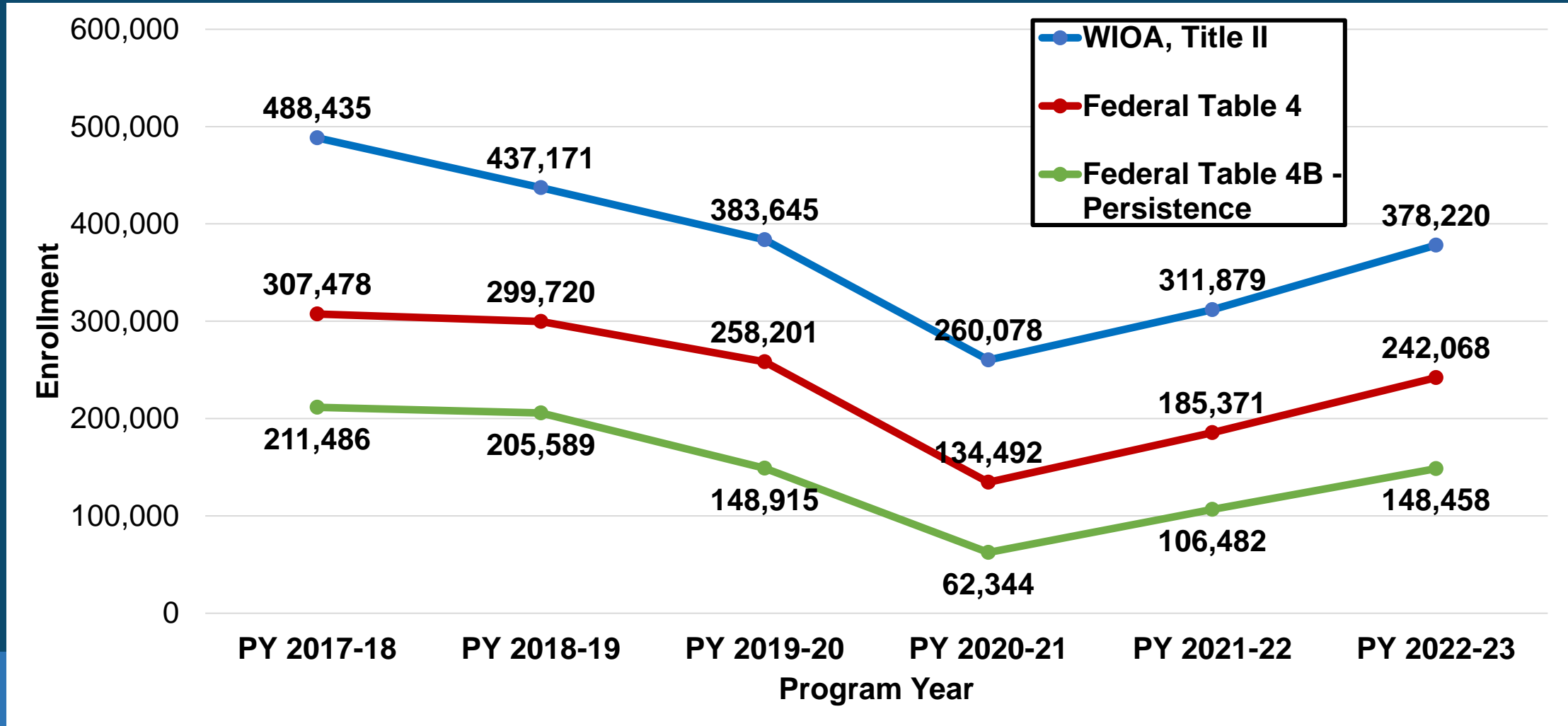
CDE Update (1)

December 15

    Payment Points Attestation Letter due.

January 31 Deliverables (Second Quarter)
- **Data**
- **Data Integrity Report (DIR)**
- **Accountability Training**
- **CASAS Implementation Training**
- **Expenditure Claim Report (ECR)**
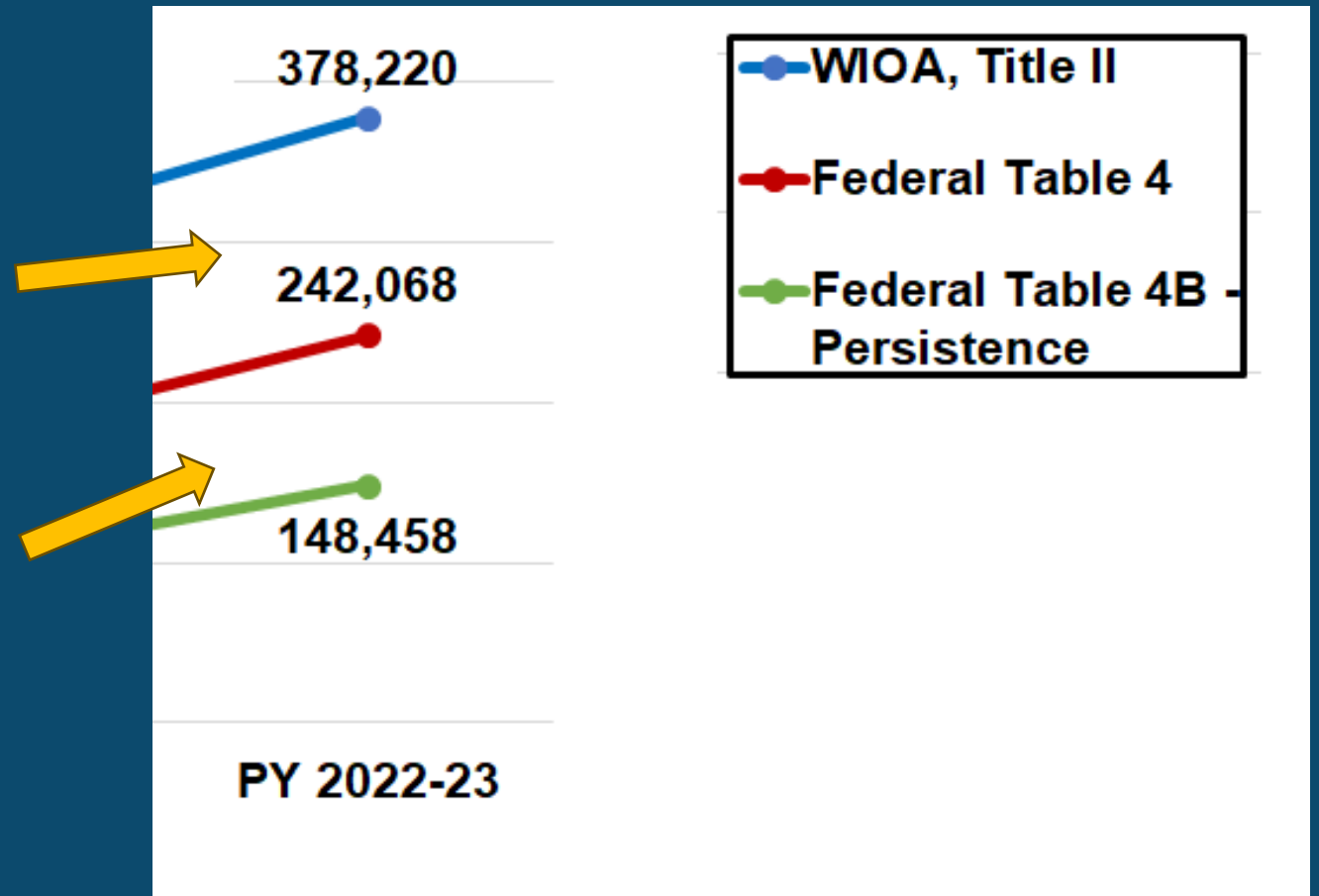- **Employment and Earnings Survey**

CDE Update (3)

2022-23 WIOA II Enrollment – NRS Table 4 and 4B

CDE Update (4)

- What are the gaps that exist when 130,000+ WIOA II students enroll, but do not qualify for NRS Table 4?
- What prevents 90,000+ learners from persisting long enough to obtain a pre-/ post-test pair?

378,220

242,068

148,458

PY 2022-23

- WIOA, Title II
- Federal Table 4
- Federal Table 4B - Persistence

CDE Update (5)

- **82.3%** of agencies interacted with a local America's Job Center of California (AJCC) in this program year.
- Number of Title II Agencies reporting WIOA Title I as a revenue source increased from **18% to 24%.**

Top ways an agency interacts with the local America's Job Center of California.

Top Items	2021−22 N = 218		2022−23 N = 209	
#1	Receive/provide student referrals	66.1%	Receive/provide student referrals	74.2%
#2	Track referrals to or from a local America's Job Center of California	33.7%	Conduct workshops, conferences, or informational meetings	35.4%
#3	Assign staff liaison to a local America's Job Center of California	31.7%	Provide classes, training, and/or skills lab	34.0%
#4	Conduct workshops, conferences, or informational meetings	30.3%	Track referrals to or from a local America's Job Center of California	33.0%

From 2022-23 WIOA II Program Survey

CDE Update (6)

Emphasis on Collaboration

- Collaboration among WIOA partners at the state and local level is a repeated requirement in WIOA federal legislation.

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

- One step forward is adding a new Collaboration category to Promising Practices for 2024.

Congratulations to the 2023
Promising Practices
award winners!

CDE Update (7)

Planning for WIOA II and CAEP Implementation

- 3-year plan
- Annual plan
- Continuous Improvement Plan

CDE Update (8)

CDE Course Approval System

- The updated CDE Course Approval System (formerly A-22) is now available on the OTAN Website.

- Course Outlines for all classes shall be available for review at the adult school or the district office (5 CCR 10508).

- The new system aligns to the CDE CTE Industry Sector Pathways, and should improve tracking for IET/IELCE

- There was a CDE/OTAN Training on August 10 that covered these updates, with the recording on the OTAN Website.

CDE Update (9)

CDE Course Approval System

To meet optimum standards, course outlines should contain:

- Goals and purposes
- Performance objectives or competencies
- Instructional strategies
- Units of study, with approximate hours allotted for each
- Evaluation procedures
- Clear requirements for established goals and objectives

CDE Update (10)

Congratulations to the 2023
Promising Practices
award winners!

This month:
South Bay Adult School
West LA College
Whittier

- **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**

December 2023 Topics

WIOA Title I Collaboration (1)

2022-23 WIOA II Program Implementation Survey

- **82.3%** of agencies interacted with a local America's Job Center of California (AJCC) in this program year.

- Number of Title II Agencies reporting WIOA Title I as a revenue source increased from **18% to 24%.**

WIOA Title I Collaboration (1)

- **82.3%** of agencies interacted with a local America's Job Center of California (AJCC) in this program year.

Top ways an agency interacts with the local America's Job Center of California.

Top Items	2020−21 N = 225		2021−22 N = 218		2022−23 N = 209	
#1	Receive/provide student referrals	70.6%	Receive/provide student referrals	66.1%	Receive/provide student referrals	74.2%
#2	Conduct workshops, conferences, or informational meetings	34.7%	Track referrals to or from a local America's Job Center of California	33.7%	Conduct workshops, conferences, or informational meetings	35.4%
#3	Assign staff liaison to a local America's Job Center of California	30.2%	Assign staff liaison to a local America's Job Center of California	31.7%	Provide classes, training, and/or skills lab	34.0%
#4	Track referrals to or from a local America's Job Center of California	29.8%	Conduct workshops, conferences, or informational meetings	30.3%	Track referrals to or from a local America's Job Center of California	33.0%

WIOA Title I Collaboration (1)

Effectiveness of an agency's interaction with a local America's Job Center of California.

Legend:
- PY 2020−21
- PY 2021−22
- PY 2022−23

	Very Effective	Somewhat Effective	Neutral	Somewhat Ineffective	Very Ineffective
PY 2020−21	15.1%	29.3%	26.2%	10.7%	4.9%
PY 2021−22	18.3%	28.9%	23.9%	7.8%	5.0%
PY 2022−23	18.2%	36.4%	22.5%	5.3%	5.7%
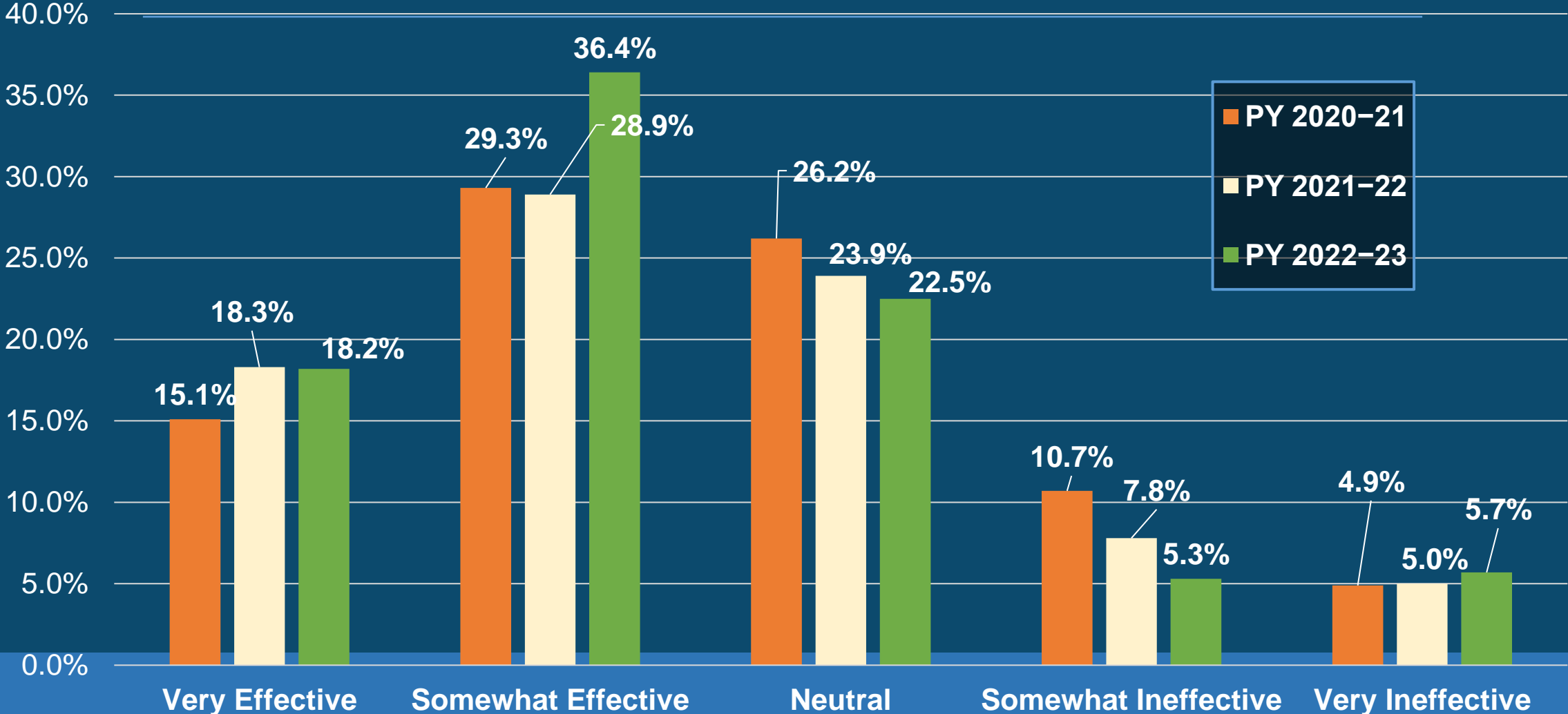
WIOA Title II Deliverables (1)

Payment Points Attestation Letter for PY 2023-24

- CASAS sent the WIOA II Attestation Letter to all agencies.
- Agencies can verify their PY 22-23 payment points totals for HSE after the CDE data match.
- Some agencies may also want to review HS diploma totals (and a couple of agencies, IELCE).
- Agencies need to return the signed copy to CASAS on or before **December 15, 2023.**

WIOA Title II Deliverables (1)

Payment Points Attestation Letter for PY 2023-24
- Due to CASAS on or before **December 15, 2023.**

> PAYMENT POINTS ATTESTATION LETTER
> FOR FY 2022−23
> CALIFORNIA WIOA, TITLE II: AEFLA DATA SUBMISSION
> Rolling Hills Adult School − # 4908
>
> CASAS along with the CDE has reviewed my agency's official PY 2022−23 High School Equivalency (HSE) Payment Points, High School Diploma Payment Points, and Section 243 Integrated English Literacy and Civics Education (IELCE) Payment Points and PY 2022−23 Integrated English Literacy and Civics Education (IELCE) Report.
>
> Based on the HSE data we submitted in TOPSpro Enterprise (TE) and the CDE data match, the results of the October 2023 match are as follows:
>
>   HSE Payment Points Reported in the official Payment Points Summary Report: 5
>
>   HSE Payment Points from the CDE Data Match: 4
>
> The PY 2022−23 HSD data our agency submitted in TOPSpro Enterprise (TE) are as follows:
>
>   HSD Payment Points Reported in the official Payment Points Summary Report: 3
>
> Based on my Integrated English Literacy and Civics Education (IELCE) with IET Payment Points and IELCE Report submissions, the CDE has decided on the following adjustments to my Section 243 − IELCE with IET Payment Points as of November 2023:

WIOA Title II Deliverables (1)

January 31 Deliverables

- Second Quarter Data, TOPSpro Enterprise
- Second Quarter Data Integrity Report
- Employment and Earnings Follow-up Survey
- California Accountability Training
- California Implementation Training
- Second Quarter Expenditure Claim

WIOA Title II Deliverables (1)

CASAS Citizenship Interview Test (CIT) Certification

- Online certification training is required to administer the CIT
  - Training available July 1 to April 30 and takes 4-6 hours
- CIT recertification training is required annually
  - CASAS notifies CIT Examiners about recertification in January
  - Training takes 2 hours and is available from January to April 30
- No charge for California WIOA, Title II Agencies

CASAS Assessment to Instruction (1)

Reporting Categories have a **minimum** number of items ➡ At least 3

Better identification of strengths and weaknesses ⬅

More confidence in inferences

More successful student intervention ➡ Better Instructional decisions
Less teaching to the test
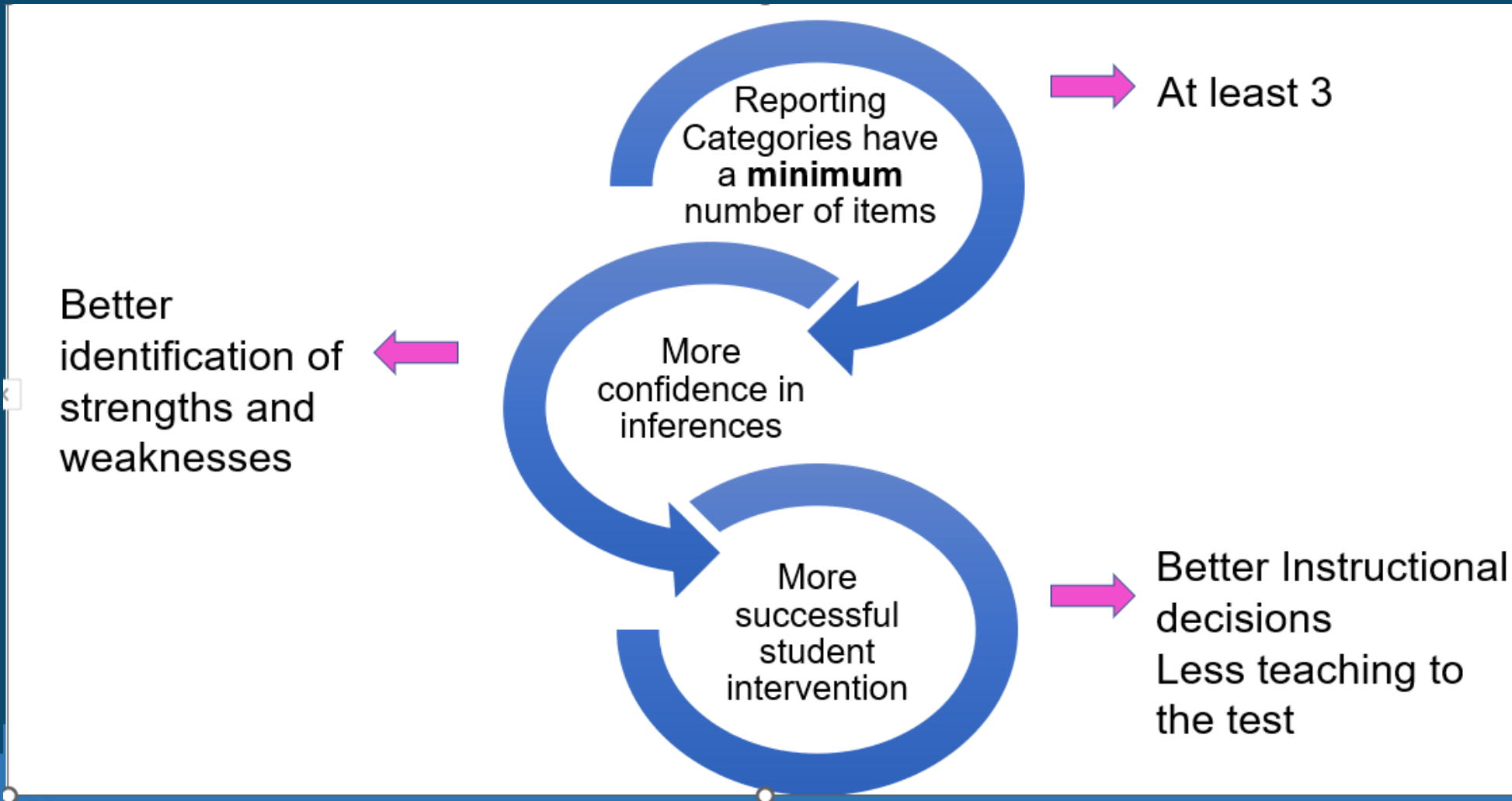
CASAS Assessment to Instruction (2)

Content Standard Report
Math GOALS 2

ABE tests based on College and Career Readiness Standards (CCRS)

ESL based on English Language Proficiency (ELP) Standards
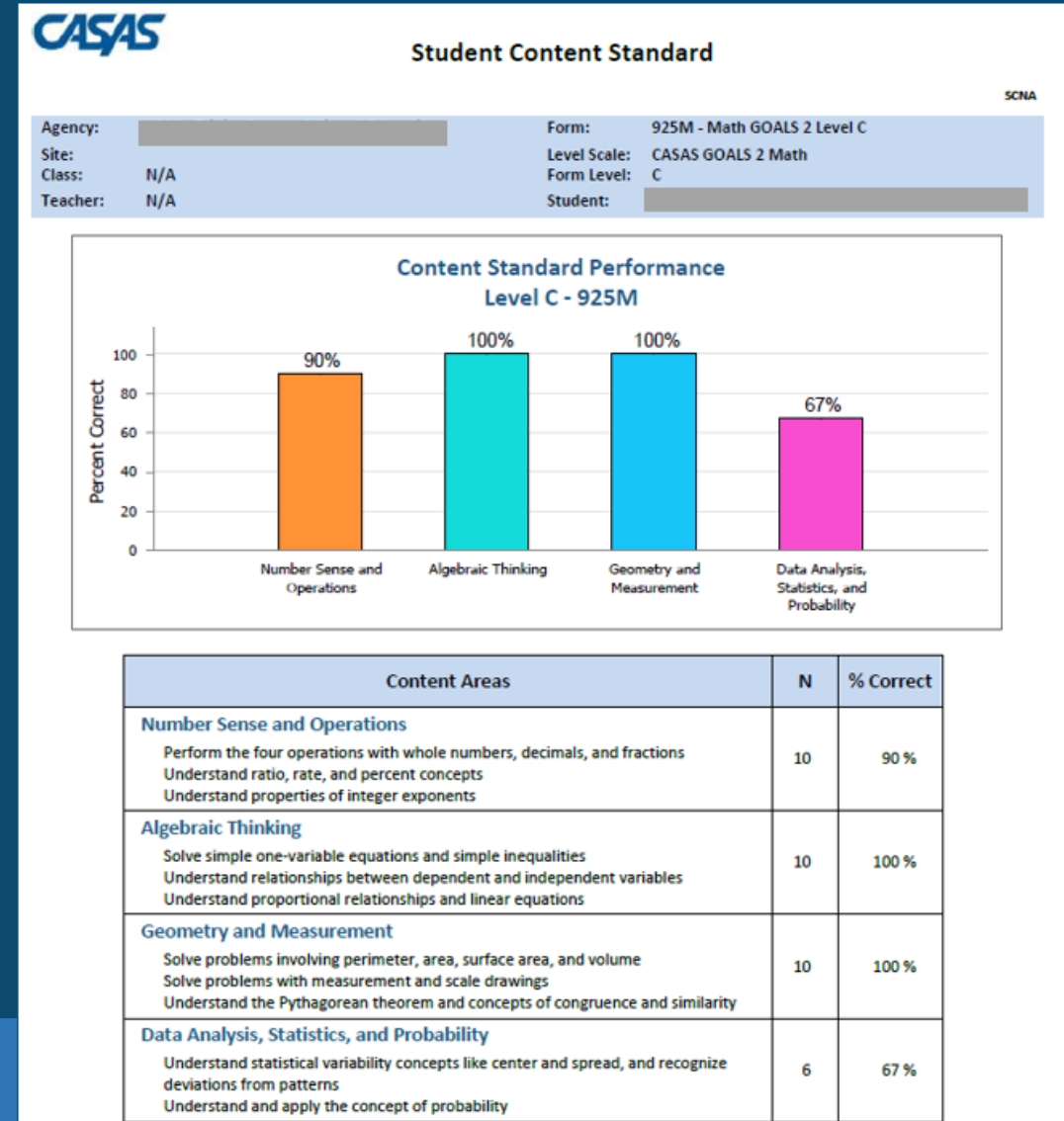
CASAS Assessment to Instruction (4)

Competency Report

Reading STEPS

Competency reports use the same CASAS Competency Areas as before
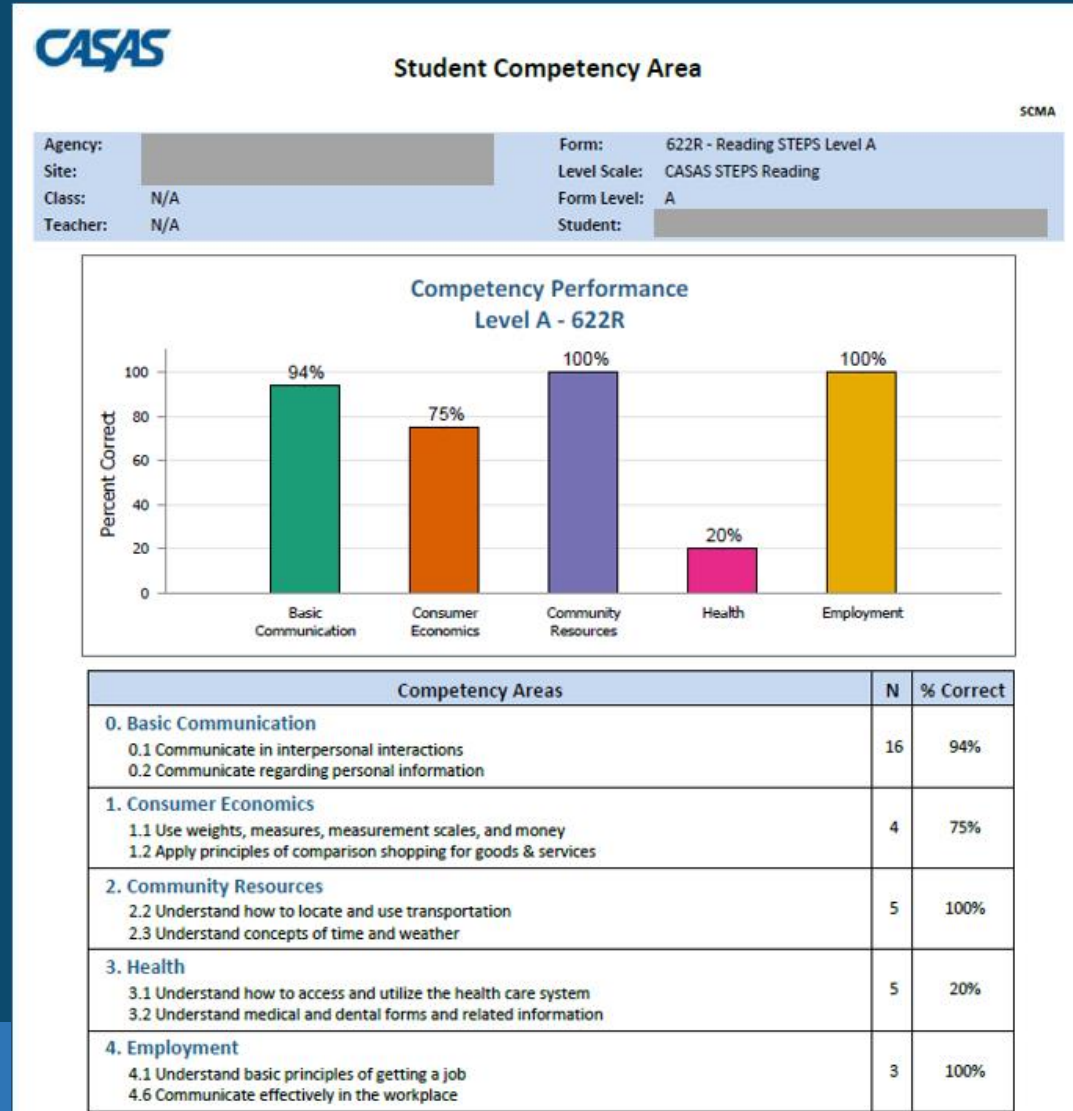
CASAS Assessment to Instruction (7)

CASAS recommends having a student continue to review at their level if the % correct is **70% or below**

Remember:
Red = **Review** at level
Green = **Go Up** a level
during instruction

English Language Proficiency Standards Reading Content Areas		ELP Standard	N	% Correct
Vocabulary				
	Understand high-frequency words Understand academic vocabulary	8	6	67 %
Details				
	Retell key details	1	21	81 %
Main Idea				
	Identify the main topic Identify an author's purpose	1	5	40 %
Inference				
	Infer/Draw conclusions	1	4	25 %

CASAS Assessment to Instruction (9)

CASAS Skill Level Descriptors

- Skill Level Descriptors for ABE/ASE and ESL are now available on the CASAS Website.

ABE / ASE

File	Type	Size	Download
Reading Skill Level Descriptors for ABE / ASE – GOALS / GOALS 2	PDF	83.12 KB	Download
NRS New ABE ASE Reading EFL descriptors	PDF	123.19 KB	Download
NRS New ABE ASE Mathematics EFL descriptors	PDF	88.37 KB	Download
CASAS ABE Level Descriptors	PDF	131.92 KB	Download

ESL

File	Type	Size	Download
Reading and Listening Skill Level Descriptors for ESL – STEPS	PDF	99.92 KB	Download
NRS New ESL EFL descriptors	PDF	51.08 KB	Download
CASAS ELL Level Descriptors	PDF	141.97 KB	Download

Other

File	Type	Size	Download
CASAS Speaking Level Descriptors	PDF	79.64 KB	Download
CASAS Writing Descriptors	PDF	35.24 KB	Download
CASAS Intellectual Disabilities Skill Level Descriptors	PDF	50.28 KB	Download
CASAS Descriptors Separated for Reading	PDF	136.69 KB	Download
CASAS Descriptors Separated for Math	PDF	132.19 KB	Download

https://www.casas.org/product-overviews/curriculum-management-instruction/casas-scale-skill-levels-and-descriptors

CASAS Assessment to Instruction (10)
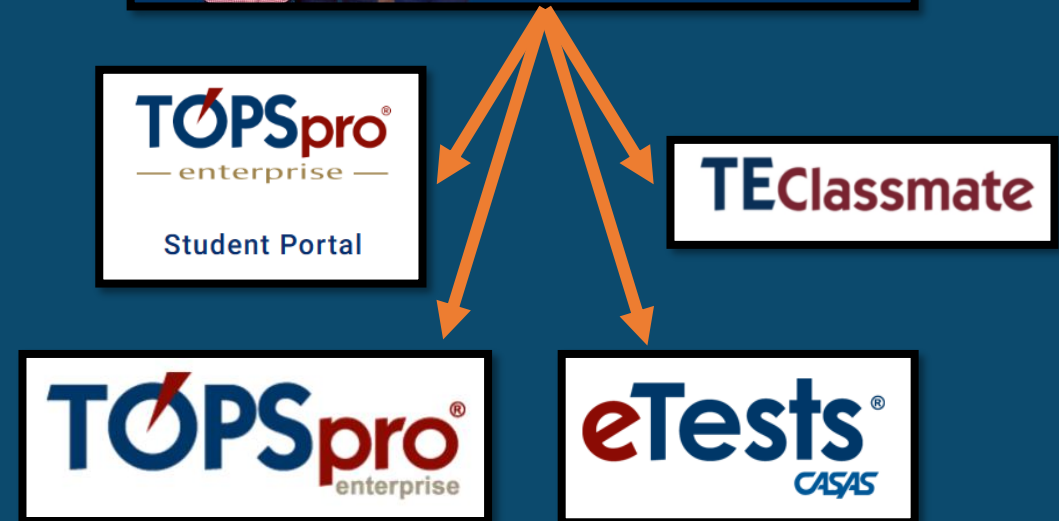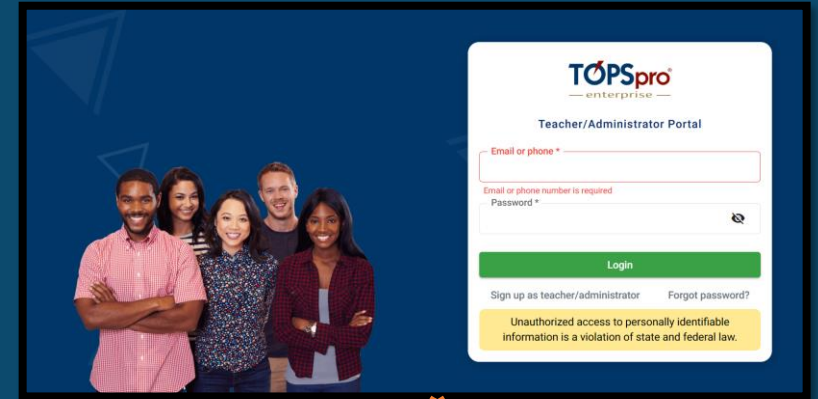
CASAS Skill Level Descriptors

- The new Skill Level Descriptors align with STEPS and GOALS, and with the NRS Website.

- STEPS uses English Language Proficiency (ELP) Standards.

- GOALS uses College & Career Readiness Standards (CCRS).

Reading and Listening Skill Level Descriptors for ESL – STEPS

ESL Level*	Descriptors
6	**Advanced ESL** **Reading:** Can understand complex texts such as operating instructions, work reports, and manuals containing workplace and technical vocabulary. Can analyse and evaluate the reasoning in persuasive texts, determine central ideas or themes and identify supporting ideas. Can determine the meaning of general academic and content-specific words and phrases as well as idiomatic language in some academic and professional texts. **Listening:** Can participate in conversations and extended discussions about a range of substantive topics, texts, and issues. Can understand extended speech on a range of topics such as detailed presentations, meetings, and media broadcasts to summarize claims and evidence.
5	**High Intermediate ESL** **Reading**: Can understand the overall structure of most written materials in everyday and workplace communications and diagrams. Can apply reading skills to searching for documents and information online efficiently. Has proficiency with some technical vocabulary related to work needs and a growing number of idiomatic expressions which aid in understanding website organization and business correspondence. **Listening:** Can participate in routine conversations, discussions, and exchanges of information about a range of work and life topics and issues delivered at a normal rate. Can understand instructions in a variety of contexts.
4	**Low Intermediate ESL** **Reading:** Can understand text in formats such as tables, checklists, and more detailed forms in the workplace. With help, can cite specific details from and summarize texts such as routine emails and webpage content. Using context, can determine the meaning of general words and phrases and frequently occurring expressions in written texts about familiar every day and work contexts, such as in simple written instructions and basic terms in common computer applications. **Listening:** Can integrate the ideas of multiple speakers in routine conversations and answer relevant questions about familiar topics. Can follow basic rules for discussion and ask questions to gain information and clarify understanding.

TE Teacher Portal

- CASAS **Teacher Portal** is an easy-to-use, web-based application designed for teachers, counselors and administrators. It's an intuitive interface that provides class and student-level data with customizable windows and reports.

- CASAS **Teacher Portal** uses the same database in TOPSpro Enterprise (TE). This makes the application work seamlessly with Student Portal, TE Classmate, TOPSpro Enterprise and eTests. Updates made in the portal are immediately available in all applications.

https://www.casas.org/product-overviews/software/topspro-enterprise/teacher-portal

TE Teacher Portal (2)

- Users can see data in Card or List format:

Card

List

TE Teacher Portal (3)

- From the **Class Dashboard**, users can view statistical summaries and averages
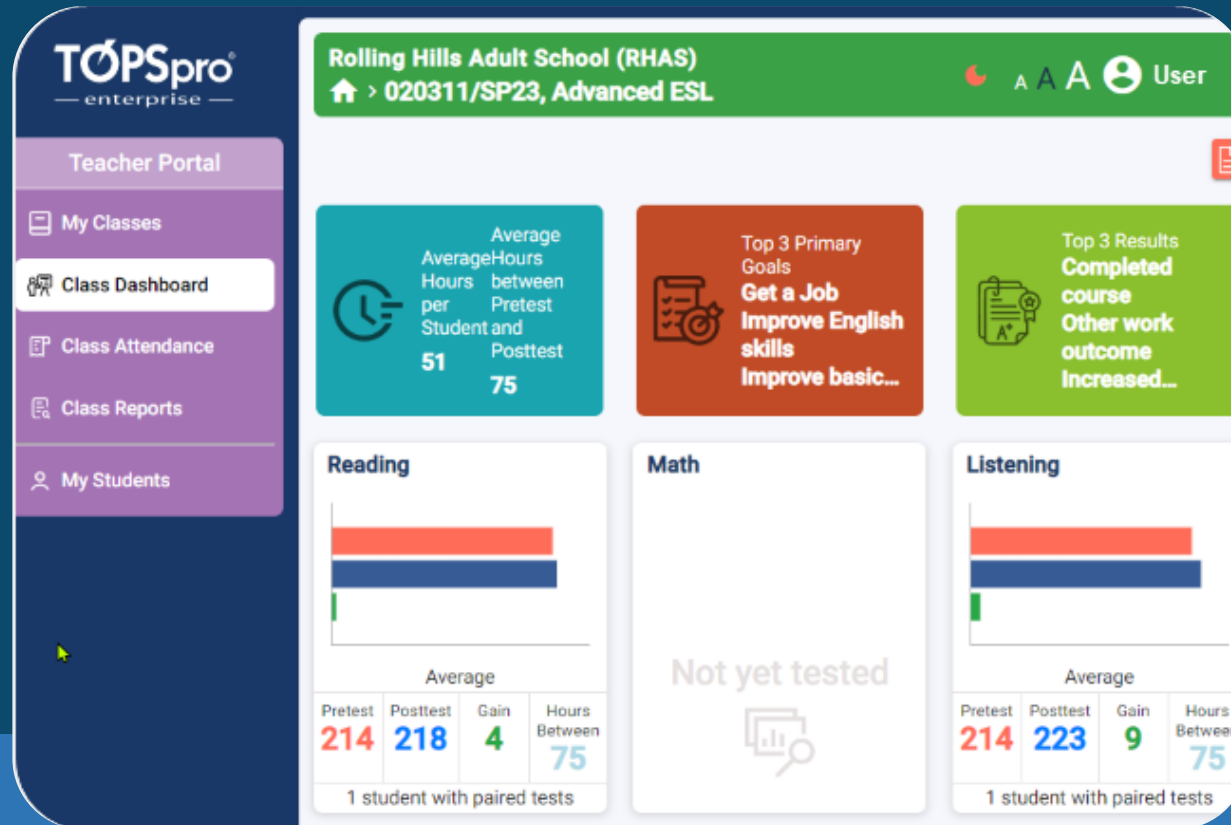
TE Teacher Portal (4)

- From the **Class Attendance**, users can view, enter and edit student attendance

TE Teacher Portal (5)

- From the **Class Reports**, users can view enrollment & attendance, CASAS eTests, class performance and test results reports with just one-click!
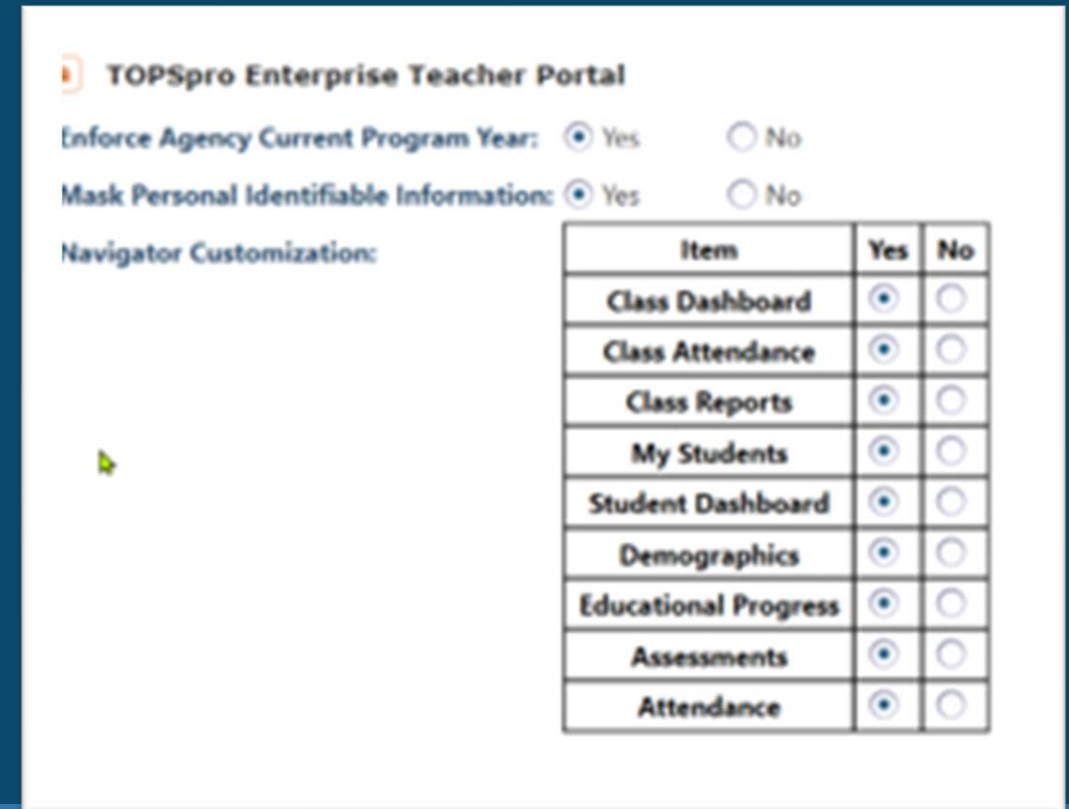
TE Teacher Portal (6)

- Data Manager sets access permissions
  - Read-only
  - Only Reports
  - Full edit access

- Contact Tech Support for more information:
  - techsupport@casas.org
  - 800-255-1036 x2

TOPSpro Enterprise Teacher Portal

Enforce Agency Current Program Year: ● Yes   ○ No
Mask Personal Identifiable Information: ● Yes   ○ No

Navigator Customization:

Item	Yes	No
Class Dashboard	●	○
Class Attendance	●	○
Class Reports	●	○
My Students	●	○
Student Dashboard	●	○
Demographics	●	○
Educational Progress	●	○
Assessments	●	○
Attendance	●	○

TE Take a Test/Secure Browser

Who does this affect?
This upgrade affects all test stations using Microsoft Windows™. Most Windows editions have the built-in test security feature we are adopting called "Take a Test."

How do I get started?
Please download the CASAS eTests Take a Test User Guide and inform your local IT support staff about this change.

Also, view our CASAS eTests Security: How to Install "Take a Test" video on YouTube.

Network Discussion Topics (1): 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?

Network Discussion Topics (2): Implementing New CASAS Test Series

- What are some differences you have noticed between the Reading and Listening STEPS vs Life and Work test forms? What new features of STEPS may be beneficial?

- Differences between Math GOALS 2 and the older math test forms? Any features of Math GOALS 2 that have helped?

- Are there differences that might change the way you implement CASAS pre/post for your students?

- Are there differences that may change how you use assessment to inform instruction?

Network Discussion Topics (3): Collaboration with WIOA Partners

- Collaboration at the state and local level is a requirement of WIOA legislation.
- 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?

Network Discussion Topics (4): "Minding the Gaps"

- Student "Persistence" continues to be a top state and federal level priority.
- How do you define persistence at your agency? Do you put more focus on student attendance, pre/post-testing, or both?
- Whether attendance or pre/post… how well do you do?
- What strategies does your agency have in place for managing attendance hours? What plan does your agency employ to obtain more pre- and post-test pairs?
- 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?