

# WIOA II Network Meeting December 2024



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

# Agenda

- CDE Update
  - Federal Update/WIOA Reauthorization
  - Proposed CDE Ed Code Changes
- 2024 Promising Practices
- CASAS Assessment Update
- Update on the Gaps
- WIOA II Collaboration
- Data Integrity Report -- Local Assessment Policy
- Upcoming Training

# CDE Update (1)

## WIOA Reauthorization

<https://www.sanders.senate.gov/wp-content/uploads/KIN24641.pdf>

*PDF to be disseminated via Chat*

# CDE Update (2)

## CDE Grant Award Notice

- Carryover
- Agency totals posted in December
- Actual GANs disseminated in January

# CDE Update (3)

## Proposed CDE Ed Code Updates

- **52523 Public access.** Current Ed Code requires public access to adult education classes. This item modifies this policy for Workplace Literacy (WPL) programs.
- **84901a Age limit.** Modifies Ed Code to require 18+ years of age -- OR – has a HS diploma

# CDE Update (4)

## FPM Recording and Materials

**Description:** The California WIOA, Title II: AEFLA FPM Program Instrument Training provides participants with an understanding of the tool used to ensure agencies receiving WIOA Title II funds are in compliance with federal and state law. This training provides participants with a thorough understanding of all ten items and evidence requests agencies will be expected to know and upload into the CDE Monitoring Tool during federal program monitoring reviews in 2024-25.

<https://caadultedreporting.org/WIOA/TrainingVideos?id=FPM2425>

# CDE Update (5)

## CAEP News

- Please submit CAEP Program Hours data into NOVA if you missed yesterday's December 2<sup>nd</sup> deadline.
- Here is a link to the CAEP 3 Year Plan Template:  
[Three-Year Plan Template](#)

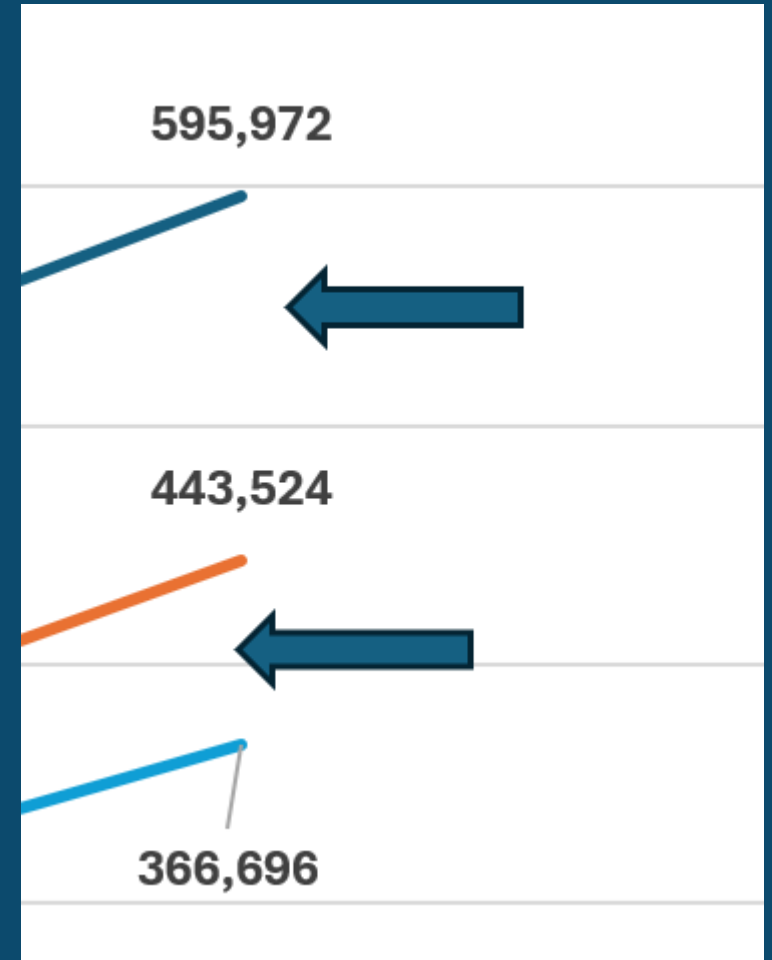
# CDE Update (6)

## 2023-24 CAEP Enrollment Totals

**595,972** Enrollees

**443,524** Reportable students with  
1 or more hours of instruction

**366,696** Participants with 12+  
hours of instruction





# CDE Update (6)

Workforce Training Courses



Integrated Education Training  
(IET)

'At-A-Glance Guide'

CA Department Of Education

Adult Education Office (9/20/2024)

Workforce Preparation Courses

(irrespective of where they fall in the pathway  
and/or IRTC categories)



## Industry-recognized training credentials (IRTC):

- State licensure administered by the California Department of Consumer Affairs
- Locally approved certificates awarded by an entity on the EDD's Employment Training Provider (ETPL) List
- Career Development and College Preparation (CDCP) Short-Term Vocational certificates with more than 48 contact hours
- Completion of a short-term vocational credit certificate over 6 units
- Certificates that meet the minimum threshold for inclusion under the Strengthening Career and Technical Education for the 21st Century Act
- Certificates earned through an existing CTE program at a Local Education Agency that meets CDE Standards
- Certificates that meet the threshold for Title IV Federal Student Aid
- Certificates earned through Pre-Apprenticeship or Apprenticeship Programs
- Other: (note – agencies selecting this category must demonstrate that proposed IET program meets regional labor market needs, courses are sufficient in intensity and that certificates awarded are **state recognized** and meet the other conditions indicated below).

(Note: this is a non-exhaustive list)

- Computer Basics or Computers for ESL
- Vocational ESL (Digital Literacy)
- Financial Literacy
- Bridge Courses
- Google Suites
- Microsoft Office
- Keyboarding
- First Aid/CPR
- OSHA 10
- Career Readiness: soft skills, e.g.: Job preparation  
Job seeking skills

# CDE Update (7)

## CDE Adult Education Handbook

- Coming Soon in early 2025

# CDE Update (8)

## 2024 Promising Practices

- Porterville Adult School, Resident Care Technician
- Whittier Adult School, Integrated Syllabi

# December 2024 Topics



# CASAS Assessment – Level A

In consultation with the Office of Career and Technical Adult Education, CASAS is updating score conversion tables for **Level A tests on Reading GOALS, Math GOALS 2, Reading STEPS, and Listening STEPS.**

- Currently on each of these test series, test takers who score 0 through 3 correct are reported as “inaccurate” with an asterisk (\*) instead of a scale score.
- Going forward, test takers will no longer receive an asterisk and **will instead receive the lowest scale score on the test** (such as 169) and be **automatically placed in NRS 1.**
- This change applies to **CASAS Level A tests only**, and is applicable to tests administered since **July 1, 2024.**

# Attestation Letter

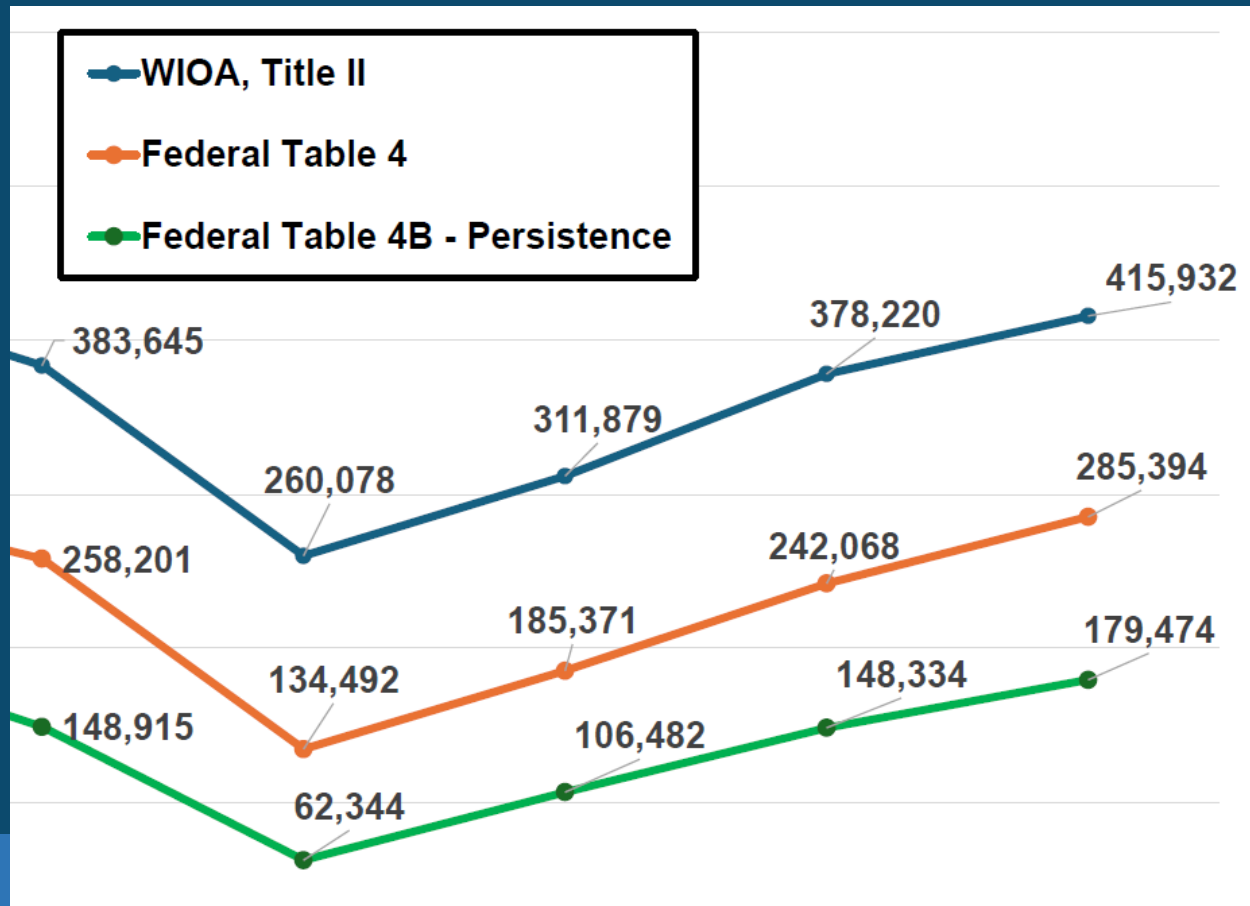
## **Attestation Letter – due to CASAS by December 15<sup>th</sup>**

CASAS is presently 90% through the list and will complete it by the end of the week

- Review Payment Points totals from PY 2023-24
- Reconcile agency PP totals from the CDE HSE data match and your Local District's High School diploma list

# Update on the Gaps (1)

## Update on the Gaps: Gap I Qualification



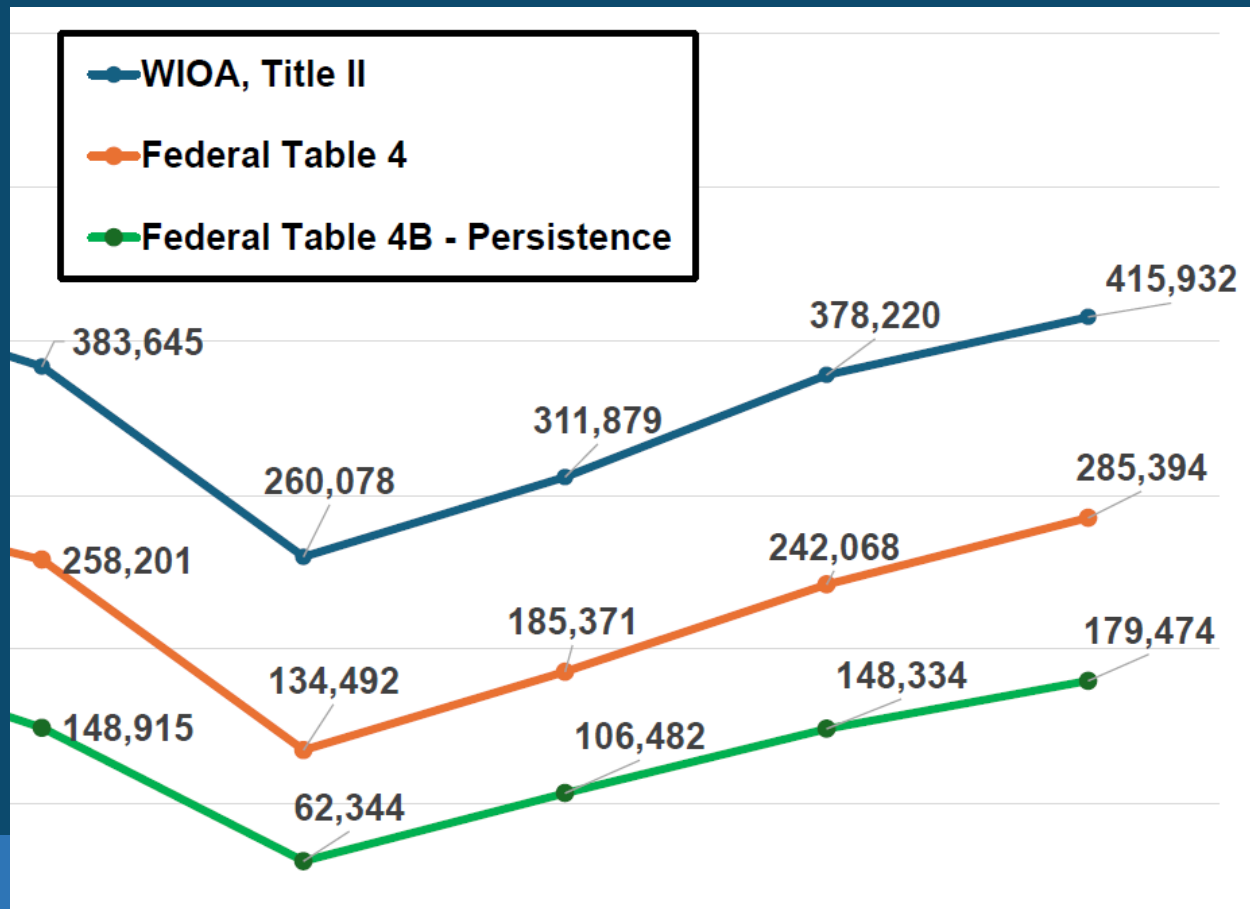
**Gap I: 64.0% - 68.6%**

*2022-23:  $242,068 \div 378,220$*

*2023-24:  $285,394 \div 415,932$*

# Update on the Gaps (2)

## Update on the Gaps: Gap II Persistence



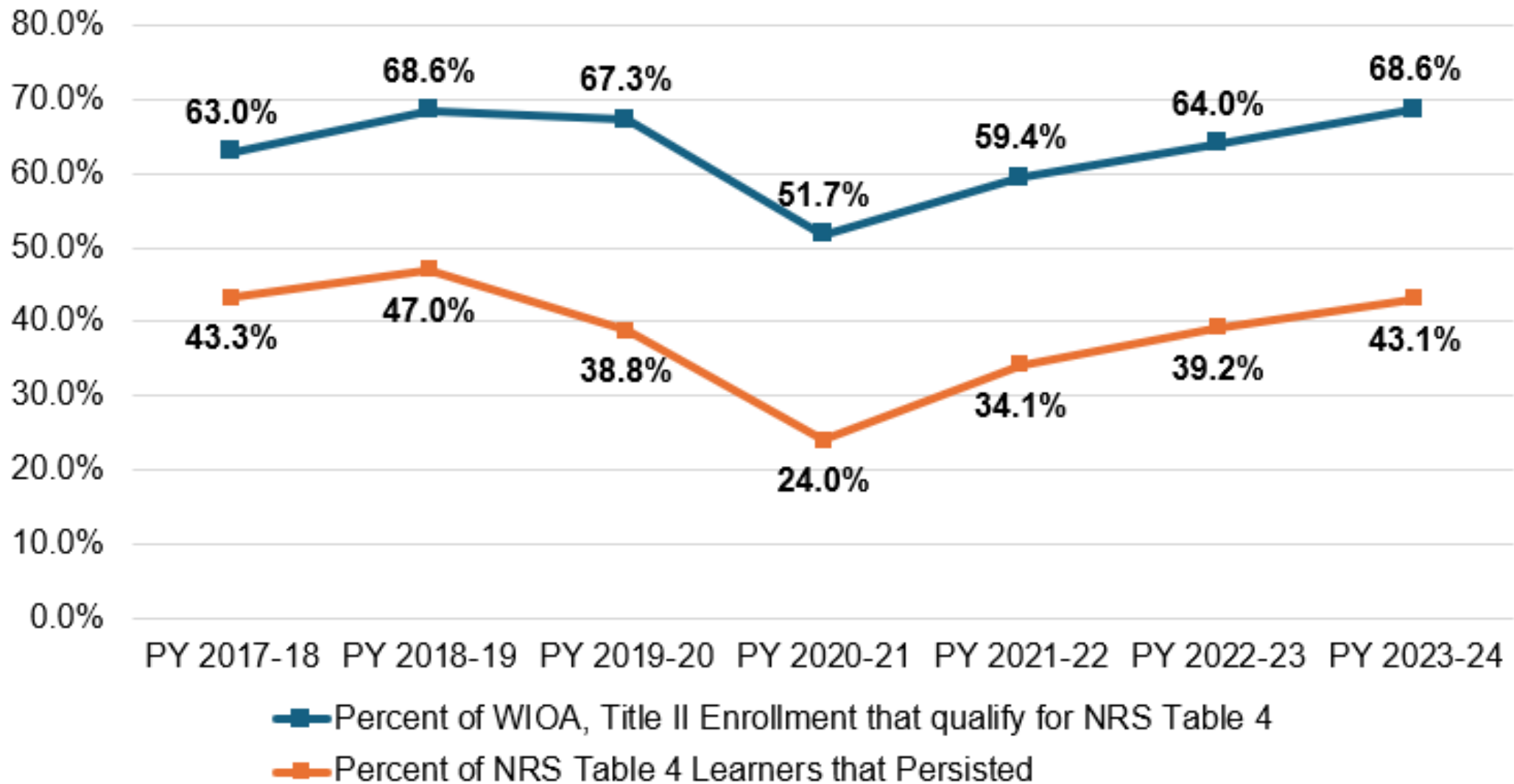
**Gap II: 61.2% - 62.8%**

*2022-23:  $148,334 \div 242,068$*

*2023-24:  $179,474 \div 285,394$*



# Update on the Gaps (3)



<b>Program Year</b>	<b>PY 2023-24 WIOA, Title II Enrollment</b>	<b>PY 2023-24 Federal Table 4 Participants</b>		<b>PY 2023-24 Federal Table 4B Participants</b>	
<b>PY 2017-18</b>	488,435	307,478	63.0%	211,486	43.3%
<b>PY 2018-19</b>	437,171	299,720	68.6%	205,589	47.0%
<b>PY 2019-20</b>	383,645	258,201	67.3%	148,915	38.8%
<b>PY 2020-21</b>	260,078	134,492	51.7%	62,344	24.0%
<b>PY 2021-22</b>	311,879	185,371	59.4%	106,482	34.1%
<b>PY 2022-23</b>	378,220	242,068	64.0%	148,334	39.2%
<b>PY 2023-24</b>	415,932	285,394	68.6%	179,474	43.1%

# Update on the Gaps (5)

## Gaps Data by Program

Program Area	PY 2023-24 WIOA, Title II Enrollment	PY 2023-24 Federal Table 4 Participants		PY 2023-24 Federal Table 4B Participants	
ABE	69,449	48,920	70.4%	29,347	60.0%
ASE	68,947	38,683	56.1%	17,703	45.8%
ESL	277,536	197,791	71.3%	132,424	67.0%
Total	415,932	285,394	68.6%	179,474	62.9%

# Update on the Gaps (6)

## Gaps Data by Age Range

Age Range	PY 2023-24 WIOA, Title II Enrollment	PY 2023-24 Federal Table 4 Participants		PY 2023-24 Federal Table 4B Participants	
16-18 Years	20,157	12,527	62.1%	6,763	54.0%
19-24 Years	66,817	43,660	65.3%	24,620	56.4%
25-44 Years	217,250	148,391	68.3%	91,585	61.7%
45-54 Years	64,029	46,133	72.1%	31,651	68.6%
55-59 Years	19,253	14,093	73.2%	9,804	69.6%
60+ Years	27,640	20,590	74.5%	15,051	73.1%
<b>Total</b>	415,932	285,394	68.6%	179,474	62.9%

# WIOA Collaboration

## Collaboration Issues for 2025

- Continued collaboration with AJCC 's
- Increased engagement – but split between positive and negative and with decrease in revenue
- Transition to College and Work
- Shared Training Needs
- Low Literacy/Barriers
- Learning Disabilities

# NRS Data Integrity

NRS Data Integrity Report Item	PY 2021-22	PY 2022-23	PY 2023-24 Statewide NRS DIR Percentages			
	Quarter 4	Quarter 4	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Less than 12 Hours of Instruction	28.24	27.14	30.55	30.75	27.72	24.79
Zero or Empty Hours of Instruction	16.06	15.09	19.49	18.48	14.97	12.44
Total hours between 1-11 hours	12.18	12.03	11.06	12.26	12.74	12.34
No Highest Year of School/Degree Earned	12.35	10.53	8.80	9.25	8.78	8.85
No Highest Year of School	9.72	8.70	7.47	7.90	7.38	7.45
No Highest Degree Earned	11.29	9.00	7.73	8.20	7.62	7.71
No Gender	0.13	0.17	0.68	0.77	0.24	0.15
No Race/Ethnicity	0.54	0.48	1.42	1.55	0.82	0.36
Total Missing Labor Force Status	17.44	12.40	13.59	12.59	11.25	10.66
No Valid Pretest	28.27	21.35	18.60	17.22	16.54	16.89
Valid Pretest with No Post-Test	36.32	38.22	48.53	44.33	42.81	39.12
No Primary Goal	27.84	12.06	18.48	14.60	12.64	10.03
Pretest in the conservative estimate range	9.31	10.12	6.37	7.09	7.58	9.57
Pre-/post-test pair less than 40 hours	2.91	3.63	3.36	3.41	3.85	3.71

# Data Integrity-- Local Assessment Policy (1)

Use items on the NRS Data Integrity to identify issues for your agency's Local Assessment Policy.

1. Missing Birthdate or outside 16-110

3. Highest Year of School/Degree  
Earned

4. No Gender

5. No Race/Ethnicity

6. Total Reported Labor Force Status

Demographics fields:

- Review agency process for inputting data (Import, Manual, Scanning)
- Process for Student Orientation



Soapbox: Education Level is an emerging field!!!

# Data Integrity-- Local Assessment Policy (2)

## Hours of Instruction

2. Less than 12 Hours of Instruction	12 Hours of Instruction <ul style="list-style-type: none"><li>• Attendance Policy – Establish protocol for following up on absent students</li><li>• Assign specific staff to support and follow up</li><li>• NRS 90 day rule</li><li>• Ensure focus on goal setting and appropriate student placement</li></ul>
a. Zero or Empty Hours of Instruction on Update Record	<ul style="list-style-type: none"><li>• High totals of zero or empty hours usually suggests issues with agency data collection process</li></ul>
a. Total hours between 1-11 hours	<ul style="list-style-type: none"><li>• High totals of 1-11 hours usually more likely to suggest issues with attendance</li></ul>



# Data Integrity-- Local Assessment Policy (3)

## Pretest/Post-Test

8. No Pretest	Pretest: <ul style="list-style-type: none"><li>• Establish process for student orientation</li><li>• Establish priorities for CASAS test series and modalities</li><li>• Certified Proctors/Coordinators</li></ul>
9. No Post-Test	Post-test: <ul style="list-style-type: none"><li>• Set testing schedule for the year, and identify makeup days for absent students</li><li>• Attendance policy</li><li>• Certified Proctors/Coordinators</li></ul>
10a. Has Pre/Post-test Pair	

# Data Integrity-- Local Assessment Policy (4)

12a. Passed HSE	HSE/HS diploma: <ul style="list-style-type: none"><li>• Ensure there is a plan to makeup testing for students that are absent</li><li>• Focus on distance learning and independent study and ensure there is assessment protocol</li></ul>
13a. Earned HS diploma	

17. No Primary Goal	Attachment X – Goal Setting
18. No Secondary Goal	
19. At Least One Barrier to Employment	Attachment T – Barriers to Employment
19b. Learners with No Barriers to Employment	

# Data Integrity-- Local Assessment Policy (5)

20. Co-Enrolled in WIOA I, III, or IV	Co-Enrollment: <ul style="list-style-type: none"><li>• Consider adding protocol for services and instruction with WIOA partners</li><li>• Focus on appropriate student placement</li><li>• Attachments S (Services) and T (Barriers)</li></ul>
21. Learners with a pretest in the conservative estimate range	Conservative Estimate pretests: <ul style="list-style-type: none"><li>• Focus on appropriate student placement</li><li>• Include in procedure for makeup testing</li></ul>

# Data Integrity-- Local Assessment Policy (6)

22a. Learners with a pre-/post-test pair but less than 40 hours of instruction

22b. Learners with no pre/post-test pair but more than 40 hours of instruction

22c. Learners with no pre/post-test pair but more than 70 hours of instruction

Hours between Tests:

- Establish testing schedule at beginning of year
- Attendance policy
- Makeup schedule

29. Provided SSN

30c. Consent form

30e. Neither SSN nor ITIN

31. Missing Phone

33. Missing Email

Follow up Data:

- Not an “Assessment Policy” issue but should have other documentation for signed consent and providing personal information

# Local Assessment Policy

How does an agency need to respond when a student completes pre/post-testing with less than 40 hours of instruction?

- ***Document all exceptions*** with a pre/post-test pair but with less than 40 hours of instruction and have the agency administrator give signed approval.
- Recommendation is to use the list of students from DIR Item 22a to demonstrate signed approval.

# CDE Training Requirement

## CDE Training Requirement – due by January 31st

- ***CASAS requirement:*** need to complete only once... and the requirement is at the **individual level**.
- ***CDE requirement:*** need to complete Implementation and WIOA II Accountability, annually – on or before January 31 – and the requirement is at the **agency level**.

# Training Update

Statewide WIOA II	Dec 3
CAEP Accountability	Dec 4
Statewide TE	Dec 6
CASAS Nat'l Webinar	Dec 11 (register at <a href="http://www.casas.org">www.casas.org</a> )
CASAS eWORKS	Dec 12 (2 repeated sessions)
Statewide WIOA II	Jan 7
Final WIOA II Acct	Jan 31

# OTAN Symposium 2025



## *Technology and Digital Learning* **Symposium 2025**

*March 7-8, 2025*

*Long Beach School for Adults*  
*3701 E Willow St, Long Beach, CA 90815*





# 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): Rights and Advocacy

Can agencies offer a post-test to students who are planning to leave the country -- even if they've had less than 40 hours of instruction?

- *Yes – as long as the agency administrator has given signed approval and documented with the agency's Local Assessment Policy.*

# Network Discussion Topics (4): WIOA Collaboration

- What are some new strategies and initiatives for local collaboration that you plan to implement in 2025?

# Network Discussion Topics (5): 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?