

WIOA II Network Meeting

December 2025



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

Agenda

- CDE Update
 - Grant Award Notice (GAN)
 - PY 2024-25 Data Results
 - 2025 WIOA II Program Survey
- 2025 Promising Practices
- 2024-25 WIOA II Performance
- CASAS Data Portal
- Fall 2025 FAQ's
- Trainings and Conferences
- Discussion Topics

CDE Update (1)

Grant Award Notice

| | |
|--|-----------------|
| FY 25 award amounts posted to CDE website: | 12/1/25 |
| Deliverable Due Dates - CDE web page updated by: | 12/5/25 |
| GAN files available, Budget module opens: | 12/5/25 |
| ECR #1 module opens no later than | 12/12/25 |

| | |
|-------------|---|
| GAN's due | 1/16/26 |
| Budgets due | 1/31/26 (with Quarter 2 data deliverables) |
| ECR #1 due | 2/13/26 |
| ECR #2 due | 2/27/26 |

CDE Update (2)

Federal Updates



<https://www.cde.ca.gov/nr/fa/>

CDE Update (3)

The Five Pillars

- America's Talent Strategy: Building the Workforce for the Golden Age
 - Five Pillars
 - Demand-Driven Strategies
 - Worker Mobility
 - Integrated Systems
 - Accountability
 - Flexibility and Innovation

www.dol.gov/sites/dolgov/files/OPA/newsreleases/2025/08/Americas-Talent-Strategy-Building-the-Workforce-for-the-Golden-Age.pdf

<https://www.dol.gov/sites/dolgov/files/OPA/newsreleases/2025/08/Americas-Talent-Strategy-Building-the-Workforce-for-the-Golden-Age.pdf>

CDE Update (4)

CA Statewide WIOA Plan



Unified Strategic Workforce Development Plan

**Economic and Workforce
Analysis 2024-2027**

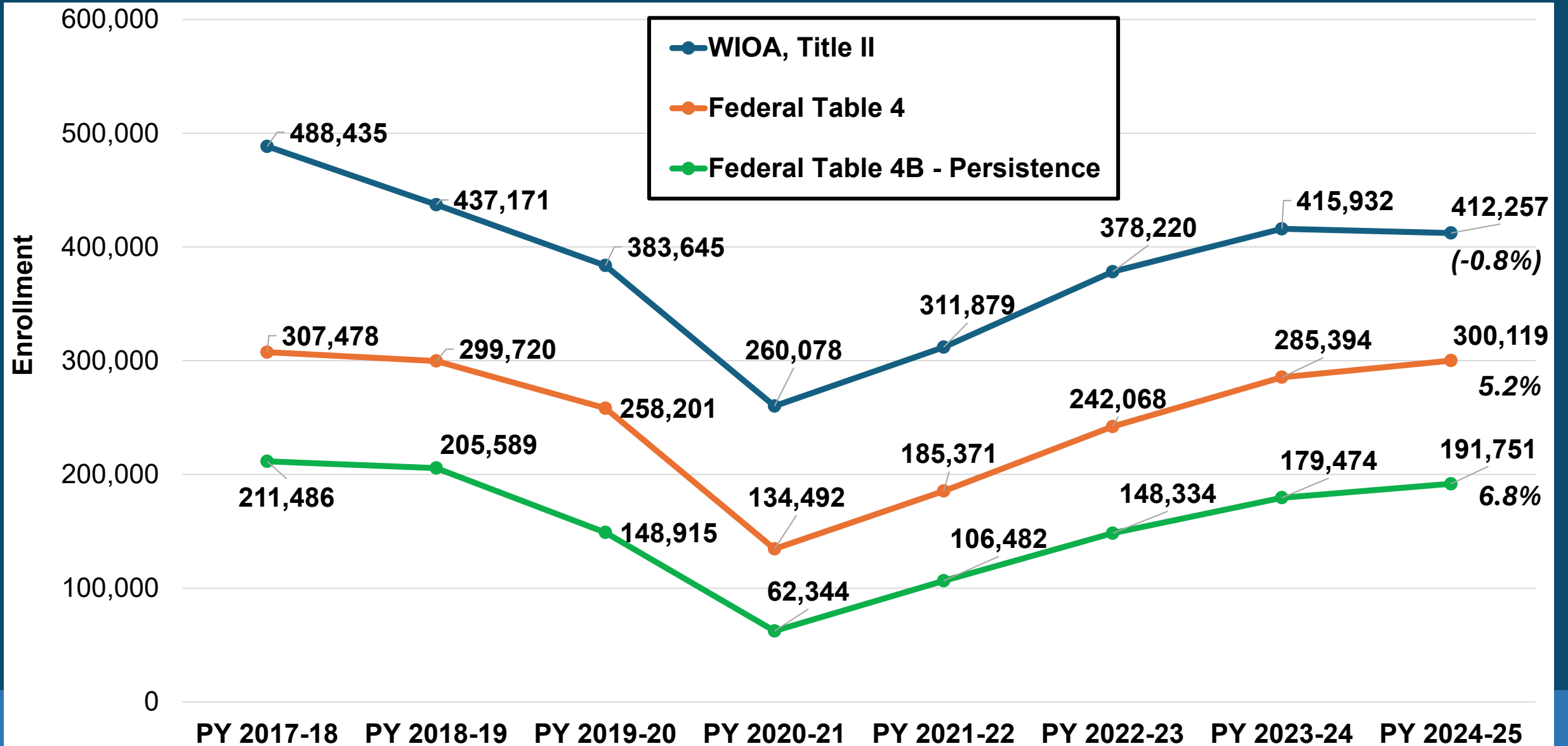
IN FULFILLMENT OF THE REQUIREMENTS OF THE
WORKFORCE INNOVATION AND OPPORTUNITY ACT
PUBLIC LAW 113-128

CDE Update (5)

CAEP Data Accountability Workgroups (DAW)



WIOA, Title II NRS Enrollment



WIOA, Title II Quarter 1 Enrollment

| Overall Enrollment of NRS Participants | | |
|--|----------------------|----------------------|
| Instructional Program | Quarter 1 in PY24-25 | Quarter 1 in PY25-26 |
| ABE | 41,631 | 34,605 |
| ASE | 13,085 | 10,057 |
| | | |
| ELA | 68,693 | 71,160 |
| IELCE | 42,842 | 22,563 |
| <i>ESL Total</i> | <i>111,535</i> | <i>93,723</i> |
| Additional Information | | |
| | Quarter 1 in PY24-25 | Quarter 1 in PY25-26 |
| MSG Overall Rate | 20.71% | 21.68% |

MSGs Across Programs: Who's in the Denominator?

| | Total Participants in the MSG Numerator | MSG Rate | Total Participants in the MSG Denominator (inferred calculation) | PY 2023 Total Participants | Percentage of Participants in the MSG denominator |
|---------------------------------------|--|----------|---|----------------------------------|---|
| Title I Adult | 73,273 | 71.20% | 102,912 | 278,770 | 36.92% |
| Title I Dislocated Worker | 21,991 | 70.40% | 31,237 | 185,436 | 16.85% |
| Title I Youth | 44,828 | 63.20% | 70,930 | 131,402 | 53.98% |
| Title II Adult Education | 604,363 | 46.91% | 1,288,280 | 1,288,367 | 100.00% |
| Title II Adult Education | 560,319 | 74.27% | 754,417 | 1,288,367 | 58.56% |
| Title IV Vocational Rehabilitation | 120,121 | 52.10% | 230,559 | 872,460 | 26.43% |

2025 WIOA II Program Survey

- **90.2%** of agencies reported having an established process to transition students from ABE/ASE/ESL classes into postsecondary education (For Credit Degree Programs, and Postsecondary Programs such as CTE).
- **81.7%** of agencies reported having an established process to transition students from ABE/ASE/ESL classes into the workforce and/or job training.
- **79.0%** of agencies interacted with a local America's Job Center of California (AJCC) in this program year.

2025 WIOA II Program Survey

- **52.2%** of agencies reported implementing changes this program year as a response to budgetary issues.

| PY 2024-25 Programmatic and Budget Shifts Implemented | | | |
|---|-------------------|--------------------|-------------------|
| Responses | Increase N=223 | No Change N=223 | Decrease N=223 |
| Class offerings | 33.0% | 12.5% | 9.8% |
| Staff and staff hours | 31.3% | 11.2% | 14.3% |
| Changes in class structure (e.g., more online classes, labs, larger class size) | 31.7% | 16.5% | 2.2% |

2025 WIOA II Program Survey

| Other funding sources agencies used to support adult education programs | 2023-24 N=225 | 2024-25 N=223 |
|---|------------------|------------------|
| In-kind | 36.0% | 38.4% |
| Student Equity and Achievement Program (SEAP) | 5.3% | 6.3% |
| Local Control Funding Formula (LCFF) State Apportionment | 16.0% | 13.4% |
| California Adult Education Program (CAEP) Apportionment | 87.6% | 85.3% |
| California Work Opportunity and Responsibility to Kids (CalWORKs) | 48.9% | 52.2% |
| WIOA: Title I | 21.3% | 24.6% |
| Pell Grant | 5.3% | 5.8% |
| Carl Perkins | 12.9% | 15.2% |
| Community College Apportionment | 8.9% | 10.7% |
| Other Funding Sources | 31.1% | 34.4% |

2025 WIOA II Program Survey

- Percentages by Program of available Distance Learning formats for those who offered it:
 - 55.3% of ABE
 - 59.8% of ASE
 - 37.6% of ESL
 - 47.5% of IELCE/IET
 - 39.7% of CTE
- On average, agencies reported that **66.1%** of students have access to the Remote Learning Format.

Percent of Agencies by Program Areas with Distance Learning Formats

| Program Areas | PY 2023-24 N=225 | PY 2024-25 N=223 |
|---------------|---------------------|---------------------|
| ABE | 42.7% | 41.5% |
| ASE | 70.7% | 74.1% |
| ESL | 60.4% | 57.1% |
| IELCE/IET | 21.3% | 23.2% |
| CTE | 34.2% | 33.9% |
| None | 12.9% | 14.3% |
| Other Classes | 7.1% | 7.1% |

2025 WIOA II Program Survey

- **46.2%** of agencies indicated switching back to a high percentage of students working remotely would be some level of easy, they were prepared, or they were already offering some form of remote instruction.
- **68.6%** of agencies would need additional support with
 - Technology support (funding, need more technology, digital literacy needs)
 - Additional staff training or professional development
 - Students prefer in-person learning

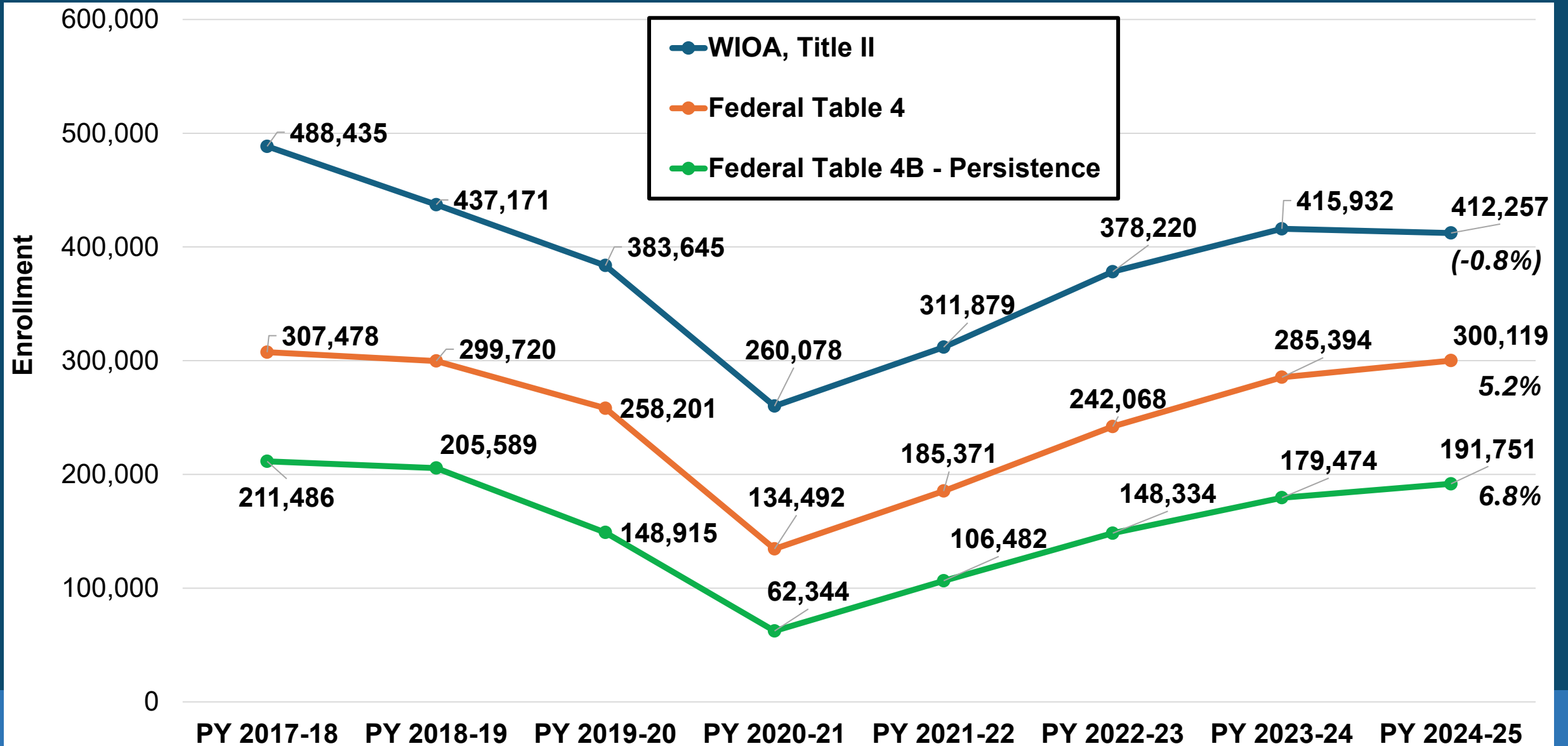
2025 Promising Practices

- Monterey Adult School

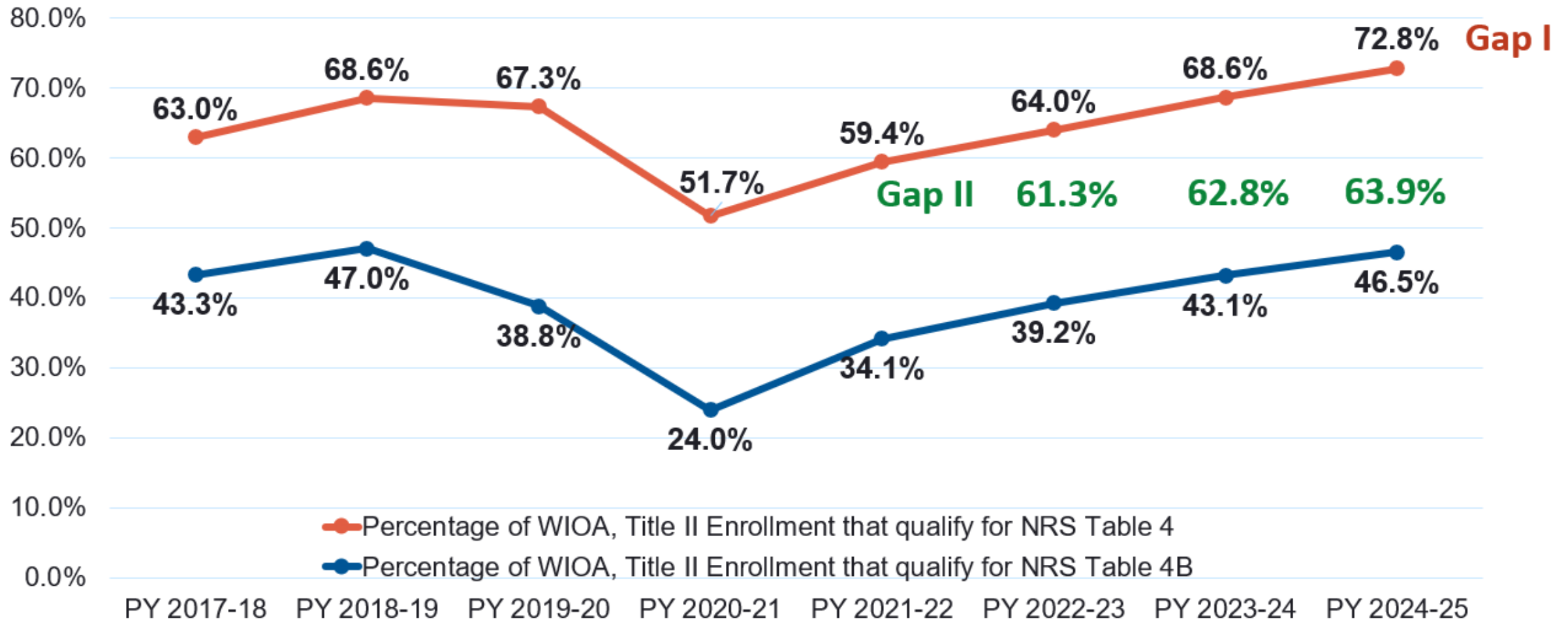
December 2025 Topics



WIOA, Title II NRS Enrollment



Mind the Gaps



| Entering Educational Functioning Level | Total Number Enrolled | Total number of Periods of Participation | Total number of Periods of Participation with MSGs | Percentage of Periods of Participation with MSGs | CA Goals PY 2023-24 | Total Number Enrolled | Total number of Periods of Participation | Total number of Periods of Participation with MSGs | Percentage of Periods of Participation with MSGs | CA Goals PY 2024-25 |
|--|-----------------------|--|--|--|---------------------|-----------------------|--|--|--|---------------------|
| ABE 1 | 5,350 | 5,440 | 2,164 | 39.78% | 43.1% | 5,600 | 5,679 | 2,450 | 43.14% | 42.7% |
| ABE 2 | 12,768 | 13,051 | 5,983 | 45.84% | | 14,389 | 14,736 | 7,066 | 47.95% | |
| ABE 3 | 21,792 | 22,352 | 10,269 | 45.94% | | 23,044 | 23,580 | 11,480 | 48.69% | |
| ABE 4 | 29,869 | 30,773 | 15,403 | 50.05% | | 28,926 | 29,646 | 15,886 | 53.59% | |
| ABE 5 | 15,189 | 15,803 | 7,183 | 45.45% | | 16,056 | 16,541 | 8,240 | 49.82% | |
| ABE 6 | 8,841 | 9,185 | 3,865 | 42.08% | | 8,177 | 8,517 | 3,748 | 44.01% | |
| ESL 1 | 10,379 | 10,602 | 4,947 | 46.66% | 32.8% | 16,220 | 16,511 | 7,586 | 45.95% | |
| ESL 2 | 23,801 | 24,392 | 12,692 | 52.03% | | 49,160 | 50,307 | 27,548 | 54.76% | |
| ESL 3 | 46,523 | 48,052 | 23,426 | 48.75% | | 59,226 | 61,143 | 27,393 | 44.80% | |
| ESL 4 | 49,721 | 51,632 | 22,076 | 42.76% | | 42,115 | 43,716 | 18,534 | 42.40% | |
| ESL 5 | 34,127 | 35,699 | 15,029 | 42.10% | | 23,236 | 24,214 | 11,255 | 46.48% | |
| ESL 6 | 27,034 | 28,253 | 7,937 | 28.09% | | 13,970 | 14,640 | 4,662 | 31.84% | |
| Total | 285,394 | 295,234 | 130,974 | 44.36% | 38% | 300,119 | 309,230 | 145,848 | 47.2% | |

2024-25 NRS Table 4B Results

| Entering Educational Functioning Level | Total Number of Participants | Total Attendance Hours | Number with EFL Gain | Number Separated Before Achieving EFL Gain | Number Remaining Within Level | Percentage Achieving Measurable Skill Gains |
|--|------------------------------|------------------------|----------------------|--|-------------------------------|---|
| ABE Level 1 | 3,708 | 776,861 | 2,241 | 395 | 1,072 | 60.43% |
| ABE Level 2 | 9,144 | 2,129,431 | 6,404 | 1,309 | 1,431 | 70.03% |
| ABE Level 3 | 14,384 | 3,139,831 | 10,188 | 2,181 | 2,015 | 70.82% |
| ABE Level 4 | 17,709 | 3,370,524 | 13,744 | 2,337 | 1,628 | 77.61% |
| ABE Level 5 | 9,255 | 1,659,463 | 6,015 | 2,218 | 1,022 | 64.99% |
| ABE Total | 54,200 | 11,076,110 | 38,592 | 8,440 | 7,168 | 71.20% |
| ESL Level 1 | 10,875 | 4,695,986 | 7,522 | 2,279 | 1,074 | 69.16% |
| ESL Level 2 | 33,481 | 9,326,054 | 27,309 | 4,257 | 1,915 | 81.56% |
| ESL Level 3 | 39,893 | 9,179,961 | 26,925 | 9,369 | 3,599 | 67.49% |
| ESL Level 4 | 28,860 | 6,485,376 | 17,929 | 7,907 | 3,024 | 62.12% |
| ESL Level 5 | 15,688 | 3,230,735 | 10,702 | 3,647 | 1,339 | 68.21% |
| ESL Level 6 | 8,754 | 1,685,370 | 4,056 | 3,437 | 1,261 | 46.33% |
| ESL Total | 137,551 | 34,603,482 | 94,443 | 30,896 | 12,212 | 68.66% |
| Total | 191,751 | 45,679,592 | 133,035 | 39,336 | 19,380 | 69.37% |

NRS Table 4 vs Table 4B

Q: Why is the number of students in Table 4 and 4B different?

A: Table 4 includes all learners who qualify for WIOA II reporting, while Table 4B only includes students with a pretest and a post-test.

Q: Table 4 has ABE L6 and 4B doesn't. Why is that?

A: For the ABE6 EFL, there is no way for a student to achieve a gain other than earning the HS diploma or HSE. There is no way to earn a gain through pre/post-testing, so for “fairness” in accurately reporting student outcomes, this level is not included.

NRS Table 4 vs Table 4B

Q: The number of EFL gains in Table 4B is sometimes higher... in some cases significantly higher. Should the number of gains be the same on both tables?

A: Usually this will occur for students that earn a pre/post-test level gain in addition to another Measurable Skills Gain.

On Table 4, different types of MSG's are reported, but ultimately only one MSG per student per PoP is allowed.

Table 4B, on the other hand, only displays pre/post-test data, and ignores other outcomes such as HSE and HSD – so for that same example above – on Table 4B, the pre/post gain will be reported.

MSGs Across Programs: Who's in the Denominator?

| | Total Participants in the MSG Numerator | MSG Rate | Total Participants in the MSG Denominator (inferred calculation) | PY 2023 Total Participants | Percentage of Participants in the MSG denominator | Participant MSG Rate* |
|---------------------------------------|--|----------|---|----------------------------------|---|--------------------------|
| Title I Adult | 73,273 | 71.20% | 102,912 | 278,770 | 36.92% | 26.2 |
| Title I Dislocated Worker | 21,991 | 70.40% | 31,237 | 185,436 | 16.85% | 11.9 |
| Title I Youth | 44,828 | 63.20% | 70,930 | 131,402 | 53.98% | 34.1 |
| Title II Adult Education | 604,363 | 46.91% | 1,288,280 | 1,288,367 | 100.00% | 46.9 |
| Title IV Vocational Rehabilitation | 120,121 | 52.10% | 230,559 | 872,460 | 26.43% | 13.8 |

CASAS Data Portal



CASAS
Data Portal

California Adult Education Data

California WIOA Title II Learners
Federal Table 4
National Reporting System

Program Year: 2024-2025

Report Type: Agency

Report Value: ABC Unified School District

Submit

Reset

Educational Functioning Level Completion Rates

| | | | ABE | | | | ASE | | ESL | | | | | |
|--------------|-----------------------------|--------------|--------------------|-----------------|------------------|-------------------|-------|-------|--------------------|---------------|----------------|------------------|-------------------|----------|
| Type | Name | Program Year | Beginning Literacy | Beginning Basic | Intermediate Low | Intermediate High | Low | High | Beginning Literacy | Beginning Low | Beginning High | Intermediate Low | Intermediate High | Advanced |
| Overall Goal | | 2024-2025 | 42.7% | | | | | | | | | | | |
| Agency | ABC Unified School District | 2024-2025 | 0.0% | 23.1% | 45.7% | 48.9% | 31.5% | 47.5% | 44.4% | 58.6% | 41.4% | 46.9% | 47.8% | 31.1% |
| | | | (4) | (26) | (46) | (90) | (92) | (80) | (45) | (152) | (268) | (211) | (136) | (103) |

<https://www.casas.org/dataportal/FedTable4>

Fall 2025 FAQs

1. Attestation Letter
2. Authorized Tests
3. CASAS Sample Test Items
4. Labor Force Status
5. WIOA Co-Enrollment
6. EL Healthcare Pathways

Attestation Letter

The Attestation Letter based on 2024-25 Data Submission has been sent to all WIOA II agencies.

If you note any changes or discrepancies:

- For HS diploma – indicate your updated total, with the ID's and names of students that you think should be included in the total.
- For HSE – indicate the same information with a request for an updated data match.

Submit all responses and you returned letter on or before ***December 15, 2025.***

CASAS Assessments Authorized for NRS for 2025-26

ABE and ASE

- For Reading, CASAS GOALS Reading or GOALS 2 Reading
- For Math, CASAS GOALS 2 Math

ESL

- CASAS STEPS Listening and Reading

CASAS Listening STEPS

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Reading GOALS 2

Reading GOALS

Math GOALS 2

Reading STEPS

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Sample Test Items

Answer Sheets

Appraisals

Beginning Literacy Reading

Citizenship

Essay Test

CASAS eWORKs



Functional Writing

Federal Bureau of Prisons

Life and Work Reading

Life and Work Listening

Listening STEPS








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The CASAS Listening STEPS (Student Test of English Progress and Success) assessment is aligned with the English Language Proficiency (ELP) Standards for Adult Education and includes 5 test levels to support improved accuracy resulting in better student outcomes.

| | |
|-------------------------------|--|
| Target Population | English as a Second Language (ESL) |
| Uses | Progress testing in everyday life and workplace English language skills (Listening) |
| Difficulty Level | Beginning literacy (Level A) to Advanced ESL (Level E) |
| Placement Tests | CASAS eTests: Locator or Appraisal for placement into pretest Paper Tests: Appraisal for placement into pretest |
| Training Requirement | CASAS Implementation Training |
| NRS Approval | Yes: English as a Second Language (ESL) |
| Testing Accommodations | Supplemental Materials for Visual Impairment Assessment Accommodations webpage |

Documentation

| File | Type | Size | Download |
|--|------|-----------|--|
| Listening STEPS FAQs | PDF | 329.67 KB |  Download |
| Listening STEPS Content Standard Blueprint | PDF | 738.34 KB |  Download |
| Listening STEPS Competency Blueprint | PDF | 279.83 KB |  Download |
| Listening STEPS Sample Reports | ZIP | 1.04 MB |  Download |
| Listening STEPS Grade Level Equivalents | PDF | 114.87 KB |  Download |

CASAS Essay Test

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Reading GOALS 2

Reading GOALS

Math GOALS 2

Reading STEPS

Listening STEPS

Sample Test Items

Answer Sheets

Appraisals

Beginning Literacy Reading

Citizenship

Essay Test

CASAS eWORKs

Functional Writing






Federal Bureau of Prisons

Essay Test

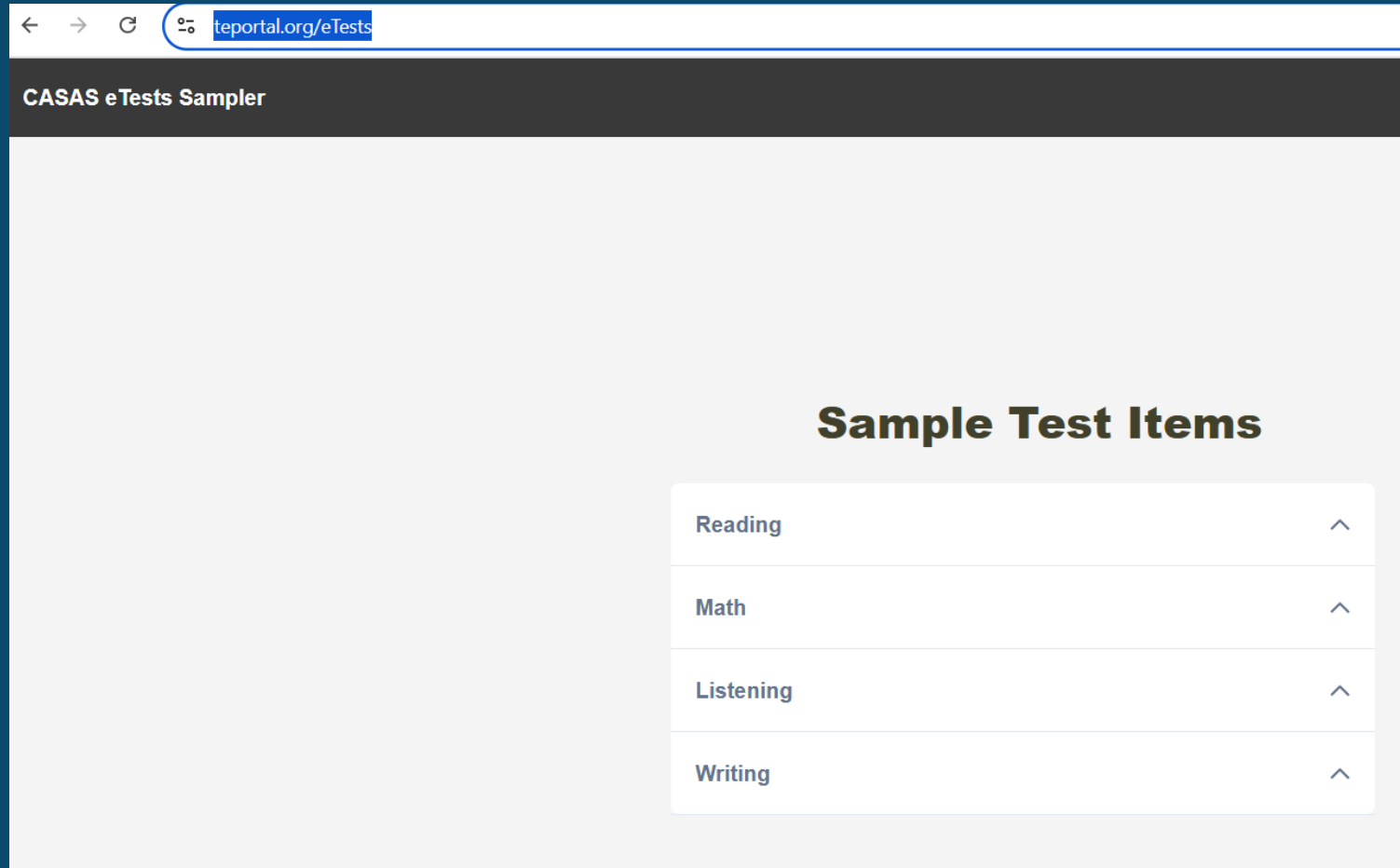
The CASAS Essay Test analyzes a short 3-5 paragraph essay about a current topic using a rubric and autoscoring software. The student's essay is composed within the CASAS eTests framework using a secure word processor with a spell checker.

| | |
|-----------------------------|--|
| Target Population | For NRS Level 2 and above, and ESL advanced students. |
| Timing | 60 minutes |
| Uses | Evaluate writing skills using a rubric and autoscore, with scores between 1 and 4 (highest). |
| Difficulty Level | One level, three different prompts |
| Training Requirement | CASAS Implementation Training |
| NRS Approval | No. |

Documentation

| File | Type | Size | Download |
|--|------|-----------|--|
| Essay sample report - score 3 | PDF | 67.57 KB |  Download |
| Essay Test Rubric and Guidelines | PDF | 197.09 KB |  Download |
| Writing Assessments Advisory Notes | PDF | 307.85 KB |  Download |
| Writing Assessments FAQs | PDF | 235.37 KB |  Download |
| CASAS Essay Test Administration Directions | PDF | 511.58 KB |  Download |

CASAS Sample Test Items



<https://teportal.org/eTests>

Labor Force Status

| | |
|-----------------------|---|
| 18 | LABOR FORCE STATUS (Mark one) |
| <input type="radio"/> | Unemployed |
| <input type="radio"/> | Employed |
| <input type="radio"/> | Employed, with notice |
| <input type="radio"/> | Not in labor force |

Mark **Labor Force Status**
for all students at enrollment.

Labor Force Status

| | |
|-----------------------|---|
| 18 | LABOR FORCE STATUS (Mark one) |
| <input type="radio"/> | Unemployed |
| <input type="radio"/> | Employed |
| <input type="radio"/> | Employed, with notice |
| <input type="radio"/> | Not in labor force |

- Mark **Employed with notice** only for students with an established last day of employment.
- Mark ***Not in labor force*** only for students with “official” reasons such as incarceration, military, or long-term hospitalization.

WIOA Co-Enrollment

| | |
|--------------------------|--|
| 16 | PERSONAL STATUS (Mark all that apply or leave blank) |
| <input type="checkbox"/> | WIOA, Title I |
| <input type="checkbox"/> | WIOA, Title III |
| <input type="checkbox"/> | WIOA, Title IV |
| <input type="checkbox"/> | TANF |
| <input type="checkbox"/> | Other public assist. |
| <input type="checkbox"/> | Concurrently enrolled in high school / K12 |
| <input type="checkbox"/> | Dislocated worker |
| <input type="checkbox"/> | Veteran |
| <input type="checkbox"/> | Other |

Mark **WIOA, Title III** for all students that visited a local One Stop/AJCC

Mark **WIOA, Title I** for all students that then enrolled in certificated workforce training



WIOA Co-Enrollment

| ⑯ | PERSONAL STATUS |
|--------------------------------------|--|
| (Mark all that apply or leave blank) | |
| <input type="checkbox"/> | WIOA, Title I |
| <input type="checkbox"/> | WIOA, Title III |
| <input type="checkbox"/> | WIOA, Title IV |
| <input type="checkbox"/> | TANF |
| <input type="checkbox"/> | Other public assist. |
| <input type="checkbox"/> | Concurrently enrolled in high school / K12 |
| <input type="checkbox"/> | Dislocated worker |
| <input type="checkbox"/> | Veteran |
| <input type="checkbox"/> | Other |

| Item | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Co-enrolled in WIOA Titles I, III, or IV | 4.06 | 6.34 | 6.14 |
| Provided SSN | - | 23.38 | 25.10 |
| Provided ITIN | - | - | 0.59 |

EL Healthcare Pathways

Mark **EL Healthcare Pathways** in the **Special Programs** field for learners participating in the EL Healthcare Pathways grant.

  **Status**

Labor Force Status:

- ☒ N/A
- ☐ Unemployed
- ☐ Employed
- ☐ Employed, with notice
- ☐ Not in labor force

Special Program Entries:

| | | | | |
|--|--|--|---|--|
| <input type="checkbox"/> N/A | <input type="checkbox"/> EL Civics (IELCE) | <input type="checkbox"/> Family Literacy | <input type="checkbox"/> Alternative Ed. [K12] | <input type="checkbox"/> CBET |
| <input type="checkbox"/> EL Navigator | <input type="checkbox"/> Jail | <input type="checkbox"/> Workplace Ed. | <input type="checkbox"/> Non-traditional Training | <input type="checkbox"/> Integrated Education & Training |
| <input checked="" type="checkbox"/> EL Healthcare Pathways | <input type="checkbox"/> Community Corrections | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Older Adults | <input type="checkbox"/> Other |
| <input type="checkbox"/> ELL Co-Enrollment | <input type="checkbox"/> State Corrections | <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Carl Perkins | |
| <input type="checkbox"/> None | <input type="checkbox"/> Homeless Program | <input type="checkbox"/> Special Needs | <input type="checkbox"/> Even Start | |

Training List

| | |
|---------------------------|--------|
| Statewide WIOA II Meeting | Dec 2 |
| TE Portals | Dec 4 |
| TE for Data Managers | Dec 11 |
| Acct – Exp Users | Dec 15 |
| Statewide TE Meeting | Dec 16 |
| Statewide WIOA II Meeting | Jan 6 |
| National TE Meeting | Jan 13 |

Network Discussion Topics (1): Student Enrollment

Have developments in 2025 affected your student enrollment?

- If so, which specific groups of students (instructional programs, demographics) have been affected the most?
- Have you implemented any programs or policies intended to improve student enrollment (or at least stem the tide of any potential decline)?

Network Discussion Topics (2): Student Enrollment

Have developments in 2025 affected your student enrollment?

- Does the trend for Quarter 1 in 2025-26 reflect developments at your agency?
- Have there been differences between students in ESL vs. students in ABE/ASE?
- What factors might account for the recent differences between IELCE and “regular” ESL students?

Network Discussion Topics (3): Student Persistence

Have developments in 2025 affected your persistence?

- How well has your agency performed with pre/post-test persistence? How about Gap I?
- Have there been differences between students in ESL vs. students in ABE/ASE?
- Which instructional levels are you targeting at your agency?

Network Discussion Topics (4): Forecast for 2025-26

- Have you implemented any changes at your agency in response to State or Federal developments? If so – are these changes you have already initiated – or ones that you have prepared but not yet moved forward?
- Are there specific areas that you are giving more focus in response? Any areas you are focusing on less?
- Where do you expect things to be at the beginning of next year, PY 2026-27?