WIOA II Network Meeting February 2024

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

Agenda

- CDE Update
- Guest Speaker: Ethan Caudillo, CalKIDS
- Statewide Priorities for 2024
    - Mind the Gaps
    - Collaboration with WIOA Partners
- WIOA II Program Survey
- CASAS Data Portal
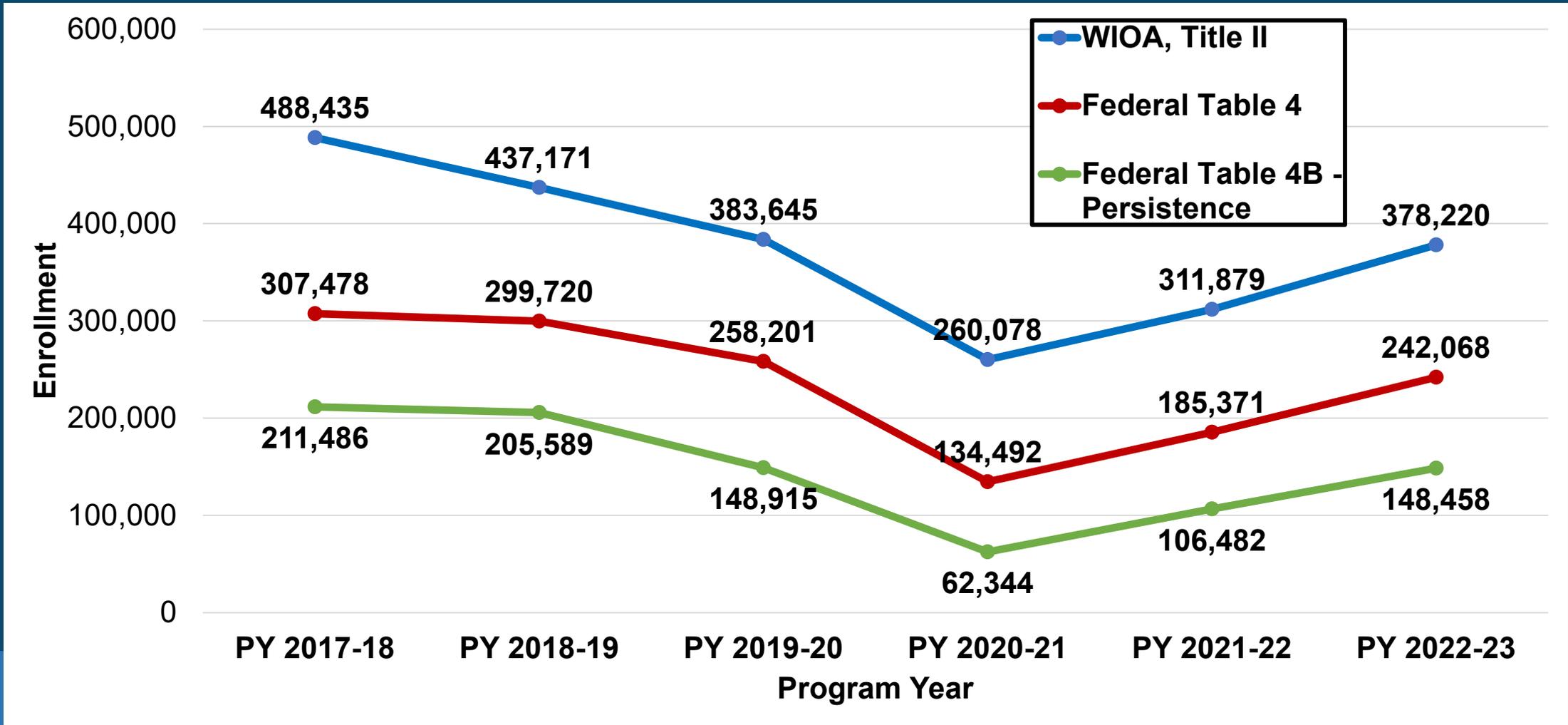- TE Teacher Portal
- Trainings & Conferences

CDE Update (1)

CDE Statewide Priorities for 2024

1. "Mind the Gaps"
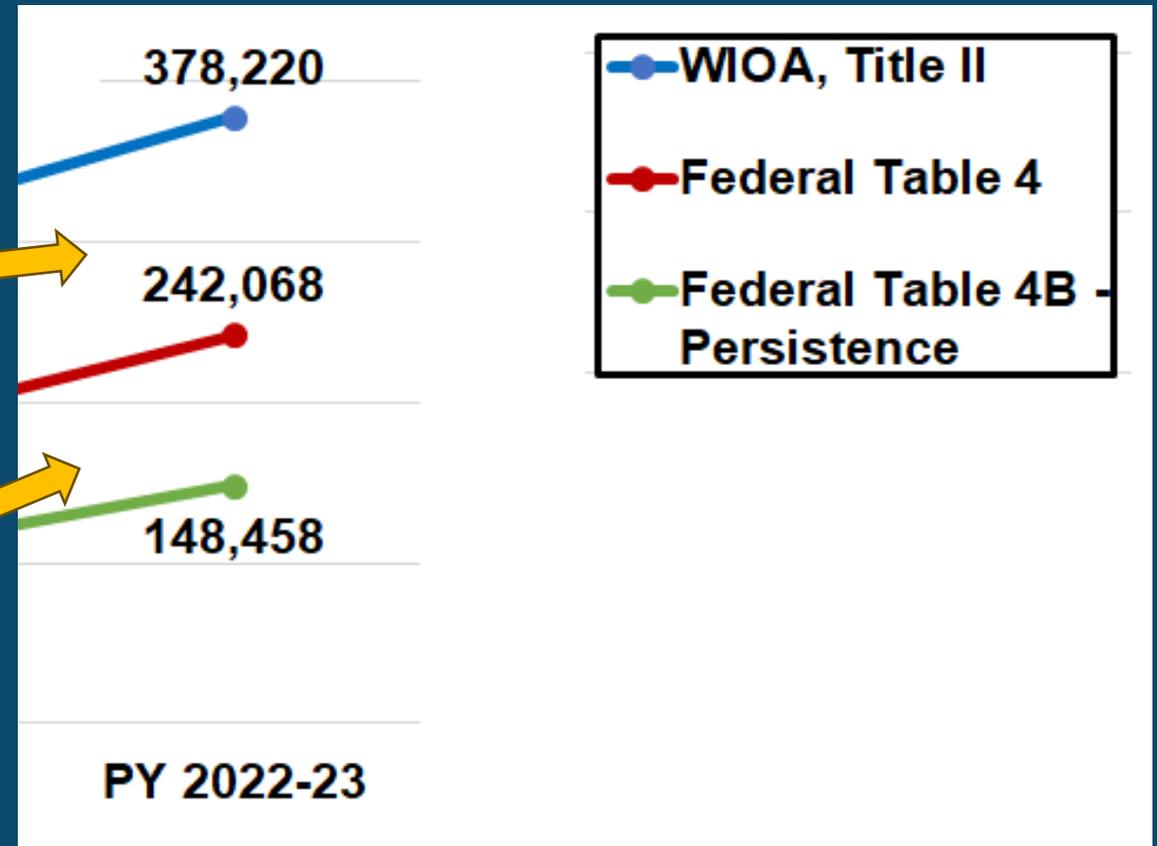2. Collaboration with WIOA Partners

CDE Update (2)

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

CDE Update (3)

Mind the Gaps

- **130,000+** WIOA II students enroll but do not qualify
- **90,000+** learners don't persist 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 (4)

Collaboration with WIOA Partners

- WIOA federal legislation requires close collaboration among WIOA partners at the state and local level, and this is reinforced in the California WIOA State Plan.

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

TITLE I
Helps jobseekers with career counseling, job search assistance, and job training.

TITLE II
Helps adults who lack basic skills. Services assist with improving reading, writing, math, and English proficiency; attaining a high school diploma or equivalent; and transition to employment or postsecondary education/training.

TITLE III
Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.

TITLE IV
Helps individuals with disabilities maximize their employability, independence, and integration into the workplace and society. Programs offer comprehensive and individualized services including vocational rehabilitation, occupational training, and assistive technologies.

CDE Update (5)

Collaboration with WIOA Partners

- Over the next year, the CDE plans to prioritize, increase, and acknowledge collaboration with WIOA regional partners.
  - *New Promising Practice Category for Collaboration in 2024*
  - Reward agencies that send and receive referrals to WIOA partners
  - Identify Training and Support Services
  - Establish collaborative programs such as IET
  - Inform about partnership opportunities for increased revenue

CDE Update (6)

Public Comment Period - WIOA State Plan PY 2024-27

Workforce Services Information Notice

WSIN23-24

Issued: January 17, 2024

The California Workforce Development Board (CWDB) is seeking public comments on *California's Unified Strategic Workforce Development Plan* (State Plan) for Program Years (PY) 2024-27.

The four-year State Plan represents agreement among the core partners identified in the *Workforce Innovation and Opportunity Act* (WIOA) and serves as the framework for the development of public policy, fiscal investment, and operation of all state labor exchange, workforce education, and training programs. Local Workforce Development Boards are encouraged to engage and coordinate with their regional and local planning partners to review the State Plan and submit comments following the identified format within the specified timeframe.

The Draft State Plan will be posted on the CWDB 2024 – 2027 State Plan webpage for a 30-day public comment period beginning **Wednesday, January 17, 2024.** Written comments will be accepted until 5 p.m. PT on **Thursday, February 15, 2024,** and must be submitted by email to WIOAStatePlan@cwdb.ca.gov.

Please contact the CWDB Policy Unit by email at PolicyUnit@cwdb.ca.gov with any questions.

https://edd.ca.gov/en/jobs_and_training/Information_Notices/wsin-23-24/

CDE Update (7)

NRS Participants and Agencies with ITINs

Program Year	Total Participants with ITINs	Total Agencies with ITINS
PY 2023-24	835	70
PY 2022-23	401	56

CDE Update (8)

Continuous Improvement Plan

This year's CIP requires agencies to develop three Specific, Measurable, Attainable, Relevant, and Time-based (SMART) goals and action plans for implementation in the 2024–25 Program Year. One of the goals must be technology related. The deadline for submitting the CIP is Tuesday, April 30, 2024.

If you have any questions, please contact the Adult Education Office at 916-322-2175, or by email at adulteducation@cde.ca.gov.

CDE Update (9)

IELCE Report

The IELCE Report is required for all 243 funded agencies and completed on the CASAS Website. The Report will be posted in early March, and is due Tuesday, April 30, 2024.

- Added new section to emphasize IELCE/IET Planning for PY 2024-25
- Correlated Part A of Program Support and Coordination to AIR's IET Quality Indicators

CDE Update (10)

- Please join the <u>ADVANCE IET Community</u> for a live webinar on ***IET Program and Professional Development Resources*** on **2/22/24 from 3:30-4:30 pm ET**.

- <u>Register here today!</u>

<u>ADVANCE IET</u> will share new resources to help develop IET programs and orient staff to IET program features. Learn about the new *ADVANCE IET Repository* of open education resources and a self-paced online course on the LINCS Learning Portal, and how practitioners, program leaders and professional developers can use them to build staff capacity to design and deliver IET programs.

CDE Update (11)

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

Will resume this in the March 2024 WIOA II 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 (12)

Guest Speaker: CalKIDS

Noah Lightman, Outreach Specialist, State Treasurer's Office

February 2024 Topics

WIOA Title II Program Survey (1)

The WIOA II Program Survey for PY 2023-24 will be available on the CASAS Website March 1, 2024, and is due on or before **March 31, 2024.**

WIOA Title II Program Survey (2)

2022-23 Program Survey –

Effectiveness of an Agency's Interactions with America's Job Centers of California (AJCC's)

Year	Very or Somewhat Effective	Very or Somewhat Ineffective
22-23	54.6%	11.0%
21-22	47.2%	12.8%
20-21	44.4%	15.6%

WIOA 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	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%

WIOA Collaboration (2)

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

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From 2022-23 WIOA II Program Survey

WIOA Collaboration (3)

Transition Methods: Workforce and/or Job Training

Items that Increased	ABE		ASE		ESL	
	2021–22 N=218	2022–23 N=209	2021–22 N=218	2022–23 N=209	2021–22 N=218	2022–23 N=209
Orientation procedures designed to form a plan for each student	52.8%	52.2%	62.8%	66.5%	52.3%	53.1%
Counseling for students to explore transition options	60.6%	60.8%	73.9%	74.2%	64.7%	68.9%
Support services for students to explore transition options	59.2%	65.1%	68.8%	76.1%	63.8%	71.3%
Guest speakers	45.0%	45.5%	51.8%	51.7%	56.9%	59.3%
Field trips	17.9%	29.2%	20.2%	35.9%	26.1%	39.7%
Partnerships with local business, America's Job Center of California, Chamber of Commerce, Workforce Development Board (WDB), or other workplace-related organization	63.3%	67.5%	72.9%	79.9%	68.3%	73.2%
Vocational ABE or ESL courses or workforce training in conjunction with IET/IELCE	21.1%	25.8%	17.9%	23.0%	47.7%	51.2%
Co-location of adult education classes with WIOA, Title I or apprenticeship activities	13.3%	16.7%	19.3%	20.6%	16.1%	18.2%

WIOA Collaboration (4)

Supportive, Training, and Transition Services

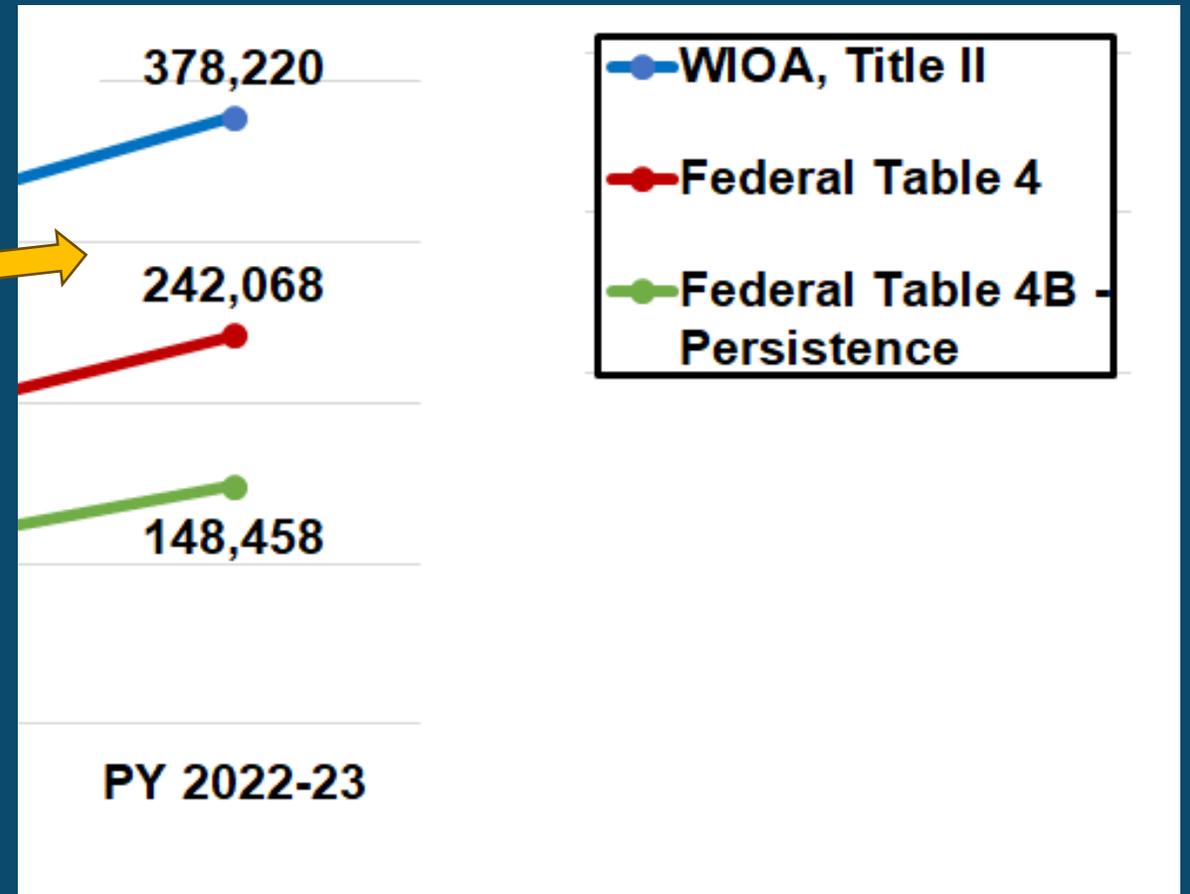| Items that Increased |
|---|
| Orientation procedures designed to form a plan for each student |
| Counseling for students to explore transition options |
| Support services for students to explore transition options |

WIOA Collaboration (5)

Collaborative Instruction

Items that Increased
Partnerships with local business, America's Job Center of California, Chamber of Commerce, Workforce Development Board (WDB), or other workplace-related organization
Vocational ABE or ESL courses or workforce training in conjunction with IET/IELCE
Co-location of adult education classes with WIOA, Title I or apprenticeship activities

Mind the Gaps (1)

Mind the Gaps

- What are the gaps that exist when 130,000+ WIOA II students enroll, but do not qualify for NRS Table 4?
- The most common reason is when students have less than 12 hours of instruction.
-

378,220

242,068

148,458

PY 2022-23

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

Mind the Gaps (2)

Mind the Gaps

- What are the gaps that exist when 130,000+ WIOA II students enroll, but do not qualify for NRS Table 4?

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PY 2022-23

- WIOA, Title II
- Federal Table 4
- Federal Table 4B - Persistence
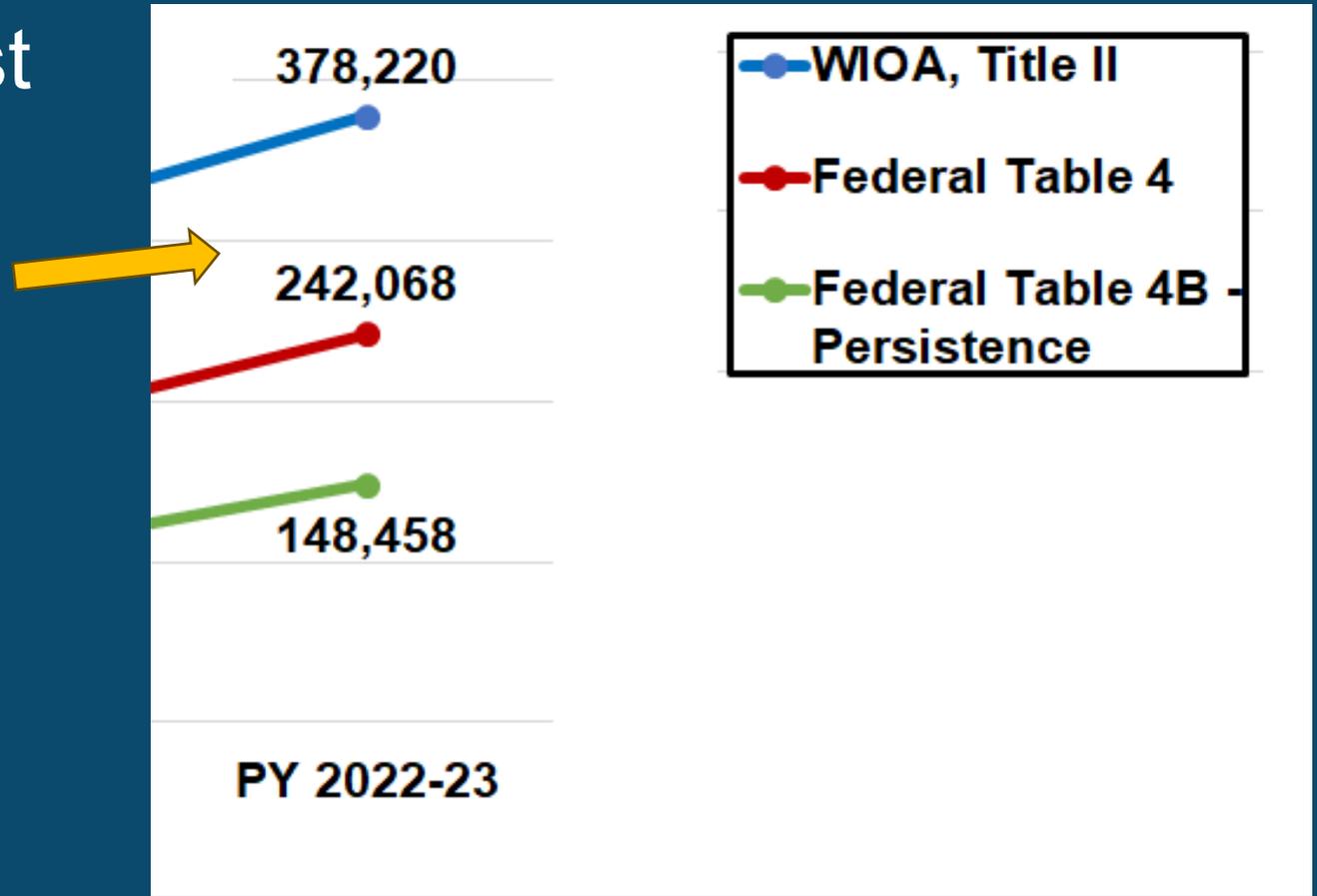
CASAS Data Portal (1)

- **Data for PY 2022-23** is now available on the CASAS Data Portal:

https://www2.casas.org/dataPortal/index.cfm?fuseaction=dataPortal.wia

CASAS Data Portal (2)

Data for PY 2022-23 is now available on the CASAS Data Portal:

Start here:	Agency
Refine your search:	ABC Unified School District
Program year:	2022-2023

submit reset

Educational Functioning Level Completion Rates

			ABE				ASE		ESL						
Type	Name	Program Year	Beg. Lit.	Beg. Basic	Int. Low	Int. High	Low	High	Beg. Lit.	Beg. Low/High	Int. Low	Int. High	Low Adv	High Adv
CA State Goal		2022-2023	40.0%	42.0%	39.0%	41.0%	40.0%	40.0%	32.0%	39.0%	37.0%	34.0%	32.0%	23.0%	N/A
CA State Goal		2021-2022	53.0%	54.0%	49.0%	40.0%	42.0%	40.0%	61.0%	62.0%	60.0%	49.0%	49.0%	28.0%	N/A
CA State Average		2021-2022	41.1%	43.0%	42.0%	45.2%	41.8%	37.5%	46.1%	50.0%	48.6%	41.0%	39.6%	24.8%	N/A
Agency	ABC Unified School District	2022-2023	22.2%	18.4%	25.8%	40.2%	43.0%	32.5%	47.4%	57.1%	58.4%	49.0%	41.5%	28.7%	N/A
			(9)	(38)	(31)	(82)	(93)	(80)	(19)	(28)	(89)	(102)	(142)	(164)	N/A

https://www2.casas.org/dataPortal/index.cfm?fuseaction=dataPortal.wia

CASAS Assessment to Instruction (1)

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 (2)

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 Standars (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.

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

TE Teacher Portal (1)

- CASAS **Teacher Portal** is an easy-to-use, web-based application designed for teachers, counselors and administrators.

- Uses the same database in TOPSpro Enterprise (TE), and works seamlessly with Student Portal, TE Classmate, TOPSpro Enterprise and eTests.
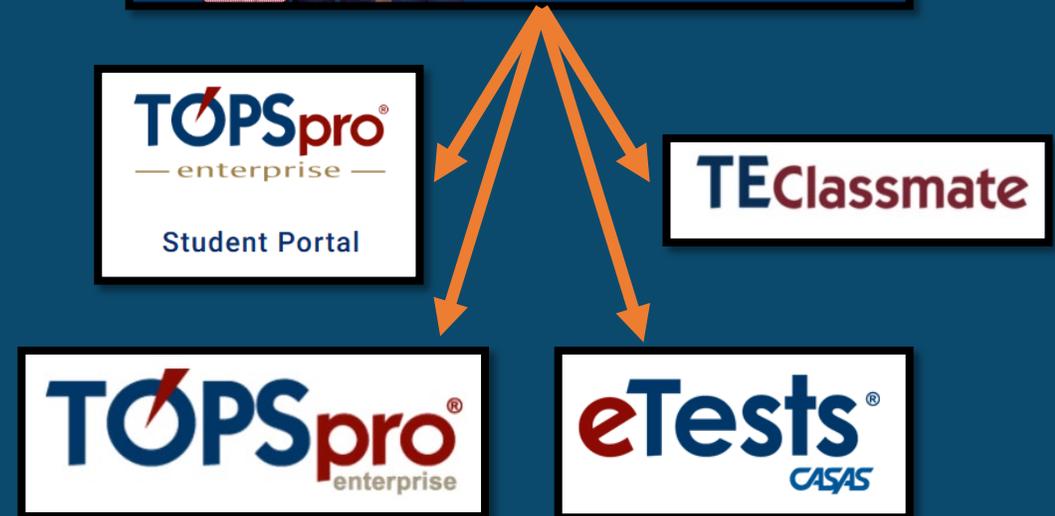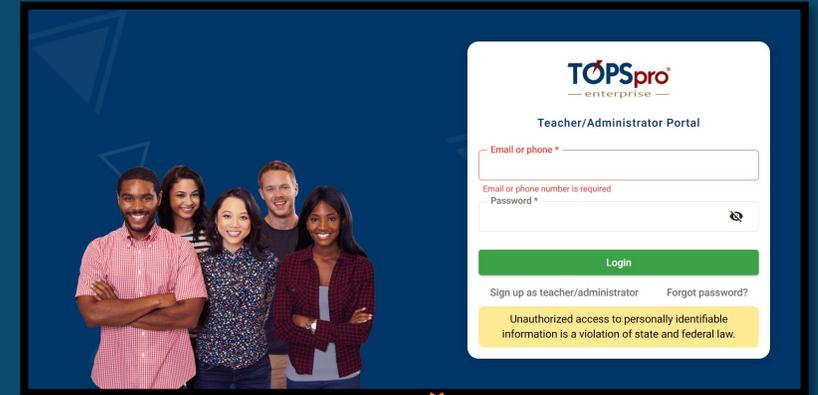
TE Teacher Portal (2)

- View statistical summaries and averages from the **Class Dashboard**
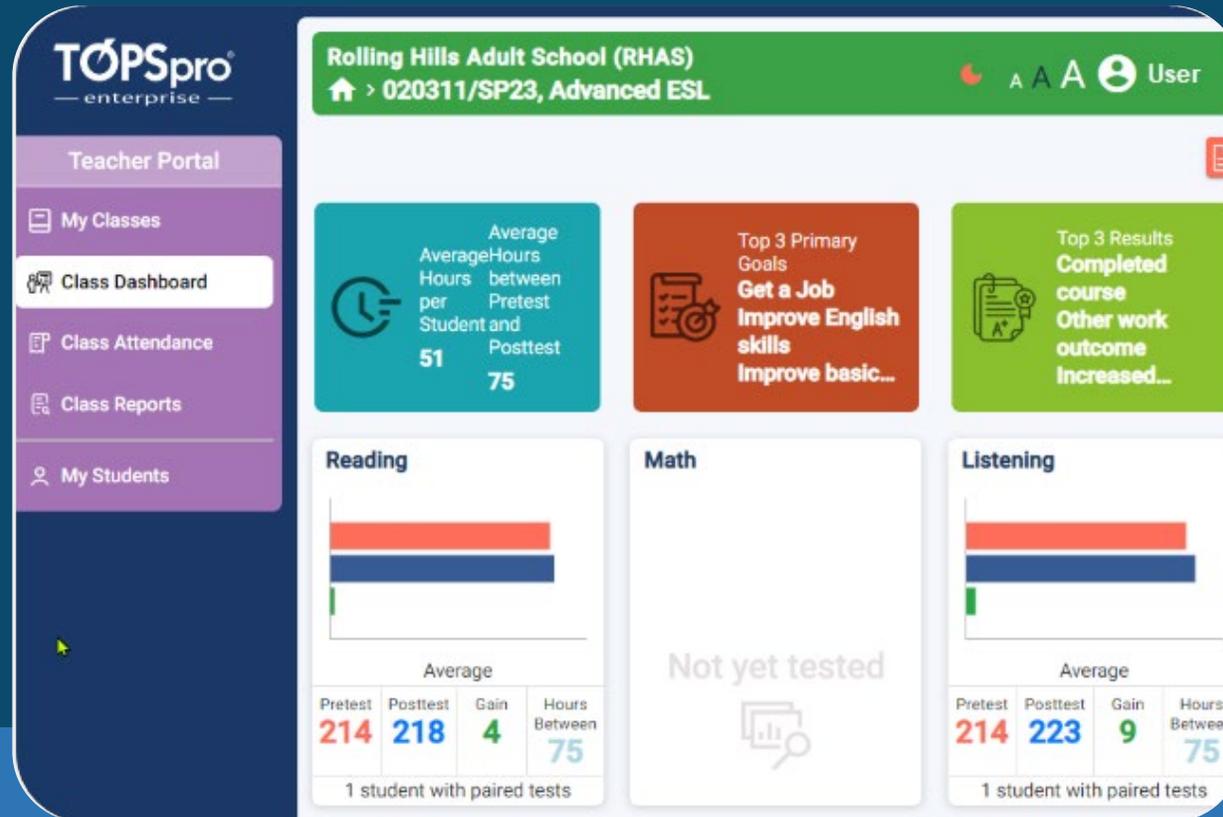
TE Teacher Portal (3)

- View and edit student attendance from **Class Attendance**

TE Teacher Portal (4)

- From the **Class Reports**, review reports with enrollment & attendance, CASAS eTests results, and class performance reports with just one-click!

CASAS Training

Upcoming Training for Data Portal/Mind the Gaps
Wed 2/21
Tue   2/27

Statewide TE Network Meeting
Fri 2/23

Upcoming Training for TE Teacher Portal
Thu 2/29
TDLS 3/1

Register at https://caadultedtraining.org/

Presented by OTAN, the Outreach and Technical Assistance Network

March 1 and 2, 2024 - Fremont Adult and Continuing Education

The Technology and Distance Learning Symposium, hosted by OTAN, is an annual conference featuring engaging, interactive presentations and vibrant discussions. This event is designed to demonstrate effective ways of incorporating technology to enrich the learning experience, expand educational reach through a combination of in-person and online learning, and improve the overall efficiency and effectiveness of adult education programs.

Register at https://tdls.otan.us/Registration

CASAS National Summer Institute 2024

Registration is open

Join us at the 2024 CASAS National Summer Institute at the Hyatt Regency Orange County, California. With more than 150 training sessions, workshops, hands-on labs, and panels, the Summer Institute is an exceptional adult education professional development event you won't want to miss.

https://www.casas.org/training-and-support/SI

CASAS National Summer Institute 2024

Promising Practices Exchange

Promising Practices Exchange represents many of the most effective and creative agency-developed materials and resources used in adult education classrooms. Sharing practices for goal setting, persistence, learner outcomes, and now includes the new category for WIOA collaboration.

Information posted soon with application and due date.

https://www.casas.org/training-and-support/SI

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):
"Mind 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?

Network Discussion Topics (5):
"Mind the Gaps"

- 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?
- Whether attendance or pre/post… how well do you do?