WIOA II Network Meeting
June 2024

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

Agenda

- CDE Update
  - WIOA Funding Results
  - Federal Updates
- NRS Measurable Skills Gains
- Statewide Priorities for 2024
- Assessment Implementation for PY 2024-25
- TE Payment Points Reports
- 2024 CASAS Summer Institute

CDE Update (1)

Preliminary Notifications for FY 24–25

- To assist agencies with year two of the grant cycle, preliminary funding information for FY 24–25 will be released as soon as possible to assist with agency budgeting and planning.

> **Funding Results: Workforce Innovation and Opportunity Act (WIOA), Title II (CA Dept of Education)**
> www.cde.ca.gov

- GANs are expected to be released in *July 2024*

CDE Update (2)

OCTAE and CDE Memoranda
- A Federal Register notice announcing updates for ESL tests for adult education was published **March 18, 2024.**
- CDE sent out a memo to all California agencies on **April 28, 2024** defining the statewide policy moving forward.

- For reference, here is the March 18 OCTAE notice: https://www.federalregister.gov/d/2024-05679

- Here is a link to the April CDE memo: https://caadultedreporting.org/EmailArchive/Index?EmailID=196

CDE Update (3)

NRS MSG's 3, 4, 5

https://nrsweb.org/sites/default/files/MSGTool/story.html

CDE Update (4)

Preliminary California WIOA, Title II: AEFLA
Enrollment Update as of May 1, 2024

CDE Update (5)

Employment & Earnings Survey

- OCTAE is encouraged by the progress in Student Response Rate, and by CA's implementation of ITIN.

- Beginning 2024-25, the Employment and Earnings Survey will no longer include the Wages question.

CDE Update (6)

Employment & Earnings Survey

PY	2Q After Exit	4Q After Exit
2022-23	29	26
2021-22	23	19

Data generated on May 17, 2024

CDE Update (7)

CAEP Website Survey

The Chancellor's Office, in collaboration with the California Department of Education, is seeking your input regarding the CAEP website (www.caladulted.org).

We greatly appreciate your time in providing valuable feedback towards the State CAEP Office's continuous improvement efforts by answering questions in **this survey** no later than 5:00 p.m., Friday, June 14, 2024.

CALIFORNIA ADULT EDUCATION PROGRAM

Begin Survey

CDE Update (8)

End-of-Year Data Submission Notification

Program information to help agencies complete end of the year data requirements is available on the ***WIOA, Title II AEFLA Grant Information 2023–24 web page***.

CDE Update (9)

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 (10)

CDE New Admin Orientation

September 10-11-12

June 2024 Topics

Employment & Earnings Survey

Follow-up Second Quarter After Exit

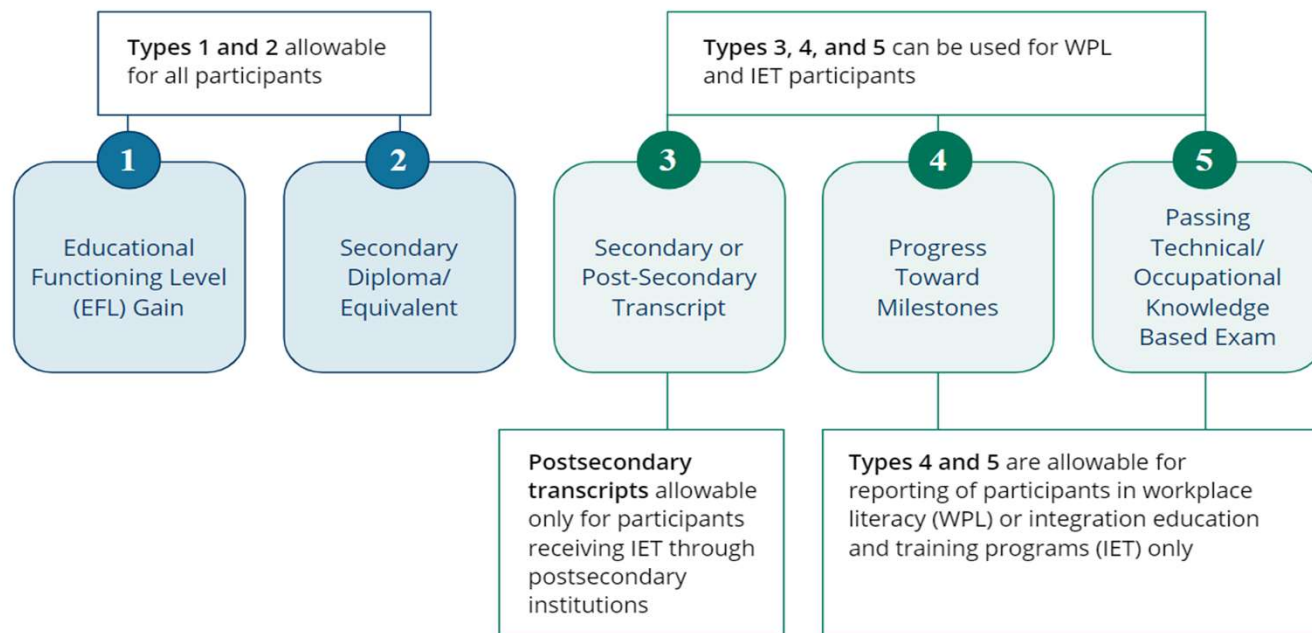| Survey Quarter	PY 2023-24 Quarter 1		PY 2023-24 Quarter 2		PY 2023-24 Quarter 3	
Exit Quarter	PY 2022-23 Quarter 3		PY 2022-23 Quarter 4		PY 2023-24 Quarter 1	
	#	%	#	%	#	%
Students Exited	31,547		92,509		21,834	
Students with SSN	7,717	24.1%	22,199	24.0%	5,734	26.3%
Participants who were surveyed	23,676	75.0%	69,349	75.0%	15,950	73.1%
Surveys Responded	11,183	47.2%	27,246	39.3%	7,018	44.0%
Has Job	6,545	27.6%	14,013	20.2%	3,668	23.0%

Employment & Earnings Survey (2)

Follow-up Fourth Quarter After Exit						
Survey Quarter **Exit Quarter**	**PY 2023-24 Quarter 1** **PY 2022-23 Quarter 1**		**PY 2023-24 Quarter 2** **PY 2022-23 Quarter 2**		**PY 2023-24 Quarter 3** **PY 2022-23 Quarter 3**	
	#	**%**	**#**	**%**	**#**	**%**
Students Exited	18,083		35,547		31,547	
Students with SSN	4,354	24.1%	8,777	24.7%	7,717	24.5%
Participants who were surveyed	14,144	78.2%	27,412	77.1%	23,849	75.6%
Surveys Responded	5,734	40.5%	10,642	38.8%	9,298	39.0%
Has Job	3,300	23.3%	5,911	21.6%	5,172	21.7%

Data generated on May 17, 2024

NRS Measurable Skills Gains

What's Allowable for NRS Reporting?

Types 1 and 2 allowable for all participants

Types 3, 4, and 5 can be used for WPL and IET participants

1 Educational Functioning Level (EFL) Gain

2 Secondary Diploma/ Equivalent

3 Secondary or Post-Secondary Transcript

4 Progress Toward Milestones

5 Passing Technical/ Occupational Knowledge Based Exam

Postsecondary transcripts allowable only for participants receiving IET through postsecondary institutions

Types 4 and 5 are allowable for reporting of participants in workplace literacy (WPL) or integration education and training programs (IET) only

https://nrsweb.org/sites/default/files/MSGTool/story.html

NRS Measurable Skills Gains (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 Measurable Skills Gains (3)

Table 4
Measurable Skill Gains (MSG) by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outco...

Entering Educational Functioning Level (EFL)	First Period of Participation									All Periods of Participation				
	Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one EFL gain	Number who attained a secondary school diploma or its recognized equivalent	Number of IET or workplace literacy participants who achieved an MSG other than EFL gain and secondary school diploma *	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one EFL gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Total number of IET or workplace literacy Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma *	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
ABE Level 1														
ABE Level 2														
ABE Level 3														
ABE Level 4														
ABE Level 5														
ABE Level 6														
ABE Total														
ESL Level 1														
ESL Level 2														
ESL Level 3														
ESL Level 4														
ESL Level 5														
ESL Level 6														
ESL Total														
Grand Total														

NRS Measurable Skills Gains (4)

https://nrsweb.org/sites/default/files/MSGTool/story.html

Statewide Priorities for 2024 (1)

Mind the Gaps

WIOA Collaboration

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.

Statewide Priorities for 2024 (2)

Gap I:

- Students enroll in a WIOA II program, but do not qualify for NRS Table 4

Gap II:
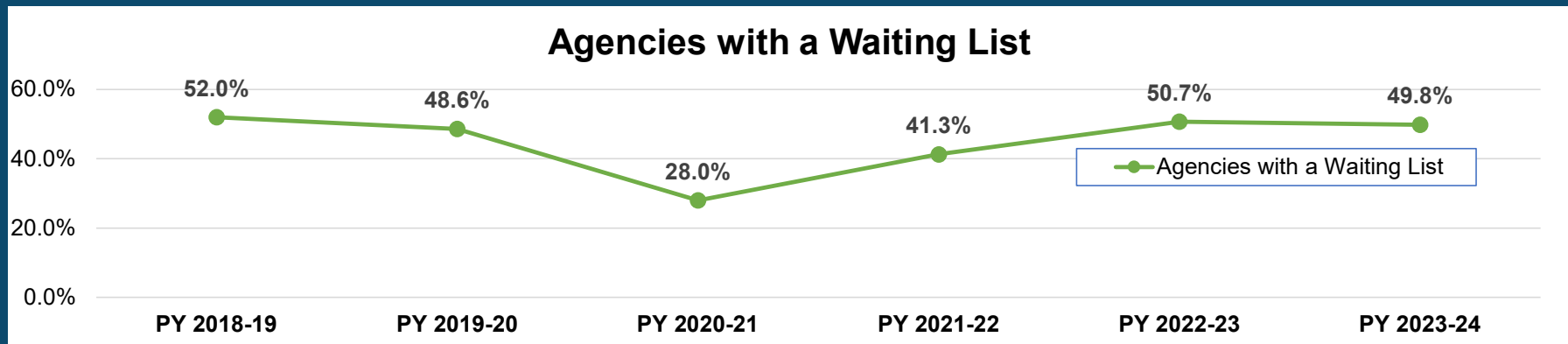
- Students qualify for NRS Table 4, but do not complete a pre-/post-test pair

MIND THE GAPS

Statewide Priorities for 2024 (3)

49.8% of agencies indicated they are maintaining a waiting list

Agencies with a Waiting List

- PY 2018-19: 52.0%
- PY 2019-20: 48.6%
- PY 2020-21: 28.0%
- PY 2021-22: 41.3%
- PY 2022-23: 50.7%
- PY 2023-24: 49.8%

Legend: Agencies with a Waiting List

Statewide Priorities for 2024 (4)

Good initial question for each WIOA II agency to improve WIOA Collaboration:

- *"Do we need better data collection that reflects our activities -- or just better regional collaboration?"*

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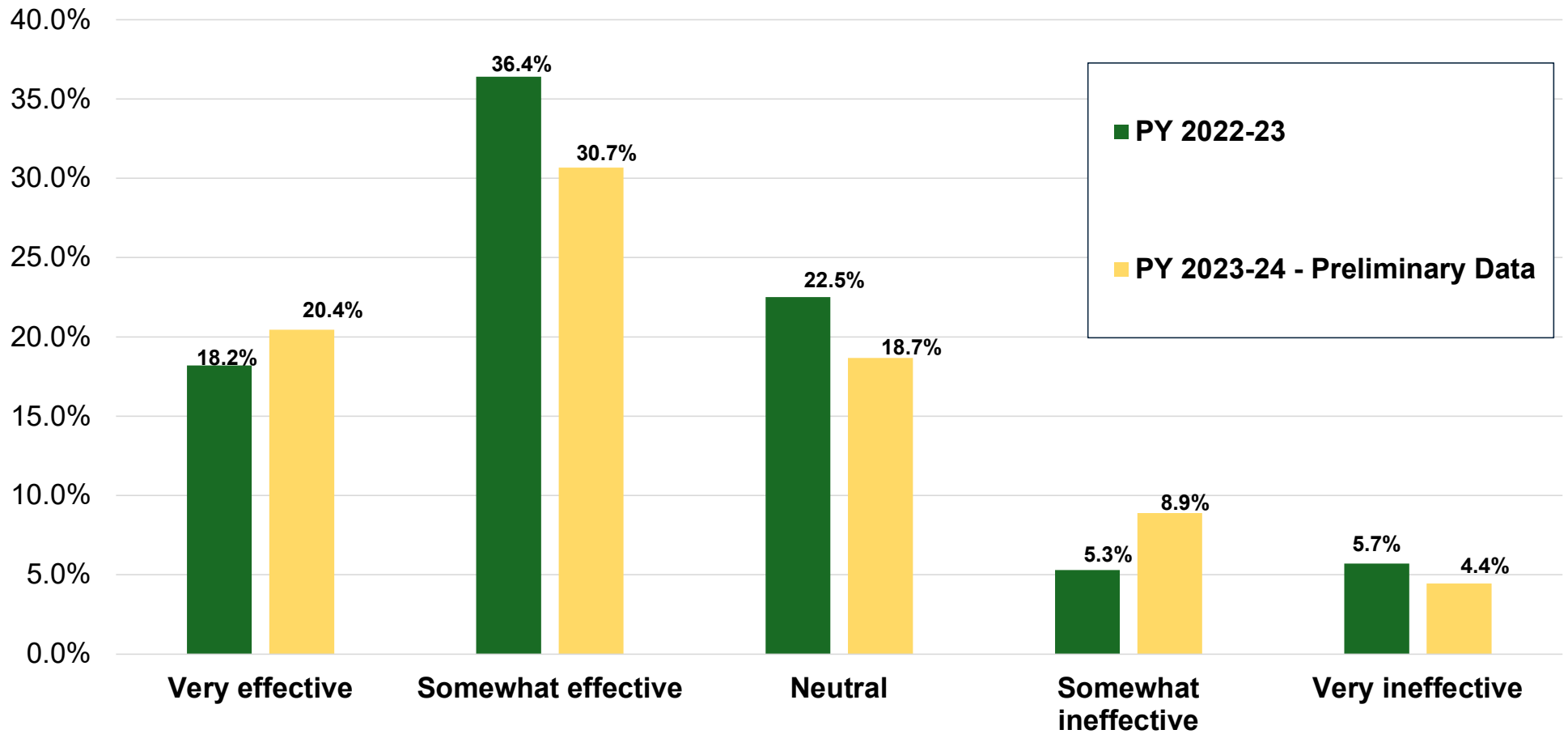
Effectiveness of an agency's interaction with a local America's Job Center of California
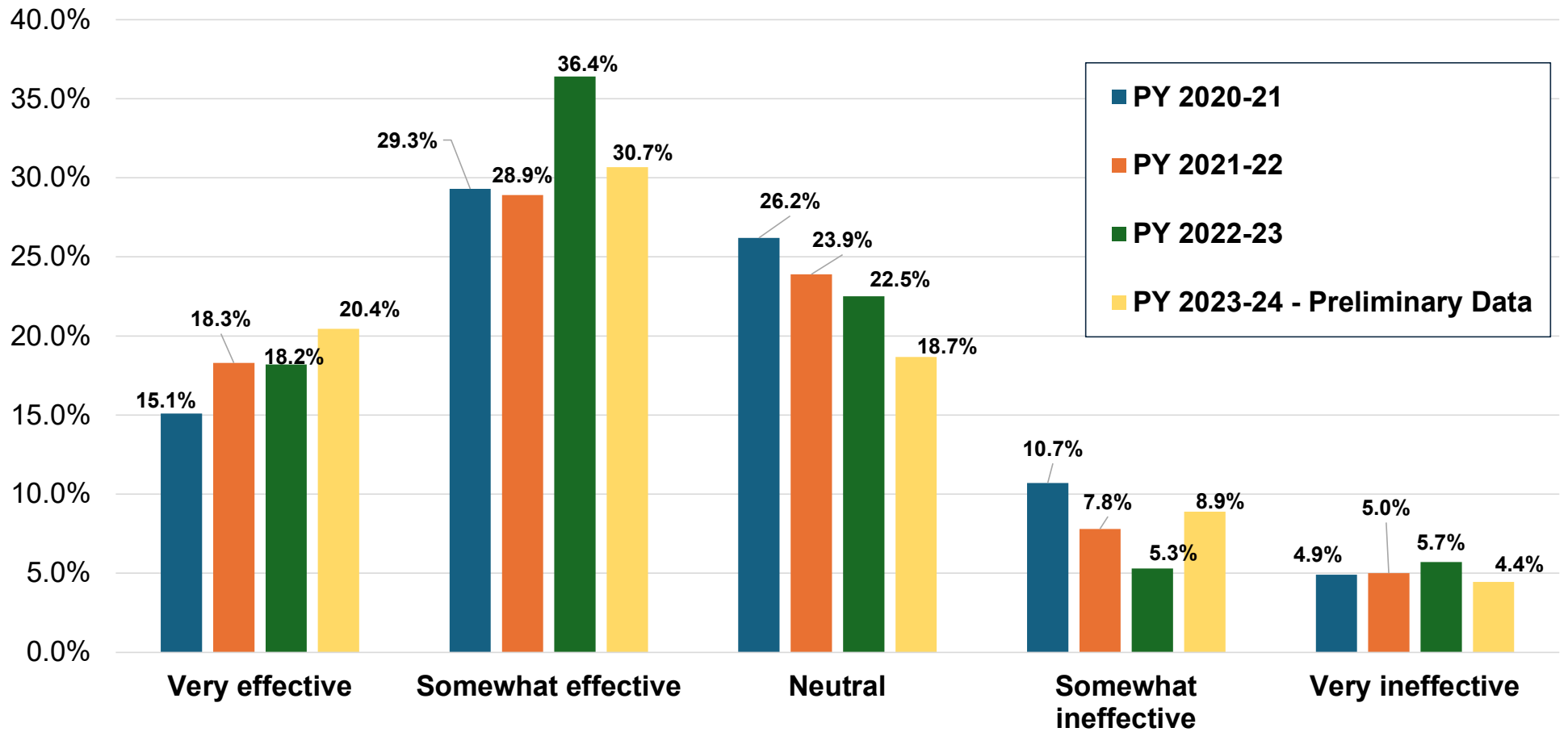
Effectiveness of an agency's interaction with a local America's Job Center of California

Effectiveness of an agency's collaboration with the local WBD
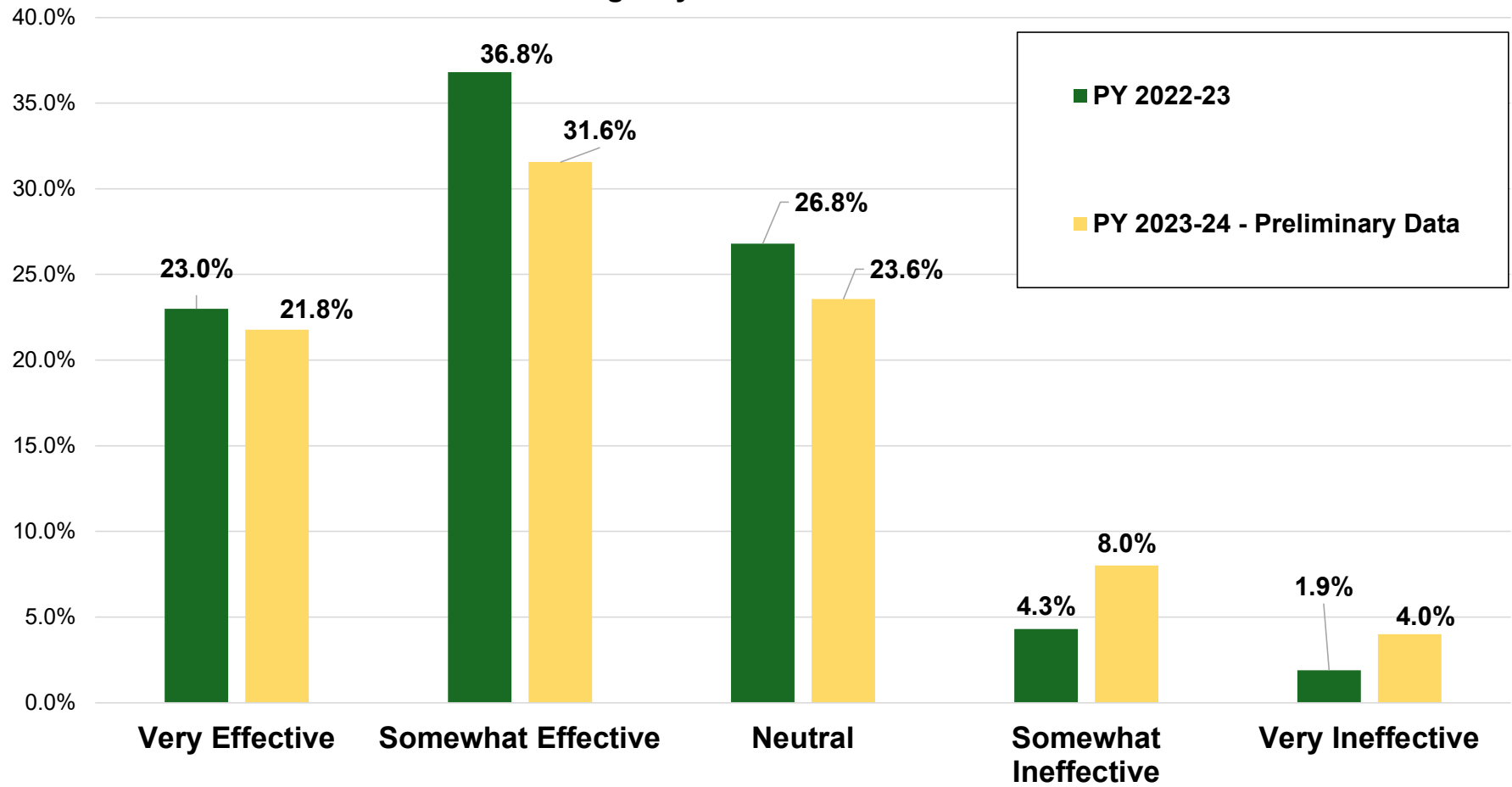
Assessment Transition for PY 2024-25 (1)

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 Transition for PY 2024-25 (2)

Proxy Wizard
- CASAS standardized tests administered between **May 1 and June 30, 2024**, may be rolled over into the 2024-25 program year.
- Proxied tests are given a date of July 1, and can serve as the pretest for the new program year.
- Only the (newer) tests from the CASAS STEPS and GOALS series will be authorized for pre- and post-testing for state and federal reporting in PY 2024-25.
- Any test proxied from the (older) CASAS Life and Work series will no longer be authorized in PY 24-25.

Assessment Transition for PY 2024-25 (3)

STEPS and Low-level literacy learners
- For STEPS Level A Forms (621-622) administered in CA, 3% were inaccurate scores.

	Administrations	Inaccurate	Percentage
California	13,091	398	3%

- This compares similarly to longitudinal data for Forms 27/28.

TE Payment Points Reports (1)

Generate reports from *Report Selection*, not directly from TE main menu

Reports – State Reports – Payment Points

TE Payment Points Reports (2)

Payment Points Summary Audit

CASAS

02/13/2023
09:53:52

Page 1 of 2
PPSA17

Agency:	4908 - Rolling Hills Adult School (RHAS)	Funding:	☐ 225 Funding	☑ 231 Funding	
Program Year:	2022-2023		☑ Civic Participation	☑ Citizenship Preparation	☑ 243 IELCE

Run Statistics	
Number selected	652
Number included in report	374

		Duplicated Cases		Unduplicated Cases	
Dropped from entire report		#	%	#	%
01	Missing birthdate or age outside of 16-110	4	0.61	4	0.61
02	Less than 12 hours of instruction	246	37.73	244	37.42
03	Concurrently enrolled in High School/K12	37	5.67	30	4.60
04	No Gender	0	0.00	0	0.00
05	No Ethnicity/race	2	0.31	0	0.00
Number Dropped from entire report		289	44.33	278	42.64

2024 Summer Institute

California Consortium

Wednesday 3:30pm at CASAS Summer Institute
Special Guests!!

2024 Summer Institute

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.

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): 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?

Network Discussion Topics (3): Collaboration with WIOA Partners

- 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? Do any of the co-enrollment activities provide more revenue for your Adult Ed agency? Does it provide for the partner agency in Title I/III/IV?

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

- What strategies does your agency have in place for managing student enrollment and attendance hours?
- What are some reasons at your agency (outside of 12+ hours) that might create student enrollment that does not qualify for federal reporting?
- 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?

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

- How do you define Student Persistence at your agency? Do you put more focus on student attendance, completing pre/post-testing, or both?
  - Whether measuring yourself by attendance or pre/post... how well do you do?
- What strategies do you already have in place to ensure students complete pre/post-test pairs? What do you have in place to ensure positive student performance?
- Can you think of any state level solutions that might help all agencies better mind this gap?