

# WIOA II Network Meeting May 2024



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

# Agenda

- CDE Update
  - OCTAE Memorandum
  - Office of Management and Budget (OMB) Directive
  - CDE Fiscal Update
- Statewide Priorities for 2024
- Assessment Implementation for PY 2024-25
- Students with Low Literacy/Significant Barriers
- Trainings & Conferences
- 2024 CASAS Summer Institute

# CDE Update (1)

## OCTAE Memo dated 03-18-24

- 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://caadulthoodreporting.org/EmailArchive/Index?EmailID=196>

# CDE Update (2)

## Office of Management and Budget (OMB) Directive

*Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity – March 28, 2024*

- Race and Ethnicity will become one reporting category instead of two
- *Middle Eastern/North African* is added as a Race
- Five-year plan for Federal Implementation

# CDE Update (3)

## CA WIOA Statewide Plan 2024-27



### **California's 2024-2027 Unified Strategic Workforce Development Plan**

California's Unified Strategic Workforce Development Plan (State Plan) 2024-2027 represents agreement among partners identified in the Workforce Innovation and Opportunity Act and serves as the framework for the development of public policy, fiscal investment, and operation of the state workforce and education system.

[https://cwdb.ca.gov/plans\\_policies/2024-2027-state-plan/](https://cwdb.ca.gov/plans_policies/2024-2027-state-plan/)

# CDE Update (4)

## CA Statewide NRS Performance Goals for PY 2024-25 and PY 2025-26

Program Year	2 <sup>nd</sup> Q (Table 5)	4 <sup>th</sup> Q (Table 5)	MSG's (Table 4)
<b>2024-25</b>	29.5	26.3	42.7
<b>2025-26</b>	29.6	27	43

# 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)

## 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 (7)

## 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 (8)**

**CDE New Admin Orientation**

**September 10-11-12**

# CDE Update (9)

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

# CDE Update (10)

## CDE Fiscal Update

Rhonda Burnett, CDE

# May 2024 Topics



# Statewide Priorities for 2024 (1)

## Mind the Gaps



## WIOA Collaboration

<p><b>TITLE I</b></p> <p>Helps jobseekers with career counseling, job search assistance, and job training.</p> 	<p><b>TITLE II</b></p> <p>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.</p> 	<p><b>TITLE III</b></p> <p>Helps jobseekers, including those getting unemployment benefits. Services assist jobseekers in finding work and help employers with recruiting.</p> 	<p><b>TITLE IV</b></p> <p>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.</p> 
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# 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



## Gap I



**Gather** all data that might relate to WIOA Title II



**Filter** data that does not meet WIOA Title II requirements

## Gap II



**Matriculate** enrollee on individual pathway



**Complete** data requirements needed for reporting



# Statewide Priorities for 2024 (4)

## Basic Data Collection Issues for WIOA Collaboration

- WIOA Co-Enrollment – WIOA Title I/Title III/Title IV – *Entry Record Field 16 Personal Status*
- Special Programs- *Entry Record Field 13* - such as IET, ELCOE, VABE/VESL
- Barriers to Employment - *Entry Record Field 14*
- Targeted Short-term Services
- TE Class Instance Designation
  - IET/IELCE
  - Setting/Transitions

# Statewide Priorities for 2024 (5)

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

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.



# 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://caadulthoodreporting.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.

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# 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.

# Assessment Transition for PY 2024-25 (4)

## **STEPS and Low-level literacy learners**

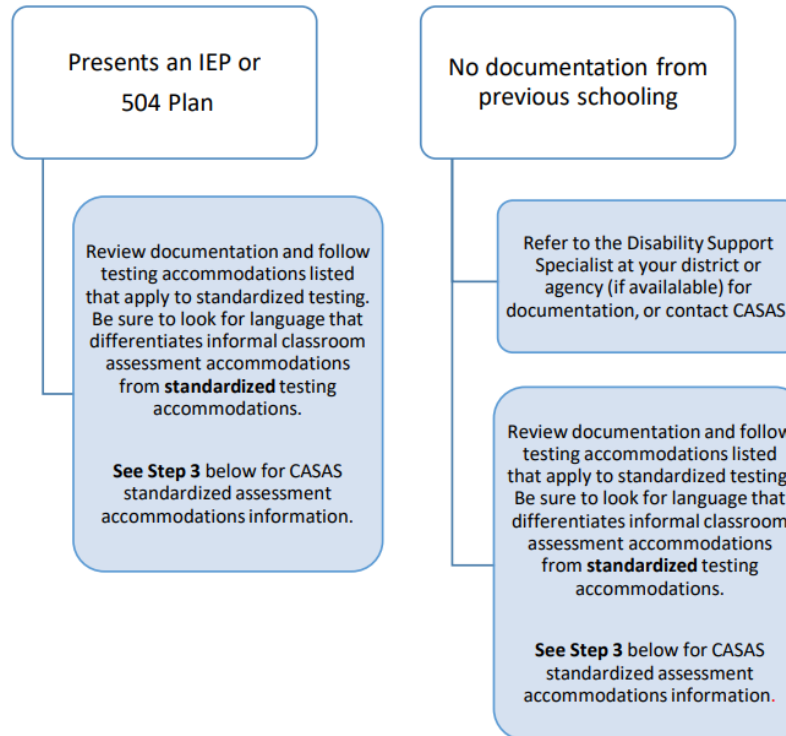
- 43% of the Level A Reading STEPS test items include pictures/images/survival signs similar to Pre A forms
- Students need to answer 4 questions correctly on STEPS Level A forms to achieve a valid score
- Students who have low-digital literacy skills may complete Reading STEPS as consumable booklets
- Updated CASAS accommodations materials

# CASAS Accommodations (1)

## If you have a student who may need testing accommodations

**Step 1** - Contact the Disability Support Services office at your agency or district, if available, for more information on local procedures for standardized testing accommodations.

**Step 2** - Acquire documentation that supports the accommodations requested.



# CASAS Accommodations (2)

## CASAS Resources for Blindness/Visual Impairment

### Accommodations Materials for Test Takers with Visual Impairment/Blindness

#### For Reading STEPS, Listening STEPS and Math GOALS 2

The Accommodations Materials for Visual Impairment/Blindness are supplements to the regular test administration materials for these three test series: **Reading STEPS, Listening STEPS and Math GOALS 2.**

#### **CASAS eTests are compatible with screen reader software.**

Test takers with visual impairment/blindness can use CASAS eTests with a screen reader and listen to the test directions, the prompts, test questions, and the answer options for Reading STEPS and Math GOALS 2. For questions about how the software works with online testing, contact the Disability Support Services office at your agency or district, if available, for more information.

These materials can also be used to provide accommodations for test takers with other documented disabilities who require or use of a screen reader during assessments.



# CASAS Accommodations (3)

## CASAS Low level Literacy Modules

### Adult Low-Level Literacy Curriculum Modules

Use these curriculum modules with your low-level literacy students, including those with intellectual disabilities, in Adult Basic Education, Special Education and Rehabilitation, and Workforce Learning!

Are you searching for curriculum for Beginning ABE readers:

#### Who are at different ability levels?

- *Start with CASAS Beginning Literacy and dig deeper for pre-reading lessons at even lower skill levels!*

#### Who seem to understand but are non-verbal?

- *Find alternate formats for each lesson!*

#### Who are not motivated to learn?

- *Find activities to build self-determination!*


#### Who appear disorganized and can't connect the parts?

- *Use metacognitive strategies to improve ability to learn!*







# CASAS Accommodations (4)

## CASAS Low level Literacy Modules

 **CASAS** CALIFORNIA SCDD

**Adult Transitions Curriculum for Low-Level Literacy Learners**  
Universal Design for Learning (UDL)

 <b>Get and Hold the Job You Want</b>	 <b>Planning a Trip to the Store</b>
 <b>Making Safety a Sure Thing</b>	 <b>Make Your Money Count</b>
 <b>You Are What You Eat</b>	 <b>Getting to Know Your Doctor</b>
 <b>A Night on the Town</b>	 <b>Smart Shopping</b>

# CASAS Accommodations (5)

## CASAS Resources for Students with Barriers

- Resources for Blindness/Visual Impairments
- Low Level Literacy Modules
- CASAS Test Administration Manual – Intake/Locator
- Special Needs Web pages
- Sample Test Items
- CASAS Competencies
- CASAS Skill Level Descriptors
- Reading Level Indicator (RLI)

# TE Payment Points Reports (1)

The screenshot shows the TE software interface. At the top, there is a navigation bar with the TE logo and menu items: View, Organization, Records, Reports, Tools, and Help. Below this is a tab labeled "Payment Points" with a close button. The main area is titled "Report Setup Navigator" and shows a dropdown menu for "4908 - Rolling Hills Adult School (RHAS)". On the left, a list of menu items includes: General Settings, Class Definitions, Class Personnel, Class Instances, Student In Program Years, Student Records, Class Enrollments, Program Enrollments, Additional Assessments, Assessment Forms, Tests, Personnel Functional Roles, and Report Selection (which is highlighted). On the right, under "Select report:", there are five items with checkboxes: Payment Points Summary (checked), Payment Points Summary Audit (checked), Payment Points Data Flags (checked), Payment Points Data Integrity (checked), and Payment Points Monitor (unchecked). Below these are three buttons: "Select All", "Deselect All", and "Invert selection". An orange arrow points from the text box on the right to the "Payment Points Data Integrity" checkbox.

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

02/13/2023  
09:53:52

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PPSA17

**Agency:** 4908 - Rolling Hills Adult School (RHAS)

**Program Year:** 2022-2023

**Funding:**  225 Funding

231 Funding

Civic Participation

Citizenship Preparation

243 IELCE

### Run Statistics

Number selected	652
Number included in report	374

Dropped from entire report	Duplicated Cases		Unduplicated Cases	
	#	%	#	%
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
<b>Number Dropped from entire report</b>	<b>289</b>	<b>44.33</b>	<b>278</b>	<b>42.64</b>

# TE Payment Points Reports (3)



## Payment Points Data Flags

04/22/2022  
09:50:44

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PPDF17

**Agency:** 4908 - Rolling Hills Adult School (RHAS)

**Program Year:** 2021-2022

### Run Statistics

Students selected:	648
Students dropped from report:	274
Students dropped due to missing enrollment in a WIOA II class:	18
Students included in report:	374

### Items for Follow-up (helpful for PP attainment)

C	Completed Level	#	%
C1	Completed level	143	38.24
C2	Passed HSE and earned HSE PP but did not complete a level	0	0.00
C3	Earned HS diploma PP but did not complete a level	0	0.00
C4	EFL placement in ASE High	38	10.16
C5	EFL placement in ASE High but did not earn HS diploma or HSE	5	1.34
C6	EFL placement in ASE High and earned HS diploma or HSE	33	8.82
G	Passed HSE	#	%
G1	Passed GED	0	0.00
G2	Passed HiSET	4	1.07
G3	Passed TASC	0	0.00
G4	Passed HSE but no enrollment in 'High School Diploma' or HSE	0	0.00
G5	Passed HSE but instructional program not HSE	0	0.00
G6	Passed HSE but Highest Degree Earned is HSE or higher	1	0.27
G7	Mismatch between GED completion date and selected GED test	0	0.00
G8	Has 'GED ID'	0	0.00
G9	Has 'HiSET ID'	6	1.60
G10	Has 'TASC ID'	0	0.00



**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>

# 2024 Summer Institute

**California Consortium**

**Wednesday 3:30pm at CASAS Summer Institute**



# 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): 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 (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): “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?

# 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): “Waiting List Issues”

- How has your agency managed the return of students who might have left during the COVID years? Have they returned or not?
- What issues prompted these students to return (or not?)
- If so, has this caused “Waiting List Issues” at your agency?
- If so, what strategies do you have in place to manage this enrollment? How do you manage these situations in your agency’s data?