

WIOA II Network Meeting November 2023



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

Agenda

- CDE Update
 - Data Review
 - Statewide Priorities for 2024
- Promising Practices: Employment & Earnings Survey
- 2022-23 WIOA II End of Year data results
- New CASAS Assessments
 - TE Test Results Reports
- Attestation Letter
- Take a Test/Secure Browser
- Training and Networking

CDE Update (1)

October 1 Data Submission to OCTAE

TABLE 5: CORE FOLLOW-UP OUTCOME ACHIEVEMENT

View

Export

TABLE 5: CORE FOLLOW-UP OUTCOME ACHIEVEMENT

Program Year

2022 (July 1, 2022 - June 30, 2023)

State

[California](#)

1st Period of Participation			
Primary Indicators of Performance	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome
(A)	(B)	(C)	(D)
Employment Second Quarter after exit	140,267	41,613	29.66%
Employment Fourth Quarter after exit	130,862	34,245	26.16%
Median Earnings Second Quarter after exit	41,613	\$6,000.00	N/A

Percentage of Participants Achieving Outcome

(D)

29.66%

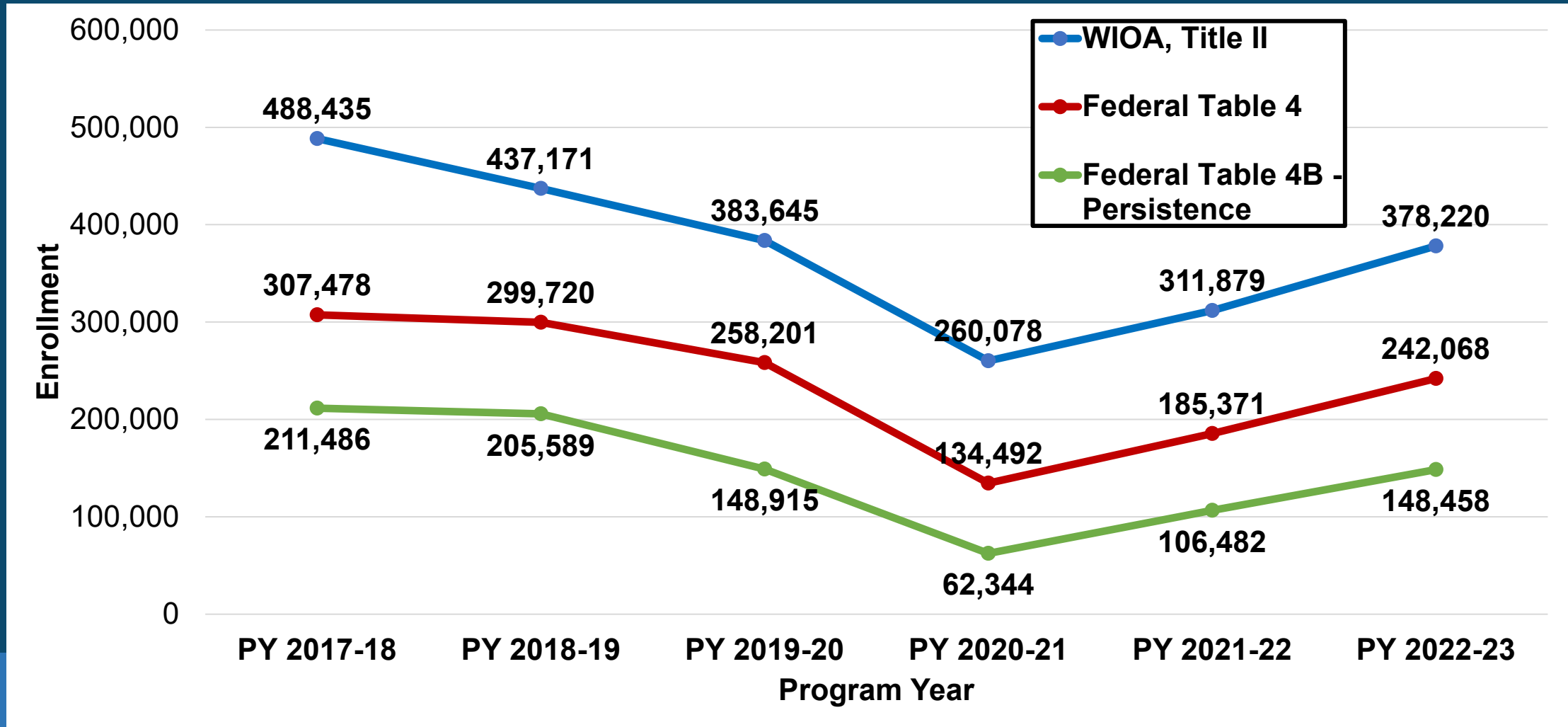
26.16%

2022-23 Program Year CA Data (2)

Entering Educational Functioning Level	PY 2021-22					Preliminary - PY 2022-23				
	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 2021-22	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 2022-23
ABE 1	4,898	4,921	2,021	41.1%	53%	5,211	5,344	2,469	46.2%	44.0%
ABE 2	10,196	10,366	4,453	43.0%	54%	11,145	11,575	5,256	45.4%	44.0%
ABE 3	16,994	17,343	7,290	42.0%	49%	19,157	19,974	8,561	42.9%	43.0%
ABE 4	25,899	26,559	12,008	45.2%	40%	28,525	29,880	13,454	45.0%	43.0%
ABE 5	13,099	13,552	5,658	41.8%	42%	14,048	14,751	6,096	41.3%	42.0%
ABE 6	9,176	9,511	3,567	37.5%	40%	8,542	8,979	3,095	34.5%	43.5%
ESL 1	4,114	4,197	1,933	46.1%	61%	7,160	7,558	3,453	45.7%	34.0%
ESL 2	7,088	7,230	3,612	50.0%	62%	12,629	13,494	6,800	50.4%	40.0%
ESL 3	19,417	19,848	9,655	48.6%	60%	33,781	35,964	17,408	48.4%	37.0%
ESL 4	27,394	28,018	11,499	41.0%	49%	40,413	42,994	17,144	39.9%	34.5%
ESL 5	23,701	24,303	9,626	39.6%	49%	32,499	34,286	13,508	39.4%	34.5%
ESL 6	23,395	24,009	5,944	24.8%	28%	28,958	30,442	7,410	24.3%	25.0%
Total	185,371	189,857	77,266	40.7%	46%	242,068	255,241	104,654	41.0%	34.0%

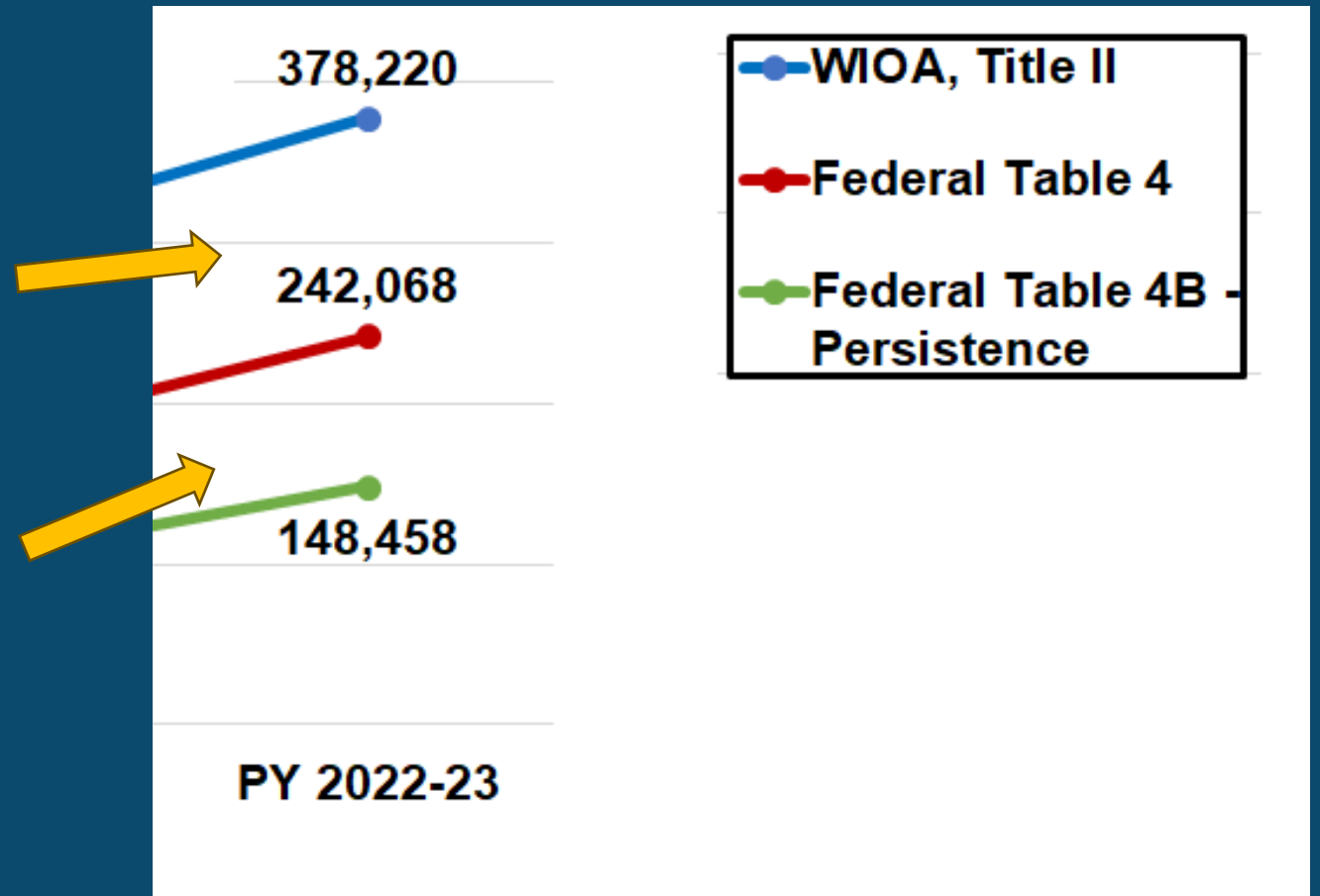
CDE Update (3)

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



CDE Update (4)

- What are the gaps that exist when 130,000+ WIOA II students enroll, but do not qualify for NRS Table 4?
- What prevents 90,000+ learners from persisting long enough to obtain a pre-/ post-test pair?



CDE Update (5)

- **82.3%** of agencies interacted with a local America's Job Center of California (AJCC) in this program year.
- Number of Title II Agencies reporting WIOA Title I as a revenue source increased from **18% to 24%**.

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%

From 2022-23 WIOA II Program Survey

CDE Update (6)

Emphasis on Collaboration

- Collaboration among WIOA partners at the state and local level is a repeated requirement in WIOA federal legislation.
- Over the next year, the CDE plans to prioritize, increase, and acknowledge collaboration with WIOA regional partners.
- One step forward is adding a new Collaboration category to Promising Practices for 2024.

Congratulations to the 2023
Promising Practices
award winners!



CDE Update (7)

ITIN Numbers

- **Individualized Taxpayer ID Numbers (ITINs)** are now authorized for the California EDD data match, effective July 1, 2023.
- Students that provide ITIN in TE are exempt from the Employment & Earnings Survey, just like the ones that provide SSN.

CDE Update (8)

CDE Course Approval System

- The updated CDE Course Approval System (formerly A-22) is now available on the OTAN Website.
- Course Outlines for all classes shall be available for review at the adult school or the district office (5 CCR 10508).
- The new system aligns to the CDE CTE Industry Sector Pathways, and should improve tracking for IET/IELCE
- There was a CDE/OTAN Training on August 10 that covered these updates, with the recording on the OTAN Website.

CDE Update (9)

CDE Course Approval System

To meet optimum standards, course outlines should contain:

- Goals and purposes
- Performance objectives or competencies
- Instructional strategies
- Units of study, with approximate hours allotted for each
- Evaluation procedures
- Clear requirements for established goals and objectives

CDE Update (10)

OCTAE IET Webinar

- OCTAE and the ADVANCE Integrated Education and Training (IET) federal initiative are delighted to invite your state staff and local program providers to a live webinar on **IET Strategies in Action - Creating Success for Diverse Populations** on Tuesday, Nov. 14, 3:30-4:30 p.m. ET.

CDE Update (10)

Congratulations to the 2023
Promising Practices
award winners!



This month:
Elk Grove
Mt San Jacinto

- 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

November 2023 Topics



2022-23 Program Year CA Data (1)



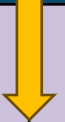
Description	Report to OCTAE October 1, 2022		Report to OCTAE October 1, 2023	
	Second Quarter Exit Follow-up	Fourth Quarter Exit Follow-up	Second Quarter Exit Follow-up	Fourth Quarter Exit Follow-up
Cohort	Exited in 2020-21 (Quarter 1-4)	Exited in 2019-20 (Quarter 3-4) & 2020-21 (Quarter 1-2)	Exited in 2021-22 (Quarter 1-4)	Exited in 2020-21 (Quarter 3-4) & 2021-22 (Quarter 1-2)
Student Exited	127,338	209,455	147,865	137,173
Student Exited - Valid SSN	29,149	43,999	36,569	32,737
Student Exited - Valid SSN %	23%	21%	25%	24%
SSN Data Match Employed	13,299	17,808	19,837	17,749
SSN Data Match Employed % (percentage calculated on student exited with SSN)	46%	40%	54%	54%
Student Survey Cohort -(Student Exited but Missing SSN	98,189	166,056	111,296	104,436
Student Survey Cohort % -(Student Exited but Missing SSN	77%	79%	75%	76%
Survey Responded	32,740	46,091	43,450	34,015
Survey Responded %	33%	28%	39%	33%
Survey Responded & Employed	16,157	22,151	23,594	18,220
Survey Responded & Employed % (percentage calculated on student responded)	49%	48%	54%	54%
Total Employed	29,456	39,959	43,431	35,969
Total Employed % (percentage calculated of total number of Students Exited in POP)	23%	19%	29%	26%

2022-23 Program Year CA Data (2)

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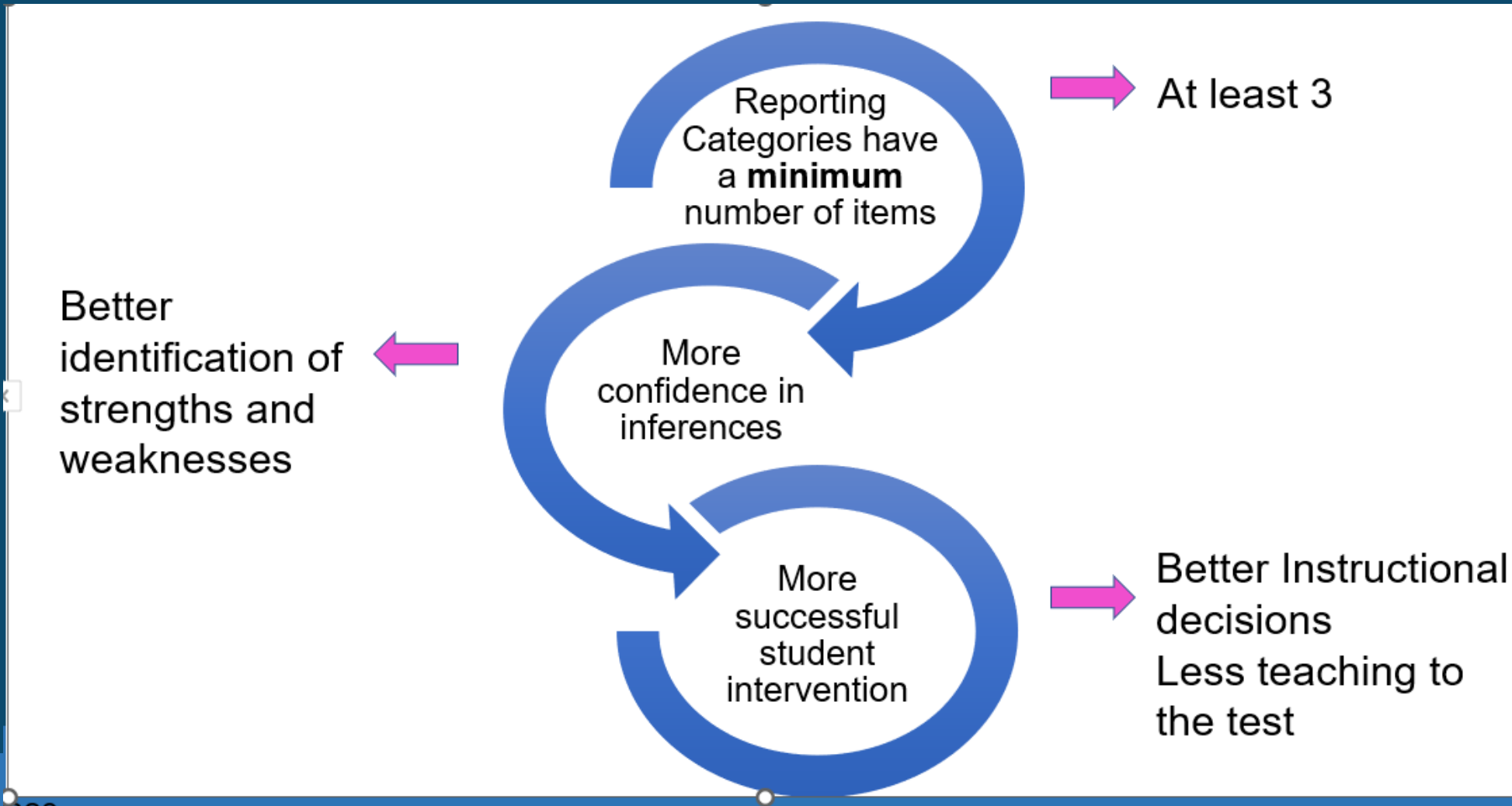
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ABE 2	43.0%	54%	45.4%	44.0%
ABE 3	42.0%	49%	42.9%	43.0%
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Total	40.7%	41.0%	46%	34.0%

CASAS Assessment to Instruction (1)

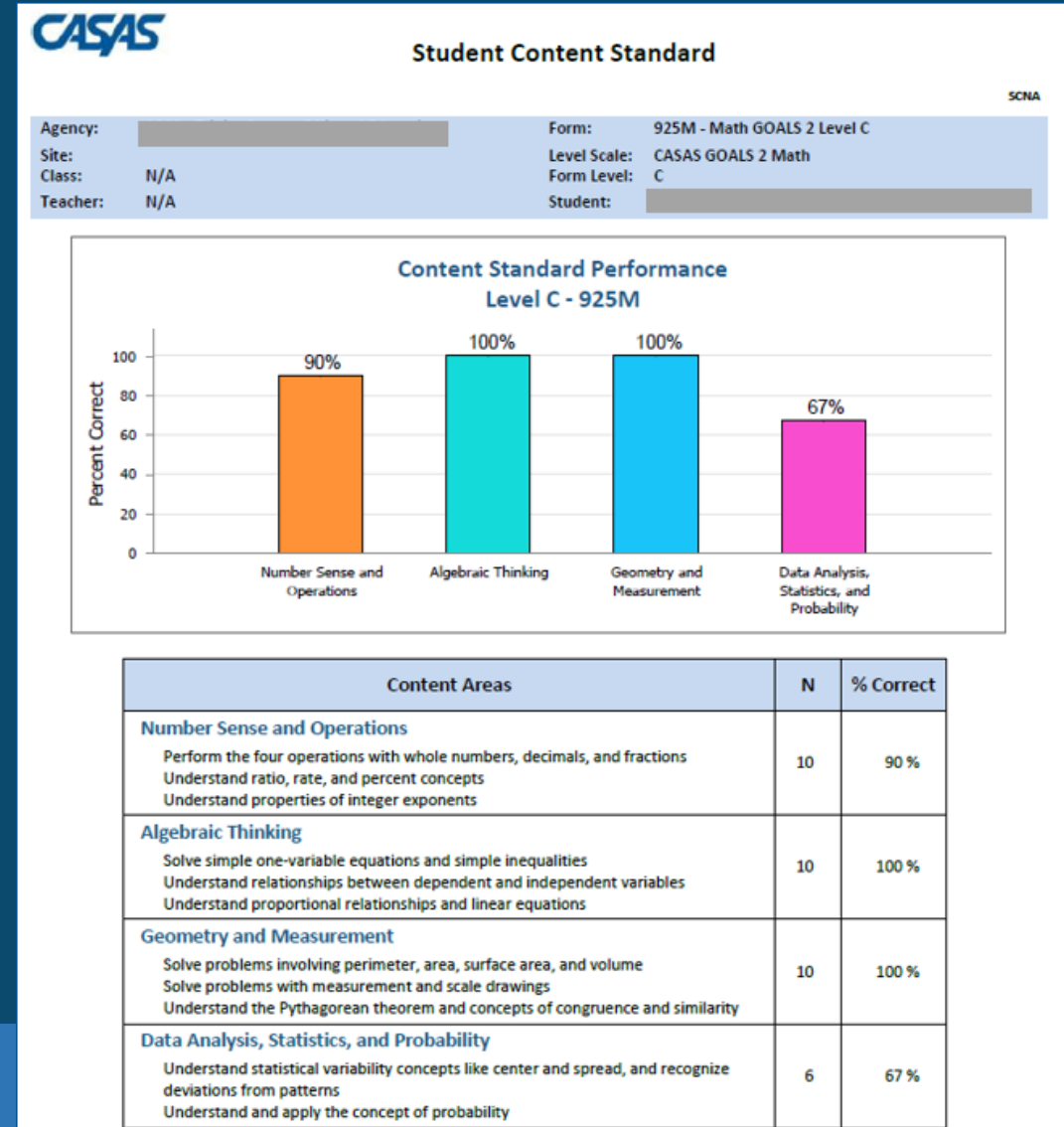


CASAS Assessment to Instruction (2)

Content Standard Report
Math GOALS 2

ABE tests based on
College and Career
Readiness Standards
(CCRS)

ESL based on English
Language Proficiency
(ELP) Standards



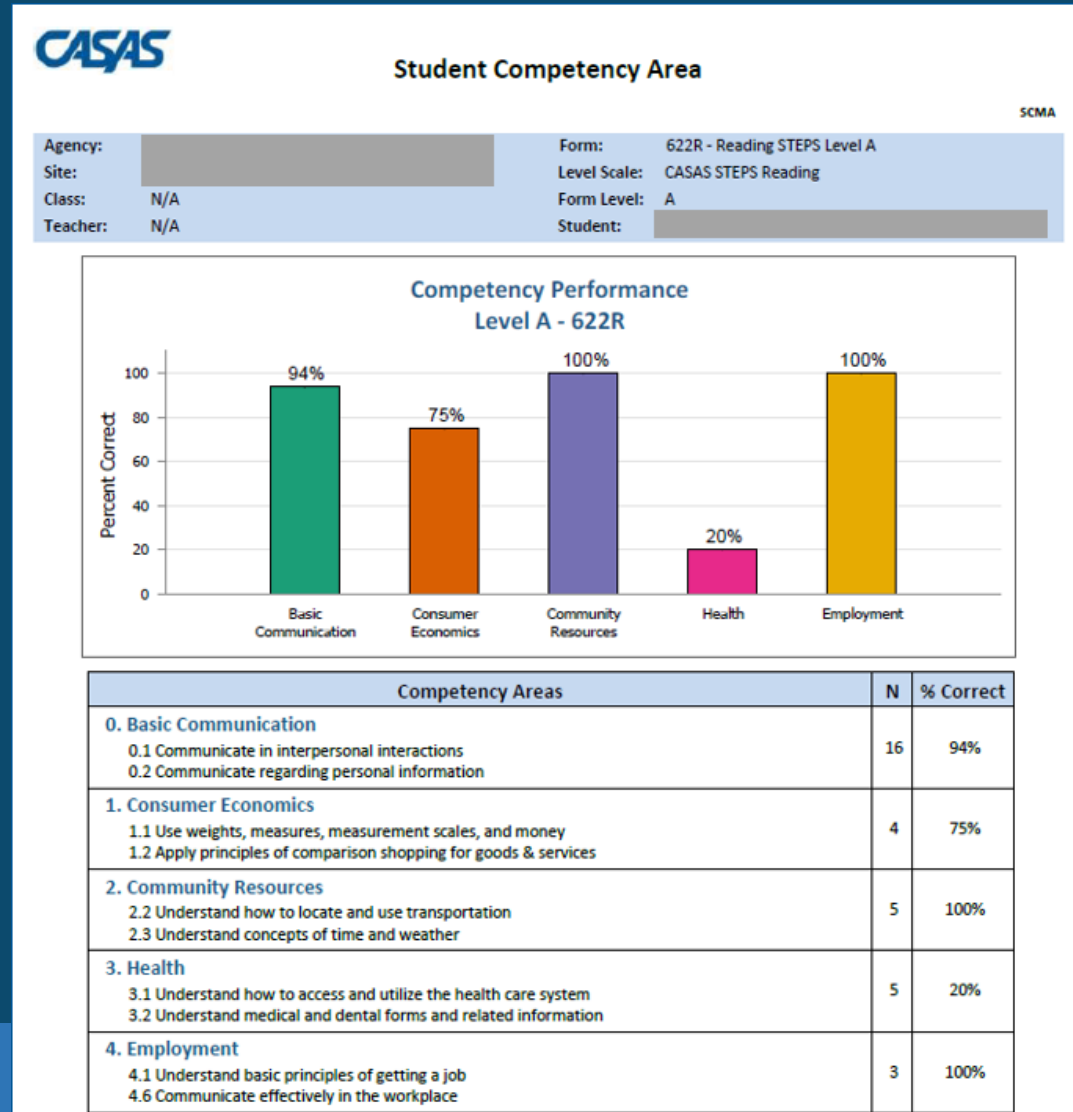
CASAS Assessment to Instruction (3)

Content Areas	N	% Correct
Number Sense and Operations Perform the four operations with whole numbers, decimals, and fractions Understand ratio, rate, and percent concepts Understand properties of integer exponents	10	90 %
Algebraic Thinking Solve simple one-variable equations and simple inequalities Understand relationships between dependent and independent variables Understand proportional relationships and linear equations	15	100 %
Geometry and Measurement Solve problems involving perimeter, area, surface area, and volume Solve problems with measurement and scale drawings Understand the Pythagorean theorem and concepts of congruence and similarity	10	20%
Data Analysis, Statistics, and Probability Understand statistical variability concepts like center and spread, and recognize deviations from patterns Understand and apply the concept of probability	15	67 %

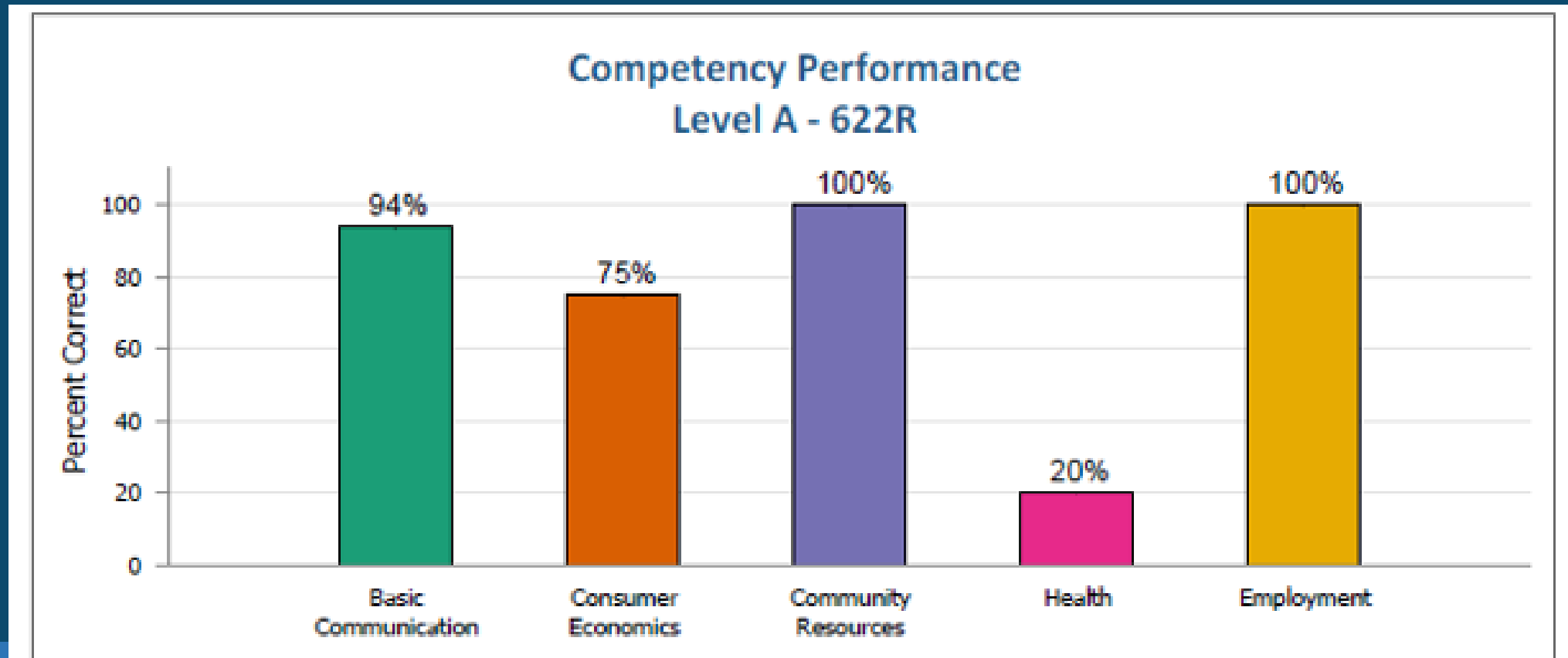
CASAS Assessment to Instruction (4)

Competency Report
Reading STEPS

Competency reports
use the same CASAS
Competency Areas as
before



CASAS Assessment to Instruction (5)



CASAS Assessment to Instruction (6)

Competency Areas	N	% Correct
0. Basic Communication 0.1 Communicate in interpersonal interactions 0.2 Communicate regarding personal information	16	94%
1. Consumer Economics 1.1 Use weights, measures, measurement scales, and money 1.2 Apply principles of comparison shopping for goods & services	4	75%
2. Community Resources 2.2 Understand how to locate and use transportation 2.3 Understand concepts of time and weather	5	100%
3. Health 3.1 Understand how to access and utilize the health care system 3.2 Understand medical and dental forms and related information	15 ⁱ	20%
4. Employment 4.1 Understand basic principles of getting a job 4.6 Communicate effectively in the workplace	3	100%

CASAS Assessment to Instruction (7)

CASAS recommends having a student continue to review at their level if the % correct is **70% or below**

Remember:

Red = Review at level

Green = Go Up a level during instruction

English Language Proficiency Standards Reading Content Areas	ELP Standard	N	% Correct
Vocabulary Understand high-frequency words Understand academic vocabulary	8	6	67 %
Details Retell key details	1	21	81 %
Main Idea Identify the main topic Identify an author's purpose	1	5	40 %
Inference Infer/Draw conclusions	1	4	25 %



CASAS Assessment to Instruction (8)





CASAS Level	Form Number	Number of Test Items	Test Time*	Scale score ranges**
Appraisal	919M	28	30 minutes	
Locator	920M	14	15 minutes	
A	Forms 921M - 922M	33	50 minutes	171 - 203
B	Forms 923M - 924M	36	65 minutes	193 - 213
C	Forms 925M - 926M	36	75 minutes	204 - 224
D	Forms 927M - 928M	36	75 minutes	214 - 235
E	Forms 929M - 930M	36	90 minutes	225 - 255




Scale score ranges**
171 - 203
193 - 213
204 - 224
214 - 235
225 - 255






CASAS Assessment to Instruction (9)

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

CASAS Assessment to Instruction (10)

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 Standards (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.

CA Assessment Policy

Authorized for NRS in 2023-24

ABE and ASE only:

- CASAS GOALS Reading and Math GOALS2

ESL only:

- STEPS Listening and Reading
- Life and Work Listening and Reading
- Secondary Level Assessment (SLA):
 - Language Arts 513-14

WIOA Title II Attestation Letter

Attestation Letter for PY 2023-24

- CASAS will begin sending out the WIOA II Attestation Letter to agencies next week.
- Agencies can verify their PY 22-23 payment points totals for HSE after the CDE data match.
- Some agencies may also want to review HS diploma totals (and a couple of agencies, IELCE).
- Agencies need to return the signed copy to CASAS on or before **December 15, 2023**.

TE Take a Test/Secure Browser

CASAS eTests Test Security

We are extending the deadline for transitions to the CASAS eTests Security Upgrade from October 15th to **December 15th**.

Who does this affect?

This upgrade affects all test stations using Microsoft Windows™. Most Windows editions have the built-in test security feature we are adopting called “Take a Test.”

How do I get started?

Please download the [CASAS eTests Take a Test User Guide](#) and inform your local IT support staff about this change.

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): Students with Learning Disabilities

- Serving students with learning disabilities has come up in various sources as an increasingly urgent topic.
- Has this been an issue of concern at your agency? If so, what created the concern? If so, how has this issue affected staff and students at your agency?
- Are there specific student developments that contributed to this increased need? Do you think there are more students with learning disabilities than before? More awareness from the student and your agency about learning disabilities?

Network Discussion Topics (5): Teacher Retention

- What are some issues within our control that affect teacher motivation and retention? Are there any factors outside of the obvious ones like pay, benefits, and contract conditions, that if addressed, might improve retention?
- Which reporting areas in your student performance data might serve as effective indicators for “star” teachers? Have you ever looked at your agency data in the past to evaluate specific teachers and classes?