

WIOA II Network Meeting

October 2025



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

Agenda

- CDE Update
 - Grant Award Notice (GAN)
 - PY 2024-25 Preliminary Data Updates
- 2025 Promising Practices
- Fall 2025 Accountability FAQ's
- Second Quarter Data Mining
- 2025-26 PY Resources
- Trainings and Conferences
- Discussion Topics

CDE Update (1)

Grant Award Notice

2025–26 WIOA Grant Information web page

*Funding Results: Workforce Innovation and Opportunity Act (WIOA),
Title II (CA Dept of Education)*

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CDE Update (2)

Federal Updates



CDE Update (3)

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 (4)

New Administrator Orientation Resources

The AEO recently concluded the annual New Administrator Orientation. If you were unable to attend, you can find the presentation slides, handouts and other resource materials from the event online

[NAO Canvas Training Site](#)

CDE Update (5)

Steps to College 2026

It's time to save the date for Steps to College 2026 (STC), the largest bilingual & binational university fair in Northern California.

Representatives from distinguished colleges and universities from California and Mexico work together each year to help students navigate the college experience and learn about their finance options for higher education.

The STC will be held on Saturday, February 7, 2025, at Cal Expo, Sacramento, CA

For more information visit: <https://stepstocollegesac.org>

CDE Update (6)

CDE Immigration Toolkit

The posters and office counter cards in this toolkit include:

- Content regarding protection of students' and families' privacy
- Guidance from the Attorney General about how to respond if immigration agents are present
- Information about caregiver affidavits
- Recommendations for updating school safety plans

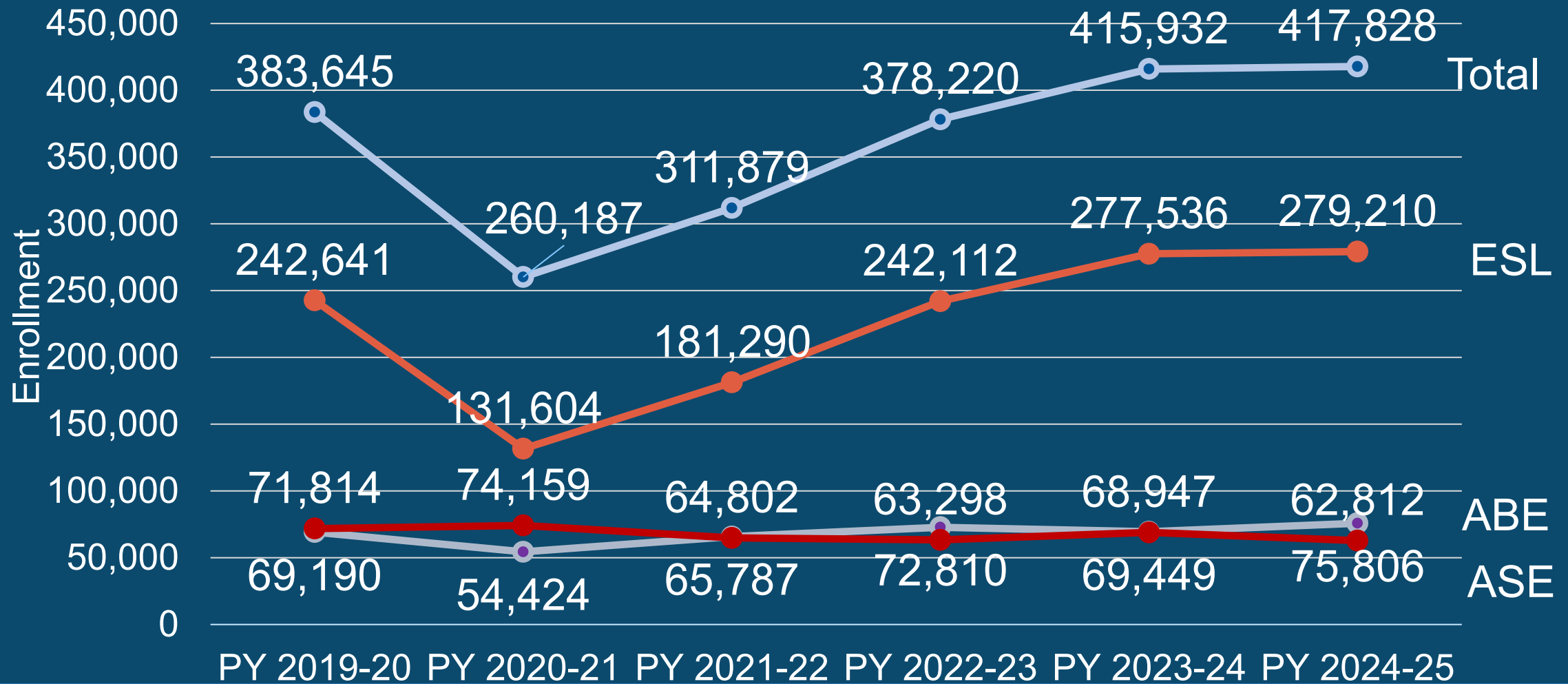
<https://www.cde.ca.gov/ls/pf/if/immigration-toolkit.asp>

CDE Update (7)

COAAPs Reminders

- Students can do 3 COAAP's in Section 231 Civic Participation and 3 in 243 IELCE.
- EL Civics Agencies, using student survey data, should select between 3 and 10 COAAPs each year.
- If an Agency selects *fewer than 3* or *more than 10* – the Agency should contact their CDE Regional Consultant.

WIOA, Title II Preliminary Enrollment



WIOA, Title II: AEFLA Preliminary Outcomes

In PY 2024-25:

- 303,018 (72.5%) of WIOA, Title Learners Qualified for Federal reporting (persisted with 12 or more hours of instruction)
- 47% (144,575) of WIOA, Title Learners achieved a measurable skill gain
- 18,925 learners attained a High School Diploma or a HSE certificate

WIOA, Title II: AEFLA Preliminary Outcomes (2)

In PY 2024-25:

- Learners who were followed-up in PY 2024-25, 62,301 were employed at the end of second quarter after exit.
 - 73% (145,195) learners received an employment follow-up survey and 44% learners responded to the survey.
 - Of those who responded 55% were employed.
 - 27% (55,715) of learners provided a valid SSN.
 - Of those 49% were employed.
 - Median income for learners employed is \$6,525

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%

2024-25 NRS Table 5 Results

	Program Year: 2024				PY 25	
	Expected Level	Negotiated Level	Actual Level		Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	23.0%	29.5%	31.01		24.0%	29.6%
Employment (Fourth Quarter after Exit)	23.0%	26.3%	29.12		24.0%	27.0%
Median Earnings (Second Quarter after Exit)	\$5,555	\$6,050	6600		\$5,560	\$6,300
Credential Attainment Rate	22.1%	9.0%	13.18		22.1%	9.5%
Measurable Skill Gains	46.5%	42.7%	47.16		47.0%	43.0%

2025 Promising Practices

- Sequoia Adult School
- Merced Adult School
- Long Beach School for Adults

October 2025 Topics



CASAS Ordering

CASAS Ordering for eTests Units and Test Booklets has now resumed normal operations.

Fall 2025 FAQ's

1. Agency Funding Sources
2. TE Class Instance Designation
3. Employment & Earnings Survey
4. “Follow up Cohort vs Core Performance”
5. NRS Performance Goals

Fall 2025 FAQ's (2)

1. Agency Funding Sources

TE now automatically populates WIOA II Agency Funding Sources in the TE Agency Record.

Fall 2025 FAQ's (3)

2. TE Class Instance Designation

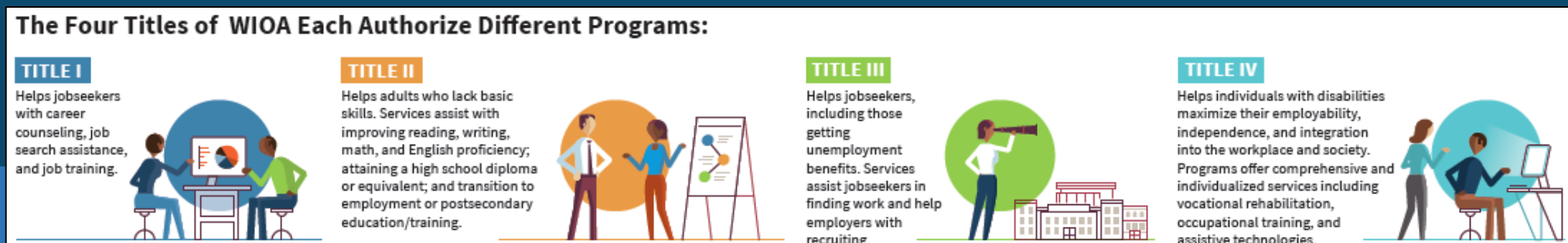
Mark TE Class Instance Records the same as you have for the last several years – for both 231 and 243 funded classes.

Fall 2025 FAQ's (4)

3. Employment & Earnings Survey
4. “Follow up Cohort vs Core Performance”
5. NRS Performance Goals

WIOA Collaboration Issues for 2025

- Continued collaboration with Local WDB's and AJCC 's
- Distinguish role of local Board vs AJCC/One Stop
- Increase engagement with increased enrollment and revenue
- Track proposed statewide changes to the Employment Training Provider List (ETPL)
- Identify positive and negative perceptions of WIOA partners
- Shared Training Needs



Workforce Collaboration (2)

Data that is commonly shared and important to WIOA partners

- Barriers to Employment
- Short term Services
- Placement Testing for Eligibility
- Workforce Certifications
- HSE/HS Diploma Results

Workforce Collaboration (3)

TE Fields to Identify Collaboration

- **Personal Status.** Record students co-enrolled in WIOA Title I, III, and IV, and track progress.
- **Barriers to Employment.** Identify barriers that are priorities for your Workforce Board and region.
- **Special Program Enrollment.** Programs such as IET, EL Co-Enrollment, EL Healthcare Pathways
- **CIP/ONET/CDE Course Codes.** Record the federal CIP code or CDE course code to identify focus.

Workforce Collaboration (4)

- **Transition Services.** Track short term services such as Career Counseling, or Assessment.
- **Education Outcomes.** Track Outcomes such as Workplace Readiness Certification and Licensure.
- **Employment & Earnings.** Survey results could show learners that have progressed in pathway.
- **Use CASAS Reading and Math** to determine eligibility for specific occupations
- **Provider Use.**

12 Hours of Instruction

Program Related Suggestions

- Interview students and staff related to the high (and low) performing areas (by class, program, site)
- Provide short term services
- Implement programs such as “student ambassador”
- Adapt outreach to diverse students needs, such as low-level ESL learners, disabilities
- Prioritize appropriate classroom placement
- Look at instruction when students attend and drop.
- “***Early Intervention***”

12 Hours of Instruction (2)

Data Related Suggestions

- Identify programs, classes, teachers with unusually high (or low) rates of students with less than 12 hours (“Hotspots”)
- Relate list of names to local level process for inputting hours (3p import/scan/manual)
- Evaluate Zero hours vs. those with 1-11 hours
- “Diminishing N”
- NRS Summary Audit
- Use Class Records to review student level hours data




Resources for PY 2025-26

CASAS CA Accountability Page

Includes additional resources for
Administration, Assessment, and
Data Collection

Administrative Resources

The data dictionary for 2024-25, with new WIOA compliant data definitions, is now available.

File	Type	Size	Download
WIOA II Data Dictionary 2025–26	PDF	750.51 KB	 Download
CAEP Data Dictionary 2025-26	PDF	743.50 KB	 Download
WIOA Data Dictionary 2024-25 Summary of Changes	PDF	631.33 KB	 Download

2025–26 Ordering Guide

If you are non-WIOA funded, please go to the [California Adult Education Program \(CAEP\) page](#).

The California WIOA, Title II: AEFLA Ordering Guide is [now available for download](#).

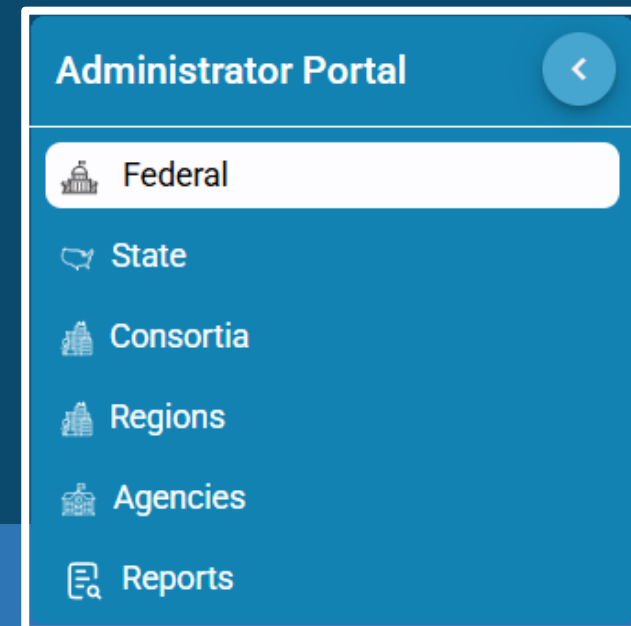
Attachments

File	Type	Size	Download
A - California Assessment Policy Guidelines 2024-25	PDF	430.86 KB	Download
B - CDE Local Guidelines for Implementing State Assessment Policy	DOCX	31.45 KB	Download
CAEP Outcomes by Program	PDF	793.90 KB	Download
CAEP Reports in TE	PDF	350.06 KB	Download
Data Integrity Report	PDF	521.21 KB	Download

<https://www.casas.org/training-and-support/california-adult-education-accountability-and-assessment>

TE Admin Portal

- *Evaluate data performance with real time data*
- Federal level comparison by State
- State level comparison by Consortium and Agency
- Agency Performance by Quartiles
- Longitudinal Data dating from PY 2016-17



Training List

Statewide WIOA II Meeting	Sep 30
TE Admin Portal	Sep 30
CAEP Acct	Oct 8
TE Portals	Oct 9
Acct – Exp Users	Oct 13
Statewide TE Meeting	Oct 14
Acct – New Users	Oct 16
TE Admin Portal	Oct 23
Statewide WIOA II Meeting	Oct 28
CASAS National Webinar	Nov 12

Network Discussion Topics (1): Rights and Advocacy

Which rights and protections potentially won't be available to our students?

- Review personal rights with service provider
- Identify and verify personal documentation
- Family and childcare preparedness
- Document and record interactions with public officials

Network Discussion Topics (2): Rights and Advocacy

What are some strategies for adult education providers?

- Review personal rights and documentation with students
- Distance learning
- Pre/post-test implementation
- Constant communication with students and staff

Network Discussion Topics (3): 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?
- What changes do you foresee your agency (and others) needing to implement soon in order to operate successfully?
- What changes would you like to see at the State level to help you move forward in times of change?