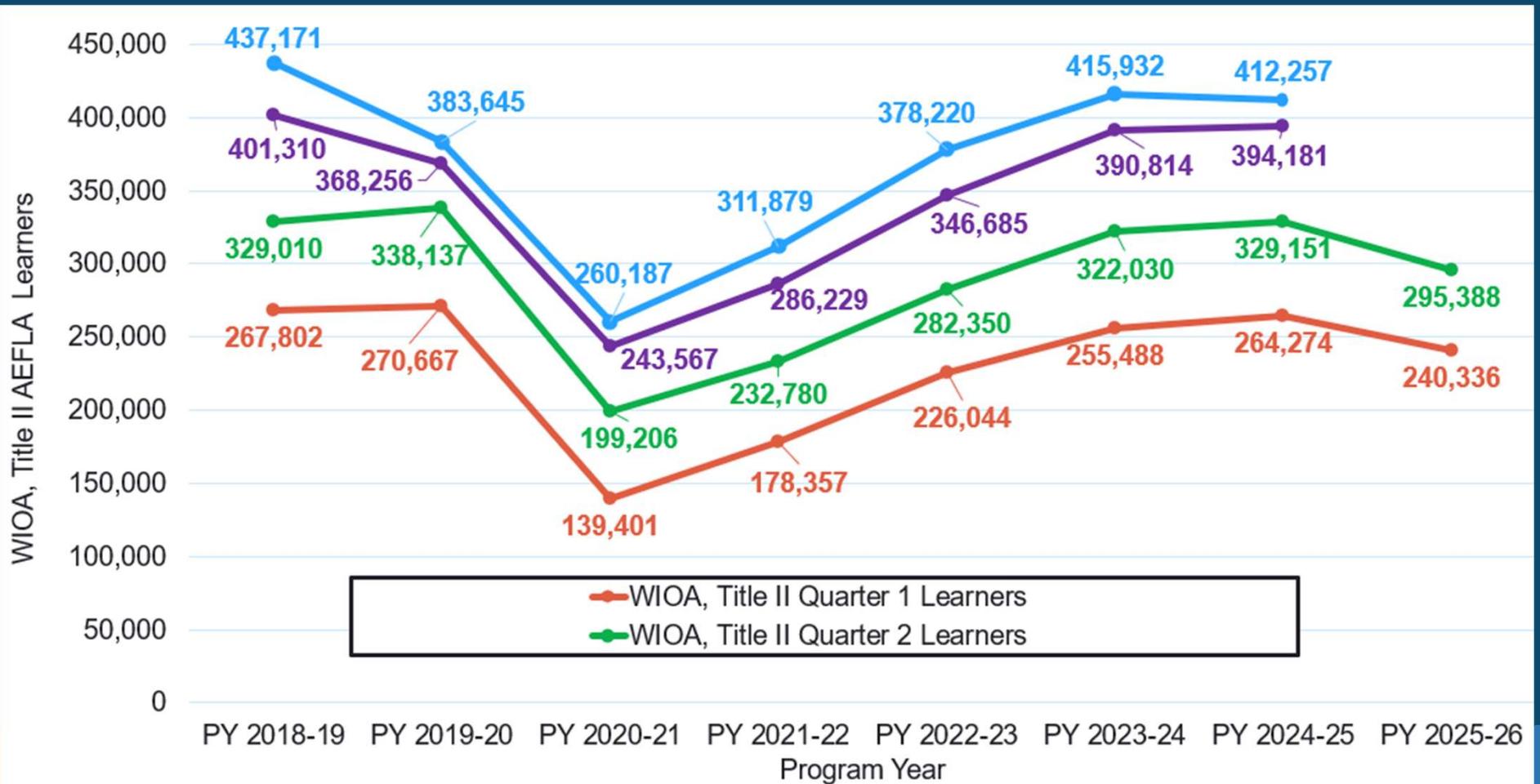# TE Network Meeting
February 17, 2026

2Q WIOA II Enrollment

WIOA II RFA

WIOA Title II RFA for Next Grant Cycle

ETA is *August 2026*

Part I – Demonstrated Effectiveness and Risk Analysis

Part II - Narrative

Applications due *November 2026*

Workplace Pell

Workplace Pell

Please add CIP codes to TE Class Definition Records for CTE Classes.

Goal is to populate classes from PY 21-22

Class Definition Information

Agency/Site:	4908 / 01 - 01: RHAS Site Campus
Class ID:	CNAHHA Extended ID: FA24
Course Code:	CNAHHACE
Test Units Available:	

Class Definition

Class ID:	CNAHHA Extended ID: FA24
Course Code:	CNAHHACE
Class Description:	Certified Nursing Assistant/Home Health Aide Continuing Education
CIP Code:	nursing
A22 Course Code:	

511105	Pre-Nursing Studies
513801	Registered Nursing/Registered Nurse
513802	Nursing Administration
513803	Adult Health Nurse/Nursing
513805	Family Practice Nurse/Nursing
513806	Maternal/Child Health and Neonatal Nurse/Nursing
513807	Nurse Midwife/Nursing Midwifery
513808	Nursing Science

2026 Data Reporting FAQs

1. Labor Force Status and Goal Setting
2. WIOA Co-Enrollment
3. 90 Days vs 120 Days
4. CIP codes
5. Externship vs Apprenticeship
6. CDE Memorandum 17-1

Goal Setting

Labor Force Status and Goal Setting

- Distinguish students looking for work vs. those not looking for work by marking Goal of *Get a Job*.

- Mark Get a Job only for students actively looking for work.

Goal Setting

Goal Setting Parameters

- For *Primary Goal*, mark a goal that you think the student can achieve this program year.
- For *Secondary Goal*, mark a longer-term goal.

⑫ **Attainable Goal Within Program Year**
(Mark one in each column)

1	2	(1=Primary, 2=Secondary)
○	○	Improve basic skills
○	○	Improve English skills
○	○	H.S. Diploma / HSE
○	○	Get a job
○	○	Retain job
○	○	Get a better job
○	○	Enter college or training
○	○	Work-based project
○	○	Family goal
○	○	U.S. Citizenship
○	○	Military
○	○	Personal goal
○		None
○	○	Other

WIOA Co-Enrollment

Distinguishing WIOA Co-Enrollment vs. Transition to CTE

- Mark the WIOA fields in Personal Status only for enrollment with WIOA partners.
- This may entail *internal* transition to CTE but not always.
- For Transition to CTE, mark Update outcomes such as *Enter Job Training*.

⑯ **PERSONAL STATUS**
(Mark all that apply or leave blank)
- ○ WIOA, Title I
- ○ WIOA, Title III
- ○ WIOA, Title IV
- ○ TANF
- ○ Other public assist.
- ○ Concurrently enrolled in high school / K12
- ○ Dislocated worker
- ○ Veteran
- ○ Other

90 Days vs. 120 Days

90 day rule applies to Periods of Participation (PoPs).
- Whenever a student has 90+ days without attendance – TE automatically exits the student from program.

120 day rule applies to pre/post-testing.
- CASAS test administrations have a "life" of 120 days. If a test has been administered within 120 days, it is still "valid."
- This is not enforced in TE reports but it is a recommendation in the Statewide Assessment Policy.

CIP Codes

Process and Updates

- **IPEDS Reporting:** Postsecondary schools receiving federal aid must use these codes for Integrated Postsecondary Education Data System (IPEDS) reporting.
- **New Code Requests:** If no existing code applies, institutions can nominate new programs to NCES for review and potential addition in future updates.
- **Revisions:** NCES uses Technical Review Panels and stakeholder input to update the taxonomy to reflect emerging fields.

https://nces.ed.gov/ipeds/cipcode/Files/2020_CIP_Introduction.pdf

CIP Codes

Key Principles for Assignment

- **Curriculum-Driven:** Codes are assigned based on the approved curriculum and program focus, not just the job titles of graduates.
- **Hierarchy Structure:** Codes are organized into 2-digit (broad area), 4-digit (intermediate), and 6-digit (specific program) levels.

CIP Codes

Key Principles for Assignment

- **Best Fit Selection:** Users are advised to select the 6-digit code that most closely aligns with the curriculum.
- **Handling Ambiguity:** If a program is generalized or does not fit a specific code, it should be placed in the "general" category at the beginning of a 4-digit series or the "other" (99) category.
- **Consistency:** The same CIP code should apply to all levels of certificates and degrees for a particular field, though <u>NCES guidance</u> allows for distinctions where necessary.

Externship vs Apprenticeship

- **Externship**: Low-stakes, short-term experience where you shadow a professional to understand their day-to-day duties. Often used by students to test out a career path before committing to long-term training.

- **Apprenticeship**: Long-term commitment that involves a structured training plan, often including classroom instruction paired with on-the-job mentorship. Apprentices are considered <u>employees from day one</u> and often receive guaranteed employment

Externship vs Apprenticeship

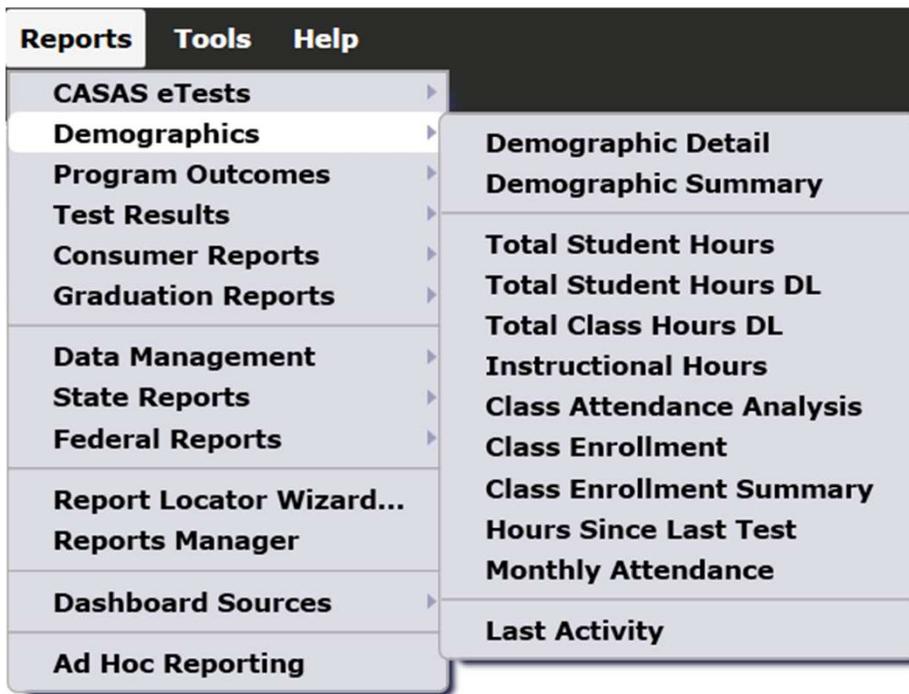| Feature	Externship	Apprenticeship
Primary Goal	Career exploration & shadowing	Mastering a trade & career attainment
Duration	Days to a few weeks	1 to 6 years
Pay	Typically unpaid	Paid "earn while you learn"
Daily Activity	Shadowing and observing	Hands-on work and formal study
Outcome	Insight for your resume	Industry certification and a job

CDE Memorandum 17-1

- ***CDE Memorandum 17-1*** provides state guidance on how to manage student Personally Identifiable Information, and includes a template consent form.
- The CDE recommends that agencies have students sign a consent form whenever they provide their SSN or other sensitive personal information.

2026 Resources FAQs

- TE Attendance Reports
- Connecting Goals and Outcomes
- CAEP Summary
- Students in Multiple Programs
- EL Healthcare Pathways
- CASAS site map
- ELC Reports on Web

TE Attendance Reports

Reports	Tools	Help

CASAS eTests ▶
Demographics ▶
    Demographic Detail
    Demographic Summary
Program Outcomes ▶
Test Results ▶
    Total Student Hours
Consumer Reports ▶
    Total Student Hours DL
Graduation Reports ▶
    Total Class Hours DL
    Instructional Hours
Data Management ▶
    Class Attendance Analysis
State Reports ▶
    Class Enrollment
Federal Reports ▶
    Class Enrollment Summary
    Hours Since Last Test
Report Locator Wizard...
    Monthly Attendance
Reports Manager
    Last Activity
Dashboard Sources ▶

Ad Hoc Reporting

TE has several reports that manage instructional hours
Go to **Reports – Demographics**

TE Ad Hoc NRS Cross Tab

Go to **Reports – Federal Reports- Ad Hoc NRS Cross Tab** to create your own report.

Ad Hoc NRS Cross Tab Report
Goals by Education Results

Program Year: 2025-2026   Total Students: 2,076
Agency: 1400 - Grossmont Adult School

Goals	d GED 2002	d GED 2014	Passed HiSET	Passed TASC	Earned HSD	ned to K-12	d tech. skills	Completed crse.	crse. comp.	d certificate	tional achievem.	progression	Sec. transcript	ec. transcript	ed in sec. prg.	ed college	. (transfer)	(non-transfer)	ned credential	A.A./A.S. deg.	B.A./B.S. deg.	graduate sts.	PG. degree	skills licensure	skills certificate	certifications	. diploma	N/A	Total
Improve basic skills	0	0	0	0	0	0	4	0	0	0	0	5	0	0	4	3	0	0	0	0	0	0	0	1	3	0	0	249	264
Improve English skills	0	0	0	0	0	0	17	0	0	0	0	12	0	0	5	29	0	0	0	0	0	0	0	2	8	0	0	1,437	1,499
H.S. Dipl./GED	0	5	2	0	25	0	2	0	0	0	0	6	0	0	4	35	0	0	0	0	0	0	0	0	4	0	0	485	559
Get a Job	0	1	1	0	7	0	7	0	0	0	0	45	0	0	3	14	0	0	0	0	0	0	0	6	33	0	0	431	507
Retain Job	0	0	0	0	0	0	3	0	0	0	0	8	0	0	1	0	0	0	0	0	0	0	0	1	5	0	0	57	68
Get a better job	0	2	2	0	3	0	1	0	0	0	0	34	0	0	1	11	0	0	0	0	0	0	0	4	27	0	0	152	206
Enter college or trainin	0	4	2	0	22	0	10	0	0	0	0	41	0	0	5	47	0	0	0	0	0	0	0	6	32	0	0	566	691
Work-based project	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Family Goal	0	0	0	0	4	0	3	0	0	0	0	3	0	0	1	19	0	0	0	0	0	0	0	0	2	0	0	1,152	1,182
U.S. Citizenship	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	8	0	0	0	0	0	0	0	0	1	0	0	116	125
Military	0	1	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	19
Personal Goal	0	2	1	0	6	0	5	0	0	0	0	37	0	0	3	28	0	0	0	0	0	0	0	6	29	0	0	1,103	1,183
None	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Attainable Goal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	66	66
Total	0	15	8	0	70	0	52	0	0	0	0	192	0	0	27	194	0	0	0	0	0	0	0	26	144	0	0	5,836	6,564
Total unduplicated	0	5	2	0	25	0	17	0	0	0	0	48	0	0	5	62	0	0	0	0	0	0	0	6	36	0	0	1,918	2,076

TE Ad Hoc NRS Cross Tab

This example relates assigned goals to outcomes

Ad Hoc NRS Cross Tab Report
Goals by Education Results

Program Year: 2025-2026 **Total Students:** 2,076
Agency: 1400 - Grossmont Adult School

Goals	d GED 2002	d GED 2014	Passed HiSET	Passed TASC	Earned HSD	ned to K-12	d tech. skills	Completed crse.	crse. comp.	d certificate	tional achievem.	progression	Sec. transcript	ec. transcript	ed in sec. prg.	ed college	. (transfer)	(non-transfer)	ned credential	A.A./A.S. deg.	B.A./B.S. deg.	graduate sts.	PG. degree	skills licensure	skills certificate	certifications	. diploma	N/A	Total
Improve basic skills	0	0	0	0	0	0	4	0	0	0	0	5	0	0	4	3	0	0	0	0	0	0	0	1	3	0	0	249	264
Improve English skills	0	0	0	0	0	0	17	0	0	0	0	12	0	0	5	29	0	0	0	0	0	0	0	2	8	0	0	1,437	1,499
H.S. Dipl./GED	0	5	2	0	25	0	2	0	0	0	0	6	0	0	4	35	0	0	0	0	0	0	0	0	4	0	0	485	559
Get a Job	0	1	1	0	7	0	7	0	0	0	0	45	0	0	3	14	0	0	0	0	0	0	0	6	33	0	0	431	507
Retain Job	0	0	0	0	0	0	3	0	0	0	0	8	0	0	1	0	0	0	0	0	0	0	0	1	5	0	0	57	68
Get a better job	0	2	2	0	3	0	1	0	0	0	0	34	0	0	1	11	0	0	0	0	0	0	0	4	27	0	0	152	206
Enter college or trainin	0	4	2	0	22	0	10	0	0	0	0	41	0	0	5	47	0	0	0	0	0	0	0	6	32	0	0	566	691
Work-based project	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Family Goal	0	0	0	0	4	0	3	0	0	0	0	3	0	0	1	19	0	0	0	0	0	0	0	0	2	0	0	1,152	1,182
U.S. Citizenship	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	8	0	0	0	0	0	0	0	0	1	0	0	116	125
Military	0	1	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	19
Personal Goal	0	2	1	0	6	0	5	0	0	0	0	37	0	0	3	28	0	0	0	0	0	0	0	6	29	0	0	1,103	1,183
None	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Attainable Goal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	7
N/A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	66	66
Total	0	15	8	0	70	0	52	0	0	0	0	192	0	0	27	194	0	0	0	0	0	0	0	26	144	0	0	5,836	**6,564**
Total unduplicated	0	5	2	0	25	0	17	0	0	0	0	48	0	0	5	62	0	0	0	0	0	0	0	6	36	0	0	1,918	**2,076**

CAEP Summary

Program Areas* (A)	Literacy Gains (Pre/Post)			
	Enrollees (B)	Enrollees with pre/post (C)	EFL Gains Achieved (D)	Enrollees (E)
ESL/ELL	206	124	85	220
ABE/ASE	209	132	96	215
CTE	29	28	17	108
Workforce Preparation	28	27	16	28
Pre-Apprenticeship	0	0	0	0
Adults supporting K12	0	0	0	0
Adults w/Disabilities	0	0	0	0
N/A				
Total	472	311	214	571
Students in 2 or more programs	76	60	41	76
Total unduplicated students	367	223	156	466

*All learners in multiple programs are counted in each program in which they are enrolled

Outcomes					Services					
Post-secondary Achieved (I)	Enter Employment Achieved (J)	Increase Wages Achieved (K)	Transition Post-Sec Achieved (L)	Enrollees (M)	Enrollees with any Services Received (N)	Supportive Services Received (O)	Training Services Received (P)	Transition Services Received (Q)	Career Services Received (R)
1	33	2	0	338	4	2	0	1	2
17	52	1	6	398	23	9	0	18	15
48	25	4	19	159	16	0	0	9	16
18	12	0	6	32	16	0	0	9	16
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	1	0	0	0	0	0
				0	0	0	0	0	0
84	122	7	31	928	59	11	0	37	49
18	21	0	6	92	17	1	0	10	16
48	88	7	19	803	25	4	0	16	16

CAEP Summary =
"Unduplicated *within* Program"
"Duplicated *across* Program"

Students in Multiple Programs

EL Healthcare Pathways

Mark **EL Healthcare Pathways** in the **Special Programs** field for learners participating in the EL Healthcare Pathways grant.
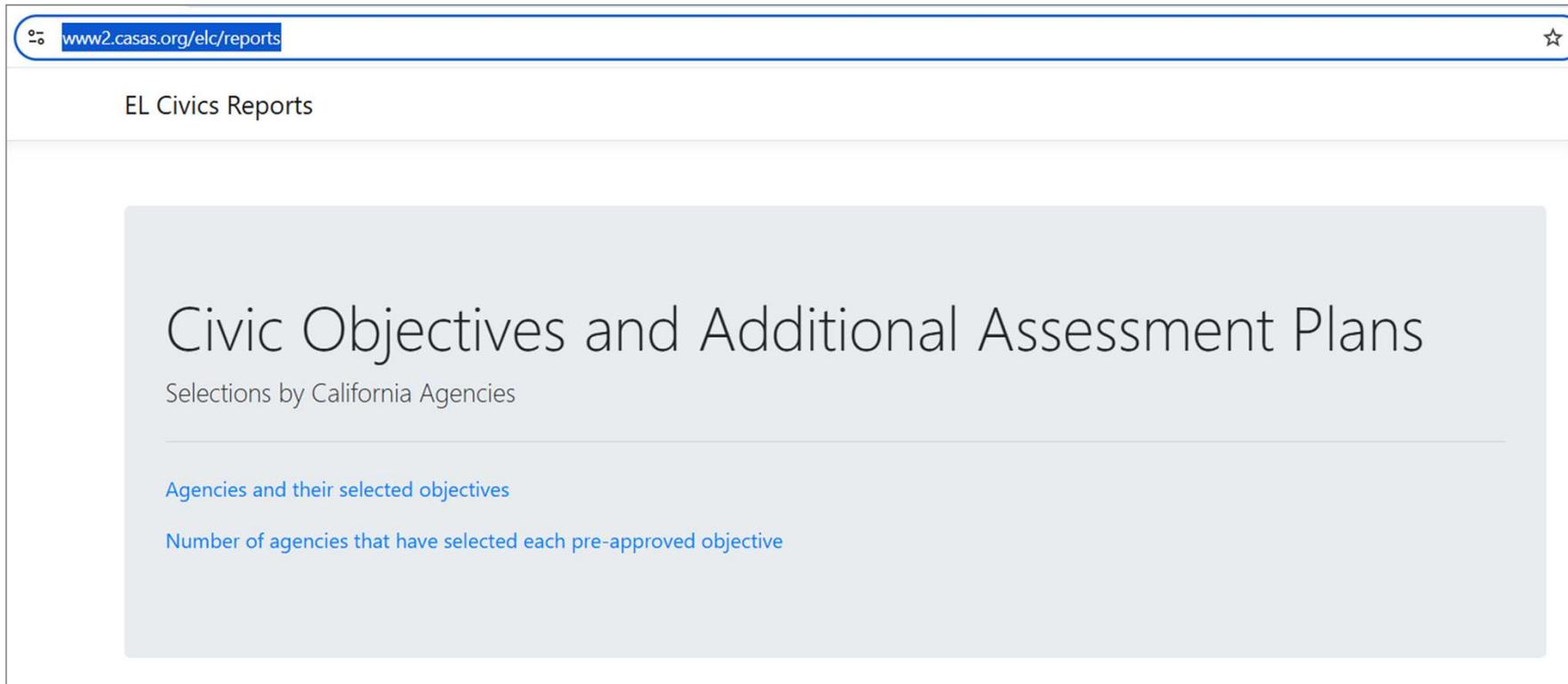
CASAS Site Map

- Go to www.casas.org
- Click Site Map
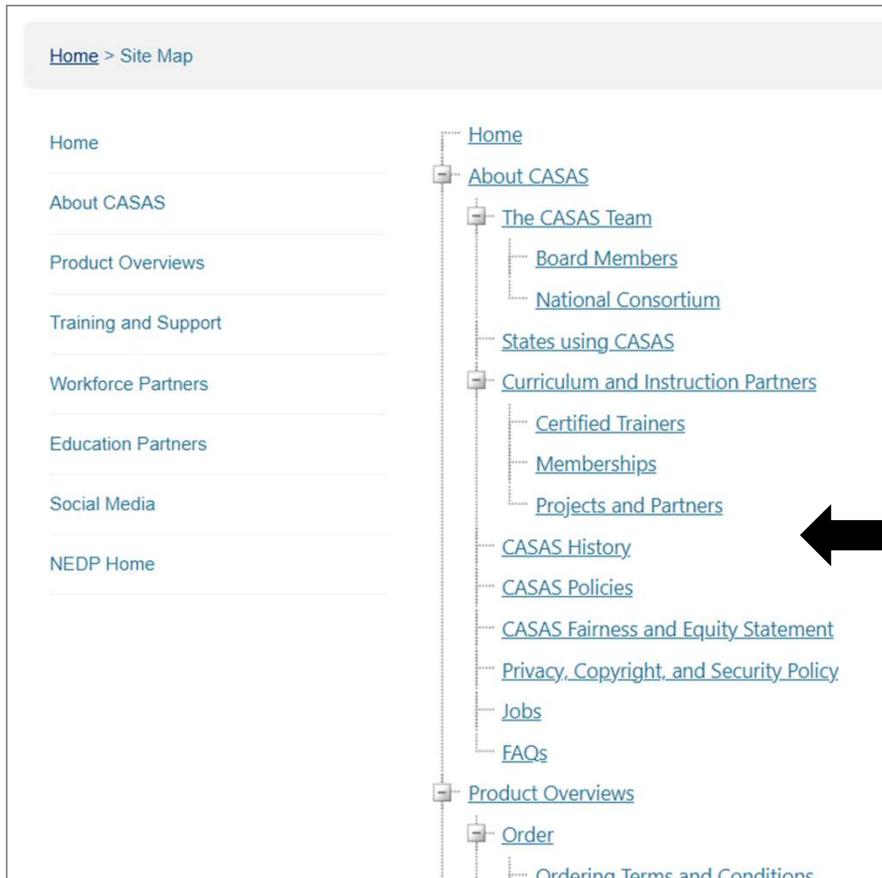
CASAS Site Map

The Site Map provides an outline of the CASAS Website and shows where each feature is located.

CASAS EL Civics Reports

https://www2.casas.org/elc/reports

CASAS EL Civics Reports

Agency	County	COAAPs
filter column...	filter column...	
ABC Adult School	Los Angeles County	6
Acalanes Adult School	Contra Costa County	7
Alameda Adult School	Alameda County	4

- Click **Agencies and Their Civic Objectives** to access a list of EL Civics agencies.
- Click any Agency to view their current COAAPs.

https://www2.casas.org/elc/reports

CASAS EL Civics Reports

- ***Number of Agencies that have selected each approved objective*** displays a list of all COAAPs.
- Click any Civic Objective number to view a list of agencies currently implementing that COAAP.

https://www2.casas.org/elc/reports

Civic Objective ▲	Number of Agencies ▲
1.1	12
1.4	3
1.5	1
1.6	24
1.7	5
1.8	4
1.9	1
2.3	1
2.4	1
3.2	3

Training Events

Statewide TE Meeting	Feb 17
TE Admin Portal	Feb 19
Statewide WIOA II Meeting	Mar 3
TE Portals	Mar 12
National TE Meeting	Mar 17
TE Overview	Mar 24

www.caadultedtraining.org

2026 Promising Practices & Making a Difference Award

Promising Practices Award: Open to WIOA, Title II ABE, ESL/ELL, IELCE, ASE, and GED Programs in CA

Making a Difference in the Community Awards: Open to Civic Participation (231 funded) and IELCE (243 funded) Programs

Applications are due to sfitzpatrick@casas.org by April 15, 2026

2026 CASAS Summer Institute

CASAS National Summer Institute 2026
From Learning to Earning:
Aligning Adult Education and Workforce Pathways
June 15 to 18, 2026 • Hyatt Regency Orange County, California

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

2026 DiscussionTopics

1. Leveraging the E & E Survey
2. Using SSN and ITIN
3. Short Term Services
4. CTE Pre/Post-testing
5. Digital Badges
6. Citizenship Assessment

Leveraging the Employment & Earnings Survey

Do you use the Employment & Earnings Survey for purposes other than follow up reporting?
- Marketing and Student Outreach?
- Additional Data Collection?
- Reporting requirements outside WIOA II?

Is there additional support that would help leverage this data, or make it more useful?

Using SSN and ITIN

Do you collect SSN and/or ITIN at student enrollment?

If so – what is your agency's process? Are there extra steps you take to manage personally identifiable information? How have you communicated this with your students?

Either way – have developments at the Federal and State level affected how you collect this data? Has it adversely affected students' willingness to provide this information?

Short Term Services

Does your agency record student short term services?
- If so – which specific services in TE are you actively tracking and flagging at your agency?
- If not – are there other methods you use, or systems outside of TE where you keep this information?
- Either way –is there any additional support, or resources provided that would help facilitate this?

CTE Pre and Post-Testing

Does your agency use CASAS pre/post-testing to assess basic Reading and Math skills for students in CTE?

- If yes – what are the advantages?
- If not – do you use appraisals instead of pre/post? What are the advantages of using appraisal over pre/post?
- What methodology does your agency use to determine eligibility/basic skills ready? Scale score minimum? Grade level? Something else?

Digital Badges

1. Does your agency use Digital Badges to record student accomplishments?

2. If so – how and for which areas do you employ this?

3. If so – is this something you have just started, or been using for quite a while?

Citizenship Assessments

Citizenship Interview Test. Enrollment in both Certification and Re-Certification for CASAS online CIT is VERY low.

- Is this because of concern for issues at the Federal and State level – or are there other reasons for not doing this?

- Is there anything that the CDE or CASAS can do to help agencies prepare students for USCIS?