WIOA II Network Meeting February 2026

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

Agenda

- CDE Update
  - Budget and Expenditure Claim Report due dates
  - WIOA Statewide Plan
- Promising Practices
- CASAS Assessment Updates
- 2026 FAQ's
- Trainings and Conferences
- Discussion Topics for 2026

CDE Update (1)

Expenditure Claim Report

FY 25 award amounts posted to CDE website: **12/1/25**

GAN's due	**1/16/26**
Budgets due	**1/31/26** (with Quarter 2 deliverables)
ECR #1 due	**2/13/26**
ECR #2 due	**2/27/26**

CDE Update (2)

Clarification for WIOA Reimbursements

- First Quarter ECRs are due **February 13, 2026**, and should be completed for activities in the first quarter.

- The Second Quarter ECR's are due **February 27, 2026**, and should be completed for activities in the second quarter.

- The First ECR must be approved by CDE before the Second ECR will open.

CDE Update (3)

Federal Updates

CDE Update (4)

CA Statewide WIOA Plan

CALIFORNIA
Workforce Development Board
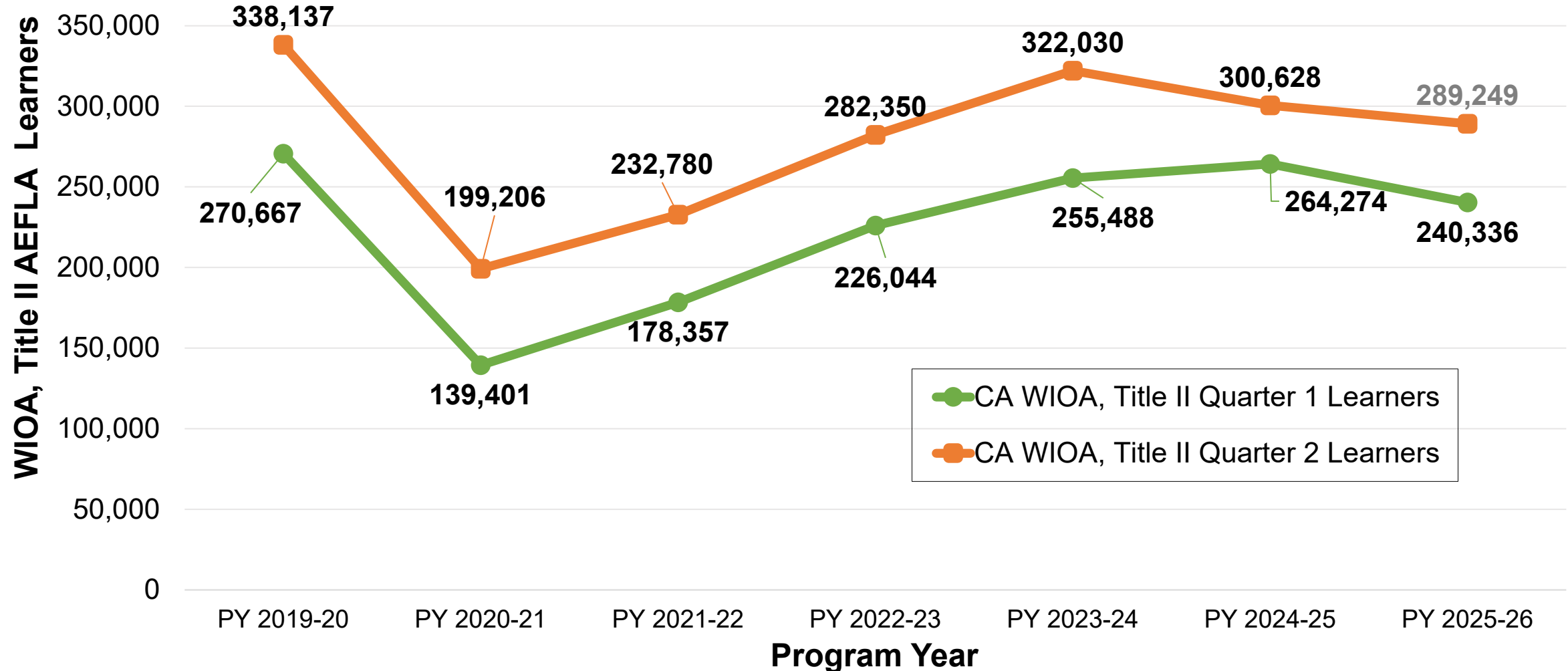
Unified Strategic Workforce Development Plan

Economic and Workforce Analysis 2024-2027

IN FULFILLMENT OF THE REQUIREMENTS OF THE WORKFORCE INNOVATION AND OPPORTUNITY ACT PUBLIC LAW 113-128

a. WIOA Statewide Plan – Public Comment on or before 2/11/26

CDE Update (5)

Second Quarter WIOA II Enrollment

Line chart titled "Second Quarter WIOA II Enrollment". Y-axis: WIOA, Title II AEFLA Learners (0 to 350,000). X-axis: Program Year.

CA WIOA, Title II Quarter 1 Learners (green):
- PY 2019-20: 270,667
- PY 2020-21: 139,401
- PY 2021-22: 178,357
- PY 2022-23: 226,044
- PY 2023-24: 255,488
- PY 2024-25: 264,274
- PY 2025-26: 240,336

CA WIOA, Title II Quarter 2 Learners (orange):
- PY 2019-20: 338,137
- PY 2020-21: 199,206
- PY 2021-22: 232,780
- PY 2022-23: 282,350
- PY 2023-24: 322,030
- PY 2024-25: 300,628
- PY 2025-26: 289,249

CDE Update (6)

- ***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.

CDE Update (7)

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***

CDE Update (8)

National Book Fund

The National Book Fund grant application period is open! This is your chance to receive essential classroom materials for your adult learners. The National Book Fund (NBF) is dedicated to enhancing literacy by providing New Readers Press books and other educational resources.

Application Deadline: The application period is open from Monday, February 2, 2026 to Monday, March 2, at 11:59PM ET. Don't miss your chance to apply!

ProLiteracy
National Book Fund
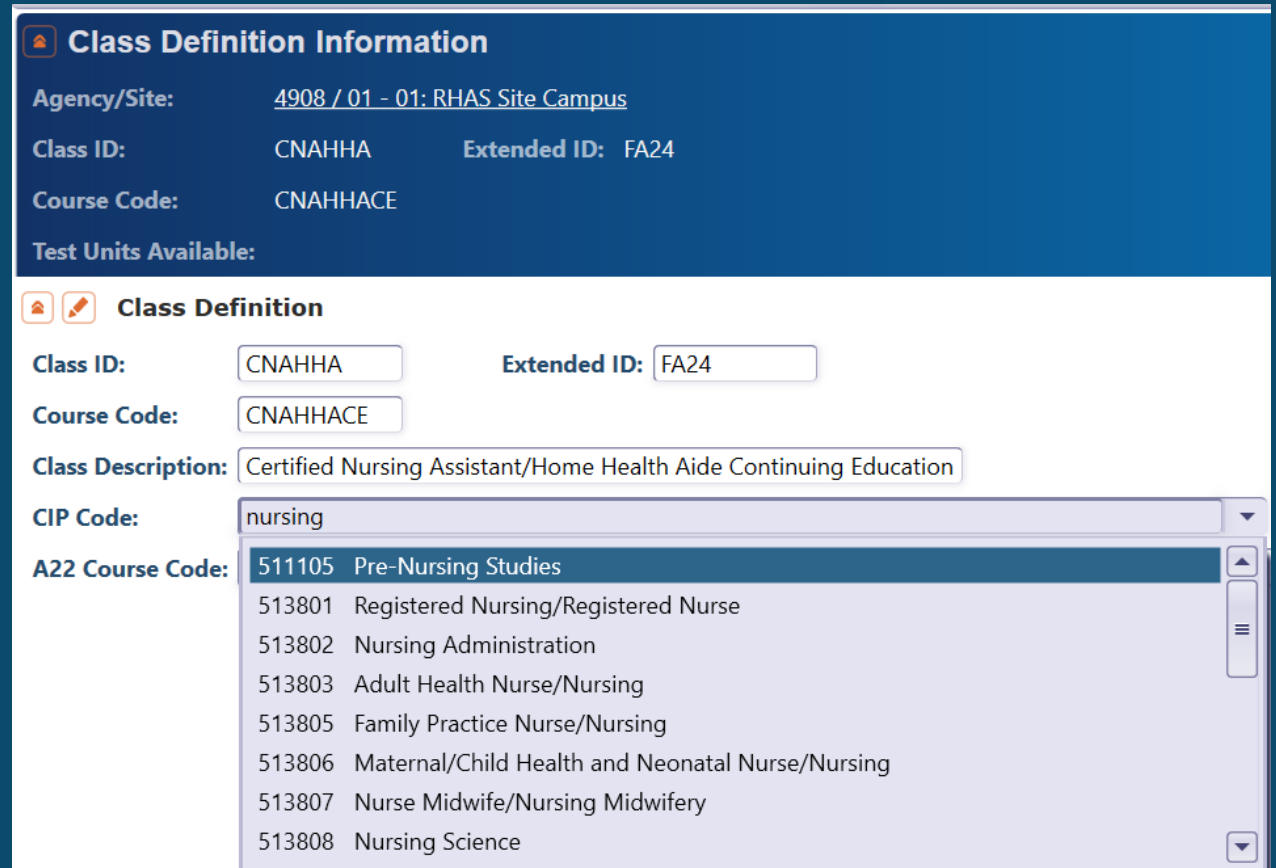
NOW ACCEPTING APPLICATIONS

CDE Update (9)

Workplace Pell

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

Goal is to populate classes from PY 21-22

https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=55

CDE Update (10)

2025 Promising Practices

Fontana Adult School

February 2026 Topics

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

CDE Training Requirement

CDE Annual Training Requirement

The due date for the CASAS Implementation portion of the training requirement has been moved to **Friday February 13, 2026**

A WIOA II CA Accountability session has been added for **Tuesday February 10, 2026.**

CASAS Data Portal

CASAS Data Portal

California Adult Education Data

California WIOA Title II Learners
Federal Table 4
National Reporting System

Program Year: 2024-2025

Report Type: Agency

Report Value: ABC Unified School District

[Submit] [Reset]

Educational Functioning Level Completion Rates

| | | | ABE | | | | ASE | | ESL | | | | | |
			Beginning Literacy	Beginning Basic	Intermediate Low	Intermediate High	Low	High	Beginning Literacy	Beginning Low	Beginning High	Intermediate Low	Intermediate High	Advanced
Type	**Name**	**Program Year**												
Overall Goal		**2024-2025**							42.7%					
Agency	ABC Unified School District	2024-2025	0.0%	23.1%	45.7%	48.9%	31.5%	47.5%	44.4%	58.6%	41.4%	46.9%	47.8%	31.1%
			(4)	(26)	(46)	(90)	(92)	(80)	(45)	(152)	(268)	(211)	(136)	(103)

Next Assigned Test (NAT)

CASAS is analyzing test results that fall in the invalid and conservative estimate ranges to see if any measures can be taken to reduce the frequency of inaccurate test scores.

CASAS Citizenship Assessment

. **Government & History for Citizenship**: CASAS is working on aligning G & H Forms 965-966 to the new USCIS Citizenship Test.

. **Citizenship Interview Test**: Recertification is now available through April 30:

https://www.casas.org/product-overviews/assessments/order-cit

CASAS Citizenship Assessment (2)

- **C is for Citizenship.** CASAS assessment forms designated by a "C" include COAAP's, G & H for Citizenship (Forms 965-66), and the Citizenship Interview Test (CIT – Forms 973-74).

- **Citizenship for Reading**: CASAS has revamped Citizenship for Reading (Forms 951-52). They are no longer authorized for accountability reporting, but may be used informally to help prepare students for USCIS.

2026 FAQs

1. Labor Force Status and Goal Setting
2. WIOA Co-Enrollment
3. 90 Days vs 120 Days
4. Externship vs Apprenticeship
5. EL Healthcare Pathways

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 (2)

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.

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 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.

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 (2)

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

EL Healthcare Pathways

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

Training Events

Statewide WIOA II Meeting	Feb 3
IELCE Plan Training	Feb 4
WIOA II Accountability	Feb 10
CASAS National Webinar	Feb 11
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

Training Events (2)

CALPRO Integrated Education and Training (IET) Implementation Clinic Spring 2026

The Spring 2026 application is open through this Friday, February 6—there is still time to apply to join other teams from around the state for this innovative professional learning opportunity!

Training Events (3)

Research and Instructors Forum Webinar

Designing for All: Universal Design for Learning for Adults with Learning Disabilities

This research forum webinar introduces the Universal Design for Learning (UDL) framework as well as the accommodations and modifications that support learning, self-determination, and success for adult learners, including learners with learning disabilities.

We will discuss the challenges adult education professionals face while supporting adults with learning disabilities and share strategies and tools that work.

FEBRUARY 17, 2026

https://air-org.zoom.us/meeting/register/aIsRW3zZTFmbzL9eO0Bohw#/registration

Training Events (4)

"How to Complete the 2025-26 IELCE Report and Plan" will take place on **Wednesday, February 4, 2025 from 1-2 pm**.

- Please register at https://www.caadultedtraining.org/
- The meeting will be recorded and posted on the EL Civics Support Channel.

Training Events (5)

CASAS National Webinar

February 11, 2026

Training and Support

Upcoming Events

2026

Date	Start	Event and Registration	
Friday, February 6	11 am (PT)	CASAS Office Hours	
Wednesday, February 11	11 am (PT)	CASAS News & Updates	

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

Training Events (6)

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. LWDB Participation
5. CTE Pre/Post-testing
6. Serving Adults with Disabilities
7. Digital Badges
8. Citizenship Assessment
9. Trends in Program Implementation and Design

2026 DiscussionTopics (2)

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?

2026 DiscussionTopics (3)

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?

2026 DiscussionTopics (4)

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?

2026 DiscussionTopics (5)

Workforce Development Boards (WDB's)

Does anyone at your agency (or in your consortium) serve on your Local Workforce Development Board?

How much effort did it take to achieve this?

2026 DiscussionTopics (6)

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?

2026 DiscussionTopics (7)

Serving Adults with Disabilities Students

1. How does your agency serve Adults with Disabilities students?

2. Is there a dedicated AwD program? Or just a process in place to serve Students with Disabilities?

3. Has your program been tasked by your district to serve these students who are in the 18-23 year age range? If so how do you organize and report this program?

2026 DiscussionTopics (8)

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?

2026 DiscussionTopics (10)

Program Planning

Some districts are discussing building up HS diploma programs, at times at the expense of ESL. Why?

- Is this because of concern for issues at the Federal and State level – or are there other reasons?

- If so – do these factors contribute to the build up for HS diploma, the decrease in ESL classes – or both?