

WIOA II Network Meeting

March 2026



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

Agenda

- CDE Update
- OTAN Distance Learning Guidelines
- Spring Deliverables
- CIP Codes
- EL Civics Payment Points
- Trainings and Conferences
- Discussion Topics for 2026

CDE Update (1)

Federal Updates



CDE Update (2)

Payments

- The Adult Education Office (AEO) is working as fast as possible to approve fiscal deliverables and submit payment requests to our accounting office.
- Once a payment request has been sent to the State Controller, the AEO will post payment details to the reporting site.
- Agencies are reminded to check for payment updates on the Award and Claim Payments module

CDE Update (3)

Deliverables Due March 31, 2026

The following deliverables are due March 31, 2026:

- WIOA, Title II: AEFLA Program Implementation Survey
- Integrated English Literacy and Civics Education (IELCE) Report and Plan

For further information, please visit the [WIOA, Title II: AEFLA Grant Information 2025–26 web page](#).

CDE Update (4)

Continuous Improvement Plan (CIP)

CIP information, including the recorded webinar, supporting resources, the CIP Plan Guide, and the CIP portal can be accessed from the CIP web page within the reporting site

The CIP is due on or before **April 30, 2026**.

CDE Update (5)

Course Approval Website

- If your agency has amended course offerings during this past year, you must submit the updated course list to the CDE for re-approval through the Course Approval System.
- Agencies may submit updates through **March 31, 2026**. Agencies planning to request re-approval should notify their AEO Regional Consultant by email.
- The Course Approval System for FY 2026–27 is scheduled to open in early April and will be due in mid-June

CDE Update (6)

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*

March 2026 Topics



Distance Learning Considerations

OTAN Distance Learning Guidelines

Anthony Burik, OTAN

Distance Learning Considerations (2)

- OCTAE Guidelines for Distance Learning
- Creating Digital and Blended Learning Classes
- Assigning Instructional Hours to Distance Learners
- Implementing Pre-/Post-testing and other Assessments
- Suggestions for remote data collection

Assessment and Instruction			
File	Type	Size	Download
Distance Learning Considerations	PDF	390.92 KB	 Download

https://www.casas.org/docs/default-source/caacct/distance-learning-considerations.pdf?sfvrsn=1ed28677_50?Status=Master

Distance Learning Considerations (3)

Special Programs:	<input type="checkbox"/> EL Healthcare Pathways	<input type="checkbox"/> State Corrections	<input type="checkbox"/> Special Needs	<input type="checkbox"/> CBET
	<input type="checkbox"/> ELL Co-Enrollment	<input type="checkbox"/> Homeless Program	<input type="checkbox"/> Alternative Ed. [K12]	<input type="checkbox"/> Integrated Education & Training
	<input type="checkbox"/> None	<input type="checkbox"/> Family Literacy	<input type="checkbox"/> Non-traditional Training	<input type="checkbox"/> Other
	<input type="checkbox"/> EL Civics (IELCE)	<input type="checkbox"/> Workplace Ed.	<input type="checkbox"/> Older Adults	
	<input type="checkbox"/> Jail	<input type="checkbox"/> Tutoring	<input type="checkbox"/> Carl Perkins	
	<input type="checkbox"/> Community	<input type="checkbox"/> Distance Learning	<input type="checkbox"/> Even Start	

For NRS compliance, mark **Special Programs = Distance Learning** at the class or student level for all learners more than 50 percent DL.

Instructional Setting:	<input checked="" type="radio"/> N/A	Face to Face/In person	Distance/Digital Learning	Blended Learning
	<input type="radio"/> Classroom	<input type="radio"/> Learning Center/Lab	<input type="radio"/> Vocational Setting	<input type="radio"/> Remote Synchronous
				<input type="radio"/> Remote Asynchronous
				<input type="radio"/> Hybrid (F2F+DL)
				<input type="radio"/> HyFlex (F2F+DL)
				<input type="radio"/> Independent Study

For course tracking, mark options for Digital or Blended Learning at the class level under **Instructional Setting**.

Spring Deliverables

WIOA II Program Survey: Due March 31, 2026

[Access the WIOA II Survey and related documents here](#)

IELCE Plan: Due March 31, 2026

[Access the IELCE Plan and related documents here](#)

CIP: Due April 30, 2026

[Access the CIP web page on the OAR site](#)

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

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>

CIP Codes

Workplace Pell

CIP codes can be added to TE Class Definition Records for CTE Classes.

The screenshot shows two sections of a web form. The top section, titled "Class Definition Information", contains the following fields: Agency/Site: 4908 / 01 - 01: RHAS Site Campus; Class ID: CNAHHA, Extended ID: FA24; Course Code: CNAHHACE; and Test Units Available: (empty). The bottom section, titled "Class Definition", contains: Class ID: CNAHHA, Extended ID: FA24; Course Code: CNAHHACE; Class Description: Certified Nursing Assistant/Home Health Aide Continuing Education; CIP Code: nursing; and A22 Course Code: 511105 Pre-Nursing Studies. A dropdown menu is open for the A22 Course Code, showing a list of nursing-related CIP codes: 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, and 513808 Nursing Science.

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

- 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

CIP Codes (2)

- **IPEDS Reporting:** Postsecondary schools receiving federal aid must use these codes for Integrated Postsecondary Education Data System (IPEDS) reporting.
- **Hierarchy Structure:** Codes are organized into 2-digit (broad area), 4-digit (intermediate), and 6-digit (specific program) levels.
- **Best Fit Selection:** Users are advised to select the 6-digit code that most closely aligns with the curriculum.

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.

30 Hours vs. 40 Hours

30 hours applies to EL Civics Assessments

- Whenever a student attempts an EL Civics COAAP or Citizenship assessment, the student should have 30 or more hours of instruction.

40 hours rule applies to hours between pre/post-testing.

- The federal guideline is for the student to have 40 or more hours between the pretest and post-test.

Proxy Wizard

- The TE Proxy Wizard enables agencies to copy selected tests administered late in the program year, and assign a new test date of July 1 -- so agencies can use that test as the pretest for the new PY
- The date range for the TE Proxy Wizard is **May 1 – June 30**.
- Student must have enrollment on or before **September 30** in order to proxy a test into the new PY.

CA Accountability Attachment D

https://www.casas.org/docs/default-source/caacct/proxy-guidelines.pdf?sfvrsn=d0d67635_19

TE Help page:

<https://www.casas.org/training-and-support/topspro-enterprise-help/data-management>

EL Civics Payment Points

EL Civics Outcomes

- a. Verify COAAPs are approved and imported
- b. Verify “Complete Outcome Dataset”
 - i. Drop Reasons 15 a-b-c-d
 - ii. Usually due to pretest but no post-test
- c. Drill down to ELC Assessments
 - i. Identify pass/fail results for COAAP’s
 - ii. Verify results for Cit Prep – G & H and CIT
- d. Re-assess select students

EL Civics Payment Points (2)

The bottom section of the **Payment Points Summary Audit** applies to **Drop Reasons for EL Civics**

Dropped from EL Civics Section	Duplicated Cases		Unduplicated Cases	
	#	%	#	%
15a Incomplete EL Civics Outcome datasets	89	1.57	66	1.17
15b Incomplete Civic Participation Outcome dataset	1,052	18.59	590	10.43
15c Incomplete Citizenship Preparation Outcome dataset	390	6.89	192	3.39
15d Incomplete IELCE Outcome dataset	460	8.13	86	1.52
17 EL Civics student in non-ESL program	12	0.21	1	0.02
18 Unfunded Payment Point	0	0.00	0	0.00
19 AA passed and highest test score below 180	11	0.19	0	0.00
Number Dropped from EL Civics Section	2,014	35.60	935	16.53

Drop Reasons 15 a-b-c-d identify the same data issues – but are separated for each ELC Focus Area.

EL Civics Payment Points (3)

243 EL Civics Outcomes

- a. Same drop reasons & process as 231 ELC Outcomes
- b. Verify COAAPs are authorized for 243
- c. Verify Special Programs = IET at the class or student level
- d. IELCE Plan: does not affect TE reports
- e. CTE: IET Class designation is required but does not affect PP 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 (2)

- ***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.

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

Adults with Disabilities

Low-Level Literacy ABE Curriculum

- Free, unlimited access
- Ten easy-to-use theme-based curriculum modules
- Increase community participation and employment preparation
- Help youth and adults transition to community and postsecondary settings



Log In and Access the Curriculum Modules Now!

[Access the complete curriculum](#), or choose a module below.

[Get and Hold the Job You Want](#)

[Making Safety a Sure Thing](#)

[You Are What You Eat](#)

[Night on the Town](#)

[Choosing to Move](#)

[Planning a Trip to the Store](#)

[Make Your Money Count](#)

[Getting to Know Your Doctor](#)

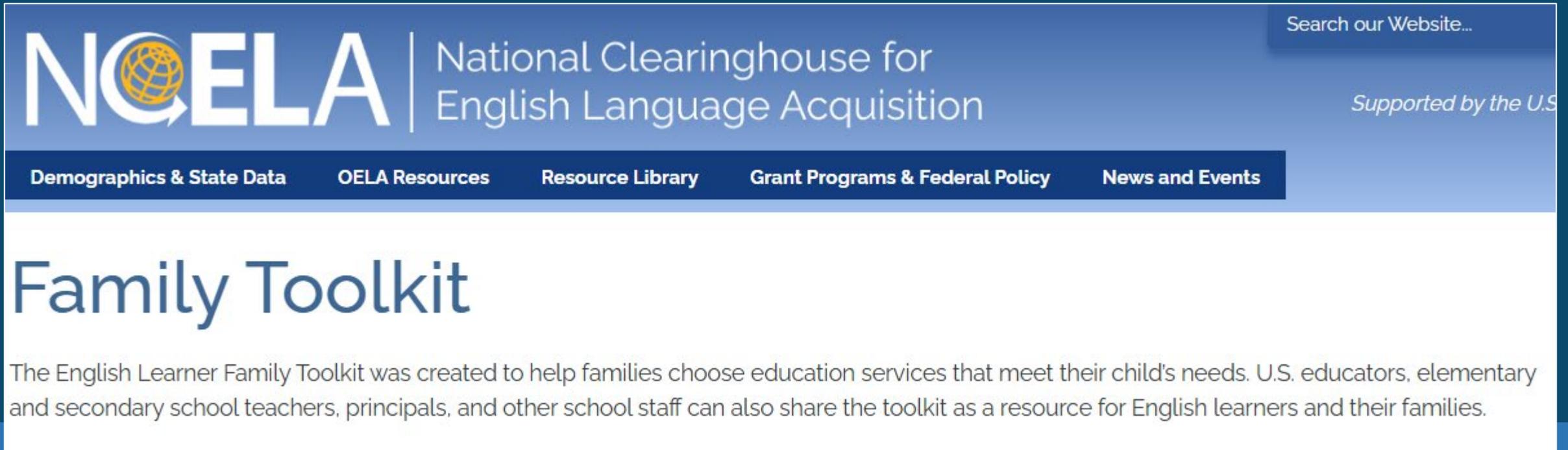
[Smart Shopping](#)

[Get the Help You Need](#)

[Click here to access CASAS Low level literacy modules](#)

Adults Supporting K-12 Success

<https://ncela.ed.gov/educator-support/toolkits/family-toolkit>



The screenshot shows the top portion of the NCELA website. The header features the NCELA logo (National Clearinghouse for English Language Acquisition) on the left, a search bar on the right, and a navigation menu with five items: Demographics & State Data, OELA Resources, Resource Library, Grant Programs & Federal Policy, and News and Events. Below the navigation menu, the page title "Family Toolkit" is displayed in a large, dark blue font. Underneath the title, a paragraph of text explains the purpose of the toolkit: "The English Learner Family Toolkit was created to help families choose education services that meet their child's needs. U.S. educators, elementary and secondary school teachers, principals, and other school staff can also share the toolkit as a resource for English learners and their families."

NCELA | National Clearinghouse for English Language Acquisition

Search our Website...

Supported by the U.S. Department of Education

Demographics & State Data | **OELA Resources** | **Resource Library** | **Grant Programs & Federal Policy** | **News and Events**

Family Toolkit

The English Learner Family Toolkit was created to help families choose education services that meet their child's needs. U.S. educators, elementary and secondary school teachers, principals, and other school staff can also share the toolkit as a resource for English learners and their families.

Training Events

Statewide WIOA II Meeting	Mar 3
Employment & Earnings Survey	Mar 11
TE Portals	Mar 12
National TE Meeting	Mar 17
TE Overview	Mar 24
CAEP DIR	Apr 2
Statewide WIOA II Meeting	Apr 7
CAEP Reports in TE	Apr 8
TE Admin Portal	Apr 16

Training Events (2)

2026 CASAS Summer Institute



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

2026 Discussion Topics

1. Leveraging the E & E Survey
2. Personally Identifiable Information
3. Proxy Questions
4. CTE Testing
5. Distance Learning Considerations
6. Serving Adults with Disabilities
7. Serving Adults Supporting Child's School Success
8. Citizenship Assessment

2026 Discussion Topics (3)

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 Discussion Topics (4)

Managing Personally Identifiable Information

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 Discussion Topics (5)

Proxy Wizard

Does your agency use the TE Proxy Wizard to bring forward tests from one PY to the next?

- If yes – what are the advantages?
- How has using the Proxy Wizard affected your agency's Local Assessment Policy?
- If you have considered this but decided against it – what are the concerns that made you decide this?

2026 Discussion Topics (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 Discussion Topics (7)

Distance Learning Considerations

Does your agency provide students opportunities for virtual or blended learning?

- If yes – what delivery formats (Blended, Synchronous, Asynchronous) does your agency use?
- Are there specific instructional programs or types of classes that you find are especially conducive (or not?)
- Have developments at the State or Federal level prompted you to offer more distance learning options?
- If not – what are the barriers to implementation?

2026 Discussion Topics (8)

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 Discussion Topics (9)

Serving Adults Supporting Child's School Success

1. Does your agency provide instruction or services for Adults Supporting Child's K-12 Success?
2. Is it a standalone program? Or connected to other activities such as CBET or Family Literacy? Or like Family Literacy in the WIA era, connected to ABE or ESL?
3. Has your program identified outcomes and services that serve as goals for these learners?

2026 Discussion Topics (10)

Citizenship Assessments

Citizenship Interview Test. Enrollment in both Certification and Re-Certification CASAS online courses 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 the State or that CASAS can do to help agencies prepare students for USCIS?