

California Adult Education California Annual Performance Report



Federally Funded Workforce Investment Act Title II Programs

Program Year 2006
July 1, 2005 to June 30, 2006

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LIST OF ACRONYMS

Please refer to the list below for acronyms used in the report.

Acronym	Definition
ABE	Adult Basic Education
AEFLA	Adult Education and Family Literacy Act
ASE	Adult Secondary Education
BASE	Basic Adult Spanish Education
CALPRO	California Adult Literacy Professional Development Project
CASAS	Comprehensive Adult Student Assessment System
CBOs	Community-based Organizations
CBT	Computer-Based Testing
CCDs	Community College Districts
CDE	California Department of Education
CDLP	California Distance Learning Project
CPR	Cardiopulmonary Resuscitation
COE	County Offices of Education
DQSC	Data Quality Standards Checklist
ED	United States Department of Education
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
ESL-Cit	ESL-Citizenship
GED	General Education Development
K-12	Kindergarten through Grade Twelve
NRS	National Reporting System
OTAN	Outreach and Technical Assistance Network
PD	Professional Development
TIMAC	Technology Integration Mentor Academy
TOPSpro™	Tracking of Programs and Students
TOPSproNet™	Tracking of Programs and Students Web-based
USCIS	United States Citizenship and Immigration Services
USDE	United States Department of Education
WIA Title II	Workforce Investment Act Title II, Adult Education and Family Literacy Act
WIB	Workforce Investment Boards

OVERVIEW

This report is California's response to the four questions that the United States Department of Education (USDE), Division of Adult Education and Literacy, requires of all states and territories receiving federal funding from the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Investment Act (WIA). Sources for the report include responses to the *2005-06 Survey of WIA Title II Programs in California* (an annual statewide survey) sent to all federally funded agencies in California in May 2006; the 2005-06 Instructional Questionnaire of WIA Title II classes in California; local provider quantitative data submitted to comply with the federally mandated National Reporting System (NRS) requirements; summary notes from regional focus groups; concerns and issues expressed through listservs; and comments from interviews with field practitioners. Additional resources for English Literacy and Civics Education (EL Civics) data included reports and contact logs from EL Civics Program Specialists who provide technical assistance to local providers.

California bases its federal supplemental funding allocations on documented student performance and goal attainment. All agencies collect the following information on all students for whom they receive federal supplemental funding:

- Demographic and program information
- Individual student progress and learning gains
- Other student outcomes, including attaining a General Education Development (GED) Certificate, attaining a high school diploma, obtaining employment, retaining employment, and entering postsecondary education or training

In 2005-06, California met or exceeded 3 of its 11 NRS Literacy Skill Level goals and one of the four student follow up performance goals. Supported by a comprehensive infrastructure for capacity building, adult education providers continued to improve their ability to collect complete and accurate data in full alignment with NRS reporting requirements and data quality standards. Local providers now have the capacity to use current data to analyze and leverage program strengths and to identify opportunities for program improvement, innovation, and reform.

In 2005-06, 289 agencies, an increase of 94 agencies over the past five years, received WIA, Sections 225, 231, and EL Civics funding to provide adult literacy instruction. These agencies included adult schools, community college districts (CCDs), community-based organizations including faith-based organizations (CBOs), public libraries, state agencies, jails, county offices of education (COE), a California State University, and a county/city government agency (see Appendix A).

QUESTION 1: STATE LEADERSHIP PROJECTS

Activities, programs, and projects supported with State Leadership Funds

The California Department of Education (CDE) contracts with four agencies to provide state leadership activities: (1) California Adult Literacy Professional Development Project (CALPRO), (2) California Distance Learning Project (CDLP), (3) Comprehensive Adult Student Assessment System (CASAS), and (4) Outreach and Technical Assistance Network (OTAN). These projects facilitate a collaborative approach in addressing the 11 activities set forth in the California State Plan and in the WIA legislation under Section 223 for adult education and literacy activities.

Meeting on a regular schedule with the CDE for coordination and planning, each project has responsibility for providing professional development, training, and technical assistance — key goals identified as high priority for facilitating continuous program improvement — related to its individually identified focus areas of accountability, technology, distance learning, or instructional leadership. Each disseminates best practices and products within its focus areas. Representatives from the three adult education statewide professional organizations¹ work closely with the Leadership Projects and the CDE, including serving on statewide advisory committees. Leadership Project staff often present at conferences sponsored by these and other professional organizations. Through the Leadership Projects, the CDE supports an extensive electronic network to distribute information on a wide range of adult education topics including legislation, professional development, conference announcements, best practices, and curriculum and instructional resources. A major effort over 2005-06 has focused on increasing the collaborative efforts of the four projects, particularly as they relate to provision of professional development activities.

Below are examples of successful Leadership Project activities with descriptions of how the activities addressed each of three high priority state plan goals, outcomes resulting from the implementation of the activities, and the extent to which the activities were successful.

Goal 1: Establish and implement professional development programs to improve the quality of instruction provided.

The Leadership Projects provided professional development (PD) options in program management, accountability, technology, distance learning, learner persistence, and research-based reading and numeracy instruction to funded agencies throughout California. They provided these via regional workshops and networking meetings, Webcasts, conference presentations, video-based workshops and training sessions, and electronic downloads. Examples of successful activities conducted by leadership projects follow.

Activities:

- Continued implementation of the Technology Integration Mentor Academy (TIMAC), providing technology integration and mentor training to 30 participants from all areas of the state.

¹ Association of California School Administrators, California Council for Adult Education, California Adult Education Administrators' Association.

- Trained representatives from more than 60 agencies to conduct site-based study circles on learner persistence and research-based adult reading instruction.
- Provided training and technical support in identifying and targeting instruction to student needs and goals (lesson planning, administration and interpretation of assessments, teaching strategies, and effective instructional strategies).
- Assisted agency staff in measuring and documenting progress, building quality programs backed by a sound foundation of research and practice. Continued multi-year pilot testing process focusing on feasibility of offering high school subjects online in conjunction with the University of California College Prep (www.uccp.org) initiative.
- Refined, and updated comprehensive student level data collection, management, and reporting system that allows agencies to access student-level information and create agency reports. Created Tracking of Programs and Students (TOPSproNet™), a Web-based data collection and storage solution for small agencies.

Outcomes:

- Participants in technology training reported meeting most or all project goals and reported more confidence in using technology in the classroom. Technology trainees and mentors presented 13 technology workshops.
- Representatives from 40 agencies who received study circle training conducted site-based study circles on learner persistence and posted their findings online. Participants who completed reading instruction training are now conducting site-based study circles on this topic. Survey and evaluation results indicated increased provider interest and involvement in research-based professional development activities.
- Agency technology plan development teams are studying effects of the planning and implementation process on teacher attitudes, knowledge, and practice, as well as the impact on learning gains and other outcomes.
- Local agencies played critical roles in development of new and revised assessment instruments by pilot-testing and field-testing standardized testing instruments.
- Data submissions received in a timely manner increased from 79.8 percent in 2000-2001 to 97.2 percent in 2005-06, indicating greater awareness of and compliance with NRS standards resulting from statewide training efforts.

Goal 2: Provide technology assistance, including staff training, to eligible providers of adult education and literacy activities.

Activities:

- The California Adult Education Technology Plan provided an online technology planning system, supported by telephone and e-mail training.

- Provided just-in-time technical support services to instructors and administrators statewide including peer mentoring, distance learning program design, survey completion, data collection and reporting, hands-on training with the integration of technology into classroom instruction.
- Developed Internet solutions to enable more than 2,000 participants to register online for more than 120 accountability and assessment training sessions, electronic quarterly data submission, and delivery of accountability and EL Civics training modules online.
- Provided the CDE and Leadership Projects with supplementary data analyses to enhance data-driven decision making and program improvement.

Outcomes:

- 1,685 people attended technology integration workshops at local, regional, and state conferences (OTAN numbers for fiscal year (FY) 2005-06).
- 187 agencies developed and submitted technology plans that focused on effective use of technology for program management and instructional improvement. One hundred percent of large WIA Title II agencies, 95 percent of medium-sized agencies and 74 percent of small agencies reported increased use of computers and software to supplement classroom instruction.
- WIA Title II funded agencies accessed and used a variety of online products and services including data submission, lesson plan builder, a training registration system, and an interactive Web site that provided resources for state EL Civics programs.
- Local providers posed questions and shared information on effective practices for program improvement via hosted online Q&A boards and 38 listservs for adult education work groups with 1,667 members (OTAN numbers for FY 2005-06).
- Distance learning continued to increase as an instructional modality, improve the quality of instruction, and receive increased interest from small rural agencies.

Goal 3: Provide technical assistance to eligible providers of adult education and literacy activities.

Activities:

- Provided technical assistance via VHS and DVD, telephone, and e-mail focused on development and maintenance of online databases, completion of online surveys, selection and use of curricula, test administration and scoring, data collection and analysis, and other technical support needs.
- Provided technical and instructional manuals, curriculum resources, newsletters, and assessment guidelines, processes, and procedures, including Computer-Based testing (CBT) and large-print assessment appropriate for adults with disabilities.
- Developed research briefs, studies, and digests based on data analyses and questions from the field. Disseminated these to adult literacy agencies.

Outcomes:

- Agencies complied with data submission guidelines and requirements through timely submission of NRS data, course approvals, applications, reports, and surveys.
- Agency staff reported increased effectiveness in administration, scoring, and interpretation of tests (including appraisals and pre- and post-tests), and placement into appropriate instructional levels.
- Instructors reported that integration of commercial videos such as *On Common Ground*, *Crossroads Café*, *GED Connection*, and local agency-developed lessons, videos, and computer software (developed using EL Civics mini-grants) are effective in targeting instruction to students' needs and goals.
- The availability and use of online resources has continued to increase. Agency staffs regularly register for workshops, trainings, and conferences online and respond to online surveys. In 2001-02, the first year that the annual statewide WIA Title II survey was available online, 74.1 percent of respondents completed the survey online, while in 2005-06, 93.8 percent of respondents completed the survey online.

These activities have been successful because each includes site-based activities in which presenters, facilitators, and mentors interact with practitioners to share knowledge of what is or is not working and engage in problem solving. Kindergarten through Grade Twelve (K-12) literature supports site-based professional development over time as a means of effecting change in teacher attitudes, knowledge, and behavior as well as building staff cohesiveness and a shared vision for continuous improvement.

QUESTION 2: CORE INDICATORS OF PERFORMANCE

Significant Findings at the State Level

Learner Performance

In 2005-06 California WIA Title II agencies met or exceeded 3 of the 11 negotiated State goals. The three educational functional levels in which the aggregated state performance exceeded the 2005-06 state goals and 2004-05 state performance are English as a Second Language (ESL) beginning literacy, ESL beginning and ESL intermediate low. The NRS literacy skill level performance goals, renegotiated annually, have increased each of the last five years, with the greatest increase in 2004-05 (see a summary of the performance results for 2000-2001 through 2005-06 in Appendix B). In 2005-06, 33.9 percent of all enrollees completed an instructional level (an increase of 4.2 percent from 2000-2001) and 21.9 percent completed and advanced one or more levels (an increase of 2.3 percent from 2000-2001 and 1.1 percent from 2004-05).

The CDE uses several methodologies for collecting literacy performance data and follow-up measures. These include the use of Tracking of Programs and Students (TOPSpro™), the CASAS student management information system for collecting standardized literacy skills performance data. Other methodologies include the use of data match to assist in verifying receipt of the GED Certificate, verification of receipt of high school diploma, and follow-up mail surveys to students to determine the outcomes of core measures related to postsecondary education and employment.

California state law prohibits the use of student Social Security numbers as a data match for employment-related student goals and student goals of entry into postsecondary education, unless required by federal law. As a result, it is not possible to capture a truly complete and accurate measure of core performance indicators. Data match would provide reliable and comprehensive information to reflect program success and to assist in targeting program improvement. The low rate of response (15.7 percent in 2005-06) from mail surveys sent to students tells a partial story, inadequately documenting program success in California.

Enrollment

Numbers of learners with Entry Records increased from 644,062 in 2000-2001 to 833,624 in 2005-06, an increase of 29.4 percent. Learners who qualified for inclusion in the Federal Tables increased from 473,050 in 2000-01 to 583,088 in 2005-06, an increase of 23.3 percent (see Federal Tables in Appendix C). These increases reflect continuous efforts by local agencies to implement systems that ensure the accuracy and completeness of their data, and concentrated efforts by the CDE and CASAS to continue enhancing data collection systems and procedures. The number of learners with Entry Records decreased by 1.7 percent, and learners who qualified for inclusion in the Federal Tables decreased by 1.5 percent compared to 2004-05.

Pay for Performance

The NRS Federal report data document the continued success of California in significantly improving student learning gains. The CDE began a full pay-for-performance system in 2000-2001 for WIA Title II using attainment of approved Core Performance Indicator benchmarks as the basis of funding. Agencies can earn up to three benchmark payments per learner within the annual grant period. These three pay points result when a learner (1) makes a significant learning gain,² (2) completes two instructional levels, and (3) receives a GED Certificate or an adult high school diploma. Benchmark payment points have increased from 193,416 in 2000-2001 to 280,886 in 2005-06, an increase of 45.2 percent. This year 34,260 benchmark payment points were earned in Adult Basic Education (ABE), 214,881 in ESL, 1,077 in ESL Citizenship (ESL-Cit), and 30,668 in Adult Secondary Education (ASE). Pay for performance provides an ongoing incentive to agencies to continually improve the way they deliver curriculum, assess student progress, and manage data.

Data Quality

California has made data quality a top priority. The CDE provides training and technical assistance to increase understanding of accountability requirements and to improve data collection. Agencies submit data to CDE on a quarterly basis, permitting continuous analysis and early identification of problems with incomplete or inaccurate data. Survey results and review of data indicate this effort has resulted in more complete and accurate data collection. However, there is still a need for continued training and support to promote continuous improvement. Agencies acknowledge that federal requirements make it crucial to assign dedicated staff to manage assessment, data collection, and data analysis effectively at the local level. At the state level, this ongoing commitment to the

² A 5-point CASAS scale score gain for learners with a pretest score of 210 or below, or a 3-point gain at post-test for learners with a pretest score of 211 or higher.

systematization and continual improvement of data quality has positioned California to respond positively to all standards in the NRS State Data Quality Standards Checklist (DQSC). California met or exceeded all standards at the acceptable or superior quality level and had no areas identified as needing improvement.

Significant Findings at the Local Program Level: Leveraging What Works

Program Management

Responses to the annual survey by WIA Title II agencies in California indicate that local providers are effectively leveraging use of data and assessment results at the agency and classroom level. The vast majority of respondents (93.8 percent) indicated they use data and assessment results to inform and provide feedback to staff. In addition, a high percentage of agencies reported that they used data and assessment results to determine program improvement priorities (89.9 percent) and as a staff development tool (78.6 percent).

Agencies also cited additional ways that data is used to improve and add value to the program management process. Approximately 64 percent of respondents report they now use data to communicate with governance (school boards, legislators, and other decision makers) and a similar percentage reported the use of data and assessment results to write grants. Agencies, especially large agencies, also used data to share with their communities as a marketing and recruitment tool.

Improved student persistence, improved or expanded student recruitment, expansion or improved use of technology, and implementation or improvement of student orientation or goal setting procedures were the most frequently cited high priorities for program improvement in 2006-07.

Classroom Instruction and Management

At the classroom level, instructors are using data to empower students, encourage accountability through the sharing of assessment results, augment student options, and provide program flexibility through development of individualized educational plans. Specifically, more than 90 percent of survey respondents reported using data and assessment results to identify student needs, to monitor progress and attainment of goals, and to inform students about performance. In addition, a large percentage of agencies reported leveraging student data to target instruction (88.8 percent), place students into programs (80.4 percent), and prioritize curriculum (70.3 percent).

QUESTION 3: COLLABORATION

Integration of Title I and Title II Activities

The 2005-06 WIA Title II statewide survey requested the 289 WIA Title II providers, serving 833,624 students, to provide information related to their collaboration with Workforce Investment Boards (WIBs) and One-Stop systems. More than two-thirds (67.4 percent) of the 276 agencies responding noted that they interacted with their local One-Stops. Patterns in interaction can be seen by the size of the agencies (determined by their enrollment). An analysis of this relationship by agency size shows large agencies were most likely to interact with One-Stops (94.7 percent), followed by medium-sized (73.5 percent), and small agencies (51.6 percent). Further analysis shows adult schools (73.7 percent) and community college

districts (77.8) were most likely to interact with One-Stops. See appendix D, California Collaboration references.

When asked to define that interaction, 82.8 percent of agencies reported receiving or providing student referrals, 46.2 percent indicated they provided classes or training for their local One-Stops, and 37.6 percent stated they had assigned a staff liaison to One-Stops. In addition, 25 percent of these agencies reported they used data collection software in common with One-Stops to track referrals and participant outcomes.

When asked about involvement with their local WIB, approximately 55 percent of agencies indicated some type of involvement. Involvement was highest with large agencies (84.2 percent), followed by medium-sized (61.7 percent), and small agencies (38.9 percent). An analysis by agency type shows jail programs (77.8 percent), community college districts (66.7 percent), and adult schools (58.9 percent) reported the highest interaction.

Agencies also reported the specific ways they interacted with their local WIB. The most frequently cited responses included: (1) had members of their staff attend WIB meetings (43.1 percent), (2) had a memorandum of understanding (MOU) with their local WIB (37.9 percent), (3) had a representation through a consortium (34.6 percent), and/or (4) had an administrator who served on a local WIB board (32.7 percent). See Appendix E for related graphs.

Beginning October 2006, representatives of adult education agencies were invited to attend five regional forums convened to bring together leadership in the workforce and economic development systems. The goal was to learn about available resources and how to maximize them, to identify effective models and practices, to discuss issues that limit successful delivery of services, and to outline methods to increase collaboration among the systems.

Collaborative Arrangements with Other Agencies

Of the agencies that responded to the WIA Title II survey, approximately 79 percent detailed a successful collaboration between their agency and another agency within the community. Among other alliances, local providers cited collaborative arrangements with government, military, or law enforcement agencies; children's services agencies; local community businesses or agencies; and other educational institutions.

QUESTION 4: ENGLISH LITERACY AND CIVICS EDUCATION (EL CIVICS) GRANTS

Successful Activities and Services

EL Civics continues to have a positive impact on the delivery of English language instruction. Local agencies have taken advantage of the resources provided through the CDE and the four Leadership Projects to assist in developing their EL Civics programs. Regional networking meetings and EL Civics Program Specialists have been the most frequently mentioned beneficial resources. EL Civics Program Specialists work closely with the CDE Adult Education Regional Program Consultants to provide comprehensive professional development and capacity-building technical assistance that address accountability, compliance, program implementation, and continuous improvement issues. The EL Civics Web site provides agencies with easy access to EL Civics multi-media curriculum, support materials, and other resources — including alignment of the CASAS Instructional Materials Quick Search software to EL Civics objectives. Agency staff members report that OTAN assistance in developing and implementing technology plans is especially beneficial. Not only have staff continued to become proficient in the use of

technology, but students have benefited as they have learned to use technology as a conduit to access and increase their involvement in community activities. The CDE, in collaboration with the state Leadership Projects, has supported enhanced EL Civics program development and implementation through:

- Development and regular updating of an EL Civics Web site — a dynamic, interactive site that provides a single online location for all California EL Civics information. The Web site provides access to a standardized database of 46 pre-approved Civic Participation objectives with accompanying language and literacy objectives and additional assessment plans. Using the Web site in its interactive mode, local providers can electronically select, and customize if desired, their own program objectives based on the identified needs and goals of their students. The centralized EL Civics Web site facilitates and streamlines communication among funded agencies, the CDE regional consultants, and the regional EL Civics program specialists.
- Use of training and technical assistance in multiple modes on all aspects of EL Civics program implementation — from needs assessment, additional assessments, and accountability, to the evaluation and application of student learning in real-life contexts.

Number of Programs Funded, Learners Served, and Student Outcomes

In 2005-06 the CDE funded 189 agencies to provide EL Civics educational services to 208,910 adult learners (8,047 students more than the previous year). Of the 189 EL Civics funded agencies, 18 received funding for EL Civics only, and 180 received funding for EL Civics and WIA Title II, Section 231. EL Civics agencies have two options for program implementation: Civic Participation and Citizenship Preparation. Agencies could apply for funding for one or both options. Of the 208,910 students enrolled in EL Civics, 24,022 were enrolled in Citizenship Preparation and 193,315 were enrolled in Civic Participation³. Adult schools served the majority of these EL Civics enrollees (80.4 percent) followed by community colleges, community-based organizations, and library literacy programs.

In addition to CASAS pre- and post-tests, Citizenship Preparation students may take the CASAS Government and History for Citizenship test and the oral CASAS Citizenship Interview Test. Of the 12,804 Citizenship Preparation learners who took the government and history test, 82.7 percent (10,590) passed, and 62.3 percent (7,959) both passed and earned a payment point. Of the 3,968 Citizenship Preparation learners who took the oral Citizenship Interview Test, 73 percent (2,895) passed and 56 percent (2,224) both passed and earned a payment point. Civic Participation programs assess students using performance-based additional assessments. Additional assessments measure student attainment of civic objectives. Agencies with Civic Participation programs may select from a list of 46 pre-approved civic objectives or develop new civic objectives, with accompanying language and literacy objectives, to meet learner needs. Of the 154,092 Civic Participation additional performance-based assessments taken, learners passed 132,112 (85.7 percent).

³ Numbers of students enrolled in Civic Participation and Citizenship Preparation programs will not add up to the total number of EL Civics students because of dual enrollment of some students in both programs.

Civic objectives used Civic Participation programs must meet these criteria:

- Integrate English language and literacy instruction into civics education
- Focus on content that helps students understand the government and history of the United States, understand their rights and responsibilities as citizens, and participate effectively in the education, employment, and civic opportunities this country has to offer
- Integrate active participation of the learners in community activities

Successful Strategies

The design and implementation of EL Civics programs provides an opportunity for EL Civics students to apply what they have learned in the classroom and make a positive impact in their lives and in their communities. These examples illustrate ways that students have made successful transitions from classroom activities to community action.

- Students from Anderson Valley's EL Civics classes created *Secrets of Salsa*, a cookbook of traditional family recipes never written down. Native English-speaking community members joined the project as volunteers to do artwork, computer work, and photography, and ultimately produced a film documenting the process. The women also organized a quilt-making and storytelling project with the adult school and the Even Start program. Some of the women have made presentations at educational conferences and several have given cooking classes. Because of increased self-esteem and language abilities, many of the women are gaining their citizenship, passing the GED, and transitioning to job training or college classes.
- EL Civics classes at Basic Adult Spanish Education (BASE) in Canoga Park offer Cardiopulmonary Resuscitation (CPR) and first aid training — training specifically requested by the students as one of their objectives. Improved English language skills plus CPR and first aid training are necessary in order to volunteer at their children's schools. The training has given the students the confidence to volunteer and has provided the expertise to handle emergencies: three graduates whose family members had heart attacks were able to manage the situations until paramedics arrived, and one student reported using the Heimlich maneuver to dislodge a small toy her child had swallowed. A group of students created and used posters illustrating emergency health and safety issues to make oral presentations to their classes and to parents at their children's schools.
- An intermediate/advanced EL Civics class at Ventura Adult School decided to learn how to access information to participate in school and local government activities. After touring City Hall and talking with the City Council, the class felt empowered to speak to local officials about making health care available to more than 5,000 children in Ventura who did not qualify for health insurance. When the class discovered the County Board of Supervisors would be addressing the topic in the coming months, the students hand-carried letters they had written to the board meetings where two students were asked to make a presentation. Although the Children's Healthcare Initiative has not yet passed in Ventura, the students have become increasingly aware of local issues, of their ability to make a difference in the community, and of the need to continue their work to improve community life.

- For many adult students, depending upon their cultural background, talking with police may evoke an array of negative emotions. Vista Adult School addressed this issue with their “Talking with Police” program. The year-long program, with supporting curriculum, incorporated suggestions from the Vista Weed and Seed Program and the Vista Crime Prevention Commission. The program was timely after three officer-involved fatalities occurred in Vista in August 2005. The officers were open and honest and encouraged questions leading to significant interaction. As a result of the presentations, one student submitted an application to become a volunteer translator for the San Diego Sheriff’s Department, several students scheduled appointments with the community service officer to report crimes, and several other students referred family members to these agencies. The program has helped the Vista Adult EL Civics/ESL student population feel connected to, and confident in, the community in which they live and work.

The Impact of EL Civics

Agencies are investing major amounts of time, talent, and other resources into making the EL Civics program highly successful and valuable to students. Ninety-three percent of agencies reported that the EL Civics program increased student confidence and helped them interact within the class and the community. The quotes below from adult schools and community college districts reflect the positive impact the EL Civics program continues to have in California.

“Prior to the (El Civics grant) funding, we were assessing students based on teacher-designed tests. These tests had no real benchmarks or standardized way of identifying the student’s level... The curriculum improved due to the course alignments.”

“Our outcomes are language based so EL Civics provides meaningful content and appropriate assessment that is field-tested and standardized at the local level.”

“Civic participation has definitely furthered student involvement with local community resources and agencies. Staff has been more collaborative and has worked to enrich curriculum and instruction.”

“Civic participation also gave our school additional resources to integrate technology in all the programs.”

“Over 30 new community partnerships were formed as a result of our health and education information fairs.”

Based on the positive impact of EL Civics, beginning program year 2006-07 the CDE is expanding the resources and support provided by the EL Civics Program Specialists to include all WIA Title II funded programs, ESL, ABE, ASE across the state.

APPENDIXES

APPENDIX A
Data Tables for Workforce Investment Act Title II Funded Agencies

Number of WIA II Funded Agencies by Provider Type

Provider Type	2000-2001		2001-02		2002-03		2003-04		2004-05		2005-06	
	N	%	N	%	N	%	N	%	N	%	N	%
Adult School	143	73.2	150	66.6	163	63.1	174	59.7	180	59.2	177	61.2
Community College	12	6.2	16	7.1	18	7.0	18	6.2	19	6.3	18	6.2
Community-Based Organization	13	6.7	26	11.6	43	16.7	54	18.6	54	17.8	47	16.3
Library	8	4.1	10	4.4	8	3.1	13	4.5	13	4.3	12	4.2
State Agency	4	2.1	4	1.8	4	1.6	4	1.4	4	1.3	4	1.4
Jail Programs*	9	4.6	13	5.8	14	5.4	19	6.5	23	7.6	22	7.6
County Office of Education	6	3.1	6	2.7	7	2.7	9	3.1	9	3.0	8	2.8
California State University	0	0.0	0	0.0	1	0.4	N/A	0.0	1	0.3		
County/City Government**									1	0.3	1	0.3
Total	195	100.0	225	100.0	258	100.0	291	100.0	304	100.0	289	100.0

CASAS 2006

WIA II Student Enrollment by Provider Type (learners who qualified for Federal Tables)

Provider Type	2001-02		2002-03		2003-04		2004-05		2005-06	
	N	%	N	%	N	%	N	%	N	%
Adult School	419,491	79.6	446,955	79.1	467,526	79.0	458,572	77.5	441,673	75.7
Community College	66,556	12.6	70,182	12.4	67,564	11.4	69,176	11.7	67,923	11.6
Community-Based Organization	3,298	0.6	6,105	1.1	8,300	1.4	9,308	1.6	8,478	1.5
Library	1,049	0.2	1,216	0.2	2,000	0.3	1,983	0.3	2,074	0.4
State Agency	26,233	5.0	29,099	5.1	31,605	5.3	36,798	6.2	44,983	7.7
Jail Programs*	7,360	1.4	8,367	1.5	11,050	1.9	12,260	2.1	14,028	2.4
County Office of Education	2,968	0.6	3,309	0.6	3,529	0.6	3,650	0.6	3,909	0.7
California State University	0	0.0	78	0.0	N/A	0	60	0.0		
County/City Government**							86	0.0	20	0.0
Total	526,955	100.0	565,311	100.0	591,574	100.0	591,893	100.0	583,088	100.0

CASAS 2006

English Literacy and Civics Education Enrollment by Provider Type (learners qualified for Federal Tables)

Provider Type	2002-03		2003-04		2004-05		2005-06	
	N	%	N	%	N	%	N	%
Adult School	78,568	91.3	133,840	80.6	156,123	79.71	165,004	80.42
Community College	4,009	4.7	27,111	16.3	34,094	17.41	35,075	17.10
Community-Based Organization	2,858	3.3	3,880	2.3	4,045	2.07	3,973	1.94
Library	196	0.2	761	0.5	898	0.46	553	0.27
County Office of Education	341	0.4	455	0.3	564	0.29	561	0.27
California State University	78	0.1	N/A		60	0.03		
County/City Government**					78	0.04		
Total	86,050	100.0	166,047	100.0	195,862	100.0	205,166	100.0

CASAS 2006

*Includes section 225 funded programs at Alameda County Library, Stanislaus Literacy Center & Tri-Valley Regional Occupational Program, Imperial Valley ROP and Volunteers Center of Santa Cruz county

** Housing Authority of the City of Los Angeles (HACLA) Workforce Center

APPENDIX A (con't)
Data Tables for Workforce Investment Act Title II Funded Agencies

Five-Years of WIA II Learners Entering Program but Dropped from Federal Tables

Number of Learners Entering Program and Hierarchically Dropped from Federal Table Inclusion	2000-2001	2001-02	2002-03	2003-04	2004-05	2005-06
Learners with Entry Records	644,062	771,905	815,310	842,464	848,220	833,624
Learners with Less than 12 hours of instruction	154,492	190,507	191,349	189,171	194,674	187,513
Learners < 16 years	2,678	4,096	3,944	5,164	5,770	6,649
Learners concurrently enrolled in HS/K12	13,842	25,275	31,245	39,380	41,949	43,215
Learners without a valid instructional level	N/A	25,072	23,461	17,175	13,934	13,159
Total Number of Learners Included in Federal Tables	473,050	526,955	565,311	591,574	591,893	583,088

CASAS 2006

National Reporting System Core Performance Learning Gains Data Submission Timeliness for WIA Title II Funded Agencies

	Number of Agencies						% Submitted by First Deadline (08/15)					
	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Small	53	71	92	116	118	103	64.2	76.1	78.3	80.2	89.8	94.2
Medium	127	135	150	158	167	169	78.0	84.4	89.3	95.6	100.0	98.8
Large	15	17	17	17	19	17	60.0	94.1	100.0	100.0	100.0	100.0
Total	195	223	259	291	304	289	72.8	82.5	86.1	89.7	96.1	97.2

CASAS 2006

Annual Payment Points Earned by WIA II Funded Agencies 2001-02 to 2005-06

Year	Total Population Selected for Payment Points	Total Number of Payment Points*
2001-02	542,425	239,293
2002-03	564,192	267,761
2003-04	601,835	284,426
2004-05	598,380	286,177
2005-06	590,883	280,866

CASAS 2006

* Includes payment points earned in all programs except Student Outcome Datasets (SODs) in English Literacy and Civics Education, Citizenship Preparation tests and learning gains earned by agencies funded only for EL Civics.

APPENDIX B
Summary of California Core Performance Results

Entering Educational Functional Level	2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)
	%	%	%	%	%	%	%	%	%	%	%	%
ABE Beginning Literacy	15.0	22.6	17.0	25.7	20.0	21.2	22.0	23.3	25.0	25.1	25.0	24.2
ABE Beginning Basic	22.0	33.2	24.0	36.4	26.0	36.4	28.0	41.1	37.0	43.0	42.0	41.4
ABE Intermediate Low	22.0	34.5	24.0	37.7	26.0	38.1	28.0	33.8	39.0	37.6	38.0	33.5
ABE Intermediate High	24.0	29.3	26.0	29.9	26.0	29.6	28.0	29.3	30.0	30.4	31.0	27.4
ASE Low	14.0	13.6	15.0	25.4	15.0	24.6	17.0	22.1	32.0	24.7	26.0	21.5
ASE High	8.0	26.9	9.0	28.3	11.0	30.5	13.0	29.3	31.0	26.2	30.0	24.8
ESL Beginning Literacy	20.0	30.6	22.0	32.2	24.0	33.6	26.0	35.4	34.0	38.7	36.0	40.1
ESL Beginning	22.0	26.7	24.0	28.4	24.0	30.2	26.0	31.1	31.0	32.6	32.0	34.3
ESL Intermediate Low	24.0	37.0	26.0	39.8	28.0	40.6	30.0	42.4	41.0	42.9	43.0	43.3
ESL Intermediate High	24.0	39.7	26.0	43.0	28.0	42.8	30.0	43.3	43.0	43.0	44.0	42.3
ESL Advanced Low	20.0	21.7	22.0	22.7	22.0	22.6	24.0	22.6	25.0	22.2	24.0	21.7
ESL Advanced High	N/A	17.7	N/A	19.3	N/A	18.8	N/A	18.3	N/A	17.7	N/A	19.7
Core Follow-Up Outcome Measures *												
	%	%	%	%	%	%	%	%	%	%	%	%
GED/HS Completion	8.0	26.7	9.0	31.7	11.0	27.6	13.0	28.8	30.0	27.9	30.0	26.5
Entered Employment	9.0	17.8	10.0	54.5	11.0	54.4	13.0	54.6	55.0	50.2	56.0	49.9
Retained Employment	11.0	34.3	12.0	85.7	13.0	81.9	15.0	82.4	83.0	87.0	83.0	91.4
Entered Postsecondary Education	6.0	11.7	7.0	60.4	8.0	53.5	10.0	54.9	55.0	57.2	56.0	47.3

CASAS 2006

* These performance results were obtained from a student survey and include those students that returned the survey. Performance for 2000-01 was based on data entered by students or local education officials. Results differed significantly based on the two methodologies. In addition, performance results are weighted by program.

APPENDIX C Federal Tables

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Participants by Entering Educational Functioning Level, Ethnicity and Sex

Enter the number of participants* by educational functioning level,** ethnicity,** and sex.

Entering Educational Functioning Level	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
ABE Beginning Literacy	166	81	257	168	1,822	635	3,111	1,242	164	63	2,725	1,564	11,998
ABE Beginning Basic Education	321	198	300	233	2,828	1,167	5,456	2,561	213	126	2,253	977	16,633
ABE Intermediate Low	365	290	437	411	3,217	1,576	6,757	4,979	387	262	3,258	1,742	23,681
ABE Intermediate High	829	785	1,161	1,028	5,626	3,022	13,624	10,744	927	579	7,345	4,506	50,176
ABE Subtotal	1,681	1,354	2,155	1,840	13,493	6,400	28,948	19,526	1,691	1,030	15,581	8,789	102,488
ASE Low	549	452	1,061	1,162	3,091	2,400	11,224	10,513	780	608	5,613	4,180	41,633
ASE High	255	187	502	430	1,656	1,164	4,731	4,133	438	276	3,892	2,469	20,133
ASE Subtotal	804	639	1,563	1,592	4,747	3,564	15,955	14,646	1,218	884	9,505	6,649	61,766
ESL Beginning Literacy	174	192	1,728	3,654	92	240	9,117	9,426	22	41	328	508	25,522
ESL Beginning	1,067	1,045	6,501	13,435	354	587	49,788	53,751	135	182	2,070	3,465	132,380
ESL Intermediate Low	905	931	6,091	13,263	307	446	43,370	53,868	158	225	1,896	3,526	124,986
ESL Intermediate High	427	365	4,105	9,465	207	297	18,910	25,618	140	222	1,143	2,439	63,338
ESL Low Advanced	434	352	4,276	10,191	196	275	18,970	25,072	160	259	1,331	2,877	64,393
ESL High Advanced	34	32	737	1,757	27	27	2,126	2,581	28	57	235	574	8,215
ESL Subtotal	3,041	2,917	23,438	51,765	1,183	1,872	142,281	170,316	643	986	7,003	13,389	418,834
Total	5,526	4,910	27,156	55,197	19,423	11,836	187,184	204,488	3,552	2,900	32,089	28,827	583,088

*A participant is an adult who receives at least twelve (12) hours of instruction. Work-based project learners are not included in this table.

**See attached definitions for educational functioning levels.

***A participant should be included in the racial/ethnic group to which he or she appears to belong, identifies with, or is regarded in the community as belonging.

OMB Number 1830-0027, Expires 10 /31/08.

Table 2
Participants by Age, Ethnicity and Sex

Enter the number of participants by age,* ethnicity, and sex.

Age Group	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)
16-18	611	450	1,748	1,345	2,808	2,101	18,370	12,787	740	479	4,442	3,014	48,895
19-24	1,700	1,072	4,373	5,453	4,315	2,652	58,953	39,959	1,116	694	6,636	5,239	132,162
25-44	2,571	2,556	10,114	25,572	8,480	5,110	90,479	116,782	1,250	1,161	13,524	11,675	289,274
45-59	540	697	5,942	14,782	3,394	1,691	15,737	28,715	341	408	5,265	5,500	83,012
60 and Older	104	135	4,979	8,045	426	282	3,645	6,245	105	158	2,222	3,399	29,745
Total	5,526	4,910	27,156	55,197	19,423	11,836	187,184	204,488	3,552	2,900	32,089	28,827	583,088

The totals in Columns B-M should equal the totals in Column B-M of Table 1. Row totals in Column N should equal corresponding column totals in Table 3.

OMB Number 1830-0027, Expires 10/31/08.

State: California

Table 3

PY 2005-2006

Participants by Program Type and Age

Enter the number of participants by program type and age.

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Adult Basic Education	15,564	25,400	45,446	13,796	2,282	102,488
Adult Secondary Education	16,501	18,724	20,999	4,661	881	61,766
English-as-a-Second Language	16,830	88,038	222,829	64,555	26,582	418,834
Total	48,895	132,162	289,274	83,012	29,745	583,088

The total in Column G should equal the total in Column N of Table 1.

The total in Columns B-F should equal the totals for the corresponding rows in Column N of Table 2 and the total in Column N of Table 1.

OMB Number 1830-0027, Expires 10/31/08.

Educational Gains and Attendance by Educational Functioning Level

Enter number of participants for each category listed, total attendance hours, and calculate percentage of participants completing each level.

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced One or More Levels	Number Separated Before Completed	Number Remaining within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beginning Literacy	11,998	4,534,981	2,904	1,854	2,786	6,308	24.20%
ABE Beginning Basic Education	16,633	2,453,291	6,886	4,345	4,898	4,849	41.40%
ABE Intermediate Low	23,681	3,201,370	7,922	4,116	9,153	6,606	33.45%
ABE Intermediate High	50,176	6,844,774	13,749	6,341	18,879	17,548	27.40%
ASE Low	41,633	4,030,190	8,965	2,508	15,846	16,822	21.53%
ASE High*	20,133	1,749,654	4,984	839	6,448	8,701	24.76%
ESL Beginning Literacy	25,522	2,623,127	10,226	7,675	6,814	8,482	40.07%
ESL Beginning	132,380	14,479,382	45,388	33,363	35,957	51,035	34.29%
ESL Intermediate Low	124,986	17,290,870	54,103	38,308	27,532	43,351	43.29%
ESL Intermediate High	63,338	9,517,089	26,780	18,125	14,562	21,996	42.28%
ESL Low Advanced	64,393	10,201,100	13,947	9,215	18,056	32,390	21.66%
ESL High Advanced	8,215	1,156,909	1,618	1,096	2,511	4,086	19.70%
Total	583,088	78,082,737	197,472	127,785	163,442	222,174	33.87%

The total in Column *B* should equal the total in Column *N* of Table 1.

Column *D* is the total number of learners who completed a level, including learners who left after completing and learners who remain enrolled and moved to one or more higher levels.

Column *E* represents a sub-set of Column *D* (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column *F* is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column $D + F + G$ should equal the total in Column *B*.

Column *G* represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column *H* is calculated using the following formula:

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

OMB Number 1830-0027, Expires 10/31/08.

Educational Gains and Attendance for Pre- and Posttested Participants

Entering Educational Functioning Level	Total Number Enrolled Pre- and Posttested	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced One or More Levels	Number Separated Before Completed	Number Remaining within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beginning Literacy	7,193	3,564,889	2,904	1,854	396	3,893	40.37%
ABE Beginning Basic Education	8,562	1,740,707	6,886	4,345	479	1,197	80.43%
ABE Intermediate Low	10,507	2,167,770	7,922	4,116	952	1,633	75.40%
ABE Intermediate High	26,469	5,004,663	13,749	6,341	4,828	7,892	51.94%
ASE Low	12,411	1,790,741	8,965	2,508	1,146	2,300	72.23%
ASE High*	7,920	930,804	4,984	839	958	1,978	62.93%
ESL Beginning Literacy	11,628	1,933,732	10,226	7,675	365	1,037	87.94%
ESL Beginning	64,962	10,994,349	45,388	33,363	5,032	14,542	69.87%
ESL Intermediate Low	78,821	14,560,119	54,103	38,308	6,641	18,077	68.64%
ESL Intermediate High	40,452	8,058,446	26,780	18,125	3,775	9,897	66.20%
ESL Low Advanced	41,744	8,698,374	13,947	9,215	7,340	20,457	33.41%
ESL High Advanced	4,262	877,811	1,618	1,096	728	1,916	37.96%
Total	314,931	60,322,405	197,472	127,785	32,640	84,819	62.70%

Include in this table only students who are both pre- and posttested.

Column *D* is the total number of learners who completed a level, including learners who left after completing and learners who remain enrolled and moved to one or more higher levels.

Column *E* represents a sub-set of Column *D* (Number Completed Level) and is learners who completed a level and enrolled in one or more higher levels.

Column *F* is students who left the program or received no services for 90 consecutive days and have no scheduled services.

Column $D + F + G$ should equal the total in Column *B*.

Column *G* represents the number of learners still enrolled who are at the same educational level as when entering.

Each row total in Column *H* is calculated using the following formula:

Work-based project learners are not included in this table.

*Completion of ASE high level is attainment of a secondary credential or passing GED tests.

OMB Number 1830-0027, Expires 10/31/08.

Core Follow-up Outcome Achievement

Enter the number of participants for each of the categories listed and calculate the percentage achieving each outcome.

Core Follow-up Outcome Measures	Number of Participants with Main or Secondary Goal	Number of Participants Included in Survey Sample	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment*	3,936	3,422	555	16%	277	50%
Retained Employment**	2,378	2,115	313	15%	286	91%
Obtained a GED or Secondary School Diploma***	38,621	N/A	37,641	97%	9,962	26%
Entered Postsecondary Education or Training****	12,401	10,789	1,700	16%	804	47%

* Report in Column B the number of participants who were unemployed at entry and who had a main or secondary goal of obtaining employment and who exited during the program year. Do not exclude students because of missing Social Security numbers or other missing data.

** Report in Column B: (1) the number of participants who were unemployed at entry and who had a main or secondary goal of employment **who exited in the first and second quarter** and who entered employment by the end of the first quarter after program exit and (2) the number of participants employed at entry who had a main or secondary goal of improved or retained employment who exited in the first and second quarter. *Exclude from this total all participants who exited in the third and fourth quarters of the program year, if survey method is used.*

*** Report in Column B the number of participants with a main or secondary goal of passing GED tests or obtaining a secondary school diploma or its recognized equivalent who exited during the program year.

**** Report in Column B the number of participants with a main or secondary goal of placement in postsecondary education or training who exited during the program year. *If survey is used*, then the number in Column C should equal the number in Column B *unless random sampling was used*. If one or more local programs used random sampling, then enter in Column C the total number of students included in the survey. *If data matching is used*, then Column C should be left blank.

If survey is used, then the number in Column D should be less than Column C, unless there was a 100-percent response rate to the survey. *If data matching is used*, then the number reported in Column D should be the total number of records available for the data match. That number is normally less than the number in Column B. (If the numbers in these two columns are equal, then it means that all Social Security numbers are valid and that there are no missing Social Security numbers.)

Column E = $ColumnD / ColumnB$ unless one or more programs used random sampling. If random sampling was used, see Appendix C of the *NRS Survey Guidelines* for further instructions on reporting.

In Column F, the number should be equal to or less than the number in Column D.

Column G is the number in Column F divided by the number in Column D. Column G should never be greater than 100 percent. If the response rate is less than 50 percent (Column E), then the percent reported in Column G is not considered valid.

OMB Number 1830-0027, Expires 10/31/08

Core Follow-up Outcome Achievement

Enter the number of participants for each of the categories listed and calculate the percentage achieving each outcome.

Core Follow-up Outcome Measures	Number of Participants with Main or Secondary Goal	Number of Participants Included in Survey Sample	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment*	11,798	10,319	1,667	16%	984	59%
Retained Employment**	8,317	7,349	956	13%	842	88%
Obtained a GED or Secondary School Diploma***	38,621	N/A	37,641	97%	9,962	26%
Entered Postsecondary Education or Training****	12,401	10,789	1,700	16%	804	47%

State: California Table 6 PY 2005-2006
Participant Status and Program Enrollment

Participant Status on Entry into the Program (A)	Number (B)
Disabled	9,482
Employed	219,418
Unemployed	195,052
Not in the Labor Force	85,234
On Public Assistance	25,330
Living in Rural Areas*	Not Collected
Program Type	
In Family Literacy Programs**	18,306
In Workplace Literacy Programs**	5,066
In Programs for the Homeless**	1,440
In Programs for Work-based Project Learners**	0
Institutional Programs	
In Correctional Facilities	56,014
In Community Correctional Programs	282
In Other Institutional Settings	Not Collected
Secondary Status Measures (Optional)	
Low Income	6,662
Displaced Homemaker	1,403
Single Parent	17,691
Dislocated Worker	1,481
Learning Disabled Adults	Not Collected

*Rural areas are places of less than 2,500 inhabitants and outside urbanized areas.

**Participants counted here must be in program specifically designed for that purpose.

OMB Number 1830-0027, Expires 10/31/08.

State: California

Table 7

PY 2005-2006

Adult Education Personnel by Function and Job Status

Enter an unduplicated count of personnel by function and job status.

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative/ Supervisory/Ancillary Services	0	34	0
Local-level Administrative/ Supervisory/Ancillary Services	371	1,207	147
Local Teachers	9,153	3,096	557
Local Counselors	167	116	4
Local Paraprofessionals	1,356	692	391

In Column *B*, count one time only each part-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column *C*, count one time only each full-time employee of the program administered under the Adult Education State Plan who is being paid out of Federal, State, and/or local education funds.

In Column *D*, report the number of volunteers (personnel who are not paid) who served in the program administered under the Adult Education State Plan.

OMB Number 1830-0027, Expires 10/31/08.

Outcomes for Adults in Correctional Education Programs

Enter the number of participants in correctional education programs for each of the categories listed.

Core Follow-up Outcome Measures (A)	Number of Participants With Main or Secondary Goal (B)	Number of Participants Included in Survey (Sampled and Universe) (C)	Number of Participants Responding to Survey or Used for Data Matching (D)	Response Rate or Percent Available for Match (E)	Number of Participants Achieving Outcome (F)	Percent Achieving Outcome (G)
Completed an Educational Functioning Level*	55,163				17,892	32%
Entered Employment	585	453	113	25%	12	11%
Retained Employment	157	136	4	3%	2	50%
Obtained a GED or Secondary School Diploma	7,453	N/A	6,720	90%	1,214	18%
Entered Postsecondary Education or Training	512	399	55	14%	19	34%

* Report in Column B for this row all correctional educational program participants who received 12 or more hours of service. Column F should include all participants reported in Column B who advanced one or more levels.

Compute Column G for this row using the following formula: $G = \frac{\text{Column F}}{\text{Column B}}$

Follow instructions for completing Table 5 to complete the remainder of this table. However, include only correctional educational program participants in Table 10.

OMB Number 1830-0027, Expires 10/31/08.

Enter the number of each type of grantee (see attached definitions) directly funded by the state, and the amount of federal and state funding they receive.

Provider Agency (A)	Total Number of Providers (B)	Total Number of Sub-Recipients (C)	WIA Funding		State Funding	
			Total (D)	% of Total (E)	Total (F)	% of Total (G)
Local Education Agencies	187	18	54,685,800.00	8.1%	620,689,637	91.9%
Public or Private Nonprofit Agency	59	n/a	2,360,775	100%	n/a	n/a
Community-based Organizations	41	n/a	1,839,675	100%	n/a	n/a
Faith-based Organizations	6	n/a	99,525	100%	n/a	n/a
Libraries	12	n/a	421,575	100%	n/a	n/a
Institutions of Higher Education	18	n/a	10,142,775	100%	n/a	n/a
Community, Junior or Technical Colleges	18	n/a	10,142,775	100%	n/a	n/a
Four-year Colleges or Universities	n/a	n/a	n/a	n/a	n/a	n/a
Other Institutions of Higher Education	n/a	n/a	n/a	n/a	n/a	n/a
Other Agencies	4	n/a	3,990,375	100%	n/a	n/a
Correctional Institutions	2	n/a	3,948,075	100%	n/a	n/a
Other Institutions (non-correctional)	n/a	n/a	n/a	n/a	n/a	n/a
All Other Agencies	2	n/a	42,300	100%	n/a	n/a

- In Column (B), report the number of providers receiving a grant award or contract for instructional services from the eligible agency.
- In Column (C), report the total number of each entity receiving funds as a sub-recipient. (*Entities receiving funds from a grantee as part of a consortium are to reported in column (C).*)
- In Column (E), the percentage is to be calculated using the following formula:

$$\frac{\text{Column D}}{\text{Column D} + \text{Column F}} = \text{Col (E)}$$
- In Column (F), report total amount of state funds contributed. This amount need not necessarily equal the non-federal expenditure report on the Financial Status Report.
- In Column (G), the percentage is to be calculated using the following formula:

$$\frac{\text{Column F}}{\text{Column D} + \text{Column F}} = \text{Col (G)}$$

OMB Number 1830-0027, Expires 10/31/08.

APPENDIX D California Collaboration References



Suggestions for Successful Partnerships

The following tables provide descriptions of suggested practices and partnering information for adult education agencies working with One Stops.

I. Basics of Good Partnerships	Responsible Partner
Description of adult education services and programs are included in core service materials within and at One Stop service delivery points. Materials are updated regularly and reflect changes in available services. One Stop staff assures distribution of materials.	Adult Education and One Stop
Computer kiosks include links to adult education Internet sites when available.	One Stop Information Technology Staff
Adult education provides an orientation to One Stop staff regarding literacy programs.	Adult Education
One Stop descriptions of core and intensive services include adult education programs.	One Stop
One Stop staff refers participants to adult education for literacy programs.	One Stop Case Managers
Adult education staff refers students to One Stop for career services.	Adult Education Counselors and Staff
Adult education staff refers students to One Stop partners (unemployment Insurance, vocational rehabilitation, county social services, etc.)	Adult Education Counselors
II. Suggested Best Practices	Responsible Partner
Adult education and the Local Work Investment Board (LWIB) develop and sign a Memorandum of Understanding (MOU) covering both literacy and, when available, vocational programs. The MOU delineates roles and responsibilities and establishes measurable outcomes and deliverables.	LWIB and Adult Education
Adult education and One Stop staff meet regularly (no less than once per quarter) to keep lines of communication open.	Staff of both Adult Education and One Stop
One Stop partners (Vocational Rehabilitation, Unemployment, etc.) and support service providers (behavioral health, child care, etc.) refer participants to adult education when appropriate.	One Stop and Support Agency Counselors or Case Managers
Adult education vocational programs submit applications to be listed on the Workforce Investment Act (WIA) Eligible Training Provider List (ETPL). Adult education, One Stop operator, and local board explore solutions to ETPL barriers.	Adult Education and LWIB
Adult education staff is co-located at the One Stop sites and One Stop staff is co-located at local adult education sites.	One Stop Operator
Classes are co-located at the One Stop when space is available and enrollment is sufficient to be cost-effective for the adult education provider.	One Stop and Adult Education

APPENDIX D (con't)
California Collaboration References

III. Emerging Practices	Responsible Partner
Title II funded agencies within an LWIB region develop a coalition to work collaboratively as a continuum of service.	All Title II Funded Agencies
The Title II regional or local coalition refers and enrolls students to the most appropriate adult education provider within the coalition that most closely meets the individual student needs (i.e., specialized program, class time, location easiest for student to attend, etc.).	Adult Education Counselors
The adult education Title II coalition works closely with business partners to identify literacy and vocational needs of the current and emerging workforce.	Adult Education Coalition
The locally developed Title II coalition, representing all Title II programs in the local area or region, collectively enters into a single MOU with local WIB.	Adult Education Coalition and LWIB
The Title II coalition has a representative seated on the LWIB.	Adult Education Coalition and LWIB
Adult education site hosts a One Stop site on the adult education campus.	Adult Education and One Stop Operator

Workforce Investment Act Titles I & II Partnership

Reports and guidelines regarding the partnership between adult education and the workforce development system.

Resource documents and links to related Web sites

[Adult Education One Stop Survey Report](#) (PDF; Outside Source)

This report is located on the OTAN Web site and provides complete text of the adult education survey of One Stop partnerships, including an executive summary, data, respondent recommendations, and policy considerations.

[California Workforce Investment Board](#)

This is a link to the California Workforce Investment Board (CWIB) with updated information on policy issues.

[Frequently Asked Questions](#)

This document provides background information on the relationship between WIA Title II and the One Stop system.

[Developing a Memorandum of Understanding \(MOU\)](#)

This is a summary of guidelines from the U.S. Department of Education regarding the establishment of MOUs between Title II agencies and local Workforce Investment Boards.

[Suggestions for Successful Partnerships](#)

This document provides a description of suggested practices for adult education agencies working with One Stops.

[Information Bulletin](#) (PDF; Outside Source)

This bulletin is provided by the Employment Development Department (EDD) and conveys information from the CWIB and California Department of Education (CDE) regarding adult education and literacy providers.

[Correspondence from CWIB Chairman](#) (PDF; Outside Source)

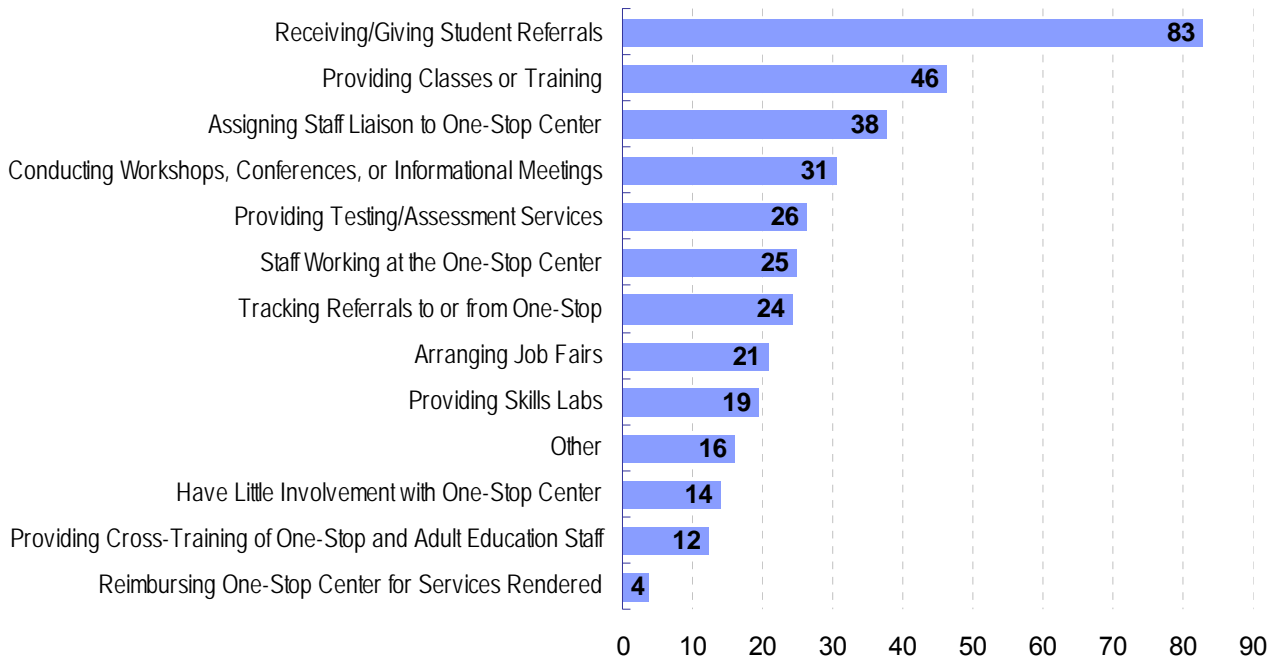
This is a letter from Lawrence Gottlieb, Chairperson, CWIB, supporting the role of literacy in the Workforce Investment system and supporting partnerships between adult education and One Stops.

[One Stop Information](#)

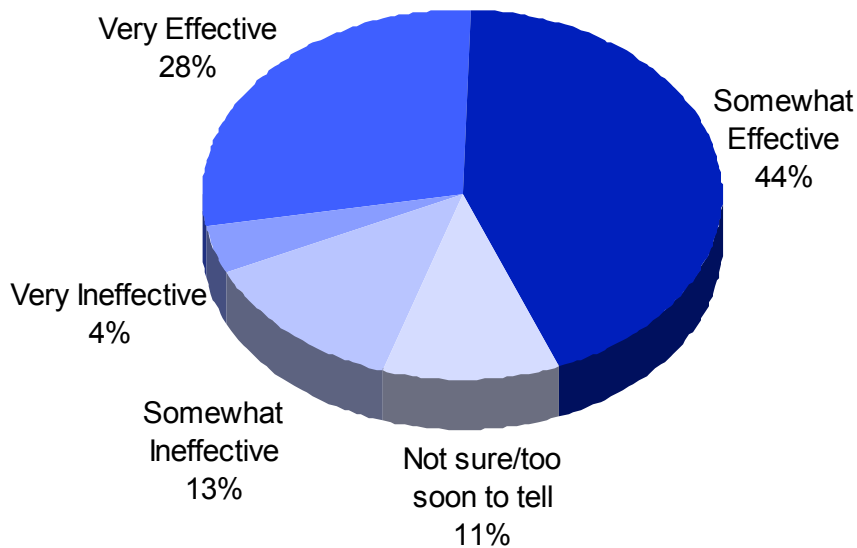
This is a link to EDD's description of the One Stop system, including county-by-county lists of One Stop locations.

APPENDIX E
Collaboration Data for Workforce Investment Act Title II Funded Agencies
 (Excerpt from responses to the 2005-06 Survey of WIA Title II Programs in California)

Ways Agencies Interacted with Local One-Stop Centers in 2005-06
(Percent of All Respondents)

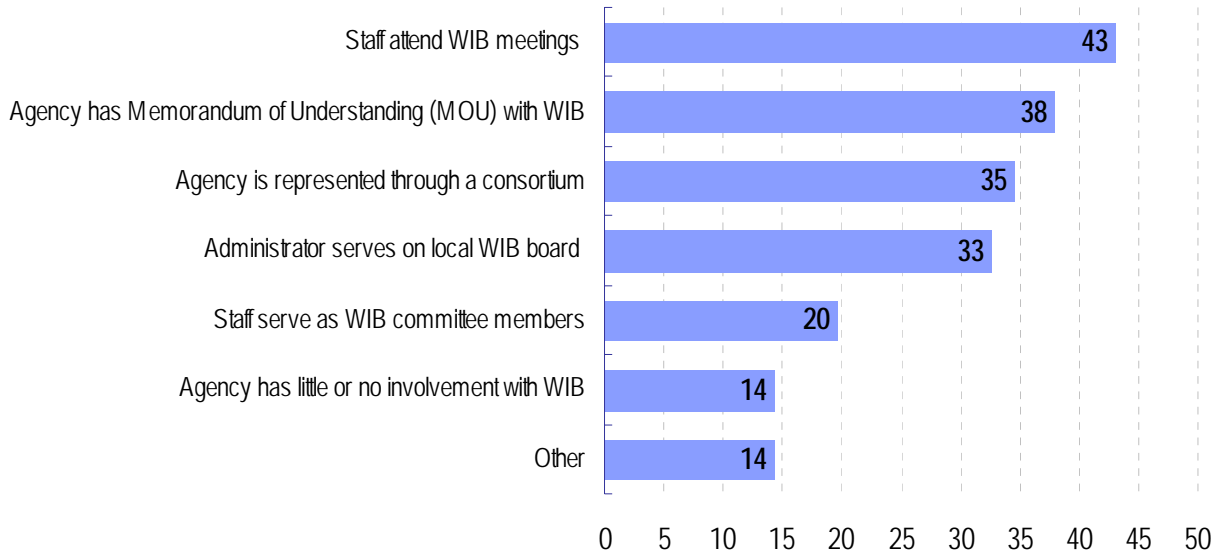


Effectiveness of Agency Interactions with Local One-Stop Center in 2005-06 (Percent of All Respondents)

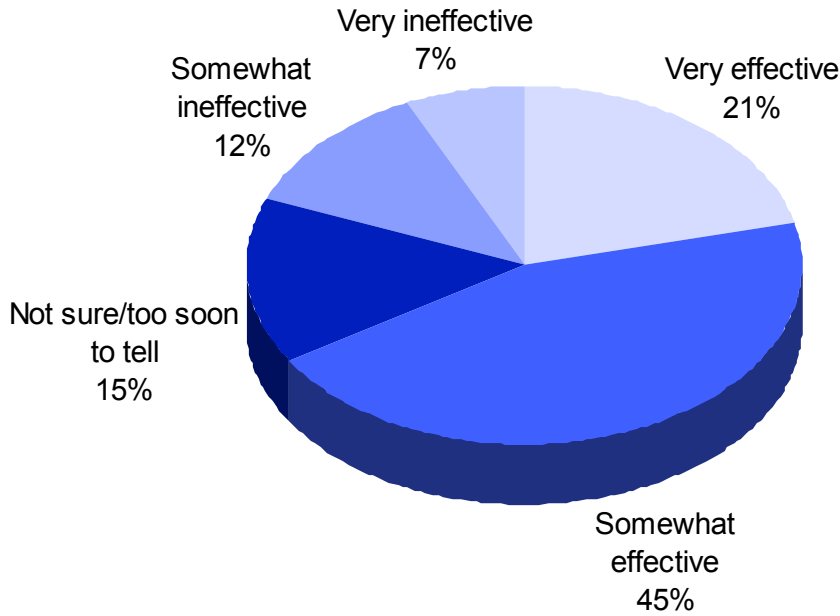


APPENDIX E (con't)
Collaboration Data for Workforce Investment Act Title II Funded Agencies

Ways Agencies Interacted with Local Workforce Investment Boards in 2005-06 (Percent of All Respondents)

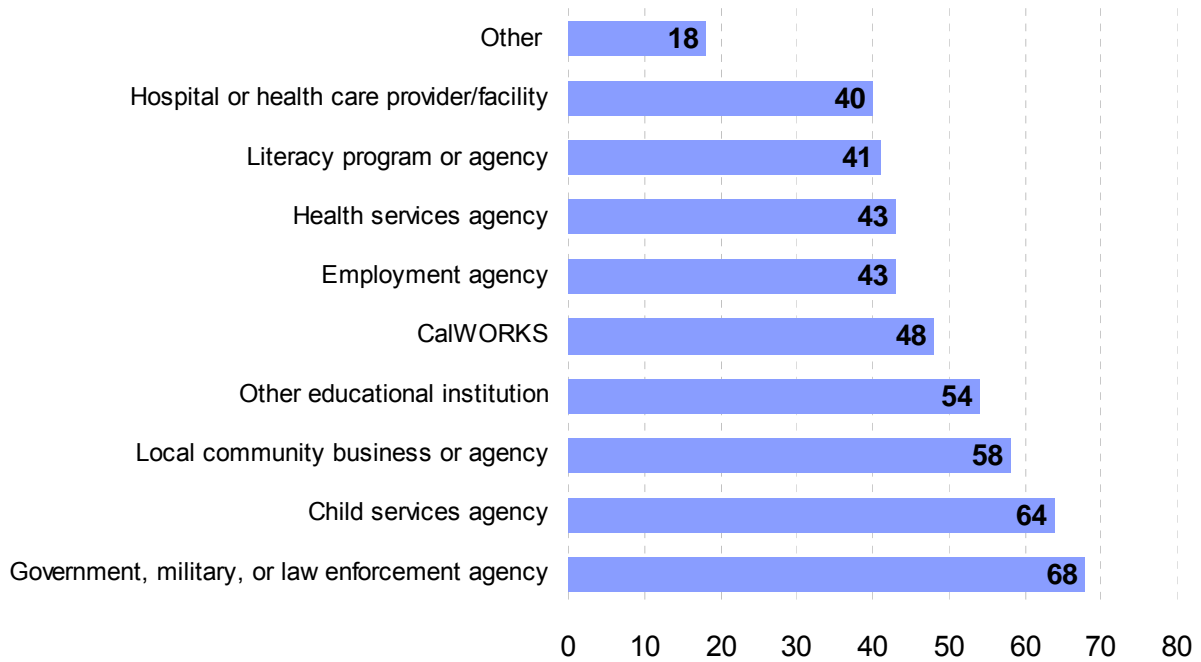


Effectiveness of Agency Interactions with WIB in 2005-06 (Percent of All Respondents)



APPENDIX E (con't)
Collaboration Data for Workforce Investment Act Title II Funded Agencies

Partner(s) with Whom Agencies Formed Successful Collaborative Arrangements in 2005-06 (Percentage of All Respondents)



APPENDIX F
English Literacy Civics Education Data Tables

2005-06 EL Civics Agency Enrollment by Funding Type

EL Civics Provider Type	Civic Participation Enrollment*		Citizenship Preparation Enrollment*		Total EL Civics Agencies
	N	%	N	%	N
Adult School	156,626	81.02	19,607	81.62	130
Community College	33,239	17.19	2,561	10.66	14
Community Based Organization	2,596	1.34	1,502	6.25	34
Library	331	0.17	243	1.01	5
County Office of Education	523	0.27	109	0.45	6
California State University					
County/City Government**					1
Total	193,315	100.0	24,022	100.0	190

CASAS 2006

*Some students were enrolled in both Civic Participation and Citizenship Preparation classes

**Housing Authority of the City of Los Angeles (HACLA) Workforce Center

2005-06 EL Civics Agency Enrollment by Funding Type

Funding Type	Civic Participation Total Enrollment		Citizenship Preparation Total Enrollment		Total EL Civics Agencies
	N	%	N	%	N
Citizenship Preparation Only	-		618	2.6	3
Civic Participation Only	638	0.3	-		7
Citizenship Preparation and ABE 231	-		5,715	23.8	9
Civic Participation and ABE 231	49,287	25.5	-		41
Citizenship Preparation and Civic Participation only	1,165	0.6	245	1.0	8
Civic Participation, Citizenship Preparation and ABE 231	142,225	73.6	17,444	72.6	121
Total	193,315	100.0	24,022	100.0	189

CASAS 2006

EL Civic Data Highlights 2005-06

Number of Agencies funded for EL Civics	190
Received EL Civics Funding only	18
Received EL Civics and 231 Funding	172
Funded for Civic Participation only	7
Funded for Civic Participation and 231	41
Funded for Citizenship Preparation only	3
Funded for Citizenship Preparation and 231	10
Funded for Civic Participation and Citizenship Preparation	8
Funded for Civic Participation, Citizenship Preparation and 231	121
Total EL Civics Learner Enrollment (unduplicated)	208,910
Total EL Civics Learner who qualified for the Federal Tables	205,166
Total Civic Participation learner enrollment*	193,315
Total Citizenship Preparation learner enrollment*	24,022
Total EL Civics Learners with pre- and post-tests	128,790
Total EL Civics Learners completing an instructional level	82,538
Total EL Civics Learners who advanced one or more levels	56,306
Number of Additional Assessments administered	154,092
Number passed (85.7%)	132,112

CASAS 2006

*Some Students were enrolled in both Civic Participation and Citizenship Preparation classes.

APPENDIX F (con't)
English Literacy Civics Education Data Tables

The Ten Most Used Civic Objectives (CO) and Additional Assessment Plans in 2005-06

CO #	Additional Assessment Plan Description	Total Agencies Selected	Total Assessments Administered	Total Learners Passed	Total Learners Passed %
33	Identify and access employment and training resources needed to apply for a job.	98	23,129	19,293	83
28	Access the health care system and be able to interact with the providers.	79	17,807	16,048	90
13	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	56	12,805	10,964	86
1	Identify/evaluate/compare financial service options in the community.	39	9,122	7,590	83
40	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	37	8,546	7,626	89
16	Follow appropriate procedures and access community- assistance agencies in case of emergency or disaster	34	7,413	6,414	87
12	Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals	28	4,519	4,120	91
46	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	27	10,649	8,252	77
11	Research and describe the cultural backgrounds that reflect the local cross-cultural society	25	8,050	7,290	91
4	Describe methods and procedures to obtain housing and related services including low-cost community housing.	25	7,345	6,399	87

The Ten Most Used Civic Objectives (CO) and Additional Assessment Plans in 2004-05 and 2005-06

2004-05					2005-06				
CO #	Total Agencies Selected	Total Assessments Administered	Total Learners Passed	Total Learners Passed %	CO #	Total Agencies Selected	Total Assessments Administered	Total Learners Passed	Total Learners Passed %
28	95	18,212	15,744	86.45	33	98	23,129	19,293	83
33	93	22,803	17,842	78.24	28	79	17,807	16,048	90
13	56	7,151	6,303	88.14	13	56	12,805	10,964	86
1	45	5,748	4,995	86.9	1	39	9,122	7,590	83
40	33	10,792	8,669	80.33	40	37	8,546	7,626	89
24	32	8,237	7,425	90.14	16	34	7,413	6,414	87
4	31	8,170	7,091	86.79	12	28	4,519	4,120	91
14	27	10,451	8,227	78.72	46	27	10,649	8,252	77
11	27	6,116	5,228	85.48	11	25	8,050	7,290	91
15	27	3,871	2,413	62.34	4	25	7,345	6,399	87

CASAS 2006