

California Department of Education

**Report to the Legislature, Legislative Analyst's Office and the Governor: California Adult
Education End-of-Year-Progress Report: Implementation of the Workforce Investment
Act, Title II
Program Year 2010**



Prepared by:

**Secondary, Career, and Adult Learning Division
Curriculum, Learning, and Accountability Branch**

FEBRUARY 2011

Annual Report to the Legislature

Budget Act Item 6110-156-0890, provision 3

Report to the Legislature, Legislative Analyst's Office and the Governor

March 1, 2010, per Budget Act



End-of-Year 2009–10 Progress Report to the California Legislature

Implementation and Impact of the Workforce Investment Act
(WIA), Title II Adult Education and Family Literacy Act

Submitted by the
California Department of Education, Adult Education Office

February 2011

This report was prepared by Comprehensive Adult Student Assessment Systems (CASAS) for the California Department of Education (CDE), Adult Education Office (AEO). The data in this report was collected during the 2009–10 program year. CASAS activities are funded by a contract under Public Law 105-220 and are administered by the AEO.

Contents

List of Acronyms	ii
Introduction	1
California and the Nation.....	3
Addressing California’s Literacy Needs.....	5
California’s Enrollment: The makeup of those adult education providers that applied for competitive grants under WIA, Title II and those that obtained grants, by size, geographic location, and type.....	7
California’s Performance: The extent to which participating programs were able to meet planned performance targets	10
California’s Initiatives and Priorities	14
Legislative Recommendations for Improving Implementation of a Performance-Based Funding System.....	17
APPENDIXES	A1
Appendix A Progress Measures	A2
Appendix B WIA, Title II Enrollments and Performance.....	A5
Appendix C CASAS Skill Level Descriptors for ABE and ASE	A13
Appendix D CASAS Skill Level Descriptors for ESL	A14

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
AEO	Adult Education Office
ASE	Adult Secondary Education
CALPRO	California Adult Literacy Professional Development Project
CASAS	Comprehensive Adult Student Assessment Systems
CBOs	Community-based Organizations
CCDs	Community College Districts
CDCR	California Department of Corrections and Rehabilitation
CDCR-DJJ	CDCR-Division of Juvenile Justice
CDDS	California Department of Developmental Services
CDE	California Department of Education
COE	County Offices of Education
EFLs	Educational Functioning Levels
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
ESL-Cit	ESL-Citizenship
GED	General Educational Development
NCLB	No Child Left Behind
NCTN	National College Transition Network
NRS	National Reporting System
OTAN	Outreach and Technical Assistance Network
OVAE	Office of Vocational and Adult Education
PD	Professional Development
PPIC	Public Policy Institute of California
ED	United States Department of Education
WIA, Title II	Workforce Investment Act, Title II
WIB	Workforce Investment Board

Introduction

The Federal Workforce Investment Act (WIA), Title II: Adult Education and Family Literacy Act (AEFLA) provide funding for states and territories to provide instruction in English as a Second Language (ESL), Adult Basic Education (ABE), and Adult Secondary Education (ASE) to adults in need of these literacy services. California State Budget Act language for fiscal year 2009–10 (Item 6110-156-0890 provision 3) requires the California Department of Education (CDE) to report on the implementation of the WIA, Title II:

On or before March 1, 2011, the State Department of Education shall report to the appropriate subcommittees of the Assembly Budget Committee, the Senate Budget and Fiscal Review Committee on the following aspects of Title II of the Federal Workforce Investment Act:

- (a) the makeup of those adult education providers that applied for competitive grants under WIA, Title II and those that obtained grants, by size, geographic location, and type (school district, community colleges, community-based organizations (CBOs), other local entities);*
- (b) the extent to which participating programs were able to meet planned performance targets; and*
- (c) a breakdown of the types of courses (ESL, ESL Citizenship, ABE, ASE) included in the performance targets of participating agencies.*

It is the intent of the Legislature that the Legislature and State Department of Education utilize the information provided pursuant to this provision to: (a) evaluate changes that may be necessary to improve the implementation of the accountability-based funding system under the WIA, Title II; and (b) evaluate the feasibility of any future expansion of the accountability-based funding system using state funds.

Fiscal year 2009–10 represents the eleventh year of WIA, Title II implementation. Two major implementation goals are to: (1) increase performance outcomes; (2) increase student success in transitions to postsecondary education and to the workforce. The WIA, Title II multiyear grants are funded on a pay-for-performance basis. California's federal funding allocation plan is based on documented student performance and goal attainment in educational programs. It requires all agencies to collect the following information on all students for whom they receive federal funding:

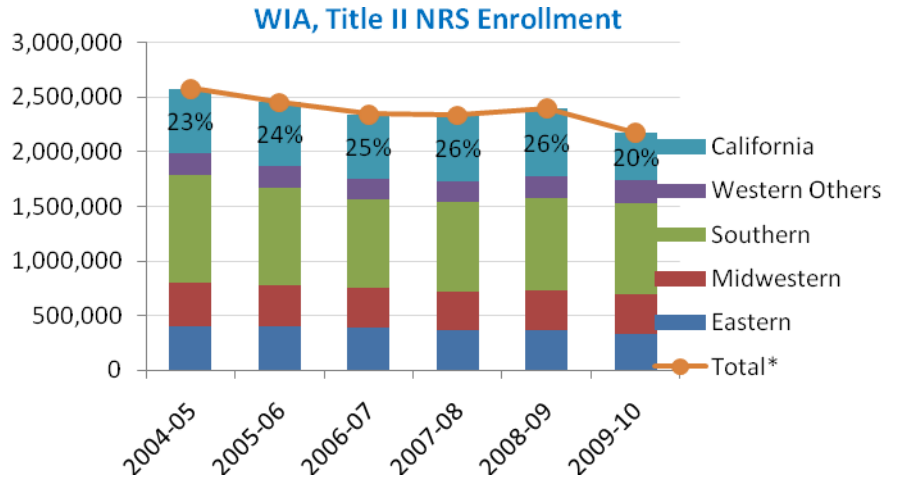
- Demographic and educational program information
- Individual student progress and learning gains in the literacy skill levels of reading, writing, and speaking, the English language, numeracy, English language acquisition; and other literacy skills.

- Student outcomes, including the completion of a General Educational Development (GED) Test certificate, attainment of a high school diploma, acquisition or retention of unsubsidized employment, and entered postsecondary education or training. (See Appendix A for further information about data collection issues.)

Each year, California uses the student performance data to negotiate performance goals with the U.S. Department of Education (ED), Office of Vocational and Adult Education (OVAE), for eleven literacy levels within the program areas of ABE, ASE, and ESL, and the four core follow-up outcome measures of: (1) entered employment; (2) retained employment; (3) entered postsecondary education or training; and (4) attained a GED certificate or high school diploma. The literacy level performance goals are based on the percentage of all enrollees who complete a literacy level within the program year. The core follow-up outcome measures are based on the percentage of adult learners who identify specific goals for their enrollment and achieve their goals after exiting the program. For specific information, refer to California's Performance section and to Appendix B for the Summary of California Core Performance Results from 2003 to 2010.

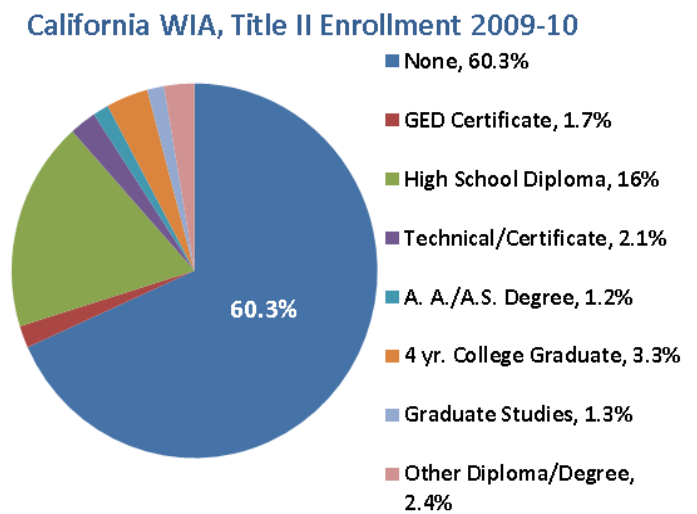
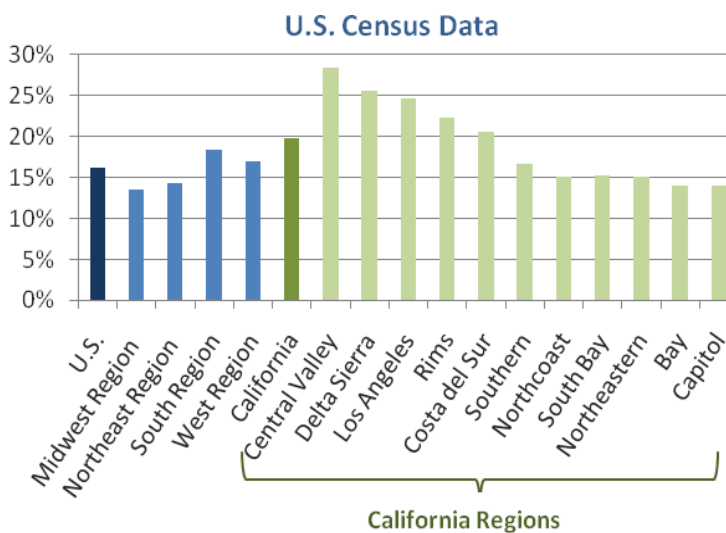
California and the Nation

The CDE Adult Education WIA, Title II federally funded programs provide lifelong educational opportunities and support services to more than **one-fifth of the nation's adults** enrolled in WIA, Title II. They address the unique needs of individuals and communities by providing adults with the knowledge and skills necessary to improve their economic condition and become positive contributors to the economy and to their families and communities.

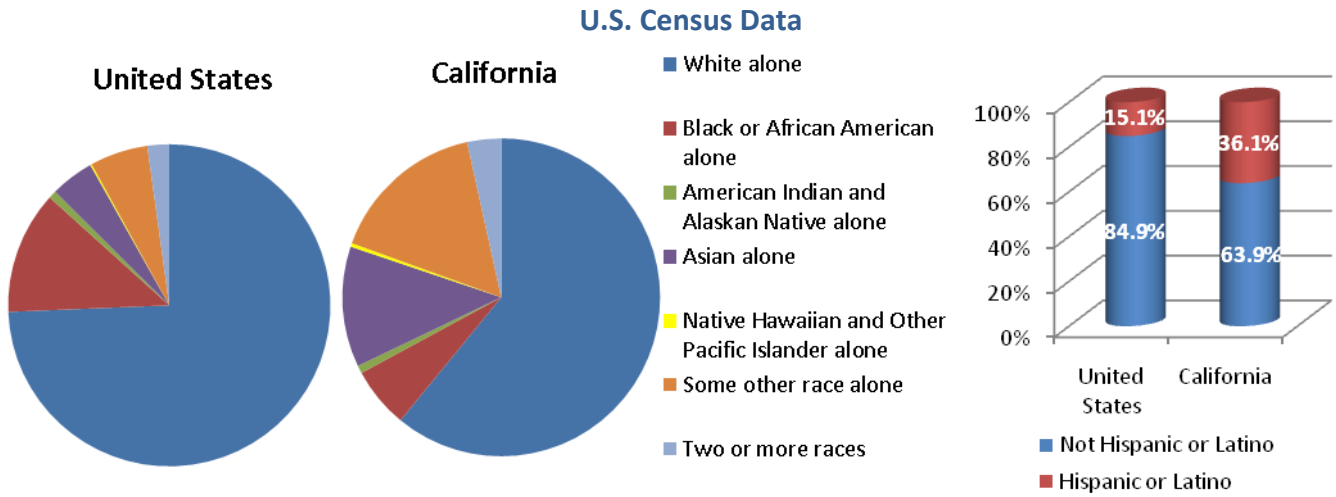


Across the United States the profile of literacy needs varies among regions due to significant differences in the distribution of adults of different races and ethnicities, educational backgrounds, the unemployment rate, poverty levels, and other factors.

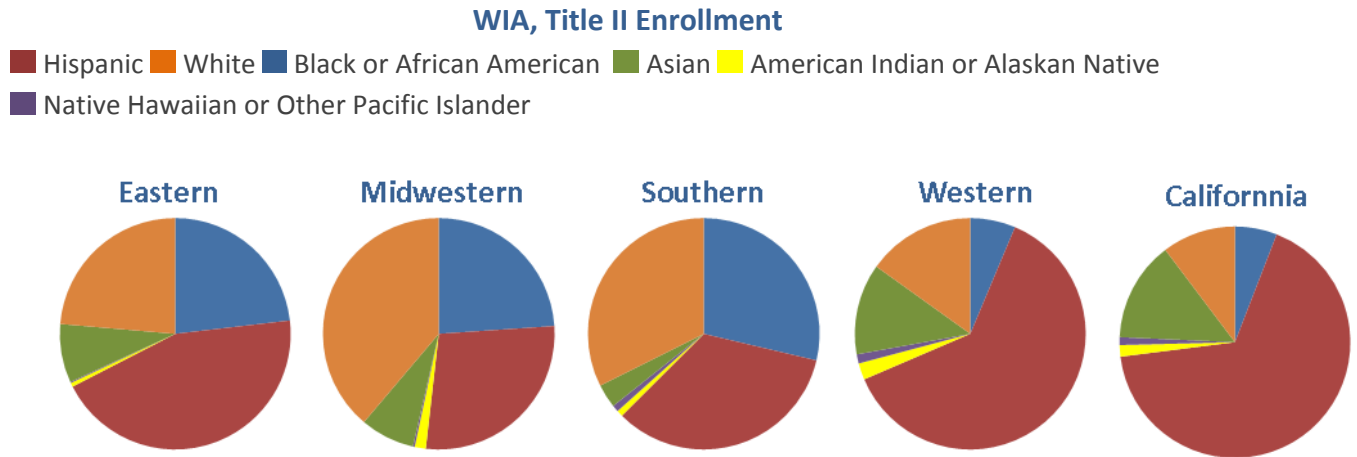
- California has the highest percentage of adults ages 18 years and older who do not have a high school diploma according to the U.S. Census. More than 60 percent of learners enrolled in WIA, Title II programs are adults without a high school diploma.



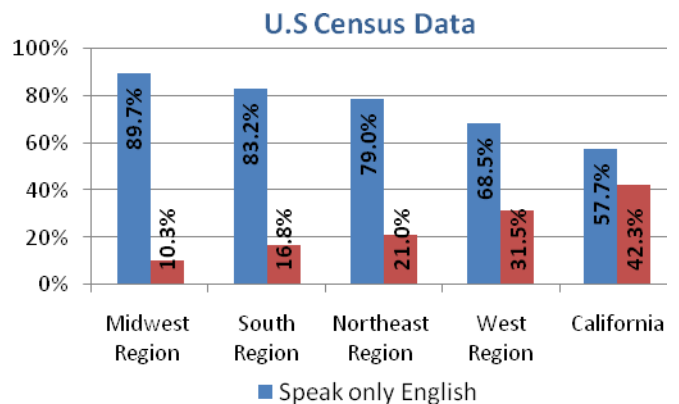
- California is home to the most diverse population in the nation. California has a larger percentage of Hispanics, Asians, and other races compared to the national average.



More than 65 percent of the WIA, Title II learners enrolled in California are Hispanic. This is followed by Asians and Whites. The race and ethnicity distribution of the WIA, Title II enrollees is significantly different compared to the other regions.



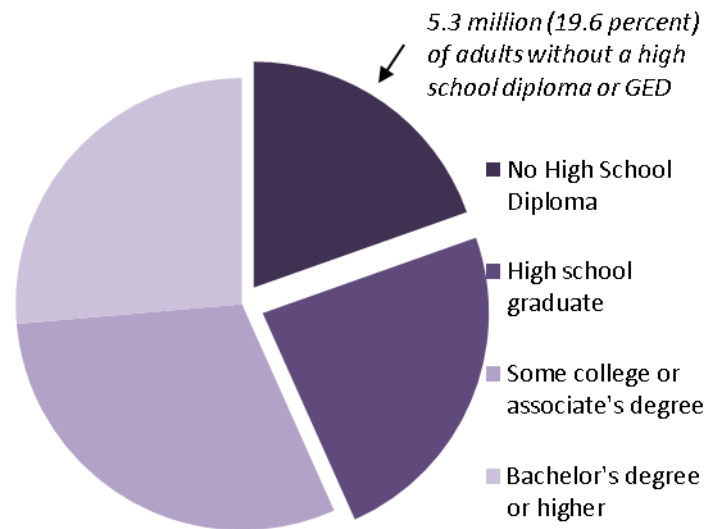
- California leads the nation in its proportion of adults speaking a language other than English in the home. This proportion is four times larger than in the Midwest region of the country. More than 70 percent of learners enrolled in WIA, Title II programs speak a native language other than English.



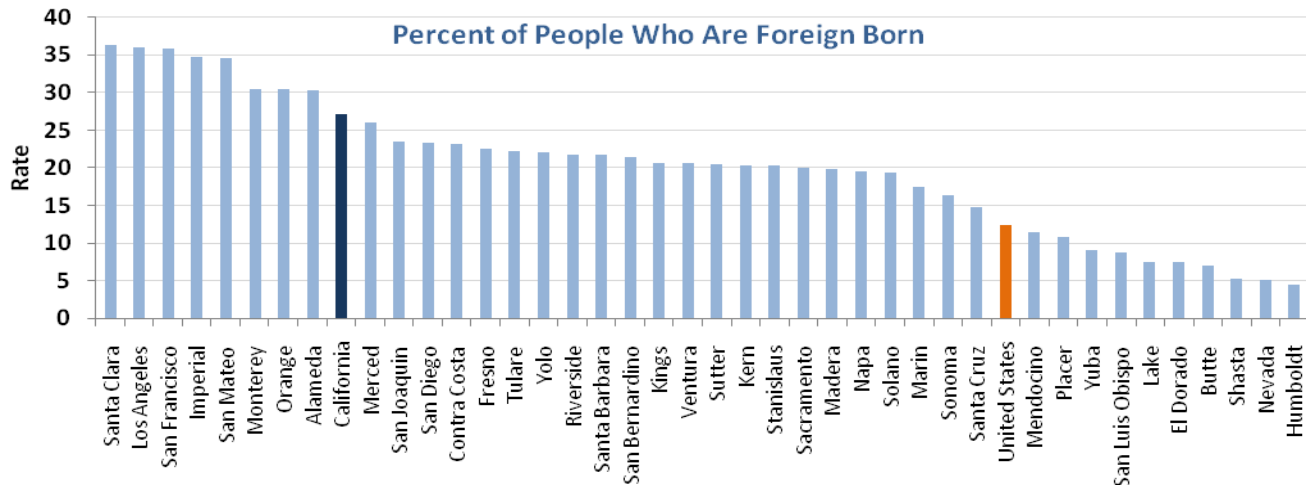
Addressing California's Literacy Needs

- Adults without a high school diploma and no postsecondary education:** In California, one out of five adults who is out of school and over the age of 18 (more than 5.3 million adults) does not have a high school diploma, according to the 2000 U.S. Census, American Community survey. More than six million adults with a high school diploma or GED will require some remedial coursework to even apply to college. High school dropout rates have increased from 11 percent in 2000–01 to 15.3 percent in 2008–09 according to the No Child Left Behind (NCLB). There are also significant graduation gaps among student subgroups.

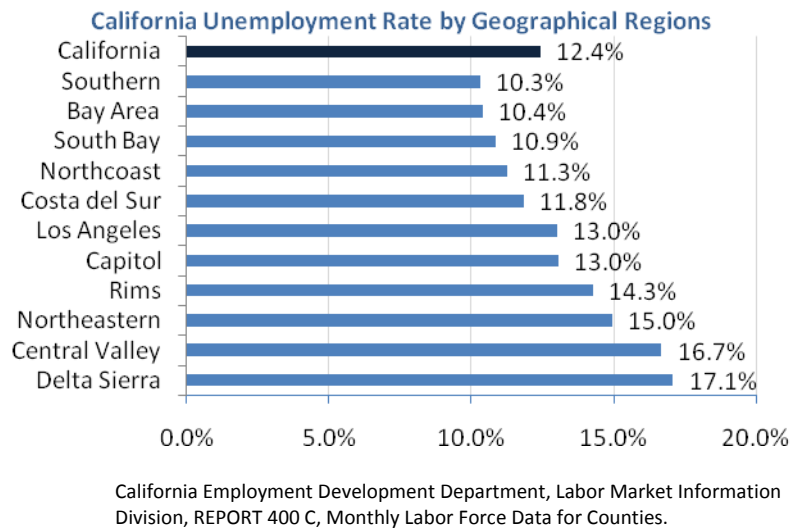
Adults 18 years or older



- California is home to the most diverse population in the nation. More than **3.3 million** adults 18-64 years old **“speak English “less than well.”** Approximately 14 million (42.3 percent) California residents speak a language other than English, compared to an average of 19.6 percent nationwide. One-third of the national non-English-speaking population lives in California. More than 27 percent of the total population in California is foreign born. Many of these individuals need English literacy skills and basic education to secure employment, obtain citizenship, pursue postsecondary or higher education, and participate in their children’s education.



- More than 1.2 million California residents of labor-force age are unemployed.** The current unemployment rate is at an all-time high of 12.4 percent¹. The need for workplace readiness is significant. Employers report that in addition to basic reading, writing, and computation skills, many job candidates lack job-readiness skills such as time management. This is in addition to the communication and critical thinking skills that are increasingly required. Refer to Appendix B Tables for a list of counties comprising each region.



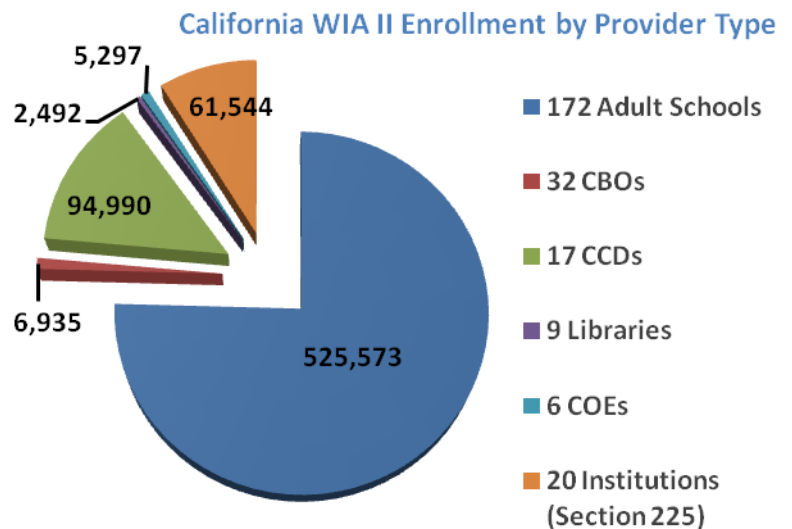
- Skills Gap:** Projections of the state’s economy show that it is continuing along a trajectory of steadily increasing demand for a highly educated workforce. But the state is unlikely to meet this demand.

Because of the effects of several factors including immigration, the skills gaps created by baby boomer retirements, the limited English proficiency of the population, the lack of basic skills and workplace readiness, the high rate of high school dropouts, and the limited postsecondary preparation of many high school graduates, the need for adult education will increase dramatically in the future.

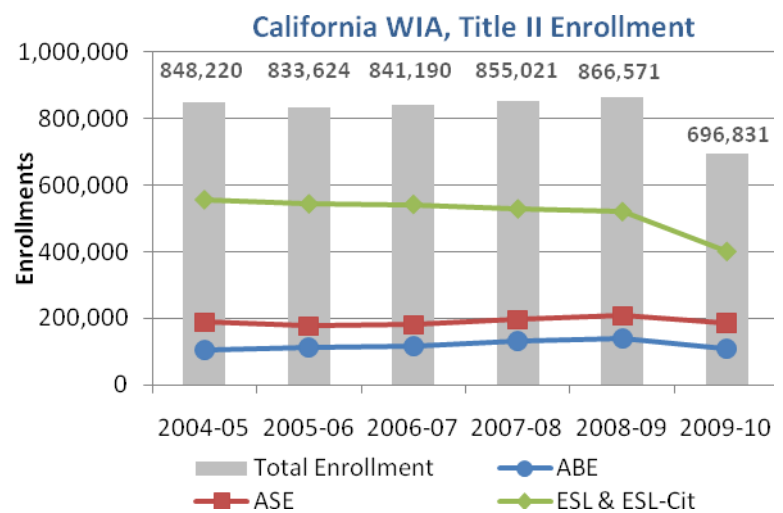
¹ California Employment Development Department, Labor Market Information Division (LMID). *California Labor Market Review*, November 2011. <http://www.calmis.ca.gov/file/lfmonth/calmr.pdf> (Outside Source).

California’s Enrollment: The makeup of those adult education providers that applied for competitive grants under WIA, Title II and those that obtained grants, by size, geographic location, and type.

In 2009–10, **256** local agencies served **696,831** learners in the WIA, Title II, AEFLA programs under Section 225, Section 231, or English Literacy and Civics Education (EL Civics). Agencies that were funded in 2004–05 could reapply for WIA, Title II funding. Adult schools comprised the majority of WIA, Title II agencies that applied for and received funding. Other adult education providers include CBOs, community college districts (CCDs), library literacy programs, and county offices of education (COE). Section 225 includes state and local institutions, such as county jail education programs and state agencies serving institutionalized adults. Of the 20 agencies receiving Section 225 funding to serve institutionalized adults, 17 were jail programs and the remaining three were state agencies: California Department of Corrections and Rehabilitation (CDCR), CDCR-Division of Juvenile Justice (DJJ), and the California Department of Developmental Services (CDDS). Adult schools served 75 percent of the learners enrolled in WIA, Title II.

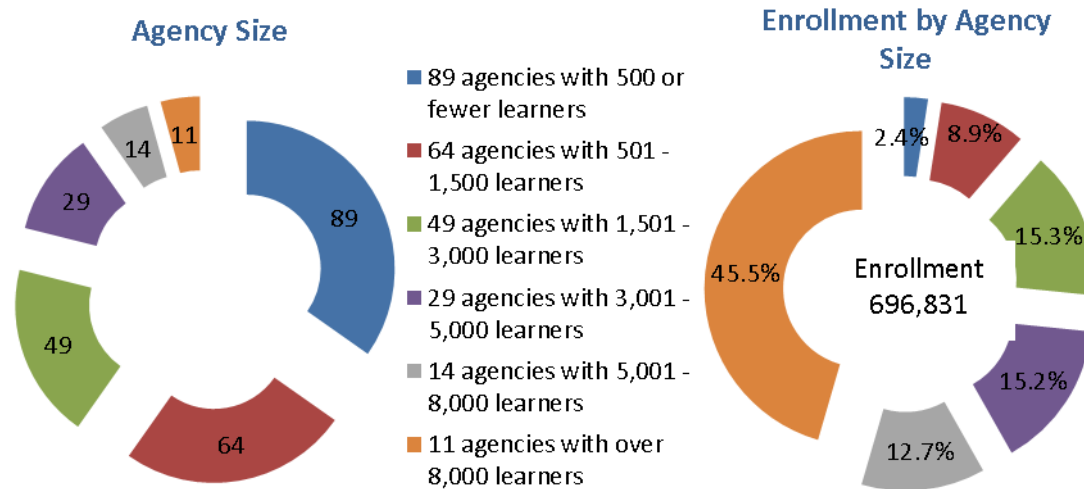


Enrollment in the WIA, Title II programs had increased steadily until 2008–09 to meet local needs for better basic skills, English proficiency, and to help achieve high school diploma/GED and postsecondary preparation. **In the 2009–10 program year California’s WIA, Title II programs saw a significant decline in enrollment (19.6 percent). The California budget crisis that resulted in the significant reduction of the education funding and shifting of the state apportionment fund for adult schools to the local school district has created unprecedented pressures on the**



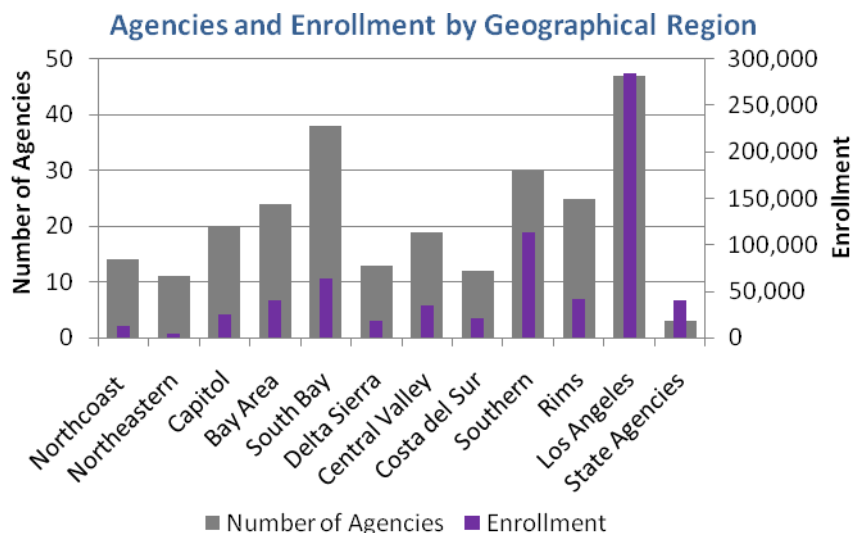
adult school system. As in prior years ESL programs served the majority of the adult learners (57 percent). ASE served 26.7 percent, and ABE served 15.8 percent of the total learners enrolled. Enrollment in all three WIA, Title II programs — ABE, ESL, and ASE saw significant declines. The ESL and ABE program decreased more than 20 percent compared to 2008–09. Enrollment in adult schools dropped by more than 20 percent. Jail programs also served a significantly lower number of learners, 30 percent less compared to 2008–09.

In the charts below agencies are categorized by the number of enrollments. Eleven large agencies with annual enrollments of more than 8,000 learners served 45.5 percent of the WIA, Title II learners, while smaller agencies (89) served only 2.4 percent of the enrollees in 2009–10 program year. In 2008–09 there were 18 large and 77 small agencies.



The CDE classifies California into 11 geographic regions. The Los Angeles area has the highest number of agencies and enrollment according to the CDE geographic regions.

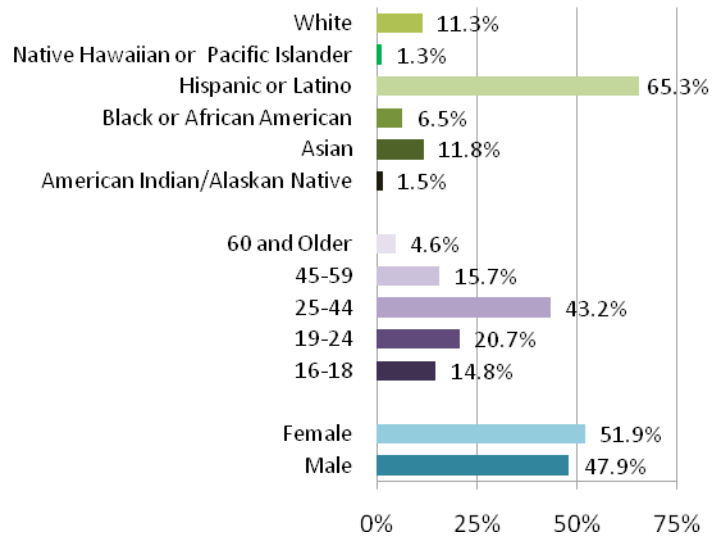
Refer to Appendix B Tables for a list of counties comprising each region. All regions except for the Central Valley saw a significant drop in enrollment compared to 2008–09. Los Angeles area saw the highest drop in enrollment numbers, followed by South Bay. The Capitol region had the highest drop in percentage enrollment.



Adult learners in California reflect the diversity of the state. The largest ethnic groups of learners enrolled in WIA, Title II programs are Hispanic (65.3 percent) and Asian (11.8 percent). Adult learners are more likely to be female (51.9 percent) than male (47.9 percent). The largest group of adult school learners (43.2 percent) is between the ages twenty-five to forty-four.

Race and Ethnicity
Agegroup
Gender

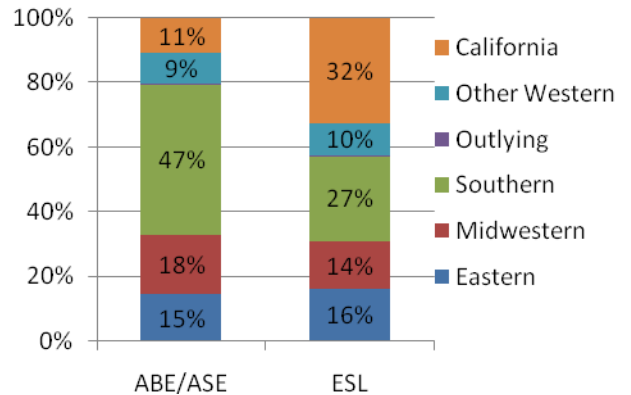
Demographics



California's Performance: The extent to which participating programs were able to meet planned performance targets

In 2009–10, **434,428 (62.3 percent)** qualified for the National Reporting System (NRS) federal reporting. The NRS requires that states restrict the student data reported to the ED to only those learners who persisted in program for more than 12 hours, were not concurrently enrolled in K-12, and were 16 years and older. According to the NRS federal data, California serves **one fifth of the nation's adults** enrolled in WIA, Title II programs – 11 percent of the total ABE/ASE learners and 32 percent of the ESL learners.

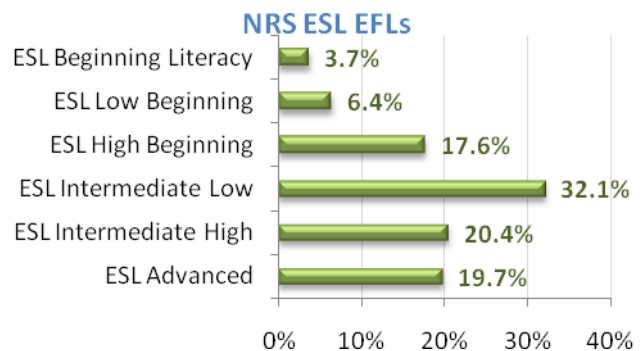
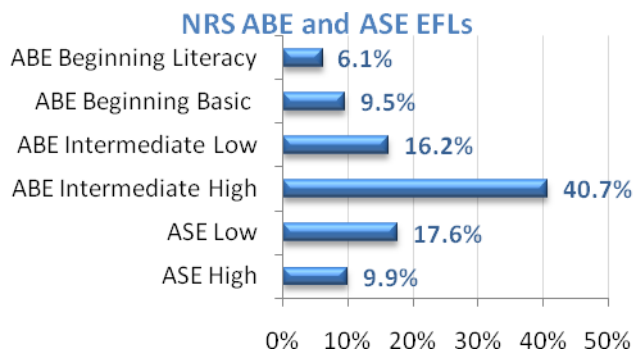
2009-10 NRS National Enrollment data



California measures and pays local providers when students accomplish specific learning gains and attain a high school diploma or GED. California uses three core indicators of performance for **performance-based** federal WIA, Title II 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 attainment of a high school diploma. Benchmarks reported to the CDE help determine future levels of federal local assistance funding to local agencies.

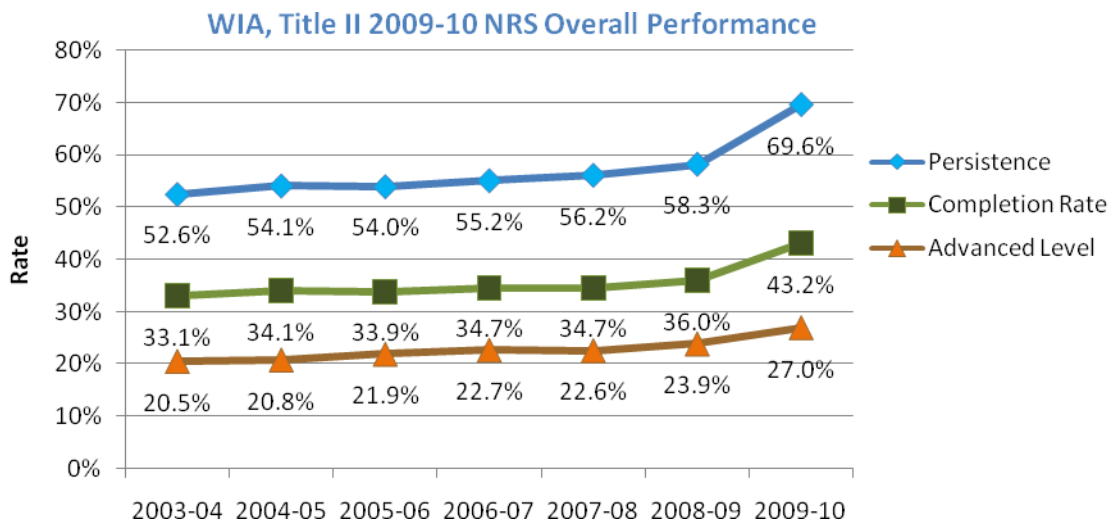
² A five-point CASAS scale score gain for learners with a pretest score of 210 or below, or a three-point gain at post-test for learners with a pretest score of 211 or higher.

In reports submitted to the NRS, student performance is measured through completion of federally defined Educational Functioning Levels (EFLs). The majority (58.3 percent) of the ABE and ASE learners entered programs at the ABE intermediate high (CASAS scores from 221 through 235) and ASE low (CASAS scores from 236 through 245) instructional levels. ASE learners entered programs predominantly at the advanced instructional levels (CASAS scores 236 and higher). The highest percentage of ESL learners (32.1 percent)



entered programs at the ESL intermediate low level (CASAS scores from 201 through 210).

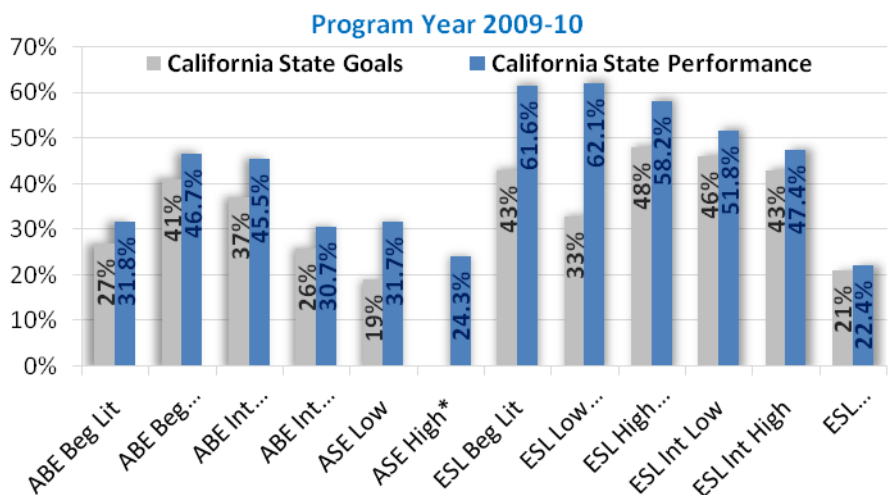
There were **434,428** WIA, Title II learners who qualified for NRS federal reporting. On an average, these learners received 165 hours of instruction. Learners who persisted in the program (302,286) and were administered a pre- and post-test, received slightly more than 200 hours of instruction. **The persistence rates in 2009–10 improved for all 12 EFLs compared to 2008–09.** California achieved a total persistence rate of 69.6 percent. **The completion rate for all 12 EFLs improved in 2009–10 compared to 2008–09.** Of those 434,428 WIA, Title II learners who qualified for NRS federal reporting 187,701 (43.2 percent) learners completed an EFL. More than 60 percent of the learners who persisted completed an EFL, and 38.8 percent advanced one or more levels.



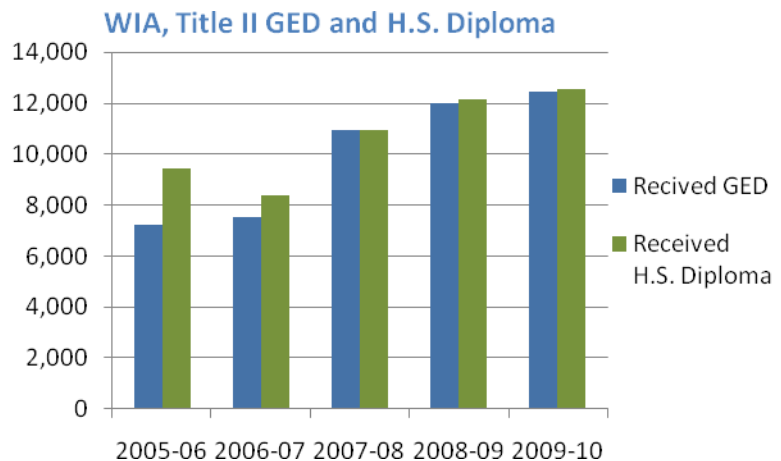
California has steadily improved performance on persistence, EFL completion, and advancement of one or more levels over the past five years. In 2009–10 California exceeded the national average in eight areas of EFL

performance including all six ESL levels. California also exceeded the overall national performance. The NRS federal report data documents California’s continued success in addressing the state’s basic skills needs by improving student persistence and learning gains outcomes. In 2009–10 the California WIA,

Title II agencies **exceeded all 11 negotiated state goals** in NRS EFLs.



California exceeded state goal for the core follow-up measures of obtaining a GED or secondary school diploma. **Both the number of learners who received a GED and attained a high school diploma increased over the last four years.**



California uses a Student Follow-Up Survey to track results for those learners who entered employment, retained employment, and enter postsecondary education or training. Response rates are typically low. The CDE had implemented new policies starting in the 2008–09 program year to improve the Core Performance Follow-Up Measures survey. In addition to mail, agencies can now e-mail the survey or administer the surveys via telephone. California improved significantly the response rate of surveys in 2009-10. These additional options likely increased the rate of response from learners. California failed to exceed the state goals for the core follow-up measures of entering employment, retaining employment, and entering postsecondary education.

Refer to the tables in Appendix B for more information on WIA, Title II adult education providers and performance.

In addition to the three core indicators of performance for benchmarks, California assesses EL Civics students using performance-based additional assessments that measure student attainment of civic objectives as well as standardized assessments for citizenship preparation. EL Civics continues to have a positive impact on the delivery of English language instruction. The design and implementation of EL Civics programs provide an opportunity for EL Civics students to apply what they learn in the classroom to have a positive impact on their lives and in their communities. In 2009–10, the CDE funded 170 agencies to provide EL Civics educational services to 166,351 adult learners. Enrollment in EL Civics program also dropped significantly by 28 percent compared to 2008–09 (231,785). Of those, 21,461 students were enrolled in Citizenship Preparation and 153,274 were enrolled in Civic Participation. More than nine thousand (9,248) learners passed the CASAS Government and History for Citizenship test, and 4,323 passed the oral CASAS Citizenship Interview Test. Civic Participation programs assess students using performance-based additional assessments that measure student attainment of civic objectives. More than

90,000 students throughout the state took Civic Participation performance-based additional assessments and more than 90 percent passed one or more of them.

California has made data quality a top priority. The CDE provides online and regional training and targeted 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 incomplete or inaccurate data. At the end of the program year the statewide NRS EFL completion goals and performance are compared with agency level performance. The longitudinal data is also analyzed to track improvement in persistence and performance, and the CDE staff and the CASAS regional program specialists provide targeted technical assistance to the low performing agencies.

In 2008 the WIA, Title II federally funded programs administered by the AEO were monitored by the ED OVAE and received the following commendation.

Noteworthy Practice: *California and the CDE exhibit a strong commitment to adult education programs and services.*

California leads the nation in its financial commitment to supporting a full range of adult education and family literacy programs. The use of State apportionment funds across the ten state authorized components of adult education including ABE, ESL, and ASE programs enables local agencies to address diverse and emerging needs. This level of funding supports state-of-the-art programming, use of technology, and facilities. Under the current California budget, state apportionment funding for the adult schools has shifted to the local school district. This has created unprecedented pressures on the adult education system. Due to the redirection of adult education funding, many agencies made cuts to programming. Consequently, the CDE adult education system experienced a significant decrease (19.6 percent) in WIA, Title II enrollment from the prior year. At a time of increasing global competition, the implications of a decline in adult education funding will be serious, both for the state's economic future and for the well-being of its residents.

California's Initiatives and Priorities

The CDE contracts with three agencies to provide state leadership activities: (1) California Adult Literacy Professional Development Project (**CALPRO**); (2) **CASAS**; and (3) Outreach and Technical Assistance Network (**OTAN**). These projects facilitate a collaborative approach in addressing the eleven activities set forth in the California State Plan and in the WIA, Title II legislation under Section 223 for adult education and literacy activities. Leadership Project activities relate to each of three high priority state plan goals: (a) Establish and implement professional development programs to improve the quality of instruction provided; (b) Provide technology assistance, including staff training, to eligible providers of adult education and literacy activities; (c) Provide technical assistance to eligible providers of adult education and literacy activities. The goal of these collaborative efforts is to maximize resources and provide support to WIA, Title II funded adult education providers in California.

ABE Initiative: The CDE completed a statewide ABE initiative to address program improvement strategies in California ABE funded programs and classrooms. Twenty-six agencies participated, completing improvement plans, sending participants for two professional development events, and communicating through an online community in groups on topics such as curriculum and instruction, increasing enrollment and persistence, learning disabilities, transition, and support for student and technology.

Teaching Excellence in Adult Literacy (TEAL): The TEAL Initiative is an OVAE technical assistance grant. It is designed to improve the quality of adult education teaching in content areas. Beginning with the content area of writing for ABE students, the TEAL Initiative offers an intensive program of professional development and individualized technical assistance. TEAL provides California agencies with the opportunity to learn about and practice evidence-based instructional approaches, with the goal of enhancing student outcomes.

Policy to Performance Initiative: The CDE AEO was one of eight states selected to participate in the Policy to Performance Initiative, launched by the ED, OVAE. This initiative is designed to support Transitioning Adults to Opportunities and to support the broad goals of the President's American Graduation Initiative. The CDE's AEO will select six pilot programs that have the capacity to strengthen an existing or to build a new Comprehensive Student Support Services component of their current postsecondary transition program. Through data collection, analysis, guidance, and support, the six pilots will provide essential data regarding successful partnerships, support services, student assessments, literacy levels, student tracking, and transition outcomes.

Academic and Career Education Transition Centers: The successful transition of adult students into careers or advanced educational programs is a statewide priority for the CDE's Adult Education Division. This priority reflects the federal focus expressed by the

Obama administration to provide Americans of all ages an opportunity to gain the knowledge and skills necessary to compete for twenty-first century jobs. The Academic and Career Education Transition (ACET) Center model draws on the alignment of multiple educational providers. It also establishes the framework for collaboration of social service, labor, and educational institutions to meet the workforce needs of business and industry and to maximize the return on investment for the state. The ACET centers throughout California will efficiently and effectively support economic development through regional coordination, resource leveraging, and alignment of programs, and create pathways for students to further education and gainful employment.

Transitions to Postsecondary and Workforce: Statewide priorities include a focus on transitions to the workforce and postsecondary training. California is facing a serious shortfall in its supply of college-educated workers. According to the Public Policy Institute of California's (PPIC) 2025 report, a potential mismatch was highlighted between the level of education the future population is likely to possess and the level of education that will be demanded by the future economy. The CDE and CALPRO conducted the California College Transition Institute and summit meeting. In collaboration with the National College Transition Network (NCTN), ninety-two adult education administrators attended the two, two-day institutes comprising training on the College Transition Tool Kit produced by the NCTN.

NRS Strategic Planning Institute: California was one of 12 states chosen to participate in an NRS Strategic Planning Institute sponsored by OVAE. In preparation for the reauthorization of WIA, Title II and the likely requirement for all states to submit new, data-driven state plans, the NRS provided data for California to use in developing a new state plan. This institute was the first in a series. During the institute, the CDE developed a deep understanding of performance trends in the state and at the national level. The CDE is mapping that data to use in guiding decision making and developing the state plan.

Administrator's Forum: CALPRO, CASAS, and OTAN have organized the Adult Education Administrators Forum. The Forum provides a venue for adult education administrators to engage critically with their peers on topics that affect the development, management, and sustainability of their adult education programs. Examples of some topics discussed in this forum are Strategic; Managing Relations with Your District and Community; Planning for a Sustainable Adult Education; and the Adult Administrator As a Business Manager – Generate revenue, meet workforce need, collaborate with One-Stop Centers.

Collaboration and integration of WIA, Title I and Title II activities:

ABE Pilot for Workforce Skills Certification – The CDE is continuing to partner with CASAS, local One Stops and Workforce Investment Boards (WIBs), local Chambers of Commerce, parolee programs, and adult education programs to

implement a workforce skills program leading to a National Workforce Skills Certification. Learners enrolled in vocationally focused ABE and ESL programs are administered CASAS assessments that measure readiness for work and are composed of the applied academic skills of reading, math, problem solving, and critical thinking. Learners are also assessed on employer-defined soft skills including 14 effective personal behavior and customer service skills. Learners are able to receive a Workforce Skills Profile that outlines their workplace-related skills and can be used by potential employees and job training programs to evaluate candidates effectively. Learners are also able to receive the Workforce Skills Certificate, as a culmination of their participation in this program. Adult education programs provide instruction and support needed and, based on the profile, work with the One Stops and employers to link participants to available jobs matching their skill profile. This project has been able to provide the resources and support necessary for California agencies to provide meaningful and effective workplace-based instruction, and to give learners the opportunities to use their new skills to obtain employment.

Pathways to Prosperity – The CDE is working with the Career Ladders Project to develop a pilot project that involves Career Advancement Academies, WIBs/One Stops, California’s adult education providers, community colleges, community-based and other organizations, as well as employers and labor unions to design an integrated workforce development pilot project that will provide transparent career pathways for all Californians, including English language learners, those in need of reading/writing and math skills, and others who face serious barriers to postsecondary education. This pilot project will support individuals at any skill level to enter a pathway that will accelerate their acquisition of basic math and English skills and allow them to acquire workplace readiness and career technical skills in sectors in high demand in the regional economy.

Aligning WIA, Title II Data Collection with Perkins – The CDE Perkins Office and AEO are working with CASAS to identify data elements from the WIA, Title II Student Entry Record that meet Perkins requirements. The goal is to streamline local agency federal data reporting efforts.

Statewide Job Web Site Connecting WIA, Title I and Title II – CDE Adult Education and partners created an innovative and new Web resource, “California Direct Connect – Links to Your Future.” The Web pages were designed to help students and workers find jobs, explore careers, investigate opportunities to continue their education, and access workforce resources.

Focus on Technology: The CDE and the leadership projects are using technology to provide more just-in-time, cost-effective trainings and to support adult education providers.

Web-Based Trainings – Provided more online, Web-based facilitated and self-paced online trainings to reach larger audiences in a cost-effective manner.

CASAS eTests – More than 100 California WIA, Title II agencies have implemented CASAS eTests. Key advantages of computerized testing include placing students into programs quickly and accurately, generating test results and instructional reports immediately, and eliminating hand scoring or scanning, and tracking student progress from placement to pretest, post-test, and program exit.

CASAS Data Portal – Provides an online reporting tool that presents California adult learner data at the state and local agency level. Agencies can compare local performance with state goals and the performance of other local agencies, counties, geographical regions, and provider types. This is used to provide targeted technical assistance to agencies and monitor NRS performance.

CALPRO Technology-based Professional Development (PD) Delivery – CALPRO offered professional development courses on core adult education content through its Technology-Based PD Delivery initiative. Other innovative uses of technology included the development of a Multi-Level ESL Virtual Workroom, electronic-Communities of Practice, and synchronous online courses.

ABE Technology Boot Camp – OTAN brought participants from 29 agencies to Sacramento for two days of training that focused on using the Moodle system to add an online presence for a course, or to move to online instruction, and other strategies for creating a class Web site with links to resources pertinent to the ABE standards.

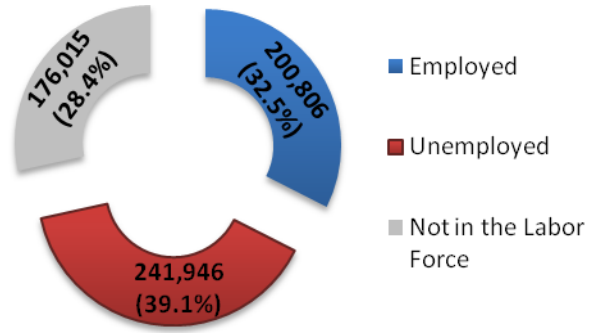
Legislative Recommendations for Improving Implementation of a Performance-Based Funding System

The following legislative recommendations for improving implementation of a performance-based funding system come from field-based surveys, regional focus groups, data review groups, and a field evaluation team.

- a. **Data match** — Continue to develop a data match system for adult education programs in California to capture core performance outcome measures (entered employment, retained employment, entered postsecondary education or training) and thereby provide reliable, current, and comprehensive information that:
 - Accurately reflects program successes and challenges.
 - Meaningfully demonstrates return on investment.
 - Enables targeted program improvement for outcomes directly related to employment.
 - Supports effective state level policy decisions.

The CDE is able to use data matching to obtain numbers of learners obtaining a GED or high diploma. But for the employment-related goals and entered

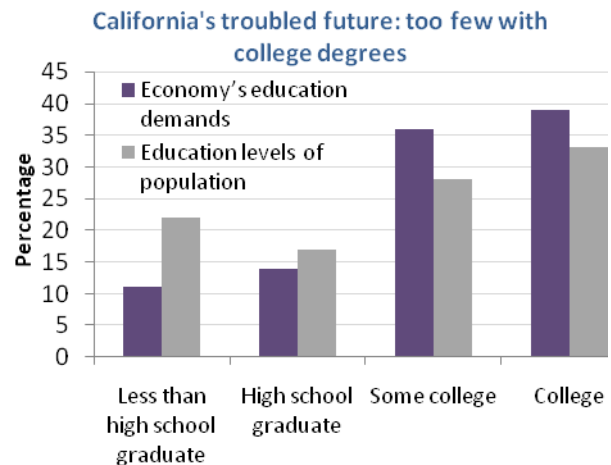
postsecondary education or training outcome measures, local providers use surveys as California is restricted from using student Social Security numbers. The response rate for the survey is very low (30 percent or less). Indicating the real number of students would be a powerful tool to substantiate program effectiveness and the impact of adult education on students' employment or pursuit of postsecondary education. Although the learner outcome self-reported in the Update Record shows a significant number of learners achieving employment goals, the CDE currently is unable to verify this number without a data match. In 2009–10 more than 175,000 (39 percent) learners enrolled in WIA, Title II were unemployed.



The CDE AEO federally funded WIA, Title II programs was monitored by the ED OVAE and received the following recommendation: **The CDE should revisit its efforts to use a data match process to document employment and postsecondary outcomes.** The CDE AEO continues to seek solutions to this challenge and the implications it holds for reporting employment outcomes for adult learners.

- b. Transition to postsecondary education and training** — Continue to facilitate the process of successful transition into postsecondary education while maintaining a strong, functional program of ABE, ASE, and ESL instruction.

Recent studies ([PPIC's California 2025 report](#)) comparing the number of degrees awarded with the job market needs of the coming decade have indicated that California will not have enough college graduates to meet labor market demands. According to the California Postsecondary Education Commission's [College –Going Rates report](#) about 26 percent of California's high school graduates enroll at four- year public and private universities shortly after completing high school. California's college-going rate for four-year colleges is lower than in most other states (California ranked 19th among the 20 largest states in 2004). California has serious inequities in access to higher

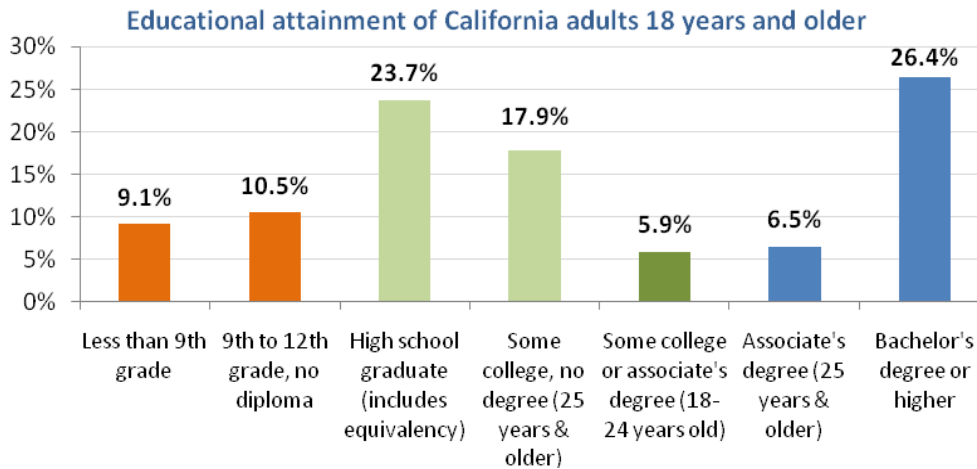


Source: PPIC's California 2025 report

education. College-going rates vary greatly depending on students' ethnicity, gender, and the type of neighborhood where the student's high school is located.

Of the approximate 27 million adults age 18 years and older (2006 census) in California:

- 19.6 percent need basic literacy leading to a high school diploma
- 41.6 percent need transitional postsecondary education and training



c. Integrated Service Delivery — To avoid fostering and maintaining a culture of poverty and to prepare learners for viable employment in the future, integrated service delivery models must be actively considered and funded for implementation to assist learners in basic skills and ESL transition into postsecondary education and training. Such integrated service delivery models consider and contain some of the following characteristics: career pathways; stackable credentials; dual enrollments in basic skills instruction simultaneously with vocational training; combining basic skills with workforce training; basic skills and ESL instruction having a strong applied vocational context; accelerated learning methods incorporating intensive instruction with clear measurable entry and exit criteria; and managed enrollment strategies. Additionally, the CDE AEO continues its collaboration with the community college system to ensure articulated pathways that ensure successful student transition between the systems.

One such model found basic skills and developmental education participants having higher rates to:

- Continue into credit-bearing coursework
- Earn credits that count toward a college credential

- Earn occupational certificates
- Make point gains on basic skills tests

d. Collaboration with WIBs and One-Stop Centers — Continue to provide resources and support to increase and strengthen the collaborations of local literacy providers and employment-related agencies that:

- Offer basic skills and literacy instruction in combination with job training to adults most in need (employed and unemployed).
- Identify and share information related to effective programs and program practices.
- Identify models of effective collaboration.
- Provide incentives for strengthening local collaborations.

The 2009–10 Survey of the WIA, Title II Programs provided information related to collaboration with **WIBs** and One-Stop systems. Of the 172 adult schools, 17 CCDs and 7 COEs, a majority 119 agencies, reported that they have effective interaction with their local One-Stop Systems, and 95 agencies reported that they have effective interaction with their WIBs.



The CDE has undertaken the following initiatives:

- One-stop pilot coordinating assessment between WIA, Titles I and Title II
- ABE pilot for workforce skills certification
- Aligning WIA, Title II data collection with Perkins data collection requirements
- Statewide job web site connecting WIA, Titles I and Title II (California Direct Connect — Links to Your Future)
- Eligible Training Provider List Alignment and Referral

Appendixes

Appendix A Progress Measures

What metric is used to measure success in federal adult education programs?

CASAS tests, used nationally, are the standard measures for determining student success. CASAS measures also align with the NRS that the ED uses to report performance of adult education programs to the Congress of the United States.

In the CASAS system, raw scores (the number of items correctly answered on a test) convert to scale scores using the CASAS scale score conversion chart provided for each test. The use of scale scores enables comparison of scores on different tests and provides a common metric to relate CASAS test scores to basic skill level descriptions.

CASAS has developed more than 100 assessment instruments that measure and document improvement in English literacy, reading, writing, listening, speaking, problem solving, and numeracy on a common national reporting scale. These instruments correlate to learner skill levels, measure learner improvement within each level, and document level completion.

CASAS Competencies

The CASAS Competencies include more than 360 competency statements correlated to the Secretary's Commission on Achieving the Necessary Skills Competencies identified by the United States Department of Labor. The competencies, updated and revalidated periodically by the CASAS National Consortium, help instructors and learners apply teaching and learning in real-world contexts.

CASAS National Skills Level Descriptors

CASAS National Skill Level Descriptors (See Appendixes C and D) identify skills for ABE, ASE, and ESL learners from beginning literacy to advanced adult secondary levels. The levels show a continuum of employability and life skills from A (beginning literacy) to E (advanced adult secondary). Student Performance Level designations correlate to ESL levels. CASAS levels correspond to all NRS EFLs.

Relationship of CASAS levels to NRS for ESL

NRS Educational functioning levels		CASAS Level	CASAS Scale Score Ranges
1	Beginning ESL Literacy	A	180 and below
2	Low Beginning ESL	A	181-190
3	High Beginning ESL	A	191-200
4	Low Intermediate ESL	B	201-210
5	High Intermediate ESL	B	211-220
6	Low Advanced ESL	C	221-235

Relationship of CASAS levels to NRS for ABE and ASE

NRS Educational functioning levels		CASAS Level	CASAS Scale Score Ranges
1	Beginning ABE Literacy	A	200 and below
2	Beginning Basic Education	B	201-210
3	Low Intermediate Basic Education	B	211-220
4	High Intermediate Basic Education	C	221-235
5	Low Adult Secondary Education	D	236-245
6	High Adult Secondary Education	E	246 and above

WIA, Title II Success Measures

WIA, Title II requires all eligible agencies to establish and meet performance measures that include core indicators of performance and additional, optional performance measures (Section 212). The core indicators must include:

- Demonstrated improvements in literacy skills in reading, writing and speaking the English language, numeracy, problem-solving, English language acquisition, and other literacy skills. (Note: WIA, Title II Section 203 defines “literacy” as an individual’s ability to read, write, and speak in English; to compute; and to solve problems at levels of proficiency necessary to function on the job, in the family of the individual, and in society.)
- Placement in, retention in, or completion of postsecondary education, training, unsubsidized employment or career advancement
- Receipt of a secondary school diploma or its recognized equivalent

The California State Plan (section 5.1) defines the usage of performance measures by eligible providers to meet the requirements in Section 212 of the AEFLA:

- Student goal attainment and demonstrated student improvements in literacy levels within a program area
- Student completion of a program level
- Student advancement to higher program levels

Other performance measures:

- Receipt of a secondary school diploma or its equivalent (GED)
- Placement in postsecondary education, training, or unsubsidized employment

- Career advancement

Section 5.3 of the state plan responds to the requirement in AEFLA to establish expected levels of performance for each of the core indicators. California currently uses the following three core indicators of performance benchmarks:

- Significant gains in CASAS scores

A 5-point gain or greater from pretest scores for persons at the 210 level or below

A 3-point gain or greater from pretest scores for persons at the 211 level or above

- Completion of two instructional levels
- Attainment of the GED or attainment of a high school diploma

Appendix B WIA, Title II Enrollments and Performance

WIA, Title II Funded Agencies by Provider Type over Eight-Year Period

Agency Type	2002-03		2003-04		2004-05		2005-06	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult Schools Community-Based Organizations	163	63.1	174	59.7	180	59.2	177	61.3
Community College Districts	43	16.7	54	18.6	54	17.8	47	16.3
Library Literacy Programs	18	7.0	18	6.2	19	6.3	18	6.2
County Offices of Education	8	3.1	13	4.5	13	4.3	12	4.2
California Conservation Corps	7	2.7	9	3.1	9	3.0	8	2.8
Institutions (Section 225)	1	0.4	1	0.3	1	0.3	1	0.3
California State Universities*	17	6.6	22	7.6	26	8.5	25	8.6
County/City Government**	1	0.4	N/A	--	1	0.3	N/A	--
	N/A	--	N/A	--	1	0.3	1	0.3
Total	258	100.0	291	100.0	304	100.0	289	100.0

Agency Type	2006-07		2007-08		2008-09		2009-10	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult Schools Community-Based Organizations	175	64.1	173	65.0	174	66.4	172	67.2
Community College Districts	40	14.7	38	14.3	34	13.0	32	12.5
Library Literacy Programs	18	6.6	17	6.4	17	6.5	17	6.6
County Offices of Education	11	4.0	10	3.8	9	3.4	9	3.5
California Conservation Corps	8	2.9	7	2.6	7	2.7	6	2.3
Institutions (Section 225)	N/A	--	N/A	--	N/A	--	N/A	--
California State Universities*	21	7.7	21	7.9	21	8.0	20	7.8
County/City Government**	N/A	--	N/A	--	N/A	--	N/A	--
	N/A	--	N/A	--	N/A	--	N/A	--
Total	273	100.0	266	100.0	262	100.0	256	100.0

CASAS 2010

Note: *San Diego State University, **HACLA Workforce Center

CDE Geographic Regions and Counties

CDE Geographic Regions	Counties
Northcoast (1)	Del Norte, Humboldt, Lake, Mendocino, Napa, Solano, Sonoma
Northeastern (2)	Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity
Capitol (3)	Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba
Bay Area (4)	Alameda, Marin, San Francisco
South Bay (5)	Contra Costa, Monterey, San Benito, San Mateo, Santa Clara, Santa Cruz
Delta Sierra (6)	Amador, Calaveras, Madera, Mariposa, Merced, San Joaquin, Stanislaus, Tuolumne
Central Valley (7)	Fresno, Inyo, Kings, Mono, Tulare
Costa del Sur (8)	Kern, San Luis Obispo, Santa Barbara, Ventura
Southern (9)	Imperial, Orange, San Diego
Rims (10)	Riverside, San Bernardino
Los Angeles (11)	Los Angeles

CASAS 2010

WIA, Title II Applicants and Agencies Funded by the CDE Geographic Region for 2009–10

CDE Geographic Region	Received Funding		Total Enrollment	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Northcoast (1)	14	5.5	12,386	1.8
Northeastern (2)	11	4.3	3,496	0.5
Capitol (3)	20	7.8	24,348	3.5
Bay Area (4)	24	9.4	39,504	5.7
South Bay (5)	38	14.8	63,906	9.2
Delta Sierra (6)	13	5.1	17,684	2.5
Central Valley (7)	19	7.4	34,434	4.9
Costa del Sur (8)	12	4.7	20,904	3.0
Southern (9)	30	11.7	113,837	16.3
Rims (10)	25	9.8	41,505	6.0
Los Angeles (11)	47	18.4	285,290	40.9
State Agencies	3	1.2	39,537	5.7
Total	256	100.0	696,831	100.0

CASAS 2010

Note: State agencies include CDCR, CDCR-DJJ, and CDDS

WIA, Title II Funded Agencies by the CDE Geographic Region and Provider Type for 2009–10

Geographic Region	Adult Schools	CBO	Community Colleges	Library Literacy	COE	Institutions (Section 225)
	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>	<u>N</u>
Northcoast (1)	9	2	1	1		1
Northeastern (2)	7		1		2	1
Capitol (3)	12	1		1	2	4
Bay Area (4)	12	10	1			1
South Bay (5)	29	6			1	2
Delta Sierra (6)	10	1				2
Central Valley (7)	16	1			1	1
Costa del Sur (8)	7	2	2			1
Southern (9)	19	3	5	1		2
Rims (10)	19	1	2	2		1
Los Angeles (11)	32	5	5	4		1
State Agencies	--	--	--	--	--	3
Total	172	32	17	9	6	20

CASAS 2010

Note: State agencies include CDCR, CDCR-DJJ, and CDDS

WIA, Title II Funded Agencies by Size and Provider Type

Enrollment Size	Adult Schools		CBO		Community Colleges		Library Literacy	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
500 or fewer	43	25.0	27	84.4	1	5.9	7	77.8
501-1,500	44	25.6	5	15.6	4	23.5	2	22.2
1,501-3,000	43	25.0			4	23.5		
3,001-5,000	25	14.5			2	11.8		
5,001-8,000	13	7.6			1	5.9		
Over 8,000	4	2.3			5	29.4		
Total	172	100.0	32	100.0	17	100.0	9	100.0

Size	COE		Institutions (Section 225)		Total Agencies		Total Enrollment	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
500 or fewer	4	66.7	7	35.0	89	34.8	16996	2.4
501-1,500	1	16.7	8	40.0	64	25.0	62120	8.9
1,501-3,000			2	10.0	49	19.1	106279	15.3
3,001-5,000	1	16.7	1	5.0	29	11.3	105,935	15.2
5,001-8,000					14	5.5	88,493	12.7
Over 8,000			2	10.0	11	4.3	317,008	45.5
Total	6	100.0	20	100.0	256	100.0	696831	100.0

CASAS 2010

WIA, Title II Funded Agencies by Size and the CDE Geographic Region for 2009–10

CDE Geographic Region	500 or fewer		501-1,500		1,501-3,000		3,001-5,000		5,001-8,000		Over 8,000	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Northcoast (1)	7	7.9	3	4.7	4			0.0				
Northeastern (2)	9	10.1	2	3.1								
Capitol (3)	9	10.1	6	9.4	2	4.1	2	6.9	1	7.1		0.0
Bay Area (4)	12	13.5	5	7.8	4	8.2	1	3.4	1	7.1	1	9.1
South Bay (5)	11	12.4	12	18.8	7	14.3	5	17.2	3	21.4		0.0
Delta Sierra (6)	5	5.6	4	6.3	3				1			
Central Valley (7)	8	9.0	4	6.3	5	10.2	1	3.4			1	9.1
Costa del Sur (8)	3	3.4	4	6.3	4	8.2		0.0	1			0.0
Southern (9)	9	10.1	6	9.4	4	8.2	5	17.2	2	14.3	4	36.4
Rims (10)	5	5.6	10	15.6	5		4	13.8	1	7.1		
Los Angeles (11)	11	12.4	8	12.5	9	18.4	11	37.9	4	28.6	4	36.4
State Agencies	--			0.0	2	4.1					1	9.1
Total	89	100.0	64	100.0	49	75.5	29	100.0	14	85.7	11	100.0

CASAS 2010

Note: State agencies include CDCR, CDCR-DJJ, and CDDS

WIA, Title II Funded Agencies Enrollment by Provider Type over Eight-Year Period

Provider Type	2002-03		2003-04		PY 2004-05		2005-06	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult Schools	673,836	82.6	693,588	82.3	687,055	81.0	661,179	79.3
Community-Based Organizations	7,821	1.0	11,271	1.3	12,113	1.4	10,040	1.2
Community College Districts	80,014	9.8	76,647	9.1	79,172	9.3	79,313	9.5
County Offices of Education	5,608	0.7	5,740	0.7	5,177	0.6	5,263	0.6
Library Literacy Programs	1,358	0.2	2,865	0.3	3,168	0.4	2,889	0.3
California Conservation Corps	2,250	0.3	1,391	0.2	562	0.1	1,134	0.1
California State Universities*	100	0.0	N/A		74	0.0	N/A	--
Institutions (Section 225)	44,323	5.4	50,962	6.0	60,771	7.2	73,776	8.9
County/City Government**	100	0.0	N/A		128	0.0	30	0.0
Total	815,410	100.0	842,464	100.0	848,220	100.0	833,624	100.0

Provider Type	2006-07		2007-08		2008-09		2009-10	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult Schools	662,635	78.8	666,935	78.0	671,228	77.5	525,573	75.4
Community-Based Organizations	8,035	1.0	7,737	0.9	7,205	0.8	6,935	1.0
Community College Districts	82,441	9.8	82,841	9.7	93,451	10.8	94,990	13.6
County Offices of Education	4,986	0.6	5,685	0.7	5,217	0.6	5,297	0.8
Library Literacy Programs	2,369	0.3	2,424	0.3	2,388	0.3	2,492	0.4
California Conservation Corps	N/A	--	N/A	--	--	--	--	--
California State Universities*	N/A	--	N/A	--	--	--	--	--
Institutions (Section 225)	80,724	9.6	89,399	10.5	87,082	10.0	61,544	8.8
County/City Government**	N/A	--	N/A	--	--	--	--	--
Total	841,190	100.0	855,021	100.0	866,571	100.0	696,831	100.0

CASAS 2010

Note: *San Diego State University, **HACLA Workforce Center

Enrollment by Instructional Program for WIA, Title II Learners over Six-Year Period

Instructional Program	PY 2004-05		PY 2005-06		PY 2006-07		PY 2007-08		PY 2008-09		PY 2009-10	
	N	%	N	%	N	%	N	%	N	%	N	%
ABE	105,960	12.5	113,610	13.6	118,865	14.1	130,710	15.3	139,816	16.1	110,309	15.8
ESL	551,118	65.0	538,480	64.6	535,284	63.6	522,034	61.1	515,838	59.5	396,676	56.9
ESL-Cit	4,309	0.5	4,508	0.5	6,047	0.7	5,871	0.7	3,901	0.5	3,837	0.6
ASE	186,833	22.0	177,026	21.2	180,994	21.5	196,406	23.0	207,016	23.9	186,009	26.7
Total	848,220	100.0	833,624	100.0	841,190	100.0	855,021	100.0	866,571	100.0	696,831	100.0

CASAS 2010

WIA, Title II Funded Agencies Payment Points by Program Type over Four-Year Period

Program Year	231 ABE/ESL/ VESL/ESL-Cit RSC Code - 3905	225 ABE/ESL/ASE RSC Code - 3940	231 Family Literacy RSC Code - 3912	231 ASE/GED RSC Code - 3913	EL-Civics RSC Code - 3926
	2005-06	220,021	27,317	8,396	25,152
2006-07	218,139	32,270	8,047	26,571	135,491
2007-08	216,557	35,338	9,056	35,687	138,969
2008-09	227,154	39,061	9,829	41,220	153,400

Program Year	231 ASE/GED RSC Code - 3913		
	GED Passed	H.S. Diploma Passed	CASAS Pre- Posttest Gain
2005-06	7,202	9,445	8,505
2006-07	7,547	8,404	10,620
2007-08	10,945	10,950	13,792
2008-09	12,012	12,145	17,063

CASAS 2010

WIA, Title II California Learner Enrollment with NRS Restrictions for 2009-10

	N
Total WIA Learners with Entry Records	696,831
NRS criteria for excluding students from Federal Tables	
Learners < 16 years old	6,712
Learners with fewer than 12 hours of instruction	131,055
Learners concurrently enrolled in HS/K-12	42,931
Missing Gender	744
Missing Ethnicity/Race	8,972
No Accurate Pretest	64,202
No Entry/Update Record	236
Work-based project learner	7,551
Learners included in NRS Federal Tables	434,428

CASAS 2010

NRS Educational Functioning Level for WIA, Title II Learners for 2009-10

Instructional Level	ABE		ASE		ESL/ESL-Cit	
	N	%		%	N	%
ABE Beginning Literacy	7393	10.7	815	1.3		
ABE Beginning Basic Education	10241	14.8	2602	4.0		
ABE Intermediate Low	15253	22.0	6662	10.3		
ABE Intermediate High	28869	41.7	26141	40.5		
ASE Low	4924	7.1	17814	27.6	1036	0.3
ASE High*	2515	3.6	10466	16.2	437	0.1
ESL Beginning Literacy					11176	3.7
ESL Low Beginning					19295	6.4
ESL High Beginning					52769	17.5
ESL Intermediate Low					96036	31.9
ESL Intermediate High					60933	20.3
ESL Advanced					59051	19.6
Total	69,195	100.0	64,500	100.0	300,733	100.0

CASAS 2010

Summary of California Core Performance Results

	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09		2009-10	
	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)	Performance Goal	Performance (Against all Enrollees)
Entering Educational Functional Level	%	%	%	%	%	%	%	%	%	%	%	%	%	%
ABE Beginning Literacy	22.0	23.3	25.0	25.1	25.0	24.2	26.0	27.3	25.0	26.4	28.0	30.7	27.0	31.8
ABE Beginning Basic	28.0	41.1	37.0	43.0	42.0	41.4	44.0	40.0	43.0	39.0	43.0	39.5	41.0	46.7
ABE Intermediate Low	28.0	33.8	39.0	37.6	38.0	33.5	38.0	34.1	36.0	35.3	36.0	39.4	37.0	45.5
ABE Intermediate High	28.0	29.3	30.0	30.4	31.0	27.4	31.0	25.8	31.0	25.6	29.0	27.1	26.0	30.7
ASE Low	17.0	22.1	32.0	24.7	26.0	21.5	26.0	15.4	25.0	16.9	22.0	19.0	19.0	31.7
ASE High	13.0	29.3	31.0	26.2	30.0	24.8	27.0	25.2	--	25.2	--	26.9	--	24.3
ESL Beginning Literacy	26.0	35.4	34.0	38.7	36.0	40.1	40.0	41.0	41.0	41.6	42.0	43.0	43.0	61.6
ESL Low Beginning	26.0	31.1	31.0	32.6	32.0	34.3	34.0	29.7	35.0	31.1	35.0	34.1	33.0	62.1
ESL High Beginning							34.0	47.3	36.0	47.2	48.0	49.3	48.0	58.2
ESL Intermediate Low	30.0	42.4	41.0	42.9	43.0	43.3	44.0	43.5	44.0	44.2	44.0	45.8	46.0	51.8
ESL Intermediate High	30.0	43.3	43.0	43.0	44.0	42.3	44.0	42.0	44.0	41.6	43.0	43.1	43.0	47.4
ESL Advanced	24.0	22.6	25.0	22.2	24.0	21.7	23.0	19.1	23.0	19.8	22.0	20.5	21.0	22.4
Core Follow-Up Outcome Measures	%	%	%	%	%	%	%	%	%	%	%	%	%	%
GED/HS Completion	13.0	28.8	30.0	27.9	30.0	26.5	30.0	32.4	30.0	36.2	35.0	39.2	38.0	38.8
Entered Employment	13.0	54.6	55.0	50.2	56.0	49.9	56.0	52.7	53.0	56.9	53.0	53.4	59.0	44.0
Retained Employment	15.0	82.4	83.0	87.0	83.0	91.4	88.0	92.0	91.0	92.9	91.0	92.0	95.0	90.8
Entered Postsecondary Education	10.0	54.9	55.0	57.2	56.0	47.3	58.0	47.8	57.0	42.4	60.0	41.7	44.0	43.1

CASAS 2010

Appendix C CASAS Skill Level Descriptors for ABE and ASE

Scale Scores	CASAS Level	Descriptors
250	E	Advanced Adult Secondary With some assistance, persons at this level are able to interpret technical information, more complex manuals, and material safety data sheets (MSDS). Can comprehend some college textbooks and apprenticeship manuals.
245		
240	D	Adult Secondary Can read and follow multi-step directions; read and interpret common legal forms and manuals; use math in business, such as calculating discounts; create and use tables and graphs; communicate personal opinion in written form; write an accident or incident report. Can integrate information from multiple texts, charts, and graphs as well as evaluate and organize information. Can perform tasks that involve oral and written instructions in both familiar and unfamiliar situations.
235		
230	C	Advanced Basic Skills Can handle most routine reading, writing, and computational tasks related to their life roles. Can interpret routine charts, graphs, and labels; read and interpret a simple handbook for employees; interpret a payroll stub; complete an order form and do calculations; compute tips; reconcile a bank statement; fill out medical information forms and job applications. Can follow multi-step diagrams and written instructions; maintain a family budget; and write a simple accident or incident report. Can handle jobs and job training situations that involve following oral and simple written instructions and diagrams. Persons at the upper end of this score range are able to begin GED preparation.
225		
220		
215		
210	B	Intermediate Basic Skills Can handle basic reading, writing, and computational tasks related to life roles. Can read and interpret simplified and some authentic materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a basic payroll stub; follow basic written instructions and diagrams. Can complete a simple order form and do calculations; fill out basic medical information forms and basic job applications; follow basic oral and written instructions and diagrams. Can handle jobs and/or job training that involve following basic oral or written instructions and diagrams if they can be clarified orally.
205		
200	A	Beginning Basic Skills Can fill out simple forms requiring basic personal information, write a simple list or telephone message, calculate a single simple operation when numbers are given, and make simple change. Can read and interpret simple sentences on familiar topics. Can read and interpret simple directions, signs, maps, and simple menus. Can handle entry level jobs that involve some simple written communication.
190		
180		
150		Beginning Literacy/Pre-Beginning Very limited ability to read or write. Persons at the upper end of this score range can read and write numbers and letters and simple words and phrases related to immediate needs. Can provide very basic personal identification in written form such as on job applications. Can handle routine entry level jobs that require only basic written communication.

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.

Appendix D CASAS Skill Level Descriptors for ESL

Scale Scores	CASAS Level	Descriptors
250	E	Proficient Skills SPL 8 Listening/Speaking: Can participate effectively in social and familiar work situations; can understand and participate in practical and social conversations and in technical discussions in own field. Reading/Writing: Can handle most reading and writing tasks related to life roles; can read and interpret most non-simplified materials; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications. Employability: Can meet work demands with confidence, interact with the public, and follow written instructions in work manuals.
245		
240	D	Adult Secondary SPL 7 Listening/Speaking: Can function independently in survival and social and work situations; can clarify general meaning and communicate on the telephone on familiar topics. Reading/Writing: Can read and interpret non-simplified materials on everyday subjects; can interpret routine charts, graphs, and labels; fill out medical information forms and job applications; and write an accident or incident report. Employability: Understands routine work-related conversations. Can handle work that involves following oral and simple written instructions and interact with the public. Can perform reading and writing tasks, such as most logs, reports, and forms, with reasonable accuracy to meet work needs.
235		
230	C	Advanced ESL SPL 6 Listening/Speaking: Can satisfy most survival needs and social demands. Has some ability to understand and communicate on the telephone on familiar topics. Can participate in conversations on a variety of topics. Reading/Writing: Can read and interpret simplified and some non-simplified materials on familiar topics. Can interpret simple charts, graphs, and labels; interpret a payroll stub; and complete a simple order form; fill out medical information forms and job applications. Can write short personal notes and letters and make simple log entries. Employability: Can handle jobs and job training situations that involve following oral and simple written instructions and multi-step diagrams and limited public contact. Can read a simple employee handbook. Persons at the upper end of this score range are able to begin GED preparation.
225		
220		
215		
210	B	High Intermediate ESL SPL 5 Listening/Speaking: Can satisfy basic survival needs and limited social demands; can follow oral directions in familiar contexts. Has limited ability to understand on the telephone. Understands learned phrases easily and new phrases containing familiar vocabulary. Reading/Writing: Can read and interpret simplified and some authentic material on familiar subjects. Can write messages or notes related to basic needs. Can fill out basic medical forms and job applications. Employability: Can handle jobs and/or training that involve following basic oral and written instructions and diagrams if they can be clarified orally.
205		Low Intermediate ESL SPL 4 Listening/Speaking: Can satisfy basic survival needs and very routine social demands. Understands simple learned phrases easily and some new simple phrases containing familiar vocabulary, spoken slowly with frequent repetition. Reading/Writing: Can read and interpret simple material on familiar topics. Able to read and interpret simple directions, schedules, signs, maps, and menus. Can fill out forms requiring basic personal information and write short, simple notes and messages based on familiar situations. Employability: Can handle entry-level jobs that involve some simple oral and written communication but in which tasks can also be demonstrated and/or clarified orally.
200	A	High Beginning ESL SPL 3 Listening/Speaking: Functions with some difficulty in situations related to immediate needs; may have some simple oral communication abilities using basic learned phrases and sentences. Reading/Writing: Reads and writes letters and numbers and a limited number of basic sight words and simple phrases related to immediate needs. Can write basic personal information on simplified forms. Employability: Can handle routine entry-level jobs that involve only the most basic oral or written communication in English and in which all tasks can be demonstrated.
190		Low Beginning ESL SPL 2 Listening/Speaking: Functions in a very limited way in situations related to immediate needs; asks and responds to basic learned phrases spoken slowly and repeated often. Reading/Writing: Recognizes and writes letters and numbers and reads and understands common sight words. Can write own name and address. Employability: Can handle only routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated.
180		Beginning Literacy/Pre-Beginning ESL SPL 0-1 Listening/Speaking: Functions minimally, if at all, in English. Communicates only through gestures and a few isolated words. Reading/Writing: May not be literate in any language. Employability: Can handle very routine entry-level jobs that do not require oral or written communication in English and in which all tasks are easily demonstrated. Employment choices would be extremely limited.
150		

Note: This chart provides general skill descriptors by level. Level descriptors for reading, math and listening correspond to scale scores on tests in those specific skill areas.