California Adult Education
California Annual Performance Report

Federally Funded
Workforce Investment Act Title II Programs
Program Year 2009
July 1, 2008 to June 30, 2009

Prepared by CASAS
under contract with the California Department of Education

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Contents

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
ARRA	American Recovery and Reinvestment Act of 2009
ASE	Adult Secondary Education
CALPRO	California Adult Literacy Professional Development Project
CASAS	Comprehensive Adult Student Assessment System
CBOs	Community-based Organizations
CCDs	Community College Districts
CDE	California Department of Education
CLASP	Center for Law and Social Policy
COE	County Offices of Education
EFLs	Educational Functional Levels
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
ESL-Cit	ESL-Citizenship
GED	General Education Development
GPDA	Geographic price difference adjustment
MOU	Memorandum of Understanding
NAS	National Academy of Sciences
NCTN	National College Transition Network
NRS	National Reporting System
OTAN	Outreach and Technical Assistance Network
PD	Professional Development
PPIC	Public Policy Institute of California
TIMAC	Technology Integration Mentor Academy
TOPSpro™	Tracking of Programs and Students
USDE	United States Department of Education
WIA Title II	Workforce Investment Act Title II, Adult Education and Family Literacy Act
WIB	Workforce Investment Board
WSCS	Workforce Skills Certification System

California Annual Performance Report 2008-09

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 through the Adult Education and Family Literacy Act (AEFLA), Title II of the Workforce Investment Act (WIA).

The Impact of WIA Title II

The California Department of Education (CDE) Adult Education WIA Title II federally funded programs provide lifelong educational opportunities and support services to more than one-fourth 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.

WIA Title II Enrollment

- Outlying, 0.1%
- Eastern, 15.5%
- Midwestern, 15.3%
- Southern, 35.3%
- Other Western, 8.0%
- California, 25.8%
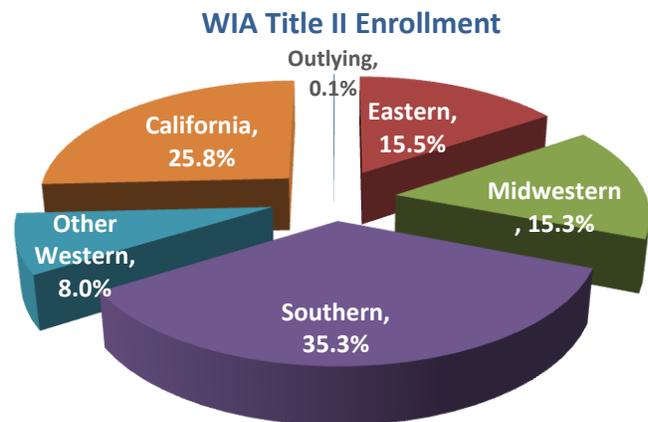
NRS Data 2007-08

- **In 2008-09** the CDE served **866,571** learners in the WIA, Title II programs. Of those learners 618,767(71.4%) qualified for National Reporting System (NRS). In 2008-09 the California Statewide data showed improved persistence (learners who continued in program).

- Statewide performance on completing an Educational Functioning Level (EFL) improved for all levels. A higher percentage of learners advanced one or more levels.

- Almost 40 percent of the learners who enrolled with a goal to attain a high school diploma or General Education Development (GED) were successful in achieving their goal. A significant proportion of learners reported outcomes such as the acquisition of computer or technical skills, mastery of core competencies, the attainment of a certificate, or acquisition of workforce readiness skills. These results indicate that learners were able to achieve a wide array of educational and workforce preparation skills.

Goals and continuing priorities

The CDE is committed to maintaining and developing the adult education system that provides Californians with the necessary resources and tools to improve literacy and workforce skills. The accomplishments of adult education students in California are showcased on the California Adult Education Students Succeed Web site at: www.AdultEdLearners.org.

California adult education programs help learners to:

- Gain employment and/or better their current employment.
- Obtain a high school diploma or GED.
- Attain skills necessary to enter postsecondary education and training.

- Exit public welfare and become self-sufficient.
- Learn to speak, read, and write the English language.
- Master basic academic skills to help their children succeed in school.
- Become U.S. citizens and participate in a democratic society.
- Gain self-esteem, personal confidence, and a sense of personal and civic responsibility.

- **ABE Initiative:** The CDE has implemented a statewide ABE initiative to address program improvement strategies in California ABE funded programs. The goal of the ABE initiative is to increase the learning outcomes of adult students and to improve the strength and effectiveness of adult education programs throughout the state.

- **Transitions to Postsecondary and Workforce:** Statewide priorities include a focus on transitions to the workforce and postsecondary training. Recent studies 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.

- **Strategic Plan:** The CDE is developing a strategic plan to address the critical and emerging educational and workforce needs of adults throughout the state. The plan will provide a renewed vision for the CDE adult education system and identify strategies and resources necessary to implement the plan.

Addressing California's Literacy Needs and Challenges

- **Adults without a high school diploma and 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 and the estimate of the 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 2007-08, according to the NCLB. There are also significant graduation gaps among student subgroups.

- 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%) 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 all time high, 12.9 percent. 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.

- **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.

- **Poverty:** A recent study by Center for Law and Social Policy (CLASP) looked at State Poverty Rates, based on the National Academy of Sciences (NAS) modern measures adjusted for housing costs and using the geographic price difference adjustment (GPDA). It showed that the poverty rate in California increased 8.1 percent. This increase was the largest among the fifty states, ranking California 50th. There is a well-documented earnings gap between high school graduates and dropouts.

Under the current California budget crisis, funding for the adult education system has shifted to the local school district, and the overall education budget has been reduced significantly. This has created unprecedented pressures on the adult education system. 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 economic well-being of its residents.

QUESTION 1: STATE LEADERSHIP PROJECTS – ACTIVITIES, PROGRAMS, AND PROJECTS SUPPORTED WITH STATE LEADERSHIP FUNDS

The CDE contracts with three agencies to provide state leadership activities: (1) California Adult Literacy Professional Development Project (**CALPRO**); (2) Comprehensive Adult Student Assessment Systems (**CASAS**); and (3) 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 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 (PD) 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.

ABE Initiative: The CDE has implemented a statewide ABE initiative to address program improvement strategies in California ABE funded programs and classrooms. Local agencies receive guidance from the CDE and the three leadership projects on:

- Identifying their adult education program's strengths and challenges.
- Developing and implementing a work plan to improve services.
- Providing professional development in evidence-based reading instruction.
- Implementing technology in the classroom.
- Measuring and analyzing student learning progress and outcomes.

In addition, adult education students will be provided assessment, placement, goal-setting, counseling, and follow-up services. The goal is to help students earn a high school diploma, acquire a self-sustaining job, prepare for citizenship and civic participation, learn healthy habits, develop effective parenting skills, and go to college. Twenty-two local agencies participating in

the ABE initiative have submitted an action plan composed of objectives (steps in the process), strategy and actions, person(s) responsible, completion data, and an evaluation plan.

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. There is also a growing challenge for individuals with only a high school diploma to find stable, good-paying jobs. The California adult education system will demonstrate its effectiveness in moving students into postsecondary institutions, vocational training programs, and ultimately into higher paying, higher skilled jobs. 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.

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 Collaborations for American Recovery and Reinvestment Act (ARRA) – Opportunities for Adult Education, 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.

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

> **Web-based Trainings** – Provided more online, Web-based facilitated and self-paced trainings to reach larger audiences in a cost effective manner. **Moodle** is a free, open-source course management system currently hosted by OTAN for use in California adult education programs. Its design facilitates online distance education or combined classroom and distance learning. CASAS is using Moodle to provide more opportunities for self-paced courses and open entry-open exit trainings.

> **CASAS *e*Tests** – More than 80 California WIA II agencies have implemented CASAS *e*Tests. 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.

CALPRO Alternative Delivery Systems Initiative – CALPRO offered professional development courses on core adult education content through its Alternative Delivery Systems Initiative. Other innovative uses of technology included the development of a Multi-Level ESL Virtual Workroom, self-paced online courses, and the development of the California College Transition Electronic Professional Learning Community.

TIMAC – OTAN continued to offer a Technology Integration Mentor Academy (TIMAC) to train and support instructors to become the technology mentors for their programs. Technology offers tools that promote active learning and engagement, enhance the curriculum, and provide skills that are essential for literacy and employment.

The Leadership Projects provided professional development options to funded agencies throughout California via regional workshops and networking meetings, Webcasts, conference presentations, video-based workshops and training sessions, online courses, and electronic downloads. Examples of successful activities conducted by leadership projects follow.

- Registered more than 3,000 participants online for 53 statewide in person and 213 online trainings sessions that addressed topics in accountability, NRS Performance, assessment, quarterly data submission, and English Literacy and Civics Education (EL Civics). Facilitated regional network meetings were held across the state that addressed accountability and the use of data to inform instruction and improve programs.

- Built capacity for conducting research-based PD through its Study Circle Facilitators' Institute. Twelve agencies sent PD leaders to learn to conduct site-based study circles on learner persistence and research-based adult reading instruction.

- Updated TOPSpro a comprehensive student level data collection, management, and reporting system. Enhanced data integrity processes and audit and monitoring reports.

- Provided an Adult Education Leadership Institute for new adult education administrators. The two-year Leadership Institute served 32 new adult education leaders, and included sessions led by 22 administrative leaders.

- Offered the fourth year of the Professional Learning Communities (PLC) Institute. Twelve agencies participated in this year-long institute to learn about the research, policy, and practices associated with implanting a PLC at their agency.

- Provided workshops on technology topics. 371 participants attended 49 online and 468 participants attended 32 hands-on workshops. 369 people attended 19 TIMAC workshops. 165 agencies developed and submitted technology plans.

- Provided just-in-time technical support services to instructors and administrators including peer mentoring, distance learning program design and delivery, data collection and reporting, and hands-on training to integrate technology into instruction. 215 online course Web sites were established by adult educators.

- Hosted online question and answer boards and listservs for adult education work groups. Local providers posed questions and shared information on effective practices for program improvement.

- Consolidated all training and professional development opportunities onto one Web site www.caadultedtraining.org for agencies to view all training options available for them.

- Developed two new workshop modules: Organizing and Managing ABE Instruction and Optimizing ESL Instruction. At the Training-of-Trainers Institute 98 agency PD staff received guidance and certification in providing these workshops to their staff.

California serves **one-fourth of the nation's adults** enrolled in WIA Title II programs – 15 percent of the total Adult Basic Education (ABE)/Adult Secondary Education (ASE) learners and 38 percent of the English as a Second Language (ESL) learners, according to the 2007-08 national data posted on NRS Web site.

2007-08 NRS National data

	ABE/ASE	ESL
California	15%	38%
Other Western	8%	8%
Southern	43%	26%
Midwestern	17%	13%
Eastern	16%	15%

(Outlying shown in legend)
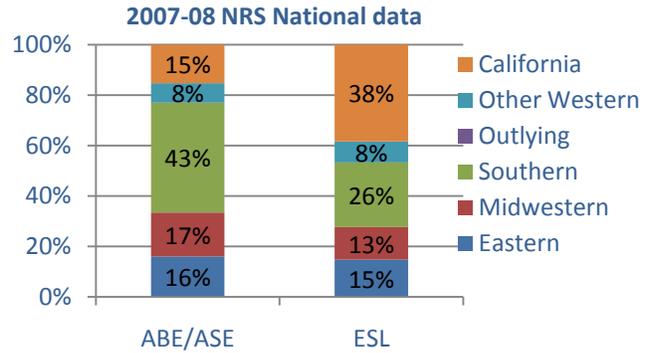
Enrollment 2008-09

In 2008-09, **262** local agencies served **866,571** learners in the WIA, Title II AEFLA programs. Of those learners **618,767(71.4%)** qualified for NRS federal reporting.

2008-09 Federal table 4

- ESL 406,844 (65.8%)
- ABE/ASE 211,923 (34.2%)

Demographics

Race and Ethnicity:
- White — 11.1%
- Native Hawaiian or Pacific Islander — 1.1%
- Hispanic or Latino — 66.5%
- Black or African American — 6.5%
- Asian — 13.3%
- American Indian/Alaskan Native — 1.5%

Agegroup:
- 60 and Older — 5.4%
- 45-59 — 17.2%
- 25-44 — 48.7%
- 19-24 — 20.7%
- 16-18 — 8.0%

Gender:
- Female — 52.0%
- Male — 48.0%
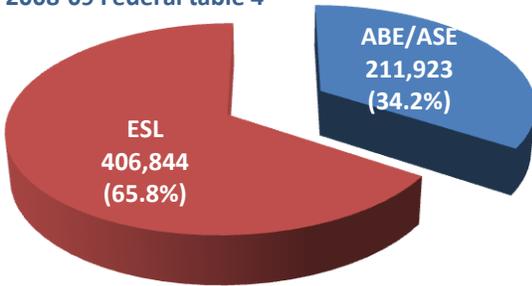
Over the last four years enrollment in WIA Title II programs has increased steadily to meet local needs for better basic skills, English proficiency, achieving a high school diploma/GED, and postsecondary preparation — even with reduced funding and continuing budget pressures.

Enrollment

Year	WIA Title II	Federal Table 4
2002-03	815,410	565,311
2003-04	842,464	591,574
2004-05	848,220	591,893
2005-06	833,624	583,088
2006-07	841,190	586,632
2007-08	855,021	602,837
2008-09	866,571	618,767
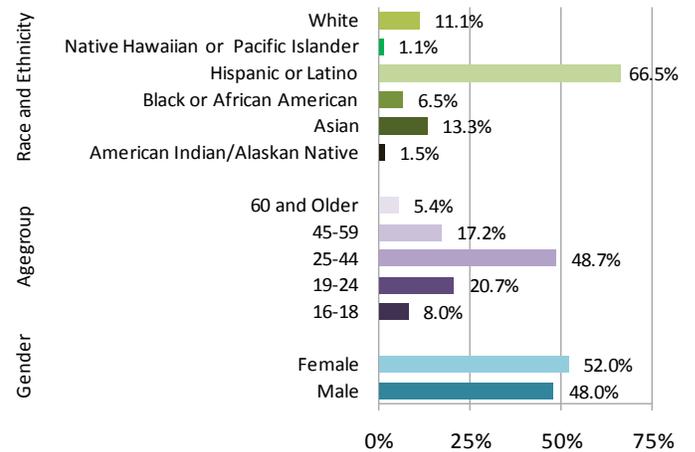
NRS Performance

The NRS federal report data documents California's continued success in addressing the state's basic skills needs by improving student persistence and learning outcomes. In 2008-09 the California WIA Title II agencies met or exceeded six of the eleven negotiated state goals in NRS EFLs. The six EFLs in which the aggregated state performance met or exceeded the 2008-09 state goals are Adult Basic Education (ABE) beginning literacy, ABE intermediate low, ESL beginning literacy, ESL beginning high, ESL intermediate low, and ESL intermediate high.

Educational Level Completion		
Educational Functioning Level	2008-09 CA State Goals	2008-09 CA Performance
ABE Beginning Literacy	28%	30.7%
ABE Beginning Basic	43%	39.5%
ABE Intermediate Low	36%	39.4%
ABE Intermediate High	29%	27.1%
ASE Low	22%	19.0%
ASE High	--	26.9%
ESL Beginning Literacy	42%	43.0%
ESL Low Beginning	35%	34.1%
ESL High Beginning	48%	49.3%
ESL Intermediate Low	44%	45.8%
ESL Intermediate High	43%	43.1%
ESL Advanced	22%	20.5%

The **618,767** WIA Title II learners who qualified for NRS federal reporting on an average took 146 hours of instruction. Learners who persisted in the program (360,538) and were administered a pre- and post-test had slightly more than 200 hours of instruction. The Persistence rates in 2008-09 improved for all EFLs compared to 2007-08. California achieved a total persistence rate of 58.3 percent.
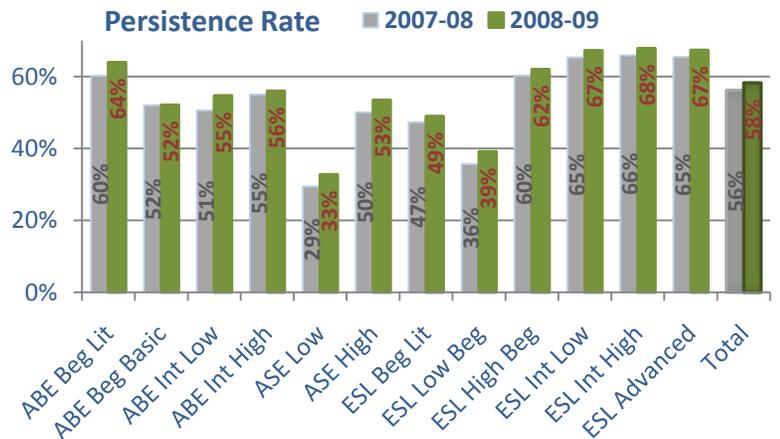
The completion rate for all EFLs improved in 2008-09 compared to 2007-08. Of those 618,767 WIA Title II learners who qualified for NRS federal reporting, 222,982 (36%) completed an EFL. More than 60 percent of the learners who persisted completed an EFL, and more than 40 percent advanced one or more levels.

California also exceeded state goals for the core follow-up measures of obtaining a GED or secondary school diploma, entering employment, and retaining employment. Both the number of learners who received a GED and attained a high school diploma increased over the last three years.

California has steadily improved performance on persistence, EFL completion, and on advancing one or more levels over the past four years. 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 benchmarks as the basis of federal 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;[1] (2) completes two instructional levels; and (3) receives a GED certificate or attains a high school diploma.
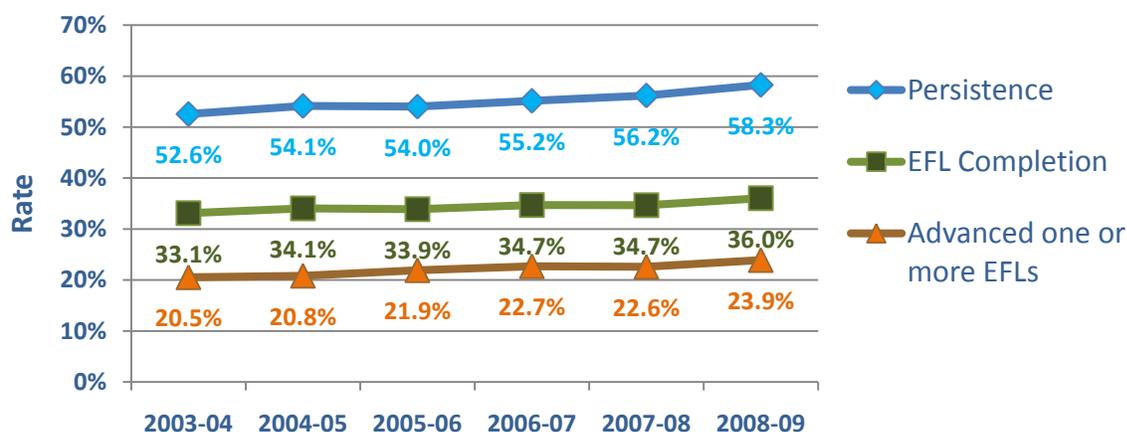
California has made data quality a top priority. The CDE provides online and regional training and targeted technical assistance to increase understanding of accountability requirements and to improve data collection. Agencies submit data to CDE on a quarterly basis, permitting continual analysis and early identification of incomplete or inaccurate data. At the end of the program year statewide NRS educational functional level 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 low performing agencies.

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QUESTION 3: COLLABORATION: INTEGRATION OF WIA TITLE I AND TITLE II ACTIVITIES

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One Stop Pilot- Coordinating Assessment Between WIA I and II: Recognizing the common reporting needs of WIA Title I and II funded programs, the CDE is partnering with CASAS to implement CASAS *e*Tests at six paired WIA I One Stops and WIA II adult education programs. The partnerships between the WIA Title I and II funded programs help streamline their assessment and reporting processes, coordinate data sharing, facilitate the referral and

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[1] 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.

tracking of clients, and document outcomes. The ultimate goal of the pilot is to identify "best practices" that will help all WIA partners provide "seamless" service to adult learners and job seekers and transition them successfully to higher education or into the workforce.

ABE Pilot for Workforce Skills Certification: The CDE is partnering 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 programs are administered the CASAS National Workforce Skills Certification System (WSCS) that measure readiness for work and is composed of applied academic skills of reading, math, problem solving, and critical thinking. Learners are also assessed on employer-defined soft skills including fourteen effective personal behavior and customer service skills. 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.

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 called "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.

Eligible Training Provider List Alignment and Referral: The CDE Adult Education Office is working with California Employment Development Department to link adult school agency data to the State's Eligible Training Provider List System to streamline WIA Title I and II referrals.

One-Stop Systems: As in previous program years, agency size (by enrollment) reflected patterns in relationships. Large agencies were most likely to interact with One-Stop systems (73.3%), followed by medium-sized (63.7%), and small agencies (52%). A majority (75.8%) of agencies reported receiving or providing student referrals, 46.5 percent indicated they provided classes or training for their local One-Stop system, and 42 percent stated they had assigned a staff liaison to the One-Stop system. In addition, 33.8 percent of these agencies reported interaction with One-Stop systems by conducting workshops, conferences, or informational meetings.

WIBs: When asked about involvement with their local WIB, 50.8 percent of agencies indicated some type of involvement. Agencies also reported specific ways they interacted with their local WIB. The most frequently cited responses included (1) developed a memorandum of understanding (MOU) with the local WIB (50%); (2) staff attended WIB meetings (37.1%); (3) provided local representation through a consortium (35.6%); and/or (4) an administrator served on the local WIB board (31.8%).

EL Civics continues to have a positive impact on the delivery of English language instruction in California. In the 2008-09 WIA II survey, 92 percent of El Civics agencies reported enhanced or improved instruction, 79 percent reported improved teacher and staff collaboration, and 67 percent reported increased student attendance and participation. Beginning in 2003 the CDE and the three State Leadership Projects supported the EL Civics program through:

- Development and maintenance of an EL Civics Web site that provides a single online location for all California EL Civics information. Agencies have immediate access to EL Civics online curriculum and resources, including an alignment of CASAS QuickSearch information to EL Civics objectives and a database of pre-approved Civic Participation objectives. The Web site facilitates and streamlines communication among funded agencies, the CDE regional consultants, and the regional EL Civics program specialists.

- Training and technical assistance for all aspects of implementing the EL Civics program. CASAS EL Civics program specialists work closely with CDE adult education regional consultants to provide comprehensive professional development and capacity-building technical assistance for accountability, program implementation, and continual improvement. Program staff can attend regional training workshops and network meetings, access Web-based trainings, and use on-site training modules.

In 2008-09, the CDE funded 173 agencies to provide EL Civics educational services to 231,785 adult learners. Of those 24,771 students were enrolled in Citizenship Preparation and 216,959 were enrolled in Civic Participation. More than 9,000 (9,348) learners passed the CASAS Government and History for Citizenship test, and 2,756 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 110,000 students throughout the state took Civic Participation performance-based additional assessments and more than 90 percent passed one or more of them. Agencies can select from a list of 46 pre-approved civic objectives or may develop their own. Civic objectives used in Civic Participation programs must meet these criteria:

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

The EL Civics "Making a Difference in the Community" award honors WIA Title II agencies that have implemented innovative activities that carry EL Civics lessons from the classroom and into the community. In 2008-09 three agencies received awards for the following notable activities: Free Health Screening Camp, a Knowledge-in-Action program, and a Multi-Cultural Health Fair. The accomplishments are showcased at the CASAS Web site https://www.casas.org/elc/.

APPENDIXES

Data Tables for Workforce Investment Act Title II Funded Agencies

Number of WIA II Funded Agencies by Provider Type

Provider Type	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	N	%	N	%	N	%	N	%	N	%	N	%
Adult School	174	59.7	180	59.2	177	61.2	175	64.1	173	65.0	174	66.4
Community College	18	6.2	19	6.3	18	6.2	18	6.6	17	6.4	17	6.5
Community-Based Organization	54	18.6	54	17.8	47	16.3	40	14.7	38	14.3	34	13.0
Library	13	4.5	13	4.3	12	4.2	11	4.0	10	3.8	9	3.4
State Agency	4	1.4	4	1.3	4	1.4	3	1.1	3	1.1	3	1.1
Jail Programs*	19	6.5	23	7.6	22	7.6	18	6.6	18	6.8	18	6.9
County Office of Education	9	3.1	9	3.0	8	2.8	8	2.9	7	2.6	7	2.7
California State University	N/A	0.0	1	0.3								
County/City Government**			1	0.3	1	0.3						
Total	291	100.0	304	100.0	289	100.0	273	100.0	266	100.0	262	100.0

CASAS 2009

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

Provider Type	2004-05		2005-06		2006-07		2007-08		2008-09	
	N	%	N	%	N	%	N	%	N	%
Adult School	458,572	77.5	441,673	75.7	441,191	75.2	446,795	74.1	459,689	74.3
Community College	69,176	11.7	67,923	11.6	69,407	11.8	70,357	11.7	72,979	11.8
Community-Based Organization	9,308	1.6	8,478	1.5	6,717	1.1	6,565	1.1	6,500	1.1
Library	1,983	0.3	2,074	0.4	1,835	0.3	1,637	0.3	1,528	0.2
State Agency	36,798	6.2	44,983	7.7	50,610	8.6	58,764	9.7	59,583	9.6
Jail Programs*	12,260	2.1	14,028	2.4	13,160	2.2	14,128	2.3	14,287	2.3
County Office of Education	3,650	0.6	3,909	0.7	3,712	0.6	4,591	0.8	4,201	0.7
California State University	60	0.0								
County/City Government**	86	0.0	20	0.0						
Total	591,893	100.0	583,088	100.0	586,632	100.0	602,837	100.0	618,767	100.0

*Includes section 225 funded programs at Stanislaus Literacy Center & Tri-Valley Regional Occupation Program
** Housing Authority of the City of Los Angeles (HACLA) Workforce Center

Summary of California Core Performance Results

Entering Educational Functional Level	2003-04		2004-05		2005-06		2006-07		2007-08		2008-09	
	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	22.0	23.3	25.0	25.1	25.0	24.2	26.0	27.3	25.0	26.4	28.0	30.7
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
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
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
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
ASE High	13.0	29.3	31.0	26.2	30.0	24.8	27.0	25.2	--	25.2	--	26.9
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
ESL Beginning (Low 2006-07)	26.0	31.1	31.0	32.6	32.0	34.3	34.0	29.7	35.0	31.1	35.0	34.1
ESL Beginning (High 2006-07)							34.0	47.3	36.0	47.2	48.0	49.3
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
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
ESL Advanced Low	24.0	22.6	25.0	22.2	24.0	21.7	23.0	19.1	23.0	19.8	22.0	20.5
ESL Advanced High	N/A	18.3	N/A	17.7	N/A	19.7	N/A	N/A	N/A	N/A	N/A	N/A

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	36.0	35.0	39.2
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
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
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

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Appendix C
Federal Tables

Federal Table 1:   Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Federal Table 2:   Participants by Age, Ethnicity, and Sex

Federal Table 3:   Participants by Program Type and Age

Federal Table 4:   Educational Gains and Attendance by Educational Functioning Level

Federal Table 4b: Educational Gains and Attendance for Pre- and Post-tested Participants

Federal Table 4c: Educational Gains and Attendance for Participants in Distance Education

Federal Table 5:   Core Follow-up Outcome Achievement

Federal Table 6:   Participant Status and Program Enrollment

Federal Table 7:   Adult Education Personnel by Function and Job Status

Federal Table 10: Outcomes for Adults in Correctional Education Programs

Federal Table 14: Local Grantees by Funding Source

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	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)
ABE Beginning Literacy	152	85	309	161	2,261	692	3,631	1,302	153	69	2,480	1,383	**12,678**
ABE Beginning Basic Education	256	182	365	303	3,178	1,266	5,978	3,138	201	130	2,003	854	**17,854**
ABE Intermediate Low	408	361	690	549	4,829	2,141	9,515	6,132	429	291	3,544	1,817	**30,706**
ABE Intermediate High	930	921	1,686	1,495	8,973	4,313	22,350	16,193	1,098	854	9,458	4,913	**73,184**
ABE Subtotal	**1,746**	**1,549**	**3,050**	**2,508**	**19,241**	**8,412**	**41,474**	**26,765**	**1,881**	**1,344**	**17,485**	**8,967**	**134,422**
ASE Low	539	471	1,372	1,300	3,765	2,645	15,480	13,349	813	648	6,896	4,468	**51,746**
ASE High	302	262	617	526	2,072	1,222	6,611	5,252	428	299	5,230	2,934	**25,755**
ASE Subtotal	**841**	**733**	**1,989**	**1,826**	**5,837**	**3,867**	**22,091**	**18,601**	**1,241**	**947**	**12,126**	**7,402**	**77,501**
ESL Beginning Literacy	92	94	1,559	3,229	60	140	6,088	7,407	19	31	506	674	**19,899**
ESL Low Beginning	194	172	2,477	5,153	122	209	14,520	17,584	46	92	814	1,211	**42,594**
ESL High Beginning	396	378	4,037	7,895	224	353	25,708	31,109	82	122	1,522	2,126	**73,952**
ESL Intermediate Low	741	716	6,056	12,509	388	485	43,135	56,133	151	199	2,373	3,710	**126,596**
ESL Intermediate High	432	421	4,401	9,843	244	329	21,975	30,086	141	200	1,649	3,022	**72,743**
ESL Advanced	441	360	4,563	10,906	241	259	20,987	27,783	176	303	1,654	3,387	**71,060**
ESL Subtotal	**2,296**	**2,141**	**23,093**	**49,535**	**1,279**	**1,775**	**132,413**	**170,102**	**615**	**947**	**8,518**	**14,130**	**406,844**
Total	**4,883**	**4,423**	**28,132**	**53,869**	**26,357**	**14,054**	**195,978**	**215,468**	**3,737**	**3,238**	**38,129**	**30,499**	**618,767**

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	470	347	1,506	1,169	3,043	2,345	18,543	13,595	704	522	4,246	2,957	**49,447**
19-24	1,496	891	4,317	5,051	6,195	3,652	54,966	35,922	1,251	765	7,869	5,949	**128,324**
25-44	2,237	2,276	10,005	23,201	11,264	5,587	96,144	119,288	1,270	1,258	16,464	12,278	**301,272**
45-59	569	766	6,959	16,209	5,216	2,146	21,752	38,616	397	513	7,241	6,092	**106,476**
60 and Older	111	143	5,345	8,239	639	324	4,573	8,047	115	180	2,309	3,223	**33,248**
Total	**4,883**	**4,423**	**28,132**	**53,869**	**26,357**	**14,054**	**195,978**	**215,468**	**3,737**	**3,238**	**38,129**	**30,499**	**618,767**

State: California   Table 3   PY 2008-2009

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	20,653	36,357	55,592	19,052	2,768	**134,422**
Adult Secondary Education	17,441	23,969	28,715	6,400	976	**77,501**
English-as-a-Second Language	11,353	67,998	216,965	81,024	29,504	**406,844**
Total	**49,447**	**128,324**	**301,272**	**106,476**	**33,248**	**618,767**

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	12,678	4,767,268	3,890	2,291	2,481	6,307	30.7%
ABE Beginning Basic Education	17,854	2,974,078	7,049	4,029	4,895	5,910	39.5%
ABE Intermediate Low	30,706	4,554,835	12,083	6,580	8,760	9,863	39.4%
ABE Intermediate High	73,184	9,526,183	19,804	9,934	23,532	29,848	27.1%
ASE Low	51,746	5,085,601	9,838	4,036	18,010	23,898	19.0%
ASE High*	25,755	2,504,981	6,924	1,378	8,078	10,753	26.9%
ESL Beginning Literacy	19,899	2,350,118	8,555	6,727	4,428	6,916	43.0%
ESL Low Beginning	42,594	4,409,008	14,531	11,490	10,704	17,359	34.1%
ESL High Beginning	73,952	10,156,561	36,483	27,340	13,359	24,110	49.3%
ESL Intermediate Low	126,596	19,336,906	57,918	42,001	21,836	46,842	45.8%
ESL Intermediate High	72,743	12,236,140	31,371	21,991	13,422	27,950	43.1%
ESL Advanced	71,060	12,308,406	14,536	10,093	16,396	40,128	20.5%
Total	**618,767**	**90,210,085**	**222,982**	**147,890**	**145,901**	**249,884**	**36.0%**

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.

Educational Gains and Attendance by Educational Functioning Level

Entering Educational Functioning Level	Total Number Enrolled Pre- and Post-Tested	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	8,109	3,953,664	3,890	2,291	445	3,774	47.97%
ABE Beginning Basic Education	9,299	2,113,274	7,049	4,029	843	1,407	75.80%
ABE Intermediate Low	16,792	3,422,807	12,083	6,580	1,657	3,052	71.96%
ABE Intermediate High	40,969	7,200,803	19,804	9,934	7,705	13,460	48.34%
ASE Low	16,956	2,692,618	9,838	4,036	2,759	4,359	58.02%
ASE High*	13,768	1,673,065	6,924	1,378	2,467	4,377	50.29%
ESL Beginning Literacy	9,743	1,791,436	8,555	6,727	243	945	87.81%
ESL Low Beginning	16,664	3,025,659	14,531	11,490	490	1,643	87.20%
ESL High Beginning	45,842	8,565,779	36,483	27,340	2,127	7,232	79.58%
ESL Intermediate Low	85,176	16,843,574	57,918	42,001	5,891	21,367	68.00%
ESL Intermediate High	49,358	10,691,251	31,371	21,991	3,950	14,037	63.56%
ESL Advanced	47,862	10,693,329	14,536	10,093	6,838	26,488	30.37%
Total	360,538	72,667,259	222,982	147,890	35,415	102,141	61.8%

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

Educational Gains and Attendance for Participants in Distance Education

Entering Educational Functioning Level	Total Number Enrolled Pre- and Post-Tested	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	32	6,150	13	12	7	12	40.6%
ABE Beginning Basic Education	171	26,361	52	34	44	75	30.4%
ABE Intermediate Low	364	47,449	99	57	103	162	27.2%
ABE Intermediate High	1,041	151,573	274	157	354	413	26.3%
ASE Low	1,193	148,223	143	73	363	687	12.0%
ASE High*	376	49,584	106	32	127	143	28.2%
ESL Beginning Literacy	1,770	387,171	1,094	826	229	447	61.8%
ESL Low Beginning	5,325	837,240	1,823	1,401	1,258	2,244	34.2%
ESL High Beginning	9,440	2,080,905	5,389	4,038	1,282	2,769	57.1%
ESL Intermediate Low	19,224	4,675,350	10,634	7,714	2,510	6,080	55.3%
ESL Intermediate High	10,240	2,610,999	5,172	3,571	1,490	3,578	50.5%
ESL Advanced	10,374	2,741,292	2,455	1,703	2,167	5,752	23.7%
Total	59,550	13,762,297	27,254	19,618	9,934	22,362	45.77%

Include in this table only students who are counted as distance education students.

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 (Sampled and Universe)	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Weighted Average Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment	9,391	7,967	1286	16%	687	53.4%
Retained Employment	6,333	5,492	1000	18%	920	92.0%
Obtained a GED or Secondary School Diploma	33,472	N/A	32,209	96%	12,614	39.2%
Entered Postsecondary Education or Training	7,056	5,621	1,546	28%	645	41.7%

Participant Status and Program Enrollment

Participant Status on Entry into the Program (A)	Number (B)
Disabled	8,885
Employed	200,806
Unemployed	241,946
Not in the Labor Force	176,015
On Public Assistance	35,901
Living in Rural Areas*	Not Collected
Program Type	
In Family Literacy Programs**	18,639
In Workplace Literacy Programs**	2,682
In Programs for the Homeless**	1,359
In Programs for Work-based Project Learners**	0
Institutional Programs	
In Correctional Facilities	71,968
In Community Correctional Programs	240
In Other Institutional Settings	Not Collected
Secondary Status Measures (Optional)	
Low Income	28,294
Displaced Homemaker	6,027
Single Parent	21,010
Dislocated Worker	3,433
Learning Disabled Adults	Not Collected

Adult Education Personnel by Function and Job Status

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

	Adult Education Personnel		
Function **(A)**	**Total Number of Part-time Personnel** **(B)**	**Total Number of Full-time Personnel** **(C)**	**Unpaid Volunteers** **(D)**
State-level Administrative/ Supervisory/Ancillary Services	0	31	0
Local-level Administrative/ Supervisory/Ancillary Services	319	746	168
Local Teachers	9,585	1,974	194
Local Counselors	161	110	55
Local Paraprofessionals	1,882	496	380

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 <u>not paid</u>) who served in the program administered under the Adult Education State Plan.

Outcomes for Adults in Correctional Education Programs

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

Core Followup Outcome Measures	Number of Participants With Main or Secondary Goal	Number of Participants Included in Survey (Sampled and Universe)	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)
Completed an Educational Functioning Level	72,186				24,693	34%
Entered Employment	901	623	37	6%	7	1%
Retained Employment	2	2	0	0%	0	0%
Obtained a GED or Secondary School Diploma	7,854	N/A	6,663	85%	1,923	29%
Entered Postsecondary Education or Training	267	173	15	9%	9	60%

Local Grantees by Funding Source

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	181	16	50,689,309	7.5%	623,912,089	92.5%
Public or Private Nonprofit Agency	**43**	n/a	**1,809,681**	**100%**	n/a	n/a
Community-based Organizations	30	2	1,106,021	100%	n/a	n/a
Faith-based Organizations	4	n/a	302,481	100%	n/a	n/a
Libraries	9	n/a	401,179	100%	n/a	n/a
Institutions of Higher Education	**17**	**1**	**10,500,613**	**100%**	n/a	n/a
Community, Junior or Technical Colleges	17	n/a	10,500,613	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	**3**	n/a	**4,413,803**	**100%**	n/a	n/a
Correctional Institutions	2	n/a	4,252,346	100%	n/a	n/a
Other Institutions (non-correctional)	n/a	n/a	n/a	n/a	n/a	n/a
All Other Agencies	1	n/a	161,457	100%	n/a	n/a

California Department of
EDUCATION

Suggestions for Successful Partnerships

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

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 (continued)	
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 and II Partnership

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

Resource documents and links to related Web sites

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 Stop Systems.

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.

Collaboration Data for Workforce Investment Act Title II Funded Agencies
(Excerpt from responses to the 2008-09 Survey of WIA Title II Programs in California)

Ways Agencies Interacted with Local One-Stop Centers in 2008-09 (Percent of All Respondents)

| Interaction	Percent
Receiving/Giving Student Referrals	87
Providing Classes or Training	54
Assigning Staff Liaison to One-Stop Center	44
Staff working at One-Stop	41
Provide testing/assessment services	41
Conducting Workshops, Conferences, or Informational..	34
Tracking Referrals to or from One-Stop	26
Providing Skills Labs	21
Arranging Job Fairs	16
Providing Cross-Training of One-Stop and Adult Education..	14
Host the One Stop Center	11
Other	8
Reimbursing One-Stop Center for Services Rendered	1

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Effectiveness of Agency Interactions with Local One-Stop Center in 2008-09 (Percent of All Respondents)

- Very Effective, 35.0%
- Somewhat Effective, 46.5%
- Very Ineffective, 5.1%
- Somewhat Ineffective, 6.4%
- Not sure/too soon to tell, 7.0%
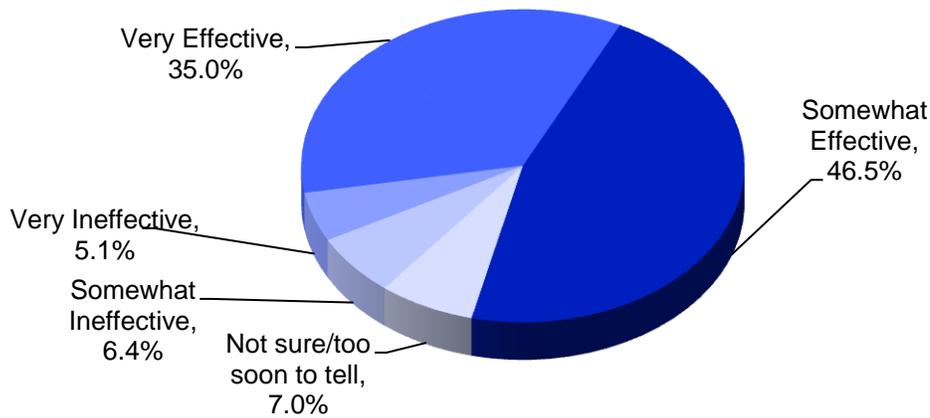
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Ways Agencies Interacted with Local Workforce Investment Boards in 2008-09 (Percent of All Respondents)

Category	Percent
Staff attend WIB meetings	50
Agency has Memorandum of Understanding (MOU) with WIB	48
Agency is represented through a consortium	41
Administrator serves on local WIB board	35
Staff serve as WIB committee members	17
Other	8
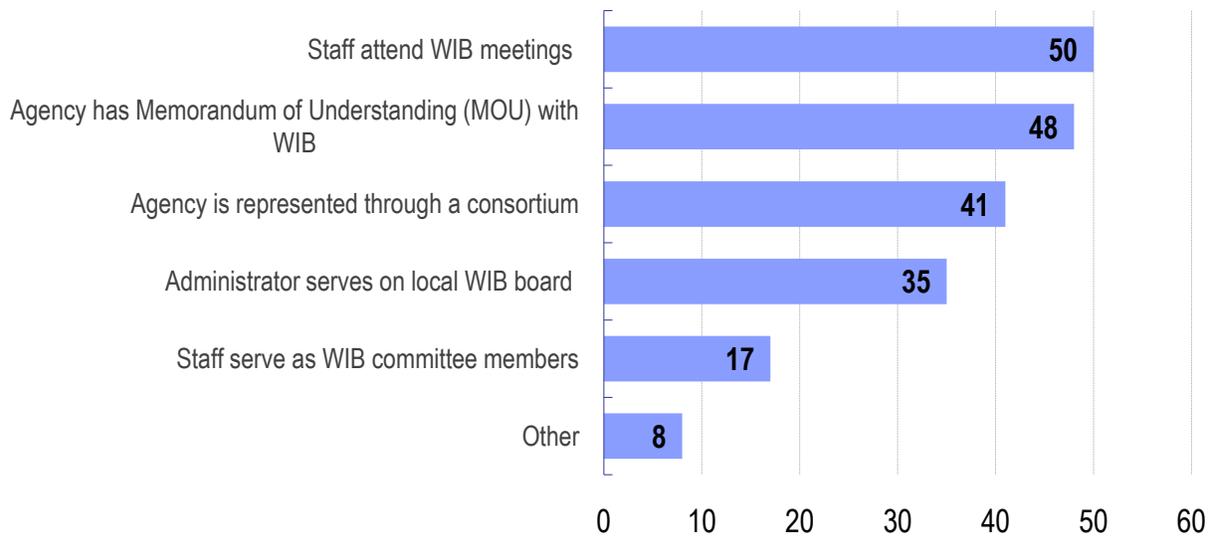
Effectiveness of Agency Interactions with WIB in 2008-09 (Percent of All Respondents)

- Very effective 36%
- Somewhat effective 42%
- Not sure/too soon to tell 11%
- Somewhat ineffective 8%
- Very ineffective 5%
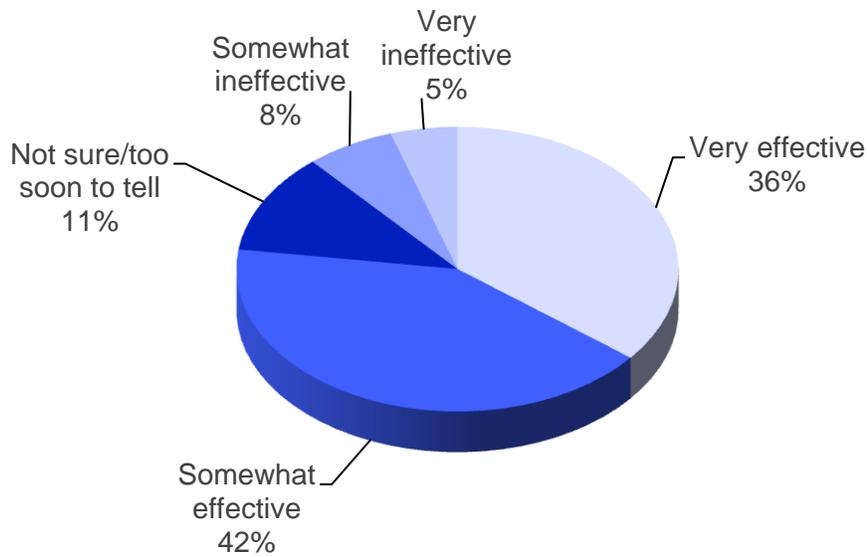
English Literacy Civics Education Data Tables

EL Civics Agency Enrollment by Funding Type 2008-09

Funding Type	Civic Participation Total Enrollment		Citizenship Preparation Total Enrollment		Total EL Civics Agencies
	N	%	N	%	N
Citizenship Preparation Only	–		723	2.9	3
Civic Participation Only	422	0.2	–		4
Citizenship Preparation and ABE 231	–		5,623	22.7	7
Civic Participation and ABE 231	49,949	23.0	–		38
Citizenship Preparation and Civic Participation only	1,086	0.5	183	0.7	6
Civic Participation, Citizenship Preparation and ABE 231	165,502	76.3	18,242	73.6	115
Total	216,959	100.0	24,771	100.0	173

CASAS 2009

EL Civics Agency Enrollment by Provider Type 2008-09

EL Civics Provider Type	Civic Participation Enrollment*		Citizenship Preparation Enrollment*		Total EL Civics Agencies
	N	%	N	%	N
Adult School	171,311	78.96	19,751	79.73	129
Community College	43,660	20.12	3,275	13.22	13
Community Based Organization	1,266	0.58	1,389	5.61	24
Library	205	0.09	325	1.31	3
County Office of Education	517	0.24	31	0.13	4
Total	216,959	100.0	24,771	100.0	173

EL Civics Data Highlights 2008-09

Number of Agencies funded for EL Civics	173
Received EL Civics Funding only	13
Received EL Civics and 231 Funding	160
Total EL Civics Learner who qualified for the Federal Tables	219,600
Total EL Civics Learners with pre- and post-tests	142,736
Total EL Civics Learners completing an instructional level	91,758
Total EL Civics Learners who advanced one or more levels	64,794

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*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

CO #	Additional Assessment Plan Description	Total Agencies Selected	Total Assessments Administered	Total Learners Passed	Total Learners Passed %
033C	Identify and access employment and training resources needed to apply for a job.	100	23,731	20,768	87.5%
028C	Access the health care system and be able to interact with the providers.	71	16,316	14,408	88.3%
013C	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	71	11,772	9,879	83.9%
040C	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	61	12,405	10,412	83.9%
016C	Follow appropriate procedures and access community- assistance agencies in case of emergency or disaster	48	12,233	10,581	86.5%
011C	Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.	43	5,716	4,982	87.2%
046C	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	41	8,797	7,806	88.7%
004C	Describe methods and procedures to obtain housing and related services including low-cost community housing.	35	9,241	7,866	85.1%
001C	Identify/evaluate/compare financial service options in the community.	34	7,139	5,447	76.3%
012C	Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals	32	6,921	5,228	75.5%

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