

California Adult Education California Annual Performance Report

Federally Funded
Workforce Investment Act Title II Programs
Program Year 2010
July 1, 2009 to June 30, 2010

Prepared by *CASAS*
under contract with the California Department of Education





California Annual Performance Report

Federally Funded Workforce Investment Act, Title II Programs
Program Year 2010, July 1, 2009 – June 30, 2010

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.

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LIST OF ACRONYMS

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

Acronym	Definition
ABE	Adult Basic Education
AEFLA	Adult Education and Family Literacy Act
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 Systems
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 Functioning Levels
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
ESL-Cit	ESL-Citizenship
GED	General Educational 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
ED	United States Department of Education
WIA, Title II	Workforce Investment Act Title II
WIB	Workforce Investment Board
WSCS	Workforce Skills Certification System

California Annual Performance Report 2009–10

This report is California's response to the four questions that the United States Department of Education (ED), Office of Vocational and Adult Education (OVAE), requires of all states and territories receiving federal funding through the Workforce Investment Act (WIA) Title II and Adult Education and Family Literacy Act (AEFLA).

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 **one-fourth of the nation's adults** enrolled in WIA, Title II programs. They address the unique needs of individuals and communities by providing adults with the knowledge and skills necessary to improve their economic conditions and become positive contributors to the economy and to their families and communities. California adult education programs help learners to:

- Gain employment or better their current employment.
 - Obtain a high school diploma or General Educational Development (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.
- **In 2009–10** the adult education providers served **696,831** learners in WIA, Title II programs. Of those learners 434,428 (62.3 percent) qualified for inclusion in the National Reporting System (NRS). In 2009–10 the California statewide data showed continuing **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.
 - A significant proportion of learners were successful in achieving their goal and reported outcomes such as attain a high school diploma or GED, acquire computer or technical skills, master core competencies, attain a certificate, or acquire workforce readiness skills. These results indicate that learners were able to achieve a wide array of educational and workforce preparation skills.

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: <http://www.adultedlearners.org> (outside source).

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 No Child Left Behind Act. 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 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 all time high. 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.

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 Adult Education Office (AEO) 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.

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. The pilot projects will focus on a selected population of Adult Secondary Education (ASE) students who have expressed interest in transitioning to postsecondary education and following an intensive career employment path. 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 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 is in sync with 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.

ABE Initiative: The CDE completed a statewide Adult Basic Education (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.

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.

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.

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 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 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 English Second Language (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.

The Leadership Projects provided PD 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.

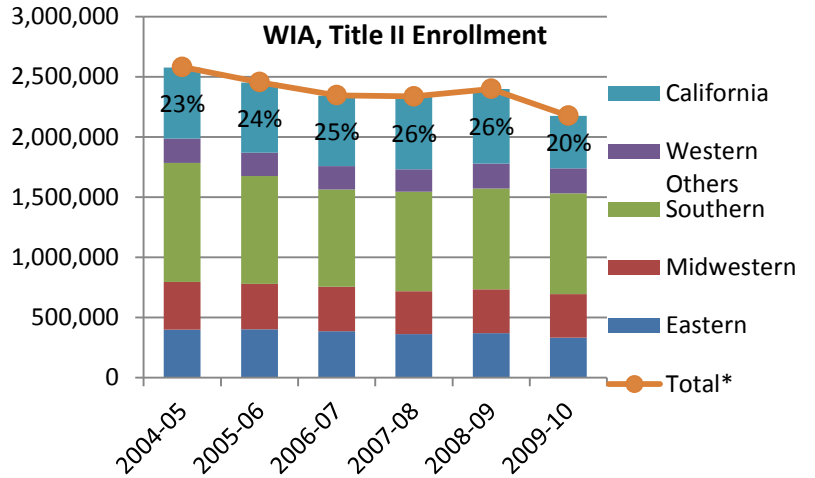
- Registered more than 3,000 participants online for 42 statewide in person and 204 online trainings sessions that addressed topics in accountability, NRS Performance, assessment, quarterly data submission, and English Literacy and Civics Education (EL Civics). Facilitated regional network meetings were held across the state that addressed accountability and the use of data to inform instruction and improve programs.

- Provided targeted technical assistance (TTA) to agencies to improve program, data quality, and NRS performance goals for persistence, educational functioning levels, and core performance indicators for entering and retaining employment, entering postsecondary education and training programs, and obtaining a GED or high school diploma. A significant number of agencies who received TTA have shown measurable improvement in NRS. Updated TOPSpro student level data collection, management, and reporting system to enhance data integrity processes and audit and monitoring reports.
- Built capacity for conducting research-based PD through its Research-Based Practice Initiative. This included the conduct of its Study Circle Facilitators Institute, the development of research briefs, and the twice annual publication of the *CALPROgress Journal*.
- Provided an Adult Education Leadership Institute for new adult education administrators. The two-year Leadership Institute that graduated twelve new administrators.
- Offered the fifth 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. Seven hundred fifty-seven participants attended 76 online workshops and 459 participants attended 37 hands-on workshops. One hundred sixty-two 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. More than 300 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.
- Developed two new workshop modules: *Contextualized Workforce Instruction in the ABE/ASE Classroom* and *Contextualized instruction in the ESL Classroom*. At the Training-of-Trainers Institute 65 agency PD staff received guidance and certification in providing these workshops to their staff.

NRS Strategic Planning Institute: California was one of twelve states chosen to participate in an NRS Strategic Planning Institute sponsored by OVAE. In preparation for the reauthorization of WIA 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.

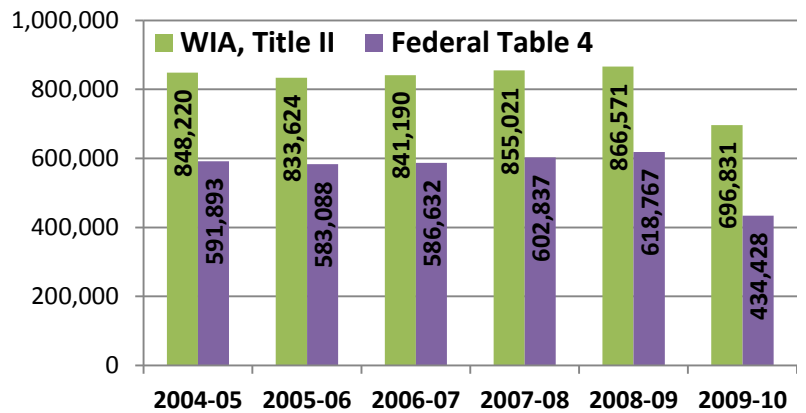
QUESTION 2: CORE INDICATORS OF PERFORMANCE - SIGNIFICANT FINDINGS AT THE STATE LEVEL

California is the largest adult education provider in the United States. California served approximately **one-fourth of the nation's adults** enrolled in WIA, Title II programs in 2009–10 program years. Since the state is home to one-third of the national non-English-speaking population, the ESL program comprises 65.8 percent of California's WIA, Title II programs and 38 percent of the nation's ESL program. California also serves a significant number of learners in ABE and ASE programs (15 percent of total learners enrolled nationwide) according to the 2008–09 data posted on the NRS Web site.



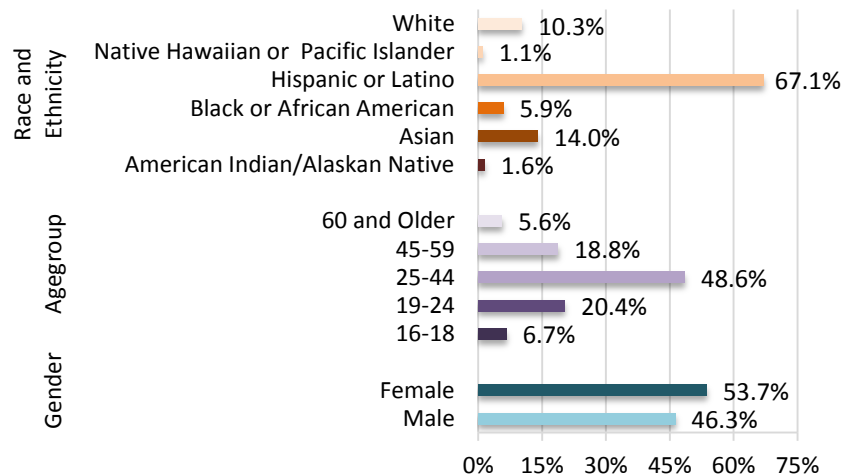
Enrollment 2009–10

In 2009–10, 256 local agencies served 696,831 learners in the WIA, Title II AEFLA programs. Of those learners 434,428 (62.3 percent) qualified for NRS federal reporting.



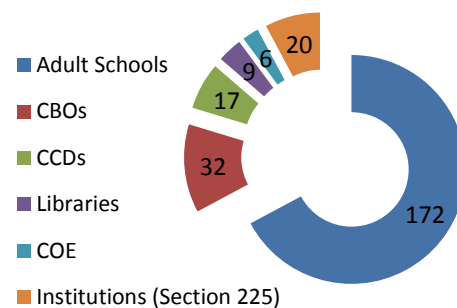
California budget crisis that resulted in the significant reduction of the education funding and shifting of the state apportionment fund for adult schools to the local school district has created unprecedented pressures on the adult school system. California's WIA, Title II programs saw a **significant decline in enrollment (19.6 percent) in the 2009–10 program year.** Enrollment in all three WIA, Title II programs — ABE, ESL, and ASE saw significant declines.

Adult learners who qualified for NRS federal reporting reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (67.1 percent) and Asian (14 percent). Adult learners are more likely to be female (53.7 percent), and the largest group of adult learners is between the ages twenty-five to forty-four (48.6 percent.)



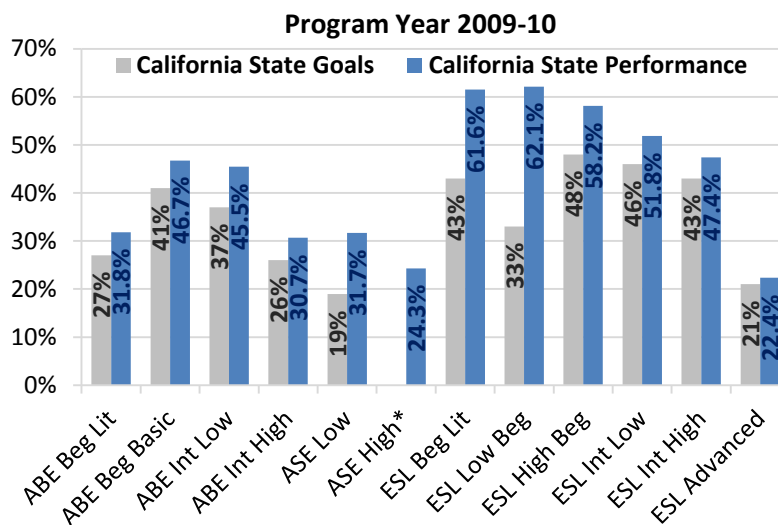
California adult education providers include adult schools, community-based organization (CBOs), community college districts (CCDs), library literacy programs, county offices of education (COE) and jail programs, including county jail education and state agencies serving institutionalized adults. Adult schools comprise the majority of WIA, Title II agencies and enroll more than 75 percent of total learners served by California. Both adult schools and jail programs saw a significant drop in enrollment (over 20 percent) and CBOs saw a 3.4 percent drop. CCDs, libraries and COEs saw a slight increase in enrollment.

WIA, Title II Providers

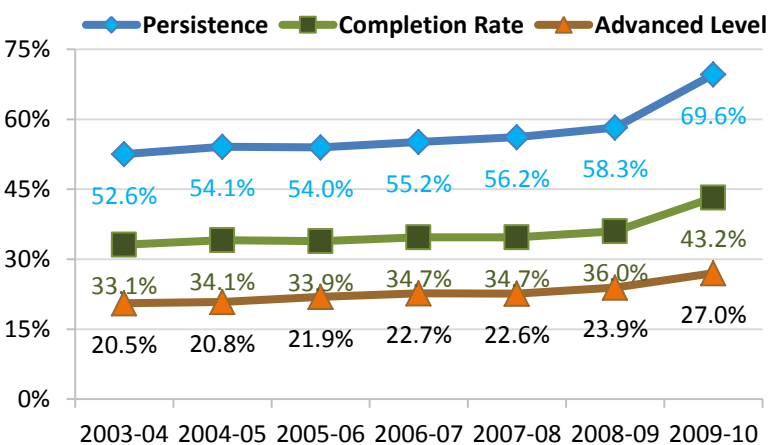


NRS Performance

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 2009–10 the California WIA, Title II agencies **exceeded all negotiated state goals** in NRS EFLs. **The completion rate for all 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)** completed an EFL, and 27 percent advanced one or more EFLs. More than 62 percent of the learners who persisted completed an EFL.

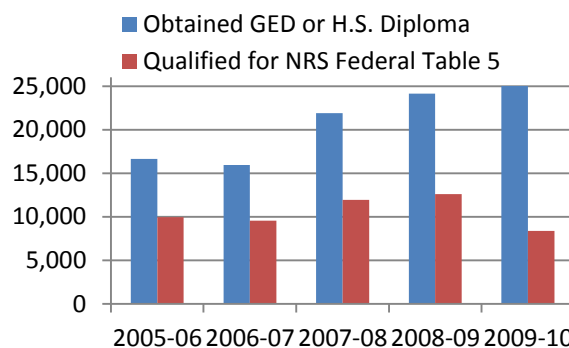


The persistence rates in 2009–10 improved for all EFLs compared to 2008–09. California achieved a total **persistence rate of 69.6 percent, exceeding the state goal of 50 percent.** California has steadily improved performance on persistence, EFL completion, and on advancing one or more levels over the past five years. The **434,428** WIA, Title II learners who qualified for NRS federal reporting on an average took 165 hours of instruction compared to 146 hours in 2008–09. Learners who persisted in the program **302,286** learners and were administered a pre- and post-test had slightly more than 200 hours of instruction. The budget reduction has forced local providers to



cut costs and offer smaller programs. Many agencies have adopted managed enrollment models. 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 shows a steady increase in the total number of learner who obtained a GED secondary school diploma and exceeded the state goal. California also improved significantly the response rate of surveys used for the core follow-up measures of entering employment, retaining employment and entering postsecondary education but did not meet the state goals.



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 functioning level completion goals and performance are compared with agency level performance. The longitudinal data is 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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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 fourteen 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

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.

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.

The CDE is also partnering with CASAS to implement CASAS eTests at six paired WIA, Title I One Stops and WIA, Title 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 tracking of clients, and document outcomes to provide “seamless” service to adult learners and job seekers and transition them successfully to higher education or into the workforce.

Pathways to Prosperity (PPI): The CDE is working with the Career Ladders Project to develop a pilot project that involves Career Advancement Academies (CAAs), 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: The CDE Adult Education and partners created an innovative and new Web resource called “California Direct Connect – Links to Your Future.” The Web pages help students and workers find jobs, explore careers, investigate opportunities to continue their education, and access workforce resources.

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 (76.5 percent), followed by medium-sized (71.2 percent), and small agencies (42.3 percent). A majority (84.9 percent) of agencies reported receiving or providing student referrals, 49.7 percent indicated they provided classes or training for their local One-Stop system, and 40.9 percent stated they had assigned a staff liaison to the One-Stop system. In addition, 37.1 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, 48.8 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 (53.7 percent); (2) staff attended WIB meetings (48.8 percent); (3) provided local representation through a consortium (33.3 percent); and/or (4) an administrator served on the local WIB board (33.3 percent).

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

EL Civics continues to have a positive impact on the delivery of English language instruction in California. In the 2009–10 WIA, Title II survey 89 percent of EL Civics agencies reported enhanced or improved instruction, 74 percent reported improved teacher and staff collaboration, and 64 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 Online 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 consultants, and the CASAS 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 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 166,351 learners 21,461 were enrolled in Citizenship Preparation and 153,274 were enrolled in Civic Participation. More than 9,000 (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. Agencies may 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. The accomplishments are showcased at the CASAS Web site

<https://www.casas.org/elc/> (outside source).

APPENDIXES

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

Provider Type	2004–05		2005–06		2006–07		2007–08		2008–09		2009–10	
	N	%	N	%	N	%	N	%	N	%	N	%
Adult School	180	59.2	177	61.2	175	64.1	173	65.0	174	66.4	172	67.2
Community College	19	6.3	18	6.2	18	6.6	17	6.4	17	6.5	17	6.6
Community-Based Organization	54	17.8	47	16.3	40	14.7	38	14.3	34	13.0	32	12.5
Library	13	4.3	12	4.2	11	4.0	10	3.8	9	3.4	9	3.5
State Agency	4	1.3	4	1.4	3	1.1	3	1.1	3	1.1	3	1.2
Jail Programs*	23	7.6	22	7.6	18	6.6	18	6.8	18	6.9	17	6.6
County Office of Education	9	3.0	8	2.8	8	2.9	7	2.6	7	2.7	6	2.3
California State University	1	0.3										
County/City Government**	1	0.3	1	0.3								
Total	304	100.0	289	100.0	273	100.0	266	100.0	262	100.0	256	100.0

CASAS 2010

Provider Type	2005–06		2006–07		2007–08		2008–09		2009–10	
	N	%	N	%	N	%	N	%	N	%
Adult School	441,673	75.7	441,191	75.2	446,795	74.1	459,689	74.3	314,606	72.4
Community College	67,923	11.6	69,407	11.8	70,357	11.7	72,979	11.8	66,402	15.3
Community-Based Organization	8,478	1.5	6,717	1.1	6,565	1.1	6,500	1.1	5,915	1.4
Library	2,074	0.4	1,835	0.3	1,637	0.3	1,528	0.2	1,895	0.4
State Agency	44,983	7.7	50,610	8.6	58,764	9.7	59,583	9.6	31,243	7.2
Jail Programs*	14,028	2.4	13,160	2.2	14,128	2.3	14,287	2.3	10,724	2.5
County Office of Education	3,909	0.7	3,712	0.6	4,591	0.8	4,201	0.7	3,643	0.8
California State University										
County/City Government**	20	0.0								
Total	583,088	100.0	586,632	100.0	602,837	100.0	618,767	100.0	434,428	100.0

CASAS 2010

*Includes section 225 funded programs at Stanislaus Literacy Center & Tri-Valley Regional Occupation Program

** Housing Authority of the City of Los Angeles Workforce Center

APPENDIX B
Summary of California Core Performance Results

Entering Educational Functioning Level	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)
	%	%	%	%	%	%	%	%	%	%	%	%
ABE Beginning Literacy	25	25.1	25	24.2	26	27.3	25	26.4	28	30.7	27	31.8
ABE Beginning Basic	37	43.0	42	41.4	44	40.0	43	39.0	43	39.5	41	46.7
ABE Intermediate Low	39	37.6	38	33.5	38	34.1	36	35.3	36	39.4	37	45.5
ABE Intermediate High	30	30.4	31	27.4	31	25.8	31	25.6	29	27.1	26	30.7
ASE Low	32	24.7	26	21.5	26	15.4	25	16.9	22	19.0	19	31.7
ASE High	31	26.2	30	24.8	27	25.2	--	25.2	--	26.9	--	24.3
ESL Beginning Literacy	34	38.7	36	40.1	40	41.0	41	41.6	42	43.0	43	61.6
ESL Beginning (Low 2006-07)	31	32.6	32	34.3	34	29.7	35	31.1	35	34.1	33	62.1
ESL Beginning (High 2006-07)					34	47.3	36	47.2	48	49.3	48	58.2
ESL Intermediate Low	41	42.9	43	43.3	44	43.5	44	44.2	44	45.8	46	51.8
ESL Intermediate High	43	43.0	44	42.3	44	42.0	44	41.6	43	43.1	43	47.4
ESL Advanced Low	25	22.2	24	21.7	23	19.1	23	19.8	22	20.5	21	22.4
ESL Advanced High	N/A	17.7	N/A	19.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Core Follow-Up Outcome Measures*												
	%	%	%	%	%	%	%	%	%	%	%	%
GED/HS Completion	30	27.9	30	26.5	30	32.4	30	36.0	35	39.2	38	38.8
Entered Employment	55	50.2	56	49.9	56	52.7	53	56.9	53	53.4	59	44.0
Retained Employment	83	87.0	83	91.4	88	92.0	91	92.9	91	92.0	95	90.8
Entered Postsecondary Education	55	57.2	56	47.3	58	47.8	57	42.4	60	41.7	44	43.1

CASAS 2010

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 (A)	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Total (N)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	
ABE Beginning Literacy	78	67	176	113	1,396	527	2,240	1,105	108	49	1,431	918	8,208
ABE Beginning Basic Education	157	147	240	200	2,074	1,038	4,158	2,783	154	110	1,157	625	12,843
ABE Intermediate Low	285	254	441	443	3,161	1,509	6,909	5,264	331	243	1,929	1,146	21,915
ABE Intermediate High	690	627	1,339	1,263	5,833	3,150	17,453	13,667	871	660	5,912	3,545	55,010
ABE Subtotal	1,210	1,095	2,196	2,019	12,464	6,224	30,760	22,819	1,464	1,062	10,429	6,234	97,976
ASE Low	270	267	587	543	1,928	1,138	7,345	5,930	349	277	3,205	1,935	23,774
ASE High	166	163	272	235	1,024	582	3,635	2,671	212	144	2,679	1,635	13,418
ASE Subtotal	436	430	859	778	2,952	1,720	10,980	8,601	561	421	5,884	3,570	37,192
ESL Beginning Literacy	61	60	1,103	2,188	33	94	2,970	3,897	6	19	294	451	11,176
ESL Low Beginning	122	110	1,465	2,813	70	127	5,893	7,503	26	28	492	646	19,295
ESL High Beginning	353	306	2,997	6,104	164	273	17,076	22,414	71	112	1,257	1,642	52,769
ESL Intermediate Low	570	572	4,957	10,061	275	430	30,788	42,710	133	168	2,121	3,251	96,036
ESL Intermediate High	390	369	3,673	7,817	234	324	18,242	25,385	136	158	1,529	2,676	60,933
ESL Advanced	403	343	3,499	8,418	191	219	17,647	23,603	156	234	1,521	2,817	59,051
ESL Subtotal	1,899	1,760	17,694	37,401	967	1,467	92,616	125,512	528	719	7,214	11,483	299,260
Total	3,545	3,285	20,749	40,198	16,383	9,411	134,356	156,932	2,553	2,202	23,527	21,287	434,428

STATE: California

Table 2

PY 2009–10

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	291	227	993	764	1,682	1,240	10,886	8,097	465	300	2,304	1,647	28,896
19-24	1,126	650	3,402	3,999	4,236	2,670	36,363	25,136	890	588	5,206	4,278	88,544
25-44	1,614	1,671	7,023	16,939	6,670	3,747	66,705	86,762	814	804	9,655	8,548	210,952
45-59	437	606	5,473	12,315	3,361	1,534	16,924	30,925	287	378	4,742	4,593	81,575
60 and Older	77	131	3,858	6,181	434	220	3,478	6,012	97	132	1,620	2,221	24,461
Total	3,545	3,285	20,749	40,198	16,383	9,411	134,356	156,932	2,553	2,202	23,527	21,287	434,428

State: California

Table 3

PY 2009–10

Participants by Program Type and Age

Enter the number of participants by program type and age.

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Adult Basic Education	15,861	30,121	36,605	13,457	1,932	97,976
Adult Secondary Education	5,843	12,716	14,885	3,418	330	37,192
English-as-a-Second Language	7,192	45,707	159,462	64,700	22,199	299,260
Total	28,896	88,544	210,952	81,575	24,461	434,428

Educational Gains and Attendance by Educational Functioning 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	8,208	2,857,306	2,613	1,666	1,562	4,033	31.8%
ABE Beginning Basic Education	12,843	2,142,831	6,003	3,776	3,071	3,769	46.7%
ABE Intermediate Low	21,915	3,355,874	9,962	5,896	5,350	6,603	45.5%
ABE Intermediate High	55,010	7,574,105	16,891	8,936	15,691	22,428	30.7%
ASE Low	23,774	3,145,589	7,529	3,156	7,512	8,733	31.7%
ASE High*	13,418	1,665,491	3,262	0	4,608	5,548	24.3%
ESL Beginning Literacy	11,176	1,716,818	6,879	5,245	1,475	2,822	61.6%
ESL Low Beginning	19,295	3,027,422	11,991	9,434	2,661	4,643	62.1%
ESL High Beginning	52,769	8,337,286	30,686	23,066	7,318	14,765	58.2%
ESL Intermediate Low	96,036	15,960,037	49,789	35,760	14,000	32,247	51.8%
ESL Intermediate High	60,933	10,976,044	28,898	20,267	9,950	22,085	47.4%
ESL Advanced	59,051	10,932,117	13,198	0	12,381	33,472	22.4%
Total	434,428	71,690,920	187,701	117,202	85,579	161,148	43.2%

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.

State: California

Table 4B

PY 2009–10

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	5,679	2,410,167	2,613	1,666	406	2,660	46.0%
ABE Beginning Basic Education	8,072	1,716,309	6,003	3,776	679	1,390	74.4%
ABE Intermediate Low	13,534	2,698,565	9,962	5,896	1,273	2,299	73.6%
ABE Intermediate High	33,802	6,069,372	16,891	8,936	5,712	11,199	50.0%
ASE Low	13,868	2,451,247	7,529	3,156	2,431	3,908	54.3%
ASE High*	8,472	1,305,120	3,262	0	2,109	3,101	38.5%
ESL Beginning Literacy	7,838	1,510,776	6,879	5,245	175	784	87.8%
ESL Low Beginning	13,790	2,720,676	11,991	9,434	417	1,382	87.0%
ESL High Beginning	38,082	7,512,436	30,686	23,066	1,556	5,840	80.6%
ESL Intermediate Low	71,253	14,516,463	49,789	35,760	4,379	17,085	69.9%
ESL Intermediate High	45,332	9,999,596	28,898	20,267	3,481	12,953	63.7%
ESL Advanced	42,564	9,841,431	13,198	0	5,586	23,780	31.0%
Total	302,286	62,752,158	187,701	117,202	28,204	86,381	62.1%

State: California

Table 4C

PY 2009–10

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	14	4,482	8	2	1	5	57.1%
ABE Beginning Basic Education	71	17,959	28	18	19	24	39.4%
ABE Intermediate Low	209	56,187	84	57	50	75	40.2%
ABE Intermediate High	847	234,517	255	147	191	401	30.1%
ASE Low	590	142,904	187	93	135	268	31.7%
ASE High*	302	58,419	80	0	68	154	26.5%
ESL Beginning Literacy	532	142,443	383	267	46	103	72.0%
ESL Low Beginning	1,049	304,724	738	524	120	191	70.4%
ESL High Beginning	3,385	1,004,525	2,349	1,674	346	690	69.4%
ESL Intermediate Low	7,063	2,047,421	4,393	3,057	885	1,785	62.2%
ESL Intermediate High	5,173	1,608,374	2,824	1,892	780	1,569	54.6%
ESL Advanced	5,186	1,631,402	1,320	0	1,081	2,785	25.5%
Total	24,421	7,253,357	12,649	7,731	3,722	8,050	51.80%

**Table 5
Core Follow-Up Outcome Achievement**

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	10,120	8,405	2,343	28%	1,031	44%
Retained Employment	5,254	4,550	1,009	23%	916	91%
Obtained a GED or Secondary School Diploma	21,941	N/A	21,642	99%	8,396	39%
Entered Postsecondary Education or Training	5,893	4,666	1,596	34%	688	43%

State: California Table 6 PY 2009–10
Participant Status and Program Enrollment

Participant Status on Entry into the Program (A)	Number (B)
Disabled	6,381
Employed	125,727
Unemployed	179,031
Not in the Labor Force	129,670
On Public Assistance	27,680
Living in Rural Areas	Not Collected
Program Type	
In Family Literacy Programs	10,075
In Workplace Literacy Programs	1,754
In Programs for the Homeless	1,111
In Programs for Work-based Project Learners	230
Institutional Programs	
In Correctional Facilities	40,054
In Community Correctional Programs	406
In Other Institutional Settings	Not Collected
Secondary Status Measures (Optional)	
Low Income	18,002
Displaced Homemaker	4,641
Single Parent	16,124
Dislocated Worker	4,140
Learning Disabled Adults	Not Collected

State: California

Table 7

PY 2009–10

Adult Education Personnel by Function and Job Status

Function (A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
State-level Administrative/ Supervisory/Ancillary Services	0	30	0
Local-level Administrative/ Supervisory/Ancillary Services	314	681	230
Local Teachers	7,984	1,641	348
Local Counselors	157	114	71
Local Paraprofessionals	1,076	569	180

Outcomes for Adults in Correctional Education Programs

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	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Completed an Educational Functioning Level	40,368				14,033	35%
Entered Employment	964	768	31	4%	11	35.5%
Retained Employment	10	5	0	0%	0	0%
Obtained a GED or Secondary School Diploma	5,045	N/A	4,747	94%	1,340	28%
Entered Postsecondary Education or Training	131	71	8	11.3%	2	25%

State: California

Table 14
Local Grantees by Funding Source

PY 2009–10

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	177	16	\$51,627,331	7.5%	\$634,753,000	92.5%
Public or Private Nonprofit Agency	43	1	\$1,471,123	100%	n/a	n/a
Community-based Organizations	28	1	\$945,078	100%	n/a	n/a
Faith-Based Organizations	6	n/a	\$191,486	100%	n/a	n/a
Libraries	9	n/a	\$334,559	100%	n/a	n/a
Institutions of Higher Education	17	1	\$9,770,798	100%	n/a	n/a
Community, Junior or Technical Colleges	17	1	\$9,770,798	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	\$4,501,763	100%	n/a	n/a
Correctional Institutions	2	n/a	\$4,378,678	100%	n/a	n/a
Other Institutions (non-correctional)	1	n/a	\$123,085	100%	n/a	n/a
All Other Agencies	n/a	n/a	n/a	100%	n/a	n/a

APPENDIX D
California Collaboration References



Suggestions for Successful Partnerships

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

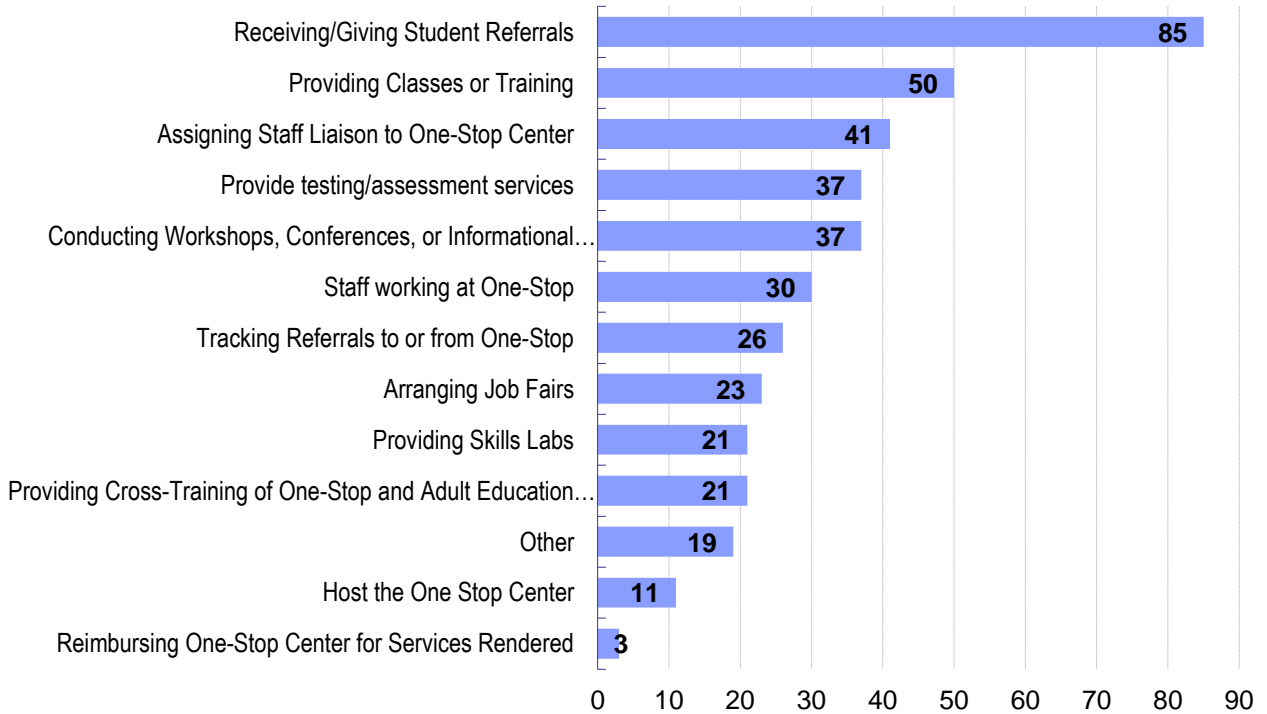
[One Stop Information](#)

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

APPENDIX E

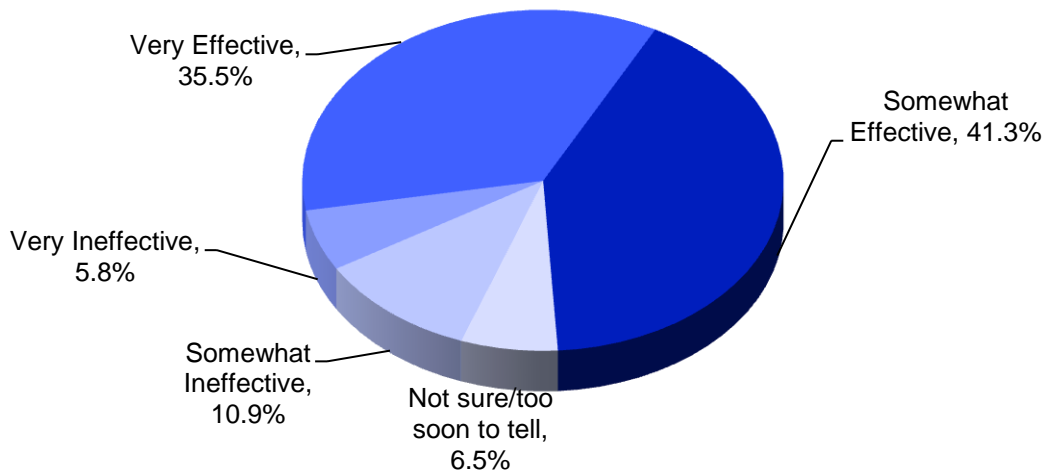
Collaboration Data for Workforce Investment Act Title II Funded Agencies
 (Excerpt from responses to the 2009–10 Survey of WIA, Title II Programs in California)

Ways Agencies Interacted with Local One-Stop Centers in 2009–10
 (Percent of All Respondents)



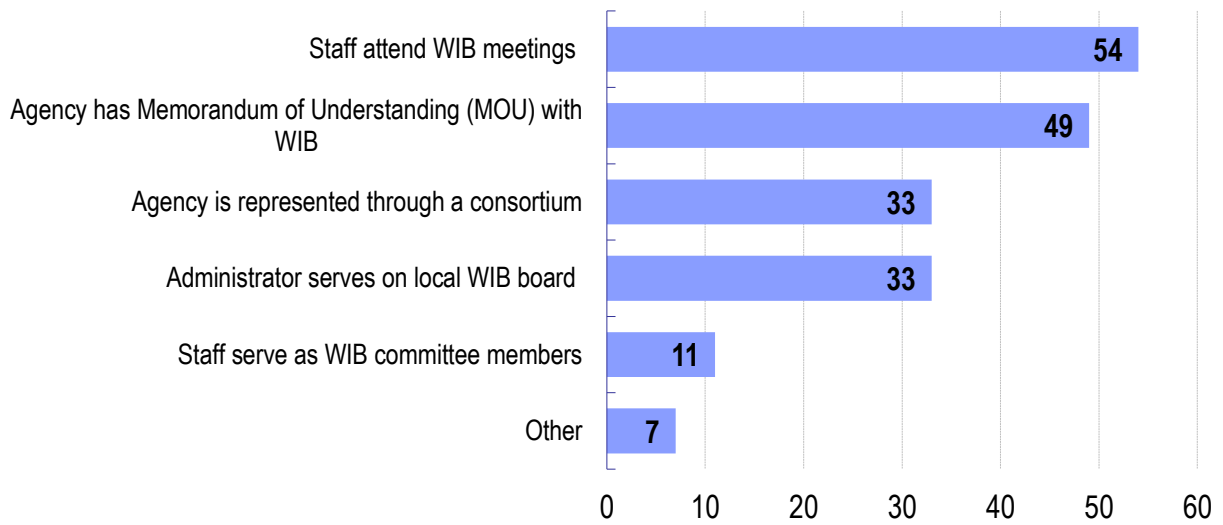
CASAS 2010

Effectiveness of Agency Interactions with Local One-Stop Center in 2009–10
 (Percent of All Respondents)



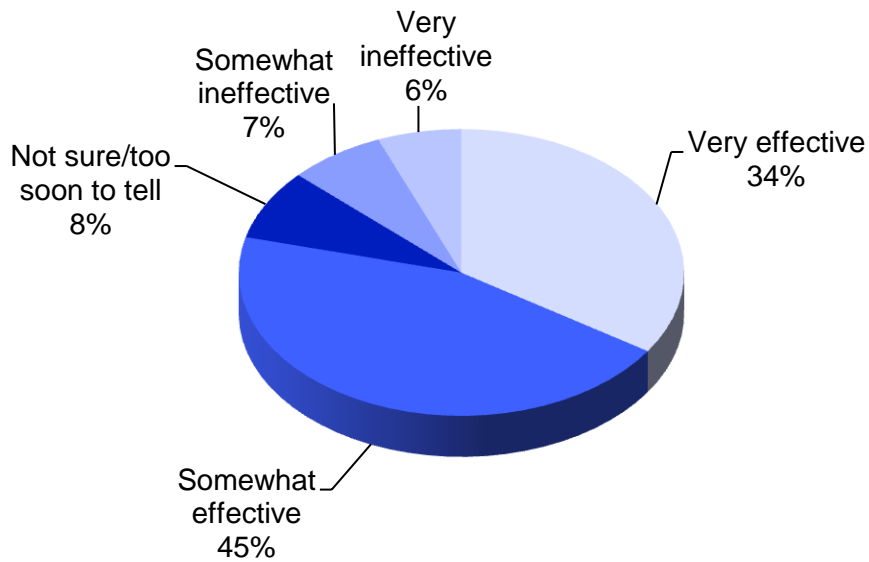
CASAS 2010

Ways Agencies Interacted with Local Workforce Investment Boards in 2009–10 (Percent of All Respondents)



CASAS 2010

Effectiveness of Agency Interactions with WIB in 2009–10 (Percent of All Respondents)



CASAS 2010

APPENDIX F
English Literacy Civics Education Data Tables

EL Civics Agency Enrollment by Funding Type 2009–10

Funding Type	Civic Participation Total Enrollment		Citizenship Preparation Total Enrollment		Total EL Civics Agencies
	N	%	N	%	N
Citizenship Preparation Only	-		973	4.5	3
Civic Participation Only	334	0.2	-		4
Citizenship Preparation and ABE 231	-		4,656	21.7	6
Civic Participation and ABE 231	20,536	13.4	-		36
Citizenship Preparation and Civic Participation only	852	0.6	143	0.7	6
Civic Participation, Citizenship Preparation and ABE 231	131,552	85.8	15,689	73.1	115
Total	153,274	100.0	21,461	100.0	170

CASAS 2010

EL Civics Agency Enrollment by Provider Type 2009–10

EL Civics Provider Type	Civic Participation Enrollment*		Citizenship Preparation Enrollment*		Total EL Civics Agencies
	N	%	N	%	N
Adult School	107,203	69.94	16,404	76.44	127
Community College	44,278	28.89	3,213	14.97	13
Community Based Organization	1,169	0.76	1,505	7.01	23
Library	220	0.14	313	1.46	3
County Office of Education	404	0.26	26	0.12	4
Total	153,274	100.0	21,461	100.0	170

CASAS 2010

EL Civics Data Highlights 2009–10

Number of Agencies funded for EL Civics	170
Received EL Civics Funding only	13
Received EL Civics and 231 Funding	157
Total EL Civics Learner who qualified for the Federal Tables	146,736
Total EL Civics Learners with pre- and post-tests	108,078
Total EL Civics Learners completing an instructional level	69,189
Total EL Civics Learners who advanced one or more levels	46,973

CASAS 2010

**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*

The Ten Most-Used Civic Objectives and Additional Assessment Plans in 2009–10

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.	97	23,400	20,177	86.2%
028C	Access the health care system and be able to interact with the providers.	80	17,189	14,987	87.2%
013C	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	74	17,129	15,478	90.4%
040C	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	48	10,208	9,121	89.4%
046C	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	45	13,144	11,592	88.2%
016C	Follow appropriate procedures and access community- assistance agencies in case of emergency or disaster	41	6,413	5,510	85.9%
001C	Identify/evaluate/compare financial service options in the community.	34	3,241	2,937	90.6%
011C	Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.	33	6,189	5,510	89.0%
012C	Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals	31	7,355	6,546	89.0%
004C	Describe methods and procedures to obtain housing and related services including low-cost community housing.	28	6,124	5,483	89.5%

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