



California Adult Education California Annual Performance Report



Federally Funded
Workforce Investment Act Title II Programs
Program Year 2011
July 1, 2010 to June 30, 2011



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



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Program Year 2011, July 1, 2010 – June 30, 2011

This report was prepared by Comprehensive Adult Student Assessment Systems (CASAS) for the California Department of Education (CDE), Adult Education Office (AEO). The data in this report was collected during the 2010–11 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
P2P	Policy to Performance Initiative
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 2010–11

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-fifth 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.

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. Many students 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 an 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) partners with three agencies through contracts 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 (P2P): The P2P initiative (policy2performance.org) was launched by the U.S. Department of Education's Office of Vocational and Adult Education and is designed to support "Transitioning Adults to Opportunity." California is one of eight states participating in the initiative. The initiative supports the broad goals of The American Recovery and Reinvestment Act of 2009 and also aligns with the President's American Graduation Initiative. California's goals and objectives for participating in this initiative are:

- To increase the transfer rates of eligible students from adult education programs to post-secondary education programs.

- To foster an institutional climate supportive of the success of adult education students.

The CDE AEO is conducting a pilot project for the 2011-2012 school year. The AEO has selected ten pilot programs that have the capacity to strengthen an existing or build a new comprehensive student support services component of their current postsecondary transition program. The P2P Pilot Project is focusing on a selected population of Adult Secondary Education students who have expressed interest in transitioning to postsecondary education. Through data collection, analysis, guidance, and support, the ten pilots will provide the AEO with essential data regarding successful partnerships, support services, student assessments, literacy levels, student tracking, and transition outcomes. Based on the results, the ten pilots will serve as model programs for the establishment of statewide educational policy regarding services for transitioning students to postsecondary education.

National Career Awareness Project: California was one of eight states selected to participate in the National Career Awareness Project (NCAP), launched by the U.S. Department of Education's Office of Vocational and Adult Education. This project is designed to support Adult Education Instructors and Counselors (2 per pilot site). California selected five pilot programs that have the capacity to initiate or strengthen a career planning and awareness component for their current postsecondary transition program. The pilot projects focuses on integrating a given NCAP curricula for ESL, ABE and ASE students. Participating adult education agencies include Bakersfield Adult School, Contra Costa County Office of Education/Parolee Education, Los Angeles Unified, Proteus, Inc., and Vallejo Adult School.

The career planning and awareness component serves as one of the many supports needed for our adult students to transition to postsecondary education and employment. In December 2011, California's Adult Education Office completed a State Dissemination Plan derived from feedback and suggestions from the pilot school principals and instructors/counselors. The plan included expected NCAP goals, partners, communications, trainers, content, strategies and long-term outcomes.

ABE Initiative: Last year 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. Current data shows that over 70 percent of participating agencies have increased in ABE student persistence and completion rates as reported through the National Reporting System in 2009-10 and 2010-11. California's ABE Program on the whole has also shown improvement for all its educational functioning levels (EFLs) compared to 2008-09.

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. CALPRO developed and piloted *Postsecondary Transitions*, a Communities of Practice training in which agency teams plan to establish or expand bridging or articulation programs based on best practice and collaborative approaches. In the pilot program, nineteen educators representing eight different agencies participated.

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 Building Strategic Community Partnerships, Strategic Fiscal Management, and Creating Postsecondary Pathways. The Webinar series was attended by 115 adult education leaders.

Distance Learning: The CDE set a priority on increasing the quantity and quality of online instruction available to adult learners in both blended and purely online models. OTAN initiated the Online Teaching Academy to assist instructors in becoming competent and creative online teachers. In addition to learning the basics of creating and teaching a quality online course, the twelve competitively selected participants learned about Moodle (an open source course management system), and each participant implemented a project in collaboration with their administrator and agency.

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 -Through a variety of online offerings, CALPRO delivered professional development (PD) on core adult education content. Online options ranged from facilitated training, including asynchronous courses, real-time workshops, and Webinars, to self-directed professional development, such as self-paced courses and electronic Communities of Practice. Through its Web site, CALPRO also offered an online video library of research-based practices; a second Virtual Workroom, focusing on workforce readiness; and an updated competency-based self-assessment for teachers, who may now view their results instantly and download an individual, annual PD plan recommending specific, related resources.

OTAN Technology Integration Mentor Academy - OTAN brought participants 12 agencies together for several days of training in Sacramento and provided them with mentors to help them work with staff at their home agencies to increase the effective use of technology in the classroom. Projects included creating quizzes via mobile phone, posting lessons on Internet safety, and training teachers to use student response systems (clickers), among others.

Technology Integration Videos - Videos were produced on ways the cell phones can be used in English language instruction, and on uses of technology in programs that focus on transitioning students to workforce. Videos are posted on the OTAN Web site.

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 33 statewide in-person and 151 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 performance. Also, the updated TOPSpro student level data collection, management, and reporting system enhances data integrity processes and audit and monitoring reports.
- Provided a New Administrators Orientation and an Adult Education Leadership Institute for new adult education administrators. Together the Institutes served 37 new adult education leaders.
- Offered the fifth year of the Professional Learning Communities (PLC) Institute. Twelve agency teams participated in this year-long institute to learn about the research, policy, and practices associated with implementing a PLC at their agency.
- Provided workshops on technology topics. Seven hundred thirty-one participants attended 76 online and 469 participants attended 34 hands-on workshops. One hundred fifty-six 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. Hosted online e-mail lists for adult education work groups. Local providers posed questions and shared information on effective practices for program improvement.
- Developed two new Communities of Practice training modules: *Postsecondary Transitions* and *the Evidence-Based Reading Institute*. At the Training-of-Trainers

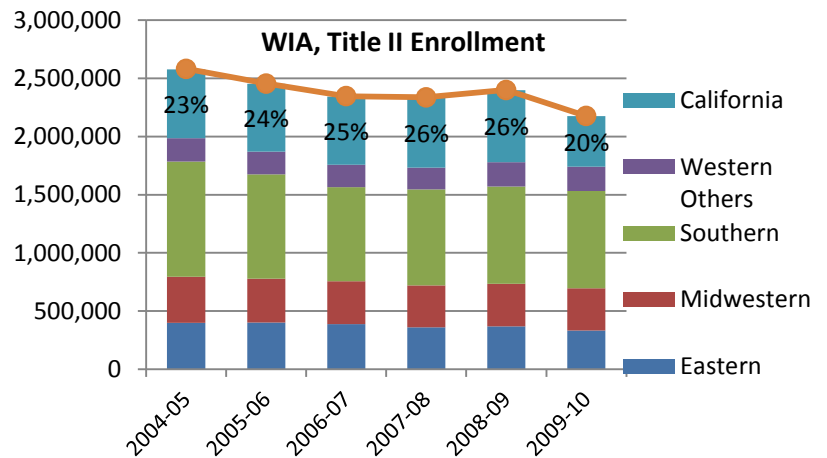
Institute 16 agency professional development staff received guidance and certification in providing these offerings to their staff.

- Revised and piloted two training modules to fit the Communities of Practice approach: *Integrated and Contextualized Workforce Skills in the ESL Classroom*, and *Integrated and Contextualized Workforce Skills in the ABE/ASE Classroom*.

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-fifth of the nation’s adults** enrolled in WIA, Title II programs in 2009–10

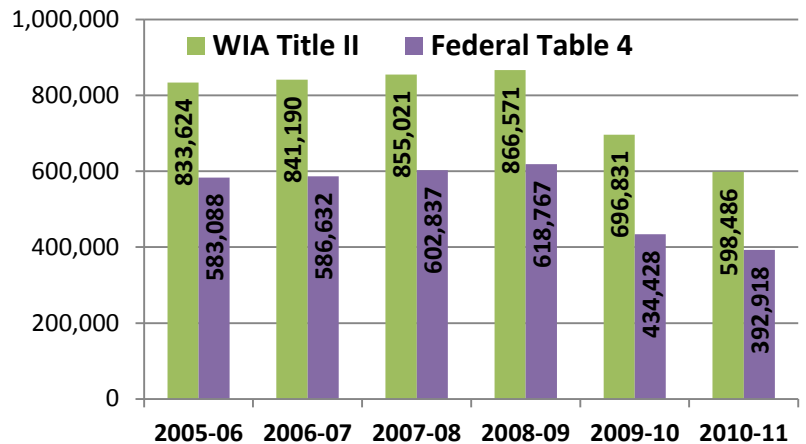
program year. Because the state is home to one-third of the national non-English-speaking population, the ESL program comprises 65.8 percent of California’s WIA, Title II programs and 32.5 percent of the nation’s ESL program. California also serves a significant number of learners in ABE and ASE programs (11 percent of total learners enrolled nationwide) according to the 2009–10 data posted on the NRS Web site.



Enrollment 2010–11

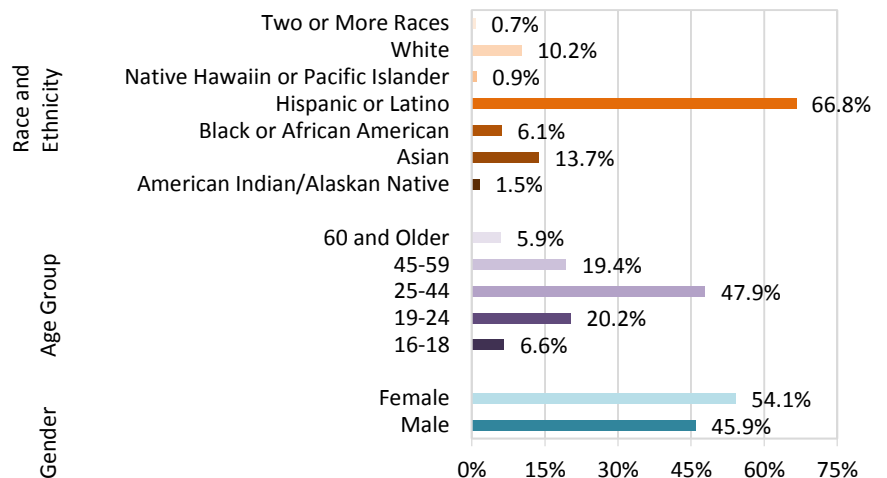
In 2010–11, **250** local agencies served **598,486** learners in the WIA, Title II AEFLA programs.

Of those learners **392,918 (65.7 percent)** qualified for NRS federal reporting. The **California budget crisis** that resulted in the significant reduction of the education funding and shifting of the state apportionment fund for adult schools to the local school district has created unprecedented pressures on the adult school system. California’s WIA, Title II programs saw a **significant decline in enrollment (19.6 percent) in the 2009–10 and (14.1 percent) in the 2010–11**



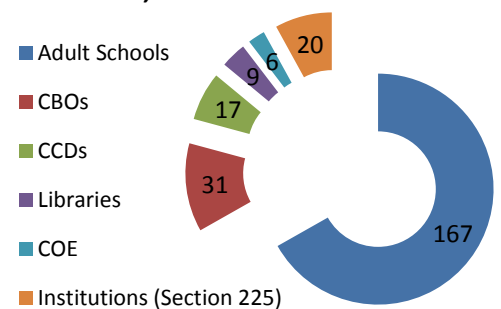
program year. Enrollment in all three WIA, Title II programs — ABE, ESL, and ASE saw significant declines.

Adult learners who qualified for NRS federal reporting reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (66.8 percent) and Asian (13.7 percent). Adult learners are more likely to be female (54.1 percent), and the largest group of adult learners is between the ages twenty-five to forty-four (47.9 percent.)



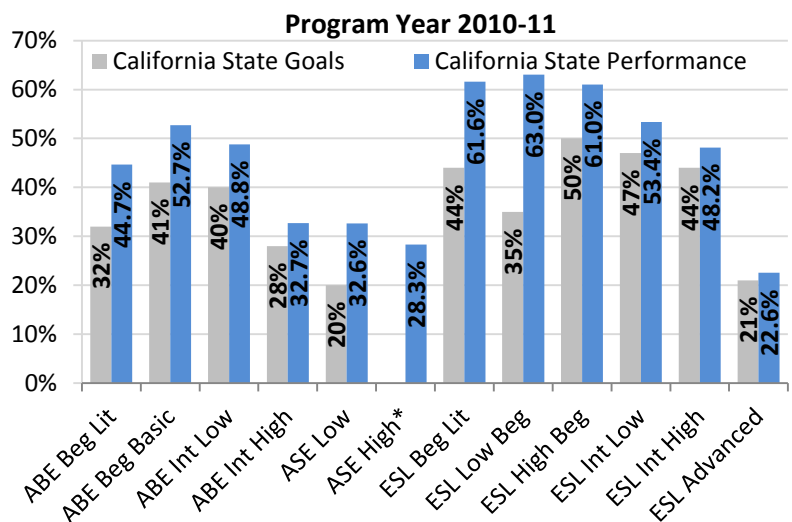
California adult education providers include adult schools (167), community-based organization (CBOs) (31), community college districts (CCDs) (17), library literacy programs (9), county offices of education (COE) (6) and jail programs (20) (which includes county jail education and state agencies serving institutionalized adults). Adult schools comprise the majority of WIA, Title II agencies and enroll more than 70 percent of total learners served by California. Both adult schools and jail programs saw a significant drop in enrollment in the last two program years. CCDs and COEs saw a decrease in enrollment. Both CBOs and libraries saw an increase in enrollment compared to 2009-10.

WIA, Title II Providers

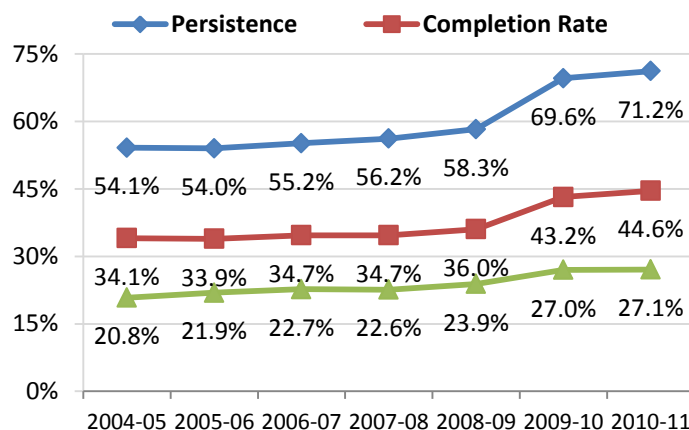


NRS Performance

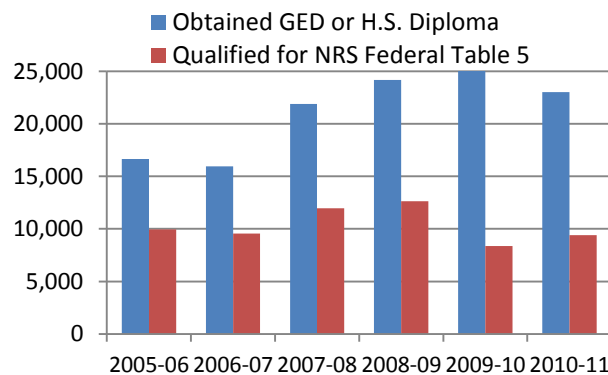
The NRS federal report data documents California’s continued success in addressing the state’s basic skills needs by improving student persistence and learning outcomes. In 2010–11 the California WIA, Title II agencies **exceeded all negotiated state goals** in NRS EFLs. **The completion rate for all EFLs improved** in 2010–11 compared to 2009–10. Of those 392,918 WIA, Title II learners who qualified for NRS federal reporting, **175,066 (44.6 percent)** completed an EFL, and **106,601 (27.1 percent)** advanced one or more EFLs. More than 62 percent of the learners who persisted completed an EFL. **The persistence rates in 2010–11 improved for all EFLs** compared to 2009–10. California achieved a total **persistence rate of 71.2 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 **392,918** WIA, Title II learners who qualified for NRS federal reporting on an average took 187 hours of instruction compared to 165 hours in 2009–10. Learners who persisted in the program (**279,800** learners) and were administered a pre- and post-test had slightly more than 234 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 number of learners who obtained a GED or secondary school diploma from 2006-07 to 2009-10. In 2010-11 the decrease in high school diploma and GED (8 percent) recipients is less than the decrease in enrollment (14 percent). California also significantly improved the response rate of surveys used for the core follow-up measures of entering employment, retaining employment, and entering postsecondary education.



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. The annual WIA, Title II “Promising Practices” award honors WIA, Title II agencies that have implemented innovative practices that CDE and CASAS showcase and discuss at monthly network meetings. The accomplishments are listed at the CASAS Web site (outside source).

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.

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

Workforce Skills Certification: The CDE is continuing to partner with CASAS, local One Stops 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 personal behavior and customer service skills. Learners are able to receive a Workforce Skills Profile that outlines their workplace-related skills and can be used by potential employees and job training programs to evaluate candidates effectively. Learners are also able to receive the Workforce Skills Certificate, as a culmination of their participation in this program. Adult education programs provide instruction and support needed and, based on the profile, work with the One Stops and employers to link participants to available jobs matching their skill profile. This project has been able to provide the resources and support necessary for California agencies to provide meaningful and effective workplace-based instruction, and to give learners the opportunities to use their new skills to obtain employment. Fifteen sites are currently participating in the pilot.

Points of Entry: The Points of Entry Project was launched in partnership with the ED OVAE and the Open Society Foundation. The objective of the Points of Entry Project is to demonstrate innovative approaches for facilitating adults' access to career pathways services, and supportive services. This includes behavioral change interventions, and integrating pre- and post-release services to facilitate adult's pursuit of education, training, and employment. In California, two sites were chosen for their innovative approaches for education and training services that lead to employment, and strategies that will allow each program to sustain Points of Entry services after the project has ended. The project review is planned for 2012 and will contribute to the literature base on evaluation of services for adults in reentry and low-skilled adults.

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 (77.8 percent), followed by medium-sized (69.6 percent), and small agencies (50.5 percent). A majority (84.3 percent) of agencies reported receiving or providing student referrals, 52.2 percent indicated they provided classes or training for their local One-Stop system, and 41.4 percent stated they had assigned a staff liaison to the One-Stop system. In addition, 40.1 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 2010–11 WIA, Title II survey 85 percent of EL Civics agencies reported enhanced or improved instruction, 74 percent reported improved teacher and staff collaboration, and 73 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 2010–11, the CDE funded 170 agencies to provide EL Civics educational services to 140,980 adult learners. Enrollment in EL Civics programs also dropped significantly in the last two program years. Of those 140,980 learners, 18,421 were enrolled in Citizenship Preparation and 129,404 were enrolled in Civic Participation. More than 8,000 (8,249) learners passed the CASAS Government and History for Citizenship test, and 2,247 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 80,000 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 (outside source).

APPENDIXES

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

Provider Type	2006-07		2007-08		2008-09		2009-10		2010-11	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult School	175	64.1	173	65	174	66.4	172	67.2	167	66.8
Community College	18	6.6	17	6.4	17	6.5	17	6.6	17	6.8
Community-Based Organization	40	14.7	38	14.3	34	13	32	12.5	31	12.4
Library	11	4	10	3.8	9	3.4	9	3.5	9	3.6
State Agency	3	1.1	3	1.1	3	1.1	3	1.2	3	1.2
Jail Programs*	18	6.6	18	6.8	18	6.9	17	6.6	17	6.8
County Office of Education	8	2.9	7	2.6	7	2.7	6	2.3	6	2.4
California State University										
County/City Government**										
Total	273	100.0	266	100.0	262	100.0	256	100.0	250	100.0

CASAS 2011

Provider Type	2006-07		2007-08		2008-09		2009-10		2010-11	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Adult School	441,191	75.2	446,795	74.1	459,689	74.3	314,606	72.4	277,023	70.5
Community College	69,407	11.8	70,357	11.7	72,979	11.8	66,402	15.3	65,267	16.6
Community-Based Organization	6,717	1.1	6,565	1.1	6,500	1.1	5,915	1.4	7,213	1.8
Library	1,835	0.3	1,637	0.3	1,528	0.2	1,895	0.4	2,097	0.5
State Agency	50,610	8.6	58,764	9.7	59,583	9.6	31,243	7.2	31,715	8.1
Jail Programs*	13,160	2.2	14,128	2.3	14,287	2.3	10,724	2.5	6,143	1.6
County Office of Education	3,712	0.6	4,591	0.8	4,201	0.7	3,643	0.8	3,460	0.9
Total	586,632	100	602,837	100	618,767	100	434,428	100	392,918	100

CASAS 2011

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

APPENDIX B
Summary of California Core Performance Results

Entering Educational Functioning Level	2005-06		2006-07		2007-08		2008-09		2009-10		2010-11	
	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	24.2	26	27.3	25	26.4	28	30.7	27	31.8	32	44.7
ABE Beginning Basic	42	41.4	44	40	43	39	43	39.5	41	46.7	41	52.7
ABE Intermediate Low	38	33.5	38	34.1	36	35.3	36	39.4	37	45.5	40	48.8
ABE Intermediate High	31	27.4	31	25.8	31	25.6	29	27.1	26	30.7	28	32.7
ASE Low	26	21.5	26	15.4	25	16.9	22	19	19	31.7	20	32.6
ASE High	30	24.8	27	25.2	--	25.2	--	26.9	--	24.3	--	28.3
ESL Beginning Literacy	36	40.1	40	41	41	41.6	42	43	43	61.6	44	61.6
ESL Beginning (Low 2006-07)	32	34.3	34	29.7	35	31.1	35	34.1	33	62.1	35	63.0
ESL Beginning (High 2006-07)			34	47.3	36	47.2	48	49.3	48	58.2	50	61.0
ESL Intermediate Low	43	43.3	44	43.5	44	44.2	44	45.8	46	51.8	47	53.4
ESL Intermediate High	44	42.3	44	42	44	41.6	43	43.1	43	47.4	44	48.2
ESL Advanced Low	24	21.7	23	19.1	23	19.8	22	20.5	21	22.4	21	22.6
ESL Advanced High	N/A	19.7	N/A	N/A	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	26.5	30	32.4	30	36.0	35	39.2	38	38.8	40	41.2
Entered Employment	56	49.9	56	52.7	53	56.9	53	53.4	59	44.0	59	44.6
Retained Employment	83	91.4	88	92.0	91	92.9	91	92.0	95	90.8	95	93.1
Entered Postsecondary Education	56	47.3	58	47.8	57	42.4	60	41.7	44	43.1	44	46.6

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 5A:	Core Follow-up Outcome Achievement for Participants in Distance Education
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		Two or More Races		Total (P)
	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	
ABE Beginning Literacy	78	43	166	123	1,326	389	2,810	1,050	83	33	1,493	687	83	52	8,416
ABE Beginning Basic Education	146	95	250	214	2,224	782	4,913	2,661	134	87	1,099	503	99	60	13,267
ABE Intermediate Low	217	167	445	424	2,988	1,425	7,019	5,690	252	205	1,855	1,082	146	108	22,023
ABE Intermediate High	634	506	1,139	1,161	5,792	2,866	18,210	14,303	727	535	5,345	3,058	421	318	55,015
ABE Subtotal	1,075	811	2,000	1,922	12,330	5,462	32,952	23,704	1,196	860	9,792	5,330	749	538	98,721
ASE Low	229	168	475	462	1,613	862	6,913	5,735	309	199	2,753	1,605	155	144	21,622
ASE High	93	73	213	180	844	399	3,452	2,460	170	87	2,091	1,164	98	67	11,391
ASE Subtotal	322	241	688	642	2,457	1,261	10,365	8,195	479	286	4,844	2,769	253	211	33,013
ESL Beginning Literacy	55	76	1,005	1,853	38	103	2,068	3,116	6	12	267	442	16	22	9,079
ESL Low Beginning	123	115	1,424	2,544	80	127	4,459	6,492	15	18	440	568	20	54	16,479
ESL High Beginning	334	374	2,884	5,502	166	282	12,983	19,435	55	52	1,025	1,636	62	136	44,926
ESL Intermediate Low	530	581	4,193	8,605	289	403	23,669	36,100	97	114	1,885	2,897	129	207	79,699
ESL Intermediate High	382	336	3,140	6,917	223	305	15,896	24,320	98	123	1,499	2,516	82	200	56,037
ESL Advanced	375	340	3,146	7,491	213	197	15,905	22,691	110	197	1,386	2,663	73	177	54,964
ESL Subtotal	1,799	1,822	15,792	32,912	1,009	1,417	74,980	112,154	381	516	6,502	10,722	382	796	261,184
Total	3,196	2,874	18,480	35,476	15,796	8,140	118,297	144,053	2,056	1,662	21,138	18,821	1,384	1,545	392,918

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		Two or More Races		Total
	Male	Female	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)	(P)	(Q)
16-18	245	192	911	749	1,460	956	9,686	7,419	365	240	1,975	1,380	173	144	25,895
19-24	957	530	3,400	3,838	3,923	2,457	30,802	23,306	736	460	4,687	3,745	393	330	79,564
25-44	1,508	1,482	6,279	15,024	6,586	3,205	58,196	77,532	651	593	8,523	7,488	482	572	188,121
45-59	417	549	4,518	10,352	3,412	1,330	16,159	29,777	226	275	4,371	4,106	230	330	76,052
60 and Older	69	121	3,372	5,513	415	192	3,454	6,019	78	94	1,582	2,102	106	169	23,286
Total	3,196	2,874	18,480	35,476	15,796	8,140	118,297	144,053	2,056	1,662	21,138	18,821	1,384	1,545	392,918

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	14,894	31,013	36,911	13,769	2,134	98,721
Adult Secondary Education	5,141	11,697	12,804	3,035	336	33,013
English-as-a-Second Language	5,860	36,854	138,406	59,248	20,816	261,184
Total	25,895	79,564	188,121	76,052	23,286	392,918

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)	(D)	(F)	(G)	(H)
ABE Beginning Literacy	8,416	2,630,743	3,758	2,670	1,259	3,399	44.7%
ABE Beginning Basic Education	13,267	2,205,264	6,995	4,436	2,634	3,638	52.7%
ABE Intermediate Low	22,023	3,348,500	10,739	6,193	4,430	6,854	48.8%
ABE Intermediate High	55,015	7,905,465	17,974	9,060	14,166	22,875	32.7%
ASE Low	21,622	2,956,571	7,059	2,890	6,184	8,379	32.6%
ASE High	11,391	1,436,815	3,229	0	2,932	5,230	28.3%
ESL Beginning Literacy	9,079	1,661,460	5,591	4,241	1,102	2,386	61.6%
ESL Low Beginning	16,479	2,991,679	10,388	8,141	1,968	4,123	63.0%
ESL High Beginning	44,926	8,560,266	27,424	20,285	5,329	12,173	61.0%
ESL Intermediate Low	79,699	16,267,778	42,527	30,132	10,451	26,721	53.4%
ESL Intermediate High	56,037	11,727,340	26,985	18,553	7,804	21,248	48.2%
ESL Advanced	54,964	11,950,304	12,397	0	10,325	32,242	22.6%
Total	392,918	73,642,185	175,066	106,601	68,584	149,268	44.6%

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	6,493	2,341,449	3,758	2,670	427	2,308	57.9%
ABE Beginning Basic Education	9,128	1,862,530	6,995	4,436	712	1,421	76.6%
ABE Intermediate Low	14,414	2,778,745	10,739	6,193	1,148	2,527	74.5%
ABE Intermediate High	35,147	6,478,058	17,974	9,060	5,695	11,478	51.1%
ASE Low	13,086	2,353,094	7,059	2,890	2,226	3,801	53.9%
ASE High	7,311	1,149,874	3,229	0	1,216	2,866	44.2%
ESL Beginning Literacy	6,395	1,475,153	5,591	4,241	161	643	87.4%
ESL Low Beginning	11,947	2,697,415	10,388	8,141	384	1,175	87.0%
ESL High Beginning	33,350	7,787,370	27,424	20,285	1,298	4,628	82.2%
ESL Intermediate Low	59,746	14,884,274	42,527	30,132	3,596	13,623	71.2%
ESL Intermediate High	42,177	10,750,863	26,985	18,553	2,908	12,284	64.0%
ESL Advanced	40,606	10,851,313	12,397	0	5,202	23,007	30.5%
Total	279,800	65,410,138	175,066	106,601	24,973	79,761	62.6%

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	10	3,624	6	6	1	3	60.0%
ABE Beginning Basic Education	36	7,597	19	12	9	8	52.8%
ABE Intermediate Low	143	25,904	59	36	38	46	41.3%
ABE Intermediate High	544	90,664	151	71	155	238	27.8%
ASE Low	332	66,649	116	60	100	116	34.9%
ASE High	181	24,924	52	0	52	77	28.7%
ESL Beginning Literacy	249	75,792	191	151	15	43	76.7%
ESL Low Beginning	564	181,843	431	338	51	82	76.4%
ESL High Beginning	1,704	519,901	1,236	942	176	292	72.5%
ESL Intermediate Low	3,497	1,138,038	2,278	1,672	371	848	65.1%
ESL Intermediate High	2,842	896,955	1,609	1,138	330	903	56.6%
ESL Advanced	2,990	922,528	776	0	510	1,704	26.0%
Total	13,092	3,954,419	6,924	4,426	1,808	4,360	52.9%

State: California

Table 5
Core Follow-Up Outcome Achievement

PY 2010–11

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	8,933	7,116	2,237	31%	998	44.6%
Retained Employment	4,865	4,113	1,186	29%	1,104	93.1%
Obtained a GED or Secondary School Diploma	23,272	N/A	22,798	98%	9,390	41.2%
Entered Postsecondary Education or Training	7,263	6,114	1,888	31%	879	46.6%

State: California

Table 5A
Core Follow-Up Outcome Achievement for Participants in Distance Education

PY 2010–11

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	427	427	77	18%	34	44.2%
Retained Employment	173	173	14	8%	12	85.7%
Obtained a GED or Secondary School Diploma	336	N/A	336	100%	126	37.5%
Entered Postsecondary Education or Training	107	107	9	8%	4	44.4%

State: California

Table 6

PY 2010-11

Participant Status and Program Enrollment

Participant Status on Entry into the Program (A)	Number (B)
Disabled	5,556
Employed	109,891
Unemployed	158,974
Not in the Labor Force	124,053
On Public Assistance	28,070
Living in Rural Areas	Not Collected
Program Type	
In Family Literacy Programs	6,845
In Workplace Literacy Programs	816
In Programs for the Homeless	1,305
In Programs for Work-based Project Learners	159
Institutional Programs	
In Correctional Facilities	37,678
In Community Correctional Programs	180
In Other Institutional Settings	Not Collected
Secondary Status Measures (Optional)	
Low Income	18,809
Displaced Homemaker	3,897
Single Parent	14,868
Dislocated Worker	3,110
Learning Disabled Adults	Not Collected

State: California

Table 7

PY 2010-11

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	31	0
Local-level Administrative/ Supervisory/ Ancillary Services	258	619	93
Local Teachers	5,659	1,611	283
Local Counselors	123	109	51
Local Paraprofessionals	751	634	203

State: California

Table 10

PY 2010–11

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	37,858				17,055	45%
Entered Employment	756	595	14	2%	4	29%
Retained Employment	29	19	2	11%	2	100%
Obtained a GED or Secondary School Diploma	3,449	N/A	2,975	86%	1,383	46%
Entered Postsecondary Education or Training	57	51	5	10%	5	100%

State: California

Table 14
Local Grantees by Funding Source

PY 2010–11

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	174	16	\$61,644,391	75.5%	\$634,996,000	100.0%
Public or Private Nonprofit Agency	38	1	\$1,681,193			
Community-based Organizations	23	1	\$1,002,921	1.2%	n/a	n/a
Faith-Based Organizations	6	n/a	\$300,372	0.4%	n/a	n/a
Libraries	9	n/a	\$377,900	0.5%	n/a	n/a
Institutions of Higher Education	17	1	\$12,729,091			
Community, Junior or Technical Colleges	17	1	\$12,729,091	15.6%	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		\$5,540,915			
Correctional Institutions	2	n/a	\$5,417,975	6.6%	n/a	n/a
Other Institutions (non-correctional)	1	n/a	\$122,940	0.2%	n/a	n/a
All Other Agencies	n/a	n/a	n/a	n/a	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](#)

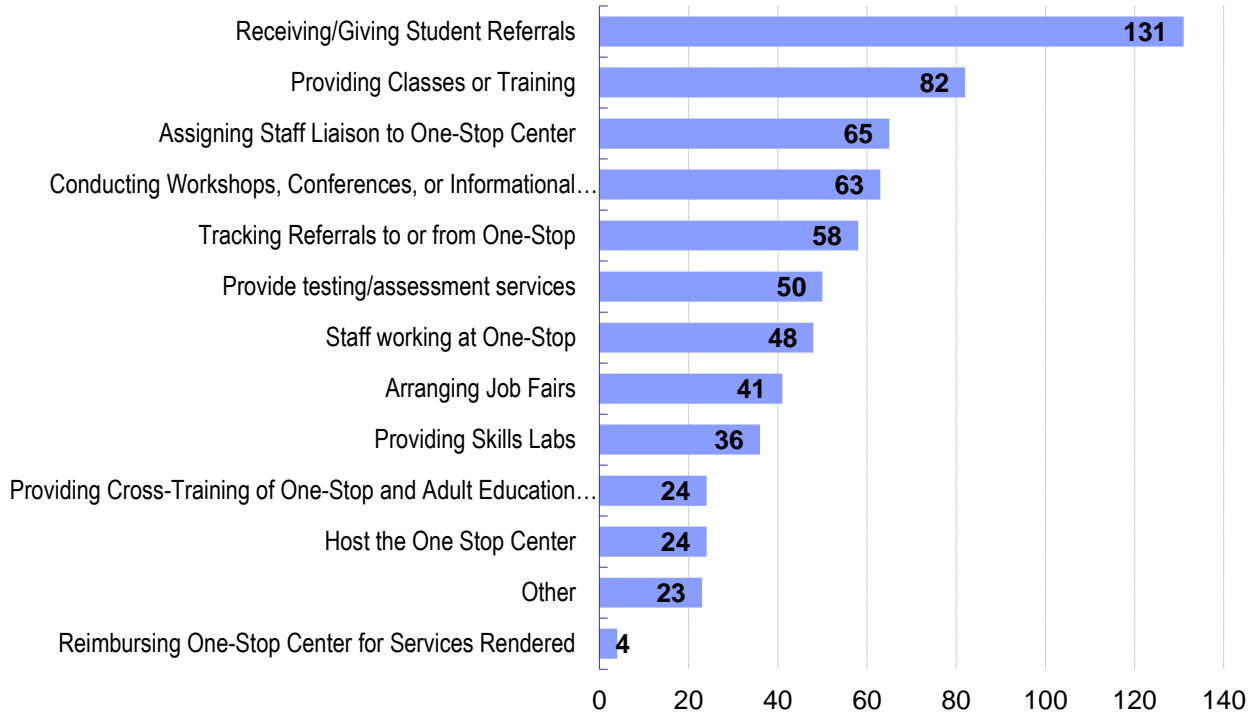
This document provides a description of suggested practices for adult education agencies working with One Stop Systems.

[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.

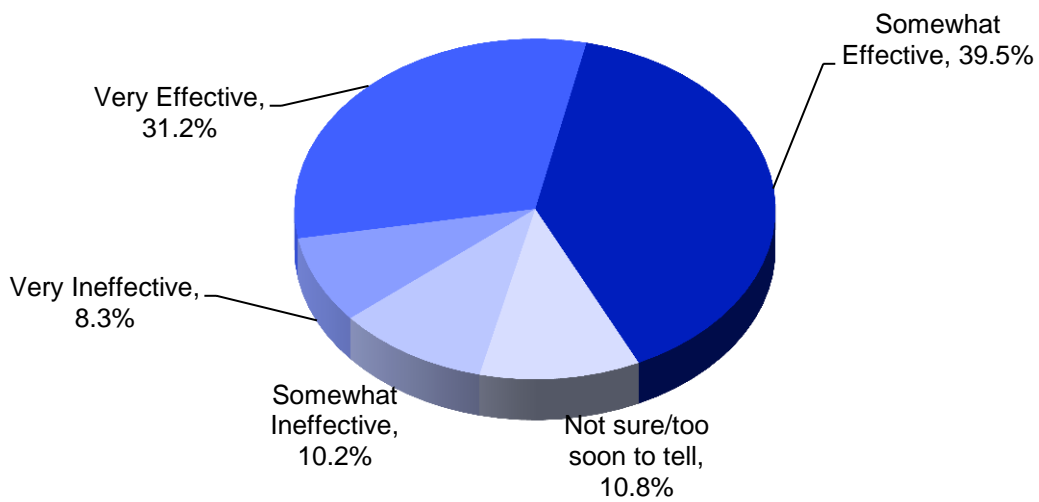
APPENDIX E
Collaboration Data for Workforce Investment Act Title II Funded Agencies
 (Excerpt from responses to the 2010-11 Survey of WIA, Title II Programs in California)

Ways Agencies Interacted with Local One-Stop Centers in 2010-11
(Percent of All Respondents)



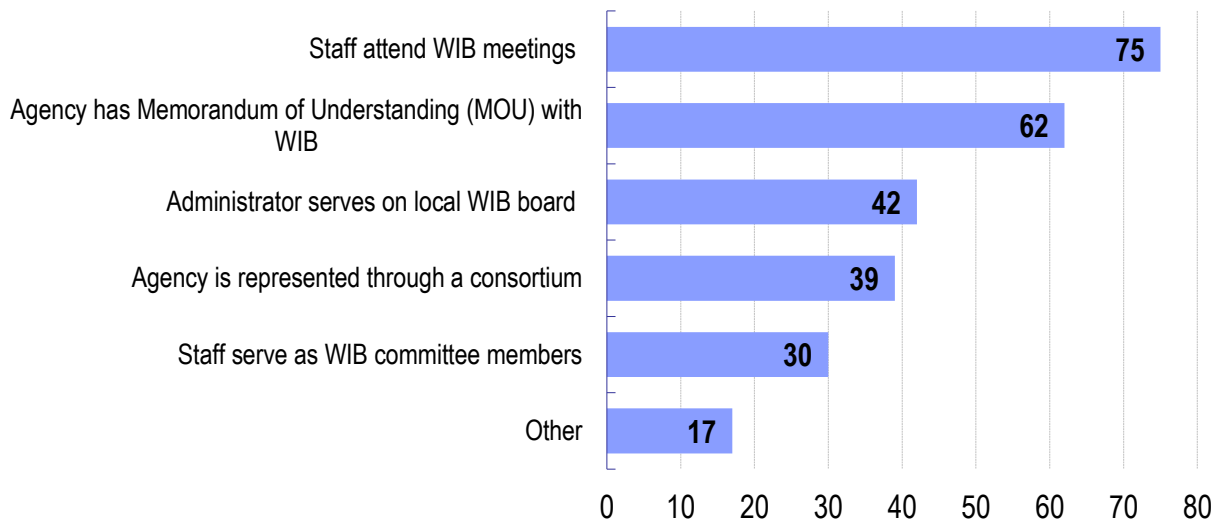
CASAS 2011

Effectiveness of Agency Interactions with Local One-Stop Centers in 2010-11
(Percent of All Respondents)



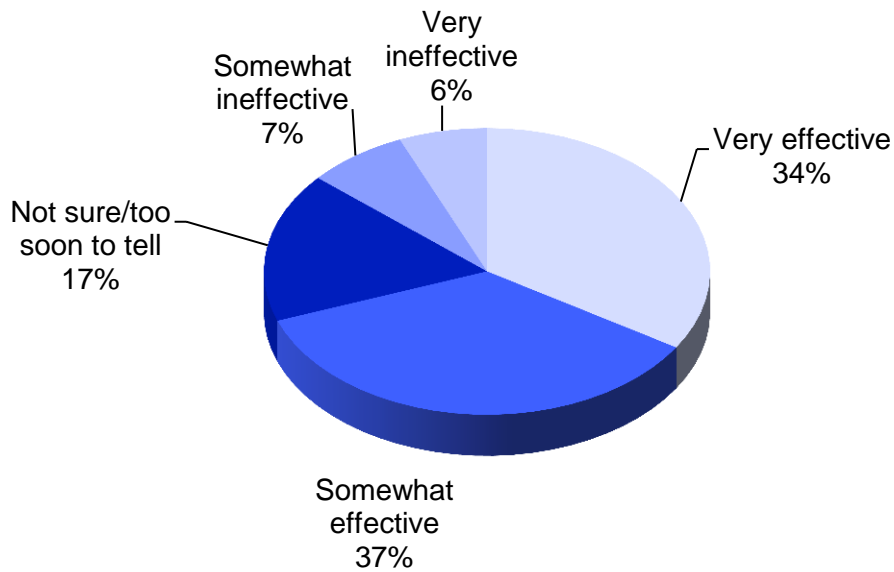
CASAS 2011

Ways Agencies Interacted with Local Workforce Investment Boards in 2010-11 (Percent of All Respondents)



CASAS 2011

Effectiveness of Agency Interactions with WIBs in 2010-11 (Percent of All Respondents)



CASAS 2011

APPENDIX F
English Literacy Civics Education Data Tables

EL Civics Agency Enrollment by Funding Type 2010-11

Funding Type	Civic Participation Total Enrollment		Citizenship Preparation Total Enrollment		Total EL Civics Agencies
	N	%	N	%	N
Citizenship Preparation Only	-		1,252	6.8%	3
Civic Participation Only	348	0.3%	144	0.8%	4
Citizenship Preparation and ABE 231	-		4,175	22.7%	6
Civic Participation and ABE 231	20,001	15.5%	-		34
Citizenship Preparation and Civic Participation only	1,265	1.0%	304	1.7%	6
Civic Participation, Citizenship Preparation and ABE 231	107,790	83.3%	12,546	68.1%	117
Total	129404	100%	18,421	100%	170

CASAS 2011

EL Civics Agency Enrollment by Provider Type 2010-11

EL Civics Provider Type	Civic Participation Enrollment*		Citizenship Preparation Enrollment*		Total EL Civics Agencies
	N	%	N	%	N
Adult School	85,816	66.3%	13,248	71.9%	127
Community College	41,279	31.9%	3,020	16.4%	13
Community Based Organization	1,617	1.2%	1,858	10.1%	23
Library	348	0.3%	236	1.3%	3
County Office of Education	344	0.3%	59	0.3%	4
Total	129,404	100.0%	18,421	100.0%	170

CASAS 2011

EL Civics Data Highlights 2010-11

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	126,077
Total EL Civics Learners with pre- and post-tests	95,397
Total EL Civics Learners completing an instructional level	60,820
Total EL Civics Learners who advanced one or more levels	40,607

CASAS 2011

**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 2010–11

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.	78	22,394	19,290	86.14%
013C	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	54	14,291	12,796	89.54%
028C	Access the health care system and be able to interact with the providers.	52	13,585	12,340	90.84%
040C	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	52	7,869	7,148	90.84%
016C	Follow appropriate procedures and access community- assistance agencies in case of emergency or disaster	41	9,064	8,079	89.13%
046C	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	33	10,390	9,233	88.86%
026C	Identify and access free or low cost medical, dental, and other health care services.	14	8,529	7,760	90.98%
014C	Identify educational opportunities and research education/training required to achieve a personal goal.	17	5,870	5,162	87.94%
012C	Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals	19	5,582	4,961	88.87%
011C	Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.	25	4,941	4,465	90.37%

CASAS 2011