



California Annual Performance Report

Federally Funded Workforce Investment Act, Title II,
Program Year July 1, 2014 – June 30, 2015

This report was prepared by CASAS – Comprehensive Adult Student Assessment Systems for the California Department of Education (CDE), Adult Education Office (AEO). The data in this report was collected during the 2014–15 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
ALOE	Access to Learning through Online Education
ASE	Adult Secondary Education
CALPRO	California Adult Literacy Professional Development Project
CCCCO	California Community College Chancellor's Office
CCR	College and Career Readiness
CASAS	Comprehensive Adult Student Assessment Systems
CBOs	Community-based Organizations
CCDs	Community College Districts
CDE	California Department of Education
COE	County Offices of Education
CoP	Community of Practice
CWIB	California Workforce Investment Board
EFLs	Educational Functioning Levels
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
GED	General Educational Development
GEDTS	GED Testing Service
HSD	High School Diploma
HSE	High School Equivalency
HiSET	High School Equivalency Test
MOU	Memorandum of Understanding
NRS	National Reporting System
NROC	National Repository of Online Courses
OCTAE	Office of Career, Technical, and Adult Education
OTAC	Online Teaching Academy
OTAN	Outreach and Technical Assistance Network
PD	Professional Development
PLC	Professional Learning Communities
TASC	Test Assessing Secondary Completion
TDLS	Technology and Distance Learning Symposium
TIMAC	Technology Integration Mentor Academy
TTA	Targeted Technical Assistance
ED	United States Department of Education
WIA, Title II	Workforce Investment Act, Title II
WIB	Workforce Investment Board
WIOA	Workforce Innovation and Opportunity Act

California Narrative Report 2014–15

This report describes the major activities supported with State Leadership Funds during the 2014-15 program year. Specifically, the report discusses Performance Data Analysis, Integration with Other Programs, the English Literacy and Civics (EL Civics) Program, Secondary School Credentials and Equivalencies, and Adult Education Standards to fulfill annual reporting requirements of the United States Department of Education (ED), Office of Career, Technical, and Adult Education (OCTAE). The requirements apply to all states and territories receiving federal funding through the Workforce Investment Act (WIA), Title II: Adult Education and Family Literacy Act (AEFLA).

Introduction

The California Department of Education (CDE) AEFLA funded program provide educational opportunities and support services to one-fifth of adults enrolled in the AEFLA programs in the United States. These programs address the unique needs of individuals and communities by providing adults with the literacy skills and knowledge necessary to become positive contributors to their families and local economies. California adult education programs help learners (a) gain employment or better their current employment; (b) obtain a high school diploma (HSD) or high school equivalency (HSE) certificate; (c) attain skills necessary to enter postsecondary education and training; (d) exit public welfare and become self-sufficient; (e) learn to speak, read, and write the English language; (f) master basic academic skills to help their children succeed in school; and (g) become U.S. citizens, exercise their civic responsibilities, and participate in a democratic society.

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 Adult Education Students Succeed Web site at: <http://www.adultedlearners.org> highlights accomplishments of adult education students in California.

Overview of California Literacy Needs

The lack of basic education and literacy skills continues to be an issue that affects millions of adults in California. A significant percentage of the population lacks English literacy skills and basic education to secure employment, obtain citizenship, pursue postsecondary or higher education, and participate in their children's education. The following section quantifies the literacy needs into four primary areas:

- **High School Diploma or Its Equivalent:** Approximately six million California adults do not have a high school diploma or its equivalent even as California's graduation rate continues to improve, which currently stands at 80.2 percent. Conversely, the dropout rate has fallen to 11.6 percent. Although graduation and dropout rates have improved, significant achievement gaps among student subgroups persist.
- **Labor Force:** Approximately three million California adults without high school credentials are unemployed or not in the labor force. The need for workplace readiness skills is significant. Many job candidates lack job-readiness skills required in the workplace, such as communication, critical thinking, and problem-solving skills. California ranks forty-fifth with an unemployment rate of 7.3 percent according to the U.S. Department of Labor statistics published on September 2014.

- **English Speaking Ability:** More than 3.5 million California adults “do not speak English well or not at all.” More than one-fourth of the national non-English-speaking population resides in California, and more than 2.3 million of that group lack a high school credential.
- **Economic Impact:** A projection of California’s economy shows a trajectory of steadily increasing demand for a highly educated workforce. However, with the recent recession and budget constraints, the state remains challenged in meeting this demand.

Source of statistics: U.S. Department of Education. 2013. *Tapping the Potential: Profile of Adult Education Target Population*. <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/state-profiles/california.pdf>.

State Leadership Funds

The CDE Adult Education Office (AEO) contracts with three entities 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).

This report also discusses three initiatives set forth in the California State Plan, namely, (a) establish and implement professional development (PD) programs to improve the quality of instructional programs; (b) provide technology assistance, including staff training, to eligible providers of adult education and literacy activities; and (c) provide assessments and accountability 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 AEFLA funded adult education providers. To that end, the CDE has provided numerous opportunities through a variety of platforms – via face-to-face regional workshops and networking meetings, Webcasts, conference presentations, video-based workshops and training sessions, online courses, and electronic downloads. Highlights of successful activities conducted in the 2014-15 program year include the following.

CALPRO (Professional Development)

1. Provided opportunities for California adult educators to interact regularly and learn collectively in a group setting about evidence-based instructional practice. This included:
 - Thirty-six regionally based professional learning opportunities using a Community of Practice (CoP) model serving 629 participants on topics including evidence-based reading, writing, and math instructional strategies and best practices in English as a Second Language (ESL) instructional planning and College and Career Readiness (CCR) standards. Additionally, six regional workshops on learning goal setting and teaching critical thinking served 211 educators.
 - Thirteen facilitated asynchronous courses serving 111 participants on topics that address integrated education and training, postsecondary transitions, lesson planning, learner persistence, optimizing ESL instructional planning, evidence-based writing instruction in the ESL and Adult Basic Education (ABE) classrooms managing the multilevel ESL class; and using questioning strategies to improve instruction.
 - Eight self-directed online courses serving 129 participants were provided on topics including adult learning and development, goal setting, learner persistence, instructional strategies for math and writing, CCR standards, and orientation for new ABE and ESL teachers.

- Seven facilitated synchronous workshops served 140 participants on topics of teaching critical thinking and also integrated and contextualized workforce skills in the ESL and the ABE/Adult Secondary Education (ASE) classrooms.
2. Provided additional, technology-based PD delivery to more than 630 educators who attended sessions from the following webinar series: Administrators Forum, Instructors Forum, e-CoP Webinars, and Adult Education Research Webinars. Also, CALPRO served the field through other online resources, including its e-CoP, three companion Virtual Workrooms, online video library, and two competency-based self-assessments.
 3. Provided several PD events to build the capacity of adult education program leaders and administrators. (1) The Administrators' Forum, a web-based venue to engage critically with their peers on topics that affect the development, management, and sustainability of their adult education programs (serving 35 instructional leaders); (2) The AE Leadership Institute, a six-day face-to-face institute designed to build the leadership skills of new and aspiring administrators (serving 26 instructional leaders); and (3) The Professional Learning Communities (PLC) Institute a face-to-face and online institute that engages program teams of administrators and teachers in a six-month process of developing and refining instructional practice (serving 30 participants in 10 program teams).

CASAS (Accountability and Assessments)

1. Hosted 87 AEFLA regional network meetings statewide covering all 10 CDE regions. More than 1,200 participants attended these regional network meetings that addressed state and federal updates related to accountability, the use of data to inform instruction and improve programs, and PD opportunities. CASAS also facilitated 45 TOPSpro Enterprise network meetings to discuss software and data-related topics that served more than 550 participants.
2. Provided targeted technical assistance (TTA) to 16 agencies to improve programs, data quality, and National Reporting System (NRS) performance on persistence, educational functioning levels (EFLs), and core performance indicators for entering and retaining employment, entering postsecondary education and training programs, and obtaining a HSD or a HSE. Data indicates that agencies that did not show improvement in data quality suffered significant staff turnover. TOPSpro Enterprise helps agencies better monitor and track student and program learning outcomes. The software provides more detailed reporting and enhanced analysis capabilities for student-level data collection, management, and data integrity and monitoring processes.
3. More than 3,000 participants registered online for 121 online training sessions and 44 statewide face-to-face trainings offered by CASAS. The trainings covered the following main topic areas – California Assessment Policy and implementation, NRS data collection, policy guidelines, accountability, data validation, performance monitoring, and reporting. In addition, there are seven self-paced online courses available and online trainings for computer-based assessments (CASAS eTests[®]). More than 150 AEFLA 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, eliminating hand scoring or scanning, and tracking student progress from placement to pretest, post-test, and program exit. More than fifty percent of the agencies are using the TOPSpro Enterprise online version for data collection and reporting.

4. Provide an online (<http://www2.casas.org/dataPortal/>) tool that presents California NRS adult learner data at the state and local agency levels. Agencies can compare local performance with state goals, other local agencies, and counties in AEFLA programs.

OTAN (Data, Technology, and Distance Learning)

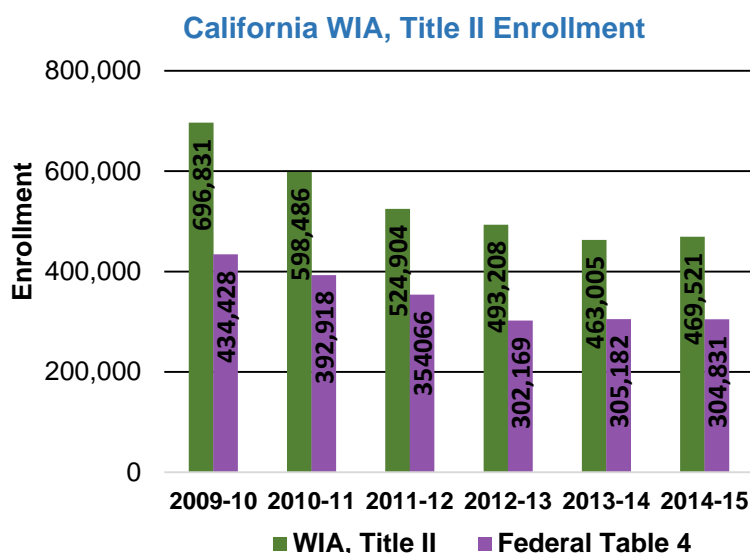
1. Provided workshops on technology topics and distance learning topics: Delivered 70 online workshops to 413 attendees. OTAN delivered 42 face-to-face workshops to 596 attendees four new online workshop and new face-to-face workshops topics were created. OTAN staff also delivered 66 conference presentation sessions to 1,587 attendees.
2. Facilitated the Online Teaching Academy (OTAC) to assist instructors in becoming competent online teachers and mentors for other teachers at their respective agencies. The ten competitively selected participants learned about Moodle (an open source course management system) and implemented a project in collaboration with their administrator and agency. OTAC participants each completed an online facilitator's course and received a nationally-recognized certificate. OTAN continued to offer online courses for teachers to use with their adult learners. Courses include EL Civics courses, an advanced ESL writing course, and courses from the National Repository of Online Courses (NROC) project including developmental math and basic algebra courses.
3. Piloted Community Model of Online Learning to increase regional access to high-quality online math curriculum for adult learners. Implemented three pilot projects from October 2013 through June 2015. Analysis of the project data indicated that all three participating agencies showed significant gains in adult learner math scores.
4. Hosted Technology Integration Mentor Academy (TIMAC) training for participants representing seven adult education agencies, for a year-long professional development project including several days of training in Sacramento. The purpose of the training was for participants to become mentors and increase the effective use of technology in classrooms at their respective sites.
5. Produced 10 new videos for the OTAN gallery including Teaching with Technology and Technology Integration Videos lesson plans. These covered how to use iPads in combination with the Apple TV, Cell Phone Basics, mobile apps, and how to use specific features in Moodle. Videos archives are posted on the OTAN Web site.
6. Hosted Technology and Distance Learning Symposium (TDLS) each year. The symposium rotates between north and south geographic locations in the state. In the 2014-15 year, 40 workshops on topics ranging from how to effectively use social media for professional development to best management practices for online and blended learning classrooms.

Performance Data Analyses

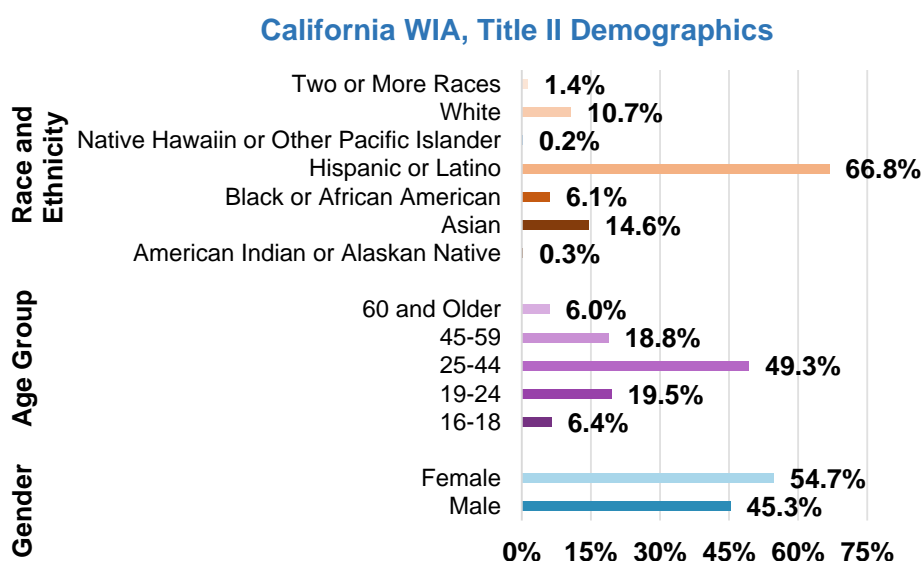
California is the largest adult education provider in the United States. The state served nearly one-fifth of **the nation's adults** enrolled in AEFLA programs in the last five program years. Because the state is home to one-fourth of the national non-English-speaking population, the ESL program comprised 60 percent of California's AEFLA programs and 27 percent of the nation's ESL program. California also served more learners in ABE and ASE programs than any other state, comprising 13 percent of total learners enrolled in ABE and ASE nationwide.

Enrollment 2014–15

In 2014–15, 199 local agencies served 469,521 learners in the AEFLA programs. Of these learners 304,831 (65 percent) qualified for NRS federal reporting. The decrease in enrollment can be attributed to the California budget crisis that resulted in the significant reduction of the state's education funding and shifting of adult school funding decisions to the local school districts. The budget crisis created unprecedented pressures on the adult school system and reduced the funding base from the state. As a consequence, California's AEFLA programs have seen a significant decline in enrollment over the last several program years—19.6 percent in 2009–10, 14.1 percent in 2010–11, 12.3 percent in 2011–12, and 6.0 percent in 2012–13 and 2013–14. In 2014–15, enrollment increased slightly by 1.4 percent.



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 (14.6 percent). Adult learners are more likely to be female (54.7 percent), and adult learners between the ages of twenty-five and forty-four (49.3 percent) comprise the largest age group.

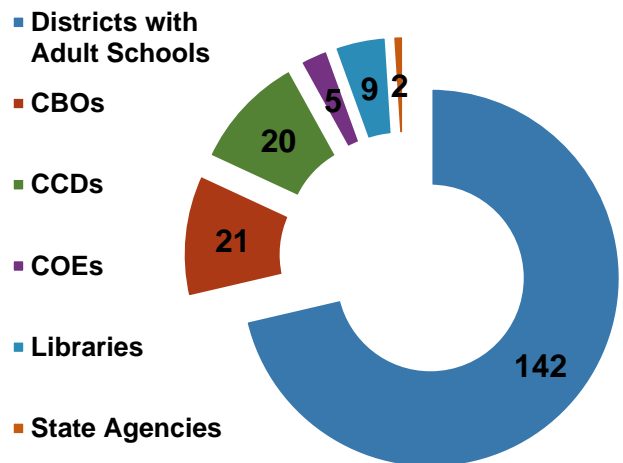


The current profile of California adult education providers includes 142 local school districts, 21 community-based organizations (CBOs), 20 community college districts (CCDs), 5 county offices of education (COE), 9 library literacy programs, and 2 state agencies.

There are 26 agencies serving institutionalized adults under Section 225 of AEFLA. These include 2 state agencies, one CBO, one library literacy, 3 CCDs, 2 COEs, and 17 jail programs provided by local school districts.

Local school districts with adult schools comprise the majority of AEFLA agencies and enroll 64.5 percent of total learners served by California. Adult schools and libraries saw a slight drop in enrollment. All other providers saw an increase in enrollment.

WIA, Title II Enrollment by Provider Type



NRS Performance

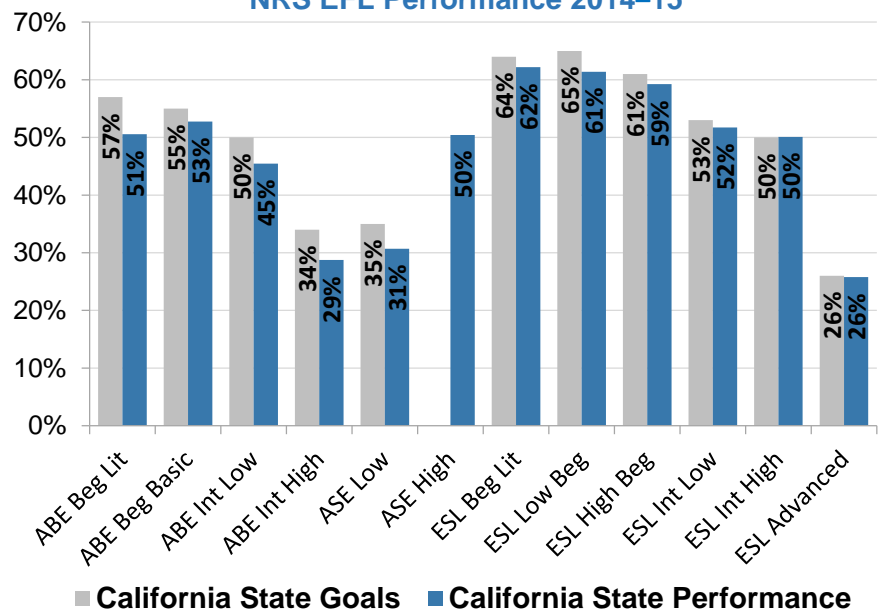
The NRS data documents California's continued success in addressing the state's basic skills needs by improving student persistence and learning outcomes. California had steadily improved its performance from 2006 through 2012 on persistence, EFL completion, and advancing one or more levels. California has equaled or exceeded the overall national performance in the past five program years.

In 2014–15, California met or exceeded state goals in ESL Intermediate High and ESL Advanced. Of the 304,831 learners

who qualified for NRS federal reporting, 134,925 (44.3 percent) completed an EFL, and 94,868 (31.1 percent) advanced one or more EFLs. In the last two program years overall performance in persistence, EFL completion, and advancing one or more levels remained steady. The total persistence rate achieved in 2014–15 was 70.3 percent, exceeding the California state goal of 50 percent. More than 60 percent of the learners who persisted completed an EFL.

The 304,831 learners who qualified for NRS federal reporting averaged 192 hours of instruction. The 214,355 learners who persisted in the program and took pre- and post-tests reported more than 230 hours of instruction.

NRS EFL Performance 2014–15



The CDE disburses AEFLA funds through a pay-for-performance system. Agency performance on NRS core measures determine how much funding a local provider will receive. The CDE uses learning gains, attainment of HSD or HSE certificate and transition to postsecondary or training benchmarks as a basis for federal grant funding. Agencies can earn the following benchmark payments per student for student achievement within the program year: (1) completes an NRS EFL; (2) advances one or more EFLs; (3) attains a high school diploma or HSE certificate; and (4) attains outcomes in EL Civics Citizenship Preparation and Civic Participation. Agencies are also rewarded when students participating in the random sample surveys achieve outcomes in employment and postsecondary education and training-related core performance follow-up measures.

California showed a steady increase in the number of learners who obtained a secondary school diploma or HSE certificate from 2006–07 to 2009–10. In the past several years, programs showed mixed results in HSD and HSE certificate recipients. The decreases may be attributed to a significant overall decrease in student enrollment. In 2014–15, 9,480 learners (62.5 percent) obtained a secondary school diploma or a HSE certificate.

California implemented random sample survey methodology starting program year 2012–13 for employment and postsecondary education or training core follow-up outcome measures. The survey response rate has improved in 2014–15 compared to previous years for entered and retained employment although the response rate is below the NRS requirement of 70 percent. The Student Follow-Up sample survey for Entered Employment indicates that 58 percent found employment; for Retained Employment the survey indicates that 90 percent stayed employed; and for Postsecondary Education or Training 47 percent of learners entered postsecondary education or training.

California has continued to make data quality a top priority. The CDE continues to provide online and regional training as well as individualized targeted technical assistance to increase the local agencies' understanding of accountability requirements and to improve data collection. Local 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, the statewide NRS EFL goals and performance are compared with agency-level performance. The longitudinal data are analyzed to track improvement in persistence and performance. The CDE staff and CASAS program specialists jointly provide targeted technical assistance to low performing agencies and agencies with newly appointed program administration teams.

Integration with Other Programs

Beginning in December 2014 the State Board, CDE, California Community College Chancellor's Office (CCCCO), EDD, DOR, Department of Social Services (DSS), ETP, California Workforce Association (CWA), California Welfare Directors Association, and designated representatives of Local Boards, publically met periodically under the auspices of the Workforce Innovation and Opportunity Act (WIOA) Implementation Committee Workgroup (WIOA Workgroup). In the bimonthly meetings that followed, staff workgroups comprising high level policy staff assigned by state partner departments and agencies in three multiagency staff and stakeholder workgroups were formed to discuss the WIOA State Plan. These included a Mapping the Field workgroup, a Data-Sharing and Performance Accountability workgroup, and a Local and Regional Service Coordination workgroup.

Local Workforce Investment Boards (WIB): Results from the 2014-15 AEFLA Program Implementation Survey (AEFLA survey) indicate that 64.6 percent of adult education providers reported involvement with their local WIB. Among this group 44 percent indicated they collaborated very effectively or somewhat effectively with local WIBs. In addition, agencies reported specific ways they interacted with their local WIB, and the most frequently cited responses included (1) Agency is represented through a consortium (57.8 percent); (2) Staff attend WIB meetings (53.1 percent); (3) Agency has Memorandum of Understanding (MOU) with WIB (45.3 percent); and/or (4) an administrator served on a local WIB board (28.9 percent).

One-Stop Systems: As in previous program years, more than 56 percent of the agencies indicated they collaborated effectively with local One-Stop centers. Agency enrollment size reflected patterns in relationships. More than 65 percent of the large and medium sized agencies interacted effectively with One-Stop systems, followed by small agencies (50 percent). A large majority (74.6 percent) of agencies reported receiving or providing student referrals, 35.4 percent indicated they provided classes or training at the One-Stop, and 32.8 percent conducted workshops, conferences, or informational meetings. In addition, 27.3 percent of agencies reported providing testing and assessment services for the One-Stop center, 24.7 percent assigned a staff liaison to One-Stop Centers, and 23.7 percent tracked referrals to or from the One-Stop center.

Adult Education Block Grant (AEBG): In 2013–14, the State Budget appropriated 25 million dollars and tasked the CDE and the CCCCO to allocate funding for two-year planning and implementation grants to regional consortia of community college districts and school districts. The purpose of AB 86 Section 76, Article 3 is to provide grant funds to regional consortia to create and implement a plan to better provide adults in its region with all of the following:

- Elementary and secondary basic skills, including classes required for a HSD or HSE certificate
- Classes and courses for immigrants eligible for education services in citizenship and English as a second language and workforce preparation classes in basic skills
- Education programs for adults with disabilities
- Short-term career technical education programs with high employment potential
- Programs for apprentices

The initial report to the legislature was submitted in March 2014 by the AB86 Work Group. The final regional comprehensive plan was submitted on March 1, 2015.

The 2015-2016 California State Budget appropriated \$500 million funding for adult education through the Adult Education Block Grant (AEBG) legislation. The CCCCO and the CDE are working in partnership to implement the AEBG. The AEBG funds will be provided to 70 Adult Education Regional Consortia consisting of community college districts, school districts and county offices of education for the purpose of implementing regional plans for adult education to better serve the needs of adults.

English Literacy and Civics Education (EL Civics)

In 2014–15, the CDE EL Civics program awarded funds to 167 agencies to provide EL Civics educational services to more than 160,000 adult learners. Of the 163,025 learners 20,103 enrolled in Citizenship Preparation and 152,379 were in Civic Participation. More than 10,000 learners passed the CASAS Government and History for Citizenship test, and 3,329 passed the oral CASAS Citizenship Interview Test. In the 2013–14 AEFLA survey, more than 75 percent of

EL Civics agencies reported enhanced or improved literacy instruction, and improved teacher and staff collaboration.

Civic Participation programs assess students through use of performance-based additional assessments that measure student attainment of civic objectives. Agencies may select from a list of 47 pre-approved civic objectives grouped under competency areas such as consumer economics, community resources, health, employment, and government and law or may develop their own. Pre-approved civic objectives used must meet the following criteria:

- Integrate English language and literacy instruction into civics education.
- Focus on helping students understand the government and history of the United States; learn 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.

More than 100,000 students throughout the state took Civic Participation performance-based additional assessments, and more than 90 percent passed one or more of them. Agencies that have implemented innovative activities that carry EL Civics lessons from the classroom into the community are displayed under EL Civics “Making a Difference in the Community” web page on the CASAS Web site. The following activities were supported with PY2014-15 EL Civics funds.

- The EL Civics Web site provides a single online location for all California EL Civics information. Agencies have immediate access to EL Civics online resources, including an alignment of CASAS QuickSearch Online information to EL Civics language and literacy objectives and a database of pre-approved Civic Participation objectives. By using the Web site local providers can select, and customize, their own program objectives online based on the identified needs and goals of their students. The Web site facilitates and streamlines communication among agencies, the CDE consultants, and the CASAS program specialists.
- Training and technical assistance for all aspects of implementing the EL Civics program. CASAS program specialists work closely with the CDE adult education regional consultants to provide comprehensive PD and capacity-building technical assistance for accountability, program implementation, and continual program improvement. Program staff can attend regional training workshops and network meetings, access Web-based trainings, and use online training modules.

Secondary School Credentials and Equivalencies

California state policy allows individuals who are no longer enrolled or required to be enrolled in secondary school under state law to be awarded a HSD or HSE certificate at any state approved public, private, or nonprofit adult education and literacy provider. Individuals awarded a HSD must complete specified state and local graduation requirements. Local school districts have the authority and responsibility for establishing high school graduation requirements. However, California Education Code Section 51225.3 specifies that students must pass a minimum set of required courses.

Alternatively, individuals may be awarded HSE certificate by passing three state approved tests. These are the GED® test, the High School Equivalency Test (HiSET®), and the Test Assessing Secondary Completion (TASC®). Currently the GED® test and the HiSET® test are being

offered at local California testing centers. A test taker who passes any of the three tests will be awarded a Certificate of High School Equivalency from the CDE.

Furthermore, Senate Bill (SB) 172 signed October 7, 2015, suspends the administration of the California High School Exit Examination (CAHSEE) and the requirement that students completing grade twelve successfully pass the high school exit examination as a condition of receiving a diploma of graduation from high school for the 2015 through 2018 program years.

In addition, SB 172 requires local educational agencies to grant a diploma of graduation to any student who completed grade twelve in the 2003-04 school year, or a subsequent school year, and has met all applicable graduation requirements other than passing the high school exit examination. The bill also requires the Superintendent to convene an advisory panel to make recommendations to the Superintendent on the continuation of the high school exit examination and on alternative pathways to satisfy the high school graduation requirements pursuant to California Education Code sections 51224.5 and 51225.3. SB 172 will take effect on January 1, 2016, at which time LEAs shall be permitted to issue diplomas to eligible students.

Adult Education Standards

The CDE has not formally adopted a board approved set of CCR standards for adult education. However, AEO has made progress toward educating local adult educators about CCR standards by providing professional development opportunities for AEFLA funded agencies.

During the 2014-15 fiscal year, the AEO provided funding support for one CCR standards professional development webinar, two Community of Practice training activities, and piloted the CCR standards: English/Language Arts (ELA) Implementation and Application Training of Trainers using the State Leadership portion of the AEFLA grant. CALPRO, a partner in this effort, developed the module series to support teachers, administrators, and programs to align curriculum and assessments to CCR standards.

The CCR standard: English/Language Arts (ELA) Implementation and Application Training of Trainers piloted in 2014 will be offered as two-part module in the 2015-16 program year. To access a webinar series on CCR standards, visit the following URL:

<http://www.calpro-online.org/researchwebinars.asp>

APPENDIXES

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

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

Provider Type	2010-11		2011-12		2012-13		2013-14		2014-15	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Districts with Adult Schools	167	66.8	161	68.6	154	68.4	148	68.8	140	63.6
County Office of Education	6	2.4	5	2.1	5	2.2	5	2.3	4	1.8
Community College	17	6.8	17	7.2	17	7.6	17	7.9	20	9.1
Community-Based Organizations	31	12.4	27	11	24	10.7	21	9.8	21	9.5
Library	9	3.6	7	3.4	8	3.6	8	3.7	9	4.1
Institutions (Section 225)*	20	8	18	7.7	16	7.1	16	7.4	26	11.8

CASAS 2014

* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services) and 24 jail programs.

Learners Qualified for NRS Federal Reporting

Provider Type	2010-11		2011-12		2012-13		2013-14		2014-15	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Districts with Adult Schools	277,023	70.5	242,565	68.5	195,792	64.8	310,922	67.2	302,708	64.5
County Office of Education	3,460	0.9	3,084	0.9	2,852	0.9	4,987	1.1	6,618	1.4
Community College	65,267	16.6	60,988	17.2	61,181	20.2	85,778	18.5	97,526	20.8
Community-Based Organization	7,213	1.8	6,450	1.8	6,076	2	7,278	1.6	9,198	2.0
Library	2,097	0.5	2,217	0.6	1,871	0.6	2,851	0.6	2,618	0.6
Institutions (Section 225)*	37,858	9.7	38,762	10.9	34,397	11.4	51,189	11.1	50,853	10.8
Total	392,918	100	354,066	100	302,169	100	463,005	100	469,521	100

CASAS 2014

* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services) and 24 jail programs.

APPENDIX B
Summary of California Core Performance Results

Entering Educational Functioning Level	2010-11		2011-12		2012-13		2012-13		2013-14		2014-15	
	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	27	31.8	32	44.7	33	47.5	46	55.7	48	58.2	57	50.6
ABE Beginning Basic	41	46.7	41	52.7	48	56.1	54	53.7	57	56.2	55	52.8
ABE Intermediate Low	37	45.5	40	48.8	47	50.7	50	49	52	48.7	50	45.4
ABE Intermediate High	26	30.7	28	32.7	32	33.4	34	32.6	34	31.4	34	28.7
ASE Low	19	31.7	20	32.6	33	34.9	34	33.5	36	40.2	35	30.7
ASE High	--	24.3	--	28.3	--	29.5	--	29.1	--	49.4	--	50.4
ESL Beginning Literacy	43	61.6	44	61.6	63	63.8	63	62.3	65	59.2	64	62.2
ESL Beginning (Low 2006-07)	33	62.1	35	63	63	65.1	64	64.1	66	63.8	65	61.4
ESL Beginning (High 2006-07)	48	58.2	50	61	59	61.4	62	60.3	62	60.4	61	59.2
ESL Intermediate Low	46	51.8	47	53.4	53	53.7	54	52.2	55	53.3	53	51.7
ESL Intermediate High	43	47.4	44	48.2	48	49.5	49	47.6	51	48.7	50	50.1
ESL Advanced Low	21	22.4	21	22.6	23	23.1	24	23.2	24	24.2	26	25.8
Core Follow-Up Outcome Measures												
	%	%	%	%	%	%	%	%	%	%	%	%
HSE/HS Completion	38	38.8	40	41.2	40	42	42	52.2	43	57.3	53	62.5
Entered Employment	59	44	59	44.6	45	47.3	45	44.9	48	51.1	46	57.5
Retained Employment	95	90.8	95	93.1	95	94.3	60	96.5	95	88.5	98	90.1
Entered Postsecondary Education	44	43.1	44	46.6	44	40.8	45	42.1	42	46.7	42	44.5

APPENDIX C

Federal Tables

Federal Table 1:	Participants by Entering Educational Functioning Level, Ethnicity, and Sex
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Federal Table 3:	Participants by Program Type and Age
Federal Table 4:	Educational Gains and Attendance by Educational Functioning Level
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Participants by Entering Educational Functioning Level, Ethnicity and Sex

Entering Educational Functioning Level	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		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)	(O)	(P)
ABE Beginning Literacy	29	7	127	52	1,085	219	2,768	749	24	6	712	231	102	25	6,136
ABE Beginning Basic Education	40	12	227	159	1,582	484	4,220	1,861	32	11	921	443	148	52	10,192
ABE Intermediate Low	69	46	415	329	2,479	875	6,567	4,850	56	40	1,458	821	243	136	18,384
ABE Intermediate High	204	106	1,040	956	4,304	1,755	16,101	13,313	135	86	3,969	2,230	549	281	45,029
ABE Subtotal	342	171	1,809	1,496	9,450	3,333	29,656	20,773	247	143	7,060	3,725	1,042	494	79,741
ASE Low	63	53	393	387	1,224	647	6,274	5,709	55	30	1,836	1,057	209	179	18,116
ASE High	80	60	644	559	1,390	726	8,486	7,481	60	49	3,144	1,838	309	222	25,048
ASE Subtotal	143	113	1,037	946	2,614	1,373	14,760	13,190	115	79	4,980	2,895	518	401	43,164
ESL Beginning Literacy	0	0	626	1,370	33	102	1,223	1,863	1	0	181	378	29	53	5,859
ESL Low Beginning	1	2	967	1,843	50	107	2,692	4,334	4	2	332	502	45	113	10,994
ESL High Beginning	3	2	2,179	4,238	123	229	7,816	13,188	12	12	799	1,385	84	206	30,276
ESL Intermediate Low	8	8	3,292	6,786	176	327	13,713	23,931	12	21	1,337	2,425	165	321	52,522
ESL Intermediate High	7	12	2,624	6,125	146	252	10,366	18,914	16	19	1,099	2,228	140	253	42,201
ESL Advanced	2	4	2,647	6,436	131	178	9,932	17,129	8	12	1,074	2,177	109	235	40,074
ESL Subtotal	21	28	12,335	26,798	659	1,195	45,742	79,359	53	66	4,822	9,095	572	1,181	181,926
Total	506	312	15,181	29,240	12,723	5,901	90,158	113,322	415	288	16,862	15,715	2,132	2,076	304,831

State: California

Table 2
Participants by Age, Ethnicity and Sex

PY 2014-15

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)	(O)	(P)
16-18	44	33	915	709	709	518	7,611	5,943	57	44	1,504	1,148	195	140	19,570
19-24	117	88	2,502	2,898	2,912	1,564	22,988	19,086	112	70	3,322	2,790	498	426	59,373
25-44	220	147	5,802	13,904	5,647	2,636	44,801	60,597	176	126	7,324	7,113	875	905	150,273
45-59	104	38	3,619	7,790	3,013	999	11,684	22,583	54	39	3,452	3,116	385	439	57,315
60 and Older	21	6	2,343	3,939	442	184	3,074	5,113	16	9	1,260	1,548	179	166	18,300
Total	506	312	15,181	29,240	12,723	5,901	90,158	113,322	415	288	16,862	15,715	2,132	2,076	304,831

State: California

Table 3
Participants by Program Type and Age

PY 2014-15

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Adult Basic Education	7,749	21,925	35,862	12,145	2,060	79,741
Adult Secondary Education	6,434	14,585	17,870	3,789	486	43,164
English-as-a-Second Language	5,387	22,863	96,541	41,381	15,754	181,926
Total	19,570	59,373	150,273	57,315	18,300	304,831

Educational Gains and Attendance by Educational Functioning Level

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number Completed Level (D)	Number who Completed a Level and Advanced One or More Levels (E)	Number Separated Before Completed (F)	Number Remaining Within Level (G)	Percentage Completing Level (H)
ABE Beginning Literacy	6,136	1,145,889	3,103	2,752	545	2,488	50.6%
ABE Beginning Basic Education	10,192	1,441,375	5,377	4,728	1,339	3,476	52.8%
ABE Intermediate Low	18,384	2,471,269	8,354	7,264	3,188	6,842	45.4%
ABE Intermediate High	45,029	5,758,727	12,940	10,680	9,638	22,451	28.7%
ASE Low	18,116	2,213,840	5,562	3,560	3,804	8,750	30.7%
ASE High	25,048	3,224,340	12,632	N/A	4,254	8,162	50.4%
ESL Beginning Literacy	5,859	947,416	3,643	3,305	498	1,718	62.2%
ESL Low Beginning	10,994	1,808,375	6,749	6,288	1,076	3,169	61.4%
ESL High Beginning	30,276	5,298,278	17,933	15,908	3,027	9,316	59.2%
ESL Intermediate Low	52,522	9,592,202	27,167	23,123	5,498	19,857	51.7%
ESL Intermediate High	42,201	8,257,434	21,137	17,260	4,464	16,600	50.1%
ESL Advanced	40,074	7,724,183	10,328	N/A	5,310	24,436	25.8%
Total	304,831	49,883,328	134,925	94,868	42,641	127,265	44.3%

The total in Column B should equal the total in Column P 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 Levels) 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 for Pre- and Post-Tested Participants

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	4,451	981,932	3,103	2,752	87	1,261	69.7%
ABE Beginning Basic Education	6,888	1,228,290	5,377	4,728	250	1,261	78.1%
ABE Intermediate Low	11,520	2,037,334	8,354	7,264	708	2,458	72.5%
ABE Intermediate High	27,214	4,625,580	12,940	10,680	3,305	10,969	47.6%
ASE Low	10,440	1,746,223	5,562	3,560	1,126	3,752	53.3%
ASE High	16,719	2,649,836	12,632	N/A	1,021	3,066	75.6%
ESL Beginning Literacy	4,305	839,926	3,643	3,305	64	598	84.6%
ESL Low Beginning	7,854	1,610,780	6,749	6,288	160	945	85.9%
ESL High Beginning	22,313	4,811,642	17,933	15,908	667	3,713	80.4%
ESL Intermediate Low	39,935	8,799,829	27,167	23,123	1,960	10,808	68.0%
ESL Intermediate High	32,341	7,615,581	21,137	17,260	1,555	9,649	65.4%
ESL Advanced	30,375	7,082,872	10,328	N/A	2,583	17,464	34.0%
Total	214,355	44,029,825	134,925	94,868	13,486	65,944	62.9%

Educational Gains and Attendance for Participants in Distance Education

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	6	856	3	3	0	3	50.0%
ABE Beginning Basic Education	27	5,956	19	18	0	8	70.4%
ABE Intermediate Low	76	15,983	37	35	9	30	48.7%
ABE Intermediate High	328	72,520	93	74	46	189	28.4%
ASE Low	236	60,679	93	58	24	119	39.4%
ASE High	342	88,742	120	N/A	53	169	35.1%
ESL Beginning Literacy	148	33,167	103	96	5	40	69.6%
ESL Low Beginning	339	89,764	233	215	18	88	68.7%
ESL High Beginning	1,137	328,577	723	630	86	328	63.6%
ESL Intermediate Low	1,916	551,027	1,041	939	170	705	54.3%
ESL Intermediate High	1,845	534,786	1,007	823	189	649	54.6%
ESL Advanced	2,182	574,340	705	N/A	236	1,241	32.3%
Total	8,582	2,356,397	4,177	2,891	836	3,569	48.7%

Core Follow-Up Outcome Achievement

Core Follow-up Outcome Measures	Number of Participants in Cohort	Number of Participants Used for Representative Cohort	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome (Unweighted)	Number of Participants Achieving Outcome (Weighted)	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Entered Employment*	26,587	1,595	859	53.9%	494	15,291	57.5%
Retained Employment*	28,464	1,955	1,005	51.4%	906	25,660	90.1%
Obtained a HSE or Secondary School Diploma	15,156	N/A	15,156	100.0%	9,480	9,480	62.5%
Entered Postsecondary Education or Training – current program year*	28,473	1,339	647	48.3%	288	12,674	44.5%
Entered Postsecondary Education or Training – prior program year*	29,882	1,553	1,177	75.8%	536	13,608	45.5%

***Representative** cohort: Programs attempted to collect data for a representative subset of eligible participants.

Core Follow-Up Outcome Achievement for Participants in Distance Education

Core Follow-up Outcome Measures	Number of Participants in Cohort	Number of Participants Used for Representative Cohort	Number of Participants Responding to Survey or Used for Data Matching	Response Rate or Percent Available for Match	Number of Participants Achieving Outcome	Percent Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Entered Employment*	679	N/A	465	68.5%	276	59.4%
Retained Employment*	597	N/A	390	65.3%	340	87.2%
Obtained a HSE or Secondary School Diploma*	177	N/A	177	100.0%	108	61.0%
Entered Postsecondary Education or Training – current program year*	497	N/A	334	67.2%	104	31.1%
Entered Postsecondary Education or Training – prior program year*	728	N/A	638	87.6%	269	42.2%

***Universe** cohort: Programs attempted to collect data for all eligible participants either by survey or data match.

State: California

Table 6

PY 2014–15

Participant Status and Program Enrollment

Participant Status on Entry into the Program (A)	Number (B)	
Disabled	3,385	
Employed	102,063	
Unemployed	139,778	
Not in the Labor Force	62,990	
On Public Assistance	25,357	
Living in Rural Areas	33,417	
Highest Degree or Level of School Completed	US Based Schooling	Non US Based Schooling
No Schooling	31,316	0
Grades 1-5	7,519	6,882
Grades 6-8	17,506	17,440
Grades 9-12 (No Diploma)	88,199	25,587
High School Diploma or alternate credential	19,258	37,372
HSE	3,486	1,536
Some college, no degree	5,396	7,248
College or professional degree	8,478	23,564
Unknown	4,044	0
Program Type		
In Family Literacy Programs	2,964	
In Workplace Literacy Programs	240	
In Programs for the Homeless	886	
In Programs for Work-based Project Learners	1,431	
Institutional Programs		
In Correctional Facilities	40,386	
In Community Correctional Programs	0	
In Other Institutional Settings	Not Collected	
Secondary Status Measures (Optional)		
Low Income	17,717	
Displaced Homemaker	2,798	
Single Parent	11,014	
Dislocated Worker	1,504	
Learning Disabled Adults	Not Collected	

State: California

Table 7

PY 2014–15

Adult Education Personnel by Function and Job Status

Function (A)	Total Number of Part-time Personnel	Total Number of Full-time Personnel	Unpaid Volunteers
State-level Administrative/ Supervisory/Ancillary Services		25	
Local-level Administrative/ Supervisory/Ancillary Services	220	542	213
Local Teacher	3,844	1,848	556
Local Counselor	151	127	8
Local Paraprofessional	674	409	155
Years of Experience			
Less Than one year	178	33	
One to three years	517	93	
More than three years	3,149	1,722	
Teacher Certification			
No Certification	351	52	
Adult Education Certification	1,651	1,032	
K-12 Certification	1,397	789	
Special Education Certification	91	72	
TESOL Certification	798	140	

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	40,386				17,424	43.1%
Entered Employment	0					
Retained Employment	0					
Obtained a HSE or Secondary School Diploma	1,006	N/A	1,006	100.0%	248	24.7%
Entered Postsecondary Education or Training—current program year	150	N/A	8	5.3%	4	50.0%
Entered Postsecondary Education or Training—prior program year	107	N/A	12	11.0%	6	50.0%

State: California

Table 14
Local Grantees by Funding Source

PY 2014–15

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	147	0	\$61,587,761	71.4%	\$115,291,626	39.0%
Public or Private Nonprofit Agency						
Community-based Organizations	16	0	\$2,233,837	2.6%	\$41,239	0.01%
Faith-Based Organizations	4	0	\$64,328	0.1%	\$17,593	0.01%
Libraries	10	0	\$667,853	0.8%	\$129,351	0.04%
Institutions of Higher Education						
Community, Junior or Technical Colleges	20	0	\$16,058,965	18.6%	\$43,916,764	14.9%
Four-Year Colleges or Universities	0	0	\$0	0%	\$0	0%
Other Institutions of Higher Education	0	0	\$0	0%	\$0	0%
Other Agencies						
Correctional Institutions	1	0	\$5,514,190	6.4%	\$118,432,556	40.1%
Other Institutions (non-correctional)	1	0	\$85,409	0.1%	\$17,725,501	6.0%
All Other Agencies	0	0	\$0	0.0%	\$0	0.0%
Total	199	0	\$86,212,343	100%	\$295,554,630	100%

APPENDIX D California Collaboration References

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
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

Ways Agencies Interacted with Local One-Stop Centers in 2014–15

Responses	Percent of the 198 Agencies that responded to survey
Receive/provide student referrals	84.6
Provide classes or training	40.0
Conduct workshops, conferences, or informational meetings	37.1
Other	32.0
Provide testing/assessment services	30.9
Assign staff liaison to One-Stop Center	28.0
Track referrals to or from the One-Stop Center	26.9
Provide skills lab	20.6
Arrange job fairs	19.4
Staff work at the One-Stop Center	14.3
Provide cross-training of One-Stop and adult education staff	11.4
Host the One-Stop Center	8.6
Reimburse One-Stop Center for services rendered	1.1

CASAS 2015

Effectiveness of Agency Interaction with Local One-Stop Center in 2014-15

Responses	Percent of the 198 Agencies that responded to survey
Very Effective	23.7
Somewhat Effective	32.8
Neutral	19.2
Somewhat Ineffective	7.6
Very Ineffective	5.1

CASAS 2015

* Excerpt from responses to the 2014–15 Survey

Ways Agencies Interacted with Local Workforce Investment Boards in 2014–15

Response	Percent of the 128 Agencies that responded to survey
Agency is represented through a consortium	57.8
Staff attend WIB meetings	53.1
Agency has Memorandum of Understanding (MOU) with WIB	45.3
Administrator serves on the local WIB board	28.9
Staff serve as WIB committee members	15.6
Other	15.6

CASAS 2015

Ways Agencies Interacted with Local Workforce Investment Boards in 2014-15

Responses	Percent of the 128 Agencies that responded to survey
Very Effective	32.0
Somewhat Effective	36.7
Neutral	27.3
Somewhat Ineffective	2.3
Very Ineffective	1.6

CASAS 2015

* Excerpt from responses to the 2014–15 Survey

APPENDIX F
English Literacy Civics Education Data Tables

EL Civics Agency Enrollment by Funding Type 2014–15

Funding Type	Total EL Civics Agencies
Citizenship Preparation and ABE 231	11
Civic Participation and ABE 231	27
Civic Participation, Citizenship Preparation and ABE 231	131
Total	169

CASAS 2015

EL Civics Agency Enrollment by Provider Type 2014–15

EL Civics Provider Type	EL Civics Enrollment		Total EL Civics Agencies	
	<u>N</u>	%	<u>N</u>	%
Districts with Adult Schools	127	75.4	116,907	71.7
Community College	18	10.8	41,924	25.7
Community Based Organization	15	8.4	3,253	2.0
Library	5	3.0	630	0.4
County Office of Education	4	2.4	310	0.2
Total	169	100.0	163,024	100.0

CASAS 2015

The Ten Most-Used Civic Objectives and Additional Assessment Plans in 2014–15

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.	81	36,265	32,893	90.7%
026C	Identify and access free or low cost medical, dental, and other health care services.	15	20,012	19,024	95.1%
046C	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	40	19,504	17,688	90.7%
028C	Access the health care system and be able to interact with the providers.	61	13,968	12,735	91.2%
013C	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	55	12,032	10,706	89.0%
040C	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	34	8,167	7,528	92.2%
012C	Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals	34	7,940	7,412	93.4%
014C	Identify educational opportunities and research education/training required to achieve a personal goal.	28	8,313	7,840	94.3%
016C	Follow appropriate procedures and access community- assistance agencies in case of emergency or disaster	37	6,269	5,895	94.0%
011C	Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.	33	7,773	7,403	95.2%
030C	Demonstrate how to use pharmacies/drug stores and medicines.	21	5,480	5,234	95.5%

CASAS 2015

APPENDIX G

Text Version (accessible) of All Charts in the Above-Stated Report

1. California WIA, Title II Enrollment Chart (Page 5)

Program Years	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
WIA, Title II	696,831	598,486	524,904	493,208	463,005	469,521
Federal Table 4	434,428	392,918	354066	302,169	305,182	304,831

2. California WIA, Title II Demographics (Page 5)

Race and Ethnicity	Percentage
Two or More Races	1.4%
White	10.7%
Native Hawaiian or Pacific Islander	0.2%
Hispanic or Latino	66.8%
Black or African American	6.1%
Asian	14.6%
American Indian/Alaskan Native	0.3%

Age Group	Percentage
60 and Older	6.0%
45–59	18.8%
25–44	49.3%
19–24	19.5%
16–18	6.0%

Gender	Percentage
Female	54.7%
Male	45.3%

3. California WIA, Title II Provider Type (Page 6)

Provider Type	Total Agencies
Districts with Adult Schools	142
County Offices of Education	5
Community Based Organizations	21
Community College Districts	20
Libraries	9
State Agencies	2

4. California WIA, Title II NRS Performance (Page 6)

Educational Functioning Level	California State Goals	California State Performance
ABE Beginning Literacy	57%	50.6%
ABE Beginning Basic	55%	52.8%
ABE Intermediate Low	50%	45.4%
ABE Intermediate High	34%	28.7%
ASE Low	35%	30.7%
ASE High	--	50.4%
ESL Beginning Literacy	64%	62.2%
ESL Low Beginning	65%	61.4%
ESL High Beginning	61%	59.2%
ESL Intermediate Low	53%	51.7%
ESL Intermediate High	50%	50.1%
ESL Advanced	26%	25.8%