California Adult School Programs
Student Progress and Goal Attainment Report

Program Year 2008
July 1, 2007 to June 30, 2008

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California Department of Education, Adult Education Office

Contents

List of Abbreviations and Acronyms

Please refer to the list below for abbreviations and acronyms that appears in the report.

ABE	Adult Basic Education
ASE	Adult Secondary Education
AWD	Adults with Disabilities
CAHSEE	California High School Exit Exam
CASAS	Comprehensive Adult Student Assessment Systems
CDE	California Department of Education
CTE	Career Technical Education
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
ESL-Cit	ESL-Citizenship
GED	General Education Development
Home Econ.	Home Economics
H.S. Diploma	High School Diploma
K-12	Kindergarten Through Grade Twelve
NRS	National Reporting System
Parent Ed.	Parent Education
U.S.	United States
WIA Title II	Workforce Investment Act Title II

California Adult School Program Impact

The California Adult Education Program serves state and national interests by providing lifelong educational opportunities and support services to more than 1.2 million adults. These opportunities and services address the unique needs of individuals and communities by providing adults with the knowledge and skills necessary to improve their economic condition and become positive contributors to the economy and to their families and communities.

The ten authorized program areas (Ed Code 41976) include Adult Basic Education (ABE), English as a Second Language (ESL) including ESL-Citizenship (ESL-Cit), High School Diploma (H.S. Diploma) or Adult Secondary Education including General Education Development certification programs (ASE/GED), Citizenship, Career Technical Education (CTE), Adults with Disabilities (AWD), Health and Safety, Parent Education (Parent Ed.), Home Economics (Home Econ.), and Older Adults. School districts, adult schools, and county offices of education serve adult education learners in these ten program areas to provide diverse educational opportunities designed to meet adult learner needs.

California adult education programs not only focus on the specific academic skills needed for employment success, but also incorporate many job attainment and retention skills into the academic curriculum that lead to better and more sustained employment. The California Department of Education is committed to maintaining and developing the adult education system that provides Californians with necessary resources and tools to improve literacy and workforce skills.

California adult education programs support collaborative efforts with workforce centers, school districts, community colleges, welfare providers, correctional institutions, libraries, employers, community- and faith-based organizations, and the judicial system. Partnerships are developed to share resources and to refer clients. Such partnerships strengthen services and enhance students' academic experience. Through partnerships, programs can offer services such as transportation and child care to reduce the barriers for adults to attend classes. These partnerships make the most of limited resources and increase the cost-effectiveness and efficiency of local adult education agencies.

The accomplishments of adult education students in California are showcased on the California Adult Education Students Succeed Web site at:
www.AdultEdLearners.org

Literacy Needs for California

- In California, one out of five adults out of school over the age of 18 does not have a high school diploma. According to the 2000 U.S. Census and the three-year (2005 to 2007) estimate of the American Community survey, the number of adults age 18 years or older residing in California without a high school diploma is approximately 5,326,458.

- More than 1.2 million California residents of labor force age are unemployed.

- Approximately 14 million (42.3 percent) of California residents speak a language other than English compared to 10.3 percent in the Midwest, 16.8 percent in the South, 21 percent in the Northeast and 31.5 percent in the West Region. One-third of the national non-English-speaking population lives in California.

- More than twenty-six 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.

- There is a growing number of incarcerated individuals, most of whom lack basic literacy skills.

- The National Institute for Literacy (NIFL) figures indicate that a high school diploma or a GED

nearly doubles the probability of working and staying employed.

Learners Enrolled in Programs

The adult education program in California focuses on the mission of serving the least educated and most in need. In 2007-08:

- 276 adult schools in California enrolled 1,239,449 adult learners supported through state apportionment funds. Enrollment in California adult schools increased by 33 percent compared to 2000-01.
- 466,235 learners enrolled in ESL.
- 223,521 learners enrolled in ASE/GED.
- 177,636 learners enrolled in CTE.
- 81,976 learners enrolled in ABE programs.
- Of the learners enrolled who reported labor force status, 288,427 were unemployed.
- More than 50 percent of the learners enrolled in adult education programs indicated improving English skills and basic skills as their primary goal.

Legend:
- None
- H.S. Diploma/GED
- Technical/Certificate
- A. A./A.S. Degree
- 4 yr. College Graduate
- Graduate Studies
- Other Diploma/Degree
- Missing Data

Values: 41.9, 22.6, 2.6, 3.0, 6.1, 3.4, 2.0, 18.5
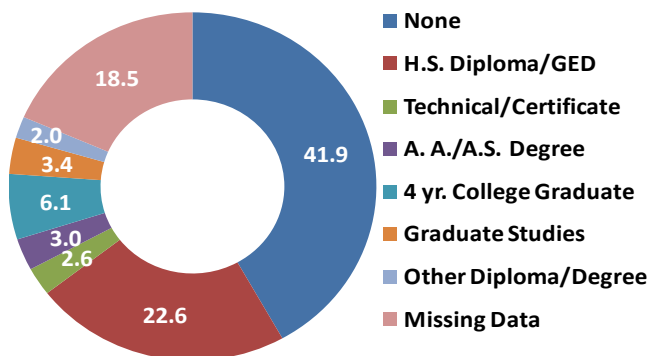
- More than 40 percent of all adult school learners neither possessed a high school diploma nor a GED certificate at the time they entered their programs.
- More than 100,000 learners had a primary goal to earn a high school diploma or GED certificate.
- More than 75,000 K-12 learners were concurrently enrolled in adult education programs to complete requirements for a high school diploma.

Impact

California adult education programs help learners to:

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

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

Goal Attainment

- Increasing literacy skills through adult education programs such as GED, ESL, and workplace literacy leads adults to job attainment and job retention.
- Increased literacy skills lead to higher earnings and economic self-sufficiency for the learner.
- Improved speaking, math, reading, and writing skills are strongly connected to earning power.

More than 65 percent of the learners enrolled in adult education programs in 2007-08 had completed or continued in their educational program. There were 227,696 learners who completed an instructional level and 461,165 who continued progressing in their education at the same level.

Education

Gained Computer/Tech Skills	116,661
Mastered Course Competencies	99,441
Earned Certificate	47,147
Earned High School Diploma	13,176
Passed GED	9,815
Entered Training Program	7,590
Entered College	4,782

Employment

Acq. Workforce Readiness Skills	92,008
Retained Job	88,617
Got a Job	38,429
Met Work-Based Project Goal	11,563
Entered Job Training	7,213
Entered Apprenticeship	2,101
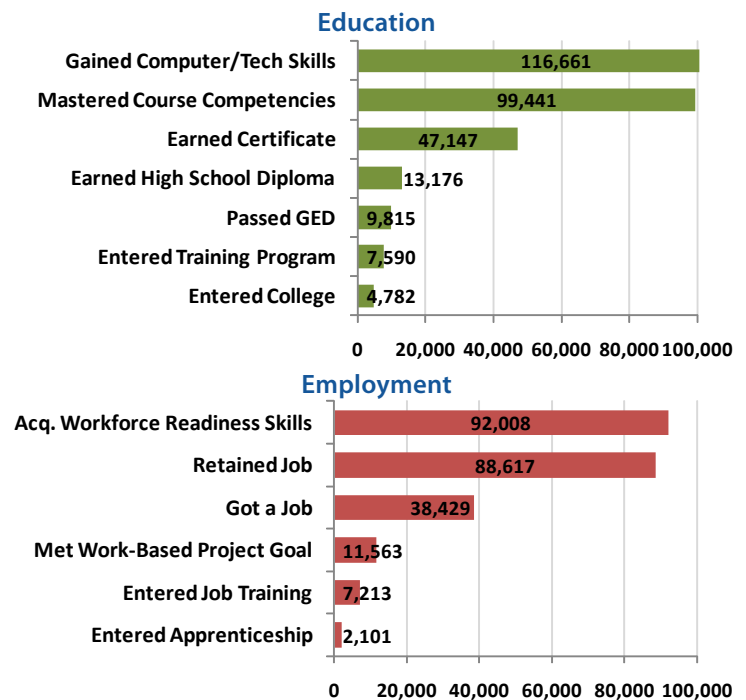
A significant proportion of learners reported outcomes such as the acquisition of computer or technical skills, mastered core competencies, the attainment of a certificate, or workforce readiness skills. These results indicate that learners were

able to achieve a wide array of educational and workforce preparation skills.

Learners whose primary goal was family-related cited increased involvement in their children's education (23.6 percent) and children's literacy (17.1 percent), and meeting a personal (52 percent) and family goal (40 percent). These learners also showed significant community-related outcomes.

Promising Practices

Promising Practice Awards recognize California ABE, ASE, or ESL adult education providers that have implemented strategies and practices to help students attain their goals, transition into postsecondary, improve program management, enhance learning through the use of technology and distance learning, and improve curriculum and instruction.

- Successful transition programs were designed by providers to inform students about different personal and professional options available to them after they complete ESL, ABE, and/or ASE courses. Since the implementation of the transition program, there has seen a significant increase in GED class enrollment and student persistence.

- An ESL literacy volunteer project has improved the ESL classroom experience and has helped students to ease into their classes successfully. This project places volunteers (current or former students) in ESL classrooms to provide assistance to the instructors and instructional aides, especially helping to work with new students and getting them oriented to the classroom environment, setting up classroom materials and equipment, teaching students about the assessment system so that they feel more comfortable with testing, and working one-on-one with students on classroom problems.

For more information on Promising Practices, please visit the CASAS Web site: *https://www.casas.org*

Leadership Project Highlights

The California Department of Education (CDE) contracts with three organizations to provide state leadership activities: (a) California Adult Literacy Professional Development Project (CALPRO); (b) Comprehensive Adult Student Assessment Systems (CASAS); and (c) 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: (1) Establish and implement professional development programs to improve the quality of instruction provided. (2) Provide technology assistance, including staff training, to eligible providers of adult education and literacy activities. (3) Provide technical assistance to eligible providers of adult education and literacy activities.

CASAS provides programs with the resources and expertise to establish a comprehensive performance accountability system, address core indicators of performance, integrate literacy and occupational skill instruction, and evaluate the effectiveness of adult education and literacy programs.

- Collaborating with CDE to work with a core group of adult schools and their One-Stop agency partners to streamline assessment and reporting, help coordinate data sharing, facilitate referral and tracking of clients between agencies, and to document job-related outcomes to provide more seamless service to adult learners and job seekers in California.
- Implementing CASAS *e*Tests in seventy California agencies. The main advantages of computerized testing include placing students into programs quickly and accurately, generating test results immediately and eliminating hand scoring or scanning, automatically selecting the next test based on previous test scores, and tracking student progress from placement to pretest, post-test, certification, or program exit.
- Providing an online Data Portal 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.

- Facilitating WIA Title II and TOPSpro network groups in ten state regions. Field-based facilitators provide an opportunity for local agencies to share solutions and best practices.

- Providing onsite and online trainings encompassing various topics on program implementation, accountability, assessment and continuous improvement to more than 1,500 local agency adult education staff.

CALPRO is committed to providing professional development to agencies.

- Launching the Administrative Leadership Forum in collaboration with CDE and the other state Leadership Projects. The Forum provides a venue for adult administrators to engage critically with peers on topics that affect the development, management, and sustainability of their adult education programs.

- Conducting the Adult Education Leadership Institute – a two-year leadership development program offered to California's new (three years or less) adult education administrators.

- Convening the Professional Learning Communities initiative. Administrative and instructional staff from agencies attended the Institute, a five-day intensive professional development offering.

- Partnering with the National Institute for Literacy (NIFL) to offer Learning to Achieve: A Research-Based Training on Learning to Serve Adults with Learning Disabilities.

- Developing training for study-circle facilitators that allows agencies to choose a topic aligned with the focus of their site-based professional development plans.

OTAN provides electronic collaboration and information and support for instructional technology and distance learning to literacy and adult education providers.

- Providing face-to-face hands-on training and online workshops on technology topics to help teachers keep abreast of developments in technology and how these new possibilities can support the progress of adults improving their basic skills.

- Providing training through OTAN's Technology Integration Mentor Academy (TIMAC) to instructional technology leaders from all parts of the state who then work with colleagues to support the productive use of technology and

offer professional development regionally and statewide.

- Hosting a three-day Technology and Distance Learning Symposium for 170 participants from around the state to provide information on instructional technology and distance learning for adult learners.

- Supporting the development of distance learning for adults through an online application and evaluation system, training on various aspects of running a distance education program, and purchasing statewide licenses for curriculum materials.

- Promoting electronic collaboration for adult educators throughout the state via e-mail lists, videoconferencing, online meetings, webinars and streaming video.

Current and Future Initiatives from the CDE

- The Adult Education Office (AEO) is developing a strategic plan to address the critical and emerging educational and workforce needs of adults throughout the state. The plan will provide a renewed vision for the California Department of Education's adult education system and identify strategies and resources necessary to implement the plan.

- The CDE has implemented a statewide ABE initiative to address program improvement strategies in California ABE funded programs and classrooms. One focus of the ABE Initiative is student transitions into postsecondary programs and the workforce.

- Statewide priorities include a focus on transitions to the workforce and postsecondary training. The California adult education system will demonstrate its effectiveness in moving students into postsecondary institutions, vocational training programs, and ultimately into higher paying, higher skilled jobs.

California Adult School Programs — Overview

School districts and county offices of education along with adult schools serve adult education learners in ten funded program areas to provide diverse educational opportunities designed to meet adult learner needs. The ten program areas are Adult Basic Education (ABE), English as a Second Language (ESL) including ESL-Citizenship (ESL-Cit), High School Diploma (H.S. Diploma) or Adult Secondary Education including General Education Development certification programs (ASE/GED), Citizenship, Career Technical Education (CTE), Adults with Disabilities (AWD), Health and Safety, Parent Education (Parent Ed.), Home Economics (Home Econ.), and Older Adults. The abbreviations identified on the previous page appear throughout this report. The number of agencies approved to offer adult school programs in the State of California is 382. In 2007-08 the 276 adult schools in California enrolled 1,239,449 adult learners supported through state apportionment funds In addition to the 276 (72.3 percent of total) agencies that submitted data, 59 (15.4 percent of total) agencies did not provide information on their adult school learners, and 47 (12.3 percent of total) additional agencies are inactive. The non-reporting and inactive agencies are among the smallest agencies in terms of adult school enrollment, representing less than two percent of the state adult school enrollment. This report presents the results of data collected by the Comprehensive Adult Student Assessment Systems (CASAS) from all learners enrolled in California adult schools. The report analysis was prepared by CASAS under contract with the California Department of Education (CDE).

Program Enrollment and Demographic Information

Student enrollment in California adult schools increased slightly (2.7 percent) compared to 2006-07. The upward trend in enrollment occurs in six of the ten programs areas, the highest being ABE (28.8 percent) followed by ASE/GED, Citizenship, CTE, Home Econ., and Older Adults in comparison to the previous program year. The ESL program shows a smaller percentage drop in comparison to 2006-07 enrollments. Student enrollment patterns as a percentage of total enrollments in each of the ten programs over the past five years have not varied greatly. See Figure 1.

Figure 1   Adult School Enrollment over Seven-Year Period (2000-2008)
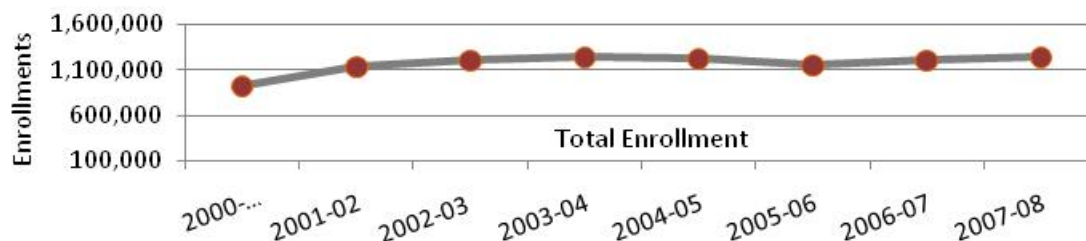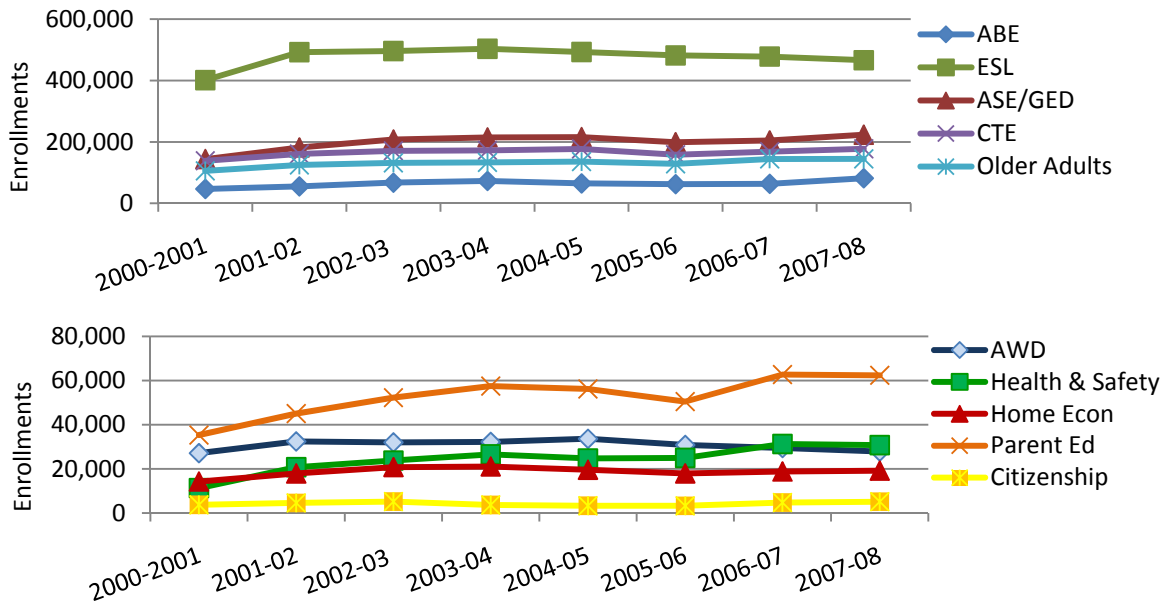
Adult learners in California reflect the diversity of the state. The largest ethnic groups of learners enrolled in adult education programs in California are Hispanic (54.8 percent) and White (23.4 percent). Adult learners are more likely to be female (60.7 percent) than male (39.3 percent). The largest group of adult school learners (41.3 percent) is between the ages twenty-one to forty. See Figure 2.

Figure 2   Adult School Learners' Demographics at a Glance
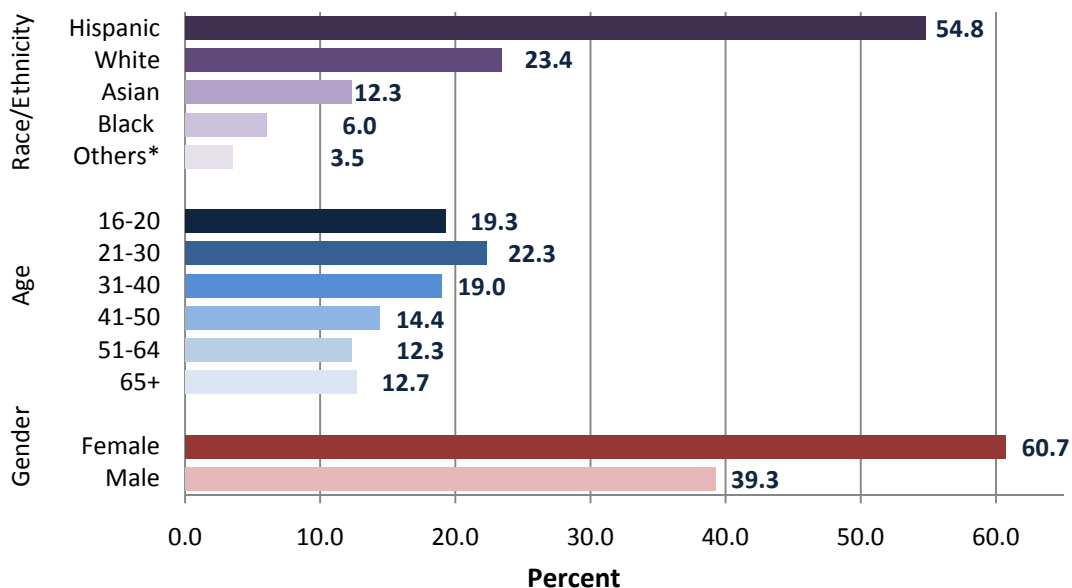
* Note: Other includes Filipino, American Indian, Alaskan Native, Native Hawaiian, and Other Pacific Islander

The gender ratio favors females in every program area. The ratio is most similar in ASE/GED and is most disparate in the areas of Home Econ., Parent Ed, Health & Safety, and Older Adults. See Figure 3.

Figure 3   Gender Distribution of Adult School Learners by Instructional Program
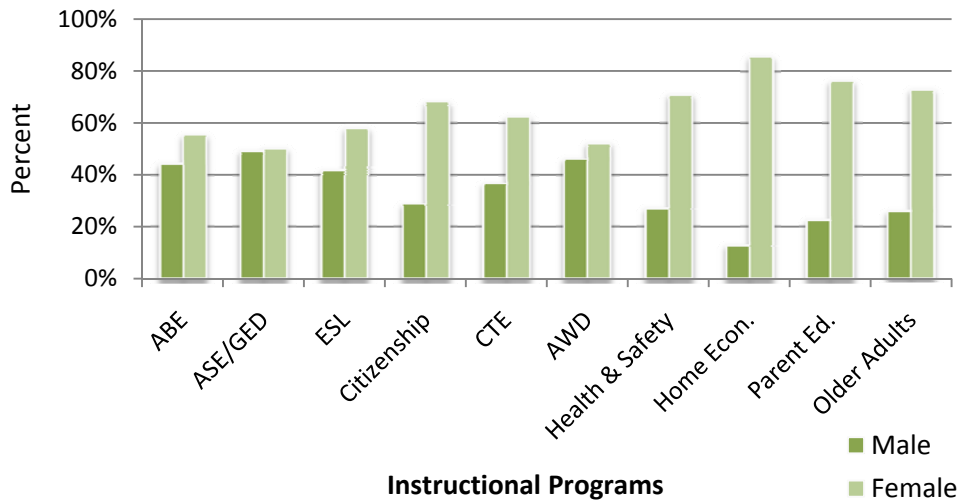
Figure 4   Ethnic Distribution of Adult School Learners by Instructional Program
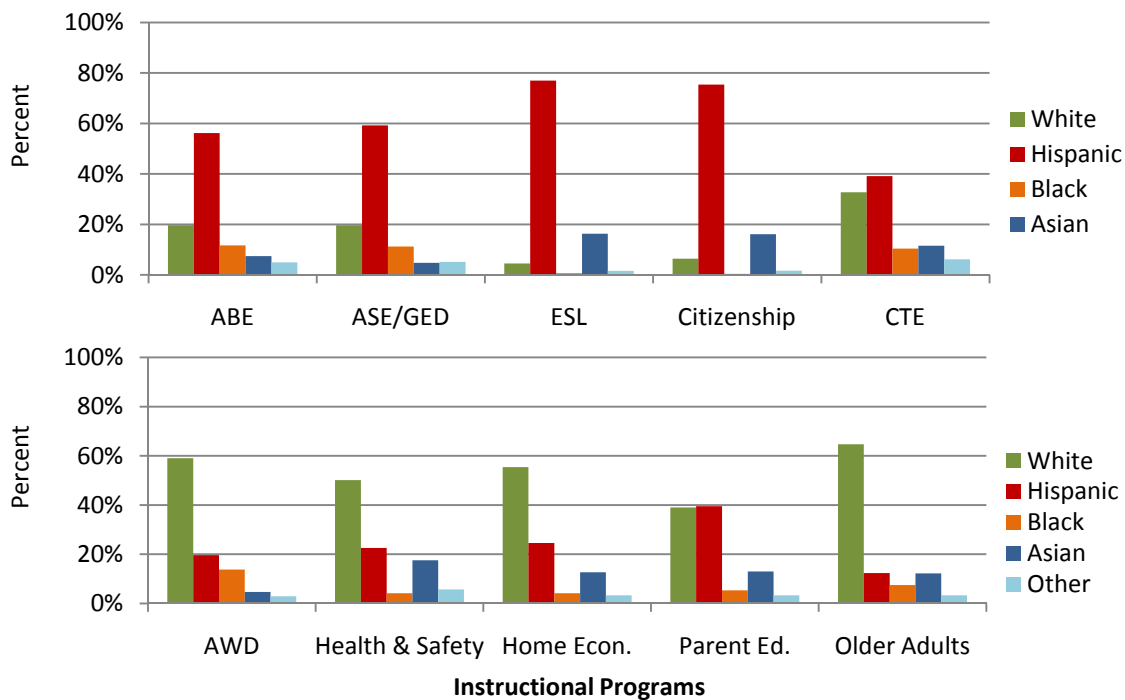
Whites continue to constitute the majority enrollment in AWD, Health & Safety, Home Econ., and Older Adults, while basic skills (ABE, ASE/GED, and ESL) have a Hispanic majority enrollment. Other includes American Indian, Alaskan Native, Filipino, Native Hawaiian, and other Pacific Islander, constituting 3.5 percent of the total enrollment. See Figure 4.

Race distribution patterns as a percentage of total enrollments within each program area have remained more or less constant in past program years. The percentage of enrollment according to race remained steady for the last two program years. The

highest increase in enrollment occurred with Hispanic learners (633,108 in 2006-07 to 650,311 learners in 2007-08) followed by Asian and Black in 2007-08. See Figure 5.

Figure 5   Ethnic Distribution of Adult School Learners over Eight-Year Period
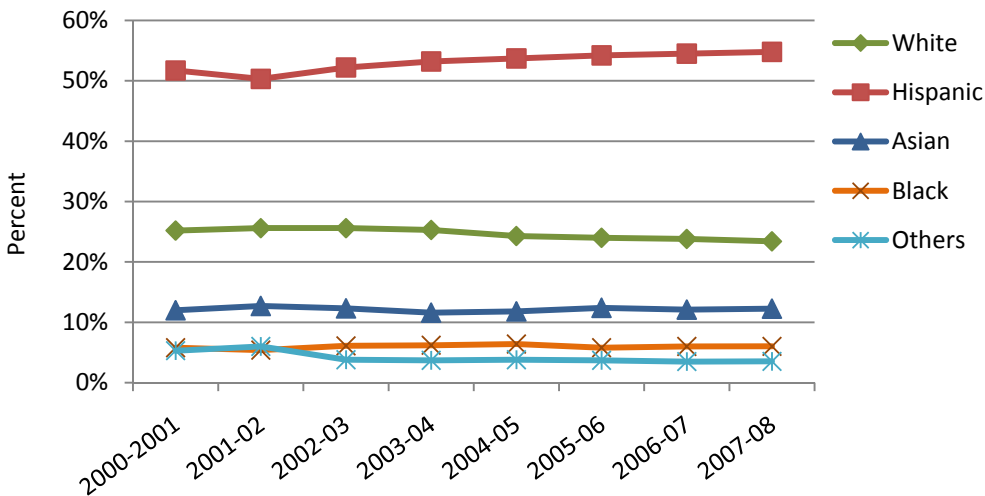
Figure 6   Age Distributions of Adult School Learners by Instructional Program

Age Group	ABE	ASE/ GED	ESL	Citizen- ship	CTE	AWD	Health & Safety	Home Econ.	Parent Ed.	Older Adults
16-20	32.6	64.3	9.2	2.4	11.6	1.7	3.8	1.8	8.3	
21-30	25.9	18.9	31.1	8.0	23.2	15.7	13.4	8.0	20.4	
31-40	16.4	9.1	26.9	22.7	19.1	13.5	14.8	9.5	42.2	
41-50	13.1	5.2	17.9	31.6	20.3	19.3	21.8	13.9	19.1	4.8
51-64	8.7	1.9	10.8	24.9	19.0	20.2	28.5	32.9	7.4	21.1
65+	3.3	0.6	4.1	10.4	6.7	29.7	17.6	34.0	2.6	70.0

Instructional program
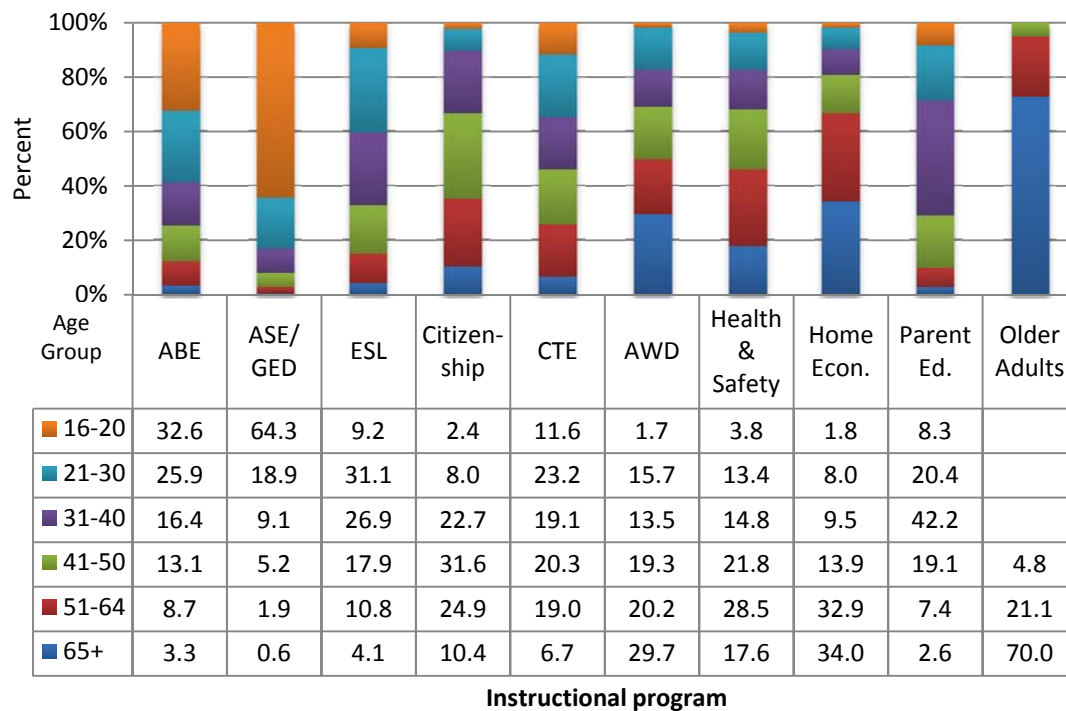
ASE/GED followed by ABE continues to have the youngest learner cohort. AWD and Older Adults continue to have the oldest cohort. ASE/GED programs served the highest percentage (64.3 percent) of learners under the age of twenty-one, while ESL served learners between the ages twenty-one and thirty (31.1 percent). Learners between thirty-one and forty years of age represent the most common age range for those

enrolled in Parent Ed. classes. Adult education programs are successfully attracting youth who exited traditional kindergarten through grade twelve (K-12) programs before completing the requirements for a high school diploma. The ASE/GED programs assist these students in completing the requirements for a high school diploma, preparing them to pass the GED, in addition to helping K-12 learners complete program requirements for graduation. See Figure 6.

Educational Background

The adult education program in California is congruent with its historical primary goals of serving the least educated and most in need. According to the state profiles of the Adult Education target population by OVAE (updated in 2005 from the 2000 U.S. Census) and the three-year (2005 to 2007) estimate of the American Community survey, the number of people residing in California without a high school diploma is approximately 5,326,458 (19.9 percent of the adult population ages 18 years or older). Of these adults 13.3 percent are between the ages of 18 to 24, and 86.7 percent are 25 years or older. Figure 7 shows the distribution of adults without a high school diploma according to the eleven geographical regions in California. The majority of the adults without a diploma live in the Los Angeles region (33.6 percent) followed by the southern region (14.2 percent) and Rims region (11.8 percent).

Figure 7   Distributions of California's Adult Population Without a High School Diploma by Geographical Region
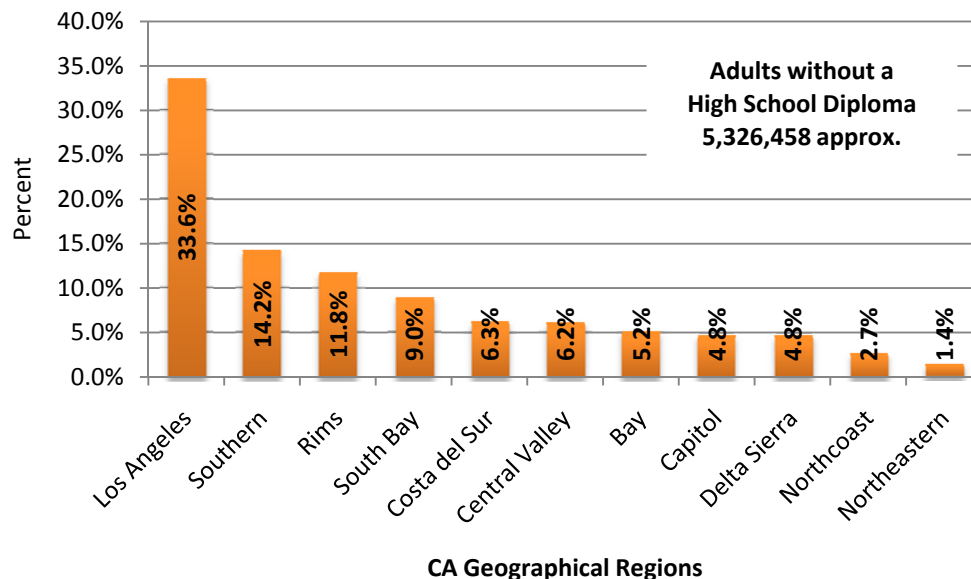
Figure 8 displays the percentage of the adult population without a high school diploma in each of the eleven regions in California. The chart also shows the overall percentage of adults without a high school diploma in California compared to the United States (U.S.) as a whole. The Central Valley region has the highest percentage of adults without a high school diploma. The Los Angeles region ranks third, even though the

majority of the adults without a high school diploma are from that region. The percentage of adult without a high school diploma is lower in northern California (Northcoast, Northeastern, South Bay, Bay, and Capitol regions) compared to California and the U.S. overall.

Figure 8   Percent of Adult Population Without a High School Diploma by Geographical Region
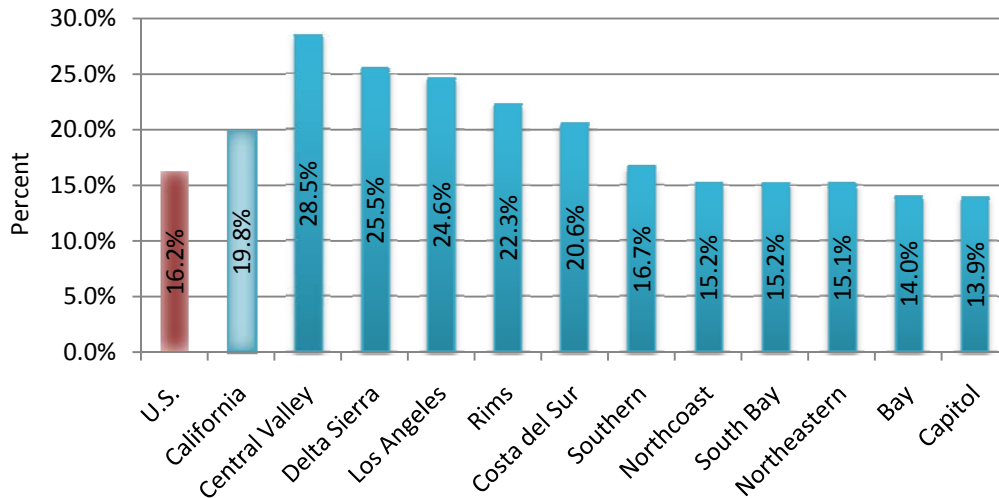
Figure 9   Highest Degree Earned by Adult School Learners Prior to Enrollment

- None = 518,958
- H.S. Diploma/GED = 280,497
- Technical/Certificate = 32,486
- A. A./A.S. Degree = 36,722
- 4 yr. College Graduate = 75,290
- Graduate Studies = 41,677
- Other Diploma/Degree = 24,773
- Missing Data = 229,046
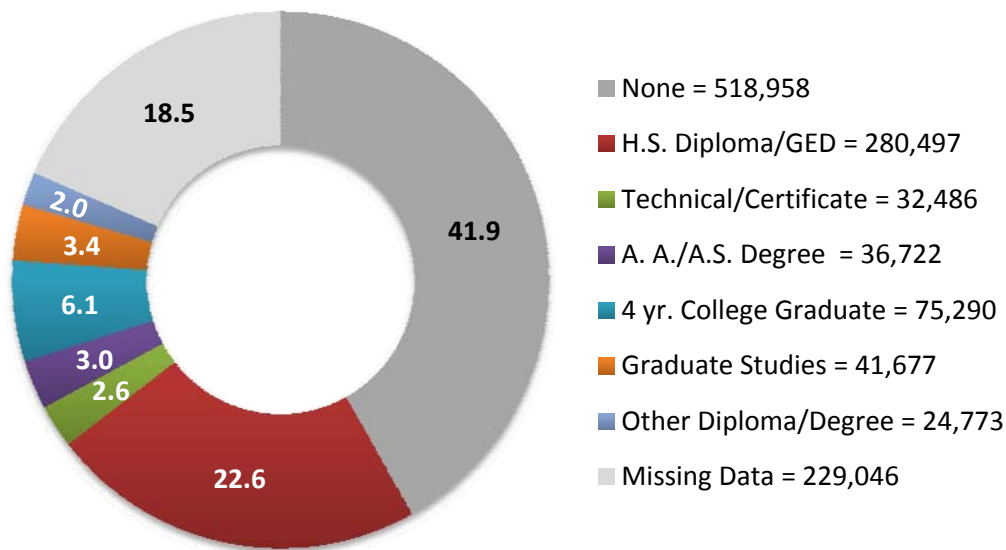
Adult school programs in California served a plurality of learners who entered without a basic secondary education. More than 40 percent of all adult school learners indicated they neither possessed a high school diploma nor a GED certificate at the time they entered their programs. See Figure 9.

Figure 10   Highest Degree Earned by Adult School Learners Prior to Enrollment in Instructional Program

Instructional Programs	None	H.S. Diploma/GED	(remainder)
ABE	65.4	21.3	13.3
ASE/GED	88.2	6.8	4.9
ESL	56.7	26.3	17.0
Citizenship	63.5	18.7	17.8
CTE	21.5	48.2	30.2
AWD	49.9	36.7	13.4
Health & Safety	9.1	37.0	53.9
Home Econ.	13.0	38.9	48.1
Parent Ed.	28.3	25.3	46.3
Older Adults	14.8	44.9	40.3
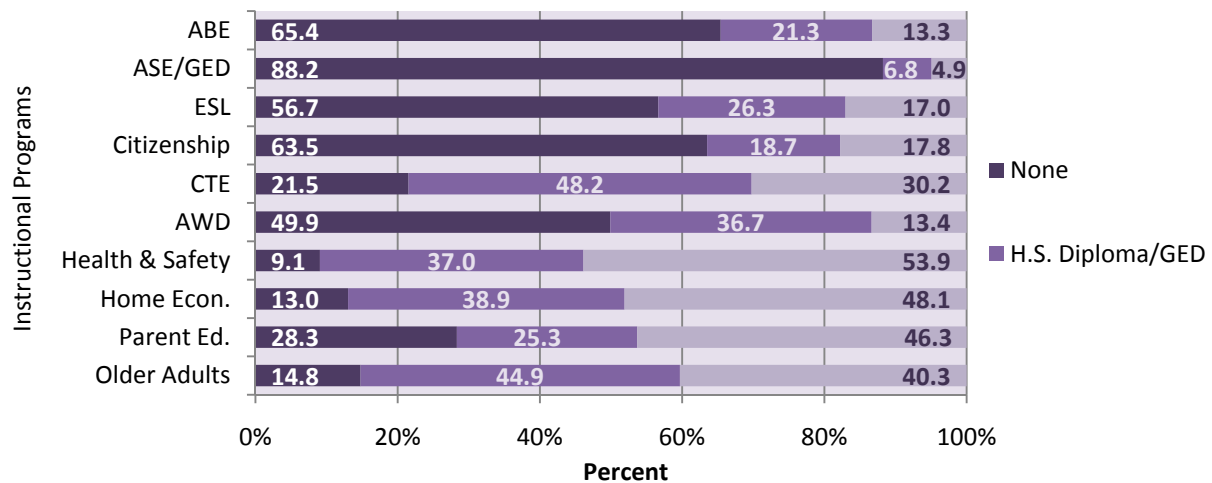
Specifically, a plurality of the learners enrolling in California's basic skills programs and Citizenship (ABE, ASE/GED, ESL, and Citizenship) earned no formal degree prior to enrollment. Of the learners who reported their highest degree earned, 65.4 percent of ABE learners and 56.7 percent of ESL learners indicated they had neither a diploma, GED certificate, technical training, nor degree. A higher percentage of learners enrolled in CTE, Health & Safety, Home Econ., Parent Ed. and Older Adult programs have a high school diploma or more advanced education. See Figure 10.

Figure 11   Learners Without a Formal Degree

Age Group	Male	Female
56 or more years	31.0%	68.9%
25-55 years	39.2%	60.7%
16-24 years	55.7%	44.2%
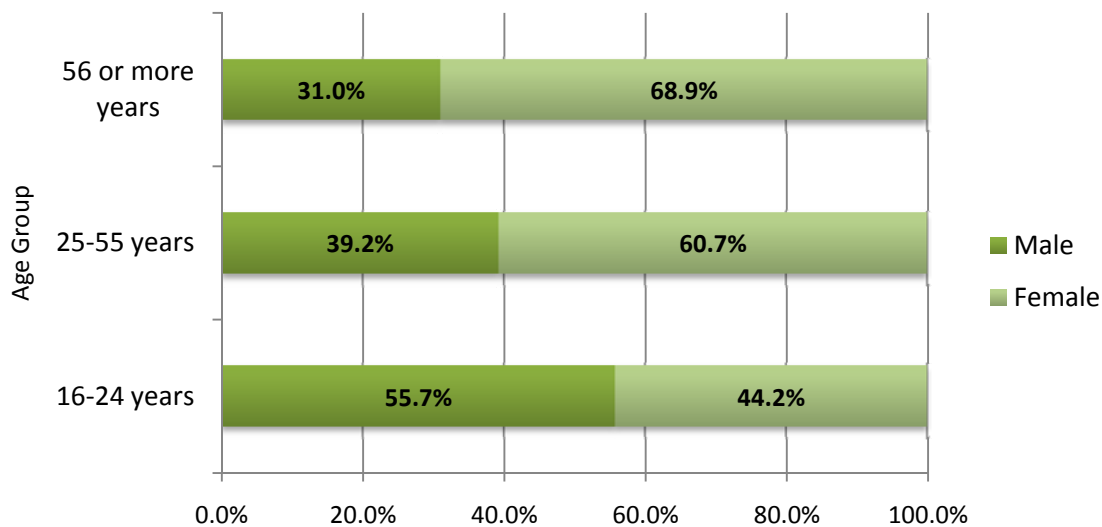
Almost 55 percent of the learners enrolled without a formal degree are female — especially those 25 and older. A majority of young adult learners between the ages of 16 to 24 without a degree are male. See Figure 11.

Figure 12   California Median Earnings and Poverty Rate (U.S. Census 2005) Compared to Educational Background
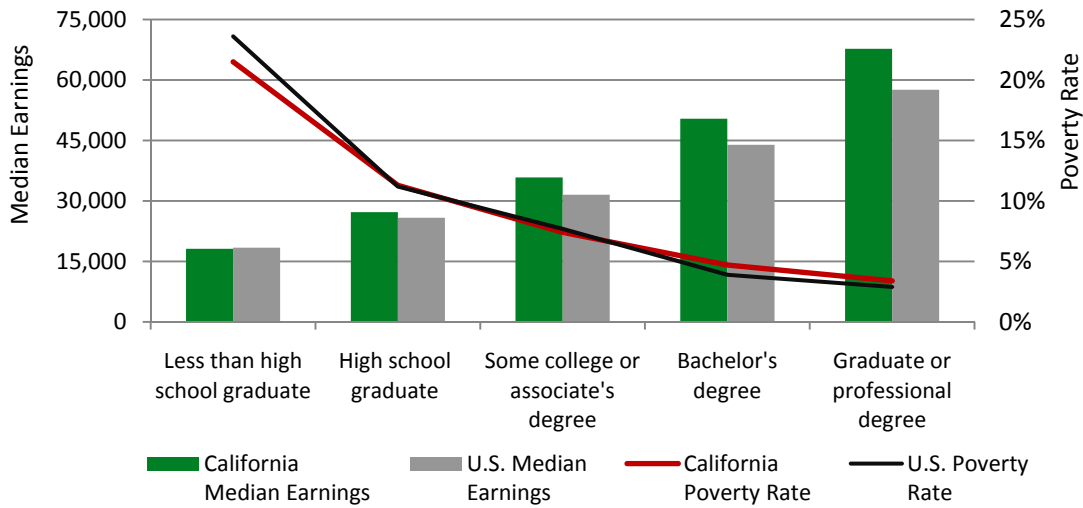
Source: U.S. Census Bureau Fact Sheet 2005. All data represents population 25 years and older.

Educational attainments positively affect income, employment, and the poverty rate. Figure 12 compares median earnings of the California population to the U.S. according to level of education completed. The chart shows that individual incomes increase and poverty rates decline with higher educational attainment.

ABE, ESL, ASE/GED, Citizenship, and AWD programs enrolled a majority of learners who have fewer than twelve years of schooling. The remaining program areas have, on average, learners with twelve or more years of schooling. See Figure 13.

Figure 13   Average Years of Schooling of Adult School Learners by Program
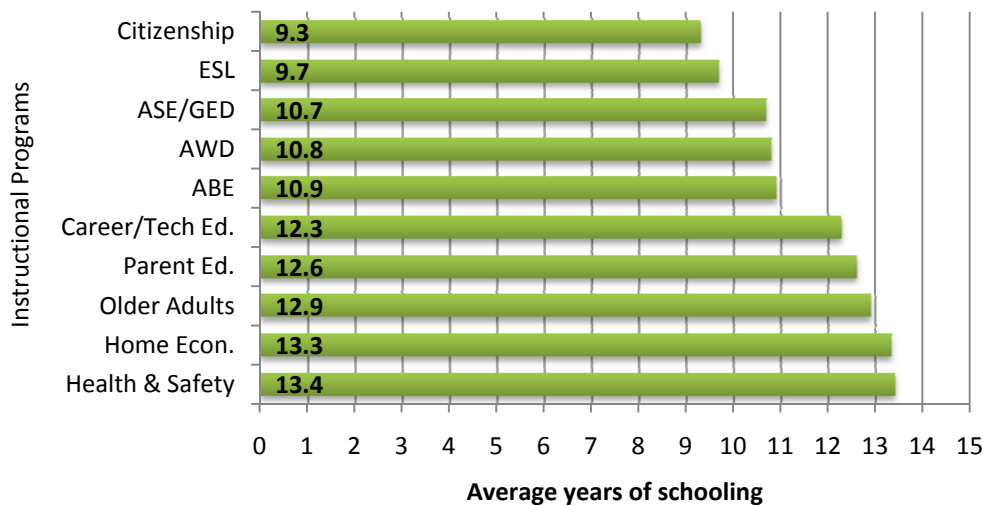
The employment status of adult learners upon entry into their programs was as follows: employed (30.5 percent), unemployed (23.3 percent), retired (9.2 percent), and not seeking work (10.9 percent).

Figure 14   Labor Force Status
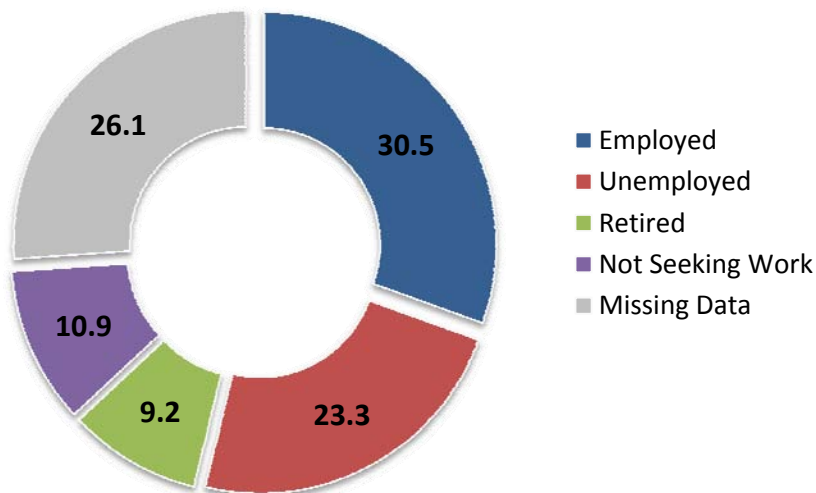
Among the WIA Title II funded programs, Health & Safety, Citizenship, and ESL had the highest proportion of employed learners. Basic skills programs and CTE has the highest proportion of learners without a job. See Figure 15.

Figure 15   Labor Force Status by Instructional Program
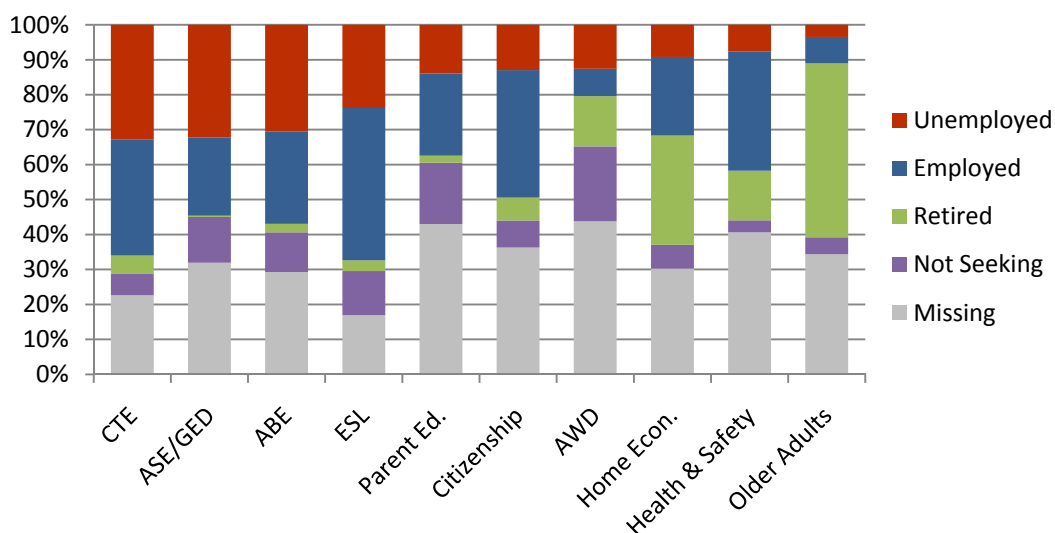
The data published by the U.S. Census Bureau for the State of California show that the percentage of adults employed and in the labor force increases with higher levels of

education attained. Median earnings also positively correlate with education attained. See Figure 16.

Figure 16   California Median Earnings by Gender and Employment Rate (U.S. Census 2005) Compared to Educational Background
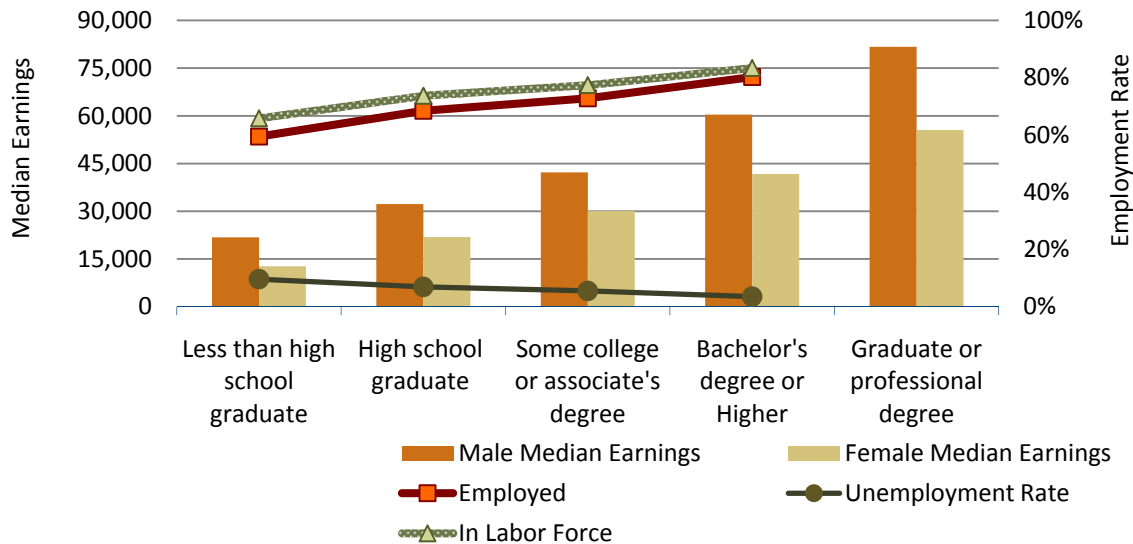
Source: U.S. Census Bureau Fact Sheet 2005. All data represents population 25 years and older.

Figure 17   Percent of ABE, ASE, and ESL learners with Goal of H.S. Diploma/GED by Reading Pretest Scores
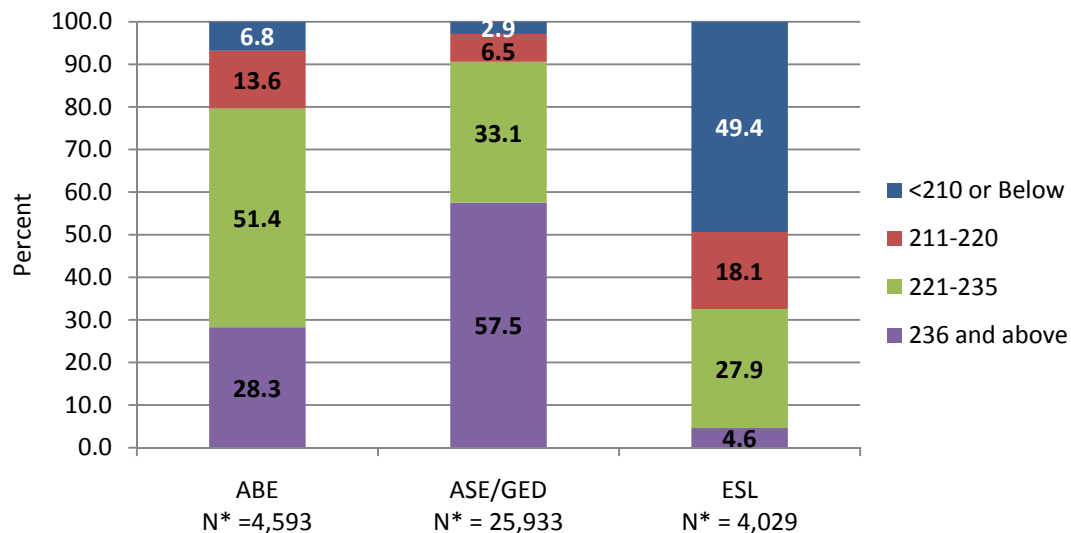
Note: N* represents the number of learners whose primary reason for enrollment was to get a high school diploma or a GED certificate and had taken a CASAS reading test during the program year 2007-08.

Earning a high school diploma or GED certificate in one term or within the school year may not be a realistic goal for many learners enrolled in ASE/GED. A substantial percentage of these new entrants have low skill levels. Among the 4,029 ESL learners,

67.5 percent of those who indicated obtaining a high school diploma or GED within one year as their primary goal scored at 220 or below on a CASAS pretest. A scale score at or below 220 indicates a low probability of achieving a sufficient proficiency level to secure a high school diploma or GED within a program year. As shown in Figure 17, only 9.4 percent of those enrolled in ASE/GED classes were at or below a CASAS 220. However, these 2,441 learners comprising this 9.4 percent might have been better served by placement in a level of ABE that would meet their more immediate needs for English and basic skills improvement. This also may be true for many of the 8,573 (33.1 percent) learners in ASE/GED scoring between 221 and 235 on a CASAS reading pretest. Those scoring at the higher end of the range would have a better chance of attaining their goal of a high school diploma than those scoring at the lower end.

Primary Reasons for Enrollment

Figure 18   Key Primary Reasons for Enrollment of Adult School Learners upon Entry
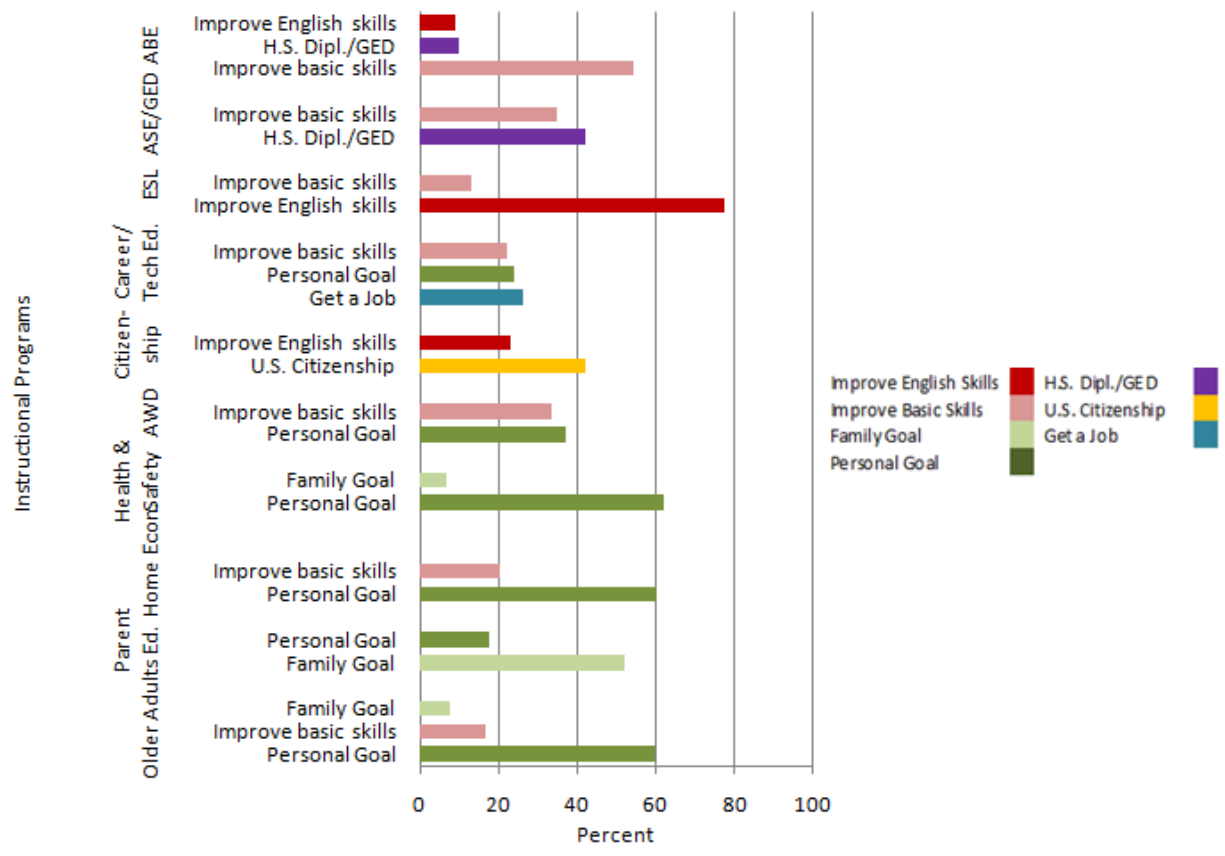
Figure 18 shows the primary reasons for enrollment in each program area. ABE, ASE/GED, and ESL have a higher percentage of learners enrolling whose main reason for enrollment is to improve basic skills, to get a high school diploma, and to improve English skills, respectively. The primary reason that learners enrolled in AWD, Health & Safety, Home Econ., and Older Adults was to achieve personal goals.

Figure 19   Personal Status and Special Programs Endorsement by Adult School Learners at Program Entry

Program	Count
Non-Traditional Training Program	1,850
Homeless Program	1,877
Alternative Ed. (K-12)	2,587
Jail	2,620
Tutoring	2,698
Workplace Education	4,883
Dislocated Worker	5,442
Veteran	5,996
Displaced Homemaker	6,747
Rehabilitation	7,234
WIA IB	9,250
Special Needs	15,854
Family Literacy	18,738
Other Public Assistance	25,229
Disabled	36,452
TANF/CalWORKs	37,339
Single Parent	37,589
Carl Perkins	50,444
Distance Learning	72,900
English Literacy and Civics Edu.	155,010

Students enrolled in special programs received instructions about how to complete the Student Entry Record. Because special program enrollments are not mutually exclusive, there was overlap between programs. The total number of learners on public assistance (Temporary Assistance for Needy Families/California Work Opportunity and Responsibility to Kids or other public assistance) has increased from 52,417 in 2006-07 to 62,568 in 2007-08. See Figure 19.

Learner Goal Attainment

The Student Update Record collected data for all learners who completed an Entry Record at the end of the instructional period prior to June 30, 2008. Goal attainment includes learners' enrollment status, progress and results, as well as their known reasons for exiting. Of the 1,239,449 learners enrolled in adult school programs, 1,017,070 specified their status on the Student Update Record. More than 65 percent of those had completed or continued in their educational program, 18.7 percent left before completion, and 16 percent did not attend or had fewer than 12 hours of instruction. Learner progress is analyzed for 688,861 (67.7 percent) of learners who remained in an instructional program or made a positive termination — that is, they completed a goal or level before leaving the program. Of these 688,861 learners, 14.3 percent completed and left their adult education instructional program, 18.8 percent completed a level and moved up, and 66.9 percent continued progressing in their education at the same level.

Figure 20   Enrollment Status of Adult School Learners at Time of Student Update —Total 2007-08 Enrollment to Learners Persisting in Program

- ■ No Show or <12 Hours
- ■ Left Before Completion
- ■ Persisting Enrollees 688,861 (65.3%)
- ■ Continuing Education at Same Level
- ■ Completed and Moved Up
- ■ Left After Completion
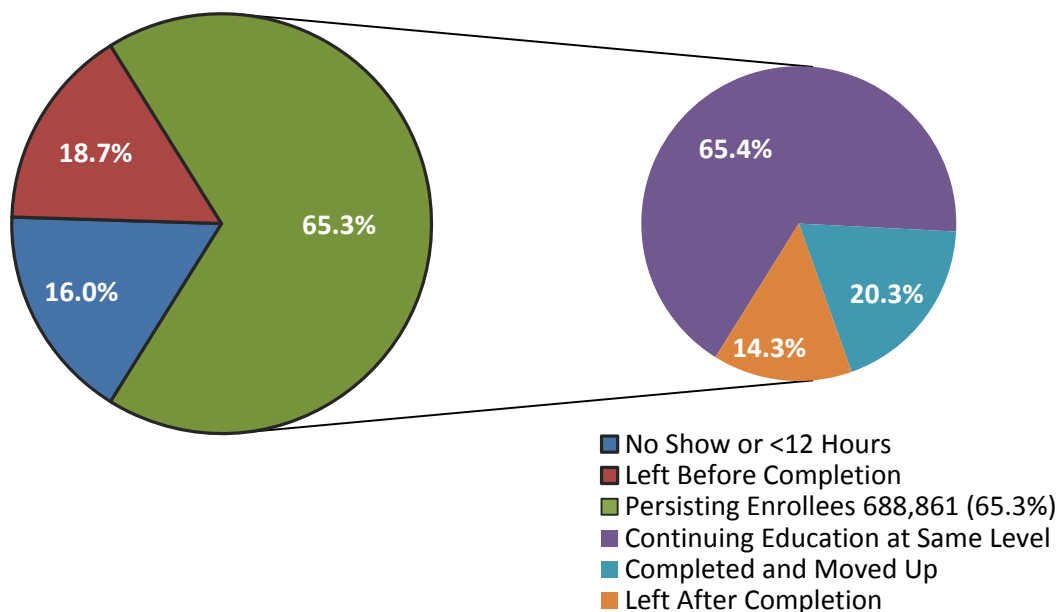
Figure 21 shows the proportion of learners who persisted by remaining in the program or leaving after they completed an instructional level (688,861 learners). Conversely, it also shows the proportion of non-persisting learners who either never attended class or left the program before they completed an instructional level.

Figure 21   Instructional Program Enrollment Status of Adult School Learners Ordered by Persistence and Contrasted with Non-Persistence ("No Shows" and "Left Before Completing a Level")
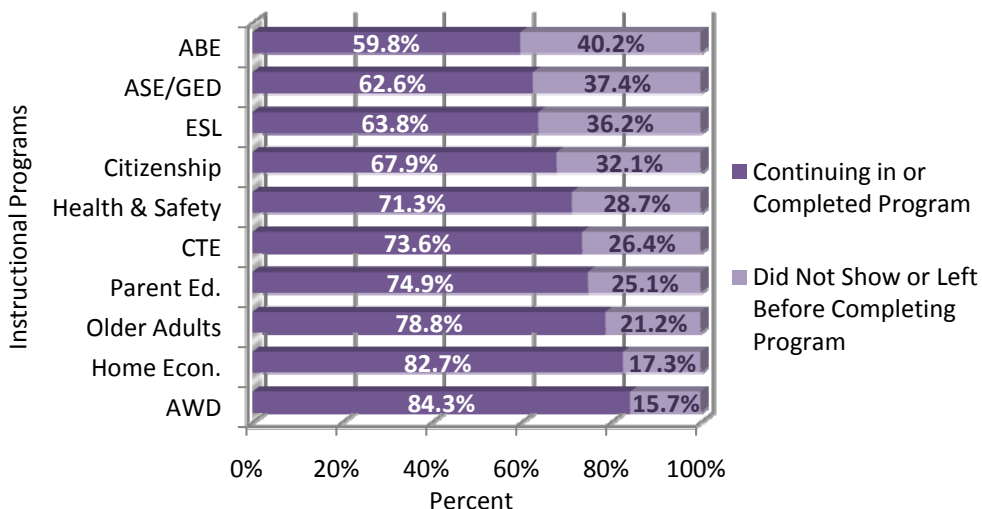
Figure 22   Positive Learner Outcomes of Adult School Learners Ordered by Total Percent Completing

| | Total Advancing* | Continuing Education at Same Level |
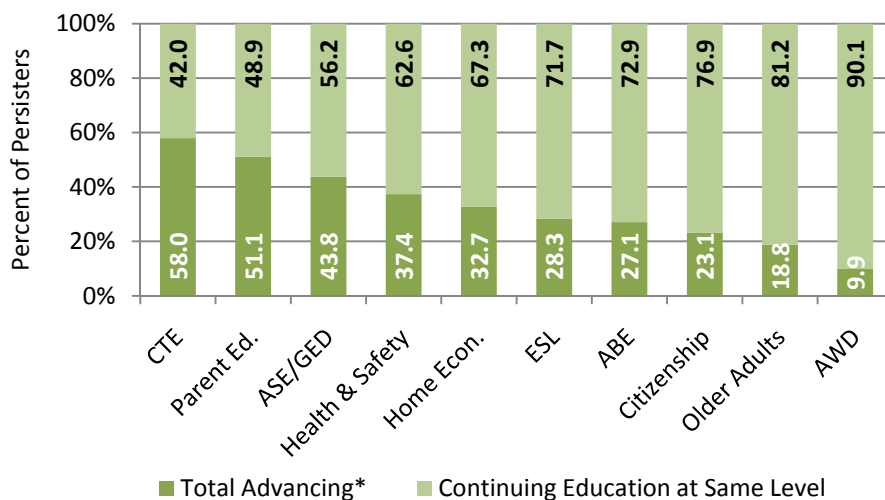
Figure 22 displays positive learner outcomes and lists in descending order the instructional programs that exhibit the highest percentage of learners completing a level (completed and moved up or left after completion). Because these results reflect learners who completed an instructional level, learners continuing in an instructional level would be the complement of these positive learner outcomes.

Agencies use the Student Update Record to collect data about learner results for the purpose of documenting positive changes that occurred during the instructional period. Learner results are classified into the four broad-based outcomes of education, employment, personal/family, and community.

A significant proportion of learners reported specific educational outcomes, such as the acquisition of computer or technical skills, mastered core competencies, and the attainment of a certificate. These results indicate that learners were able to achieve a wide array of educational outcomes based on diverse educational goals. The number of learners who indicated achieving a high school diploma increased compared to the 2006-07 program year. The downward trend was noticed in 2006-07 with the introduction of the new requirement that all adult learners must pass the California High School Exit Exam (CAHSEE) in order to receive a high school diploma. In 2007-08 the work-related outcomes highlight the considerable number of learners who saw themselves as acquiring skills to retain a current job and acquire transferable workplace readiness skills. A significant number of learners also reported getting new jobs. Almost half of all learners completing Student Update Records reported having met a personal goal. Adult school learners continued to report an increase in community involvement. See Figure 23.

Figure 23   Educational, Employment, Community, and Personal/Family Outcome Results of Adult School Learners

Educational Outcomes

Outcome	Value
Gained Computer/Tech Skills	116,661
Mastered Course Competencies	99,441
Earned Certificate	47,147
Earned High School Diploma	13,176
Passed GED	9,815
Entered Training Program	7,590
Entered College	4,782

Employment Related Outcomes

Outcome	Value
Acq. Workforce Readiness Skills	92,008
Retained Job	88,617
Got a Job	38,429
Met Work-Based Project Goal	11,563
Entered Job Training	7,213
Entered Apprenticeship	2,101

Note: Total learners for each outcome are an unduplicated count across program enrollment.

Figure 24   Employment Outcome Results of Adult School Learners Entering Program with Employment-Related Goal

Retain a Job Goal N = 9,280:
- Got a Job: 4.5%
- Acq. Workforce Readiness Skills: 20.1%
- Retained Job: 30.4%

Get a Job Goal N = 39,439:
- (0.0%)
- Retained Job: 5.0%
- Got a Job: 8.7%
- Acq. Workforce Readiness Skills: 21.5%

Legend: Retain a Job Goal; Get a Job Goal
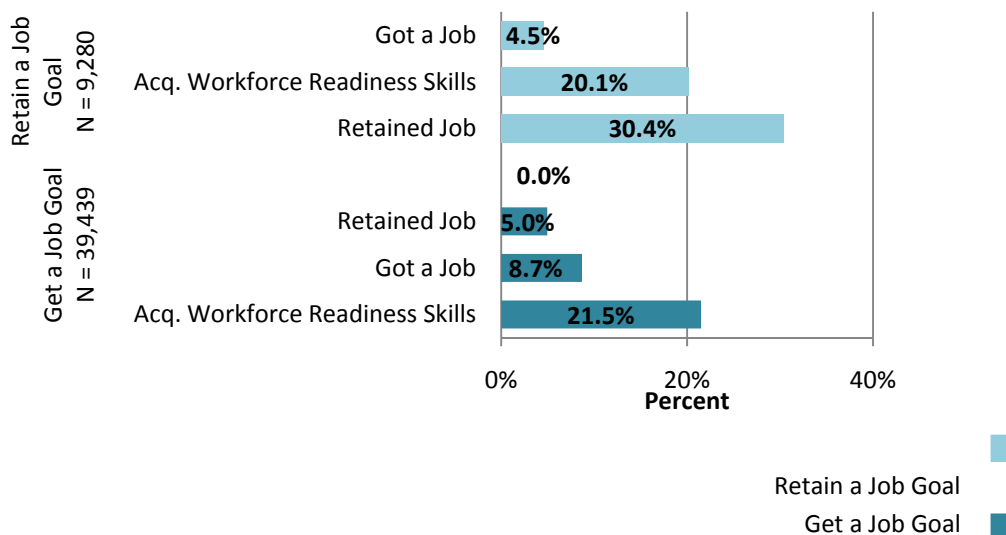
A high percentage of learners who indicated job acquisition or job retention as their primary goal indicated having achieved the respective goals or having acquired transferable workplace readiness skills. See Figure 24.

Figure 25   Educational Outcomes of Adult School Learners Entering Program with Improving Skills, Gain a Diploma, or Preparation for Postsecondary Education and Work-Related Goals
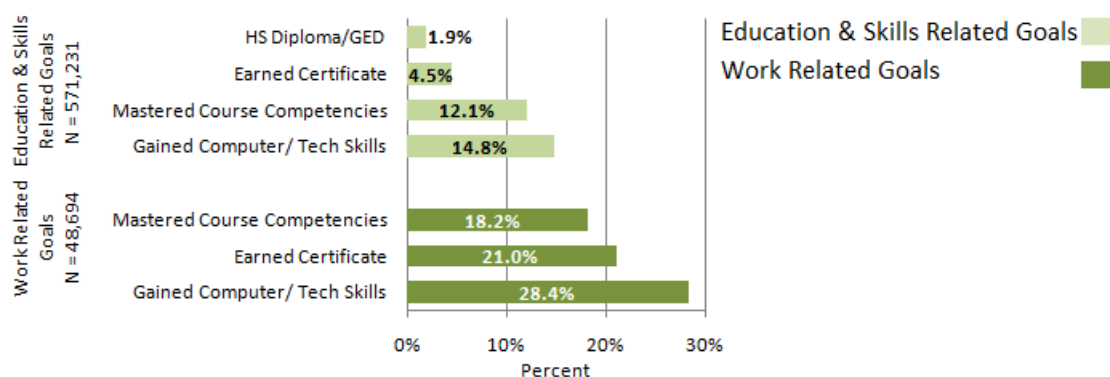
A significant number of learners who cited education-related goals (achieving a high school diploma or GED, preparing for postsecondary education) to improve basic or English skills, or work-related goals (get a job or retain a job) as their primary impetus for entering a program indicated they gained computer technical skills, mastered core competencies, and earned a certificate or a high school diploma. See Figure 25.

Learners whose primary goal was family-related cited increased involvement in their children's education (23.6 percent) and children's literacy (17.1 percent), and meeting a personal (52 percent) and family goal (40 percent). These learners also showed significant community-related outcomes. In addition, a majority of learners who enrolled in a program to achieve a personal goal indicated having successfully met their goal.

Exit Reasons

Figure 26   Exit Reasons of Adult School Learners
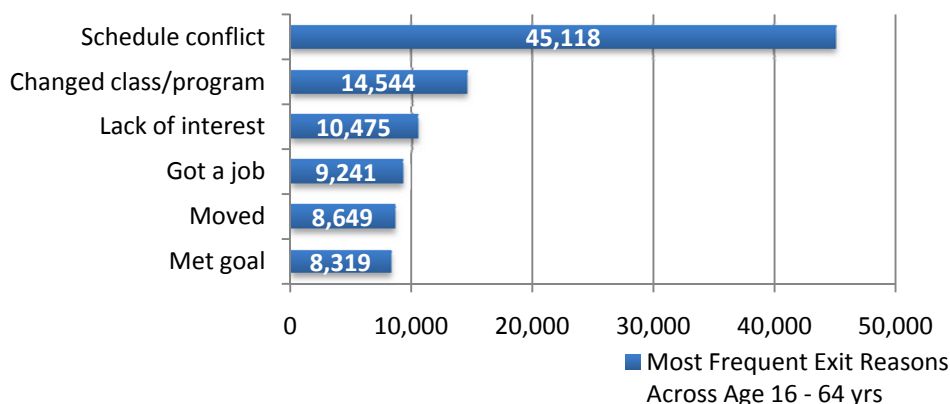
Of the 1,239,449 learners enrolling in a program during 2007-08, 159,080 left their instructional programs before completing their educational or personal goals, and 169,129 enrolled but did not attend the minimum of 12 hours. The Student Update

Record reflected these reasons, if they were known. The reason for early exit for the majority of learners, as has been the case in previous years, was unknown. Consistent with prior years, the most-often-cited known reasons for early exit were schedule conflict and changed class or program for learners between the ages of sixteen to sixty-four. Relocation and health problems were significant reasons cited by those sixty-five and over. The youngest learners, aged sixteen to twenty four, were more likely than the rest of the population to exit because of lack of interest. Getting a job and relocation were more common among learners aged twenty-one to forty. See Figure 26.

Figure 27   Exit Reasons of Adult School Learners by Gender

Exit Reason	Male	Female
Lack of child care	9.8	90.2
Family problems	25.3	74.7
Own health problems	26.0	74.0
Lack of transportation	32.7	67.3
Moved	37.3	62.7
Changed class or program	40.7	59.3
Got a job	41.6	58.4
Met Goal	42.5	57.5
Schedule conflict	44.9	55.1
Lack of interest	45.8	54.2
Administratively separated	50.6	49.4
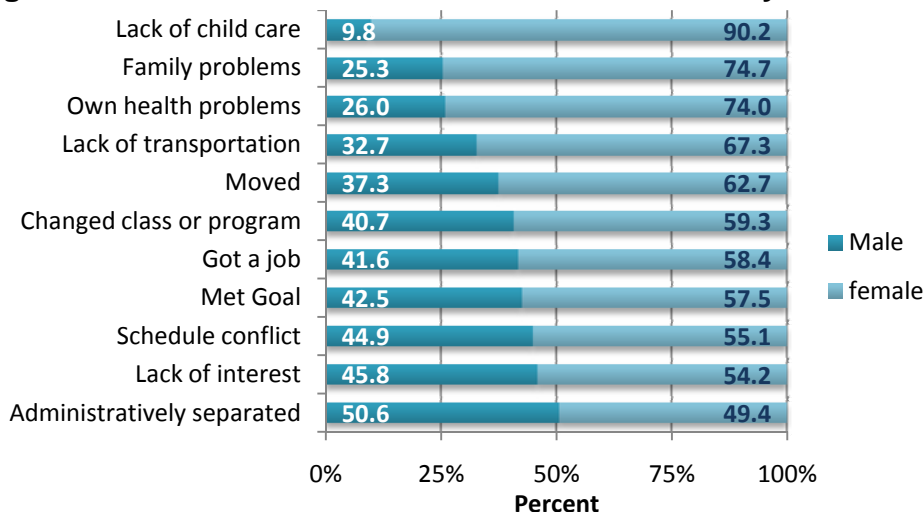
Consistent with prior years, a significantly higher proportion of women left early because of child care issues, family problems, or personal health problems compared to males. See Figure 27.

Test Scores and Learner Gains

As part of the process of monitoring learning gains in federally funded adult education programs in California, the federal WIA Title II legislation mandates that all learners in federally funded programs take pre- and post-tests during the course of the program year. However, the state has no such mandate for adult education programs receiving state apportionment funds. Because of the federal mandate for testing, the program areas of ABE, ASE/GED, and ESL contributed the vast majority of data for this section of the report.

Pre- and Post-Test Guidelines

Learner testing occurred primarily in reading. ABE and ASE/GED programs had the option to administer reading tests, math tests, or both, consistent with the instructional focus. Statewide guidelines require all ESL learners to take a reading test, a listening

test, or both. However there was some testing outside these guidelines (for example, a math pretest administered to ESL students).

Learning gains are the difference between a learner's score on the first accurate pretest and the score on the highest accurate post-test. The administration of both tests must be within the program year, in this case July 1, 2007, to June 30, 2008. They must also be within the same of one of the three valid modalities, namely reading, math, and listening. Matched paired test data also must follow additional rules that include not taking the same test form consecutively, not using a post-test form from a lower CASAS level than the pretest level, and ensuring that both tests are within the accurate range.

In total there were 425,006 reading pretests. The majority were in ESL, including the Citizenship program (342,650), followed by ASE/GED (53,771), ABE (27,016), and CTE (1,569). Additionally, ABE and ASE/GED learners took 33,260 math pretests, CTE learners took 1,188 math pretests, and ESL learners took 15,138 listening pretests.

Reading Tests

The mean reading pretest score for ABE learners (226.3) suggests they typically would be able to handle most routine reading, writing, and computational tasks related to life roles, be able to read and interpret simplified and authentic materials on familiar topics, and write a simple accident or incident report. The mean reading pretest score for ASE/GED learners was 234.7, which indicates these learners were ready to begin GED preparation. The mean reading pretest score for ESL and Citizenship learners (206.5) suggests that these individuals would, on average, be able to satisfy basic survival needs and very routine social demands, understand simple learned phrases easily, and read and interpret simple material on familiar topics. Learners at this level may experience difficulty interpreting more complex job-related material, communicating on the telephone, or completing an application. The mean reading pretest score for CTE learners was 239. Learners enrolled in a CTE program have an average of twelve years of schooling (see Figure 13). A higher percentage of these learners have a high school diploma or a higher degree (see Figure 10).

Figure 28 presents the reading pretest score distributions by National Reporting System (NRS) level for ABE, ESL and, ASE/GED, and CTE. The data show three distinct distributions of pretest scores for the four instructional programs. The center of the distribution of ESL pretest scores is lower than the other three program areas but covers the expanse of NRS score ranges. ABE, like ESL, covers the complete range of NRS, and although its distribution of pretest reading scores is similar to the ASE/GED distribution, the ABE distribution has a higher proportion of learners functioning at the lower NRS levels than is evidenced in ASE/GED. The majority of the ASE/GED pretest reading scores appropriately cover the higher levels of NRS (intermediate high and ASE low), reflecting the ability of those learners to benefit from instruction at the adult secondary level of education. The majority (65.8 percent) of learners in CTE programs are functioning at an ASE or higher level with the peak of distribution falling between the CASAS scale score range of 236-245. The data appear to show some inappropriate placement of ABE learners into ASE/GED programs as well as the reverse. There were

4,110 ASE/GED learners with a reading pretest score of 220 or below who should have been placed in ABE, while there were 5,361 ABE learners who should have been placed in ASE/GED upon program entry.

Figure 28   Adult School Learners' Reading Pretest Score Distributions of CASAS/NRS Levels for Instructional Programs — ABE, ESL, ASE/GED, and CTE

	<=180	181-200	201-210	211-220	221-235	236-245	246+
ABE	1.0	2.7	6.3	16.8	53.3	13.4	
ASE/GED			2.5	7.8	38.7	30.2	19.8
ESL	4.5	26.3	34.9	15.9	16.0	1.7	
CTE				4.2	28.7	27.8	38.2

CASAS NRS Pretest Scale Score Ranges
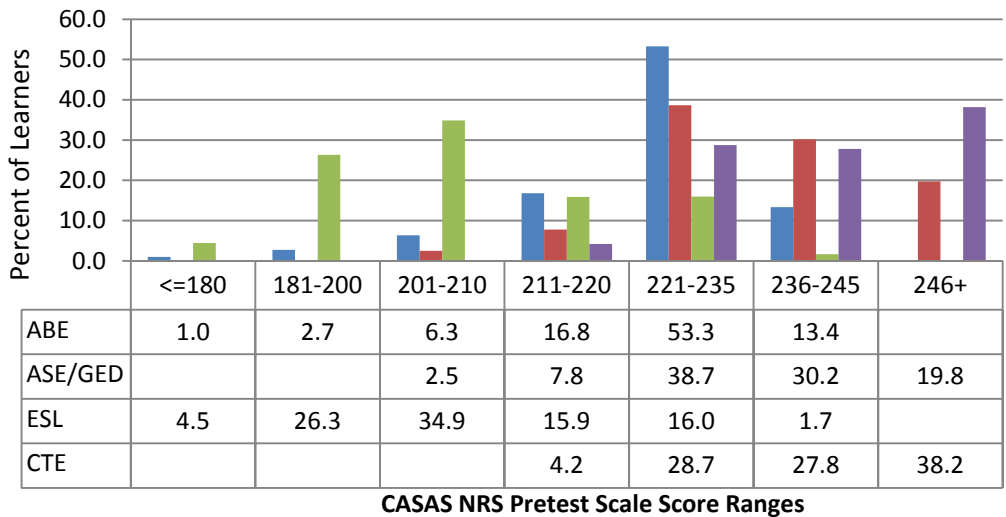
Figure 29   CASAS/NRS Mean Reading Scale Score Gains of Adult School Learners Across ESL and ABE, and ASE/GED Programs
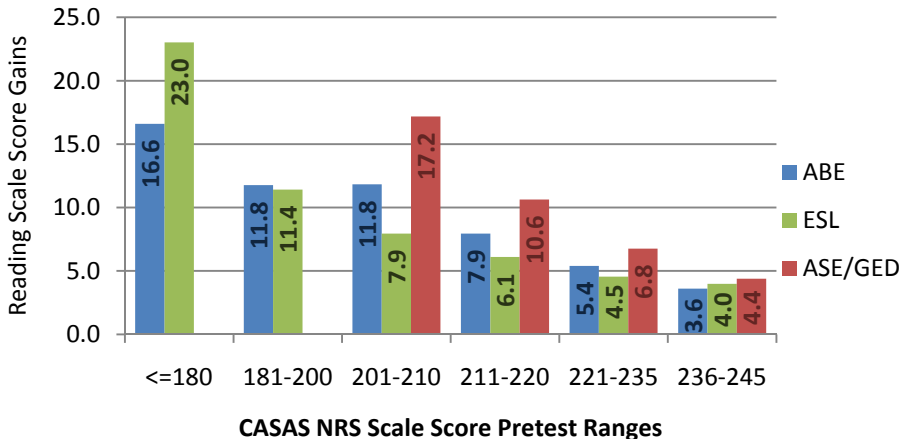
Among the 422,472 learners in ABE, ASE/GED, and ESL programs who took a reading pretest, 221,144 (52.3 percent) provided valid post-test data and were eligible for the analyses that follow. The data in Figure 29 show that learning gains relate inversely to the level at which a learner begins instruction. The ESL program, with the highest percentage of learners at the lower instructional levels, had the highest average learning gains. Learners in the ASE/GED program have higher gains across all instructional levels.

Figure 30   CASAS/NRS Skill Levels for Adult School Learners in ABE and ESL Program by Years of Schooling (6 or fewer compared to 7 or more)
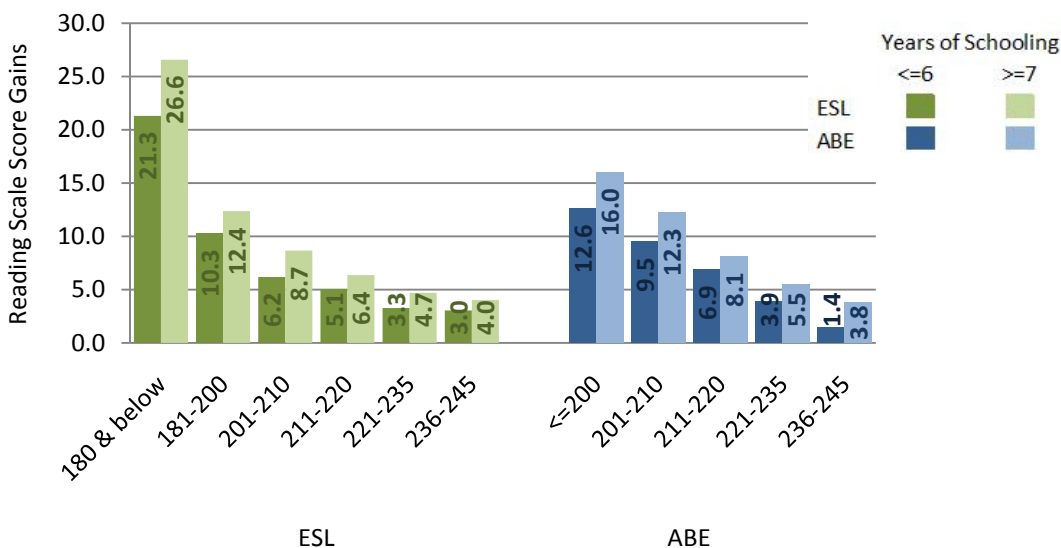
Figure 30 shows the distribution of reading scale score gains for ABE and ESL. The distribution is across CASAS/NRS instructional program skill levels for learners with six or fewer years of schooling and for those with seven or more years of schooling. At every pretest score range learners with seven or more years of education showed higher mean learning gains than those with six or fewer years of education. Although the overall average gains do not appear to be different, the differences found between the CASAS/NRS skills levels at the lower levels are dramatic and statistically significant. Learners at the ABE and ESL beginning literacy level with seven or more years of prior education outperformed similar learners with six or fewer years of education by one to two standard deviations.

Math Tests

Adult school programs submitted math pretest scores for 14,245 ABE learners, 19,015 ASE/GED learners, and 1,188 CTE learners. ABE learners who took the math assessment scored an average of 218.4, ASE/GED learners scored an average of 224, while CTE learners scored an average of 230.7. The difference between the ABE and ASE/GED programs is best illustrated at the lower and higher functioning levels. Compared to ASE/GED, the ABE program has a higher proportion of learners at the lowest instructional levels (210 or below) and a lower percentage at the highest instructional levels (236 and above). Figure 31 compares math scale score gains to reading scale score gains in ABE and ASE/GED programs. There is greater differentiation in learning gains at the first two CASAS/NRS levels than in the latter three levels. Also noted is that reading gain scores are higher than comparable math scores for both ABE and ASE/GED, except at the lowest CASAS/NRS level for ABE. There were 4,443 ABE learners and 5,557 ASE/GED learners who took a valid math post-test.

Figure 31   Math and Reading Scale Score Gains of Adult School Learners in ABE and ASE/GED Programs

Scale Score Gains vs CASAS NRS Pretest Score Ranges

CASAS NRS Pretest Score Ranges	ABE & ASE/GED Reading Gain	ABE & ASE/GED Math Gain
181-200	15.6	17.5
201-210	14.0	10.3
211-220	9.1	7.0
221-235	6.2	3.9
236-245	4.3	0.9
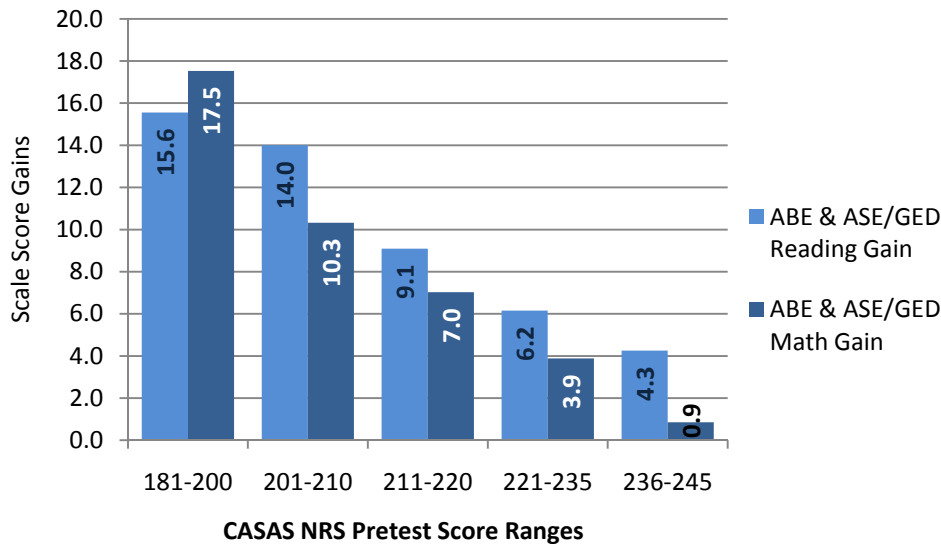
Listening Tests

Programs submitted ESL listening pretest data for 15,138 learners. The overall average listening pretest score for ESL learners was 210. There were 7,066 ESL learners who took a valid listening post-test. Although the pretest means for reading and listening are quite comparable at every CASAS/NRS level, there are some differences in the amount of learning gains at intermediate and advanced levels (see Figure 32). The differences shown in the first two CASAS/NRS levels appear to be minute, but they are more accentuated in the CASAS/NRS intermediate and advanced levels.

**Figure 32   Reading and Listening Mean Scale Score Gains of Adult School Learners in ESL Programs by Pretests on Each CASAS/NRS Level**

CASAS/NRS Level	ESL Reading Gain	ESL Listening Gain
180 or below	23.0	19.6
181-200	11.4	10.1
201-210	7.9	6.1
211-220	6.1	4.7
221-235	4.5	2.1
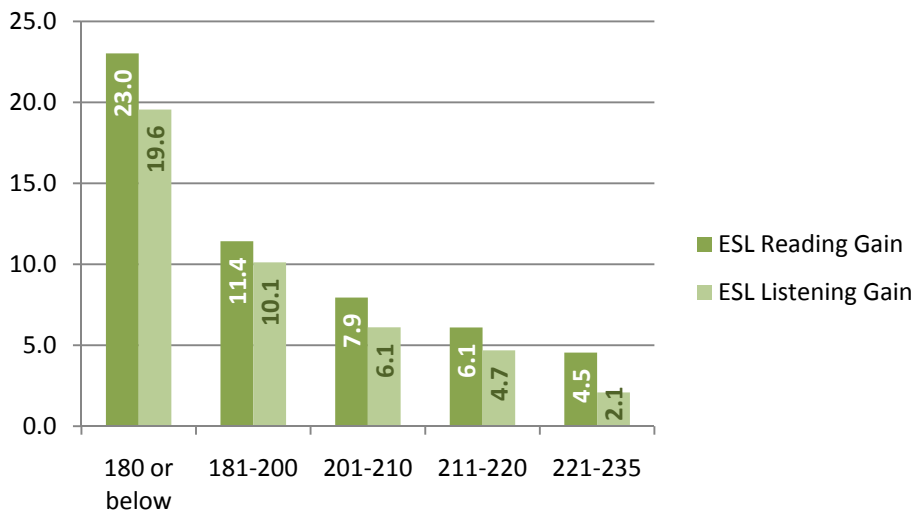
Appendix

Table 1   Adult School Enrollment by Instructional Program over Seven-Year Period

Instructional Program	2001-02		2002-03		2003-04		2004-05		2005-06		2006-07		2007-08	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
ABE	55,334	4.9	67,493	5.6	73,137	5.9	64,965	5.3	62,410	5.4	63,626	5.3	81,976	6.6
ESL	492,709	43.3	496,345	41.1	503,616	40.7	492,914	40.3	481,881	41.6	478,217	39.6	466,235	37.6
ASE/GED	181,933	16.0	207,668	17.2	214,724	17.3	215,703	17.6	198,995	17.2	204,953	17.0	223,521	18.0
Citizenship	4,561	0.4	5,178	0.4	3,638	0.3	3,300	0.3	3,261	0.3	4,743	0.4	5,126	0.4
CTE	160,765	14.1	171,102	14.2	172,658	13.9	177,195	14.5	158,652	13.7	168,535	14.0	177,636	14.3
AWD	32,428	2.9	31,990	2.6	32,198	2.6	33,613	2.7	30,831	2.7	29,440	2.4	27,821	2.2
Health & Safety	20,757	1.8	23,759	2.0	26,557	2.1	24,700	2.0	24,943	2.2	31,270	2.6	30,745	2.5
Home Econ	17,903	1.6	20,782	1.7	21,059	1.7	19,570	1.6	17,924	1.5	18,813	1.6	19,178	1.5
Parent Ed	45,017	4.0	52,234	4.3	57,496	4.6	56,193	4.6	50,436	4.4	62,695	5.2	62,365	5.0
Older Adults	125,189	11.0	131,929	10.9	133,355	10.8	136,108	11.1	128,669	11.1	144,572	12.0	144,846	11.7
Total	**1,136,596**	**100**	**1,208,480**	**100**	**1,238,438**	**100**	**1,224,261**	**100**	**1,158,002**	**100**	**1,206,864**	**100**	**1,239,449**	**100**

Table 2   Districts with Adult Schools That Submitted Data in 2007-08

Agency	Agency
ABC Unified School District	Brawley Union High School District
Acalanes Union High School District	Burbank Unified School District
Alameda City Unified School District	Calexico Unified School District
Alhambra City High School District	Capistrano Unified School District
Alvord Unified School District	Carlsbad Unified School District
Anaheim Union High School District	Carmel Unified School District
Anderson Union High School District	Caruthers Unified School District
Anderson Valley Unified High School District	Castro Valley Unified School District
Antelope Valley Union High School District	Center Unified School District
Antioch Unified School District	Centinela Valley Union High School District
Apple Valley Unified School District	Central Unified School District
Arcadia Unified School District	Central Union High School District
Aromas/San Juan Unified School District	Ceres Unified School District
Atascadero Unified School District	Chaffey Joint Union High School District
Azusa Unified School District	Chawanakee Joint Unified School District
Baldwin Park Unified School District	Chino Valley Unified School District
Banning Unified School District	Chowchilla Union High School District
Barstow Unified School District	Claremont Unified School District
Bassett Unified School District	Clovis Unified School District
Bear Valley Unified School District	Coachella Valley Unified School District
Beaumont Unified School District	Coalinga/Huron Joint Unified School District
Bellflower Unified School District	Coast Unified School District
Berkeley Unified School District	Colton Joint Unified School District
Beverly Hills Unified School District	Colusa County Office of Education
	Colusa Unified School District (Colusa COE)

Agency	Agency
Compton Unified School District	Golden Plains Unified School District
Conejo Valley Unified School District	Gonzales Union High School District
Corning Union High School District	Grant Joint Union High School District
Coronado Unified School District	Gridley Unified School District
Corona-Norco Unified School District	Grossmont Union High School District
Covina-Valley Unified School District	Gustine Unified School District
Culver City Unified School District	Hacienda La Puente Unified School District
Cutler-Orosi Unified School District	Hamilton Union School District
Davis Joint Unified School District	Hanford Joint Union High School District
Del Norte County Unified School District	Hayward Unified School District
Delano Joint Union High School District	Hemet Unified School District
Delhi Unified School District	Hesperia Unified School District
Desert Sands Unified School District	Holtville Unified School District
Dinuba Unified School District	Huntington Beach Union High School District
Dixon Unified School District	Imperial Unified School District
Dos Palos Oro-Loma Joint Unified School District	Inglewood Unified School District
Downey Unified School District	Irvine Unified School District
Dublin Unified School District	Jefferson Union High School District
East Nicolaus Joint Union High School District (Sutter COE)	Julian Union High School District
East Side Union High School District	Jurupa Unified School District
Eastern Sierra Unified School District (Mono COE)	Kerman Unified School District
El Dorado Union High School District	Kern Union High School District
El Monte Union High School District	King City Joint Union High School District
El Rancho Unified School District	Kings Canyon Joint Unified School District
Elk Grove Unified School District	Kingsburg Joint Union High School District
Escondido Union High School District	Konocti Unified School District
Eureka City High School District	Laguna Beach Unified School District
Exeter Union High School District	Lake Elsinore Unified School District
Fairfield-Suisun Unified School District	Lassen Union High School District
Farmersville Unified School District	Lemoore Union High School District
Firebaugh-Las Deltas Unified School District	Liberty Union High School District
Folsom Cordova Unified School District	Live Oak Unified School District (Sutter COE)
Fontana Unified School District	Livermore Valley Joint Unified School District
Fortuna Union High School District	Lodi Unified School District
Fremont Unified School District	Lompoc Unified School District
Fremont Union High School District	Long Beach Unified School District
Fresno Unified School District	Los Alamitos Unified School District
Fullerton Joint Union High School District	Los Angeles Unified School District
Galt Joint Union High School District	Los Banos Unified School District
Garden Grove Unified School District	Los Gatos-Saratoga Joint Union High School District
Gilroy Unified School District	Lucerne Valley Unified School District
Glendora Unified School District	Lucia Mar Unified School District
Glenn County Office of Education	Lynwood Unified School District

Agency	Agency
Madera Unified School District	Palos Verdes Peninsula Unified School District
Mammoth Unified School District (Mono COE)	Paradise Unified School District
Manteca Unified School District	Paramount Unified School District
Martinez Unified School District	Patterson Joint Unified School District
Marysville Joint Unified School District	Perris Union High School District
Maxwell Unified School District (Colusa COE)	Petaluma Joint Union High School District
Mendota Unified School District	Piedmont City Unified School District
Merced Union High School District	Pierce Joint Unified School District (Colusa COE)
Metropolitan Education District	Pittsburg Unified School District
Milpitas Unified School District	Placentia-Yorba Linda Unified School District
Modesto City High School District	Placer Union High School District
Mono County Office of Education	Pleasanton Unified School District
Monrovia Unified School District	Pomona Unified School District
Montebello Unified School District	Porterville Unified School District
Monterey Penninsula Unified School District	Poway Unified School District
Moorpark Unified School District	Princeton Joint Unified School District (Glenn COE)
Moreno Valley Unified School District	Ramona Unified School District
Morgan Hill Unified School District	Red Bluff Joint Union High School District
Mountain Empire Unified School District	Redlands Unified School District
Mountain Valley Unified School District	Redondo Beach Unified School District
Mountain View-Los Altos Union High School District	Reef Sunset Unified School District
Mt. Diablo Unified School District	Rialto Unified School District
Murrieta Valley Unified School District	Rim of the World Unified School District
Napa Valley Unified School District	Ripon Unified School District
Natomas Unified School District	Riverdale Joint Unified School District
Needles Unified School District	Riverside Unified School District
Nevada Joint Union High School District	Roseville Joint Union High School District
New Haven Unified School District	Rowland Unified School District
Newark Unified School District	Sacramento City Unified School District
Newport-Mesa Unified School District	Saddleback Valley Unified School District
Northern Humboldt Unified High School District	Salinas Union High School District
Norwalk-La Mirada Unified School District	San Benito High School District
Novato Unified School District	San Bernardino City Unified School District
Oakland Unified School District	San Diego City Unified School District
Oceanside Unified School District	San Dieguito Union High School District
Ojai Unified School District	San Juan Unified School District
Orland Joint Unified School District (Glenn COE)	San Leandro Unified School District
Oroville Union High School District	San Lorenzo Unified School District
Oxnard Union High School District	San Luis Coastal Unified School District
Pacific Grove Unified School District	San Marcos Unified School District
Pajaro Valley Joint Unified School District	San Mateo Union High School District
Palm Springs Unified School District	San Pasqual Valley Unified School District
Palo Alto Unified School District	San Ramon Valley Unified School District

Agency	Agency
Sanger Unified School District	Washington Unified School District
Santa Ana Unified School District	West Contra Costa Unified School District
Santa Clara Unified School District	Western Placer Unified School District
Santa Cruz City High School District	Whittier Union High School District
Santa Maria Joint Union High School District	William S. Hart Union High School District
Santa Monica-Malibu Unified School District	Williams Unified School District (Colusa COE)
Selma Unified School District	Willows Unified School District (Glenn COE)
Sequoia Union High School District	Windsor Unified School District
Shasta Union High School District	Woodlake Union High School District
Sierra Sands Unified School District	Woodland Joint Unified School District
Sierra Unified School District	Yuba City Unified School District (Sutter COE)
Silver Valley Unified School District	Yucaipa-Calimesa Joint Unified School District
Simi Valley Unified School District	
Siskiyou Union High School District	
Soledad Unified School District	
Sonoma Valley Unified School District	
Sonora Union High School District	
South San Francisco Unified School District	
Southern Trinity Joint Unified School District	
Stockton Unified School District	
Stony Creek Joint Unified School District (Glenn COE)	
Summerville Union High School District	
Sutter County Office of Education	
Sutter Union High School District (Sutter COE)	
Sweetwater Union High School District	
Tamalpais Union High School District	
Temecula Valley Unified School District	
Temple City Unified School District	
Torrance Unified School District	
Tracy Joint Unified School District	
Tulare Joint Union High School District	
Tulelake Basin Joint Unified School District	
Turlock Joint Union High School District	
Tustin Unified School District	
Ukiah Unified School District	
Upland Unified School District	
Vacaville Unified School District	
Vallejo City Unified School District	
Valley Center-Pauma Unified School District	
Ventura Unified School District	
Victor Valley Union High School District	
Visalia Unified School District	
Vista Unified School District	