California Adult Education
Annual Performance Report

Federally Funded
Workforce Investment Act Title II Programs
Program Year July 1, 2013 to June 30, 2014

California Annual Performance Report

Federally Funded Workforce Investment Act, Title II, Program Year July 1, 2013 – June 30, 2014

Contents

List of Acronyms

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

Acronym	Definition
ABE	Adult Basic Education
AEFLA	Adult Education and Family Literacy Act
AEO	Adult Education Office
AIR	American Institutes for Research
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
CCCOE	Contra Costa County Office of Education
CTE	Career Technical Education
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
EGACE	Elk Grove Adult and Community Education
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
ETS	Educational Testing Service
GED	General Educational Development
GEDTS	GED Testing Service
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
POE	Points of Entry
PD	Professional Development
PLC	Professional Learning Communities
SBE	State Board of Education
TASC	Test Assessing Secondary Completion
TEAL	Teaching Excellence in Adult Literacy
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

California Narrative Report 2013−14

This report describes the major initiatives supported with State Leadership Funds, significant findings from Performance Data Analysis, Integration with Other Programs, activities and service in the English Literacy and Civics (EL Civics) Program, state policy related to Secondary School Credentials and Equivalencies, and progress toward implementation of 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 programs provide educational opportunities and support services to one-fifth of the nation's adults enrolled in AEFLA programs. 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 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 6 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 3 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 over 2.3 million of them 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 discusses 3 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; (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 2013-14 program year include the following.

CALPRO (Professional Development)

1. Provided opportunities for evidence-based instruction for California adult educators to interact regularly and to engage in collective learning on evidence-based instructional practice. This included:

   o Twenty-three regionally based professional learning opportunities using a Community of Practice model that served 515 participants on evidence-based reading, writing and math instructional strategies. Seventeen videos on math instructional practices were added to the CALPRO video library featuring field experts demonstrating their practice.

   o Nine facilitated asynchronous courses serving 171 participants on topics that address Understanding the Adult Learner; Designing Programs for Adults with Learning Disabilities; Lesson Planning; Optimizing ESL Instructional Planning; Evidence-Based Writing Instruction in the ESL Classroom; and Using Questioning Strategies to Improve Instruction.

   o Seven self-directed online courses serving 105 participants were provided on learning and development, goal setting, learner persistence, instructional strategies for math and writing, and orientation for ABE (Adult Basic Education) and ESL (English as a Second Language) teachers.

- Five facilitated synchronous workshops from the Teaching Critical Thinking series.

2. Provided technology-based PD delivery to more than 600 educators who attended several online trainings that spanned facilitated, asynchronous courses, workshops, and Webinars in real time and self-directed courses. Additionally, CALPRO served educators through its electronic CoP, three companion Virtual Workrooms, and two competency-based self-assessments. The competency-based self-assessments provide individuals with annual PD plans that recommend specific resources based on the results of their self-assessments. This will provide a foundation for the PD Plan required of AEFLA-funded agencies beginning in 2014−15.

3. Facilitated Teaching Excellence in Adult Literacy (TEAL), a two-year project sponsored by OCTAE focused on evidence-based writing instructional practices. State staff and selected instructors participated in monthly training modules beginning in the fall of 2010 as well as a four-day institute in the summer of 2011. In September of 2012 CDE approved Research-Based Writing Instruction as the annual module development topic. By January 2013 the facilitator's guide, PowerPoint presentations were developed for the two pilot training sessions. Trainings for the field began in 2014.

4. 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. 2) The AE Leadership Institute, a six-day face-to-face institute designed to build the leadership skills of new and aspiring administrators facilitated by mentor and seasoned administrators in the field. 3) The Professional Learning Communities (PLC) Institute is 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.

5. Provided Postsecondary Transitions training in which agency teams prepare to establish or expand bridging or articulation programs based on best practices and collaborative approaches. This training was provided in two formats throughout the program year: as a regional Communities of Practice (CoP) and as a series of online courses. The CoPs focused on integrating workforce skills into the classroom.

CASAS (Accountability and Assessments)

1. Hosted more than 50 AEFLA mini-trainings/network meetings statewide covering 10 regions. The network meeting addressed state and federal updates related to accountability, the use of data to inform instruction and improve programs, and PD opportunities. CASAS, also facilitated more than 20 TOPSpro Enterprise network meetings to discuss software and data related topics.

2. Provided targeted technical assistance (TTA) to eight 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 high school diploma or a HSE. Agencies that did not show improvement suffered significant staff turnover. The newly implemented TOPSpro Enterprise helps agencies better monitor and track student and program outcomes. The software provides more detailed reporting and enhanced analysis capabilities for student-level data collection, management, and data integrity and monitoring processes.

3. Had more than 3,400 participants register online for 158 online training sessions and 45 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. More than 150 AEFLA agencies have implemented CASAS eTests® including 52 agencies that are testing online. 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 online version for data collection and reporting.

4. Provides 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: 1,221 participants attended 152 online workshops and 369 participants attended 28 face-to-face workshops. One hundred and forty-nine agencies developed and submitted technology plans.

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. 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 learning through Online Education (ALOE) training to increase the quantity, quality and effectiveness of online instruction for adult learners and to leverage online curriculum materials and PD opportunities. Ten pilot projects operated between February 1, 2012, and May 31, 2014.

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, to become mentors and increase the effective use of technology in the classrooms. Projects included using technology to post videos of short lessons, create web sites, and expand the reach of adult schools through collaborating with community partners, among others.

5. Added new Teaching with Technology and Technology Integration Videos lesson plans including how to use mobile applications and electronic resources to the Teaching with Technology site. Videos archives are posted on the OTAN Web site.

6. Hosts Technology and Distance Learning Symposium (TDLS) each year and rotates between north and south geographic locations in the state. In the 2013-14 year, 40 workshops on topics ranging from how to build a personal learning network to integrate technology to enhance the adult learner's academic achievement.
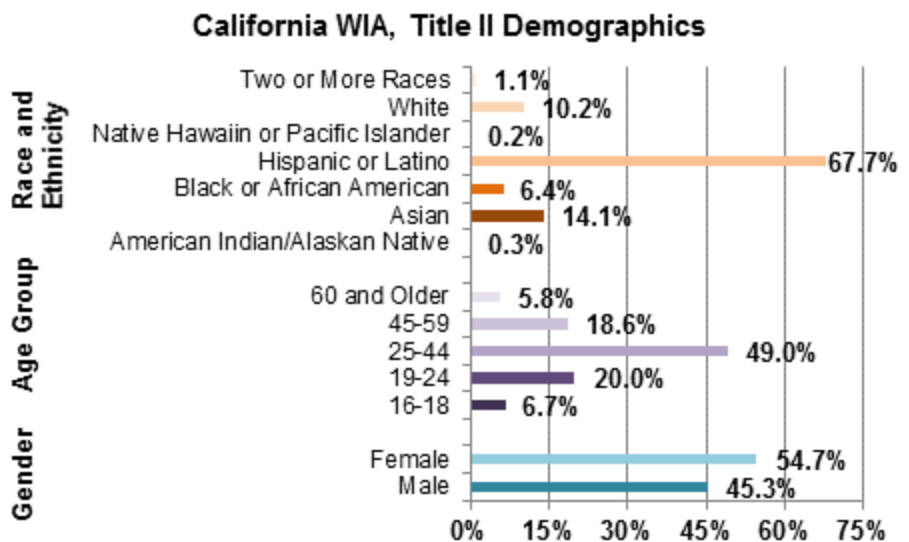
Performance Data Analyses

California is the largest adult education provider in the United States. The state served approximately **18 percent of the nation's adults** enrolled in AEFLA programs, according to the 2012−13 NRS data. 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 that year. California also served more learners in ABE and ASE (Adult Secondary Education) programs than any other state, comprising 11 percent of total learners enrolled in ABE and ASE nationwide.

Enrollment 2013–14

In 2013–14, 202 local agencies served 463,005 learners in the AEFLA programs. Of these learners 305,182 (66 percent) qualified for NRS federal reporting. 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 district has created unprecedented pressures on the adult school system. With a reduced funding base from the state, California's AEFLA programs have seen a significant decline in enrollment over the last several

California WIA, Title II Enrollment

Year	WIA, Title II	Federal Table 4
2008-09	866,571	618,767
2009-10	696,831	434,428
2010-11	598,486	392,918
2011-12	524,904	354066
2012-13	493,208	302,169
2013-14	463,005	305,182

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. Enrollment in all three AEFLA program areas—ESL, ABE and ASE—saw declines. Enrollment in ESL has the largest decline at nearly 8 percent.
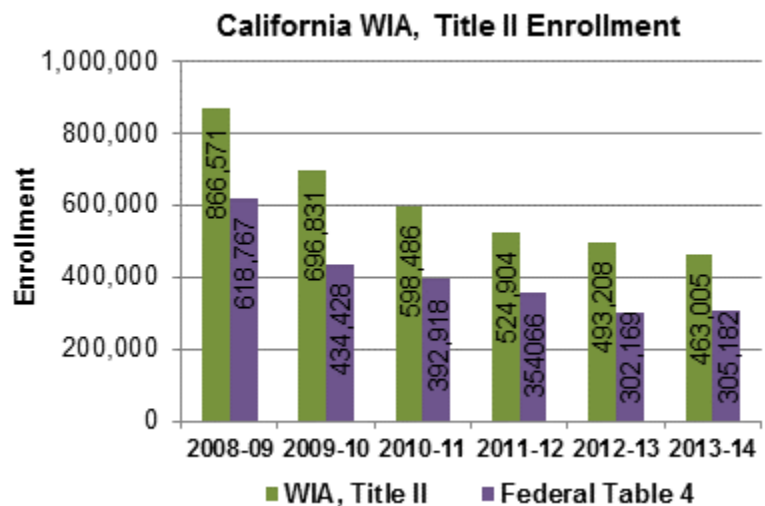
Adult learners who qualified for NRS federal reporting reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (67.7 percent) and Asian (14.1 percent). Adult learners are more likely to be female (54.7 percent), and adult learners between the ages of twenty-five and forty-four (49 percent) comprise the largest age group.

California WIA, Title II Demographics

Race and Ethnicity:
- Two or More Races: 1.1%
- White: 10.2%
- Native Hawaiin or Pacific Islander: 0.2%
- Hispanic or Latino: 67.7%
- Black or African American: 6.4%
- Asian: 14.1%
- American Indian/Alaskan Native: 0.3%

Age Group:
- 60 and Older: 5.8%
- 45-59: 18.6%
- 25-44: 49.0%
- 19-24: 20.0%
- 16-18: 6.7%

Gender:
- Female: 54.7%
- Male: 45.3%

California adult education providers include 149 local school districts, 21 community-based organizations (CBOs), 17 community college districts (CCDs), 5 county offices of education (COE), 8 library literacy programs, and 2 state agencies.

There are 16 agencies serving institutionalized adults under Section 225 of AEFLA. These include 2 state agencies, one CBO, one CCD, one COE and 11 jail programs provided by local school districts.

Local school districts with adult schools comprise the majority of AEFLA agencies and enroll 69.5 percent of total learners served by California. Adult schools saw a significant drop in enrollment (7.4 percent). All other providers also saw a decrease in enrollment.

WIA, Title II Enrollment by Provider Type

- Districts with Adult Schools
- CBOs
- CCDs
- COE
- Libraries
- State Agencies

(149, 21, 17, 5, 8, 2)
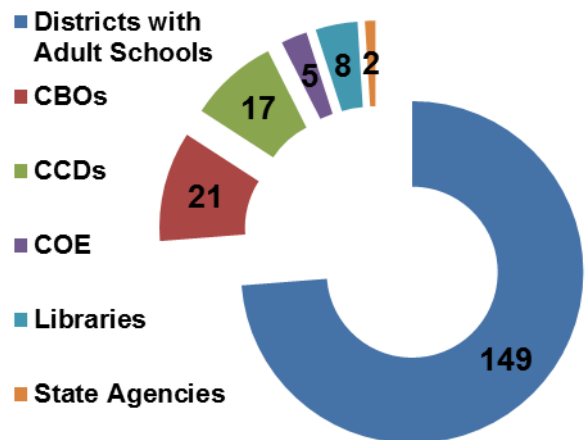
NRS Performance

The NRS data documents California's continued success in addressing the state's basic skills needs by improving student persistence and learning outcomes. In 2010–11 and 2011–12 California agencies exceeded all negotiated NRS state goals and also exceeded national performance in all ESL levels. In 2012–13 California exceeded national performance in first three levels of ABE and first four levels of ESL.

In 2013–14, California met or exceeded state goals in ABE Beginning Literacy, ASE Low, and ESL Advanced. Of the 305,182 learners who qualified for NRS federal reporting, 138,415 (45.4 percent) completed an EFL, and 95,230 (31.2 percent) advanced one or more EFLs. More than 60 percent of the learners who persisted completed an EFL. The total persistence rate achieved in 2013–14 was 71 percent, exceeding the California state goal of 50 percent.

NRS EFL Performance 2013-14

Level	California State Goals	California State Performance
ABE Beg Lit	48	58.2
ABE Beg Basic	57	56.2
ABE Int Low	52	48.7
ABE Int High	34	31.4
ASE Low	36	40.2
ASE High		49.4
ESL Beg Lit	65	59.2
ESL Low Beg	66	63.8
ESL High Beg	62	60.4
ESL Int Low	55	53.3
ESL Int High	51	48.7
ESL Advanced	24	24.2
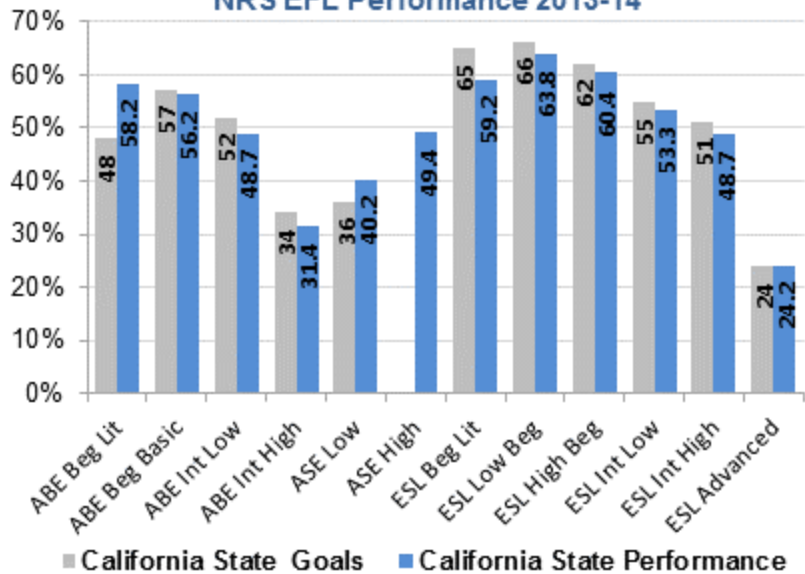
California had steadily improved its performance from 2006 through 2012 on persistence, EFL completion, and advancing one or more levels. In the 2013–14 program year persistence remained the same while EFL completion and advancing one or more levels improved compared to 2012–13. The 305,182 learners who qualified for NRS federal reporting averaged 192 hours of instruction. The 216,696 learners who persisted in the program and took pre- and post-tests clocked more than 230 hours of instruction. The state economic downturn and budget reduction has continued to force local providers to cut costs and downsize programs.

California measures local performance and pays local providers when students accomplish specific learning gains and attain high school diploma or HSE certificate. California uses core indicators of performance for benchmarks as the 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; and (3) attains a high school diploma or HSE certificate (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 GED® (General Educational Development) certificate from 2006–07 to 2009–10. In the past several years, programs showed mixed results in high school diploma and GED® certificate recipients. The decreases may be attributed to a significant overall decrease in student enrollment.

California WIA, Title II GED® and High School Diploma Attainment

■ Obtained GED or H.S. Diploma
■ Qualified for NRS Federal Table 5
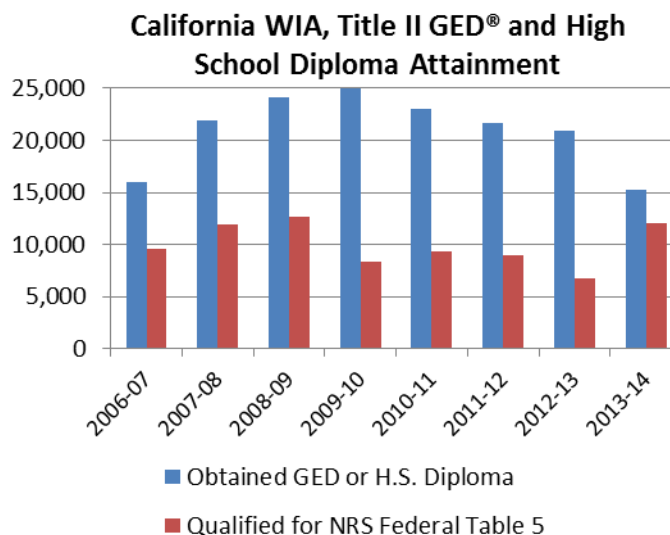
California implemented random sample survey methodology starting program year 2012–13 for employment and postsecondary education or training core follow-up outcome measures. The survey response rate has improved compared to the data reported in 2012–13 for entered and retained employment and for postsecondary education or training, although the response rate is below the NRS requirement of 70 percent.

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

California Workforce: The CDE continued to participate on the State Working Group in the implementation of a California Workforce Investment Board (CWIB) statewide strategic workforce plan. The plan identifies goals and priority actions for the following core areas: Business and Industry, Adults, Youth, and System Alignment and Accountability. The CDE is the lead for a key action item supporting adults and will participate collaboratively in additional groups addressing other action items. The goals of the CDE Adult Education strategic plan, "Linking Adults to Opportunity", align with the proposed collaborations outlined in the CWIB plan.

Local Workforce Investment Boards (WIB): When local agencies were asked about involvement with their local WIB, 56.8 percent indicated some type of involvement. Forty-five percent indicated they collaborated very effectively or somewhat effectively with local WIBs. Agencies reported specific ways they interacted with their local WIB, and the most frequently cited responses included (1) staff attended WIB meetings (53.1 percent); (2) the agency has a memorandum of understanding (MOU) with the WIB (47.8 percent); (3) the agency is represented through a consortium (46 percent); and/or (4) an administrator served on a local WIB board (35.4 percent).

One-Stop Systems: As in previous program years, more than 50 percent of the agencies indicated they collaborated effectively with local One-Stop centers. Agency enrollment size reflected patterns in relationships. More than 90 percent of the large agencies interacted effectively with One-Stop systems, followed by medium-sized (56 percent), and small agencies (45 percent). A large majority (74.9 percent) of agencies reported receiving or providing student referrals, 33.2 percent indicated they provided classes or training at the One-Stop, and 17.6 percent stated they had assigned a staff liaison to the One-Stop center. In addition, 23.6 percent of agencies reported interaction with One-Stop systems by providing testing and assessment services for the One-Stop center; tracking referrals (23.6 percent); and conducting workshops, conferences, or informational meetings (22.1 percent).

Points of Entry (POE): The project was a joint venture between OCTAE and the Open Society Foundation. Its objective was to promote the development of career pathways and transition programs for low-skilled adults and prisoners in re-entry. Two California educational agencies participated in this project. The Contra Costa County Office of Education (CCCOE) Parolee Education Program, a computerized literacy center with 21 locations, introduced training for teachers to promote behavioral change interventions and soft skills development for parolees. Elk Grove Adult and Community Education (EGACE) established a referral system whereby they connected Rio Consumes Correctional Center parolees to educational opportunities at EGACE Adult Education programs, local community colleges, and local Sacramento Work Career Centers. Both CCCOE and EGACE have continued to sustain the POE activities, although the funding stream has ended. Areas of sustainability include program services that support: partnerships; career pathways; re-entry; persistence and personal growth; transition from correctional institutions; data collection and review; and funding for sustainability and expansion.

Additionally, the State Budget appropriated twenty-five million dollars and tasked the CDE and the California Community College Chancellor's Office (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

consortium 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 high school diploma 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 is due on March 1, 2015.

English Literacy and Civics Education (EL Civics)

In 2013−14, the CDE EL Civics program awarded funds to 158 agencies to provide EL Civics educational services to 122,981 adult learners. Of the 122,981 learners, 18,747 enrollees in Citizenship Preparation and 111,669 were in Civic Participation. More than 9,000 learners passed the CASAS Government and History for Citizenship test, and 3,146 passed the oral CASAS Citizenship Interview Test. In the 2013−14 AEFLA survey, more than 90 percent of EL Civics agencies reported enhanced or improved literacy instruction, and 74.1 percent reported 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. For example, in 2013−14 a new civic objective for digital literacy and online communication was developed by an agency and added under the community resources as an approved civic objective. This new objective is to assist students in effectively using online tools to communicate and collaborate, and search for and evaluate online content. Pre- approved civic objectives used in Civic Participation programs 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 70,000 students throughout the state took Civic Participation performance-based additional assessments, and more than 90 percent passed one or more of them. WIA, Title II AEFLA 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. Below are descriptions of activities supported with PY2013-14 EL Civics funds.

- Development and maintenance of an EL Civics Web site that provides a single online location for all California EL Civics information. Agencies have immediate access to EL Civics online 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

On March 13, 2014, the State Board of Education (SBE) approved the use of three HSE tests. The approved tests are the General Educational Development Test (GED®) provided by GED Testing Service, (GEDTS), The High School Equivalency Test (HiSET®) provided by Educational Testing Service (ETS), and the Test Assessing Secondary Completion (TASC®) provided by CTB/McGraw-Hill.

The GED® test is only offered in a computer-based format except for test takers requiring accommodations and inmates at correctional facilities participating in the Transitional Waiver Program. That paper-based option will end June 30, 2015. Both HiSET® and TASC® are available in paper-based and computer-based formats.

Currently GED® and HiSET tests are being offered at local California testing centers. An MOU between CTB/McGraw-Hill had not been established at the time of this report. Ultimately, testing centers will be allowed to offer any or all of the three tests. A test taker who passes any of the three tests will be awarded a Certificate of High School Equivalency from the CDE.

Adult Education Standards

The CDE has not formally adopted a validated set of College and Career Readiness (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.

The AEO is currently providing funding support for two CCR standards professional development modules 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 align curriculum and assessments to CCR standards.

Module one, Introduction to the CCR standards (scheduled for spring 2015), provides an introduction to and an in-depth exploration of, the CCR standards to ensure acquisition of the appropriate background knowledge and to establish a common vocabulary. The second module, titled CCR standards Implementation Strategies (scheduled for October 2015), focuses on the alignment of lesson plans and instructional materials to the CCR standards.

To access a webinar series on CCR standards, visit the following URL: http://www.calpro-online.org/researchwebinars.asp.

APPENDIXES

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

Provider Type	2009−10		2010−11		2011−12		2012−13		2013−14	
	N	%	N	%	N	%	N	%	N	%
Districts with Adult Schools	172	67.2	167	66.8	161	68.6	154	68.4	148	68.8
County Office of Education	6	2.3	6	2.4	5	2.1	5	2.2	5	2.3
Community College	17	6.6	17	6.8	17	7.2	17	7.6	17	7.9
Community-Based Organizations	32	12.5	31	12.4	27	11	24	10.7	21	9.8
Library	9	3.5	9	3.6	7	3.4	8	3.6	8	3.7
Institutions (Section 225)*	20	7.8	20	8	18	7.7	16	7.1	16	7.4

CASAS 2014

* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services) and 14 jail programs.

Learners Qualified for NRS Federal Reporting

Provider Type	2009−10		2010−11		2011−12		2012−13		2013−14	
	N	%	N	%	N	%	N	%	N	%
Districts with Adult Schools	314,606	72.4	277,023	70.5	242,565	68.5	195,792	64.8	310,922	67.2
County Office of Education	3,643	0.8	3,460	0.9	3,084	0.9	2,852	0.9	4,987	1.1
Community College	66,402	15.3	65,267	16.6	60,988	17.2	61,181	20.2	85,778	18.5
Community-Based Organization	5,915	1.4	7,213	1.8	6,450	1.8	6,076	2	7,278	1.6
Library	1,895	0.4	2,097	0.5	2,217	0.6	1,871	0.6	2,851	0.6
Institutions (Section 225)*	41,967	9.7	37,858	9.7	38,762	10.9	34,397	11.4	51,189	11.1
Total	434,428	100	392,918	100	354,066	100	302,169	100	463,005	100

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* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services) and 14 jail programs.

Summary of California Core Performance Results

Entering Educational Functioning Level	2009–10 Performance Goal %	2009–10 Performance (Against all Enrollees) %	2010–11 Performance Goal %	2010–11 Performance (Against all Enrollees) %	2011–12 Performance Goal %	2011–12 Performance (Against all Enrollees) %	2012–13 Performance Goal %	2012–13 Performance (Against all Enrollees) %	2012–13 Performance Goal %	2012–13 Performance (Against all Enrollees) %	2013-14 Performance Goal %	2013-14 Performance (Against all Enrollees) %
ABE Beginning Literacy	28	30.7	27	31.8	32	44.7	33	47.5	46	55.7	48	58.2
ABE Beginning Basic	43	39.5	41	46.7	41	52.7	48	56.1	54	53.7	57	56.2
ABE Intermediate Low	36	39.4	37	45.5	40	48.8	47	50.7	50	49	52	48.7
ABE Intermediate High	29	27.1	26	30.7	28	32.7	32	33.4	34	32.6	34	31.4
ASE Low	22	19	19	31.7	20	32.6	33	34.9	34	33.5	36	40.2
ASE High	--	26.9	--	24.3	--	28.3	--	29.5	--	29.1	--	49.4
ESL Beginning Literacy	42	43	43	61.6	44	61.6	63	63.8	63	62.3	65	59.2
ESL Beginning (Low 2006-07)	35	34.1	33	62.1	35	63	63	65.1	64	64.1	66	63.8
ESL Beginning (High 2006-07)	48	49.3	48	58.2	50	61	59	61.4	62	60.3	62	60.4
ESL Intermediate Low	44	45.8	46	51.8	47	53.4	53	53.7	54	52.2	55	53.3
ESL Intermediate High	43	43.1	43	47.4	44	48.2	48	49.5	49	47.6	51	48.7
ESL Advanced Low	22	20.5	21	22.4	21	22.6	23	23.1	24	23.2	24	24.2

Core Follow-Up Outcome Measures

	%	%	%	%	%	%	%	%	%	%	%	%
GED/HS Completion	35	39.2	38	38.8	40	41.2	40	42	42	52.2	43	57.3
Entered Employment	53	53.4	59	44	59	44.6	45	47.3	45	44.9	48	51.1
Retained Employment	91	92	95	90.8	95	93.1	95	94.3	60	96.5	95	88.5
Entered Postsecondary Education	60	41.7	44	43.1	44	46.6	44	40.8	45	42.1	42	46.7

Federal Tables

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

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

Federal Table 3:   Participants by Program Type and Age

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

Federal Table 4B: Educational Gains and Attendance for Pre- and Post-Tested Participants

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

Federal Table 5:   Core Follow-up Outcome Achievement

Federal Table 5A: Core Follow-up Outcome Achievement for Participants in Distance Education

Federal Table 6:   Participant Status and Program Enrollment

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

Federal Table 10:   Outcomes for Adults in Correctional Education Programs

Federal Table 14:   Local Grantees by Funding Source

Participants by Entering Educational Functioning Level, Ethnicity and Sex

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	22	9	148	95	1,186	204	2,861	749	22	7	671	143	71	15	**6,203**
ABE Beginning Basic Education	45	25	284	179	1,870	585	4,934	2,256	49	12	1,025	368	106	63	**11,801**
ABE Intermediate Low	91	45	422	409	2,647	1,045	7,157	5,417	80	37	1,463	768	156	106	**19,843**
ABE Intermediate High	189	123	1,071	1,042	4,319	1,905	16,646	13,917	162	90	3,943	2,104	401	290	**46,202**
ABE Subtotal	**347**	**202**	**1,925**	**1,725**	**10,022**	**3,739**	**31,598**	**22,339**	**313**	**146**	**7,102**	**3,383**	**734**	**474**	**84,049**
ASE Low	53	48	454	402	1,163	705	6,176	5,453	51	38	1,788	998	199	128	**17,656**
ASE High	61	62	554	427	1,290	740	7,502	6,843	57	48	2,491	1,617	229	154	**22,075**
ASE Subtotal	**114**	**110**	**1,008**	**829**	**2,453**	**1,445**	**13,678**	**12,296**	**108**	**86**	**4,279**	**2,615**	**428**	**282**	**39,731**
ESL Beginning Literacy	1	1	644	1,306	36	75	1,138	1,717	2	2	173	332	17	33	**5,477**
ESL Low Beginning	2	2	927	1,694	51	116	2,528	4,078	2	5	292	501	29	71	**10,298**
ESL High Beginning	0	4	2,080	3,972	99	243	7,725	12,733	6	9	697	1,293	79	146	**29,086**
ESL Intermediate Low	10	5	3,029	6,341	207	348	13,651	24,055	9	19	1,297	2,223	135	256	**51,585**
ESL Intermediate High	4	4	2,562	5,956	153	244	10,791	19,820	6	17	1,143	2,210	125	226	**43,261**
ESL Advanced	4	4	2,562	6,455	146	194	10,624	17,891	8	10	1,160	2,347	109	181	**41,695**
ESL Subtotal	**21**	**20**	**11,804**	**25,724**	**692**	**1,220**	**46,457**	**80,294**	**33**	**62**	**4,762**	**8,906**	**494**	**913**	**181,402**
Total	**482**	**332**	**14,737**	**28,278**	**13,167**	**6,404**	**91,733**	**114,929**	**454**	**294**	**16,143**	**14,904**	**1,656**	**1,669**	**305,182**

Participants by Age, Ethnicity and Sex

Age Group	American Indian or Alaskan Native		Asian		Black or African American		Hispanic or Latino		Native Hawaiian or Other Pacific Islander		White		Two or More Races		Total
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
16-18	38	33	961	708	841	644	7,910	6,240	68	46	1,473	1,112	232	152	**20,458**
19-24	98	103	2,675	2,872	3,051	1,844	23,595	19,837	113	86	3,063	2,804	442	337	**60,920**
25-44	215	142	5,392	13,088	5,837	2,689	45,589	61,670	186	114	7,011	6,344	585	723	**149,585**
45-59	113	50	3,390	7,839	3,003	1,034	11,770	22,331	74	41	3,360	3,026	273	327	**56,631**
60 and Older	18	4	2,319	3,771	435	193	2,869	4,851	13	7	1,236	1,618	124	130	**17,588**
Total	**482**	**332**	**14,737**	**28,278**	**13,167**	**6,404**	**91,733**	**114,929**	**454**	**294**	**16,143**	**14,904**	**1,656**	**1,669**	**305,182**

Participants by Program Type and Age

Program Type	16-18	19-24	25-44	45-59	60 and Older	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Adult Basic Education	4,490	15,319	29,563	11,068	1,906	**62,346**
Adult Secondary Education	10,935	22,720	21,776	4,332	463	**60,226**
English-as-a-Second Language	5,033	22,881	98,246	41,231	15,219	**182,610**
Total	**20,458**	**60,920**	**149,585**	**56,631**	**17,588**	**305,182**

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	6,203	1,241,620	3,611	3,118	563	2,029	58.2%
ABE Beginning Basic Education	11,801	1,902,768	6,636	5,526	1,506	3,659	56.2%
ABE Intermediate Low	19,843	3,130,598	9,668	7,876	2,990	7,185	48.7%
ABE Intermediate High	46,202	6,791,195	14,521	11,059	9,097	22,584	31.4%
ASE Low	17,656	2,598,946	7,092	3,478	2,993	7,571	40.2%
ASE High	22,075	2,872,372	10,895	0	3,372	7,808	49.4%
ESL Beginning Literacy	5,477	990,218	3,242	2,861	515	1,720	59.2%
ESL Low Beginning	10,298	1,989,952	6,571	6,018	1,066	2,661	63.8%
ESL High Beginning	29,086	6,055,030	17,559	15,401	3,088	8,439	60.4%
ESL Intermediate Low	51,585	11,317,264	27,478	22,896	5,499	18,608	53.3%
ESL Intermediate High	43,261	10,046,440	21,066	16,997	4,835	17,360	48.7%
ESL Advanced	41,695	9,765,694	10,076	0	5,876	25,743	24.2%
Total	**305,182**	**58,702,097**	**138,415**	**95,230**	**41,400**	**125,367**	**45.4%**

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 by Educational Functioning Level

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number who Completed a Level and Advanced One or More Levels	Number Separated Before Completed	Number Remaining Within Level	Percentage Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beginning Literacy	4,637	1,051,294	3,611	3,118	106	920	77.9%
ABE Beginning Basic Education	8,308	1,605,121	6,636	5,526	307	1,365	79.9%
ABE Intermediate Low	13,196	2,593,675	9,668	7,876	737	2,791	73.3%
ABE Intermediate High	29,338	5,424,177	14,521	11,059	3,317	11,500	49.5%
ASE Low	11,116	2,072,704	7,092	3,478	842	3,182	63.8%
ASE High	14,302	2,206,166	10,895	0	822	2,585	76.2%
ESL Beginning Literacy	3,964	860,219	3,242	2,861	72	650	81.8%
ESL Low Beginning	7,475	1,763,672	6,571	6,018	152	752	87.9%
ESL High Beginning	21,547	5,424,534	17,559	15,401	693	3,295	81.5%
ESL Intermediate Low	39,031	10,232,402	27,478	22,896	1,764	9,789	70.4%
ESL Intermediate High	32,825	9,104,240	21,066	16,997	1,731	10,028	64.2%
ESL Advanced	30,957	8,789,745	10,076	0	2,859	18,022	32.5%
Total	**216,696**	**51,127,949**	**138,415**	**95,230**	**13,402**	**64,879**	**63.9%**

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	20	5,347	14	12	0	6	70.0
ABE Beginning Basic Education	70	13,070	40	36	8	22	57.1
ABE Intermediate Low	133	25,159	73	62	11	49	54.9
ABE Intermediate High	388	77,757	128	103	35	225	33.0
ASE Low	205	56,212	86	49	20	99	42.0
ASE High	320	79,659	142	0	37	141	44.4
ESL Beginning Literacy	137	32,928	106	96	7	24	77.4
ESL Low Beginning	308	82,046	225	216	22	61	73.1
ESL High Beginning	1,112	310,272	711	651	91	310	63.9
ESL Intermediate Low	2,143	667,915	1,281	1,108	172	690	59.8
ESL Intermediate High	2,160	715,260	1,039	871	216	905	48.1
ESL Advanced	2,475	834,154	669	0	290	1,516	27.0
Total	**9,471**	**2,899,779**	**4,514**	**3,204**	**909**	**4,048**	**47.7%**

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	37,486	1,553	752	48.4	384	19,142	51.1
Retained Employment	2,841 (universal)	N/A	1,103	38.8	1,061	2,733	96.2
	6,479(random)	1,047	490	46.8	417	5,514	85.1
	9,320 (combined)		1,593	41.0	1,478	8,247	88.5
Obtained a GED or Secondary School Diploma	21,071	N/A	21,071	100.0	12,072	12,072	57.3
Entered Postsecondary Education or Training – current program year	29,882	1,553	758	48.8	354	13,955	46.7
Entered Postsecondary Education or Training – prior program year	27,949	1,640	1,104	67.3	470	11,970	42.6

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	470	470	287	61.1	114	39.7
Retained Employment	245	245	89	36.3	77	86.5
Obtained a GED or Secondary School Diploma	270	N/A	270	100.0	145	53.7
Entered Postsecondary Education or Training	728	704	489	69.5	227	46.4

Participant Status and Program Enrollment

Participant Status on Entry into the Program (A)	Number (B)	
Disabled	3,333	
Employed	100,868	
Unemployed	146,934	
Not in the Labor Force	57,380	
On Public Assistance	23,916	
Living in Rural Areas	36,718	
Highest Degree or Level of School Completed	**US Based Schooling**	**Non US Based Schooling**
No Schooling	38,327	0
Grades 1-5	7,682	6,594
Grades 6-8	19,072	16,632
Grades 9-12 (No Diploma)	91,018	23,850
High School Diploma or alternate credential	19,369	33,264
GED	3,787	1,316
Some college, no degree	5,317	6,350
College or professional degree	9,219	19,997
Unknown	3,388	0
Program Type		
In Family Literacy Programs	4,192	
In Workplace Literacy Programs	247	
In Programs for the Homeless	870	
In Programs for Work-based Project Learners	1,350	
Institutional Programs		
In Correctional Facilities	38,991	
In Community Correctional Programs	0	
In Other Institutional Settings	Not Collected	
Secondary Status Measures (Optional)		
Low Income	18,505	
Displaced Homemaker	2,563	
Single Parent	11,515	
Dislocated Worker	1,837	
Learning Disabled Adults	Not Collected	

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		28	
Local-level Administrative/ Supervisory/Ancillary Services	221	595	98
Local Teacher	141	212	10
Local Counselor	605	722	160
Local Paraprofessional	4,076	1,336	500
Years of Experience			
Less Than one year	151	69	
One to three years	414	161	
More than three years	3511	1106	
Teacher Certification			
No Certification	303	75	
Adult Education Certification	2025	502	
K-12 Certification	1368	709	
Special Education Certification	88	50	
TESOL Certification	738	92	

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	38,991				19,832	50.9
Entered Employment	0					
Retained Employment	0					
Obtained a GED or Secondary School Diploma	2860	N/A	2,860	100.0	1,312	45.9
Entered Postsecondary Education or Training	107	107	6	5.6	2	33.3

Local Grantees by Funding Source

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	154	0	$58,827,004	73.3%	$280,346,164	60.6%
Public or Private Nonprofit Agency						
Community-based Organizations	17	0	$1,781,823	2.2%	$2,491,195	0.5%
Faith-Based Organizations	4	0	$126,529	0.2%	$50,054	0.0%
Libraries	8	0	$604,094	0.8%	$403,199	0.1%
Institutions of Higher Education						
Community, Junior or Technical Colleges	17	0	$13,790,906	17.2%	$51,375,716	11.1%
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	$5,012,368	6.2%	$116,160,341	25.1%
Other Institutions (non-correctional)	1	0	$110,906	0.1%	$11,859,786	2.6%
All Other Agencies	0	0	$0	0.0%	$0	0.0%
Total	202	0	$80,253,630	100%	$462,686,455	100%

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.

Collaboration Data for Workforce Investment Act Title II Funded Agencies

Ways Agencies Interacted with Local One-Stop Centers in 2013–14

Responses	Percent of the 199 Agencies that responded to survey
Receive/provide student referrals	74.9
Provide classes or training	33.2
Other	27.1
Track referrals to or from the One-Stop Center	23.6
Provide testing/assessment services	23.6
Conduct workshops, conferences, or informational meetings	22.1
Assign staff liaison to One-Stop Center	17.6
Provide skills lab	17.6
Arrange job fairs	17.1
Staff work at the One-Stop Center	11.1
Host the One-Stop Center	9.5
Provide cross-training of One-Stop and adult education staff	8.0
Reimburse One-Stop Center for services rendered	2.0

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Effectiveness of Agency Interaction with Local One-Stop Center in 2013-14

Responses	Percent of the 199 Agencies that responded to survey
Very Effective	21.6
Somewhat Effective	29.6
Neutral	27.1
Somewhat Ineffective	11.6
Very Ineffective	10.1

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* Excerpt from responses to the 2013–14 Survey

Ways Agencies Interacted with Local Workforce Investment Boards in 2013–14

Response	Percent of the 113 Agencies that responded to survey
Staff attend WIB meetings	53.1
Agency has Memorandum of Understanding (MOU) with WIB	47.8
Agency is represented through a consortium	46.0
Administrator serves on the local WIB board	35.4
Staff serve as WIB committee members	14.2
Other	9.7

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Ways Agencies Interacted with Local Workforce Investment Boards in 2013-14

Responses	Percent of the 113 Agencies that responded to survey
Very Effective	32.7
Somewhat Effective	43.4
Neutral	18.6
Somewhat Ineffective	4.4
Very Ineffective	0.9

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* Excerpt from responses to the 2013–14 Survey

English Literacy Civics Education Data Tables

EL Civics Agency Enrollment by Funding Type 2013–14

Funding Type	Total EL Civics Agencies
Citizenship Preparation and ABE 231	8
Civic Participation and ABE 231	33
Civic Participation, Citizenship Preparation and ABE 231	117
Total	158

CASAS 2014

EL Civics Agency Enrollment by Provider Type 2013–14

EL Civics Provider Type	EL Civics Enrollment		Total EL Civics Agencies	
	N	%	N	%
Districts with Adult Schools	79,207	64.4%	121	76.6%
Community College	39,852	32.4%	13	8.2%
Community Based Organization	2,901	2.4%	17	10.8%
Library	680	0.6%	3	1.9%
County Office of Education	341	0.3%	4	2.5%
Total	122,981	100.0%	158	100.0%

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The Twelve Most-Used Civic Objectives and Additional Assessment Plans in 2013–14

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.	73	22,544	21,043	93.3%
046C	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	36	11,312	10,673	94.4%
028C	Access the health care system and be able to interact with the providers.	55	9,960	9,448	94.9%
013C	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	57	9,263	8,700	93.9%
012C	Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals	30	7,425	6,979	94.0%
007C	Identify effective ways to safeguard families and homes including the use of community and governmental resources.	15	6,818	6,281	92.1%
014C	Identify educational opportunities and research education/training required to achieve a personal goal.	26	6,112	5,811	95.1%
011C	Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.	25	5,926	5,590	94.3%
026C	Identify and access free or low cost medical, dental, and other health care services.	13	5,655	5,425	95.9%
040C	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	36	5,650	5,202	92.1%
001C	Identify/evaluate/compare financial service options in the community.	19	4846	4571	94.3%
016C	Follow appropriate procedures and access community- assistance agencies in case of emergency or disaster	32	4474	4253	95.1%

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

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

Program Years	2008−09	2009−10	2010−11	2011−12	2012−13	2013−14
WIA, Title II	866,571	696,831	598,486	524,904	493,208	463,005
Federal Table 4	618,767	434,428	392,918	354,066	302,169	305,182

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

Race and Ethnicity	Percentage
Two or More Races	1.1%
White	10.2%
Native Hawaiian or Pacific Islander	0.2%
Hispanic or Latino	67.7%
Black or African American	6.4%
Asian	14.1%
American Indian/Alaskan Native	0.3%

Age Group	Percentage
60 and Older	5.8%
45–59	18.6%
25–44	49.0%
19–24	20.0%
16–18	6.7%

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	149
County Offices of Education	5
Community Based Organizations	21
Community College Districts	17
Libraries	8
State Agencies	2

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

Educational Functioning Level	California State Goals	California State Performance
ABE Beginning Literacy	48%	58.2%
ABE Beginning Basic	57%	56.2%
ABE Intermediate Low	52%	48.7%
ABE Intermediate High	34%	31.4%
ASE Low	36%	40.2%
ASE High	--	49.4%
ESL Beginning Literacy	65%	59.2%
ESL Low Beginning	66%	63.8%
ESL High Beginning	62%	60.4%
ESL Intermediate Low	55%	53.3%
ESL Intermediate High	51%	48.7%
ESL Advanced	24%	24.2%

5. California WIA, Title II GED® and High School Diploma Attainment (Page 7)

Program Year	Obtained GED® or H.S. Diploma	Qualified for NRS Federal Table 5 Reporting
2006-07	15,951	9,553
2007-08	21,895	11,951
2008-09	24,157	12,614
2009-10	25,022	8,377
2010-11	23,001	9,390
2011-12	21,691	9,008
2012-13	20,963	6,722
2013-14	15,271	12,047