



California Adult Education

Annual Performance Report

Federally Funded
Workforce Innovation and Opportunity Act Title II Programs
Program Year July 1, 2016 to June 30, 2017



California Annual Performance Report

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This report was prepared by CASAS – Comprehensive Adult Student Assessment Systems for the California Department of Education (CDE), Adult Education Office (AEO). The data in this report was collected during the 2016–17 program year. CASAS activities are funded by a contract under Public Law 105-220 and are administered by the AEO.

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List of Acronyms

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

<u>Acronym</u>	<u>Definition</u>
ABE	Adult Basic Education
AEFLA	Adult Education and Family Literacy Act
AEO	Adult Education Office
AEPs	Adult Education Providers
AJCCs	America's Job Center of California SM
ASE	Adult Secondary Education
CCCCO	California Community College Chancellor's Office
CCRS	College and Career Readiness Standards
CCSS	Common Core State Standards
CASAS	Comprehensive Adult Student Assessment Systems
CBOs	Community-based Organizations
CCDs	Community College Districts
CDE	California Department of Education
COE	County Offices of Education
CoP	Community of Practice
CWIB	California Workforce Investment Board
EFLs	Educational Functioning Levels
EL Civics	English Literacy and Civics Education
ESL	English as a Second Language
GED	General Educational Development
GEDTS	GED Testing Service
HSD	High School Diploma
HSE	High School Equivalency
HiSET	High School Equivalency Test
IELCE	Integrated English Literacy and Civics Education
MOU	Memorandum of Understanding
NRS	National Reporting System
NROC	National Repository of Online Courses
OCTAE	Office of Career, Technical, and Adult Education
OTAC	Online Teaching Academy
OTAN	Outreach and Technical Assistance Network
PD	Professional Development
PLC	Professional Learning Communities
SCRIP	Standard for Career Ready Practice
TASC	Test Assessing Secondary Completion
TDLS	Technology and Distance Learning Symposium
TIMAC	Technology Integration Mentor Academy
TTA	Targeted Technical Assistance
ED	United States Department of Education
WIB	Workforce Investment Board
WIOA	Workforce Innovation and Opportunity Act

California Narrative Report 2016–17

The purpose of this report is 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 Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA).

Introduction

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

Overview of California Literacy Needs

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

- **High School Diploma or Its Equivalent:** Approximately six million California adults do not have a high school diploma or its equivalent even as California's graduation rate continues to improve, which currently stands at 83.8 percent. Conversely, the dropout rate has fallen below 10 percent. Although graduation and dropout rates have improved, significant achievement gaps among student subgroups persist.
- **Labor Force:** Approximately three million California adults without high school credentials are unemployed or not in the labor force. The need for workplace readiness skills is significant. Many job candidates lack job-readiness skills required in the workplace, such as communication, critical thinking, and problem-solving skills.
- **English Speaking Ability:** More than 3.5 million California adults “do not speak English well or not at all.” More than one-fourth of the national non-English-speaking population resides in California, and more than 2.3 million of that group lack a high school credential.
- **Economic Impact:** A projection of California's economy shows a trajectory of steadily increasing demand for a highly educated workforce. However, with the

recent recession and budget constraints, the state remains challenged in meeting this demand.

Source of statistics: U.S. Department of Education. 2013. *Tapping the Potential: Profile of Adult Education Target Population*.

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/state-profiles/california.pdf>.

State Leadership Funds

The CDE Adult Education Office (AEO) contracts with: (1) California Adult Literacy Professional Development Project (CALPRO); (2) Comprehensive Adult Student Assessment Systems (CASAS); and (3) Outreach and Technical Assistance Network (OTAN). These contracts, funded through the leadership activities portion of the WIOA grant, provide a variety of services to support the AEFLA providers.

This section of the report discusses three initiatives set forth in the California State Plan, namely, (a) establish and implement professional development (PD) programs to improve the quality of instructional programs; (b) provide technology assistance, including staff training, to eligible providers of adult education and literacy activities; and (c) provide assessments and accountability technical assistance to eligible providers of adult education and literacy activities. 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 2016–17 program year include the following.

CALPRO (Professional Development) is responsible for designing, implementing, and operating a large-scale, statewide professional development project for all WIOA, Title II AEFLA-funded agencies. CALPRO provided opportunities for California adult educators to interact regularly and learn collectively in a group setting about evidence-based instructional practice.

CALPRO provided twenty regionally based professional learning opportunities, using a Community of Practice (CoP) model, serving 233 participants on topics including evidence-based reading, writing, math instructional strategies, best practices in English as a Second Language (ESL) instructional planning, College and Career Readiness Standards (CCRS), and effective teaching. Additionally, nine regional workshops on learning goal setting, teaching critical thinking skills, using questioning strategies, and advising the adult learner served 304 educators.

CALPRO facilitated thirteen, asynchronous online courses, serving 129 participants, on topics that address integrated education and training, postsecondary transitions, lesson planning, understanding the adult learner, College and Career Readiness Standards (CCRS) for English language arts implementation and application, optimizing ESL instructional planning, evidence-based writing instruction in the ESL and Adult Basic Education (ABE) classrooms, managing the multilevel ESL class, and using questioning strategies to improve instruction.

CALPRO provided eight self-directed online courses, serving 216 participants, were provided on topics including adult learning and development, learner goal setting, learner persistence, instructional strategies for math and writing, CCRS, teaching critical thinking, designing programs for adults with learning disabilities, and orientation for new ABE and ESL teachers. In addition, CALPRO facilitated six synchronous workshops served 18 participants on the topic of teaching critical thinking.

CALPRO provided technology-based PD delivery to more than 395 educators who attended sessions from the following webinar series: Administrators Forum, Instructors Forum, and Adult Education Research Webinars. Also, CALPRO served the field through other online resources, including its electronic CoP, three companion Virtual Workrooms, an online video library, and two competency-based self-assessments.

CALPRO 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 adult education programs (serving 74 instructional leaders); (2) The AE Leadership Institute, a six-day face-to-face institute designed to build the leadership skills of new and aspiring administrators (serving 21 instructional leaders); and (3) The Professional Learning Communities (PLC) Institute, a face-to-face and online institute that engages program teams of administrators and teachers in a six-month process of developing and refining instructional practice (serving 24 participants in 8 program teams).

CASAS (Assessment and Accountability) is responsible for providing a standardized assessment and accountability system for all levels of the ABE, ASE, and ELA programs and accountability data to the state. CASAS reading, listening and math assessments help place learners at appropriate levels of instruction, diagnose learner strengths and weaknesses, target instruction, and certify learner mastery at specific levels of instruction or readiness to exit adult education. CASAS provides additional special standardized assessments for EI Civics including Reading for Citizenship and the Government and History Test and Citizenship Interview Test for citizenship preparation. Also CASAS has worked with a field-based team to develop performance-based additional assessments that measure student attainment of civic objectives for Civic Participation. Many Civic Objective and Additional Assessment Plans (COAAPs) include integrated education and training (IET) models combining workforce preparation activities and occupational skills training with literacy activities.

In addition to paper-based assessments, CASAS offers computer-based assessments (CASAS eTests®) that help place students into programs quickly and accurately, monitor progress, and generate student, class and program level reports to inform instruction and improve programs.

Statewide student and program accountability data is collected and reported using CASAS TOPSpro® Enterprise, a learner management and accountability software. The software, available in both Web-based and desktop solution, collects student

demographics and monitors and tracks student and program learning outcomes and goal attainment data.

CASAS provided timely training and targeted technical assistance (TTA) to all funded agencies to meet grant requirements and to improve programs, data quality, and student performance and persistence. 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 3,000 participants registered online for 99 online training sessions and 39 statewide face-to-face trainings. In the 2016–17 program year, TTA was provided to 11 agencies to review specific data issues, compare and analyze performance data for program planning and create an action plan for continuing improvement. CASAS provided 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.

CASAS hosted more than 74 AEFLA regional network meetings statewide covering all 11 CDE regions. More than 1,200 participants attended these regional network meetings that addressed state and federal updates related to accountability, the use of data to inform instruction and improve programs, and PD opportunities. CASAS also hosted 26 TOPSpro Enterprise network meetings to discuss software and data-related topics that served more than 200 participants.

CASAS facilitated three EL Civics conferences for coordinators, teachers, and administrators. The conferences were held in Bakersfield, Vista, and Santa Clara and attended by 261 participants. The conference included sessions on successful and innovative EL Civics curriculum currently used, presentations and updates from CDE, CASAS, CALPRO and OTAN, and opportunities to network with other agencies.

OTAN (Technology and Distance Learning) provides technology integration training, online curriculum and online courses to support the use of instructional technology to deliver curriculum. OTAN hosts a yearly technology symposium, manages the state Technology and Distance Learning Plan for adult education agencies, and assists in expanding the ability of adult education providers to (1) communicate with one another and their adult learners through multiple methods; (2) develop digital leadership skills; and (3) provide capacity-building services to adult education agencies.

OTAN provided 43 workshops on technology topics and distance learning topics via online or face-to-face workshops across the state in the 2016–17 program year. OTAN staff also presented at local, state, and national adult education conferences and associations, delivering 83 presentation sessions.

OTAN facilitated the Digital Leadership Academy (DLAC), a two-year program to assist agencies in meeting their technology integration or online or blended teaching goals. The academy is aligned to the Technology and Distance Learning Technology Plan filed by all WIOA-funded adult education agencies. Each DLAC participant is matched with a

support mentor who provides focused, follow-up training and coaching at each individual participant's agency.

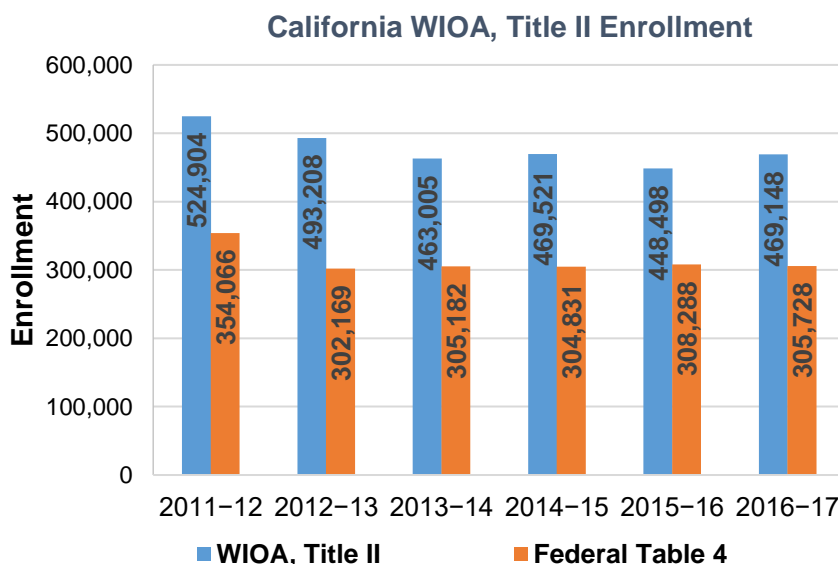
OTAN's annual Technology and Distance Learning Symposium (TDLS) rotates between north and south geographic locations in the state. The 2017 event was held at the Anaheim Campus of North Orange Community College District, School of Continuing Education. A total of 37 workshops were provided on topics ranging from developmental math and English resources for adult learners to how to create and use digital badges to empower students.

Performance Data Analyses

California is the largest adult education provider in the United States. The state served nearly one-fifth of the nation's adults enrolled in AEFLA programs in the last six program years. Because the state is home to one-fourth of the national non-English-speaking population, the ESL program comprised 63 percent of the California's AEFLA program enrollment and 27 percent of the nation's ESL program enrollment. California also served more learners in ABE and ASE programs than any other state, comprising 15 percent of total learners enrolled in ABE and ASE nationwide.

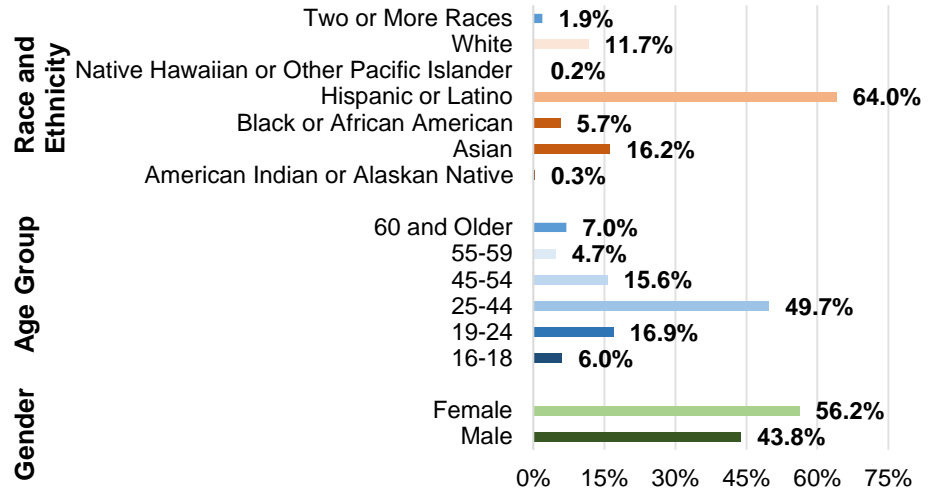
Enrollment 2016–17

In 2016–17, 190 local agencies enrolled 469,148 learners in the AEFLA programs. Of these learners 305,728 (65 percent) qualified for NRS federal reporting. California's enrollment significantly decreased by 30 percent in the 2009–10 program year due to the budget crisis that resulted in the significant reduction of the state's education funding and shifting of adult school funding decisions to local school districts. The budget crisis created unprecedented pressures on the adult school system and reduced the funding base from the state, resulting in a significant decline in enrollment over the last several program years.



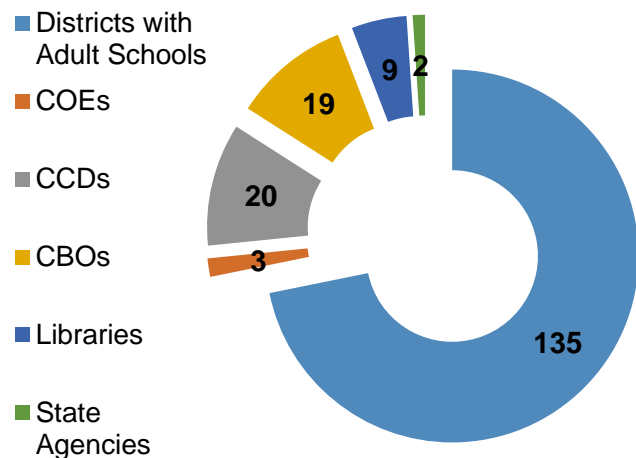
California WIOA, Title II Demographics

Adult learners who qualified for NRS federal reporting reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (64.0 percent) and Asian (16.2 percent). Adult learners are more likely to be female (56.2 percent), and adult learners between the ages of 25 and 44 (49.7 percent) comprise the largest age group.



The current profile of California adult education providers includes 135 local school districts, 19 community-based organizations (CBOs), 20 community college districts (CCDs), 3 county offices of education (COE), 9 library literacy programs, and 2 state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services).

WIOA, Title II Enrollment by Provider Type



There are 23 agencies serving institutionalized adults under Section 225 of AEFLA. These include 2 state agencies, 2 CBOs, 3 CCDs, 2 COEs and 14 jail programs provided by local school districts.

Local school districts with adult schools comprise the majority of AEFLA agencies and enroll 63.5 percent of all learners served by California. County Offices of Education and libraries saw a slight drop in enrollment. All other providers saw an increase in enrollment.

NRS Performance

The NRS data document California's continued success in addressing the state's basic skills needs by improving student persistence and learning outcomes. California had steadily improved its performance from 2006 through 2012 on persistence, EFL completion, and advancing one or more levels. In the last five program years overall performance remained steady. California has equaled or exceeded the overall national data from 2009 through 2016.

In 2016–17 under WIOA, states were required to report enrollment and measurable skill gains by periods of participation (POPs). Of the 305,728 learners who qualified for NRS federal reporting 111,907 (36.6 percent) achieved at least one educational functioning level gain. Total number of POPs for the 2016–17 program year was 347,943 and the total number of POPs with measurable skill gains was 137,987 (40 percent), including 15,086 learners who obtained a high school diploma or high school equivalency. The persistence rate achieved in 2016–17 was 66.0 percent, exceeding the California state goal of 50 percent. More than 60 percent of the learners who persisted completed an EFL.

The 305,728 learners who qualified for NRS federal reporting averaged 156 hours of instruction. The 197,818 learners who persisted in the program and took pre- and post-tests reported more than 199 hours of instruction.

The CDE disburses AEFLA funds through a pay-for-performance system based on NRS core measures to determine how much funding a local provider will receive. The CDE uses learning gains, attainment of an HSD or HSE certificate and transition to postsecondary or training benchmarks as a basis for federal grant funding. Agencies can earn the following benchmark payments per student for student achievement within the program year: (1) completes an NRS EFL; (2) attains a high school diploma or HSE certificate; (3) attains outcomes in EL Civics Citizenship Preparation, Civic Participation, and integrated EL Civics (IELCE).

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 provides targeted technical assistance to low performing agencies and agencies with newly appointed program administration teams.

Integration with One-stop Programs

The CDE, the California Workforce Development Board (CWDB), and the Employment Development Department (EDD), in collaboration with other workforce development agencies, coordinate education and training programs to assist individuals to overcome barriers to employment. The CDE meets the one-stop requirements outlined in 34 CFR Part 463, Subpart J, through assurances and certifications documented in the grant awards issued to successful WIOA, Title II: AEFLA grant recipients. Each eligible provider agrees to carry out the roles and responsibilities of the one-stop partner and assures compliance with the requirements governing the Memorandum of Understanding (MOU) with the local workforce development boards and the local one-stop infrastructure costs of the WIOA.

To support implementation and meet the intentions and parameters of the MOU, California separated the MOU development process into two distinct phases. Phase I addressed service coordination and collaboration among the partners and was completed by June 30, 2016. Phase II addressed how to sustain the unified system described in Phase I through the use of resource sharing and joint infrastructure cost funding and was completed by September 1, 2017. The applicable Title II career services that are provided in the one-stop system, in addition to workforce preparation activities and English language acquisition programs, include: outreach, intake and orientation information; initial assessment of skill levels including literacy, numeracy, and English language proficiency; referrals and coordination of activities with other programs and supportive services providers; and IET programs.

Additionally, CDE, in collaboration with CWDB, EDD and other core partners, is developing strategies to identify and recommend best practices and model partnerships. The goals are to continue to improve and encourage program alignment, coordination, integration of services, and braiding of resources beyond the minimum levels required by the mandatory one-stop partnerships.

Integrated English Literacy and Civics Education (IELCE) Program

In program year 2017–18, the CDE awarded grants to new agencies through a competitive Request for Application (RFA) following the thirteen considerations specified in the WIOA, Title II AEFLA. The RFA solicited agencies to offer IELCE as defined in the WIOA Section 243.

As a condition of the award that Section 243 recipients must submit a Integrated EL Civics Program Development Plan that outlines their progress in developing and implementing service approaches that provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. The goal of an IELCE program is to:

Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Integrate with the local workforce development system and its functions to carry out the activities of the program.

Agencies conduct community and student assessments and teach the language and literacy objectives that (1) best match their students' identified needs, and (2) will assist them in attaining mastery of a specific civic objective.

Civic objectives used must meet the following criteria: integrate English language and literacy instruction into civics education; focus on helping students understand the government and history of the United States; learn the rights and responsibilities of citizenship; and participate effectively in the education, employment, and civic

opportunities this country offers; and integrate active participation of the learners in community activities.

Per the WIOA Section 243 the CDE has an added dimension that language and literacy objectives must be provided as a program in combination with integrated education and training (IET). The IET model combines workforce preparation activities and occupational skills training with literacy activities to increase a participant's educational and career advancement. The IET service delivery may incorporate one of the following teaching models:

- a. Co-Teaching: The co-teaching model involves skills instruction in a CTE program along with basic language instruction, delivered in an integrated fashion. In this model, both an ESL teacher and a CTE teacher are teaching in the same classroom, and students are enrolled in both of the ESL and CTE courses.
- b. Alternating Teaching: In alternating teaching, students are enrolled in two different, but coordinated courses. In this model, an ESL teacher and a CTE teacher are teaching in two different classrooms; students attend the two courses at different times.

For agencies to receive funds under the WIOA Section 243, students are required to be enrolled in both an ESL program and a career program.

Civic Participation programs assess students through use of performance-based additional assessments that measure student attainment of civic objectives that are categorized under competency areas such as consumer economics, community resources, health, employment, and government and law, or they may develop their own. Civic Objective and Additional Assessment Plans (COAAPs) that meet the requirements of workforce preparation activities are now classified as the WIOA Section 243 COAAPs. In 2016, five new COAAPs were developed focusing on integration into workforce preparation activities, and 17 of the 48 original COAAPs that already included workforce preparation activities were classified as 243 COAAPs.

In 2016–17, the CDE EL Civics program awarded funds to 160 agencies to provide EL Civics educational services to more than 179,000 adult learners. Some of EL Civics funded agencies (62) started using the IELCE 243 COAAPs.

In 2016–17, there were 21,600 learners enrolled in Citizenship Preparation and 137,397 in Civic Participation and 76,705 in IELCE. Learners enrolled in Citizenship Preparation took the CASAS Government and History for Citizenship test and the oral Citizenship Interview Test to be more comfortable and better able to respond to questions. More than 12,000 learners passed the CASAS Government and History for Citizenship test, and 3,700 passed the oral CASAS Citizenship Interview Test. More than 90,000 students throughout the state took Civic Participation performance-based additional assessments, and more than 90 percent passed one or more of them. Of the learners who enrolled in IELCE (76,705) under WIOA Section 243, more than 60 percent passed one or more 243 COAAPs.

Adoption of Adult Education Standards

The CDE, through the State Board of Education, adopted the Common Core State Standards (CCSS) in 2010. In March 2013, the CDE adopted the College and Career Readiness Standards (CCRS). In March 2014, the State Superintendent of Public Instruction announced the Standards for Career Ready Practice (SCRCP). The SCRCP are taught and reinforced in all career exploration and preparation programs or integrated into core curriculum, with increasingly higher levels of complexity and expectation as a student advances through a program of study.

The CDE Adult Education Office has aligned its content standards to the state-adopted challenging academics of CCSS and CCRS. The California adult education high school diploma meets the same standards as required for the K–12 high school diploma. The CDE has developed and implemented curriculum and assessment standards within ABE and ESL to meet the EFLs established by the NRS and to achieve the K–8 academic literacy objectives established by the state’s standards and frameworks.

Since 2014, the CDE has provided numerous professional development (PD) opportunities about the CCSS and CCRS to local providers. Thus, local adult education programs are aligned to CCSS and CCRS, providing standards–based contextualized curriculum, evidence-based instruction, and assessment focusing on the skills that enable learners to participate more fully within American society as citizens, workers, and family members.

Additionally, the CDE has offered PD opportunities to local providers on the English Language Proficiency Standards (ELPS) for Adult Education since January 2017, which aligns with the CCRS for English Language Arts and Literacy, and Mathematical and Science Practices. This ELPS was produced by American Institutes for Research for the ED, OCTAE, published on October 2016.

Programs for Corrections Education and the Education of Other Institutionalized Individuals

According to the October 2017 Outcome Evaluation Report: An Examination of Offenders Released in Fiscal Year 2012-13, published by the California Department of Corrections and Rehabilitation (CDCR), Office of Research, the recidivism rate for the 37,790 offenders released between July 1, 2012 and June 30, 2013 (Fiscal Year 2012-13) was 46.1 percent.

Of these 37,790 offenders: 28.2 percent (10,079 offenders) were convicted of a felony offense; 17.9 percent (6,417 offenders) were convicted of a misdemeanor offense; and 53.9 percent (19,294 offenders) had no convictions within three years of their release.

The 46.1 percent conviction rate for the 2012-2013 release cohort was 8.2 percentage points lower than the prior year’s (Fiscal Year 2011-12) release cohort rate of 54.3 percent (CDCR, 2017). CDCR uses the following State of California definition of recidivism:

“conviction of a new felony or misdemeanor committed within three years of release from custody or committed within three years of placement on supervision for a previous criminal conviction.”

The definition also allows for supplemental measures of recidivism including: new arrests, returns to custody, criminal filings, or supervision violations. CDCR previously used a supplemental measure, the three-year return-to-prison rate, as the primary measure of recidivism. However, commencing with the 2016 Outcome Evaluation Report, CDCR implemented the State of California’s definition of recidivism and used the three-year conviction rate as the primary measure of recidivism (ibid).

The three-year conviction rate is defined in the CDCR 2017 Outcome Evaluation Report as follows: “An individual convicted of a felony and incarcerated in a CDCR adult institution who was released to parole, discharged after being paroled, or directly discharged during Fiscal Year 2012-13 and subsequently convicted of a felony or misdemeanor offense within three years of their release date.” The conviction rate is calculated using the ratio of the number of offenders in the release cohort who were convicted during the follow-up period, to the total number of offenders in the release cohort, multiplied by 100 (ibid).

$$\text{Conviction Rate} = \frac{\text{Number Convicted}}{\text{Release Cohort}} \times 100$$

Appendixes

Appendix A

Data Tables for WIOA, Title II Funded Agencies

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

Provider Type	2012-13		2013-14		2014-15		2015-16		2016-17	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Districts with Adult Schools	154	68.4	161	68.6	154	68.4	137	64.3	135	64.6
County Offices of Education	5	2.2	5	2.1	5	2.2	4	1.9	3	1.4
Community Colleges	17	7.6	17	7.2	17	7.6	20	9.4	20	9.6
Community-Based Organizations	24	10.7	27	11.0	24	10.7	19	8.9	19	9.1
Libraries	8	3.6	7	3.4	8	3.6	9	4.2	9	4.3
Institutions (Section 225)*	16	7.1	18	7.7	16	7.1	24	11.3	23	11.0

CASAS 2017

* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services) and 21 jail programs.

WIOA, Title II Enrollment by Provider Type

Provider Type	2012-13		2013-14		2014-15		2015-16		2016-17	
	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%	<u>N</u>	%
Districts with Adult Schools	342,997	69.5	310,922	67.2	302,708	64.5	285,859	63.7	297,963	63.5
County Offices of Education	7,080	1.4	7,278	1.6	9,198	2.0	6,035	1.3	5,537	1.2
Community Colleges	87,130	17.7	85,778	18.5	97,526	20.8	93,249	20.8	106,667	22.7
Community-Based Organizations	4,716	1.0	4,987	1.1	6,032	1.3	7,622	1.7	8,239	1.8
Libraries	2,669	0.5	2,851	0.6	2,618	0.6	3,035	0.7	2,201	0.5
Institutions (Section 225)*	48,616	9.9	51,189	11.1	51,439	11.0	52,698	11.7	48,541	10.3
Total	493,208	100	463,005	100	469,521	100	448,498	100	469,148	100

CASAS 2016

* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services) and 21 jail programs.

Appendix B
Summary of California Core Performance Results

Entering Educational Functioning Level	2011-12		2012-13		2013-14		2014-15		2015-16		2016-17	
	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)	Performance Goal	Performance (Against all Enrollees)
	%	%	%	%	%	%	%	%	%	%	%	%
ABE Beginning Literacy	33	47.5	46	55.7	48	58.2	57	50.6	58	49.2	52	47.6
ABE Beginning Basic	48	56.1	54	53.7	57	56.2	55	52.8	56	54.1	55	50.2
ABE Intermediate Low	47	50.7	50	49	52	48.7	50	45.4	50	47.0	47	44.9
ABE Intermediate High	32	33.4	34	32.6	34	31.4	34	28.7	34	30.0	31	34.4
ASE Low	33	34.9	34	33.5	36	40.2	35	30.7	41	31.0	35	36.7
ASE High	--	29.5	--	29.1	--	49.4	--	50.4	--	59.0	--	21.3
ESL Beginning Literacy	63	63.8	63	62.3	65	59.2	64	62.2	60	59.4	62	52.8
ESL Beginning (Low 2006-07)	63	65.1	64	64.1	66	63.8	65	61.4	65	61.2	63	54.6
ESL Beginning (High 2006-07)	59	61.4	62	60.3	62	60.4	61	59.2	61	59.2	61	51.1
ESL Intermediate Low	53	53.7	54	52.2	55	53.3	53	51.7	54	52.0	53	43.8
ESL Intermediate High	48	49.5	49	47.6	51	48.7	50	50.1	50	50.0	51	42.5
ESL Advanced Low	23	23.1	24	23.2	24	24.2	26	25.8	25	25.7	26	23.9

Appendix C

Federal Tables

- Federal Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex
- Federal Table 2: Participants by Age, Ethnicity, and Sex
- Federal Table 3: Participants by Program Type and Age
- Federal Table 4: Measurable Skill Gain by Entry Level
- Federal Table 4B: Measurable Skill Gains by Entry Level for Pre - and Post - tested Participants
- Federal Table 4C: Measurable Skill Gains by Entry Level 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 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/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		Total
(A)	Male (B)	Female (C)	Male (D)	Female (E)	Male (F)	Female (G)	Male (H)	Female (I)	Male (J)	Female (K)	Male (L)	Female (M)	Male (N)	Female (O)	(P)
ABE Level 1	27	9	127	57	1,018	175	2,614	665	24	6	599	194	102	22	5,639
ABE Level 2	48	10	195	124	1,535	382	3,946	1,826	30	19	894	388	169	69	9,635
ABE Level 3	77	33	349	285	2,343	817	6,373	4,446	58	32	1,472	848	299	195	17,627
ABE Level 4	200	115	1,059	988	4,164	1,772	16,576	13,493	138	98	4,166	2,421	723	478	46,391
ABE Level 5	77	79	488	581	1,221	713	7,305	6,843	53	42	2,119	1,416	288	215	21,440
ABE Level 6	44	40	314	350	576	362	4,046	3,556	18	18	1,835	1,120	220	134	12,633
ABE Subtotal	473	286	2,532	2,385	10,857	4,221	40,860	30,829	321	215	11,085	6,387	1,801	1,113	113,365
ESL Level 1	0	1	875	1,738	113	183	1,059	1,818	3	1	231	491	44	78	6,635
ESL Level 2	2	0	1,119	2,091	107	150	2,481	4,136	4	5	369	630	64	176	11,334
ESL Level 3	7	10	2,106	4,755	190	264	7,703	13,219	2	10	977	1,784	161	312	31,500
ESL Level 4	12	21	3,582	7,846	262	387	13,617	24,635	12	14	1,683	3,094	290	512	55,967
ESL Level 5	8	18	3,009	7,250	184	264	10,010	19,218	7	10	1,444	2,994	237	434	45,087
ESL Level 6	5	12	2,983	7,304	148	206	9,203	16,909	5	7	1,455	3,003	197	403	41,840
ESL Subtotal	34	62	13,674	30,984	1,004	1,454	44,073	79,935	33	47	6,159	11,996	993	1,915	192,363
Total	507	348	16,206	33,369	11,861	5,675	84,933	110,764	354	262	17,244	18,383	2,794	3,028	305,728

State: California

Table 2
Participants by Age, Ethnicity and Sex

PY 2016–17

Age Group	American Indian or Alaskan Native		Asian		Black or African American		Hispanic/ Latino		Native Hawaiian or Other Pacific Islander		White		More than One Race		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	39	32	805	648	632	429	7,207	5,791	38	36	1,342	1,020	240	211	18,470
19-24	117	81	2,467	3,030	2,510	1,159	19,537	15,873	101	56	2,987	2,740	594	486	51,738
25-44	243	169	6,198	15,580	5,734	2,828	43,115	58,749	160	128	7,960	8,648	1,216	1,318	152,046
45-54	77	47	2,855	7,007	1,740	774	9,217	19,952	27	26	2,503	2,766	320	515	47,826
55-59	18	9	1,132	2,340	693	253	2,488	4,923	15	7	901	1,194	139	186	14,298
60 +	13	10	2,749	4,764	552	232	3,369	5,476	13	9	1,551	2,015	285	312	21,350
Total	507	348	16,206	33,369	11,861	5,675	84,933	110,764	354	262	17,244	18,383	2,794	3,028	305,728

State: California

Table 3

PY 2016–17

Participants by Program Type and Age

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60 + (G)	Total (H)
Adult Basic Education	7,629	19,322	38,159	9,007	2,716	2,459	79,292
Integrated Education and Training	124	292	261	44	8	8	737
Adult Secondary Education	4,824	9,584	15,624	2,813	700	528	34,073
Integrated Education and Training	68	160	124	9	4	0	365
English-as-a-Second Language	3,847	14,392	62,240	23,081	7,164	12,491	123,215
Integrated Education and Training	0	8	56	10	3	1	78
IELCE (Sec. 243)	2,170	8,440	36,023	12,925	3,718	5,872	69,148
Integrated Education and Training	10	37	74	25	4	6	156
Total	18,470	51,738	152,046	47,826	14,298	21,350	305,728

State: California

Table 4

PY 2016–17

Measurable Skill Gain by Entry Level

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours for all Participants	Number who Achieved at Least One Educational Functioning Level Gain	Number who Attained a Secondary School Diploma or its Equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total Number of Periods of Participation	Total Number of Periods of Participation with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)
ABE Level 1	5,639	847,287	2,657	99	512	2,371	48.87	6,408	3,048	47.57
ABE Level 2	9,635	1,188,112	4,512	407	1,130	3,586	51.05	10,846	5,442	50.18
ABE Level 3	17,627	2,128,236	6,890	1,217	2,572	6,948	45.99	20,037	9,000	44.92
ABE Level 4	46,391	5,727,893	11,161	4,991	8,013	22,226	34.82	52,628	18,110	34.41
ABE Level 5	21,440	2,566,139	4,604	3,482	3,934	9,420	37.71	24,434	8,959	36.67
ABE Level 6	12,633	1,342,344	0	2,711	2,690	7,232	21.46	14,645	3,121	21.31
ABE Subtotal	113,365	13,800,011	29,824	12,907	18,851	51,783	37.69	128,998	47,680	36.96
ESL Level 1	6,635	985,304	3,637	5	958	2,035	54.89	7,262	3,831	52.75
ESL Level 2	11,334	1,649,942	6,479	19	1,535	3,301	57.33	12,620	6,885	54.56
ESL Level 3	31,500	5,064,860	16,913	97	4,445	10,045	54.00	35,514	18,140	51.08
ESL Level 4	55,967	10,103,326	25,569	275	8,587	21,536	46.18	64,015	28,051	43.82
ESL Level 5	45,087	8,556,236	19,877	416	7,321	17,473	45.01	51,646	21,955	42.51
ESL Level 6	41,840	7,616,954	9,608	683	8,066	23,483	24.60	47,888	11,445	23.90
ESL Subtotal	192,363	33,976,622	82,083	1,495	30,912	77,873	43.45	218,945	90,307	41.25
Total	305,728	47,776,633	111,907	14,402	49,763	129,656	41.31	347,943	137,987	39.66

State: California

Table 4B

PY 2016–17

Measurable Skill Gains by Entry Level for Pre - and Post - tested Participants

Entering Educational Functioning Level	Total Number Pre- and Post-tested Enrolled	Total Attendance Hours	Number with EFL Gain	Number Separated Before Achieving EFL Gain	Number Remaining Within Level	Percentage Achieving EFL Gain
(A)	(B)	(C)	(D)	(E)	(F)	(G)
ABE Level 1	3,745	647,272	2,707	99	939	72.28
ABE Level 2	6,030	910,663	4,713	146	1,171	78.16
ABE Level 3	10,504	1,615,515	7,412	501	2,591	70.56
ABE Level 4	26,825	4,320,453	12,660	2,737	11,428	47.19
ABE Level 5	11,652	1,821,730	5,459	1,479	4,714	46.85
ABE Level 6	4,462	659,237	0	1,173	3,289	0.00
ABE Subtotal	63,218	9,974,870	32,951	6,135	24,132	52.12
ESL Level 1	4,422	830,512	3,638	89	695	82.27
ESL Level 2	7,659	1,401,521	6,491	179	989	84.75
ESL Level 3	21,887	4,377,796	16,965	765	4,157	77.51
ESL Level 4	39,266	8,760,821	25,692	2,147	11,427	65.43
ESL Level 5	32,090	7,427,413	20,026	2,164	9,900	62.41
ESL Level 6	29,276	6,506,720	9,746	3,285	16,245	33.29
ESL Subtotal	134,600	29,304,783	82,558	8,629	43,413	61.34
Total	197,818	39,279,653	115,509	14,764	67,545	58.39

Measurable Skill Gains by Entry Level for Participants in Distance Education

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours for all Participants	Number who Achieved at Least One Educational Functioning Level Gain	Number who Attained a Secondary School Diploma or its Equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total Number of Periods of Participation	Total Number of Periods of Participation with Measurable Skill Gains	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)
ABE Level 1	18	2,322	5	4	3	6	50.00	21	9	42.86
ABE Level 2	36	4,567	10	4	5	17	38.89	36	14	38.89
ABE Level 3	161	23,953	66	22	24	49	54.66	173	92	53.18
ABE Level 4	775	112,147	194	164	112	305	46.19	839	376	44.82
ABE Level 5	591	87,742	127	136	121	207	44.50	642	260	40.50
ABE Level 6	350	45,617	0	92	54	204	26.29	372	100	26.88
ABE Subtotal	1,931	276,348	402	422	319	788	42.67	2,083	851	40.85
ESL Level 1	171	38,138	106	0	10	55	61.99	187	110	58.82
ESL Level 2	393	85,910	238	2	22	131	61.07	443	249	56.21
ESL Level 3	1,247	279,876	662	4	94	487	53.41	1,379	692	50.18
ESL Level 4	1,927	483,029	839	14	231	843	44.27	2,178	909	41.74
ESL Level 5	1,957	549,405	921	24	232	780	48.29	2,190	984	44.93
ESL Level 6	1,788	430,265	518	35	295	940	30.93	1,997	579	28.99
ESL Subtotal	7,483	1,866,623	3,284	79	884	3,236	44.94	8,374	3,523	42.07
Total	9,414	2,142,971	3,686	501	1,203	4,024	44.48	10,457	4,374	41.83

State: California

Table 6
Participant Status and Program Enrollment

PY 2016–17

Participant Status on Entry into the Program	Number	
(A)	(B)	
Employed	104,734	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	979	
Unemployed	109,359	
Not in Labor Force	90,656	
TOTAL	305,728	
Highest Degree or Level of School Completed	US Based Schooling	Non US Based Schooling
No schooling	10,817	0
Grades 1-5	6,854	7,852
Grades 6-8	16,079	19,865
Grades 9-12 (No Diploma)	84,648	28,639
Secondary School Diploma or Alternate Credential	18,697	41,549
Secondary School Equivalent	3,313	1,620
Some Postsecondary Education, No Degree	6,840	10,748
Postsecondary or Professional Degree	8,675	28,081
Unknown	11,451	0
TOTAL (Both US Based and Non-US Based)	305,728	
Program Type		
In Family Literacy Program	4,773	
In Workplace Adult Education and Literacy Activities	685	
Institutional Programs		
In Correctional Facilities	38,989	
In Community Correctional Programs	0	
In Other Institutional Settings	Data not collected.	
TOTAL Institutional	38,989	

State: California

Table 7

PY 2016–17

Adult Education Personnel by Function and Job Status

Function	Total Number of Part-time Personnel	Total Number of Full-time Personnel	Unpaid Volunteers
(A)	(B)	(C)	(D)
State-level Administrative/ Supervisory/Ancillary Services		21	
Local-level Administrative/ Supervisory/Ancillary Services	256	558	189
Local Teacher	4,101	1,776	326
Local Counselor	165	114	3
Local Paraprofessional	621	361	221
Years of Experience			
Less Than one year	323	42	
One to three years	691	144	
More than three years	3,087	1,590	
Teacher Certification			
No Certification	320	45	
Adult Education Certification	1,612	1,023	
K-12 Certification	1,587	775	
Special Education Certification	115	60	
TESOL Certification	869	106	

Local Grantees by Funding Source

Provider Agency (A)	Total Number of Providers (B)	Total Number of Sub- Recipients (C)	WIOA Funding		State Funding	
			Total (D)	% of Total (E)	Total (F)	% of Total (G)
Local Education Agencies	140	0	\$61,599,856	72.43	\$163,158,313	43.85
Public or Private Nonprofit Agency						
Community-based Organizations	16	N/A	\$1,800,327	2.12	\$4,532,279	1.22
Faith-Based Organizations	4	N/A	\$43,113	0.05	\$36,032	0.01
Libraries	8	N/A	\$484,385	0.57	\$390,279	0.10
Institutions of Higher Education						
Community, Junior or Technical Colleges	20	N/A	\$15,495,804	18.22	\$62,355,565	16.76
Four-Year Colleges or Universities	N/A	N/A	N/A		N/A	
Other Institutions of Higher Education	N/A	N/A	N/A		N/A	
Other Agencies						
Correctional Institutions	1	N/A	\$5,462,742	6.42	\$121,046,382	32.53
Other Institutions (non-correctional)	1	N/A	\$160,985	0.1	\$20,589,246	5.53
All Other Agencies	N/A	N/A	N/A		N/A	
Total	190	N/A	\$85,047,212	100.0	\$372,108,096	100.0

Appendix D

California Collaboration References

I. Basics of Good Partnerships	Responsible Partner
Description of adult education services and programs are included in core service materials within and at One Stop service delivery points. Materials are updated regularly and reflect changes in available services. One Stop staff assures distribution of materials.	Adult Education and One Stop
Computer kiosks include links to adult education Internet sites when available.	One Stop Information Technology Staff
Adult education provides an orientation to One Stop staff regarding literacy programs.	Adult Education
One Stop descriptions of core and intensive services include adult education programs.	One Stop
One Stop staff refers participants to adult education for literacy programs.	One Stop Case Managers
Adult education staff refers students to One Stop for career services.	Adult Education Counselors and Staff
Adult education staff refers students to One Stop partners (unemployment Insurance, vocational rehabilitation, county social services, etc.)	Adult Education Counselors
II. Suggested Best Practices	Responsible Partner
Adult education and the Local Work Investment Board (LWIB) develop and sign a Memorandum of Understanding (MOU) covering both literacy and, when available, vocational programs. The MOU delineates roles and responsibilities and establishes measurable outcomes and deliverables.	LWIB and Adult Education
Adult education and One Stop staff meet regularly (no less than once per quarter) to keep lines of communication open.	Staff of both Adult Education and One Stop
One Stop partners (Vocational Rehabilitation, Unemployment, etc.) and support service providers (behavioral health, child care, etc.) refer participants to adult education when appropriate.	One Stop and Support Agency Counselors or Case Managers
Adult education vocational programs submit applications to be listed on the Workforce Innovation and Opportunity Act (WIOA) 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 WIOA, Title II and the One Stop system.

[Developing a Memorandum of Understanding \(MOU\)](#)

This is a summary of guidelines from the U.S. Department of Education regarding the establishment of MOUs between Title II agencies and local Workforce Investment Boards.

[Suggestions for Successful Partnerships](#)

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

[One Stop Information](#)

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

Appendix E

Collaboration Data for WIOA Title II Funded Agencies

Ways Agencies Interacted with Local America's Job Center of California in 2016–17

Responses	Percent of the 194 Agencies that responded to survey
Receive/provide student referrals	77.3
Assign staff liaison to the local America's Job Center of California	40.9
Conduct workshops, conferences, or informational meetings	40.9
Provide classes, training, and or skills lab	37.9
Arrange job fairs	29.8
Provide testing/assessment services	29.8
Track referrals to or from the local America's Job Center of California	26.8
Staff work at the local America's Job Center of California	16.7
Provide cross-training of the local America's Job Center of California and adult education staff	16.7
Co-location with the local America's Job Center of California	15.7
Host the local America's Job Center of California	15.2
Other	14.6
Reimburse the local America's Job Center of California for services rendered	1.0

CASAS 2017

Effectiveness of Agency Interaction with Local American Job Center of California in 2016–17

Responses	Percent of the 194 Agencies that responded to survey
Very Effective	24.2
Somewhat Effective	38.1
Neutral	29.4
Somewhat Ineffective	7.2
Very Ineffective	1.0

CASAS 2017

* Excerpt from responses to the 2016–17 Survey

Ways Agencies Interacted with Local Workforce Development Boards in 2016–17

Response	Percent of the 194 Agencies that responded to survey
Agency has Memorandum of Understanding (MOU) with the local WDB	83.5
Agency is represented through a consortium	71.1
Staff attend the local WDB meetings	59.3
Staff serve as local WDB committee members	25.3
Administrator serves on the local WDB board	24.7
Sharing Resources such as personnel, facilities, equipment with the local WDB	22.2
Other	8.8

CASAS 2017

Effectiveness of Agency Interaction with Local Workforce Development Boards in 2016–17

Responses	Percent of the 194 Agencies that responded to survey
Very Effective	29.9
Somewhat Effective	37.1
Neutral	25.8
Somewhat Ineffective	7.2
Very Ineffective	0.0

CASAS 2017

* Excerpt from responses to the 2016–17 Survey

Appendix F

English Literacy Civics Education Data Tables

EL Civics Agency Enrollment by Funding Type 2016–17

Funding Type	Total EL Civics Agencies
Citizenship Preparation and ABE 231	4
Civic Participation and ABE 231	26
Civic Participation, Citizenship Preparation and ABE 231	130
Total	160

CASAS 2017

EL Civics Agency Enrollment by Provider Type 2016–17

EL Civics Provider Type	Total EL Civics Agencies	
	N	%
Districts with Adult Schools	121	75.6
Community College	18	11.3
Community Based Organization	14	8.8
Library	5	3.1
County Office of Education	2	1.3
Total	160	100

The Ten Most-Used Civic Objectives and Additional Assessment Plans in 2016–17

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.	88	33,809	31,718	93.8%
046C	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	46	20,683	19,134	92.5%
026C	Identify and access free or low cost medical, dental, and other health care services.	12	17,977	17,291	96.2%
012C	Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals	28	15,301	14,263	93.2%
037C	Identify and demonstrate qualities of an effective employee in the American workplace in order to get a job, keep a job or get a better job	27	14,623	13,434	91.9%
014C	Identify educational opportunities and research education/training required to achieve a personal goal.	32	13,569	12,552	92.5%
028C	Access the health care system and be able to interact with the providers.	58	13,428	12,157	90.5%
013C	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	47	9,993	9,029	90.4%
040C	Respond correctly to questions about the history and government of the United States in order to be successful in the naturalization process.	42	8,513	7,788	91.5%
011C	Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.	29	6,063	5,618	92.7%

CASAS 2017

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

1. California WIOA, Title II Enrollment Chart (Page 6)

Funding Type	2011–12	2012–13	2013–14	2014–15	2015–16	2016–17
WIOA, Title II	524,904	493,208	463,005	469,521	448,498	469,148
Federal Table 4	354,066	302,169	305,182	304,831	308,288	305,728

2. California WIOA, Title II Demographics 2016–17 (Page 6)

Race and Ethnicity	Percentage
More than One Race	1.9%
White	11.7%
Native Hawaiian or Pacific Islander	0.2%
Hispanic or Latino	64.0%
Black or African American	5.7%
Asian	16.2%
American Indian/Alaskan Native	0.3%

Age Group	Percentage
60 and Older	7.0%
55–59	4.7%
45–54	15.6%
25–44	49.7%
19–24	16.9%
16–18	6.0%

Gender	Percentage
Female	56.2%
Male	43.8%

3. California WIOA, Title II Provider Type 2016–17 (Page 7)

Provider Type	Total Agencies
Districts with Adult Schools	135
County Offices of Education	3
Community Based Organizations	19
Community College Districts	20
Libraries	9
State Agencies	2