



# California Adult Education Annual Performance Report

**Federally Funded  
Workforce Innovation and Opportunity Act Title II Programs  
Program Year July 1, 2017 to June 30, 2018**



# California Annual Performance Report

Federally Funded Workforce Innovation and Opportunity Act, Title II,  
Program Year July 1, 2017 – June 30, 2018

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 2017–18 program year. CASAS activities are funded by a contract under Public Law 105-220 and are administered by the AEO.

## Table of Contents

<b>Introduction.....</b>	<b>1</b>
<b>State Leadership Funds .....</b>	<b>2</b>
<b>Performance Data Analyses.....</b>	<b>5</b>
<i>Enrollment 2017–18.....</i>	<i>5</i>
<i>NRS Performance.....</i>	<i>6</i>
<b>Integration with One-stop Programs .....</b>	<b>7</b>
<b>Integrated English Literacy and Civics Education (IELCE) Program ....</b>	<b>7</b>
<b>Adult Education Standards .....</b>	<b>9</b>
<b>Programs for Corrections Education and the Education of Other Institutionalized Individuals .....</b>	<b>10</b>
<b>Appendixes .....</b>	<b>11</b>
<i>Appendix A .....</i>	<i>12</i>
<i>Appendix B .....</i>	<i>13</i>
<i>Appendix C.....</i>	<i>14</i>
<i>Appendix D California Collaboration References .....</i>	<i>15</i>
<i>Appendix E Collaboration Data for WIOA Title II Funded Agencies.....</i>	<i>17</i>
<i>Appendix F English Literacy Civics Education Data Tables.....</i>	<i>19</i>
<i>Appendix G.....</i>	<i>21</i>

## List of Acronyms

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

<b><u>Acronym</u></b>	<b><u>Definition</u></b>
ABE	Adult Basic Education
AEFLA	Adult Education and Family Literacy Act
AEO	Adult Education Office
AEPs	Adult Education Providers
ASE	Adult Secondary Education
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
OCTAE	Office of Career, Technical, and Adult Education
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
TTA	Targeted Technical Assistance
ED	United States Department of Education
WIB	Workforce Investment Board
WIOA	Workforce Innovation and Opportunity Act

## California Narrative Report 2017–18

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 addresses 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 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 2017–18 program year include the following.

**CALPRO** (Professional Development) is responsible for designing, implementing, and operating a large-scale, statewide professional development project for all 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 15 regionally based professional learning opportunities, using a Community of Practice (CoP) model, serving 214 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), effective teaching, and accelerated learning. Additionally, 10 regional workshops on learning goal setting, learner persistence and managing the ESL multilevel classroom served 169 educators.

CALPRO facilitated sixteen facilitated, asynchronous online courses, serving 444 participants. Topics addressed integrated education and training, effective teaching, lesson planning, understanding the adult learner, 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, designing programs for adults with learning disabilities, learner persistence, managing the multilevel ESL class, and using questioning strategies to improve instruction.

CALPRO provided ten self-directed online courses, serving 200 participants, 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 12 synchronous workshops served 43 participants on the topic of Integrated and Contextualized Workforce Skills.

CALPRO provided technology-based PD delivery to more than 430 educators who attended sessions from these webinars: Administrators Forum, Instructors Forum, Adult Education Research Webinars, as well as the synchronous webinars associated with the asynchronous facilitated online courses. Also, CALPRO served the field through numerous 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 peers on topics that affect the development, management, and sustainability of their adult education programs (serving 119 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 23 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 17 participants in 5 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. In addition, 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.

CASAS also 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 these 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 90 online training sessions and 52 statewide face-to-face trainings. In the 2017–18 program year, 26 agencies received TTA 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 tool that presents California NRS adult learner data (<http://www2.casas.org/dataPortal/>) 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 68 AEFLA regional network meetings statewide covering all 11 CDE regions. More than 1,200 participants attended 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 11 TOPSpro Enterprise network meetings to discuss software and data-related topics that served more than 200 participants and 8 EL Civics Network meetings.

CASAS facilitated three EL Civics conferences for coordinators, teachers, and administrators. The conferences were in Sacramento, Ceres, and Baldwin Park and attended by 453 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 47 workshops on technology and distance learning topics via online or face-to-face workshops across the state in the 2017–18 program year. OTAN staff also presented at local, state, and national adult education conferences and associations, delivering 81 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 for the duration of the two-year academy.

OTAN's annual Technology and Distance Learning Symposium (TDLS) rotates between north and south geographic locations in the state. The 2018 event was held at Napa Adult School. Thirty-eight workshops were provided on topics ranging from developmental math and English resources for adult learners to hands-on creation of Open Educational Resources.

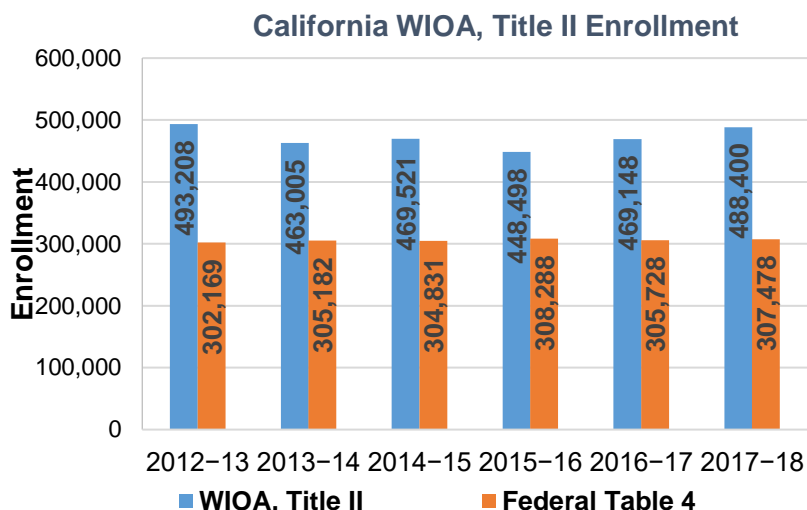


## Performance Data Analyses

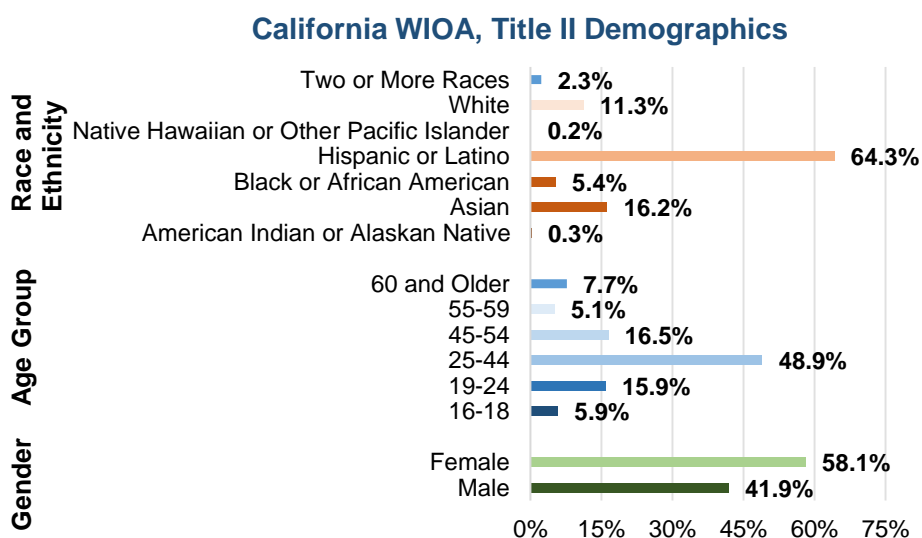
California is the largest adult education provider in the United States. The state served nearly **one-fifth of the nation's adults** enrolled in AEFLA programs in the last six program years. Because the state is home to one-fourth of the national non-English-speaking population, the ESL program comprised 64 percent of the California's AEFLA program enrollment and 29.6 percent of the nation's ESL program enrollment. California also served more learners in ABE and ASE programs than any other state, comprising 16 percent of total learners enrolled in ABE and ASE nationwide.

### Enrollment 2017–18

In 2017–18, 199 local agencies including four coalitions enrolled 488,400 learners in the AEFLA programs. Of these learners 307,478 (63 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. The enrollment has remained steady in the last six program years.



Adult learners who qualified for NRS federal reporting reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (64.3 percent) and Asian (16.2 percent). Adult learners are more likely to be female (58.1 percent), and adult learners between the ages of 25 and 44 (48.9 percent) comprise the largest age group.



The current profile of California adult education providers includes 4 coalitions<sup>1</sup>, 142 local school districts, 17 community-based organizations (CBOs), 23 community college districts (CCDs), 5 county offices of education (COE), 5 library literacy programs, one correctional institution, and 2 state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services).

There are 26 agencies serving institutionalized adults under Section 225 of AEFLA. These include 2 state agencies, one correctional institution, 2 CBOs, 4 CCDs, 3 COEs, and 14 jail programs provided by local school districts.

Local school districts with adult schools comprise the majority of AEFLA agencies and enroll more than 60 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 continued success of California 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 several program years overall performance remained steady.

Under WIOA implemented in PY 2016–17, states were required to report enrollment and measurable skill gains by periods of participation (POPs). In 2017–18 of the 307,478 learners who qualified for NRS federal reporting, 142,422 (46.3 percent) achieved at least one educational functioning level gain, including 15,461 learners who obtained a high school diploma or high school equivalency. Total number of POPs for the 2017–18 program year was 318,794 and the total number of POPs with measurable skill gains was 144,349 (45.3 percent). The overall national percentage for POPs with measurable skill gains in 2017–18 program year is 45.9 percent. California (46.9 percent) exceeded the overall ESL national percentage (45.5 percent) for POPs with measurable skill gains. In 2017–18 California also exceeded the national performance in ABE 3, 4 and 5 EFLs.

The persistence rate achieved in 2017–18 was 69 percent, exceeding the California state goal of 50 percent. More than 60 percent of the learners who persisted completed an EFL.

The 307,478 learners who qualified for NRS federal reporting averaged 136 hours of instruction. The 211,486 learners who persisted in the program, and took pre- and post-tests reported more than 168.5 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

---

<sup>1</sup> The 4 coalitions consist of LEA (9), CCD (4), and COE(2)

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 to agency-level performance. The longitudinal data is 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 13 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 Section 243 recipients must submit an 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) 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; participate effectively in the education, employment, and civic opportunities this country offers; and integrate active participation of the learners in community activities.

Per 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 enroll in both ESL and CTE courses.
- b. Alternating Teaching: In alternating teaching, students enroll in two different, but coordinated courses. In this model, an ESL teacher and a CTE teacher are teaching in two different classrooms, and students attend the two courses at different times.

For agencies to receive funds under WIOA Section 243, students must enroll 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. Agencies may select from a list of 56 pre-approved Civic Objective and Additional Assessment Plans (COAAPs). COAAPs that meet the requirements of workforce preparation activities are now classified as the WIOA Section 243 COAAPs. In 2017, four new COAAPs were developed focusing

on integration into workforce preparation activities, in addition to the 22 COAAPs that already included workforce preparation activities.

In 2017–18, the CDE EL Civics program awarded funds to 187 agencies to provide EL Civics educational services to more than 120,000 adult learners. Most EL Civics funded agencies (124 agencies) also received funding for IELCE 243.

In 2017–18, there were 22,714 learners enrolled in Citizenship Preparation and 130,035 in Civic Participation and 107,435 in IELCE. More than 6,000 learners enrolled in IET under 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 10,058 learners passed the CASAS Government and History for Citizenship test, and 3,179 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 95 percent passed one or more of them. Of the learners who enrolled in IELCE (107,435) under WIOA Section 243 and took performance-based additional assessments (72,285), more than 90 percent passed one or more 243 COAAPs.

## **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 CCRS. In March 2014, the State Superintendent of Public Instruction announced the Standards for Career Ready Practice (SCRPs). The SCRPs 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 35,790 offenders released between July 1, 2012 and June 30, 2013 (Fiscal Year 2012-13) was 46.1 percent.

Of these 35,790 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 as

*...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.

The three-year conviction rate is defined in the CDCR 2017 Outcome Evaluation Report as:

*An individual convicted of a felony<sup>2</sup> 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.*

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

---

<sup>2</sup> Due to reporting limitations, civil addicts are excluded.

## 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	2013-14		2014-15		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%
Coalitions	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4	1.8
Districts with Adult Schools	161	68.6	154	68.4	137	64.3	135	64.6	142	64.0
County Offices of Education	5	2.1	5	2.2	4	1.9	3	1.4	5	2.2
Community Colleges	17	7.2	17	7.6	20	9.4	20	9.6	23	10.4
Community-Based Organizations	27	11.0	24	10.7	19	8.9	19	9.1	17	7.7
Libraries	7	3.4	8	3.6	9	4.2	9	4.3	5	2.2
Institutions (Section 225)*	18	7.7	16	7.1	24	11.3	23	11.0	26	11.7

CASAS 2018

\* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services), one correctional institution, and 23 jail programs.

#### WIOA, Title II Enrollment by Provider Type

Provider Type	2013-14		2014-15		2015-16		2016-17		2017-18	
	N	%	N	%	N	%	N	%	N	%
Coalitions	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15,013	3.07
Districts with Adult Schools	310,922	67.2	302,708	64.5	285,859	63.7	297,963	63.5	290,693	59.5
County Offices of Education	7,278	1.6	9,198	2.0	6,035	1.3	5,537	1.2	7,470	1.5
Community Colleges	85,778	18.5	97,526	20.8	93,249	20.8	106,667	22.7	123,305	25.3
Community-Based Organizations	4,987	1.1	6,032	1.3	7,622	1.7	8,239	1.8	8,847	1.81
Libraries	2,851	0.6	2,618	0.6	3,035	0.7	2,201	0.5	1,759	0.4
Institutions (Section 225)*	51,189	11.1	51,439	11.0	52,698	11.7	48,541	10.3	41,313	8.5
<b>Total</b>	<b>463,005</b>	<b>100</b>	<b>469,521</b>	<b>100</b>	<b>448,498</b>	<b>100</b>	<b>469,148</b>	<b>100</b>	<b>488,400</b>	<b>100</b>

\* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services), one correctional institution, and 23 jail programs.



**Appendix B**  
**Summary of California Core Performance Results**

Entering Educational Functioning Level	2012-13		2013-14		2014-15		2015-16		2016-17		2017-18	
	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	46	55.7	48	58.2	57	50.6	58	49.2	52	47.6	53	51.5
ABE Beginning Basic	54	53.7	57	56.2	55	52.8	56	54.1	55	50.2	56	52.7
ABE Intermediate Low	50	49	52	48.7	50	45.4	50	47.0	47	44.9	48	49.5
ABE Intermediate High	34	32.6	34	31.4	34	28.7	34	30.0	31	34.4	32	37.1
ASE Low	34	33.5	36	40.2	35	30.7	41	31.0	35	36.7	36	43.9
ASE High	--	29.1	--	49.4	--	50.4	--	59.0	--	21.3	--	39.2
ESL Beginning Literacy	63	62.3	65	59.2	64	62.2	60	59.4	62	52.8	63	58.7
ESL Beginning (Low 2006-07)	64	64.1	66	63.8	65	61.4	65	61.2	63	54.6	64	60.4
ESL Beginning (High 2006-07)	62	60.3	62	60.4	61	59.2	61	59.2	61	51.1	62	58.6
ESL Intermediate Low	54	52.2	55	53.3	53	51.7	54	52.0	53	43.8	54	48.9
ESL Intermediate High	49	47.6	51	48.7	50	50.1	50	50.0	51	42.5	52	48.9
ESL Advanced Low	24	23.2	24	24.2	26	25.8	25	25.7	26	23.9	27	26.8

## **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	21	12	110	55	983	203	2,376	751	13	5	567	250	117	42	5,505
ABE Level 2	43	24	186	154	1,487	518	3,798	2,114	37	15	790	415	182	98	9,861
ABE Level 3	70	45	356	354	2,145	965	6,137	4,976	58	31	1,385	896	331	203	17,952
ABE Level 4	205	114	888	918	3,718	1,676	15,389	13,369	124	85	3,678	2,617	750	516	44,047
ABE Level 5	71	64	463	594	1,099	723	7,012	6,835	45	42	1,964	1,488	343	272	21,015
ABE Level 6	50	29	263	298	548	387	3,837	3,475	17	21	1,528	1,048	200	162	11,863
<b>ABE Subtotal</b>	<b>460</b>	<b>288</b>	<b>2,266</b>	<b>2,373</b>	<b>9,980</b>	<b>4,472</b>	<b>38,549</b>	<b>31,520</b>	<b>294</b>	<b>199</b>	<b>9,912</b>	<b>6,714</b>	<b>1,923</b>	<b>1,293</b>	<b>110,243</b>
ESL Level 1	2	4	838	1,974	63	132	1,146	2,002	3	1	187	497	68	171	7,088
ESL Level 2	5	2	1,105	2,423	55	147	2,529	4,413	2	2	379	724	102	223	12,111
ESL Level 3	8	8	2,277	4,942	147	274	7,791	14,254	7	6	1,049	1,848	260	504	33,375
ESL Level 4	9	15	3,455	8,052	212	333	13,737	26,104	5	17	1,711	3,311	371	690	58,022
ESL Level 5	3	18	2,908	7,551	140	255	9,881	20,207	7	10	1,309	2,866	300	547	46,002
ESL Level 6	5	12	2,662	7,099	154	181	8,847	16,831	4	6	1,341	2,818	237	440	40,637
<b>ESL Subtotal</b>	<b>32</b>	<b>59</b>	<b>13,245</b>	<b>32,041</b>	<b>771</b>	<b>1,322</b>	<b>43,931</b>	<b>83,811</b>	<b>28</b>	<b>42</b>	<b>5,976</b>	<b>12,064</b>	<b>1,338</b>	<b>2,575</b>	<b>197,235</b>
<b>Total</b>	<b>492</b>	<b>347</b>	<b>15,511</b>	<b>34,414</b>	<b>10,751</b>	<b>5,794</b>	<b>82,480</b>	<b>115,331</b>	<b>322</b>	<b>241</b>	<b>15,888</b>	<b>18,778</b>	<b>3,261</b>	<b>3,868</b>	<b>307,478</b>

State: California

**Table 2**  
**Participants by Age, Ethnicity and Sex**

PY 2017–18

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)
<b>16-18</b>	36	24	742	614	597	470	7,182	5,604	42	29	1,190	977	288	220	<b>18,015</b>
<b>19-24</b>	95	75	2,064	2,718	2,159	1,151	18,509	15,349	80	52	2,696	2,687	600	618	<b>48,853</b>
<b>25-44</b>	246	175	5,808	15,806	5,167	2,818	41,090	59,663	142	119	7,315	8,961	1,433	1,767	<b>150,510</b>
<b>45-54</b>	75	44	2,864	7,427	1,557	805	9,339	22,316	39	30	2,307	2,888	408	577	<b>50,676</b>
<b>55-59</b>	19	12	1,091	2,577	690	290	2,752	5,834	8	2	857	1,135	187	235	<b>15,689</b>
<b>60 +</b>	21	17	2,942	5,272	581	260	3,608	6,565	11	9	1,523	2,130	345	451	<b>23,735</b>
<b>Total</b>	<b>492</b>	<b>347</b>	<b>15,511</b>	<b>34,414</b>	<b>10,751</b>	<b>5,794</b>	<b>82,480</b>	<b>115,331</b>	<b>322</b>	<b>241</b>	<b>15,888</b>	<b>18,778</b>	<b>3,261</b>	<b>3,868</b>	<b>307,478</b>

State: California

Table 3

PY 2017–18

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	7,905	17,864	37,002	9,204	2,879	2,511	77,365
Integrated Education and Training	136	241	419	145	42	44	1,027
Adult Secondary Education	4,659	9,179	15,218	2,737	609	476	32,878
Integrated Education and Training	81	184	253	53	15	11	597
English-as-a-Second Language	2,528	10,730	49,811	19,584	6,200	11,280	100,133
Integrated Education and Training	5	17	185	95	31	51	384
IELCE (Sec. 243)	2,923	11,080	48,479	19,151	6,001	9,468	97,102
Integrated Education and Training	136	452	2,242	1,039	374	487	4,730
<b>Total</b>	<b>18,015</b>	<b>48,853</b>	<b>150,510</b>	<b>50,676</b>	<b>15,689</b>	<b>23,735</b>	<b>307,478</b>

State: California

Table 4

PY 2017–18

## 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	5,505	919,019	2,763	103	938	1,701	52.1	5,619	2,887	51.4
ABE Level 2	9,861	1,241,443	4,877	393	2,004	2,587	53.4	10,126	5,318	52.5
ABE Level 3	17,952	2,157,053	7,818	1,163	4,106	4,865	50.0	18,514	9,117	49.2
ABE Level 4	44,047	4,798,896	11,804	4,518	12,108	15,617	37.1	45,615	16,751	36.7
ABE Level 5	21,015	2,278,480	5,588	3,738	5,334	6,355	44.4	21,910	9,600	43.8
ABE Level 6	11,863	1,229,735	104	4,486	3,374	3,899	38.7	12,380	4,761	38.5
<b>ABE Subtotal</b>	<b>110,243</b>	<b>12,624,626</b>	<b>32,954</b>	<b>14,401</b>	<b>27,864</b>	<b>35,024</b>	<b>43.0</b>	<b>114,164</b>	<b>48,434</b>	<b>42.4</b>
ESL Level 1	7,088	1,064,672	4,258	3	1,447	1,380	60.1	7,315	4,290	58.6
ESL Level 2	12,111	1,788,129	7,498	14	2,519	2,080	62.0	12,504	7,554	60.4
ESL Level 3	33,375	4,820,778	19,980	75	6,987	6,333	60.1	34,520	20,210	58.5
ESL Level 4	58,022	8,494,758	28,896	188	13,438	15,500	50.1	60,170	29,351	48.8
ESL Level 5	46,002	7,052,881	22,782	305	10,472	12,443	50.2	47,733	23,294	48.8
ESL Level 6	40,637	5,970,212	10,593	475	11,721	17,848	27.2	42,388	11,216	26.5
<b>ESL Subtotal</b>	<b>197,235</b>	<b>29,191,430</b>	<b>94,007</b>	<b>1,060</b>	<b>46,584</b>	<b>55,584</b>	<b>48.2</b>	<b>204,630</b>	<b>95,915</b>	<b>46.9</b>
<b>Total</b>	<b>307,478</b>	<b>41,816,056</b>	<b>126,961</b>	<b>15,461</b>	<b>74,448</b>	<b>90,608</b>	<b>46.3</b>	<b>318,794</b>	<b>144,349</b>	<b>45.3</b>

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	3,934	789,951	2,842	241	851	72.2
ABE Level 2	6,604	1,022,267	5,181	347	1,076	78.5
ABE Level 3	11,795	1,781,956	8,665	947	2,183	73.5
ABE Level 4	27,955	3,887,584	14,279	4,544	9,132	51.1
ABE Level 5	13,040	1,808,370	7,242	2,125	3,673	55.5
ABE Level 6	N/A	N/A	N/A	N/A	N/A	N/A
<b>ABE Subtotal</b>	<b>63,328</b>	<b>9,290,128</b>	<b>38,209</b>	<b>8,204</b>	<b>16,915</b>	<b>60.3</b>
ESL Level 1	5,110	937,519	4,267	236	607	83.5
ESL Level 2	8,756	1,577,366	7,520	378	858	85.9
ESL Level 3	24,989	4,347,067	20,101	1,658	3,230	80.4
ESL Level 4	43,633	7,691,405	29,179	4,447	10,007	66.9
ESL Level 5	35,468	6,452,850	23,115	3,940	8,413	65.2
ESL Level 6	30,202	5,348,272	10,929	5,547	13,726	36.2
<b>ESL Subtotal</b>	<b>148,158</b>	<b>26,354,479</b>	<b>95,111</b>	<b>16,206</b>	<b>36,841</b>	<b>64.2</b>
<b>Total</b>	<b>211,486</b>	<b>35,644,607</b>	<b>133,320</b>	<b>24,410</b>	<b>53,756</b>	<b>63.0</b>

State: California

Table 4C

PY 2017–18

## 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	16	2,411	9	1	4	2	62.5	16	11	68.8
ABE Level 2	87	10,340	34	12	27	14	52.9	95	53	55.8
ABE Level 3	312	36,460	138	45	85	44	58.7	327	190	58.1
ABE Level 4	1,599	164,011	441	263	433	462	44.0	1,628	783	48.1
ABE Level 5	1,149	128,150	316	265	248	320	50.6	1,165	642	55.1
ABE Level 6	603	63,392	3	258	138	204	43.3	615	293	47.6
<b>ABE Subtotal</b>	<b>3,766</b>	<b>404,764</b>	<b>941</b>	<b>844</b>	<b>935</b>	<b>1,046</b>	<b>47.4</b>	<b>3,846</b>	<b>1,972</b>	<b>51.3</b>
ESL Level 1	168	33,228	122	0	17	29	72.6	168	123	73.2
ESL Level 2	396	77,993	287	1	32	76	72.7	400	289	72.3
ESL Level 3	1,179	212,555	782	7	119	271	66.9	1,208	793	65.6
ESL Level 4	2,077	421,638	1,182	10	248	637	57.4	2,126	1,205	56.7
ESL Level 5	2,079	450,939	1,153	28	257	641	56.8	2,120	1,207	56.9
ESL Level 6	1,803	350,761	545	38	292	928	32.3	1,839	608	33.1
<b>ESL Subtotal</b>	<b>7,702</b>	<b>1,547,114</b>	<b>4,071</b>	<b>84</b>	<b>965</b>	<b>2,582</b>	<b>53.9</b>	<b>7,861</b>	<b>4,225</b>	<b>53.7</b>
<b>Total</b>	<b>11,468</b>	<b>1,951,878</b>	<b>5,012</b>	<b>928</b>	<b>1,900</b>	<b>3,628</b>	<b>51.8</b>	<b>11,707</b>	<b>6,197</b>	<b>52.9</b>



**Table 6**  
**Participant Status and Program Enrollment**

Participant Status on Entry into the Program	Number	
(A)	(B)	
Employed	108,493	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	1,321	
Unemployed	113,881	
Not in Labor Force	83,783	
Highest Degree or Level of School Completed	US Based Schooling	Non US Based Schooling
No schooling	10,180	0
Grades 1-5	6,129	8,940
Grades 6-8	14,579	22,363
Grades 9-12 (No Diploma)	80,366	31,139
Secondary School Diploma or Alternate Credential	19,280	43,331
Secondary School Equivalent	3,304	1,774
Some Postsecondary Education, No Degree	7,829	11,099
Postsecondary or Professional Degree	9,355	28,275
Unknown	9,535	0
Program Type		
In Family Literacy Program	4,963	
In Workplace Adult Education and Literacy Activities	8,581	
Institutional Programs		
In Correctional Facilities	35,194	
In Community Correctional Programs	0	
In Other Institutional Settings	Data not collected.	

State: California

Table 7

PY 2017–18

## 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		22	
Local-level Administrative/ Supervisory/Ancillary Services	342	647	39
Local Teacher	185	156	4
Local Counselor	588	452	324
Local Paraprofessional	4,402	2,061	111
<b>Years of Experience</b>			
Less Than one year	278	54	
One to three years	720	151	
More than three years	3,404	1,856	
<b>Teacher Certification</b>			
No Certification	435	147	
Adult Education Certification	1,616	147	
K-12 Certification	1,616	1,065	
Special Education Certification	141	82	
TESOL Certification	937	165	

Local Grantees by Funding Source

Provider Agency (A)	Total Number of Providers (B)	Total Number of IELCE 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	147	97	0	\$55,270,872	65.12	\$269,027,943	55.89
<b>Public or Private Nonprofit Agency</b>							
Community-based Organizations	15	6	N/A	\$2,157,203	2.54	\$354,589	0.07
Faith-Based Organizations	2	0	N/A	\$31,647	0.04	\$0	0.00
Libraries	5	0	N/A	\$420,724	0.50	\$59,944	0.01
<b>Institutions of Higher Education</b>							
Community, Junior or Technical Colleges	23	14	N/A	\$16,187,085	19.07	\$54,915,679	11.41
Four-Year Colleges or Universities	N/A	N/A	N/A	\$0		N/A	
Other Institutions of Higher Education	N/A	N/A	N/A	\$0		N/A	
<b>Other Agencies</b>							
Correctional Institutions	2	N/A	N/A	\$6,986,084	8.23	\$130,283,452	27.07
Other Institutions (non-correctional)	1	N/A	N/A	\$152,996	0.18	\$13,639,718	2.83
All Other Agencies	4	2	16	\$3,665,555	4.32	\$13,065,852	2.71
<b>Total</b>	<b>199</b>	<b>119</b>	<b>N/A</b>	<b>\$84,872,166</b>	<b>100</b>	<b>\$481,347,177</b>	<b>100</b>

## 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 2017–18

<b>Responses</b>	<b>Percent of the 212 Agencies that responded to survey</b>
Receive/provide student referrals	75.9
Host the local America's Job Center of California	14.2
Track referrals to or from the local America's Job Center of California	29.2
Assign staff liaison to the local America's Job Center of California	37.3
Staff work at the local America's Job Center of California	14.2
Provide cross-training of the local America's Job Center of California and adult education staff	22.2
Provide classes, training, and or skills lab	30.7
Co-location and provide integrated services	16.0
Co-location with the local America's Job Center of California	13.7
Conduct workshops, conferences, or informational meetings	41.0
Arrange job fairs	33.5
Provide testing/assessment services	22.2
Reimburse the local America's Job Center of California for services rendered	1.9
Other	9.9

#### Effectiveness of Agency Interaction with Local American Job Center of California in 2017–18

<b>Responses</b>	<b>Percent of the 212 Agencies that responded to survey</b>
Very Effective	23.6
Somewhat Effective	34.9
Neutral	30.2
Somewhat Ineffective	7.1
Very Ineffective	1.4

\* Excerpt from responses to the 2017–18 Survey

### Ways Agencies Interacted with Local Workforce Development Boards in 2017–18

Response	Percent of the 212 Agencies that responded to survey
Administrator serves on the local WDB board	18.4
Staff attend the local WDB meetings	56.6
Staff serve as local WDB committee members	18.4
Agency is represented through a consortium	57.5
Agency has Memorandum of Understanding (MOU) with the local WDB	82.1
Sharing Resources such as personnel, facilities, equipment with the local WDB	22.6
ETPS	8.5
Other	9.0

### Effectiveness of Agency Interaction with Local Workforce Development Boards in 2017–18

Responses	Percent of the 212 Agencies that responded to survey
Very Effective	21.2
Somewhat Effective	37.3
Neutral	32.1
Somewhat Ineffective	5.7
Very Ineffective	1.9

\* Excerpt from responses to the 2017–18 Survey

## Appendix F

### English Literacy Civics Education Data Tables

#### EL Civics Agency Enrollment by Funding Type 2017–18

<b>Funding Type</b>	<b>Total EL Civics Agencies</b>
Citizenship Preparation and ABE 231	10
Civic Participation and ABE 231	16
Civic Participation, Citizenship Preparation and ABE 231	153
<b>Total</b>	<b>179</b>

#### EL Civics Agency Enrollment by Provider Type 2017–18

<b>EL Civics Provider Type</b>	<b>Total EL Civics Agencies</b>	
	<b>N</b>	<b>%</b>
Coalitions	3	1.68
Districts with Adult Schools	135	75.42
Community College	21	11.73
Community Based Organization	13	7.26
Library	4	2.23
County Office of Education	3	1.68
<b>Total</b>	<b>179</b>	<b>100</b>



### The Ten Most-Used Civic Objectives and Additional Assessment Plans in 2017–18

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.	80	31,244	29,189	93.4%
046C	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	50	24,750	22,824	92.2%
012C	Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals	30	20660	19305	93.4%
026C	Identify and access free or low cost medical, dental, and other health care services.	16	20,349	19,681	96.7%
048C	Effectively use online tools to communicate and collaborate with others.	39	16951	15570	91.9%
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	35	13,515	12,521	92.6%
028C	Access the health care system and be able to interact with the providers.	53	13,047	11,912	91.3%
014C	Identify educational opportunities and research education/training required to achieve a personal goal.	33	11,191	10,039	89.7%
013C	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	61	10,444	9,779	93.6%
010C	Identify, locate, and map important places in the community, the state, and the country, and list services available and/or importance of each location.	9	10,136	9,684	95.5%

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

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

<b>Funding Type</b>	<b>2012–13</b>	<b>2013–14</b>	<b>2014–15</b>	<b>2015–16</b>	<b>2016–17</b>	<b>2017–18</b>
WIOA, Title II	493,208	463,005	469,521	448,498	469,148	488,400
Federal Table 4	302,169	305,182	304,831	308,288	305,728	307,478

**2. California WIOA, Title II Demographics 2017–18 (Page 6)**

<b>Race and Ethnicity</b>	<b>Percentage</b>
More than One Race	2.3%
White	11.3%
Native Hawaiian or Pacific Islander	0.2%
Hispanic or Latino	64.3%
Black or African American	5.4%
Asian	16.2%
American Indian/Alaskan Native	0.3%

<b>Age Group</b>	<b>Percentage</b>
60 and Older	7.7%
55–59	5.1%
45–54	16.5%
25–44	48.9%
19–24	15.9%
16–18	5.9%

<b>Gender</b>	<b>Percentage</b>
Female	58.1%
Male	41.9%