California Adult Education

Annual Performance Report

Federally Funded
Workforce Innovation and Opportunity Act Title II Programs
Program Year July 1, 2018 to June 30, 2019

California Annual Performance Report

Federally Funded Workforce Innovation and Opportunity Act, Title II, Program Year July 1, 2018 – June 30, 2019

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 2018–19 program year. CASAS activities are funded by a contract under Public Law 105-220 and are administered by the AEO.

Table of Contents

Introduction 1

State Leadership Funds 2

Performance Data Analyses 5

- Enrollment 2018−19 5
- NRS Performance 6

Integration with One-stop Programs 7

Integrated English Literacy and Civics Education (IELCE) Program 8

Adult Education Standards 9

Programs for Corrections Education and the Education of Other Institutionalized Individuals 10

- Appendix A Data Tables for WIOA, Title II Funded Agencies 1
- Appendix B Summary of California Federal Table 4 Performance Results 3
- Appendix C Federal Tables 4
- Appendix D California Collaboration References 14
- Appendix E Collaboration Data for California WIOA, Title II Funded Agencies 16
- Appendix F English Literacy Civics Education Data Tables 18
- Appendix G Text Version (accessible) of All Charts in the Above-Stated Report 20

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

Acronym	Definition
ABE	Adult Basic Education
AEFLA	Adult Education and Family Literacy Act
AEO	Adult Education Office
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
SCRP	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 2018–19

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 2018−19 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 adult educators to interact regularly and learn collectively in a group setting about evidence-based instruction.

CALPRO provided 15 regionally-based professional learning opportunities, using a Community of Practice (CoP) model, serving 305 participants on topics including accelerated learning to facilitate career pathways, integrated education and training (IET), effective teaching, mastering the English language proficiency standards (ELPS) and College and Career Readiness Standards (CCRS) implementation for English language arts standards. Additionally, 8 regional trainings on accelerated learning, ELPS, learning goal setting, learner persistence, managing the ESL multilevel classroom, and using questioning strategies to improve instruction served 217 educators. CALPRO offered 21 conference presentations, serving 441 educators. Lastly, a Training of Trainers' Institute recruited 22 facilitators for a newly developed professional development module on motivation and persistence for adult learners.

CALPRO facilitated 16 facilitated, asynchronous online courses, serving 341 participants. Courses addressed the above-mentioned topics as well as lesson planning, understanding the adult learner, optimizing ESL instructional planning, evidence-based writing instruction in the ESL and Adult Basic Education (ABE) classrooms, and designing programs for adults with learning disabilities

CALPRO provided 12 self-directed online courses, serving 356 participants, on topics including adult learning/development, advising the adult learner, learner goal setting and persistence, instructional strategies for math and writing, CCRS, middle skills job preparation, teaching critical thinking, learning disabilities, and new teacher orientation.

CALPRO provided technology-based PD delivery to a total of 562 educators who attended webinar series including Administrators Forum, Instructors Forum, Adult Education Research Webinars, Integrated and Contextualized Workforce Skills, as well as 33 webinars associated with the asynchronous facilitated online courses. CALPRO also provided a blended IET Implementation Clinic that served a total of 28 participants. Finally, CALPRO served the field through numerous other online PD 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) Administrators' Forum webinars to engage critically with peers on topics that affect the development, management, and sustainability of their adult education programs (serving 67 instructional leaders); (2) The AE Leadership Institute, a six-day institute designed to build the leadership skills of new and aspiring administrators (serving 19 instructional leaders); (3) The Professional Learning Communities (PLC) Institute, a blended institute that engages program teams of administrators and teachers in a six-month process of developing and refining instructional practice (serving 23 participants in 8 program teams); and (4) the above- mentioned IET Implementation Clinic (serving administrators of 10 IET programs).

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. California learners use CASAS GOALS series reading and math tests for ABE and ASE learners, and CASAS Life and Work listening and reading for ESL. CASAS 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 offers computer-based assessments (CASAS eTests®) that help place students into programs quickly and accurately, monitor learner progress, and generate student, class and program level reports to inform instruction and improve programs.

In addition, CASAS has worked with a field-based team to develop performance-based additional assessments that measure student attainment of civic objectives for EL Civics Civic Participation. Many Civic Objective and Additional Assessment Plans (COAAPs) address workforce preparation activities appropriate for Integrated Education and Training (IET) programs that combine workforce preparation and literacy activities with occupational skills training with literacy activities.

Statewide student and program accountability data is collected and reported using CASAS TOPSpro® Enterprise, a learner management and accountability software. The Web-based software collects student demographics, records assessment results, and monitors and tracks student and program learning outcomes and goal attainment data. It has over eighty data reports, including the National Reporting System (NRS) tables that display data in the format required for federal data reporting, and the California payment points reports that are used for California statewide data results.

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 cover: California Accountability, Assessment

Policy and implementation, NRS data collection, data validation, entry, and reporting using TOPSpro® Enterprise. In the 2018-19 program year, more than 3,000 participants registered online for 90 online training sessions and 50 statewide face-to-face trainings, and 26 agencies received TTA to review specific data issues, and create an action plan for continuing improvement. CASAS provides the data portal, an online tool that presents California NRS adult learner data (http://www2.casas.org/dataPortal/) at the state and local agency levels.

CASAS hosted more than 68 WIOA Title II: AEFLA regional network meetings statewide covering all 14 CDE areas. 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 statewide policy updates. CASAS facilitated TOPSpro Enterprise network meetings in 8 regions to discuss software and data-related topics that served more than 200 participants, and held 8 online EL Civics Network meetings. CASAS also planned and delivered four EL Civics conferences -- in Sacramento, Fresno, Pasadena, and Anaheim- which reached over 600 participants.

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 62 workshops on technology and distance learning topics via online or face-to-face workshops across the state in the 2018−19 program year. OTAN staff also presented at local, state, and national adult education conferences and associations, delivering 124 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.

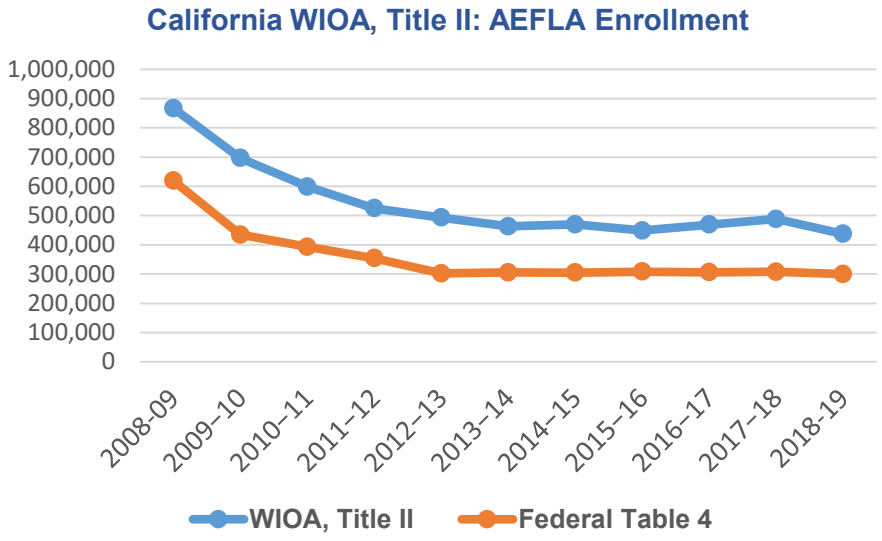
OTAN's annual Technology and Distance Learning Symposium (TDLS) rotates between north and south geographic locations in the state. The 2019 event was held at Hacienda LaPuente Adult School. Forty seven workshops were provided on topics ranging from developmental math and English resources for adult learners to hands-on creation of Open Educational Resources.

Performance Data Analyses

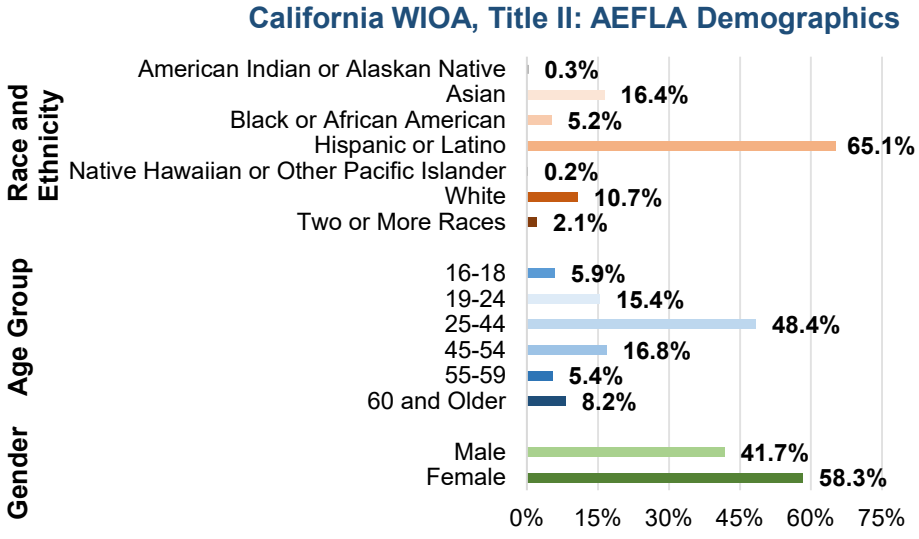
California is the largest adult education provider in the United States. The state served nearly ***one-fifth of the nation's adults*** enrolled in AEFLA programs in the last six program years. Because the state is home to one-fourth of the national non-English-speaking population, the ESL program comprised 65 percent of California's AEFLA program enrollment and nearly 30 percent of the nation's ESL program. California also served more learners in ABE and ASE programs than did any other state in these programs nationwide.

Enrollment 2018−19

In 2018−19, 192 local agencies including four coalitions enrolled 437,134 learners in the AEFLA programs. Of these learners 299,720 (68.6 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. In 2018–19 the California State Budget appropriated $538 million funding for adult education through the California Adult Education Program (CAEP) legislation.



Adult learners who qualified for NRS federal reporting reflect the diversity of the state. The largest ethnic groups of learners are Hispanic (65.1 percent) and Asian (16.4 percent). Adult learners are more likely to be female (58.3 percent), and adult learners between the ages of 25 and 44 (48.4 percent) comprise the largest age group. More than 77 percent of learners enrolled are non-English-speaking.



The current profile of California adult education providers includes 4 coalitions[1], 141 local school districts, 15 community-based organizations (CBOs), 22 community college districts (CCDs), 5 county offices of education (COE), one charter school, 5 library literacy programs, one correctional institution, and 2 state agencies (California Department of Corrections and Rehabilitation and California Department of Developmental Services).

There are 25 agencies serving institutionalized adults under Section 225 of AEFLA. These include 2 state agencies, one correctional institution, 2 CBOs, 4 CCDs, 4 COEs, and 12 jail programs provided by local school districts. Local school districts with adult schools comprise the majority of AEFLA agencies and enroll more than 61.4 percent of all learners served by California. Enrollment in 2018−19 decreased by 10 percent compared to 2017−18.

NRS Performance

The NRS data documents the continued success of California in addressing the state's basic skills needs by improving student persistence and learning outcomes. California has steadily improved its performance over time.

Under WIOA, Title II: AEFLA implemented in PY 2016−17, states were required to report enrollment and measurable skill gains by periods of participation (POPs). In 2018−19, of the 299,720 learners who qualified for NRS federal reporting, 126,369 (42.2 percent) achieved at least one educational functioning level gain, including 13,392 learners who obtained a high school diploma or high school equivalency certificate. The total number of POPs for the 2018−19 program year was 306,891, and the total number of POPs with measurable skill gains was 127,226 (41.5 percent).

California improved overall performance in 2018−19 (45.8 percent) compared to 2017−18 (45.3 percent) and 2016−17 (39.7 percent). Performance in ABE, ASE, and ESL also improved in 2018−19 compared to the previous two program years. In 2018−19 California exceeded the overall state goal, all ESL state goals, and state goals in ABE Intermediate High, ASE Low, and ASE High.

The persistence rate achieved in 2018−19 was 68.6 percent, exceeding the California state goal of 50 percent. More than 65 percent of the learners who persisted, completed an EFL. The 299,720 learners who qualified for NRS federal reporting averaged 138.1 hours of instruction. The 205,589 learners who persisted in the program, and took pre- and post-tests, reported more than 173.8 hours of instruction.

The CDE has finalized the Memorandums of Understanding for data sharing agreements with the Employment Development Department (EDD) and California Community College Chancellor's Office (CCCCO). The employment outcome and earnings data-match results with EDD showed more than 46 percent of participants who have provided Social Security numbers (23,263) were employed by the second quarter after exit. In 2018, CDE with eight participating agencies conducted an online pilot survey for employment and earnings outcomes before implementing the statewide universal online survey for students missing Social Security numbers. An online survey invitation was sent to 3,300 students. More than

[1] The four coalitions consist of LEA (9) and CCD (5).

1,800 students (54 percent) completed the online survey. Of those students, 59 percent indicated they were employed. The postsecondary data match showed more than 1,500 learners enrolled in postsecondary education or attained a postsecondary credential.

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, integrated EL Civics (IELCE) and IELCE with IET.

The CDE continues to provide online and regional training as well as individualized targeted technical assistance to increase local agencies' understanding of accountability requirements and to improve data collection. Local agencies submit data to the 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 for co-enrollment. These strategies include the implementation of training videos on all of the core partners to share amongst the partners to raise awareness of the services

provided by each partner. Another strategy in progress is a common intake form and a common platform to share information. As state agency partners, an Information Notice was crafted and shared with across the state. The Information Notice strongly recommended that agencies raise their awareness of co-enrollment.

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 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 58 pre-approved Civic Objectives. COAAPs that meet the requirements of workforce preparation activities are classified as the WIOA Section 243 COAAPs.

Since 2018, six new civic objectives were implemented and 12 new COAAPS were developed focusing on integration into workforce preparation activities. In total, 28 Civic Objectives meet the requirements of workforce preparation activities, and COAAPs included in those Civic Objectives are classified as appropriate for WIOA Section 243 funds.

In 2018−19, the CDE EL Civics program awarded funds to 3 coalitions and 168 agencies to provide EL Civics educational services to more than 120,000 adults. Most EL Civics-funded agencies (119 agencies) also received funding for IELCE 243. In addition, nine other agencies received just IELCE 243 funding.

In 2018−19, there were 21,268 learners enrolled in Citizenship Preparation and 120,683 in Civic Participation and 102,090 in IELCE. More than 7,900 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 9,253 learners passed the CASAS Government and History for Citizenship test, and 3,792 passed the oral CASAS Citizenship Interview Test. More than 82,000 students throughout the state took Civic Participation performance-based additional assessments, and more than 95 percent passed one or more of them. Of those who enrolled in IELCE (102,429) under WIOA Section 243 and took performance-based additional assessments (75,287), 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 (SCRP). The SCRP 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[2] 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.*
>
> Conviction Rate = (Number Convicted / Release Cohort) X 100

[2] 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	2014−15		2015−16		2016−17		2017−18		2018−19	
	N	%	N	%	N	%	N	%	N	%
Coalitions	N/A	N/A	N/A	N/A	N/A	N/A	4	1.8	4	1.8
Districts with Adult Schools	154	68.4	137	64.3	135	64.6	142	64.0	141	71.9
County Offices of Education	5	2.2	4	1.9	3	1.4	5	2.2	5	2.6
Community Colleges	17	7.6	20	9.4	20	9.6	23	10.4	22	11.2
Community-Based Organizations	24	10.7	19	8.9	19	9.1	17	7.7	15	7.7
Charter	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	1	0.5
Libraries	8	3.6	9	4.2	9	4.3	5	2.2	5	2.3
Institutions (Section 225)*	16	7.1	24	11.3	23	11.0	26	11.7	25	11.5

CASAS 2019

* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services), one correctional institution, and 22 jail programs.

WIOA, Title II Enrollment by Provider Type

Provider Type	2014−15		2015−16		2016−17		2017−18		2018−19	
	N	%	N	%	N	%	N	%	N	%
Coalitions	N/A	N/A	N/A	N/A	N/A	N/A	15,013	3.07	13,351	3.1
Districts with Adult Schools	302,708	64.5	285,859	63.7	297,963	63.5	290,693	59.5	264,759	60.6
County Offices of Education	9,198	2.0	6,035	1.3	5,537	1.2	7,470	1.5	4,536	1.0
Community Colleges	97,526	20.8	93,249	20.8	106,667	22.7	123,305	25.3	101,351	23.2
Community-Based Organizations	6,032	1.3	7,622	1.7	8,239	1.8	8,847	1.81	7,830	1.8
Charter	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3,706	0.8
Libraries	2,618	0.6	3,035	0.7	2,201	0.5	1,759	0.4	1,771	0.4
Institutions (Section 225)*	51,439	11.0	52,698	11.7	48,541	10.3	41,313	8.5	39,830	9.1
Total	**469,521**	**100**	**448,498**	**100**	**469,148**	**100**	**488,400**	**100**	**437,134**	**100**

* Institutions (Section 225) Includes two state agencies (California Department of Corrections & Rehabilitation and California Department of Developmental Services), one correctional institution, and 22 jail programs.

Appendix B
Summary of California Federal Table 4 Performance Results

Entering Educational Functioning Level	2013–14		2014–15		2015–16		2016–17		2017–18		2018–19	
	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	48	58.2	57	50.6	58	49.2	52	47.6	53	51.5	55	53.5
ABE Beginning Basic	57	56.2	55	52.8	56	54.1	55	50.2	56	52.7	56	53.6
ABE Intermediate Low	52	48.7	50	45.4	50	47.0	47	44.9	48	49.5	50	48.8
ABE Intermediate High	34	31.4	34	28.7	34	30.0	31	34.4	32	37.1	37	37.8
ASE Low	36	40.2	35	30.7	41	31.0	35	36.7	36	43.9	37	40.4
ASE High	--	49.4	--	50.4	--	59.0	--	21.3	--	39.2	--	38.5
ESL Beginning Literacy	65	59.2	64	62.2	60	59.4	62	52.8	63	58.7	59	60.6
ESL Beginning (Low 2006-07)	66	63.8	65	61.4	65	61.2	63	54.6	64	60.4	57	62.3
ESL Beginning (High 2006-07)	62	60.4	61	59.2	61	59.2	61	51.1	62	58.6	56	59.6
ESL Intermediate Low	55	53.3	53	51.7	54	52.0	53	43.8	54	48.9	49	49.3
ESL Intermediate High	51	48.7	50	50.1	50	50.0	51	42.5	52	48.9	44	49.2
ESL Advanced Low	24	24.2	26	25.8	25	25.7	26	23.9	27	26.8	26	26.7

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

State: California **Table 1** **PY 2018−19**

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
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(P)
ABE Level 1	32	6	112	58	978	220	2,702	803	20	1	559	216	125	33	**5,865**
ABE Level 2	34	25	184	189	1,435	562	4,294	2,526	36	21	749	406	216	126	**10,803**
ABE Level 3	72	62	368	374	2,149	911	6,840	5,647	51	41	1,211	881	373	220	**19,200**
ABE Level 4	194	100	855	980	3,315	1,615	14,802	12,715	116	84	3,324	2,286	738	466	**41,590**
ABE Level 5	62	42	459	550	823	550	5,557	5,423	44	49	1,799	1,164	295	220	**17,037**
ABE Level 6	50	43	297	307	468	323	3,397	3,037	19	26	1,458	948	192	144	**10,709**
ABE Subtotal	**444**	**278**	**2,275**	**2,458**	**9,168**	**4,181**	**37,592**	**30,151**	**286**	**222**	**9,100**	**5,901**	**1,939**	**1,209**	**105,204**
ESL Level 1	2	3	797	1,865	43	161	1,245	1,881	1	3	174	527	33	159	**6,894**
ESL Level 2	3	4	984	2,212	87	158	2,793	4,398	0	3	367	722	84	243	**12,058**
ESL Level 3	8	8	2,165	4,989	124	272	8,250	14,424	3	10	881	1,786	207	448	**33,575**
ESL Level 4	4	18	3,273	7,844	203	329	13,707	24,986	3	13	1,605	3,056	264	603	**55,908**
ESL Level 5	6	12	2,770	7,268	173	272	9,626	20,087	5	12	1,228	2,882	243	456	**45,040**
ESL Level 6	5	12	2,624	7,523	130	173	8,722	17,315	6	10	1,233	2,752	198	338	**41,041**
ESL Subtotal	**28**	**57**	**12,613**	**31,701**	**760**	**1,365**	**44,343**	**83,091**	**18**	**51**	**5,488**	**11,725**	**1,029**	**2,247**	**194,516**
Total	**472**	**335**	**14,888**	**34,159**	**9,928**	**5,546**	**81,935**	**113,242**	**304**	**273**	**14,588**	**17,626**	**2,968**	**3,456**	**299,720**

State: California **Table 2** **PY 2018−19**

Participants by Age, Ethnicity, and Sex

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	41	30	738	554	568	404	7,355	5,390	38	33	1,152	815	241	201	**17,560**
19-24	86	71	1,826	2,330	1,950	966	17,994	14,888	76	63	2,461	2,352	579	513	**46,155**
25-44	234	154	5,352	15,498	4,812	2,815	40,439	57,220	137	120	6,710	8,603	1,280	1,590	**144,964**
45-54	69	55	2,781	7,437	1,337	763	9,426	22,774	32	40	2,053	2,689	387	544	**50,387**
55-59	23	10	1,170	2,795	666	309	2,870	6,055	11	6	779	1,097	152	190	**16,133**
60 +	19	15	3,021	5,545	595	289	3,851	6,915	10	11	1,433	2,070	329	418	**24,521**
Total	**472**	**335**	**14,888**	**34,159**	**9,928**	**5,546**	**81,935**	**113,242**	**304**	**273**	**14,588**	**17,626**	**2,968**	**3,456**	**299,720**

State: California **Table 3** **PY 2018−19**

Participants by Program Type and Age

Program Type	16-18	19-24	25-44	45-54	55-59	60 +	Total
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Adult Basic Education	**8,435**	**17,124**	**37,097**	**9,127**	**2,913**	**2,761**	**77,457**
Integrated Education and Training Program	94	108	254	84	21	21	**582**
Adult Secondary Education	**3,495**	**7,361**	**13,245**	**2,510**	**659**	**477**	**27,747**
Integrated Education and Training Program	21	45	169	51	12	13	**311**
English Language Acquisition	**2,387**	**9,815**	**44,592**	**18,462**	**5,927**	**10,904**	**92,087**
Integrated Education and Training Program	7	21	119	61	24	57	**289**
Integrated English Literacy and Civics Education (Sec. 243)	**3,243**	**11,855**	**50,030**	**20,288**	**6,634**	**10,379**	**102,429**
Integrated Education and Training Program	169	654	3,142	1,519	494	790	**6,768**
Total	**17,560**	**46,155**	**144,964**	**50,387**	**16,133**	**24,521**	**299,720**

State: California **Table 4** **PY 2018−19**

Measurable Skill Gains (MSG) by Entry Level

First Period of Participation									All Periods of Participation			
Entering Educational Functioning Level	Number of Participants	Total Number of Participants Excluded from MSG Performance	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 recognized 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 in which Participants achieved at least one educational functioning level gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)
ABE Level 1	5,848	17	946015	3,054	119	846	1,829	54.3	5,955	3,066	119	53.5
ABE Level 2	10,799	4	1427817	5,416	453	1,819	3,111	54.3	11,008	5,442	453	53.6
ABE Level 3	19,192	8	2373053	8,249	1,264	3,700	5,979	49.6	19,583	8,292	1,264	48.8
ABE Level 4	41,586	4	4679604	11,666	4,297	9,586	16,037	38.4	42,478	11,744	4,297	37.8
ABE Level 5	17,033	4	1836367	4,386	2,648	4,106	5,893	41.3	17,558	4,440	2,648	40.4
ABE Level 6	10,708	1	1123070	74	4,149	2,730	3,755	39.4	11,025	91	4,149	38.5
ABE Total	**105,166**	**38**	**12,385,926**	**32,845**	**12,930**	**22,787**	**36,604**	**43.5**	**107,607**	**33,075**	**12,930**	**42.8**
ESL Level 1	6,893	1	1065723	4,237	1	1,359	1,296	61.5	7,023	4,254	1	60.6
ESL Level 2	12,058	0	1846169	7,627	3	2,283	2,145	63.3	12,301	7,661	3	62.3
ESL Level 3	33,574	1	5041164	20,327	38	6,496	6,713	60.7	34,349	20,444	38	59.6
ESL Level 4	55,908	0	8218231	27,981	68	12,687	15,172	50.2	57,236	28,170	68	49.3
ESL Level 5	45,040	0	6909439	22,429	141	9,925	12,545	50.1	46,193	22,575	141	49.2
ESL Level 6	41,040	1	5939285	10,923	211	12,056	17,850	27.1	42,182	11,047	211	26.7
ESL Total	**194,513**	**3**	**29,020,011**	**93,524**	**462**	**44,806**	**55,721**	**48.3**	**199,284**	**94,151**	**462**	**47.5**
Total	**299,679**	**41**	**41,405,937**	**126,369**	**13,392**	**67,593**	**92,325**	**46.6**	**306,891**	**127,226**	**13,392**	**45.8**

State: California **Table 4B** **PY 2018−19**

Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Entering Educational Functioning Level	Number of Participants	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	4,258	819,947	3,186	176	896	74.8
ABE Level 2	7,219	1,199,404	5,917	278	1,024	82.0
ABE Level 3	12,522	1,972,703	9,513	791	2,218	76.0
ABE Level 4	26,122	3,811,444	15,394	3,294	7,434	58.9
ABE Level 5	10,167	1,449,439	5,727	1,697	2,743	56.3
ABE Level 6	N/A	N/A	N/A	N/A	N/A	N/A
ABE Subtotal	**60,288**	**9,252,937**	**39,737**	**6,236**	**14,315**	**65.9**
ESL Level 1	5,065	960,685	4,249	274	542	83.9
ESL Level 2	8,786	1,679,193	7,660	442	684	87.2
ESL Level 3	25,159	4,632,121	20,461	1,768	2,930	81.3
ESL Level 4	42,218	7,568,238	28,294	4,893	9,031	67.0
ESL Level 5	34,423	6,382,729	22,775	4,076	7,572	66.2
ESL Level 6	29,650	5,255,596	11,053	5,964	12,633	37.3
ESL Subtotal	**145,301**	**26,478,562**	**94,492**	**17,417**	**33,392**	**65.0**
Total	**205,589**	**35,731,499**	**134,229**	**23,653**	**47,707**	**65.3**

State: California **Table 4C** **PY 2018−19**

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	24	2,576	9	4	9	2	54%	25	14	56%
ABE Level 2	131	15,200	55	28	31	17	63%	136	85	63%
ABE Level 3	382	36,624	139	58	100	85	52%	397	209	53%
ABE Level 4	1,464	148,566	455	284	484	241	50%	1,545	787	51%
ABE Level 5	975	102,760	229	222	337	187	46%	1,024	490	48%
ABE Level 6	536	60,173	3	249	165	119	47%	571	275	48%
ABE Subtotal	**3,512**	**365,899**	**890**	**845**	**1,126**	**651**	**49%**	**3,698**	**1,860**	**50%**
ESL Level 1	178	43,125	125	0	13	40	70%	181	126	70%
ESL Level 2	398	85,838	299	0	40	59	75%	401	299	75%
ESL Level 3	1,187	246,419	781	4	127	275	66%	1,216	791	65%
ESL Level 4	1,924	380,055	1,037	2	313	572	54%	1,985	1,059	53%
ESL Level 5	1,929	399,710	1,069	6	341	513	56%	2,002	1,109	55%
ESL Level 6	1,626	315,636	524	15	386	701	33%	1,709	571	33%
ESL Subtotal	**7,242**	**1,470,783**	**3,835**	**27**	**1,220**	**2,160**	**53%**	**7,494**	**3,955**	**53%**
Total	**10,754**	**1,836,682**	**4,725**	**872**	**2,346**	**2,811**	**52%**	**11,192**	**5,815**	**52%**

State: California **Table 5** **PY 2018-2019**

Core Follow-up Outcome Measures	Number of Participants who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percent Achieving Outcome	Periods of Participation		
				Total Periods of Participation	Number of Periods of Participation Achieving Outcome or Median Earnings Value	Percent of Periods of Participation Achieving Outcome
(A)	(B)	(C)	(D)	(E)	(F)	(G)
Employment Second Quarter after exit	263,987	11,359	4.30%	275,352	11,359	4.13%
Employment Fourth Quarter after exit	279,051	3,524	1.26%	288,653	3,524	1.22%
Median Earnings Second Quarter after exit	263,987	$5,534	N/A	275,352	$5,534	N/A
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	40,063	1,178		40,063	1,178	2.94%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	40,063	1243		40,063	1243	3.10%
Attained a Postsecondary Credential while enrolled or within one year of exit	7,973	420		7,973	420	5.27%
Attained any Credential	46,642	1,598	3.43%	45,997	1,598	3.47%

State: California **Table 6** **PY 2018−19**

Participant Status and Program Enrollment

Participant Status at Program Entry (A)	Number (B)	
Employed	109,573	
Employed, but Received Notice of Termination of Employment or Military Separation is pending	1,446	
Unemployed	109,122	
Not in Labor Force	79,579	
TOTAL	**299,720**	
Highest Degree or Level of School Completed	**US-Based Schooling**	**Non-US-Based Schooling**
No schooling	7,845	0
Grades 1-5	6,101	8,478
Grades 6-8	13,343	21,617
Grades 9-12 (No Diploma)	77,568	30,491
Secondary School Diploma	17,904	43,060
Secondary School Recognized Equivalent	2,918	1,780
Some Postsecondary Education, No Degree	7,666	11,742
Postsecondary or Professional Degree	9,108	29,289
Unknown	10,810	0
TOTAL (Both US-Based and Non-US-Based)	**299,720**	
Program Type		
In Family Literacy Program	5,578	
In Workplace Adult Education and Literacy Activities	6,196	
Institutional Programs (Section 225)		
In Correctional Facility	33,665	
In Community Correctional Programs	0	
In Other Institutional Setting	Not Collected	
TOTAL Institutional	**33,665**	

State: California **Table 7** **PY 2018−19**

Adult Education Personnel by Function and Job Status

(A)	Adult Education Personnel		Unpaid Volunteers (D)
	Total Number of Part-time Personnel (B)	Total Number of Full-time Personnel (C)	
Function			
State-level Administrative/ Supervisory/Ancillary Services		22	
Local-level Administrative/ Supervisory/Ancillary Services	280	651	31
Local Counselors	191	139	4
Local Paraprofessionals	551	369	308
Local Teachers	4,607	2,657	158
Teachers' Years of Experience In Adult Education			
Less than one year	287	37	
One to three years	892	190	
More than three years	3,428	2,430	
Teacher Certification			
No certification	498	51	
Adult Education Certification	1,614	1,576	
K-12 Certification	1,727	811	
Special Education Certification	149	69	
TESOL Certification	987	166	

State: California **Table 14** **PY 2018-19**

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)	WIA Funding		State Funding	
				Total (D)	% of Total (E)	Total (F)	% of Total (G)
Local Education Agencies	147	95	0	$60,010,204	66.48%	$243,539,335	50.78%
Public or Private Nonprofit Agency							
Community-based Organizations	13	6	0	$2,682,752	2.97%	$7,568,105	1.58%
Faith-Based Organizations	2	0	0	$23,575	0.03%	$26,757	0.01%
Libraries	5	0	0	$407,522	0.45%	$467,966	0.10%
Institutions of Higher Education							
Community, Junior or Technical Colleges	22	14	0	$15,879,531	17.59%	$65,354,963	13.63%
Four-Year Colleges or Universities	0	0	0	$0	0%	$0	0%
Other Institutions of Higher Education	0	0	0	$0	0%	$0	0%
Other Agencies							
Correctional Institutions	2	0	0	$6,554,772	7.26%	$135,168,052	28.18%
Other Institutions (non-correctional)	1	0	0	$121,448	0.13%	$13,145,642	2.74%
All Other Agencies	4	2	16	$4,586,903	5.08%	$14,321,932	2.99%
Total	196	117	16	$90,266,707	100.0%	$479,592,752	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 Investment Act (WIA) Eligible Training Provider List (ETPL). Adult education, One Stop operator, and local board explore solutions to ETPL barriers.	Adult Education and LWIB
Adult education staff is co-located at the One Stop sites and One Stop staff is co-located at local adult education sites.	One Stop Operator
Classes are co-located at the One Stop when space is available and enrollment is sufficient to be cost-effective for the adult education provider.	One Stop and Adult Education
III. Emerging Practices	**Responsible Partner**
Title II funded agencies within an LWIB region develop a coalition to work collaboratively as a continuum of service.	All Title II Funded Agencies
The Title II regional or local coalition refers and enrolls students to the most appropriate adult education provider within the coalition that most closely meets the individual student needs (i.e., specialized program, class time, location easiest for student to attend, etc.).	Adult Education Counselors
The adult education Title II coalition works closely with business partners to identify literacy and vocational needs of the current and emerging workforce.	Adult Education Coalition
The locally developed Title II coalition, representing all Title II programs in the local area or region, collectively enters into a single MOU with local WIB.	Adult Education Coalition and LWIB
The Title II coalition has a representative seated on the LWIB.	Adult Education Coalition and LWIB
Adult education site hosts a One Stop site on the adult education campus.	Adult Education and One Stop Operator

Workforce Investment Act Titles I and II Partnership

Reports and guidelines regarding the partnership between adult education and the workforce development system.

Resource documents and links to related Web sites

California Workforce Investment Board
This is a link to the California Workforce Development Board (CWDB) 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.

America's Job Center of California 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 California WIOA, Title II Funded Agencies

Ways Agencies Interacted with Local America's Job Center of California in 2018−19

Responses	Percent of the 221 Agencies that responded to survey
Receive/provide student referrals	77.4
Host the local America's Job Center of California	15.8
Track referrals to or from the local America's Job Center of California	33.9
Assign staff liaison to the local America's Job Center of California	36.2
Staff work at the local America's Job Center of California	15.8
Provide cross-training of the local America's Job Center of California and adult education staff	23.5
Provide classes, training, and or skills lab	33.0
Co-location and provide integrated services	17.2
Co-location with the local America's Job Center of California	14.5
Conduct workshops, conferences, or informational meetings	44.8
Arrage job fairs	30.3
Provide testing/assessment services	27.6
Reimburse the local America's Job Center of California for services rendered	3.6
Other	17.2

Effectiveness of Agency Interaction with Local American Job Center of California in 2018−19

Responses	Percent of the 221 Agencies that responded to survey
Very Effective	21.3
Somewhat Effective	35.3
Neutral	26.7
Somewhat Ineffective	6.8
Very Ineffective	5.0

* Excerpt from responses to the 2018−19 Survey

Ways Agencies Interacted with Local Workforce Development Boards in 2018−19

Response	Percent of the 221 Agencies that responded to survey
Administrator serves on the local WDB board	22.6
Staff attend the local WDB meetings	53.8
Staff serve as local WDB committee members	17.2
Agency is represented through a consortium	62.4
Sharing Resources such as personnel, facilities, equipment with the local WDB	23.2
ETPL	12.7
Other	14.9

Effectiveness of Agency Interaction with Local Workforce Development Boards in 2018−19

Responses	Percent of the 221 Agencies that responded to survey
Very Effective	24.0
Somewhat Effective	30.8
Neutral	30.8
Somewhat Ineffective	8.1
Very Ineffective	2.3

* Excerpt from responses to the 2018−19 Survey

Appendix F
English Literacy Civics Education Data Tables

EL Civics Agency Enrollment by Funding Type 2018−19

Funding Type	Total EL Civics Agencies
Citizenship Preparation and ABE 231	6
Civic Participation and ABE 231	17
Civic Participation, Citizenship Preparation and ABE 231	148
Total	**171**

EL Civics Agency Enrollment by Provider Type 2018−19

EL Civics Provider Type	Total El Civics Agencies	
	N	%
Coalitions	3	1.8
Districts with Adult Schools	130	76.0
Community College	19	11.1
Community Based Organization	11	6.4
Library	3	1.8
Charter	1	0.6
County Office of Education	4	2.3
Total	**171**	**100**

The Ten Most-Used Civic Objectives and Additional Assessment Plans in 2018−19

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.	102	41,463	37,887	91.4%
046C	Access resources for nutrition education and information related to the purchase and preparation of healthy foods	62	28,095	25,403	90.4%
048C	Effectively use online tools to communicate and collaborate with others.	55	22,968	20,972	91.3%
026C	Identify and access free or low cost medical, dental, and other health care services.	15	18,892	18,261	96.7%
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	52	18,350	16,848	91.8%
013C	Interact with educational institutions including schools for children and schools or agencies with programs for adult learners.	62	17,403	16,101	92.5%
012C	Describe and access services offered at DMV and read/interpret/identify legal response to regulations, roadside signs and traffic signals	26	16,160	15,116	93.5%
011C	Research and describe the cultural backgrounds that reflect the local cross-cultural society and that may present a barrier to civic participation.	47	13,020	12,144	93.3%
014C	Identify educational opportunities and research education/training required to achieve a personal goal.	39	12,759	11,436	89.6%
028C	Access the health care system and be able to interact with the providers.	69	12,704	11,798	92.9%

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

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

Funding Type	2013–14	2014–15	2015–16	2016–17	2017–18	2018–19
WIOA, Title II	463,005	469,521	448,498	469,148	488,400	437,134
Federal Table 4	305,182	304,831	308,288	305,728	307,478	299,720

2. California WIOA, Title II Demographics 2018–19 (Page 6)

Race and Ethnicity	Percentage
More than One Race	2.1%
White	10.7%
Native Hawaiian or Pacific Islander	0.2%
Hispanic or Latino	65.1%
Black or African American	5.2%
Asian	16.4%
American Indian/Alaskan Native	0.3%

Age Group	Percentage
60 and Older	8.2%
55–59	5.4%
45–54	16.8%
25–44	48.4%
19–24	15.4%
16–18	5.9%

Gender	Percentage
Female	58.3%
Male	41.7%